Melbourne Archdiocese
Catholic Schools

Modified Timetable Procedures for MACS Schools

1. Introduction

Melbourne Archdiocese Catholic Schools Ltd (MACS) schools operate with the consent of the Catholic Archbishop of Melbourne and are owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

2. Purpose

This procedure outlines the requirements for implementing modified timetable arrangements in MACS schools. It supports schools to make informed, inclusive, and student-centred decisions that uphold every child and young person's right to access and participate in education. Modified timetables are temporary, short-term, flexible arrangements designed to support students with significant medical, health, wellbeing, disability-related needs or other individual needs (complex personal or family circumstances). Modified timetable arrangements must never replace the school's responsibility to provide meaningful access to learning, nor be used as a punishment or consequence for behaviour.

Where a modified timetable arrangement is in place, it is expected that a clear and supportive attendance support plan is developed collaboratively to guide the student back toward full participation in their enrolled Full-Time Equivalent (FTE) load. This attendance support plan should include realistic goals for increasing attendance, regular progress reviews, and collaborative input from relevant support staff to ensure the transition is at an appropriate rate, sustainable and responsive to the individual student's needs.

Schools considering the implementation of a modified timetable must follow the steps outlined in this procedure, which prioritises safeguarding the student's best interests and promoting their re-engagement into full-time attendance. This procedure promotes transparent, evidence-based, trauma-informed, and culturally responsive practices that enable students to remain engaged in learning and supported in their pathway toward full-time attendance.

3. Scope

3.1 This procedure applies at all MACS schools including specialist schools operated from MACS subsidiary, Melbourne Archdiocese Catholic Specialist Schools Ltd (MACSS).

3.2 It applies specifically to modified timetable arrangements that typically involve a temporary reduction from the student's full-time educational program. These arrangements must be formally agreed upon by the Principal, student (where appropriate), and the student's Parents and Carers, following consultation with the Program Support Group (PSG), and must be documented using the MACS *Modified Timetable Arrangement Plan* Template.

3.3 A modified timetable can be implemented as one part of a broader strategy to support the re-engagement of a student who has not attended school for an extended period of time.

4. General Guidelines

In alignment with the MACS *Vision for Engagement* and *Vision for Instruction*, MACS schools commit to fostering consistent student attendance by promoting engagement, removing barriers and working in partnership with students and families to ensure every student experiences uninterrupted learning and a deep sense of belonging.

The Principal will:

4.1 Use modified timetables only when it has been determined that it is in the best interests of the student, upholding their right to education and demonstrating a commitment to inclusive, student-centred practice.

4.2 Actively seek and consider the student in all decisions, including their experiences, preferences and goals.

4.3 Before considering a modified timetable arrangement, seek to understand the underlying reasons for a student's need for a modified timetable and explore appropriate educational supports, wellbeing interventions and reasonable adjustments, to address those reasons effectively.

4.4 Ensure that the goal of a modified timetable is to establish a structured pathway that supports the student's gradual re-engagement into full-time attendance, with clearly defined goals aimed at returning to full-time attendance as soon as practicable. Modified timetables must be strictly time-limited, with a maximum duration of 10 consecutive school weeks.

4.5 Ensure attendance records accurately reflect the student's actual participation under a modified timetable and that students are not incorrectly recorded as attending full-time.

4.6 Engage with the MACS Student Engagement Unit (SEU) (e.g. through submitting a Record of Student Adjustment and Evaluation (ROSAE) consultation request) before implementing a modified timetable, to ensure alignment with best practice and appropriate support planning.

4.7 Comply with the Child Safe Standards, and consider the additional circumstances that may arise for certain students who may experience vulnerability, including:

- 4.7.1 Aboriginal and/or Torres Strait Islander children and young people, and providing/promoting a culturally safe environment for them
- 4.7.2 children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, international students, those who are unable to live at home, and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) children and young people.

4.8 Initiate the following actions for these students:

- 4.8.1 seeking support and direction from MACS, including the SEU and the Senior Manager School Leadership (SMSL) in the relevant Regional Office.
- 4.8.2 seeking advice from the school's Designated Teacher, the student's LOOKOUT Education Support Centre Learning Advisor for students in Out of Home Care (OoHC) and/or their Department of Families, Fairness and Housing (DFFH) Case Manager.
- 4.8.3 ensuring reasonable adjustments are in place to support participation, engagement and self-regulation, especially where attendance concerns are associated with disability.

5. Requirements and grounds for use

Context

5.1 Modified timetable arrangements must be strictly time-limited, with a maximum duration of 10 consecutive school weeks. They are not standard practice and must only be implemented in exceptional circumstances, in alignment with legislative obligations and the Attendance Policy for MACS Schools.

5.2 These arrangements are temporary, short-term supports for students who are unable to attend school full-time due to significant medical, health, wellbeing, disability-related needs or other individual needs (complex personal or family circumstances). These arrangements must be used cautiously and only when clearly justified.

5.3 All decisions regarding modified timetables must be made in the best interests of the student, using a student-centred approach that prioritises wellbeing, dignity, and equitable access to education.

5.4 A Personalised Learning Plan (PLP) is not mandatory for a student on a modified timetable, but if a student has a PLP, it is recommended that their modified timetable arrangement is referenced within it.

5.5 All decisions must be guided by inclusive, trauma-informed, culturally responsive and student-centred practice, and must uphold the student's right to access and participate in education.

5.6 The duration of a modified timetable arrangement should be determined by the individual student's circumstances and needs and must be supported by documented evidence. The arrangement must not exceed a maximum of 10 consecutive school weeks.

5.7 While some students may benefit from a short-term arrangement (e.g. 2 weeks), others may require a longer period. Schools have discretion to determine the appropriate timeframe, provided it is in the best interests of the student and does not exceed 10 consecutive school weeks.

Key requirements

5.8 The Principal will:

- ensure continued access to meaningful and ongoing learning opportunities throughout the modified timetable period.
- oversee the development and timely implementation of an attendance support plan (or equivalent), ensuring it outlines a clear pathway toward full-time attendance.
- ensure scheduled review periods are in place to monitor progress, evaluate supports, and adjust the attendance support plan as needed.
- ensure active involvement of key stakeholders, including the student (where appropriate), Parents and Carers and relevant professionals as outlined in Section 6.

5.9 The responsibilities outlined in Section 5.8 must not be delegated. The Principal is expected to personally oversee and be accountable for the decision to implement a modified timetable, ensuring it is used appropriately and in alignment with procedure expectations.

5.10 The school **cannot** implement a modified timetable without Parents and Carers consent.

Grounds for modified timetables

5.11 A modified timetable arrangement may be considered when a student is unable to engage in full-time attendance due to:

- significant medical or health conditions
- disability-related needs
- mental health or wellbeing concerns
- complex personal or family circumstances.

5.12 The arrangement must be:

- in the best interests of the student
- supported by documented evidence, which may include:
  - Medical or allied health reports (e.g. general practitioner, psychologist, paediatrician)
  - Attendance and engagement data
  - Previous PSG meeting notes outlining rationale and agreed supports
  - Personalised Learning Plan
  - Student Health Support Plan
  - Behaviour Support Plan
  - Student Safety Plan
  - Cultural Plan
- formally agreed upon by the Principal, student (if appropriate) and Parents and Carers
- developed in consultation with relevant stakeholders
- accompanied by a clear, structured plan for re-engagement into full-time education, including scheduled review dates and consistent communication with Parents and Carers.

Situations where a modified timetable is **not** permitted

5.13 A modified timetable arrangement is not a standard intervention and must never be used as a disciplinary measure or punitive response to student behaviour.

5.14 Where concerns relate to student behaviour, schools must refer to the MACS Student Behaviour Support Policy and associated procedures. Behavioural concerns must be addressed through appropriate support plans and interventions, not through modified timetable arrangements.

5.15 If a student is to be excluded from attending school due to behavioural issues, this must only happen in accordance with the requirements outlined in the MACS Suspension, Negotiated Transfer and Expulsion of Students Procedures.

5.16 Modified timetables must not be implemented due to a lack of resources, including those required to provide reasonable adjustments for students with a disability.

5.17 Modified timetables must not be used as a temporary "circuit breaker" strategy or to address staffing or workforce limitations.

5.18 Modified timetables must not be used as a default approach to school refusal.

Preconditions

5.12 Prior to implementing a modified timetable arrangement, the Principal will:

- review whether reasonable adjustments and interventions have been thoroughly explored, implemented with fidelity, and monitored and adjusted as needed to support progress toward identified goals. This may include support provided internally or in collaboration with the MACS SEU (e.g. via ROSAE consultation request).
- ensure all legal obligations have been fulfilled under the *Disability Discrimination Act 1992* (Cth), the *Disability Standards for Education 2005* (Cth) and the *Equal Opportunity Act 2010* (Vic).

6. Process of implementing a modified timetable arrangement

Planning and PSG consultation

6.1 The Principal will:

- engage with MACS SEU staff (e.g. via a ROSAE consultation request submitted with informed consent from Parents and Carers) to confirm supports and ensure alignment with legislative obligations, the Attendance Policy for MACS Schools, and best practice where the modified timetable involves significant wellbeing, health, or disability-related needs.
- establish a PSG to assess the appropriateness of a modified timetable arrangement, ensuring that the student's voice, individual needs and family context are central to decision-making.
- This meeting includes:
  - core members:
    - Parents and Carers
    - the Principal
    - the teacher(s) nominated as having key responsibility for the student
    - the student (where appropriate)
    - the case worker, e.g. DFFH case worker (if appointed)
  - invited members:
    - person and/or professional with knowledge of the student, or with information relevant to the academic, social, emotional, behavioural, cultural, health and wellbeing strengths and needs of the student
    - an advocate for personal support (this advocate does not replace Parents and Carers)
    - an interpreter (if required)
    - a learning support officer (to provide specific feedback where applicable).
  - additional participants may include:

- for students in OoHC: the Designated Teacher or the student's LOOKOUT Education Support Centre Learning Advisor
- for Aboriginal and/or Torres Strait Islander students: an Aboriginal and/or Torres Strait Islander school-staff member or staff from the MACS Aboriginal and Torres Strait Islander Education Centre of Expertise (CoE).
- for students with medical conditions: relevant medical or health professionals, particularly following a diagnosis or incident that impacts the student's attendance.

Developing and implementing the plan

6.2 The Principal will:

- ensure the PSG develops a Modified Timetable Arrangement Plan using the MACS template. The plan must:
  - be time-limited to a maximum of 10 consecutive school weeks (excluding holidays)
  - include review dates
  - outline key objectives for re-engagement, targeted supports and a pathway towards full-time attendance
  - ensure the Risk Assessment section of the MACS *Modified Timetable Arrangement Plan* is completed to safeguard the student's safety and wellbeing throughout any period of reduced attendance.
- develop an attendance support plan, or equivalent, using the MACS template, to clearly outline the steps and supports required for the student's gradual re-engagement in full-time attendance.
- use supporting documentation to inform the modified timetable arrangement. This may include:
  - reports from Medical or allied health professionals
  - attendance and engagement data
  - Personalised Learning Plan
  - Student Health Support Plan
  - Behaviour Support Plan
  - Student Safety Plan
  - Cultural Plan
  - for students with medical or health conditions, a Medical Management Plan and Student Health Support Plan must be used to guide necessary adjustments when the student is on the school site.
- clearly define duty of care responsibilities for periods when the student is both on and off the school site. Refer to the MACS Duty of Care and Supervision Policy for guidance.
- obtain written informed consent from Parents and Carers prior to implementing the modified timetable arrangement. For students in OoHC, the Carer must defer to the key worker (e.g. DFFH case worker, social worker or other Case Manager) to obtain consent from the person with legal parental responsibility.

Notification

6.3 The Principal must:

- notify the relevant SMSL prior to the implementation of the modified timetable arrangement commencing. This notification must include the following actions:
  - send a copy of the *Modified Timetable Arrangement Plan* and supporting documentation to the appropriate regional office:
    - Northern Region: manager.nro@macs.vic.edu.au
    - Eastern Region: manager.ero@macs.vic.edu.au
    - Southern Region: manager.sro@macs.vic.edu.au
    - Western Region: manager.wro@macs.vic.edu.au

- copy the following stakeholders into the communication, as applicable:
  - for students with an active ROSAE case, include the relevant case worker/s
  - for students who are in OoHC, include the MACS Student Health and Wellbeing Team email: wellbeing@macs.vic.edu.au
  - for Aboriginal and/or Torres Strait Islander Students, include the MACS Aboriginal and Torres Strait Islander Education CoE email: matsied@macs.vic.edu.au.
  - for students in the senior secondary years of education, include the MACS Pathways Team email: pathways@macs.vic.edu.au.
- ensure the student's attendance is recorded under Category 1.9 – Modified Timetable, in accordance with the *MACS Student Absence Guidelines for Schools*. This category applies to students engaged in approved activities under a modified timetable arrangement. Although not physically present on school premises, these students are not classified as absent due to the formal approval of their modified timetable arrangement.

Learning

6.4 The Principal will:

- nominate a staff member to coordinate the provision of home-based learning tasks, including communication with the student and their Parents and Carers, and ensuring the educational program remains sufficient and responsive to the student's needs.
- ensure the student has access to meaningful, tailored learning opportunities across both onsite and offsite settings, aligned with the student's medical, health, wellbeing and learning profile.
- ensure that, where appropriate, the combination of off-site and on-site learning constitutes full-time education.
- determine how learning tasks will be provided, assessed and feedback delivered during periods of offsite learning. Considerations must include maintaining the student's connection to school life, including regular contact with peers and relevant staff.
- ensure learning tasks provided under a modified timetable are aligned with curriculum standards and the student's individual learning goals. Monitor progress using appropriate assessment tools and review outcomes during scheduled review meetings to inform adjustments to supports.

Review and continuation

6.5 The Principal will:

- nominate a staff member to lead the regular review of the modified timetable arrangement, as outlined in the review schedule below.
- ensure this staff member leads the review process and coordinates input from relevant stakeholders (e.g. classroom teacher, wellbeing staff, the student, Parents and Carers) as needed.
- support a structured review process that monitors the student's progress against the objectives of the Modified Timetable Arrangement Plan, evaluate the effectiveness of supports, and informs decisions about readiness for increased re-engagement on site.
- ensure that the allocated staff member considers the impact of targeted supports, attendance patterns, and the student's overall wellbeing during each review. Adjustments to the timetable arrangement may be made in response to this feedback.
- escalate the matter to the MACS SEU if a student's attendance declines or fails to improve. This may include referral to external services or consideration of alternative educational pathways.

6.6 The modified timetable arrangement will expire upon completion of its designated period. If the PSG determines that the student is not yet ready to resume full-time attendance, the Principal must engage with the SEU, seek approval from the designated SMSL and recommence the planning process, including a new PSG review meeting and updated Parents and Carers consent and agreement from the student (if appropriate).

6.7 The SMSL will engage with their MACS General Manager (Region) to review the rationale for continuation and confirm that all procedural requirements have been met.

6.8 No modified timetable may continue beyond 10 consecutive school weeks without formal approval from the SMSL and General Manager (Region).

6.9 For students with long-term or ongoing medication or health conditions (e.g. terminal or degenerative illness), all conditions outlined above apply, with additional guidance informed by the student's medical or health professionals.

Modified Timetable Schedule

Review step	Suggested timing	Actions	Documents
Pre-implementation	Before week 0	Confirm eligibility and supports. Engage MACS Student Engagement Unit (SEU) staff (e.g. via ROSAE consultation request). Convene PSG, ensuring membership includes required participants. Ensure all documentation is ready.	Modified timetable Arrangement plan. Attendance support plan. Supporting documentations *(e.g. Medical or allied health reports, Personalised Learning Plan, Student Health Support Plan, Student Safety Plan, Behaviour Support Plan, Cultural Plan).*
Initial Implementation	Week 0	Attend PSG. Complete MACS Modified Timetable Arrangement Plan and Attendance Support Plan. Set goals for return to full time attendance and establish a timeframe for the modified timetable (up to ten weeks). Ensure Parents and Carers informed consent and agreement from the student (if appropriate) Inform relevant SMSL and other required staff via sending the Modified Timetable Arrangement Plan and any other supporting documentation. Record attendance under category 1.9 – Modified Timetable of MACS *Student Absence Guidelines for Schools.*	Modified Timetable Arrangement Plan. Attendance Support Plan. MACS *Student Absence Guidelines for Schools.* Relevant supporting documentation.
Fortnightly review	Fortnightly	Review Modified Timetable Arrangement Plan and Attendance Support Plan.	Modified Timetable Arrangement Plan. Attendance Support Plan.

		Update if required.	
Formal review	Approx. Halfway through arrangement	Review Modified Timetable Arrangement Plan and Attendance Support Plan. Consult with PSG members and relevant MACS SEU staff if relevant. Decision to continue with current plan, adjust objectives or increase attendance with additional adjustments and support plans.	Modified Timetable Arrangement Plan. Attendance Support Plan.
Final review	Final week of arrangement	Review Modified Timetable Arrangement Plan and Attendance Support Plan. Consult with PSG members. Consult with MACS SEU staff if needed. Decision to increase attendance or transition to full-time re-engagement. Notify SMSL that arrangement has ended.	Modified Timetable Arrangement Plan. Attendance Support Plan.
Continuation if needed under extenuating circumstances		If a decision to continue with another Modified Timetable (extenuating circumstances), a new Modified Timetable Agreement is needed, and the process starts again from week 0. If continuation is proposed: - Recommence process (PSG meeting updated plan, renewed consent, etc). - Inform SMSL by sending a new modified timetable plan, with supporting documentation. The SMSL is to consult MACS General Manager (Region) for procedural compliance. MACS General Manager (Region) has final approval.	Modified timetable Arrangement plan. Attendance support plan. Supporting documentations *(e.g. Medical or allied health reports, Personalised Learning Plan, Student Health Support Plan, Student Safety Plan, Behaviour Support Plan, Cultural Plan).*

7. Definitions

Definitions of standard terms used in this Policy can be found in the Glossary of Terms.

Attendance

A student is considered to be attending school when they are onsite at their enrolled school, engaged in MACS-approved remote learning, or participating in an offsite curriculum program or activity organised by the school – such as excursions or camps. A student is also considered to be in attendance when they are engaged in a re-engagement program or attending another school part-time to make up full-time attendance. In these cases, attendance is recognised when time fractions – each of which must not exceed a total of 1.0 full-time equivalent (FTE) – have been agreed between the schools or settings, allocation of funding (if appropriate) has been determined, and a Personalised Learning Plan is in place and endorsed by all relevant parties.

In the context of the senior secondary years of education attendance also includes:

- Vocational Education and Training (VET) delivered at a Technical and Further Education (TAFE), Registered Training Organisation (RTO) or another school or provider
- Structured Workplace Learning (SWL) or Work Experience undertaken in industry settings
- School-based Apprenticeships and Traineeships (SBATs) as part of approved student learning programs.

Dual enrolment

Dual enrolment refers to an arrangement where a student is enrolled in two educational settings (registered schools) simultaneously, with a combined enrolment equating to 1.0 full-time equivalent (FTE).

Dual enrolment is a formal arrangement that supports students with disability or additional learning needs to attend both a mainstream school and a specialist school at the same time. This can also refer to other arrangements, such as attending mainstream school while also taking subjects through the Virtual Schools Victoria (VSV). This arrangement is designed to give students access to a broader range of educational experiences and support services.

Dual enrolment does not include a combination of home education/schooling and enrolment at a MACS school.

If a family determines that an enrolment below 1.0 FTE is more appropriate for their child, they must ensure the remaining FTE is fulfilled through enrolment at another registered school - such as a specialist or special assistance school.

When entering into a dual enrolment agreement, several considerations must be addressed. These include the enrolment processes at both schools, the provision of updated assessments and documentation from relevant specialists, and the clear allocation of attendance days across each setting. The duration of the dual enrolment, transition and orientation arrangements, and the communication and reporting protocols between schools and families must also be established. Additionally, both schools must work collaboratively to identify the student's learning needs and ensure reasonable adjustments are in place to support their educational access and engagement.

Modified timetable

A temporary, time-limited (maximum of 10 consecutive school weeks), flexible arrangement developed in partnerships between the student's Parents or Carers, with consultation from the student's Program Support Group members. It allows for adjustments to the student's daily schedule to support their learning, wellbeing, or transition needs.

Partial Enrolment

Partial enrolment is a combination of school and home education. It allows a child who is registered by the VRQA for home education to attend a registered school for specific subjects or activities. This arrangement enables families registered by the VRQA to combine home education with formal school-based learning.

Students cannot complete the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) or the Victorian Pathways Certificate (VPC) via a home education/schooling arrangement.

Students who are registered by the VRQA for home education **can** be partially enrolled in a MACS school, subject to determination by the Director, Education Excellence and the Chief of Regional Operations at MACS. Parents and the School Principal will work together to determine the nature of the partnership and whether partial enrolment in a MACS school is a suitable option for the student and the school.

School attendance concerns

School attendance concerns refer to patterns of problematic absenteeism and can be reliably differentiated into three key types:

- **Truancy:** Truancy is said to occur when:
    - (1) a student is absent from school for a whole day or part of the day, or they are at school but absent from the proper location (e.g., in the school-yard rather than in class); and
    - (2) the absence occurs without the permission of school authorities; and
    - (3) the student typically tries to conceal the absence from their Parents and Carers.
- **School refusal:** School refusal is said to occur when:
    - (1) a student is reluctant or refuses to attend school and shows signs of emotional distress. This distress may be short-term (e.g., fear, temper tantrums, unhappiness, unexplained physical symptoms) or chronic and ongoing (e.g., depressive affect; sleep problems). These feelings often lead to absences, which might include late arrivals, missing whole school days, missing consecutive weeks or longer; and
    - (2) the student isn't trying to hide their absence from their Parents and Carers (they are usually at home, and the Parents and Carers are aware of this). If they previously hid the absence in the past, they stopped doing so once the absence was discovered; and
    - (3) the student does not display severe antisocial behaviour, beyond resisting their Parents and Carers' attempts to get them to school; and
    - (4) the Parents and Carers have made reasonable attempts – now or in the past – to get the student to attend school, and/or they express their intention for the student to attend school full-time.
- **School withdrawal:** School withdrawal is said to occur when:
    - (1) a student is absent from school (e.g., late arrivals; missing whole school days; missing consecutive weeks, months, or years); and
    - (2) their absence is known to their Parents and Carers and not hidden; and
    - (3) the absence is either due to the Parents and Carers actively keeping the student at home, or because the Parents and Carers have made little or no effort to support their return to school.

      (Hayne et al 2018).

Unexplained or unapproved absences

A Principal can approve or not approve any absence based on the requirements of the Act, an individual school policy or on a case-by-case basis.

The Act provides some examples of what a reasonable excuse is for the purposes of explaining a school absence and includes, amongst other considerations:

- illnesses and accidents
- unforeseen and unexplained circumstances
- if the absence was a result of complying with another law
- the child is receiving distance education through a registered school
- the child is undertaking approved education, training and/or employment during school hours
- the child has been suspended or negotiated transfer/expelled
- the child is attending or observing a religious event or obligation.

A Principal will record an **absence as unexplained** if no explanation about the absence is given to the school by the Parents and Carers of the student.

8. Related policies and documents

Supporting documents

Attendance Support Plan
Modified Timetable Arrangement plan
Monitoring School Attendance Procedures – Template for Schools
Responding to Student Absences – Template for MACS Schools
Student Absence – Guidelines for MACS Schools

Related MACS policies and documents

Attendance Policy

Duty of Care Policy

Enrolment Policy

Enrolment Variation procedure

Student Behaviour Support Policy

Resources

Commission for Children and Young People (CCYP), Let Us Learn: Systemic inquiry into the educational experiences of children and young people in out-of-home-care
Department of Education and Training (Vic) School attendance guidelines
Department of Education and Training (Vic). Seven attendance improvement strategies
Department of Education and Training (Vic). Student Engagement Policy Guidelines
MACS Attendance and Engagement: CEVN webpage
Victorian Early Leaver Connection Initiative | vic.gov.au
Public Record Office Victoria Recordkeeping Standards

8. Legislation and standards

Education and Training Reform Act 2006 (Vic.)
Education and Training Reform Regulations 2017 (Vic.)
Disability Discrimination Act 1992 (Cth)
Disability Standards for Education 2005 (Cth)
Equal Opportunity Act 2010 (Vic)
Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises

Policy information table

Approval authority	Director, Education Excellence
Approval date	November 2025
Review by	February 2029
Publication details	CEVN, school use