Student Engagement, Wellbeing and Inclusion Policy

Introduction

Plenty River College (the College) is an independent, specialist senior secondary school, delivering the Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM). It provides 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.

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 in their learning by:

- re-engaging them in education;

- fostering their social and emotional development; and

- providing a supportive and safe environment for them.

Rationale

Plenty River College is committed to providing a safe, inclusive, secure and stimulating learning environment for all students. We understand that students reach their full potential only when they are happy, healthy and safe, and that a positive College culture helps to engage students and support them in their learning. Our College acknowledges that student wellbeing and student learning outcomes are closely linked.

Purpose

The purpose of this policy is to ensure that all students and members of Plenty River College community understand:

- our commitment to providing a safe and supportive learning environment for students;

- our expectations for positive student behaviour;

- the support available to students and families; and

- our College 's approach to student engagement.

Scope

This policy applies to College staff and students, volunteers, contractors and visitors and the wider College community. It applies to all College activities, including camps and excursions.

Definitions

Attendance Improvement Plan	An Attendance Improvement Plan will be implemented for a student where their attendance is of concern. This plan will be developed with the student, so they have ownership over the plan, together with student's parent.
Behaviour Management Plan	A Behaviour Management Plan will be implemented for a student where their behaviour is of concern. This plan will be developed with the student, so they have ownership over the plan, together with student's parent.

Disability	In relation to a student, disability means:
	
	• total or partial loss of the person's bodily or mental functions; or
	• total or partial loss of a part of the body; or
	• the presence in the body of organisms causing disease or illness; or
	• the presence in the body of organisms capable of causing disease or illness; or
	• the malfunction, malformation or disfigurement of a part of the person's body; or
	• a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
	• a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour;
	and includes a disability that:
	    ○ presently exists; or
	    ○ previously existed but no longer exists; or
	    ○ may exist in the future (including because of a genetic predisposition to that disability); or
	    ○ is imputed to a person.

Parents	Includes parents, guardians, step-parents and/or carers as listed in the College Enrolment Form.
Restorative practice	A strategy aimed at repairing damaged relationships. It is achieved by bringing the offender to a sense of remorse and restorative action, and an expression of forgiveness from the victim
Student Support Group	A Student Support Group is normally made up of made up of the Deputy Principal/Curriculum Leader, relevant teachers and education support staff. If appropriate, the Student Support Group can seek family involvement and support from specialist consultants.
Student Support Team	The Student Support Team comprises youth welfare workers and education support workers. Other specialists such as the College psychologist or external case managers may also be included or consulted.

Responsibility

1. The College Board is responsible for authorising this and other policies regarding student welfare.

2. The Executive Principal is responsible for implementing policies, procedures and processes regarding student welfare and inclusion.

3. The Deputy Principal/Curriculum Leader is responsible for ensuring that staff, student and parents understand College expectations of positive student behaviour, and for participating in Student Support Groups.

4. Teachers, Education Support Workers and Youth Welfare Workers are responsible for acknowledging and promoting positive student behaviour in College, and for making College a safe and inclusive learning space.

5. The Student Support Team is responsible for assessing the support needs of applicants, including reasonable adjustments for students with disabilities, and advising the Executive Principal or Deputy Principal/Curriculum Leader.

6. The wider College community has a responsibility to contribute to a positive College culture.

Implementation

College values, philosophy and vision

Our College's core values are:

- Passion for learning and teaching;

- Empowerment

- Respect

- Responsibility; and

- Kindness.

Engagement strategies

We have developed a range of strategies to promote engagement, positive behaviour and respectful relationships for all students in our College. We acknowledge that some students may need extra social, emotional or educational support at College, and that the needs of students will change over time as they grow and learn. Please refer also to the College's Attendance Policy for details relating to attendance strategies.

A summary of the universal, targeted and individual engagement strategies used by our College is included below:

Universal (whole of College)

- incorporating College values into curriculum, and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our College community;

- maintaining high and consistent expectations of all staff, students and parents;

- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing;

- creating a culture that is inclusive, engaging and supportive;

- welcoming all parents and being responsive to them as partners in learning;

- analysing and being responsive to a range of College data such as attendance, Attitudes to College Survey, parent survey data, staff survey data, student management data and assessment data;

- delivery of a broad curriculum including VET programs within VCAL to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations;

- requiring College teachers to use the Explicit Instructional Learning and Teaching Model framework (refer Appendices) to ensure an explicit, common and shared model of instruction that is evidenced-based, trauma-aware positive education, and suited to our vulnerable and at-risk students;

- ensuring that College teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching;

- carefully planning transition programs to support students moving into different stages of VCAL;

- acknowledging positive behaviour and student achievement in the classroom, formally in College activities or events, and in communication to parents;

- monitoring student attendance and implementing attendance improvement strategies at a whole-College, cohort and individual level;

- providing students with the opportunity to contribute to and give feedback on decisions about College operations through structured class discussions, Class Representation and other forums including Peer Support Groups. Students are also encouraged to speak with their classroom teachers, youth welfare workers and Deputy Principal/Curriculum Leader whenever they have any questions or concerns;

- encouraging all students to self-refer to youth welfare workers, their classroom teacher, the College Psychologist, or the Deputy Principal/Curriculum Leader if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning;

- engaging staff and students in programs such as:
  - Respectful Relationships;
  - Cyber Safety;
  - Respectful behaviour, self-esteem; and
  - College's Matrix of positive behaviour expectations.

- making students aware of our College's Child Safe Policy, and reporting expectations and procedures;

- programs, incursions and excursions developed to address issue specific behaviour such as restorative practice;

- opportunities for student inclusion; and

- peers support programs.

Targeted (VCAL level specific)

- each student has a classroom teacher and student support group staff who monitor their health and wellbeing and act as a point of contact for students who may need additional support;

- all students will be assisted to develop a Career Action Plan, with targeted goals and support to plan for their future;

- youth welfare workers and health staff will undertake health promotion and social skills development in response to needs identified by student wellbeing data, classroom teachers or other College staff each year; and

- staff will apply a trauma-informed approach to working with students who have experienced trauma.

Individual

- external student support services (see attachment and Student & Parent/Guardian Handbook);

- Individual Learning Plan and Behaviour Management Plan;

- referral to a Student Support Group at College

Plenty River College implements a range of strategies that support and promote individual engagement. These include but are not limited to:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances;

- meeting with student and parent to talk about how best to help the student engage with College;

- developing an Individual Learning Plan and/or a Behaviour Support Plan;

- considering if any environmental changes need to be made, for example changing the classroom set up;

- referring the student to:

  o College -based wellbeing supports;

  o a Student Support Group; and/or

- appropriate external supports services such as Council-based youth and family services, other allied health professionals, Headspace, Child and Adolescent Mental Health Services or Child First.

Where necessary the College will support the student's family to engage by:

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing;

- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student;

- monitoring individual student attendance and developing an Attendance Improvement Plan in collaboration with the student and their family;

- running regular Student Support Group meetings for all students:

  - with a disability;

  - in Out of Home Care;

  - and with other complex needs that require ongoing support and monitoring.

Curricular Programs

The curricular programs of the College will recognise and respond to the diverse needs of the College's students by:

- accommodating different learning profiles and rates of learning; and

- intervening early to identify and respond to individual student needs.

The College is committed to the delivery of an inclusive curriculum that ensures all our students have access to a quality education to meet their diverse needs.

To improve educational outcomes for students with disabilities, the following key strategies are in place:

- providing parents with a learning program that best suits their child's needs;

- involving students and parents in programming and planning decisions;

- supporting students' access to programs that let them pursue achievable pathways;

- ensuring the expertise of College teachers is maintained and developed; and

- providing a youth welfare worker and education support worker in every class.

The College's strategies to promote pro-social values will be whole-College in focus and include close links with curriculum. Staff encourage students to work with others, to assist students to become responsible local and global citizens, equipped for living and working together in an interconnected world, to explore what it means for both an individual and society to live well and to take greater responsibility for their own learning and participation at College. The College curriculum will include pro-social values and behaviours to enable students to acquire knowledge and skills, value diversity and build a culture of learning, community and engagement.

Student voice/student participation is about valuing people and valuing the learning that results when we engage the capacities and multiple voices in the College. It focuses on realising the leadership potential inherent within all learners. There are five dimensions to student participation:

- student involvement in College and community development;

- students as researchers and co-enquirers;

- student feedback on teaching and learning;

- students as peer-tutors; and

- student involvement as a manifestation of inclusion principles.

The College promotes active 'student participation' as an avenue for improving student outcomes and facilitating College change. Student participation ranges from young people sharing their opinions of problems and potential solutions through student focus groups, to students sharing their 'voice' by collaborating with teachers to improve education outcomes, including helping to improve teaching, curriculum and teacher-student relationships, and leading to changes in student assessment.

Identifying students in need of support

Our College is committed to providing the necessary support to ensure our students are supported intellectually, emotionally and socially. The Student Support Group Team Leader plays a significant role in developing and implementing strategies that help identify students in need of support and enhance student wellbeing. We will utilise the following information and tools to identify students in need of extra emotional, social or educational support:

- personal, health and learning information gathered on enrolment and while the student is enrolled;

- academic performance;

- observations by College staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;

- attendance, and suspension data;

- engagement with families;

- self-referrals or referrals from peers;

- the Attitudes to College Survey data;

- College level report data;

- parent survey data; and

- data from external case management workers.

Our College will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The College will provide the following support structures by forming Student Support Groups incorporating youth

welfare workers, education support workers and the classroom teacher. Social workers and other specialist consultants can be included if appropriate.

Our College will also utilise relevant external support service providers in order to identify and address the barriers to learning that individual students may be facing. Such services may include:

- psychologists for psychological and academic assessment;

- mentors – providing support for 'at risk' students;

- case managers and support workers;

- social workers to provide services such as counselling, social skills and anger management programs;

- youth agencies;

- local parent support groups; and

- C.A.S.A. [Centre Against Sexual Assault].

Student rights and responsibilities

All members of our College community have a right to experience a safe and supportive College environment. We expect that all students, staff, and parents treat each other with respect and dignity. Our College 's Statement of Values highlights the rights and responsibilities of members of our community (see the College Student & Parent/Guardian Handbook for details of rights and responsibilities).

Students who may have a concern about something that has happened at College are encouraged to speak to a trusted teacher or member of the Student Support Group, or the Deputy Principal/Curriculum Leader so that appropriate follow up occurs.

Engaging with families

Our College values the input of parents and will strive to support families to engage in their student's learning, and build their capacity as active learners. We aim to be partners in learning with parents in our College community.

We work hard to create successful partnerships with parents by:

- ensuring that all parents have access to our College policies and procedures, available on our College website;

- maintaining an open, respectful line of communication between parents and staff;

- involving families in College decision making;

- coordinating resources and services from the community for families; and

- including families in Student Support Groups (where appropriate), and in developing individual plans for students.

Evaluation

Plenty River College will collect data each year to understand the frequency and types of wellbeing issues that are experienced by our students, so that we can measure the success or otherwise of our College based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data;

- incident data;

- College reports;

- parent surveys; and

- case management data.

Communication

1. This policy will be communicated to the College community through the College website.

2. Additional information will be made available to parents through the College newsletter.

3. College staff will be informed of student engagement strategies through:

- attending the College induction program for new staff;

- the College Teacher Handbook (for teachers); and

- staff meetings and communications.

Appendices
• Appendix 1: EXPLICIT Instructional Teaching and Learning Model • Appendix 2: Matrix of Positive Behaviour Expectations • Appendix 3: Behaviour Management Plan • Appendix 4: Attendance Improvement Plan • Appendix 5: External Support Providers
Related Policies
• Bullying and Harassment Prevention • Camps and Excursions • Complaints and Grievances • Digital Technologies and Social Media • Duty of Care • External Providers • Student Behaviour Management

Appendix 1: EXPLICIT Instructional Teaching and Learning Model

	Phase of Lesson	Essential Elements	Plan
BEGINNING OF LESSON	**THE HOOK** Grab student's attention and put them in a receptive frame of mind 1-**5 minutes**	• Stimulate interest and curiosity e.g. through use of visuals • Present a purpose for learning • Connect learning to real world experiences • Foster positive relations with and between students	How will you HOOK the students into the lesson?
	LEARNING INTENTIONS Make the learning intentions and success criteria clear to students **2-5 minutes**	• Use student friendly language • Establish learning goals and write them on the board or display on screen • Make assessment and performance requirements clear (e.g. "At the end of the lesson you will know/be able to do/have done…." • Show examples or models of EXPECTED student performance • (e.g. excellent example of work from previous year etc.)	What are your learning intentions and success criteria in student friendly language?
	ACTIVATE/REVIEW Activate prior knowledge and review relevant prior learning **5-10 minutes**	• Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means • Review/connects to prior learning • Use questioning techniques • Brainstorming • Key words elicited/taught/displayed	How will you activate prior knowledge and review relevant prior learning?

PRESENTATION	**TEACHER INPUT** – Explicitly teach the CONCEPT	• Provide clear explanation, definition or rule (short, sharp and shiny! • Provide examples and non-examples • Use students' previous experience as basis for explaining concepts • Information presented visually, and/or concrete examples • Concept presented in multiple ways • Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught	How will you teach the concept?
	TEACHER INPUT – Explicitly teach and model the SKILL	• Steps provided as a scaffold • Provide examples • Information presented visually • Teacher inner thought processes revealed to students through modelling • Modelling should be short and purposeful	How will you teach the skill? What are the steps?
	CHECK for UNDERSTANDING – **M**onitor whether students have 'got it' before proceeding. If students have not understood, the concept or skill should be re-taught before guided practice begins.	• Well distributed questioning • /checking for understanding • Wait time • Higher level questions • Asks for justification (evidence) and clarification from students • Adjustments made due to feedback if needed • Challenge misconceptions • Have students paraphrase and summarise	How will you check for understanding?

GUIDED PRACTICE	**DEVELOLPMENT AND ENGAGEMENT** Develop student understanding of the concept or skill through activities or exercises	• Tasks activities or exercises provide well scaffolded opportunity for students to apply knowledge or skill • Clear instructions, clear time frame and clear explanations • Range of tasks that appeal to different learning styles and ability levels (rotating tasks at times) • Effective use of e-learning tools and programs	What activities or tasks will you get students to undertake?
	FEEDBACK and INDIVIDUAL SUPPORT Move around the room to determine the level of mastery and to provide feedback and individual support as needed	• Teacher identifies students needing additional support/guided practice • Teacher moves around the room • Teacher provides comments/written feedback on work	Which students do you anticipate will need additional support and how will you provide this?
INDEPENDENT PRACTICE	**APPLICATION** Get students to apply the concept or skill in different contexts	• May happened within the same lesson or in future lesson • Must occur on a repeating schedule so that the learning is not forgotten • May be homework or individual or group work in class • Teacher makes connections – explain how this knowledge/skill can be applied/transferred to other learning contexts	What independent practice will students undertake?
REVIEW	**REVIEW** Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points and tying them together into a coherent whole	• Reinforce major points of lesson • Students give feedback on what and how they have learned	How will you review the lesson?

Appendix 2: Matrix of Positive Behaviour Expectations

- We are RESPECTFUL
- We are RESPONSIBLE
- We are LEARNERS

	As students we always:	As students in the learning space we:	As students in non-learning College areas we:	As students using the internet and social media we:
WE ARE RESPECTFUL	• Greet, speak to and treat each other in a friendly, polite way and use names	• Work together • Respect the right of others to voice their opinions • Move respectfully in and around classes	• Keep to designated areas • Are inclusive of each other • Use indoor or outdoor voices as appropriate	• Respect the privacy of others • Post appropriate images, status updates and comments
WE ARE RESPONSIBLE	• Follow instructions and rules • Be punctual • Wear appropriate clothing to class • Take care of and appreciate our environment • Take care of and appreciate belongings and equipment • Look out for and support each other	• Arrive ready for learning • Enter and exit in a safe, orderly manner • Seek permission before leaving class • Submit work on time	• Respect College property • Clean up after we have used College's kitchen facilities	• Take a positive stance in response to bullying and other types of inappropriate behaviour • Represent our College in a positive manner when in the community and on public transport
WE ARE LEARNERS	• Listen carefully to others • Ask questions when you are unsure of or when you need help • Recognise and take ownership of your mistakes • Aim for quality with everything you do • Seek to improve your behaviour and performance	• Engage in and contribute to all learning activities • Take feedback on board • Use technology for learning • Work independently and allow others to do so too	• Actively seek out, attend and engage in appropriate out of class learning opportunities • Participate in and fully engage with all excursions and incursions.	• Use positive language when describing our College

Appendix 3: Behaviour Management Plan

Behaviour Management Plan

This plan is to be completed by the Deputy Principal/Curriculum Leader or leader of the Student Support Group. A copy is to be provided to the student and parent.

School	Plenty River College
Phone number	
Student name	
Class	
Students preferred staff contacts	
Background information Only include information that staff need to know – you may leave this blank	

Behaviours in need of support	
Target behaviours (rank in priority)	Known warning signs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Known triggers	Preventative strategies and techniques
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Proactive Strategies and how long will they be in place? Consider behaviour in the classroom, at home, on excursions or camps etc.	
When will this commence?	
How will good behaviour be recognised? By whom?	

Consequences if student continues to display challenging behaviour	

Crisis Plan (physical threats, violence, student is at risk of harming others)		
What observable behaviours or circumstances will enact the crisis plan?		
What steps will be taken or help requested?		
When will this plan be reviewed?		
Name and signature of Deputy Principal/ Curriculum Leader or nominee		Date
Name and signature of parent		Date
Name and signature of student		Date

Appendix 4: Attendance Improvement Plan

PLENTY RIVER COLLEGE A school of opportunities	**Attendance Improvement Plan** An Attendance Improvement Plan should be implemented for a student where their attendance is of concern. This Plan (using the template below) should be developed with the student, so they have ownership over the plan, together with student's parent and any support worker where appropriate.

Instructions
Please add/delete wherever applicable when preparing the Attendance Improvement Plan from the examples and other suggestions given in each box below.

Student's Name:	Class Group:	Date of Meeting

Attendees at meeting:

Objectives of meeting:
E.g. to support student to improve their school attendance and to ensure she/he continues to achieve academically and feels socially connected to her/his peers.

Background – attendance data
E.g. Over the past month/term the student has missed x days of school

Analyse the student data and investigate relationship to such factors as day of the week, time of day, class/subject/timetable, gender/cultural groups, family obligations/commitments/issues

The following areas are strengths and interests of the student.

Outline the student's strengths and interests so that the plan can use these as a means of engaging the student

The reasons the student finds it hard to get to school

The following is an assessment of the student's work habits.

Effort in class:	Initiative in class:	Class behaviour:

The student 's attendance goals are (for example):

- To attend three days a week for the rest of term 2

- 2. To increase my attendance from 55% to 75% by the end of the term.

Ensure the student's goals are SMART goals – specific, measurable, achievable, timely & realistic

The student will take the following actions to achieve their goal

Amongst other things, consider:

- Morning and bedtime routines to enable to get to class on time each morning at 9.30am.
- Technology in the bedroom

Staff will take the following actions to help the student achieve these goals

Amongst other things, consider:

- Adjustments to curriculum e.g. concentrating on core or favourite subjects for a period of time e.g. providing additional scaffolds
- A staged return or temporary part time attendance
- Referrals to community agencies/supports
- Identifying a school-based support person and/or student support group
- A referral to the Careers and Pathways Advisor

The student's parent will take the following actions to help the student achieve these goals

Amongst other things, consider:

- Morning and bedtime routines
- Technology in the bedroom
- Communication with the College
- Accessing support from community agencies
- A visit to the family GP for a check-up

The plan will be monitored in the following way:

Amongst other things, consider:

- Attendance data
- Tasks completed
- Participation in class
- Student observations
- Parent observations
- College observations from teaching and youth support workers

Implementation start date:	Review date:
Student Signature:	**Deputy Principal/Curriculum Leader Signature:**

Notes

Other factors to consider in the Student Attendance Improvement Plan:

- The important role relationships play in increasing connectedness/engagement

- Identify a supportive staff member who can check in with the student

- Some kind of reward system or a way of acknowledging the student's efforts to improve their attendance

- Comprehensive learning assessments and additional supports or adjustments if required

- Additional family support via community services

- Referring the student to alternative programs, reengagement programs or local youth services

- Structured Workplace Learning options

Appendix 5: External Support Providers

Ambulance	Call 000	
Victoria Police	Call 000	8432 0200 (Greensborough)
Consumer Rights		
Consumer Affairs Victoria	www.consumer.vic.gov.au	
Drug and Alcohol Addiction		
National Alcohol and Other Drug Hotline	www.health.gov.au	1800 250 015
Direct Line	www.directline.org.au	1800 888 236
Turning Point	www.turningpoint.org.au	
Family Violence		
Safe Steps Family Violence Response Centre	www.safesteps.org.au/	1800 015 188
1800Respect	www.1800respect.org.au	1800 737 732
Financial Matters		
Consumer Action Law Centre	consumeraction.org.au/	1800 466 477
ASIC	www.moneysmart.gov.au	
Salvation Army	www.salvationarmy.org.au/	1800 722 363
Vincent Care	www.vincentcare.org.au/	1800 825 955
1800Respect	www.1800respect.org.au	1800 737 732
Gambling		
Gambling Help Online	www.gamblinghelponline.org.au/	1800 858 858
Gender Identity and Health		
QLife	qlife.org.au/	1800 184 527
Rainbow Health Victoria	www.rainbowhealthvic.org.au/	9479 8700
Transgender Victoria	tgv.org.au/	
Grief and Loss		
Grief Line	griefline.org.au/	1300 845 745 (6am – midnight)
Compassionate Friends Vic	www.compassionatefriendsvictoria.org.au/	1300 064 068
Health		
Better Health Channel	www.betterhealth.vic.gov.au	
Health Direct	www.healthdirect.gov.au/	

Homelessness		
Launch Housing	www.launchhousing.org.au	1800 825 955
Legal Advice		
Victorian Legal Aid	www.legalaid.vic.gov.au	1300 792 387
Victorian Aboriginal Legal Service	www.vals.org.au/	1800 064 865
Youth Law	youthlaw.asn.au/	9113 9500
Women's Legal Service	www.womenslegal.org.au/	8622 0600
Mental Health and Wellbeing		
Beyond Blue	www.beyondblue.org.au	1300 224 636
Lifeline	www.lifeline.org.au	13 11 14
Suicide Call Back Service	www.suicidecallbackservice.org.au	1300 659 467
Headspace	www.headspace.org.au	
Mensline Australia	www.mensline.org.au	1300 789 978
Kids Helpline	www.kidshelpline.com.au	1800 55 1800
ReachOut	au.reachout.com/	
Head to Health (H2H)	headtohealth.gov.au/	
Mindspot	www.mindspot.org.au	1800 61 44 34
Black Dog Institute	www.blackdoginstitute.org.au/	
Butterfly foundation	butterfly.org.au/	1800 33 4673
SANE	www.sane.org	1800 18 7263
Sexual Assault		
Sexual Assault Crisis Line	www.sacl.com.au	1800 806 292
1800 Respect	www.1800respect.org.au	1800 737 732
CASA	casa.org.au/	9496 2240