



Induction processes for students and staff to eSmart Schools



Induction processes provide support for new students, families and staff to become members of the eSmart school community.

Planning criteria

Our school agrees to develop a process that inducts new students, families and staff into the ethos, procedures and processes of the school.

Key documents for parents, teachers and students;

- Student Engagement and Wellbeing Policy
- Internet and Digital Technologies Acceptable Use Agreement (each year)
- Building Mental Health Policy
- ICT Policy

Each of these policies and agreements will be located on the school web page. Each policy will also be given to each new family enrolling each year as well as staff members starting at the school.

Key questions and guide actions

Does our school have a process that inducts new students and staff into the eSmart ethos, procedures and processes of the school?

The school

Actions

Identify ways in which students and staff are supported to become members of the school community and take on eSmart processes and ideas.

Success Criteria:

The school agrees to develop a process that inducts new students and staff into the ethos, procedures and processes of the school.

INTERNET AND DIGITAL TECHNOLOGIES ACCEPTABLE USE

Oxley Primary School believes the teaching of cybersafe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Some online activities are illegal and as such will be reported to police.

Oxley Primary School uses the internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At **Oxley Primary School** we:

- Provide a filtered internet service.
- Provide access to the Department of Education and Early Childhood Development's search engine Connect (www.education.vic.gov.au/primary which can be used to direct students to websites that have been teacher recommended and reviewed.
- Provide supervision and direction in online activities and when using digital technologies for learning.
- Support students in developing digital literacy skills.
- Have a cybersafety program at the school which is reinforced across the school .
- Use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- Provide support to parents/carers to understand this agreement (e.g. language support).
- Work with students to outline and reinforce the expected behaviours of the school values*.

Oxley Primary School Acceptable Use Agreement for Ultraset, internet and digital technologies template

Student Agreement:

When I use digital technology I agree to:

- Be a safe, responsible and ethical user whenever and wherever I use it.
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour).
- Talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour.
- Seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint.
- Protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images.
- Use the internet for educational purposes and use the equipment properly.
- Use social networking sites for educational purposes and only as directed by teacher.
- Abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary).
- Think critically about other users' intellectual property and how I use content posted on the internet.
- Not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student.
- Not reveal my password to anyone except the system administrator or the teacher.
- Not bring or download unauthorised programs, including games, to the school or run them on school computers.
- This Acceptable Use Agreement also applies during school excursions, camps and extra-curricula activities.

Parent/Guardian Agreement:

I understand the school will provide adequate supervision and that steps have been taken to minimise risk of exposure to unsuitable material.

I agree to my child using the Internet and corresponding with others, using email at school for educational purposes, in accordance with the Student Agreement above.

I understand that Oxley Primary School takes photos of students for a variety of reasons ranging from Student of the Week, individual or group photos of students working in their classrooms and around our school, photo portraits by commercial photographers, press photos and photos of school events such as educational visits, sports day, dance, drama and music performances etc, which may appear in local newspapers.

I consent to my child having his/her name and picture published in the school Newsletter, on the school's Internet site (web page) or in the Newspaper.

I have read the Acceptable Use Agreement carefully and understand the significance of the conditions and agree to abide by these conditions. I understand that any breach of these conditions will result in internet and mobile technology access privileges being suspended or revoked.

Student Name _____ **Year Level** _____

Student Signature _____

Parent/Carer Signature _____ **Date** _____



Oxley
Primary School



Building Mental Health Promotion Capacity

Mental health promotion in early childhood settings and schools is about creating positive, safe and supportive environments, and providing opportunities to build and practice relationship skills. All staff can be involved in mental health promotion as it relates to every area of the early childhood setting or school – the culture, policies, curriculum and activities.

Early childhood and school professionals are often the first to recognise instances where a child or young person's behaviour or interactions have changed. A usually social child or young person who withdraws from friends or activities or a usually calm child or young person who begins to display erratic behaviour are often noticed first in the classroom or early childhood setting.

By building mental health promotion capacity, early childhood and school professionals will be helped to recognise where changes in behaviour or interactions may be an early indicator of a mental health concern and respond. An effective response may be to consult with someone else in the school who has appropriate knowledge and skills or make a referral for the child or young person to receive professional support.

How can early childhood settings and schools build their capacity to promote positive mental health?

Early childhood and school staff already have a range of generalised skills and practices, such as listening and relationship skills, that that can be used and built upon to help staff understand their role in mental health promotion.

Early childhood and school staff can promote positive mental health by:

- practicing listening skills with children and young people, by allowing child-led discussions and providing an overall summary of the discussion
- assigning the role of establishing and maintaining referral pathways to a staff member or team so there are processes for referral in cases where a child or young person requires additional support. The staff member, or team, who has this responsibility will also be responsible for clearly documenting and communicating this process to staff in the early childhood setting or school. All staff will complete the Mandatory Reporting unit online each year
- exploring relationships with local mental health community organisations and services and how the early childhood setting or school can tap into this knowledge

- establishing a community of knowledge around mental health promotion. This may include establishing a small library about mental health promotion in the staff room
- appointing a mental health promotion champion who is able to provide support to other staff on how to integrate mental health promotion into wider health promotion and wellbeing activities
- having a paediatrician or mental health practitioner come to the early childhood setting or school and discuss the importance of positive mental health and its impacts on teaching and learning
- understanding the backgrounds of the children, young people and their families that attend the early childhood setting or school and how this may impact on their relationships and interactions
- understanding how the development of children and young people affects interactions with peers and adults.

Professional Learning

As part of the Ovens Learning Community, Oxley Primary School will have ongoing professional development in the area of dealing with the mental wellbeing and health promotion of our students once every 2 years. ***The alternate year will focus on professional learning in the area of cyberbullying and bullying.***

Additional Resources can be found on the following sites;

- [Social and Emotional Wellbeing: A teachers guide](#) - provides information about possible indicators of a child or young person's mental health concern by age, as well as a framework for school professionals to help guide their response

<http://www.responseability.org/primary-and-early-childhood/>

- [Teaching for Wellbeing](#) - activities developed for student and new teachers to examine how teaching for positive mental health and wellbeing looks, feels and sounds like

<http://www.responseability.org/primary-and-early-childhood/>

- The Resilience Project - <http://theresilienceproject.com.au/>. Over the last 3 years we have been using Hugh to talk to our students, staff and parent community to

ICT Acceptable Use

Oxley Primary School 1399

Rationale:

Information and Communication Technologies (ICT), if used effectively and discriminately, provide a unique and powerful opportunity to enhance student learning.

Aims:

- To enhance learning opportunities, and the scope of learning through the discriminate and routine use of ICT.
- To develop ICT skills in all students.

Implementation:

1. School Council will endeavour to allocate sufficient funds to ensure the purchase or lease of high quality computers, cabling and peripherals as required.
2. Software will be predominantly tools that facilitate learning.
3. All staff members will be required to include ICT as an integral component of their classroom programs and individual professional development plans.
4. Technical support by means of DE&T funded cluster and local technicians will provide specialised expertise where required.
5. The school community will be kept abreast of all progress in ICT, will be invited to be involved in the program where practicable, and will be provided with in-service opportunities.
6. Technology based interactions with other schools and organisations by means of global classroom projects, video-conferencing and e-mail will be actively encouraged.
7. The school will develop and maintain an up-to-date, interactive website.
8. The school will do extensive work in the area of eSmart and working towards being an eSmart accredited school.

Evaluation:

- This policy will be reviewed annually as part of the school's three-year review cycle.

This policy was last approved by the School Council on

References: Vic Govt Schools Reference Guide – www.eduweb.vic.gov.au/referenceguide/pdf/4-4.pdf



Oxley
Primary School



OXLEY PRIMARY SCHOOL

STUDENT ENGAGEMENT and WELLBEING POLICY

Introduction

For students to be successful learners it is critical that we develop and promote positive school cultures and increase student wellbeing. This policy focuses on the development of pro-social behaviours and **emphasizes** prevention and **early intervention** rather than punishment as a way to respond to inappropriate behaviour.

Our Student Engagement Policy sets out: rights, responsibilities and shared expectations of everyone in the school community, including students, parents and staff. It has been developed through a consultative process with students, parents and staff. The policy is framed within the *Effective Schools are Engaging Schools: Student Engagement Policy Guidelines* and associated legislative requirements.

Section 1: SCHOOL PROFILE

Oxley Primary School is a rural school with a current enrolment of children. It is situated on the Wangaratta Whitfield Road in the picturesque King River Valley 11 kilometres from Wangaratta on the edge of the Oxley Township. Oxley Primary School is a member of the Ovens Learning Community of schools, which includes Milawa, Whorouly, Glenrowan, Everton and Carrargarmungee. These schools come together for a wide range of engaging activities that enhance the strength of the Student Engagement policy. Oxley is the base school for the regional MARC service.

Oxley Primary School is **committed to Nurturing confident, lifelong learners, in a friendly rural community.** Oxley Primary School promotes and **develops lifelong learners by working with children to:**

- Develop confident learners who demonstrate high levels of understanding curriculum
- Creates socially competent individuals who contribute to the broader community
- Develop enquiring minds and a spirit of curiosity
- Adopt a proactive approach to care for our planet
- Develop independent thinkers who are adaptive and resilient in a changing world
- Foster respect and responsibility for self and others
- Motivate children who value learning.

Oxley Primary School's mission statement also gives students:

- Caring, learning partnerships between teacher, parent and child
- Comprehensive extra-curricular programs, including social, cultural, and environmental aspects that develops the whole child
- An ethos of support, challenge and encouragement to succeed
- Using new technologies that link the child to the local and global communities

- A safe and caring learning community that values fun and enjoyment
- A relevant curriculum focused on the child's current and future needs
- A whole school approach to developing a culture of care for our planet
- A stimulating learning environment through innovative teaching and an investigative approach to learning

Oxley Primary School has a strong focus on literacy and numeracy as these are the building blocks for the other Key Learning Areas. There is a strong emphasis on technology to support the other subject areas. Oxley Primary School provides programs in English, Mathematics, Science, Studies of Society and Environment, Technology, The Arts, Physical Education. The classroom programs are also enhanced by school camps, excursions, musical performances and cluster activities. Art and Library specialists visit us fortnightly. Oxley also has a music specialist who works at the school on a weekly basis.

Oxley Primary School places great value and emphasis on being a community school with everyone associated with the school aiming to provide the best opportunities for the students. Many of the school facilities and equipment would not have been able to be purchased without the help of our magnificent parent body. Parents not only help with the fund-raising but also in classroom activities and excursions. With this support the students, parents and teachers working together would not be able to achieve the results that have been achieved as far.

The school is 0.46 on the Student Family Occupation scale. Employment levels across the school families are very high. Although situated in a rural area, very few school families rely solely on primary production as their main source of income. The majority of families are employed in Wangaratta or at Brown Brothers. All students come from English speaking backgrounds and there is no ethnic diversity in the school community. Many of the school families have had multiple generations attend the school.

The school currently operates with a three classroom structure: Prep-1, 2, 3 / 4 and 5/6 with a teaching staff of four, including the Principal. The school is supported by an Office Manager (.6) and School Support Officer (.5).

WHOLE SCHOOL PREVENTION STATEMENT

We value the development of qualities of happiness, respect, equality, learning and relationship in developing the whole student. The school aims form the foundation of our whole school prevention program which consists of the following:

- A behaviour management program which rewards positive behaviours and sets out clear consequences for inappropriate behaviour both in the yard and in the classroom
- The use of a school-wide approach to discipline
- Ensuring effective Individual Behavioural Management Plans are put in place when appropriate
- Specific engagement and alternative programs for children at risk
- Support from the school's support services is available to parents, students and staff
- A school environment where students are engaged and want to come to school
- Support programs offered for students who have difficulty in learning or who have been recognised as having a disability

- Actively encourage cross age tutoring and for students to learn from each other through peer lessons.

The Whole School Prevention strategies listed are aimed at supporting the majority of students who behave appropriately and demonstrate the school's values in their interactions with others. The main emphases in this set of strategies are on:

- Recognising and encouraging through positive language as well as class rewards such as a points system and Student of the Week rewards.
- Ensuring a learning environment where all students are able to participate in a learning program that meets their individual needs
- Providing opportunities for authentic Student Voice via Student Councils, circle time and a variety of opportunities for students to articulate how they like to learn within individual classes and through conferencing with parents.
- Working in partnership with parents and carers
- Developing 'start up' behaviours in all learners (eg Listening skills, organisational skills, questioning)

In all schools, and across the wider community, there are individuals who may require additional support or intervention to ensure they do not impact on the learning, wellbeing and safety of others. For this small percentage of our student population, the school will implement actions and consequences as described in Appendix 1: *A Staged Response*.

Attendance: Regular attendance is seen as a major factor contributing to student achievement and wellbeing. Oxley PS has a long history of excellent student attendance and absenteeism is not an issue. Where issues of student attendance appear to be developing, parents are immediately contacted to discuss the issue. Parents at this school regularly communicate student absences to the school.

Bullying: It is everyone's right and responsibility to report any and all acts of bullying. All reports of bullying will be taken seriously and be acted on immediately by the school. Confidentiality will at all times be respected. A "*Bystanders Code of Conduct*" is promoted and children are encouraged to speak out about students behaving in a bullying manner. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

Anti Bullying Program; Throughout the year all classes will discuss the many forms of bullying and continually revisit our School Values System. Students are given the opportunity in formal sessions such as Circle Time to express their feelings to a whole group where appropriate.

In instances of bullying, positive counselling programs will be initiated for each individual with the aim that those who have been identified as bullying will take steps to redress their own behaviour. If the student is not able to do this without support, appropriate referral will be made to a social worker or a psychologist. Parents will be informed at each step of this process.

Children who have experienced bullying will receive support with strategies to help them deal with bullying behaviour through the use of Restorative Practices strategies. Counselling may be provided by the principal, a Social Worker or a psychologist if required.

Support will be made available to parents, and clear communication will be maintained.

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Oxley PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Every second year there will be a parent information session as well as student workshops for using modern technology.

All staff have the responsibility to ensure that:

- All forms of cyber bullying are prohibited
- Staff and students are aware of cyber bullying
- A code of conduct is in use for technology, including computers and mobile phones, whilst on the school premises. This is discussed with students and parents at the start of each year.
- All cases of cyber bullying are reported to the Principal and responded to promptly.
- There is supervision of technologies where cyber bullying may occur.
- Mobile phones, cameras or other digital devices are not used to record audio and visual material that is not an authorised part of the school curriculum.
- The privacy of students, staff and members of the school community is not compromised but staff Duty of Care will be taken into consideration where necessary.

RIGHTS AND RESPONSIBILITIES

We believe it is the **right** of every individual to feel safe in a supportive environment, to have an equal opportunity to learn and to have their individuality, ideas and property respected.

We further believe that it is the **responsibility** of every individual to care for themselves and others and to respect the rights of all.

STUDENTS

RIGHTS	RESPONSIBILITIES
To be able to learn and feel secure in a safe, supportive environment.	To act in a safe, responsible manner and to be supportive of fellow students.
To have his/her opinion and property respected.	To be considerate of others' feelings and respect their belongings. Speak respectfully to all school community members.
To have appropriate access to school facilities	To take care of and share school equipment.
To have appropriate access to the teacher.	To respect the rights of others to share the
To know what is acceptable behaviour and	

<p>the consequences of unacceptable behaviour.</p> <p>To have his/her individual learning style understood and catered for.</p>	<p>teacher's time.</p> <p>To be aware of the school rules and accept consequences when necessary.</p> <p>To attend school unless unwell.</p> <p>Attend Parent/student/teacher interviews and participate in goal setting?</p>
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STAFF

RIGHTS	RESPONSIBILITIES
To work in a pleasant, safe environment and to be treated with courtesy by all.	To act as role models and provide suitable, interesting activities while maintaining a safe environment.
To be able to implement appropriate management strategies for children who are interfering with the rights of others	To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.
To contact parents/carers when necessary and to expect their support.	To be consistent and fair in the implementation of these management techniques.
To be informed of any family situation or home problem that may affect a student's learning or behaviour.	To be approachable, to listen and be prepared to consult with parents.
To be involved in a collaborative decision - making model within the school.	To act appropriately and discreetly and make time to act on information.
To be seen as an individual able to express a point of view.	To reflect on school based issues and be prepared to consult, contribute and negotiate.
	To encourage others to think about, respect and value others' opinions.
	Encourage and celebrate consistent student attendance.

PARENTS

RIGHTS	RESPONSIBILITIES
To have information on school processes and curriculum.	To understand policies and policy changes within Department of Education and Early Childhood Development, Victoria.
To be able to participate in school decision making processes.	To notify school of student absences.
To expect consistent approaches to behaviour management by teachers throughout the school.	To make time to be involved and support their child/ren.
	To reinforce/support school practices at

To expect that there will be no form of discrimination against parents or children.

To receive and offer information regarding their child's educational progress and behaviour.

home and advise the school of any concerns.

To be aware of the adverse effect of discrimination and to model appropriate behaviours to the child at home.

To ask for assistance and/or interviews and to be aware of any home problems that may affect the child's learning.

To speak respectfully to all school community members.

SHARED EXPECTATIONS

The shared expectations of the school and community are designed to promote the following values in and out of the school:

The shared expectations of the school and community are designed to promote the following values in and out of the school:

Respect: recognising and accepting (or even better) celebrating differences in opinion ability, race and religion.

Respect:

Showing respect at Oxley Primary School is when:

- *We actively listen with our eyes and ears and follow instructions,
- *We use our manners and are fair to others,
- *We have a positive attitude and always try to do our best.

Honesty: truthfulness and open communication.

Honesty:

Honesty at Oxley Primary School is when:

- *You do something wrong, you own up to it and it makes you feel relieved,
- *You self-umpire in games,
- *You are true to yourself and don't try to be someone else.

Caring: caring for myself, others and the environment.

Care:

Caring at Oxley Primary School is when:

- *People treat you the way you would like to be treated,
- *You look after the schools and other people's property,
- *We look after the environment.

Responsibility: willingness to be accountable for personal behaviour.

Responsibility:

Being responsible at Oxley Primary School is when:

- *You complete the tasks you have been asked to do,
- *You are reliable and trustworthy to be counted on,
- *You take control of your own actions / the way you act.

Excellence: doing our best at all times.

Excellence:

Excellence at Oxley Primary School is when:

- *You put in lots of effort into everything you do,

*You keep the school clean and tidy,
Our behaviour is always of the highest standard.
We act from what we think not from our emotions.
We therefore expect everyone that enters the school to uphold these values written by the students and the teachers.

The school recognises that all children learn in different ways and at different rates. We aim to equip every student with the skills needed to ensure lifelong learning.

A cohesive and enthusiastic School Council provides strong leadership and parent participation in decision making. In addition, school based activities such as performances, sport, fundraising and special events are proving an effective means of informal communication between parents and teachers. Parents can support the school by ensuring regular attendance, modelling positive behaviours and assisting their children with their work.

SCHOOL ACTIONS and CONSEQUENCES

The school has clear approaches to assist all students to become and remain engaged in their educational journey. We recognise that young people need knowledge and a broad range of social, personal and thinking skills to be successful. They need to develop the capacity to manage themselves as individuals, and in relation to others, to understand the world in which they live, and act effectively within that world.

Oxley PS has developed a range of positive behaviour interventions:

- Acknowledging Positive play for children displaying thought for others in the playground by acknowledgement in individual classes reward systems and at whole school assemblies.
- Classroom acknowledgement for children displaying positive behaviours.
- Classroom management procedures that include positive interaction with a variety of teachers, and encourage strategies for self-discipline.
- Explicit teaching of self-discipline and appropriate behaviour via such techniques as circle time, parking lots, resilience building, K.E.A.P.S and Games Factory.

Appendix 1: SCHOOL ACTIONS AND CONSEQUENCES: A STAGED RESPONSE

The school is committed to providing a safe, secure, stimulating and positive learning environment. This policy, through the whole school prevention strategies supports the school's Strategic Plan goals and priorities in improving attendance across the school, and aiming for continued high levels of student engagement and wellbeing.

The school's student engagement policy and the whole school positive behaviours approaches support this safe, secure learning environment. The progressive consequences for students who have difficulty meeting the school community's high expectations of behaviour are part of our staged response in this area:

Consequences for unsafe play in the yard:

- Restorative conferencing between relevant parties or class circle time if the behaviour impacts on others (see questions prompting below)
- Warning from the yard duty teacher
- Walk with the teacher and tidy up around the yard as directed
- Half of lunchtime spent in supervised, inside area (parents notified of this consequence)
- For repeated breaches of our school rules or expected behaviours, parent conference. An Individual Behaviour Management Plan will be developed
- Referral to the Principal and an extended period of Time Out allocated. Student support group established, with parents, Principal and any other agencies
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff

Restorative questions:

Regarding Misbehaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Consequences for disruptive or challenging behaviour in classrooms:

- Negotiated classroom plan with children at all levels are given direct instructions to build their positive social behaviours using programs such as Bounce Back, Blue Earth and You Can Do It.
- Reflection on student's learning program, pre-referral protocols followed
- Referral to Principal and Student Support Group (SSG) established with Individual Behaviour Management Plan developed
- Suspension for severe breaches of school's Student Engagement Policy that impact on the safety and wellbeing of other students or staff

Cyber Bullying: Cyber bullying is a deceptive form of bullying. Oxley PS minimises the opportunity for it to occur by restricting student use of mobile phones and preventing access to computer social networking sites by use of effective filtering software.

Programs that are educational and developmentally appropriate are used in the school with a code of conduct being signed at the beginning of each year by the students. It is the responsibility of the school to teach students to be cyber safe and to uphold the school values while online and using social media.

Consequences for inappropriate use of technology are as follows:

- Students and parents to sign the code of conduct at the beginning of the year

- Classroom teacher and student to discuss the issue and work out a resolution using a restorative model.
- Ongoing misuse of modern technology – Parent, Teacher, Principal and Student meeting to discuss the issue. Behavioural management plan to be written up and signed by all parties.
- School suspension for severe breaches of code that impact on the safety and wellbeing of other students or staff.

NB: Immediate suspension will be implemented in extreme cases where a student behaves in a manner that puts the health, safety and wellbeing of themselves, any other student, or any staff member at significant risk. The period of suspension (up to five days) will be at the discretion of the principal.

The Principal will notify parents immediately and require the student to be collected from school.

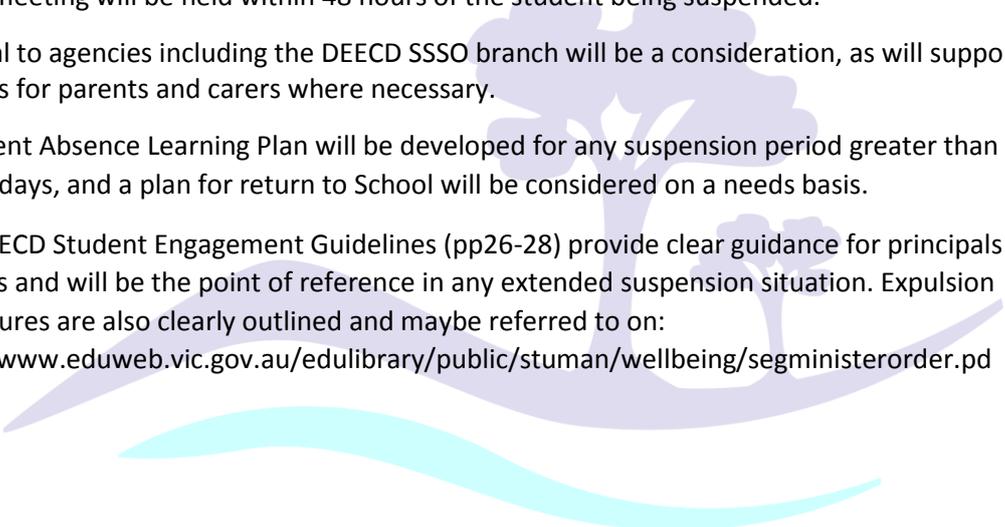
A SSG meeting will be held within 48 hours of the student being suspended.

Referral to agencies including the DEECD SSSO branch will be a consideration, as will support services for parents and carers where necessary.

A Student Absence Learning Plan will be developed for any suspension period greater than two school days, and a plan for return to School will be considered on a needs basis.

The DEECD Student Engagement Guidelines (pp26-28) provide clear guidance for principals in these matters and will be the point of reference in any extended suspension situation. Expulsion procedures are also clearly outlined and maybe referred to on:

<http://www.eduweb.vic.gov.au/edulibrary/public/stuman/wellbeing/segministerorder.pdf>



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