Student & Parent/Guardian Handbook

2026

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INTRODUCTION

Plenty River College is a co-educational, specialist, independent senior secondary school delivering the Victorian Pathways Certificate (VPC), Victorian Certificate of Education (VCE) and VCE Vocational Major (VM). The College is also a Registered Training Organisation (RTO) providing Vocational Education and Training (VET).

Plenty River College provides a safe, inclusive, and flexible learning environment for young people aged 15–20 years who have disengaged or are at risk of disengaging from mainstream education and who require alternative pathways to achieve meaningful educational and life outcomes. The College prides itself on being a school of opportunities, committed to re-engaging young people and supporting them to reach their personal best.

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+), children and young people in out of home care (OOHC) 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.

Child Safe Standards

Child Safe Standards protect children and young people from harm and abuse. Plenty River College is committed to comply with Ministerial Order 1359. For detailed information on the standards, please go to https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/

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.

Child Safety Concern or Complaint

A child safety or wellbeing complaint or concern is any concern that a child has been harmed, is at risk of harm, or has experienced inappropriate behaviour or conduct. The Child Wellbeing and Safety Act 2005 (Vic) defines a concern to include sexual offences, including grooming, sexual misconduct, physical violence, or behaviour that causes significant emotional harm or neglect.

The College's Child Safety Reporting Obligations Policy provides comprehensive guidance on types of behaviours and conduct that is considered harmful or inappropriate, including child on child sexual behaviours or offending and how to respond to them

Anyone connected with the College can raise a concern, including:

- students and/or parents
- staff (teaching or non-teaching)
- volunteers or contractors
- visitors
- Board members
- members of the wider college community

Concerns may be raised:

- In person to a trusted staff member or board member
- By phone or via the Contact section of the College website
- In writing to the Executive Principal or Assistant Principal/Curriculum Leader

Where the concern relates to the Executive Principal, the matter should be reported to the Chair of the College Board via admin@prc.vic.edu.au.

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 inclusive, flexible option to complete your studies. It's designed for students who, for various reasons, aren't able or ready to complete the VCE or VCE VM.

The VPC is normally completed in Year 11 and 12, but it can be started earlier or be finished over a period longer than two years. You can work out the best time for you to start and finish the VPC with your school.

The coursework is delivered at a more accessible level than the VCE and VCE VM. Your teachers assess your progress through classroom activities.

The VPC is not an option for all students and will be recommended by your school to meet the needs of a specific student, decided in partnership with the student, parent and the school.

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:

- VCE and VCE VM
- entry-level VET, which could be at TAFE
- going straight into the workforce

- an apprenticeship or traineeship.

VPC subject options:

You'll need to complete 12 or more units, including at least:
- 2 VPC Literacy units (or units from the VCE English group including VCE VM Literacy)
- 2 VPC Numeracy units (or units from the VCE Mathematics group including VCE VM Numeracy)
- 2 VPC Work-Related Skills units
- 2 VPC Personal Development Skills units.

The remaining four units can come from other VPC units or from a VET Certificate I or above subject.

You could also spend time learning in a workplace. You can combine the VPC with VCE or VCE VM units, or VET at Certificate I level or above.

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 prerequisite studies for VPC. The certificate has been designed to be flexible, enabling the individual needs and capabilities of students to be recognised. Some students with additional learning needs may require additional resources to enable the successful completion of the learning program and some students may require additional time to achieve learning goals.

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. Schools will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Satisfactory).

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

Certification

Upon successful completion of the VPC, students receive a certificate and a Statement of Results from Victorian Curriculum and Assessment Authority (VCAA)

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

New Elective studies in the VPC

The Victorian Curriculum and Assessment Authority (VCAA) has released **three new elective studies** in the VPC:

- **VPC Art and Design**
- **VPC Digital Literacy**
- **VPC Food Studies**

These are *additional to* the original four core areas (Literacy, Numeracy, Work Related Skills, and Personal Development Skills) and can be offered as elective units as part of completing the 12+ units required for the VPC.

Plenty River College will be offering Food Studies to VPC students which will run on Friday 9:30 am to 12:30 pm for Orange Class

Special Provision in the VPC

The VCAA Special Provision policy provides students in defined circumstances with the opportunity to participate in and complete their secondary level studies. This is to ensure students whose learning and assessment programs are affected by disability, illness, impairment or other circumstances are offered the most appropriate, fair and reasonable options to demonstrate their capabilities. Special Provision provides equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

(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.

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 will undertake 16–20 units over the two years.

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.

Assessment of VCE Vocational Major 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.

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, will be awarded the VCE.

(iii) Vocational Education And Training (VET)

Vocational education training (VET) is specific industry learning.

The skills you learn in VET can be applied in the workplace or as you keep studying towards a trade or qualification.

You can add VET to your studies while you're in Year 11 or 12. PRC can let students start VET in Year 10.

VET can be included in your:

- VCE Vocational Major (VCE VM)
- Victorian Pathways Certificate (VPC).

Depending on the VET course, you'll either study at PRC or at a nearby TAFE/training provider.

Where VET can take you

VET helps you get started on your career path while you're still at school. It gives you practical skills in an industry you are interested in, which improves your employability. VET also gives you credit towards completion of your VCE VM or VPC.

Earn and learn with an SBAT

Some VET options are available as a paid school-based apprenticeship or traineeship (SBAT) while you do the VCE, VCE VM or VPC.

This option allows you to learn on-the-job as a part-time employee, while earning a training wage and working alongside qualified professionals. Many SBAT students continue employment as a full-time apprentice or trainee after finishing year 12.

To find out more about this option, visit https://www.vic.gov.au/school-based-apprenticeships-and-traineeships.

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 and CHC32015 Certificate III in Community Services. This is scheduled on Wednesdays during school-term. Where a student prefers a different VET Program individual

arrangements are made with alternative VET Providers to cater for the individual student preferences drawn from Northern Melbourne VET Cluster.

Students are required to 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.

VET assessment

Satisfactory VET unit of competency result

VET UoCs are reported as 'competent' or 'not yet competent'. Students will receive an S for a UoC if they have been assessed as competent in that unit. The student's RTO is responsible for determining final assessment results.

Satisfactory completion of VCE VET units is granted automatically as students satisfactorily complete UoCs. Most VCE VET courses consist of 4 VCE VET units containing one Unit 3–4 sequence. The exceptions are some Certificate II courses where the credit is only at Units 1 and 2 levels, and some Certificate III courses that provide 2 Unit 3–4 sequences.

Not yet competent VET result

Students will receive an N (not yet competent) result for a UoC if they have not yet demonstrated competence. This may be due to not completing the unit or being unable to demonstrate competence as required by the UoC. If a student has not met sufficient UoCs to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

Care in the use of technology

A student who uses technology to produce work for assessment is responsible for making sure:

- there is an alternative system available for producing assessable work in case of malfunction or unavailability
- that hard copies of the work in progress and backup versions are produced regularly.

Lost, stolen or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record, but they are not required to report the loss, theft or damage to the VCAA. The principal, acting on advice from the teacher, shall determine the unit result for the student based on records kept.

Unit result of J

If a student is no longer attending a unit but has not officially withdrawn by signing a Student exit form, the symbol J will be included on VASS.

The J result can only be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the VTAC and are treated as equivalent to those with an N result.

Enrolment Eligibility and Criteria

To be eligible for enrolment into Plenty River College, students must demonstrate:

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 2026;
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.

Supporting Diverse Student Needs

Plenty River College is committed to creating a safe, inclusive, and supportive environment for all students, including those from culturally and linguistically diverse (CALD) backgrounds and

those in out of home care (OOHC). We recognise the unique strengths, challenges, and experiences these students may bring, and we work in partnership with families, carers, and communities to support them.

Support for CALD Students

(a) Language Support:
- Access to EAL/D (English as an Additional Language or Dialect) support.
- Interpreting and translation services for families to support clear communication.

(b) Cultural Understanding:
- Teachers receive cultural competence training to better support diverse students.
- Celebration of cultural events and opportunities for students to share their heritage.

(c) Family Engagement:
- Multilingual communication wherever possible.
- Culturally appropriate meetings and information sessions.

Support for Students in Out of Home Care (OOHC)

- A nominated OOHC Coordinator or Wellbeing Officer supports these students and their carers.
- Personalised Education Plans (IEP) developed in collaboration with carers, caseworkers, and the student (when appropriate).
- Access to counselling and wellbeing programs.
- Ongoing monitoring to ensure emotional and academic needs are met.
- Priority access to tutoring, extracurricular programs, uniforms, and school supplies.

Carers and caseworkers are encouraged to contact our Wellbeing Team Leader to discuss support plans and access available services.

Confidentiality and Respect

We respect the privacy of all students and their families. Information shared with the school about care arrangements or cultural needs is handled confidentially and only shared with relevant staff to support the student

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.

2026 School Fee Schedule

Tuition fees include charges associated with the provision of academic and student support offered by the College. Tuition fees are as follows:

Education Program	Full Year Fees	Concession Fees
Victorian Pathway Certificate (VPC)	$1300	$660
VCE, VCE Vocational Major (VM)	$1500	$750
Vocational Education and Training (VET)*	$1000	$500

*VET Fees are only payable by students who are undertaking in-house VET. Students undertaking external VET will need to pay fees as invoiced by the external provider.

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.
- 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

Plenty River College collects personal information about students, parents, staff and others to exercise its duty of care obligations, and to meet the educational and wellbeing needs of students. The College is committed to protecting the privacy of all information we collect, hold, manage, use, disclose and transfer. All employees, Board members and volunteers are required by law to protect the personal information the College collects and holds. All members of the

College community have the right to understand how their personal information will be stored, used and disposed of.

How the College treats sensitive information

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless agreed upon, or the use or disclosure of the sensitive information is allowed by law.

Information disclosure

The College may disclose personal information held about an individual for education, administrative and support purposes to:

- other schools and teachers at those schools;
- government departments (including for policy and funding purposes);
- medical practitioners;
- people providing educational, support and health services to the College, including specialist visiting teachers, counsellors, social workers;
- providers of specialist advisory services and assistance to the College, including in the area of Human Resources, child protection and students with additional needs;
- assessment and educational authorities including Victorian Curriculum and Assessment Authority (VCAA), Victorian Regulations and Qualifications Authority (VRQA);
- agencies and organisations to whom we are required to disclose personal information for education, funding and research purposes
- people providing administrative and financial services to the College
- anyone to whom we are required or authorised to disclose the information to by law, including child protection laws.

Sending information overseas

The College will not send personal information about an individual outside of Australia. In the unusual event that this occurs, the College will:

- obtain the consent of the individual; or
- otherwise comply with the Australian Privacy Principles or other applicable privacy legislation.

Management and security of personal information

The College takes reasonable steps to protect the personal information it holds from interference, misuse, loss, unauthorized access, modification and disclosure. These steps include but are not limited to:

- locked storage of paper records;
- security-protected access rights to electronic records;
- electronic backup of records;
- disposal of records in accordance with state and commonwealth legislation; and
- passwords access rights to emails.

Access and correction of personal information

Under the Commonwealth Privacy Act and the Health Records Act, an individual has the right to seek and obtain access to any personal information which the College holds about them, and to advise the College of any perceived inaccuracy. Students will generally be able to access and update their personal information through their parents if under 18 years.

To request to access or to update any personal information the College holds about you or your child, please contact the Executive Principal or the Administration staff by telephone or in writing.

The College may require you to verify your identity and specify what information you require. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal. This may include unreasonable impact on the privacy of others, or where the release may result in a breach of the College's duty of care to the student.

Consent and rights of access to the personal information of students

The College respects every parent's right to make decisions concerning their child's education. Generally, PRC will refer any requests for consent and notices in relation to the personal information of a student to the student's parent. The College will treat consent given by parents as consent given on behalf of the student and notice to parents will act as a notice given to the student.

The College may, at its discretion and on the request of a student, grant that student access to information held by the College about them or allow a student to give or withhold consent to the use of their personal information, independently of their parent. This would normally be done only when the maturity of the student (for example above 18 years) and/or the student's personal circumstances warrant it.

Data Breaches

The College takes all data breaches seriously and will investigate the circumstances of loss, damage, unauthorised access or other breaches. The College will respond to data breaches according to its Data Breach Response Plan. Data breaches likely to result in "serious harm" to an individual such as physical, psychological, emotional, financial or reputational harm will be reported to the Office of the Australian Information Commissioner in accordance with the National Data Breaches Scheme requirements.

Transfer of Student Information

The College may be required to share information with another/new school to enable the other school to continue to provide for the education of the student, support the student's social and emotional wellbeing and to fulfil its legal requirements. In this instance, consent will be obtained from the parent or guardian.

The Child and Family Violence Information Sharing Schemes allow prescribed organisations to share confidential information with each other to promote the wellbeing or safety of children, or to assess or manage family violence risk. The College and a range of other Victorian schools and services fall under these schemes.

Enquiries and complaints

If you would like further information about the way the College manages personal information it holds or wish to complain that you believe that PRC has breached the Australian Privacy Principles, please contact the Executive Principal by writing to **admin@prc.vic.edu.au.** The College will investigate any complaint and will notify you of the making of a decision in relation to your complaint as soon as is practicable after it has been made. More information about the complaints process can be found in the Complaints and Grievous Policy.

2026 Term Dates

Term 1 Start Date	02/02/2026	Term 1 End Date	01/04/2026
Term 2 Start Date	21/04/2026	Term 2 End Date	25/06/2026
Term 3 Start Date	14/07/2026	Term 3 End Date	17/09/2026
Term 4 Start Date	06/10/2026	Term 4 End Date	27/11/2026

Timetable BLUE CLASS and PURPLE Class

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30	Breakfast Club				
9.30-10.30	LITERACY	NUMERACY	VET	PDS	WRS
10.30-11.00	LITERACY	NUMERACY		PDS	WRS
11.00 - 11.15	RECESS				
11.15 -12.30	NUMERACY	LITERACY	VET	WRS	WRS
12:30-1:10	LUNCH				
1:15-2:15	PDS	NUMERACY		LITERACY	
2:15 -3:00	PDS	LITERACY		NUMERACY	

Timetable ORANGE Class

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30	Breakfast Club				
9.30-10.30	LITERACY	NUMERACY	VET	PDS	Food Studies
10.30-11.00	LITERACY	NUMERACY		PDS	
11.00 -11.15	RECESS				
11.15 - 12.30	NUMERACY	LITERACY	VET	WRS	Food Studies
12:30-1:10	LUNCH				
1:15-2:15	PDS	NUMERACY		LITERACY	
2:15 -3:00	PDS	LITERACY		NUMERACY	

Assessment Outcome Reporting to Students and Parents

1. PRC ensures that there is ongoing assessment, monitoring and recording of each student's performance.

2. Two written student 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 semester one, Student Support Group (SSG) meetings are held at the College. This provides the opportunity for parents to discuss the student's report and progress with their teacher as well as review on support provided to student. 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. The underlying principle of Special Provision is to make sure students are offered the most appropriate, fair and reasonable options to demonstrate their capabilities if their learning and assessment programs are affected by disability, illness, impairment or other circumstances. Special Provision provides equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Special provision granted by the College may include:

- approval to undertake a learning task at a different time
- 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
- completing a different assessment task or a different type of task
- using technology, aides or other special arrangements to assist with classroom learning or assessment tasks

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.

Reasonable adjustments

Under the Disability Standards for Education 2005 (https://www.legislation.gov.au/F2005L00767/latest/text) , students with a disability are entitled to reasonable adjustments to enable them to participate in education on the same basis as other students.

An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their education on the same basis as students without a disability.

Supporting students with additional needs

- There are several ways in which PRC can make adjustments to assist students with their learning and enable them to be assessed against learning goals. The level of support can include, but is not limited to:
- the provision of highly structured guides, templates, rubrics, and exemplars
- students may require assistance from an aide to effectively engage in the process of learning. If this is required, other assessment provisions, such as additional time to complete tasks, may be required. Assistance from aides may take the form of, working alongside the student when learning or undertaking a task, adjustment of delivery modes accordingly and explaining and prompting as they work
- encouraging and supporting students to learn through interaction and cooperation via discussion, asking questions, giving explanations and presentations, and working cooperatively in pairs or small groups
- prompting or questioning to help guide the student when they are checking the reasonableness, appropriateness, or feasibility of their work or plan or communication or response
- encouraging students to document and report their work in a way they feel most comfortable: orally, in writing, using an audio or video recording, an image or a graphic representation
- providing a variety of flexible, alternative communication modes and alternative methods and mechanisms to demonstrate learning, i.e. students who are hearing impaired may sign their response or for students that require to use augmentative and alternative communication (AAC)
- providing additional time for students to demonstrate learning in addition to the nominal hours suggested if required
- use of assistive technology to support students to learn and demonstrate skills understanding
- provide a variety of alternative tasks for students to experience success.

Attendance and Participation at College

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.

Taking part in classes and College life helps students develop important skills and knowledge. These skills support further learning, improve employment opportunities, and encourage active participation in the local community.

Students have scheduled classes on each day of the week unless they are attending their VET course at a Registered Training Organisation (RTO). College classes and school-related activities run **Monday to Friday, from 9.00am to 3.00pm**.

Attendance is recorded electronically by the classroom teacher at the start of each class using the College's Student Management System (SIMON). Attendance is also checked during offsite excursions and College-related activities.

Students are expected to attend the College during scheduled hours every day of each term. The exception is **Fridays**, when students may be participating in work experience, paid employment, workplace learning, volunteering, or structured workplace learning. Students may also be absent if there is a **reasonable excuse** and an **approved exemption** has been granted.

Students are expected to arrive on time and be prepared to learn. If a student is experiencing difficulties that affect their attendance, they are encouraged to speak with their classroom teacher or a member of the Wellbeing team as soon as possible.

College staff work closely with students who are identified as vulnerable or whose attendance is at risk or declining. A range of supports and interventions may be put in place to help improve attendance. This is done in consultation with the student and their parent, carer, or guardian.

Parents, carers, and guardians are encouraged to communicate openly with the College about attendance matters and must provide valid explanations for any absences.

Families are also asked to support regular attendance by minimising absences wherever possible and by scheduling appointments, family holidays, celebrations, and other activities outside 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 Executive 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 refinement 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

The College is committed to providing positive educational outcomes for all our students. We acknowledge our duty of care obligations to students, and other legal obligations including those under the Victorian Charter of Human Rights and Responsibilities. We believe that positive and responsible student behaviour, a safe and supportive learning environment, and high levels of student engagement are essential prerequisites for the achievement of optimal learning outcomes and the smooth running of the College.

At Plenty River College we believe that a culture of positive behaviour and high levels of student engagement are essential prerequisites for student learning.

The College has **zero tolerance for bullying and harassment** in whatever form it takes, and whenever and wherever it occurs within the College community.

Behavioural expectations for students, staff and families are grounded in our College's values (passion for learning and teaching, respect, responsibility, empowerment and kindness).

Students and Parents sign a Code of Conduct on enrolment, which clearly sets out College behaviour expectations Our behaviour management strategies are based on cornerstone principles and expectations that we are respectful, we are responsible, and we are learners.

Behavioural expectations

We expect our students to:

• develop respect for self and others, including the right to privacy and to voice an opinion;

• take responsibility for their own actions, and respect other's belongings, including College property;

• take care of each other and their teachers;

• fully engage in their own learning, and support each other's learning; and

• commit to non-violence, including the avoidance of bullying behaviour.

Positive behaviour is expected at all times on College grounds, during College activities such as excursions and camps, and when travelling to and from College.

We encourage parents and families to engage in a partnership with the College in developing and promoting a positive behavioural culture. This includes expectations that parents will:

• be courteous and respectful in both written and spoken communication with anyone in our College community;

• respect the privacy of other students, parents, staff, contractors and volunteers;

• recording audio or video, taking photographs or video footage, or sharing such content on social media involving staff, students, or parents is prohibited without obtaining prior consent

• not raise their voice or get involved in verbal or online altercations with other parents or students; and

• not discuss or mention the College, its staff or members of the Plenty River College community in a negative or defamatory way on social media.

College staff are expected to model behaviour for students and parents, including:

• following College policies and procedures at all times;

• treating all staff and students with respect;

• acknowledging own mistakes and apologising;

• seeking and being open to student feedback; and

• (where possible and appropriate) changing behaviour, learning plans, policies and processes as a result of this feedback.

Inappropriate behaviour

Students and parents are reminded that the following behaviours are not acceptable at College:

• bullying, cyberbullying and harassment (see the College Bullying and Harassment Prevention Policy);

• any form of assault, including physical or sexual assault;

• bringing weapons (such as knives) to College;

• use of derogatory, discriminatory and inappropriate language or comments (such as rudeness and swearing);

• using or being under the influence of substances (drugs and alcohol);

• inappropriate use of mobile phones, social media and the internet; and

- theft of or damage to property belonging to the College.

Serious Misconduct

The College considers the following to be serious misconduct and grounds for suspension or expulsion. Serious misconduct includes behaviour that:

- poses a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

- causes significant damage to or destruction of property;

- commits or attempts to commit, or is knowingly involved in the theft of property;

- possesses uses, sells or deliberately assists another person to possess, use or sell illicit substances or weapons

- fails to comply with any clear and reasonable instruction of a staff member so as to pose a danger, whether actual, perceived or threatened, to the health, safety or wellbeing of any person;

- consistently vilifies, defames, degrades or humiliates another person based on age, breastfeeding, gender; identity, impairment, industrial activity, lawful sexual activity, marital status, parent or carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, sexual orientation, personal association (whether as a relative

- or otherwise) with a person who is identified by reference to any of the above attributes; and

- consistently interferes with the wellbeing, safety or educational opportunities of any other student.

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 PRC 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

Anaphylaxis is a severe, rapidly progressive allergic reaction that is potentially life threatening. The most common allergens are peanuts, eggs, tree nuts (e.g. cashews), cow's milk, fish and shellfish, wheat, soy, sesame, latex, certain insect stings and medication.

The key to prevention of anaphylaxis in our College is knowledge of those students who have been diagnosed at risk, awareness of triggers (allergens), and prevention of exposure to these triggers.

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 Executive 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.

Parents must:
- obtain an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner and provide a copy to the College as soon as practicable;
- immediately inform the College in writing if there is a relevant change in the student's medical condition, (as it relates to allergy and the potential for anaphylactic reaction), and obtain an updated ASCIA Action Plan for Anaphylaxis from a medical practitioner;
- provide an up-to-date photo of the student for the ASCIA Action Plan for Anaphylaxis when that plan is provided to the College and each time it is reviewed;
- provide the College with a current adrenaline autoinjector for the student that has not expired; and
- participate in annual reviews of the student's IAMP.

Adrenaline autoinjectors for general use

PRC will maintain a supply of adrenaline autoinjector(s) for general use, as a back-up to those provided by parents for specific students, and also for students who may suffer from a first-time reaction at College.

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.

Management of confidential medical information

Confidential medical information provided by parents will be stored in the student's file and shared with relevant College staff, such as the classroom teacher, education support worker, and first aid officer. The College will ensure that:

- all medical information is retained securely and protected from unauthorised access, misuse, modification, and loss or damage;
- the information is only used for health support purposes; and
- parents and students will be able to view and amend the medical information at any time.

Personal and sensitive information will be stored securely by the College, and be protected from unauthorised access, misuse, loss or damage. Personal information may be updated at any time by contacting the College office. For more information about how the College will use and ensure the accuracy of this information, please refer to our Privacy Policy.

Non-Smoking & Vaping Policy

Plenty River College is a smoke-free environment. Smoking or vaping is not permitted within the College's premises.

The Tobacco Act 1987 (the Tobacco Act) bans smoking and vaping on school premises or within 4 metres of any pedestrian access point to school premises.

The smoking and vaping ban applies to:

- anyone present on school premises during and outside of school hours including students, teachers, contractors, parents or carers or the wider community, such as sporting groups
- all activities that take place on school premises including cultural, sporting or recreational activities and school fetes

Smoking and vaping are also not permitted at school events and excursions held off school premises.

Any student found smoking or vaping inside the College building, inside school approved means of transport or buildings used for offsite school activities may be EXPELLED from school.

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

Plenty River College is committed to ensuring that children and young people in our care are protected to the best of our ability, in line with Ministerial Order 1359: Child Safe Standards – Managing the Risk of Child Abuse in Schools. We have zero tolerance for child abuse and bullying and harassment.

The College's duty of care is a non-delegable responsibility that is discharged through the decisions, actions (or omissions) and leadership of its responsible persons. In discharging this responsibility, the College will:

- provide suitable and safe premises and equipment;
- provide adequate student supervision systems;
- implement strategies to prevent reasonably foreseeable injuries, whether physical or psychological, to students (including injuries suffered as a result of bullying);
- ensure that sick or injured students receive medical assistance;
- undertake risk assessments for College activities and events;
- follow the Bully Stoppers program to support teachers, parents and students in working together to help put a stop to bullying (refer https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx)
- comply with the Child Safe Standards and report child abuse;
- take other reasonable precautions to minimise the risk of child abuse by an individual associated with the College;
- comply with Chief Health Officer directives under the Public Health and Wellbeing Act 2008; and
- manage employee recruitment, performance and conduct.

Anti-Bullying and Anti-Harassment

Plenty River College has zero tolerance for bullying and harassment in whatever form it takes, and whenever and wherever it occurs within the College community. Research confirms that, in addition to physical harm, bullying may cause short- and long-term psychological harm and distress. At College we value and respect all students regardless of their background, physical or intellectual attributes, gender, race or ethnicity.

The College has a number of programs and strategies in place to foster a positive and inclusive culture in which students feel free to speak up, and to encourage behaviour that demonstrates acceptance, kindness and respect. These include:

- clear, positive behaviour expectations for students and examples of unacceptable behaviour and student rights;
- the appointment of youth welfare workers to support students;

- encouraging students to develop positive relationships, look out for each other, and talk to teachers, education support workers and youth welfare workers about any bullying they have experienced or witnessed;
- a social and emotional learning curriculum that involves students in discussions about acceptable and unacceptable behaviour, and promotes student resilience, assertiveness, conflict resolution and problem solving;
- training programs for teachers, education support workers and youth welfare workers to provide practical strategies for bullying prevention, including classroom management strategies that discourage bullying and promote positive behaviour; and
- a strong partnership with families and the broader College community that encourages bullying awareness discussions and ensures that everyone works together to improve the safety of students.

Responding to incidents of bullying and harassment

The College takes all reports of bullying seriously and will investigate all allegations of bullying and harassment. Students, parents and staff members are encouraged to report any bullying behaviour they have experienced or witnessed as soon as possible. Reports of bullying and harassment can be made in confidence to the Assistant Principal/Curriculum Leader, or a trusted College staff member.

When a College staff member is notified of alleged bullying behaviour they must:

1. record the details of the allegations in an incident report; and
2. inform the Assistant Principal/Curriculum Leader, who will complete an investigation.

Some allegations of inappropriate behaviour may not constitute bullying, even though they may cause distress. Students who are involved in or who witness any distressing and inappropriate behaviours should report their concerns to the Assistant Principle, and the issue will be resolved according to the College Student Behaviour Management Policy.

Child Safety Complaints and Concerns 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.

All complaints and grievances will be treated by the College with a high level of confidentiality but will be balanced with the need for procedural fairness and transparency. Any person making a complaint will be guided by the College to the appropriate process and procedure to have their complaint heard. Complaints and grievances will be handled in a conciliatory, non-adversarial and non-legal manner. Accurate records will be maintained of the complaint in line with the College's *Privacy Policy*. All complaints and grievances will be resolved quickly and where possible informally, only drawing on the formal procedures when it has not been possible to reach an informal resolution.

Procedural fairness

The College will ensure that all complaints are treated with procedural fairness, so that:

- all those involved in an issue have a reasonable opportunity for their voice to be heard, defend themselves, and explain their understanding of the context and any extenuating circumstances;
- the response to the complaint or grievance is unbiased and consistent; and
- the resolution of the complaint or grievance is proportionate to the issue, taking into account the impact of the issue on others and the likelihood of the complaint being raised in the future.

Actions arising from the complaint will be addressed by the College as a continuous improvement action if appropriate.

Recording Keeping

The College will record all complaints in the Complaints Register. All documents relating to the complaint including the Complaints and Appeals Form, and any supporting documents will be kept at the College in lockable drawers or cabinet. If the complaint is about a person, documents will be placed in restricted access cabinet or digital file.

Emergency Procedures

The effective and efficient management of emergency incidents at the College is critical to the safety and wellbeing of our students, staff, volunteers and visitors. Incidents and emergencies may arise during College hours, on College camps and excursions, in online College environments, during travel to and from College, and outside of College hours.

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	https://www.ambulance.vic.gov.au/	000
Mill Park Police Station	https://www.police.vic.gov.au/mill-park-police-station	(03) 9407 3333
Consumer Affairs Victoria	www.consumer.vic.gov.au	1300 55 81 81
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	(03) 8413 8413
Safe Steps	www.safesteps.org.au	1800 015 188
Consumer Action Law Centre	www.moneyhelp.org.au	1800 007 007
Gambling Help Online	www.gamblinghelponline.org.au	1800 858 858
QLife	Qlife.org.au	1800 184 527
Rainbow Health Victoria	rainbowhealthvic.org.au	(03) 8358 2549
Touchbase	www.touchbase.org.au	
Transgender Victoria	www.tgv.org.au	1800 184 527

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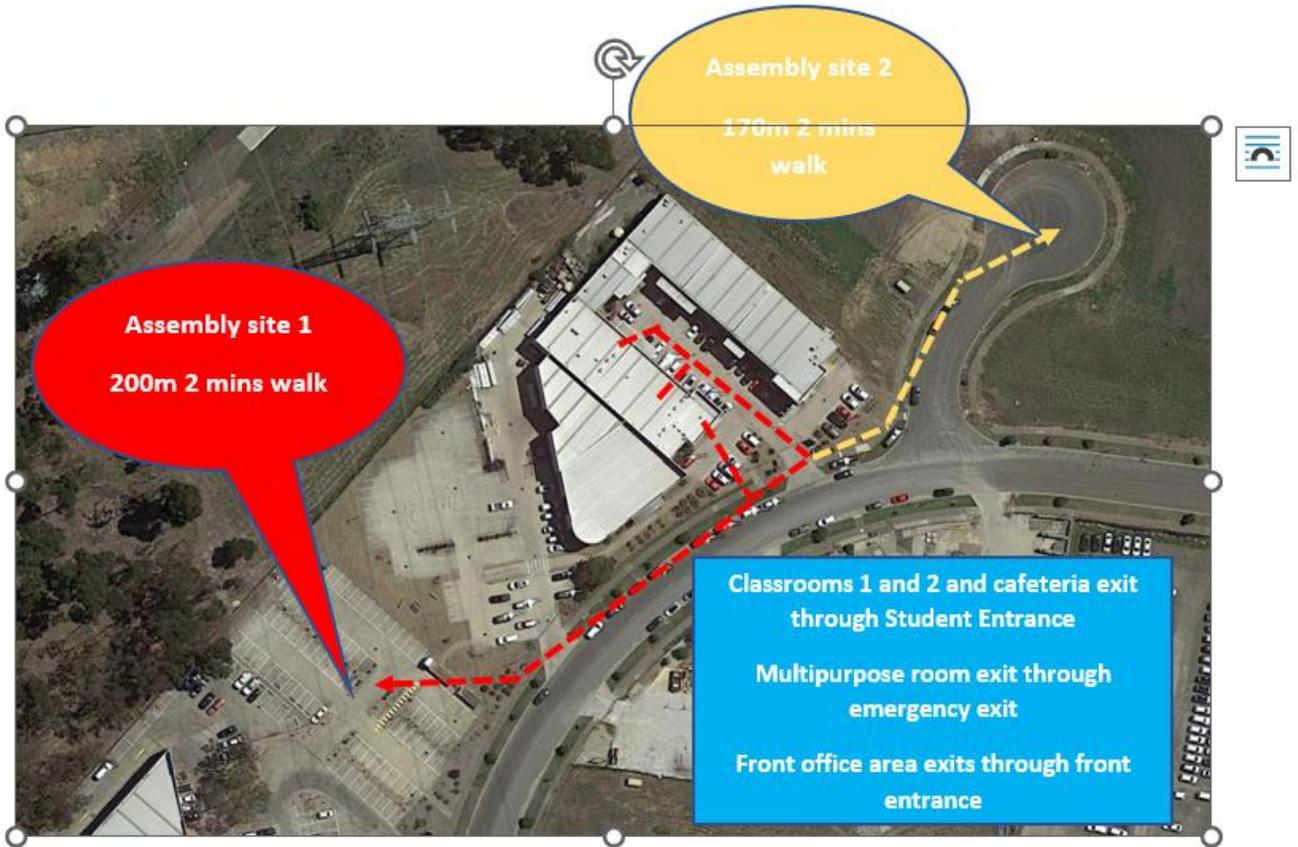
Details of all relevant policies, rules and consequences are published on the College website and in the Policies Manual available in hard copy from the administration.

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
Executive Principal	Veronica Kioria
Assistant Principal/Curriculum Leader	Kim Gray
Wellbeing Team Leader	Michael Jakubowski
Wellbeing Team	Robert Velickovski Frank De Luca
Teacher/s	Donna Thomas Joshua Kayll Tangata Tupou
Wellbeing Officer & Education Support Staff	Wilson Muriuki Almira Anderson Merita Lozanovski
Career and Pathways Advisor	Edie Morehu
Finance Manager	Asad Abbasi
Business & Admin	Lulieta Tair Sharon Eliopoulos Lynda Wanjofu
Executive Assistant & HR Manager	Tanisha Faletolu
Compliance and Operations Manager	Pournami Balachandran
Building Project Implementation	Joshua Angwenyi

Plenty River College Evacuation Plan

Assembly site 2

170m 2 mins walk

Assembly site 1

200m 2 mins walk

Classrooms 1 and 2 and cafeteria exit through Student Entrance

Multipurpose room exit through emergency exit

Front office area exits through front entrance

PRC RTO Handbook (Applicable to students undertaking their VET studies through Plenty River College RTO

1.Intorduction

Plenty River College is a Registered Training Organisation (RTO Code: 22732), accredited by the Victorian Registration and Qualifications Authority (VRQA). We deliver and assess Vocational Education and Training (VET) programs as part of our VCE VM curriculum.

For more information about our VET offerings, please visit our profile on the national training register: training.gov.au/organisation/details/22732/summary

2.Vocational Education and Training (VET)

Provides students with nationally recognised qualifications and practical skills for a wide range of employment opportunities. As part of a national training and assessment system, VET qualifications are recognised across Australia.

Learners typically begin at the Certificate II level and can progress through to Advanced Diploma qualifications, developing their skills and knowledge along the way. The VET sector plays a vital role in building Australia's workforce and supporting the growth of the national economy.

3.Rights and Responsibilities
PRC College will ensure:

- Provide adequate training facilities that support effective learning
- Ensure all trainers and assessors hold the required qualifications and possess current industry experience
- Comply with , Child safety, Workplace Health and Safety (WHS) regulations and uphold Duty of Care obligations
- Maintain accurate and up-to-date records in accordance with regulatory requirements
- Adhere to all relevant legislation relating to training and assessment, as well as State and Commonwealth regulatory frameworks
- Monitor student progress regularly and provide timely support to help students complete tasks within set timeframes
- Offer appropriate academic and personal support to students throughout the duration of their course
- Continuously review and update training and assessment materials to ensure they remain effective, industry-relevant, and aligned with desired learning outcomes

- To provide relevant information regarding course details, assessment details and all relevant policies and procedures available online

Plenty River College Student Expectations

- Arrive on time for all face-to-face sessions
- Be ready and willing to participate fully in all learning activities
- Follow all workplace health and safety guidelines and promptly report any identified hazards to their trainer
- Respect the rights of others to learn in a safe and supportive environment
- Take responsibility for their own learning, as appropriate
- Complete all enrolment requirements in a timely manner
- Adhere to Plenty River College policies, procedures, and behavioural expectation

4. Continuous Improvement /Satisfaction Surveys

Plenty River College (PRC) is committed to the continuous improvement of our training and assessment services, student support, and management systems. We actively encourage students to provide feedback to help us enhance the quality of our programs and services.

Students can share their feedback by via their Trainer and Assessor, Careers and pathways coordinator or the Education support/Wellbeing team

Students may be invited to participate in various surveys to provide feedback on all aspects of Plenty River College operations, including training and assessment. This feedback is essential in helping the RTO identify both strengths and areas for improvement.

All responses are carefully reviewed and analysed to inform the RTO's ongoing quality and continuous improvement processes. We encourage students to take the time to complete these surveys, as their input plays a valuable role in enhancing our services.

5. Enrolment Process
a. Pre -Training Review

All students enrolling with PRC RTO are required to participate in a Pre – Training Review. The PTR is designed to help both Plenty River College Staff and students to determine whether the chosen course is suitable based on the student's goals, background, and support needs. It also plays a key role in helping students succeed in their studies.

The Purpose of the Pre-Training Review is to:

- Determine the **most appropriate qualification** for enrolment, based on your prior learning, work experience, capabilities, aspirations, and future career goals

- Identify the **most effective learning strategies and materials** to suit your individual needs, including any required support

b.   Complete the VET enrolment form

c.   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 through PRC RTO) 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.

6.   Unique Student Identifier (USI)

It is a requirement that all students enrolling in a VET program through PRC RTO 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.

7. Confidentiality and Privacy
The college will only collect personal information that is necessary for the primary purpose of providing education

• The collection will be fair, lawful and not intrusive

• The college will protect the privacy of records in our care and will not disclose information without the consent of the person.

• Personal information will be exchanged within the College for record keeping, training and assessment purposes.

8. Assessment
Assessment in Vocational Education and Training (VET) differs from traditional VCAA school assessments. VET assessment is competency-based, meaning learners are assessed on their ability to demonstrate specific skills and knowledge to an industry-defined standard known as "Competence."

Ongoing Feedback and Support

- Learners will receive regular, constructive feedback from their assessor throughout the course to support their progress.

- If a learner is assessed as 'Not Yet Competent', the assessor will provide detailed feedback explaining which requirements have not yet been met and what needs to be improved.

- Where necessary, a negotiated timeline may be arranged to allow the learner additional time to demonstrate competence.

Assessment Methods

A variety of assessment methods will be used to ensure fair and comprehensive evaluation of skills and knowledge. These may include:

- **Direct Observation** – Assessors observe learners performing tasks in real or simulated settings

- **Structured Activities** – Such as role plays, group work, and presentations

- **Questioning** – Both verbal and written, including tests or exams

- **Third-Party Feedback** – Statements or testimonials from employers, supervisors, or mentors verifying learners performance

8. National Recognition, Recognition of Prior Learning (RPL) and Credit Transfers

Plenty Eiver College recognises **Australian Qualifications Framework (AQF) qualifications and Statements of Attainment** issued by other Registered Training Organisations (RTOs).

If you have previously completed any nationally recognised training or accredited education, please inform the Careers and Pathways Coordinator at the time of enrolment. This will help determine your eligibility for Credit Transfer or Recognition of Prior Learning (RPL**)**.

What is Recognition of Prior Learning (RPL)?

RPL is a process that allows you to gain formal recognition for skills and knowledge acquired through:

- Previous formal or informal training

- Relevant work experience (paid or unpaid)

- Life experiences, including community or volunteer work

The focus of RPL is on **what you have learned**, rather than **where, how, or when** you learned it.

If you believe you already possess the required competencies for all or part of a course or qualification offered by Plenty River College, you are encouraged to apply for RPL

What is a Credit Transfer?

Credit transfer is recognition that you've previously completed a unit of your course through VET or higher education.

To receive a credit transfer for a unit you must provide formal evidence that you've previously completed the unit or a unit which matches in content and outcome. Formal evidence can be a qualification certificate or transcript, statement of attainment or your USI transcript. When credit is recognised, you don't need to repeat training or assessment for that unit.

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.