



Student Engagement & Inclusion Policy

This policy reflects DET Student Engagement and Inclusion Guidance and was produced in consultation with the school community.

May 2019

Principal: Colin Avery

School Council President: Shelly Lynch

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1. SCHOOL PROFILE

Rangebank Primary School is situated north of Cranbourne and has been open for **33 years**. Although this area is a growth corridor, the land immediately around the school is well established. Approximately $\frac{1}{4}$ of the families who attend the school travel from outside the immediate vicinity.

There are 4 Koori children and 3 Torres Strait Island children (total of 7 children) at the school. We also have small numbers of families from other nationalities – India, Samoa, Pakistan, Mauritius, Cook Island, Nauru, Sri Lanka, Sudan, Serbia, Spain, Turkey, Vietnam, Cambodia, Italy, Greece, Spain, Dubai, Malaysia, Burma and China.

At Rangebank Primary School there are 6.4 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 based on 'The Leader in Me' and 'Kids Matter', which embeds a culture of resilience, 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, especially at our weekly assembly.

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.

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. SCHOOL VALUES, PHILOSOPHY AND VISION

Our school is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive school culture to engage and support them in their learning. Our school acknowledges that student wellbeing and student learning outcomes are inextricably linked.

Our Values:

Rangebank Primary School community's vision is underpinned by the value of RESPECT, highlighted through our focus on:

- Be Respectful
- Be Safe
- Be Kind
- Be a Learner

Our philosophy:

Every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive.



Our vision:

All students are confident, curious learners who feel supported and able to meet the challenges at school and beyond.

A statement about the rights and responsibilities of all students and school staff is included at [APPENDIX 1](#)

3. GUIDING PRINCIPLES

Rangebank Primary School will collaboratively develop and implement a fair and respectful whole-school engagement and behaviour management approach.

- The school's curriculum will include pro-social values and behaviour to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.
- We promote active student participation and provide students with a sense of ownership of their environment.
- We support families to engage in their child's learning and build their capacity as active learners.
- We promote active 'student participation' as an avenue for improving student outcomes and facilitating school change.
- We will establish social/emotional and educational support for vulnerable students and monitor and evaluate progress.
- We will have processes in place to identify and respond to individual students who require additional assistance and support.
- We will build strong links with the local community to gain access to an extended network of community members, professionals and educators who can provide expertise and experience that can build the capacity of our school and our teachers to respond to the needs of the students.
- We will create a child safe organisation and will comply with its obligations under the Child Safe Standards.

4. 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.

Our school is also committed to preventing and addressing bullying, including cyberbullying. Please see our Bullying Prevention Policy for more information.

Corporal Punishment is prohibited in all Victorian schools. Corporal punishment must NOT be used at the School under any circumstances.

5. ENGAGEMENT STRATEGIES

To realise our vision, our Rangebank Primary School has in place a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in the school. We recognise that some students, as a group or as individuals may need extra social, emotional or educational support to flourish at school, and so we will put in place strategies to identify these students and provide them with the support they need.

Rangebank Primary School works collaboratively with students and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The universal (whole-school), targeted (group-specific) and individual engagement strategies used in our school are outlined in [APPENDIX 2](#)

6. IDENTIFY STUDENTS IN NEED OF EXTRA SUPPORT

Rangebank Primary School utilises the following information and tools to identify students in need of extra support using the following strategies:

- Personal information gathered upon enrolment

- Attendance rates
- Academic performance, particularly in literacy and numeracy assessments
- Behaviour observed by classroom teachers
- Student Mapping Tool
- Engagement with student families

7. BEHAVIOURAL EXPECTATIONS

Shared behaviour expectations for students, parents/carers and school staff are detailed at [APPENDIX 3](#).

8. SCHOOL ACTIONS

Responding to challenging behaviour

Where a student acts in breach of the behaviour standards of our school community, we will institute a staged response, as outlined in the Department of Education and Training Student Engagement and Inclusion Guidance APPENDIX 4.

Discipline

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

Disciplinary measures that may be applied include:

- Restorative approach (e.g. repairing damage caused)
- Withdrawal of privileges
- Withdrawal from class activities for a specified period. Where appropriate, parents/carers will be informed of such withdrawals
- Detention
- Suspension (in-school and out of school)
- Expulsion

Discipline will be applied in a way that is proportionate to the behaviour and upholds procedural fairness.

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

Creating a child safe organisation

The school is committed to being a child safe organisation. It will do this by complying with the requirements of the Child Safe Standards including having strategies in place to embed a culture of child safety at the school, having a child safety policy/ statement of commitment to child safety and having policies and procedures to manage child abuse.

The school's strategies for a child safe school can be found [insert]

The school's child safety policy/statement of commitment can be found [insert]

The school's policies and procedures to manage child abuse can be found [insert].



9. ENGAGING WITH FAMILIES

The School values parent / carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement to the Parents' Association in our efforts to build a sense of community.

The school will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning.

The school will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of the school's Student Engagement Policy
- conducting effective school-to-home and home-to-school communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with homework and other curriculum-related activities
- involving families as participants in school decision-making
- coordinating resources and services from the community for families, students and the school
- involving families in Student Support Groups.

Parents responsibilities for supporting their child's attendance and engagement are outlined at Appendix 3. Furthermore, parents are expected to act in a respectful and constructive manner when dealing with our school. More detail on parent responsibilities and consequences for inappropriate behaviour are outlined in our Statement of Values.

10. EVALUATION

Data collection and analysis

Rangebank Primary School is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. Rangebank Primary School will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- The Attitudes to School Survey data.
- Personal, health and learning information gathered upon enrolment and while the student is enrolled (eg transition statements, transfer documentation, discussion with staff at previous school)
- Attendance records through Cases21. We monitor student attendance and implement attendance improvement strategies at a whole-school, cohort and individual level.
- Academic performance.
- Observations by school staff such as changes in engagement, behaviour, self-care, social connectedness and motivation.
- Parent survey data/Parent-Teacher interviews.
- data from case management work with students
- data extracted from software such as CASES21
- Detention and suspension data.
- Engagement with families.
- Student support group meetings.
- Self-referrals or referrals from peers.

Review of this policy

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.


11. CERTIFICATION

This policy was adopted at the School Council Meeting held at Rangebank Primary School, on May 30, 2019.



Signed.....

School Council President

Signed.....

Principal

Next review date: May 2022

APPENDIX 1 – RIGHTS AND RESPONSIBILITIES

Rights and Responsibilities of Students

<p>Students have a right to:</p> <ul style="list-style-type: none"> • Be respected and cared about by others. • Learn and play without interference. • Be safe and happy at school. • Be heard and tell their side of the story. 	<p>Students have a responsibility to:</p> <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 schools grounds and equipment. • Treat others with respect and good manners.
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Rights and Responsibilities of Parents/Carers

<p>Parents/Carers have the right to:</p> <ul style="list-style-type: none"> • Expect that their children to be educated in a purposeful environment with care, courtesy and understanding. • Meet the Principal class, 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>Parents/Carers have a responsibility to:</p> <ul style="list-style-type: none"> • Show respect to all members of the school community – teachers, students and other parents. • 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

<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.
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APPENDIX 2 – ENGAGEMENT STRATEGIES

Universal (Whole School)

Engagement strategies will be most effective when focused on:

- 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.

Our school is committed to making sure every member of our school community, regardless of their background or personal attributes, is treated with respect and dignity. Please see our **Inclusion and Diversity Policy** for more information.

Rangebank Primary School has developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our school. We ensure that procedural fairness is evident when supporting students with behavioural and emotional challenges. We acknowledge that some students may need extra social, emotional or educational support at school, and that the needs of students will change over time as they grow and learn.

Engagement with Parents/Carers

Rangebank Primary School values the input of parents and carers, and we will strive to support families to engage in their child's learning and build their capacity as active learners. We aim to be partners in learning with parents and carers in our school community.

We work hard to create successful partnerships with parents/carers by:

- Ensuring access to our school policies and procedures, available on our school website.
- Providing a regular newsletter.
- Formal Parent/Teacher interviews and **Meet & Greet sessions**.
- Scheduled whole school activities and assemblies.
- Providing parent volunteer opportunities so that families can contribute to school activities.
- Involve families with homework and other curriculum-related activities.
- Involve families in school decision making.
- Coordinating resources and services from the community.
- Including families in Student Support Groups, and developing individual plans for students.

Individual and Targeted

Individual students who require further support are referred to Social workers, school chaplain, student well-being team leader and Principal class.

- Koorie students connected with Koorie Engagement Support Officer (KESO).
- **Individual Learning Plan and Cultural connection plan for Koorie students.**
- Behaviour tracker implemented for vulnerable and 'at risk' students.
- Individual Behaviour support plans for identified students.
- Medical plans for students with disabilities or illness.
- **Out of Home Care students appointed a Learning Mentor and an Individual Learning Plan, followed by a referral to Student Support Services for an Educational Needs Assessment. Student monitoring and additional support is provided by LOOKOUT.**
- **Individual Education Plans (IEPs) for at risk and vulnerable students.**
- **School Wide Positive Behaviour system (SWPBS).**
- **Referral to SSS (Student Support services) via the SOCS (Student Online Cases) portal.**
- **Implementation of School wide Zones of Regulation framework.**
- **Use of Restorative practices to improve and repair relationships between students.**

School Based/Network Based Referrals

- School based student welfare coordinator.
- Social workers/school Chaplain.
- Student support services (SSSO via Student online cases system (SOCs).
- SSSO Speech pathologists - referrals for Students with Language disorders/speech difficulties.
- Assessment Australia referrals for students with possible Intellectual Disabilities. Program for Students with Disabilities (PSD program).
- LOOKOUT for Out of Home care and Koorie students.
- Child First, Headspace and ELHMS.
- SMA response team for students with severe behaviour.
- Student Developmental Centre (SDC - Mahogany Rise).
- Berry Street - Foster care, Family Violence, child and family services.

Local Level Support

- Staff will apply a trauma-informed approach to working with students who have experienced trauma. Professional Development provided by Lookout - Trauma.
- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family.
- Support student's family by being responsive and sensitive to changes in the student's circumstances and health and well being
- Regular student support group meetings (SSG) that include support team (Teacher, ES staff and parents). These include students with a disability, In Out of Home care and with other complex needs that require ongoing support and monitoring.
- Individual counselling with school based social workers.

Rangebank Primary School implements a range of strategies that support and promote individual engagement. These include:

- Building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances eg. out of home care, trauma or Koorie backgrounds.
- SSG meetings with student and their parent/carer to talk about how best to help the student engage with school and raise learning outcomes.
- Developing an Individual Learning Plan and/or a Behaviour Support Plan that is regularly reviewed.

Environmental Changes

Where necessary the school supports the student's family to engage by:

- Collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student.
- Monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family.

Regular Student Support Group meetings for all students:

- With a disability
- In Out of Home Care
- With other complex needs that require ongoing support and monitoring.



APPENDIX 3 – EXPECTATIONS

At Rangebank Primary School 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.

APPENDIX 4 – SCHOOL ACTIONS : RESPONDING TO CHALLENGING BEHAVIOUR

Inappropriate Behaviours

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 may 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

Suspension and expulsion are measures of last resort and may only be applied when the grounds for suspension and expulsion set out in the Engagement and Inclusion Guidance have been met.

Suspension and expulsion can only be approved by the principal and our school will follow the processes for applying these disciplinary measures set out in the Student Engagement and Inclusion Guidance.

Information on grounds and processes for suspension and expulsion that our school will follow are available here: [DET Participation and Discipline](#)

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)

APPENDIX 5: SCHOOL ACTIONS : PROCESS FOR RESPONDING TO BREACHES

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.

For disciplinary measures see [APPENDIX 4](#)

APPENDIX 6 – ADDITIONAL RESOURCES

Charter of Human Rights	https://www.education.vic.gov.au/hrweb/workm/Pages/Human_Rights.aspx
Child Safe Standards	https://www.education.vic.gov.au/school/principals/spag/safety/Pages/childsafestandards.aspx
Code of Conduct	https://www.education.vic.gov.au/hrweb/employcond/Pages/conduct.aspx
Rangebank Primary School Official Website.	https://rangebankps.vic.edu.au/
Disability Standards for Education	https://www.education.vic.gov.au/school/teachers/learningneeds/Pages/legislation.aspx
Education and Training Reform Act 2006	https://www.education.vic.gov.au/about/department/legislation/pages/act2006.aspx
Effective Schools are Engaging Schools	https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/studentengagementguidance.aspx
Equal Opportunity Act	https://www.education.vic.gov.au/hrweb/divequity/Pages/default_eeo.aspx
Framework for Improving School Outcomes - FISO	https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/FISO.aspx
Mandatory Reporting.	https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/reportobligations.aspx
Restraints and Seclusion Guiding Principles.	https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/guidingprins.aspx
Safe Schools	https://www.education.vic.gov.au/about/programs/Pages/safeschools.aspx
Reduction and elimination of restraint and seclusion.	https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/behaviourofconcern.aspx
School Policy and Advisory Guide.	https://www.education.vic.gov.au/school/principals/spag/pages/spag.aspx
Statement of Values	
Student Engagement Policy Guidelines	https://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/engagepol.aspx