

STUDENT WELLBEING AND ENGAGEMENT POLICY

Proprietor	Global Village Learning Ltd (ABN 52 090 773 470)
School	Global Village Learning, New Gisborne Campus
Policy owner	Board of Directors
Responsible officer	Principal, with Campus Lead for day-to-day implementation
Date adopted	September 2024 (reviewed March 2026)
Review cycle	Every two years
Next review	March 2028
Regulatory context	Ministerial Order No. 1359 (clauses 7, 9, 11); Education and Training Reform Act 2006 (Vic); Disability Discrimination Act 1992 (Cth); Equal Opportunity Act 2010 (Vic)

1. Purpose

The purpose of this Policy is to ensure that all young people and members of the Global Village Learning community understand:

- GVL's commitment to providing a safe and supportive learning environment for our young people
- expectations for positive behaviour
- support available to young people and families
- GVL's policies and procedures for responding to inappropriate behaviour.

2. Principles

Health and wellbeing are essential for young people's education, developmental outcomes and quality of life. Healthy young people learn better. Research shows that health behaviours during childhood and adolescence have a significant effect on both academic performance and educational attainment. Anxiety and depression are negatively associated with both short- and long-term educational outcomes.

Conversely, health status and physical activity have a positive effect on educational performance.

Health and wellbeing are also indicators of a successful education. Education influences health through a range of mechanisms including income, access to health care, and employment opportunities.

2.1 Access and inclusion

Extra effort is directed to ensuring education and wellbeing supports are accessible to, and inclusive of, the most vulnerable and disadvantaged young people in our community.

2.2 Focus on outcomes

Learning, development and wellbeing outcomes are the focus when designing, delivering, evaluating and improving education and wellbeing practices at GVL.

2.3 Evidence-informed and reflective practice

Current evidence known to be effective in improving outcomes informs policy making and professional practice. Reflective practice is embedded through regular Guide PLP Meetings and coaching conversations.

2.4 Holistic approach

Collaboration between services and multidisciplinary practice is pursued to meet the needs of young people and their wellbeing and learning goals.

2.5 Person-centred and family sensitive practice

Young people are seen in the context of their families and environment, and are supported and empowered to lead and sustain healthy lives.

2.6 Partnerships with families and communities

Partnerships are forged with young people, families and communities, who are seen as partners in the creation of healthy environments and good health and wellbeing.

2.7 Cultural competence

Effort is made to understand and effectively communicate with people across cultures and to recognise one's own world view. Cultural connection is recognised as playing an integral part in healthy development and wellbeing.

2.8 Commitment to excellence

High expectations are held for every young person. Professionals continually assess their own work practices to find opportunities for improvement.

3. General engagement and wellbeing strategies

Global Village Learning has developed strategies to promote engagement, positive behaviour and respectful relationships for all young people. We acknowledge that some young people may need extra support, including social, emotional or educational, and that the needs of each individual young person may change over time as they grow, learn and transition between hubs.

- The development of positive relationships between young people and Guides as the fundamental basis of achievement. The use of restorative practices to enable young people to consider and reflect on their actions and their effect on others. The development of social problem-solving skills and empathic understanding.
- The development of a learning community based on a young-person-centred curriculum, informed by Montessori principles for our younger learners and GVL's inquiry-based curriculum for older learners. Effective management of the learning environment derives from a relevant, authentic educational setting, which serves to address the needs of individuals and groups of young people. Individual Learning Plans for all young people and an integrated curriculum are the basis of learning at GVL.
- Creating a culture that is inclusive, engaging and supportive.
- Welcoming all parents and carers and being responsive to their enquiries and input.
- Analysing and being responsive to a range of school data such as attendance, lateness, Attitudes to School Survey data and assessment data.
- Using the ACARA Australian Curriculum together with GVL's own developmentally-staged curriculum framework.

4. Scope

This Policy applies to all school activities, including camps, excursions and special events.

5. Roles and responsibilities

The governing board is responsible for endorsing this Policy and reviewing its implementation.

The Principal is responsible for:

- ensuring that GVL has effective wellbeing, anti-bullying and anti-harassment policies and procedures consistent with the VRQA minimum standards and Ministerial Order No. 1359
- developing strategies that ensure the culture of GVL is one in which positive behaviour and respectful relationships are given high priority
- developing and implementing strategies and procedures that, as far as possible, reduce bullying at GVL
- ensuring clear procedures are in place for the reporting and monitoring of bullying incidents and behaviour
- ensuring staff have access to regular training in the development of positive behaviour and in strategies for reducing bullying, including cyberbullying.

The Campus Lead is responsible for day-to-day implementation of this Policy at the New Gisborne Campus, including the oversight of anti-bullying strategies and monitoring their effectiveness.

All staff are responsible for working in collaboration with young people and parents to ensure issues of behaviour and relationships are given high priority at all times.

6. Related policies

- Child Safety and Wellbeing Policy
- Child Safety Code of Conduct
- Bullying Prevention Policy
- Complaints and Grievance Policy
- Child Safety Responding and Reporting Obligations Policy and Procedures
- Digital Learning Policy
- Supervision and Duty of Care Policy.

7. Communication of this Policy

- GVL will embed the language of positive behaviour, respect and tolerance in all its communications.
- GVL will make regular public statements to demonstrate its commitment to a zero-tolerance culture with respect to all forms of bullying and harassment.
- This Policy is published on the GVL website and included in staff induction.

8. Policy review

The Board of Directors reviews this Policy at the scheduled review date, and requires the Principal to report on implementation.

Endorsement

Endorsement by Board	March 2026
Review date	March 2026
Next review date	March 2028