



Steeped in history, committed to the future

Bundalaguah Primary School

Student Engagement & Well-Being Policy

**Produced in consultation
with the school community**

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

June 2010

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School Council President: Brian Teese**

Student Engagement and Well-Being Policy

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1 School profile statement

Bundalaguah Primary School is a rural school situated between 2 larger centres of Sale and Maffra. The school has a current enrolment of 54 students, with 4 full time teaching staff and 1 visiting specialist. All students travel to school by car indicating commitment by parents who have opted for a small school education for their children.

Bundalaguah offers a stimulating, nurturing and secure learning environment, with a very caring, safe and welcoming atmosphere. Bundalaguah Primary School promotes a very strong community partnership and is extremely family orientated. It aims to cater for the individual needs of all students, supporting them to reach their full potential personally, socially, emotionally and academically. Staff and parents concentrate on fostering a warm, friendly atmosphere in which every child is encouraged to achieve to the best of his / her individual ability, and develop a life-long love of learning.

At Bundalaguah the following values are used to promote successful lifelong learners and community members. We believe children develop to their full potential when all members of the school community value and demonstrate the positive habits of

- **Respect**
- **Resilience**
- **Cooperation**
- **Honesty**

The school is involved in many activities with the Sale Rural Cluster including camps sports days. This assists to build strong relationships with students who children will be with in Secondary situations.

Bundalaguah Primary School is a lovely environment to work in, with our parents and local community always striving to provide the best for our students.

2 Whole-school prevention statement

While attendance at Bundalaguah PS is in the 60% band of Victorian Government Schools we believe further improvement will be made by focussing on engaging students in their learning and building a positive attitude to being at school.

The Attitudes to School survey shows performance is lower in 2009 compared to the average of the last 4 years. School based Safety and Wellbeing surveys show fewer incidents of concern. Discussions to review these results brought requests for strategies such as

- Circle Time in the classroom to be continued to promote connectedness and trust in the group
- reintroduce time set aside regularly so children can meet with the Principal to share concerns

We believe in the importance of strong supportive relationships and use the Restorative model to ensure children are aware of how their actions affect others and support them to "fix" the problem so all parties can move on.

The school aims to improve the ability of students to be personal learners and to support student motivation to learn. This is to be done through the setting of personal learning goals, students being involved in the feedback process and in setting future goals, experience with reflective practice tools, implementation of a whole school program targeting self esteem, resilience and personal learning and the development of a common language around these areas.

Students are encouraged to have a voice in school decisions through Bundy SpeakOut, Leadership Camp, including School Captains, and in 2010 participation in our School Self Evaluation and School Review process.

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Attendance:

To maximise student learning opportunities and performance we need to ensure that children attend school regularly, and without unnecessary absences.

Education is a sequential process. Absences often mean students miss important stages in the development of topics, causing them to find 'catching up' difficult. Absenteeism contributes significantly to student failure at school. All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent.

Parents have a responsibility to ensure that their children attend school regularly, and are only absent if ill or if absolutely necessary. Parents have a further responsibility to provide a written note or return a completed absence form to the school explaining why an absence has occurred.

The principal has a responsibility to ensure that attendance records are maintained and monitored at school. The principal has a further responsibility to ensure that unexplained absences are investigated, and that high levels of absenteeism are adequately explained.

All student absences are recorded in both the morning and the afternoon by teachers, are aggregated on our CASES21 database and communicated to the Department of Education and Early Childhood Development. The Department of Education and enrolment auditors may seek student attendance records.

The principal will contact parents of students with high levels of unexplained or unapproved absences, with the view to developing and implementing strategies to minimise absences. Ongoing unexplained absences or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. Unresolved attendance issues may be reported by the principal to the Department of Human Services.

Student attendance and absence figures will appear on student half year and end of year reports.

Aggregated student attendance data is reported to the Department of Education and Early Childhood Development and the wider community each year as part of the annual report.

Strategies used to encourage regular attendance will include: Recognition in the Newsletter of 100% attendance each month. Attendance Awards and gift vouchers presented at the end of the school year at the School Concert

Phone calls home to investigate if there are concerns which need to be dealt with.
Reinforcement of the 'It's Not OK To Be Away' message.

3 Rights and Responsibilities

3.1 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.

3.2 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 attributes:

- 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).

3.3 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 [javascript:void\(0\);](#)
- 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 DEECD 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.

3.4 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*. 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.

3.5 Bullying and harassment

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

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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.

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.

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 an appropriate person. However, if your friend is 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 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 can involve such things as

- grabbing, aggressive staring, hitting, pinching kicking, pushing and shoving.
- publicly excluding a person from your group

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- 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 places.

Behaving safely online means:

- protecting your own privacy and personal information (we used to call it 'stranger danger')
- 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.

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.

Rights and Responsibilities of the School Community

A school is a community made up of many different people with many different views and attitudes. For such a group of people to live and work happily together a general acceptance of a code of behaviour is required. Such a code should be fair to all. It should also provide

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support and encouragement to children and insist on levels of behaviour consistent with the highest expectations of the wider community.

The achievement of this high standard requires the combined efforts of home and school. The school can only build upon the basis provided by the home.

The code of behaviour as adopted by the school community must receive support from home for the attainment of a harmonious and productive environment. Children at Bundalaguah Primary School have the following rights. They also have responsibilities related to those rights. They cannot have one without the other.

Rights and Responsibilities of Students

Rights	Responsibilities
<p>Students have a right to:</p> <ol style="list-style-type: none"> 1. Be an individual and to be treated with respect and kindness. 2. Express their ideas and feelings in a responsible manner. 3. Feel valued and respected. 4. Benefit fully from school. 5. Feel safe at school. 6. A healthy body and a healthy school environment. 7. Tell their side of the story if they are accused of rule-breaking. 8. Expect their property to be safe. 	<p>Students have a responsibility to:</p> <ul style="list-style-type: none"> • Treat others with respect and kindness. • Allow others to express their opinions -show tolerance and respect. -to consider the feelings of other members of the school community. • Complete work and to allow others to work without interference. • Learn and obey school rules. • Practise habits of good health. • Be honest and truthful about their own behaviour. • Take care of their own and other people's property.

Rights and Responsibilities of Parents/carers

Rights	Responsibilities
<ul style="list-style-type: none"> • parents/carers have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged 	<p>Parents/carers have a responsibility to:</p> <ul style="list-style-type: none"> • 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.

Rights and Responsibilities of Teachers

Rights	Responsibilities
Teachers have a right to	Teachers have a responsibility to

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<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• fairly, reasonably and consistently, implement the engagement policy.• Know how students learn and how to teach them effectively.• Know the content they teach.• Know their students.• Plan and assess for effective learning.• Create and maintain safe and challenging learning environments.• use a range of teaching strategies and resources to engage students in effective learning.
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4. 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, 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

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- 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

Bundalaguah Primary School is committed to the use of restorative practices when dealing with students. 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

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
- 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.

5. School actions and consequences

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

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- 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
- 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
- involving community support agencies.

Classroom Expectations

Each grade/class forms its own rules for behaviour along school guidelines which are displayed in the classroom. These rules should be simple and clearly understood by all class members. Children who behave according to the rules or go beyond the rules to help in the smooth running of the class will be rewarded. (Rewards may include certificates, stickers, stamps, notes home, points towards a class activity etc.)

Consequences for choosing to break the rules are;

Steps 2-3: *Length of 'Time Out' in each classroom varies according to grade-agreement to be made between pupils and teachers.*

Step 1. Reminder.

Step 2. 2nd Reminder and move.

Step 3. 3rd Reminder Offending student exited to another classroom .

(This time to be spent making up lost work-time and spent with the teacher discussing the in-appropriate behaviour.)

Step 4. If a child significantly interferes with the rights of others to learn or the capacity of a teacher to teach a class, he/she may be withdrawn from the class without following the above steps.

If a child is exited from their classroom, parents will be notified.

Refusal to exit: If a child refuses to exit when instructed to by the teacher, a red tag will be sent to the Principal (or another teacher) to visit the class and escort the student to the Principals office OR if necessary other children will exit the classroom and work in another room.

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Re-Entry Procedure: To return to the classroom, the student needs to discuss the following five questions with the classroom teacher, before they can re-join their class.

- 1. What were you thinking when you**
- 2. What have you been thinking since**
- 3. Who has this affected?**
- 4. What should you do / say to fix up the situation?**
- 5. What can we do to help you change your behaviour**

Yard Expectations:

We aim to make the play-ground at Bundalaguah PS a safe and happy place for all members of the school community. To encourage children who play and interact well in the school yard, children's appropriate behaviour is recognised through verbal or visual praise or a raffle ticket. In-appropriate behaviours will be noted and these names will be deleted from this draw.

Children are expected to:

- 1** Move and Play Safely
- 2** Care for themselves, others and all property
- 3.** Solve problems calmly, sensibly and fairly
- 4** Respect self and others through: speech and good manners
- 5** Keep hands, feet and objects to themselves
- 6** Follow directions

Duty Folder Details

Duty teachers will also record the names of children/grade level/incident and the action taken if a child breaks one or more of the school rules. 'Time Out' is a consequence of minor play-ground misdemeanours. A record of the misdemeanours is kept for each pupil.

Consequences:

1st offence:	Reminder
2nd offence:	Child's name is entered into the yard duty record book and an exclusion from the situation is put in place.
3rd offence:	A time out period is given and a logical consequence may also be enforced. This is followed up with a discussion using the 5 Restorative Questions. A logical consequence may be given - i.e. littering- clean up yard by picking up papers.
4th offence	Parents will be notified and participate in a restorative Conversation.

Severe Clause:

In the case of causing injury to another child -fighting /vandalism - Parents are notified for immediate Parent Support Group and detention/suspension may occur as a consequence.

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A cumulative record of detentions is kept in a detention file in the Principal's office. Parents are notified of all detentions by letter with a signed acknowledgment being returned to school.

The School Council President is also notified and a record of suspension notices is kept in a file in the office for the School Council President.

Student Complaints Register

All complaints by students of harassment / bullying or incidents by a student upon another are recorded. Prior to details being documented the incident is investigated and if necessary 'Student Code of Conduct' penalties applied to offenders.

BUS RULES

- Limbs and other parts of the body must not protrude from the windows.
- Children must remain seated at all times when the bus is in motion.
- Objects must not be thrown from bus windows.
- Quiet talk is permitted. Shouting and calling out is not permitted as it may distract the driver.
- Bus rolls are marked in classrooms before children proceed onto the bus.
- Gippsland region conditions of bus travel also apply.

GATE RULES

- Children are to line up under the covered area at the end of the school day.
- Children **MUST** be accompanied to the front gate by a staff member.
- Children are not to leave the school-grounds until all vehicles in the school car-park are stationary.
- When parents are parked, children may then leave the school grounds.
- Once in the car the children must not leave the car.
- Parents must notify the school if their child is to travel home via another person, whether this being a regular or a one off arrangement.

CYCLING RULES

while we do not encourage cycling to school, due to our location, the following rules apply

- Children under the age of nine years are not permitted to ride their bicycles (unsupervised by a parent) to and from school.
- That all children cycling to and from school are expected to adhere to road rules including the use of helmets. They also need to be wearing a fluoro vest to increase their visibility.
- Students not adhering to the above two cycling rules will not be permitted to bring their bicycle onto the school premises.
- Incidents of inappropriate cycling practice reported to the school will be referred to the student's parents.

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 of the

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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 (See Effective Schools are Engaging Schools - Student Engagement Policy Guidelines for process required).

Rewarding positive behaviour choices:

Bundalaguah Primary School endeavours to highlight responsible decision making and reinforce students making positive decision for themselves. This is done in various ways including:

- Verbal praise
- 10 minutes extra play time on Friday for those children who have not been involved in any incident during the week
- Recognition in the school newsletter or at school assembly
- Weekly raffles for positive yard behaviour
- Stickers

References

Effective Schools are Engaging Schools - Student Engagement Policy	http://www.education.vic.gov.au/healthwellbeing/wellbeing/co-deofconduct.htm
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Guidelines	
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/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

BUNDALAGUAH PRIMARY SCHOOL

Appendix

STUDENT ABSENCE FORM

Form 1

Student Name: **Class:**.....

Date of Absence:

Reason For Absence:

Parent Signature:

STUDENT ABSENCES

Date.....

Dear Parent / Guardian,

It has been brought to my attention that your child
..... has been absent from school recently and
has not yet provided a written note explaining the reason for the
absence.

The date/s of the absence/s are:

It is an Education Department requirement that students provide a
note from parents explaining all absences.

Therefore, you are required to provide a note covering the above
absence/s from school as soon as possible.

Staff Signature.....