



School Profile:

Panton Hill Primary School is set in a semi-rural area, 38 kilometres north east of Melbourne. The school has a long history dating back to 1871. The distinctive brass bell, historic entrance building and former principal's residence give the school a strongly historic focus. This is complemented by more modern building additions, including two fire-safe classrooms completed in 1994, a major upgrade in 1999 and a 2007 music room / multi-purpose room. The school is situated in landscaped surroundings; the playground has a well-balanced blend of active and passive recreation areas, enhanced by landscaping and three adventure playground areas. Panton Hill Primary School has a strong focus on sustainability and has installed 3 large water tanks, a tree haven for birds and an enclosed vegetable garden.

Panton Hill Primary school strives for and encourages maximum achievement in all areas of learning, teaching and student well being. We provide a broad and comprehensive curriculum which optimises student achievement and success by ensuring that each student is challenged, extended and motivated to reach his or her potential. We offer specialist programs in Italian, visual arts, physical education and music. Regular excursions, interschool sport, outdoor education / camps, concerts and junior school council are important activities in the school calendar. We also have a range of extension and enrichment programs for interested children. Some operate in school time and others at lunch time and after school. These include instrumental music, dancing, Religious Education, chess club, stamp club and Active After School program. All children have access to computers as part of their daily program with all classrooms having Interactive Whiteboards.

We provide a comprehensive, sequential and engaging curriculum based on the Victorian Curriculum that recognises that individual students have different learning styles and develop at different rates. We have a teacher trained in Reading Recovery working with year 1 at risk students.

All planning is strongly data driven with assessment data collected regularly throughout the year. An assessment schedule has been developed and the results form the basis for planning and teaching, reporting to parents and to DET. A Parent Teacher interview is conducted during term one for Parents to meet teachers and for teachers to outline their programs. A Prep Information evening is held in term 3 in the year prior to children commencing school. Three-way interviews are held mid year for all grade levels and all students present their portfolios to their parents and teacher.

A whole school approach to drug education is taught throughout the school that is developmentally and age appropriate. Drug Education is supported by programs that encourage and develop positive interpersonal relationships such as our buddy program, eSmart, Bounce Back and Life Education.

Our school has a strong community focus and parents are actively involved in our classroom programs as well as the Parents and Friends Association and School Council.

We monitor student attendance and promote a variety of positive strategies to encourage regular student attendance. We have a late book and a proforma for parents to complete if their child is absent from school. On reflection, many of our student absences for a period of time are a result of families taking the opportunity to travel in off-peak times or take extended school holidays.



Whole School Prevention:

Panton Hill Primary School provides a secure, safe, happy and stimulating learning environment focusing on student engagement, effective teaching, an inclusive and engaging curriculum and respectful relationships between staff students and parents.

Our whole-school approach effectively engages students in their learning and social development by:

- ❖ Our values program which promotes the key values of **Co-operation, Honesty, Respect, Determination and Enthusiasm**. These values are highlighted each week and students across all year levels are selected to receive Values Awards. Recipients of these awards are named in the school newsletter, receive an award at assembly and are entered into a draw to receive a book voucher at the end of each term. Teachers also nominate students to receive awards for outstanding achievements in the classroom and these are also celebrated at weekly assemblies.
- ❖ Revisiting our Code of Conduct at the commencement of each year and providing opportunities for students to have an input into class and school rules which are based on our school values, and welfare policy.
- ❖ Developing and implementing literacy and numeracy improvement strategies as part of the School Strategic Plan and the Annual Implementation Plan.
- ❖ Placing a high priority on professional learning for all staff to ensure that educationally sound strategies and approaches are adopted and implemented.
- ❖ Conducting three-way conferences to provide opportunities for students to share goals and reflections with their parents / carers and set new or modified goals for the coming semester/term.
- ❖ Recognising and responding to the diverse needs of our students by providing a differentiated curriculum and our Reading Recovery Program.
- ❖ Offering the services of a Speech Pathologist and Psychologist students and parents can be referred to, and supported by, these people as appropriate.
- ❖ Encouraging students to achieve full attendance and punctuality, which maximises their ability to learn and our teachers' ability to teach effectively.
- ❖ Running the Buddy Program to help instill a sense of belonging to the school community. The grade 5 students are matched with a pre-school buddy during our transition sessions. Prep students develop a connection with their 'Buddy', and this sense of belonging to a community is promoted and valued throughout a student's time at PHPS.
- ❖ Having a mentoring program in place where all year 5 and 6 students identify a staff mentor that they can approach if needed.



- ❖ Valuing children's contributions to the community through our Junior School Council. This provides a forum for all students to raise issues or concerns through their year level representatives. The JSC also organises whole-school events and fundraisers.
- ❖ Providing leadership opportunities for all grade 6 students. Being elected for roles of responsibility such as school and vice captains and given opportunities to participate in local schools' leadership programs (ie. NESST Student Leadership Days).
- ❖ Fostering a partnership with the local community through School Concerts, Twilight picnic, Grandparents' Day, Playgroup, Working Bees, Parades, On The Hill / Wattle Festival, Pet Responsibility Program and Visits by local CFA.
- ❖ Encouraging Parent Participation in the school's programs. These include classroom helpers during the literacy block, book club, excursions, camps, sports days, Special lunches, Parents and Friends Group and school council sub-committees.
- ❖ Providing a smooth transition from kinder to school by offering four storytime sessions to 3 and 4 year olds during terms 2 and 3, and a comprehensive transition program to kinder children intending to attend PHPS during term 4. The Transition Program runs for 4 sessions and increases in length from an hour and a half to half a day. Parents are involved in sessions which provide information about our school prep programs and suggestions for making their child's transition to school a happy and exciting time.
- ❖ Providing support for students as they move between home groups by ensuring they have time in their new grade area and future grade in the preceding year. They work with other students and staff within the school to familiarise themselves with their new learning environment and help reduce the anxieties students may have as they move through the school.
- ❖ Providing year 6 students with targeted support in a lead up to their Orientation / Transition Day in December and through visits by relevant Secondary College staff. We maintain close links with our neighbouring secondary colleges.



Rights and Responsibilities:

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for everyone. The Charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasises the value of difference. The Charter requires public authorities, including government schools and their employees to act compatibly with human rights and to consider them when making decisions and delivering services.

The following legislation will be considered where necessary when determining rights and responsibilities of all members of the school community:

1. *Equal Opportunity Act 1995*
2. *Charter of Human Rights and Responsibilities Act 2006*
3. *Disability Discrimination Act 1992* (in conjunction with DET Disability Standards for Education 2005)
4. *Education and Training Reform Act 2006*
5. *Education Act 1958*

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

When appropriate the following policies will be considered and will be consistent with implementing effective practice within the school community.

1. <i>Anti bullying and Cyber bullying policy</i>	24. <i>Equal Opportunity policy</i>
2. Smoke Free Schools policy	25. Gifted and Talented policy
3. Drug Education policy	26. <i>Homework Policy</i>
▶ 4. Attendance policy	27. <i>Occupational Health and Safety policy</i>
5. Complaints and Resolutions policy	28. Personal Growth policy
6. <i>Uniform policy</i>	29. <i>Grade Placement policy</i>
7. Enrolment policy	30. Social Service policy
8. <i>First Aid policy</i>	31. Sponsorship policy
9. <i>Internet Usage policy</i>	32. Students with Significant Health Needs policy
10. Medication policy	▶ 33. Teaching and Learning policy
11. Multicultural Diversity policy	34. Consolidation / Acceleration policy
12. <i>Parent Participation and Involvement policy</i>	35. <i>Anaphylaxis policy</i>
13. <i>Sexual Harassment policy</i>	36. <i>Student Belongings / Personal items policy</i>
14. Special Needs policy	▶ 37. Assessment and Reporting policy
▶ 15. Transition policy	38. Disabilities and Impairments policy
16. Yard Supervision policy	39. Drug Related Incidents policy
17. Heights Safety policy	40. Headlice policy
18. Grief Management policy	<i>41. Privacy policy</i>
19. Student Leadership policy	42. Student Health policy
20. Cultural Diversity policy	43. <i>Sunsmart policy</i>
21. <i>Asthma policy</i>	44. Mandatory Reporting policy



22. Curriculum policy	45. Community policy
23. Emergency Management policy	46. Prohibited Substance policy

At Panton Hill Primary School we expect high standards of student behaviour based on cooperation, mutual responsibility and self discipline. We promote positive non-discriminatory relationships among students, parents, staff and the wider community.

Whole School:

Rights	Responsibilities
To feel safe and cared for at school	To ensure we provide a nurturing and safe environment within our school
To be free of harassment	To ensure others are not harassed
To receive support in difficult situations from the school community.	To provide support to each other
To be valued and treated with respect	Build positive relationships with the school community
To be proud of our school	To represent our school with pride. To take care of school buildings, grounds and resources.

Students:

Rights	Responsibilities
To work and play without interference	To allow others to work and play without interference To report bullying to an adult
To be treated with respect, fairness and kindness.	To be polite, courteous and well mannered
To learn in a secure environment	To allow others to learn To work to the best of their ability To uphold our school values and class rules

Staff:

Rights	Responsibilities
To be treated with respect by students, parents and peers	To treat all members of the school community with respect, fairness and dignity
To expect that they will be able to work in an orderly and cooperative environment. To expect students to uphold our school values and class rules.	To build positive relationships with students as a basis for engagement and learning To follow the Engagement Guidelines and implement all relevant policies



	<ul style="list-style-type: none"> To use logical consequences and restorative practices To provide a Duty of Care to students To keep records of significant disciplinary actions
To expect students to learn	<ul style="list-style-type: none"> To assist students to learn To provide an inclusive and differentiated curriculum To ensure all students achieve success To communicate student progress to parents

Parents:

Rights	Responsibilities
To expect that their child will be educated in a secure, safe environment in which care, courtesy and respect for the rights of others are encouraged.	<ul style="list-style-type: none"> To ensure students attend school and are punctual. To promote positive educational outcomes for their children by taking an active interest in their child's educational progress and by modeling positive behaviours. To support the school in maintaining a safe and respectful learning environment for all students.
To expect communication and participation in their child's education and learning.	To engage in regular and constructive communication with school staff regarding their child's learning.
To be informed of school policy, procedures, events and activities	To read newsletter and maintain contact with the classroom teacher.

Shared Expectations

Panton Hill PS has developed shared expectations to ensure that the learning, safety and rights of all are respected. The expectations are intended to be positive in that they set out what behaviours are accepted and appropriate for our school community. Our shared expectations are intended to support individual students and their families.

Staff Engagement

The school leadership team will:

- uphold the right of every child to receive an education
- ensure the school complies with its duty of care obligations to each student as well as its obligations under the equal opportunity and human rights legislation
- identify the diversity of the school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs



The school staff will:

- develop flexible pedagogical styles to engage different learners
- deliver curriculum and assessment that challenges and extends students' learning
- develop positive relationships with students that promote engagement, wellbeing and learning
- develop a positive school culture by providing opportunities for student voice

Attendance

In compliance with Departmental procedures school staff will:

- promote regular attendance to all members of the school community and;
- monitor and follow up on absences

Behaviour

Panton Hill PS will support and promote positive behaviours by developing and implementing shared behavioural expectations with the school community through a staged response.

The school leadership team will:

- lead and promote preventative approaches to behavioural issues
- monitor the profile of behaviour issues at the school and the effectiveness of implemented strategies
- provide professional development for staff to build their capacity to promote positive behaviours.

The staff will:

- use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students
- teach students social competencies through curriculum content and pedagogical approach
- employ behaviour management strategies that reflect the behaviours expected from students
- build a collegiate atmosphere with staff from neighbouring schools to share strategies and support each other to reflect on one's own behaviour management approach.

Student Engagement

All students are expected to:

- learn to the best of their ability and have high expectations
- respect, value and learn from the differences of others
- reflect on and learn from their own experiences and to appreciate and acknowledge differences.

Attendance

All students are expected to come to school every school day throughout the year. If students cannot attend their parents / carers must provide a suitable explanation to the school.

Behaviour

All students are expected to:

- support each other's learning by behaving in a way that is curious and respectful
- be considerate and supportive of others
- demonstrate behaviors and attitudes that support their wellbeing and learning and contribute to a



positive school environment which is safe, inclusive and happy

- understand that bullying, including cyber-bullying, violence, property damage, inappropriate language and disrupting the learning of other students is unacceptable

Parents / Carers Engagement

Parents / carers are expected to support the school's efforts to educate young people to live in a diverse world by:

- promoting an understanding and appreciation of diversity in the home
- providing all relevant information about their children to the school
- actively supporting their child's learning by building a positive relationship with the school
- working with the school through attendance at parent-teacher meetings and responding to communications in a timely manner.

Attendance

Parents / carers are expected to:

- ensure that enrolment details for their children are correct
- ensure that their children attend school regularly
- advise the school as soon as possible when their child is absent from school

Behaviour

Parents / carers should understand the school's behavioural expectations and aim to provide a consistent approach at home that supports their child's learning and engagement in and out of school

Whole School Values:

Panton Hill Primary School provides a friendly and caring environment that enhances learning, personal growth and wellbeing for all students in our care; we create a stimulating and supportive environment for all teachers and staff; and we assist, inform and involve our parents.

Value	This Means	Behaviours that demonstrate value
<i>Cooperation</i>	<ul style="list-style-type: none">• Sharing• Understanding others needs• Teamwork• Working and playing together	<ul style="list-style-type: none">• Working together to produce a common outcome• Taking turns in activities and sports• Sharing class and school resources• Sharing ideas• Helping each other• Listening to others
<i>Honesty</i>	<ul style="list-style-type: none">• Reliability• Responsibility• Trustworthy	<ul style="list-style-type: none">• Telling the truth• Owning up to your mistakes• Being responsible for your own



	<ul style="list-style-type: none"> • Openness 	<ul style="list-style-type: none"> work • Being responsible for particular tasks- Eg monitors • Being open in all your actions
<i>Determination</i>	<ul style="list-style-type: none"> • Hardworking • Perseverance • Persistent • Excellence 	<ul style="list-style-type: none"> • Striving to do your best • Giving things a go • Not giving up • Taking risks • Learning from your mistakes
<i>Respect</i>	<ul style="list-style-type: none"> • Caring • Tolerance • Courtesy • Fairness 	<ul style="list-style-type: none"> • Looking after each other • Listening to others • Accepting differences in others • Caring for other peoples and school property • Demonstrating good manners • Acknowledging other points of view and opinions
<i>Enthusiasm</i>	<ul style="list-style-type: none"> • Enjoying school • Positive attitude • Friendliness • Optimism • Fun 	<ul style="list-style-type: none"> • Having a happy outlook • Keen to participate in all activities • Enjoying new experiences • Attending school regularly • Welcoming new children and adults to our school

School Actions and Consequences

Attendance

At Panton Hill PS absences may mean students miss important stages in the development of their learning. This can cause them to find ‘catching up’ difficult.

The following are ways in which we promote school attendance;

- Attendance practices reflect DET philosophy of ‘It’s Not OK to be Away’.
- All student absences and lateness are recorded twice a day (morning and afternoon) by teachers and are aggregated on our CASES database and communicated to DET (refer to Appendix 10 & 11: Student Engagement Policy).
- The school recognises that illness is an acceptable absence.
- Clear written / verbal statements are made regularly to parents / carers / students about school and attendance expectations.



- Student attendance will be monitored through the evaluation of the student absence reports on CASES21.
- If within three days of the initial absence parents / carers have not provided an explanation for their child's absence contact will be made to explain the absence.
- The Principal will contact parents of students with high levels of unexplained or unapproved absences / lateness, with the view to developing and implementing strategies to minimise absences (refer to Appendix 6: Student Absence learning Plan).
- Ongoing unexplained absences / lateness, or lack of cooperation regarding student attendance will result in a formal attendance conference being organised. This may lead to the establishment of a Student Support Group. This Support Group will be convened by the Principal (or nominee) and may be attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Attendance Improvement Plan). Unresolved attendance issues may be reported by the Principal to the Department of Human Services.
- Student attendance figures will appear on the student's mid-year and end of year reports.
- DET and enrolment auditors will be given complete access to all student attendance records if requested.
- Whole-school modelling of punctuality is expected and regularly monitored.
- All absence notes and records of communication will be retained and stored at the school for a minimum period of 12 months.



Behaviour Management Plan

The Behaviour Management Plan for students at Panton Hill Primary School has been formulated within and is consistent with DET guidelines and regulations. When behaviour is inappropriate the teacher will adopt the school-wide Behaviour Management Plan. Teachers, at their own discretion, may contact parents for more minor breaches of discipline where they are not compelled by the policy to do so.

The following consequences will apply if I do not follow our class rules:

Warning 1 Student's name is written on the board

Warning 2 A cross is placed beside student's name.

Warning 3 A second cross is placed beside student's name. Student is sent to another class for a session.

Warning 4 A third cross is placed beside student's name. The student is sent to another class or principal's office for the remainder of the day. The principal is notified and a record is made in the misdemeanour book. Parents are notified by the teacher.

Classroom Consequences:

When I follow the school values and our class rules the following positive things may happen:

I will be able to get my work finished and choose a free activity.

I will feel happy and safe.

I might get an award at assembly.

For students displaying negative behaviour in the yard the following procedure will be followed:

Teacher will discuss incident with students involved.

Minor incident- verbal warning will be given. Student may be asked to do some yard duty. The teacher may lead the students involved in a restorative practices discussion.

Major Incident-child is removed from yard or supervised by yard duty teacher.

Teacher fills out a yard duty incident form (red ticket) and gives to student's class teacher.

A red ticket notification to parents form is completed by teacher and signed by principal.

If form is not returned to school teacher will follow up by contacting parents.



This incident will be recorded in misdemeanour book.

A Major Incident involves: Bullying, fighting, using dangerous behaviour.

Consequences: Behaviour In The Yard.

Positive Consequences for appropriate behaviour in the yard

Students displaying positive behaviour in the yard will be rewarded with a values award. Yard duty teacher will tell student of award and fill out a values award form to be handed to class teacher. Tear off slip to be placed in box in staffroom. Principal will present values awards at assembly and enter names in a lucky draw for a prize at the end of term. (Book voucher)

I will feel happy and safe.

I will enjoy playing with my friends

I may receive a values award from the yard duty teacher

In The School Yard

If we remember our school values when we are in the yard our school will be a safe and happy place.

- We should treat others as you would like to be treated. No fighting, bullying or teasing. (Refer to bullying policy)
- We should be polite to parents, teachers and visitors in the school.
- We should use equipment safely.
- We should play football, soccer and cricket on the oval. There should be no tackling or pushing in these games.
- We should not use any items as a missile or weapon.
- We should not ride bikes, skateboards or scooters in school ground during school hours.
- We should stay in the school grounds unless supervised by a teacher.
- We should not play in areas that are out of bounds. (tanks, car park)
- We should not climb on trees or buildings.
- We should wear our hats outside in terms 1 and 4. Children without a hat will need to sit in rotunda or under veranda around firepod
- If eating outdoors we should sit in the rotunda or the area between the two buildings. All rubbish is to go in the bin.

Suspension

Suspension is a serious disciplinary measure and will normally only be used when other measures have not produced a satisfactory response. Suspension will be used for the shortest time necessary. Following DET regulations, the maximum period of time a student can be suspended consecutively is five school days.



'School days', as referred to in this document, does not include weekends, public holidays or school holidays. A student cannot be suspended for more than fifteen school days in a school year, unless approval is sought from the regional director. However, a student may be suspended for a further period (not exceeding five school days) pending the principal's decision whether to expel a student.

Procedures prior to Suspension

With the exception of situations which require an immediate response, the principal will ensure that a range of options (and in particular those to accommodate the needs of students with a disability or impairment) has been considered before suspending a student. The student must be informed that suspension is being considered and given an opportunity to address the issues of concern and to respond positively, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.

When it is believed that a student's behavior warrants suspension, the principal will ensure that every reasonable step is taken to arrange a meeting with the parent, the student and the student support group to discuss:

- the student's behavior and performance
- the strategies being developed within the school to meet the educational needs of the student
- the possibility of suspension, should that behavior continue
- the responsibilities of the parents, should suspension be considered necessary

The principal will ensure that –

- (a) the behavior, the educational needs of the student, disability, age of student and the social circumstances of the student has been considered before suspending a pupil;
- (b) the pupil is informed that suspension is being considered and is given an opportunity to address the issues of concern and respond positively with a student support group that is consistent with a staged response, unless the principal is satisfied that immediate action (in the form of a suspension or expulsion) is required.
- (c) the parent may be accompanied at the pre suspension meeting by another person who is not acting for fee or reward.
- (d) if it is considered warranted by the pupil or the parent, the principal will ensure that suitable language interpretation facilities are available at the meeting.

Grounds for suspension

A student may, by order of the principal of a state school, be suspended if, whilst attending school or travelling directly to or from school or engaged in any school activity away from the school, including travel organised by the school, the student:

- behaves in such a way that threatens or endangers the health, safety and wellbeing of any staff member, student or any person assisting in the conduct of school activities; or
- commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or
- possesses, uses, or assists another person to use prohibited drugs and substances; or
- fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or
- consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or
- engages in behaviour that vilifies, defames, degrades or humiliates another person

Procedures for suspension



If the strategies outlined in 4.2.2 of the Student Engagement Policy Guidelines fail to achieve an acceptable change in behavior and suspension is imposed, the following steps will to be taken:

- (1) The principal will provide the parents of the student with a copy of the DET 'Procedures for Suspension' brochure and a notice of suspension (refer to Appendix 13: Student Engagement Policy) on the day on which the suspension commences or within twenty four hours thereof.
- (2) The principal shall also provide the president of the school council with a copy of the notice of suspension.
- (3) At any time during the suspension of a student the parent can request a suspension conference. The principal may convene a suspension conference at any time, but will convene a suspension conference when a student has been suspended for five continuous school days on any one occasion and when a student has been suspended for a total of fifteen school days in any one school year. The suspension conference will involve a formal meeting convened by the school principal or nominee. The participants will involve the principal, student support group, parents, student and other key professionals. At the request of the parent, a person who is not acting for fee or reward may accompany the parent. No party to the conference may be represented by another person acting for fee or reward. Conference proceedings must remain confidential. A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. A suspension conference will consider the educational, welfare and disciplinary strategies in relation to the pupil and will consider other options for meeting the pupil's educational needs.
- (4) The period of suspension shall not be extended due to delays in holding a suspension conference.

Period of suspension

The maximum continuous period of time a pupil can be suspended at any one time is five school days. A pupil cannot be suspended for more than fifteen school days in a school year. The school shall provide appropriate and meaningful school work to the suspended pupil that is in line with classroom coursework.

Expulsion

The School Principal has the authority to permanently exclude a student from the school according to the procedures set out below. This power cannot be delegated to any other person at the school level.

Permanent expulsion from a school is the most extreme sanction open to a Principal. Except in the most unusual and extreme circumstances, it will only be used after all other relevant forms of behaviour management outlined in the engagement guidelines have been exhausted (refer to [Appendix 2: Staged Response checklist](#): Student Engagement Policy).

Grounds for Expulsion

A Principal may expel a student if:

- (a) the student does anything for which they can be suspended



- (b) the student's behaviour is of such magnitude that affects the health, safety and wellbeing of staff and students at the school

Procedures prior to Expulsion;

Prior to an expulsion the principal must ensure that;

- a comprehensive range of strategies, consistent with a staged response has been implemented by the school;
- despite these strategies, the student's inappropriate behavior persists; and
- the student and parents/carers are informed that expulsion is being considered and will be given the opportunity to be heard

Procedures for Expulsion

The principal is responsible for a students' expulsion. The principal will notify the regional director that a student support group is being convened to discuss expulsion.

The principal will convene a student support group meeting to;

- provide the student and their parents/carers with a Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) before the day on which the expulsion commences
- provide a copy of DET 'Procedures for Expulsion', to the student and their parents/carers
- identify the future educational, training and/or employment options most suited to the students needs
- a principal, within twenty-four hours of the commencement of the expulsion, will forward a copy of the Notice of Expulsion (refer to Appendix 15: Student Engagement Policy) to the regional director with a written expulsion report (refer to Appendix 16: Student Engagement Policy).

Transition Arrangements

If the school expels a student, the school will schedule a meeting with the destination school of the expelled student.

Expulsion Appeal Process

A principal's decision to expel a student can be appealed by the student or the student's parents/carers. The principal must provide the student and parent/carers with an 'Expulsion Appeal' proforma (refer to Appendix 18: Student Engagement Policy), at the final student support group meeting.

The appeal must be lodged with the principal within ten school days of receiving the Notice of Expulsion and the

Principal must provide the Regional Director with a copy of the Expulsion Appeal with twenty-four hours.



Appendix 1 - Individual Learning Plan template

Student name:		Date of birth:	
Year level:		Date:	
<p>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 <i>All decisions regarding student learning should be based on a range of data sources. Individual Learning Plans aim to personalize the teaching and learning program, support improvement in identified areas and should be monitored and revised regularly.</i></p>			
<p>Learning improvement goals - Priority areas for improvement. Consider: engagement attendance behaviour</p>		<p>Learning outcomes List relevant learning outcomes linked to the learning improvement goals. Consider: engagement attendance behaviour</p>	
<p>School and classroom strategies revised pedagogy Consider:</p> <ul style="list-style-type: none"> revised pedagogy classroom learning interventions small group/individual support behaviour expectations 		<p>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</p>	
<p>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.</p>			
<p>Student's comments:</p> <p>Classroom teacher's comments:</p> <p>Parent's /carer's comments:</p>			



Appendix 2: Staged Response Checklist

Stage 1: Prevention and early intervention – Creating a positive school culture	
Suggested strategies	School actions
Define and teach school-wide expectations for all.	
Establish relevant school-wide prevention programs.	
Establish consistent school-wide processes to identify students at risk of disengagement from learning.	
Establish consistent school-wide processes and programs for early intervention.	

Stage 2: Intervention: a targeted response for individual students	
Suggested strategies	School actions
Establish an understanding of the life circumstances of the child/young person and how they feel..	
Establish data collection strategies.	
Develop the plan for improvement based on data and review regularly.	
Explicitly teach and/or build replacement behaviors.	
Determine strategies for the monitoring and measurement of student progress	
Establish inclusive and consistent classroom strategies	
Establish out-of-class support strategies	
Establish a student support group	



Appendix 3 - Student Absence Learning Plan template

Students who are taking extended absences from school must have a Student Absence Learning Plan to support the education of students who are absent from school for an extended period. It may also be useful to develop a Return to School Plan for students who have been absent for an extended period.

Student name	
Year level	Date
Reason for absence:	
Date of last day of school:	Date of return to school:
Description of the educational program: Teachers/year-level coordinators should include elements of the learning program the student will be missing while away. The learning program should enable the student to more easily re-engage in class activities when they return.	
Activities for the student to undertake while away from school: For example, if a student is travelling, what research can they undertake, or what presentations can be prepared?	
Outcomes for the student to achieve:	
Resources that the student may find useful:	
Agreed role of parents/carers in supporting the absence learning program:	
Contact details for the student to stay in touch: School contact person: Signature of parent/carer:	School phone number: Signature of principal:



Appendix 4 - Attendance Improvement Plan or Return to School Plan

Student name Date of birth: Year level	Date
The work that I have missed and need to complete:	
Insert copy of students' timetable here.	
Goals to improve my attendance so that I achieve a ____ % attendance rate: 1. 2. 3.	
People I will go to when I need help: Their locations:	
If I am absent for any reason my parent/carer will contact the school on the first day of my absence School phone: If the school does not receive a message then my teacher will contact my home to see what has happened. Parent/carer phone:	
School Term Dates: Student Free Days: School will be closed to students on:	



Appendix 5 – School Attendance Checklist

	Yes	No	Action
Rolls are completed accurately.			
There is effective monitoring of students, including period-by-period tracking where appropriate.			
Data is entered daily on electronic system.			
Absence codes are used accurately and consistently.			
Proper transfer and enrolment procedures are utilised.			
Data is maintained accurately.			
Attendance data is analysed regularly for early identification of non-attending students.			
Attendance is made a clear priority in the School Strategic Plan and the Annual Implementation Plan.			
Clear and achievable improvement strategies and targets are established.			
Data is analysed regularly to inform evaluation and planning of improvement strategies.			
Attendance expectations are clearly stated in the Student Engagement Policy.			
Staff recognise their role and responsibility in promoting and supporting good attendance			
Parents/carers and students are regularly informed about school and community attendance expectations			
Parents/carers and the school work in partnership to ensure immediate and apparent follow-up to student absence.			
Attendance meetings are held with parents/carers and students and involve identification of improvement strategies			
Late arrivals are dealt with consistently.			
Parents/carers notify the school about forthcoming extended absence.			
Inclusive practices are utilised, including the use of interpreters and provision of relevant documents translated into community languages			
Student support groups are established to enable multi-disciplinary support of individual students and their families.			
Appropriate protocols and procedures are established for outside referrals of students and their families.			
There is positive support for students returning from absence, including the use of Return to School Plans.			



Appendix 6 - Notice of Suspension proforma

School information	
School name:	
School number:	School phone number:
Contact person name and number:	

Student contact information	
Name:	Year Level:
Address:	
Date of birth:	Phone:
Email:	

Parent/carer details	
Name	Relationship to student
Address	
	Phone
Email	

Suspension details	
Current suspension	
Previous suspension/s (if any) in this school year	From to (inclusive)
Previous suspension/s (if any) in previous school years	From to (inclusive)
Secondary consultation and/or direct intervention support must be sought from the regional office to address the behavioural 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.	

Reason for suspension Under Ministerial Order 184, this student was suspended for (please circle): <ul style="list-style-type: none">• threatening or endangering the health, safety or wellbeing of others• committing an act of significant violence against a person or property or being knowingly involved in the theft of property• possessing, using or assisting another person to use prohibited drugs or substances• failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member
--



- consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student
- consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person

Explanation of the circumstances leading to suspension

Outcomes of the student support groups

Date/s of student support groups

Attendees

Strategies discussed

Supports (school based or internal) provided to the student

Date of post-suspension student support group (only required if suspension is for five school days)

Additional information (if required)

Checklist:

Each of these boxes must be ticked and the Notice of Suspension endorsed by the principal before the student can be suspended. Refer to Element 4 of *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* for more information.

Student absence learning plan agreed upon at student support group is attached (for documentation purposes) and has been provided to the student and their parents/carers.	Yes / no
All other relevant information is attached	Yes / no
A copy of the Notice of Suspension has been provided to the student, their parents/carers and the school council president.	Yes / no
The student and their parents/carers have been provided with a copy of the information brochure <i>Procedures for Suspension</i> .	Yes / no

Principal's signature: _____ **Date:** / /



Appendix 7 - Notice of Expulsion proforma

School information	
School name	
School number	School phone number
Contact person name and number	

Student contact information	
Name:	Year level:
Address:	Date of birth:
	Phone::
Email :	

Parent/carer details	
Name	Year level
Address	
	Phone
Email	

Expulsion details
Commencement of date of expulsion
Reason for expulsion Under Ministerial Order 184, this student was expelled for: <ul style="list-style-type: none">• threatening or endangering the health, safety or wellbeing of others• committing an act of significant violence against a person or property or being knowingly involved in the theft of property• possessing, using or assisting another person to use prohibited drugs or substances• failing to comply with a reasonable and clearly communicated instruction of a principal, teacher or other staff member• consistently behaving in a manner that interferes with the wellbeing, safety or educational opportunities of any other student• consistently engaging in behaviour that vilifies, defames, degrades or humiliates another person
Explanation of the circumstances leading to expulsion

Outcomes of the student support groups
Date/s of student support groups for this year (attach minutes of all previous meetings)
Date of final student support group
Attendees
Transition arrangements, including details of receiving school, registered training organisation or employer
Details of any transition supports provided
Additional information (if required)

Checklist:
Each of these boxes must be ticked and the Notice of Expulsion endorsed by the principal before the student can be expelled. Refer to Element 4 of Effective Schools are Engaging Schools for more information.
<input type="checkbox"/> All relevant information is attached.
<input type="checkbox"/> A copy of the Notice of Expulsion has been provided to the student, their parents/carers and the school council president.
<input type="checkbox"/> The student and their parents/carers have been provided with a copy of the information brochure <i>Procedures for Expulsion</i> .
Principal's name: Principal's signature
Date:



Appendix 8: Expulsion Report proforma

This expulsion report must be completed by the principal and forwarded, with a copy of the Notice of Expulsion, to the regional director within 24 hours of the commencement of the expulsion.

School information	
School name	
School number	
Student details	
Name	
Year Level	
Date of birth	
Expulsion details	
Commencement date of expulsion	
Background information	
Please provide a brief history of the student's time at school	
What, if any, representations have been made by the parents/carers?	
Summary of prior or intervention strategies implemented	
Further considerations in support of expulsion	
Further action	
Outline transition arrangement and any further action required	
Outline changes or strategies made to the school or classroom environment to prevent a repeat of similar circumstances	
Principal's name:	Principal's signature:
Date:	



Appendix 9: Expulsion Appeal Proforma

This Expulsion Appeal proforma should be filled out by students or parents/carers wishing to appeal an expulsion from a Victorian government school. A copy of this expulsion appeal must be provided to the principal within 10 days of the start of the expulsion via mail, fax or email. It is advisable that you contact the school to confirm they received the expulsion appeal and you should keep a copy of the expulsion appeal for your records.

If you need assistance in filling out this expulsion appeal you can seek help from a friend or family member. For additional support you may wish to contact Parents Victoria on 9380 2158 or 1800 032 023 (rural callers only) or visit their website at www.parentsvictoria.asn.au

School information	
Primary school name (must be completed even if student is at secondary school)	
Secondary school name	
Current school principal name	
Student details	
Name:	Date of birth:
Year level:	Age:
Expulsion details	
Start date of expulsion	
Background information	
Please provide a brief history of the student's time at school	
Has more than one student support group been held for the student? Yes / No (please circle one)	
Have you participated in more than one student support group in the past year? Yes / No (please circle one)	
What was the outcome of the final student support group (for example student will be enrolled in another school, student will begin full time employment etc)	
Has the school provided you with a written notice of expulsion? Yes / No (please circle one)	
Has the school provided you with a copy of the information brochure Procedures for Expulsion? Yes / No (please circle one)	



Reason for expulsion

Please provide a brief explanation of the reason for expulsion

Reason for appeal

Please choose the most appropriate statement and provide additional details if required

- Process (as outlined in the information brochure Procedures for Expulsion) was not followed by the school
- Grounds on which the student was expelled were unfair
- Other (please provide detailed explanation below).

Comments

This form was completed by:

Name:

Relationship to student:

Signature

Date:



Appendix 10 - Expulsion review panel report

This report must be completed, signed by all three panel members, and forwarded to the regional director within 24 hours of the conclusion of the meeting. Copies of the notice of expulsion, the expulsion report and the expulsion appeal must be attached to this report.

Student details	
Name	Date of birth
Year Level	
School details	
School	
Principal	
Date of Expulsion	
Panel details	
Panel member 1 (name and position)	
Panel member 2 (name and position)	
Panel member 3 (name and position)	
Background information	
Grounds for expulsion	
Grounds for appeal	
Range of strategies followed by the school, consistent with a staged response, to meet the social, emotional and educational needs of the student	
Were all appropriate procedures followed by the school?	Yes / No
Other considerations (if appropriate)	
Panel recommendation	
Was the panel decision unanimous	Yes / No
Is the expulsion upheld	Yes / No



If not, please provide details	
Panel member 1 Signature:	Date:
Panel member 2 Signature:	Date:
Panel member 3 Signature:	Date: