RATIONALE

Students can reach their full educational potential only when they are happy, healthy and safe, and where there is a positive school culture that is fair and respectful that engages and supports them in their learning. Student wellbeing and student learning outcomes are inextricably linked, and at Reservoir Views we aim to promote an understanding of this link across both the school community and in the classroom. It is fundamental to acknowledge that each teacher, staff member and family is a vital source of support and a determinant in the success of our students.

PHILOSOPHY

- Schools provide a strong foundation for student learning when student engagement and wellbeing are a whole-school priority.
- Student wellbeing is everyone's responsibility. Social and emotional wellbeing underpin effective student learning and positive behaviour. Risks for students may involve individual, social, emotional or physical factors, or may be related to family or community factors.
- Effective schools focus on the development of student social competencies by embedding such learning opportunities into their pedagogy, curriculum, behaviour management systems, expectations and structures.
- Positive school cultures operate within a set of agreed values. At Reservoir Views our values embrace the concepts of learning, respect, responsibility, trust, fairness and caring. These values ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning.
- Effective schools are engaging and inclusive, recognising and responding to the diverse needs of their students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.
- Student engagement can be defined as three interrelated components: behavioural, emotional and cognitive.

- *Behavioural engagement* refers to students' participation in education, including the academic, social and extracurricular activities of the school.

- *Emotional engagement* encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.

- *Cognitive engagement* relates to students' investment in learning and their intrinsic motivation and self regulation.

- **To be effective our Student Engagement Policy will focus on:**

  - Creating a positive school culture that is fair and respectful
  - Building a safe and supportive school environment
  - Expecting positive, supportive and respectful relationships that value diversity
  - Promoting pro-social values and behaviours
  - Encouraging student participation and student voice

- Proactively engaging with parents/carers
- Implementing preventative and early intervention approaches
- Responding to individual students
- Linking to the local community.

AIMS:

We aim to articulate and support the expectations of every member of the Reservoir Views school community to engage in and promote a safe and inclusive educational environment

IMPLEMENTATION GUIDELINES

1. At Reservoir Views when a student begins to disengage from their learning, regular attendance is not consistent or positive behaviours are not demonstrated, a series of processes, actions and consequences developed in consultation with the school community will be followed.
2. The Student Engagement Policy will be developed in consultation with representatives from all areas of the community
3. The role of the principal and the school council is to ensure that the policy reflects the shared expectations of the whole school community and that all students and parents/carers are clear about these shared expectations.
4. The school council will be engaged in the policy's development and approval and be responsible for monitoring its effectiveness and evaluating its success.
5. The policy will be made available to all members of the school community.
6. Parents/carers will be provided with a copy of the policy upon student enrolment and informed when the policy is updated. A copy of the policy will be posted on the school website.
7. Meaningful student involvement in the development of the policy will provide valuable information, assist in building relationships and, by giving students a voice, most effectively engage them in the policy implementation.

COMPONENTS

The policy covers the following components:

1. School profile statement
2. Whole-school prevention statement
3. Rights and responsibilities
4. Shared expectations
   -Principals, teachers and student support staff
   -Students
   -Parents/carers
5. School actions/consequences

1. SCHOOL PROFILE

Reservoir Views is a newly established school developed from the merger between the Burbank and Keon Park Primary School communities. The school came into existence at the beginning of 2009 as a result of lengthy discussions around enhancing educational experiences and learning outcomes for children. Our current goal is to develop the culture of Reservoir Views and to embrace the aspirations and goals of the community.

The development of the student engagement policy and the opportunities it presents for community consultation, are part of the process.

The school is a multicultural community with twelve different cultures including 18 ATSI (Aboriginal and Torres Strait Islander) students. It has a number of economically disadvantaged students with approximately 75% of our families entitled to receive Educational Maintenance Allowance. We have a number of students who travel from the surrounding suburbs to attend. At present we have a number of students identified and funded under the Program for Students with Disabilities. A total of two Integration Aides support these students. We also have a growing number of children from families newly arrived in Australia and refugee families. Often these children have little or no English on commencing school.

The school is student and curriculum focused. It strives and encourages maximum achievement in all areas of teaching, learning and student wellbeing. Specialist programs include Library, Physical Education, ICT and Art. Extra-curricular activities include Student Leadership weekly meeting and dance group sessions.

A comprehensive analysis of the school data provides detailed understandings of the diversity of the student population, school community and the engagement and well being needs of the students. It provides a link between the school's strategic plan and the student engagement policy as vital elements of the school improvement process.

Data sources to be used include-

- SFO (Student Family Occupation)

- 5/6 Engagement Data (5/6 Student Attitudes to School Survey)

- Parent Opinion/ Staff Opinion surveys.

- School Level Report

- Curriculum Data from a variety of sources.eg: teacher judgements, NAPLAN, On Demand; common assessment tasks, teacher tests.

- Network Data

2. WHOLE-SCHOOL PREVENTION STATEMENT

Reservoir Views is committed to providing a safe, secure and stimulating learning environment where students can reach their full educational potential supported by a positive school culture.

We aim to promote the link between wellbeing and learning in every aspect of our curriculum, school culture and environment. To support this, our leadership team is actively engaged in developing classroom practices to ensure that our pedagogy and curriculum engages all students. Using the Departments E5 instructional model and VELS effective teaching, inclusive and engaging curriculum and respectful relationships between staff is promoted through Professional Learning Teams (PLT) and a meeting focused on student achievement.

Our prevention and early intervention strategies are underpinned by the school values of learning, responsibility, caring, trust, fairness and respect. These values are introduced at the beginning of each academic year through the student induction program and reinforced and re-visited consistently throughout the year through a range of processes, structures and strategies.

Positive behaviours are most effectively supported through relationship-based whole-school and classroom practices.

However, it is recognised that some individuals and groups of students require additional support in the development of pro-social, positive behaviours. For most of these children and young people, the development of pro-social behaviour is achieved in stages, and requires reinforcement and acknowledgement to support each step towards positive improvement.

Our prevention and early intervention strategies-

- Define and teach school-wide and classroom expectations
- Establish consistent school-wide and classroom consequences for problem behaviour
- Establish school-wide and classroom processes for early identification of students experiencing academic and/ or behaviour difficulty
- Provide school-wide and classroom processes for ongoing collection and use of data for decision-making
- Empower students by creating multiple opportunities for them to take responsibility and be involved in decision making.
- Provide a physical environment conducive to positive behaviours and effective engagement in learning
- Utilise evidence-based interventions, monitored regularly for those students who face difficulty with learning and/or behaviour.

3. RIGHTS AND RESPONSIBILITIES

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.

As a new school community we have developed a set of agreed values that was agreed on by and applicable to all students, teachers and parents/carers. These values promote and affirm the equality of and acceptance of all community members irrespective of race, gender, religion, politics or age and are in line with current, relevant legislation. Reservoir Views values are learning, responsibility, respect, trust, caring and fairness. All stake holders have the responsibility of upholding these values.

Within this environment, inappropriate behaviour such as bullying or cyber bullying will not be tolerated and will be addressed using the school's implementation strategies as outlined in the school's bullying policy. (Refer to Appendix A)

4. SHARED EXPECTATIONS

Effective schools share high expectations for the whole-school community. Our 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 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 to experience success.

Within the school's values framework it is the expectation that all stakeholders act in the following manner-

a. **Principals, Teachers, Student Support Staff** [refer to Appendix B]

- Be responsible for student well being and engagement

- Provide multiple and diverse opportunities for students to experience success.

- Develop positive and respectful relationships with all stake-holders.

- Implement fair and respectful whole school behaviour strategy management.

- Operate well run and democratic classrooms.

- Set and seek high expectations from students and self as learners.

- Develop and implement transition programs and practises at the different stages of schooling to promote student well-being and engagement.

- Implement a whole school approach to student engagement and well-being.

- Encourage all stake-holders to play an active part in the life of the school.

- Create opportunities for active and meaningful student participation at a personal, classroom and whole school level.

- Engage with and support families as equal partners in their child's education.

- Implement preventative and early intervention strategies to support student engagement and address whole school, individual and/or cohort barriers to learning.

- Develop links and strategic partnerships within and across the extended community to support the identified needs at, a whole school, cohort and/or individual level to build the school's capacity to emphasise student well-being and engagement.

- Will engage in the school accountability and improvement cycle to support and enhance student engagement and well-being processes.

- Develop and implement whole school strategies to develop and build knowledge and understanding of the school values across the community.

- Develop and deliver the school curriculum to reflect our school values and build a culture that connects learning, community and engagement.

b. **Students** [refer to Appendix C]

As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation as members of the whole school community.

This involves developing as individual learners who increasingly manage their own learning and growth by setting goals and managing resources to achieve these goals.

Students should-

1. Be expected by their parents/carers and their school to participate fully in the school's educational programs.

2. Attend school regularly unless there is a reasonable reason for non-attendance as per the Education and Training Reform Act 2006.

3. Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the community.

4. Demonstrate respect for the rights of others, including the right to learn and contribute to an engaging educational experience for themselves and other students.

5. Model the school values consistently in their interactions with peers, staff and parents. This allows students to understand what is expected of them and what they can expect from others. This is particularly so for inappropriate behaviours such as bullying and cyber bullying.

6. Model the school values at all times when representing the school.

7. Be actively taught behaviours which support a positive school environment for all students.

8. Be expected to take responsibility for their own learning and behaviour.

   a. **Parents/Carers** [refer to Appendix D]

Parents are expected to promote positive educational outcomes for their children by taking an active interest in their child's educational progress.

They should-

- Cooperate with the school staff regarding their child's learning and well-being.

- Actively support their child's engagement in the school environment.

- Communicate regularly and constructively with the school staff regarding their child's learning and well-being needs.

- Ensure regular, punctual attendance at school to support the school in maintaining a safe and respectful learning environment.

- Support the implementation of school values.

- Support all learning programs.

5. **SCHOOL ACTIONS AND CONSEQUENCES**
   Student engagement, regular attendance and appropriate behaviours are encouraged through the implementation of whole-school strategies supported by targeted and individualised support when required.

When developing actions and consequences, Reservoir Views ensures that they are developed in consultation with and agreed on by representatives from the whole school community, including

students. This fosters a cohesive and consistent response to poor attendance and inappropriate behaviour. These actions and consequences should be incremental (a staged response) and should be applied fairly and consistently.

Applying fair and consistent discipline and attendance policies that are collectively agreed on and fairly enforced increases the likelihood that student connection to school is maintained.

Equal emphasis should be placed on issuing positive consequences for meeting high expectations as there is on negative consequences.

Actions and consequences should have an educational role and aim to foster positive relationships and retain the dignity of the student. Actions and consequences that isolate a student from learning should be avoided where possible.

Student engagement, regular attendance and positive behaviours are supported most effectively through relationship based whole-school and classroom practices, including:
- Establishing predictable, fair and democratic classrooms and school environments
- Ensuring student participation in the development of classroom and whole school expectations
- Providing personalised learning programs
- Consistently acknowledging all students' contributions
- 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
- Implementing school-wide positive and educative behaviour support strategies.

Inappropriate behaviours, including irregular attendance, can be responded to through a staged response that has a prevention and early intervention, data based focus, including:
- Understanding the student
- 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 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 (Refer Appendix E)
- Providing broader educational programs, for example 'hands-on' learning experiences, camps/ outdoor education/creative arts/ICT etc
- Involving community support agencies.

Discipline procedures – suspension and expulsion
A student should 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.

The school actions and consequences section of the School Engagement Policy is framed in a positive way to encourage students to accept responsibility for their actions, and to participate fully

and positively in their educational experience. Exclusions are applied only when all other options have been exhausted or where the wellbeing or safety of another student is at risk.

Roles and responsibilities of the principal and school council
The principal is responsible for leading the development and implementation of the Student Engagement Policy. The school council will be engaged in the development of the policy, as it will be responsible for approving the policy, monitoring its effectiveness and evaluating its success. The policy will be available to all members of the school community.

Student Discipline Procedures-Suspension and Expulsion Suspension – guiding principles:

'Suspended students are the least likely to have the personal or family capacity to help themselves out of their difficulties. They need school and adult support' (ACER 2004).

Students should only be excluded from school when all other measures have been implemented without success, or where an immediate suspension is the only appropriate course of action given the student's behaviour.

If a student is suspended it should be for the shortest time necessary. The period of suspension should be used by the school, the student and the student's parents/carers as an opportunity to reflect on the present difficulties and develop positive, student-focused reengagement strategies.

Appropriate and meaningful school work must be provided to the suspended student. This work must be consistent with work provided in the student's classes. While completion of the work is not a requirement for re-entry to school, parents/carers can assist the process by ensuring that the work is completed.

At any time during a suspension, parents/ carers can request that a student support group meeting be convened.

The principal is responsible for student suspensions. The principal has two options available; in-school or out-of school suspensions. In determining which option is the most appropriate, the principal should consider the educational, social and emotional impacts on the student and school community.

School suspensions can have a number of positive outcomes, both for the school and the student:
- Suspended student and the rest of the class can be continued, uninterrupted
- The need for increased, individualised academic assistance can be easily identified and be provided where required
- Time can be allocated for individual support for the suspended student and their parents/carers (if appropriate)
- Allow the school another element in the staged response, allowing out-of school suspensions to be used for the most extreme behavioural issues.

In-school suspensions should focus on encouraging students to exhibit more positive behaviour, to increase their level of participation and, where appropriate, to learn problem solving and/or conflict resolution skills. Students should be challenged, both academically and behaviourally, during the period of their suspension, and schools should use this time to provide students with an increased level of support that may not otherwise be available during class time. In-school suspensions should have an appropriate educational focus and, wherever possible, should be relevant to the behaviour for which the student was suspended.

Some effective strategies for in-school suspension could include:

- Pairing the student up with an experienced teacher or appropriate staff member for the day,
- accompanying that teacher to classes
- Utilising staff-supervised peer support or mentoring programs
- Providing a dedicated room or area where students can complete their in school suspension tasks under appropriate supervision
- Using the period of suspension to have the student participate in a behaviour management, conflict resolution or respectful relationships program or activities (as appropriate to the behaviour for which they were suspended)
- Utilising a restorative practice approach and ensuring that the focus of an in-school suspension is that student making amends for their behaviour (eg. fixing something they have broken or doing something for any person they may have hurt or upset as a result of their behaviour).

Procedures Prior To Suspension

Before a student is suspended, with the exception of situations that require an immediate response, the school should ensure that a range of options, consistent with the staged response, have been considered.

A student support group will be convened to inform the student and their parents/carers that a suspension is being considered. The aim of this student support group meeting is to identify any issues that are of concern to the school or the student and begin a process of effective communication between the school, the student and their parents/ carers. The student support group should develop a range of strategies to support the student and the parents/carers in addressing the issue of concern, aimed at avoiding the suspension of the student. At this stage an agreed Behaviour Management Plan will be developed (if appropriate) in consultation with the school/parent/carers and other supporting professionals where required. This Behaviour Management Plan will provide the basis for ongoing discussion and review at future regular student support group meetings.

Procedures For Suspension

In determining whether to suspend a student, the principal must ensure that this response is appropriate to:

1. The behaviour for which the student is being suspended
2. The educational needs of the student
3. Any disability or additional learning needs of the student
4. The age of the student
5. The residential and social circumstances of the student. (See Appendix E] for the Suspension Procedures Flow Chart.)

When a principal determines that a suspension is justified they must:

(a) Ensure that:
1. A comprehensive range of strategies, including student support groups, have been considered and implemented by the school to meet the educational, social and emotional needs of the student

(b) Convene a meeting of the student support group to:
1. Explain to the student and their parents/carers the reasons for the suspension, the school days on which the suspension shall occur and where the suspension will occur (for example, in-school suspension)
2. Provide contact details for additional support services to the student and their parents/carers,

as appropriate
3. Develop a Student Absence Learning Plan (See Appendix F) that outlines the school work to be undertaken
4. During the period of suspension if the suspension is for five days, provide details of the post suspension student support group meeting

(c) Provide the student, their parents/ carers and the school council president with a Notice of Suspension
(see Appendix G) prior to the day on which the suspension commences which must include:
1. The summary of outcomes of previous actions that have been undertaken by the school to support the student (the staged response)
2. The reasons for the suspension
3. The school days on which the suspension shall occur
4. The details of the post-suspension student support group meeting, if the suspension is for five days
5. The Student Absence Learning Plan and Return to School Plan, as appropriate. (See Appendix H)

(d) Provide the student and their parents/carers with a copy of the information brochure *Procedures for Suspension* which outlines rights and responsibilities in terms of school exclusions.

Procedures for immediate Suspension

The principal may suspend a student immediately and prior to convening a student support group meeting if the student behaves in such a way that would provide the basis for a suspension ordinarily, and their behaviour is such that they are putting the health, safety and wellbeing of themselves, staff or other students at significant risk.

In such cases, principals must be aware that they have a duty of care to provide supervision of the student until they can be collected from school by a parent/ carer. If the parent/carer is unable to collect their child, the student must stay on school premises and be adequately supervised by a member of staff until the end of the school day.

The principal must:
1. Give immediate verbal notification to the student and their parents/carers
2. Schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended)
3. Provide the student and their parents/ carers with a Notice of Suspension (see Appendix G) and a copy of the information brochure *Procedures for Suspension* which outlines rights and responsibilities in terms of school exclusions at the student support group meeting
4. Develop a Student Absence Learning Plan (see Appendix H) and a Return to School Plan (see relevant Appendix I) at the student support group meeting
5. Schedule a post-suspension student support group meeting if the suspension is for five days.

Period Of Suspension:

The maximum continuous period a student can be suspended at any one time is five school days. A student cannot be suspended for more than 15 school days in any one school year without approval from the regional director. The school must provide appropriate and meaningful school work to the suspended student during the period of the suspension.

Any suspension must end at the end of the school term in which it was imposed and not continue into the following term. If a student is to be suspended for a period which is longer than the days

left in a term the student may be suspended from attending school for the remainder of the term but must return to school on the first day of the following term.

The school principal is required to seek secondary consultation and/or direct intervention support from their regional office to address the behavioural concerns for a student who has been suspended for eight days in a school year or who reaches a total of four individual suspensions in a school year. If a student reaches 15 days suspension, an expulsion is not the automatic consequence.

Post-Suspension Student Support Group Meetings:

If the suspension is for five days, the principal must convene a post suspension student support group meeting on the day of the student's return to school. The post-suspension student support group meeting should consider:

a. The Student Absence Learning Plan (see Appendix F) and develop a Return to School Plan (see Appendix H), including a review of school work undertaken while excluded from school
b. The strategies to be developed within and outside of the school to meet the educational, social and emotional needs of the student
c. The responsibilities of the student, their parents/carers, the school and any other professional participating in the meeting to support these strategies.

Expulsion

Authority for expulsion

Every Victorian student must be guaranteed a place in a school, registered training organisation or other alternative education setting. Schools should work in partnership at a network level to ensure that expelled students are guaranteed an educational placement at another school or registered training organisation or alternative education setting in their network. Regional offices can provide a structure to ensure that all schools in a network/region can work in partnership to provide a place for any student who requires one.

The principal is responsible for student expulsions. However, expulsion from a school is the most serious consequence open to the principal. When expulsion is unavoidable, principals have a responsibility to demonstrate that expulsion is the only appropriate measure and that all other measures consistent with a staged response and the Student Engagement Policy have been implemented in good faith by the school without success. Only the principal has the authority to expel a student from the school of which they are the principal. This responsibility cannot be delegated to any other person at the school.

Grounds for expulsion

A principal may expel a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity):

a. The student does anything for which they could be suspended.
b. The student's behaviour is of such magnitude that, having regard to the need of the student to receive an education compared to the need to maintain the health, safety and wellbeing of other staff and students at the school and the need to maintain the effectiveness of the school's educational programs, an expulsion is the only available mechanism.

In determining whether to expel a student the principal must determine that expulsion of the student is appropriate to:

a. The behaviour for which the student is being expelled

b. The educational needs of the student
c. Any disability or additional learning needs of the student
d. The age of the student
e. The residential and social circumstances of the student.

Procedures prior to expulsion

Prior to an expulsion, the principal must ensure that:

a. A comprehensive range of strategies, consistent with the staged response, to meet the educational, social and emotional needs of the student has been considered and implemented by the school
b. Despite these strategies, the student's inappropriate behaviour persists.

The student and parents/carers must be informed that expulsion is being considered and must be given the opportunity to be heard. This should be undertaken through the student support group process. The principal may implement an immediate suspension pending expulsion, prior to a student support group meeting being convened, only when the principal considers that the severity of the situation and the possibility of immediate physical threat to another person warrants such action.

Procedures for expulsion

If a principal considers that expulsion is justified, they must notify the regional director that a student support group meeting is being convened to discuss the expulsion.

When a regional director has been informed that a principal is convening such a meeting, they must nominate a member of their staff to:

1. Attend the meeting
2. Ensure that the appropriate education, training and employment options are considered for the student
3. Assist in implementing the course of action agreed to at the meeting.

Regional and school-based staff work in partnership when responding to students with behavioural difficulties or additional needs. Regions can provide a variety of supports to schools to ensure that individual student needs are met. These supports may include student support services officers, regional network leaders or regional student wellbeing managers. The role of the regional staff member in the student support group meeting is to enable the school to provide relevant support to the student and their parents/carers, and to facilitate referrals to and partnerships with external support organisations when more targeted interventions are required.

The principal must convene a student support group meeting to:

1. Provide the student and their parents/carers with a Notice of Expulsion (see Appendix L) before the day on which the expulsion commences. The Notice of Expulsion must state the reason/s for the expulsion and state the date of the commencement of the expulsion
2. Provide a copy of the Expulsion Appeal proforma (see Appendix N) to the student and their parents/carers. The information brochure *Procedures for Expulsion*, which outlines details of the appeal process, should accompany the proforma
3. Ensure that the student and their parents/carers have the opportunity to be heard
4. Identify the future educational, training and/or employment options most suited to the student's needs.

Every reasonable step must be taken to ensure that all relevant professional staff who have been working with the student can attend the meeting with the permission of the parents/carers and the student. In exceptional circumstances a student support group meeting may occur outside the required timelines. If the student is in out-of-home care, the principal must ensure that the student's DHS case manager attends any student support group meeting, as well as any adult with whom the student normally or regularly resides.

For additional information, see
http://www. education.vic.gov.au/healthwellbeing/ wellbeing/oohc/default.htm

The school council president must be provided with a copy of the Notice of Expulsion and relevant attachments.

Following the student support group, if the principal determines that enrolment at another school and/or registered training organisation is the most appropriate option for that student, all members of the student support group must work to facilitate that enrolment.

It is the responsibility of the principal of the expelling school with support from the regional director (or nominee) to ensure that the student is enrolled at another school or registered training organisation if the student is of compulsory school age. (See Appendix K for the Expulsion Appeal flow chart.)

Procedures following expulsion

A principal who has expelled a student must, within 24 hours of the commencement of the expulsion, forward a copy of the Notice of Expulsion (see Appendix L) to the regional director, with a written expulsion report (see Appendix M) which must contain:

1. A short statement of the history of the student's time at the school, Student Engagement DEECD Policy Guidelines, the grounds for the expulsion within any considerations in support of the expulsion including a comprehensive range of strategies employed to date and any representations made by the student or their parents/carers
2. A summary of the options considered by all the student support group meetings and why expulsion is considered necessary
3. Details of the arrangements that have been made for the continuing education and/or employment of the student
4. Recommendations on whether any further action either at the school, local, community, regional or system level is required, including strategies at the school level to prevent the repeat of similar circumstances.

The regional director (or nominee) will work with the school to ensure the student is supported and the outcomes of the Expulsion Report are achieved.

<u>**Transition arrangements**</u>

If a school expels a student, the school must schedule a meeting with the destination school or registered training organisation of the expelled student.

The principal of the enrolling school may be called on by the regional director at any time over a period of 12 months to provide a formal report of the status of the student's transition.

It is the responsibility of the principal of the expelling school to ensure that information relevant to the needs of the student is passed to the enrolling school or registered training organisation in accordance with the *Information Privacy Act 2000.*

Appeal process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers.
Grounds on which an expulsion can be appealed are:
- That the expulsion process was not followed by the school
- Reasons for which the student was expelled are considered unfair
- Other extenuating circumstances.

The principal must provide the student and parents/carers with an Expulsion Appeal Proforma (see relevant Appendix N) at the final student support group meeting.

The appeal must be lodged with the principal within 10 school days of receiving the Notice of Expulsion. The principal must then provide the regional director with a copy of the Expulsion Appeal within 24 hours.

The regional director (or nominee) must form an expulsion review panel and nominate panel members.
This panel must consist of:
- Regional director's nominee
- School council president (or nominee)
- Principal of another school.

A person who is both a departmental employee and a school council member is not eligible to participate in the expulsion review panel. No member of the expulsion review panel can have direct interest in the case.

Expulsion review panel

The regional director's nominee is responsible for ensuring that they liaise with the panel members to schedule a time for the panel to meet. The person who filed the Expulsion Appeal (the student or their parents/carers) must be present at the expulsion review panel and have an opportunity to put their case to the panel.

The student or their parents/carers may be accompanied at the expulsion review panel meeting by another person who is not acting for a fee or reward. Legal practitioners are not permitted to attend this meeting on behalf of any member of the expulsion review panel, the student or their parents/carers.

The regional director's nominee is responsible for notifying the student and their parents/carers of the date, time and location of this panel meeting. The regional director (or nominee) must take every reasonable step to ensure that the scheduled date for the panel to sit is suitable for all members of the panel and that panel members are fully informed of their role.

Role of the expulsion review panel

The role of the expulsion review panel is to:
- Provide an opportunity for a student and parents/carers to be heard
- Review the decision to expel a student.

The panel must make a written recommendation to the principal, who must act on the recommendation

Procedures for the expulsion review panel

The review must be held as early as possible within 10 school days of the regional director receiving the Expulsion Appeal. In exceptional circumstances this time limit may be extended for an additional five school days following approval from the Deputy Secretary, Office for Government School Education.

The attendance of qualified legal practitioners or other agents acting for fee or reward on behalf of any member of or participant in the appeal process is not permitted.
The principal must provide the following documents to the expulsion review panel:
- A copy of the Notice of Expulsion (see Appendix L)
- A copy of the Expulsion Report (see Appendix M)
- A copy of the Expulsion Appeal from the student or their parents/carers (see Appendix N).

The expelled student or the student's parents/carers must be given the opportunity to be heard and articulate their case.

The expulsion review panel must complete a report (see Appendix O), which must be forwarded to the regional director within 24 hours of the conclusion of the meeting. Copies of this report must be provided to the regional director, the person who submitted the Expulsion Appeal, the school council and the principal.

The decision of the panel must be unanimous. If the panel is unable to reach a unanimous decision, the regional director must be notified within 24 hours of the conclusion of the meeting. The regional director must make a decision regarding the appeal based on the Expulsion Review Panel Report and all other documents before the expulsion review panel. The regional director must make this decision within 48 hours of being notified of the outcome of the expulsion review panel's deliberations.

The regional director (or nominee) must verbally notify the person who has brought the appeal of the outcome of the appeal within 24 hours of the decision being made. This verbal communication must be followed up by written communication notifying the student or their parents/carers of the panel's decision and must include a copy of the expulsion review panel report within five school days of the decision. This written communication must be provided to the person who submitted the Expulsion Appeal, the principal and the school council.

During the appeal process, the expelling school remains responsible for the student's educational provision and must provide the student with appropriate school work for the duration of the appeal. This must be monitored by the regional director's student support group nominee. The school should develop a Student Absence Learning Plan for the student to support the student's ongoing engagement with learning.

If the expulsion appeal panel overturns the principal's decision to expel the student, the student must be readmitted to school immediately. The principal must work with the student, their parents/ carers and the student's teacher/s to develop a Return to School Plan for the student.

The principal must also ensure that the record of expulsion is removed from the student's permanent record. Once this has occurred, the principal must notify the student and their parents/carers of this in writing. This process should be monitored by the regional director.

Further appeal processes:

Parents/carers of an expelled student can appeal against the act of expulsion when it has been endorsed by the expulsion review panel.

The appeal is made to the Deputy Secretary, Office for Government School Education within 10 school days of being informed of the outcome of the expulsion review panel, on the grounds of the process followed by the expulsion review panel or the expulsion imposed by the principal. The Deputy Secretary must then appoint an independent officer to investigate the appeal in accordance with the grounds of the appeal.

The Deputy Secretary, after considering the advice of the investigation officer, may confirm the decision of the expulsion review panel, uphold the appeal or vary any of the decisions.

The right of appeal is vested in the parents/carers of the expelled student alone, except where a student is living independently from their parents/carers. In that case a student also has the right to appeal.

Individual Learning Plans support students achieving considerably below or above the expected level.

Students need to be challenged at their level of development to be fully engaged in the learning process. It is a DEECD requirement that all Indigenous students have an Online Education Learning Plan (KELP) developed in consultation with students and parents which is reviewed regularly.

All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalise the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.

The table below highlights areas for consideration in developing Individual Learning Plans and KELP's.

Individual Learning Plan template
Student name
Year level Date
Review of progress should be based on collection and analysis of data
- Formal classroom and broader assessment data such as appropriate observation notes from classroom teacher/s
- Feedback from the student
- Feedback from the parents/carers

Learning improvement goals –
Priority areas for improvement.
Consider:
- Engagement
- Attendance
- Behaviour

Learning outcomes
List relevant learning outcomes linked to the learning improvement goals.

Consider:
- Engagement
- Attendance
- Behaviour

School and classroom strategies revised pedagogy
Consider:
- Revised pedagogy
- Classroom learning interventions
- Small group/individual support
- Behaviour expectations

Parents/carers – expectations/support
Identify in partnership:
- Expectations of parents/carers
- Level of support that can be provided by parents/carers
- How the school can support parents/carers

Processes for collection of data
Identify:
- Data collection methods
- How progress will be measured

Timeline for review and revision of plan
Individual Learning Plans should be measured and modified regularly.
Student's comments
Classroom teacher's comments
Parent's/carer's comments

Notes/inputs from Community consultation process conducted 2010. These notes relate to the shared expectations of stakeholder groups.

Principals, Teachers, Student Support Staff

1. Be responsible for student well being and engagement.

Looks Like	Sounds Like	Feels Like
Purposeful learning / caring for each other/ powerful learning.	Interest/involvement by teacher understanding individual needs.	Stable and caring environment in which to learn.

2. Provide multiple and diverse opportunities for students to experience success.

Looks Like	Sounds Like	Feels Like
A busy happy classroom with children engaged in appropriate activities.	Use of praise and encouragement.	Contented students.

3. Develop positive and respectful relationships with all stake-holders.

Looks Like	Sounds Like	Feels Like
Embed values in day-to-day teaching. Teacher modelling.	Use of manners/polite behaviour.	Everyone to feel accepted if everyone is fair/trustworthy. Known expectations.

4. Implement fair and respectful whole school behaviour strategy management.

Looks Like	Sounds Like	Feels Like
Common classroom and yard expectations eg. school wide	Respect, fairness, caring, responsibility for own	Children feel safe. Aware of consequences for poor

code of conduct policy.	learning and behaviour.	behaviour.

5. Operate well run and democratic classrooms.

Looks Like	Sounds Like	Feels Like
Organised, happy, busy classroom – well managed.	Busy noise/hands on/powerful learning. Enthusiasm.	Safe and secure in school environment. Student voice.

6. Set and seek high expectations from students and self as learners.

Looks Like	Sounds Like	Feels Like
Shared high expectations among staff - Individual expectations - Individual goal setting.	Responsibility for own learning – seeing the need to work sensibly and complete Tasks.	Self satisfaction/sense of achievement. Teacher satisfaction/display of work and appreciation of their efforts

7. Implement preventative and early intervention strategies to support student engagement and address whole school, individual and/or cohort barriers to learning.

Looks Like	Sounds Like	Feels Like
Grouping students according to their needs and adapting the groups according to their needs.	Sounds like productive learning.	The students experience success.

8. Develop links and strategic partnerships within and across the extended community to support the identified needs at, a whole school, cohort and /or individual level to build the school's capacity to emphasise student well-being and engagement.

Looks Like	Sounds Like	Feels Like
Prep buddies, multi-age days, orientation days (prep, year 7), community night, concert night, sports expo. Guest speakers.	Conversations within the community that are identifying needs and successes.	Creating a bond within the school community.

9. Will engage in the school accountability and improvement cycle to support and enhance student engagement and well-being processes.

Looks Like	Sounds Like	Feels Like
Involvement in assessment, survey and data collection from students, parents and teachers. Parent teacher interviews. Student leadership and student engagement group.	Sounds like relevant discussions/involvement in engagement and learning: student voice. Discussions between students and parents/parents and teachers about students.	Community ownership/involvement.

10. Develop and implement whole school strategies to develop and build knowledge and understanding of the school values across the community.

Looks Like	Sounds Like	Feels like
School web page. School newsletter. Open Day. Community nights. Area reinforcement verbally and actively. School Assembly. Pupil of the Week. Acknowledgement of special days – i.e. Anzac Day, Mother's Day,. Supporting charities by holding special days.	Discussions within classrooms. Parent involvement. Engaging.	Belonging to the community. There is a purpose. Excitement of discovery.

11. Develop and deliver the school curriculum to reflect our school values and build a culture that connects learning, community and engagement.

Looks Like	Sounds Like	Feels Like
Parents, students, teachers and community working together towards the same goal. Using diaries. People getting along – working together. Using technology to connect values, community, learning and engagement.	Teachers modelling positive behaviour – Pupil of the Week.	High expectations. Communication. Positive behaviours acknowledged at assemblies.

12. Develop and implement transition programs and practises at the different stages of schooling to promote student well-being and engagement.

Looks Like	Sounds Like	Feels Like
- Prep Buddies. - Completing transition forms to high school. - Visiting Kindergartens. - Visiting Secondary Schools. - Opportunities for grade 2 children to work with grade 3 children	"I'll help you. I'll look after you. This is where you can play. Come with me. I'm looking forward to moving on."	- Security for younger children. Responsibility for older students. - Allows older students opportunities to extend caring, kindness. - Developing confidence, independence. - New challenges. - Moving on.

13. Implement a whole school approach to student engagement and well-being.

Looks Like	Sounds Like	Feels Like

• careful planning • functions • parent talks • special activities • whole school community open mornings • education week • interesting and motivating programs	- teachers on yard duty - welcoming voices - positive communication "I want to join in"	• open-door policy good relationships • you are welcomed and valued • I can ask questions • I can get help • I am part of the group

14. Encourage all stake-holders to play an active part in the life of the school.

Looks Like	Sounds Like	Feels Like
• everyone working together • sharing responsibilities • sharing workload • good attendance at all functions • good support from home • lots of people participating in special events	• children encouraging parents to come • parents/staff/children positive feedback	• harmonious group • proud of achievements • satisfied when something goes well e.g. a working bee or whole school activity

15. Create opportunities for active and meaningful student participation at a personal, classroom and whole school level.

Looks Like	Sounds Like	Feel Like
• student leader opportunities • pupil of the week • sports leadership • students keen to take on extra responsibility • student taking responsibility for their own actions and also encouraging others to behave appropriately	• Students reporting at assembly • Public speaking opportunities • "Do you think you should be doing that etc"	• calm, orderly classroom • calm/orderly/safe playground behaviour • children taking pride in their achievements

16. Engage with and support families as equal partners in their child's education.

Looks Like	Sounds Like	Feel Like
• Home Reading program • Parent signing diaries • Parents supporting individual learning plans • Hearing children read • Supervising homework • Supporting school with	• good communication • making appointment to speak with teachers • asking children what they have been doing at school	• feeling proud of child's achievements • feeling positive about child's progress • knowing what your child learns at school

discipline issues • Helping children to determine some learning goals		

Notes/inputs from Community consultation process conducted 2010. These notes relate to the shared expectations of stakeholder groups.

Students

(1) Be expected by their parents/carers and their school to participate fully in the school's educational programs.

Looks Like	Sounds Like	Feels Like
• participating in excursions etc. • being at school • appropriately dressed e.g. PE days • engaged / listening • give best at all times • be in school uniform • using school values	• this is great • this is fun • I learnt .... • I can .... • I want to .... • I like .... • using language of school values	• nurturing • belonging • supported and included • needs and interests reflected in planned learning • students responded positively • behaving appropriately

(2) Attend school regularly unless there is a reasonable reason for non-attendance as per the Education and Training Reform Act 2006.

Looks Like	Sounds Like	Feels Like
• establishing morning routines • good home management • parent support for attendance and timelines • establish night routines		• parent support • student wants to come to school • being ready to learn -sleep -breakfast -uniform -time management -relaxed start to day

(3) Display positive behaviours that demonstrate respect for themselves, their peers, their teachers and all other members of the community.

Looks Like	Sounds Like	Feels Like
• manners • use of values • good sportsmanship • resilient behaviour • awareness of other member of the community • self-respect • displaying the values to visitors • greeting • showing them around • student leaders demonstrating positive Role Models	• classroom activities to unpack values and real life applications • values reinforced at home • happy playground noise • positive interactions • happy play • positive interactions • orderly classrooms	• safe • security • happy • building confidence

(4) Demonstrate respect for the rights of others, including the right to learn and contribute to an engaging educational experience for themselves and other students.

Looks Like	Sounds Like	Feels Like
• taking turns walking together • having rights but also have responsibilities • accountability for actions • team work • safe environments • listening to others • encouraging others-words and body language • peer assessment / self assessment	• using positive language in the classroom • playing / praising each other in play situation •	

(5) Model school values consistently in their interactions with peers, staff and parents. This allows students to understand what is expected of them and what they can expect from others. This is particularly so for inappropriate behaviours such as bullying and cyber bullying.

Looks Like	Sounds Like	Feels Like
	• buddy system • create a positive tone to smaller children talk to older children	• happy functioning school • happy safe environment for students to work in

(6) Model the school values at all times when representing the school.

Looks Like	Sounds Like	Feels Like
• demonstrating school values when going to - Interschool sport - Excursions - Camp - Incursions - Playground (when people are walking along the footpath) - Crt's	• positive language • manners	

(7) Be actively taught behaviours which support a positive school environment for all students.

Looks Like	Sounds Like	Feels Like
	• values • student induction program • revisiting values • common language • across community • adults need to model behaviours at all times	• clean yard • pride in school environment • safe environment • pleasant environment – good place • being respected and supported

	• being proactive with modelling values with peers • developing independence and resilience	

(8) Be expected to take responsibility for their own learning behaviour.

Looks Like	Sounds like	Feels Like
• understand / evaluate progress against all domains • setting goals • developing strategies to achieve goals • articulate goals • reflect performance against goals • develop goals to support next stage of development	• doing homework • changing readers • excited about learning	• maturing • having control • independence • organisation • achievement • acknowledging growth • validates their opinions • active participation in education process • preparing for the next level • being proud of doing the right thing

Notes/inputs from Community consultation process conducted 2010. These notes relate to the shared expectations of stakeholder groups.

Parents / Carers

Parents are expected to promote positive educational outcomes for their children by taking an active interest in the child's educational progress.

They should –

Support all learning programs

Looks Like	Sounds Like	Feels Like
• discussing a child's behaviour in different learning contexts • seeking opportunities with specialists programs • acting support of Individual Learning Plan goals and areas for improvement identified through home report • allowing the child to participate in full range of educational opportunities • seeking to develop financial plan to support these opportunities • homework completed • attendance at information/interviews etc.	• home discussion – classroom, specialist program • homework support • parent encouragement to participate in ALL whole school programs- work together • parent support of teachers and teacher discussions • communicating learning/behavioural concerns • communicating home factors which might influence learning	• happy, connected children • children at school • children at school on time

(1)   Cooperate with the school staff regarding their child's learning and well-being.

• positive interaction with all staff • attending parent/teacher interviews • following up homework/home reading • reading reports, newsletter and unit newsletters • attending information nights etc.	• parents speaking positively about the school • discussing any concerns immediately • support homework program to enhance children's learning, interest and reason • demonstrates importance of learning and partnership	• relaxed, comfortable environment • co-operative • feel comfortable when approaching the staff • learning is important to child and parent has respect for school • staff are open and friendly when parents approach • school will follow up with concerns

(2)   Actively support their child's engagement in the school environment

Looks Like	Sounds Like	Feels Like
• parents helping throughout the school • classroom • canteen • Mother's /Father's Day stalls • excursions • special days • swimming • meetings • School Council • sending child to school on time • hearing children read/homework • children in correct uniform • participating in Maths Challenges etc. • reading newsletters	• parents sharing their experiences/occupation • positive feedback • asking questions of child, "What did you learn today?" • taking interest • actively promoting school in wider community	• pride in the school and their child's achievement • feeling of happiness and purpose fulfilled

(3) Communicate regularly and constructively with the school staff regarding their child's learning and well-being needs.

Looks Like	Sounds Like	Feels Like
• communicate through school's diary • informing staff of medical needs e.g. chicken pox, dosage of medication • parental concerns about grade make ups will be listened to and considered • attending information nights • parent information sessions • Individual Learning Plans • accessing school website and reading newsletters	• communicating in a positive way – friendly banter • making appointments to see teacher with concerns and positives • thanks – being appreciative	• sense belonging • child is important and cared for • trust • partnership • caring and nurturing • positive but truthful • respectful

(4) Ensure regular, punctual attendance at school to support the school in maintaining a safe and respectful learning environment.

Looks Like	Sounds Like	Feels Like
• ensuring their child is at school on time • teach routine • prepare everything before <pack bags <lay our clothes • instil being on time is a positive requirement	• contact when child is absent • if a child is absent after a few days, school/teacher needs to ring • respond to SMS message • seeking homework for prolonged absences to support learning	• partnership between school/parent • both working towards the same safe and respectful learning environment for the child • respect for learning, child, staff

(5) Support the implementation of school values.

Looks Like	Sounds Like	Feels Like

• acting out the school values in everyday situations • displaying values at home • giving students responsibilities at home	• using the language a;; the time – use the word e.g. "You haven't shown RESPECT towards .... so what can you do?" • encouraging use of values at home in sibling interaction • no parent bullying • parents being aware of these responses • don't tell child to hit the other child back.	• what happens at school, happens at home • consistent expectations • developing resilience and independence • high expectations • acknowledgement of child's potential