Berwick Chase
Primary School

Student Engagement
&
Wellbeing Policy

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

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1 School profile statement

Berwick Chase Primary School opened in January 2009. Located in one of the fastest growing areas of Australia, the school grew rapidly during its initial year.

- Current SFO at 0.3469

- 41 different nationalities and cultures

- Current enrolments - 888

- 19 students on the Program for Students with Disabilities

- Berwick Chase uses the most current research about how people best learn and turn it into a reality. Students are being prepared for life in the twenty first century, as well as being educated in a facility that is built for the future. Open plan arrangements promote co-operation, collaboration and effective team work, all regarded as key elements of success in improving teacher capacity and student outcomes. When this space is fully utilised, teachers can be innovative and creative in their pedagogy. Utilising the potential of these spaces results in:

  - Developing resilience among students by creating an environment that is respectful of and supportive of the learning of individuals

  - Teachers using each other's strengths to support student learning

  - Focused/targeted teaching sessions to support or extend students can be easily catered for. There is time and space for numerous small groups to be working with teachers on their specific needs while other students are working independently

  - Individual learning needs can be catered for the variety of teaching approaches within the Learning Common

  - Space for students to work in, and not be restricted by furniture, computers, people, etc.

  - Opportunities for students and teachers to work together across year levels depending on their needs, interests and class focus. This creates 'learning communities' where students from different areas of the school work together in open Learning Commons

  - Teaching practices are out in the open so that teachers can learn from and with one another.

  - Creating a professional community where teachers are committed to making the private work of their classroom transparent and public.

  - Consistency of approach to curriculum delivery and student management

The school not only takes pride in the fact that it is at the cutting edge of design and functionality, but also environmentally sustainable, with purge windows for air circulation rather than air-conditioning, rain water tanks, bore water supply and a community vegetable garden.

The school is currently revisiting the pedagogical principles and practices that best support student growth. With the implementation of 'Practice Principles for Excellence in Teaching and Learning', all students are empowered to learn and achieve, experiencing high quality teaching practices and the best conditions for learning which equip them with knowledge, skills and disposition for life-long learning and shaping the world around them.

Berwick Chase's vision for education is to:

- Employ a fully inclusive approach to the education of students with disabilities

- Demonstrate a willingness to provide the best possible education and positive educational experience for all students

- Prepare students for lifelong learning

- Provide a multi-faceted approach to education with learning annexes throughout the community

- Provide a sound understanding of the individual needs, interests and aspirations of students thus providing the basis on which to build positive self-esteem and learning experiences

- Continue improvement in the key areas of Literacy and Numeracy

- Use information technology to enable learning to occur in many modes and from many sources

- Provide an education that helps students to develop a sense of belonging in an ever-changing society

- Raise educational outcomes and expectations for all students

- Continually improving teaching and learning for all

- Provide an environment where students, teachers, parents and the wider school community work side by side to maximise learning opportunities

- Effectively manage and evaluate school programs

- Develop relationships between parents\carers, students and teachers built on mutual respect towards learning from each other.

Berwick Chase believes in creating an environment of trust and respect for all community members. Students are challenged to achieve high level literacy and numeracy skills and are expected to make 12 months' growth each year from their previous point of learning. The school runs an extensive reading support program that supports all students to make this expected growth. These high level literacy skills are used to help students to investigate the world around them and make connections through their studies.

2 Whole-school prevention statement

Berwick Chase Primary School aims to provide a high student engagement, 100 % attendance and positive behaviours. Attendance has been highlighted as a focus from our strategic plan. We believe that all children have the potential to learn and achieve and that the wellbeing of every member of the school community is important. Our mission is to develop an energetic, welcoming, supportive and harmonious environment in which all students, staff and families feel engaged and connected.

We provide a whole school well-being program with a focus on prevention. We are currently implementing the Kids Matter Approach. This is a flexible whole-school approach to children's mental health and well-being. The four components for improving students' mental health and well-being consists of; Building of a positive school community, providing social and emotional learning for students, working with parents and carers, and helping children with mental health difficulties.

We aim to provide a stimulating learning environment that fully engages students in their learning and fosters positive well-being through the implementation of programs that encourage pro-social behaviour through:

The Zones of Regulations is a curriculum designed to foster self-regulations and emotional control. It is a system that allows students to categorise emotions in a safe environment.

Zones of Regulation, the implementations of the Superflex character and other initiatives including Listening Larry.

The Zones of Regulations uses four colours to depict the different emotions.

The Blue Zone	Used to describe feelings such as sadness, tiredness, boredom or low motivation.
The Green Zone	This is used to describe a regular state of calmness, happiness and focus. This is the state for optimal learning.
The Yellow Zone	This is used to describe feelings such as frustrations, stress, anxiety, nervousness or silliness. This is when the student is losing some control.
The Red Zone	Used to describe feelings such as anger, rage, panic or terror. This is when the student has lost total control of themselves.

The use of colours and the explanation of what they each mean is an easy way for the students to identify the zone they are in, in a non-judgemental environment.

Student Engagement (Behavioural/Emotional/Cognitive):

Our school aims to raise awareness of what makes students resilient and to develop strategies to reduce vulnerabilities and increase coping skills to enhance the emotional and social health of all students. Efforts are directed at promoting strengths, wellbeing and positive developmental outcomes through the following primary prevention programs:

- Welfare Officer / Speech Therapist
- Literacy Support
- Provision of Lunchtime Activities run by staff and students
- Develop and build relationships with parents and the wider school community
- Ongoing management processes – Sentral behaviour data base, anti-bullying policy, student surveys.
- Implementation of a consistent whole school approach to reading, writing and maths curriculum delivery.

In order to achieve this, we will:

- Build whole school understanding around playground rules and behaviours including rubbish in the environment
- Use of assembly time to reward students with awards (twice a term), and fortnightly social skill awards
- Utilise School Captains elected by peers to model and lead students.
- Utilise House Captains and Student Leaders elected by peers to model and lead students.
- Use the 'Tribe Program' as a ways to build relationships across the school
- Have high expectations, and challenge ourselves, our community and each other.
- Teach to the need of each individual student and value their differences.
- Provide students with learning that lead to meaningful opportunities in the future
- Acknowledge and celebrate our successes, and recognise and value effort
- Develop curriculum that is challenging, inspiring and relevant to individual students and our community's needs. Our staff will be informed about both local needs and about global trends, new technologies and innovations

Strive to develop positive, trusting relationships for all by:

- Monitoring and reflect on wellbeing and engagement of students, staff and families, and support at all levels.

- Putting in time and effort, inside and outside the classroom, to get to know each other, have fun together and show that we value each other.

- Implementing and analyse the 'Tell Them from Me Survey' survey to ascertain areas of strength and future improvement.

- Challenging and change systems to ensure they best meet the needs of all children and families.

- Following appropriate Departmental Guideline such as the Student Engagement Policy Guidelines, Equal Opportunity Act etc.

Our success will be measured by:

- The attendance, retention and achievement of students.

- The attitudes and opinions of students, families and staff.

- The retention of positive, skilled, healthy, enthusiastic and engaged teachers.

- Improved learning outcomes leading to greater life choices.

High Attendance:

We have a number of practices in place which raise the profile of attendance and support our students to attend school, participate in class and enjoy learning. These practices are primarily developed around the notion of *Respect*; Respect for themselves, each other, the school and the community. Through this, we will develop the students:

i. **Self-esteem:** to develop and preserve a sense of self-worth and appreciation of the worth of others.

ii. **Self-discipline:** to encourage students to accept responsibility for their own behaviour through positive reinforcement and the teaching and learning of social skills, problem solving and conflict resolution skills.

iii. **Positive self-concept:** in the endeavour to discover and develop the individual's potential in academic, creative, recreational and personal activities.

Positive Behaviours:

Berwick Chase Primary School provides a safe and respectful learning environment. There are clear expectations for all staff, students, families and the wider community. We have developed a culture of respectful communication between students, staff and community members. This extends to the classroom and forms the basis for respectful communication, relationships and how to respond to behavioural issues. Positive behaviours are promoted through:

- Early intervention strategies

- Seamless transition pathways for all learners into Prep, through the school and into secondary schools

- Revising social rules regularly

- Active involvement of parents in the learning and behaviour of each student. We foster this cooperative approach with parents through meet and greet interviews, reports, phone calls, parent teacher interviews, meetings, and communications books where necessary.

3 Rights and responsibilities

3.1 Guiding principles

Every member of Berwick Chase Primary 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.

Students Rights	Students Responsibilities
The right to be treated fairly, with respect and to have their individuality acknowledged and catered for. (Program for Students with Disabilities, Welfare, Literacy Support Programs, ESL program)	To treat others with fairness and respect and accept their individuality.
The right to be provided with a comprehensive, inclusive and engaging curriculum.	To attend school regularly and be prepared to learn, play and acknowledge the rights of others to do the same.
To have input into the development of school/ class rules and consequences.	To follow the agreed upon school rules and consequences.
To work and play in a secure environment without intimidation, harassment, bullying or disruption.	To resolve differences respectfully
To expect their property to be safe	To care for their own and others property.

Parents Rights	Parents Responsibilities
The right to be treated fairly and with respect.	To treat others with fairness and respect
The right to expect their child/children to be provided with a safe and respectful environment in which they can make the best educational opportunities.	To support the school in its efforts to provide their children with a safe and respectful learning environment. To support school attendance ensuring their child attends school regularly and on time each day.
The right to have input into the education of their children.	To take the opportunity to have input into their child's education when the opportunity arises.
The right to have their concerns dealt with in a fair, prompt and efficient manner in line with the relevant and appropriate legislation.	To communicate their concerns in a relevant and rational manner.

Teachers Rights	Teachers Responsibilities
The right to work in a safe, supportive and respectful environment.	To ensure that the classroom is a positive, safe, inclusive, caring and purposeful environment.
The right to teach without distraction or interruption.	To apply the student management policy with consistency and fairness. To promote student attendance, punctuality and follow the student absence protocol.
The right to be accepted as an individual and to be treated fairly and with respect.	To treat all individuals with respect and fairness.
	To recognise and proactively manage incidents of bullying (including cyber bullying).
	To proactively promote positive behaviour.

3.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types of 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

In line with the Charter, students are at all times entitled to the right to be free from physical, mental and financial neglect and abuse.

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 DET 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 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

Bullying is contrary to the BCPS school vision and will not be tolerated. Incidents of bullying including cyber bullying are dealt with according to our:

Students Management Procedures.

Definitions: Digital Technologies Acceptable Use agreement and User Agreement directly related to the iPad Program, Student Behaviour Policy, Student Engagement Policy.

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. They are also encouraged to let the perpetrator 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 they use and the things they say
- how they treat others
- respecting people's property (e.g. copyright)
- visiting age appropriate sites, spaces

Behaving safely online means:

- protecting your own privacy and personal information
- 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. *Knowing that some online activities are illegal and as such are reportable to the appropriate authority.

If students are being harassed or bullied they should:

- Tell the person they don't like what they are doing and they want them to stop.
- Inform their parents or teacher immediately.
- Take a screenshot of any texts, messages, photos, etc., as evidence
- Discuss the matter with a student leader or a teacher/coordinator that you feel comfortable with.

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

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.

Schools

School expectations are consistent across the school for all staff and students. All members of the school community clearly understand their roles, which creates an accessible education for all students and a professional working staff. School expectations are delivered in the following ways:

- Clear and focused goals are portrayed to the students prior to each learning session and are reflected in teacher work programs. These focused goals enable students to understand their expectations and goals for every session.

- All teachers and staff members undertake professional development throughout the year, which is expected to be incorporated within all classrooms by teachers to ensure students receiving a relevant and challenging learning curriculum.

- Consistent and thorough teaching practices are conducted throughout the whole school, which are goal related depending on student areas of need.

- All teams plan together, which enables consistent teaching across the school. Planning is based on student assessment, student areas of need and the VIC Curriculum.

- Assessment is used to establish new learning goals and teaching.

- Berwick Chase Primary School offers learning for all students via targeting students with varied needs with the use of Individual Learning Plans, varied expectations, small group work, teacher/student conferences, explicit teaching and ongoing assessment.

- Long-term student tracking documentation

- Using class and whole school rewards to encourage and reward positive attitude and behaviour.

- The use of iPads to monitor behaviour in the school yard.

The Berwick Chase Primary School is an active member of the community and is involved in organised community programs, which form positive partnerships in the local area. These programs include:

- Inviting community members to the school to observe Anzac day commemorations with them.

- Respect the many different cultures within the school by inviting parents into the school to discuss and display their different cultures.

- Parents are encouraged to liaise with teachers at scheduled meetings throughout the year and are encouraged to attend school events as well as keep the school updated with student information and to communicate regularly with the school.

Students

At Berwick Chase Primary School, students are able to contribute to the organisation of the school and classroom behaviours. Within the school, students are encouraged to participate, respect the right of other students and to display positive behaviour by:

- Contributing to the making of class rules, clear work expectations and goals. These are also sent home for parents to read and displayed in all classrooms and Learning Areas.

- Attending school regularly and following school expectations by aiming for 95% attendance.

- All students participate in all key learning areas.

- Conducting democratic elections to choose responsible student leaders.

- Displaying consistent behaviour across the school, which meets whole school expectations.

- Participating in lunch time activities, which support students who may have social or behavioural problems in the yard at recesses.

- Students in discussions centred on their attitudes to our school, the design, teaching pedagogy and values.

Berwick Chase Primary School has been proactive in tackling bullying as evident in the following:

- Whole school consequences are in place to deal with behavioural problems (including bullying) inside and outside the classroom.

Parents/carers

Parents and carers at Berwick Chase Primary School are encouraged to support their children in a variety of ways. All parents have the opportunity to discuss issues with classroom teachers and school leaders. Throughout the year the school gives parent the opportunity to support their children by:

- Having open and friendly classrooms with approachable teachers, who are available before and after school.

- Attending scheduled parent/teacher chats at beginning and middle of the year, which offer the parents to have some input to their child's learning by setting relevant learning goals.

- Organising parent friendly occasions at school, which encourages parents to witness the classroom and learning environment.

- Parents regularly reminded about the importance of regular attendance through school newsletters, Flexibuzz, assemblies and rewards.

- Attending information sessions such as parent helper courses, camp information evenings, iPad Program briefings etc.

At Berwick Chase Primary School our Mission statement is; we strive for success through fostering relationships built upon integrity and equity, and embracing the courage to pursue our dreams.

Our values are:

- Success
- Relationships
- Integrity
- Equity
- Courage

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.

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
- 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 coordinator, managed individual pathways or careers coordinators
- a digital technologies coordinator
- 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 experiential learning, camps/outdoor education/creative arts
- involving community support agencies.

Our school culture emphasises the need for **mutual respect**. **Building relationships** and implementing **preventative approaches** with students, parents and other key stakeholders underpins this approach. Strategies implemented at Berwick Chase Primary School include:

- Teachers and students defining and developing school wide rules/consequences that reflect our student management policy

- School- wide classroom and yard consequences to be dealt with in a restorative manner, aimed at promoting fairness and repairing any damage to relationships or property

- Consistent implementation of the Student Management Policy

- Rewards to acknowledge positive classroom behaviours and yard behaviours that reflect our school vision.

- School wide process for gathering and recording behavioural incidents

- Identifying specific issues, hotspots and types of behaviour. Data collated and tracked.

- Coaching/Mentoring

- Encouraging student participation and student voice through Student forums

- Engaging proactively with parents/carers

- Making links with the local community

We recognise and respond to the diverse needs of our students through our extensive planning and **early intervention**. Strategies implemented at Berwick Chase Primary School to support this include:

- Dedicated planning time within Teams - Documents outlining whole school expectations reflecting the Vic Curriculum Personal Learning Domain

- Teaching of pro-social behaviours and class/school rules

- Development and implementation of individual behaviour plans

- Involving student and community support services /agencies

Discipline procedures – suspension and expulsion

When considering suspension or expulsion, schools are required to follow the procedures listed in section 4.3 of the DET 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.

- The Principal should ensure that parents/carers are informed at least the day before the detention.

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

Attendance

Students who attend school more regularly give themselves the best possible chance of making the best of their educational opportunities. Regular attendance habits should be encouraged from an early age to give students the best chance of maximising their educational and social development.

The *Education and Training Reform Act 2006* sets out basic legal requirements for attendance. In Victoria, young people between six and 16 years of age (inclusive) must be enrolled in a registered school or registered for home schooling in accordance with the Act and the *Education and Training Reform Regulations 2007.*

While student attendance at school is a legal obligation of parents/carers, consistent with the *Education and Training Reform Act 2006*, Victorian government schools, in partnership with parents/carers,

students and the wider community, must provide active support for full student attendance and retention until the completion of Year 12 or its equivalent.

Attendance has been highlighted as a goal for our current Strategic Plan.

This policy was ratified on Monday 18th June 2018

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/
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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