

Year  
2024

<https://www.youtube.com/watch?v=E9bwMVob4DE>



# North East Flexible Learning Network



## Doing School Differently Conference 2024



Website  
<https://www.nefln.vic.edu.au/>

Presented by  
**Vern Hilditch**  
**Brad Hearn**  
**Sharee Fisher**  
**Michelle Sheehan**

# Introducing the NEFLN



## About Us

Celebrating  
10 Years of  
Public Education Service Provision



*Benalla* flexible  
Learning Centre

Est. 2014

*Shepparton* flexible  
Learning Centre

Est. 2014

*Seymour* flexible  
Learning Centre

Est. 2014

*Wodonga* flexible  
Learning Centre

Est. 2012

Reliability  
Resilience  
Respect  
Resourcefulness



## Vision Mission Values

*Every Student,  
Every Opportunity,  
Success for all.*

### Vision

The NEFLN is an educational setting dedicated to establishing high expectations and personal achievement in our students. It is a network that fosters quality relationships, positivity and connection to the community by engaging young people with education.

### Mission

To provide students with an educational option that builds confidence, aspiration and skills to enable a transition to mainstream education, further education or employment. Our education community supports our students to:

- Be confident, capable and self-motivated.
- Be comfortable living in a world of diverse people, cultures, and beliefs.
- Be respectful, tolerant and act with empathy.
- Make meaningful contributions to the local and global community.
- Be critical and creative thinkers.
- Respond positively and appropriately to change and challenges.
- Set high expectations for themselves and strive to meet them.
- Be a safe and confident user of evolving technologies.
- Be aware of pathways and career opportunities and successfully access these.
- Have a strong sense of agency and self-efficacy.

### Values

#### Respect

Respect for self, others and community.

#### Resilience

Overcoming barriers, persisting to succeed.

#### Reliability

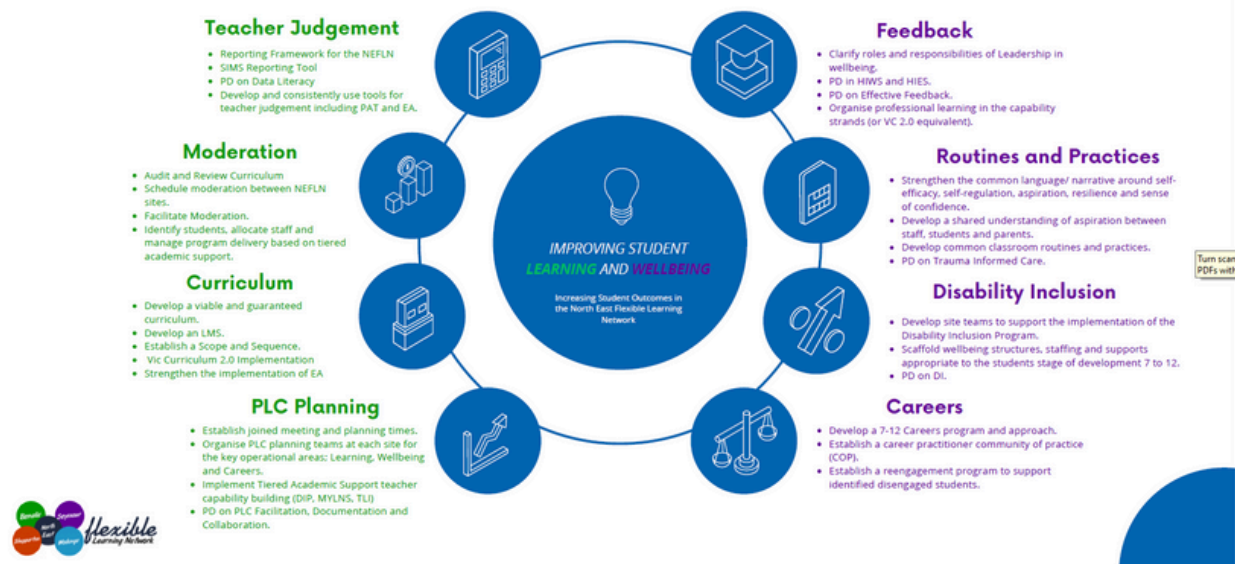
Committed, dedicated and dependable.

#### Resourcefulness

Building networks, connections and skills.

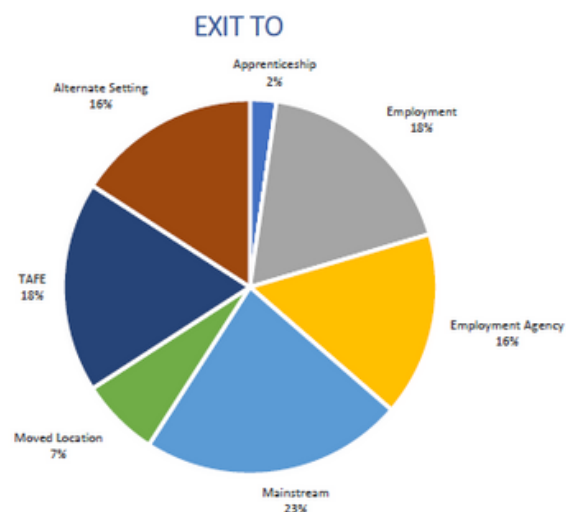
# Marketing Objectives

## NEFLN 2024 AIP ACTIVITIES



Student Transitions for 2023

160



### IMPROVEMENT CYCLE





# DEPARTMENT OF EDUCATION VICTORIA

# Policy

<https://www2.education.vic.gov.au/pal/flexible-learning-options/policy>



The link above is the Department of Education Victoria policy advisory library (PAL) outlining the FLO guidelines for the operation in the state of Victoria. There are 4 indicators of risk in which a FLO complementary education service should be considered. The NEFLN operates as a low or non-attendance FLO in regional Victoria. The below graphic outlines the school policies for the NEFLN (it's sites) as outlined on the school website.

**North East flexible Learning Network**

School Portal Email Notebook Shop

Home / Policies

**Policies**

All documents are available from NEFLN campuses upon request

- WOODONGA FEDERATION OF GOVERNMENT SCHOOLS**
  - Child Safe Policy
  - Child Safe Code Of Conduct
  - Child Safety Responding and Reporting Obligations Policy and Procedures
  - Digital Learning Policy
  - Inclusion and Diversity
  - Respect for School Staff Policy
  - Volunteer Policy
  - Visitors Policy
  - Camps and Excursions Policy
  - Photographing Filming and Recording Students Policy 2024 NEFLN
- WOODONGA SENIOR SECONDARY COLLEGE & NEFLN**
  - WFGS Bullying Prevention
  - WFGS Complaints Policy
  - Duty Of Care
  - Health Care Needs Policy
- NEFLN**
  - NEFLN Aboriginal Learning, Wellbeing and Safety Action Plan
  - Student Wellbeing and Engagement
  - Enrolment Policy
  - Attendance policy
- CHOICE LEARNING, WOODONGA**
  - Attendance Policy
  - Anaphylaxis Policy
  - Child Safe Risk Register
  - First Aid Policy
  - Medication Policy
  - Yard Duty Supervision Policy
  - Emergency Management (EMP) held with DE Central Office, Hard Copies available upon request with Site Principal
- BENALLA FLEXIBLE LEARNING CENTRE**
  - Anaphylaxis policy
  - Child Safe Risk Register
  - First Aid
  - Medications - Prescribed and Non-Prescribed
  - Yard Duty Supervision Policy
  - Emergency Management (EMP) held with DE Central Office, Hard Copies available upon request with Site Principal
- SEYMOUR FLEXIBLE LEARNING CENTRE**
  - Anaphylaxis policy
  - Child Safe Risk Register
  - First Aid
  - Medications - Prescribed and Non-Prescribed
  - Yard duty supervision policy
  - Emergency Management (EMP) held with DE Central Office, Hard Copies available upon request with Site Principal
- SHEPPARTON FLEXIBLE LEARNING CENTRE**
  - Anaphylaxis Policy
  - Child Safe Risk Register
  - First Aid
  - Medications - Prescribed and Non-Prescribed
  - Yard Duty Supervision Policy
  - Emergency Management (EMP) held with DE Central Office, Hard Copies available upon request with Site Principal
- WOODONGA FLEXIBLE LEARNING CENTRE**
  - Anaphylaxis Policy
  - Child Safe Risk Register
  - First Aid
  - Medications - Prescribed and Non-Prescribed
  - Yard Duty Supervision Policy
  - Emergency Management (EMP) held with DE Central Office, Hard Copies available upon request with Site Principal
- STATEMENT OF VALUES**
  - Statement Of Values
- DEPARTMENT OF EDUCATION**
  - School's Privacy Policy
  - 200 Human Resources
    - Smokefree Workplace Policy
  - 600 Teaching & Learning
    - Teaching & Learning
    - Curriculum
    - Curriculum Structures
    - Victorian Certificate of Education
    - Victorian Certificate of Applied Learning
    - Vocational Education and Training
    - Exams
    - Internal Year Level Coordination Process
    - Year 12 External Coordination Process
    - Year Level Coordination Guidelines for Students
    - Assessment and Reporting
    - Authentication
    - School Assessed Coursework and Tasks
    - Home Study and Homework Policy
  - 700 Student Engagement & Wellbeing
    - Bullying Prevention
    - Medications - Prescribed and Non-Prescribed
    - Duty of Care
    - School Privacy
    - First Aid
    - Health Needs Policy
    - Mobile Phones and Communication Enabled Devices 2020
    - Parental Consent and 18 Year Old Students
    - Student Absence and Leave
    - Attendance
    - Lateness Process
    - Student Uniform
    - Smoking
    - Sun Smart
    - Anaphylaxis
    - Students Driving Cars
    - Complaints
    - Statement of Values and School Philosophy
    - Yard Duty and Supervision
    - Student Wellbeing and Engagement Policy
    - Student Code of Conduct Poster

## Eligibility to attend a Victorian government FLO

Students at risk of disengagement should be referred to a FLO only in the instance where their needs are not able to be met in mainstream school, and where in-school strategies and interventions (such as access to specialist services and classroom differentiation) are unsuitable or have proven to be ineffective. Students may be considered at risk of disengaging based on the following indicators:

- low or non-attendance
- literacy and/or numeracy outcomes
- behaviours of concern
- a history of school exclusion.

The student should present, at a minimum, multiple indicators that they are at high risk of disengaging from education or are already disengaged from education.

FLOs should be considered as a short-term intervention and the focus should be on supporting the student to return to mainstream school, or into further education, training or employment.

For detailed guidance on eligibility, refer to: [Flexible Learning Options Mandatory Guidelines and Procedures](#).



# Organisational Chart

## 2024 NEFLN Executive Responsibilities

Principal – Vern Hilditch				
• 7 to 12 Strategic Direction • NEFLN/WSSC / WMYC	• Global Education	• 9 Campuses and Sites	• ICT Infrastructure and Software	• Wodonga Federation of Government Schools
Network Principal – Brad Hearn				
• Recruitment & HR • Finance Budgets • OH&S, Edusafe • LCC • Staffing and performance professional development	• Network Operations • Data, Reporting to DET • Leadership • School Council • Census Management	• International Programs • Employee Conduct and Concerns • Parent Opinion Survey • Staff Handbook • NEFLN Admin Team	• Annual Reporting, AIP, SSP • VRQA • Staff Wellbeing • Publicity • SIMS	• Network Calendar • Facilities • Finance • Policies • SIT Team
Campus Principal 1 FLC Site Based Roles & Responsibilities	Campus Principal 2 FLC Site Based Roles & Responsibilities	Campus Principal 3 FLC Site Based Roles & Responsibilities	Campus Principal 4 FLC Site Based Roles & Responsibilities	
<ul style="list-style-type: none"> <li>Daily Organisation</li> <li>ES Coordination, ES PDP</li> <li>Contracts: Cleaning, Canteen, Waste removal &amp; sanitation</li> <li>Hire of Facilities</li> <li>Management of key register, Lockers support</li> <li>Emergency Management (RIS)</li> <li>Teacher allotments (subjects, YDs)</li> <li>College Vehicles, Buses, Conveyance Allowance</li> <li>Staff Allotments</li> <li>Employee Conduct and Concerns</li> <li>Staff Wellbeing</li> <li>Publicity</li> <li>Enrolments</li> <li>Student management</li> <li>Camps &amp; Excursions</li> <li>Orientation, Staff Induction, Mentoring, PRTs</li> <li>Student Events</li> <li>Meeting Schedule</li> <li>Staff Performance &amp; Development</li> <li>PSD</li> <li>Reporting</li> <li>Student Wellbeing</li> <li>School community communication</li> <li>Parent relations</li> <li>Curriculum implementation</li> <li>Management of Site Budget</li> <li>Other Duties outlined/ delegated by the Executive or Network Principals</li> </ul>	<ul style="list-style-type: none"> <li>Daily Organisation</li> <li>ES Coordination, ES PDP</li> <li>Contracts: Cleaning, Canteen, Waste removal &amp; sanitation</li> <li>Hire of Facilities</li> <li>Management of key register, Lockers support</li> <li>Emergency Management (RIS)</li> <li>Teacher allotments (subjects, YDs)</li> <li>College Vehicles, Buses, Conveyance Allowance</li> <li>Staff Allotments</li> <li>Employee Conduct and Concerns</li> <li>Staff Wellbeing</li> <li>Publicity</li> <li>Enrolments</li> <li>Student management</li> <li>Camps &amp; Excursions</li> <li>Orientation, Staff Induction, Mentoring, PRTs</li> <li>Student Events</li> <li>Meeting Schedule</li> <li>Staff Performance &amp; Development</li> <li>PSD</li> <li>Reporting</li> <li>Student Wellbeing</li> <li>School community communication</li> <li>Parent relations</li> <li>Curriculum implementation</li> <li>Management of Site Budget</li> <li>Other Duties outlined/ delegated by the Executive or Network Principals</li> </ul>	<ul style="list-style-type: none"> <li>Daily Organisation</li> <li>ES Coordination, ES PDP</li> <li>Contracts: Cleaning, Canteen, Waste removal &amp; sanitation</li> <li>Hire of Facilities</li> <li>Management of key register, Lockers support</li> <li>Emergency Management (RIS)</li> <li>Teacher allotments (subjects, YDs)</li> <li>College Vehicles, Buses, Conveyance Allowance</li> <li>Staff Allotments</li> <li>Employee Conduct and Concerns</li> <li>Staff Wellbeing</li> <li>Publicity</li> <li>Enrolments</li> <li>Student management</li> <li>Camps &amp; Excursions</li> <li>Orientation, Staff Induction, Mentoring, PRTs</li> <li>Student Events</li> <li>Meeting Schedule</li> <li>Staff Performance &amp; Development</li> <li>PSD</li> <li>Reporting</li> <li>Student Wellbeing</li> <li>School community communication</li> <li>Parent relations</li> <li>Curriculum implementation</li> <li>Management of Site Budget</li> <li>Other Duties outlined/ delegated by the Executive or Network Principals</li> </ul>	<ul style="list-style-type: none"> <li>Daily Organisation</li> <li>ES Coordination, ES PDP</li> <li>Contracts: Cleaning, Canteen, Waste removal &amp; sanitation</li> <li>Hire of Facilities</li> <li>Management of key register, Lockers support</li> <li>Emergency Management (RIS)</li> <li>Teacher allotments (subjects, YDs)</li> <li>College Vehicles, Buses, Conveyance Allowance</li> <li>Staff Allotments</li> <li>Employee Conduct and Concerns</li> <li>Staff Wellbeing</li> <li>Publicity</li> <li>Enrolments</li> <li>Student management</li> <li>Camps &amp; Excursions</li> <li>Orientation, Staff Induction, Mentoring, PRTs</li> <li>Student Events</li> <li>Meeting Schedule</li> <li>Staff Performance &amp; Development</li> <li>PSD</li> <li>Reporting</li> <li>Student Wellbeing</li> <li>School community communication</li> <li>Parent relations</li> <li>Curriculum implementation</li> <li>Management of Site Budget</li> <li>Other Duties outlined/ delegated by the Executive or Network Principals</li> </ul>	

## 2024 NEFLN Executive Responsibilities

Network Based Roles & Responsibilities Learning Campus Principal Shane Elliott	Network Based Roles & Responsibilities Wellbeing Campus Principal Michelle Sheehan	Network Based Roles & Responsibilities Pathways Campus Principal Anna Pienack	Network Based Roles & Responsibilities Engagement Campus Principal Craig Johnson
<ul style="list-style-type: none"> <li>Curriculum</li> <li>Teaching and Learning Model of Practice</li> <li>Professional Learning Programs</li> <li>Professional Development</li> <li>PLT, PLT, PLC, COP</li> <li>Instructional Leadership Development</li> <li>Learning Area Teams</li> <li>Collaborative Groups</li> <li>Whole School Literacy</li> <li>SIMs Curriculum</li> <li>eLearning</li> <li>Assessment</li> <li>Reporting</li> <li>Student Progress Interviews (PPI)</li> </ul>	<ul style="list-style-type: none"> <li>Student wellbeing</li> <li>Room, A&amp;T and Induction</li> <li>Vaccinations</li> <li>DET Health programs and services, School Nurse</li> <li>Program, VESGO, Lookout, Nav</li> <li>PSD &amp; PSCAS</li> <li>Respectful Relationships Program</li> <li>Wellbeing Teams &amp; Student Referrals</li> <li>Wellbeing Process, procedure and reporting</li> <li>Network Partnerships with Health and Community Services</li> <li>Core Wellbeing Training, Safe Minds, Mental Health First Aid &amp; Team, Trauma Training (ACPSA/MART)</li> <li>OH&amp;S</li> <li>Tracking Student SEL Growth Data</li> </ul>	<ul style="list-style-type: none"> <li>VEDSS (internal and external partnerships)</li> <li>Structured Workplace Learning, Work experience</li> <li>Transition Planning, Documentation, Procedural recommendations</li> <li>Student pathways, Student Exits &amp; Destinations</li> <li>Careers</li> <li>Career Action Plans, Career Tools</li> <li>Course Counselling, Course Selection Handbooks and resources</li> <li>Careers Teams</li> <li>Pathway Data, Career Data</li> <li>VASS enrolment and reporting</li> <li>Quality Assurance</li> </ul>	<ul style="list-style-type: none"> <li>Attendance</li> <li>Student Surveys</li> <li>Student Engagement, Student Voice, Leadership</li> <li>Student Productions and Concerts, Sport</li> <li>Camps &amp; Excursions</li> <li>Student Growth</li> <li>School community communication, engagement and aspiration</li> <li>SIMs Timetabling</li> <li>School Handbook and Induction</li> <li>Senior School Curriculum Programs</li> <li>Program Delivery</li> </ul>
Site Based Roles & Responsibilities WFLC Leading Teacher	Site Based Roles & Responsibilities SEFLC Leading Teacher	Site Based Roles & Responsibilities BFLC Leading Teacher	Site Based Roles & Responsibilities SHFLC Leading Teacher
<ul style="list-style-type: none"> <li>Duties outlined by Campus Principal</li> <li>Staff capacity building</li> <li>Professional Development and Learning Coordination in consultation with Campus Principal</li> <li>Excellence in Teaching and Learning</li> <li>Model exemplar practice</li> <li>Mentor Staff</li> <li>Be a Lead Learner</li> <li>Daily Operation as Delegated by Campus Principal</li> <li>Implement school strategic direction</li> </ul>	<ul style="list-style-type: none"> <li>Duties outlined by Campus Principal</li> <li>Staff capacity building</li> <li>Professional Development and Learning Coordination in consultation with Campus Principal</li> <li>Excellence in Teaching and Learning</li> <li>Model exemplar practice</li> <li>Mentor Staff</li> <li>Be a Lead Learner</li> <li>Daily Operation as Delegated by Campus Principal</li> <li>Implement school strategic direction</li> </ul>	<ul style="list-style-type: none"> <li>Duties outlined by Campus Principal</li> <li>Staff capacity building</li> <li>Professional Development and Learning Coordination in consultation with Campus Principal</li> <li>Excellence in Teaching and Learning</li> <li>Model exemplar practice</li> <li>Mentor Staff</li> <li>Be a Lead Learner</li> <li>Daily Operation as Delegated by Campus Principal</li> <li>Implement school strategic direction</li> </ul>	<ul style="list-style-type: none"> <li>Duties outlined by Campus Principal</li> <li>Staff capacity building</li> <li>Professional Development and Learning Coordination in consultation with Campus Principal</li> <li>Excellence in Teaching and Learning</li> <li>Model exemplar practice</li> <li>Mentor Staff</li> <li>Be a Lead Learner</li> <li>Daily Operation as Delegated by Campus Principal</li> <li>Implement school strategic direction</li> </ul>
Leading Teacher Network Based Roles & Responsibilities	Leading Teacher Network Based Roles & Responsibilities	Leading Teacher Network Based Roles & Responsibilities	Leading Teacher Network Based Roles & Responsibilities
<ul style="list-style-type: none"> <li>Leading Teacher: Teaching and Learning (Learning) – Clare Marge</li> <li>Refer to Position Description</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Other Duties Delegated by Campus Principal</li> <li>Other Duties outlined by Network Principal</li> </ul>	<ul style="list-style-type: none"> <li>Leading Teacher: Wellbeing – Rebecca Higginson</li> <li>Refer to Position Description</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Other Duties Delegated by Campus Principal</li> <li>Other Duties outlined by Network Principal</li> </ul>	<ul style="list-style-type: none"> <li>Leading Teacher: Curriculum – Bridget James</li> <li>Refer to Position Description</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Other Duties Delegated by Campus Principal</li> <li>Other Duties outlined by Network Principal</li> </ul>	<ul style="list-style-type: none"> <li>Leading Teacher: Engagement – Justin Reed</li> <li>Refer to Position Description</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Refer to FISO 2.0 Illustrations of Practice Document</li> <li>Other Duties Delegated by Campus Principal</li> <li>Other Duties outlined by Network Principal</li> </ul>
PLC Middle Leadership BFLC Site Based Roles & Responsibilities	PLC Middle Leadership SEFLC Site Based Roles & Responsibilities	PLC Middle Leadership SHFLC Site Based Roles & Responsibilities	PLC Middle Leadership WFLC Site Based Roles & Responsibilities
<ul style="list-style-type: none"> <li>Teaching and Learning PLC Leader</li> <li>Wellbeing and Engagement PLC Leader</li> <li>Pathways and Transition PLC Leader</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning PLC Leader</li> <li>Wellbeing and Engagement PLC Leader</li> <li>Pathways and Transition PLC Leader</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning PLC Leader</li> <li>Wellbeing and Engagement PLC Leader</li> <li>Pathways and Transition PLC Leader</li> </ul>	<ul style="list-style-type: none"> <li>Teaching and Learning PLC Leader</li> <li>Wellbeing and Engagement PLC Leader</li> <li>Pathways and Transition PLC Leader</li> </ul>
Site Based Roles & Responsibilities BFLC	Site Based Roles & Responsibilities SEFLC	Site Based Roles & Responsibilities SHFLC	Site Based Roles & Responsibilities WFLC
<ul style="list-style-type: none"> <li>Positions of Responsibility – Refer to Campus POR document</li> </ul>	<ul style="list-style-type: none"> <li>Positions of Responsibility – Refer to Campus POR document</li> </ul>	<ul style="list-style-type: none"> <li>Positions of Responsibility – Refer to Campus POR document</li> </ul>	<ul style="list-style-type: none"> <li>Positions of Responsibility – Refer to Campus POR document</li> </ul>
NEFLN Coordinator Roles			
<ul style="list-style-type: none"> <li>Career Practitioner Coordinator – Jana Ash</li> <li>VEDSS Coordinator – Sharon Fisher</li> <li>Induction Coordinator – Trish Knipe</li> </ul>			

POR	WFLC	SEFLC	BFLC	SHFLC
HSR	Ian F	Jana A	Shane W	Ben L
OH&S Representative	Tina P	Carly M	Sean B	Deb W

LCC Staff Rep	NEFLN Educational Support		
PLC Leader: Pathways and Transition (Careers)	Business Manager John McVean	Human Resources Manager Phil Lehman	ICT Manager Shane Gray
PLC Leader: Wellbeing and Engagement (Welfare)	<ul style="list-style-type: none"> <li>Work/Leave/Return to Work Coordinator</li> <li>SIMs activities (budgeting &amp; approval)</li> <li>OH&amp;S</li> <li>Budgets</li> <li>Banking/Investments</li> <li>Insurance</li> <li>Stocktake (assets)</li> <li>Purchasing Cards</li> <li>Annual audits</li> <li>SRP – overview, reconciliation</li> <li>Sundry Debtors</li> <li>Finance Sub-Committee</li> <li>School Council Agenda, Minutes</li> <li>CASES</li> <li>Management of College Finance and Program Budgets</li> <li>College Council Reporting, including agendas and minutes</li> <li>Camps and Excursions approval</li> </ul>	<ul style="list-style-type: none"> <li>Management of Central Staff Payroll</li> <li>Leave</li> <li>Recruitment Online</li> <li>Staffing Reconciliation to SRP</li> <li>Submission of Leave Reimbursement claims</li> <li>Staffing Employment Contracts</li> <li>Follow up for induction of new staff</li> <li>Student Teacher Supervision payments</li> <li>Local Payroll processing and PAYG summaries</li> <li>HR</li> </ul>	<ul style="list-style-type: none"> <li>Network management</li> <li>Server &amp; Switch Technologies</li> <li>Teacher Notebook Management</li> <li>Desktop Fleet management</li> <li>Wireless network Technologies</li> <li>Student Notebook program management</li> <li>Software Team Management</li> <li>Fixed Line Phones</li> <li>Mobile phone Services</li> <li>Internal Phone System</li> <li>Security Systems including</li> <li>Emergency Management</li> <li>Access Control – Doors and Gates</li> <li>Evacuation and Lock down processes</li> <li>Evacuation and Lock down Maps</li> <li>CCTV</li> <li>Photocopier Lease management</li> <li>Systems</li> <li>Digital Signage</li> <li>School Maps</li> <li>Student ID Cards</li> <li>PA and Bell System</li> <li>Test and Tag of Electrical Equipment</li> <li>SIMs</li> <li>Weekly Campus Visits</li> </ul>
PLC Leader: Teaching and Learning (Curriculum)	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties directed by Wellbeing LT along with NEFLN Principal, Campus Principal or Teaching Staff</li> <li>Attend Wellbeing COP Meetings</li> <li>Wellbeing based administration</li> <li>Classroom Support</li> <li>PLC Administration</li> <li>Duties set by Wellbeing and Engagement PLC Leader</li> <li>Program Support and Development</li> <li>Newsletter contributions</li> </ul>	<ul style="list-style-type: none"> <li>Duties directed by Career Practitioner Coordinator alongside, NEFLN Principal, Campus Principal or Teaching Staff</li> <li>Attend Pathway COP Meetings</li> <li>Careers based – Induction</li> <li>Classroom Support</li> <li>PLC Administration</li> <li>Duties set by Pathways and Transition PLC Leader</li> <li>Career Event Support and Development</li> <li>Newsletter contributions</li> </ul>
First Aid (allowance, ES only)	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>
Asbestos Coordinator (checking completed on <a href="#">LCCS</a> , register provided, checked, audited)	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>
Excursion Coordinator	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>
VCE Coordinator	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>
Child Safe Champion	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>
Marrung Lead	<ul style="list-style-type: none"> <li>Academic Support</li> <li>Duties directed by Teaching Staff</li> <li>Reposting and administration set by Teaching Staff</li> <li>Evaluation of student progress</li> <li>Collaboration with Teacher(s)</li> <li>Student support</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>	<ul style="list-style-type: none"> <li>Duties set in Advertised Position</li> <li>Any Duties set by Campus Principal</li> </ul>

# WHOLE SCHOOL Adjustments

## Every Day Counts



## School Wide Adjustments Form

The Benalla, Seymour, Shepparton and Wodonga Flexible Learning Centres are all campuses of Wodonga Senior Secondary College.

These Campuses provide students who experience difficulties accessing mainstream school an educational pathway tailored to their often complex educational, social, developmental, psychological, health, legal or family situation.

In particular, our focus is on those who have not been able to cope with attending a regular school setting and have drifted out of education. Many of our students experience long periods of homelessness, issues with family connectedness, poverty, and mental health issues.

It is a network that fosters quality relationships, positivity and connection to the community by re-engaging young people with education.

- Allocated Learning Mentors to match student need
- Individual Education Plans
- Career Action Plan
- Small Class Sizes
- Individual timetables that are flexible, moderated and adjusted on an as needs basis
- Transport support for school pick up
- Extensive Induction program to support re-engagement.
- Therapeutic programs: Art, Music, Animal Assisted Therapy
- Relaxed dress code, no uniform
- Facilitate connections to support services (community services)
- Breakfast, Lunch and Take Home Food program
- All school stationery, text books, equipment all provided
- Regular breaks provided
- Additional Family Support (food, access to services)
- Regular and ongoing contact with parents/carers
- Home visits conducted by Wellbeing Team
- Team Around the Learner Approach
- A Differentiated approach to Curriculum Delivery and Assessment that anticipates and responds to students' learning differences
- Whole-school professional learning for the management of physical and psycho-social medical conditions, including Trauma Informed Practices.



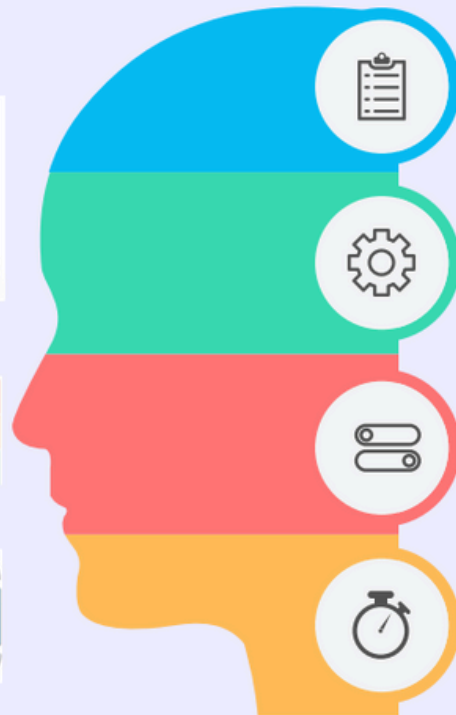


# Instructional Model



Every Student,  
Every Opportunity,  
Success for all.

## NEFLN Instructional Model



Respect Resourcefulness Resilience Reliability

- L** Learning Goal  
Explicit Teaching: Clear overview of the Lesson's Learning Goal and Outlining of Lesson Objectives
- E** Engage and Explore  
Guided Learning: "we do" provide guidance and prompts based on ZPD. Descriptive Feedback provided to students.
- A** Apply the new Knowledge  
Individual Practicing/ Small Group Work: Provide an opportunity to put skills and learning into practice.
- R** Review Learning  
Review learning goals and learning objectives: At each stage keep revisiting goals and objectives. Each lesson should provide flexibility and differentiation. Self assessment time provided to students.
- N** Navigate to Next Lesson  
Plan the next steps in learning. Provide students with opportunities to contextualise learning with bigger goals and their next steps to get there.

Social Emotional Learning - forging the path from pre-engagement to sustained transition

Reliability				
Present - Schedule - Wellbeing (SEL) - Connected - Reliable				
<b>Step 1</b> I am not yet ready	<b>Step 2</b> I am willing to make change	<b>Step 3</b> I want to learn	<b>Step 4</b> I can learn	<b>Step 5</b> I can transfer learning
<ul style="list-style-type: none"> <li>I come into school once a week.</li> <li>I do not really like school if I am away.</li> <li>I do not work on my wellbeing.</li> <li>I do not follow my timetable.</li> <li>I shut down and avoid classes.</li> </ul>	<ul style="list-style-type: none"> <li>I attend 3 hours a week.</li> <li>I respond to the teacher if they contact me when I am away.</li> <li>I accept support for my wellbeing but need someone else to manage this.</li> <li>I attend but don't know my timetable or what subjects I am doing.</li> <li>I need reminding about what to do and when to do it.</li> </ul>	<ul style="list-style-type: none"> <li>I attend 3+ hours a week.</li> <li>I contact the teacher if I am going to be away.</li> <li>I take actions to improve my wellbeing.</li> <li>I make up missed times but the gaps in the way of following the timetable all of the time.</li> <li>I sometimes need prompts from others to remain on task or to attend the correct classes.</li> </ul>	<ul style="list-style-type: none"> <li>I attend 6+ hours a week.</li> <li>I contact the teacher before I am away and let them know why.</li> <li>I take active healthy steps to improve my physical, social and mental health.</li> <li>I am on time, I follow my timetable and I know what subjects I have.</li> <li>I'm generally ready to learn and I support others to remain on task and stick to the timetable.</li> </ul>	<ul style="list-style-type: none"> <li>I attend 10+ hours a week.</li> <li>I am ready away but I really in advance and follow up on missed learning and schoolwork.</li> <li>I maintain my own safety plan and apply healthy living practices.</li> <li>I expect to be here and I stick to my plans.</li> <li>I independently attend all scheduled events both in school and all social obligations I have.</li> </ul>
Resilience				
Self-Control - Coping - Inclusive - Pathways - Persistence				
<b>Step 1</b> I am not yet ready	<b>Step 2</b> I am willing to make change	<b>Step 3</b> I want to learn	<b>Step 4</b> I can learn	<b>Step 5</b> I can transfer learning
<ul style="list-style-type: none"> <li>I have meltdowns, I get angry and violent, I run away from situations.</li> <li>At school, I am on guard and stressed.</li> <li>My timetable do not last long - week 1, I will not get a job, I do not see the point.</li> <li>I stop when things get difficult and I avoid it or get emotional.</li> </ul>	<ul style="list-style-type: none"> <li>I accept others when I am not happy, I don't have shutdowns and often leave situations.</li> <li>Coming to school is hard, at school, I am nervous, I do things to reduce the stress but not much helps.</li> <li>School is okay, I have a few friends, I can work in a small group.</li> <li>I am working on making IEP Career goals.</li> <li>I stop when things get difficult but let people know when I feel.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes leave situations and sometimes have shutdowns or meltdowns.</li> <li>At school, I only feel nervous or stress occasionally, I refer to my safety plan to feel better.</li> <li>I feel I belong at school, I help new students feel welcome, I accept other people's differences.</li> <li>I have reviewed my CAP and IEP goals.</li> <li>I always have a go, I ask for help when needed.</li> </ul>	<ul style="list-style-type: none"> <li>I am calm and positive in familiar situations.</li> <li>At school, I have a go at new things, I know what to do when I feel stressed.</li> <li>I respect others, I cooperate with everyone, I work in groups.</li> <li>My IEP has a transition plan.</li> <li>I look for challenges in my learning, I accept feedback and I provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>I am always cooperative and positive in new and familiar situations.</li> <li>I participate in new experiences at school and in the community, I am confident.</li> <li>I value others, I embrace diversity.</li> <li>My transition plan is on track and in my IEP and I am working on it.</li> <li>I make a plan and stick to it, I overcome barriers, I set goals that challenge me.</li> </ul>
Resourcefulness				
Empathy - Connecting - Communication - Networking - Up-Skilling				
<b>Step 1</b> I am not yet ready	<b>Step 2</b> I am willing to make change	<b>Step 3</b> I want to learn	<b>Step 4</b> I can learn	<b>Step 5</b> I can transfer learning
<ul style="list-style-type: none"> <li>I do not think anyone likes me.</li> <li>At school, I do not feel like I belong, if my Teacher is away, I will not go to school, walking or getting angry.</li> <li>I do not have many or any friends, I have friends online.</li> <li>I know what I need to know, I do not need to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes think negative thoughts for one week or more around. People do not accept me for me.</li> <li>I feel like an outsider, I am willing to get to know my teacher but if they are away, I must be by myself.</li> <li>I sometimes communicate with my teacher and peers.</li> <li>I have friends and know what a friend is, I occasionally fight with my friends and they encourage unhelpful behaviours and sometimes make me feel bad.</li> </ul>	<ul style="list-style-type: none"> <li>I think other accept me for who I am and think I am OK.</li> <li>I often feel like I belong at school, I support classmates and accept help from teachers.</li> <li>I communicate well unless I become upset or stressed.</li> <li>I have friends at school and outside of school, I know how to make and maintain friendships, My connections with my team are beginning to form.</li> <li>I seek opportunities to learn more about what I am interested in, I know where and who to go to and I make time to do it.</li> </ul>	<ul style="list-style-type: none"> <li>Most people like me and enjoy my company.</li> <li>I feel valued by the school community and I make an effort to make others feel valued.</li> <li>I generally relate to people who are different to me.</li> <li>I build connections with a range of different people, I have friends and know what they value.</li> <li>My networks help make me a better person.</li> <li>I find ways to learn about things I do not know, I practice and improve my skills in different areas.</li> </ul>	<ul style="list-style-type: none"> <li>Most people like me and think that I am a happy person.</li> <li>I am good to all people, I look for ways to make friends and build relationships.</li> <li>I know how to talk to people in most circumstances.</li> <li>I have a good group of friends, I am friends with people from a range of different industries and backgrounds, I use my connections to support my learning and career plans.</li> </ul>



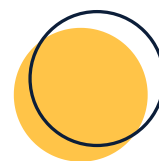
Engagement Star

# Contact Us

Department of  
Education Victoria



We look forward to working  
together in collaboration.



**Putting right foot forward,  
because Every Day Counts!**

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Wodonga Senior  
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*flexible*  
LEARNING NETWORK



*Every Student, Every Opportunity, Success for All*