

Creating a Positive and Engaging School Culture at Cranbourne S C

Many young students encounter some difficulty, including learning difficulties, during their schooling at Cranbourne SC. As a result of this students need to be supported by targeted strategies to address such challenges. To achieve this, the school aims to identify and intervene early when an individual student is at risk of disengaging from learning or school. Risks for students may involve individual, social, emotional or physical factors, or may be related to family or community factors.

This implies that teachers need to have the capacity to effectively respond when students experience difficulty with their schooling. This requires teachers to be supported by a planned, sequential and detailed whole school approach to student support and by professional learning to assist with implementation. Teachers at Cranbourne SC need to believe they can make a difference and have a commitment to do so. They also need to have a belief in the capacity of all students to make progress, given sufficient time and support.

The legal obligations for this responsibility are clearly legally outlined in the following relevant legislation:

- The *Equal Opportunity Act 2010* (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
- The *Charter of Human Rights and Responsibilities Act 2006* (Vic), which 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. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
- The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the *Disability Discrimination Act 1992* (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
- The *Education and Training Reform Act 2006* (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that—
 - (i) realises their learning potential and maximises their education and training achievement;
 - (ii) promotes enthusiasm for lifelong learning;
 - (iii) allows parents to take an active part in their child's education and training.

To ensure schools meet the requirements of the Victorian Registration and Qualifications Authority, a Student Engagement Policy must include:

- details in relation to monitoring the daily attendance of each student enrolled at the school
- policies and procedures that ensure that the care, safety and welfare of students is in accordance with any applicable State and Commonwealth law (including student welfare and bullying, cyberbullying and harassment)
- policies relating to the discipline of students that are based on principles of procedural fairness and include an explicit statement that corporal punishment is not permitted.