

# STUDENT WELLBEING AND ENGAGEMENT POLICY



## Help for non-English speakers

If you need help to understand the information in this policy, please contact Statewide Vision Resource Centre.

This Statewide Vision Resource Centre policy is available in braille hard copy and etext format from our administration upon request.

## PURPOSE

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

- a. our commitment to providing a safe and supportive learning environment for students
- b. expectations for positive student behaviour
- c. support available to students and families
- d. our centre's policies and procedures for responding to inappropriate student behaviour.

Statewide Vision Resource Centre is committed to providing a safe, 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 culture, where student participation is encouraged and valued, helps to engage students, and support them in their learning. Statewide Vision Resource Centre acknowledges that student wellbeing and student learning outcomes are closely linked.

The objective of this policy is to support our centre to create and maintain a safe, supportive, and inclusive educational environment consistent with our Department's values.

## SCOPE

This policy applies to all program activities, including camps and excursions.

## CONTENTS

1. [Statewide Vision Resource Centre Profile](#)
2. [Our values, philosophy, and vision](#)
3. [Wellbeing and engagement strategies](#)
4. [Identifying students in need of support](#)
5. [Student rights and responsibilities](#)
6. [Student behavioural expectations and management](#)
7. [Engaging with families](#)
8. [Evaluation](#)

## POLICY

### 1. Centre profile

Statewide Vision Resource Centre invites a community atmosphere and beautiful surrounds in a positive learning environment. At Statewide Vision Resource Centre, we have a proud academic tradition and maximise every learning opportunity to shape our students' future through high quality, values enriched teaching and learning.

As the only Government facility to directly support students who are blind or have low vision, Statewide Vision Resource Centre has a clear vision and purpose. The centre is renowned for fostering student excellence with the support and involvement of our learning community.

At Statewide Vision Resource Centre, the community works together to ensure every child has a positive, happy, and rewarding educational program experience. Parents and teachers are genuine partners in the learning process, ensuring students are encouraged to participate, to strive to achieve their best, to be considerate and supportive of others, and to value the pursuit of knowledge.

Statewide Vision Resource Centre, attracts and retains an experienced, caring, and innovative staff who work to provide a range of high-quality learning opportunities to stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit.

At Statewide Vision Resource Centre, our challenge is to target key indicators which define what it is to be a truly successful learner, a learner who not only achieves well in national testing, but who is deemed successful within the context of their area of talent. To achieve this, we focus on providing our students with access to a broad range of learning opportunities that respond to the diversity of their individual needs and abilities. We believe these opportunities will continue to evolve through the commitment of our dedicated staff.

We are confident our focus on individual needs and abilities will be achieved through maintaining strong partnerships with parents and the wider community. This, in turn, provides a comprehensive approach to challenging our students to achieve their best and build self-confidence in their personal abilities. This approach of building the foundations of academic and social capabilities of our students reflects our centre's ethos.

### 2. Centre values, philosophy, and vision

Statewide Vision Resource Centre's Statement of Values and School Philosophy is integral to the work that we do and is the foundation of our school community. Students, staff, and members of our community are encouraged to live and demonstrate our core values of respect, integrity, and kindness at every opportunity.

Statewide Vision Resource Centre's vision is to empower students to reach their personal best, and fully equip them to contribute positively to society as happy, healthy young adults.

Our Statement of Values is available online on [our website](#).

### 3. Wellbeing and engagement strategies

At Statewide Vision Resource Centre student engagement has three interrelated components: behavioural, emotional, and cognitive engagement.

Behavioural engagement refers to students' participation in education, including the academic, social, and extracurricular activities offered at our centre.

Emotional engagement encompasses students' emotional reactions in the program sessions and in the centre and measures a students' sense of belonging or connectedness to our program.

Cognitive engagement relates to a students' investment in learning and their intrinsic motivation and self-regulation.

The Department of Education is committed to providing safe, secure, and high-quality learning and development opportunities for every student in all Victorian schools. At Statewide Vision Resource Centre, we believe students will reach their full educational potential when they are happy, healthy, and safe, when there is a positive culture that is fair and respectful and when they are engaged and supported in their learning.

The emotional and physical wellbeing of our students is pivotal to their success in educational programs, as adolescents, and in their future lives. Physically and emotionally healthy students are happy, able to deal positively with life's challenges, experience a sense of connectedness with others, and are well placed to develop into well-balanced and successful young adults. Statewide Vision Resource Centre is committed to providing a safe, secure, and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy, and safe, and when there is a positive educational culture to engage and support them in their learning. Our centre acknowledges that student wellbeing and student learning outcomes are inextricably linked. It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at our centre will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the programs and can effectively engage with their learning. Statewide Vision Resource Centre recognises the need to be engaging and inclusive, recognising and responding to the diverse needs of our students, accommodating different learning profiles and rates of learning, and intervening early to identify and respond to individual student needs. Statewide Vision Resource Centre strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected. Our heterogeneous profile means that in any given group a range of student ability exists. Within this diversity, our centre aims to challenge all students to become optimistic, resilient, creative, and critical thinkers. We seek to promote our values of cooperation, achievement, respect, and empathy throughout the curriculum, in co-curricular activities, and in our daily operations.

- Our teaching and learning philosophy are based around our 4Rs:
  - The teaching and learning are relevant to each student's interests, lives, and aspirations
  - The teaching and learning are rigorous, and teachers will make a commitment to appropriately support, build, and challenge every student
  - Relationships are an essential component of effective learning and teaching
  - Our practices are responsive to contemporary research and innovation.
- The teaching program/learning activities will acknowledge the individual needs of the students and their different learning styles in an educational environment that recognises and respects disabilities, cultural differences, individuality, and diversity

- The Expanded Core Curriculum will be learner-centred where the students are encouraged to be active, responsible, and independent learners, self-confident and willing to take risks with their learning
- Teachers will endeavour to build positive relationships with their students by focusing on the students' needs, by responding appropriately to student behaviour and by encouraging students to participate in a variety of educational activities.
- Statewide Vision Resource Centre will support the personal, social, and academic needs of the students, by providing agreed behavioural expectations in a safe and productive environment and developing activities that focus on behavioural issues, conflict resolution and building student self-esteem through the BSEM and RRRR.
- Teachers will endeavour to support students to achieve success as they move through the learning process by acknowledging differences, by providing individual learning programs and by encouraging risk-taking in a climate of mutual respect and support.

The Statewide Vision Resource Centre Values Education Program, which is linked to the Expanded Core Curriculum, focuses on the agreed Department values, and provides rich educational learning experiences.

- Student work and achievements will be regularly showcased and publicly recognised and celebrated in the Bulletin Newsletter and at weekly whole-group assemblies.
- Statewide Vision Resource Centre will provide forums and programs that support the wellbeing of students, parents and families and weekly social skills groups.
- Statewide Vision Resource Centre at all times aims to provide a safe environment by providing yard duty teachers to supervise the playgrounds and outdoor areas, a first aid officer and by ensuring that Occupational Health and Safety issues are addressed as soon as is practical.
- Statewide Vision Resource Centre will provide, when appropriate, support staff such as Psychologist, Orientation and Mobility Instructor, Occupational Therapist.
- Staff will be provided with professional development regarding student wellbeing, behaviour management and appropriate program development
- Statewide Vision Resource Centre will provide channels of communication that promote shared responsibility between teachers/teachers, Student/student, and parents/teachers, aimed at ensuring the wellbeing of all students.

### *Supports at Statewide Vision Resource Centre*

#### *Social Relationships Program*

The Social Relationships Program is a small group program that focuses on developing skills such as friendship skills; understanding ourselves, our strengths, and others; resolving conflict; building confidence and resilience; teasing and bullying – why and how we cope; and assertiveness skills.

### *DOT Power Program*

The Early Childhood – Prep Transition Program aims to facilitate the transition from early years to school as smoothly as possible for braille readers. Various activities are held to achieve this.

DOT Power sessions are held in Terms 2, 3 and 4 where children are invited to attend a session at the centre, where staff read a story and prepare activities for the children to complete. This gives the children an opportunity to meet some of the teachers and gain a sense of familiarity with the centre. Parents stay for these sessions, too, so the children feel comfortable.

### *Targeted*

- we provide a positive and respectful learning environment for our students who identify as LGBTIQ+ and follow the Department's [LGBTIQ+ Student Support](#) policy.
- students with a disability are supported to be able to engage fully in their learning activities in accordance with the Department's policy on [Students with Disability](#), such as through reasonable adjustments to support access to learning programs, consultation with families and where required, student support groups and individual education program.
- wellbeing and health staff will undertake health promotion and social skills development in response to needs identified by students and teachers, each year staff will apply a trauma-informed approach to working with students who have experienced trauma.

### *Individual*

Statewide Vision Resource Centre implements a range of strategies that support and promote individual engagement. These may include:

- building constructive relationships with students at risk or students who are vulnerable due to complex individual circumstances
- meeting with the student and their parent/carer to talk about how best to help the student engage with our educational programs
- developing an Individual Education Program
- considering if any environmental changes need to be made, for example changing the learning spaces
- referring the student to:
  - Wellbeing supports
  - Student Support Services
  - Appropriate external supports such as council-based youth and family services, other allied health professionals, headspace, child, and adolescent mental health services or ChildFirst
  - Re-engagement programs such as Navigator

Where necessary the centre 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

- monitoring individual student attendance and developing an Attendance Improvement Plans in collaboration with the student and their family
- engaging with our regional Koorie Education Support Officers

#### **4. Identifying students in need of support**

Statewide Vision Resource Centre is committed to providing the necessary support to ensure our students are supported intellectually, emotionally, and socially. The Leadership team plays a significant role in developing and implementing strategies to help identify students in need of support and enhance student wellbeing. Statewide Vision Resource Centre 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 upon enrolment and while the student is enrolled
- attendance records
- academic performance
- observations by staff such as changes in engagement, behaviour, self-care, social connectedness, and motivation
- engagement with families

#### **5. Student rights and responsibilities**

All members of our community have a right to experience a safe and supportive environment. We expect that all students, staff, parents, and carers treat each other with respect and dignity. Our Statement of Values highlights the rights and responsibilities of members of our community.

Students have the right to:

- participate fully in their education
- feel safe, secure, and happy in our educational programs
- learn in an environment free from bullying, harassment, violence, racism, discrimination, or intimidation
- express their ideas, feelings, and concerns.

Students have the responsibility to:

- participate fully in their educational program
- display positive behaviours that demonstrate respect for themselves, their peers, their teachers, and members of the school community
- respect the right of others to learn.

Students who may have a complaint or concern about something that has happened at our centre are encouraged to speak to their parents or carers and approach a trusted teacher or a member of the leadership team. Further information about raising a complaint or concern is available in our Complaints Policy.

#### **6. Student behavioural expectations and management**

Our Student Code of Conduct can be viewed in our [Support Skills Program registration form](#).

Suspension, expulsion, and restrictive interventions are measures of last resort and may only be used in situations consistent with Department policy, available at:

- [Suspensions policy](#)
- [Expulsions policy](#)
- [Restraint and seclusion policy](#)

In line with Ministerial Order 1125, no student aged 8 or younger will be expelled without the approval of the Secretary of the Department of Education.

Corporal punishment is prohibited by law and will not be used in any circumstance at our school.

## 7. Engaging with families

Statewide Vision Resource Centre will support families to engage in their child's learning and build their capacity as active learners. It provides an environment that welcomes all parents/carers and is responsive to them as partners in learning. Statewide Vision Resource Centre will ensure that the unique experiences and skills of our students' families enrich the learning environment and our community.

Statewide Vision Resource Centre will create successful partnerships with parents/carers and families by:

- ensuring all parents/carers are aware of Statewide Vision Resource Centre Student Wellbeing and Engagement Policy
- conducting effective on-going communications
- providing volunteer opportunities to enable parents/carers and students to contribute
- involving families with Expanded Core Curriculum-related activities
- involving families as participants in Statewide Vision Resource Centre decision-making
- coordinating resources and services from the community for families, students and providing opportunities to enhance parenting knowledge and skill

## 8. Evaluation

Statewide Vision Resource Centre 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 curriculum-based strategies and identify emerging trends or needs.

Sources of data that will be assessed on an annual basis include:

- student survey data
- incidents data
- Support Skills Program weekly reports
- parent survey
- attendance and absence data

## COMMUNICATION

This policy will be communicated to our community in the following ways:

- Available publicly on our centre's website
- Included in staff induction processes
- Included in transition and enrolment packs
- Made available in hard copy from administration upon request

Statewide Vision Resource Centre will also ensure it follows the mandatory parent/carer notification requirements with respect to suspensions and expulsions outlined in the Department’s policies at:

- [Suspension process](#)
- [Expulsions - Decision](#)

### FURTHER INFORMATION AND RESOURCES

The following Department of Education policies are relevant to this Student Engagement and Wellbeing Policy:

- [Attendance](#)
- [Student Engagement](#)
- [Child Safe Standards](#)
- [Supporting Students in Out-of-Home Care](#)
- [Students with Disability](#)
- [LGBTIQ Student Support](#)
- [Behaviour - Students](#)
- [Suspensions](#)
- [Expulsions](#)
- [Restraint and Seclusion](#)

The following centre policies are also relevant to this Student Wellbeing and Engagement Policy:

- [Child Safety and Wellbeing Policy](#)
- [Bullying Prevention Policy](#)
- [Inclusion and Diversity Policy](#)

### POLICY REVIEW AND APPROVAL

Policy last reviewed	Consultation	Approved by	Next scheduled review date
November 2022	Principal	Principal	November 2024