POSITIVE CLIMATE FOR LEARNING – Health and wellbeing

**Definition:** Health and wellbeing programs have a positive and significant impact on attitudes to learning, social relationships and student achievement. Effective schools take steps to support students’ wellbeing and physical needs, as well as fostering a sense of community and belonging for all. They use social and emotional learning approaches to develop students’ self-management and awareness, empathy and relationship skills. Schools ensure that every student has a secure, positive and ongoing relationship with at least one member of staff.

Teachers incorporate social and emotional learning programs into their classroom to improve a range of student outcomes, including student wellbeing and achievement. Learning is reinforced when the broader school environment is consistent with the knowledge, understanding and skills taught through the Health and Physical Education curriculum as well as the Respectful Relationships program which supports students to make decisions about their health, wellbeing and safety.

A healthy school environment for staff, students and families is developed through health promoting school policies and processes, supportive physical and social environments and partnerships with parents, community organisations and specialist services.

The Essential Elements underpin FISO and provide a foundation for school improvement. They are evident (indicated by green shading) at the Evolving stage and are further articulated in the Embedding and Excelling stages in some dimensions.

<table>
<thead>
<tr>
<th>Essential Element 4</th>
<th>Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement</th>
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<tbody>
<tr>
<td><strong>Emerging</strong></td>
<td><strong>Evolving</strong></td>
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<tr>
<td><strong>The school strengthens the social and emotional wellbeing of students</strong></td>
<td>The school has developed and documented a health and wellbeing policy. Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations. The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</td>
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<td><strong>The school addresses the physical health needs of students</strong></td>
<td>The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene). The school creates a positive environment that promotes the physical health of students.</td>
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<tr>
<td><strong>The school addresses the psychological and social wellbeing of students</strong></td>
<td>The school’s curriculum plan identifies the importance of self-awareness and self-care. The school provides professional learning on the use of cognitive strategies that enhance students’ psychological wellbeing. Teachers engage in positive interactions with students in their classes. The school has wellbeing programs and structures which target the needs of some students.</td>
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<td><strong>The school supports students to realise their potential</strong></td>
<td>The school has a documented framework of behaviour, attitudes and expectations based on the school’s vision and values that supports student wellbeing and encourages all students to reach their potential. Teachers support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.</td>
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