



Student Engagement wellbeing and Inclusion Policy PP034

Introduction

Plenty River College (the College) is an independent, specialist senior secondary school and a Registered Training Organisation (RTO Code: 22732), delivering the Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM) and Vocational Education and Training (VET) Certificates. It provides a safe and inclusive learning environment for young people aged 15-20 years who may have been disengaged or are at risk of disengaging from education.

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

- re-engaging them in education;
- fostering their social and emotional development; and
- providing a supportive and safe environment for them.

Rationale

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

Purpose

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

- our commitment to providing a safe and supportive learning environment for students;
- our expectations for positive student behaviour;
- the support available to students and families; and
- our College 's approach to student engagement.

Scope

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

Definitions

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| Attendance Improvement Plan | An Attendance Improvement Plan will be implemented for a student where their attendance is of concern. This plan will be developed with the student, so they have ownership over the plan, together with student's parent. |
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Student Engagement wellbeing and Inclusion Policy PP034

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| Behaviour Management Plan | A Behaviour Management Plan will be implemented for a student where their behaviour is of concern. This plan will be developed with the student, so they have ownership over the plan, together with student's parent. |
| Disability | <p>In relation to a student, disability means:</p> <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions; or • total or partial loss of a part of the body; or • the presence in the body of organisms causing disease or illness; or • the presence in the body of organisms capable of causing disease or illness; or • the malfunction, malformation or disfigurement of a part of the person's body; or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour; <p>and includes a disability that:</p> <ul style="list-style-type: none"> ○ presently exists; or ○ previously existed but no longer exists; or ○ may exist in the future (including because of a genetic predisposition to that disability); or ○ is imputed to a person. |
| Parents | Includes parents, guardians, step-parents and/or carers as listed in the College Enrolment Form. |
| Restorative practice | A strategy aimed at repairing damaged relationships. It is achieved by bringing the offender to a sense of remorse and restorative action, and an expression of forgiveness from the victim |
| Student Support Group | A Student Support Group is normally made up of the relevant teachers and education support staff and on occasions, the Assistant Principal/Curriculum Leader, Wellbeing Team Leader and Members of External Support Services. If appropriate, the Student Support Group can seek family involvement and support from specialist consultants. |
| Student Support Care Team | The Student Support Team comprises youth welfare workers and education support workers. Other specialists such as psychologist or external case managers may also be included or consulted. |

Responsibility

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



Student Engagement wellbeing and Inclusion Policy PP034

2. The Executive Principal is responsible for implementing policies, procedures and processes regarding student welfare and inclusion.
3. The Assistant Principal/Curriculum Leader is responsible for ensuring that staff, student and parents understand College expectations of positive student behaviour, and for participating in Student Support Groups.
4. Teachers, Education Support Workers and Youth Welfare Workers are responsible for acknowledging and promoting positive student behaviour in College, and for making College a safe and inclusive learning space.
5. The Student Support Team is responsible for assessing the support needs of applicants, including reasonable adjustments for students with disabilities, and advising the Executive Principal or Assistant Principal/Curriculum Leader.
6. The wider College community has a responsibility to contribute to a positive College culture.

Implementation

College values, philosophy and vision

Our College's core values are:

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

Engagement strategies

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

A summary of our targeted and individual engagement strategies used by PRC includes:

- incorporating College values into curriculum, and promoting them to students, staff and parents so that they are shared and celebrated as the foundation of our college community;
- maintaining high and consistent expectations of all staff, students and parents;
- prioritising positive relationships between staff and students, recognising the fundamental role this plays in building and sustaining student wellbeing;
- creating a culture that is inclusive, engaging and supportive;
- welcoming all parents and being responsive to them as partners in learning;



Student Engagement wellbeing and Inclusion Policy PP034

- analysing and being responsive to a range of College data such as attendance, Attitudes to College Survey, parent survey data, staff survey data, student management data and assessment data;
- delivery of a broad curriculum including VET programs within VCE VM or VPC to ensure that students are able to choose subjects and programs that are tailored to their interests, strengths and aspirations;
- requiring College teachers to use the Explicit Instructional Learning and Teaching Model framework (refer Appendices) to ensure an explicit, common and shared model of instruction that is evidenced-based, trauma-aware positive education, and suited to our vulnerable and at-risk students;
- ensuring that College teachers adopt a broad range of teaching and assessment approaches to effectively respond to the diverse learning styles, strengths and needs of our students and follow the standards set by the Victorian Institute of Teaching;
- carefully planning transition programs to support students moving into different stages of VCE VM;
- acknowledging positive behaviour and student achievement in the classroom, formally in College activities or events, and in communication to parents;
- monitoring student attendance and implementing attendance improvement strategies at a whole-College, cohort and individual level;
- providing students with the opportunity to contribute to and give feedback on decisions about College operations through structured class discussions, Class Representation and other forums including student class representation at the leadership meeting. Students are also encouraged to speak with their classroom teachers, youth welfare workers, Assistant Principal/Curriculum Leader or even the Executive Principal whenever they have any questions or concerns;
- encouraging all students to self-refer to Wellbeing Team Leader, their classroom teacher, or the Assistant Principal/Curriculum Leader if they would like to discuss a particular issue or feel as though they may need support of any kind. We are proud to have an 'open door' policy where students and staff are partners in learning;
- engaging staff and students in programs such as:
 - Respectful Relationships;
 - Cyber Safety;
 - Respectful behaviour,
 - self-esteem; and
 - College's Matrix of School wide positive behaviour expectations.
- making students aware of our College's **Child Safety Equity & Diversity Policy PP021** and **Child Safety Reporting Obligations Policy PP025**
- programs, incursions and excursions developed to address issue specific behaviour such as restorative practice;



Student Engagement wellbeing and Inclusion Policy PP034

- opportunities for student inclusion

Targeted (VCE VM level specific)

- each student has a classroom teacher and student support group staff who monitor their health and wellbeing and act as a point of contact for students who may need additional support;
- all students are assisted to develop a Career Action Plan, with targeted goals and support to plan for their future;
- staff apply a trauma-informed approach to working with students who have experienced trauma.

Individual

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

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances;
- meeting with student and parent to talk about how best to help the student engage with College;
- developing an Individual Education Plan and/or a Behaviour Support Plan;
- considering if any environmental changes need to be made, for example changing the classroom set up;
- referring the student to:
 - wellbeing supports;
 - a Student Support Group; and/or
 - appropriate external supports services such as Council-based youth and family services, other allied health professionals, Headspace, Child and Adolescent Mental Health Services, Bounce back or The Orange Door.

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

- being responsive and sensitive to changes in the student's circumstances and health and wellbeing;
- collaborating, where appropriate and with the support of the student and their family, with any external allied health professionals, services or agencies that are supporting the student;
- If a student is having difficulty attending school five days a week from 9:00 am to 3:00 pm, **An Attendance Plan FT094** will be developed. This will be discussed at the first Student Support Group meeting of the year, in consultation with the teacher, education support staff, the student, and their parents. The plan will be reviewed after five weeks by the classroom teacher in consultation with the Assistant Principal.



Student Engagement wellbeing and Inclusion Policy PP034

- monitoring individual student attendance plan and developing an **Attendance Improvement Plan FT091** in collaboration with the student and their family;
- Attending regular student care team meeting for students belonging to any of the following category
 - Student with a disability;
 - Student in Out of Home Care;
 - Student with other complex needs that require ongoing support and monitoring.

Curricular Programs

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

- accommodating different learning profiles and rates of learning; and
- intervening early to identify and respond to individual student needs.

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

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

- providing parents with a learning program that best suits their child's needs;
- involving students and parents in programming and planning decisions;
- supporting students' access to programs that let them pursue achievable pathways;
- ensuring the expertise of College teachers is maintained and developed; and
- providing a wellbeing team member and education support worker in every class.

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

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

- student involvement in College and community development;
- students as researchers and co-enquirers;
- student feedback on teaching and learning;
- students as peer support; and
- Student Involvement as an Expression of Inclusive Practice



Student Engagement wellbeing and Inclusion Policy PP034

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

Identifying students in need of support

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

- personal, health and learning information gathered on enrolment and while the student is enrolled;
- academic performance;
- observations by College staff such as changes in engagement, behaviour, self-care, social connectedness and motivation;
- attendance, suspension data, behaviour management data etc;
- engagement with families;
- self-referrals or referrals from peers;
- the attitudes to College survey data;
- parent survey data; and
- data from external case management workers.

Our College will use coordinated early intervention and prevention strategies to identify and respond to individual students who require additional assistance and support. The College will provide the following support structures by forming Student Support Groups incorporating wellbeing team members, education support staff and the classroom teacher. Assistant Principal/Curriculum Leader, Wellbeing Team leader, and other specialist consultants can be included if appropriate.

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

- psychologists for psychological and academic assessment;
- mentors – providing support for 'at risk' students;
- case managers and support workers;
- social workers to provide services such as counselling, social skills and anger management programs;
- youth agencies and;



Student Engagement wellbeing and Inclusion Policy PP034

- local parent support groups

Student rights and responsibilities

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

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

Engaging with families

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

We work hard to create successful partnerships with parents by:

- ensuring that all parents have access to our College policies and procedures, available on our College website;
- maintaining an open, respectful line of communication between parents and staff;
- involving families in Policy development and/or review;
- coordinating resources and services from the community for families; and
- including families in Student Support Groups and in developing individual plans for students.

Evaluation

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

This data is primarily gathered through wellbeing intake interviews conducted prior to a student's commencement at the College. For returning students, the Wellbeing Team conducts a Wellbeing Review in Term 2 to assess and evaluate ongoing support needs. Throughout the year, the Wellbeing Team records relevant case notes in SIMON as required.

Other Sources of data may include:

- student survey data;
- incident data;
- College reports; and
- parent surveys;



Student Engagement wellbeing and Inclusion Policy PP034

Communication

1. This policy will be communicated to the College community through the College website.
2. Additional information will be made available to parents through the College newsletter.
3. College staff will be informed of student engagement strategies through:
 - attending the College induction program for new staff;
 - the College Teacher Handbook (for teachers); and
 - staff meetings and communications.



Student Engagement wellbeing and Inclusion Policy PP034

| Appendices |
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| <ul style="list-style-type: none">• Appendix 1: EXPLICIT Instructional Teaching and Learning Model• Appendix 2: Matrix of Positive Behaviour Expectations• Appendix 3: External Support Providers |
| Related forms |
| Behaviour Management Plan -FT004 Attendance Improvement Plan FT091 Confidential VCE VM/VPC Wellbeing Interview FT095 Confidential VCE VM/VPC Wellbeing Review FT096 |
| Related Policies |
| <ul style="list-style-type: none">• Bullying and Harassment Prevention• Camps and Excursions• Complaints and Grievances• Digital Technologies and Social Media• Duty of Care• Supervision Policy and External Provider Procedure• Student Behaviour Management |



Student Engagement wellbeing and Inclusion Policy PP034

Appendix 1: EXPLICIT Instructional Teaching and Learning Model

| | Phase of Lesson | Essential Elements | Plan |
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| BEGINNING OF LESSON | THE HOOK Grab student's attention and put them in a receptive frame of mind 1-5 minutes | <ul style="list-style-type: none"> Stimulate interest and curiosity e.g. through use of visuals Present a purpose for learning Connect learning to real world experiences Foster positive relations with and between students | How will you HOOK the students into the lesson? |
| | LEARNING INTENTIONS Make the learning intentions and success criteria clear to students 2-5 minutes | <ul style="list-style-type: none"> Use student friendly language Establish learning goals and write them on the board or display on screen Make assessment and performance requirements clear (e.g. "At the end of the lesson you will know/be able to do/have done...") Show examples or models of EXPECTED student performance (e.g. excellent example of work from previous year etc.) | What are your learning intentions and success criteria in student friendly language? |
| | ACTIVATE/REVIEW Activate prior knowledge and review relevant prior learning 5-10 minutes | <ul style="list-style-type: none"> Opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means Review/connects to prior learning Use questioning techniques Brainstorming Key words elicited/taught/displayed | How will you activate prior knowledge and review relevant prior learning? |



Student Engagement wellbeing and Inclusion Policy PP034

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| PRESENTATION | <p>TEACHER INPUT – Explicitly teach the CONCEPT</p> | <ul style="list-style-type: none"> • Provide clear explanation, definition or rule (short, sharp and shiny! • Provide examples and non-examples • Use students’ previous experience as basis for explaining concepts • Information presented visually, and/or concrete examples • Concept presented in multiple ways • Explicit teaching of vocabulary OR quick review of relevant vocabulary previously taught | How will you teach the concept? |
| | <p>TEACHER INPUT – Explicitly teach and model the SKILL</p> | <ul style="list-style-type: none"> • Steps provided as a scaffold • Provide examples • Information presented visually • Teacher inner thought processes revealed to students through modelling • Modelling should be short and purposeful | How will you teach the skill? What are the steps? |
| | <p>CHECK for UNDERSTANDING – Monitor whether students have ‘got it’ before proceeding. If students have not understood, the concept or skill should be re-taught before guided practice begins.</p> | <ul style="list-style-type: none"> • Well distributed questioning • /checking for understanding • Wait time • Higher level questions • Asks for justification (evidence) and clarification from students • Adjustments made due to feedback if needed • Challenge misconceptions • Have students paraphrase and summarise | How will you check for understanding? |



Student Engagement wellbeing and Inclusion Policy PP034

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| GUIDED PRACTICE | <p>DEVELOPMENT AND ENGAGEMENT</p> <p>Develop student understanding of the concept or skill through activities or exercises</p> | <ul style="list-style-type: none"> • Tasks activities or exercises provide well scaffolded opportunity for students to apply knowledge or skill • Clear instructions, clear time frame and clear explanations • Range of tasks that appeal to different learning styles and ability levels (rotating tasks at times) • Effective use of e-learning tools and programs | <p>What activities or tasks will you get students to undertake?</p> |
| | <p>FEEDBACK and INDIVIDUAL SUPPORT</p> <p>Move around the room to determine the level of mastery and to provide feedback and individual support as needed</p> | <ul style="list-style-type: none"> • Teacher identifies students needing additional support/guided practice • Teacher moves around the room • Teacher provides comments/written feedback on work | <p>Which students do you anticipate will need additional support and how will you provide this?</p> |
| INDEPENDENT PRACTICE | <p>APPLICATION</p> <p>Get students to apply the concept or skill in different contexts</p> | <ul style="list-style-type: none"> • May happened within the same lesson or in future lesson • Must occur on a repeating schedule so that the learning is not forgotten • May be homework or individual or group work in class • Teacher makes connections – explain how this knowledge/skill can be applied/transferred to other learning contexts | <p>What independent practice will students undertake?</p> |



Student Engagement wellbeing and Inclusion Policy PP034

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| REVIEW | <p>REVIEW</p> <p>Bring the lesson presentation to an appropriate conclusion by reviewing and clarifying the key points and tying them together into a coherent whole</p> | <ul style="list-style-type: none"> • Reinforce major points of lesson • Students give feedback on what and how they have learned | <p>How will you review the lesson?</p> |
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Student Engagement wellbeing and Inclusion Policy PP034

Appendix 2: Matrix of Positive Behaviour Expectations

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

| | As students we always: | As students in the learning space we: | As students in non-learning College areas we: | As students using the internet and social media we: |
|---------------------------|--|--|--|---|
| WE ARE RESPECTFUL | <ul style="list-style-type: none"> • Greet, speak to and treat each other in a friendly, polite way and use names | <ul style="list-style-type: none"> • Work together • Respect the right of others to voice their opinions • Move respectfully in and around classes | <ul style="list-style-type: none"> • Keep to designated areas • Are inclusive of each other • Use indoor or outdoor voices as appropriate | <ul style="list-style-type: none"> • Respect the privacy of others • Post appropriate images, status updates and comments |
| WE ARE RESPONSIBLE | <ul style="list-style-type: none"> • Follow instructions and rules • Be punctual • Wear appropriate clothing to class • Take care of and appreciate our environment • Take care of and appreciate belongings and equipment • Look out for and support each other | <ul style="list-style-type: none"> • Arrive ready for learning • Enter and exit in a safe, orderly manner • Seek permission before leaving class • Submit work on time | <ul style="list-style-type: none"> • Respect College property • Clean up after we have used College's kitchen facilities | <ul style="list-style-type: none"> • Take a positive stance in response to bullying and other types of inappropriate behaviour • Represent our College in a positive manner when in the community and on public transport |



Student Engagement wellbeing and Inclusion Policy PP034

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| <p style="text-align: center;">WE ARE LEARNERS</p> | <ul style="list-style-type: none"> • Listen carefully to others • Ask questions when you are unsure of or when you need help • Recognise and take ownership of your mistakes • Aim for quality with everything you do • Seek to improve your behaviour and performance | <ul style="list-style-type: none"> • Engage in and contribute to all learning activities • Take feedback on board • Use technology for learning • Work independently and allow others to do so too | <ul style="list-style-type: none"> • Actively seek out, attend and engage in appropriate out of class learning opportunities • Participate in and fully engage with all excursions and incursions. | <ul style="list-style-type: none"> • Use positive language when describing our College |
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Student Engagement wellbeing and Inclusion Policy PP034

Appendix 3: External Support Providers

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| Ambulance | Call 000 | 1300 366 141 (Epping) |
| Victoria Police | Call 000 | 9407 3333 (Mill Park) |
| Consumer Rights | | |
| Consumer Affairs Victoria | www.consumer.vic.gov.au | 1300 55 81 81 |
| Drug and Alcohol Addiction | | |
| National Alcohol and Other Drug Hotline | www.health.gov.au | 1800 250 015 |
| Direct Line | www.directline.org.au | 1800 888 236 |
| Turning Point | www.turningpoint.org.au | 8413 8413 |
| Family Violence | | |
| Safe Steps Family Violence Response Centre | www.safesteps.org.au/ | 1800 015 188 |
| 1800Respect | www.1800respect.org.au | 1800 737 732 |
| Financial Matters | | |
| Consumer Action Law Centre | consumeraction.org.au/ | 1800 466 477 |
| ASIC | www.moneysmart.gov.au | 1300 300 630 |
| Salvation Army | www.salvationarmy.org.au/ | 9404 0259 (South Morang) |
| Vincent Care | www.vincentcare.org.au/ | 1800 825 955 |
| 1800Respect | www.1800respect.org.au | 1800 737 732 |
| Gambling | | |
| Gambling Help Online | www.gamblinghelponline.org.au/ | 1800 262 376 |
| Gender Identity and Health | | |
| QLife | qlife.org.au/ | 1800 184 527 |



Student Engagement wellbeing and Inclusion Policy PP034

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| Rainbow Health Victoria | www.rainbowhealthvic.org.au/ | 9479 8700 |
| Transgender Victoria | tgv.org.au/ | 1800 184 527 |
| Grief and Loss | | |
| Grief Line | griefline.org.au/ | 1300 845 745 (6am – midnight) |
| Compassionate Friends Vic | www.compassionatefriendsvictoria.org.au/ | 9888 4944 |
| Health | | |
| Better Health Channel | www.betterhealth.vic.gov.au | 9096 8840 |
| Health Direct | www.healthdirect.gov.au/ | 1800 022 222 |
| Homelessness | | |
| Launch Housing | www.launchhousing.org.au | 1800 825 955 |
| Legal Advice | | |
| Victorian Legal Aid | www.legalaid.vic.gov.au | 1300 792 387 |
| Victorian Aboriginal Legal Service | www.vals.org.au/ | 1800 064 865 |
| Youth Law | youthlaw.asn.au/ | 9113 9500 |
| Women's Legal Service | www.womenslegal.org.au/ | 8622 0600 |
| Mental Health and Wellbeing | | |
| Beyond Blue | www.beyondblue.org.au | 1300 224 636 |
| Lifeline | www.lifeline.org.au | 13 11 14 |
| Suicide Call Back Service | www.suicidecallbackservice.org.au | 1300 659 467 |
| Headspace | www.headspace.org.au | 9938 1940 (Mill Park) |
| Mensline Australia | www.mensline.org.au | 1300 789 978 |
| Kids Helpline | www.kidshelpline.com.au | 1800 55 1800 |
| ReachOut | au.reachout.com/ | |
| Head to Health (H2H) | headtohealth.gov.au/ | |



Student Engagement wellbeing and Inclusion Policy PP034

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| Mindspot | www.mindspot.org.au | 1800 61 44 34 |
| Black Dog Institute | www.blackdoginstitute.org.au/ | |
| Butterfly foundation | butterfly.org.au/ | 9822 5771 |
| SANE | www.sane.org | 1800 187 263 |
| Sexual Assault | | |
| Sexual Assault Crisis Line | www.sacl.com.au | 1800 806 292 |
| 1800 Respect | www.1800respect.org.au | 1800 737 732 |
| CASA House | www.casahouse.com.au | 9635 3600 |



Student Engagement wellbeing and Inclusion Policy PP034

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| Document Number: | PP034 | Developed by: | Compliance |
| Policy Owner: | Executive Principal | Approver Name & Role: | PRC Board |
| Evidence of Approval: | PRC board meeting | Version No: | V2026.V2 |
| Review Due To: | Internal Review | Date Approved: | 16/03/2026 |
| Next Review Due: | 16/03/2028 | | |
| Department: Compliance and Governance | School Standards: STD-Care,Safety and Welfare of Students | | |
| | RTO Standards: Guideline 6 – Child Safe Standards | | |



Student Engagement wellbeing and Inclusion Policy PP034

Revision Record:

| Date | Version | Revision description |
|------------|----------|--|
| 04/05/2021 | V2021.V1 | Initial Policy |
| 16/03/2026 | V2026.2 | Update the definition of Student Support group and changed the title of Student Support Team to Student support Care Team Added specific instruction about management of attendance and attendance improvement plan Improve evaluation section with the current proactive PRC follows to monitor and maintain student wellbeing Added the following forms as part of the policy Behaviour Management Plan -FT004 Attendance Improvement Plan FT091 Confidential VCE VM/VPC Wellbeing Interview FT095 Confidential VCE VM/VPC Wellbeing Review FT096 |
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