DEFINITION
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 and measures a students’ sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to a students’ investment in learning and their intrinsic motivation and self-regulation.

RATIONALE
The Department of Education and Early Childhood Development is committed to providing safe, secure and high quality learning and development opportunities for every student in all Victorian schools.
These students can only reach their full educational potential when they are happy, healthy and safe, and when there is a positive school culture that is fair and respectful to engage and support their learning.

PURPOSE
To relate to and be consistent with the ‘Effective Schools are Engaging Schools: Student Engagement Policy Guidelines’, in areas such as the encouragement of educational achievement and excellence, prevention of absences and inappropriate behaviour

- To foster a healthy school culture in which high levels of achievement take place within a positive social environment through engagement
- To provide students with a safe learning environment where the risk of harm is minimised and students feel physically and emotionally secure
- To provide support for individual circumstances when a student begins to disengage from their learning, when regular attendance is not consistent or positive behaviours are not demonstrated
- To maximise student learning opportunities and performance through engagement
- To provide genuine opportunities for student/parent participation and student/parent voice
- To build a school environment based on positive behaviours and values
- To provide prevention (cognitive, behavioural and emotional) and intervention for all students at risk
Section 1: School Profile

Broadmeadows Valley Primary School was formed through the merger of Broadmeadows West, Jacana, Meadowfair North and Westmeadows Heights Primary Schools. The school was established in July of 2009 and operated across two campuses for the first six months of its existence – one at the previously occupied Meadowfair North Primary School and the other at the Broadmeadows West Primary School site.

In Term one of 2010, Broadmeadows Valley Primary School came together as one. Broadmeadows Valley Primary School will begin 2010 with an SFO index of 0.81.

The new school site, located on Dimboola Road in the heart of the Central Activities District of Broadmeadows is approximately 27 minutes north of Melbourne’s CBD. The Melbourne 2030 DSE study identified Broadmeadows as the commercial and business capital of Melbourne’s north. Consequently, significant state funded infrastructure development has and will continue to occur around and through the school site.

Broadmeadows Valley Primary School, including the 3.2 million dollar Integrated Early learning Centre and Community Hub, has been recognised as the predominant educational facility to service the incoming ‘transit white collar’ workforce. The initial school population of 250 students is expected to grow to 450 within a very short time.

The school is a multicultural community with different cultures, including ATSI (Aboriginal and Torres Strait Islander) students. The school’s ESL program caters for these students with significantly increased staff student ratio in literacy and numeracy classes across the school and the development of a strong relationship with the Collingwood English Language Centre for first phase ESL students. These students are predominately from an Arabic, Assyrian, Turkish, or Somali background.

Broadmeadows Valley Primary School has a significant number of economically disadvantaged students with approximately % of our families entitled to receive Educational Maintenance Allowance. We also have a number of students who travel from surrounding suburbs to attend the school. At present the Program for Students with Disabilities supports 8 identified and funded students. A total of 9 Integration Aides support these students. A fully trained Education Support Officer operates STAR Language Support Program under the direction of the Student Wellbeing Coordinator and with assistance from Northern Metropolitan Region Speech Pathologist staff, to cater for students identified as experiencing difficulty with expressive and receptive language.

Broadmeadows Valley Primary School is student, curriculum and learning focussed. Academic rigor is valued at all stages, with a consistent and high quality learning structure that underpins a curriculum that develops the potential of every student. The school considers that the social, emotional and physical wellbeing of students has a direct, positive impact on student learning outcomes, and provides safety and support to students through a proactive and preventative approach. Our specialist programs include physical education, performing arts, visual arts and music. A variety of extracurricular programs are offered including school choir, guitar and tai kwon do. Extension programs offered include chess club, rock band, Young Leaders, choir. Our extension programs are annually evaluated and developed in response to students needs.

The school aims for its students to develop as responsible, resilient and caring citizens. It purses these objectives through presenting carefully planned and targeted programs that are designed to meet the needs of all students. We provide social skills programs such as Rock and Water, MPower Girls and Bounce back Resiliency Program, whilst incorporating specific social skills topics in our enrichment studies rotations.
A whole school approach to Drug Education, developmentally and age appropriate, is taught throughout the school.

Broadmeadows Valley Primary School focuses on monitoring student attendance. School attendance initiatives and processes contain a variety of positive strategies to encourage regular attendance such as ‘It’s Not Okay to Be Away’. The school prides itself on supporting all stakeholders, particularly families in need. Students who are living under difficult circumstances are assisted with practical, confidential and immediate action. Parents of these students are also offered support both emotionally and financially by being directed to the most suitable agency that can accommodate their needs.

Throughout 2011, Broadmeadows Valley Primary School will be focussing on developing an emotionally resilient and safe school. Staff will continue to participate in Restorative Practices, Calmer Classrooms and Mandatory Reporting training and will be supported to implement whole school strategies and approaches.

Section 2: Whole School Prevention

At Broadmeadows Valley Primary School, our positive school culture is predicated on student engagement being the basis for learning. To support this, our leadership team is actively engaged in developing classroom practice to ensure that our pedagogy and curriculum engages all students.

Effective teaching, inclusive and engaging curriculum and respectful relationships between staff and students is promoted through learning circles and professional learning teams that encourage innovative pedagogy developed using the Departments E5 instructional model and VELS.

Opportunities that contribute to the school and effectively engage students in their learning are:

- Pro-social behaviours are promoted through programs such as: Rock and Water, MPower Girls, ‘Bounce back’
- Student Conferences provide opportunities for students to share goals and reflections with their parents/carers and set new/modified goals for the coming semester/term.
- Student Leadership programs such as: Junior School Council, Young Leaders Program and other roles of responsibility provide opportunities for students to influence change within the school community.
- Student voice is encouraged through the use of thinking tools such as: .................
  The school provides multiple opportunities for proactively engaging parents/carers and the wider community to be involved in the school’s programs such as: .....................
- Intervening early to identify/respond to student needs for social and emotional support.
- Providing a range of opportunities for students to be involved and feel connected to the community.
- Recognising and responding to the diverse needs of our students through the PSD Support program.
- Adoption of current pedagogical knowledge and thinking to engage students in meaningful learning experiences.
- Students are encouraged to achieve full attendance to maximise their ability to learn and our teachers’ ability to teach effectively.
- Whole school approach to Restorative Practices to encourage engagement; build pride, respect and responsibility.
- Development of intensive literacy and numeracy improvement strategies implemented as part of the school improvement agenda and in response to the changing demographics.
- Professional learning is given high priority to ensure strategies and approaches are adopted and implemented.

**Model for Whole School Values:**

<table>
<thead>
<tr>
<th><strong>Learning</strong></th>
<th>Developing the potential of every child.</th>
<th>Learning means:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Discovering new things to improve knowledge and skills</td>
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<tr>
<td></td>
<td></td>
<td>• Setting personal goals and reflecting on performance</td>
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<tr>
<td></td>
<td></td>
<td>• Taking risks and trying new or difficult things</td>
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<tr>
<td></td>
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<td>• Being positive when mistakes are made</td>
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<td></td>
<td></td>
<td>• Celebrating personal achievements without comparing self to others</td>
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<tr>
<td><strong>Respect</strong></td>
<td>An attitude of admiration or esteem</td>
<td>Respect means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Being valued as an individual</td>
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<tr>
<td></td>
<td></td>
<td>• Being a proactive listener, being considerate, preserving dignity</td>
</tr>
<tr>
<td><strong>Cooperation</strong></td>
<td>Working with others as part of a team.</td>
<td>Cooperation means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sharing endeavours and working together to achieve great things</td>
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<tr>
<td></td>
<td></td>
<td>• Encouraging others, negotiating and compromising as part of a team</td>
</tr>
<tr>
<td><strong>Caring</strong></td>
<td>Looking after yourself and showing consideration to others.</td>
<td>Caring means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supporting and helping others, showing appreciation</td>
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<td></td>
<td></td>
<td>• Considering other people’s feelings and safety</td>
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<tr>
<td><strong>Honesty</strong></td>
<td>Being truthful</td>
<td>Honesty means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Telling the truth, owning up to decisions, behaviours, actions and mistakes</td>
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<tr>
<td></td>
<td></td>
<td>• Sharing thoughts and feelings with trusted people</td>
</tr>
<tr>
<td><strong>Responsibility</strong></td>
<td>Making good decisions</td>
<td>Responsibility means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Being punctual and organized at school, following instructions and directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Accepting consequences, decisions and actions</td>
</tr>
</tbody>
</table>
Section 3: Rights and Responsibilities

The Charter of Human Rights and Responsibilities Act (2006) outlines a vision of human rights for all Victorians. The charter affirms that all people are born free and equal in dignity and rights. While the charter demands equality for all, it also emphasis’s 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 needs to be considered when determining rights and responsibilities of all members of the school community:

4. Education and Training Reform Act 2006
5. Education Act 1958

Whole School Rights and Responsibilities:

- 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.
- At Broadmeadows Valley 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.
<table>
<thead>
<tr>
<th>Whole School: Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| To fully participate in an educational environment that is safe, supported and inclusive. | To ensure everyone feels an important and valued member of the school community  
Everyone understands and adheres to school polices and procedures. |
| To be treated with respect and dignity. | To build positive relationships within the school community. |
| To receive support in difficult situations from the whole school community. | To provide support to each other. |

<table>
<thead>
<tr>
<th>Students: Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| To work and play safely without interference. | To allow others to feel safe.  
Report bullying or harassment to a trusted adult. |
| To be treated fairly and courteously | To be polite, courteous and well mannered to others |
| To fully participate in the school’s educational program | To be actively involved in learning  
To allow others to learn |

<table>
<thead>
<tr>
<th>Staff: Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| To be able to teach in a safe, orderly and cooperative environment as per Engagement Guidelines. | To fairly, reasonably and consistently follow and implement the Engagement Guidelines.  
Use logical consequences and restorative practices.  
Provide a Duty of Care to students and keep appropriate and relevant records. |
| To be treated with respect by students, parents and peers. | To treat students in away that develops positive relationships and self-esteem.  
To encourage open and honest communication between students, parents and other staff members. |
| To expect students to learn. | To know the students, know how they learn and how to teach them effectively.  
To plan and provide an inclusive and differentiated curriculum and assess for effective learning.  
To ensure all students achieve success and communicate student progress to parents. |

<table>
<thead>
<tr>
<th>Parents: Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| To expect that their child will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged. | Ensure their child regularly attends school and has the appropriate learning materials.  
Support the school in maintaining a safe and respectful learning environment for all students. |
| To be contacted when their child continually disregards the School Engagement Policy or is involved in a major incident. | Promote respectful relationships.  
Model positive behaviours. |
Section 4: Shared Expectations

Effective schools share high expectations for the whole school community. Broadmeadows Valley Primary School has developed shared expectations to ensure that the learning, safety and rights of all are respected. The 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 processes
- consistent, fair and reasonable
- linked to appropriate actions and consequences

Staff Engagement

The school leadership team will:

- uphold the right of every child to receive an education up to the compulsory age of schooling
- 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
- recognise 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 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
- provide opportunities for student voice developing a positive school culture

Attendance

In compliance with Departmental procedures school staff will:

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

Behaviour

Broadmeadows Valley Primary School 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 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 other school staff to share strategies and support each other to reflect on one’s own behaviour management approach

**Student Engagement**
All students are expected to;
- respect, value and learn from the differences of others;
- have high expectations that they can learn;
- reflect on and learn from their own differences

**Attendance**
All students are expected to;
- come to school every school day throughout the year.
- be supplied with a suitable explanation by their parents/carer if they do not attend school

**Behaviour**
All students will;
- support each other’s learning by behaving in a way that is curious and respectful
- have high expectations that they can learn
- be considerate and supportive of others
- demonstrate behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that 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
- parents/carers should also help the school to provide student-centered responses by providing all relevant information to the school
- parents/carers are encouraged to actively participate in supporting their child’s learning by building a positive relationship with the school
- parents/carers will work 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
- their children attend school regularly,
- when a child is absent from school, parents/carers advise the school as soon as possible.
**Behaviour**
Parents/carers should:
- understand the schools behavioural expectations
- aim to provide a consistent approach that supports their child’s learning and engagement in and out of school.

**Section 5: School Actions and Consequences**

**Attendance**
At Broadmeadows Valley Primary School, absences often mean students miss important stages in the development of their learning, causing them to find ‘catching up’ difficult. The following are ways in which we promote school attendance;
- Attendance practices reflect DEECD philosophy of ‘Its Not OK to be Away’.
- All student absences/lateness are recorded twice a day (morning and afternoon) by teachers, are aggregated on to our CASES database and communicated to DEECD (refer to Appendix 10 & 11: Student Engagement Policy).
- The school recognises illness as a reasonable ground for an absence.
- Clear written/verbal statements are made regularly to parents/carers/students about school and community attendance expectations
- The Attendance Coordinator will closely monitor student attendance through the evaluation of the following student absence reports on CASES21.
- The Student Mapping Tool (SARS) will be utilised to identify students who are at risk of poor attendance and possible disengagement from school.
- If within three days of the initial absence parents/carers have not provided an explanation/satisfactory explanation contact will be made by the Student Wellbeing Coordinator or nominated representative.
- The Student Wellbeing Coordinator or 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 Engagement Policy).
- 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 attended by key professionals. An Attendance Improvement Plan may be developed (refer to Appendix 7: Student Engagement Policy). 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.
- DEECD 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 ... months.

**Behavioural Consequences**
Students are expected to cooperate:

<table>
<thead>
<tr>
<th>To promote cooperation student could choose to:</th>
<th>Cooperation is difficult when a student:</th>
<th>Appropriate responses to minor/initial Incidents</th>
<th>Major or Repeated Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider other classmates needs</td>
<td>Always has to be first</td>
<td>Speak to child</td>
<td>Parents contacted</td>
</tr>
<tr>
<td>• Think of ways for</td>
<td>Refuses to take turns</td>
<td>Time Away or Time Wasted strategies: discuss consequences,</td>
<td>Withdrawal of privileges:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Support</td>
</tr>
</tbody>
</table>
everyone to have a turn  
• Encourage everyone to have a say  

| Ignores the ideas of others  
Act in an unsafe way  
| repair relationships  
Reflection activity: give student the opportunity to take responsibility for actions, repair damage to people or property and make better choices in the future  
| Group Meeting: sharing of information and ideas, developing actions, ongoing reinforcement  
Behaviour Management Plan  
In school suspension  

**Students are expected to play and work safely, show respect, learn, be honest, care for themselves and others and be responsible.**

**Detention**

Teachers may require a student to finish school work which has not been completed in the regular classroom, or to undertake additional or new work or duties at a reasonable time and place. No more than half the time allocated for any recess may be used for this work.

Where students are required to undertake school work out of school hours, the time should not exceed forty-five minutes. The principal should ensure that parents are informed at least 24 hours prior to the detention. Where family circumstances are such that the completion of work would create undue hardship, we may choose to negotiate alternative disciplinary measures with parents.

Broadmeadows Valley Primary School is permitted to detain students but will take into account family circumstances and negotiate with parents where appropriate.

**Student Support Group**

A [Student Support Group](#) may be convened by schools to exchange information and facilitate solutions to behavioral problems or difficulties of students. In general, they will be convened at the school, although they could occur at alternative locations agreed to by the school and parents. These meetings are to be held at a time suitable both to the school and to the parents. The purpose of procedures for such meetings will vary depending on the needs of individuals and schools, but they promote positive behaviours through a staged response. As well as teachers, parents and student, the meeting could involve a person requested by the parents who is not acting for fee or reward, principal or nominee and any support staff who have been involved with the student and/or the student’s family or who have particular relevant expertise. If the principal considers it warranted, or the student or the student’s parents request, the principal must ensure suitable language interpretation facilities are made available.

A brief written statement including a list of participants and agreed outcomes should be maintained to assist future problem-solving processes at the school. The statement should be verified by the parents and/or student and remain confidential.

**Exclusion**

Details of suspension and expulsion procedures are discussed below, however, it should be noted that parents are to be involved in exclusion procedures as stated, except where:

• The student is over 18 years of age  
• The student is over 16 years of age, without disability or impairment and is living separately, apart and independently from his/her parents  
• For any reason the parent is not available or cannot be contacted. In these circumstances the principal may then refer to the student over the age of 18 years of age in place of ‘a parent’. Where a student has a disability or impairment, the principal must make enquiries as to the
student’s ability to represent himself or herself. After making such enquiries, if the principal is satisfied that the student lacks the ability to adequately represent himself or herself, the student cannot be referred to in place of ‘a parent’. In this case, as with a student under 18 years of age, the principal may regard as ‘a parent’ an adult whom the principal considers to be suitable and available to perform the role of the parent.

Suspension - General information
Suspension is a serious disciplinary measure and should normally only be used when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. 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, principals of schools should 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 behaviour warrants suspension, the principal must 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 behaviour and performance
• the strategies being developed within the school to meet the educational needs of the student
• the possibility of suspension, should that behaviour continue
• the responsibilities of the parents, should suspension be considered necessary

(1) The principal must ensure that –

(a) the behaviour, the educational needs of a student, disability, age of student and the residential of social circumstances of the student has been considered before suspending a pupil;

(b) a 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 that 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 must ensure that suitable language interpretation facilities are available at the meeting arranged.
**Grounds for suspension**

(1) 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:

(a) 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

(b) commits an act of significant violence against a person or property or being knowingly involved in the theft of property; or

(c) possesses, uses, or assists another person to use prohibited drugs and substances; or

(d) fails to comply with any reasonable and clearly communicated instruction of a principal, teacher or other staff member; or

(e) consistently behaves in a manner that interferes with the wellbeing, safety or educational opportunities of any student; or

(f) 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 behaviour and suspension is imposed, the following steps are to be taken:

(1) The principal must provide the parents of the student with a copy of the 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 must 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.

(a) 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.

(4) A suspension conference is to be conducted during the period of the suspension or as soon as practicable thereafter. The period of suspension shall not be extended due to delays in holding a suspension conference.

(a) 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.
**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**

**Expulsion – General Information**
The School Principal has the authority to permanently exclude a student from his or her 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) a comprehensive range of strategies, consistent with a staged response has been implemented by the school;

(b) despite these strategies, the student’s inappropriate behavior persists; and

(c) the student and parents/carers are informed that expulsion is being considered and must be given the opportunity to be heard

**Procedures for Expulsion**
(1) The principal is responsible for a student's expulsion. The principal must notify the regional director that a student support group is being convened to discuss expulsion.

(2) The principal must convene a student support group meeting to;

(a) 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

(b) provide a copy of the Procedures for expulsion, to the student and their parents/carers

(c) identify the future educational, training and/or employment options most suited to the student’s needs

(d) a principal, within twenty-four hours of the commencement of the expulsion, must 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 a school expels a student, the school must schedule a meeting with the destination school or registered training organisation 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.

**Evaluation**
This policy will be reviewed as part of the school’s four year review cycle.

**Ratification**
This school policy was ratified at the Broadmeadows Valley Primary School Council meeting on ....../....../20.....

School Council President ____________________________  Principal ____________________________