

FLO CONNECT

REFERRAL FOR ENROLMENT (School)

Date of Referral: / /

Young Person's details:

Surname		Date of birth/...../.....
First name		Gender:	Age:
Home address			
Phone numbers			
Email			

Primary Carer details:

Surname		Relationship to student	
First name		Phone number	
Surname		Relationship to student	
First name		Phone number	
Young person lives with the primary carer	<input type="checkbox"/> Always <input type="checkbox"/> Mostly <input type="checkbox"/> Occasionally <input type="checkbox"/> Never		

Referral details:

Referring person	
School	
Position	
Phone numbers	
Email	
Nature of involvement with young person	

Key agency involved with young person:

Agency name		Workers role	
Worker's name		Phone number	
Email		Mobile number	

Other agencies involved currently or in the past eg. DHS, CYMSH, DoJ, MASP, MFC:

Name of Worker	Agency	Phone number	Dates

Recent educational history:

When did the YP last attend school full-time?	Month:	Year: 20	Year level:
Which school were they attending?			
Which school were they attending prior to this?			
Reasons for leaving school (tick relevant boxes)			
<input type="checkbox"/> Relationship breakdown with peers <input type="checkbox"/> Relationship breakdown with teachers/school <input type="checkbox"/> Mental health issues <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Physical health issues <input type="checkbox"/> Learning difficulties		<input type="checkbox"/> Pregnancy/parenting issues <input type="checkbox"/> Family issues <input type="checkbox"/> Relocation <input type="checkbox"/> Substance abuse issues <input type="checkbox"/> Housing/accommodation needs <input type="checkbox"/> Other	
Brief description of reasons for not successfully engaging at school			
Key school contact person			Phone:
Substance misuse issues? <input type="checkbox"/> No <input type="checkbox"/> Yes Please provide further information:			
Other comments:			

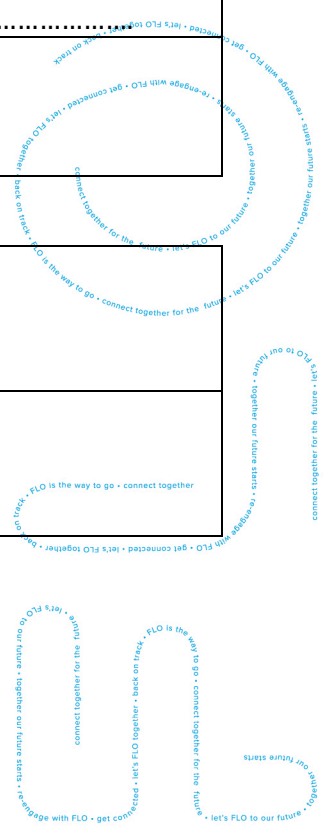
How has the young person spent their time since leaving school?

<input type="checkbox"/> Training programs/short courses <input type="checkbox"/> Looking for work <input type="checkbox"/> Working	<input type="checkbox"/> Staying at home <input type="checkbox"/> With friends <input type="checkbox"/> Other
Further comments:	

Future Plans:

Why do you want to enroll this young person at FLO Connect?
What aspirations does the young person have for the next two years?

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CONSENT

Please note:

The young person must consent to this referral. Please ensure that the young person's signature appears on this page as evidence of consent.

Young person and Parent/Guardian approval:

I consent to this referral being made to FLO Connect.

I understand that the information provided on the referral form may only be used for enrolment purposes by FLO Connect and Red Cliffs Secondary College staff unless otherwise authorised.

Young Person:

Name: _____ Signature: _____ Date: _____

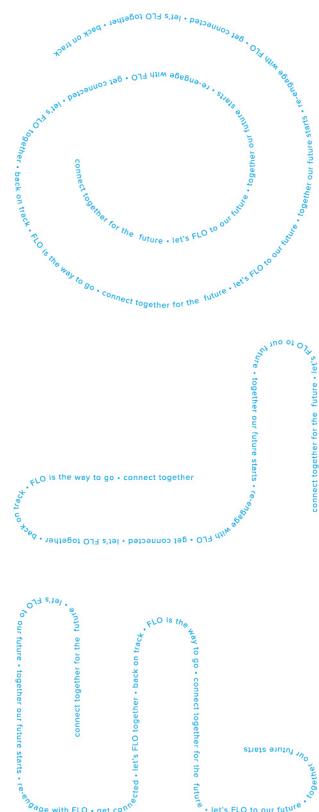
Parent/Guardian:

Name: _____ Signature: _____ Date: _____

Please return this completed form with any other additional information supporting this referral to:

Ms. Bernadette Warburton
The Co-ordinator
FLO Connect
78 Pine Avenue
MILDURA. VIC. 3500

Telephone: 5018 8612
Email: warburton.bernadette.m@edumail.vic.gov.au



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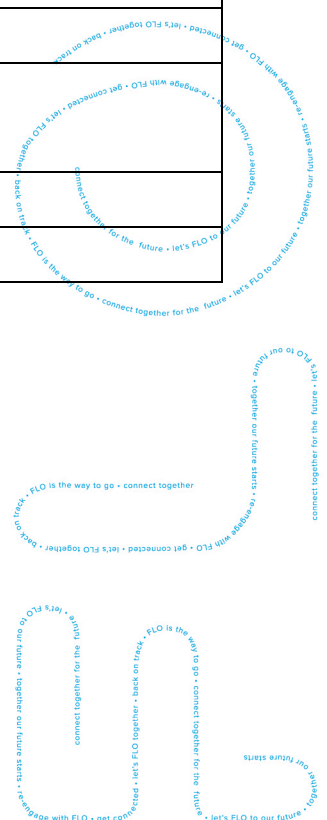


SCHOOL ENGAGEMENT STRATEGY CHECKLIST

Examples of strategies, resources and programs that have been implemented to engage the young person in mainstream education

Intervention/strategy	Please provide relevant dates/details/comments
<input type="checkbox"/> Individual learning plan	Date: / /
<input type="checkbox"/> Behaviour management plan	
<input type="checkbox"/> Attendance Plan	
<input type="checkbox"/> Student Support group meetings	
<input type="checkbox"/> Participated in a FLO program	
<input type="checkbox"/> Part-time schooling	
<input type="checkbox"/> Programs for students with disabilities (if appropriate) Level and category?	
<input type="checkbox"/> Distance education	
<input type="checkbox"/> Health Education/Harm minimization programs such as QUIT	
<input type="checkbox"/> Managed Individual Pathway Plan/Career Development Plan	
<input type="checkbox"/> TAFE or other RTO training	
<input type="checkbox"/> Student engagement matrix	
<input type="checkbox"/> School internal case management	
<input type="checkbox"/> Coaching Young People for Success modules	
<input type="checkbox"/> Mentoring	
<input type="checkbox"/> Others – please list	

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School based well-being support:

Service	Comments
KESO support	
ESL support/English Language Centre	
SMEC	

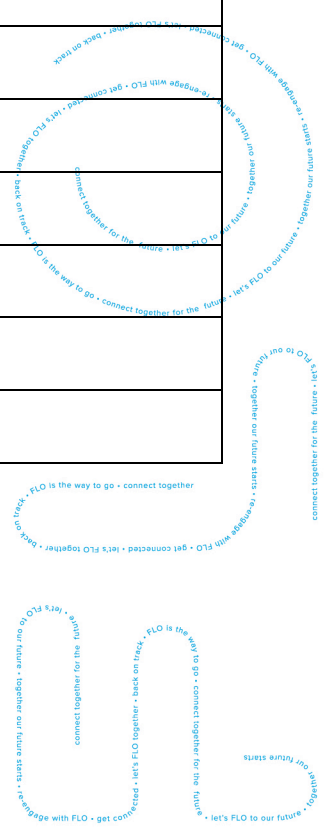
Support from Student Support Services

Service	Comments
<input type="checkbox"/> Psychologist	
<input type="checkbox"/> Social Worker	
<input type="checkbox"/> Visiting Teacher	
<input type="checkbox"/> Speech Therapist	
<input type="checkbox"/> Other	

Referral to external agencies

Service	Comments
<input type="checkbox"/> Youth Connections	
<input type="checkbox"/> Centacare	
<input type="checkbox"/> Mallee Family Care	
<input type="checkbox"/> MASP	
<input type="checkbox"/> ChildFirst	
<input type="checkbox"/> CYMHS	
<input type="checkbox"/> Medicare	
<input type="checkbox"/> Other	

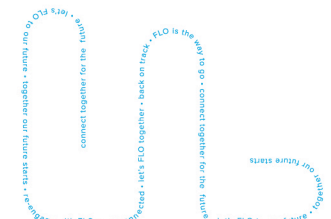
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Please tick the appropriate statement in each line below that currently applies to the young person being referred

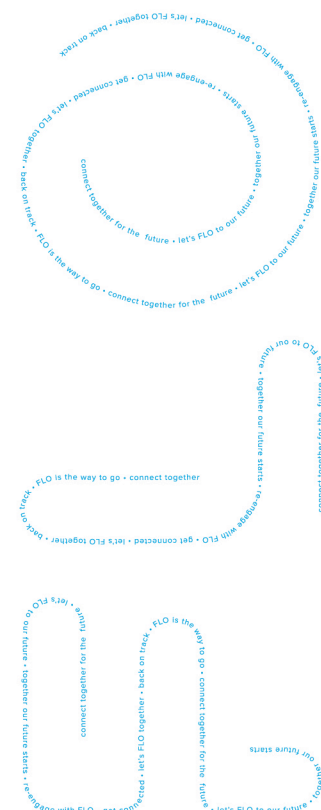
STUDENT ENGAGEMENT MATRIX FIVE LEVELS OF ENGAGEMENT					
Aspects	Significantly Disengaged	Partly Disengaged	Moderately Engaged	Very Engaged	Extremely Engaged
Dimension 1: Wellbeing					
Emotional condition	Appears to be anxious, very unhappy or edgy	Appears to be unhappy some of the time	Appears to be moderately happy and optimistic	Appears to be happy, relaxed and optimistic	Appears to be happy most of the time and may be able to cheer up others
Physical condition	Is often unwell	Has limited vitality and enthusiasm	His/her energy levels are variable	Generally has high energy levels	Is very vibrant and highly energetic
Confidence	Lacks confidence	Had little self-belief and confidence	Sometimes shows confidence and belief in her/himself	Mostly shows belief and confidence in him/herself	Almost always shows belief and confidence in her/himself
Locus of control	Struggles to control behaviours and emotional; easily loses temper	Shows moderate control of emotions and behaviours in some situations; sometimes acts impulsively	Generally controls behaviours and emotions most of the time	Almost always displays self-control	Never loses self-control in difficult situations; thinks before acting
Goal-setting	Struggles with setting goal	Goals are small and short-term	Can set short and limited longer term goals	Sets short and long term goals	Set appropriate and achievable long and short-term goals
Dealing with change	Generally unable to adapt to changed situations	Has limited ability to handle change	Can respond to changes that are personally desired	Positively deals with changes	Engages with changes in an active and positive manner
Organisation	Needs considerable support to get organised	Requires some support to get organised	Moderately well organised	Mostly well organised	Very well organised
Dimension 2: Relationships					
Peer connections	Is withdrawn from others	Connects with a small group of peers with similar life views	Has connections to a small group of peers with a range of life views	Usually open and engages with many other people	Is nearly always open to others and relates very well with a wide range of people
Cooperation	Is disruptive and uncooperative or very passive	At times disruptive and uncooperative or passive	Generally cooperates with others, but is occasionally disruptive	Generally cooperates with other	Very cooperative with others and supportive of them
Empathy	Generally unable to empathise with others	Shows limited ability to empathise with others	Shows some empathy for others	Able to empathise with others viewpoints	Very empathetic and respectful of others views

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Dimension 3: Involvement in Learning

Attention and memory	Has short attention span and difficulty remembering instructions and concepts	Sometimes forgets instructions and concepts	Usually remembers instructions and concepts	Is almost always attentive	Always attentive and able to complete tasks without additional help
Participation in learning	Doesn't attend school or walks out of classes	Complies minimally with learning and instruction	Completes work in most fields, but may need extra time	Actively engages with learning and completes all tasks	Actively engages with learning, often going beyond the set task to explore further
Literacy and numeracy levels	Has low levels of literacy/numeracy	Struggles with literacy/numeracy for basic daily tasks	Can use literacy/numeracy to achieve most age-appropriate tasks	Can manage challenges with support	Manages many challenges by him/herself
Resilience	Gives up easily	At times is easily overwhelmed by challenges	Can manage challenges with support	Manages many challenges by him/herself	Enjoys challenges in many fields
Class participation	Avoids answering questions and may provide irrelevant talk	Responds to some questions in her/his field of interest	Answers and may pose some relevant questions	Contributes actively to class discussions	May lead peer group in class discussions and debate
Satisfaction in work	May destroy own work	Appears to gain little satisfaction from own work	Gains some satisfaction from own work	Gains considerable satisfaction from own work	Celebrates own work and achievements
Dealing with feedback	Does not accept feedback	Has limited capacity to accept feedback	Shows some capacity for accepting feedback	Generally accepts feedback	Accepts and values feedback



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