We value respect, responsibility, safety and learning.

Student Welfare
&
Fair Discipline
We value respect, responsibility, safety and learning.
This handbook contains information on:

- Goals of the school
- Students Rights and Responsibilities
- Time Out and Detention Systems applied at Yass High School
- School Rules and information regarding suspension
- Support Systems
- The Support Unit
- The SRC and election of School Captains

For parents/carers, this handbook should provide information that will assist them to discuss behaviour problems with their sons and daughters and to provide necessary guidance and support.

For the students, the school expects that they make decisions about their behaviour. The misbehaving student can decide to make some positive change or to accept the consequences described in this handbook.
Statement of Purpose

The purpose of Yass High School is to provide quality education catering for individual needs in a safe and happy environment. We aim to develop self-esteem, self-discipline, concern for others and to reinforce the positive values of the school and the community.

School Goals

Goal 1: To provide a positive learning environment which will allow all students the opportunity to become self-learners and achieve the highest possible standards.

Goal 2: To help students achieve the positive values of the community and school to enhance their own personal development.

Goal 3: To provide a safe and happy environment where both students and staff are able to relate together in a positive way to achieve common goals.

Goal 4: To provide opportunities for students to develop skills in leadership in both theory and practice.

Goal 5: To enhance school morale through the development of staff welfare.

Goal 6: To continue the development of an active community involvement in the school.

Goal 7: To provide effective administration and communication in the school to ensure that the school's goals are achieved.
YASS HIGH SCHOOL RIGHTS AND RESPONSIBILITIES

All members of the school community have rights that everyone must respect. Each leads to certain responsibilities and when our rights are respected and carried out, our school should run smoothly.

<table>
<thead>
<tr>
<th>Right</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have the right to be happy and to be treated with respect and politeness.</td>
<td>I have the responsibility to treat others politely and with respect- not to laugh at others, tease others, or try to hurt their feelings. I have the responsibility to respect the authority of teachers and accept responsibility for my own actions. If necessary, I should be able to put my point of view politely.</td>
</tr>
<tr>
<td>I have the right to expect my property and myself to be safe.</td>
<td>I have the responsibility not to remove, steal or damage anything that isn't my own. I have the responsibility not to threaten, hit or hurt anyone. I have the responsibility to report any dangerous or damaged equipment and buildings.</td>
</tr>
<tr>
<td>I have the right to get the most I can from all my classes.</td>
<td>I have the responsibility to co-operate with teachers and other students; to do my work, to attend classes, to be on time and not to stop others from learning.</td>
</tr>
<tr>
<td>I have the right to a pleasant, clean and healthy environment.</td>
<td>I have the responsibility to keep my school environment clean and to be prepared to put rubbish in the bin.</td>
</tr>
<tr>
<td>I have the right for the local community to respect and have pride in my school.</td>
<td>I have the responsibility to behave so that the community will respect the school.</td>
</tr>
</tbody>
</table>

In exercising rights, I will not deny the rights of others and I expect to be corrected if I do. If I have a problem at home or at school, I should speak to someone, e.g. Year Advisor, Supervisor of Girls, Counsellor, staff member or another student.

We value respect, responsibility, safety and learning.
<table>
<thead>
<tr>
<th>If I:</th>
<th>The consequences will be:</th>
</tr>
</thead>
</table>
| Interfere with students receiving a quality education and experiencing success in learning. | - My parents may be contacted.  
- I may be placed on the Time Out desk.  
- If I continue to disrupt learning, I may be placed in the Time Out room (TOR).  
- If my behaviour is unsatisfactory in the TOR my time may start again, or I may be suspended from school (See rules relating to TOR). |
| Harm the school environment.  
Engage in violent or dangerous behaviour.  
Bring illegal substances to school. | - My parents may be contacted.  
- I may be required to pay, or repair any damage.  
- I may be suspended immediately and the Police may be called.  
- I shall be suspended immediately if I have illegal substances in my possession and the police will be contacted. |
| Harass or bully others. | - I may be told that what I am saying/doing is unacceptable.  
- If I continue I will receive written notification of the harassment and my parents will be contacted.  
- The Principal may impose punishment. |
| Take things which do not belong to me. | - My parents may be contacted  
- I may be required to return or replace the goods.  
- I may have further consequences applied to me and the police may be contacted. |
| Act in an abusive manner. | - My parents may be contacted.  
- I may be suspended.  
- I may receive a within School Community service. |
<table>
<thead>
<tr>
<th>If I:</th>
<th>The consequences will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not follow the directions of teachers in a polite and courteous</td>
<td>▪ My parents may be contacted.</td>
</tr>
<tr>
<td>manner.</td>
<td>▪ I may be given a within School Community Service.</td>
</tr>
<tr>
<td></td>
<td>▪ I may be suspended</td>
</tr>
<tr>
<td>Put graffiti on school property or damage school property.</td>
<td>▪ My parents may be contacted.</td>
</tr>
<tr>
<td></td>
<td>▪ I may be required to remove the graffiti.</td>
</tr>
<tr>
<td></td>
<td>▪ I may be required to make restitution.</td>
</tr>
<tr>
<td></td>
<td>▪ I may have further consequences applied.</td>
</tr>
<tr>
<td>Refuse to follow the school uniform policy.</td>
<td>▪ My parents may be contacted.</td>
</tr>
<tr>
<td></td>
<td>▪ I may receive a non-uniform letter.</td>
</tr>
<tr>
<td></td>
<td>▪ If the letter/slip is not returned, I may receive further consequences.</td>
</tr>
<tr>
<td></td>
<td>▪ I may not be allowed to represent the school</td>
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<tr>
<td></td>
<td>▪ I may be given a within School Community Service.</td>
</tr>
<tr>
<td></td>
<td>▪ I may be given uniform items to wear</td>
</tr>
<tr>
<td>Truant from class.</td>
<td>▪ My parents may be contacted.</td>
</tr>
<tr>
<td></td>
<td>▪ I may be placed on an Attendance Card.</td>
</tr>
<tr>
<td></td>
<td>▪ I may receive a within School Community Service.</td>
</tr>
<tr>
<td></td>
<td>▪ Excessive truancy/absences may see the Home School Liaison Officer being involved.</td>
</tr>
<tr>
<td>Use a mobile phone, MP3 player or IPod at school.</td>
<td>▪ I may be asked to have the device ‘Off and Away’.</td>
</tr>
<tr>
<td></td>
<td>▪ The device may be confiscated.</td>
</tr>
<tr>
<td></td>
<td>▪ The device may be kept until my parents and I can attend an interview.</td>
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</tbody>
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ACADEMIC AWARDS

Faculty Awards of Achievement

These awards are nominated by classroom teachers in recognition of an individual student’s achievement. These will be distributed with reports at an end of semester assembly and yearly assembly.

School Award of Achievement

These awards may be awarded to students who receive a significant number of Faculty Awards of Achievement. These will be presented at a Special Assembly (end of Semester I) and the Year 10 Final Assembly.

Principal’s Encouragement Award

These will be presented at the Presentation Evening. The Principal will select at least one student from each year in recognition of their academic effort.

Principal’s Award for Excellence

The Principal will select a number of students from each Year to receive the Principal’s Award for Excellence at our Presentation Evening.

STUDENT LEADERSHIP

Students at Yass High are given many opportunities to develop their leadership skills. The SRC (Student Representative Council) is the principal leadership body for students.

The role of the SRC involves representing students on various committees, running assemblies, organizing school socials, fund raising for selected charities and generally helping to achieve the schools goals. The school Captains and Vice Captains are active members of the SRC.
CRITERIA FOR SCHOOL CAPTAIN

- Has demonstrated commitment to the school Statement of Purpose.
- Has demonstrated active leadership in the school through SRC membership in the senior school and/or other activities, such as House Captain; active participation in community clubs/organisations, E Team, Young Achievers Program, Leadership camps and other cultural/sporting activities at a regional level.
- Has shown active commitment to the learning process.
- Has adhered to school rules.
- Has done his/her best to follow the school dress code.
- Has represented the school and community in a responsible manner over an extended period of time.
- Has shown the ability to influence their peers in a positive way for the good of the school.
- Has not received any suspensions in the senior school (long suspensions in the junior school or Warning Letters in the senior school may lead to a nomination not being accepted).
- Has demonstrated excellent behaviour in the senior school. Is prepared to be an active member of the SRC. School Captains are part of the SRC Executive.
- Has received approval for the nomination from the Principal, after consultation with staff and discussion by a panel comprising of the Year Advisor, the SRC Co-ordinator and the Principal or Principal's nominee.
SUPPORT SYSTEMS

Early Warning System

The school believes in open communication and letting parents know as early as possible if there appears to be a problem. Letters of Concern will be sent home to Parents/Carers as soon as a problem is detected. These letters are a serious effort to improve student performance and should be acknowledged by post/phone. Monitoring of these pupils can be arranged through the School Year Advisors or Deputy Principal.

Monitoring Procedures

Students perceived as being at risk will be discussed by staff, Year Advisors, School Counsellor and Executive through the various committee and communication systems in place within the school. Once identified, these students will be professionally counselled and referred to special programs which are in place to assist them. Students will be given every opportunity to develop to their full potential. This may involve the intervention of the following support groups and individuals:

- Learning Support team
- Student Integration Programs
- School Counsellor
- Remediation Programs
- Special In-School Programs
- Outside Agencies

Returning From Suspensions

As part of their return from suspension, students may be banned from excursions, socials etc as follows:

- First suspension - 5 week ban
- Second and subsequent suspension – a longer ban may be imposed.
- Bans may be lifted, but only after the Principal has been approached to do so. Applicants need to ensure that they have shown a marked improvement in their behaviour.
Learning Support Team / Student Welfare Team

The Learning Support and Student Welfare teams will take an active role in:

- Integration programs
- Class placement
- Classroom teaching strategies
- Monitoring student progress
- Transition programs
- Suspension - where their involvement would be beneficial
- Absenteeism - where it is directly related to learning disabilities
- Whole school welfare programs

SUPPORT PERSONNEL

The following people are available to support students:

- Deputy Principal - Co-ordinator of Welfare and Discipline and Integration
- School Counsellor - Counselling; Special Education and support services, Psychometric and Academic Assessment; Reporting, Mediation, Liaison between Student/Parent and School
- Year Advisor - Pastoral care of students
- Home School Liaison Officer - Ongoing unexplained absences
- Discrimination Officer - handles complaints of discrimination and racial and homophobic vilification
- Girls’ Advisor – handles problems relating to girls
- Integration Officer – handles the support needed for students moving into mainstream teaching/learning
- STLA Support Teacher Learning Assistance

Student may discuss concerns with any staff member

The names and location of these people can be found in the Yass High School Information Booklet.
GOOD DISCIPLINE POLICY

The Yass High School Good Discipline Policy focuses on the safety of all students through the development of a policy promoting a Safe and Happy School. Such a policy identifies the following:

- In promoting effective learning in the classroom, all students need to respect the rights of others to learn without interruption. A program of reflective discipline, through the Time-Out System, allows this to occur. (See information on the Time-Out System)

- Students need to respect the rights of others in the playground by treating them in a positive way and by acknowledging the fact that we are all different but have something positive to contribute to the whole school community.

- Students, on sport activities or excursions, have a responsibility to follow teacher's instructions without argument so that duty-of-care is not jeopardised. Teachers organising incursions or excursions, who are solely responsible for the safety of students under their care, have the right to exclude students whom they consider might impose a safety risk to either themselves or to others.

- Homework is perceived as a means to promoting effective learning and self-discipline. Students are expected to follow the homework policy of each faculty and to develop the skills necessary to become self-learners in tune with the school goals.

- As part of the good discipline policy, students are expected to adhere to the Uniform Code designed by the School Community to better promote the school and further enhance its good name. This is applicable to the school uniform and the school sport uniform.

- It is expected that all students will attend timetabled lessons and be punctual to classes. Students late to class may be required to make up lost time at the teacher's convenience. Students who are persistently late will be referred to the Deputy Principal.
Good Discipline Policy (continued)

- Students enrolled in the Support Class are expected to follow the school’s Student Welfare and Discipline policy as closely as is practicable. This policy is flexible to meet the individual needs of the students so long as the welfare and safety of other students and staff is maintained.

EXCURSIONS

- Attendance at an excursion is a privilege, not a right. Teachers have the right to refuse to allow students to participate in an excursion if student behaviour is not sufficiently reliable to ensure their own safety or the safety of others. Students who refuse to wear school uniform may be excluded from excursions.

Student Guidelines for excursions include:-

- Good work record e.g. no outstanding assessment tasks.
- Positive behaviour at school and on previous school excursions.
- Show school pride by wearing school uniform at school and on extra-curricular activities. No recent letters home. Improved or good record of actual uniform wearing (not letters of excuse).
- Excursion fees to be paid at least one week in advance for known dates and three days before with state knockout competitions. If there is financial difficulty, students can speak to the supervising teacher and make alternative arrangements.
- Students on banned lists are excluded, this includes students who have not completed after school detentions.
- Acceptable attendance. No recent letters home about absences or persistent lateness.
SCHOOL RULES

At Yass High School, we value respect, responsibility, safety and learning and positive behaviour expectations based on these values are taught to students.

Some of these expectations are:

RESPECT
- wear school uniform and appropriate clothing at all school functions
- speak politely to staff, students and visitors
- be tolerant of all
- follow teachers’ directions

RESPONSIBILITY
- move quickly and quietly between classes
- keep the school clean
- look after your own property
- use correct sign out procedures
- treat animals with care at school and on excursions

SAFETY
- hands off others and their property
- leave dangerous items at home
- we are a Drug Free Zone
- stay in bounds
- walk in the quad and corridors

LEARNING
- attend all classes
- arrive on time to class
- complete set work in class and at home
- phones, MP3 players and I Pods are ‘Off and Away’ at school
TIME OUT SYSTEM

Yass High School uses a system in the junior school, and a modified system in years 11 and 12, known as "Time Out". This concept is not one of punishment but one of developing self-discipline, self-control & respect for others. There are three basic elements to this system:

- A teacher must be able to teach at all times.
- No student has the right to stop others from learning.
- Students are responsible for their own actions and must accept the consequences that follow from these actions. The "Time Out" concept clearly states these consequences.

If students break class rules by disrupting the class, they are usually moved to a Time Out Desk in the classroom. This is a clear warning about the unacceptability of the behaviour.

A student at the Time Out Desk cannot speak or take an active part in the lesson, but will continue working, and receive printed handouts, etc.

To return to the regular part of the classroom, students must make an appointment with the teacher outside of class time and work out a plan to change behaviour.

If a student breaks the Time Out Desk rules or misbehaves seriously he/she is referred to the subject Head Teacher who will decide whether the student is placed in the Time Out Room. Teachers supervise the TOR. Recess and Lunch are taken at different times from the rest of the school. At this point parents are informed.

In the Time Out Room there will be a minimum of 7 periods of good behaviour (10 periods for subsequent visits) before a student can request an interview. Poor behaviour means a student stays longer or, if really serious, is suspended.
Time Out System (continued)

A student in the Time Out Room can work on any school work: assignments, homework, catching up. It is his/her responsibility to come to the Time Out Room prepared to work. There is no compulsion to work and there is no special work set.

To return to class the following must occur:

- student returns the slip signed by parent
- student fills out a plan to modify behaviour
- student requests an interview with the Head Teacher and the classroom teacher
- an interview will take place at the first available opportunity
- at the interview, the plan will be discussed and an agreement made to catch up on missed work
- return to class is conditional on the outcome of the interview and the student having the necessary equipment to return to class

The School Counsellor, parents and teachers can assist a student with making a plan but it is the student who must carry it out and undertake to change to acceptable behaviour.

While in the Time Out Room a student may not be allowed to represent the school or perform in school activities.

Remember that each student is responsible for his/her own actions. He/she must accept the consequences for any unacceptable behaviour. It is the behaviour which causes the student to be placed at the Time Out Desk or in the Time Out Room. It is the student who needs to work out a solution. Both teachers and parents can assist but it is the student who must carry through the changes in the classroom.
DETENTIONS

Lunch Time Detention

In class

These are imposed by, and supervised by, the classroom teacher. They may occur because a student has failed to complete classwork, homework or failed to hand in an assignment. They may also be held for repeated misdemeanors.

They will be generally held in Lunch 2 and will never exceed 23 minutes.

Clean-up

These may be imposed and/or supervised by individual teachers or executive members for playground offences or littering in the classroom.

Plastic bags and disposable gloves should be collected from the Front Office.
PARENTAL SUGGESTIONS AND COMPLAINTS

Parental suggestions and complaints are treated very seriously by the staff at Yass High School.

The Department of Education and Training sets out the framework for a professional response, which promotes fairness and leads to improvements within the school.

The procedures emphasise the need to deal with complaints in terms of the potential seriousness of the complaint rather than on the basis of the person making the complaint. This means that staff, students and community members will be treated on equal terms.

The steps that will normally be followed are as set out below:

1) The person expressing a concern must attempt to resolve the problem with the person(s) involved. Serious matters are an exception and would be dealt with at step 2.

2) If a resolution is not achieved, a suggestion, complaint or allegation can be made orally or in writing to a member of the school executive (Principal, Deputy Principal or Head Teacher), who will then decide on the next course of action.

3) If the complaint is about a school procedure, rule etc rather than about a person, then a remedy or improvement for the future must be found, providing the complaint is upheld. This should take 25 working days at the most.

If the complaint is about a person, action will depend on the seriousness of the complaint.

Non-serious breaches require negotiation between the parties concerned, the school executive member will co-ordinate this. This should take 30 working days at the most.

Serious breaches require an investigation. This is carried out by an investigator from the Department of Education and Training. This may take up to six months to complete.
CHILD PROTECTION

Child protection and safety is an integral part of the effective learning process. Where staff suspect or have been informed of possible child abuse, whether it be physical, verbal, sexual or emotional, they have a mandatory responsibility under law, and/or Departmental guidelines, to inform the Principal. Where a staff member suspects that a child is the victim of physical, verbal, sexual or emotional abuse, it is mandatory to inform the Principal or the Department of Community Services.

The Principal, where he/she has been informed of possible child abuse by a staff member, must, under law, contact the Department of Community Services and relate the details to them. The Principal must then inform the staff member that the notification has been officially made.

All staff members undergo professional development in the area of child abuse and their mandatory responsibilities to notify.

All students, as part of their personal development, are made aware of what constitutes child abuse and what they can do, within the law, to alleviate it.

SKIN CANCER PROTECTION

Yass High School encourages students to wear hats while outside at all times. Block-out is available to all students, at all times, at the Front Office. Staff are requested to lead by example.
ATTENDANCE

The school has a responsibility to enforce its School Attendance Policy in line with both Board of Studies and Departmental requirements. This may include the following:-

- absences being recorded each morning by the roll call teacher
- staff monitoring of in-class absenteeism (truanting) during the day
- staff monitoring of various rolls whilst students are on excursions or on sporting activities

Outcomes

- There is an expectation that parents or carers will inform the school, as soon as possible after the absence, as to why the student was away. Parents/carers must give a specific reason for the absence, including dates.

- Where there is an unexplained absence, the school will inform parents/carers of this promptly on a Departmental proforma.

- The Deputy may contact parents to discuss prolonged absences; truanting problems; or unexplained absences. This may be by letter or by telephone (or both).

While the school has a responsibility under Duty-of-Care to maintain the safety of all students, parents have a responsibility, under law, to ensure that all students under 17 attend school on a regular basis.

HOME SCHOOL LIAISON OFFICER

Where there are ongoing or prolonged unexplained absences and the student is under 17 years of age, the school will refer the student to the Student Welfare Co-ordinator at Queanbeyan Office. The student may then be referred to the Home School Liaison Officer who will then contact the parents/carers. A return to school program may then be implemented in unison with the school.
SERIOUS OFFENCES AND SANCTIONS

Short Suspension:

May be enforced for the following offences, usually after a warning has been issued in writing to parents and usually after all other options, including counselling, have been applied.

- Extreme insolence
- Persistent disobedience
- Persistent disruptive behaviour
- Continual harassment of staff/student
- Serious vandalism
- Minor theft
- Racially and/or homophobic vilification of others
- Intimidation
- Dangerous behaviour

Features:

- Parents will be informed in writing of reasons for the suspension
- Principal may impose a suspension up to a maximum of 4 school days
- Normally 2 short suspensions may be imposed in any twelve month period.
- A student will not be sent out of the school before the end of the school day without notification being made to the parent or caregiver – where a parent cannot be contacted, or cannot pick their child up from school, the student will remain in the TOR for the rest of the day. TOR rules will apply
• Suspensions will be listed on Departmental Returns and in the School's Suspension Register.
• Positive behaviour is encouraged through student reflection.
• Resolution includes a parental interview and may involve counselling of the student.
• Students will be responsible for completing missed work.
• Failure to resolve the suspension may result in a long suspension or in an alternative educational program being imposed.
• Relevant sections from the Department of Education and Training's Policy on Suspension will be included within the school's correspondence with parent/carer.

Rules of procedural fairness will apply:

• Parents/student will have the right of appeal as dictated in the Appeal's Section, Department of Education and Training guidelines (pp16-17).
• Depending upon favourable outcomes, a suspension may be revoked, or the length may be reduced.
• Students who are placed on suspension at Yass High School may receive a 5 week ban from school-based activities on the first instance. The ban may be lengthened after subsequent suspensions.

Long Suspension

May be enforced for the following offences usually after a warning has been issued, in writing, to parents and appropriate counselling has been introduced:

• Failure to modify behaviour patterns after short suspensions have been imposed
• Engages in criminal behaviour related to the school
• Engages in dangerous behaviour – outside agencies may be involved
• Causes extreme intimidation
• Commits bullying of an extreme nature
Features

- Principal may impose a long suspension of up to and including 20 school days.
- The District Superintendent must be advised of the suspension, including its probable duration.
- A formal disciplinary interview should be held with the student prior to making the decision to suspend.
- Students may have an appropriate observer of their choosing present at the interview.
- A report from the school counsellor must be sought; if not already available.
- A suspension resolution meeting must be convened by the Principal at the earliest opportunity.
- The suspension will be recorded in the School's Suspension Register and included in Departmental Returns.
- The Principal may not impose more than two long suspensions in any twelve month period, without the approval of the School Education Director.
- If after two long suspensions the matter is not resolved, other strategies must be included, such as:-
  - alternate educational placements
  - recommendations for expulsion from the school.
- Parents may have a support person at the suspension resolution meeting as long as such a person is acceptable to the Principal.
- A student will not be sent out of the school before the end of the school day without notification being made to the parent or the caregiver.
- Relevant sections from the Department of Education and Training will be included within the school's correspondence with parents.

**Rules of procedural fairness will apply:**

- Parents/student will have the right of appeal as dictated in the Appeal's Section, Department of Education and Training guidelines (pp 16-17)

- Depending upon favourable outcomes, a suspension may be revoked, or have its length of time reduced.

- Students who are placed on a long suspension at Yass High School will receive a five week ban from school-related activities on the first instance. A longer ban may occur after second and subsequent suspensions.

**Immediate Suspension**

Principals of government schools must suspend immediately and consistently with these procedures, any student who:

- Is in possession of a suspected illegal drug;
- Is violent or threatens serious physical violence; or
- Is in possession of a prohibited weapon.

If a student is representing a substance as an illegal drug, or on confirmation that the substances is, in fact, illegal, or where a student is in possession of a prohibited weapon, the matter must be reported to the police immediately.

Provisions for resolution will apply as dictated under Features in Short Suspension and Long Suspension directories in this document and the Department of Education and Training document, *Procedures for the Suspension and Expulsion of School Students.*
Expulsion

In extreme circumstances the Principal may expel a student from the school or may make a submission to the Director General recommending the expulsion of a student from the government school system.

Expulsion may occur

- when a student of any age has exhibited continuous misbehaviour; or
- when a student of post-compulsory age has exhibited unsatisfactory participation in learning eg. a documented pattern of non-satisfactory completion; non-serious attempts to meet course objectives; and/or non-compliance with Board of Studies requirements.

When considering whether to expel a student from the school the principal must:-

- place the student on a long suspension pending the decision-making process
- notify the student and the parents or care-giver, in writing, that expulsion from the school is being considered, giving reasons for the possible action. Parents have seven school days to respond
- organise an interpreter or cultural assistance on translation of documents
- provide the parents or care-giver with a copy of all documentation
- consider any response from the students or parents before proceeding further
- discuss with parents the features of expulsion and provide information relating to the right to, and process for an appeal (should the expulsion proceed).
The Principal must advise the District Superintendent prior to providing formal notification to the student and the parent or caregiver.

Having reached a decision to expel a student from the school, the Principal must:-

- inform the student and parent care-giver in writing. This letter should also relate the right to appeal the decision.
- arrange within ten school days, in consultation with District Office staff, an alternative school placement.

If a suitable alternative cannot be arranged, the Principal must move to:-

- recommend expulsion from the government school system, or
- refer the issue to the District Superintendent for resolution.

In the majority of cases, an expulsion from a particular school will be finalised within the 20 day period of a long suspension.
THE VALUES OF NSW GOVERNMENT SCHOOLS

The following values complement our focus on respect, responsibility, safety and learning. Our school community is committed to:

**Integrity** – being consistently honest and trustworthy.

**Excellence** – striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

**Respect** – having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold difference or opposing views.

**Care** - concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

**Responsibility** – being accountable for your individual and community’s actions towards yourself, others and environment.

**Cooperation** – working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

**Participation** – being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and nation.

**Concern** - committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

**Democracy** – accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.