



SOPHIA
MUNDI

Steiner Education and IB World School

Student Engagement and Wellbeing Policy

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1. Policy scope

The application of this policy is relevant to the governing board, principal and to school staff, students and parents holding duty of care responsibilities and /or involved in the planning and/or participation of student wellbeing engagement activities.

2. Policy objectives

Sophia Mundi aims to create a positive school culture to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the school and can effectively engage with their learning. We aim to be 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.

3. Policy Statement

Student engagement has a significant impact on both the quality and opportunity for learning. Since it underpins effective student learning and positive behaviour, it needs to be a community wide responsibility. Lack of engagement can arise through individual, social, emotional or physical factors, related to school, family or community.

Student engagement and wellbeing can be defined as three interrelated components: behavioural, emotional and cognitive.

- **Behavioural engagement** refers to students' participation in education, including the academic, social and extracurricular activities of the school.
- **Emotional engagement** encompasses students' emotional reactions in the classroom and in the school. It can be defined as students' sense of belonging or connectedness to the school.
- **Cognitive engagement** relates to students' investment in learning and their intrinsic motivation and self-regulation.

Many young people encounter learning difficulty during their school life and need to be supported by targeted strategies. Sophia Mundi has established processes to identify and intervene early when an individual student is at risk of disengaging from learning or from school. Our teachers have a responsibility to respond when students experience difficulty with their schooling and will be supported by a whole-school approach to student support.

4. Policy requirements

Sophia Mundi employees, students, visitors, volunteers and contractors are required to act in accordance with relevant legislation:

- *Children, Youth and Families Act 2005*
- *Education and Training Reform Regulations 2007*
- *Education and Training Regulations 2017*
- *Australian Education Amendment Act 2017*
- *Education and Training Reform Act 2006*
- *Victorian Registration and Qualifications Authority Minimum Standards: mandated registration requirements*

Child Safe Standards legislation

- a. Child Wellbeing and Safety Act (Vic)
- b. Ministerial Order 870 January 2016 (Vic)
- c. Crimes Act 1958 (amended) (Vic)

- d. Betrayal of Trust Report 2014 (Vic)
 - e. Working With Children Act 2005 (Vic)
 - f. Wrongs Amendment (Organisational Child Abuse) Act 2017 (Vic).
- *Equal Opportunity legislation*
 - g. Equal Opportunity Act 2010 (Vic)
 - h. Disability Discrimination Act 1992
 - i. Disability Standards for Education 2005
- *Occupational Health and Safety Act 2004*
- *Occupational Health and Safety Regulations 2007*
- *Privacy Act 1988*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012*
- *Charter of Human Rights and Responsibilities Act 2006*

5. Policies and procedures to be read in conjunction with this policy.

- *Equal opportunity, Anti-Bullying and Anti-harassment Policy ^{SEP}*
- *Sophia Mundi Positive Learning Strategy – Policy and procedures*
- *Sophia Mundi Duty of Care policy*
- *The Sophia Mundi Emergency and Critical Incident plan*
- *Mobile Phone policy*