

2016 POLICY

STUDENT ENGAGEMENT AND WELLBEING

Leader: **Danielle Stella**

1. SCHOOL PROFILE STATEMENT

Taylors Hill Primary School opened at the beginning of the 2010 year. The school is located on the corner of Loddon Drive and Park Lane, Taylors Hill, which is in the rapidly expanding growth area of East Melton. Taylors Hill Primary School was constructed under a Public-Private Partnership (PPP) agreement and is a state of the art educational facility with modern open planned spaces to facilitate learning practices to maximise the learning outcomes for every student. Taylors Hill Primary School is part of the Melton Network of Schools in South Western Victoria Region. The School aims to build close links with its immediate community, the Shire of Melton and play an active role across the wider Melton Learning Network.

The building design at Taylors Hill Primary School promotes active, student-centred learning for all students through the creation of flexible, functional spaces that support contemporary learning and teaching practices. The facilities exhibit characteristics of high quality design that promote delight, inspiration and belonging among students and the broader school community.

We constantly strive to adopt best practice by keeping informed of initiatives, educational theory, research and learning and teaching strategies, and by always adopting reflective practices utilising student learning data and multiple forms of feedback. We are committed to establishing a professional learning community that models life-long learning. The staff appointed to the school have played a pivotal role in shaping the vision of the school, developing and implementing innovative curriculum practices and school policies.

The average number of years of teaching experience of our classroom teachers is currently 5 years. All staff are allocated relevant duties to support improved student learning outcomes and achieve goals set out in the Annual Implementation and Strategic Plan.

Philosophy

Staff at Taylors Hill Primary School work closely with School Council to establish innovative programs and policies to ensure excellent student learning is achieved across the school. The key components of the teaching programs at Taylors Hill Primary School are the effective teaching of Literacy, Numeracy and 21st Century Learning within a supportive learning environment. Such an environment will be challenging and focussed on the personalised learning of every student attending the school.

Taylors Hill Primary School is committed to provisions that ensure all children can receive a quality education. We will uphold this commitment through the promotion and consistent implementation of the Student Engagement and Wellbeing Policy. Emphasis throughout this document is on achieving high levels of learning, engagement, attendance and behaviour through a supportive and safe learning environment. Emphasis is also on recognising the rights and responsibilities of all school community members and on developing the ability to translate responsible behaviours and citizenship throughout contexts within and outside the school environment.

2. WHOLE SCHOOL PREVENTION STATEMENT

Our aim is to continually improve as a learning community, with positive management and engagement strategies that enable improved student learning outcomes. In terms of engagement and wellbeing, we strive to build a positive and orderly learning environment with clear student routines and high expectations for behaviour and uniform. We strive to build positive and professional staff-student relationships and to communicate clear expectations about attendance, participation and positive social behaviours. We also work to maintain effective partnerships with key agencies and student support services.

3. RIGHTS AND RESPONSIBILITIES

3.1 Guiding Principles

Every member of the Taylors Hill Primary School community has a right to fully participate in an educational environment that is safe, supportive and inclusive. Everyone deserves to be treated with dignity and respect.

** This policy is written in consultation with Department of Education Victoria Guidelines.*

All students who meet the eligibility criteria have the right to enrol at our school.

3.2 Equal Opportunity

We recognise and accept the equality of men and women and people of all races, regardless of their religious or political convictions, their impairments or their age. Under the Equal Opportunity Act, it is unlawful to discriminate against a person based on their age, gender, sexual orientation, occupation, impairments, marital status, parental status, physical features, political beliefs, pregnancy, race, religious beliefs or personal associations.

3.3 The Charter of Human Rights and Responsibilities

We respect and promote the following four basic principles of human rights and responsibilities: freedom, respect, equality and dignity. When making decisions, we act compatibly with human rights and consider each of the following: the right not to be discriminated against; the right to privacy and reputation; the right to freedom of thought, conscience, religion and belief; and cultural rights. Staff, students and parents understand that with human rights comes a responsibility to respect the human rights of others.

3.4 Students with Disabilities

As detailed in the *Disability Standards for Education 2005*, we are committed to making reasonable adjustments to accommodate a student with a disability, balancing the interests of all parties affected including those of the student with the disability, the school, staff and other students.

3.5 Bullying and Harassment

We are committed to providing a safe and friendly environment for students, staff and parents and we encourage courtesy, care and respect for others at school, at home, in the community at large and online.

We expect students who observe another person being harassed or bullied to tell that person to report the issue to a teacher or another suitable member of staff. We expect students who see a friend harassing or bullying another person to let them know their behaviour is unacceptable. Bystanders who do nothing to stop harassment or bullying may be contributing to the problem by providing an audience for the bully.

We expect students who are being harassed or bullied to tell the person to stop what they are saying or doing and to report the matter to a teacher or another suitable member of staff. Student concerns about harassment, bullying and cyberbullying will be taken seriously and all reports and complaints will be treated confidentially.

DEFINITIONS:

Harassment is any verbal, physical or sexual conduct (including gestures) which is uninvited, unwelcome or offensive to a person. Harassment includes things such as offensive staring, leering or name calling; unwanted and provocative comments, questions or jokes about physical appearance, race, sexual preference, private life or family; displays of sexually graphic material; unwanted physical contact; and grabbing, hitting, kicking, pinching and shoving.

Bullying is repeated oppression, physical or psychological, of a less powerful person by a more powerful person or group. Bullying includes things such as publicly excluding a person from a group; taking or breaking a person's property (and knocking belongings out of their hands or off their desk); teasing; aggressive staring; grabbing, hitting, kicking, pinching and shoving.

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. Cyberbullying includes things such as teasing, spreading rumours online, sending unwanted messages and defamation.

3.6 Rights and Responsibilities of the School Community

Our school values, rights and responsibilities and Code Of Conduct are prescribed so that students can enjoy a safe learning environment and actively pursue high levels of academic achievement and social and emotional development, with a view to becoming well-adjusted life-long learners. Our school Behaviour Management Plan outlines our staged response in managing student behaviour and encouraging positive behaviours. We consider the teaching and modelling of social skills to be a key component in effective interpersonal development and behaviour management. We are committed to building and maintaining a cooperative and supportive partnership between home and school to achieve positive outcomes for all students.

Rights and Responsibilities of STUDENTS

Rights	Responsibilities
<p><i>Students have a right to:</i></p> <ul style="list-style-type: none">- learn in a safe and secure environment where they can fully develop their knowledge and skills without intimidation, harassment, bullying or cyberbullying.- participate fully in the school's educational program- receive reasonable assistance to resolve school-related problems- receive ongoing communication and feedback about their progress.	<p><i>Students have a responsibility to:</i></p> <ul style="list-style-type: none">- follow the Code of Conduct, staff instructions and uniform requirements- take responsibility for their own behaviour and learning- display positive behaviours, including courtesy, care and respect for the rights of peers, teachers and all members of the school community- care for the school environment- attend school regularly and participate fully in learning programs- develop into independent learners who set and achieve learning goals and manage resources effectively.

Rights and Responsibilities of PARENTS and CARERS

Rights	Responsibilities
<p><i>Parents and carers have a right to</i></p> <ul style="list-style-type: none">- expect that their child will be educated in a safe and secure environment where courtesy, care and respect for the rights of others are promoted.	<p><i>Parents and carers have a responsibility to:</i></p> <ul style="list-style-type: none">- ensure their child's prompt arrival and regular attendance at school- show an active interest in their child's schooling and progress- initiate and maintain regular and constructive communication with school staff regarding their child's learning, engagement and wellbeing, including notifying the school of student absence as soon as reasonably possible- display and model positive behaviours and values

Rights and Responsibilities of STAFF (Teachers and School Leadership Team)

Rights	Responsibilities
<p><i>Staff have a right to:</i></p> <ul style="list-style-type: none">- teach in an orderly and collaborative environment- be informed about matters relating to students, within privacy restrictions, that may affect the teaching and learning program for students- be treated with respect and to work in safe and comfortable environment	<p><i>Staff have a responsibility to:</i></p> <ul style="list-style-type: none">- follow the VIT Teacher Code of Conduct and meet Professional Standards- uphold an active, professional and positive presence- consistently and fairly implement the Code of Conduct- display, model and teach the school values and positive social behaviours- monitor attendance of students twice a day- acknowledge student efforts and results in both curriculum and behaviour- set the scene at lesson commencement and clearly communicate expectations- implement effective teaching strategies and use assessment data to drive teaching and learning- create and maintain safe and stimulating learning environments- initiate and maintain regular and constructive communication with students and parents about learning, engagement and wellbeing- organise connections for students with appropriate student services- follow the outlined protocols to the Taylors Hill Primary School Behaviour Management processes (APPENDIX 1)- Adhere to State and Commonwealth Law that states that all matters relating to discipline of students are based on the principles of procedural fairness and that corporal punishment is not permitted.

4. SHARED EXPECTATIONS

As a school community, we have a shared commitment to creating and maintaining a safe, stimulating and orderly learning environment that ensures all students can engage effectively in their education.

We are committed to the following school values:

- Learning
- Personal Best
- Positive Relationships
- Integrity
- Honesty

We bring our school values to life through our behaviours and interactions with each other. We display and model our school values through behaviours such as the following:

LEARNING

- Attend school on time and be prepared
- Focus and participate fully in learning activities
- Complete set tasks
- Ask for help when needed
- Let others work without interruption
- Value and learn from each other

PERSONAL BEST

- Attempt learning tasks to the best of our ability
- Meet appearance, dress and uniform standards
- Demonstrate and monitor our own learning progress
- Attentively listen to and follow instructions

POSITIVE RELATIONSHIPS

- Treat each other with respect, courtesy and fairness
- Listen to each other and demonstrate ‘whole body listening’
- Allow others to share ideas and opinions
- Value and respect the individual strengths and differences of others
- Welcome and include others into our school, class groups, activities and games
- Share equipment and spaces and cooperate with others
- Speak in an appropriate manner
- Be a caring friend

INTEGRITY

- Adhere to our school values and expectations
- Take pride in our school
- Move safely through the school environment
- Make appropriate choices, even without supervision
- Take responsibility for actions and accept consequences
- Help others to develop positive attitudes towards themselves and others
- Be safe and considerate of others and our community
- Be responsible and care for personal belongings and school property

HONESTY

- Always tell the truth and be trustworthy
- Treat others fairly and with respect
- Return equipment that is not our own
- Reflect on our own performance and be open to feedback

5. SCHOOL ACTIONS AND CONSEQUENCES

At Taylors Hill Primary School, we are proactive in our approach to establish a positive learning community where expectations are high and clear to all. To achieve this, each class participates in the T.E.A.M Learning Program for the first two weeks of every school year. During this time, the students and teachers work together to establish clear and consistent expectations for behaviour and learning, and the consequence process is explicit and documented. These things are continuously revisited throughout the year to reinforce and strengthen our community of learners.

We encourage and support high levels of student attendance, engagement, learning and positive behaviours through a consistent set of whole-school practices, including the following actions:

- Establishing a safe, secure and inclusive learning environment
- Modelling, teaching and encouraging the school-wide values, rights and responsibilities and shared expectations, as outlined above
- Teaching social skills such as listening to others, asking for help, taking turns and sharing resources
- Acknowledging positive behaviours and celebrating effort and achievement through verbal encouragement, certificates and stickers, special responsibilities or assignments, positive phone calls to parents or carers, displays of student work, class celebrations and Principal awards, etc.
- Discouraging inappropriate behaviours

- Maintaining ongoing information on student welfare, wellbeing and behaviour through the online student management tool - Compass
- Empowering students to be involved in school decision-making and leadership activities
- Applying professional judgement to particular cases and incidents, and understanding individual students, their life circumstances and their particular learning and wellbeing needs
- Identifying students at risk of disengagement from learning, in a timely manner
- Monitoring, measuring and communicating progress with students and parents, in a timely manner
- Rigorously monitoring, recording and following up student absence in a timely and rigorous manner
- Implementing evidence-based early intervention processes and programs and regularly reviewing their effectiveness to ensure continued relevance
- Using out-of-class support strategies and Student Support Groups for students with at risk behaviours, to repair relationships and to develop agreed goals and plans around learning and behaviour. In convening Student Support Groups, key stakeholders will be involved as needed, including parents, teachers, principal, welfare coordinator, counsellors, psychologists, youth workers, etc.
- Connecting to external student support services, as appropriate.
- Implementing effective and supportive transition programs and processes into and out of the school, including student transitions between different learning areas and levels within the school.
- Ensuring that students who have displayed unacceptable behaviours towards others can repair the relationship, for example by apologising, completing a reflection form, catching up on missed work, etc.

DISCIPLINE PROCEDURES

In applying consequences for unacceptable behaviour, both the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times. Consequences are applied to provide the opportunity for all students to learn, to ensure the safety of staff and students and to assist students with accepting responsibility for their actions.

Consequences which may be used prior to suspension include:

- Follow whole school approach to behaviour management in the classroom – The 5 steps – It’s your choice
- Verbal Warnings
- Moved to work in a different location or close to the teacher
- Withdrawal of privileges
- Time Out: withdrawal from class or the school yard if a student’s behaviour significantly interferes with the rights of other students to learn, the safety of others, or the capacity of a teacher to teach a class or supervise students. Where appropriate, parents or carers will be informed of such withdrawals and a Behaviour Report will be completed by the student and signed by student, teacher and parent.
- A student may be required to finish school work that has not been completed in the regular classroom or undertake other duties at a reasonable time and place, as instructed by their teacher. No more than half the time allocated for any recess will be used for this work.

SUSPENSIONS – Guiding Principles

Suspension is the process of excluding a student from the standard instruction or educational opportunities being provided to other students at the school for part of a day, a full day, or multiple days.

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. The procedures for suspension are set out in Ministerial Order 625 and detailed further in this guidance.

We will only exclude a student 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.

When the principal determines that a suspension is justified, a Student Support Group meeting will be convened to provide a Notice of Suspension, explain the reasons for suspension, detail the school days on which the suspension will occur and where the suspensions will occur, provide contact details for additional support services, and develop a Student Absence Learning Plan that outlines school work to be undertaken during the period of suspension.

In the case of a student putting the health, safety and wellbeing of themselves, staff or other students at significant risk, the principal may suspend a student immediately, scheduling a Student Support Group meeting within 48 hours of the student being suspended. When a student is suspended it will be for the shortest time necessary. If the suspension is for five days, a post-suspension Student Support Group meeting will also be scheduled.

In determining whether to implement an in-school suspension or an out-of-school suspension, we will consider the educational, social and emotional impacts on the student and the school community.

GROUNDS FOR SUSPENSIONS (as per DET guidelines)

In order for suspension to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school;
- or travelling to or from school;
- or while engaged in any school activity away from the school;
- or travelling to or from any school activity.

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

Please note: For incidents between students that occur outside of school hours or in locations other than those listed above, a suspension cannot be used as a response. The impact of cyberbullying (and other behaviours) outside of school hours/off school premises on schools is acknowledged, however, if the behaviour occurs solely outside of school hours/grounds suspension is not an available recourse. If incidents outside of school hours are connected to behaviour that does meet the grounds and location requirements for suspension, this external behaviour may be considered when determining the response to an in-school incident.

AUTHORITY TO SUSPEND A STUDENT (as per DET guidelines)

** This policy is written in consultation with Department of Education Victoria Guidelines.*

The principal has authority to make the final decision to suspend a student. This authority cannot be delegated.

School staff may provide advice to inform the principal's decision whether to suspend a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed, correctly.

IN-SCHOOL SUSPENSION (as per DET guidelines)

When considering the decision to suspend a student, it may also be useful to explore an in-school suspension. An in-school suspension is where the student is excluded from the standard instruction or educational opportunities being provided to other students, but can still undertake educational activities on the school premises for the period of the suspension.

In-school suspensions should focus on encouraging the student to exhibit more positive behaviour, to increase their level of participation and where appropriate, to learn problem solving and/or conflict resolution skills.

Options for in-school suspension include:

- Having the student accompany an experienced teacher/appropriate staff member to their classes for the day
- Participating in a work-based in-school suspension (e.g. working outdoors or preparation of educational materials)
- Providing a dedicated room or area where students can complete school work under appropriate supervision.

The same process (including record-keeping) must be followed for in-school suspension as for out of school suspensions.

IMMEDIATE SUSPENSIONS (as per DET guidelines)

The principal may implement a suspension with immediate effect if the student's behaviour is such that they are putting the health, safety and wellbeing of themselves, or any other person at significant risk.

Where an immediate suspension is imposed, the principal has a duty of care to provide supervision of the student until they can be collected by a parent, carer, or an emergency contact nominated by the parent or carer. If the parent, carer or emergency contact is unable to collect the student, the student must be adequately supervised by a member of staff until the end of the school day.

It may be appropriate to implement a suspension with an immediate effect whilst the student is on an excursion or school camp. In these situations, if a student's parent, carer or emergency contact is unable to collect the student, they will need to be supervised until the end of the camp or excursion. If this is the case, it is suggested that the student be removed from any activity organised as part of the excursion or camp. It may also be suitable to assign the student an appropriate task or school work to go on with.

PERIOD OF SUSPENSION (as per DET guidelines)

Suspending a student can have serious implications for the student's engagement in learning therefore suspension should be applied for the shortest time necessary. In determining the period of suspension, the principal must note:

- The period of suspension must not exceed five school days.
- The suspension must not result in the student being suspended for more than 15 school days in the school year unless there is prior written approval from the Regional Director.
- If the period of the suspension is longer than the days left in the term, the principal should consider the likely disruption to the student's learning before imposing a suspension that will continue into the following term.

THE RELEVANT PERSON (as per DET guidelines)

** This policy is written in consultation with Department of Education Victoria Guidelines.*

Due to the seriousness of suspension and expulsion, Ministerial Order 625 requires that students who are subject to suspension and/or expulsion processes have a 'relevant person' to participate in the process to support and advocate for them. **For most students this will be a parent or carer.**

In situations where the parent or carer is unavailable or unwilling to act as the relevant person for their child, they can nominate an alternative relevant person.

SUSPENSION OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENT (as per DET guidelines)

When considering a suspension for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

OVERSEAS STUDENTS (as per DET guidelines)

When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student's visa conditions.

Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

Schools enrolling international students are required to contact the International Education Division which manages the deferment, suspension and cancellation of international student enrolments.

STUDENTS WITH SEPERATED PARENTS (as per DET guidelines)

For students who have separated parents, it important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student.

In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.

EXPULSIONS – Guiding Principles – (as per DET guidelines)

Expulsion is the process of permanently excluding the student from the school in which he or she is currently enrolled. As the most extreme disciplinary measure available to a principal, it should only be used after other forms of behaviour management have been exhausted and the school can demonstrate evidence that this has occurred. The student's behaviour must also be of such magnitude that expulsion is the only available mechanism.

Expulsion cannot not be implemented as a consequence for events of a novel nature such as one-off pranks that do not cause any harm to other students or members of the school community.

Grounds and procedures for expulsion are set out in Ministerial Order 625 and detailed further in this guidance.

GROUND FOR EXPULSION – (as per DET guidelines)

In order for expulsion to be an option, the following conditions must be in place:

The student's behaviour must have occurred:

- whilst attending school; or
- travelling to or from school; or
- while engaged in any school activity away from the school; or
- travelling to or from any school activity

The student's behaviour must meet one or more of the following conditions:

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;
- e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;
- g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

The student's behaviour must also be of such magnitude that expulsion is the only available mechanism. In this regard, the principal must consider the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other students and staff at the school and the need to maintain the effectiveness of the school's educational programs.

Under Victorian Law, in deciding whether to expel a student, principals must undertake an assessment of that course of action under the *Charter of Human Rights and Responsibilities Act 2006*. In addition, when determining whether to expel a student with a disability, principals must be sure that reasonable adjustments have been made to assist the student to manage the behaviours where this is a manifestation of disability.

A Student Support Group meeting will be convened to explain the expulsion and provide the student and parents or carers with a Notice of Expulsion. Transition arrangements will then be implemented for the continuing education, training or employment of the expelled student.

AUTHORITY TO EXPEL A STUDENT – (as per DET guidelines)

Only principals have authority to make the final decision to expel a student. This authority cannot be delegated. School staff may provide advice to inform the principal's decision whether to expel a student and may assist in the management of the student's behaviour and/or in communications with the parents, carers or relevant persons. Principals hold ultimate responsibility for ensuring that all processes are followed correctly.

REMOVING A STUDENT FROM SCHOOL WHILE CONSIDERING AN EXPULSION – (as per DET guidelines)

If a student's behaviour is serious enough to warrant expulsion and poses danger to staff and students, a suspension with immediate effect may be implemented while the expulsion is being considered.

If consideration and/or implementation of an expulsion is going to take longer than the maximum suspension period of five consecutive days, principals can apply to the Regional Director for an extension.

STUDENTS IN OUT-OF-HOME CARE - (as per DET guidelines)

The Out-of-Home Care Education Commitment: A Partnering Agreement between the Department of Human Services, Department of Education and Early Childhood Development, the Catholic Education Commission of Victoria and Independent Schools Victoria (the Partnering Agreement) commits all parties to improve the educational experience and outcomes of children and young people in out-of-home care in Victoria.

As part of the Partnering Agreement, an Education Support Guarantee for children and young people in out-of-home care has been established and commits schools and education-related health and wellbeing services and programs to providing an increased level of support and responsiveness to the educational needs of children and young people in out-of-home care.

In all cases where a student residing in out-of-home care is being considered for expulsion, the relevant Regional Director must be notified so that obligations in the Out-of-Home Care Education Commitment can be met.

OVERSEAS STUDENTS - (as per DET guidelines)

When considering appropriate discipline for overseas students, otherwise known as international students, it is important to note that the decision to expel may impact on a number of the student's visa conditions.

Such visa conditions can include the following:

- The student must attend 80 per cent of classes
- The student must make satisfactory progress.

Note: Ministerial Order 625 does not apply to the expulsion of an overseas student under section 2.2.8 of the *Education and Training Reform Act 2006*, in respect to unpaid fees.

Schools enrolling international students are required to contact the International Education Division which manages the deferment, suspension and cancellation of international student enrolments. Schools should note that international students must be notified of the intention to cancel their enrolment, and be provided with 20 working days to access the

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS - (as per DET guidelines)

When considering an expulsion for an Aboriginal or Torres Strait Islander student, a principal should engage a Koorie Engagement Support Officer (KESO). The KESO can support the school and the family to find the best outcome for the student and also connect the school and family to any local or regional resources to assist.

For more information on supporting Aboriginal or Torres Strait Islander students through an expulsion process or to seek the involvement of a KESO, contact the Koorie Education Coordinator.

STUDENTS WITH DISABILITIES - (as per DET guidelines)

When a student has a disability that is relevant to the expulsion process and may impact upon placement decisions, the regional office should be notified to contribute to support and planning.

STUDENTS WITH SEPARATED PARENTS - (as per DET guidelines)

For students who have separated parents, it is important to remember that suspension and expulsion are serious disciplinary measures and therefore all parents and carers are entitled to be notified of the intention to suspend or expel the student. In circumstances where there is more than one parent or carer who would like to participate in the suspension and expulsion process, it is important to involve all of them in the process.

4. Evaluation

This policy will be evaluated as a part of the school's cyclic review process.

APPENDIX

Taylors Hill Primary School Behaviour Management processes