

# Suspensions and Expulsions 2015

## Short suspensions 2015

Short suspensions are up to 4 school days.

Total short suspensions in 2015 were 47,622. Of these, 20,859 were for continued disobedience and 26,763 were for aggressive behaviour. (Note: These figures are based on the total number of short suspensions in 2015 and include students placed on short suspension on more than one occasion).

Total students short suspended were 29,651. The number of Aboriginal or Torres Strait Islander students short suspended was 7,005.

Average length of suspension was 3.0 days.

### Students receiving short suspensions

Year	Total enrolments in mid-year census	Number of students suspended	Percentage of student enrolment
K-6	467,815	7,280	1.6%
7-10	216,708	19,384	8.9%
11-12	88,271	2,987	3.4%
All Grades	772,794	29,651	3.8%

## Long suspensions 2015

Long suspensions are up to 20 school days.

Total long suspensions in 2015 were 17,640. Of these, 6,852 were for physical violence; 7,984 for persistent misbehaviour; 1,141 for serious criminal behaviour related to the school; 818 for possession or use of a suspected illegal substance; 620 for use or possession of a prohibited weapon, firearm or knife and 225 use of an implement as a weapon, or threatening to use a weapon.

(Note: These figures are based on the total number of long suspensions in 2015 and include students placed on long suspension on more than one occasion).

Total students long suspended were 12,388. The number of Aboriginal and Torres Strait Islander students long suspended was 3,399.

Average length of long suspension was 11.5 days.

### Students receiving long suspensions

Year	Total enrolments in mid-year census	Number of students suspended	Percentage of student enrolment
K-6	467,815	2,650	0.6%
7-10	216,708	8,453	3.9%
11-12	88,271	1,288	1.5%
All Grades	772,794	12,388	1.6%

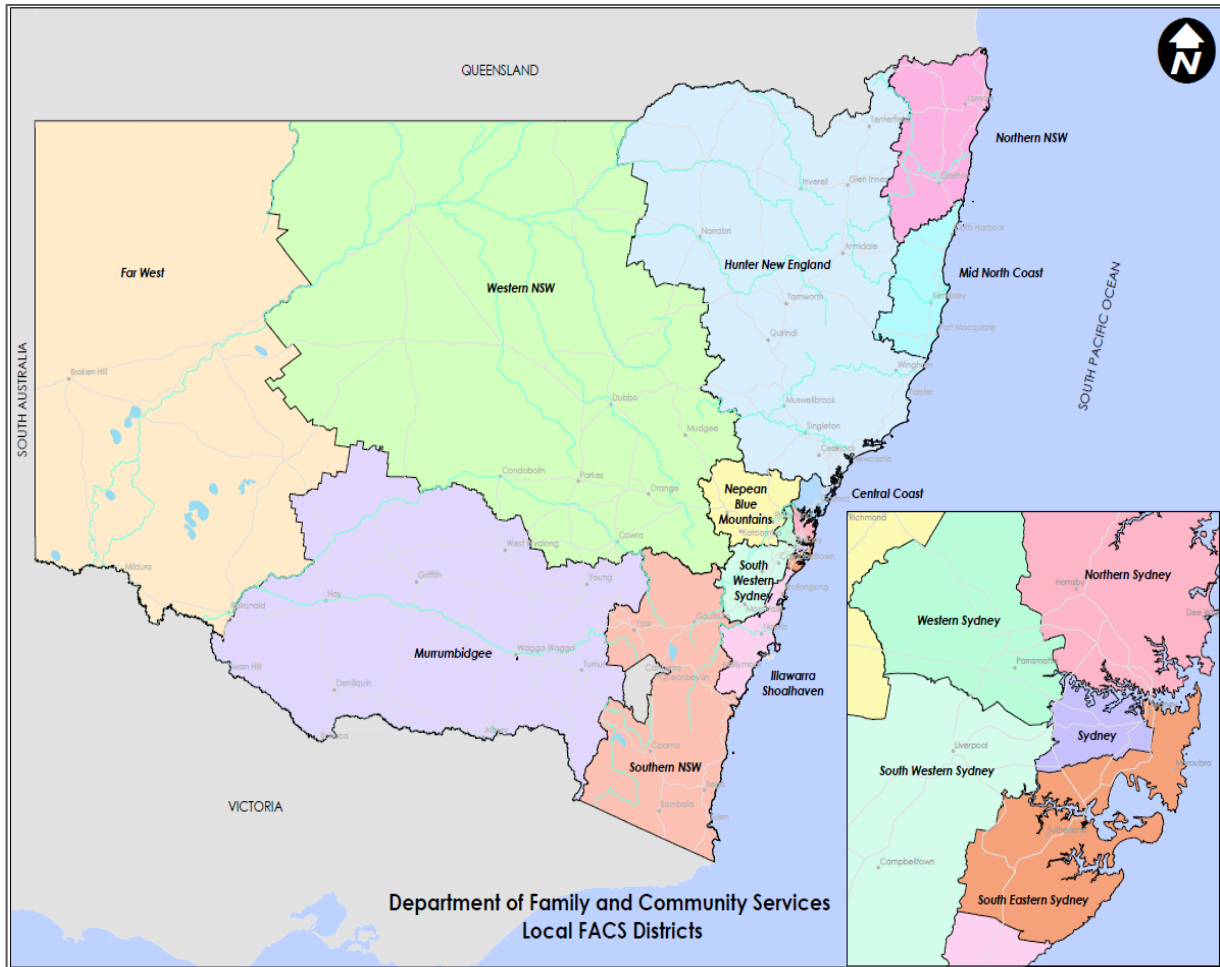
## Data by Department of Family and Community Services districts 2015

Prior to 2013, suspension and expulsion data was published by region and school education group. Changes to the Public Schools NSW regional structure, from 2013, required a different reporting format.

From 2013 data is published by Family and Community Services districts to assist evidence informed planning and practice across NSW Government agencies.

Note: Data published prior to 2013, is not comparable with data published after 2013. Care is required in interpreting this data over time, as the Department of Family and Community Services may change the boundaries of their districts.

# Department of Family and Community Services local districts map



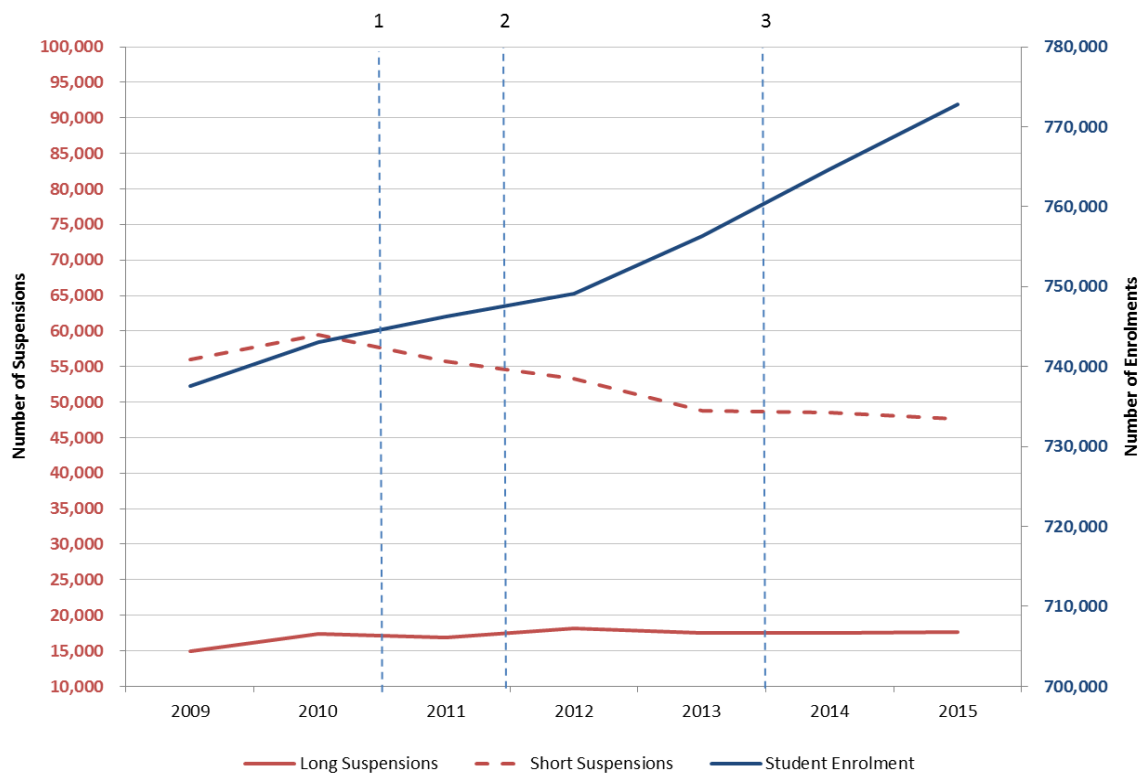
**Short suspensions by Family and Community Services district 2015**

FACS districts	Total short suspensions  (Includes students on short suspension on more than one occasion)	Total number students short suspended	Students short suspended as % of FACS area enrolment
Central Coast	2,618	1,736	4.5%
Far West	618	331	8.0%
Hunter New England	9,906	5,913	5.8%
Illawarra Shoalhaven	3,436	2,115	4.8%
Mid North Coast	1,721	1,129	5.1%
Murrumbidgee	2,710	1,558	4.9%
Nepean Blue Mountains	2,574	1,658	4.0%
Northern NSW	3,280	1,949	6.3%
Northern Sydney	963	750	0.8%
South Eastern Sydney	1,845	1,283	1.9%
South Western Sydney	6,839	4,552	4.1%
Southern NSW	1,444	870	4.3%
Sydney	1,076	757	1.7%
Western NSW	4,467	2,565	8.0%
Western Sydney	4,125	2,603	2.9%
<b>Grand Total</b>	<b>47,622</b>	<b>29,651</b>	<b>3.8%</b>

**Long suspensions by Family and Community Services district 2015**

FACS districts	Total long suspensions  (Includes students on long suspension on more than one occasion)	Total number students long suspended	Students long suspended as % of FACS area enrolment
Central Coast	1,188	853	2.2%
Far West	134	96	2.3%
Hunter New England	3,853	2,685	2.6%
Illawarra Shoalhaven	979	694	1.6%
Mid North Coast	814	590	2.7%
Murrumbidgee	1,051	684	2.2%
Nepean Blue Mountains	1,058	766	1.9%
Northern NSW	1,157	816	2.6%
Northern Sydney	348	281	0.3%
South Eastern Sydney	649	467	0.7%
South Western Sydney	2,621	1,879	1.7%
Southern NSW	542	368	1.8%
Sydney	438	335	0.7%
Western NSW	1,672	1,099	3.4%
Western Sydney	1,136	832	0.9%
<b>Grand Total</b>	<b>17,640</b>	<b>12,388</b>	<b>1.6%</b>

## Suspensions and enrolments at NSW government schools 2009-2015 <sup>4</sup>



**Notes:**

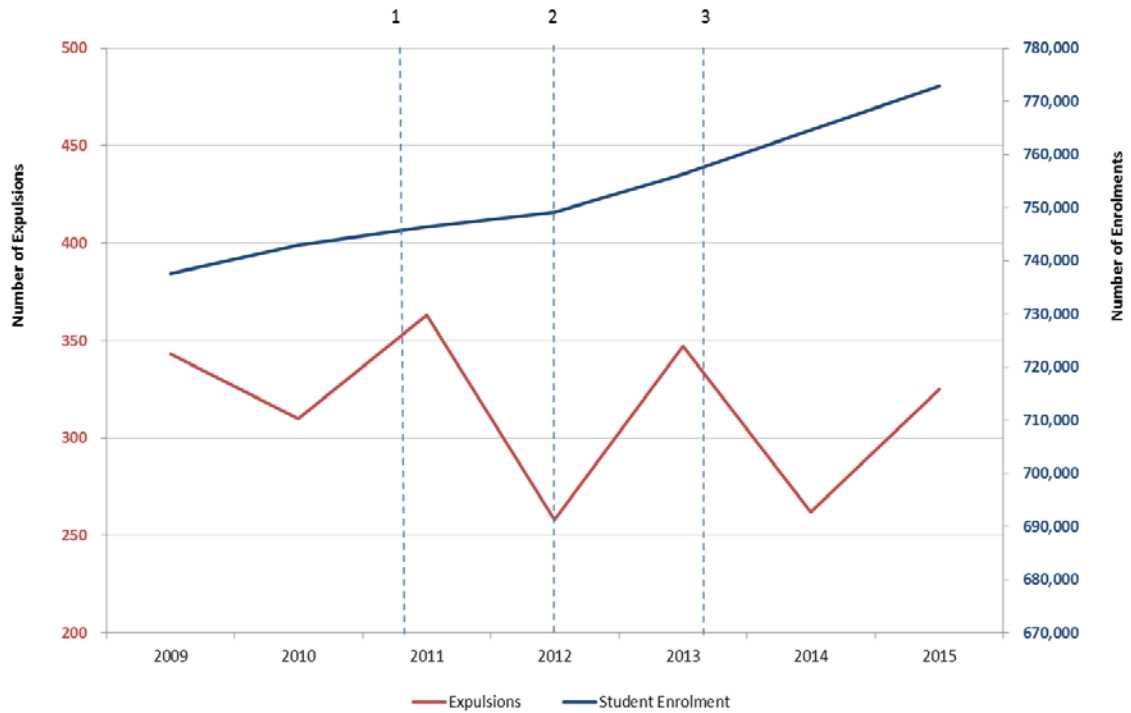
1. In 2010 the school leaving age was raised from 15 years to 17 years.
2. Between 2009 and 2014 there have been changes in the way that suspension data is collected. In 2012 suspension data was harvested from a combination of the Department's electronic enrolment registration system (ERN) and manual returns. The data prior to 2011 was collected manually.
3. In 2013, data was exclusively harvested from ERN making it more reliable
4. Both vertical axes have different scales. this should be considered when interpreting the graph.

## Expulsion data by Department of Family and Community Services district 2015

FACS districts	Misbehaviour	Unsatisfactory participation	Total participation
Central Coast	45	<5	n/a
Far West	<5	<5	n/a
Hunter New England	54	6	60
Illawarra Shoalhaven	18	<5	n/a
Mid North Coast	20	17	37
Murrumbidgee	<5	12	n/a
Nepean Blue Mountains	<5	<5	n/a
Northern NSW	25	<5	n/a
Northern Sydney	<5	<5	n/a
South Eastern Sydney	9	9	18
South Western Sydney	18	36	54
Southern NSW	<5	<5	n/a
Sydney	<5	<5	n/a
Western NSW	17	7	24
Western Sydney	<5	9	n/a
Total	221	104	325

Note: In order to protect individual students' identities, in this table, values under 5 are represented as <5 and n/a is used in the "Total" column.

### Expulsions at NSW government schools <sup>4</sup>



**Notes:**

1. In 2010 the school leaving age was raised from 15 years to 17 years.
2. Between 2007 and 2013 there have been changes in the way that expulsion data is collected. From 2012 expulsions were recorded in the Department's Electronic Enrolment Registration (ERN) system. Prior to this, expulsions data was recorded on a manual return. This has potentially impacted consistency across longitudinal data.
3. In 2013, data was exclusively harvested from ERN, making it more reliable
4. Both vertical axes have different scales. This should be considered when interpreting the graph.