

# Long suspension and expulsion summary 2009

## Long suspension – state data

Total long suspensions 2009  
= 14,887

Total students long suspended 2009  
= 10,878 (1.5 % of enrolments)

Of the total students long suspended, the percentage of these students long suspended:

- once only: = 73.4%
- more than once: = 26.6%

Average length of long suspension:  
= 12.6 days

Percentage of long suspensions of students of Aboriginal or Torres Strait Islander background:  
= 22%

Number of Aboriginal or Torres Strait Islander students long suspended:  
= 2,286

Aboriginal or Torres Strait Islander students long suspended as a % of:

- Aboriginal or Torres Strait Islander enrolment: = 5.6 %
- total enrolment: = 0.3 %

Table 1: Long suspensions in year bands 2009

(These figures are based on the total number of long suspensions in 2009 and include students placed on long suspension on more than one occasion).

Year	% of Total Long Suspensions	Long Suspensions as a % of Student Enrolment
<b>K-6</b>	20%	0.7%
<b>7-10</b>	75%	4.9%
<b>11-12</b>	5%	0.9%
All Grades	Rounded to nearest %	2.0%

Table 2: Number of students receiving long suspensions 2009

Year	Number of students suspended	Number of students as a % of Student Enrolments
<b>K-6</b>	2043	0.5
<b>7-10</b>	8139	3.6
<b>11-12</b>	688	0.8
<b>All Grades</b>	<b>10878</b>	<b>1.5%</b>

Table 3: Reasons for long suspensions 2009

	Total	% of Total Long Suspensions
<b>V</b>	6642	45%
<b>PM</b>	6276	42%
<b>CB</b>	948	6%
<b>IS</b>	390	3%
<b>PW</b>	416	3%
<b>UW</b>	215	1%
<b>Total</b>	<b>14887</b>	<b>Rounded to nearest %</b>

<b>V</b>	Physical Violence
<b>PM</b>	Persistent Misbehaviour
<b>CB</b>	Serious criminal behaviour related to the school
<b>IS</b>	Possession or use of a suspected illegal substance
<b>PW</b>	Use or possession of a prohibited weapon, firearm or knife
<b>UW</b>	Use of an implement as a weapon or threatening to use a weapon

## Long suspension – regional data

Table 4: Long suspensions in regions 2009

(These figures are based on the total number of long suspensions in regions in 2009 and include students placed on long suspension on more than one occasion).

Region	Total Number of Suspensions
Hunter Central Coast	3098
Illawarra and South East	1490
New England	777
North Coast	1758
Northern Sydney	448
Riverina	846
South Western Sydney	2505
Sydney	751
Western NSW	1468
Western Sydney	1746
<b>Total</b>	<b>14887</b>

Table 5: Number of students receiving long suspensions per region

Region	Number of students suspended	Students suspended as a % of Regional Enrolment
Hunter Central Coast	2260	2.1
Illawarra and South East	1089	1.6
New England	566	2.6
North Coast	1265	1.9
Northern Sydney	350	0.4
Riverina	583	1.8
South Western Sydney	1869	1.4
Sydney	585	0.7
Western NSW	1023	2.7
Western Sydney	1288	1.3
<b>Total</b>	<b>10878</b>	

Table 6: Reasons for suspensions in regions %

Region	V	PM	CB	IS	PW	UW
Hunter Central Coast	45	42	7	2	2	1
Illawarra and South East	43	44	5	3	3	1
New England	46	44	4	2	2	2
North Coast	40	47	4	5	2	1
Northern Sydney	36	40	11	9	4	0
Riverina	47	42	5	2	3	2
South Western Sydney	44	42	6	2	4	2
Sydney	44	40	10	2	3	1
Western NSW	50	40	5	2	3	1
Western Sydney	47	38	8	1	4	2

- The suspension procedures mandate principals to take strong action in situations where they believe there is a risk to the health and safety of students and staff, particularly for incidents involving violence or weapons.
- The revised policy, effective from the beginning of 2005, strengthened the authority of principals to take strong action to ensure the safety of staff and students.
- Schools remain amongst the safest places for children in our communities.

Table 7: Students Long Suspended in School Education Groups 2009  
Click the following link for a list of schools in [School Education Groups](#)

Region	School Education Group	Students Long Suspended	Students Long Suspended per Hundred Students Enrolled
Hunter Central Coast	HCC1 (Central Coast South)	293	2.5
	HCC2 (Central Coast West)	210	1.6
	HCC3 (Central Coast North)	285	2.1
	HCC4 (Newcastle East & Outer West)	180	1.7
	HCC5 (Newcastle Inner West)	191	1.8
	HCC6 (Western Lake Macquarie)	267	3.6
	HCC7 (Eastern Lake Macquarie)	134	1.2
	HCC8 (Upper Hunter / Maitland West)	171	1.9
	HCC9 (Cessnock / Maitland North East)	187	2.4
	HCC10 (Port Stephens / Dungog / Maitland Central)	342	3.2
	<b>Total</b>	<b>2260</b>	<b>2.1</b>
Illawarra and South East	Batemans Bay	201	2.0
	Goulburn Highlands	193	2.6
	Queanbeyan	80	1.2
	Sapphire Coast Monaro	63	1.0
	Shellharbour	168	1.3
	Shoalhaven	192	2.1
	Wollongong	107	1.5
	Wollongong North	85	0.9
	<b>Total</b>	<b>1089</b>	<b>1.6</b>
New England	New England Central	115	1.7
	New England North	80	1.7
	New England South	224	3.7
	New England West	147	3.7
	<b>Total</b>	<b>566</b>	<b>2.6</b>
North Coast	Clarence	134	2.0
	Coffs Harbour	158	1.9
	Far North Coast	177	2.0
	Hastings	185	2.1
	Lower North Coast	77	1.2
	Manning Camden Haven	132	2.3
	Mid North Coast	74	1.7
	Richmond Valley	67	1.7
	Southern Cross	91	1.1
	The Wilson	170	3.5
	<b>Total</b>	<b>1265</b>	<b>1.9</b>

Region	School Education Group	Students Long Suspended	Students Long Suspended per Hundred Students Enrolled
Northern Sydney	Hills Network	67	0.4
	Hornsby Network	18	0.2
	Lane Cove Network	73	0.5
	Middle Harbour Network	61	0.4
	North Shore Network	59	0.4
	Peninsula Network	72	0.5
	<b>Total</b>	<b>350</b>	<b>0.4</b>
Riverina	Riverina Central	56	1.2
	Riverina East	42	0.9
	Riverina North	141	2.9
	Riverina North West	91	3.1
	Riverina South	112	1.7
	Riverina South West	23	0.6
	Riverina West	118	2.3
	<b>Total</b>	<b>583</b>	<b>1.8</b>
South Western Sydney	Bankstown	178	1.5
	Campbelltown	308	2.6
	East Hills	95	0.9
	Fairfield	141	0.7
	Granville	156	1.5
	Hoxton	220	1.4
	Ingleburn	222	2.0
	Liverpool	212	1.8
	Macarthur	132	1.1
	Strathfield	205	1.5
	<b>Total</b>	<b>1869</b>	<b>1.4</b>
Sydney	Botany Bay	93	1.2
	Georges River	65	0.4
	Inner City	65	1.0
	Inner West	71	0.7
	Network 8 (Technology Network)	72	0.6
	Port Hacking	99	0.8
	Port Jackson	42	0.4
	Woronora River	78	0.6
	<b>Total</b>	<b>585</b>	<b>0.7</b>

Region	School Education Group	Students Long Suspended	Students Long Suspended per Hundred Students Enrolled
Western NSW	Bathurst	200	3.1
	Bourke	137	6.2
	Broken Hill	88	2.1
	Dubbo	234	3.2
	Lachlan	132	2.2
	Orange	124	2.0
	Warrumbungle	108	1.8
	<b>Total</b>	<b>1023</b>	<b>2.7</b>
Western Sydney	Blue Mountains	86	0.9
	Cumberland	180	1.3
	Hawkesbury	69	0.8
	Minchinbury	219	1.6
	Mt Druitt	256	2.3
	Nirimba	158	1.1
	Penrith Valley	213	1.7
	The Hills	107	0.6
	<b>Total</b>	<b>1288</b>	<b>1.3</b>

## Expulsions

Table 8: Expulsions 2009

Region	Misbehaviour	Unsatisfactory Participation	Total
Hunter Central Coast	61	3	64
Illawarra and South East	24	3	27
New England	3	0	3
North Coast	30	21	51
Northern Sydney	8	1	9
Riverina	2	0	2
South Western Sydney	45	30	75
Sydney	21	15	36
Western NSW	13	4	17
Western Sydney	32	27	59
<b>Total</b>	<b>239</b>	<b>104</b>	<b>343</b>

### Misbehaviour:

Misbehaviour of a student of any age

### Unsatisfactory Participation:

Unsatisfactory participation of a student of post compulsory school age

# Good Practice Regional Initiatives

Specialist assistance is provided to students with behaviour problems to ensure they have targeted support including plans that address the behaviours that led to their suspension to enable them to continue their learning.

Suspension centre programs are assisting students placed on long suspension to make a successful return to school. Suspension centres, first established in 2004, focus heavily on addressing the causes of poor behaviour and involve conflict resolution and self esteem building, along with literacy and homework support.

For Aboriginal or Torres Strait Islander (ATSI) students the use of Personalised Learning Plans has enhanced student behaviour and learning.

A number of state, regional and school initiatives aim to improve behaviour, social skills and student welfare outcomes, including reduction in suspensions and the number of days lost to suspension.

All Regions have now commenced the implementation of *Positive Behaviour for Learning*, with many regions reporting an impact on suspension rates in schools involved. The implementation is most advanced in Western Sydney and South Western Sydney regions. Western Sydney region reports that schools which have been implementing *Positive Behaviour for Learning* for three or more years with high rates of fidelity have shown very encouraging downward trends in long suspension rates.

The Department has implemented online training in a number of areas relevant to the support of students with additional learning needs. This includes the courses *Understanding and Managing Behaviour* and *Understanding Autism Spectrum Disorder*. The courses are aimed at increasing the capacity of staff to plan successful interventions and teaching strategies for students.

Illawarra and South East Region has introduced online support and training for teachers through the development of an *Autism Web Board*. This board allows staff to ask for advice and guidance, to share in web based conversation and to engage in communication which gives them greater insight into Autism Spectrum Disorder. This inventive use of communication allows teachers to access regional staff at a time of their choosing. The *Autism Web Board* augments the introduction of a *Behaviour Focus Web Board* in previous years.

In New England Region, Duval High School has implemented action research with staff and the school community focussing on high expectations, respect and engagement in the classroom. As part of the strategy the school has implemented supervised "time-out" where students who may be having behaviour issues are able to calm down and reflect prior to a supported return to the classroom.

In South Western Sydney Region, a targeted intervention program known as *Check-In Check-Out* was implemented. This program provides daily support and monitoring for students who are at risk of developing more challenging and long term problems. The *Check-In Check-Out* program teaches clearly defined expectations, increased acknowledgements for positive behaviour, increased home-school collaboration and more opportunities for student self-management.