

POSITIVE CLIMATE FOR LEARNING – Setting expectations and promoting inclusion

Definition: Supportive and inclusive schools foster school connectedness and engagement with learning. They ensure that their school vision and values are embedded in everyday practices and interactions and they work across their communities to implement a shared approach to supporting the health, wellbeing, inclusion and engagement of all students.

Safe, supportive and inclusive schools celebrate and protect diversity and understanding of others, acknowledging the right of every child, no matter their background or ability, to achieve the best possible outcomes at school. High standards are enforced, employing explicit strategies, policies, procedures and programs to teach and encourage respectful behaviour, school connectedness and engagement with learning.

Effective schools set behaviour expectations, building teachers' understandings of positive classroom behaviour and engagement practices and ensuring students have the tools and skills to develop positive and self-regulating behaviours. Metacognition and self-management approaches have high levels of impact on student achievement and wellbeing, enhancing students' resilience, optimism, confidence, social and emotional skills.

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 5	Whole-school approach to health, wellbeing, inclusion and engagement		
Emerging	Evolving	Embedding	Excelling
The school fosters inclusion and engagement			
Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds. Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.	Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference. The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.	Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community members with diverse cultural and linguistic backgrounds to develop class and school programs. Evidence-based, high-impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.	Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity. Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.
The school has a culture of high expectations			
The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing. Teachers set learning goals for students and monitor achievement.	High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community. Teachers engage with students in setting and monitoring learning goals.	The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions. Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students.	A whole-community commitment to the school's vision, values and high expectations supports a learning environment that maximises success for all students. Students set aspirational learning goals and they monitor and evaluate progress independently.
The school promotes student safety and wellbeing			
The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour including critical incidents and bullying. The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning environment and to minimise risk.	Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.	The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies. Collected data shows evidence of improved learning outcomes resulting from an environment where student wellbeing and safety is prioritised and actively promoted across the community.	The school employs a range of strategies targeted at students, parents / carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment. Students take an active role in promoting safety and in reducing inappropriate behaviour. There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.
The school supports students and manages behaviour			
The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour. There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.	The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.	Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.	The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour. The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed. The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.