

# 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.*

Essential Element 4		Student voice, leadership, and agency in own learning activated so students have positive school experiences and can act as partners in school improvement		
Essential Element 5		Whole-school approach to health, wellbeing, inclusion and engagement		
Emerging	Evolving	Embedding	Excelling	
<b>The school strengthens the social and emotional wellbeing of students</b>				
<p>The school has developed and documented a health and wellbeing policy.</p> <p>Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations.</p> <p>The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute.</p> <p>The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours.</p> <p>The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement.</p> <p>The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.</p> <p>The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p>	<p>The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</p> <p>The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement.</p> <p>The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</p>	
<b>The school addresses the physical health needs of students</b>				
<p>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).</p> <p>The school creates a positive environment that promotes the physical health of students.</p>	<p>Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise.</p> <p>The school program allows for opportunities for all students to participate in physical activity.</p>	<p>The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home.</p> <p>The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students.</p>	<p>The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff.</p> <p>The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs.</p>	
<b>The school addresses the psychological and social wellbeing of students</b>				
<p>The school's curriculum plan identifies the importance of self-awareness and self-care.</p> <p>The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing.</p> <p>Teachers engage in positive interactions with students in their classes.</p> <p>The school has wellbeing programs and structures which target the needs of some students.</p>	<p>The school's curriculum plan includes positive self-identity and self-management strategies.</p> <p>Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.</p> <p>Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement.</p> <p>Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</p>	<p>Staff have consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy.</p> <p>The school partners with parents/carers to develop students' cognitive strategies for self-management.</p> <p>The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher.</p> <p>Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</p>	<p>The school takes a whole-school approach and works with community organisations that support mental health.</p> <p>Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All teachers build positive relationships with students which reinforce each student's self-worth and abilities.</p> <p>The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</p>	
<b>The school supports students to realise their potential</b>				
<p>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.</p>	<p>Students can articulate the high expectations teachers have set for them and the steps they need to take to reach their potential.</p> <p>The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.</p>	<p>The school works with parents/carers to ensure that their children are supported to reach their potential.</p> <p>Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.</p>	<p>The school empowers all students regardless of their circumstances or background to realise their potential.</p> <p>Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.</p>	