



Plenty Valley

CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

Because we are Christ's image bearers . . .

WELLBEING

Parent Information

WHAT WE THINK ABOUT WELLBEING

Phil 4:6-7 "Do not be anxious about anything, but in everything, by prayer and petition, with thanksgiving, present your requests to God. And the peace of God, which transcends all understanding, will guard your hearts and your minds in Christ Jesus."

Romans 8:28 "We know that in all things God works for the good of those who love him, who have been called according to his purpose."

2 Tim 1:7 "God did not give us a spirit of timidity (fear), but a spirit of power, of love and of self-discipline."

WE BELIEVE

At Plenty Valley Christian College, we believe that we are all made in the image of God. His original plan was perfect, and all was good. All people were in a perfect state of wellbeing. Through the introduction of sin, we all fell from that perfect state. Then Jesus saved us and through his grace, we are redeemed and in the process of restoration.

We seek a place of restoration to wellbeing for our school community.

PVCC has a structure that enables us to provide proactive care for all our students, to help build their resilience, understanding of relationships, wellbeing knowledge and practice. We understand that this isn't just an absence of disease or infirmity, but a complete state of physical, mental and social wellness.

We know that a student's ability to be receptive, open and able to learn effectively, is directly correlated to their own wellbeing.

As a Christian school, we view all of creation; physical, academic, social and psychological, through the lens of Christ's saving grace to a fallen world. We acknowledge that because of the fall, we are imperfect, broken and often hurting. However, through the redemptive work of the cross, we have hope of restoration and wholeness.

At PVCC, we view student wellbeing through our college values. Every student is a precious creation of God and made in his image. They have inherent value and are thoroughly loved.

Together, we learn courageously, strive for excellence, build community, actively steward and nurture Godly character. This is how we grow wellbeing.



OUR MODEL OF WELLBEING

A sub-school structure that provides age-focussed pastoral oversight and wellbeing support.

*"My goal is that they may be encouraged in heart and united in love, so that they may have the full riches of complete understanding, in order that they may know the mystery of God, namely, Christ, in whom are hidden all the treasures of wisdom and knowledge."
Colossians 2:2-3 (NLT)*

Plenty Valley Christian College has four sub-schools, that provide pastoral oversight to the students and staff within each section.

Moving into secondary school, the needs of students shift substantially and as they go through physical, social and emotional development.

The Early Years Subschool, caters for the very youngest of students, from Prep to Year 2 and is lead by Rebekah Kearney, our Head of Early Years. Rebekah is assisted by Sally Donaldson and Regina Brownley in pastoral oversight.

Marcus Barresi leads our Middle Years and is assisted by Rebecca Rhyder, Ben Lewtas and Andrew Leslie.

Senior Years are led by James Kearney and his assistants: Mark Gabriel, Despina Kantzidis and Pascal Siatskas.

The Junior Years from 3 to 6, are beginning to develop some independence and foundational academic skills, and are learning about friendship and resilience. They are lead by Suzanne Bezemer as Head of Junior Years, and her assistants are Hannah Krigsman and Eleanor Collier.

The subschool structure provides intensive focus through age-specific and proactive training, skills development and intervention.

PVCC staff support students using trauma-informed practices, complemented by restorative justice principles.

A 3-TIERED APPROACH

01 GOOD FOR ALL

It is widely recognised that using a tiered approach to wellbeing provides both coverage and safety nets for each member of the community. Tier 1 provide a positive, supportive and inclusive school climate at a universal level.

Students from years 4 to 9 have the opportunity to tune into their own wellbeing, by using PULSE. This is a weekly check-in where students reflect on their own wellbeing. Wellbeing leaders receive up to date data on individuals and groups of students, which can be used to provide targeted support.

Students receive age-appropriate wellbeing learning opportunities through programs such as Resilience, Rights, Respectful Relationships (RRRR modified version), the Resilience Project, Action Education, Open Parachute and Big Kids Table.

02 NECESSARY FOR SOME

- Targeted interventions for particular cohorts and areas of need.
- Counsellors and chaplain for counselling and referral.
- Student support documents and individual learning plans.
- Learning support interventions and withdrawals.
- Homegroup teachers alert to changes in engagement or behaviour.
- Employee Assistance Program for staff and their families.
- Trauma-informed practices and Restorative Justice principles
- Pathways and transition support

03 ESSENTIAL FOR A FEW

- Individual interventions for those who need intensive, tailored support and work with external specialists.
- Counsellor referrals to external professional supports.
- Collaboration with mental health and medical professionals.



IF YOUR CHILD NEEDS HELP

PVCC has a 3-tiered structure to increase support for students as needed.
Start with the Homeroom teacher and always keep them in the loop. They will refer on to Learning Support and/or Wellbeing as appropriate. Parents can also contact wellbeing directly for counselling support.

AREAS IN WHICH YOUR CHILD MAY NEED ASSISTANCE

- Medical diagnosis - inform college nurse
- Learning need - inform Learning Support.
- Psychosocial or Mental Health need - inform wellbeing
- Problem with teacher practice - inform Key Learning Area (KLA) leader or Head of Sub-school (HOSS)

Types of assistance

Individual Learning Plans
Student Support Documents
VCE Special Provisions
Pathways and transition support

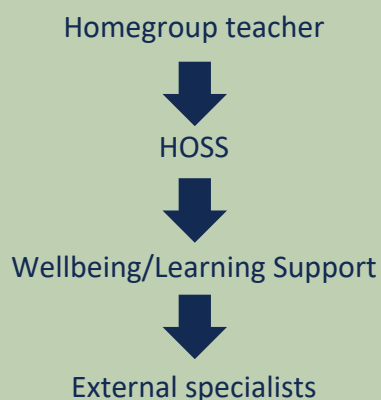
If your child has.....

dyslexia, ADHD, ASD,
anxiety, trauma, grief,
family issues.....

Where to start...

Homegroup teacher will manage simple, tier 1 cases.
More complex needs become tier 2 and are managed by Head of Sub-school and wellbeing or learning support team.
Complex students are tier 3 and are managed externally with wellbeing or learning support.

***Make sure
you don't
carry it alone***



Tier 3: Targeted, expert support
Tier 2: Early intervention and support
Tier 1: Positive mental health promotion

WELLBEING TEAM



LILY MCDONALD

Deputy Principal
Operations & Wellbeing



DEB SHEPHERD

Counsellor, Art Therapist
Child Safe Champion



ANDREW AUSTIN

Chaplain



RACHAEL WAKEFIELD

Executive Assistant to
Deputy Principal



AMY JARMUZ

Nurse



HELEN MADDEN

Careers Practitioner



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Parent Information

CONTACT US

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