Student & Parent/Guardian Handbook
2024

Contents

INTRODUCTION
Plenty River College is an independent specialist senior secondary school, delivering the Victorian Pathways Certificate, VCE - Vocational Major. We provide a safe and inclusive learning environment for young people aged 15-20 years who may have been disengaged or are at risk of disengaging from education.

VISION
Plenty River College's vision is to empower students to achieve, through education, their personal best and to become positive, confident, and productive members of our globalised world.

MISSION
Plenty River College is a school of opportunities in which all students are empowered to achieve their personal best. Our mission is to assist students to develop life and work skills and achieve their learning by:

- re-engaging them in education;

- fostering their social and emotional development; and

- providing a supportive and safe and environment for them.

CORE VALUES
Plenty River College's core values are:

- Passion for learning and teaching
- Empowerment
- Respect
- Responsibility
- Kindness

In accordance with the principles outlined in the *Education and Training Reform Act 2006* (Vic), as a Victorian Independent School, the programs and teaching at Plenty River College supports and promote the principles and practices of our Australian democracy including a commitment to:

- An elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Also, in accordance with the *Education and Training Reform Act 2006* (Vic), Plenty River College provides a secular education and will not promote any particular religious practice, denomination or sect and is open to adherents of any philosophy, religion or faith.

Statement of commitment to child safety

Plenty River College is a child safe organisation which welcomes all children, young people, and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students.

We have zero tolerance for child abuse and take proactive steps to identify and manage any risks of harm to students in our school environments.

We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We have established systems to protect children from abuse which include proactive steps to identify and manage any risk of harm to students in our school environment. We treat any child safety concerns raised or identified seriously and respond promptly and thoroughly consistently in line with the organisation's policies and procedures.

We are committed to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified are addressed with appropriate consequences.

Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and promptly raising any issues or concerns about a child's safety.

We are committed to regularly reviewing our child safe practices, and seeking input from our students, families, staff, and volunteers to inform our ongoing strategies.

Managing Risks to Child Safety

Plenty River College identifies, assesses and manages risks to child safety and wellbeing on the College premises and online. These risks are managed through our child safety and wellbeing policies, procedures and practices, and in our activity specific risk registers, such as those we develop for excursions and services the College contracts through third party providers for student use.

The College Child Safety Risk Register is used to record any identified risks related to child abuse alongside actions in place to manage those risks. The leadership team monitors and evaluates the effectiveness of the actions in the Child Safety Risk Register at least annually and have these endorsed by the College Board.

The College:
- develops and implements risk management strategies that focus on preventing, identifying and mitigating risks related to child safety and wellbeing in the College,

- considers the College environment, the programs it delivers and the needs of students,
- records the risks and the actions the College will take to reduce or remove them (risk controls and risk treatments),
- each year monitors and reviews child safety and wellbeing risks and assess the effectiveness of risk controls.

Student Code of Conduct

At enrolment, students are required to read and sign a Student Code of Conduct and adhere to it at all times.

The Student Code of Conduct outlines the expected standard of behaviour for students attending Plenty River College. These are based on the College's core values of passion for learning and teaching, empowerment, respect, responsibility and kindness.

Rights of Students

The College recognises that students have the right to:
- An education without interference or disruption from other students;
- A safe, secure and clean learning environment where they can fully develop their abilities, interests and ambitions;
- Feel their property is safe at all times;
- Be treated with consideration and respect.

Responsibilities of Students
- Demonstrate preparedness for learning.
- Arrive on time and remaining in class until the scheduled end of class time.
- Return from breaks on time.
- Notify the College if unable to attend scheduled classes.
- Provide a note from a parent/doctor on return to school following an absence.
- Use class time productively, participate in class work and complete assigned work.
- Comply with any reasonable and clear instruction of any staff member.
- Put away electronic devices when instructed to by teachers or staff.
- Demonstrate respect for others.
- Treat other people with respect regardless of their race, religion, sexual preference or gender.
- Follow all instructions given by teachers and staff without conflict, seeking clarification where necessary.
- Allow other students to learn and teachers/staff to teach and work in an environment free from disruption.
- Respect the rights, educational opportunities and property of others.
- Demonstrate self-awareness and self-management.
- Follow the Digital Technologies & Social Media Policy in relation to all IT devices including school laptops.
- Behave cooperatively and appropriately in class, in common areas, on the College grounds and during external events or excursions.
- Wear clean, neat and respectable casual clothes and appropriate footwear.
- Always speak to others in a respectful and civil manner.
- Accept the consequences of your behaviour.

Students Must Not:

- Eat or drink in classrooms, the auditorium or outside in the car park, students must remain in the student outbreak area or the kitchen;
- Use mobile phones during class to take or make phone calls
- Use mobile phones during school and school related activities to take pictures or video record of students and staff and circulate without consent;
- Harass, bully, vilify, threaten, or abuse staff or students either verbally or through written or digital communication;
- Use offensive language (swear words);
- Attend classes under the influence of drugs or alcohol;
- Participate in physical violence, intimidation or provocation to violence;
- Use the College IT system, including emails, to circulate any derogatory or inappropriate content or messages;
- Engage in bullying, including cyber bullying, fighting, intimidation, harassment or religious/racial vilification;
- Engage in inappropriate physical contact;
- Bring any illegal, illicit or forbidden items to college including alcohol, cigarettes or e-cigarettes, illicit drugs or use these on site or on excursions;
- Be in possession of weapons, such as knives or guns;
- Damage equipment, furniture or facilities at the College;
- Deliberately access, display, download or send unacceptable or illegal material e.g. (racist, sexist, violent, anti-social, obscene or pornographic);
- Use another person's ideas, writing or inventions as their own and fail to acknowledge the source (plagiarism);
- Exchange or share their work with one or more students and claim it as their own individual effort (collusion).

Consequences of Breaches of the Code of Conduct

If a student acts in breach of the expected behaviour standards, the College institutes a staged response, consistent with the College Behaviour Management policy. Student bullying behaviour is responded to consistently with the College's Anti-Bullying and Anti-Harassment Policy. Students will always be provided with an opportunity to be heard.

Student disciplinary procedures are implemented. The procedures that may be applied include:

- warning a student that their behaviour is inappropriate,
- withdrawal of privileges,
- referral to the Principal,
- restorative practices,
- behaviour reviews and behavioural contracts,
- suspension,
- expulsion.

The student's enrolment may be suspended or withdrawn at the discretion of the Principal following the implementation of these procedures.

The Principal has the right to consider invoking a suspension at any stage of the procedure if the incident is considered serious enough. Students must accept the consequences of any breaches of the Student Code of Conduct.

Education Programs at Plenty River College

(i) Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an accredited foundation secondary qualification under the Education and Training Reform Act 2006 (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is a foundation secondary qualification designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary certificate.

The VPC curriculum provides learning based on applied learning principles and serves as a practical pathway into further education, employment and training.

The VPC is designed to engage students through applied learning and provide flexibility to meet an individual's learning needs. The VPC aims to build the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment. Students who participate in the VPC gain the necessary foundation skills to allow them to make a successful post-schooling transition.

The VPC is designed to be delivered in Years 11 and 12 and within a flexible duration, depending on a student's individual learning plan and delivery setting. Students who participate in the VPC can include units from VCE studies and VCE Vocational Major (VCE VM) studies, as well as units of competency from nationally recognised Vocational Education and Training (VET).

Purpose of the VPC

The VPC aims to:
- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empower students to make informed decisions about the next stages of their lives through authentic workplace experiences
- provide them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

VPC Pathways

The VPC is designed to develop and extend pathways for young people while providing flexibility for different cohorts. After completing the VPC, students are able to make informed choices about future employment or education pathways.

Meaningful pathways are created by linking student aspirations and future employment goals to the choice of accredited curriculum. VPC learning programs also link to work and industry experiences and active participation in the community. Including VET in VPC learning programs helps connect students with broader options for work, further education and active community participation.

Possible future pathways for VPC students include:
- completion of VCE or VCE Vocational Major

- apprenticeships and traineeships
- VET courses
- employment.

VPC units
A VPC learning program may include:
- VPC units
- VCE and VCE Vocational Major units at Units 1, 2, 3 or 4 level, including structured workplace learning for VET (SWL) recognition
- VET units of competency.

All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

The VPC has 4 studies:
- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills.

Each VPC study has 2 or 4 units.

Nominal duration
Each VPC unit requires 100 nominal hours, of which at least 50 hours need to be scheduled classroom instruction.

The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face-to-face learning and activities such as work experience, volunteering, community involvement and sports leadership.

There is no maximum time limit for completion of units. Students can enrol in the VPC any time of year that best suits their learning needs, abilities and interests. Some students may start the certificate in Year 10 if they need additional time to complete the course beyond Years 11 and 12.

Entry to VPC studies
There are no specific eligibility requirements for VPC studies. The VPC has been designed to accommodate flexible entry and exit. Students are able to enter VPC studies at a time that best suits their learning needs, abilities and interests.

Assessment of VPC studies
Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. The College reports a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

There are no external assessments of VPC studies and VPC studies do not contribute to the ATAR.

A student is awarded the VPC when they have satisfactorily completed 12 units, including a combination of units that meets the VPC minimum requirement.

A VPC unit is satisfactorily completed once all modules within that unit have been completed. Completion of a module is based on the teacher's decision that the student has demonstrated achievement of the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a range of assessment activities and tasks.

Students can include other curriculum in their VPC learning program, such as VCE units, VCE Vocational Major units and VET, to meet the VPC minimum requirement.

Certification
Upon successful completion of the VPC, students receive a certificate and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

(ii) VCE Vocational Major (VM)
The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM gives students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:
- equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empowering them to make informed decisions about the next stages of their lives through real-life workplace experiences.

Enrolling in VCE VM
Students may only enrol in VCE VM studies if they are completing a program that meets the specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

To be eligible to receive the VCE, a student must satisfy the minimum VCE requirements – a minimum of 16 units which must include:
- three units from the English group (English, EAL, Literature, English Language and VCE VM Literacy) including a Unit 3–4 sequence

- at least three other sequences of Units 3 and 4 studies, which can include further sequences from the English group.

The program requirements for the VCE VM are in addition to the minimum requirements for satisfactory completion of the VCE – a minimum 16 units which must include:
- 3 VCE VM Literacy or VCE English units including a Unit 3–4 sequence
- 2 VCE VM Numeracy or VCE Mathematics studies units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- a minimum of 180 nominal hours of VET at Certificate II level or above.

Completing the VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
2 VCE VM Numeracy or VCE Mathematics units
2 VCE VM Work Related Skills units
2 VCE VM Personal Development Skills units
2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition.

Most students undertake 16–20 units over the two years.
VCE VM programs often include learning outside the school, including VET classes and structured workplace learning

Assessment of VCE VM studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3–4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

The award of satisfactory completion for a unit is based on the teacher's decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Demonstration of achievement of outcomes and satisfactory completion of a unit are determined by evidence gained through the use of assessment tools. Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of outcomes.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. PRC reports a student's result for each unit to the VCAA as S (Satisfactory) or N (Not Satisfactory).

An assessment task used to demonstrate achievement of one outcome in a VCE Vocational Major unit cannot be used to demonstrate achievement in any other VCE Vocational Major unit, VET unit of competency or VCE study.

Certification
Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, are awarded the VCE.

(iii) Vocational Education And Training (VET)
Vocational Education and Training (VET) in the VCE and the VCE Vocational Major (VM) allows students to include VET within their senior secondary certificate.

Students can undertake nationally recognised training that contributes to their VCE and their VCE VM.

Students are also able to include VET within the Victorian Pathways Certificate (VPC).

VET Credit
Students gain credit into their VCE, VCE VM or VPC by undertaking:

- VCE VET programs that have been developed by the VCAA in consultation with stakeholders including industry and vocational professionals. Information regarding the credit available in each VCE VET program is published on the individual VCE VET program pages.
- approved apprenticeships and traineeships.
- other VET qualifications, which provide credit into the VCE through block credit recognition.

Students value VET because it:
- allows them to combine general and vocational studies which for many, provides a practical focus in a range of industry areas

- provides direct experience of business and industry
- enables them to explore training in areas that enhance their pathway choices.

Employers value VET because it:
- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

VET Programs offered at Plenty River College

Plenty River College is a Registered Training Organisation (RTO), hence approved to provide Vocational Education and Training (VET). This year, PRC is delivering CHC22015 Certificate II in Community Services. This is scheduled on Wednesdays during school-term. Where a student prefers a different VET Program from what is delivered by PRC, individual arrangements are made with alternative VET Providers to cater for the individual student preferences drawn from Northern Melbourne VET Cluster.

Students travel to their offsite VET program directly from their home and return directly to their home at the end of the VET day each week. Parents are responsible for their student's travel arrangements in relation to any **offsite** VET program the student may undertake as part of their VPC/VCE VM certificate at the College.

Enrolment Eligibility and Criteria

Faced with the infrastructure challenges, the College endeavours to keep enrolment numbers to a maximum of 60 students. Enrolment applications are welcomed from all prospective students who meet the eligibility criteria and who are interested in gaining a vocational education.

The College can accept applications for enrolment into the Victorian Pathways Certificate (VPC) or the Victorian Certificate of Education Vocational Major (VCE VM).

Students must meet the following eligibility criteria to enrol in the College:

1. **Age** – be a minimum age of 15 years and a maximum of 20 years as at 31 January of the year of enrolment, e.g. on 31 January 2025;
2. **Residency status** - student must be Australian citizen or permanent resident or hold a valid visa allowing the student to access a funded place;
3. **Disengaged or at risk of disengagement** – student has social, emotional or behavioural difficulties which have impacted on their education and resulted in lack of or sporadic attendance leading and non-participation in their own education;
4. **Engagement** – student must demonstrate they have the commitment to undertake courses offered by the College; and
5. **Alignment of purpose and values** – the values of the student and their family should align with the College's philosophy and there should be a correlation between the prospective student's academic, physical, social and/or emotional needs and the College's capacity to make reasonable adjustments to meet these needs.

The College is unable to support the learning and social/emotional needs of students with severe intellectual disabilities or significant mental health and behavioural problems.

Eligibility Evidence

To establish identity, age and residency status parents, carers or guardians need to provide one of the following:

- Australian or New Zealand Birth Certificate (not an Extract of Birth Certificate)
- Australian or New Zealand passport
- Australian Citizen Certificate or Certificate of Registration by Descent
- Permanent Residency Visa or other visa categories including Humanitarian/Protective visa permitting access to a funded place in a school.

Parents, carers or guardians also need to provide:

1. A referral letter or a report from a medical practitioner, psychologist, psychiatrist, counsellor, social worker or other relevant specialist confirming the student's disengagement from education; and
2. Information from the student's most recent school relating to academic reports, behavioural reports (if available), the student's general character and behaviour and date of last attendance.

Successfully demonstrating capacity to meet all the above criteria does not guarantee entry into the College. The Principal makes enrolment decisions on a case-by-case basis with reference to:

- information collected from the applicant
- the number of currently enrolled students
- the College's capacity to cater for the educational and special needs of an applicant, and
- the willingness of the student and their family to comply with the College's policies and procedures, as demonstrated by signing the Parent and Student Codes of Conduct.

Students with Disabilities

The College recognises that students with disabilities are highly represented in the cohort of students at risk of disengaging from education and is generally supportive of providing a place for such students at Plenty River College.

The College engages with parents, carers and guardians of a student with a disability to determine the level of support their child may need before deciding on whether the College can accommodate the student. Further supportive information may be required from medical practitioners, psychologists or psychiatrists, and the student's previous school/s to assess whether the College can accommodate the student and to determine what form any reasonable adjustments may need to take.

The College may decline to offer the student enrolment at the College if after full consideration of all relevant matters the Principal is satisfied that the required adjustments would create an unreasonable financial or other burden/hardship on the College.

Termination of Enrolment

There may be occasions when an individual student's behaviour may have a negative impact on the welfare, safety and wellbeing of other students and staff at the College. While the College aims to support the needs of vulnerable students who have a greater risk of poor educational outcomes, it has a duty of care to ensure all enrolled students are provided a safe and supportive learning environment.

The College applies fair and transparent processes prior to any decision to terminate the enrolment of an individual student. Students and their parents, carers or guardians are offered support, understanding and procedural fairness at all stages during any disciplinary actions.

The Principal may terminate a student's enrolment if they reasonably consider the student has:

- been expelled after the College suspension and expulsion processes have been applied and decided;
- engaged in unsatisfactory conduct or they (or their parents, carers or guardians) have breached any policy or code of conduct of the College;
- engaged in conduct which is dangerous toward or prejudicial to the College, its students or staff;
- demonstrated behaviour or an attitude that is considered detrimental to their own best interests or to those of other students;
- not achieved satisfactory academic or social development and is not benefiting from the College program/s.

Tuition Fees and Other Charges

Plenty River College is a low tuition fee school. The College provides essential student resources including breakfast and lunch, classroom resources, and access to a personal laptop for use at the College. The College provides opportunities for students to participate in and attend excursions and activities, at no-cost to the student.

A schedule of fees is contained in the Enrolment Agreement. Parents, carers or guardians are required to pay a deposit (being $50) on enrolment and re-enrolment each year. Payment in full must be made by the end of the first week of the term in which the student is enrolled.

Parents, carers or guardians experiencing financial hardship may be eligible for an exemption from tuition and other fees at the discretion of the Principal. Families experiencing financial hardship should contact the College as early as possible.

Note:

- There may be additional costs for excursions. The College endeavours to keep these costs to a minimum.
- Parents, carers or guardians with a government issued Concession Card or Health Card are eligible for a Concession fee of 50%.
- Students undertaking VET programs outside the College are required to cover all tuition fees and material fees as outlined in the invoice from the VET provider.
- If the student commences at the College halfway through the school year, tuition fees are charged on a pro rata basis.

Refund Policy

The parent, carer or guardian who signs the Enrolment Agreement accepts legal responsibility (jointly and severally) for payment of the tuition fees and amenities fees incurred for the entire period of the enrolment of the student.

Written notice of at least one full school term must be received by the College prior to withdrawal of a student from the College. Parents, carers or guardians who do not provide the required notice pay full tuition fees and all amenities fees for the notice period. This includes withdrawal prior to the commencement of the school year. This notice period may be reduced or waived in special circumstances at the discretion of the College.

Fees continue to be payable if a student is suspended from the College. In cases where a student's enrolment is terminated by a decision of the College, fees and charges are payable for the entire academic term in which the termination of enrolment occurs.

The Principal approves any refund.

Privacy and Confidentiality

The College collects information about students and their families, when necessary, for the following reasons:
- To enable student enrolment and educate students;
- To support students' health including social and emotional wellbeing;
- To fulfil legal (duty of care) requirements, including to:
  - take reasonable steps to reduce the risk of reasonably foreseeable harm to students, staff and visitors
  - make reasonable adjustments for students with disabilities
  - ensure, as far as is reasonably practicable, the health and safety of people in the College workplaces
  - comply with the Ministerial Order 1359 promoting child safety;
- To enable the College to communicate with parents about students' education matters as well as celebrate the efforts and achievements of students;
- To maintain the good order and management of the College;
- To ensure the effective management, resourcing and administration of the College resources as well as evaluate the appropriateness of the College's policies and functions if they are fit for purpose;
- To comply with Federal and State laws as well as reporting requirements;
- To investigate incidents and respond to any issues, legal matter or when reasonably necessary for a specified law enforcement purpose.

The College ensures that all personal, sensitive and health information are kept secured and confidential at all times.

Access to Student Records

Under the College's Privacy Policy, all students are provided with access to their student records via a request to the office staff. Requests for access also apply to historical personal information retained by the College

Where a student needs access to or a copy of this information, they can either speak to the

Assistant Principal/Curriculum Leader or Business and Administration Manager.

Where an external party, such as the parent of an adult student, requires access to student records they must request access in writing. They must direct their request to the Administration & Records Officer. The request is reviewed by the Principal.

Important Dates

2024			
Term 1 Start Date	29/01/2024	Term 1 End Date	28/03/2024
Term 2 Start Date	15/04/2024	Term 2 End Date	28/06/2024
Term 3 Start Date	15/07/2024	Term 3 End Date	20/09/2024
Term 4 Start Date	07/10/2024	Term 4 End Date	28/11/2024

2025			
Term 1 Start Date	28/01/2025	Term 1 End Date	04/04/2025
Term 2 Start Date	22/04/2025	Term 2 End Date	04/07/2025
Term 3 Start Date	21/07/2025	Term 3 End Date	19/09/2025
Term 4 Start Date	06/10/2025	Term 4 End Date	19/12/2025

Other Important Dates

Date	Reason	Description
26/07/2024	Semester 1 Student Progress Reports	Student Progress Reports sent out electronically to Parents / Guardians / Students
Term 1: 5/02/2024 & 16/02/2024 Term 3: 01/08/2024 & 02/08/2024	Student/Parents/Teacher/ Interview, IEPs Development	Parent/Guardian/Student Interviews to be held (Student Free Days)
TBA	Student End of Year Report Summary of S/N results	End of Year Student Report sent out electronically to Parents / Guardians / Students
20/01/2025 – 24/01/2025	Staff Professional Development	Staff Professional Development undertaken before student commencement.

Timetable and Session Times

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00-10.00	WRS	PDS	VET	WRS	WRS
10.00-11.00	LITERACY	NUMERACY		LITERACY	WRS
11.00 – 11.15	RECESS				
11.15 – 12.15	NUMERACY	LITERACY	VET	NUMERACY	WRS
12.15-12.45	PDS	WRS		PDS	PDS

12.45-1.15	LUNCH				
1.15-2.00	PDS	LITERACY	VET	PDS	WRS
2.00- 3.00	WRS	NUMERACY		PDS	PDS

Assessment Outcome Reporting to Students and Parents

1. PRC ensures that there is ongoing assessment, monitoring and recording of each student's performance. It provides each student and parent with access to accurate information about the student's performance.
2. Two written reports are issued each year at the end of each semester. These reports are both hard copy and electronic and easy for parents to understand. They are issued on the approved report template.
3. At the end of each semester, parent / teacher interviews are held at the College. This provides the opportunity for parents to discuss the student's report and progress with their teacher. An interpreter is arranged if needed.
4. A Statement of Results is issued by the VCAA to all students enrolled in any of the programs which details the list of credits and strands the student has satisfied toward their program, including VET units successfully completed.

Special provision

Special Provision may be granted for students who, for particular reasons, may require special arrangements in their learning program to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

Special provision granted by the College may include:

- approval to undertake a learning task at a later date
- approval to work from home for a period of time
- approval for extra time to complete a task
- setting a substitute task of the same type
- replacing one task with a task of a different kind
- using another planned task to assess more outcomes or aspects of outcomes than originally intended
- approval for the use of technology, aides or other special arrangements to undertake an assessment task.

Special Provision provides equivalent, alternative arrangements for students but does not confer an advantage to any student over other College students.

Eligibility for Special Provision

Students eligible for Special Provision will often be identified by the class teacher or Assistant Principal/Curriculum Leader. The student may be assisted by Student Support Group (SSG) for students with diverse needs.

Students may be eligible for Special Provision if, at any time they are adversely affected in a significant way by:

- an acute or chronic illness (physical or psychological);
- factors relating to personal circumstances;
- an impairment or disability, including a learning disorder

- special circumstances that have resulted in an absence from the College for prolonged periods (Further information is included in the College Attendance Policy).

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of the relevant VCE or VPC unit. Students absent from the College for prolonged periods must still comply with the College's authentication procedures to demonstrate that they have completed the work and that the work is their own.

Language, Literacy and Numeracy (LLN)

Language, Literacy and Numeracy (LLN) recognises that reading, writing, listening, speaking and understanding mathematical concepts and processes are integral skills required for work and are therefore an important component of training. We treat all students as individuals with different life experiences in which literacy and numeracy skills vary.

As part of the enrolment process, students applying for enrolment in an accredited course (VET program) as part of their VPC/VCE VM qualification, complete a language, literacy and numeracy (LLN) assessment, which is used to assess the LLN ability of the student. Where a student has been identified as requiring assistance in language, literacy and numeracy, the College makes every effort to assist and support the student. Where a high level of assistance is required, the College may refer the student to a third party for specialised assistance.

Unique Student Identifier (USI)

It is a requirement that all students enrolling in a VET program must provide a Unique Student Identifier (USI) before a qualification or statement of attainment can be issued.

A USI is a free national reference number that provides students with password protected access to their USI Account which:

- is a secure online record of all the nationally recognised training they have completed since 1 January 2015
- is accessible at any time
- provides an authenticated transcript as proof of training.

The College collects the student USI information on the Enrolment Form, and we encourage all students to apply for their own USI if they do not already have one. If you need help in getting a USI, please speak to reception or your teacher.

- The College can apply for a USI on your behalf, but student needs to give us written consent by completing a USI Permission Form.
- You can apply for your USI at www.usi.gov.au.
- You may already have a USI if you have done any nationally recognised training, which could include training at work, completing a first aid course or RSA (Responsible Service of Alcohol) course, getting a white card, or studying at a TAFE or training organisation. It is important that you try to find out whether you already have a USI before attempting to create a new one. You should not have more than one USI.
- To check if you already have a USI, use the 'Find your USI' link on the USI website at https://www.usi.gov.au/faqs/find-your-usi

USI Exemption

A person with a genuine personal objection to being assigned a USI can apply for an exemption to the Student Identifiers Registrar. To apply for an exemption, the student must complete the Commonwealth Statutory Declaration Form found at:
https://www.usi.gov.au/documents/usistatutory-declaration and send it to the Registrar at the following address:

Student Identifiers Registrar
C/- Department of Employment, Skills, Small & Family Business
GPO Box 9880 Adelaide SA 5001
If a USI exemption is granted, you may not be able to access the results of your training on an authenticated VET transcript prepared by the Registrar.

Workplace Learning Recognition (SWLR)
Students can undertake Structured Workplace Learning Recognition (SWLR) as part of their VPC/VCE VM program offered at the College. SWLR provides students with the opportunity to integrate on-the-job experience with their VPC/VCE VM program.
It provides:
- enhanced skill development
- practical application of industry knowledge
- assessment of units of competency
- achievement of some learning outcomes for VPC/VCE VM studies units
- enhanced employment opportunities.

During SWLR, students access a variety of workplace learning activities while they are still at school to assist in their development of a realistic understanding of the world of work. These include addressing employer expectations, developing employability skills, exploring possible career options, and activities aimed to increase their self-understanding, maturity, independence and self-confidence.

Students must meet the necessary occupational health and safety preparation requirements before undertaking SWLR**. For example, the student must satisfactorily complete their OH&S unit as part of the student's VET program.**

Structured Workplace Learning recognition for VET
Structured Workplace Learning Recognition can be delivered as a VCE study design called Structured Workplace Learning Recognition for VET. Students must undertake Unit 1 before commencing Unit 2. Each unit involves at least 20 hours of scheduled classroom instruction and 80 hours of Structured Workplace Learning (SWL) placement.

Structured Workplace Learning Recognition for VET is available only for students who undertake:
- SWL in an industry aligned to a VCE VET program (VE1)
- a school-based apprenticeship or traineeship (SBAT) (VE2)

The award of satisfactory completion for a unit in Structured Workplace Learning Recognition for VET is based on whether the student has demonstrated the set of outcomes specified for the unit within the study design. Students need to undertake a minimum of 80 hours of SWL placement and must maintain a Workplace Learning Record related to the SWL placement for recording, authentication and assessment purposes.

Attendance Requirements For VPC/VCE VM and VET

Attendance at school is compulsory for children and young people aged 6 to 17 years unless an exemption from attendance or enrolment has been granted.

Under the *Education and Training Reform Act 2006*, parents, carers and guardians must enrol a child of compulsory school age at a registered school and ensure the child attends school at all times when the school is open for instruction. Failure to comply with this requirement may result in prosecution of the parent, guardian or carer.

The Education and Training Reform Regulations (ETR Regs) (Sch 4 cl 10) require the College to:
   a) monitor the daily attendance of each student enrolled at the school,
   b) identify any absences of a student from school including classes,
   c) follow up any unexplained absences of a student of a student from the school or classes,
   d) notify any parent, carer or guardian regarding a student's unsatisfactory school or class attendance,
   e) record information regarding a student's unsatisfactory attendance at school or classes on the student's file.

Participation in classes and College life provides students with opportunities to develop important skills and knowledge that encourages further learning, lead to employment opportunities and participation in their local community.

Students have scheduled classes on each day of the week unless they are attending classes for their VET course at an RTO. Classes commence at 9.00am and conclude at 3.00pm Monday to Friday.

Attendance is recorded electronically by the classroom teacher at the start of each class directly on to our Student Management System SIMON.

In addition, attendance is checked regularly during offsite excursions or College related activities.

Students are expected to attend College during scheduled hours every day of each term apart from Fridays when they are on work experience, employment, workplace learning, volunteering or structured workplace learning or there is a 'reasonable excuse' (see below) for non-attendance and an approved exemption has been granted. Students are expected to arrive on time and prepared to learn. Students who may have an issue that affects their attendance are encouraged to discuss this with their classroom teacher or the Wellbeing staff in the first instance.

The College staff work with individual students identified as vulnerable and whose attendance is at risk and/or declining to improve their attendance through a range of interventions and supports. This is done in consultation with and their parent, carer or guardian.

Parents, carers or guardians are encouraged to communicate openly with the College on any matters regarding attendance and in particular must provide valid explanations for any absence.

Parents, carers or guardians are asked to support student attendance by minimising absences and endeavouring to schedule appointments, family holidays and celebrations and other activities outside of normal College hours.

Reasonable Excuse

A record of the reason given for each absence is retained by the College. The Principal determines if the explanation provided is a 'reasonable excuse' for the purposes of the parents, carers or guardians meeting their responsibilities under the *Education Training Reform Act 2006* and this Attendance Policy.

The College understands that there are occasions when students are unable to attend and have a reasonable excuse for that absence. Examples of a reasonable excuse may include but are not limited to:

- Illness or injury (a medical certificate is required)
- Medical/dental appointment where out of hours appointments are not possible, supported by medical certificate;
- Student involved in an accident, supported by medical certificate or note from parent, carer or guardian, as applicable;
- Observance of a religious or cultural event, supported by note from parent, carer or guardian;
- Student required to comply with another law, supported by note from parent, carer or guardian;
- Bereavement or attendance at a funeral of a relative or friend, supported by note from parent, carer or guardian;
- Interview for job placement or entry into a post-secondary education course, supported by note from parent, carer or guardian or confirmation from the provider.

The Principal may consider other reasons for absence provided on a case by case basis to determine if they constitute a 'reasonable excuse'. If the College determines that a reasonable excuse has been provided, the absence is marked as an 'approved absence'.

Approved Absences

If the College considers that the parent, carer or guardian has provided a reasonable excuse for the student's absence, the absence is marked as an 'approved absence'.

The Principal has the discretion to accept a reason given by a parent, carer or guardian for a student's absence.

If no explanation is provided by the parent, carer or guardian within five (5) school days of an absence, it is recorded as an 'unapproved absence' and recorded on the student's file.

Unapproved Absences

If the College determines that no reasonable excuse has been provided, the absence is marked as an 'unapproved absence'. Examples of excuses which may be considered unapproved absences include but are not limited to:

- Missing class school due to lateness i.e. sleeping in, missing bus or train, bicycle or car break down;
- Attending an event or activity which is not approved by the College in advance e.g. shopping, private social gatherings;
- Undertaking part time work during college hours unless this is a requirement of the student's study program;
- Helping friends to move house, attend appointments with friends, looking after ill friends;
- Socialising with friends during school hours.

Notification to Parents, Carers and Guardians of Unsatisfactory Attendance
The College follows the process below to notify parents, carers or guardians of unsatisfactory attendance:

- Where a student is unsatisfactorily absent from College, the classroom teacher or the Wellbeing Officer contacts the parents, carers and guardians directly to seek an explanation and to remind them of the obligation for the student to attend College daily;
- Where parents, carers or guardians repeatedly fail to inform the College of absences the Assistant Principal/Curriculum Leader contacts them directly seeking an explanation and to remind them of their obligation to report absences.

Parents, carers or guardians are regularly reminded to ensure that any changes to their contact details are communicated to the College.

Managing Non-attendance and Supporting Student Engagement
Where absences are of concern due to their nature or frequency, the College works collaboratively with parents, carers and guardians, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing a Student Support Group facilitated by the Student Wellbeing Team Leader,
- implementing an attendance monitoring plan,
- arranging for assistance from relevant College wellbeing staff and/or referral to medical, mental health or allied health professionals for specialist support.

The College understands that some students may need additional support and assistance from time to time and works with the student and the family to provide this support when it is required.

Student Observation Of VCAA Rules For VPC/VCE VM Assessment
Students must sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instruction relating to the VPC/VCE VM assessment program and accept its disciplinary procedures.

The VCAA sets down a number of rules which a student must observe when preparing work for assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. A student must acknowledge all sources used, including: text, websites and source material
2. The names and status of any person who has provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:
- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking), but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements and /or self-correction.

Unacceptable forms of assistance include:
- Use of, or copying of another person's work or other resources without acknowledgement
- Corrections or improvements made or dictated by another person.
- A student must not knowingly assist other students in a breach of rules.

Plagiarism, Cheating and Collusion
The College expects that all students submit work that is their own and acknowledge the work of others in any assessment task they submit as part of their VCE or VPC program.

All students need to be aware that it is their responsibility to ensure that teaching staff have no difficulty in authenticating their work.

Rules for assessment
The College sets down a number of rules which a student must observe when preparing work for assessment in their VCE or VPC program:
- A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. A student must acknowledge all sources used, including text, websites and source material;
- The names and status of any person who has provided assistance, and the type of assistance provided; and
- A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:
- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking), but which has been transformed by the student and used in a new context; and
- Prompting and general advice from another person or source, which leads to refinements and /or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of another person's work or other resources without acknowledgement;
- Corrections or improvements made or dictated by another person; and
- A student must not knowingly assist other students in a breach of rules.

Breach of Rules

i. A breach of rules occurs when the teacher is unable to authenticate a student's work that has been submitted for assessment. The College must also respond to an allegation by any person with information that suggests the rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party. If a teacher suspects that a breach of rules has occurred, they must inform:
- the student of their suspicion; and
- report the suspected breach of rules (plagiarism, cheating or collusion) to the Assistant Principal/Curriculum Leader.

ii. On a school's receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

iii. Investigations must be handled sensitively and in accordance with the principle of procedural fairness.

iv. Prior to a decision being made that a breach of rules has occurred the College gathers and considers any relevant evidence such as:
- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- the student's work
- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- samples of other work by the student for comparison, if relevant
- the teacher's record of authentication
- the teacher's opinion about the student's work
- accurate notes of conversations with witnesses, the teacher and the student.

v. If the Assistant Principal/Curriculum Leader considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard. The Assistant Principal/Curriculum Leader should reserve their judgment until they have heard from the student at the meeting or hearing.

vi. A meeting with the student, Assistant Principal/Curriculum Leader and their teacher. is conducted. The student is given 24 hours' notice of this meeting and advised that a parent or friend may accompany them to the interview in a support role, but not as an advocate.

vii. If the investigation finds that a student has submitted work that is not their own, the Assistant Principal/Curriculum Leader asks the student to provide evidence that

demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

viii. The student may be asked to:
- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

ix. If the Assistant Principal/Curriculum Leader forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action is taken.

x. The student is notified in writing of the decision/penalties and their rights of appeal by the Assistant Principal/Curriculum Leader as soon as practicable. After the meeting or hearing, the school must write to the student to confirm:
- the findings of the investigation in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school. The student should be provided with a copy of the VCAA procedures relating to appeals.

Penalties for intentional plagiarism or academic misconduct are appropriate to the offence and include one or more of the following:
- a reprimand to the student; or
- if there is sufficient time before the due dates designated by the College or VCAA, the student could be asked to resubmit the work; or
- refusal to accept that part of the work which infringes the rules, and base a decision whether to award the outcome an N or an S on the remainder of the work; or
- refusal to accept any part of the work, and an N is awarded for the outcome.

xi. The College retains all material related to the allegation in case the student wants to appeal a decision.

Student Behaviour Management Policy

The College strives to build a safe and positive learning environment for all students where the promotion of mutual respect and harmonious relationships is paramount.

All members of the College community including students, teachers, family members and the wider community contribute to and share in the responsibility to create a welcoming and safe learning environment.

It is important that parents, carers and guardians advise the College of their child's individual circumstances insofar as these may impact upon their physical, educational, social or emotional needs so that the College can provide appropriate support to the student.

Shared Behaviour Expectations

All students have rights and responsibilities. The College recognises the importance of providing clear guidance and expectations which are applicable to all members of the school community.

Students have a right to:
- An education without interference or disruption from other students,
- A safe, secure and clean learning environment where they can fully develop their abilities, interests and ambitions,
- Know their property is safe at all times,
- Be treated with consideration and respect.

Students have a responsibility to:
- Be punctual and prepared for learning,
- Allow other students to learn and teachers/staff to teach and work in an environment free from disruption,
- Treat other people with respect regardless of their race, religion, sexual preference or gender,
- Respect the rights, educational opportunities and property of others.

Students are expected to:
- Take responsibility for their learning and have high expectations of themselves that they can learn,
- Uphold the College's core values of passion for learning and teaching, empowerment, respect, responsibility and kindness
- Take responsibility for their own behaviour and the impact of their behaviour on others,
- Comply with this Policy and work with teachers and parents ensure that they follow all reasonable requests of staff and respect the rights of others to be safe and to learn.

Parents, carers or guardians are expected to:
- Support their child to meet the behavioural expectations of the College,
- Support the implementation of the College's behavioural aims including adhering to the Codes of Conduct, individual behavioural plans or contracts, or suspension periods,
- Provide any relevant information about their child's circumstances which may impact on the student's behaviour,
- Cooperate with the College by assisting in the enforcement of strategies to address individual needs,
- Acknowledge and understand that unacceptable behaviour by a student, or repeated behaviour by a parent or guardian that is unacceptable and damaging to the partnership between parents, carers or guardians and the College, may result in suspension or termination of the child's enrolment.

Principals, teachers and staff:
- Promote positive reinforcement and enhance student self-esteem by having a planned approach for recognising and responding to appropriate behaviour;

- Deliver an inclusive and engaging curriculum which promotes positive behaviours and emphasises the wellbeing of every student;
- Employ whole school and classroom practices to create an environment where appropriate behaviour is the norm for all students and focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues;
- Support the professional development needs of all staff to enable them to develop and maintain positive relationships with their students, to understand the diverse circumstances of students and provide support to those who are vulnerable or who have special needs;
- Recognise that for some students (including vulnerable students or students with disabilities) additional support may be needed in the form of staged responses and working with families to reintegrate students in an educational setting after any suspension or exclusion period.

To support and reinforce positive and appropriate behaviours the College:
- implements culturally inclusive strategies to reinforce appropriate behaviour which may include verbal recognition, individual or class rewards, communication with parents, carers or guardians, as appropriate,
- implements a positive behaviour approach which is designed to reduce problem behaviour, as well as create individualised interventions,
- praises and reinforces positive behaviour and emphasise prevention strategies.

Consequences for Student Misbehaviour

The College adopts a staged response to challenging behaviour and reinforcement of appropriate behaviour. If required, an Individual Behaviour Plan is developed to support the student in learning skills required for appropriate behaviour and positive social interaction.

Disciplinary measures may be used as part of a staged response to challenging behaviour in combination with other engagement and support strategies to address the range of factors that may have contributed to the student's behaviour.

The College ensures responses/measures are proportionate to the nature of the behaviour and that support is in place to address causes of the inappropriate behaviour and implementation of strategies to limit reoccurrence of inappropriate behaviour.

Grounds for Suspension or Expulsion

A student may be suspended from College if this is the only appropriate course of action. This may occur in cases where the student's behaviour puts the health, safety and well-being of other students, staff or themselves at significant risk, or where actions require reporting to police or appropriate agencies. If other strategies are unsuccessful in modifying student behaviour, the College implements its suspension and expulsion procedures. Refer to Suspension and Expulsion Policy.

Restraint and Seclusion

The College undertakes actions to prevent the need for the use of restraint or seclusion in accordance with the Restraint and Seclusion Policy.

The use of restraint or seclusion is not permitted as part of the Individual Behaviour Plan.

Health Care Needs
When a student with a diagnosed medical condition or health care need is enrolled, additional requirements must be met to ensure that the student's safety, health and wellbeing is protected. The enrolment form requires parents, carers and guardians to provide information about their child's medical condition or health care needs including anaphylaxis and other known allergies such as asthma.

Parents, carers or guardians must provide the College with a copy of the student's approved Medical Management Plan. The advice provided by the medical or health practitioner in the Medical Management Plan is used in consultations between the College and the family to document a Student Health Support Plan.

The College ensures that reasonable care is applied to ensure the student's safety, health and wellbeing while the student is under the supervision of the College. All staff are advised of the student's medical or health care needs as appropriate. The Principal is responsible for ensuring relevant staff are provided with additional professional development or training to facilitate management of the student's needs.

In addition to the Medical Management Plan, a Student Health Support plan must be developed in consultation with the student's parents, carers or guardians and implemented so as to reasonably ensure:
- that the risks relating to the student's medical condition or health care need are assessed and minimised;
- that the parents, carer or guardian are notified of any known allergens at the College that pose a risk to the student and strategies for minimising the risk are developed and implemented;
- that all relevant staff members and volunteers can identify the student, the student's Medical Management Plan and the location of the student's medication;
- where attendance would otherwise pose a significant risk, that the student does not attend the College unless the student has a Medical Management Plan and medications available at the College;
- that practices and procedures are in place and implemented for the safe handling, preparation, consumption and serving of food, where relevant.

Medication
Relevant requirements in respect of the administration of prescribed medication must be included in completing the Medical Management Plan and Student Health Support Plan.

In all cases except emergency situations, medication must not be administered to a student unless the administration is authorised by a treating medical/health practitioner. The enrolment record kept for each student includes details of any person who is authorised to consent to medical treatment or administration of medication to the student.

In the case of an emergency, authorisation may be given verbally by a parent, carer or guardian to consent to administration of medication or, if such a person cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.

Administration of Medication

Relevant requirements in respect of the administration of prescribed medication must be included in completing the Medical Management Plan and Student Health Support Plan.

In all cases except emergency situations, medication must not be administered to a student unless the administration is authorised by a treating medical/health practitioner.

The enrolment record kept for each student includes details of any person who is authorised to consent to medical treatment or administration of medication to the student.

Plenty River College requires parental authority to administer any medication to students who require it while at the College. In the case of an emergency, authorisation may be given verbally by a parent, carer or guardian to consent to administration of medication or, if such a person cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.

Storing medication

The College ensures that medication is stored:
- securely to minimise risk to others;
- in a place only accessible by staff who are responsible for administering the medication (such as the office);
- away from a classroom (unless quick access is required);
- away from first aid kits; and
- according to packet instructions, particularly in relation to temperature.

Asthma Management

Each student diagnosed with asthma is required to have a Student Health Support Plan. This plan details how the College provides support, identify specific strategies, and allocate staff to assist the student. They are also required to have their own prescribed reliever medication (labelled with their name) and spacer with them at College and at College approved activities, including off site activities such as excursions.

Emergency first aid equipment for treating asthma is available at the College. This equipment is also be available for excursions and is included in the portable first aid kit.

Plenty River College's commitment to combating the spread of COVID-19

While COVID Safe Plans are no longer required under Victorian Pandemic Orders, Plenty River College complies with any government directives to combat the spread of COVID-19.

As part of the College's emergency management plan to manage the risks associated with COVID-19, and to maintain the health and wellbeing of the College community, the College:
- Requires staff, students and visitors who test positive for COVID-19 to refrain from attending College or entering College premises, and to rest and consult with their local GP, until their condition gets better and they no longer test positive for COVID-19;

- Provides hand sanitisers and air purifiers in every classroom as well as all rooms to ensure adequate ventilation;
- Includes COVID-19 posters on the College premises to remind students, staff and visitors about hygiene and, if unwell, to stay home and get tested.

Anaphylaxis Management

Plenty River College is committed to providing a safe and supportive environment for all students at risk of anaphylaxis. Where students are known to be at risk of anaphylaxis, the College requires parents, carers and guardians to provide relevant information to enable the College to carry out its duty of care obligations. Parents, carers and guardians are required to provide the College with up-to-date individual anaphylaxis management plans that are compliant with the Ministerial Order 706 – Anaphylaxis Management in Schools.

At enrolment in the College, parents are asked to advise whether their child has an allergy or is at risk of an anaphylactic reaction. The College promptly follows up parents, carers and guardians to seek confirmation if this information is not provided.

The Principal ensures that an Individual Anaphylaxis Management Plan (IAMP) is developed, in consultation with the student's parents, carers or guardians, for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis. The student's IAMP is reviewed, in consultation with the student's parents, carers and guardians.

Responsibilities of parents (including carers or guardians) and the College

Parents are responsible for:
- providing the ASCIA Action Plan from the student's medical practitioner and providing a copy to the College as soon as practicable;
- immediately informing the College in writing if there is a change in the student's medical condition and risk factors and (if relevant) obtaining an updated ASCIA Action Plan from the student's medical practitioner;
- providing an up-to-date photo of the student for the ASCIA Action Plan when that plan is provided to the College and each time it is reviewed;
- providing the College with an adrenaline autoinjector that is current (i.e. the device has not expired) for the student;
- participating in annual reviews of the student's IAMP.

First Aid Treatment

Plenty River College ensures that there is at least one staff member in attendance at the College who must be immediately available in an emergency and who holds a current approved first aid qualification. All staff members are required to have a current First Aid certificate and CPR.

College students are supervised in classrooms, during recess and lunch breaks and on excursions.

Non-Smoking & Vaping Policy

Plenty River College is a smoke-free environment. Smoking is not permitted within the College's premises. This policy applies to all staff, students, contractors and visitors while on College premises.

Occupational Health and Safety

The College is committed to providing a safe working environment through the implementation of risk prevention and reduction strategies integral to the College's educational delivery and activities.

The College:
- Ensures that appropriate standards of workplace safety are maintained at all times,
- Raises the profile of OHS issues within the College,
- Creates a team approach to health and safety issues.
- Prevents accident, injury and disease in the workplace wherever and whenever possible.

Duty of Care

All staff working with students have a duty of care to take reasonable steps to prevent students from foreseeable harm, abuse or injury. This includes taking reasonable steps to prevent foreseeable physical or psychological harm occurring as a result of bullying and/or harassment.

The College's duty of care is non-delegable, meaning that it cannot be assigned to another party. However, this does not mean that only one person or staff member holds a duty of care to a particular student at any one time. Multiple staff may have a duty of care to the same student, with differing responsibilities and roles to play in relation to discharging its overall duty of care.

The duty of care owed to students by the College, include:
- A duty to take reasonable measures to protect students from reasonably foreseeable risks of harm or injury;
- A duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises;
- A duty to take reasonable precautions to prevent the abuse of students by an individual associated with the College while the child is under the care, supervision or authority of the College;
- Understanding that different and sometimes greater measures may need to be taken for younger students or students with disabilities in order for the College to discharge this duty of care.

Anti-Bullying and Anti-Harassment

The College does not tolerate any forms of bullying or harassment and ensures a safe environment for students.

If any staff member feels a student is at serious and imminent risk from bullying (including cyber bullying) and/or harassment then it is the College's duty of care obligation to investigate the matter and pass on the information to the Principal or the Assistant Principal in order to ensure appropriate support is provided to students as well as implementing strategies to prevent such matters from happening in the future.

If a student believes they are being bullied, they can contact their teacher in the first instance, or a staff member that they would prefer to discuss the matter with.

All allegations are investigated, and the College might adopt some early invention techniques to assist the students, which may include (but not limited to): education in coping strategies; assertiveness training; problem solving, mentoring and social skills; counselling, peer support and behaviour modification.

No student is exempt from being disciplined for bullying and/or harassment.

Complaints Policy and Procedure Policy
The College strongly believes that staff are committed to working closely together with parents, carers or guardians and students to provide the best educational opportunities for every student. The College is committed to the development of professional, trusting and cooperative relationships between the College and the College community.

The purpose of this policy is to set out the principles and procedures governing the College approach to the resolution of complaints from parents, carers or guardians, students and/or external organisations and stakeholders.

Informal complaints resolution
The vast majority of issues causing concern can be handled quickly and in an informal manner. Students, parents, carers or guardians can raise a complaint locally (i.e. with the classroom teach or staff). In most cases, these issues can be resolved through informal discussions with appropriate staff members.

How to raise a formal complaint
If complainants are unable to resolve a matter informally, or wish to make a formal complaint, they can do so by any of the following means:
- Sending an email to admin@prc.vic.edu.au
- Writing a letter addressed to the Assistant Principal/Curriculum Leader or Principal,
- Telephoning and asking to speak to the Assistant Principal/Curriculum Leader or Principal via 0435767157

Process for managing complaints
Level 1: Where possible, the College encourages concerns to be raised and resolved speedily and informally with the member of staff most directly involved e.g. classroom teacher.

Level 2: Where the concern has not been resolved to the satisfaction of those concerned, a formal complaint under the auspices of this policy and procedure may be made to the Assistant Principal/Curriculum Leader via admin@prc.vic.edu.au
- All complaints are acknowledged in writing within 48 hours of receipt of the complaint, however lodged;
- All relevant levels of authority within the College make every reasonable effort to investigate, resolve and conclude complaints within 15 working days of receipt. When this is not possible, the College informs the student in writing of the delay and the reasons for it, and the expected timeframe for completion;
- In conducting the investigation, the process complies with the overarching principles as outlined in the policy section.

If the complaint concerns the decisions, actions or activities of the Assistant Principal/Curriculum Leader, a formal complaint should be escalated to the Principal via veronica.kioria@prc.vic.edu.au

If the compliant concerns the decisions, actions or activities of the Principal, a formal complaint should be escalated to the Chair of the College Board via chairman@prc.vic.edu.au

Level 3: If, at the conclusion of the complaints process, the complainant remains dissatisfied with the complaint process, they may lodge a request for an external review with the Victorian Ombudsman, Victorian Equal Opportunity and Human Rights Commission or the Victorian Registration and Qualifications Authority and other appropriate agencies.

Emergency Procedures

Plenty River College has an Emergency and **Critical Incident and Emergency Management** and procedures in place to protect everyone who enters the College. Please familiarise yourself with the policy and check the emergency procedure map located near the door in your classroom. This tells you the exit to use in case of fire. Fire drills are regularly held to demonstrate the evacuation procedure to staff and students.

Building and Infrastructure

The College commits to providing reasonable adjustments to all students, including students with a disability. The College building is accessible to all, with disabled toilets and double doors opening for wheelchair access.

The College:
- Ensures that all students are treated fairly and with respect;
- Provides reasonable adjustments to students with a disability to enrol in or participate at the College;
- Makes reasonable adjustments to the extent that they do not involve unjustifiable hardship;
- Ensures that it meets best practice and complies with the applicable legislative and regulatory requirements;
- Reports back to the Board on any feedback or suggestions in ensuring that the College is accessible to all students.

Student Support Services

Being a student is exciting, but it can also be challenging. Teachers and Wellbeing staff are available to offer professional and confidential support as appropriate. All staff are committed to ensuring that you have a positive learning experience.

Learners with disabilities or additional needs should feel that their individual needs are met in our programs and are given ongoing opportunities for additional assistance and appropriate course modifications.

We also offer wellbeing support and referrals to community agencies (see list below). Our Wellbeing staff are available five days a week. They can provide links to sources of support

where the staff at the College are not qualified or it is in the student's best interests to seek professional advice.

For general careers and pathways advice, please consult with the Career and Pathways Advisor.

External Support

A number of organisations provide free online information and support and offer counselling services for people in need. In many cases, information is available in other languages. Students experiencing difficulties are encouraged to access these services or can request assistance from your teacher or Wellbeing staff.

Service	Web address	Phone contact
Ambulance		000
Victoria Police		
Consumer Affairs Victoria	www.consumer.vic.gov.au	
National Alcohol & Other Drug Hotline	www.alcohol.gov.au	1800 250 015
Direct Line	www.directline.org.au	1800 888 236
Family Drug Support	www.fds.org.au	1800 368 186
Quitline	www.quit.org.au	137 848
Turning Point	www.turningpoint.org.au	
Safe Steps	www.safesteps.org.au	1800 015 188
Consumer Action Law Centre	www.moneyhelp.org.au	1800 007 007
ASIC	www.moneysmart.gov.au	
Salvation Army Employment Plus	www.employmentplus.com.au	
Gambling Help Online	www.gamblinghelponline.org.au	1800 858 858
QLife	Qlife.org.au	1800 184 527
Rainbow Health Victoria	rainbowhealthvic.org.au	
Touchbase	www.touchbase.org.au	
Transgender Victoria	www.tgv.org.au	
Grief Line	griefline.org.au	1300 845 745
Compassionate Friends Victoria	compassionatefriendsvictoria.org.au	1300 064 068
Better Health Channel	www.betterhealth.vic.gov.au	
Health Direct	www.healthdirect.gov.au	
Head to Health	www.headtohealth.gov.au	
Launch Housing	www.launchhousing.org.au	1800 825 955
Victorian Legal Aid	www.legalaid.vic.gov.au	1300 792 387
The Law Handbook	www.lawhandbook.org.au	
Victorian Aboriginal Legal Service	vals.org.au	1800 064 865
Youth Law	youthlaw.asn.au	9113 9500
Women's Legal Service	womenslegal.org.au	
Beyond Blue	www.beyondblue.org.au	1300 224 636
Lifeline	www.lifeline.org.au	13 11 14
Suicide Call Back Service	suicidecallbackservice.org.au	1300 659 467

Headspace	headspace.org.au	1300 78 99 78
MensLine	menslineaus.org.au	1800 55 1800
Kids Help Line	kidshelpline.com.au	
ReachOut	au.reachout.com	
Head to Health (H2H)	headtohealth.gov.au	
Mindspot	mindspot.org.au	1800 61 44 34
PANDA	panda.org.au	1300 726 306
Black Dog Institute	blackdoginstitute.org.au	
Butterfly Foundation	thebutterflyfoundation.org.au	1800 33 4673
SANE	www.sane.org	1800 18 7263
Sexual Assault Crisis Line	www.sacl.com.au	1800 806 292
1800Respect	www.1800respect.org.au	1800 737 732
Anonymous reporting	www.sara.org.au	

Policies And Procedures

There are a number of policies and procedures at Plenty River College that students need to be familiar with and agree to follow.

Details of all relevant policies, rules and consequences are published on the College website and in the Policies Manual available in hard copy from the administration.

College Staff

Our College staff work with you to achieve positive outcomes from your studies. They also work with you to help you with any issues and barriers that may have hindered your education in the past.

Staff Position	Staff Name
Principal	Veronica Kioria
Assistant Principal/Curriculum Leader	Kim Gray
Wellbeing Team Leader	Katerina Digala
Teacher/s	Donna Thomas Joshua Kayll Paul Adigun
Wellbeing Officer & Education Support Staff	Edie Morehu Jodie Clohesy Robert Velickovski
Business & Admin	Asad Abbasi Ashley Kamau Raine Adams Sharon Eliopoulos

Plenty River College Evacuation Plan
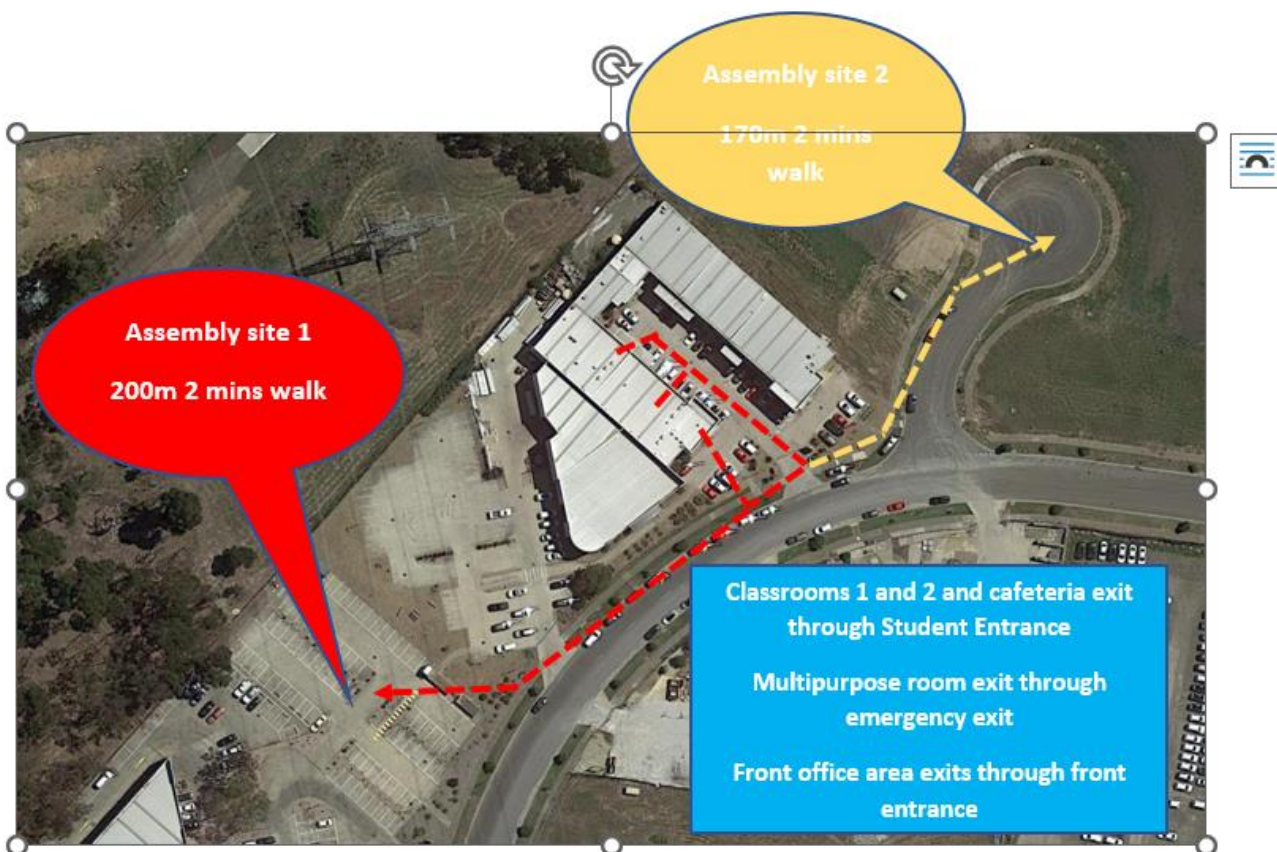
GLOSSARY OF TERMS

Australian Qualifications Framework (AQF)
The Australian Qualifications Framework specifies the standards for educational qualifications in Australia. It is administered nationally by the Australian Government's Department of Industry, with oversight from the States and Territories, through the Standing Council of Tertiary Education Skills and Employment.

Competency Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies

Department of Education and Training (DET)

The Victorian Government department that administers school education, apprenticeships and traineeships.

Further Education (FE)
FE refers to qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language.

Outcomes
What students are expected to know and be able to do by the time they have finished a Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM) units.

Registered training organisation (RTO)
Approved by the Victorian Registration and Qualifications Authority or Australian Skills Quality Authority to deliver and issue VET qualifications.

Satisfactory Achievement (S) VPC/VCE VM
A student has achieved the outcome for the VPC/VCE VM unit. If a student does not satisfactorily complete the unit, they receive an N (not yet completed).

Satisfactory (S) VET
A student has achieved competency in the VET unit. If a student does not satisfactorily complete the unit, they receive an N (not yet competent)

School-based apprenticeship or traineeship
An apprenticeship or traineeship undertaken in the VPC/VCE VM, with at least one day per week spent on the job or in training during the normal school week.

Semester
Half the academic year (around 20 weeks across two school terms). Most units last for one semester.

Statement of Attainment
A record of recognised learning that may contribute towards a VET qualification.

Statement of Results
A set of documents that states the student's VPC/VCE VM results, and whether the relevant certificate has been awarded.

Structured Workplace Learning Recognition (SWLR)
On-the-job training that allows VET students to develop their work skills and understand employer expectations.

Technical and Further Education (TAFE) institute
Offers a range of vocational tertiary courses up to the level of advanced diploma.

Units (VPC/VCE VM) Accredited units in Literacy and Numeracy Skills, Personal Development Skills and Work-Related Skills.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major).

Victorian Certificate of Education Vocational Major (VCE VM)

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

Victorian Curriculum and Assessment Authority (VCAA)

The Victorian Curriculum and Assessment Authority is a statutory authority of the Government of Victoria responsible for the provision of curriculum and assessment programs for students in Victoria, Australia. The VCAA is primarily accountable to the Victorian Minister for Education and responsible for managing the VPC, VCE VM and VCE.

Vocational Education and Training (VET) – nationally recognised vocational courses (certificates) integrated within the VPC/VCE VM.