Framework for Improving Student Outcomes (FISO 2.0)

Evidence Base

November 2021

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# INTRODUCTION

The Framework for Improving Student Outcomes (FISO 2.0) is an evidence-based framework. It enables schools to focus their improvement efforts on practices that have the greatest impact on student outcomes.

FISO 2.0 (or simply, FISO) has been designed in reference to contemporary literature, professional publications, government reports and research conducted by the Victorian Department of Education and Training. It builds upon the in-depth research conducted for the original FISO.

This document includes the updated evidence-base for the FISO (Figure 1), including:

* its focus on learning and wellbeing outcomes
* the core elements and dimensions
* the improvement measures used to support schools in conducting self-evaluation.

**Figure 1: FISO 2.0**



# OUTCOMES

The outcomes of the FISO are defined as follows:

* **Learning** is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.
* **Wellbeing** is the development of the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life.

While learning has long been an established outcome of schooling, the current version of FISO elevates the importance of wellbeing, both as an enabler of learning outcomes and as an outcome in its own right.

This focus is a direct response to:

* findings on the state of student wellbeing in Victoria
* the connection between student learning and wellbeing
* identified opportunities to enhance Victoria’s state schooling support for learning and wellbeing.

## State of student wellbeing in Victoria

The findings from the Royal Commission into Victoria’s Mental Health System (RCVMH, 2021) show there is a need to improve student wellbeing in Victorian schools. It identified a range of urgent and increasing mental health and wellbeing challenges for children and young people and found that around one in seven children and young people aged 4–17 years-old experience a mental illness each year.

Department data analysis shows relatively consistent patterns of student experiences of schooling in Victoria, from 2017 to 2020. In relation to wellbeing, student perceptions of their overall health, resilience, life satisfaction, sense of confidence and motivation and interest has declined (DET, 2019; 2020; 2021). Key findings on student experiences at school is summarised below.

|  |  |
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| Evidence of student experiences (2017 – 2020) | |
| Social | * Fewer reported experiences of bullying in 2019 and 2020 compared to 2017. However, bullying remains an issue, particularly Years 7-9 students and LGBTIQ adolescents * Increased positive responses to teacher concern since 2017; however, this declined for Years 7-9 students in 2020. * Serious family conflict is an issue in about a third of adolescents’ homes and family violence was the primary driver of Aboriginal involvement with Child Protection. |
| Emotional | * One in 10 children, in Years 5, 8, and 11 have an emotional, developmental or behaviour difficulty (2017) * Increased rates of self-harm to the highest on record (from 2010–2017) * More Victorian adolescents are reporting depressive symptoms * One in four students experienced high levels of psychological distress in 2020. Psychological distress is greater for students experiencing disadvantage (40.4% of Aboriginal Victorians aged 15-24 report high to very high levels of distress). * 65% of students reported feeling low (sad) at least “about every month” or more frequently in 2020 * Increased usage of mental health services. However, concerns about access remain as only 20% of Year 8 and Year 11 students believe they can access services when needed. * Reduced self-regulation and goal setting in primary school and minimal improvement for secondary students in 2020 |
| Physical | * Reduced engagement in physical activity, especially as students grow older * Increased proportion of students starting school at risk of physical concerns * Most students not meeting guidelines for weight, diet, exercise and screen time |
| Cultural | * Poorer perception of school climate for secondary students than primary students * Poorer perception of connectedness for secondary students than primary students * Improved sense of connectedness for Aboriginal students and those in disadvantaged schools since 2017 |
| Civic | * Increased proportion of students absent for more than 30 days a year * Reduced student voice and agency when students transition to secondary school; however, in 2020 this trend was reversed, with increases among Years 7-9 and 10-12 students. |

Source: DET (2020) Outcomes Framework Snapshot; DET (2019) State of Victoria’s Children Report; DET (2019) State of Victoria’s Children Report – Aboriginal Children and Young People; DET (2021) Evidence of student health and wellbeing – *internal analysis*.

## Relationship between student learning and wellbeing outcomes

There is a rich evidence base for student learning and wellbeing outcomes. This provides a strong research and analytical foundation to identify the measures that have the greatest evidence for improving learning and wellbeing outcomes for Victorian students and understand the relationship between student learning and wellbeing outcomes. These measures are captured in the FISO 2.0 System Measures practice tool available on the department’s Policy and Advisory Library website. The evidence-based system measures align to the FISO outcomes of learning and wellbeing, and the five core elements.

**Wellbeing as an enabler for learning**

Research evidence and Department data analysis demonstrate a strong relationship between wellbeing and learning outcomes (DET, 2021). Analysis of student academic performance and responses to questions in the Department Attitudes to School Survey (AtoSS) reveal the following wellbeing factors are highly correlated with student achievement:

* **Resilience:** this measure captures student level of agreement to statements relating to their perceived ability to respond and adapt to, or recover from, challenging, stressful and negative experiences. Resilience is a key wellbeing indicator and is predictive of a student’s academic performance. Research evidence indicates student resilience is essential for both academic and social growth and is optimised by safe and supportive and learning environments (Smith, et al. 2008). In Victorian government schools, students who reported low levels of resilience in AtoSS were more likely to be ‘below expected level’ in teacher judgements for Reading and Viewing and Number and Algebra, after controlling for student characteristics and prior performance.
* **School connectedness (sense of connectedness):** this measure captures the extent to which student have a sense of belonging at their school. Research evidence indicates:
  + students’ sense of belonging and connectedness to schools is positively associated with school achievement, social and emotional competencies, and attitudinal factors such as aspiration and motivation (Korpershoek, et al. 2018; OECD, 2018).
  + a sense of belonging to school has been found to be a significant predictor of academic resilience (Gonzalez and Padilla, 1997).
  + school connectedness is a protective factor against risky sexual violence and drug use behaviours (Catalano, Haggerty, Oesterle, Fleming & Hawkins, 2004).
  + By being engaged in learning and participating in a range of activities that support the development of social networks and involvement in a community, education can grow an individual’s social capital and sense of belonging (Tokas, 2016).

Victorian government students’ sense of connectedness as measured by AtoSS is correlated with better NAPLAN performance. This is stronger amongst secondary school-ages students, where student perceptions of sense of connectedness are more differentiated.

Additional wellbeing measures that are positively correlated to learning include:

* **Emotional awareness and regulation:** this measure captures students’ perception of how well they feel and how they recognise and manage their emotions. Research evidence indicates student’s social-emotional competence has been found to play a role in their academic success. When students can manage their emotions and maintain positive relationships, they are more likely to be engaged in their education, be well adjusted, and excel academically (Crowder, et, al. 2019). Students’ social and emotional competencies (including self-awareness, relationship building and emotional regulation) are also associated with higher levels of self-reported life satisfaction, reduced risk behaviours and psychological distress, and improved outcomes in schooling and later life (Taylor et al., 2017; Goldberg, et al. 2018; Van de Sande et al., 2019).

Early Department analysis of this measure, first collected in 2020, reveals that student perceptions of their emotional awareness and regulation are highly correlated to factors that impact learning, including perseverance, sense of confidence and sense of connectedness.

* **Respect for diversity:** this measure captured students’ perception on whether people are treated fairly and if diversity is respected in the school environment. Classroom environments that have been informed by principles of equity and inclusion are associated with improved wellbeing, academic outcomes and social participation, particularly for students and cohorts experiencing vulnerability (Thapa, et al. 2013).[[1]](#footnote-2)

Department data analysis shows that after controlling for school disadvantage level, student endorsement of respect for diversity is correlated with NAPLAN Reading performance for Year 9 students. There is a weaker relationship with Year 5 Reading, which is in part explained by much higher levels of endorsement amongst primary school students.

* **Subjective physical health:** this measure captures students’ perception of their physical health – that is the state of their physical body and how healthy it is. Research evidence shows that physical health relates directly to wellbeing (Kern, Benson, Steinberg & Steinberg, 2016; Wolfson & Carskadon, 1998). It is also closely linked to students’ academic achievement and longer-term participation in society and the workforce (Aston, 2018). With this measure first collected in 2021, Department analysis on the impact of subjective physical health and learning is not yet available.

See Figure 2 below for a list of system measures that support the twin outcomes of learning and wellbeing:

**Figure 2: FISO 2.0 system measures**

|  |  |
| --- | --- |
| **FISO 2.0 Outcomes** | |
| **Learning**  Benchmark growth (NAPLAN)  English online interview  Senior secondary completion rate | **Wellbeing**  Resilience (AtoSS)  School connectedness (AtoSS)  Subjective physical health (AtoSS)  Emotional awareness and regulation (AtoSS)  Strengths and Difficulties Questionnaire (SEHQ, prep only) |

For further information about how these measures apply to student outcomes, and the strength of those measures, see FISO 2.0 [System Measures](https://www.education.vic.gov.au/PAL/fiso-2.0-system-measures.docx) practice tool on the FISO PAL website

**Broader research on the connection between learning and wellbeing**

Research evidence shows that there are significant links between educational outcomes and wellbeing:

* Positive health has been found to lead to greater levels of educational achievement, productivity and quality of life (Thompson et al., 2020; WHO, 1998)
* Improvements in wellbeing is positively associated with effective teaching and learning in schools (Konu & Rimpela, 2002)
* Healthy behaviour and the development of social-emotional skills in safe and supported learning environments is linked to improved attendance, engagement and academic outcomes (UNESCO, 2021)
* Experiences of poor mental health are likely to negatively impact academic achievement, and students are more likely to miss more days of schools and leave school early resulting in limited employment opportunities (RCVMHS, 2021)
* Greater physical activity is associated with better educational outcomes (Owen et al., 2017)
* Mental illness can interrupt formative, developmental experiences and, if left unresolved, can create long-term, even lifelong, consequences (RCVMHS, 2021).
* Young people who do not complete Year 12 or equivalent qualifications are at greater risk of poor economic, social, and health outcomes. These risks are associated with a range of personal and social costs – including reduced lifetime earnings, increased reliance on government welfare and health services, and increased public expenditure on criminal justice (Lamb & Huo, 2017).

In general, children and adolescents who are healthy and have positive wellbeing can participate in learning and school life more effectively (Fraillon, 2004; Symons et al, 1997). They are more able to engage in school, having greater attention, concentration and ability to think and work (Beckett, 2000). Conversely, children who are experiencing poor health, such as chronic physical or mental health issues, are less able to engage in learning. They often have poorer levels of attendance and achievement and have a reduced ability to contribute to society (Dalsgaard et al, 2020; Wolfe 1985).

By integrating learning and wellbeing, schools prepare students to manage the complexities of the world they live in (Fullan, 2021). An increased focus on wellbeing can support students in being more resilient (Dix et al., 2020). To improve the health and wellbeing of students, a whole-school approach is critical for ensuring universal support (Brooks, 2014).

### Wellbeing capabilities

The wellbeing capabilities, listed below, are five interconnected capabilities that schools can support students to develop through their teaching and learning program. Schools are encouraged to use the FISO 2.0 System Measures to evaluate and diagnose their progress, prioritise and set goals for improvement, develop and plan for implementation and to monitor their progress.

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| --- | --- |
| Wellbeing capabilities | |
| Social | Students’ sense of belonging, ability to develop positive and respectful relationships and communicate and collaborate effectively |
| Emotional | Students’ self-awareness, capacity to regulate emotions and thinking, and ability to adapt |
| Physical | Students’ ability to understand their development and have a positive regard for their physical health and safety |
| Cultural | Students’ identity and connection to cultures and communities, and ability to understand and respect the contribution of diverse attitudes, values and beliefs |
| Civic | Students’ ability to contribute to inclusive, cohesive and sustainable societies |

These capabilities are a synthesis of research into the construct of wellbeing. They reflect contemporary evidence on what enables individuals to develop and maintain positive wellbeing, recognising both interpersonal and intrapersonal aspects (ARACY, 2014; Fraillon, 2004; NSW Government, 2015; OCDSB, 2015; Pollard and Lee, 2002).

Based on a meta-analysis of research, Pollard and Lee (2003) present five distinct dimensions of wellbeing including physical, psychological, cognitive, social and economic within a multidimensional construct of wellbeing. Frameworks of wellbeing include a selection of these domains in addition to either spiritual, sociocultural, socio-emotional and nutritional domains (NSW Government, 2015; OCDSB, 2015; Ross et al, 2020). A national evidence-based framework for child and youth wellbeing characterises wellbeing through six domains. These include ‘loved and safe’, ‘material basics’, ‘healthy’, ‘learning’, ‘participating’ and ‘positive sense of identity and culture’ (ARACY, 2021). A summary of the domains, which have informed the development of the wellbeing capabilities in FISO are as follows:

* **Social:** social wellbeing relates to sociological perspectives (Pollard & Lee, 2003). It refers to interpersonal wellbeing and encompasses an individual’s perception of trust, empathy, peer relationships and mutual obligations (Fraillon, 2004). It also encompasses the extent to which individuals connect to others and experience positive relationships, including prosocial behaviours and empathy (NSW Government, 2015). It can also include an individual’s sense of belonging (OCDSB, 2015).
* **Emotional:** emotional wellbeing relates to an individual’s self-awareness and ability to regulate their emotions, including their resilience and how well they can cope (NSW Government, 2015). It is linked to psychological wellbeing, which is described as one’s mental health or mental illness (Pollard & Lee, 2003) and their autonomy, sense of purpose and acceptance, resilience, self-efficacy and optimism (Fraillon, 2004). Research that combines social and emotional wellbeing describes it as one’s general life resilience, self-management, responsible decision-making’ in addition to characteristics of connectedness and belonging, self and social awareness and relationship skills (OCDSB, 2015).
* **Physical:** physical wellbeing relates to an individual’s capacity to function effectively. It includes a person’s nutrition, physical activity, sense of safety and security (Fraillon, 2004; OCDSB, 2015). It also relates to preventative healthcare and healthy choices and perspectives (OCDSB, 2014).
* **Cultural:** in line with sociocultural wellbeing, aspects of cultural wellbeing include equity, equality and non-discrimination (Ross et al, 2020). It relates to a ‘positive sense of culture and identity’ (ARACY, 2021).

The Victorian Curriculum supports the development of student social, emotional, physical, cultural and civic capabilities. An overview of how the wellbeing capabilities are aligned to the Victorian Curriculum is included in the *Supporting wellbeing through the Curriculum* resources. These resources are designed to support schools in developing and delivering learning programs that respond to identified social, emotional, physical, cultural, and civic wellbeing needs of students.

* **Civic:** this reflects the ARACY (2021) wellbeing domain of ‘participating’, which relates to: the level of ‘involvement in organised activities’; ‘membership of social, community or civic groups’; ‘use and engagement of technology and social media’; ‘voting enrolment’; and ‘feeling able to have a say’.

## ELEMENTS AND DIMENSIONS

### FISO sets out five core elements that together realise the goals of excellence and equity through developing the learning and wellbeing of every student. Each element comprises two dimensions, reflecting the twin outcomes of leaning and wellbeing. There are 10 dimensions in total.

Figure 3 below provides a list of system measures that support each of the five core elements:

**Figure 3: FISO 2.0 system measures**

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| **FISO 2.0 Core element** | | | | | |
| **Leadership**  Instructional leadership (SSS)  Trust in colleagues (SSS)  Managing bullying (AtoSS) | **Teaching and learning**  TJ growth (CASES)  Collective efficacy (SSS)  Academic emphasis (SSS)  Guaranteed and viable curriculum (secondary) (SSS)  Stimulated learning (AtoSS) | **Assessment**  Monitoring effectiveness of using data (SSS)  Moderation of student assessment (SSS)  Understand formative assessment (SSS)  Use of student feedback to inform teaching practice (SSS) | **Engagement**  Attitudes to attendance (AtoSS)  Proportion of students with less than 20 absent days (CASES)  Sense of confidence (AtoSS)  Student voice and agency (AtoSS) | **Support and resources**  Advocate at school (AtoSS)  Experience of bullying (AtoSS)  Respect for diversity (AtoSS) |

See the [System Measures](https://www.education.vic.gov.au/PAL/fiso-2.0-system-measures.docx) practice tool on PAL for a summary of how these measures apply to student outcomes and the strength of those measures.

### LEADERSHIP

#### Leadership is the development of shared processes and actions by staff and students that build a positive school climate for learning and wellbeing through practices and relationships based on high expectations, shared values and a culture of trust.

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| The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment |
| **Strategic direction and deployment of resources**  Strong leadership forms the basis for school improvement. According to Australian and international research, leadership has a significant impact on student outcomes after controlling for student characteristics (Centre for Educational Statistics and Evaluation, 2015).  Leaders invest in resources to develop the capacity to implement change (UNESCO, 2021). When considering resourcing, strategic leaders consider how to do this (Allensworth, Wyche, Lawson and Nicholson, 1995). In schools, they recruit expertise required to achieve student learning goals in respect to the capabilities required to deliver the curriculum and meet professional learning and development priorities (Marzano et al., 2005; Robinson et al., 2009).  By focussing on teacher efficacy, and pedagogical priorities, leaders can enhance student outcomes. This includes the promotion of collective teacher efficacy and the strategic allocation of time and resources (Hoogsteen, 2020; Marzano et al., 2005; Robinson et al., 2009). It is important that leaders create structures and opportunities for teacher collaboration, ensuring they allocate resources and time to support promote effective pedagogy (Allensworth, Wyche, Lawson and Nicholson, 1995; Hoogsteen, 2020). This includes embedding time in schedules for teachers to discuss their work and observe each other's practice (Hoogsteen, 2020).  Leaders can further support teacher professional development through distributed and instructional leadership. Distributed leadership is widely acknowledged as an effective approach for implementing improvement plans, as middle leaders can offer valuable insights into implementation challenges. It can sustain improvement and, indirectly, support principal wellbeing (Leithwood, 2016; Marzano et al., 2005; Riley, 2017; Sigurðardóttir & Sigþórsson, 2016). Instructional leadership can improve teaching practice and student outcomes. Department data analysis shows ‘instructional leadership’ in the School Staff Survey (SSS) is positively correlated to positive learning and wellbeing outcomes.  As principal leadership is strongly related to the establishment of effective school environments and processes, principals can have a significant influence on school improvement. Providing opportunities for individuals to engage in collective discussion regarding possibilities can help motivate and sustain efforts for school improvement (Hoogsteen, 2020). Such collaboration can promote coherence and consistency of purposes, policies and practices (Fullan and Quinn, 2015).  Teacher leadership increases engagement in school improvement activities as it encourages teacher ownership and greater communication across the school (Bauman, 2015; Sebastian et al., 2017; Wieczorek & Lear, 2018). Expert teachers play a key role in supporting other teachers to improve their practice, and peers can have large impact on shifting behaviours (Walker et al. 2019; Goss & Sonnemann, 2020). A study of professional learning communities (PLCs) in schools in the United States show that PLCs that are driven by a clear, shared purpose can support “collective responsibility” for student learning, sustained improvement in schools and meaningful reform (Huffman, 2003).  Student outcomes are higher when teachers report that their school leaders are leading and participating in teacher learning and development (Robinson et al., 2009). A Victorian study of effective school leaders found that they can raise student learning outcomes by as much as two months in a year (Helal & Coelli, 2016).  Effective leaders observe and discuss teaching and learning with staff, including achievement standards, students’ results, choice of pedagogical methods, and teachers’ development needs (Robinson et al., 2009). They know what effective pedagogical, curricular and assessment practices look like, work to monitor and improve practice and keep themselves and their staff informed of current research (Karagiorgi et al., 2018; Marzano et al., 2005).  **Shared goals and values**  A key driver of school improvement is the development and enactment of a shared vision, aligned values and goals (Harris, Smithers, Knipe & Ross, 2020a). Shared values and a vision are important factors for establishing the culture of an organisation and are critical in leading school reform. They provide an ‘undeviating focus’ for student learning and are important for change management in schools (Huffman, 2003). Shared leadership is also important for promoting effective health and wellbeing initiatives (Dilley, 2009).  To support school improvement, it is important for leaders to provide direction that aligns with the overall values and aims of a school (Allensworth, Wyche, Lawson and Nicholson, 1995). To support change, a vision should align with a clear rationale for change and a series of objectives that enable progress to be measured (OECD, 2020). Effective schools build positive ways to develop and communicate a vision and apply a strong focus on pedagogy and problem-solving. By ensuring there is shared understanding and awareness, leaders can enhance teacher efforts, commitment and motivation (Allensworth, Wyche, Lawson and Nicholson, 1995).  In respect to a common vision of what great practice and performance looks like in schools, goals promote cohesion and reduced fragmentation when articulated clearly (Hoogsteen, 2020). A litmus test for an effective school improvement plan lies in the number of goals and strategies included, with too many indicating a lack of focus (Mausbach & Morrison 2016).  **High expectations**  High expectations of students has been linked to greater self-esteem and confidence, which in turns improves student achievement. In schools with sustained improvement, staff have strong expectations of students and students have high expectations of themselves (Brophy, 2013). There is a very strong relationship between staff perceptions of ‘academic emphasis’ to NAPLAN performance in Victorian government schools (Deloitte Access Economics, 2019).  The communication of expected standards across all levels of a school community (teachers, students, parents/carers, administrators and other stakeholders), and accountability for these standards, is critical in building a culture of high expectations. This is in addition to strong communication of broader values and expectations for students across all levels of a school community (Bradford & Clarke, 2015; Sheridan, et al., 2019; Wang et al., 2016).  In general, students tend to fulfil their teachers’ expectations. Those who have teachers that expect them to do well achieve better and vice versa (Muijs et al., 2014; OECD, 2013; Robinson et al., 2017; Wang et al., 2016). The establishment of high expectations is about motivating students through ‘relevance and personalization’ rather than making work more difficult (Cummins, 2006). A growth mindset, of students, recognises that good pedagogy can build on a students’ strengths to enhance their academic engagement and success (Dweck, 2006).  **A positive, safe and orderly learning environment**  School policies and practices, which promote safety and encourage connectedness, are important for generating a positive school climate, especially because feeling safe is linked to higher academic achievement (ASCD, 2012). Department data analysis shows there is significant positive correlation of the ‘managing bullying’ factor in AtoSS to NAPLAN performance.  Research evidence indicates:   * peer victimisation or bullying contributes to poor wellbeing, greater emotional difficulties, loneliness, low self-esteem and lower academic competence (Lester & Cross, 2014; Lester, Cross & Shaw, 2012; Campbell et al., 2012; Noble, et al, 2008). * exposure to bullying has been linked to a variety of risk factors including poorer academic performance, fear-based absenteeism and poorer mental and general health (Arseneault, 2017; Glew et al., 2005; Strom et al., 2013). * classroom rules and management, parent/carer training and home-school communication and increased playground supervision have been linked to reductions in bullying (Ttofi et al., 2011). * a whole-school approach to violence prevention that develops and sustains a culture of respect and healthy relationships significantly improves school safety (Ttofi et al., 2011). * meta-analyses of the effectiveness of school based anti-bullying programs have found that such programs produce modest positive outcomes (Barbero, et al., 2016), with more effective interventions including training in emotional control, peer counselling, and the establishment of school policies on bullying (Lee, et al., 2015).   Student perceptions of ‘effective classroom behaviour’ in Victorian government schools is also correlated specifically with Year 9 NAPLAN performance. The time taken to correct one student’s behaviour has been found to negatively impact the allocated instructional time of the teacher and the academic engagement of other students, who are distracted by the interruption (McEvoy & Welker, 2000).  Explicit behavioural expectations, framed in a positive manner, can reinforce positive behaviours that need to be exhibited to establish successful learning environments (Poed, Cowan and Sain 2020). Predictability of school environments enable all students to feel safe. This includes clarity of school structures and routines, and consistent, reliable and equitable responses to student behaviour (Kotiw, 2010).  In relation to the physical safety, school conditions, including the safety, noise, ventilation, temperature and 'cosiness' of a school environment have been found to impact student wellbeing in schools (Konu and Rimpela, 2002; Aldridge and McChesney, 2018). |
| Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core |
| **Culture of respect and collaboration**  Department data analysis shows that ‘collective efficacy’is significantly correlated with NAPLAN performance (DET, 2021; Deloitte Access Economics, 2019). This measure captures whether staff perceive they, and their colleagues, have the necessary skills, expertise and resources to successfully educate students. It also measures their perception on whether students are able to engage effectively in their learning.  Schools with high endorsement of ‘trust in colleagues’ also has a positive relationship to NAPLAN performance (Deloitte Access Economics, 2019). This indicates the extent to which staff trust, understand and lookout for each other and believe their colleagues are honest and do well in their jobs, impacts student achievement.  To generate a culture of authentic respect in schools, teachers and students need to have internal capacity to respect themselves and others. Such capacity can be nurtured through supporting the fundamental social and emotional needs of students and helping students to generate a sense of identity and a sense of self. It requires a systematic approach to supporting students social and emotional needs, and modelling this, through positive interactions between students, staff and parents/carers (Inlay, 2016).  Some strategies that can be employed in a school to foster respect includes: creating a discipline system where the primary goal is focused on respecting self and others, and developing the social and emotional skills necessary in students to promote successful relationships; creating ways for students to connect and develop relationships across the school; ensuring all members of the school community actively listen when communicating; and, ensuring students have ways to demonstrate and achieve success through their behaviour, not just their academic performance (Inlay, 2016).  **Positive and supportive relationships**  Strong student–teacher relationships increase teachers’ expectations and beliefs in student capabilities (Hattie, 2009). Acknowledging that all students can succeed, and recognising student achievement, builds school pride and drives sustained school improvement (Bonell et al., 2013). Effective schools recognise student achievements in a wide variety of areas and for students of all abilities. They have leaders who make an effort to get to know their students and build a thorough understanding of all activities taking place in the school (Ainscow et al., 2016; Boberg & Bourgeois, 2016; Bonell, et al., 2013). |

### TEACHING AND LEARNING

#### Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities.

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| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |
| **Documented teaching and learning program**  A strong understanding of curriculum is built when staff work collaboratively to consider units of work, differentiate lessons and develop assessments. Effective curriculum and assessment teams offer staff time for reflection and support teachers to develop plans that are developmentally differentiated and meet the learning needs of individual students (Bauman, 2015; Benoliel & Berkovich, 2017; Sutton & Knuth, 2020).  There is a moderate correlation with ‘guaranteed and viable curriculum’ ratings in the SSS and overall school performance, being greater for secondary schools than for primary schools (Deloitte Access Economics, 2019). Also, learning growth, as per teacher judgements (CASES), reasonably aligns with NAPLAN benchmark growth – indicating teacher judgements of student performance of the curriculum is consistent overall school performance.  Community learning opportunities are integral to supporting students’ progress through schooling, as it provides them with engaging learning and personal development experiences. Participation in social activities, including community-oriented volunteering also have positive impacts on academic achievement, positive self-identity and self-esteem related student outcomes (DET, 2018; Lewis, 2005).  ***Supporting wellbeing through the curriculum***  Wellbeing interventions focused on belonging and engagement are found to have the greatest impact on student academic achievement, while social-emotional learning (SEL) programs were associated with better literacy outcomes and those that encouraged physical activity, exercise and relaxation with better numeracy outcomes (Dix et al., 2020). SEL programs are considered to be effective in supporting wellbeing, as they benefit students’ social skills, self-image, academic achievement and mental health while reducing antisocial behaviour and substance abuse (Evidence for Learning, 2019a; Durak, Weissberg, Dymicki, Taylor and Schellinger, 2011). They are also particularly effective for disadvantaged students with lower academic performance (Evidence for Learning, 2019a; Taylor et al, 2017 and Voight & Nation, 2016).  The Wallace Foundation identified five key features of effective SEL programs: supportive contexts, setting realistic goals, teacher competency, family-school-community partnerships, and planning that targets a key set of skills across the multiple domains of students’ development (Jones et al., 2017). These domains include emotional, social/interpersonal, cognitive, regulation and executive function skills. In addition, parent/carer involvement in SEL programs significantly increases their effectiveness and programs delivered outside-of-school time are more effective when they ‘fit’ with students’ schedules, the curriculum and other structures already in place (Jones, et al., 2017; Sklad et al., 2012).  Contemporary approaches to health promotion in schools go beyond developing educational topics and embedding these in health education curricula. To maximise the wellbeing and health outcomes of young people, schools are encouraged to ensure that health promoting activities can be carried out in a positive social and physical environment that effectively links parents/carers, youth, and the wider community. Research has consistently demonstrated the wellbeing benefits for children and adolescents of participating in higher levels of physical activity (Gerber, et al., 2017; Hegberg & Tone, 2015; Marks, 2010). Healthy physical activity can be encouraged by a wide variety of play spaces and an investment in sport equipment. Unhealthy behaviours such as bullying, and smoking can be constrained by limiting unsupervised spaces and the consistent application of school rules by teachers and leaders (Bonell, et al., 2013). |
| Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships |
| **High impact teaching and learning strategies**  Teachers have the greatest potential to positively impact student learning, and the strategies that they use matter (Hanushek et al., 2005; Hattie, 2003). A student with a high-impact teacher can achieve in half a year what a student with a poor teacher can achieve in a full year (Leigh, 2010).  Research evidence linking curriculum and school improvement highlights that effective teachers have strong content knowledge and they make expert use of pedagogical materials in order to improve student learning (Hattie, 2009). Teachers need to understand how students learn new content, evaluate their responses and questions and identify their misconceptions (Coe et al., 2014).  Stimulated learning is significantly correlated with NAPLAN performance (DET, 2021). There is also very strong relationship between staff perceptions of academic emphasis to NAPLAN performance (Deloitte Access Economics, 2019). Teachers can use clarity and immediacy behaviours in class to improve students’ cognitive and emotional interest, and heightened interest levels have been found to be deepen student engagement both in-class and out-of-class (Mazer, 2013).  A number of strategies consistently identified as high impact in research (Hattie 2009) include:   * **Setting goals:** Effective schools create a context in which students are set challenging learning goals within a positive learning climate and are encouraged to build strong relationships with their teachers (Bradford & Clarke, 2015). Research has identified a statistically significant relationship between the goal-setting process and student achievement (Moeller et al., 2012). * **Structing lessons:** The way that teachers structure lessons can have a large impact on student learning. Research has shown that student achievement is maximised when teachers structure lessons by: (a) beginning with overviews and/or review of objectives; (b) outlining the content to be covered and signalling transitions between lesson parts; (c) calling attention to main ideas; and (d) reviewing main ideas at the end (Kyriakides et al., 2013). * **Explicit teaching:** Explicit teaching is effective in accelerating student performance and was found to have an effect size of 0.59 (Hattie, 2009). Explicit teaching is not limited to content and effective teachers explicitly teach learning behaviours by identifying where students have not acquired learning behaviours and modelling, providing examples and reinforcing through feedback (Goss et al., 2017). * **Worked examples:** A large body of research studies has indicated positive effects of worked examples on students’ learning, especially for learners who are new to a specific task domain (Chen et al., 2019). The use of worked examples is particularly effective when explaining multi-step tasks (Hattie, 2013) * **Collaborative learning:** Research consistently finds that collaborative approaches have a positive impact on student learning (Evidence for Learning, 2019c). Student peer tutoring is also an effective intervention across a range of contexts, but potentially especially valuable to students with emotional and behavioural disorders (Bowman-Perrott et al., 2013). * **Multiple exposures:** Research demonstrates deep learning develops over time via multiple, spaced interactions with new knowledge and concepts (Kang, 2016). * **Questioning:** Asking questions enables teachers to check for understanding, motivates students, leads students to think, develops problem solving skills and can improving academic achievement outcomes (Buchanan Hill, 2016). The most effective questions are high order ‘why?’ ‘how?” and ‘which is best?’ questions that make students think. This requires processing time and may be more effective in pairs than alone. * **Feedback:** Effective feedback is specific, accurate and clear; compares what a learner is doing right now with what they have done wrong before, and encourages and supports further effort (Evidence for Learning, 2019c). Those studies showing the highest effect sizes involved students receiving information feedback about a task and how to do it more effectively. Lower effect sizes were related to praise, rewards, and punishment (Hattie & Timperley, 2007). * **Metacognitive strategies:** Metacognitive strategies support students to think about their own learning and consistently have high levels of impact on student academic achievement (Evidence for learning, 2019c). Effective teachers help students develop strategies to help them solve different types of problems (Kyriakides et al., 2013). * **Differentiated teaching:** Students come to learning with different levels of readiness, interest and pre-existing knowledge and learning does not happen at a pre-determined pace. Teaching can be differentiated by modifying the content, process, product or environment (Subban, 2006; Taylor, 2015).   **High impact engagement strategies**  High impact engagement strategies assist educators in supporting students with reaching their potential, to maximise the growth and development of all students. They emphasise social-emotional competence and relationship building (Poed, Cowan and Sain 2020).  The use of such strategies can help generate trust and positive climate for learning in schools. They also motivate students to engage authentically in their learning and maintain positive relationships across a school community (Poed, Cowan and Sain 2020). Strategies consistently identified as high impact may include:   * **Empathy:** Showing empathy to demonstrate genuine interest, care and concern for students and their learning (Swan & Rile, 2015). * **Unconditional positive regard:** Having genuine respect for students and demonstrating an ability to separate a student’s behaviour to them as an individual (Poed, Cowan and Sain 2020). * **Relationship building:** Proactively supporting the development of relationships - cultivating, maintaining, repairing and restoring authentic relationships (Duong et al., 2019 in Poed, Cowan and Sain 2020). * **Pragmatics:** Being aware of verbal and non-verbal communication styles and cues (Poed, Cowan and Sain 2020). * **Predictability:** Providing predictability with classroom organisation and lesson structures to ensures students, particularly those who may struggle with organisation or who have experienced trauma (Poed, Cowan and Sain 2020). * **Explicit behavioural expectations:** Providing explicit behavioural expectations, framed in a positive manner, to reinforce positive behaviours that need to be exhibited for establishing successful learning environments (Poed, Cowan and Sain 2020). * **Motivating towards change:** Supporting students find their internal motivation to make necessary changes that will enable them to reach their goals. Teachers can support by asking open-ended questions, paraphrasing, summarising, providing affirmations and promoting reflective thinking (Poed, Cown and Sain 2020). * **Defusing discord:** Students to work with discord rather than confronting it directly to help change habitual behaviour (Poed, Cown and Sain 2020). * **Self-regulation to co-regulation:** Supporting students self-regulate for them to learn (Baron et al., 2016). Caregivers, teachers and other supportive adults can support student in developing this still through modelling how to regulate emotions (Housman, 2017). * **Repair:** Reconnect and re-engaging after a negative reaction. Teachers can support this by providing examples and modelling how this can occur, such as by demonstrating self-awareness of issues, accepting fault and collaborating with students on strategies to avoid situations (Poed, Cown and Sain 2020).   **Shared and responsive teaching and learning model**  A shared teaching and learning model can help teachers align learning experiences and educational activities with learning goals, and with engaging students in inclusive and motivating environments (Yale, 2021). It can also encourage collaboration amongst principals, school leaders, teachers, students and parents/carers and foster a shared understanding of effective practice through peer observation, feedback and reflection (Macklin and Zbar, 2017). |

### ASSESSMENT

#### Assessment is the use of evidence and data by school leaders and teachers to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement.

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| Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities |
| Assessment methods and systems influence student behaviour and, ultimately, student learning. (Rust, 2002). Research shows school improvement is driven by effective:   * training in the use of assessment criteria for providing meaningful feedback * students seeking and processing feedback (Heitink, et al., 2016).   Victorian government schools with high endorsement of **‘**understand formative assessment’in the SSS had a moderate correlation to overall school performance group classification in the Differentiated School Performance Model (Deloitte Access Economics, 2019). Accordingly, a recent meta-analysis of studies on formative assessment in schools indicates a positive gain of about three months of learning when effective feedback is provided to students. When the approach was supported with professional learning, the positive gain increased to four months (Evidence for Learning, 2020).  A systematic review emphasised five attributes that are critical for implementing effective assessment for learning (Heitink, et al., 2016). These include:   * interpreting assessment information on the spot * engaging students in the assessment process * providing constructive and focused feedback * a school-wide assessment culture * collaboration and autonomy of teacher practice around assessment   It is important schools recognise that to ensure alignment between learning, teaching and assessment, adaptations to assessment practices will need to be considered whenever there are changes in pedagogical approaches (Rust, 2002). |
| Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms |
| There is a significant research body supporting the use of data as a driver of school improvement, as it supports schools and teachers to evaluate impact on learning (Harris et al., 2020). It also provides impetus for data-informed practice (AISNSW 2017).  Victorian government schools with high endorsement of ‘monitoring effectiveness of using data’, ‘moderation of student assessment’ and ‘use of student feedback to inform teaching practice’ in the SSS had a moderate correlation to overall school performance group classification in the Differentiated School Performance Model (Deloitte Access Economics, 2019).  Using data provides teachers and leaders with the opportunity to understand the underlying barriers, or misconceptions, to student learning and implement programs and/or classroom practices to address these (Brown & Greany, 2018; Knipe, 2019). Effective analysis involves the use of multiple forms of high-quality data that supports teachers to ask targeted and meaningful questions to explore important development areas of student learning and wellbeing (AISNSW 2017).  It is important schools support educators to become confident in using data (Chick & Pierce, 2012). Giving teachers the confidence to read data and subsequently implement findings can facilitate the development of a culture of data-driven decision making that fosters change (Bowers, 2017; Harris et al., 2020; Keuning et al., 2016; Moyle, 2016; Sun et al., 2016). Also, having formalised opportunities to share data and analysis with teaching teams can support teachers understand how their instruction impacts outcomes and enable them to adjust their practice to enhance outcomes (AISNSW 2017). |

### ENGAGEMENT

#### Engagement refers to the relationships and actions that support student learning, participation and sense of belonging to their school community.

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| Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school |
| Student attendance and participation are important factors in engagement. There is a strong correlation between student attendance and student achievement outcomes (Gottfried, 2010) and it is a key predictors of early dropout rates (Dynarski et al., 2008).  Department data analysis shows student ‘attitudes to attendance’ is correlated with student NAPLAN performance and a predictor of student attendance patterns. Regular school attendance is associated with the development of social skills including making friends, teamwork, communication skills and self-esteem, as well as many abilities necessary to become productive and responsible adults (Australian Institute of Health and Welfare, 2012; Keating & Hertzman, 1999; Zubrick, et al., 2006). Conversely, children who are often absent from school risk missing out on the development of educational and social skills, as well as potentially exacerbating issues such as low self-esteem, social isolation and dissatisfaction (Hancock et al. 2013).  Student engagement has been linked to both positive learning and wellbeing outcomes (Soutter et al, 2014). Students become more engaged in their learning when they have opportunities to:   * exercise agency in their own learning * contribute to the communities in which they learn * improve the learning program for themselves and their peers (Hattie, 2009).   Student voice and agency have a positive impact on self-worth, engagement, purpose and academic motivation (Quaglia, 2016), which contribute to improved student learning outcomes (Hattie, 2019). This is supported by other studies, which indicate:   * student agency and voice positively impact student learning and engagement in school, which drives better academic outcomes (Mitra & Goss, 2009). * if students are involved in activities in which they have a high degree of voice and ownership, their self-concept and engagement increases (Morgan & Streb, 2001). This opens the avenues for student centred learning as students begin to see how their own thinking, emotions, and experiences shape their learning (Toshalis & Nakkula, 2012). * authentic student voice occurs when students have genuine opportunities to participate in shared decision-making and consequent actions (Baroutsis et al., 2016).   Several systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts on student learning (Dignath et al., 2008; Donker et la., 2014; Goldberg et al., 2019; Taylor et al., 2017). Self‑regulated learners are aware of their strengths and  weaknesses, and can motivate themselves to engage in, and improve, their learning. Metacognitive strategies improve learning across all domains or subjects and are effective from primary school ages onwards. The greatest positive learning impacts were found for interventions that combined the instruction of different types of strategies and had consideration of motivational factors when investigating self-regulated learning (Donker et al., 2014; Dignath, et al., 2008; Evidence for Learning, 2019b).  Providing students opportunities to engage in school leadership can improve students' self-perception, including feelings of competence, and engagement (Lyons & Brasof, 2020). Their participation in school reform efforts is intrinsic to student engagement and has been argued to be fundamental to sustained school success (Andrews, 2007; Crowther et al., 2001).  Five mechanisms found to foster student leadership in schools include:   * research (often participatory) to inform decision-making * consistent opportunities for student participation and voice in meetings * a governance structure that supports student contributions * recognition for students' participation and having smaller - rather than larger - groups (e.g. smaller class sizes) (Lyons & Brasof, 2020). |
| Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students’ participation and engagement in school |
| Strong student-teacher relationships increase teachers’ expectations and beliefs in student capabilities and are important in preventing disengagement from school and risk-taking behaviour. Effective schools ensure that every child has a secure, positive and ongoing relationship with at least one staff member, and recognise that negative relationships can make students less happy about coming to school or participating in class. Teachers can improve relationships by showing they understand and care about individual students and trying to see student perspectives (Hattie, 2009; Jamal et al., 2013; Nicholson & Putwain, 2015).  Engaging the community through developing and maintaining relationships with a broad range of stakeholders is recognised as a driver for enhancing teaching and non-teaching capacity within schools. Relationships between teachers and with the broader community strengthen the professional capital of those working within a school and of the community (Salinas, et al., 2019).  The work of building communities is complex and multifaceted. The Measure of School, Family, and Community Partnerships developed by Johns Hopkins University is an instrument designed to measure how schools engage with parents/carers, community members and students. It includes six types of involvement: parenting, communication, volunteering, learning at home, decision-making and collaborating with the community (Salinas, et al., 2019).  Shared decision-making and consultation with families and the wider community are vital in planning and designing supports for students, as this ensures supports are tailored based on all available information from teachers and parents/carers (Attree, 2011). Collaborative partnerships between parents/carers, communities and schools are particularly important for driving improvement in culturally diverse schools and can significantly improve students’ health and wellbeing outcomes (Bradford & Clarke, 2015; Sheridan, et al., 2019; Wang et al., 2016).  While there is no one-size-fits-all approach for engaging parents/carers in student learning, there is strong consensus in contemporary research that the development of partnerships with parents/carers is a critical driver of school improvement. Effective partnerships include participation in school culture and opportunities for parents/carers to be active in decision-making. The involvement of parents/carers fosters student engagement through intrinsic motivation, increased confidence, a sense of control over academic performance and more positive associations with education (Barker & Harris, 2020; Clark, 2017; Liu, 2017 and Okilwa & Barnett, 2017).  Department data analysis shows students’ ‘sense of confidence’aligns with the factor ‘perceived good academic performance’ in the Victorian Student Health and Wellbeing Survey (VSHAWS). Regression analysis, using Data from Victorian Government schools, showed this is a statistically significant predictor of high levels of resilience.  Contemporary research consistently finds a strong and positive correlation between parents/carers actively supporting their child’s learning and student achievement (Education Endowment Foundation, 2018; Barker & Harris, 2020). Effective teachers take deliberate steps to increase discussions with parents/carers about student learning and progress, which increases families’ confidence in the school environment and can transform parents/carers into advocates for the school. Sharing individual student performance data with families, as well as drawing information from families about students’ interests, behaviours, and challenges, can deepen the conversation on a students’ progress (Weiss & Lopez, 2011).  Informing parents/carers of how they can best help students meet learning standards, and ensuring that there are ongoing conversations between teachers and parents/carers about their roles and expectations in supporting student learning, have a positive influence on learning outcomes (Jeynes, 2012; Redding et al, 2004). It is important for schools to be aware of the following:   * The strong link between parent/carers’ educational attainment and the quality of the home learning environment, with parents/carers who have higher levels of education more likely to engage in daily home-based literacy activities (Niklas, et al., 2015). * Children experiencing factors of disadvantage, such as low socioeconomic status (Crampton & Hall, 2017), poor parental mental and physical health, and poor parenting readiness are also more likely to experience a poor home learning environment (Tayler, et al., 2016), with negative consequences for their later achievement and academic self-concept. Given parents/carer engagement in child’s learning is important, schools can support them engage. * Checking of homework and reading with students are effective home learning practices. The Longitudinal Study of Australian Children found that children who are read to 6-7 times per week are more than twice as likely to record the highest reading test score than children read to 0-2 times per week, and 16 to18 per cent less likely to record the lowest score. This is a similar effect to an additional year of learning (Kalb & van Ours, 2013). * To be impactful, communication and partnerships must be tailored to the context of students’ backgrounds, family/carer characteristics and the needs of their communities. For example, culture and language may be barriers to some families engaging in their child’s learning, including a lack of translated information and resources about what their child is learning (Sheridan, et al., 2019). |

### SUPPORT AND RESOURCES

#### Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.

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| Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion |
| **Tiered, responsive and contextualised approaches**  A multi-tiered system of support is a strengths-based approach, based on early identification and intervention. It enhances student achievement and wellbeing through preventative instruction (NCSMH, 2020). When provided to students across different tiers of intensity based on need, it is associated with instruction and interventions that lead to positive student outcomes in schools (NCSMH, 2020).  Tiered, responsive and contextualised approaches, that are evidence-based, can promote positive social and emotional learning, positive behaviour and positive outcomes for all members of a school community (Centre of Multi-Tiered System of Supports, 2021). Successful health and wellbeing initiatives include policies that support students’ health and wellbeing and strong networks of communication between staff, students and parents/carers (Dilley, 2009).  **Strong relationships to support learning, wellbeing and inclusion**  Department analysis shows the VSHAWS factor ‘trusted adult’ is a statistically significant predictor of high levels of student resilience. It is also aligned to the ‘advocate at school’ factor in AtoSS. Experiences of bullying, and victimisation, are a predictor of higher levels of psychological distress, including the onset of mental health concerns (Moore, et al. 2017) and suicidal ideation (Holt, et al. 2015), as well as higher rates of school absenteeism and reduced achievement on standardised testing (Fry, et al., 2018).  Research suggests that bully-victims report the highest feelings of insecurity and lowest level of teacher support in schools (Berkowitz & Benbenishty, 2012). Prior research also confirms that students’ perceived social support connects strongly with their feelings of safety (Furlong et al., 1995). School connectedness, supportive educators, anti-bullying policies, inclusive curricula, and professional learning on inclusion are beneficial for building an inclusive school culture (Bonell et al., 2013; Johns et al, 2018; Thapa et al., 2013). Feeling safe, connected and having support are all predictive factors of wellbeing (Lester & Cross, 2015).  Contemporary research into positive relationships show:   * Positive and supportive relationships between students and staff is associated with enhanced mental health outcomes, particularly for marginalised students who are more likely to exhibit symptoms of poor mental health (Colvin, Egan and Coulter 2019). * Schools that affirm diversity, ensuring students feel comfortable in reporting and seeking help, can reduce the extent of bullying in schools and enhance student sense of connectedness and engagement (Aldridge and McChesney, 2018). * Respect for diversity is important: classroom environments that have been informed by principles of equity and inclusion are associated with improved wellbeing, academic outcomes and social participation, particularly for students and cohorts experiencing vulnerability (Thapa, et al. 2013).[[2]](#footnote-3) * Co-authoring examples of positive behaviour and success can ensure school expectations and practices are culturally and developmentally relevant (Poed, Cowan and Sain, 2020). * It is critical that students are supported in building connections with peers to support transitions between primary and secondary school, as feeling safe was the strongest protective factor for wellbeing in the first year of secondary school, while peer support was the strongest in students' second year (Lester & Cross, 2015). * Positive peer relationships can be supported through teaching students the skills for empathic responding and pro-social behaviour, ensuring they have opportunities to develop these in authentic settings (McGrath, 2005).   To cultivate a feeling of inclusion, researchers suggest that teachers need to be culturally responsive and demonstrate values which respect children from all backgrounds (Richards, Brown & Forde, 2007). It has been also found that higher classroom diversity is connected with feelings of safety and social satisfaction, and ethnically diverse students felt safer in school, were less harassed by peers, felt less lonely, and had higher self-worth when their classrooms were more ethnically diverse (Juvonen et al., 2006). |
| Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students |
| Schools that are effective in supporting student wellbeing advocate for improved health programs and develop strong networks and alliances to improve capability (UNESCO, 2021). The implementation of tiered systems for support is supported by partnerships between school administrators, educators, specialised support staff, students, families and community health providers (NCSMH, 2020).  School connections to social services, that provide additional support to students with their health and wellbeing, benefit both academic achievement and wellbeing (Moore et al., 2013). Effective initiatives focus on the quality of intervention programs, more so than the frequency or duration (Dilley, 2009).  Coordination with support staff, and ensuring that students experiencing ill-health are referred to the right staff at the right time, is another strategy for improving overall student wellbeing. School Health Services (SHS) are defined as health services provided to enrolled pupils by healthcare professionals and/or allied professionals, such as social workers, health visitors, counsellors, psychologists and dental hygienists, irrespective of the site of service provision. Jansen et al. (2019) identify several key functions served by SHS initiatives:   * SHSs can reach a large group of pupils and influence their health behaviour during different stages of life (Baltag, Pachyna, & Hall, 2015; Bersamin et al., 2016). * Evidence exists that when SHSs are available, pupils are more likely to access health care and thus eliminate barriers to access to care (Anderson & Lowen, 2010; Bains & Diallo, 2016; Bersamin et al., 2016). * High-quality SHS is related to positive health and educational outcomes in disadvantaged pupils (Bersamin et al., 2016; Knopf et al., 2016). * SHS may have an important role in supporting children with chronic illnesses, such as diabetes. Integrating care needs of these children may help pupils to stay at school and prevent missing school (Leroy, Wallin, & Lee, 2017). SHS might also reduce the use of other healthcare services such as emergency care or hospitalisation (Bersamin et al., 2016).   In respect to student-level partnerships, contemporary research shows that drawing on real life intercultural experiences and supporting students to learn about cultural diversity reduces prejudice and that positive interracial contact between school-aged young people can encourage positive intercultural attitudes (Pettigrew & Tropp, 2006; White et al, 2009).  School engagement with industry partners is a key to supporting students access the expertise and resources relevant to real world contexts. This can support students with developing the necessary capabilities for the workforce whilst fostering career awareness and aspirations. Industry partnerships can also support teachers with their professional development, their ability to contextualise the curriculum and their capacity to use innovative learning approaches that prepare students for the workforce (Torii, 2018).  A report documenting the benefits of sister school relationships in Victoria found that such programs can have positive effects on student global awareness, attitudes and responses. These benefits are of greatest significance during the third year, once relationships had been well established and embedded within the school (Department of Education and Early Childhood Development, 2013). |

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1. *Note: The AtoSS measure captures student perceptions of general inclusivity as a school-environmental factor. Quantitative research on inclusivity typically focuses on a domain of inclusion/vulnerability (e.g. inclusive education for students with disability, CALD and/or LGTBIQ cohorts), with a concomitant focus on cohort-specific factors and outcomes. Caution should be applied when attributing cohort-specific outcomes to respect for diversity as a general school-environmental factor. Such attributions should be supplemented by program-specific evidence (e.g. evaluations), which model the interaction between intervention outputs, outcomes for individuals and settings, and environmental enablers/barriers (including the school environment) for cohorts experiencing vulnerability.* [↑](#footnote-ref-2)
2. *Note: The AtoSS measure captures student perceptions of general inclusivity as a school-environmental factor. Quantitative research on inclusivity typically focuses on a domain of inclusion/vulnerability (e.g. inclusive education for students with disability, CALD and/or LGTBIQ cohorts), with a concomitant focus on cohort-specific factors and outcomes. Caution should be applied when attributing cohort-specific outcomes to respect for diversity as a general school-environmental factor. Such attributions should be supplemented by program-specific evidence (e.g. evaluations), which model the interaction between intervention outputs, outcomes for individuals and settings, and environmental enablers/barriers (including the school environment) for cohorts experiencing vulnerability.* [↑](#footnote-ref-3)