205 STUDENT ENGAGEMENT AND WELLBEING

Adopted 2015   Review in 2019

PURPOSE
The purpose of this policy is to provide clearly defined processes, which are consistent with the 'Effective Schools are Engaging Schools: *Student Engagement Policy Guidelines*' and reflect our school community's shared expectations in the areas of student engagement, attendance and behaviour. The policy relates to areas such as:
- fostering a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- prevention of absences and inappropriate behaviour
- provision of a safe learning environment for students, where the risk of harm is minimised and students feel physically and emotionally secure.
- support for individual circumstances when a student begins to disengage from their learning when regular attendance is not consistent or positive behaviours are not demonstrated.
- prevention) and intervention for all students at risk
- maximisation of student learning opportunities and performance through engagement
- provision of genuine opportunities for student/parent participation and student/parent voice and
- a school environment based on positive behaviours and values.

INTRODUCTION
The Department of Education and Early Childhood Development (DEECD) is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools. These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

DEFINITION
Student engagement is defined as three interrelated components: behavioural, emotional and cognitive.
Behavioural engagement refers to students' participation in education, including the academic, social and extracurricular activities of the school.
Emotional engagement encompasses students' emotional reactions in the classroom and in the school and measures a student's sense of belonging or connectedness to the school.
Cognitive engagement relates to a student's investment in learning and their intrinsic motivation and self-regulation.

SCHOOL PROFILE
At Ivanhoe East Primary School, the teachers, students and parents have worked collaboratively and adopted a set of core values, which reflect our shared beliefs, understandings and view of our desired future. These values underpin school operations and influence our school culture very positively. These values are as follows:

Learning	*finding out about new things and improving your knowledge*;
Caring	*looking after people, their things and our environment*;
Co-operation	*being positive in our work and play*;
Respect	*respecting other people's thoughts, ideas, work and property*;
Integrity	*being honest, just, fair, responsible and loyal according to our school values* and
Fun	*enjoying what you are doing when learning and playing*.

Our aim is to provide a school culture that promotes student belonging and connectedness, with a focus on establishing positive and respectful relationships, particularly between teachers and students. This is based on the belief that students will learn effectively in a safe and supported environment and when teachers have high expectations for their learning. In the context of the Victorian Essential Learning Standards, (VELS) our school curriculum includes social learning to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement. Our school procedures and programs seek to minimise anxiety, increase resilience and ensure that students develop a readiness to make successful transitions as they progress through the school and on to further education.

Our school is student and curriculum focused. It strives for and encourages maximum achievement in all areas of teaching and learning and student wellbeing. Students are respected as individuals, treated equally and expected to strive for and achieve their personal best. Student data indicates that our students are highly motivated and high performing. They are encouraged to be active, co-operative, independent learners who are able to accept increasing responsibility for their own learning. They are taught to develop critical and higher order thinking, decision-making, resilience and problem-solving skills.

There is an active involvement by parents in the daily function, operation and governance of the school and a high regard for social cohesiveness and co-operation.

IMPLEMENTATION

STUDENT ENGAGEMENT AND WHOLE SCHOOL PREVENTION STATEMENT

At Ivanhoe East Primary School, we expect high standards of student behaviour based on cooperation, mutual responsibility and self-discipline. We promote positive, non-discriminatory relationships among students, parents, staff and the wider community.
We believe that the most effective way to achieve these objectives is to support students proactively and engage them positively in their learning through a whole school approach with a strong focus on prevention, early intervention and the development of pro-social behaviours. A healthy and respectful partnership between parents, students and staff is essential.

Our school provides effective whole school and classroom-based practices through the development of a variety of effective classroom and school wide expectations:

Whole School and Classroom Practice	Strategies	Student Management
Establishing predictable, fair and democratic classrooms and school environments	Understanding the student's background and needs.	Please refer to 206 Anti- Bullying 209 Integration (Disabilities and Impairment) *More Severe Discipline Procedures – suspension and expulsion When considering suspension or expulsion, schools are required to follow the procedures listed in section*
Ensuring student participation in the development of classroom and whole school expectations.	Ensuring a clear understanding of expectations by both students and teachers.	
Ensuring student participation in the development of classroom and whole school expectations.	Providing consistent school and classroom environments.	

Providing personalised learning programs using identified points of intervention for students deemed to be at risk.	Mentoring and/or counseling.	*4.3 of the DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines . Appendices 12 to 18 of the guidelines provide flowcharts and proformas for use in suspension and expulsion procedures.*
	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.	
Acknowledging students as individuals.	Recognition of individual and group achievement at assemblies, commenting on personal and collective successes, Provision of support and extension programs to cater for individual needs.	
Empowering students by creating multiple opportunities for them to take responsibility and be involved in decision-making.	Through the provision of leadership roles, initiatives and community service in many aspects of school life.	
Providing physical environments conducive to positive behaviours and effective engagement in learning.	Involving community support agencies.	
Demonstrating sound pedagogical practices and maintaining a commitment to on- going professional learning.	Provision and encouragement of professional development through school based and external providers.	

RIGHTS AND RESPONSIBILITIES

Guiding Principles
The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights.
The following legislation is adhered to n determining rights and responsibilities of all members of the school community:
- *Equal Opportunity Act 1995*
- *Charter of Human Rights and Responsibilities Act 2006*
- *Disability Discrimination Act 1992* (in conjunction with DEECD Disability Standards for Education 2005)
- *Education and Training Reform Act 2006*

- *Education Act 1958*

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.

The DDA and the Education Standards do not require changes to be made if this would impose unjustifiable hardship to a person or organisation.

Bullying and harassment
At Ivanhoe East Primary School, we believe that it is important to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

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).

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) include:
- exclusion from a group
- offensive staring and leering.
- unwanted comments about physical appearance and sexual preference.
- racist or smutty comments or jokes.
- comments 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) include:
- grabbing, aggressive hitting, pinching and shoving
- unwelcome patting, touching, embracing
- repeated advances, 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 and
- requests for sexual favours.

Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying can involve behaviours, such 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 and
- teasing a person because of their looks.

The effects of harassment or bullying include:
- poor health – anxiety, depression
- lower self esteem
- reduced study performance
- missed classes, social withdrawal
- reduced career prospects

Students will be explicitly taught to identify incidents of harassment and bullying. They are also assisted to develop appropriate management strategies:

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/welfare coordinator who you feel comfortable with.
- Students witnessing harassment and /or bullying have a duty to inform an appropriate person.
- Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

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

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

Examples of cyberbullying behaviour are:
- teasing and being made fun of;
- spreading of rumours online;
- sending unwanted messages; and
- defamation.

Students are explicitly taught to identify incidents of cyberbullying. Students are instructed to consider:

- The language that you use and the things you say to others;
- The manner in which you treat others;
- The importance of respecting people's property especially in relation to copyright law; and
- The importance of visiting only approved and appropriate sites.

Students are also explicitly instructed that 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.

At Ivanhoe East Primary School, all concerns will be taken seriously. All complaints will be treated confidentially. Please refer to the IEPS Anti Bullying Policy for additional information.

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.

At Ivanhoe East Primary School, we acknowledge our 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. Our school has a strong commitment to the provision of 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.

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

Diversity in the school community
It is imperative that all staff, students, parents/carers and members of the whole school community exhibit positive relationships and value difference, as this supports both a positive school environment and effective classroom learning. 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.

Rights and responsibilities

At Ivanhoe East Primary School, we strive to develop in our students:
- A strong sense of belonging, safety and wellbeing by implementing an agreed-upon and effective code of co-operation
- Leadership and resiliency skills and
- Enjoyment of learning and high intrinsic motivation to learn.

Our school has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what is expected and appropriate behaviours for our school community. Our shared expectations are intended to support individual students and families that come to our community from a diversity of backgrounds, communities and experiences.

Rights	Responsibilities
To fully participate in an environment free of discriminatory behaviour: racist, sexist, ability-based, class-based and homophobic forms of harassment, bullying, vilification, violence, intimidation, abuse and exclusion. Be treated with respect and dignity. Feel valued, safe and supported in an environment that encourages freedom of thought and expression.	Acknowledge their obligations under the *Equal Opportunity Act 1995* and the *Charter of Human Rights and Responsibilities Act 2006* and communicate these obligations to all members of the school community. Participate and contribute to a learning environment that supports the learning of self and others. Ensure their actions and views are expressed in a manner that is respectful of others and do not impact on the health and wellbeing of other members of the school community.

Specific rights and responsibilities within our school community

Students

Rights	Responsibilities
Students have a right to: • work in a secure environment where, without intimidation, bullying (including cyber-bullying) or harassment where they are able to fully develop their	Students have a responsibility to: • participate fully in the school's educational program and to attend regularly. Students should also be expected to display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the school community • demonstrate respect for the rights of others, including the right to learn and contribute to an engaging educational experience for themselves and other students. • assume greater responsibility for their own learning and participation as members of the whole school community. This

talents, interests and ambition	involves a process whereby students grow and develop as individual learners who are increasingly able to monitor their own learning needs and growth by setting goals and managing resources to achieve these goals
• participate fully in the school's educational program	

Parents/carers

Rights	Responsibilities
Parents/carers have a right to • expect that their children will be educated in a secure environment in which care, courtesy respect for the rights of others are encouraged	Parents/carers have a responsibility to: • promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modelling positive behaviours • ensure their child's regular attendance • engage in regular and constructive communication with school staff regarding their child's learning. • support the school in maintaining a safe and respectful learning environment for all students.

Teachers

Rights	Responsibilities
Teachers have a right to • expect that they will be able to teach in an orderly and cooperative environment • be informed, within Privacy requirements, about matters relating to students that will affect the teaching and learning program for that student	Teachers have a responsibility to • adhere to and implement the IEPS Student Engagement policy in a fair, reasonable and consistent manner. • demonstrate a thorough knowledge and understanding of how students learn and how to teach them effectively • demonstrate a thorough knowledge and understanding of the curriculum content they teach • use a range of teaching strategies and resources to engage students in effective learning plan and assess for effective learning • demonstrate a knowledge and awareness of the individual needs of the students in their care and • create and maintain safe and challenging learning environments.

SCHOOL PRACTICES

The school leadership team will:
- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

The staff will:
- use Student Engagement policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ pro-active behaviour management strategies that reflect school values
- build a collegiate atmosphere with other school staff to share strategies and support each other to reflect on one's own behaviour management approach.

Expectations	Practices
Inclusive teaching practices, which meet the diverse needs of students. A healthy and strong partnership between parents and the school. 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. Compliance with duty of care obligations to each student as well as obligations under the equal opportunity and human rights legislation. Collaboration with the community to develop and implement codes of conduct, policies and procedures consistent with its values and aspirations and DEECD Guidelines.	Individual student learning needs are addressed by: - attracting and maintaining a highly skilled, motivated and energetic workforce - increasing the range of knowledge, skills and experiences available in the workforce - enhancing the capacity for effective decision-making - developing effective collegiate teams.

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.

Greater emphasis should be placed on positive consequences for meeting high expectations than on negative consequences.

Actions and consequences 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 are avoided where possible. Exclusions will only be applied when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

Corporal punishment is explicitly prohibited at Ivanhoe East Primary School.

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
- promptly and consistently following up student absences
- implementing data-driven attendance improvement strategies
- providing early identification of students at risk of non-attendance and
- establishing supportive intervention for these students.

When concerns arise about a student's behaviour, or when a student is displaying chronic patterns of problem behaviour, a more targeted response may be required to support the student.

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 students, parents 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 Coordinator and the Principal
- 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 and
- 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 DEECD guidelines published in Effective Schools are Engaging Schools Student Engagement Policy Guidelines Appendices 12 to 18 (page 50) 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.

Grounds for suspension

A principal may suspend a student if the individual:
- behaves in such a way as to threaten or constitute a danger to the health, safety or wellbeing of any person while attending school or travelling to or from school or engaged in any school activity away from the school
- commits an act of significant violence against a person or causes significant damage to, or destruction of property
- is knowingly involved in the theft of property;
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member;
consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any other student; or consistently engages in behaviour that vilifies, defames, degrades or humiliates another person.

Procedures for suspension

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:
- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning needs of the student
- the age of the student
- the residential and social circumstances of the student

When a principal determines that a suspension is justified they must:
- Convene a meeting of the student support group to explain to the student and their parents/carers the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur; provide contact details for additional support services to the student and their parents/carers, as appropriate; develop a Student Absence Learning Plan that outlines the school work to be undertaken during the period of suspension. If the suspension is for five days, provide details of the post suspension student support group meeting.
- Ensure that a comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the education, social and emotional needs of the student.
- Provide the student, their parents/carers and the school council president with a Notice of suspension prior to the day on which the suspension commences.
- Provide the student and their parents/carers with a copy of the information brochure *Procedures for Suspension*, which outlines rights and responsibilities in terms of school exclusions.

Procedures for immediate suspension

The principal may suspend a student immediately and prior to convening a student support group meeting, if the student behaves in such a way that would provide the basis for a

suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, principals must be aware that they have a duty of care to provide supervision of the student until they can be collected from the school. If the parent/carer is unable to collect their child, the student must stay on school premises and be adequately supervised by a member of staff until the end of the school day.

Period of suspension

The maximum continuous period a student can be suspended for is no more than 15 school days in any one school year without approval from the regional director.   The school must provide appropriate and meaningful school work to the suspended student during the period of the suspension.

If a student reaches 15 days suspension, an expulsion is not the automatic consequence.

Expulsion

Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Regional offices can provide a structure to ensure that all schools in a network can work in partnership to provide a place for any student who requires one.

The principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the principal. It will only be used after all other relevant forms of behaviour management have been exhausted.

Grounds for expulsion

A principal may expel a student if:
- the student does anything for which they can be suspended
- the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

Procedures prior to expulsion

Prior to an expulsion, the principal must ensure that:
- a range of strategies, consistent with a staged response has been implemented in the school
- the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

Procedures for expulsion

The principal is responsible for a student's expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion. The principal must convene a student support group meeting to:
- provide the student and their parents/carers with a Notice of Expulsion before the day on which the expulsion commences
- provide a copy of the procedures for expulsion to the student and their parents/carers
- identify the future educational options most suited to the student's needs
- a principal, within twenty-four hours of the commencement of the expulsion, must forward a copy of the Notice of Expulsion to the Regional Director or nominee with a written expulsion report

Expulsion Appeal Process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers. The principal must provide the student and parents/carers with an Expulsion Appeal proforma at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the principal must provide the regional director with a copy of the Expulsion Appeal within twenty-four hours.

The Regional Director, or nominee must form an expulsion appeal review panel consisting of the Regional Director's nominee, School Council President (or nominee) and a principal of another school.

EVALUATION

This policy has been developed in consultation with the School Council and whole school community and is to be read in conjunction with the *Effective Schools are Engaging Schools – Student Engagement Policy Guidelines* document. It is to be reviewed as part of the school's four-year review process in 2019.

RELATED POLICIES

This policy should be considered in consultation with the following other policies and documents:

Number	Name
204	Pathways and Transition
229	Child Safety Code of Conduct
206	Anti Bullying
401	Occupational Health & Safety

RELATED DOCUMENTS

Effective Schools are Engaging Schools - Student Engagement Policy Guidelines	http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm
School Accountability and Improvement Framework	http://www.education.vic.gov.au/management/schoolimprovement/accountability/default.htm
Effective Schools are Engaging Schools	http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf
Disability Standards for Education	http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/handbook/legislation.htm
Safe Schools	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/default.htm

	http://www.education.vic.gov.au/healthwellbeing/safety/bullying/cyber/default.htm
	http://www.education.vic.gov.au/management/elearningsupportservices/www/default.htm
Charter of Human Rights	http://www.education.vic.gov.au/studentlearning/programs/multicultural/tchhrcharter.htm
	http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
Equal Opportunity Act	http://www.det.vic.gov.au/hrweb/divequity/eeo/eeoact.htm
Education and Training Reform Act 2006	http://www.education.vic.gov.au/about/directions/reviewleg.htm
VIT Teacher Code of Conduct	http://www.vit.vic.edu.au/files/documents/1543_Code-of-Conduct-June-2008.pdf