



# STUDENT ENGAGEMENT GUIDELINES

2017 update

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Produced in consultation with the Hallam Primary School community.

To be read in conjunction with

*Effective Schools are Engaging Schools –Student Engagement Policy Guidelines*

## School Profile Statement

Hallam Primary School (No. 244, Casey North Network, Southern Metropolitan Region) is located within the City of Casey, along the Princes Highway between Dandenong and Fountain Gate. We welcome students from Hallam and neighbouring areas including Eumemmerring, Endeavour Hills, Narre Warren, Berwick, Dandenong, Doveton, Cranbourne, Pakenham and Hampton Park.

HPS has 5 Year 5/6 classes, 5 Year 3/4 classes, 6 Year 1/2 classes, and 3 Prep grades. We have 19 classes, (10 of which are in the 6 classroom BER building), one multipurpose hall, one Mod-4 science room, and two withdrawal spaces for use by our Education Support team (Speech Therapists, Psychologist, Guidance Officer, Occupational Therapist, Physiotherapist, Visiting Teacher Service for the Hearing Impaired, ESL, etc) and a Performing Arts/Music/LOTE/Library space.

The current school enrolment is around 450 students. Each year there is an approximate transiency of 10 - 30 % of students; i.e. new students enrolled and others transferred out. Extended overseas travel remains an increasing concern.

Our school has a student and family population that presently comprises of, but is subject to rapid fluctuations:

- 40 different languages spoken in addition to English
- A Student Family Occupation index of 0.67
- ICSEA 961
- 58% of students' families are recipients of CSEF
- 73% EAL/LBOTE students
- 14 students supported by the Program for Students with Disabilities
- 1 Koorie student
- 11 different religions are represented within our student and parent/carer population
- Small core group of parental involvement - School Council, Parent helpers, Reading mums, excursion assistance, SAKG program, etc.

2017 Hallam PS staffing profile will consist of:

Principal	11 aides
Assistant Principal/Wellbeing	1.4 Business Manager
26 (full and part-time) teachers	1 full time/ 1 part time Administration Assistants
Specialist programs: Science, Physical Education, Design Space, Performance Arts, LOTE (P-6 Indonesian), and Kitchen Garden Program (Years 3-4)	

Support programs:

Speech Pathologist (outsourced)	Primary Wellbeing Officer
Psychologist (Growing Minds Psychological Services)	Guidance Officer (Network)
Occupational Therapist	IT technician (Network)
School Nursing Service (limited)	IT technician (Outsourced)
Visiting Teacher for the Hearing Impaired	Parent Group

Hallam PS has continued to provide high-quality educational opportunities for students, commencing with the comprehensive Transition Program for pre-Prep students, cross-level learning tasks and activities and the 'MOVING ON' program, designed to ease the transition of Year 6 students to a range of secondary settings.

Curriculum is based on the Department of Education and Training's Victorian Curriculum. It is overlaid with ideas and strategies from other programs, such as MAPPEN/Inter@act/UnitHero, which has proven successful with our students. The DiPL (Doorway

into Practical Literacy) program, also supports the development of spelling, punctuation and grammar skills from Year 1 - 6, and continues to impact positively on students' achievements in Spelling, Writing, Grammar and Punctuation.

We have been a proud Stephanie Alexander Kitchen Garden Foundation program for eight years. Our semester one SAKG program participants are: Years 3 – 6; fortnightly sessions in the kitchen and garden. Semester two includes the Foundation Year to Year 2 students. Our kitchen specialist and garden specialist, have been present from the start of our program and continue to make it vibrant and engaging. Skills in Literacy and Numeracy are targeted in both the kitchen and the garden.

The Design and Digital Technologies curriculum has been introduced across all schools in Victoria. Hallam Primary school has decided to introduce this new curriculum through the addition of a new specialist subject. Students from Prep to Six will take part in Design Space.

Student voice is encouraged through participation in the Student Leadership Team, focus groups for policy change, and the formulation of classroom protocols. Students are also given the chance to make pertinent comment about school life and current issues by participating in the Attitudes to School Survey. The SLT run assemblies and meet each week to discuss school events and issues.

Opportunities are provided for students to develop leadership skills through a number of programs such as: Student Leadership Team, School Captains and Vice Captains, Enviro-Leaders and Sport Captains. Monitors are chosen from Years 5/6 – office, gate, flag, etc. A number of traditions contribute to a stable yearly routine. These serve the community and the students by promoting enthusiasm and encouraging parental involvement at a variety of levels. Some examples of these popular events are the Information Evenings, LitFest, Art Expo, Mini-Fete, School Concert, Year 6 Farewell and Education Week activities.

Parents are able to contribute to educational decision making through committees, including our hard working Parent Group and School Council. When undertaking policy reviews, publication of the draft policies in our school newsletter gives our parents genuine opportunities to provide feedback to any planned modifications. Our fortnightly newsletter, Hallam Happenings and our website, [www.hallam-ps.vic.edu.au](http://www.hallam-ps.vic.edu.au) regularly inform and invite parent opinion and participation in school events. Competence in Literacy and Numeracy remains our constant teaching and learning focus. Students' success requires, however, shared responsibility. Completing SHARE reading, tables, spelling, specialist speech pathology programs and homework, requires regular parental support at home.

Absenteeism remains a major issue for some students, placing them at serious risk of academic under-achievement. Parents/Guardians are also reminded that the best outcomes for their child are achieved when the school and home can communicate constructively and work cooperatively together.

Community input for the initial Student Engagement Policy was sought through parent forums, student forums, School Council discussion, at Staff Meetings and in Personal Education Team meetings. Policies are reviewed and comments gathered re: existing protocols for behaviour management, class rules, bullying legislation etc.

#### **Actions for school improvement identified in the Strategic Plan and Annual Implementation Plan.**

- Continue **AP (Student Wellbeing)** role
- Investigate **Growth Mindsets** (Dweck) and the required professional practice
- Provide professional learning in relation to '**Kids Matter**'
- Increase the level of parent engagement in their child's learning
- Consider the elements of family complexities and their relationship to student learning
- Establish a **School Breakfast Clubs Program** (State Government funded)
- Provide for 0.2 ES Breakfast Club in Workplace plan
- Create a Playgroup for Hallam PS community

### **Whole School Prevention Statement**

Hallam PS has many programs in place which promote high student engagement, attendance and positive behaviours. Our community partnerships benefit all stakeholders... (see Hallam PS Wellbeing flowchart)

## Attendance

We have an Attendance framework with solid protocols in place. (see Attendance Flowchart). In close partnership with the Administrative and Teaching staff, the AP/Student Wellbeing also monitors the attendance of students at Hallam PS. 'It's Not OK to Be Away' philosophy is reflected in our approach to absences. Appointments with students, parents/carers, regular communication and prompt follow-up of regular absences, incentive programs (charts, certificates, rewards, etc), Student Support Group meetings, etc. are all strategies we use to encourage regular attendance. Extended family travel overseas or interstate has resulted in some of our students missing significant amounts of schooling, in terms of months/terms. An Absence Learning Plan is arranged for students who intend to be absent for an extended time. **Parents are required to meet with the Principal/Assistant Principal prior to planned extended overseas holidays to explain why there is a need to remove a child from school during the school term. They are also required to sign off on a form that acknowledges that if end-of-year assessment standards are not met, a repeat year for the student may be considered for the following year.**

## Restorative Practices/Assertive Discipline

Hallam Primary School draws upon *Restorative Practices*, and the Canter model of *Assertive Discipline*, as the basis for its whole school behaviour management procedures. At the commencement of each year, teachers negotiate a set of rules with their class, including consequences and rewards that are consistent with the whole school policy.

- These rules, consequences and rewards are to be prominently displayed in each classroom.
- A copy of the *Class Contract* brochure is sent home for discussion and to be signed by child and parent/s.
- Parents and teachers are expected to assist students to learn to appreciate their rights, and the rights of others.
- Restorative practices are used whole school. When an incident of inappropriate behaviour occurs, a restorative approach is used with the aim of resolving the conflict and mending relationships.
- Hallam Primary School has a philosophy of more frequently and consistently acknowledging students who are choosing responsible behaviours. Some of the positive recognition strategies include:
  - Verbal encouragement
  - Classroom recognition and incentives (dojo points, prizes)
  - Specialist Awards
  - Special Days (free dress/sports days/discos/homework reward)
  - Whole school assembly acknowledgements
  - Worker of the Week Nominations/Awards
  - ICAS Awards
  - Student Leadership opportunities
  - Student Leadership Team

While it is the philosophy of Hallam Primary School to adopt a positive approach to behaviour management, students *will* experience logical consequences if they choose inappropriate or irresponsible behaviour that violates or infringes the rights of others. Procedures for dealing with inappropriate behaviour are usually sequential in nature and reflect the age and maturity level of students involved as well as the severity, or frequency of misdemeanours.

- Discussion, with the understanding that everyone has the right to be listened to
- Consultation firstly with team leader, then AP/Principal
- Restorative circle time with all concerned and/or
- Counselling for individuals in order to modify inappropriate behaviour
- Application of a whole school hierarchy of consequences as deemed appropriate:
  - Time out in Principal's Office
  - Detention (after school for 30 mins)
  - Suspension – playground, in-house, external
  - Expulsion
- Parent contact and Student Support Group meetings (to include: Management Support Plans, Behaviour Plans)
- Individual behaviour management agreements and plans for students who continually behave irresponsibly or inappropriately
- Explicit teaching of appropriate behaviours to relevant students (projects)
- Withdrawal from an activity, class, camp or excursion due to inappropriate behaviour and provided with an alternative educational setting within the school
- Interventions – PWO, SSSO personnel, external agencies and health professionals
- Suspension and Expulsion: for serious disciplinary measures we follow DET Engaging Schools are Effective Schools: Student Engagement Policy Guidelines 2009 developed in response to Ministerial Order No. 184.

(A Staged Response checklist for extreme breaches will be commenced.)

## Bullying and Harassment

**Definitions:** Bullying is when someone, or a group of people, deliberately upset or hurt another person or damage their property, reputation or social acceptance on more than one occasion. There is an imbalance of power in incidents of bullying with the bully or bullies having more power at the time due to age, size, status or other reasons.

Cyber bullying is a form of bullying which is carried out through an internet service such as email, chat room, discussion group, online social networking (eg. Facebook, Instagram, Snapchat etc), 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).

Category	Includes
Direct physical bullying	<ul style="list-style-type: none"> <li>hitting, kicking, tripping, pinching and pushing or damaging property</li> </ul>
Direct verbal bullying	<ul style="list-style-type: none"> <li>name-calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</li> </ul>
Indirect bullying	<ul style="list-style-type: none"> <li>action designed to harm someone’s social reputation and/or cause humiliation. Indirect bullying includes:               <ul style="list-style-type: none"> <li>lying and spreading rumours</li> <li>playing nasty jokes to embarrass and humiliate</li> <li>mimicking</li> <li>encouraging others to socially exclude someone</li> <li>damaging someone’s social reputation or social acceptance</li> </ul> </li> </ul>
Cyberbullying	<ul style="list-style-type: none"> <li>direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.</li> </ul>

It is important for the school to provide a safe and friendly environment for students and staff and to encourage care, courtesy and respect for others. All persons have a legal right to protection from harassment under the Commonwealth Sex Discrimination Act and the Victorian Equal Opportunity Act.

If a student sees another person being harassed or bullied they should tell the person that they witnessed the incident and advise them to report it to an appropriate person. However, if a friend is harassing another person, they should let them know that their behaviour is unacceptable. Bystanders who do nothing to stop bullying may be contributing to the problem by providing an audience for the bully.

**Harassment** is usually directed at a person because of their gender, race, creed or abilities. It can be subtle or explicit.

### **Subtle: (The most common)**

They include:

- Offensive staring and leering.
- Unwanted comments about physical appearance and sexual preference.
- Racist or smutty comments or jokes.
- Questions about another’s sexual activity.
- Persistent comments about a person’s private life or family.
- Physical contact e.g. purposely brushing up against another’s body
- Offensive name calling.

### **Explicit: (obvious)** They include:

- Grabbing, aggressive hitting, pinching and shoving etc.
- Unwelcome patting, touching, embracing.
- Repeated requests for dates, especially after refusal.
- Offensive gestures, jokes, comments, letters, phone calls or e-mail.
- Sexually and/or racially provocative remarks.
- Displays of sexually graphic material– pornography.
- Requests for sexual favours.
- Extreme forms of sexual harassment will lead to criminal prosecution.

Bullying, including cyber bullying, is seen as a serious breach of the Student Engagement Policy and will not be tolerated in any form. Students will be made aware of the provisions of the Racial and Religious Tolerance Act 2001 (which makes it unlawful for students to vilify other students on the grounds of race or religion), and the Charter of Human Rights.

We are proud to be an eSmart school. Our parents/carers and our students sign an Acceptable Use Policy where there is a common and agreed approach to the safe and smart use of mobile and non-mobile digital technologies. Students need to sign any devices in at the office each morning. Students do NOT access Facebook at school. There is a whole school approach to behaviour management in regards to expected student behaviours. Staff are guided to quick, sensitive and consistent responses to negative behaviours of all kinds, including in the uses of technology to threaten or bully.

### Inclusion, Wellbeing and Transitions

Responsibility is coordinated by the 'Personal Education Team' (PET) –consisting of representatives from each module within the school and specialists including the Phys Ed. teacher and Assistant Principal/Primary Wellbeing Officer.

**Assistant Principal/Wellbeing** – role is to enhance the capacity of Hallam PS to support students who are at risk of disengagement from school and who are not achieving their educational potential.

**Values Education** – Our School Values are displayed in classrooms.

**Student Leadership Team** – organise assemblies, fundraising (Daffodil Day/Bandannas for Cancer Council, Anzac Badges for RSL, World Vision Night Discos, lunchtime discos, Food Drives for local community groups), provide monitors for the office, attendance, UV alert , flag, gates, Hallam Happenings newsletter, etc.

**Hallam Happenings** – fortnightly newsletter now on-line–what's been happening/what will be happening, parenting tips, recipes from SAKGF/HES, Sunsmart suggestions, eSmart ideas, KidsMatter, head lice awareness, student work, photos, calendar, to inform the community. (Available on school website.)

**Playground** –seating areas in Kitchen garden and under shade cloths, marked games on concrete, playground equipment, sports equipment, shade-cloth covered play areas, undercover four square courts, tables and chairs, kitchen garden, undercover sand pit, Hattslotto in warm months.

**Whole school projects** – Bi-annual Concert, Mini-fete, LitFest Evening, Art Expo, Book Character Day, Premier's Reading Challenge, ICAS, LOTE/Multicultural Day, Athletics, Cross Country runs, Tabloid Sports Days.

### **Transition programs**

- Kindergarten – Prep – Term 3/4
- Year 6 – 7 – Local secondary college PR visits, past student guest speakers, information sessions, \*'Moving On' program by SSSO/KidsMatters \*Metro Trains Community Education program
- 'Buddy grades' – linking junior/senior classes

### **Camping programs**

\*School camping program – biannual adventure camps Yrs 3 – 6 \* Other camps when offered: Somers Camp (biannual DET Regional camps), Liaison with CHIPS (Christians Helping in Primary Schools),

### **Sports and Outdoor activities**

Regular excursions, sporting competition (interschool, Lightning Premierships, district, zone, state.)

**Lunchtime programs** – Coding Club, Gardening Club, Running/Fitness, Indonesian Dance, Performance Arts, Library.

### **Stephanie Alexander Kitchen Garden Program**

**Semester one: Year 3 – 6 classes fortnightly. Semester two: Prep- Year 2 fortnightly.**

Gardening sessions of 1 hour with Ross. Kitchen sessions of 2 hours with Kathy. Parent/community helpers.

### Professional Learning

Teacher Professional Learning is given high priority at Hallam PS to ensure the strategies and approaches adopted are implemented with integrity. Much PD is now on-line/eLearning.

Teaching staff have received Professional Development in the following areas of **Wellbeing**:

- Restorative Practices

- Calmer Classrooms
- Assertive Discipline
- Habits of Mind
- Merit and Equity
- Equal Opportunity
- Mandatory Reporting
- Occupational Health & Safety
- Inclusion Online
- The vast majority of staff (teachers and aides) have participated in Level 2 Workplace First Aid Training and have current CPR qualifications with Anaphylaxis Training, and updated Asthma Management training.

### **How we support positive behaviour and relationships**

Hallam Primary School is committed to developing an educational environment that values diversity, is friendly, safe and supportive, where students are able to take full advantage of the educational opportunities offered to them. The student behaviour management procedures and protocols at Hallam Primary School have been formulated within, and are consistent with, DET guidelines and regulations.

All members of the Hallam PS community have a **right** to:

- fully participate in an environment free of discriminatory behavior
- be treated with respect and dignity
- feel valued, safe and supported in an environment that encourages freedom of thought and expression.

All members of the Hallam PS community have a **responsibility** to:

- 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 do not impact on the health and wellbeing of other members of the school community.

**Parents have a right** to expect that their child will be educated in a secure environment where care, courtesy and respect for others is encouraged

**Parents have an obligation** to support Hallam Primary School in its efforts to maintain a productive learning and teaching environment

- **Parents have a responsibility** to ensure students attend school and have the appropriate learning materials

## **Rights**

### **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, socio-economic status or their age.

### **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.

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

All DET employees must act compatibly with the Charter and give proper consideration to human rights when making decisions. Everyone should:

- Encourage compliance with the Charter
- Support others to act compatibly with the Charter
- Respect and promote human rights.

### **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 a disability.

An adjustment is a measure or action taken to assist a student with a 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.

The Program for Students with Disabilities (PSD) oversees funded students who have challenges accessing the mainstream curriculum. The AP/PWO, in close partnership with the Principal, facilitates the PSD, and arranges applications and co-ordinates Student Support Group meetings. SSG).

**Rights and Responsibilities:**

Students have a <b>right to:</b>	Students have a responsibility to	All staff have a responsibility to:
feel safe at school	learn and obey all school rules	build positive relationships with students as a basis for engagement and learning
learn and socialise without interference or intimidation from others.	attend class prepared to learn and not interfere with the learning of others	use discretion in the application of rules and consequences
be treated with respect and in a fair and equitable manner	treat others with respect and resolve differences through discussion and compromise, not conflict	treat all members of the school community with respect, fairness and dignity
expect their property to be safe	take care of their own and other people's property	use and manage the resources of the school to create stimulating, safe and meaningful learning.

Within our school environs, students will achieve this by:

- Being taught how to behave responsibly to ensure the rights of all community members are respected
- Learning the value of choosing to behave responsibly by being consistently recognised for responsible behaviour
- Being supported to express their experience of a breach of their rights and in turn, being required to respect other students' views, during the resolution of an issue (*Restorative Practices*)
- Experiencing logical consequences when they choose to behave irresponsibly (*Assertive Discipline*)

**Values:**

Values are rules that help us live our lives. They help us decide right from wrong, and tell us what to do in situations that occur daily in our lives. Values are important because they allow us to live more peacefully with others, and be better able to achieve whatever goals that we set for ourselves.

We are not born with values. We learn them from our parents, teachers, and friends. We also develop our values from the media, such as television, newspapers, movies and the radio.

As a school community, Hallam PS will attempt to apply these values in our everyday operations and interactions with each other and in the development of our programs and policies:

- Learning for success (taking every opportunity to pursue excellence)
- Persistence (seeking to accomplish something worthwhile, trying hard and not giving up easily)
- Positive Partnerships (being part of a productive team)
- Mutual Respect (treating one another and the environment with consideration and courtesy)
- Trust (others can depend on you to be truthful and responsible)

- Environmental Awareness (that there are many things we can do to protect the natural environment)

### **Shared expectations**

#### **Expectations – STAFF**

##### Hallam PS Leadership Team will:

- Ensure the school complies with its duty of care obligations to each student as well as its obligations under the Equal Opportunity and Human Rights Legislation.
- In consultation with staff, parents and students, develop policies and procedures consistent with its values and aspirations and DET guidelines.
- Collaborate to identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities, facilities, student services and community linkages which are inclusive and responsive to student needs.
- Lead and promote preventative approaches to behavioural issues by incorporating student wellbeing at the centre of school business (see attached HPS Wellbeing chart)
- Monitor the profile of behaviour issues and the effectiveness of implemented strategies
- Provide appropriate PD for all staff to build their capacity to promote positive behaviours.

##### Hallam PS teachers will:

- Comply with all HPS Child Safety policies
- Develop flexible pedagogical styles to engage different learners
- Deliver curriculum and assessment that challenges and extends student learning
- Develop positive and meaningful relationships with students that promote engagement, wellbeing and learning
- Provide opportunities for students to develop leadership and a positive school culture in and outside the classroom.
- Teach social competencies/values through curriculum content and pedagogical approach
- Employ behaviour management strategies that reflect the behaviours expected of students and that focus on supporting positive behaviours
- Build a collegiate atmosphere between staff that enables the sharing of strategies and behaviour management approaches
- Involve appropriate specialist expertise, as necessary

#### **Expectations – STUDENTS**

All students are expected to:

- Respect, value and learn from the differences of others
- Have high expectations that they can learn and achieve
- Reflect on and learn from their own differences
- Support each other's learning by behaving in a way that is curious and respectful
- Demonstrate behaviour and attitudes that support the wellbeing and learning for all, and contributes to a positive school environment that is safe, inclusive and happy
- Understand that bullying, including cyber bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

#### **Expectations – PARENTS**

- Parents/carers are expected to support the school's efforts to educate young people to live in a diverse world by promoting an understanding and appreciation of diversity in the home
- Parents/carers are expected to actively participate in supporting their child's learning by building a positive relationship with the school through attendance at Continuous Evaluation sessions, student activities, school events, Student Support Groups and Parent-Teacher interviews when appropriate
- Parents/carers should ensure that students have appropriate learning materials and resources
- Parents will undertake an annual school assistant induction course if they wish to assist at school (reading mums, excursions, kitchen garden programs etc.)
- Parents/carers are expected to ensure that Student Information details are correct, current and that their children attend school regularly. When a child is absent, the parent/carer must advise the school promptly.

<b>References</b> Effective Schools are Engaging Schools – Student Engagement Policy Guidelines	<a href="http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm">http://www.education.vic.gov.au/healthwellbeing/wellbeing/codeofconduct.htm</a>
Child Safe Standards	<a href="http://www.vrqa.vic.gov.au/childsafepages/default.html">http://www.vrqa.vic.gov.au/childsafepages/default.html</a>
Effective Schools are Engaging Schools	<a href="http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf">http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segpolicy.pdf</a>
Disability Standards for Education	<a href="http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx">http://www.education.vic.gov.au/school/teachers/health/Pages/legislation.aspx</a>
Safe Schools	<a href="http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/whole-schoolengage.aspx">http://www.education.vic.gov.au/school/teachers/studentmanagement/Pages/whole-schoolengage.aspx</a>
Charter of Human Rights	<a href="http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/">http://www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/</a> <a href="http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx">http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx</a>
Equal Opportunity Act	<a href="http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx">http://www.education.vic.gov.au/school/principals/spag/management/Pages/humanrights.aspx</a>
VIT Teacher Code of Conduct	<a href="http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics">http://www.vit.vic.edu.au/professional-responsibilities/conduct-and-ethics</a>
Education and Training Reform Act 2006	<a href="http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx">http://www.education.vic.gov.au/about/department/legislation/Pages/act2006.aspx</a>

**ATTENDANCE**  
**As per Staff Information**

## STUDENT ABSENCE LEARNING PLAN

Students who are taking extended absences from school must have a Student Absence Learning Plan to support their education.



<b>Student name:</b>	<b>Year level:</b>	<b>Date:</b>
<b>Reason for absence:</b>		
<b>Date of last day of school:</b>	<b>Date of return to school:</b>	
<p><b>Activities for the student to undertake while away from school:</b>                  Reading. Buy books, borrow from friends, library etc. Keep in touch with the school over the internet using email. (Email friends in your class.) Writing a daily journal/diary. Practising times tables, automatic response to number facts. General knowledge - use of an atlas, world map. General maths operations (addition, subtraction, division, multiplication). Complete a project on your holiday destination - include stickers, pamphlets, maps, diary entries, photos, tickets, newspaper clippings, etc. of where you have visited.                  Purchase Year level books at newsagency/BIG W/ K-Mart etc.. and complete. Prepare 'like' work when the books are finished. Self correction.                  Watch TV - current affairs in the country you are visiting. Practise the language of the country, but continue to communicate in English as well.</p>		
<p><b>Resources that the student may find useful:</b>                  Atlas. Local maps. Times tables chart. Resource books available at supermarkets, newsagencies etc. Dictionary. Paper. Exercise books. Stationery. Project books. Document wallets. Display folders. Library books.</p>		
<p><b>Agreed role of the parents/carers in supporting the Absence Learning Plan:</b>                  To encourage the student to continue his learning outside of the school classroom.                  To ensure the student completes regular work to keep him/her as current to the school's program as possible.</p>		
<p><b>Contact for the student to stay in touch:</b> Hallam Primary School                  24 Harmer Road Hallam                  VICTORIA 3803 Tel: 9703 1536</p>		
<b>Teacher:</b>	<b>Parent:</b>	
<b>Principal: JULIE MACFARLANE</b>	<b>Teacher signature:</b>	

