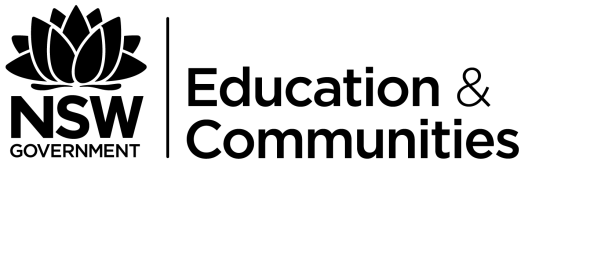
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**Western Sydney Region**

***Return to School Centres***

*For students in Years 5-9 on long suspension, who have been identified by their school as being likely to benefit from a structured program to assist their successful return to school as soon as possible*

**Information Booklet**

**2019**

***Return to School Centre***

Chifley College Bidwill Campus

Bunya Road, Bidwill 2770

Ph: 98351870/96282222

Fax: 98351870

***Return to School Centre***

Evans High School

Walters Road, Blacktown 2148

Ph: 02 96213622 Fax: 02 98312747

***Return to School Centres***

**PURPOSE**

The *Return to School Centres* an intervention for students who are on long suspension and have been identified by their school as being likely to benefit from a structured program to assist their successful return to schooling as soon as possible.

The *Return to School Centres* form part of a continuum of behaviour services for students who are disruptive. They aim to build the capacity of schools to deal successfully with disruptive students and assist students to make a successful re-entry to schooling following suspension.

Students who attend the Centres remain the responsibility of the home school and strong links will be maintained throughout the period in the *Return to School Centre.* Parents or caregivers are responsible for the care and safety of their children whilst on suspension.

**PARTICIPATING SCHOOLS**

The Return to School Centre located at Chifley College Bidwill Campus provides support to schools in the Mt Druitt and Minchinbury school groups.

The Return to School Centre located at Evans High provides support to students from schools within the Western Sydney Region as the Centre is easily accessible by public transport.

**PERSONNEL**

The Head Teachers of the *Return to School Centres* implement the program. The Head Teacher and a School Learning Support Officer will provide support to students and their home schools.

**PROGRAM GOALS**

The Centres and their expectations will mirror the home school and its expectations. The goals of the *Return to School Centre* will be:

* To assist students to reflect on and understand their behaviour and its consequences
* To reinforce and develop appropriate attitudes and behaviours
* To build capacity and understanding in students on how to re-engage at school, reintegrate to positive work habits and prevent recurrence of the inappropriate attitudes and behaviours
* To provide skills development opportunities and support for the parents/caregivers of the students
* To provide professional development opportunities and support for teachers.

**PROCESS AND PROCEDURES**

**Students**

The *Return to School Centres* are available to students from Years 5-9 who:

* have been placed on long suspension
* are assessed by the school as having the potential for successful return to school following suspension.

A maximum of six students attend each of the *Return to School Centres* at any one time.

**Referral and Placement of Students**

At the time of the suspension the Principal considers whether the student may benefit from the intervention program provided by the *Return to School Centre.*

* *Principal or delegate* completes the *Suspension Notification* 
  + tick yes to ‘*Assistance from Regional office required’*
  + in the comment section, indicate that the student is to be considered for placement at the relevant Centre
* *The School Learning Support Team in collaboration with the School Counsellor completes the Referral form and Student Profile* and provides the name of the mentor teacher
* Forward the Referral form and Student Profile to the relevant School Education Director/s, Western Sydney Region Student Services and the relevant Head Teacher:

Evans High School: [Evans-RSC@det.nsw.edu.au](mailto:Evans-RSC@det.nsw.edu.au)

  Chifley College Bidwill Campus: [goonaseelan.naidoo@det.nsw.edu.au](mailto:goonaseelan.naidoo@det.nsw.edu.au)

The *Return to School Centre Management Committees* consist of the host school Principal, School Education Director, Western Sydney region Student Services Officer, a nominated Primary School Principal and HT Return to School Centres. The Head Teacher and another member of the Management Committee will consider nominated students, determine suitability, prioritise candidates and determine conditions of entry to the program where the behaviour profile is of concern.

If the nominated *Return to School Centre* is considered to be an appropriate form of intervention for the referred student then:

* An initial meeting will be held to discuss the conditions of the *Return to School Centre* and detail the student’s attendance requirements. The home school Principal or delegate, teacher mentor, parent/carer, and Head Teacher, *Return to School Centre* will attend this meeting.
* *Parent/carers* must give approval in writing by completing the permission note (Appendix 4) prior to the student commencing at the Centre.
* *Parent/carers* will supply contact information and be aware they may be contacted to collect their child if the behaviour of the student is inappropriate. If contact is not possible, the Head Teacher, *Return to School Centre* will contact the home school principal to collect the child and the student's placement at the Centre may be reconsidered.
* If requested by the Head Teacher, the home school will complete the learning profile and educational history (see Appendix 3) for the student
* The home school will provide an independent work package.

Regular contact will be maintained with the home school mentor to discuss student progress and proposed re-entry program to school. The Head Teacher of the Centre will conduct behaviour and learning assessments while the student is in the Centre. Prior to the student returning to school, the Head Teacher will provide a report to the Principal delegate, School Counsellor and LST Coordinator. The report will outline recommendations for ongoing support of the student. The LST Coordinator can request the involvement of the Head Teacher in the development and implementation of Behaviour, Individual Learning and Risk Management Plans.

**Duration and Attendance**

Students participate in the program between the hours of 9:30-11:30 am. The starting day will be negotiated dependent on vacancies and referrals. Attendance will be negotiated between the Centre Head Teacher, Principal or delegate, student and family at the initial meeting. The length of stay will be no more than twenty days.

**Transport to the Centre**

Parents/caregivers are responsible for the transport of their children to and from the Centre.

**Re-entry to home school**

Positive behaviour, attendance and completion of an acceptable amount of work will assist in the successful return to home school.

A team approach, utilising the experience and expertise of the Head Teacher, *Return to School Centre*, mentor, parent/carers, school Learning Support Team and other appropriate staff will ensure a smooth transition back to school.

The home school will convene a resolution meeting in accordance with “*Procedures for the Suspension and Expulsion of School Students* (2005)”. If requested the Head Teacher Return to School Centre will attend the suspension resolution meeting.

**Independent Work Package**

Schools will provide work for students to complete as stated in the 2005 “*Procedures for the Suspension and Expulsion of School Students* (2005)”. The role of the Head Teacher will be to monitor the students’ attempt at completing this work and ensure the work is at an appropriate skill and academic level.

**Centre Program**

The program at the Centre will be developed to suit the needs of individual students. The program will focus on:

* Modifying the behaviours leading to the suspension;
* Support from the mentor teacher during and after the intervention; and
* Completion of the independent work package provided by the home school.

The student’s learning of appropriate behaviours, ability to make good choices and his/her application to completion of the independent work package will be considered at the resolution of suspension meeting.

**The School Counsellor**

The Counsellor of the home school will be part of the intervention.

The school counsellor will:

* Provide a school counsellor report as per policy *“Suspension and Expulsion of School Students – Procedures” (2005).*
* Contribute to the process of engaging the student and family in the program and eliciting a commitment to change.
* Where deemed appropriate by the school counsellor, offer intensive short term counselling during suspension and upon return to home school.

The school counsellor may:

* Assist in the assessment of the student’s situation, including school and family issues, psychological status, and interventions by community agencies and other relevant professionals.
* Liaise with other department and community professionals.

**Mentors**

* Each school referring students to the Centre will nominate a teacher mentor in consultation with home school principal or delegate and the student. If the school does not have an identified mentor, an appropriate contact person must be identified by the Principal or delegate.
* Some teacher relief may be available for the home school mentor to work with and support the student. The mentor will liaise closely with the Centre teacher throughout the intervention and may attend meetings as appropriate.

**Structure of Day**

* 9:00-9:30 Students sign in and are briefed
* 9:30-11:30 Commence appropriate behaviour program and work package.

HT, *Return to School Centre* monitors work program and progress.

* 11:30-3:30 Student goes home and continues to complete a program of study

provided by the base school.

The HT *Return to School Centre:*

* + Initiates behaviour assessment and develops appropriate behaviour program
  + Supports school-based mentors
  + Provides information to the school regarding the level and progress of independent program of study
  + Assists in negotiating the return of students on suspension
  + Supports schools in planning and implementing strategies to assist in return of students
  + Follows up with Regional personnel who may be supporting the school and the student
  + Coordinates between schools and outside agencies.
  + Negotiates with school counsellors and DGOs
  + Attends suspension resolution meetings (if requested)
  + Reviews student’s involvement in the program with school-based mentors
  + Monitors and supports student progress post return to school from suspension
  + Provides professional development for base school teachers and mentors
  + Develops resources to be used in the *Return to School Centre* program
  + Provides advice to schools on policy and procedures regarding suspension and student welfare and discipline
  + Evaluates the effectiveness of the *Return to School Centre* programs.

**Student Absences**

If a student is absent, the parents/caregivers are required to contact the Return to School Centre no later than 9.00am. When no such notification is received and the student is absent from the centre, the Head Teacher will contact the parent.

**Head Teacher *Return to School Centre* absence**

In the event that the Head Teacher *Return to School Centre* is absent from duty, the program will cease for the duration of the teacher’s absence. Parents or caregivers and schools will be notified at the earliest convenience, should this situation arise.

**Evaluation**

Parents / caregivers, students and home school personnel may be requested to complete an evaluation survey (see Appendix 5) on the *Return to School Centre* and its programs.

**Management**

The management team will develop an implementation plan and oversight the management of resources.