



“The Pathway to Inclusion”

Parent Handbook 2017



Specialist Primary School &
Centre of Excellence
for the Blind & Vision Impaired
www.insightvision.org.au
1800 isight (free call)
info@insightvision.org.au

CONTENTS:

INSIGHT'S COMMITMENT TO CHILD SAFETY STANDARDS

1. ADMINISTRATION

1.1 Contents

1.2 Letter from the Principal

1.3 Vision, Mission, Democratic Principles

1.4 Brief History of the School

1.5 Values for Australian Schooling

1.6 School Contacts / Staff Details

1.7 Term Dates 2017

1.8 Daily Timetable

1.9 Sundries

1.10 Return of Forms

2. GENERAL INFORMATION

2.1 Attendance Procedures

2.2 Healthy Food Guidelines

2.3 Medical Matters

2.4 Newsletter / Website

2.5 Personal Belongings

2.6 Sunsmart Guidelines

2.7 Transport

2.8 Uniform / Lost property

3. CARE, SAFETY AND WELFARE OF STUDENTS

3.1 Child Safe: Student Wellbeing Policy

3.2 Discipline / Positive Behaviour Management

3.3 Child Protection / Mandatory Reporting

3.4 Emergency Management

3.5 Privacy Statement

3.6 Parent Participation

3.7 Code of Conduct

3.8 Complaints Process

3.9 Exclusion from School

4. CURRICULUM

4.1 Insight Programs

4.2 Teaching & Learning

4.3 Victorian Curriculum F-10

4.4 Expanded Core Curriculum

4.5 Excursions

4.6 School diaries / School bags

4.7 Homework

4.8 Communication with Parents / Carers

5. LIST OF INSIGHT EDUCATION: GENERAL POLICIES

6. LIST OF INSIGHT EDUCATION: CHILD SAFE POLICIES

Insight Education's Commitment to Child Safety

*Insight Education takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all **Child Safety Standards as specified in Ministerial Order No. 870 (2015)***

Insight Education is fully committed to child safety.

We want our students to be safe, happy and empowered. We support and respect all students, as well as our staff and volunteers.

Insight Education is committed to the safety, participation and empowerment of all students.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our clear policies and procedures.

We have legal and moral obligations to contact authorities when we are worried about a student's safety, which we follow rigorously.

Insight Education is committed to preventing child abuse and identifying risks early, and removing and reducing these risks.

We have excellent human resources and recruitment practices for all staff and volunteers.

Insight Education is committed to regularly training and educating our staff and volunteers on child abuse risks.

We support and respect all students, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students with **the disability of blindness or vision impairment**.

We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments.

If we believe a child is at immediate risk of abuse we will phone 000.

1. ADMINISTRATION

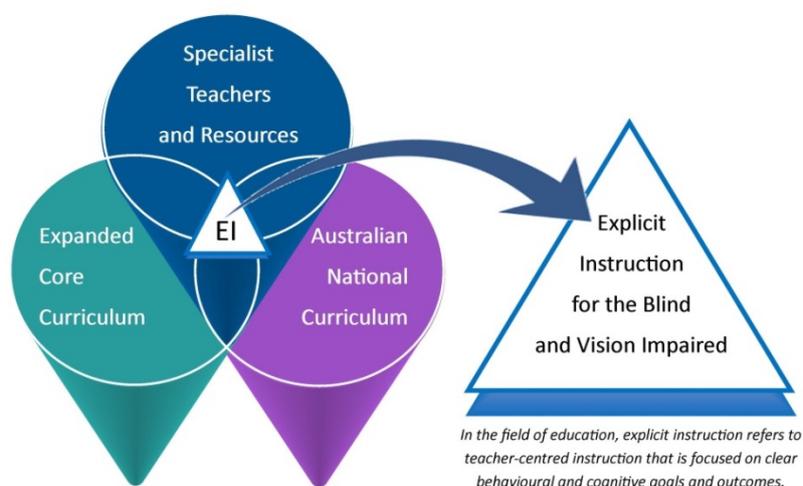
1.1 CONTENTS:

1.2 LETTER FROM THE PRINCIPAL:

Dear Parents,

I am delighted to welcome your child and family to our school community. As Principal of Insight Education I look forward to working with you to ensure that the 2017 school year is a happy and productive one for us all. Insight is a very positive choice for the education of your

child. It is my firm belief that Insight offers young students and their families the option of an outstanding educational pathway which is specialised and individualised, promotes independence, and is fully committed to ensuring that each child's potential is fully realised.



The need for effective and meaningful Explicit Instruction:

There is a considerable body of world-wide research-based evidence that blind and vision impaired students benefit significantly by being taught by specialist teachers who deliver the Expanded Core Curriculum (a vision specific program), integrated into the regular curriculum. These students generally have higher levels of academic achievement and independence, better social skills, more successful transition from primary to secondary school settings and improved tertiary education and employment opportunities.

Research also indicates that learning is approximately 80% visual. Understandably, primary and secondary teachers in mainstream schools use methodologies and resources that rely heavily on observation and visual attention to tasks. Blind and vision impaired students require **Explicit Instruction (EI)** in every area of the curriculum to overcome the gaps in learning which result from these visual based approaches. Whilst mainstream primary classrooms are appropriate for some blind and vision impaired students, many fall behind academically, socially and in the development of independence.

With access to Insight's full range of specialised educational options, your child has the opportunity to achieve a successful 'Pathway to Inclusion' throughout their primary, secondary and tertiary education and, in time, an equal place in society alongside their sighted peers.

I am fortunate in being able to draw upon a high level of staff expertise to achieve the best for your child and very much look forward to getting to know you all. A high value must be placed on warm and positive working relationships if school is to be a place that students love to be.



Timothy Hemphill
Principal

1.3 VISION, MISSION, DEMOCRATIC PRINCIPLES:

Insight school policy relating to student discipline is based on principles of procedural fairness and does not permit corporal punishment.

School Vision:

Insight Education Centre for the Blind and Vision Impaired seeks to provide all students with equal opportunities to develop a competent sense of self and the world within a collaborative and diverse school community.

School Mission:

To educate, support and empower blind and vision impaired Victorian children and young people so that they may reach their potential, independence and self-worth.

Democratic Principles:

Insight Education Centre upholds the principles and practice of the Australian Democracy within our establishment and operations, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law

- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

1.4 BRIEF HISTORY OF THE SCHOOL:

From an End to a New Beginning:

On January 26, 2010, the Age published: “Protesters demand public funding for blind school” (by Miki Perkins). So much has happened since that day, almost seven years ago, and we are now proud to say that the blind and vision impaired students of Victoria once again have the option to access the education they need. This would have remained only a dream were it not for our generous grantors, donors and supporters who believe in giving every blind child “the opportunity to be equal and the right to be different” (Hatlen, 2009).

The dream materialised in the form of a 21st Century Specialist Primary School for the Blind and Vision Impaired in Berwick (now Prep-8) which was finally completed in 2014. Our thanks go to all those who have believed in the vital importance of specialist education and made this achievement possible.

1.5 VALUES FOR AUSTRALIAN SCHOOLING

Care and Compassion:	Care for self and others
Integrity	Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds
Doing your best	Seek to accomplish something worthy and admirable, try hard, pursue excellence
Respect	Treat others with consideration and regard, respect another person’s point of view
Fair go	Pursue and protect the common good where all people are treated fairly for a just society
Honesty & trustworthiness	Be honest, sincere and seek the truth
Freedom	Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
Understanding, tolerance & inclusion	Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
Responsibility	Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

1.6 SCHOOL CONTACTS / STAFF DETAILS:

School contacts:

Phone:	03 9707 1585
Fax:	03 9707 4316
Address:	120 Enterprise Avenue Berwick VIC 3806
Postal address:	PO Box 983 Berwick VIC 3806
Email:	info@insightvision.org.au
Website:	www.insightvision.org.au

Staff details:

Principal	Mr Timothy Hemphill
Managing Director/Founder	Mr Alan Lachman
Administrator	Mr Pravin Ramdany
Teaching /Learning Coach	Mrs Marnie Nyhuis
Teachers	Ms Christine Casey
	Mr James Duncan
Educational Support Staff	Ms Ruth Chapman
	Mr Thomas Edwards
	Mrs Sarah Kelly
	Mrs Amelia Rai
	Mrs Lisa Bradbury
Groundskeeper / Bus Driver	Mr Trevor Hawthorne

1.7 TERM DATES 2017:

Term 1	Date
Staff Planning Day	Monday 30 January
Students commence Term 1	Tuesday 31 January
Labour Day Public Holiday	Monday 13 March
Term 1 ends for students	Thursday 30 March
Staff Planning Day	Friday 31 March

Term 2	Date
Easter Monday Public Holiday	Monday 17 April 2017
Students commence Term 2	Tuesday 18 April
ANZAC Day Public Holiday	Tuesday 25 April
Queen's Birthday Public Holiday	Monday 12 June
Staff Planning Day	Friday 23 June
Term 2 ends for students	Friday 30 June

Term 3	Date
Students commence Term 3	Tuesday 18 July
Staff Planning Day	Friday 15 September
Term 3 ends for students	Friday 22 September

Term 4	Date
Students commence Term 4	Tuesday 10 October
Mid-Term Break (whole school)	Monday 6 November
Melbourne Cup Public Holiday	Tuesday 7 November
Staff Report Writing Day	Friday 17 th November
Staff Planning Day for 2018	Friday 8 December
Term 4 ends for students	Thursday 14 December

1.8 DAILY TIMETABLE:

Time	Activity
9.00 a.m.	Commencement of classes
11.00 a.m.	Recess
11.25 a.m.	Classes resume
1.00 p.m.	Lunch
1.30 p.m.	Classes resume
3.10 pm	Student dismissal

1.9 SUNDRIES:

School charges and contributions include:

- Excursions
- Food technology
- Information technology
- Manual technology
- Photocopying/embossing
- Sports and local sports events
- School diary and wallet
- School bus

1.10 RETURN OF FORMS

Parents / Guardians should note the following dates to ensure forms are returned to the School Office and payments made in accordance with school policies. These dates do not apply to enrolments commenced during the school year.

Action required	By
Registration for School Bus Services forms to be returned	10 February 2017
Consent for Disclosure of School Images forms to be returned	10 February 2017
Individual Medical Management Plan forms to be returned	10 February 2017
Student Conveyance Allowance Application forms to be returned	24 February 2017
Education Maintenance Allowance forms to be returned	24 February 2017

2. GENERAL INFORMATION

2.1 ATTENDANCE PROCEDURES

Student arrival:

The school has a duty of care which commences from the arrival of students on the school grounds. The accepted arrival time commences at 8:30 a.m. Monday to Friday. There should therefore be no students on campus before this time. When arriving at school prior to commencement of classes at 8.50 a.m. students will be supervised by a staff member and have access to bathrooms and activities.

Student departure:

Parents are asked to arrive at the school in time for student dismissal from the classroom. When, due to unforeseen circumstances, a parent is delayed in collecting student/s, collection time must be no later than 4p.m. and the school office should be advised of the delay.

If a parent has arrived and collected their child but remains on school grounds, duty of care is transferred to the parent unless other arrangements have been made. Students may not be offered transport home with another family without the express permission of parents.

School Absence:

If your child is to be absent from school, please notify the school office by 9.00 a.m. If you know in advance that your child will be absent, please notify the office indicating the day/s and reason for absence. The official attendance roll is marked by 9.30 a.m. All students arriving after this time must be signed in at reception by a parent and collect a late pass.

If your child has a contagious illness, please notify the school office so that staff can observe other children for symptoms and the school community notified.

We ask that, if possible, you do not plan family holidays during term time as it is disruptive to your child's education. Regular attendance is important if appropriate levels of progress are to be made. If your child will be absent from school for an extended period the Principal should be notified in writing, stating dates of absence. Fees will be due to hold your child's place during this time.

If you wish your child to have schoolwork set whilst absent, it is suggested that he/she keeps a daily journal and reads every day. Please liaise with your child's teacher regarding the learning program during his/her absence.

Leaving school grounds during school hours:

Students are not permitted to leave the grounds of Insight Education Centre during the school day unless permission is granted by a parent or if a parent signs them out at the school office. *See Insight Policy: Attendance of Students*

2.2 HEALTHY FOOD GUIDELINES:

Insight supports 'Healthy Food' guidelines which encourage a balanced diet and the reserving of special treats for parties and other celebrations. With take away food increasingly popular and many children in the community having poor eating habits, it is important to ensure that nutritious food and drink is available at school. There is little doubt that children's daily nutrient intake has a significant impact on their growth patterns, energy levels and ability to concentrate on learning tasks.

Some of the risk factors for childhood obesity include:

- Choosing high fat and sugary foods instead of healthier options – energy dense foods are readily available and aggressively marketed
- Lack of physical activity – children today tend to be less active than in the past
- Spending a lot of time on sedentary activities e.g. electronic games, television
- Family eating patterns – more food is now prepared away from home
- Genetics – some children are more susceptible to gaining excess weight

Future medical problems associated with poor food choices include diabetes, eating disorders, respiratory disorders and cardiovascular disease. Schools can work toward creating environments supportive of lifelong healthy eating and regular physical activity, both of which contribute to academic success. For this reason we request that students do not bring high fat and sugary foods, soft drinks and sweets to school. Occasional celebrations and birthday parties will be an exception to this rule. Chewing gum and bubble gum is forbidden at school at any time.

We ask that food is sent to school in a lunch box. As we have all observed, children are much less likely to choose the nutritious items if lots of treats are included. Lunches sent to school should be easy for students to manage.

- Anaphylaxis Management: (See 2.3 Medical Matters)
- Birthdays: Students are welcome to bring a cake or party treats on their birthdays to share with peers who are not on restricted diets. On special occasions such as class parties we ask that students with restricted diets bring their own labelled treats so that they do not miss out. It is advisable to distribute birthday invitations via personal post to ensure that no child feels excluded if they are not invited.

School lunches

Please ensure that we are aware of your child's special dietary needs so that we can comply with any restrictions. There are no canteen facilities at the school, so you will need to pack your child's lunch and snacks each day. We encourage students to drink water regularly, so please provide a drink bottle for their desk. It can stay at school and be refilled from drinking taps as needed. Water bottles brought from home should not contain fruit juices or cordial, unless agreed between the family and the class teacher.

Please consider packaging and avoid plastic wraps where possible – use instead labelled lunch boxes and reusable containers. It is helpful to spend time with your child showing them what containers they have for their lunch and how to open them independently if possible.

2.3 MEDICAL MATTERS:

Allergic Reactions

An Individual Medical Plan is essential for your child if they have any allergies. This will assist us in monitoring and caring for your child.

Anaphylaxis

This is a life-threatening condition. The school aims to minimize the risk to children who have this condition by requesting that products containing nuts not be brought to school. Staff receive regular training in the management of anaphylaxis.

Responsibilities of Parents/Carers:

- Inform the School, either at enrolment or diagnosis, of the student's allergies, and whether the student has been diagnosed as being at risk of anaphylaxis
- Provide to the School an ASCIA Action Plan for Anaphylaxis from the student's medical practitioner that details their condition, any medications to be administered, and other emergency procedures
- Meet with the School to plan the implementation of the student's Individual Anaphylaxis Management Plan while at School
- Inform staff of any changes to the student's medical condition, and, if necessary, provide an updated ASCIA Action Plan with a photo attached
- Provide the EpiPen and any other medications to the school; replace as needed and before expiry dates
- Assist school staff in planning and preparation for the student prior to school camps, field trips, incursions, excursions or special events (e.g. class parties, cultural days,

fetes or sport days), including the supply of alternative food options for the student if required

- Inform staff promptly of any changes to the student's emergency contact details
 - Participate in annual reviews of the student's Individual Anaphylaxis Management Plan as well as additional reviews:
 - if there is a change to the student's condition
 - immediately after the student has an anaphylactic reaction at school

See Insight Policy: Anaphylaxis Management/Communication Plan

Asthma

If your child is asthmatic, the class teacher and the administration staff must have the relevant information to help manage your child's condition. The school keeps a log of students with asthma, but it the parents' responsibility to inform the school of any changes and to keep this information up to date. Children who require preventative medication (e.g. before sport or outdoor play), should have their labelled medication in a named bag with a spacer and a letter from their doctor in the school bag for ready access. An Individual Medical Plan must be provided. ***See Insight Policy: Asthma Management***

Communicable Diseases

Guidelines for the minimum period of exclusion from schools for Infectious Diseases are posted in classroom entries and in the Sick Bay. If your child has gastroenteritis they must stay away from school for at least 24 hours to ensure minimal cross infection.

Epilepsy ***See Insight Policy: Epilepsy Management***

Emergency Contact

It is essential that we are notified promptly of any change of parents' address, home or business telephone numbers and emergency contact numbers should we need to make contact in an emergency. Please ensure that the emergency contact numbers nominated by you are likely to be available during the day.

First Aid

Students may sustain minor injuries at school which require first aid. If this should happen, a note will be sent home in your child's diary wallet, explaining the incident and any first aid given. Yard duty staff carry a first aid kit for small injuries, a backpack on excursions, and a

full first aid kit is kept in classrooms. In the event of a more serious injury which requires medical treatment, you will be advised by telephone, and may need to collect your child from school. In the event of a serious accident occurring an ambulance will be called.

See Insight Policy: Parent Permission re Medical/First Aid Intervention

Head Lice

If your child has evidence of head lice, you should contact the school without delay and keep your child at home until the commencement of treatment. Once treatment has been administered your child may return to school. It is advisable to check the whole family and, if necessary, treat everyone. When the school is notified of a head lice incident, a notice will be placed on the class door. You should check your child's hair at this time. Parents are responsible for communicating the outcome to the Principal or relevant staff member.

The City of Casey Health Department Officers will only visit schools when a serious, ongoing problem occurs. The procedure is:

- Notify the school that your child has head lice
- Commence treatment of your child's hair
- The school will notify all parents that a case of head lice has been reported and request that each family check their child's hair
- If head lice becomes a recurring issue, the school will liaise with families

Illness & Accident

In the event of an emergency, major illness or accident, an ambulance will be contacted at the expense of parents and parents notified. Parents will also be called if the illness is deemed contagious or if medical intervention is necessary. If a student reports that they are feeling unwell they are observed by staff to determine whether they need to go to sick bay. Some students prefer to have quiet time in the classroom under the monitoring of the teacher. All teachers are trained in basic First Aid.

See Insight Policy: Communication Plan

Individual Medical Plans

If your child has a health or medical issue, such as anaphylaxis, asthma, allergic reactions, or any condition which requires specific management, you will need to supply an Individual Medical Management Plan (3 x copies), with a recent photograph attached. The information should identify your child by name, date of birth, description of the ailment and symptoms to

look for, as well as procedures to be followed in the event of an emergency. This sheet will be laminated and displayed in the student's classroom, the sick bay and the staffroom so that all staff are aware of his/her needs. Parents are responsible for ensuring that staff are kept up to date with this information.

Medication

If your child is ill enough to require medication, then he/she should generally be resting at home. In cases where regular medication must be administered or a course of antibiotics is not yet completed, it is essential that you complete the Medication Administration Form and provide this to your child's teacher, along with the medication in the original packaging and with storage and administration instructions. Under no circumstances is medication to be in your child's schoolbag with the exception of asthma puffers such as Ventolin. No medication will be provided or administered (including Panadol) without written instructions.

See Insight Policies: Medication Authority Form; Medication Management

School Entry Immunisation Certificate

A request made to the Australian Childhood Immunisation Register (ACIR) or Medicare Australia will enable you to obtain a copy of your child's immunisation certificate. It is a requirement of school entry that this be presented upon enrolment. If you have made the decision not to have your child immunised, you must complete a statutory declaration stating your conscientious objection.

2.4 NEWSLETTER / WEBSITE:

A newsletter is produced from time to time and emailed to parents. This provides updates and administrative details for the coming term and information on the daily operations of the school. The newsletter will contain reminders related to Fees and Government Allowance entitlements and it is therefore important that parents/guardians are aware of its contents.

Insight's website is an important form of communication and is updated regularly with news and information relating to the school and wider community.

See Insight Policy: Communication Plan

2.5 PERSONAL BELONGINGS:

Students are discouraged from bringing prized personal possessions to school. We do not permit toys or games which encourage violence or aggressive play. Such items will be confiscated. Younger children in particular may have little or no idea of the value of their

belongings. Please give your child a clear message that if they bring their favourite belongings to school the consequence may be that these are lost or damaged. If your child wishes to show a birthday present or other special present to the class it may be given to the teacher for the day for safekeeping.

Computer software: Students are not permitted to bring any software from home for school use. If you wish to donate good quality educational software please check with staff to ensure that it is appropriate.

2.6 SUNSMART POLICY:

Context

A balance of ultraviolet (UV) radiation is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining skin cancer risk. Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health. This policy provides guidelines to ensure that students and staff are protected from skin damage caused by the harmful ultraviolet rays of the sun.

Procedures:

The policy is to be implemented throughout the year but with particular emphasis from September 1 until April 30 and whenever UV levels reach 3 and above

Healthy physical environment:

i. Seek shade

- Students to be encouraged to use available areas of shade for all outdoor activities
- The school will work to ensure that there is sufficient shelter and trees providing shade in the school grounds including outdoor lesson areas and popular play areas and that shade provision is considered in plans for any future buildings and grounds
- The availability of shade to be considered when planning outdoor activities and excursions
- Students not wearing appropriate hats and clothing will be permitted to play only in shaded areas from September 1 until April 30

Healthy social environment:

ii. Slip on sun protective clothing

- Sun protective clothing should be cool, loose fitting and of densely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses and shorts, and rash vests or t-shirts for outdoor swimming

iii. Slap on a hat

- All students and staff are required to wear hats that protect their face, neck and ears (legionnaire, broad brimmed or bucket style hats), whenever they are outside. Baseball or peak caps and visors are not considered a suitable alternative

iv. Slop on sunscreen

- Parents are asked to provide children with their own SPF 30 or higher broad spectrum, water resistant sunscreen and the school will also provide this for staff and student use when required
- Sunscreen is to be applied at least 20 minutes (where possible) before going outdoors and reapplied every 2 hours if outdoors
- Strategies are in place throughout the school to remind and assist students to apply sunscreen before going outdoors

v. Slide on sunglasses (if practical)

- Where practical when outdoors, students and staff are encouraged to wear close fitting, wrap-around sunglasses that cover as much of the eye area as possible
- Some students may be directed by their ophthalmologists to wear sunglasses

Learning and skills:

- Programs on skin cancer prevention and Vitamin D to be included in the curriculum at all year levels
- Sunsmart behaviour to be promoted to the school community through newsletters, parent meetings, staff meetings, school assemblies and school activities

Monitoring and review:

- The school council and staff will monitor, and complete a review of, the effectiveness of the SunSmart policy – at least once every three years – and renew membership as required with SunSmart at www.sunsmart.com.au

2.7 TRANSPORT:

School Bus

A school bus service is available for pick up and drop off of students at pre-arranged collection points to assist families with their child's travel to and from Berwick.

The bus route is determined at the beginning of each term, based on student demand.

Families may complete the Registration for School Bus Services Form as an expression of interest but this does not guarantee the availability of a seat for the child or the addition of new collection points.

The school bus will stop only at pre-arranged collection points, which will be off main roads (i.e. public car parks). Please note that children up to the age of 7 years are required to use a booster seat. Families should provide this for their child's use when using the school bus service.

Parent responsibilities re school bus service

Parents must arrive at the bus collection point prior to the agreed time of arrival of the school bus each morning and afternoon, or communicate to the bus driver prior to 8.00 a.m. if the student will be absent that day. Parents must wait with students until they have boarded the bus in the mornings and should assist their child in disembarking each afternoon.

Any delays in attending the collection point should be immediately notified by SMS to the bus driver. Charges for delaying the school bus may apply. Regular delay or any offences in relation to school policy may result in the removal of school bus services to a family at the discretion of the Principal.

It is essential that there is a back-up plan in place e.g. a neighbour or relative, should you be unable to collect your child from the bus. The school must have these contact details.

Sample bus route

Subject to the receipt of registrations for the school bus, it is likely the school bus will follow a similar route to that of 2016. A sample bus route is detailed below and may be used for

information purposes only in establishing whether you wish to register your child for the school bus in 2017.

Morning pick up time	Afternoon drop off time	BUS 1 Collection Point
7.30am	4.40pm	Mooroolbark
7.45am	4.25pm	Croydon
8.00am	4.10pm	Boronia
8.30am	3.40pm	Keysborough
9.00am	3.15pm	School Campus, Berwick

Morning pick up time	Afternoon drop off time	BUS 2 Collection Point
7.15am	4.30pm	Broadmeadows/ Dallas
8.45am	3.20pm	Berwick
9.00am	3.15pm	School Campus, Berwick

2017 bus routes and seating availability will be confirmed in early 2017. Students departing on the school bus wait under staff supervision and are assisted to board the bus.

See Insight Policy: School Bus – Conditions of Travel and Consent Form

Car park procedures:

Insight places the highest priority on the safety and welfare of everyone on the school property. Car park courtesy is expected from drivers and pedestrians at all times. If another parent is dropping off or collecting your child, they should be reminded of this.

Speed Limit

The speed limit at the school is walking pace only.

2.8 UNIFORM / LOST PROPERTY:

Uniform:

Uniform requirements are detailed in the School Uniform policy. It is a requirement that students wear the school uniform at all times, unless advised of a non-uniform day for a special event. There may be days when students may wear casual clothes for a particular purpose in which case parents will be advised.

Uniform	Boys	Girls
Winter	<ul style="list-style-type: none"> • Navy trousers • Yellow long-sleeved polo shirt • Navy polar fleece zip jacket • Navy fleece polo jumper • Black shoes (lace-up or Velcro fastening) 	<ul style="list-style-type: none"> • As for boys, or • Winter tunic • White long-sleeved shirt
Summer	<ul style="list-style-type: none"> • Navy shorts • Yellow short-sleeved polo shirt • Navy socks • Black shoes • Navy bucket hat 	<ul style="list-style-type: none"> • Navy shorts or skirt • Yellow short-sleeved polo shirt, or • Cotton dress, and • Navy socks • Black shoes • Navy bucket hat

Purchase of Uniform

Uniforms may be purchased from the school office. Alternatively, you may complete a uniform order form and, upon receipt of payment, the uniform will be sent home with your child.

Hats

Hats must be worn from 1st September to 30th April at play times, for all outdoor activities and on excursions. Students who do not have a hat at school will be restricted to playing in the shade. Please ensure that your child's hat is clearly named on the inside of the brim.

See Insight Sunsmart Guidelines

Art Smock

As Arts and Crafts are a regular part of the curriculum, please provide an art smock or large shirt which will cover and protect your child's uniform.

Change of Clothes

Insight students are required to have a spare set of clothing to be left at school in their classroom locker for occasional accidents or for when wet weather results in wet or muddy clothing from outside play.

Lost Property

Students are required to have all clothing and belongings labelled. A lost property box is located at Reception where parents may check this for missing items. Staff will return any labelled items. At the end of each term, unclaimed items are cleaned and donated to the uniform shop for second-hand sales. *See Insight Uniform Policy*

3. CARE, SAFETY AND WELFARE OF STUDENTS

Student Wellbeing

*Insight Education takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all **Child Safety Standards as specified in Ministerial Order No. 870 (2015)***

Insight Education is committed to the participation and empowerment of students by promoting high standards of expected behaviour, healthy and respectful relationships, resilience, and an awareness of child safety in ways that are accessible and easily understood.

Insight Education is fully committed to promoting the cognitive, emotional, social and physical wellbeing of students in a context of 'best practice' teaching and learning. All members of the school community work toward a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. Staff expertise, as well as all resources of the school, is directed toward enhancing the wellbeing of students. Teaching and learning takes place in an environment which celebrates difference and diversity and which recognises, respects, and responds to the identity and cultural background of individual students.

The reference point for this policy is the National Safe Schools Framework and Schoolwide Positive Behaviour Support – Safe Schools Hub 2014

i. Leadership commitment to a safe school

Insight's governing body and school principal implement systems to maintain a learning and working environment which is welcoming and inclusive and where all students feel safe, supported, and valued.

The principal and staff effectively use school and system resources to support the learning and wellbeing of all students, include data and surveys for decision making toward continuous improvement, and share information on these with the school community. Leadership is evidenced at every level of the school environment with students, staff and parents all contributing to the achievement of the school's goals and priorities.

ii. A supportive and connected school culture

All members of the school community are expected to model and promote explicit teaching and practising of appropriate behaviours which are clearly stated in school policy and practice.

Guidelines for ensuring affirming and frequent recognition of appropriate behaviours, as well as for intervening in response to unwanted behaviours, are discussed with staff as collaborative professional learning activities.

Qualitative and quantitative evidence is used to inform and guide school planning for the wellbeing and safety of students e.g. ACER Social-Emotional Wellbeing Survey (2016) and The Full Frame Initiative: The Five Domains of Wellbeing (2015) see addenda.

Assessment and evaluation of student wellbeing incorporate the stages of learning of the students and environmental factors which impact upon them across the five domains of wellbeing (see above) i.e. social connectedness, safety from harm, stability, mastery, and meaningful access to relevant resources.

iii. Policies and procedures

At Insight a key agenda is to ensure that all policies and practices support safety and wellbeing for students and for all members of the school community.

For all students, an individualised 'Blueprint for Learning' following an Educational Needs Assessment, informs the setting of achievable targets and personalised learning and support and includes the identification of additional learning needs.

Staff are responsible for positively acknowledging student achievement and for providing consistent feedback in each session of the day and across all learning areas including goal setting, time management and on-task behaviour.

Behaviour incident data are collected and analysed on a regular basis and used to inform decision making both at a whole school, and at an individual student, level.

iv. Professional learning

Professional learning is closely linked to building the capacity of staff to promote students' health and wellbeing as well as the broader requirements of the dual curricula i.e. the Australian Curriculum & the Expanded Core Curriculum.

Priority is given to the identification and adoption of evidence-based curriculum and teaching and learning practices that support student learning and engagement, student wellbeing, student and staff motivation and the good order of the school.

All staff undertake mandatory training to comply with legislative and policy requirements including legislation pertaining to the care, safety and welfare of students under the Child Safety Standards Ministerial Order No.870

v. Positive behaviour management

Insight provides a school environment where students feel safe and are given choices and a sense of control, thereby contributing to a sense of wellbeing, belonging and connectedness. The school recognises the importance of forming positive, trusting relationships with students and a high level of responsiveness to individual needs.

Clearly defined behavioural expectations are in place and student successes acknowledged and celebrated.

Implementation of agreed strategies ensure consistent behaviour management and create a positive teaching and learning environment.

When assessing and evaluating positive behaviour management the focus is on capacity building and extending best practice in a way which motivates improvement.

vi. Engagement, skill development and safe school curriculum

At Insight the achievement of excellence in learning outcomes is a key principle for promoting student wellbeing, positive behaviour and a safe school environment.

Staff consider all aspects of, and factors contributing to, wellbeing in the delivery of 'best practice' teaching and learning for students who are blind or vision impaired.

Students are provided with opportunities to connect, succeed and thrive in ways that are relevant to their stages of learning and development.

Students' communication about their own wellbeing, including their perceptions of school and home life, are recognised as an important measure to inform decisions about their programs and for awareness of their coping skills.

Whole school approaches to physical health and fitness, social skills and friendship, empathy and resilience, peer support and mentoring, student leadership, citizenship and community engagement contribute to the growth of individual and collective wellbeing.

vii. A focus on student ownership

All students have the right to be educated and cared for by staff who are dependable and empathic, yet demanding in terms of academic achievement and behaviour, so that innate potential may be fully realised

Students are encouraged to take responsibility for being active learners and to exercise self-regulation appropriate to their age and level of understanding.

All practices in relation to student learning and wellbeing are directed toward giving students responsibility for, and providing feedback on, their own behavioural choices.

Insight students are accepted unconditionally as valued members of the school community and opportunities for success offered at all levels of the academic and social-emotional curricula.

viii. Targeted student support

Insight staff recognise that all students need social and emotional support and that not all problem behaviour is externalised; withdrawal, anxiety and depression are of equal concern and must be identified and addressed.

Early identification of, and intervention for, students and families who require a high level of further support is critical and referrals made promptly if required to outside agencies and professionals.

Students are encouraged at all times to choose positive rather than negative ways of belonging and to experience positive reinforcement for 'good' choices and fair and reasonable consequences for 'poor' choices.

Insight provides clear boundaries, rules and structures which provide emotional 'containment' for students who are not yet able to self-regulate.

Explicit instruction, practice and frequent acknowledgement of responsible behavioural choices helps students to understand that they are able to have their needs met effectively and that they can learn to avoid ascribing their unwanted behaviours to external events and to others.

ix. Partnerships with families and communities

Insight is committed to engaging with families and the local community to form supportive links and to provide consistent messages in relation to safety and wellbeing; particularly in regard to Child Safety Standards as specified by Ministerial Order No 870.

Parents are consulted and encouraged to contribute to the planning which supports their child's individual learning pathway.

Aboriginal students will have an individual personalised learning pathway which respects their culture and identity.

Students with identified healthcare needs will have, in consultation with their families and medical team, an individualised health care management plan at school.

All parents in the school community are reminded that unconditional positive regard is a powerful mechanism for ensuring the wellbeing of their own child, as it is for all students in the care of Insight Education.

See Insight Child Safe Policies including:

- *Child Risk Management Strategies – identification and minimisation of risk re compliance with Child Safe Standards (School Governing Authority) (Standard 6)*
- *Risk Management Checklist (Standard 6)*
- *Child Safe ‘Child Friendly’ information on the right to be safe (Standard 7)*

General Policy: Kids’ Problems: Identifying, talking about, and resolving issues at school

3.2 DISCIPLINE / POSITIVE BEHAVIOUR MANAGEMENT:

Insight school policy relating to student discipline is based on principles of procedural fairness and does not permit corporal punishment.

One of the most significant factors in the behaviour management of blind and vision impaired students in the classroom is the potential for high levels of missed information.

The facial expressions of teaching staff, ‘the look’ prompting a student to stop or start a behaviour, the use of eye contact, and the location of the teacher in the classroom, are all important cues for sighted students as an integral part of their self-management.

Many students pay insufficient attention to the instructions that a teacher gives and rely on observing the behaviours of their peers to figure out what they are supposed to do. The blind or vision impaired student, depending on the degree of vision loss, does not have this safety net to fall back on.

Social skill development may be significantly affected by vision impairment which, at any level, creates a loss of access to incidental learning. As an estimated 75 to 80% of learning is visual, direct intervention and teaching are required in order to nurture the development of appropriate social skills. Coping with being ‘different’ may be a daily ordeal for students who suffer rejection and/or endless questions regarding their disability as well as, for some, dealing with teasing and bullying.

It is therefore critical, when implementing behaviour management strategies for students who are blind or vision impaired, to consider triggers in terms of what drives and maintains classroom and playground behaviours that are of concern.

Understanding and Responding to Behaviour:

A useful way of understanding and responding to behaviour in the classroom are the six principles of the Nurture Group philosophy which are focused on evidence-based practices. <https://nurturegroups.org/introducing-nurture/what-nurture>

Following individual assessment, all necessary steps are taken to remove barriers to learning; at Insight these are the particular learning and social/emotional needs of students who are blind or vision impaired. There is an emphasis on language development and communication; nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate.

i. Children's learning is understood developmentally:

In a nurturing classroom staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress. The response to the individual child is 'as they are', with a non-judgemental and accepting attitude.

ii. The classroom offers a safe base:

The organisation of the room and the way the class is managed plays an important part in containing anxiety. A nurturing classroom offers a balance of educational and play experiences aimed at supporting the development of the children's relationship with each other and with the staff. Learning is organised around structured periods of time with predictable routines. Careful attention is paid to detail; the adults are reliable and consistent in their approach to the children. A nurturing approach is an educational provision making the important link between emotional containment and cognitive learning for children who are blind or vision impaired.

iii. Nurture is important for the development of self-esteem:

A nurturing approach emphasises listening and responding. In the classroom everything is verbalised with an emphasis on the adults engaging with the children in reciprocal shared activities e.g. play / eating / reading / talking about events and feelings. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements and teacher awareness that activities should not feel rushed.

iv. Language is understood as a vital means of communication:

Language is more than a skill to be learnt, it is the child's way of putting feelings into words. Children often 'act out' their feelings if they lack the vocabulary to 'name' how they feel. In a nurturing classroom the informal opportunities for talking and sharing, e.g. welcoming the children into the group or having a snack together are as

important as the more formal lessons teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouraging imaginative play to understand the feelings of others.

v. All behaviour is communication:

This principle underlies the adult response to children's often challenging or difficult behaviour. 'Given what I know about this child and their development what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

vi. Transitions are significant in the lives of children:

A nurturing approach helps the child to make the difficult transitions between home and school. On a daily basis there are numerous other transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

See Insight Policy Documents: Behaviour Incident Report; Behaviour Management; Behaviour Support Plan

3.3 CHILD PROTECTION / MANDATORY REPORTING:

Mandatory reporting is in place in order to protect children who may be at risk. All staff at Insight are committed to ensure that children are safe and cared for.

- Teachers and Principals of schools who believe on reasonable grounds that a child or young person is in need of protection from physical injury or abuse must report their concerns to the Department of Human Services (DHS) Child Protection
- All other school staff who believe on reasonable grounds that a child or young person is in need of protection are encouraged to report their concerns to DHS Child Protection or Victoria Police
- It is the Child Protection worker's job to assess and, where necessary, further investigate if a child or young person is at risk of significant harm

It is important to know that any person who believes on reasonable grounds that a child needs protection should notify Child Protection Services.

Child Protection provides child-centred, family-focused services to protect children and young people from significant harm caused by abuse or neglect within the family. It also aims to make sure that children and young people receive services to deal with the effect of abuse and neglect on their wellbeing and development. The role of the Child Protection Service is to:

- Receive reports from people who believe a child needs protection from abuse or neglect
- Provide advice to people who report cases of abuse or neglect
- Investigate when a child is believed to have been abused or is at risk of abuse or neglect
- Refer children and families to services in the community for ongoing support and harm prevention
- Take matters to the Children's Court if the child's safety within the family cannot be guaranteed
- Supervise children on legal orders granted by the Children's Court

Where to get help:

Child Protection Services: Contact the region (Local Government Area) where the child lives.

- Northern & Western suburban LGAs 1300 664 977
- Eastern suburban LGAs 1300 360 391
- Southern suburban LGAs 1300 655 795

For emergency child protection matters outside normal business hours ring:

- Child Protection Crisis Line 131 278
- Victoria Police 000

See Insight Policy Documents: Child Safe Standards

3.4 EMERGENCY MANAGEMENT:

Insight has a comprehensive plan that is reviewed annually by Fire Safety Consultants. This document is available from the school office. A simplified version is available throughout the school to give staff immediate access to procedures should an emergency arise. In the event

of an emergency, the school telephone system will be diverted to a delegated staff member, and parents will have direct access to this number for communication.

Procedures for bushfire preparedness and evacuation are followed under the direction of Fire Safety Consultants. If there is a CODE RED FIRE DANGER RATING, the school will be closed for the day and families notified by text message. Please note that the school's Emergency Assembly area is the car parking zone. Be reassured that staff regularly practice emergency evacuation procedures as do students.

See Insight Policy Documents: Bushfire Preparedness Guidelines; Critical Incidents Management; Lockdown and Emergency Evacuation Plan; OHS/Workplace Safety Check

3.5 PRIVACY STATEMENT:

The protection of confidential information is a professional, ethical and legal responsibility which Insight recognises and upholds. Some information is required for legal obligations. Within the terms of the National Privacy Principles under the Privacy Act, we require learning and medical reports about students at times. Health information about students can be sensitive and if you do not consent to us obtaining this information we need to be advised. At times, the school may need to disclose certain personal and sensitive information to other schools, government departments, medical practitioners and those providing services to the school.

Photographs and articles (with your permission), are occasionally published in school newsletters and on the website.

School phone lists are distributed so that parents who have authorised this are able to contact one another. Please respect this confidentiality.

See Insight Policy Document: Privacy of Information

3.6 PARENT PARTICIPATION:

Insight is a positive choice for the education of your child and your involvement is crucial. Staff will provide as many opportunities as possible to keep you informed of your child's progress. In return you are asked to support our policies and practices and to let staff know of any situations or changes at home which may affect your child at school. There is an expectation that both parents attend reviews and meetings as requested.

Parents who are able to assist in and around the school are required to have a current Working with Children Check registered at the school office. During the school year there will be many opportunities for you to share in your child's learning. You are invited to play an active part in our community by attending events and celebrations and to share your interests, skills and culture with us all. As a community of learners, we can together enrich our programs, with our students at the centre of all that we do.

See Insight Policy: Communications Plan

3.7 CODE OF CONDUCT:

Context:

Insight Education is committed to the provision of a welcoming, safe, and inclusive environment for all members of the school community. This Code of Conduct is intended to guide parents and guardians in recognising and respecting their own rights and responsibilities as well as those of other members of the school community. This code applies to all Insight Education parents and guardians and is not limited to the School site and School hours. It extends to all activities and events that are school-related.

Rights of Parents/Guardians include the following:

- To be treated with respect and understanding
- To have confidentiality respected and maintained
- To receive a timely response to concerns raised
- To be listened to respectfully and communicated with courteously
- To have their participation in the life of the school recognised and valued
- To enjoy a school community which is free of harassment or discrimination

Responsibilities of Parents/Guardians include the following:

- To be aware of, and adhere to, the School's policies and procedures
- To notify the School of any changes or issues at home which may affect a student's learning, behaviour or wellbeing
- To respect the authority of members of staff and to observe School rules as required

- To schedule an appointment when they wish to discuss a concern. Staff are unable to give their full attention during the school day or when supervising the yard
- To follow appropriate protocols in resolving conflicts - issues regarding staff will be dealt with only if related to issues regarding professional conduct
- To respect diversity in people and their opinions regardless of race, religion, gender, sexual orientation, age or disability
- To respect School property and the property of all members of the school community
- To behave lawfully on school grounds and to observe the terms of family court or other orders if parents are in dispute. It is not the role of staff to mediate on, or become involved in, legal matters involving students

Unacceptable Conduct includes the following:

- Under NO circumstances are parents/guardians to approach or to reprimand students in relation to perceived actions toward their own son/daughter; staff are to deal with all disciplinary issues
- Subjecting the School or staff member/s of the School to defamation either through libel (written defamatory statements), or slander (spoken defamatory statements to a third party), and thereby cause injury or damage to the reputation of the School or of the staff member

A statement is defamatory if it holds the School or staff member up to scorn, hatred, ridicule, disgrace or contempt in the minds of others in the community.
- Engaging in conversations at the School which constitute harassment, discrimination or denigration or which involve swearing, innuendo, or offensive language
- Using any form of physical or verbal abuse, or threats of physical abuse, at the School or at any school-related activity or event – or using any form of cyber bullying or cyber abuse at any time
- Being present at the School, or at any school-related activity or event whilst intoxicated by alcohol or under the influence of illicit drugs or other substances
- Smoking on the School premises or within the immediate environs of the School

Breaches of the Code of Conduct:

Parents/guardians who breach the Code of Conduct will be contacted by the Principal. Appropriate action, which may include being banned from coming onto the School grounds or from attending school-based activities or events, will be taken at the full discretion of the Principal.

In accordance with applicable legislation and with the School's Child Safe Standards Policies, the Police and/or Department of Human and Health Services will be informed of any unlawful breaches of this Code of Conduct.

In Summary:

As a parent or guardian you are an influential role model and play a formative part in the development of your child's ability to interact co-operatively with others and to develop a non-judgemental attitude in respect to those with divergent backgrounds and beliefs. Speaking positively about the School and supporting staff in implementing policies and procedures, including behaviour management practices, will do much to ensure that your child's experience at Insight Education is both happy and rewarding.

Related Policies:

- *Insight Education: Complaints and Grievances Policy*
- *Insight Education: (Child Safe Standards) Code of Conduct: School Community*
- *Insight Education: Exclusion from School Policy*

3.8 COMPLAINTS PROCESS:

Initial concerns: Informal procedures

- You are welcome at any time to discuss with staff any concerns you may have in relation to your child. Your views, concerns and ideas are important to us
- It is preferable that your concern is initially discussed with the staff member most closely concerned with the issue as it may be able to be dealt with quickly and with the minimum of fuss
- If this is not appropriate, an appointment should be made with the Principal to discuss the matter. It is expected that most issues will be resolved in this way

Complaints and Grievances

A complaint will be treated as an expression of genuine dissatisfaction which requires a more formal response. All complaints will be received courteously and confidentiality respected – however anonymous or vexatious complaints will not be pursued.

- If, following a meeting with the Principal, parents do not feel that their concern has been fully and fairly considered, they may choose to submit a written complaint in order to facilitate further action on the part of the school
- The Principal will take the appropriate steps to attempt to resolve the issue. This may include contact with the Chairperson of the School Council or other appropriate person/s or agencies if the matter is considered urgent. Otherwise, it will be tabled for discussion at the next meeting of the School Council
- Staff will be made aware of any complaints involving them and be given the opportunity to respond
- Every effort will be made to clarify any misunderstanding or miscommunication and to review policies and procedures in the light of the complaint made
- The complainant will be contacted by the Principal and informed of actions taken or proposed in relation to the complaint
- If all reasonable procedures have been followed and the complaint remains intractable, the Chairperson has the right to inform the parents in writing that the matter has been fully dealt with and is now closed

It should be noted that policies and procedures relating to curriculum and discipline are made clear to prospective parents who, as part of the enrolment process, are required to agree to comply with these. See Insight Policy: Complaints & Grievances

3.9 EXCLUSION FROM SCHOOL:

The Insight Specialist Primary School reserves the right, without recourse, **to exclude a student from the school** (either on a temporary or a permanent basis), and at the absolute discretion of the Principal, or any person acting for the Principal, given the following circumstances:

- The Principal, or any person acting for the Principal, considers that a student's behaviour is of such a serious nature that there is a significant risk of harm or injury to other students or to staff

- A student repeatedly leaves the school grounds thereby becoming a danger to him/herself and a situation has resulted whereby the school is no longer able to keep the student physically safe
- A parent subjects Insight Specialist Primary School or a staff member of the school to defamation either through libel (written defamatory statements), or slander (spoken defamatory statements to a third party), and thereby causes injury or damage to the reputation of the school or of the staff member.

A statement is defamatory if it holds the school or staff member up to scorn, hatred, ridicule, disgrace or contempt in the minds of others in the community.

- The Principal, or any person acting for the Principal, conclude that a positive and cooperative relationship between a parent and the school is either not in place or has broken down to the extent where it adversely affects the ability to work together for the benefit of the student
- A parent is openly unsupportive or critical of the school or staff to their child to the point that the child loses trust in the school and/or staff and no longer responds to the program
- A parent fails to abide by the terms of the enrolment documentation which they agreed to comply with at the time of their child's commencement at the school
- A student no longer requires, benefits from, or responds to, the special education provision offered by Insight Specialist Primary School and it is considered by staff that another school would better meet his/her particular educational and behavioural needs

In addition, The Insight Specialist Primary School reserves the right, without recourse, to **exclude a student from travel in a school vehicle**, (either on a temporary or a permanent basis), at the absolute discretion of the Principal, or any person acting for the Principal, if a student's behaviour in a school vehicle is of such a serious nature that there is a significant risk of harm or injury to the student himself/herself, or to other students being transported to or from school.

See Insight Policy: Exclusion from School

4. CURRICULUM

4.1 INSIGHT PROGRAMS:

Insight Education Centre is registered with the Victorian Qualifications and Assessment Authority (VRQA).

The Insight Specialist Primary School offers both the Victorian Curriculum F-10 (which incorporates the Australian Curriculum), and the Expanded Core Curriculum (compensatory or functional academic skills including communication modes e.g. Braille). Also included are a specialist instrumental music and gymnastics program and Life Skills program incorporating shopping and cooking.

The Hugh Williamson Foundation Life Management Program (LMP) for mainstream- enrolled students of all ages and is available to all children in Victoria:

- Insight Support Skills
- Parent Support
- Early Learning (ages 0-6 years)
- Life Transition

Insight Out: Insight's unique Mobile Classroom Programs, designed to provide specialist education services around Victoria, particularly in areas where services are scarce and often difficult to access.

Secondary tutoring and coaching program:

Professional development: Initial and ongoing education for mainstream teachers and aides engaged in the education of students with vision impairments.

Monash University Faculty of Education student placements are offered to Monash University students at Insight's Berwick Specialist Primary School.

Insight's services and programs are provided at the Berwick hub, at the mainstream specialist units, and via the Insight Out Mobile Classrooms.

4.2 TEACHING & LEARNING:

What does Insight Specialist Primary School offer that is different to mainstream schools in meeting the specific learning needs of blind and vision impaired students?

- All material, resources and equipment is provided in the student's preferred format: Braille, large print and/or audio. All learning tasks are planned to focus on interaction with real objects and experiences
- Braille teaching and learning is integrated into all daily classroom and curriculum activities: a Braille-rich environment where Braille and other print alternatives

(audio, magnification, synthetic speech, tactile materials) support powerful learning pathways for students

- There is a clear focus on structured, sequenced and scaffolded development of independence in all areas e.g. Independent Living Skills and Social Skills are integrated across all areas of the curriculum and taught explicitly
- Assistive technologies are also taught explicitly and are an integral part of all learning areas including Literacy, Numeracy, Science etc. The development of high levels of competence with these technologies significantly increases the ability of students to succeed academically
- Orientation and Mobility is supported in all movement around the school and on excursions: cane usage, environmental cues, echolocation and practice with regular routes. The school is purpose-built to ensure that students learn to use a variety of environmental features to support independent mobility
- Focus on meaningful experiential learning: use of real objects, scaffolding learning by moving from real objects, to models of objects, to tactual representation of objects
- Small class groups ensure that the specific and individual learning and vision needs and goals of all students are identified and achieved
- The school functions as a hub for families and students, assists students to develop their self-esteem and wellbeing, and enables them to establish and practice social interactions in a safe environment. Families are enabled to develop supportive relationships with each other in meaningful and relevant ways
- The clustering of students at the school enables the provision of welfare support and therapies including occupational therapy, speech therapy and physiotherapy
- The hub enables group activities and integration with mainstream sighted peers including sports days, musical performances, camps and excursions – all of which focus on the specific learning needs related to vision loss, and provide full and effective participation for all students
- In time, attendance will be available at satellite units in mainstream primary and secondary school locations in the North, East and West regions

4.3 VICTORIAN CURRICULUM F-10:

The guidelines in this section are based on the structure of the Victorian Curriculum F-10 as set out in the following table.

LEARNING AREAS	CAPABILITIES
<p>The Arts</p> <ul style="list-style-type: none"> • Dance • Drama • Media Arts • Music • Visual Arts • Visual Communication Design <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> • Civics and Citizenship • Economics and Business • Geography • History <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> • Design and Technologies • Digital Technologies 	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

4.4 EXPANDED CORE CURRICULUM:

Expanded Core Curriculum for Students with Vision Impairments

Expanded Core Curriculum

The ECC comprehensively identifies learning areas for students with vision impairment. Its purpose is to enhance the specific skills students with vision impairment require for a fulfilling life: competency and confidence in literacy and numeracy, access to information and resources, independence, social and peer relationships, mobility and safety in the community. The ECC meets developmental needs and the skills identified in the ECC are incorporated into the developmental model of the VELs and recorded and addressed through the Individual Blueprint for Learning Plan (IBLP).

Teachers with a Graduate Diploma or Bachelor in Special Education (Vision Impairment) have learned the pedagogy of the ECC. All teaching staff at Insight will be required, through their Professional Development Plans, to continue to develop their knowledge and skills for the effective and efficient delivery of the ECC. The ECC is the main focus of educators at Insight as it is the curriculum especially designed for students with blindness and vision impairment, and enables access to core curriculum learning.

The ECC is optimised when integrated into the VELS curriculum, however there are aspects to the ECC that must be taught explicitly as well as experientially.

The ECC teaches nine domains:

- Compensatory and Functional Academic skills, including communication modes (Braille, tactile, auditory)
- Orientation and Mobility
- Social Interaction skills
- Independent Living skills
- Recreation and Leisure skills
- Career Education
- Assistive Technology
- Sensory Efficiency skills
- Self-Determination.

Compensatory and Functional Academic Skills,

Including communication modes

The skills students who are blind or vision impaired require to access the full curriculum defined in the IBLP. They offer a foundation for the student's understanding of complex concepts from the concrete to the abstract. Students may learn through a variety of modes: experiential, social, auditory or tactual. Adapted materials and equipment, including Braille and tactile graphics, enable students to learn in their preferred medium.

Orientation and Mobility

Orientation and Mobility refers to a person's ability to understand the spatial environment, and safe movement within it. This area of learning is essential for the safety and independence of the students of Insight.

Orientation and Mobility will be provided by qualified instructors from Guide Dogs Victoria or Vision Australia, by arrangement with Insight as determined by the SSG.

Social Interaction Skills

Children who are blind or severely vision impaired need explicit instruction in a wide range of social skills: e.g. body language and posture, making eye contact, being a member of a group. Socially appropriate behaviour is the key to achieving full social competence.

Independent Living Skills

Personal care; Personal organisation; Domestic Skills

Children with vision impairment often begin school with few of the independent living skills displayed by their sighted peers. Eating and dressing skills, management of personal belongings and independent toileting frequently need support. Domestic skills which enable students to independently prepare a drink, snack or meal need explicit and long term instruction. Children with vision impairment require intense, deliberate and ongoing training in independence for the most part of their schooling lives as their skills grow and age-appropriate activities and interests develop.

Recreation and Leisure Skills

This area of the ECC teaches children with vision impairments to participate in a range of recreation and leisure activities. As learning in this area is largely visual, skills need explicit teaching, and many regular and varied opportunities to practice them.

Students will be introduced to a range of accessible and mainstream sporting and leisure skills, using specialists and community activities, and encouraged to participate to increase their interactions with sighted and VI peers.

Career Education

As up to 70% of adults with a visual impairment in Australia are unemployed, Career Education is vital. Career Education for students with vision impairments incorporates practical learning experiences in different work place environments, incorporating a variety of

jobs and tasks, with any modifications necessary in order to pursue a successful career. The children's aspirations and interests, skills and abilities are taken into account in creating an individualised program.

Assistive Technology

Students with vision impairments are required to use an increasing variety of assistive technologies to access curriculum. These include: Braille (electronic and manual), computers and laptops with synthetic speech and magnification, talking calculators and dictionaries, iPads using Accessibility options and bluetooth external Braille and Qwerty keyboards, and digital and optical magnification devices including Closed Circuit Televisions.

Sensory Efficiency Skills

This learning area is designed to enhance the student's development and utilisation of perception skills. Perception skills include auditory, olfactory, kinaesthetic, vibratory, intuitive (feelings), gustatory, tactile, anticipation and imagery created in the visual cortex through imagination and environmental vibrations. These skills can be experienced singularly or collectively and integrated with the child's way of being and living. Enhancement of the use of residual vision, where present, is incorporated within this learning area and may include the use of optical aids.

Self-Determination

Self-Determination incorporates the development of skills such as resilience, pursuit, willpower, self-advocacy, self-concept, setting and reaching goals, discovering boundaries, and taking control of one's life. It reflects a maturation process and while this learning area is developmental, it is highly individualistic as every child's feelings about themselves and their place in the world are challenged to grow.

4.5 EXCURSIONS:

All classes participate in excursions and incursions related to curriculum studies. Parents are required to sign a general permission slip at the beginning of each year which will cover all activities for the year, including sporting events and other activities that occur as part of the school day. This general permission slip requires parents to permit teaching staff to seek appropriate medical treatment when required and agree to meet any medical expenses that

may result. Parents will be notified of planned excursions and will be required to complete and sign a permission form specific to that event before a student is permitted to attend.

Venues may include the Melbourne Aquarium, Botanical Gardens, Royal Melbourne Zoo, Museums, Science Works, farm visits and local sites. Incursions include performances and productions, local community groups, dance and performing groups and others as determined by the curriculum and student learning needs. Tuition fees generally cover the costs of curriculum-based excursions and incursions. At times, the local blind & vision impaired community hosts particular events (such as sporting events) and may charge a small fee for participation. In these cases, Parents/guardians may be asked to arrange for payment directly with the event organiser.

See Insight Policies: Duty of Care; Excursions and Off-Site Activities; Risk Assessment Checklist for Off-Site Activities

4.6 SCHOOL DIARIES / SCHOOL BAGS:

The school diary is used by all students and is a primary mode of communication between home and school. We will provide a wallet for the diary, notes and newsletters. Please check the wallet each day to ensure notes are signed and returned. The diary may be used to advise staff of anything out of the ordinary for your child, and we will provide regular comments about the child's day and wellbeing. The class teacher will check the diaries daily. Please read your child's diary for the following:

1. Your child's class timetable
2. Daily homework tasks
3. Incidental notes from staff

If the diary is lost, the student may purchase a new one from the School Office.

Your child should be familiar with all items packed in his/her school bag including lunch items, so we encourage you to pack the bag together each morning.

4.7 HOMEWORK (SEE ATTACHED QUESTIONNAIRE):

It is Insight's policy to give parents a choice as to whether or not students are given homework other than activities such as basic reading practice. Due to the particular needs of our students, homework may not always be a priority in the early stages of enrolment. It may result in increased stress at a time when every effort is being made to establish positive experiences of school and for our students to become used to travelling to and from school.

Parents who wish to have homework set, and are willing to ensure that it is completed satisfactorily and returned to school on time, should inform their child's teacher when they would like homework to commence. The tasks involved in homework may include an extension of work done during the day, or activities such as reading, spelling, maths, tables, projects, and completion of written exercises.

Homework should not be about repetitive, routine work which is set just for the sake of it. It is about children acquiring study habits, setting goals and gaining a sense of responsibility as well as learning the skills of time management and organisation

Generally, homework should take a maximum of 15 to 30 minutes for children under 10 years of age and no longer than 45 – 60 minutes for older children. If your child finds homework too demanding to complete within this time or refuses to attempt tasks set, this should be discussed with his/her teacher so that adjustments may be made. Homework may need to be set aside temporarily.

Families are encouraged to view homework as far more than paper & pencil tasks. It may involve after school activities such as sports, performing arts, chess, drawing clubs, music, scouts etc. These activities provide opportunities for your child to practise social skills and to build a wider network of peer friendships essential to transitioning into mainstream schooling. If you would like advice or help on where to start with after school options, staff are happy to help.

To tailor your child's home learning to your individual family's needs, please complete and return the short questionnaire attached.

Homework Questionnaire for Parents/Carers

1. How much time each afternoon/evening does your child have available for homework?
2. What after school activities is he/she already involved in?
3. Is there an adult available to sit and assist with their homework, or will your child need to work independently?
4. How much time would you have to assist and support your child with his/her homework?
 15 mins a night 30 mins a night 45 – 60 mins a night (children aged 10 years +)
5. What Assistive Technologies & resources do you have available at home for your child to use
e.g. laptop with screen reader/magnifier software, magnifier dome/electronic, stationery, a place to study?

6. What Assistive Technologies and resources would you like your child to have better access to at home? (as above)
7. Do you have secure and reliable internet access for online learning or research tasks?
8. Do you wish to have homework set each day by your child's teacher, to supervise it, and to ensure that it is returned to school each morning?

YES

NO

NOT AT PRESENT

Name:

Signature:

4.8 COMMUNICATION WITH PARENTS/CARERS:

Communication between the Teaching Team and Parents/Carers at **Student Support Group Meetings** at the commencement of each school term is essential in order to:

- Share information about their child's interests, strengths, aspirations, skills and abilities, achievements and progress
- Develop further understanding of the specialist learning environment at Insight
- Assist in setting teaching and learning goals and strategies appropriate for their child
- Discuss the achievement and progress of their child during the previous school term and address any concerns
- Identify the specific educational needs of their child, and the most appropriate choice and use of resources including specialist technologies for students who are blind or vision impaired
- Communicate goals and comments related to their child's Individual Blueprint for Learning Plan (IBLP) from the previous school term
- Update IBLP SMART goals for the current school term
- Provide a tailored and mutually agreed homework schedule for current school term
- Receive feedback from Parents/Carers on any concerns or issues they may have

See Insight Policy: Complaints and Grievances

Communication with Parents/Carers through formal twice-yearly written **School Reports** provides:

- a formal, comprehensive report on a student's academic progress, achievements, social development and work habits
- areas of strength and areas for improvement
- ways to help the student continue to learn and develop future pathways
- ways for parents to assist their child's learning at home

Detailed written reports are issued twice a year, in June and December. These reports evaluate each student in a comprehensive manner in all curriculum areas according to their individual learning needs. Parent information evenings, meetings and reviews will be held throughout the year at the discretion of the Principal. Information regarding such sessions will be provided by means of a letter sent home to parents.

See Insight Policy: Communications Plan

TH Oct '16

Updated July 2017

See attached lists of Insight Education policy documents – available on request

INSIGHT EDUCATION: GENERAL POLICY DOCUMENTS 2017

CONTENTS

Adventure Activities

Anaphylaxis Management

Asthma Management

Attendance of Students

Behaviour Incident Report

Behaviour Management

Behaviour Support Plan

Bursary Information

Bushfire Preparedness Guidelines

Child Safe Policies (see separate list)

Code of Conduct: Non-Teaching Staff

Code of Conduct: Teaching Staff

Code of Conduct: Parents/Guardians

Communications Plan

Complaints and Grievances

Compliance and Risk Management

Consent to Obtain/Release Information

Critical Incidents Management

Duty of Care

Electronic Communication

Epilepsy Management

Exclusion from School

Excursions and Off-Site Activities

Healthy Food Guidelines

Induction Process re Graduates and New Teaching Staff

InsightOut Mobile Classroom Program

Kids' Problems – Identifying, talking about, and resolving issues at school

Lockdown and Emergency Evacuation Plan

Medication Authority Form

Medication Management

Occupational Health and Safety

OHS Workplace Safety Check

Parent Permission re Medical/First Aid Intervention

Photographing and Filming Students

Physical Restraint of Students

Privacy of Information

Professional Development re Teacher Registration

Risk Assessment Checklist for Off-Site Activities

School Bus: Conditions of Travel and Consent Form

Staff Register Compliance Procedures

SunSmart Guidelines

Swim Program

Transition to Mainstream

Uniform Policy

Visitor Policy

INSIGHT EDUCATION: DOCUMENTATION RE CHILD SAFE STANDARDS AS SPECIFIED IN MINISTERIAL ORDER NO.870 (2015)

CONTENTS:

Insight Education Briefing Paper: Background to Ministerial Order No.870 and the impact of Child Safe Standards on VRQA registration requirements

STANDARD 1: STRATEGIES TO EMBED AN ORGANISATIONAL CULTURE OF CHILD SAFETY

Leadership and Governance in a Child Safe Environment (Standard 1)

Allocation of Roles and Responsibilities (Standard 1)

Staff Training Options (Standard 1)

Informing the School Community (Standards 1,2,3,5)

Message to School Community re Child Safety (Standards 1,2,3,5)

STANDARD 2: CHILD SAFETY POLICY/STATEMENT OF COMMITMENT TO CHILD SAFETY

Commitment to Child Safety (Standard 2)

STANDARD 3: CHILD SAFETY CODE OF CONDUCT

Code of Conduct re Child Safe Standards (Standard 3)

STANDARD 4: STAFF SELECTION, SUPERVISION AND MANAGEMENT PRACTICES

Staff Selection Checklist (Standard 4)

Staff Appointments and Due Diligence (Standard 4)

Protocols re External Providers/Consultants (Standard 4)

STANDARD 5: PROCEDURES FOR RESPONDING TO AND REPORTING ALLEGATIONS

Child Protection and Mandatory Reporting (Standard 5)

Incident Report re Child Safe Standards (Standard 5)

Protocols: Response to students disclosing abuse (Standard 5)

A 'Child Aware' approach to protect children connected to allegations of child abuse
(Standard 5)

Reportable Conduct Scheme, Victoria

STANDARD 6: STRATEGIES TO IDENTIFY AND REDUCE OR REMOVE RISKS CHILD ABUSE

Child Risk Management Strategies – identification and minimisation of risk re compliance with Child Safe Standards (School Governing Authority) (Standard 6)

Risk Management Checklist (Standard 6)

STANDARD 7: STRATEGIES TO PROMOTE CHILD EMPOWERMENT AND PARTICIPATION

Child Safe 'Child Friendly' information on the right to be safe (Standard 7)

Student Wellbeing Policy (Standard 7)

GENERAL CHILD SAFE:

Indicators of Good Practice re Child Safe Standards

Action List re Child Safe Standards

Child Safe Standards Self-Audit Tool
