STUDENT ENGAGEMENT & INCLUSION POLICY

(Updated August 2016)
COMPONENT 1: SCHOOL PROFILE STATEMENT

WILMOT ROAD PRIMARY SCHOOL
4943
“HAPPINESS THROUGH ACHIEVEMENT”

Vision
To provide a learning environment where:
· Everyone is a learner and enjoys success
· Everyone thrives in a stimulating, safe and happy atmosphere
· Talents and skills are discovered, developed and innovation is embraced
· We nurture and develop flexible, positive and active citizens
· We celebrate cultural diversity
· People care for and respect each other and their environment
· Students, staff and parents work in partnership to ensure students achieve their best
· There is an embedded organisational culture of child safety and zero tolerance towards all forms of child abuse.

Mission
Students make a positive contribution to our school and wider community and experience happiness and success through academic and social achievements. It is critical for our school to have a sound Student
Engagement & Inclusion Policy that articulates our school values and practices to enhance student engagement and inclusion.

Every school is required to have a Student Engagement Policy that articulates the expectations and aspirations of the school community in relation to student engagement, including strategies to address bullying, school attendance and behaviour.

Given that students have varied needs and vulnerabilities, a high quality Student Engagement Policy & Inclusion Policy should span the range of universal (school-wide), targeted (population-specific) and individual (student-specific) strategies needed to positively engage students in learning.

A high quality policy should also be built on the knowledge that student engagement and inclusion is influenced by a wide range of factors.

While it is not necessary to replicate teaching and learning strategies within a Student Engagement & Inclusion Policy, it is good practice to highlight the role that effective individualised teaching, and learning practices play in improving engagement and inclusion.

A high quality Student Engagement & Inclusion Policy will become a pivotal reference document when discussing school-wide improvement strategies or tailoring individual student-based interventions.

WRPS has a zero tolerance of child abuse and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.

Our Core Values
Respect           Relationships      Excellence            Fairness                Honesty            Success

Physical location
Wilmot Road P.S. is situated in the south of Shepparton, located adjacent to Mc Guire Secondary College. The students at our school enjoy large and spacious play areas with an oval, playgrounds, climbing equipment, asphalted areas and landscaped passive play areas. Special facilities include a hall used for physical education and assemblies, a Food Science Garden Centre, large Library and Information Technology Communication Centre and an Art and Multi Purpose Centre.

Student demographics
Our school services a vibrant and diverse student population of 270 students. Over 70% of our students are from Non-English Speaking Backgrounds including Arabic, Afghan, Samoan, Sudanese and Turkish, while a further 9% of students are Indigenous, 21% of students are from Anglo-Australian families. We have an evenly distributed gender balance across the school and in most classes.

Staff
We have a balanced staffing profile, comprising Teachers, Education Support staff, Principal, Assistant Principal, Student Wellbeing & Community relationships Co-ordinator, Therapeutic Play Therapist, Primary Welfare Officer, with a mix of male and female representation. Amongst this total we have Administrative Personnel and First Aid Officer, I.T. Technician, Multicultural Education Aides, a Koorie Education Support Officer, Shepparton English Language Centre staff and Aides in the classrooms and playground. Interpreters enable effective communication with our many cultural groups.

Curriculum
Whilst the curriculum at Wilmot Road, is rich and broad, we prioritise Literacy and Numeracy - the foundation skills, developing independent learning dispositions and equipping students with the technological know-how
to thrive in the 21\textsuperscript{st} century. Specialist programs on offer provide the opportunity to develop confidence, leadership, social skills and citizenship and include: the Performing & Visual Arts, Physical Education, Italian Language and Computer Technology. Other special programs include Literacy and Numeracy Intervention and Acceleration programs, a Shepparton English Learning Centre and outpost for learners of English as a Second Language.

Senior grade students, 4 to 6, now participate in an expanded reporting system. This is referred to as the School Point Average (SPA) and is consistent with reporting practices in local secondary colleges. Our school is the only primary school that has replicated this reporting practise at a primary school level. This has been done to ensure our students are best positioned for transition to secondary school and parents receive more detail surrounding student attitude, effort, homework, and personal organisation. The reporting process is conducted a number of times per year and is designed so that every student, regardless of academic ability, is expected to achieve a score of 4 out of a possible 5. Again students strive for success and parents feel increasingly connected to our school. All students have individual goals and are supported to develop and work towards their individual learning goals.

**Programs**

We have established wellbeing programs based upon the principles of our Golden Rules, Restorative Practice and Peer Mediation. Our Breakfast, Pre-school to Foundation and Year 6 to Year 7 Transition and Recreational play programs also support students. An extensive incursion, excursion and camp and Integration program complements class student learning. Our home school partnerships, parent teacher interviews and home visits and adult learning opportunities create strong family school connections. Weekly newsletters and Tiq Biz telephone app inform families of activities and School Council actively leads the school.

The school has developed a student scholarship program, Talent Opportunity Potential. Currently there have been a total of 10 scholarships available to students at grade 4 to 6 level. These scholarships provide not only a significant financial contribution to student education, but also enhance and expand opportunities to create valuable relationships and experiences with their respective scholarship sponsor. This includes future work experience and mentoring. The flow on effect from this initiative is that all students strive for success.

We welcome inclusion of our Primary Welfare Officer & Student Well-being & Community Relationships Coordinator positions as they offer:

- Pastoral care support to the whole school community – students, families and staff.
- Educational and small group programs to address specific needs.
- The building of connections and partnerships with the wider community.
- Peer mediation.
- Enhanced relationships with parents and student support services- approachability for parents.
- Student engagement case management advice, intervention and support.
- Intervention and trauma support in crisis and emergencies.
- Consistent peer support and advocacy across all year levels, culture and special needs.
- Advocacy and support in student support group meetings for parents and students.
- A strong and inclusive moral compass
- Therapeutic Play

Student voice is captured through student leadership programs, student-led assemblies, student learning surveys and an active Junior School Council. As a school community, we continue to develop inclusiveness, awareness and knowledge around student motivation, classroom management and attendance and implement processes and strategies for continued improvement.

**COMPONENT 2: WHOLE SCHOOL PREVENTION STATEMENT**

_Wilmot Road school community aims to deliver a range of programs and strategies that promote our school values and ensure individual needs of all students are met in regard to happiness, safety and wellbeing._
These programs and strategies are also designed to support our students to attend school, participate in class and enjoy learning, in a safe environment.

**Wilmot Road has a moral compass that values social inclusiveness and cultural diversity.**

We are a Child Safe School with a zero tolerance approach to any form of abuse.

### VALUES

**Respect**: Treating people the way you would like to be treated and caring for our environment.

**Relationships**: Working and communicating positively with everyone and showing respect at all times.

**Excellence**: Being the best you can in all situations.

**Fairness**: Including others and sharing equipment, space and ‘teacher and group time’.

**Honesty**: Telling the truth and owning your own behaviour.

**Success**: Staying positive, never giving up and demonstrating all our values.

**Golden Rules**

All students live by our Golden Rules – at home and at school.

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**Whole School Prevention Programs to assist student’s connections and learning**

- Adherence to our WRPS school wide Golden Rules – class and recess. At home and in community.
- Peer mediation to enhance student harmony and conflict resolution.
- Junior School Council involving students from Grades 3 – 6
- Breakfast Club daily.
- School based weekend sports opportunities including soccer, netball and football
- Student Support Groups for children – ‘at risk’, and also on the Program for Students with Disabilities
- Involvement and Case Management by Dr Peter Eastaug, paediatrician for individual children ‘at risk’
- Therapeutic Play Program for identified students
- Shepparton English Learning Centre Outpost for newly arrived students with a language other than English
- Victorian Curriculum’s Capabilities Curriculum
- Transitions programs with local kindergartens – including their participation in Physical Education classes and performing artists in our school hall
- Transition programs with all secondary colleges – plus additional visits for students with individual needs or considered ‘at risk’
- School Nurse program for all Foundation students
- Active After Schools program offered Tuesday and Thursday after school
- Links with McGuire S.C. canteen to offer school lunches on Wednesday and Friday.
- Homework Programs offered through Learning Club every Tuesday and Thursday.
• Induction Program for new students
• Sporting Schools
• Sports training after school

**Strategies**

• Peer mediation is a student engagement intervention to assist in reaching happy and safe agreements with students. Less conflict more agreements.
• Restorative Practices introduced across the school
• Use of *Golden Rules* student strength cards.
• Promotion and posters of our *Golden Rules* values in all classrooms.
• School Point Average reporting system activated a number of times a year informing parents of their child’s focus and application to their schoolwork.
• Student Support Groups are an integral component of conversations with students, parents and associated support services to ensure student wellbeing needs are managed with due diligence.
• Student Enrolment pledge – promise to adhere to WRPS school values upon enrolment is activated
• Wilmot Road has a high priority for student wellbeing and employs both a Primary Welfare Officer and Student Wellbeing & Community Relationships Co-ordinator.
• Strong links with local secondary schools to ensure transition to secondary schooling is the basis for seamless and supportive progression to secondary schooling.
• Electives and structured activities available to students at recess and lunch breaks and additional yard supervision by ES and student wellbeing staff
• Links with a broad range of family support services – health, well-being, cultural, and emotional support and services.
• Annual survey of parents through the ‘Parent Opinion Survey’ and also Grade 5 and 6 students through the ‘Attitudes to School Survey’
• Bi-annual school fete as a fund raising event but also to celebrate our multi-cultural school community
• Embedded technology in all classrooms and dedicated Technology teacher.
• Netbook program for Grade 4 - 6 students and XO laptops for Junior classes.
• Therapeutic Play Therapist

**Physical Environment**

• Spacious playground and oval with attractive treed front area.
• Playground equipment installed including shade cloth structures
• Safety check of existing play equipment
• Eco-Centre, food science kitchen and vegetable garden.

**Professional Resources**

• Dr Christine Richmond – Manage Less, Teach More – focus on classroom expectations and routines
• Calmer Classrooms (DET) – to increase staff understanding of children’s experiences of trauma
• Understanding Poverty
• After school sessions to encourage best practice in regard to IWB used in schools
• Weekly department meeting format to include discussions of students, behaviour and sharing of activities
• Planning every 5 weeks with like grades to allow for team planning and sharing best practice, resources and workload
• Civil & Respectful Engagement at WRPS “The Golden Rules for Staff Professional Learning” Staff Induction and resource to assist staff and parent engagement.

**COMPONENT 3: RIGHTS AND RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Rights and Responsibilities</th>
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<tbody>
<tr>
<td>Parent Rights</td>
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<tr>
<td>• All members of the school community have a right to be valued and treated with respect (without distinction of any kind, such as race, colour, gender, language, religion, political or other opinion).</td>
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</tbody>
</table>
• Parents have a right to be treated as the major influence in a child’s development and to be kept informed about their child’s academic and social development.
• To be respected in course of student centred teaching and learning conversations with staff.
• Parents have the right to meet with staff at conveniently / mutually arranged times.

**Parent Responsibilities**

- To conduct themselves in a manner consistent with DET Dignity & Respect Statement.
- To meet their civility and respect commitment in conduct and conversations at WRPS
- To treat all members of the school community with kindness, fairness, dignity and respect.
- To not denigrate and speak poorly of staff or the school.
- To share responsibility of student learning and behaviour and encourage regular attendance.
- To ensure your child is not at school before or after supervised times.
- To have children ready to learn – food, uniform, clean & healthy.
- To meet with staff at conveniently / mutually arranged times.
- To contact the front office when you have a concern or query or to sign out children early.
- To support our school student engagement policy and encourage children to make positive behaviour choices.
- To communicate all matters that may affect your child’s learning in a polite, non abusive or threatening manner.
- To not approach another student and discuss matters of concern with another parent(s) child.
- To raise matters of concern with the Principal.
- To resolve all concerns within the school with the school Principal.
- To speak highly of the school and staff in the wider community.

**Staff Rights**

- All members of the school community have a right to be valued and treated with respect (without distinction of any kind, such as race, colour, gender, language, religion, political or other opinion).
- Staff has the right to work and teach in an atmosphere of safety, dignity, order and cooperation.
- To be spoken to in a non threatening or abusive manner.
- Principal and Staff have an obligation to implement the Code of Conduct fairly, reasonably and consistently.

**Staff Responsibilities**

- To treat all members of the school community with kindness, fairness and respect.
• To present as a positive role model to students and to dress and behave in an appropriate professional manner.
• To be committed to the educational and social values outlined in the School Strategic Plan and Annual Implementation Plan.
• To ensure that the learning environment is safe, happy, caring and purposeful.
• To create engaging programs that recognise and cater for individual differences, abilities and learning styles, maximising effective teaching and learning.
• To promote high and achievable expectations through structured class programs and clear routines.
• To encourage regular attendance of students and create positive connections with families.
• To ensure that cyber bullying and bullying are not tolerated.
• To monitor and assess students continuously using a variety of techniques within the school’s assessment policy.
• To report to students and parents in a meaningful, clear and accurate manner in accordance with School Council policy and practice.
• To contribute to whole school activities and take an active role in the school community.
• To act according to the responsibilities of both *Victoria as a Learning Community policy and The Compact: Roles and responsibilities in Victorian government school education*.
• To adhere to our Victorian Teacher Profession Code of Conduct through the V.I.T, the AITSL Teacher Professional Standards and the ES Performance Standards.
• To follow the WRPS Code of Conduct pertaining to Victorian Child Safe Standards for staff, school council and volunteers.
• To reflect professional conduct standards consistent with WRPS student and family inclusiveness standards.

**School Council/Volunteers**

• To follow the WRPS Code of Conduct pertaining to Victorian Child Safe Standards for staff, school council and volunteers.

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**COMPONENT 4: SHARED EXPECTATIONS**

**Shared Expectation:**
Staff, students and parents/carers at Wilmot Road Primary School have the responsibility to act in a way that builds respectful relationships.

**BUILDING RESPECTFUL RELATIONSHIPS**

<table>
<thead>
<tr>
<th>RESPECT</th>
<th>Students</th>
<th>Teachers</th>
<th>Parents/Carers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>Arrive at class on time,</td>
<td>Arrive at class &amp; meetings on</td>
<td>Support their child to be on</td>
</tr>
</tbody>
</table>
organised ready to read at 8.45am bell. Complete work on time.  

time and return marking promptly.  

time to school each day. Arrive at school events and meetings on time  

| Attendance | Attend school every day. Note from parents if not able to attend.  
Make positive connections with students and track attendance. Celebrate regular attendance. Contact with parents – phone calls or meetings for ‘at risk’ students.  
Encourage regular attendance. Let the school know when their child is unable to attend. Make appointments for after school. Advance notice if travelling overseas and for extended holidays.  

| Positive attitude | Strive for personal best in all situations in the classroom and the yard. Speak to their parents in a respectful manner  
Believe all children can achieve success. Have high expectations. Model a positive attitude with parents and students consistent with teacher professional standards.  
Support both child and teacher so their children can be successful. Encourage appropriate bedtimes. Speak to staff in a respectful and non-threatening manner  

| Use good manners | Learn & practise using appropriate manners. Use good manners.  
Explicitly teach & model clear speech and ‘good manners’ appropriate to our society.  
Reinforce and model good manners and polite ways of speaking. Demonstrate high professional standards of conduct.  

| Learning | Take responsibility for own learning and see themselves as learners. Ask for help when needed. Actively participate in all activities.  
Identify where each learner is and build on this by differentiating tasks. Make learning interesting.  
Support their child in their learning. Encourage a positive attitude to learning. Read at home every day. Share family experiences.  

Be consistent & fair towards all students. Reinforce values & model positive behaviour. Explicitly teach routines & expectations. Provide opportunities for success.  
Accept school policy by encouraging children to take responsibility for their behaviour & accepting consequences given. Support school decisions after been given chance for input and negotiation.  

| Communication | Listen to and value other opinions. Learn and use appropriate forms of communication. Learn self-control and speak assertively in conflict situations. Awareness of both verbal & non-verbal communication. Avoid excluding others by using a language all listeners can understand.  
Listen to and value other opinions. Explicitly teach social skills and model positive communication. Encourage open communication. Use self-control and speak assertively in conflict situations. Make provision for interpreters and translators. Demonstrate civility and respect to school community members.  
Listen to and value other opinions. Use self-control. Be polite in all communication with staff at WRPS. Read newsletters and return notes. Make appointments via office to communicate and allow for interpreters.  

| COMPONENT 5: SCHOOL ACTIONS AND CONSEQUENCES |  

| Values | Rules in the classroom and playground  

Respectful Relationships  
• We talk to others in a respectful way.  
• We listen to others and value their opinions.  
• We solve problems with others in a sensible and reasonable manner.  
• We seek teachers’ help if unable to solve problems fairly.  
• We respect and care for the property of others and our environment.  
• We abide by the WRPS Golden rules  

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### Excellence
- We participate in classroom activities in a positive way.
- We take turns and share space, equipment and the teacher’s time.
- We follow instructions.
- We cooperate with others.
- We always try to do our best work and ask for help if we are having trouble.

### Honesty

### Success

### Fairness
- We treat others as we would wish to be treated and respect other cultures.
- We move in a manner that does not disturb others.
- We include each other in our friendships
- We include each other in our conversations.
- We do not speak ill or poorly of each other.
- We do not spread rumours or gossip

### Safety
- We walk safely in and around the school buildings.
- We protect ourselves and others from harm.
- We follow school protocols when using all forms of technology – mobile phones, computers and cameras.
- We use equipment in a safe way.
- We behave appropriately and safely at the bus stop and when travelling by bus.
- We must wear helmets when riding bikes or scooters to and from school.
- We will walk our bikes or scooters in the school grounds.
- We use the school crossing and follow instructions of the supervisor.
- We adhere to the school uniform policy

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### Levels of Student Behaviour

<table>
<thead>
<tr>
<th>Levels of student behaviour</th>
<th>Behaviours exhibited at each level</th>
<th>Consequences of behaviour</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
<td><strong>Level 1</strong></td>
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<tr>
<td>- The student is cooperative and self controlled</td>
<td>- Respectful of others</td>
<td>- Awards and achievement certificates</td>
</tr>
<tr>
<td>- The student respects the rights of self and others</td>
<td>- Leadership</td>
<td>- Participation in all school activities (including camps and excursions)</td>
</tr>
<tr>
<td>- The student works to the best of their ability</td>
<td>- Initiative</td>
<td>- Represents school within the community</td>
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<tr>
<td>- The student follows and respects the school’s Code of Conduct</td>
<td>- Sportsmanship</td>
<td>- Student management tracker entry</td>
</tr>
<tr>
<td></td>
<td>- Excellent attendance</td>
<td></td>
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<tr>
<td></td>
<td>- Consistent effort</td>
<td></td>
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<tr>
<td></td>
<td>- Cooperative behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Wears school uniform with pride</td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
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</tbody>
</table>
| - The student has shown minor disruptive behaviours in the classroom or yard  
- The student is uncooperative  
- The student is disrespectful  
- The student has been involved in unintentional harm to others | - Making unacceptable noise in the classroom  
- Disrupting the learning / playground activities of others  
- Uncooperative behaviour  
- Unsafe play  
- Unintentional hurting due to careless behaviour  
- Teasing | - Reminding the student of the golden rules and making positive choices  
- Redirection to task / game  
- Time out within classroom / yard  
- Time out in the buddy classroom / yard duty teacher  
- Record behaviour  
- Parents contacted and also informed of possible loss of privilege to attend camp or excursion  
- Student management tracker entry |
| Level 3 | Level 3 | Level 3 |
| - The student continues to breach Level 2 behaviour patterns  
- The student is regularly disrupting / harming other students  
- The student has continued to disrupt the rights of others | - Continues Level 2 behaviour  
- Disruptive, rude, insolent  
- Poor attitude  
- Refusal to follow instructions  
- Behaviour continues to infringe upon the rights of others  
- Leaving the classroom without permission  
- Swearing or fighting  
- Bullying – including cyber bullying  
- Hurting children and damaging school property | - Detention at lunchtime / after school  
- Possible removal of the privilege and/or readjust to participate in extra curricula activities (eg camps and excursions) and represent the school in a public forum  
- Establishment Student Support Group and develop Golden Rules Behaviour Management Plan  
- Primary Welfare Officer / counselling / SSSO and other outside agencies  
- Student Management Tracker entry |
| Level 4 | Level 4 | Level 4 |
| - The student continues to breach Level 3 behaviour patterns  
- The student’s behaviour may endanger the health of staff or other students | - Consistent failure to improve behaviour at Level 3  
- Continuing to ignore the rights of others  
- Continuing to ignore student responsibilities  
- Serious / dangerous violation of the school rules | - Possible removal of the privilege and/or readjust to participate in extra curricula activities (eg camps and excursions) and represent the school in a public forum  
- Suspension of student from school as per DET (period of suspension decided by Assistant Principal / Principal)  
- Student Support Group and return to school plan facilitated  
- Parent meeting / discussion regarding school expectations engaged/addressed in student support group  
- Primary Welfare Officer / counselling / SSSO and other outside agencies  
- Student management tracker entry |
| Level 5 | Level 5 | Level 5 |
| - The student’s behaviour is totally unacceptable and the student has made no effort to improve | - Failure to adjust behaviour patterns displayed at Level 4  
- The student’s presence at the school is detrimental to the education and wellbeing of others | - Possible removal of the privilege and/or readjust to participate in extra curricula activities (eg camps and excursions)  
- Consultation with DET through the Wellbeing Coordinator  
- Parent meeting via Behaviour Support Conference with Network Nominee and stakeholders if considering expulsion.  
- Expulsion from Wilmot Road Primary School. This would only be considered where other measures are implemented and in consultation with DET policy |

### A STAGED RESPONSE TO SUPPORT STUDENTS

Where a student is experiencing difficulty or is ‘at risk’ in the areas of engaging in learning and/or the demonstration of challenging behaviour, irregular attendance or other inappropriate behaviours is of concern, an Individual Learning Plan or an Individual Behaviour Management Plan may be developed.

The establishment of a Student Support Group may also be necessary as a school reference point to facilitate staged responses. The makeup of this group would include the student, staff, parents and possibly counsellors or agencies external to the school.

The student support group is an approach which can be the centrepiece for involving other services to support the student, parent and family. Issues are identified and the response to those needs is what is termed a staged response. Planning, engagement and review ensures all stakeholders are aligned with each other and outcomes are achieved in an efficient and accountable manner.
INDIVIDUAL BEHAVIOUR MANAGEMENT PLANS

If a student’s behaviour is continually intruding upon teaching and learning time, an Individual Behaviour Management Plan may be developed as part of the teacher and student action plan to improve behaviour. A Behaviour Management Plan is an agreement between student, parent and teacher.

An Individual Behaviour Management Plan should:

- Target one or two behaviours that interfere with learning.
- Ensure the Golden Rules class card is utilized to reinforce those values.
- Include goal behaviours to replace inappropriate behaviours.
- Set out student, parent and teacher expectations.
- Acknowledge or reward each step taken towards improved behaviour.
- Detention can be applied in a variety of ways to ensure the student is provided time to reflect in a suitable atmosphere or activity in which he or she can think of more acceptable ways of behaving in the future.
- During the first half of lunchtime the students can reflect on their behaviour, write the Golden Rule(s) they have broken, the choice they will make next time, and how they could repair the situation.
- Counselling sessions may also be conducted.
- Staff intervene to provide guidance and deliver peer support.
- The detention form will be posted home to parents.
- Students in out of home care are supported by well-being staff consistent with partnering agreement with DHHS to ensure their educational and out of school needs are prioritised.

A principal may suspend a student if, while attending school or travelling to or from school or engaged in any school activity away from the school (including travel to or from that activity), the student as per Ministerial Order 625.

Wilmot Road Primary School suspension and expulsion procedures are applied consistent with the instructions of Ministerial order 625 and as required by the Department of Early education & Childhood Development Wilmot Road Primary School does not exercise or apply corporal punishment to students.

The Order is a reference point to this document in terms of suspension and expulsion procedures.

RESOURCES & REFERENCES

4. The new Ministerial Order 625 sets out grounds and procedures for suspensions and expulsions. The Ministerial Order was developed to meet the requirements of the Education and Training Reform Act 2006 (Vic), that a principal of a government school can only suspend or expel a student in accordance with a Ministerial Order.

Further References:

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<th>Resource</th>
<th>URL</th>
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**Evaluation:** This policy will be reviewed as part of the school’s four-year review cycle or as required by DET updates.

This Policy was ratified by School Council in… AUGUST 2016