



Student Engagement & Well-Being Policy

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

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Principal: Terry Bennett

School Council President: Philippa Rowlands

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1. Statement of purpose

Every school is required to have a Student Engagement Policy that articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address child safety, bullying, school attendance and behaviour. The policy provides all members of the College community with an understanding of their responsibilities in providing a productive, safe and respectful learning environment. This policy ensures that all our students are safe in all school environments and outside of school hours as outlined in Ministerial Order No. 870.

This policy will reflect school and wider community values, as well as the college vision. This is achieved with regular input from school leaders, staff, students, parents, guardians and the school council. This approach promotes shared expectations and an inclusive and respectful school culture. The review of the Student Engagement Policy will happen in conjunction with the school's annual self-evaluation undertaken as part of the school accountability framework.

The policy also supports the college in addressing our legal obligations under relevant legislation including:

- The Equal Opportunity Act 2010 (Vic)
- The Charter of Human Rights and Responsibilities Act 2006 (Vic)
- The Disabilities Standards for education 2005, which clarify and make more explicit our obligations under the Disability Discrimination Act 1992 (Cth)
- The Education and Training Reform Act 2006 (Vic)

College staff will actively implement the Student Engagement Policy (Code of Practice) to maximize student engagement and learning outcomes.

2. School profile statement

Melba College has a junior and senior campus with a total student population of approximately 650 students. Across both campuses we offer a comprehensive, challenging and engaging curriculum and co-curricula program. We also offer a very broad range of experiences covering sport, music, performance, community involvement, cultural, social and leadership opportunities. Our college is very committed to a strong and authentic student voice whereby students are actively involved in the decision making processes in the school.

Our two campus environment allows us to provide a 'school within a school' model whereby students are part of a smaller campus and yet obtain all the benefits of a larger school in terms of subject choices and co-curricula programs as they move through their years of schooling.

The teaching and support staff at the college are committed to supporting all students in their learning. They undertake ongoing professional development to ensure they are able to provide the best possible learning environment for every student.

To improve student learning at our school we seek to provide more individual attention and support for students. We have additional literacy and numeracy programs to complement our existing curriculum focus in these areas.

College data supports a continued focus on student wellbeing and on improving Literacy and Numeracy outcomes for students.

3. Values, philosophy and vision

Melba College provides a comprehensive, innovative secondary education for students in the Croydon community. We prepare our students with the knowledge, skills and values for life-long learning in a rapidly changing and communication technology rich world. The College is committed to provide quality programs and pathways so that all students achieve 'personal best'.

The vision for the school is to provide the highest quality educational opportunities for all students and so allow all students to realise their potential. Students will be exposed to the broadest possible range of learning options and career pathways within a culture of high expectations and the celebration of achievement and excellence.

The foundational principles for the school influence and guide all areas of the school's curriculum. These are that:

- every student has the capacity to learn and progress
- the school has a 'whole' person focus ensuring the emotional, physical, academic and social needs of all students are identified, addressed and supported
- the school has a "Student at the Centre" focus ensuring all decisions are based on the improvement of opportunities and outcomes for students

- the school is a 'Community of Learners' committed to achieving and supporting every person to attain their personal best in all they do. This is equally applicable to both students and staff.
- recognition of the importance of parents, guardians and the broader community in supporting the learning and wellbeing of students

Students will be problem solvers and independent learners who take risks with their learning. They will demonstrate progress in their learning as a result of exemplary teaching and best practice assessment strategies. They will demonstrate high level ICT skills and be encouraged to participate in the full range of academic, cultural, and sporting activities offered by the school. They will be able to pursue individual interests and will demonstrate and apply increasingly refined thinking skills. They will also show a sense of identity with their school by wearing the school uniform with pride and confidence. The school will provide a stimulating, positive and caring environment within the framework of a well-defined student code of conduct based on the highest expectations of student behaviour and achievement.

Teaching will be innovative and based on the development of high quality teacher – student relationships. Learning will be supported by an extensive and integrated student Wellbeing and Engagement framework. Educational programs for students will work to cultivate respect, understanding and tolerance of others.

A key goal of the school will be to equip students for their lives beyond school in further study, training and employment. The school will endeavour to inculcate a love for learning and curiosity for inquiry. The curriculum will have a strong focus on Personalised Learning reinforcing that every student is an individual and has their own skills, strengths and learning needs.

Our school community is based on the core values for Australian Schools
They are:

- Care and Compassion
- Doing your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

The school's aims are to develop:

- Successful, Passionate and Inspired **Learners**.
- Confident, Creative and Resilient **Individuals**
- Informed, Active and Thoughtful **Citizens**

Melba College is a two campus school located approximately 30 kilometres east of Melbourne.

The curriculum is based on a core and elective model with increased choice available to students as they progress through the college. VCE is the preferred pathway at the college. Partnerships with well-established external agencies exist in relation to VET studies and a significant proportion of students undertake VCAL.

4. Whole-school prevention statement

The Attitudes to School Survey shows students' responses in relation to eleven dimensions. Student Motivation, Student Safety and Learning Confidence are three of those dimensions.

Student Motivation measures the extent to which students are motivated to achieve and learn.

Student Safety measures the extent to which students feel safe at school

Learning Confidence measures the extent to which students have a positive perception of their ability as a student.

Examination of the Attitudes to School Survey shows significant variation between the results of students in different year levels across these three measures.

Addressing the unevenness in the results on the Attitudes to School Survey is the intended outcomes of the strategies listed below.

To improve student interest and engagement in school and build student learning confidence and belief in themselves we need to:

- Implement a positive behaviour program across the school using a program based on positive psychology developed and implemented e.g. school wide positive behaviour program, you can do it, bounce back etc. Training provided to lead staff in its understanding and implement in a thorough manner
- Raise the level of student leadership and voice. Effective and relevant leadership opportunities developed to capture the responsibility and confidence of students in each of the two learning communities e.g. more responsibility for year 7 and 9 students. The level of student voice raised in areas such as policy, curriculum (and extra-), student management, school daily organisation including lunchtimes activities, uniform and assemblies
- Ensure clear and consistent student management practices by all staff relevant to each learning community.
- Develop a college wide Student Wellbeing Framework

5. Rights and responsibilities

5.1 Guiding principles

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

5.2 Equal Opportunity

The *Equal Opportunity Act 1995* sets out the types or grounds of discrimination that are unlawful and aims to promote community recognition and acceptance of the equality of men and women, and the equality of people of all races, regardless of their religious or political convictions, their impairments or their age.

Under the act it is unlawful to discriminate against a person on the basis of the following :

- 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).

5.3 The Charter of Human Rights and Responsibilities Act 2006

The Charter sets out a list of 20 rights that reflect the following four basic principles:

- Freedom
- Respect
- Equality
- Dignity

The charter outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The charter requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services.

- The right not to be discriminated against
- The right to privacy and reputation
- The right to freedom of thought, conscience, religion and belief
- Cultural Rights

It is important to understand that with human rights comes a responsibility to respect other human rights.

All Department of Education and Training (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.

5.4 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 (DDA)*. 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.

5.5 Bullying and harassment

Definitions

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

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

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

Examples of cyberbullying behaviour are:

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

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

All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

The effects of harassment or bullying include

- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

If a student sees another person being harassed or bullied they should tell the person that you witnessed the incident and advise them to report it to a staff member. Furthermore, if you see a student 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 can be subtle or explicit and can involve such things as:

- 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.
 - 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 may lead to criminal prosecution.

Bullying can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group
- taking or breaking a person's property
- knocking a person's books or belongings out of their hands or off their desk
- teasing a person because of their looks

Cyberbullying

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

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

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.

Advice for students is that 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.

5.5 Rights and Responsibilities of the School Community

PRINCIPLES CONCERNING THE RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS AND TEACHERS

RIGHTS	RESPONSIBILITIES	STRATEGIES
<p>Safety and Wellbeing</p> <p>All individuals have a right to work in a safe, secure, clean and healthy school environment, without intimidation or danger, to fully develop their talents, interests and ambitions and carry out their duties.</p>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • be polite, co-operative, honest, tolerant and non-discriminatory in dealing with all members of the school community. • exercise self-discipline to resolve all conflict in a non-aggressive manner. • comply with staff directions and area-specific expectations to ensure safety and wellbeing. • care for others physically and verbally and behave in a socially acceptable manner <p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • support the implementation of the Student Engagement Policy • model appropriate behaviour • ensure their child's regular attendance • support the school in maintaining a safe and respectful learning environment for all students <p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • promote a positive and cooperative school environment • fairly, reasonably and consistently implement the Student Engagement Policy • model appropriate behaviour • know their students • create and maintain a safe and challenging learning environment 	<ul style="list-style-type: none"> • Promote positive behaviours in all facets of College life • Teach positive behaviours, conflict resolution, communication and social skills • Use Restorative Justice processes • Provide: Effective teaching and learning environments, engaging curriculum, student services and facilities support programs and transition programs • Health promoting school • Communicate clear expectations in all facets of school life • Mentoring • Model appropriate behaviour
<p>Respect</p> <p>All individuals have a right to be valued and treated with respect. Care, courtesy and respect for the rights of others are expected.</p>	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • develop positive relationships with peers and staff and accept others' differences. • protect and care for school property , your own and other people's property • treat the College environment with care. • uphold the good image of the school at all times. • follow any reasonable and clearly communicated instructions given by College staff. • take responsibility for their 	<p>Promote building better relationships through whole school by:</p> <ul style="list-style-type: none"> • Promotion of school values – tolerance, respect, excellence, responsibility and integrity • Promotion and teaching of positive behaviour expectations • Use of Restorative Justice processes • Understanding of the value of own and others property and belongings • Students, parents and teachers modelling appropriate behaviour • Leadership and pro-social skills building

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	<p style="text-align: center;">behaviour.</p> <p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • maintain close communication with the college and support school programs and policies • model appropriate behaviour <p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Model respect, fair treatment and problem solving behaviours • Fairly, reasonably and consistently, implement the engagement policy 	<p style="text-align: center;">opportunities for students</p> <ul style="list-style-type: none"> • Mentoring
<p>Excellence in teaching and learning</p> <p>All individuals have a right to learn and teach in an orderly and co-operative environment, which maximizes the opportunity of all to strive for excellence. Pride in personal and academic achievement is encouraged.</p>	<p>All individuals have a responsibility to support the school in its efforts to maintain a positive teaching and learning environment.</p> <p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • attend regularly, punctually and be equipped for all activities. • actively cooperate, listen effectively, persist and strive to do their best. <p>Parents have a responsibility to:</p> <ul style="list-style-type: none"> • support the implementation of the Student Code of Conduct especially with regard to attendance and uniform • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours <p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • communicate clear expectations and develop classroom strategies consistent with the Student Engagement Policy • acknowledge and encourage positive student behaviours • know how students learn and how to teach them effectively • Know the content they teach • Plan and assess for effective learning • use a range of teaching strategies and resources to engage students in effective learning 	<ul style="list-style-type: none"> • Provision of engaging curriculum and extra-curricular activities • Course counselling • Staff professional development • Interim and Semester reports • Provision of effective learning environments • Flexible and inclusive learning programs • Recognition of students productive efforts • Leadership opportunities

6. Shared expectations

Effective schools share high expectations for the whole-school community. Shared expectations are:

- jointly negotiated, owned and implemented by all members of the school community, including students
- clear and specific
- focused on positive and pro-social behaviours
- focused on prevention and early intervention
- supported by relevant procedures

- consistent, fair and reasonable
- linked to appropriate actions and consequences.

Schools – principals, teachers and school staff

Schools have a responsibility to provide an educational environment that ensures that all students are valued and cared for, feel they are part of the school, and can engage effectively in their learning and experience success.

The school's values are based on the Australian Government's nine values, for Australian schools, which are:

- **Care and Compassion**
Care for self and others
- **Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
- **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, and pursue excellence
- **Respect**
Treat others with consideration and regard, respect another person's point of view
- **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
- **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
- **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
- **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- **Honesty and Trustworthiness**
Be honest, sincere and seek the truth

School expectations include:

- inclusive teaching practices
- accessible educational provision for all students
- parent/carer partnerships and liaison
- community partnerships which engage families and the community in ways that support student achievement and success
- provision of appropriate student services
- development and provision of appropriate, relevant and challenging curriculum that gives students the opportunity to experience success in their learning.

Restorative Practices

The school is committed to the use of restorative practices with students. Restorative practice is a strategy that seeks to repair relationships that have been damaged, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim. Restorative Practices:

- are underpinned by student learning and facilitate an environment of safety, trust and connectedness (Bond et al. 2001, Fuller 1999)
- promote awareness of others, responsibility and empathy (Hopkins 2002)
- involve direct and voluntary participation of those affected by misconduct in its resolution (Braithwaite 2001b)
- promote relationship management rather than behaviour management (Cameron & Thorsborne 2001)
- separate the deed from the doer (Marshall et al. 2002)
- are systematic, not situational (Armstrong 2004)
- are concerned with establishing or re-establishing social equality in relationships; that is, relationships in which each person's rights to equal dignity, concern and respect are satisfied (Morrison 2002).

Diversity in the school community

Schools should include information on how they will address and celebrate diversity within their 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.

7. School actions and consequences

Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when require.

When developing actions and consequences, schools must ensure that they are developed in consultation with and agreed on by representatives from the whole-school community, including students. This will foster a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences should be incremental (a staged response) and should be applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained. Our policy does not permit corporal punishment under any circumstances as specified in the *Education and Training Reform Act 2006 s. 4.3.1(6) Requirements for registration*

Equal emphasis should be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible.

The school actions and consequences section of the School Engagement Policy should be framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully and positively in their educational experience. It is important that schools view exclusions only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

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
- 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, section 4.3 of the DET guidelines published in **Effective Schools** are schools are required to follow the procedures listed in **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:

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- 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

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/tchrcharter.htm http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eo/eoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf
Ministerial Order No. 870	http://www.education.vic.gov.au/about/programs/health/protect/Pages/schobligationsorder.aspx http://www.vrqa.vic.gov.au/childsafesafe/Documents/Min%20Order%20870%20Child%20Safe%20Standards.pdf