



*Supported Learning
and Engagement Hub*

Welcome to WRTCs Supported Learning and Engagement Hub

Now taking Expressions of Interest for Term 2!

We believe in a holistic approach to learning, where regulation comes before education. The current one size fits all strategy utilised in the traditional education system is failing many children, causing more stress and anxiety and damaging their self-confidence and self-esteem.

For this reason we are setting up for term 2 a pilot program to allow us to better meet these young people's needs, to help them engage more fully with life and their peers in a safe, non-judgemental place where they will be supported to identify and utilise their unique skills and perspectives and work to their strengths. Meeting them where they are currently at and supporting them to not just survive but thrive!

When learning is approached from a place of fight and flight or fear we create more problems than we solve. By providing young people with a safe, supportive, inclusive environment, then allowing them the time to regulate and feel safe, they will start to show an interest and curiosity and be more willing to engage.

Our philosophy

Regulation before Education.

Our approach is centred around engagement and emotional safety before task completion. Only when someone feels safe and regulated can they then turn their hand to learning and understanding.

No One Size Fits All Approach

Everyone has preferred learning styles and interests, when we are allowed to get curious about things in a way that feels safe and right for us, learning can become positive and fun and far more effective.

Experiential learning opportunities, curiosity and fun, through safe interaction with animals, peers and academic material is the foundation of everything we do. When you create an interest and willingness to engage, learning happens automatically.

This is why students are encouraged and supported to engage in learning activities, think differently and engage in tasks in a positive way that fits their unique style.

Expectations are the thief of all joy!

When we remove expectations from tasks that is when the magic happens. Students are met where they are on the day. We know that every day we have different capacity to deal with life, some days we are able to survive, other days thrive.

For this reason no punitive or compliance- based practices are used, engagement is encouraged but not demanded.

Session Structure

Facilitated by education and behaviour specialists, each session will incorporate a mixture of focused learning sessions, where students will be supported in engaging with and completing academic tasks in a way that feels safe and right for them. There will also be time for craft, animal interactions, regulation and downtime and social and emotional skill development session.

The main focus of these sessions will be to encourage engagement and emotional safety before task completion, as we know that once a child feels safe and supported, they will learn and grow when they are ready, forcing this just creates more emotional dysregulation, which is counter intuitive to creating a positive environment and learning environment.

We will fully support and encourage positive, safe, peer interaction and have tasks and activities that allow for this with minimal stress and pressure. Sessions will allow for students to engage when comfortable and also have time to step back and regulate when needed. We will strive to work with students within their window of tolerance and individual requirements, encouraging and supporting them to engage with the animals and others.

As much as sessions will be structured, students are free to learn at their own pace, with no pressure to perform or keep up. For some leaving the house and attending any social group is a huge achievement and every small win will be celebrated

Student Profile

These sessions are developed to support young people struggling to find themselves in the traditional school environment.

Our initial pilot sessions will be open to kids from 8 – 12 years old with a formal or suspected ASD diagnosis, who find the traditional school environment to be overstimulation or have too much anxiety about attending school.

Small Group sessions

Sessions will be small with maximum 10 – 12 students at any one time. Students can opt for small group support 1 to 4 ratio or 1 on 1 learning support for the focused learning session.

Outside of the focused learning time we will support and encourage students to come together and engage using nature play and animal interactions.

Session days and time

We will introduce pilot sessions on a Monday & Friday for term 2 with a view to expanding days over 2026.

Session will run for 4 hours 9:30 am to 1:30 pm

Cost

Sessions will cost \$160 for the 4 hours based on 1 – 4 support and \$200 for 1 on 1 support during focused learning session.

Staff

The sessions will be run by a qualified Teacher and Special Needs EA. There will also be emotional and social skills development specialists, art therapist and trainee counsellor on site.

Staff will be trauma informed and operate using neuro affirming practices. They will have First Aid and mental health first aid, WWC & Police clearance.

Terms and Conditions/ Waiver

We are not providing any of the following;

- Teaching or tutoring
- Planning of curriculum
- Clinical or therapy services
- Reporting on learning (we will provide you feedback on your child, however not to home school bodies or related services)

Parents to provide;

- Learning program and materials
- Set academic priorities and tasks
- Complete curriculum oversight and reporting
- Materials, devices and resources to complete set learning tasks

What we will provide

- WIFI
- Charging facilities for devices
- A safe structures supportive environment
- Workspace with aircon and variety of seating and workspace options
- Qualified, specialist staff
- Support engagement in tasks and peers
- Facilitate emotional regulation and wellbeing
- Provide feedback on not only task completion and engagement but on overall wellbeing

Expression of Interest Form

This information will be treated in the strictest confidence and is only used to ensure we have the correct staff on hand and mix of students.

Students Name:

Age:

Parents Name:

Best contact Number:

Medical Conditions/Disabilities/ Special Requirements:

Please detail any medical conditions, disabilities, diagnosis or special requirements your child may have. This includes anxiety, depression, mobility issues, pain etc.

Any other information that will support your instructor to provide a beneficial service;

I confirm that my child is able to follow simple instructions ☐

Does your child have a behaviour management plan?

Yes No ☐

If yes please can you supply a copy for our records.

Client Goals

Please detail below the key goals from your NDIS plan that you would like this program to assist you in achieving;

What other interests and hobbies do you have?

What do you fear, or find challenging in your day to day life?

What are your main strengths?

What specifically would you like to improve?

Communication skills

Self-regulation

Attention and concentration

Independence

Self esteem

Confidence

Enjoyment

Social skills and interaction

Emergency Information

I advise that I ☐ Do / ☐ Do Not have ambulance cover

Emergency Contact Details

Name: Contact Number: Relationship:

Name: Contact Number: Relationship:

I acknowledge that the information I have provided above is true and accurate to the best of my knowledge

Guardian Name:

Signature: