



Student Engagement & Well-Being Policy

**School Values, Policies and Student Management
processes produced in consultation
with the school community.**

JULY 2015

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1 School Profile Statement

Rangebank Primary School is situated north of Cranbourne and has been open for 32 years. Although this area is a growth corridor, the land immediately around the school is well established. Approximately ¼ of the families who attend the school travel from outside the immediate vicinity.

There are 3 Koori families (total of 8 children) at the school. We also have small numbers of families from other nationalities – Samoa, Sri Lanka, India, Sudan, Yugoslavia, Cambodia, Italy, Greece, Spain, Dubai, Malaysia and China.

At Rangebank Primary School there are 9 students currently on the Program for Students with Disabilities across the school. Their disabilities include Severe Behaviour Disorder, Intellectual Disability, Autism Spectrum Disorder and Physical Disability.

Our Grade 5 and 6 student response to the Attitudes to Schools Survey indicates a high level of student motivation and connectedness to school, generally level with the State mean. Our aim for the future is to achieve scores higher than the State mean.

Parents/ Guardians are able to access both formal and informal feedback on student/ school issues. These include Parent/ Teacher interviews (with Student-led Conferences in grades 4, 5 and 6), information evenings, formal surveys and feedback through School Council.

We have a strong Social Competencies program which embeds a culture of caring for others, acting responsibly and developing independence. This, combined with our Values program and Buddy's programs ensures children reflect on their behaviours and attitudes. These positive behaviours are celebrated at our weekly assemblies.

The focus of the learning and teaching programs are to ensure that when children leave Rangebank Primary School they are literate and numerate. In addition, we place a strong emphasis on teaching children to get along with each other. The Staff and Community believes that with these skills in place, children will be able to confidently approach Secondary College.

Cultural diversity is recognised and celebrated at the school and acceptance of all is a standard expectation. All children, staff and community members have an equal right that their involvement with the school should be free of any intimidation, aggression, harassment and prejudice. A zero tolerance to inappropriate behaviour to others is reinforced through the school's policies on Bullying, Harassment and Discrimination and Codes of Conduct.

Curriculum

There is a core focus on teaching Literacy and Numeracy. From their first days in Prep, children's progress is regularly assessed and programs are tailored to individual needs to ensure the building blocks of learning are in place. If children are experiencing difficulties in their learning, an Individual Learning Plan is developed with parents to assist each child's progress. Curriculum is designed to ensure over the 7 years of primary school children's learning is built upon previous understandings and knowledge. These standards are set by the Department of Education and Training. Assessment strategies allow teachers to monitor children's progress.

Parental Involvement

The teaching staff values the partnership between school and home. Through activities such as helping in their child's grade, helping in the canteen, fund raising activities or on the School Council, there are many ways Parents/ Guardians can contribute at Rangebank Primary School.

2 Whole-School Prevention Statement

At Rangebank we believe Engagement is an important schooling outcome in its own right. Students who are engaged feel that they belong at school. They participate in the activities of the school, value educational success and believe that education will benefit them. While Engagement can be affected by external factors, it is strongly and positively developed through school pedagogy and curriculum.

‘Dream, Believe, Strive, Achieve’

By following the principles of our school motto we provide a happy learning environment. Using our caring approach to learning we are able to teach our students honesty, tolerance, respect and acceptance of others. These values will enable our students to achieve their goals both at school and in the wider community. The school prides itself on providing a comprehensive range of programs to cater for children’s varying learning needs.

Our small community based school encourages students to *dream* about their future and fulfil their goals. There is a strong open relationship between the teaching staff, students and parents. Underlying this principle is the importance of effective communication. Students are encouraged to set their own goals and know their ideas are valued and respected.

We *believe* that each child is an individual who brings unique qualities to the school. A key value is that children accept that we are all different but are treated fairly according to circumstance.

We *strive* to offer an environment which promotes student safety and wellbeing with learning as a priority. We provide a range of support mechanisms to engage students in their learning. The community values our student’s strong commitment to their school and peers.

To *achieve* a quality education we offer a comprehensive range of programs that promote our students to become lifelong learners to cope in a rapidly changing, culturally diverse global society.

At Rangebank Primary School our Values are –

1. Tolerance / Non-violence
2. Honesty / Trust
3. Responsibility / Caring
4. Respect / Resilience

Acceptance

We demonstrate Tolerance by –

- Appreciating and valuing others similarities and differences
- Opposing prejudice
- Eliminating discrimination
- Valuing the diversity of cultural expression
- Acknowledging each person’s uniqueness

Non-Violence

We demonstrate Non-violence by

- Being courageous by standing with others who are treated unfairly
- Encouraging our students to be tolerate and inclusive of others

- Avoiding uncaring criticism, physical attacks and self-destructive behaviour
- Looking for safe ways to express anger and to work at solving problems peacefully
- Listening carefully to each other and consider other's feelings and needs rather than having your own way
- Forgiving each other and don't hold grudges
- Respecting the environment and all living things

Honesty

We demonstrate Honesty by –

- Being trustworthy and truthful to yourself and others
- Taking responsibly and learning from mistakes
- Reflecting on relationship damages and look for strategies to repair relationships
- Implementing strategies and work honestly to make things better
- Reflecting on personal performance and setting personal goals

Trust

We demonstrate Trust by –

- Being cooperative
- Being kind
- Doing your best
- Knowing you can depend upon someone
- Making and keeping their commitment

Responsibility

We demonstrate Responsibility by –

- Accepting leadership opportunities
- Fulfilling obligations
- Looking after our possessions
- Accepting consequences for our actions
- Working towards greater independence
- Displaying appropriate behaviour
- Looking after the environment
- Being prepared
- Reflecting on our actions

Caring

We demonstrate Caring by –

- Looking after ourselves and others
- Providing a safe environment
- Treating others equally with kindness and empathy
- Appreciating others' achievements

Respect

We demonstrate Respect by –

- Actively listening to one another
- Valuing others' contributions, beliefs and opinions
- Caring for school and other people's property
- Being punctual

- Taking pride in our dress and appearance
- Celebrating cultural diversity
- Accepting individuality

Resilience

We demonstrate Resilience by –

- Expecting students to search and find, to fail and learn risk and succeed in a changing world.
- Having the ability to bounce back with optimism
- Developing strategies for self-discipline
- Connecting to the school and community
- Developing confidence and self esteem

3 Rights and Responsibilities

Student Code of Conduct

In providing a safe learning and playing environment the Student Code of Conduct has guidelines for student behaviour. Children are positively encouraged, with a number of award systems operating, to demonstrate good behaviour. Students are recognised in their classroom, at specialist sessions and outside in the yard. In the Code of Conduct there are consequences for poor behaviour

Rights

- to be safe
- to be treated with respect, kindness and courtesy
- to learn and play without interference
- to have personal property respected
- to be treated equally and fairly as individuals

Responsibilities

- behave in a considerate, courteous, responsible and honest manner
- play and work safely
- accept responsibility for own behaviour
- develop self-discipline
- accept fair disciplinary procedures

Expectations

- Principal and staff have an obligation to implement the Code of Conduct fairly, reasonably and consistently
- Teachers should expect to be able to teach in an atmosphere of order and co-operation
- Parents share an obligation to support the school in its efforts to maintain a productive teaching and learning environment

Approach to promoting positive student behaviour

Our school considers that a consistent and positive approach to behaviour management will be developed through the following strategies:

- positive reinforcement to develop self esteem and foster appropriate behaviour (eg verbal praise, encouragement, certificates and awards)
- encouragement of co-operative interaction between all children by providing opportunities to develop sharing, tolerance and compassion
- working in partnership with parents in relation to discipline matters through regular communication
- matching of teaching and behaviour management strategies for children with special needs

- developing a list of classroom rights and responsibilities and a series of logical consequences related to students' behaviour which are clearly stated and understood by students and teachers

Accepted consequences of inappropriate behaviour

Inappropriate behaviour will incur some consequence. The consequence will be related back to the incident. Some behaviour problems will be dealt with by a discussion with children about appropriate behaviour.

3.1 Guiding principles:

The principle aim of Rangebank Primary School is to develop, in a caring and stimulating environment, the individual child, to maximum potential, both academically and personally.

Guiding principles of the school are to:

- Provide an environment for our students which is friendly, secure, flexible and most of all stimulating and engaging.
- Ensure that the best interests and the learning needs of the children are paramount when decisions are made about the school.
- Foster a love of learning and develop a sense of genuine inquiry within each student;
- Recognise the equality of all students.
- Encourage each student to achieve his or her potential in all activities.
- Encourage students to appreciate and care for their natural environment.
- Provide an inclusive, comprehensive curriculum encompassing the skills of decision making, problem solving and risk taking.
- Promote self-discipline and high academic standards.

When learning, students will have the opportunity to:

- Develop sound skills in all curriculum areas but particularly in Literacy, Numeracy and Social Competencies.
- Attain skills that will enhance their critical thinking abilities, problem solving techniques, research skills and decision-making abilities.
- Co-operate with other students and adults.
- Develop useful social skills to assist them to be responsible community members.
- Develop initiative, confidence and an inquiring mind.

3.2 Equal Opportunity

The Equal Opportunity Act of 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 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 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
- Respect and promote human rights

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 any 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, 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, or any 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
- Benefit of the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and teachers
- 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

BULLYING ISSUES

Students are encouraged to maintain a standard of behaviour in line with their age and development. Each child is encouraged to have a positive attitude that will enable them to work in harmony with other students and the staff at the school.

Emphasis is on respect and self discipline.

Rangebank P.S. has identified, planned and implemented a Student Well-Being program that includes incursions, excursions and programs that address this important aspect of a student's life and learning.

It is important that a partnership exists between the home and school that provides a positive and caring environment in which children are encouraged to develop and mature.

Rangebank Primary School has developed a Student Code of Practice within the guidelines of the Student Discipline Procedures, 1994 and Ministerial Order No.1, Discipline of Students.

Each family is provided with a Rangebank School Wellbeing booklet that details our commitment to student, parent and staff rights and responsibilities.

Definitions –

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

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

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

Examples of cyber bullying behaviour are:

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

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

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

Cyber bullying

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

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

Behaving safely online means –

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

If you are being harassed or bullied you should –

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

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

Rights and Responsibilities of the School Community

Rights and Responsibilities of Students

Rights	Responsibilities
Students have a right to: <ul style="list-style-type: none">• Be respected and cared about by others.• Learn and play without inference.• Be safe and happy at school.• Be heard and tell their side of the story.	Students have a responsibility to: <ul style="list-style-type: none">• Make our school a happy and safe place.• Care about others in our school.• Do their best at all times.• Care about our school, its grounds and equipment.• Treat others with respect and good manners.

Rights and Responsibilities of Parents/Carers

Rights	Responsibilities
Parents/Carers have the right to: <ul style="list-style-type: none">• Expect that their children to be educated in	Parents/carers have a responsibility to: <ul style="list-style-type: none">• Show respect to all members of the school

<p>a purposeful environment with care, courtesy and understanding.</p> <ul style="list-style-type: none"> • Meet the Principal, AP, Welfare Officer and/ or teachers at mutually arranged time to discuss any issue or their child's progress. • Have access to school policies, regulations and reports. • Have their ideas and opinions given a fair hearing by all staff. • Expect their children to be educated in a positive learning environment which aims to maximise their individual potential. • Be provided with information concerning school decisions and directions. 	<p>community – teachers, students and other parents.</p> <ul style="list-style-type: none"> • Provide appropriate snacks and lunch for their children every day. • Ensure that their children attend school daily, are punctual and are supported with their school work at home. • Ensure that their children attend school in the correct school uniform and that school rules governing jewellery, make up and hair are supported. • Support the school and promote it in a positive light in the wider community.
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Rights and Responsibilities of Teachers

Rights	Responsibilities
<p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Be treated with respect and courtesy. • Have students who are punctual and regular in attendance. • Have students come in correct uniform. • Enjoy job satisfaction. 	<p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Care for students. • Implement the school Student Well Being Policy. • Provide an interesting and pleasant classroom environment. • Communicate with parents when necessary. • Instruct their students in the agreed curriculum. • Show an understanding, friendship and use praise when applicable. • Foster in all children a positive self image.

4. Shared Expectations

At Rangebank we will provide an educational environment that ensures all students are valued and cared for, that they feel 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** – Caring for self and others
- **Integrity** – Act in accordance with principles of moral and ethical conduct, ensuring 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 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.

Restorative Practices

Rangebank Primary School has an active approach to addressing bullying at the school. Part of this process uses a philosophy called Restorative Practices. A brief explanation is provided below.

Restorative Practices actively involves the child in directly repairing, or restoring, the damage his/her actions have caused. Restorative Practices teach children to be accountable to their victims and to others affected by their misdeeds.

Restorative Practices focus on restoring a healthy, respectful relationship between the aggrieved parties and the child. The approach emphasizes positive support within strong limits. Instead of being isolated further from the community, offenders are expected to face the people they have wronged, listen to the harm caused by their inappropriate behaviour and find an acceptable way to make amends. Their actions should restore their relationship with their community.

Diversity in the school community

At Rangebank we promote school diversity through our programmes. Our school diversity programmes promote school improvement by providing opportunities for the school to work towards developing our strengths. As we develop our individual strengths and standards of teaching and learning improve, we will contribute to raise the standards in the wider community.

School diversity benefits all students in the 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 Welfare Officer/ School Chaplain and other designated co-ordinators
- 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, work education, camps/outdoor education/creative arts
- involving community support 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.

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

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

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

References

Rangebank Primary School Web Page.	www.rangebankps.vic.edu.au
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/cyb

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Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
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VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf