

Student Engagement Policy

Ascot Vale Primary School

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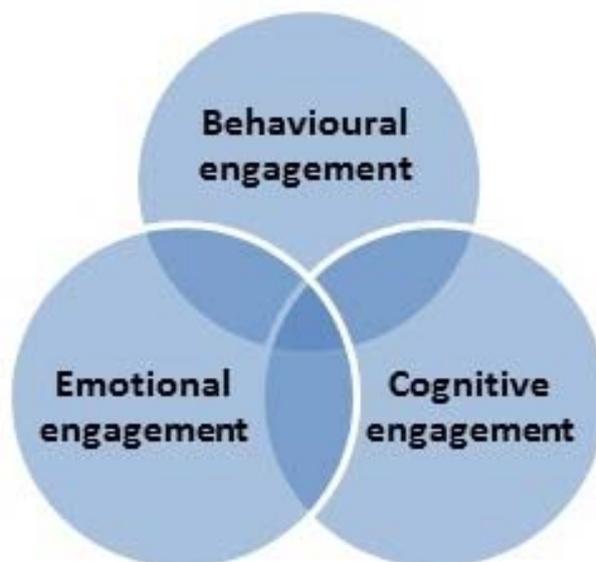
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Introduction

DEFINITIONS AND FACTORS THAT INFLUENCE ENGAGEMENT

Student engagement is challenging to define as it is a complex construct influenced by multiple factors. Fredericks, Blumenfeld and Paris (2004) identify three dimensions of engagement:

- Behavioural engagement: students' participation in education, including the academic, social and extracurricular activities of the school
- Emotional engagement: students' emotional reactions in the classroom and in the school (a sense of belonging or connectedness to the school)
- Cognitive engagement: students' investment in their learning (motivation and self-regulation). ❶



Factors that influence engagement

Some of the factors that influence student engagement at school are:

- Teacher factors: teacher interaction style (enjoyment and shared focus, support, responsiveness, directiveness, verbal praise), behavioural and academic expectations held
- School factors: includes physical setting factors (physical layout and arrangement of classroom, sensory factors/noise levels, lighting etc), and consistent and structured approaches to the provision of student support and disciplinary measures
- Student factors: a student's physical, emotional, cognitive and behavioural state, including health issues and disability, peer relationships

- Family and community factors: a student's residential circumstances, family support for/involvement in education, and relationships with their family
- Curriculum and resources factors: availability and type of learning resources including technology, dimensions of the learning tasks (level of difficulty, interest, meaningfulness to learner), task design, learning goals and objectives, and assessment approaches.

RATIONALE

Research shows that a vibrant and positive school culture with a shared enthusiasm for learning is key to successful student outcomes. Intentional design and creative and thoughtful planning are essential to achieving this.

A high quality Student Engagement Policy that reflects the school community's aspirations and the unique local context of the school is critical to developing a positive school culture and supporting a school council's strategic aims.

Developing a Student Engagement policy can support schools to address their legal obligations under relevant legislation including:

1. The Equal Opportunity Act 2010 (Vic) which prohibits discrimination on the basis of protected attributes (characteristics) including race, religion, disability, sex, age, gender identity and sexual orientation.
2. The Charter of Human Rights and Responsibilities Act 2006 (Vic), which requires public authorities, including government schools and their employees, to act compatibly with human rights and to consider human rights when making decisions and delivering services. Charter decisions in schools include decisions around enrolment, attendance, responding to behaviour concerns (including preventing the escalation of behaviours), the making of adjustments for students with disabilities, preventing and responding to bullying, use of restrictive practices including restraint, and decisions to suspend or expel a student. Rights protected by the Charter include the protection of families and children (including promoting the best interests of the child), the right to equality, and cultural and religious rights.
3. The Disability Standards for Education 2005, which clarify and make more explicit the obligations on schools and the rights of students under the Disability Discrimination Act 1992 (Cth). The standards cover enrolment, participation, curriculum development, student support services, and harassment and victimisation.
4. The Education and Training Reform Act 2006 (Vic), which states that all Victorians, irrespective of the education and training institution they attend, where they live or their social or economic status, should have access to a high quality education that:
 - a. realises their learning potential and maximises their education and training achievement;

- b. promotes enthusiasm for lifelong learning;
- c. allows parents to take an active part in their child's education and training. ②

PURPOSE AND VISION

This policy document has information about:

- advice on the development of a school-based ***engagement policy*** that outlines the ***rights, responsibilities and shared expectations of everyone in the school community.***
- advice and strategies for ***improving learner behaviour*** and ***intervening early*** to address challenging behaviours.
- DEECD ***resources available*** to schools and suggests ***strategies for intervening early*** to address the needs of vulnerable and disengaged students
- ***disciplinary processes*** (including suspension and expulsion) within their context as part of a ***staged response to addressing challenging behaviour.***

AVPS Global Statement

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.

AVPS Values, Philosophy & Vision

At Ascot Vale PS we (students, parents & teachers) aim to:

- **encourage educational achievement and excellence**
- **promote a safe and empowering learning environment**
- **create an inclusive school culture that fosters acceptance and respect for diversity.**
- **promote community wellbeing and help everyone achieve their full potential**
- **celebrate the diversity of our whole school community**
- **provide targeted support for students who are at risk of disengaging**
- **ensure all students are at school everyday**
- **speak up if others need help**
- **take notice if others are unhappy**
- **solve problems together**
- **always speak politely to everyone**
- **never accept bullying, in all of its forms (including cyber bullying)**
- **be the best role model all of the time**

SCHOOL PROFILE

Ascot Vale Primary School is located in inner city Melbourne and the school was established in 1885. We have a long tradition of valuing innovative programs, team teaching, peer and cross-age student learning that is progressive, negotiated and inquiry directed. Curriculum support and enrichment programs are offered to reflect individual student needs and interests enabling students to attain the highest possible learning and social outcomes.

The current multi-age structure commenced in 1984 with support from the school community. The basis of the multi-age groups is prep/1/5/6 and 2/3/4. At times the composition of the grades changes to accommodate the different needs of student groupings within the school. A developmental learning model is used to enable children to have programs match their needs and to provide for younger and older children to interact socially and academically.

Ascot Vale Primary School supports a strong specialist program for all students, including Italian, Physical Education and Art. Further curriculum support and enrichment programs are also offered to reflect student interests and needs.

The grounds offers both active and passive areas for student play, a grassed area with gardens, two adventure playgrounds, a plexi-pave basketball court, Play POD, sand pit, synthetic oval with running track, water tanks for our garden and toilets and indigenous plants. The school has an open gate policy that enables community groups and families to use the grounds on weekends.

The school offers outstanding teaching and learning programs in an environment where children enjoy learning. A dedicated and talented staff, together with supportive parents, work hard to continually improve the school around our identified priority areas.

Prevention and Inclusion

STUDENT ENGAGEMENT AND WELFARE TEAM

The role of the Student Engagement and Welfare team is to ensure the social, emotional and physical wellbeing and safety of the students and staff at Ascot Vale Primary School. We discuss and identify issues that impact our school's climate and culture, and then develop policies and actions to affect positive change within this. The welfare team collects data and confidential information on student attitudes, absences, and other information pertinent to the community. We maintain programs such as the POD and Peer Mediation in the school to promote health and wellbeing.

MULTIAGE LEARNING

At Ascot Vale Primary School we strongly believe that all students need to be responsible for their learning, actions and choices. Therefore, we are committed to providing a multi-age developmental program because this setting provides the best opportunity to present a child-centred learning environment. Listed below are some strengths/differences between the instructional presentation of a traditional classroom setting and a multi-age developmental classroom setting.

TRADITIONAL Classroom Setting	MULTI-AGE DEVELOPMENTAL Classroom Setting
State and district determine the curriculum and assign it to grade levels.	The curriculum is shared by all grade levels and takes into consideration students' interests.
Subjects are often taught separately and in isolation.	Subjects are integrated and highlight real life settings.
Teachers 'cover' material dictated by textbook publishers.	Student needs and interests determine the curriculum.
Teachers are expected to transmit knowledge and facts.	Children learn in a community of learners.
Teachers are the central focus of the classroom and the keeper of the information.	Teachers act as facilitators and guide the learning of their students.
Instruction is directed toward mastery and retention of stated objectives.	Instruction is designed to develop life skills and individual interests.
Instruction often emphasises one learning style and one or two types of intelligences.	Instruction centres on different learning styles and all seven intelligences.
Ability grouping and levels is an alternative to whole class instruction.	Heterogeneous groupings are emphasised with students supporting students.
Emphasis on whole class instruction minimises individual differences.	Individual differences are met through small, flexible changing groups.
Children are expected to learn the same curriculum in the same way.	Children are provided the opportunity to learn in a way that meets the learning styles.
Heavy emphasis is placed on performance on a standardised test and getting the right answer.	Students are afforded the opportunity to demonstrate their learning through real life application.
Teachers are held responsible for student behaviour.	Children are responsible their own behaviour.
Learning occurs best in quiet, orderly classrooms.	Learning is enhanced by student interaction and movement.
Children work on goals established solely by the teacher.	Children work on developmentally appropriate goals established by the child and teacher with close parental liaison.

Note: This comparison was adapted from The Multi-Age Classroom, by B. Maeda, Creative Teaching Press and the Web Page of the Sycamore Elementary School, USA.

HABITS OF MIND

Ascot Vale Primary School values the philosophy of Art Costa's Habits of Mind. The 16 Habits of Mind (HOM) is a way of behaving appropriately when you may not know the answer to something. The students at Ascot Vale PS are introduced to the Habits of Mind from Year Prep to Year 6. Habits of Mind are behaviours that people employ to enable them to problem solve successfully.

The 16 Habits of Mind are:

1. Persisting
2. Thinking and communicating with clarity and precision
3. Managing impulsivity
4. Gathering data through all senses
5. Listening with understanding and empathy
6. Creating, imagining, innovating
7. Thinking flexibly
8. Responding with wonderment and awe
9. Thinking about thinking (metacognition)
10. Taking responsible risks
11. Striving for accuracy
12. Finding humour
13. Questioning and posing problems
14. Thinking interdependently
15. Applying past knowledge to new situations
16. Remaining open to continuous learning

The AVPS website provides information to the school community in regard to the HOM via this link: <http://www.avps.vic.edu.au/school-profile.html>

The HOM PDF can be found in the appendices to this document and is also available in Dropbox.

PLAY AT ASCOT VALE PRIMARY

As part of our Creating Positive Playgrounds program, Play for Life visited Ascot Vale Primary School in June 2013 to carry out a play analysis of the playground and created a "State of Play" report to school leadership and staff on how play is faring in the school. This report is a culmination or a 'snapshot' of various audits, interviews and observations that have been carried out over a number visits to the school. I would like to share with you a snapshot of this report that highlights the importance of play in children's lives. A copy of the full 17 page report can be found here:

<http://www.avps.vic.edu.au/documents/AscotValePrimarySchoolStateofPlayReport.pdf>

From page 9 of the report “It is important that we recognise that children often fall out and bicker, children often fail to agree and argue; it is not a sign of unhappy relationships between children, but often a part of social development within a child’s play experience. It is these moments of unpredictability that children have mild stress, and it is through this stress that children learn and develop skills to manage feelings and emotions – resilience! Therefore we need to as teachers spend time to read and interpret different behaviours and situations in order to allow children to develop skills to manage unpredictable situations. This is not just when dealing with arguments but also when observing risk taking behaviours or play types that make us feel uncomfortable.

If playing is what children choose to do then good play opportunities are central to children’s positive perceptions, increased morale, increased motivation and overall connectedness and attachment to their school experience. Not forgetting that positive play experiences are also vital times for children’s learning.”

STUDENTS WITH DISABILITIES

Parents of children with a disability have the same hopes and dreams for their children as other parents. This includes opportunities for their child to learn and achieve to the best of their potential, to be safe, and to experience acceptance and friendship. For all of our students with a disability, Ascot Vale Primary School aims to:

- provide a learning environment that best develops their potential
- support children in making the transition from preschool to school, from grade level to grade level and primary to secondary school
- involve children in programming and planning decisions through a Student Support Group
- support children to access programs that allow them to pursue achievable pathways.

Program for Students with Disabilities

The Program for Students with Disabilities (PSD) provides additional support within the Student Resource Package for eligible students with disabilities in regular and specialist schools. Documentation relating to the PSD including the *Program for Students with Disabilities Guidelines* and *Student Support Group Guidelines* can be accessed online at [Handbook and Guidelines](#)

The Student Support Group represents a partnership in the educational planning process between:

- the parents/guardians/carers of the student
- the parent/guardian/carer’s advocate
- the teacher/s
- the principal or nominee (to act as chairperson
- the student with a disability.

The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

The Student Support Group is responsible for:

- identifying the student's needs
- determining any adjustments to be made to the curriculum
- planning an appropriate educational program
- developing an Individual Learning Plan
- discussing the plan with teachers and provide support to implement the learning plan
- providing advice to the principal concerning the additional educational needs of the student and the types of resources required to meet these needs
- reviewing and evaluating the student's program at least 3 times per year, and at other times if requested by any member of the group.

See the following guidelines for the Student Support Group, including the templates for individual learning plans:

<http://www.education.vic.gov.au/school/principals/health/pages/studentsupportgroup.asp>
[x](#)

ABLES – Abilities Based Learning and Education Support



Abilities Based Learning and Education Support (ABLES) will enhance the resources available to school leaders and teachers to support the teaching and learning of students with disabilities and additional needs.

ABLES resources target and support the development of Individual Learning Plans. Implementation of both ABLES and the e5 instructional model will ensure Victorian schools continue to support high-quality teaching and learning in every classroom.

Using knowledge about students' readiness to learn in five foundational learning areas, (English-reading and writing, English-speaking and listening, Personal learning, Personal learning (ASD), Interpersonal development), the relevant curriculum level, and recommended learning and teaching strategies teachers can create high quality targeted classroom programs. Further information, including fact sheets, login access and support can be found at: <http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ables.aspx>

EXTERNAL AGENCIES/DEPARTMENTS

In an effort to develop positive relationships with external support agencies and/or departments outlined below are the following protocols apply:

- External agencies work with parent(s)/carer(s) and any action plans developed are to be forwarded to the school via principal or wellbeing officer in accordance with the Privacy Act.
- External agencies inform the school of school visits prior to the visits and adhere to the sign in procedures at the schools reception.
- Where external agencies are invited to attend PSG's or SSG's, the Principal is informed of attendance.
- Where external agencies are requested to attend PSG's or SSG's by a parent/carers the principal is informed.
- Where the school develops a support plan for individual students, recommendations from external agencies may be incorporated.
- Knowledge and resources should be reciprocated from outside agencies to school and school to outside agencies.
- Professional learning opportunities for staff is made available if required and/or appropriate.
- Representatives from external agencies or departments are required to make an appointment via email or phone with the principal, relevant sub-school principal or student wellbeing officer. The classroom teachers will then be informed via email communication from the school principal, relevant sub school principal or student wellbeing officer. A representative from an external agency or department is then required to follow the visitor sign in process following a confirmed meeting time from the school representative.

STUDENT SUPPORT SERVICES INCLUDING PRE-REFERRAL PROCESS

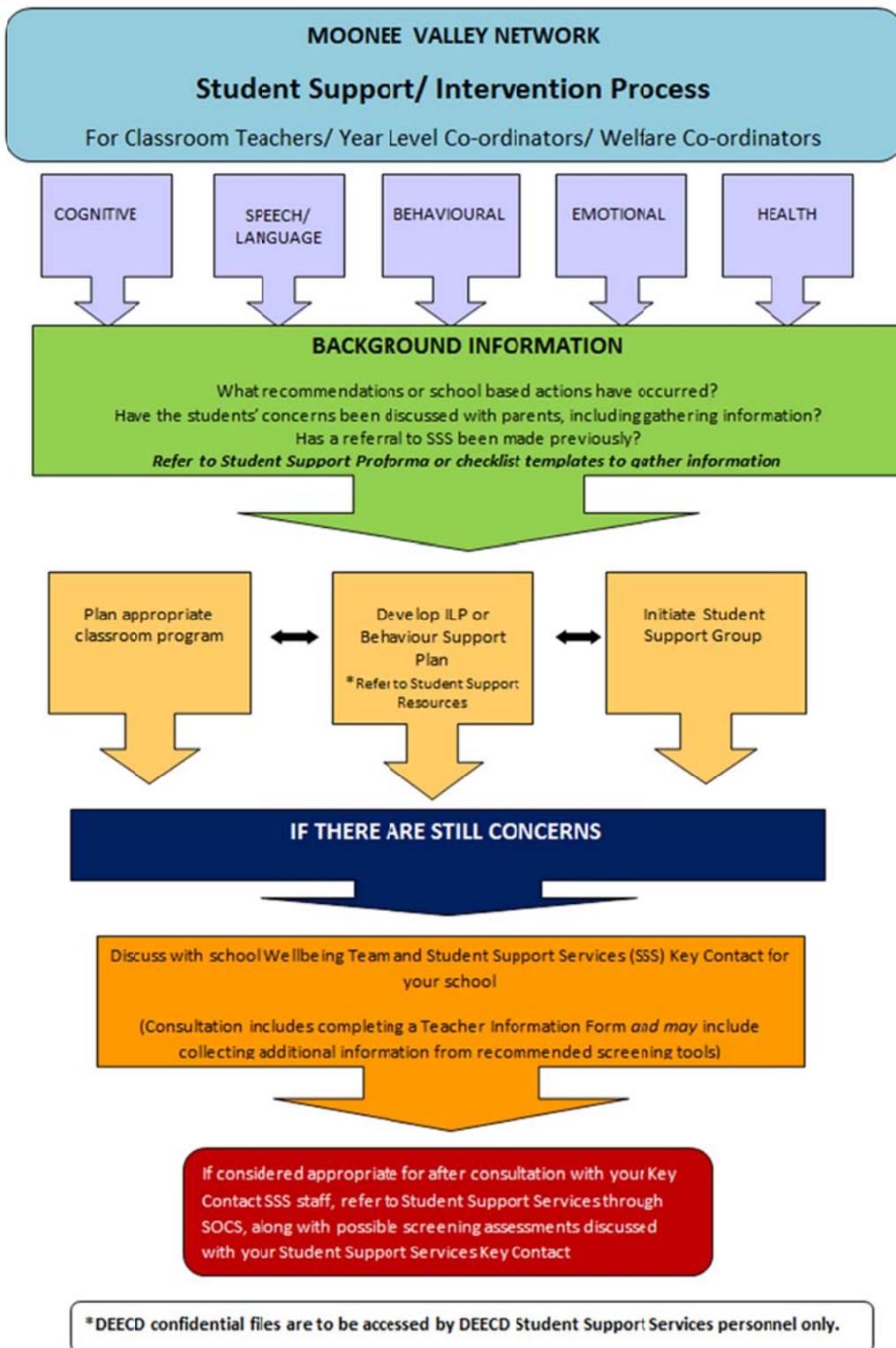
Student Support Services assist children and young people faced with learning barriers to achieve their educational and developmental potential. They provide strategies and specialised support at individual, group, school and network levels.

Student Support Services comprise a broad range of professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers. Student Support Services officers work as part of an integrated health and wellbeing team within networks of schools, focusing on providing group-based and individual support, workforce capacity building and the provision of specialised services.

Student Support Services operate within networks of schools with objectives to:

- work in collaboration with services within the community to identify and intervene early with children and young people who have additional needs or are at risk of disengagement
- develop the capacity of the workforce within schools to meet the needs of children and young people who have additional needs, or are disadvantaged or vulnerable, to enable them to achieve successful education and wellbeing outcomes
- target the delivery of individual support services to those who require specialised expertise, assessment and intervention in order to overcome barriers to learning
- respond to emerging student wellbeing needs and contribute to identified school and network priorities
- respond to critical incidents involving students, staff and school communities
- facilitate and strengthen partnerships between Student Support Services in schools and early childhood services, community organisations and community services, and health, family, child, mental health and youth services in order to provide greater options and coordinated service provision for children, young people and their families.

Student Pre- Referral Process to Student Support Services (On next page)



E5 INSTRUCTIONAL MODEL

Teachers as professionals engage in continuous inquiry about their teaching in order to assess the impact it has on the students they teach. However, to develop greater expertise, teachers need to understand what it looks like to improve in different domains of learning, and as importantly, believe they are capable of improving their practice. They must also be effectively supported within their schools where the work of teach and learning resides.

The e⁵ Instructional Model is not a recipe for teacher practice but rather a framework to inform conversations and guide the observation, critique and reflection of classroom practice. There are many different ways that teachers can vary in their approach and their behaviour and still be highly effective in the classroom. All teachers use their professional judgement to adapt their practice to the specific context they work in and to the particular cohort of students they teach. However, within this zone of discretion there are common practices that draw on a professional knowledge base in the classroom we can develop a great understanding of the nature of the professional learning teachers require to improve their practice.

Research agreement about what constitutes high quality instruction in the classroom to engage students in intellectually demanding work is central to the professional conversations that occur in educational settings. The e⁵ domain of engage, explore, explain, elaborate and evaluate can be used as a common lens for understanding and improving teaching in all educational settings. This approach can facilitate a more planned and structured collaboration through a commonly understood language and framework.

<http://www.education.vic.gov.au/school/teachers/support/Pages/e5about.aspx>



<http://www.education.vic.gov.au/school/teachers/support/Pages/e5model.aspx>

AUSVELS/AUSTRALIAN CURRICULUM

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents.

AusVELS incorporates the Australian Curriculum F–10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS). AusVELS uses an eleven level structure to reflect the design of the new Australian Curriculum whilst retaining Victorian priorities and approaches to teaching and learning.

For full details and resources relating to the AusVELS standards, click on the following link for further information <http://ausvels.vcaa.vic.edu.au/>

The **Australian Curriculum** sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community. ACARA develops the Australian Curriculum through rigorous, consultative national processes.

<http://www.australiancurriculum.edu.au/>

EXTRA CURRICULAR ACTIVITIES

At Ascot Vale Primary School we have a variety of activities to cater to the wide range of student needs. Extra-curricular programs offered at AVPS are:

- Moonee Valley Instrumental Music Program (MVIMP)
- Grade 3-6 Camp
- Choir
- Clubs (Glee club, gardening club etc)
- Author/Illustrator visits
- Beyond the classroom expo (including Science, Art, Animation festivals)
- District Sports Events
- GATEWAYS
- Bi-annual school fete
- Bi-annual school concert
- Victoria University Science Program

LEARNING PARTNERSHIPS

Partnerships provide us with the opportunity to focus on a broad range of initiatives that will enhance student achievement and address individual interest and passions for learning. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at the school. Research demonstrates that effective schools have high levels of parental and community involvement. This involvement is strongly related to improved student learning, attendance and behaviour. Family involvement can have a major impact on student learning, regardless of the social or

cultural background of the family. – DEEWR, Family-School Partnerships
<http://www.familyschool.org.au/pdf/framework.pdf>

Learning partnerships usually involve volunteering time to work with our students in areas such as science, media, art, music and fill other identified needs in teaching and learning identified by our surveys. All volunteers working with children must have a current working with children check.

Learning Partnerships currently offered at AVPS:

- CSIRO – Scientists in school. 2 Nano scientists from Melbourne University visit to run science sessions for the whole school a number of times a year.
- Victoria University – Science in schools – grade 3/4 students participate in science activities run by VU students.
- Gateways Program – Gifted and highly talented children encouraged to participate in the program
- MVIMP – Moonee Valley Instrumental Music Program guided by music tutors

Business Partnerships currently offered at AVPS:

- Camp Australia – Before/After school care in the community room
- Tennis – sessions after school on oval
- Lore Tuition – Tuition classes for primary and secondary students on Saturdays in our Learning Studio
- Drama – Kids Act Up – Drama classes to enhance confidence in children
- Music – Private guitar and piano lessons offered during school hours
- Mini Moves – Afterschool physical activity to enhance fitness

TRANSITION PROGRAMS

Ascot Vale Primary School runs three different transition programs. They include Kinder to Prep, Internal Unit to Unit and Grade 6 to Year 7. Each transition program is designed to support students in a smooth transition to a new school year.

Kinder – Prep:

- Transition reports from kinder teacher
- Transition afternoons X2 (October/November)
- Parent information sessions
- Information pack to families
- First month of school – no school on Wednesdays for Preps (February only)
- English Online Interview (EOI)
- Who Am I? Testing
- Buddy program
- Getting to know you parent/teacher interviews
- Prep Nurse Program

Internal – Unit to Unit

- Meet and greet new teacher morning tea
- Parent Unit Information night
- Hand over meetings for teaching staff
- Cumulative files
- Allocation of students to new units/staff discussions
- Getting to know you parent/teacher interviews

- SPA/Data Analysis
- PLT collaborative approach

Year 6 – Year 7:

- References when requested by new school
- Information nights
- Moonee Ponds West - Internal advertising transition forum
- High school visits

MVIMP

The Moonee Vale Instrumental Music Program is a shared program between four schools. These are:

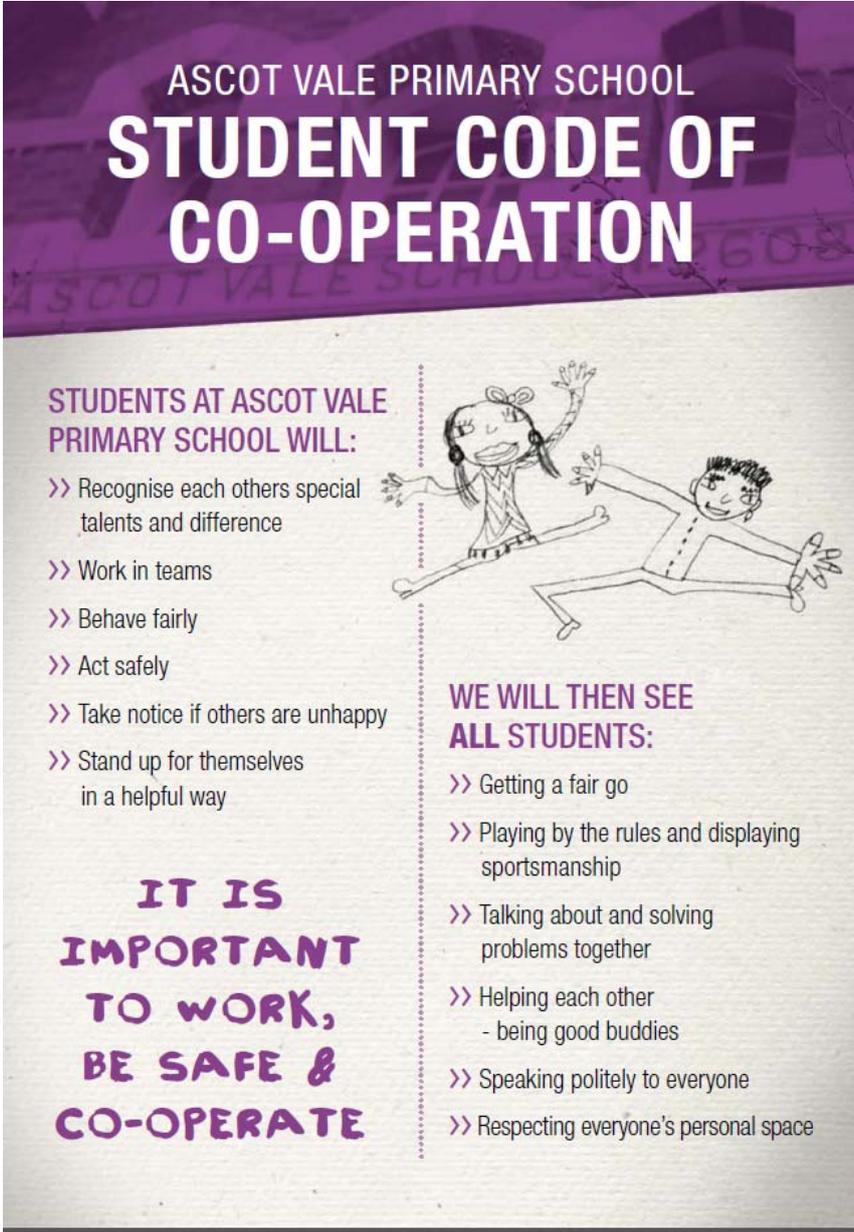
- Ascot Vale PS
- Ascot Vale West PS
- Moonee Ponds Primary School
- Moonee Ponds West PS

The program started in 1984 via funding for a shared program through the Disadvantaged Schools Program (DSP). In 1991 the program no longer received funding through DSP and became self-funding. The instruments and other resources already in the schools were maintained and utilized in the revised program. The key features, which participants believe have made the program so successful, still operate today.

There are mutual benefits enjoyed from this shared arrangement. Schools can offer a quality instrumental music program and instrumental music teachers are assured of a reasonable number of hours of employment. In 2013, over 50% of our grade 3 to 6 students were having lessons and are engaged in learning and playing music. School bands operate for grade 5/6 students as well. It's cool to play music at AVPS.

Rights and Responsibilities

STUDENT CODE OF COOPERATION



ASCOT VALE PRIMARY SCHOOL
STUDENT CODE OF CO-OPERATION

STUDENTS AT ASCOT VALE PRIMARY SCHOOL WILL:

- >> Recognise each others special talents and difference
- >> Work in teams
- >> Behave fairly
- >> Act safely
- >> Take notice if others are unhappy
- >> Stand up for themselves in a helpful way

IT IS IMPORTANT TO WORK, BE SAFE & CO-OPERATE



WE WILL THEN SEE ALL STUDENTS:

- >> Getting a fair go
- >> Playing by the rules and displaying sportsmanship
- >> Talking about and solving problems together
- >> Helping each other - being good buddies
- >> Speaking politely to everyone
- >> Respecting everyone's personal space

BULLYING PREVENTION POLICY AND GUIDELINES

<http://www.avps.vic.edu.au/documents/BullyingPreventionPolicyAVPS2014.pdf>

ICT ACCEPTABLE USAGE POLICY

At Ascot Vale Primary School we all have responsibilities and rules to follow when using ICT. By using ICT at AVPS you must agree and accept the terms and conditions as outlined in the following documents which can be found in the appendix of this policy:

- [Student ICT acceptable use agreement \(example 2014\)](#)
- [Staff ICT Acceptable use agreement](#)
- [Using Multimedia Communication Devices at AVPS policy](#)

Shared Expectations

	Student	Parent(s)/Carer(s)	Staff
Expectations	<p>All students will;</p> <ul style="list-style-type: none"> -Have high expectations that we can learn -Reflect on and learn from our own behaviour and differences in a positive way -Demonstrate positive behaviour and attitudes to our learning -Use learning tools such as HOM, iPads, ICT -Create and maintain a Student Led Conference folder to reflect on learning and experiences -Have learning goals – either academic or social 	<p>The parent(s)/carer(s) will;</p> <ul style="list-style-type: none"> -Promote an understanding and appreciation of diversity in our home and wider community -Build positive relationships with the school community -Actively work with the school through attendance at teacher interviews -Respond to communications within a timely manner -Support children and staff with homework tasks – create a team approach -Attend Student Led Conferences 	<p>The staff will:</p> <ul style="list-style-type: none"> -Identify the diversity of our school community and deliver teaching and learning, educational and extra-curricular activities and community services inclusive and responsive to student needs -Provide timely and constructive feedback to students -Use of data and assessments to inform future teaching and planning -Deliver curriculum and assessment that challenges and extends students learning in line with AusVELS -Develop positive relationships with students that promote engagement, wellbeing and learning -Facilitate opportunities for student voice developing a positive school culture -Provide written academic reports twice a year -Guide children to create and maintain a Student Led Conference folder to reflect on learning and experiences
Attendance	<p>All students are expected to;</p> <ul style="list-style-type: none"> -Attend classes and be on time -Work cooperatively with 	<p>All parent(s)/carer(s) are expected to;</p> <ul style="list-style-type: none"> -Promote and provide organisational support to our 	<p>All staff are expected to;</p> <ul style="list-style-type: none"> -Regularly monitor student attendance rates -Support the progress of

	<p>teachers to improve in attendance</p> <ul style="list-style-type: none"> -Discuss with appropriate teachers, how to catch up on any work missed through absence -Be on time at 9 	<p>child for full attendance</p> <ul style="list-style-type: none"> -Ensure our child attends and is punctual on school days -Notify the school on the first day of absence -Provide a written explanation to the school for each absence -Support our child's ongoing learning during prolonged absence -Work cooperatively with the school in supporting our child to return to school and reintegrate after prolonged absence -Ensure contact details for our child are correct and up to date -Communicate any changes in home circumstances that may affect our child 	<p>students at risk through liaising with staff and parent(s)/carer(s)</p> <ul style="list-style-type: none"> -Accurately mark the roll and follow up consistent lateness -Monitor students and discuss with individual students when attendance is a concern -Support students who are absent and negotiate extra work based on individual needs -Seek support from leadership if any student's attendance is an ongoing concern -Contact families on the 2nd day of absence if no notification has been made -Put in place Individual Student Attendance Improvement plans where appropriate -Student Welfare Team monitors student absences
Behaviour	<p>All students will;</p> <ul style="list-style-type: none"> -Support each other's learning by behaving in a way that is considerate and courteous -Strive for accuracy and persist in all learning endeavours -Demonstrate positive behaviour and attitudes that support the wellbeing and learning for all and contributes to a positive school environment that is safe, inclusive and happy -Understand and follow Traffic Light System -Recognise each others special talents and differences -Work in teams -Behave fairly -Act safely Take notice if others are unhappy -Stand up for themselves in a helpful way 	<p>All parent(s)/carer(s) will;</p> <ul style="list-style-type: none"> -Become familiar with our school communities behavioural expectations and aim to provide a consistent approach that supports your child's learning and engagement in and out of school -Support strategies suggested in Individual Behaviour Management Plans 	<p>All staff will;</p> <ul style="list-style-type: none"> -Lead and promote preventative approaches to behavioural issues -Monitor the profile of behaviour issues and the effectiveness of implemented strategies -Use Traffic Light System to manage behaviour -Use the Student Engagement Policy as a basis for negotiating class-based shared expectations with students -Use HOM to teach students social competencies -Put in place Individual Behaviour Management plans where necessary -Communicate to parents where necessary to inform of low level incidents and cases that are more complex -Student Welfare Team monitors student behaviour , first aid and Yard Duty behaviour log
Strategies	<ul style="list-style-type: none"> -Create opportunities for students to think about what they are learning – using HOM -Enable students to collaborate in a multi-age 	<ul style="list-style-type: none"> -Provide feedback to the school through feedback sessions when offered -Understand and use three levels of communication: Parent Rep/Teacher/Office 	<ul style="list-style-type: none"> -Providing professional development that supports staff in meeting the diverse cognitive, emotional and social needs of children -Creating trusting and caring

	setting -Enhance students' self-esteem and self-confidence by using HOM – risk taking and have a go -Encourage reflection on learning	-Read newsletters -Access School Website	relationships that promote open communication among all members of the school community -Student Welfare Team meetings -Peer Mediation
Multi-age	-Learn in a community of learners	-Value School Philosophy -Involvement in partnerships -Communicate the importance of positive relationships in our community	-Plan lessons across the curriculum -Base lessons on student interests and passions -Team teaching -Multi-age activities on a daily basis e.g. buddy reading -Imbed multi-age in daily schedule

Action and Response

EVERY DAY COUNTS – ATTENDANCE

At Ascot Vale Primary School we are committed to providing your child with an excellent education.

The building blocks of a great education begin with all students coming to school each and every day. Regular school attendance is vital and missing school days can have a big impact on a child's future - missing one day a fortnight will miss four full weeks by the end of the year. By Year 10 they'll have missed more than a year of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

If for any reason your child must miss school, there are things we can do together to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.
- Develop an absence learning plan (we call them an Attendance Improvement Plan) with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher early as early as possible.

From 1 March 2014, new laws will mean that parents can be fined for not sending students to school without an acceptable reason.

If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

In primary school, some students miss on average 3 weeks of school per year. That's half a year of school by the end of year 6.



EVERY DAY COUNTS

Primary school attendance

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

Why it's important

We all want our students to get a great education, and the building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes.

Each missed day is associated with progressively lower achievement in numeracy, writing and reading.

Getting in early

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school every day – even in the early years of primary school.

What we can do

The main reasons for absence are:

Sickness – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick, and setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

"Day off" – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

Truancy – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your classroom teacher and find out what work your child needs to do to keep up.

- Develop an absence learning plan with your teacher and ensure your child completes the plan.

Remember, every day counts. If your child must miss school, speak with your classroom teacher as early as possible.

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a School Attendance Officer. Attendance issues that are escalated can lead to an Infringement Notice.

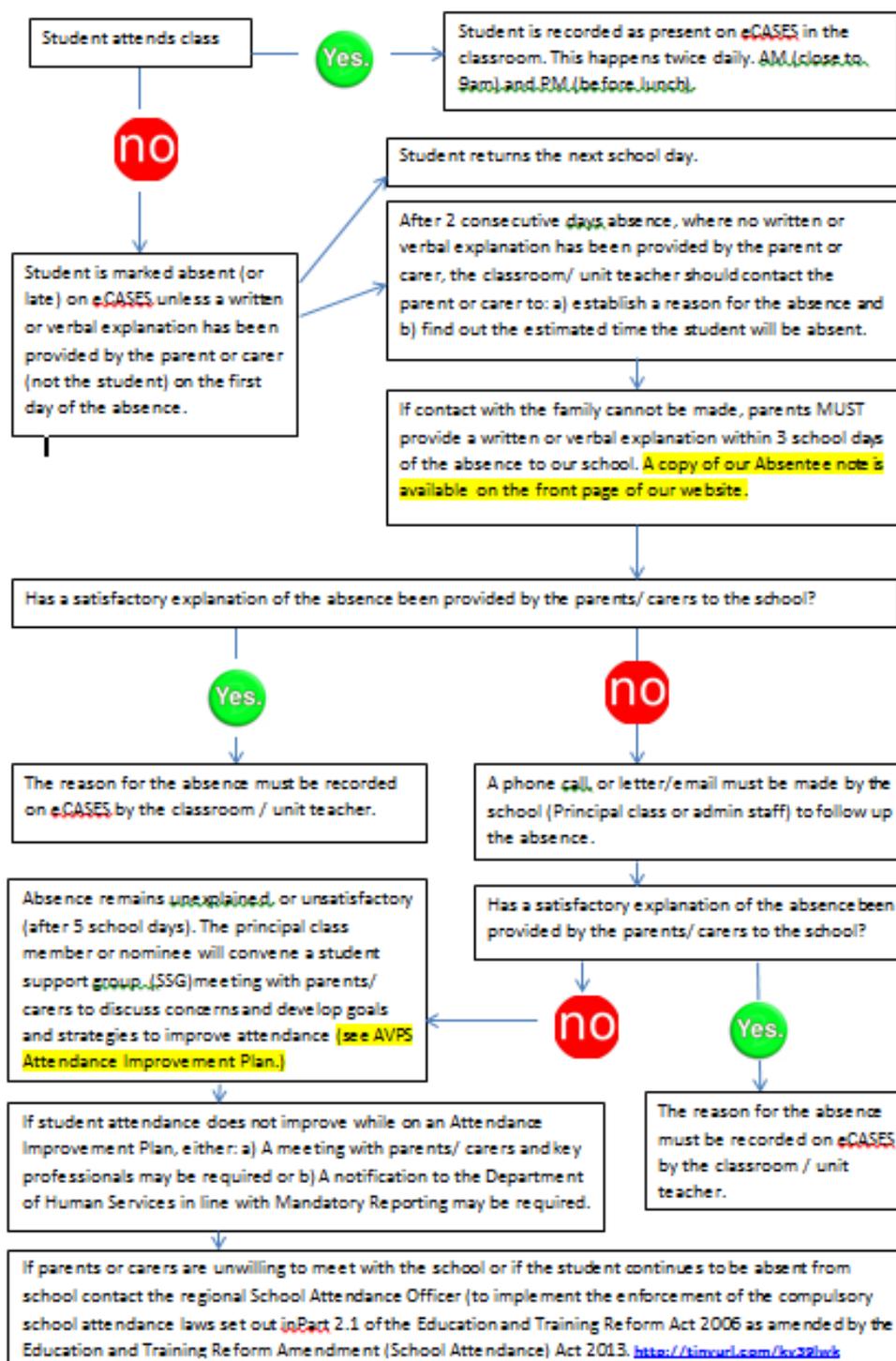
If you're having attendance issues with your child, please let your classroom teacher know so we can work together to get your child to school every day.

For more information and resources to help address attendance issues, visit:
www.education.vic.gov.au

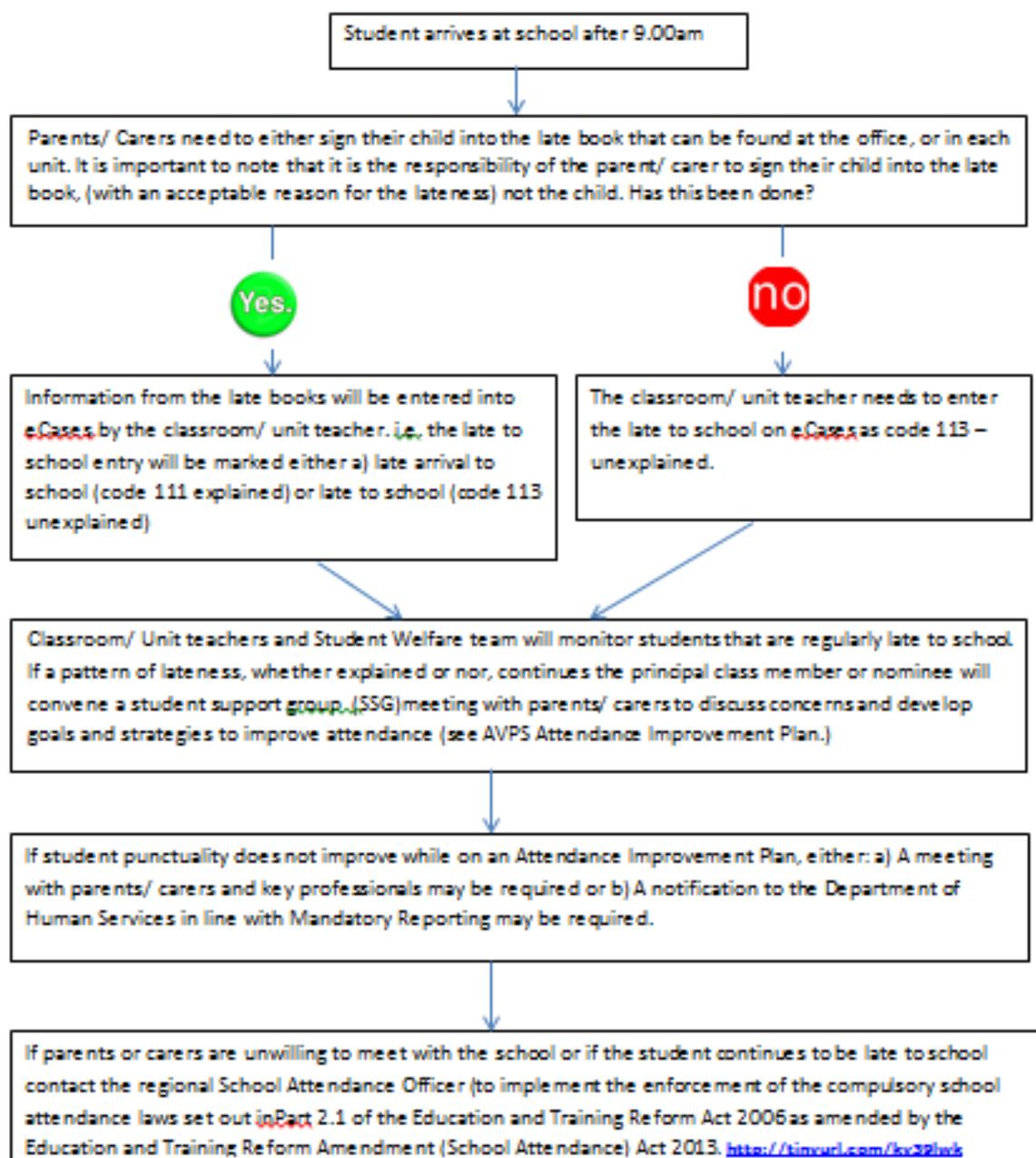


Department of Education and Early Childhood Development

Ascot Vale Primary School – School Attendance ACTION & RESPONSE



Ascot Vale Primary School – School Attendance LATE TO SCHOOL - ACTION & RESPONSE



ON TIME AT 9

**It's cool to
be at school**

INDIVIDUAL LEARNING PLAN & STUDENT SUPPORT GROUPS

Students requiring specific and purposeful individual goal settings in the areas of educational, social and emotional development may have an Individual Learning Improvement Plan (ILP) developed.

In some instances a Student Support Group may also be convened. The aims of the Student Support Group are to:

- ensure that those with the most knowledge of, and responsibility for the student, work together to establish shared goals for the student's educational future
- plan reasonable adjustments for the student to access the curriculum
- provide educational planning that is ongoing throughout the student's life
- monitor the progress of the student.

Student Support Group information -

<http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/diversity/studentsupportguidelines2013.pdf>



ASCOT VALE PRIMARY SCHOOL
16.10.08

ASCOT VALE PS		INDIVIDUAL LEARNING IMPROVEMENT PLAN (ILP)	
Student Name:		Teacher/s:	
Grade Level (and unit):		Parent/s:	
Date:		Review Date:	

SMART Goals	Current Performance	Implementation Strategies		Outcomes <small>(Measurable data – were the goals achieved? Factors?)</small>
		School	Home / Community	

Copy of ILP given to parents/guardians

YES

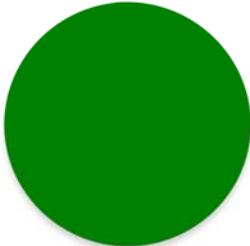
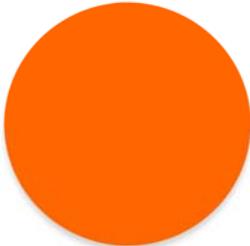
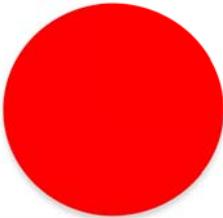
NO

CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT



Ascot Vale Primary School needs a school wide **commitment** to respectful behaviour. This involves developing behaviour that promotes everyone's integrity, safety & wellbeing. Respectful behaviour is marked by the acknowledging & valuing of racial, gender, age and other differences; the practice of listening to

MANAGING CLASSROOM BEHAVIOUR

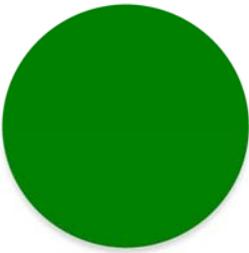
	Students	Teachers
<p>Chance/warning</p> 	<p>You are given a chance to stop what you are doing. You are warned that your behaviour is affecting other people's safety and learning and it must stop.</p>	<p>Use restorative questions to explore the issue.</p> <p>What happened? How did it happen? What part did you play in it? How were you affected/who was affected? What do you need to make it right? How can we repair the harm?</p> <p>Ask student to resume the activity in a happy and friendly manner.</p>
<p>Time out within your own unit</p> 	<p>Your behaviour is affecting others. You have not stopped after a chance/warning. Now you are to be removed from the main group for 5 minutes. Possible student reflection to be recorded by teacher.</p>	<p>Again, use restorative questions to explore the issue. Remove student to a quiet space where learning can continue, away from other students. Return to student after 5 minutes and make them aware of the consequence if this behavior continues.</p>
<p>Time out in another classroom</p> 	<p>You continue to affect people's safety and learning. You will spend 15 minutes in another classroom and think about how your behaviour will improve when you return. Your teacher will talk to you about this and will contact your parents.</p>	<p>U1 ← → U5 U2 → U3 or U1 U3 ← → U4</p> <p>Please send an ES staff member with the child when moving units</p>

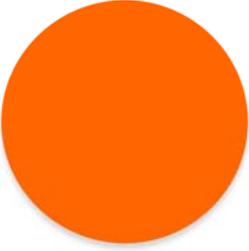
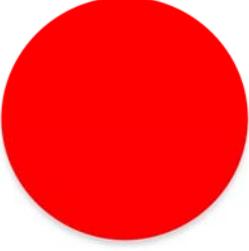
		<p>(preferable to 2 students)</p> <p>Please contact the Assistant Principal or Principal about this. A record of this behaviour will be kept by AP. Please pass on any student reflections at this time to AP/Prin.</p>
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Ascot Vale Primary School needs a school wide **commitment** to respectful behaviour. This involves developing behaviour that promotes everyone’s integrity, safety & wellbeing. Respectful behaviour is marked by the acknowledging & valuing of racial, gender, age and other differences; the practice of listening to others; the willingness to make and honour agreements for mutual respect; and the ability to

MANAGING YARD BEHAVIOUR

	Students	Teachers
<p>Chance</p> 	<p>You are given a chance to stop what you are doing. You are affecting other people’s safety and well being and it must stop.</p>	<p>Use restorative questions to explore the issue. What happened? How did it happen? What part did you play in it? How were you affected/who was affected? What do you need to make it right? How can we repair the harm?</p> <p>Ask student to resume the activity in a happy and friendly manner.</p> <p>Please check the Yard Duty book for any similar behaviour. Remind them of the consequence if this continues.</p>
<p>Warning / Walking with the yard duty teacher</p>	<p>Your behaviour is still affecting others or is more serious than a chance. Now you are to walk with the Yard Duty teacher for 5 minutes. Your name and incident will be recorded in</p>	<p>Give a warning. Tell them that the unacceptable behaviour must stop. The students walk with you for five minutes to reflect and understand the</p>

	<p>the Yard Duty book. You will be removed from the yard if your poor behaviour continues.</p>	<p>implications on others. Use restorative questions to explore the issue further. Please record all details in the Yard Duty book.</p>
<p>Time off from the yard</p> 	<p>Your behaviour continues to affect others or is serious enough for you to be removed from the yard. You must see the Assistant Principal or Principal. Your parents will be contacted and you will be given timeout.</p>	<p>Student behaviour is serious and warrants immediate exclusion from the yard. Please ensure the student sees either the Assistant Principal or Principal. Parents are contacted and timeout is given by the Assistant Principal or Principal. Yard Duty teachers must record all details in the Yard Duty book or alternatively, fill in an Incident Report for more serious inappropriate behaviours.</p>

PEER MEDIATION

Peer Mediation is the process which allows student conflicts (e.g. name calling, property disputes) to be handled by the disputants themselves, with the assistance of other students who have been trained as mediators.

It is voluntary and confidential and bound by specific ground rules. The peer mediators follow a step-by-step formula which assists students to work through immediate problems, take responsibility for finding their own solutions, and agree on those that are mutually acceptable, and then work on implementing these. It also teaches the life skill of problem solving.

Using student peer mediators allows young people to learn interpersonal skills and negotiation strategies. When faced with a problem young people will sometimes be more comfortable going to another student rather than to an adult. Mediation also helps the school community develop a more friendly and co-operative environment.

INDIVIDUAL ATTENDANCE IMPROVEMENT PLANS

Ascot Vale Primary School Student Attendance Improvement Plan CONFIDENTIAL

Name: _____		Student at risk partly due to absence.																																											
Date plan agreed: Date 201x		Meet again: TBC																																											
School Times 9.00am-3.30pm Recess 11.00-11.30 Lunch 1.30-2.30	My Current absence/attendance rate. 1. 2. 3.	The Teachers I will go to when I need help: 1. 2. Help from home: * Parent/ Carer to contact school by 9.15am if late or absence including reason Ensure xx is at school at 9am (preferably 8:45-9:55am) With xx, together discuss organizational issues about getting to school on time. Contact <teacher> if you need further support from the school regarding his/her attendance.																																											
School Term Dates 201x Term 1: Term 2: Term 3: Term 4:	My goals to improve my attendance so that I achieve a 95% attendance. 1. 2. 3.	The work that I have missed and need to complete: Work not completed due to lateness and absences may be completed at daily lunchtime sessions. (or other agreed)																																											
Student Free Days	My Target absence rate by: <insert date> Examples 1. Improve my attendance rate. 2. At school 95% of time. 3. At school by 9am 95% of time My target absence rate by end of term x 201x is:	Other Strategies:																																											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Lesson 1</th> <th>Lesson 2</th> <th>Lesson 3</th> <th>Lesson 4</th> <th>Lesson 5</th> <th>Notes</th> </tr> </thead> <tbody> <tr> <td>Monday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Tuesday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wednesday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Thursday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Friday</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Notes	Monday							Tuesday							Wednesday							Thursday							Friday							If I am late or absent for any reason my parent/carer will contact the school on the first day of my absence Tel: 93706507 If the school does not receive a message then my teacher/ the school will contact my home to see what has happened. Remember, missed days from school means that you have missed out on valuable opportunities for learning and connecting with your peers. http://www.education.vic.gov.au/school/principals/participation/P	
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Notes																																							
Monday																																													
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INDIVIDUAL STUDENT BEHAVIOUR MANAGEMENT PLANS

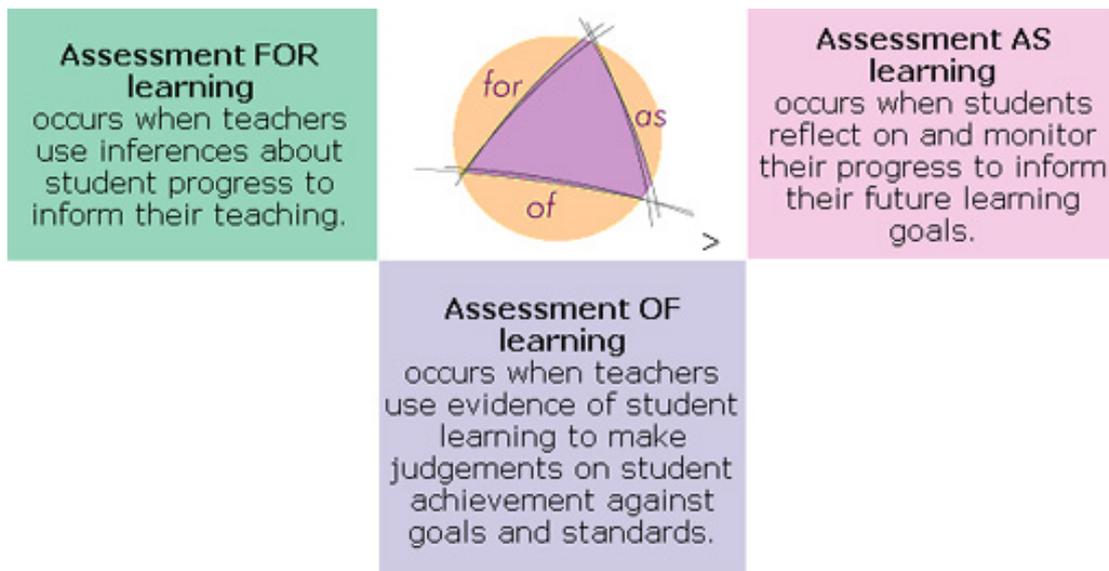
Sample Student Behaviour Management / Improvement Plan @ AVPS

Student name: _____		Teacher/s: _____				
Grade level & unit: _____		Parents: _____				
Date: _____		Review date: _____				
Current behavior overview:						
BEHAVIOUR	STRATEGIES Prevention	STRATEGIES Early Intervention	STRATEGIES Intervention	STRATEGIES Postvention	STAFF INVOLVED	COMMENTS
Leaves the classroom or Specialist lessons without permission.	<ul style="list-style-type: none"> Teacher sits next to him to keep him on task (Due to size of the class this cannot always happen). Communication Book as link b/w home and school . Once a week/fortnightly meetings with parents at school. 	Agreed procedure and expectations between class and reciprocal teachers. <ul style="list-style-type: none"> Establish 'safe area' to which he can 'abscond' ...i.e. Time Out room 	<ul style="list-style-type: none"> 'Message sent to Office and Principal re leaving the classroom. Withdrawal to Office area or thoughts and feelings room under supervision of the Principal for 30 mins (If 	Apologizing to the teachers involved. Building up relationships with other staff.	Principal Primary Welfare Officer Class Teacher Specialist Teachers All school staff Guidance officer Parents	Mother / Father requests daily info re XXX's behaviour via the phone at any time. He blames everyone else for his behaviour despite starting it all himself.

ASSESSMENT AND DATA COLLECTION

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning - occurs when teachers use inferences about student progress to inform their teaching
- Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.



Substantial research exists on the characteristics of good practice for assessing student learning. This research is summarized in the following set of principles.

The primary purpose of assessment is to improve student performance

Good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most.

Assessment should be based on an understanding of how students learn

Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time.

Assessment should be an integral component of course design and not something to add afterwards

The teaching and learning elements of each program should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.

Good assessment provides useful information to report credibly to parents on student achievement

A variety of assessment methods provide teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers can then report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the student, the parent and the teacher need do to improve the student's performance.

Good assessment requires clarity of purpose, goals, standards and criteria

Assessment works best when it is based on clear statements of purpose and goals for the

course, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.

Good assessment requires a variety of measures

In general, a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. Therefore, we need to be familiar with a variety of assessment tools so we can match them closely to the type of information we seek.

Assessment methods used should be valid, reliable and consistent

Assessment instruments and processes should be chosen which directly measure what they are intended to measure. They should include the possibility of moderation between teachers where practical and appropriate to enhance objectivity and contribute to a shared understanding of the judgments that are made.

Assessment requires attention to outcomes and processes

Information about the outcomes students have achieved is very important to know where each student ends up, but so too is knowing about their experiences along the way and, in particular, the kind of effort that led to these outcomes.

Assessment works best when it is ongoing rather than episodic

Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended course goals and the achievement of relevant standards.

Assessment for improved performance involves feedback and reflection

All assessment methods should allow students to receive feedback on their learning and performance so assessment serves as a developmental activity aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their learning overall.

Further information regarding assessments can be found at:

<http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx#purpose>

AVPS uses a range of assessment sources to collect data. They include:

- English Online Interview (EOI)
- Who Am I? Testing
- On demand testing
- NAPLAN
- Student Opinion Survey
- Staff Opinion Survey
- Parent Opinion Survey
- Early Years Numeracy Interview
- Handover – beginning of year
- Probe
- Multiplicative Thinking
- Student Cumulative Files
- Student Support Group (SSG) meetings
- Common Assessment Tasks (CAT)
- Running records
- Writing conferences
- Reading conferences

- Semester reports
- Student Led Conferences (SLC)
- Burt reading test
- Student/Unit placements
- Student Learning Goals
- eCASES attendance
- Fountas and Pinnel
- SPA
- Data Analysis Protocol (DAP)

LITERACY INTERVENTION

Literacy intervention is a specialised literacy program designed for students in their second year of school. Literacy Intervention is offered to students who need extra, one to one assistance with the skills required to become literate. There are many reasons why students do not fully grasp the concepts of reading in their first year of school. Literacy Intervention addresses these issues, usually with great success. Literacy Intervention is focussed on reading and writing, equipping students with the strategies necessary for their learning in the classroom.

Once the program has been completed, students are able to fully participate in all aspects of daily classroom life.

SUSPENSION

ASCOT VALE PRIMARY SCHOOL STUDENT SUSPENSION POLICY

Reviewed and updated September 2014

Passed by SC 15th September 2014

Ascot Vale Primary School can and will discipline students for behaviour incidents occurring at school; at a school activity away from the school grounds; or while travelling to or from school or a school activity. Disciplinary measures should form part of a teacher's classroom management plan and be consistent with a whole school approach to behaviour management.

Disciplinary measures should always be proportionate to the nature of the behaviour, and are best employed in combination with support measures to identify and address causes of the behaviour.

The Education Training and Reform Act (2006) prohibits the use of corporal punishment in any Victorian Government school and school discipline policies must include a statement that reflects this requirement. The breaches of these and school rules are clearly defined and applied. Where a student is building up a history of unsatisfactory behaviour parents are notified with a view to negotiating an agreed approach to solve issues.

It is within this context and that of the AVPS 'Student Engagement Policy' (draft form- ready for 2015) that suspension is viewed as a serious disciplinary measure and should normally

only be used when other measures have not produced a satisfactory response. See AVPS Student Behaviour Action Plan (in 2015 Student Engagement Policy).

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

Suspension is a serious disciplinary measure and is best reserved for incidents when other measures have not produced a satisfactory response. Suspension should be used for the shortest time necessary. The maximum continuous time a student can be suspended at any one time is five school days. A student cannot be suspended for more than fifteen school days in a school year without approval from the regional director. The 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. However, a student may not be suspended for a further period (not exceeding ten school days) pending the principal's decision whether to expel a student. The principal has responsibility for student suspensions.

Procedures before Suspension

In school discipline

Graded in-school disciplinary measures can be used to respond to a range of challenging student behaviour and may be modified to suit particular circumstances as needed. Whilst these measures take place on school premises they may occur outside school hours.

As with all forms of discipline, graded in-school disciplinary measures should be clearly set out in and aligned with the school's student engagement policy and expectations around behaviour and should be used in a way that is proportionate to the behaviour being addressed.

Withdrawal of privileges

Schools can withdraw student privileges as a consequence of breaching classroom or school behavioural standards. The specific privileges that are withdrawn will vary between schools and even students at the same school, however they may include things such as representing the school at inter-school sports or attendance at a school event.

When withdrawing privileges as a disciplinary measure, schools should ensure that:

- The withdrawal is time-limited
- The reasons for and period of the withdrawal is clearly communicated to the student
- The student is made aware of the behaviour standards expected in order for the privileges to be reinstated
- Consideration is given to the impact on the student's engagement (i.e. where the withdrawal of a privilege may contribute to a student's risk of disengaging from school, strategies are put in place to maintain student engagement during the withdrawal).

Withdrawal from class

If a student's behaviour significantly interferes with the rights of other students to learn or the capacity of a teacher to teach a class or where there is possibility of harm to others, that

student may be temporarily removed from regular classroom activities. In more serious cases the student may be required to leave the classroom for a specified period of time.

Schools have a duty of care to ensure that students are supervised at all times, including when they are removed from a class. Where appropriate, parents and carers should be informed of such withdrawals.

Withdrawal from class does not constitute formal school exclusion such as suspension (including in-school suspension) or expulsion.

Principals must utilise a staged response to any attendance or behavioural issues. A student support group should be convened to inform the student and their parents/carers that a suspension is being considered. The aim of this 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. This may include:

- 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 / guardians, should the suspension be considered necessary.

The parent / guardian may, at the principal's discretion, be accompanied at that meeting by another person.

Grounds for Suspension

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

1. The student's behaviour must have occurred:
2. whilst attending school;
3. or travelling to or from school;
4. or while engaged in any school activity away from the school;
5. or travelling to or from any school activity.

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

- a) behaves in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;
- b) causes significant damage to or destruction of property;
- c) commits or attempts to commit or is knowingly involved in the theft of property;
- d) possesses, uses or sells or deliberately assists another person to possess, use or sell illicit substances or weapons;

e) fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

f) consistently engages in behaviour that vilifies, defames, degrades or humiliates another person based on age; breastfeeding; gender; identity; impairment; industrial activity; lawful sexual activity; marital status; parent/carer status or status as a carer; physical features; political belief or activity; pregnancy; race; religious belief or activity; sex; sexual orientation; personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes;

g) consistently behaves in an unproductive manner that interferes with the wellbeing, safety or educational opportunities of any other student.

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

Authority to suspend a student

Only principals have authority to make the final decision to suspend a student. This authority cannot be delegated.

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

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

- the behaviour for which the student is being suspended
- the educational needs of the student
- any disability or additional learning need of the student
- the age of the student
- the residential and social circumstances of the student.

In school Suspension

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

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

Options for in-school suspension include:

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

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

Post decision to suspension

The principal must provide the student, their parents/carers and the school council president with a Notice of Suspension prior to the day on which the suspension commences that must include:

- the summary of outcomes of previous actions that have been undertaken by the school to support the student
- the reasons for the suspension
- the school days on which the suspension shall occur
- details of the post-suspension student support group meeting, if the suspension is for five days
- copies of the Student Absence Learning Plan and Return to School Plan (as appropriate).

The principal must provide the student and their parents/carers with a copy of the information brochure *Procedures for Suspension*.

The suspension conference has been replaced by the Student Support Group. Principals can convene a student support group at any time, but a student support group must be held in the following circumstances:

- when a student requires additional support, in line with a staged response
- prior to suspension, in order to inform the student and parents/carers that a suspension is being considered
- post-suspension if the suspension is for five days.

Immediate suspension:

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

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

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

When the suspension is immediate, the principal must:

- give immediate verbal notification to the student and their parents/carers
- immediately schedule a student support group meeting (this meeting must be held within 48 hours of the student being suspended)
- provide the student and their parents/carers with a Notice of Suspension and a copy of the information brochure *Procedures for Suspension*
- develop a Student Absence Learning Plan and a Return to School plan (as appropriate) at the student support group meeting
- schedule a post-suspension student support group meeting if the suspension is for five days.

Period of Suspension

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

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

The Relevant Person

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

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

<http://www.education.vic.gov.au/school/principals/participation/Pages/relevantperson.aspx> for more information

Resources

- DEECD Disciplinary Measures - <http://www.education.vic.gov.au/school/principals/participation/Pages/discipline.aspx>

- Student Suspension Checklist -
<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/Suspension%20and%20expulsion%20resources/Principal%20Checklist%20-%20Suspension.pdf> (DEECD employees only – password protected)
- Establishing Grounds for Suspension -
<https://edugate.eduweb.vic.gov.au/collaboration/attendanceengagementparentbehaviour/suspexp/Suspension%20and%20expulsion%20resources/Process%20Flowchart%20-%20Suspension.pdf> (DEECD employees only – password protected)

References

- ❶ DEECD About Student Engagement -
<http://www.education.vic.gov.au/school/principals/participation/Pages/about.aspx>
- ❷ DEECD Student Engagement Policy -
<http://www.education.vic.gov.au/school/principals/participation/Pages/engagepol.aspx>
- What is Bullying? -
<http://www.education.vic.gov.au/about/programs/bullystoppers/Pages/what.aspx>
- Inclusive Classroom School Resource -
http://www.acd.org.au/inclusive_classroom/ic_introduction.htm
- DEECD - Student Support Group Guidelines and Templates -
<http://www.education.vic.gov.au/school/principals/health/pages/studentsupportgroup.aspx>
- DEECD – PSD program handbook and guidelines -
<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/handbook.aspx>
- ABLES- Abilities Based Learning and Education Support -
<http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/ables.aspx>
- DEECD – Student Support Services Officers -
<http://www.education.vic.gov.au/school/principals/health/Pages/ssso.aspx>
- DEECD – Every Day Counts -
<http://www.education.vic.gov.au/school/principals/participation/Pages/everyday.aspx>
- DEECD – About E5 –
<http://www.education.vic.gov.au/school/teachers/support/Pages/e5about.aspx>
- DEECD – The E5 Model –
<http://www.education.vic.gov.au/school/teachers/support/Pages/e5model.aspx>
- VCAA – The Australian Curriculum in Victoria
<http://ausvels.vcaa.vic.edu.au/>
- VCAA – Australian Curriculum
<http://www.australiancurriculum.edu.au/>
- DEECD – Assessment Advice
<http://www.australiancurriculum.edu.au/>

FURTHER READING & RESOURCES

Fredericks, J. A., Blumenfeld, P. C. & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, 74, 59-109.

McDonald, T. (2010). *Classroom Management: Engaging Students in Learning*. South Melbourne, VIC: Oxford University Press.

Parsons, J. & Taylor, L. (2011). *Student Engagement: What do we know and what should we do?* AISI University Partners, Edmonton: Alberta Education.