



MONASH
University



Department
of Education

High Impact Wellbeing Strategies

Resource



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Introduction

Wellbeing is the capabilities necessary to thrive, contribute and respond positively to the challenges and opportunities of life (FISO 2.0) It describes a person’s optimal experience, physical health and psychological functioning, and involves factors like positive emotions, life satisfaction and mental flexibility.

The High Impact Wellbeing Strategies (HIWS) have been developed to support classroom teachers to promote student wellbeing. The strategies can be used by every teacher in every classroom and by teams of teachers collaborating to improve student wellbeing.

The HIWS should be implemented as part of a whole of school approach to promoting student wellbeing. The HIWS are most effective when they are integrated with other mental health and wellbeing initiatives including provision of social and emotional learning, the Health and Physical Education curriculum and the Personal and Social Capabilities.

This resource is the result of the generous collaboration of numerous teachers and department health and wellbeing staff from across Victoria.



The Framework for Improving Student Outcomes (FISO 2.0) places wellbeing alongside learning as a fundamental student outcome of education.

What are the High Impact Wellbeing Strategies?

Developed in partnership with Monash University, the HIWS are 7 practical, evidence-based strategies that have demonstrated a significant and positive effect on student wellbeing. The HIWS empower teachers with the knowledge and skills to be active agents in building their students’ wellbeing as part of their practice. An overview of each HIWS is provided on page 8.

Wellbeing is complex and influenced by many factors, including school-level factors. Teachers can play an important role in advancing wellbeing by providing wellbeing education programs, and via use of instructional and relational practices and positive role-modelling. The HIWS are most effective when implemented in a way that promotes positive peer relationships, student voice, agency and leadership, and student engagement in learning. (For further guidance see: [‘Amplify’ student voice practice guide](#) and the [High Impact Teaching Strategies](#).)

Each strategy in the HIWS can be used in an integrated way to promote student wellbeing. Teachers can use multiple strategies simultaneously to meet the needs of their students. As teachers engage with the HIWS through practice, reflection, shared observation, collaboration and feedback, they will positively impact student wellbeing.

Attendance is foundational and key to the success of the HIWS as students cannot gain the full benefits of school if they do not attend. Student wellbeing at school, including having positive relationships with teachers and engagement, is related to improved student attendance. Using the HIWS is likely to improve attendance outcomes and the HIWS complement the [Schools’ guide to attendance](#).

The HIWS complement many of the mental health and wellbeing supports schools already have in place to help students meet their potential. They build on existing wellbeing approaches such as wellbeing check-ins, School Wide Positive Behaviour Support and Respectful Relationships education and policies. For more information, see the Map of mental health and wellbeing support (Figure 1).

The HIWS support the work of wellbeing teams and other professionals in schools, such as Mental Health Practitioners and Mental Health and Wellbeing Leaders. They help schools create safe and inclusive environments where students can achieve improved learning outcomes.

Who are the HIWS for?

The HIWS are designed for:

- Teachers
- School-based wellbeing teams
- Professional Learning Communities
- School leaders
- Multi-disciplinary area teams.

Teachers

The HIWS will support all teachers at every career stage. For beginner teachers, the HIWS are a bank of reliable wellbeing practices they can use. Experienced teachers can use this resource to add to their understanding of student wellbeing and to build their practice in this area. Teachers are expected to use the HIWS as part of a school-wide approach to supporting student wellbeing.

Purposeful collaboration with other teachers and school leaders will help teachers to build skills in using the HIWS and will facilitate a common understanding of each strategy. It will also help teachers to develop a shared language and shared practice. Practice and feedback on HIWS in a collaborative environment will help teachers to develop new skills and extend existing ones, impacting student wellbeing over time.

A [HIWS supporting resource](#) contains case studies that show teachers how they can use the HIWS to support their students' wellbeing goals and needs, and how to respond to students in different school contexts. A continuum of practice also guides teachers to reflect on their practice and set improvement goals.

The HIWS will also support Education Support staff to build stronger relationships with students and provide quality support. Other staff at the school who interact with students may benefit from understanding the HIWS but may not necessarily use them to the same extent as a teacher.

It is important teachers recognise the limits to their role in this area. While they play an important role in student wellbeing, they are not mental health experts.

If they are concerned about a student and don't feel equipped to initiate a conversation, they must refer the student to the school wellbeing team and/or school leadership, as per their school processes.

If a teacher is concerned about a student's safety, they must follow the school's Emergency Management Plan.

School-based wellbeing teams

The HIWS provide school-based wellbeing teams with an opportunity to collaborate with teachers to build their understanding of student wellbeing. The strategies are a [Tier 1](#) universal intervention. They align with whole-school approaches to promoting mental health and wellbeing.

Professional Learning Communities

The HIWS will have the most benefit and value when delivered collectively across a school within [Professional Learning Communities](#) (PLCs). PLCs provide a structure for teacher collaboration and a mechanism to support the implementation of teaching, learning and wellbeing initiatives.

PLCs investigate the best ways to teach whilst using the FISO 2.0 improvement Cycle to guide enquiry and feedback about student learning and wellbeing. By examining student wellbeing within PLCs, teachers can use the HIWS throughout the Improvement Cycle to meet student need, thus improving student wellbeing and learning. For more information see [Using FISO 2.0 to plan for school improvement](#).

School leaders

For school leaders, the HIWS form part of a whole-school approach to promoting student wellbeing by empowering classroom teachers through their daily teaching practice. School leaders can encourage whole of school adoption of the HIWS and consistent implementation of HIWS across the school. The HIWS can be implemented in a way that is complementary to mental health and wellbeing initiatives at the school as well as existing school processes and practices.

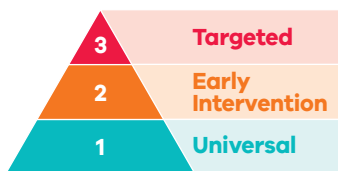
The HIWS are also an opportunity for professional learning and professional conversations. They connect to a range of teacher skills, knowledge and practices, including the HITS. They can be implemented through collaboration between teachers in PLCs and integrated into classroom and school planning around curriculum, inclusion, instruction and assessment.

Effective implementation can be supported through collaboration, coaching, modelling, observation and feedback. The FISO 2.0 improvement cycle can also support effective implementation (see below for further information). The continuum of practice developed for each HIWS can support professional conversations and reflection.

Multi-disciplinary area teams

The department's multi-disciplinary area teams are a key source of support and advice for schools and students and play an important role in improving student wellbeing and learning outcomes. Area teams can use the HIWS to support their conversations with schools about student wellbeing.

Map of mental health and wellbeing support



This map sets out key mental health and wellbeing supports for students in Victorian government schools.

This is not an exhaustive list. Some supports may operate across more than one tier or differ according to local circumstance. For example in a special school, individual education plans may be developed for all students as a universal intervention.

Wellbeing workforces are key to supporting student mental health and wellbeing across all three tiers.

Key workforces include:

- [Health, Wellbeing and Inclusion Workforces](#) including [Student Support Services](#), psychologists, speech pathologists and social workers) and [primary and secondary school nurses](#)
- Primary welfare officers, student wellbeing coordinators, [Mental Health Practitioners](#) in secondary and specialist schools
- [Mental health and wellbeing coordinators](#) (expanding to all govt and low-fee primary schools)
- [Doctors in Secondary Schools](#).

Figure 1

Tier 1: Universal		Tier 2: Early intervention and cohort specific		Tier 3: Targeted	
<p>Positive mental health promotion to help schools to create a positive, inclusive and supportive school climate. Builds the preconditions for optimal student learning, development and wellbeing and forms a foundation for Tier 2 and Tier 3.</p>					
<p>Victorian Curriculum</p> <p>The Victorian Curriculum includes both knowledge and skills: Health and Physical Education, Personal and Social Capability and Intercultural Capability</p> <p>Schools are supported to deliver Resilience, Rights and Respectful Relationships</p>	<p>High Impact Wellbeing Strategies</p> <p>HIWS are 7 practical, evidence-based strategies teachers can use that have a significant effect on student wellbeing.</p>	<p>EARLY INTERVENTION: identify students with emerging or moderate mental health concerns.</p>	<p>Orygen early intervention guide</p> <p>Practical one page guide to early intervention in youth mental health, for teachers and staff working with students. Schools are supported to deliver Resilience, Rights and Respectful Relationships</p>	<p>Student Support Groups</p> <p>These consist of parents/carers, school staff, Student Support Services staff and other allied health professionals as required and assist students with disabilities/vulnerabilities/barriers to engage in school</p>	<p>Behaviour Support Plans</p> <p>Developed with students, parents and allied health professionals, a school-based plan for students requiring additional support</p>
<p>Mental Health and Wellbeing Promotion</p> <p>Mental Health and Wellbeing Toolkit - advice on supporting student and staff mental health and wellbeing</p> <p>School Mental Health Menu - a list of evidence-based initiatives to help schools improve student mental health and wellbeing outcomes</p>	<p>Respectful Relationships</p> <p>Support schools to promote and model respect and equality. It supports educators to teach children how to build healthy relationships, resilience and confidence</p>	<p>Student check-in resource</p> <p>A screening tool teachers can use to efficiently identify students who may be at risk</p>	<p>School Focused Youth Service</p> <p>Selected schools receive support for students from years 5-12 vulnerable to, or showing signs of school disengagement</p>	<p>Individual Education Plans</p> <p>A tool to assist in developing individualised strategies to support educational needs of students (required for students in OoHC, Youth Justice, Re-engagement Programs and FLOs, Koorie students and students with disabilities)</p>	<p>Flexible Learning Options (FLO)</p> <p>FLOs may be appropriate for students whose needs are not being adequately met in mainstream school settings</p>
<p>Mental Health in Primary Schools</p> <p>Supports a whole-school approach to mental health and wellbeing for students, staff and families based on school community needs</p>	<p>Bully Stoppers and eSmart</p> <p>Resources for teachers, families and students on preventing and addressing all forms of bullying</p> <p>The eSmart Schools is free to all Victorian schools</p>	<p>School Breakfast Clubs program</p> <p>Offers free and healthy food for students in 1000 Victorian government schools</p>	<p>COHORT SPECIFIC SUPPORT: some cohorts must be provided with a range of supports, including an Individual Education Plan (IEP), Student Support Group (SSG) and for some a learning mentor and an Educational Needs Analysis (ENA).</p>	<p>Students with disabilities</p> <p>School level Disability Inclusion (DI) funding</p> <p>Individualised student funding through (PSD) and (DI)</p> <p>Diverse Learners Hub and Inclusive Outreach Coaches supporting schools to meet the learning and wellbeing needs of all students</p>	<p>Mental Health Support (in addition to SSS and school wellbeing staff)</p> <p>1:1 counselling for secondary students via the 26 headspace centres and a dedicated phone counselling service for rural and remote students</p> <p>headspace SAFEMinds and Suicide Risk Continuum Training</p> <p>Be You Suicide Post-vention Toolkit</p> <p>Suicide and self-harm and attempted suicide response guidelines</p>
<p>SWPBS</p> <p>Support and resources for evidence-based approach to improve behaviour and academic outcomes. School level data informs actions across all three tiers</p>	<p>Protect</p> <p>Supports schools to comply with the Child Safe Standards and respond to signs of child abuse</p>	<p>Students In Out-of-home Care (OoHC)</p> <p>The OoHC Care Education Commitment has requirements for children in care to receive a Learning Mentor, SSG, IEP and ENA</p> <p>A LOOKOUT Education Support Centre is in each region to support schools meet the needs of students in care</p>	<p>Koorie students</p> <p>Koorie Engagement Workforce provides assistance in supporting Koorie students</p> <p>All Koorie students are to have an IEP and a learning environment that respects and values Koorie cultures and identities</p>	<p>Education Justice Initiative</p> <p>Reconnecting young people appearing before the Criminal Division of the Children's Court with supported educational pathways</p>	<p>Navigator</p> <p>Funded Community Service providers deliver intensive case management and assertive outreach to support young people to re-engage with education. Supports students 12-17 years old in all Areas and 10-11 years in pilots in selected areas.</p>
<p>Engagement</p> <p>Guidance for schools on developing a student engagement policy, student and family engagement strategies and preventing student disengagement</p>	<p>Lunchtime clubs</p> <p>Lunchtime clubs promote engagement and inclusion during recess/ lunch</p>	<p>Students from a refugee background</p> <p>Resources to support schools with students of refugee and asylum seeker backgrounds: Refugee Education Support Program</p> <p>School's In for Refugees, EAL Support and Funding and Multicultural education program and resources</p>	<p>LGBTIQ+ students</p> <p>The Safe Schools program supports schools to build safer, more inclusive environments for LGBTIQ+ students</p>	<p>Family Violence</p> <p>A range of supports are available to students, families and staff affected by family violence</p>	<p>Financial support</p> <p>Financial support is available for eligible families through State Schools Relief and the camps, sports and excursions fund</p>
<p>The Achievement Program</p> <p>A whole-school approach to health and wellbeing, creating a healthier environment for learning</p>		<p>Young carers</p> <p>Requirements for schools to identify and support young carers</p>	<p>Students with health care needs</p> <p>A student health support plan must be completed for each student with an identified health care need</p>		

Using the HIWS and the FISO 2.0 improvement cycle

The HIWS will have the strongest impact on student wellbeing when used as part of the FISO 2.0 improvement cycle. The HIWS offer an opportunity to embed wellbeing practices by providing:

- a common language to use in collaborating, planning, monitoring and reflecting on classroom-based wellbeing practices
- a continuum to measure proficiency across 7 HIWS
- resources to guide practice improvement in wellbeing strategies.

Effective teams use the improvement cycle to:

- | | |
|-------------------------------------|---|
| Evaluate and diagnose | <ul style="list-style-type: none">• unpack and discuss the strategies• practice using a selected strategy or range of strategies• identify a classroom need and/or problem of practice. |
| Prioritise and set goals | <ul style="list-style-type: none">• identify one or more of the HIWS that may address need/problem of practice. |
| Develop and plan | <ul style="list-style-type: none">• use one or more of the strategies to address classroom need/problem of practice. |
| Implement and monitor impact | <ul style="list-style-type: none">• collectively review the use of the selected HIWS as part of peer observation• continually review and modify practices for mastery of HIWS. |

For maximum impact on student wellbeing, the 'implement and monitor impact' phase of the improvement cycle is critical. The effectiveness of HIWS in any school context can only be determined by applying it to a group of students and monitoring and evaluating its contribution to student wellbeing.

IMPROVEMENT CYCLE



HIWS and the Victorian Teaching and Learning Model (VTLM)

The VTLM supports teachers and school leaders to:








- focus on high impact teaching and learning
- make evidence-informed decisions to improve student learning and wellbeing.

Within the VTLM, the High Impact Teaching Strategies (HITS) are 10 instructional practices that are recognised as some of the most reliable teaching strategies for delivering learning outcomes. Many of the practices in the High Impact Teaching Strategies also have a positive impact on student wellbeing.

The HIWS are a companion to the HITS and complement effective instructional practice. Like the HITS, as teachers develop confidence in using the HIWS, they will be able to flexibly use strategies to meet the needs of their students as a core part of everyday teaching practice.



Overview and key elements of each HIWS

	HIWS related to building relationships		HIWS related to safe and inclusive classroom environments		HIWS related to building student capability		
	 1: Build relationships with students	 2: Facilitate peer relationships	 3: Establish and maintain clear classroom expectations	 4: Support inclusion and belonging	 5: Foster student self-efficacy	 6: Engage students	 7: Promote coping strategies and facilitate referrals
Overview	A positive teacher-student relationship plays an important role in student wellbeing and forms a foundation for effective teaching and learning. Teachers can build relationships with authentic efforts to get to know their students and their needs.	Peer relationships contribute to student wellbeing. Teachers can foster positive relationships by promoting acceptance and respect in their classrooms and provide opportunities for students to develop connections with peers.	Teachers clearly and consistently communicate and reinforce classroom expectations and consequences to students, that are consistent with the school wide approach. Teachers model, expect and reinforce respectful behaviour. Consistent classroom expectations can be implemented in a way that is complementary to reasonable adjustments.	Teachers promote acceptance, celebrate the diversity of students and their families, and develop students' capacity to respect and include others. They support all students to learn and thrive in their classrooms. They are aware of, and reflect on, their own cultures and biases. They do not attempt to minimise or dismiss inequalities and inequities.	Self-efficacy involves students having positive beliefs about their capabilities. Teachers foster self-efficacy by encouraging students to persist and providing feedback. Teachers can provide opportunities for students to experience success.	Student engagement consists of cognitive, behavioural and emotional engagement in school. Teachers can engage students by having a good understanding of their students' needs and interests and highlighting the relevance of topics and skills to students.	Teachers help students to identify and use positive coping strategies, including help seeking. They notice changes in a student, inquire sensitively and facilitate referrals for students to their school's wellbeing team if needed.
Key elements	<p>Show genuine care and respect to students.</p> <p>Help students solve problems and take time to help them learn.</p> <p>Provide students with choice, empowerment and responsibility.</p>	<p>Provide a safe space for students to develop connections with their peers</p> <p>Understand differences among students and how that may affect their interactions.</p> <p>Model and explicitly teach social and emotional skills.</p>	<p>Discuss expectations with students and seek their input.</p> <p>Create a sense of order and predictability in a classroom.</p> <p>Uses proportionate and non-punitive responses when expectations are not met.</p>	<p>Ensure students feel valued, accepted, safe and comfortable in the classroom.</p> <p>Learn from students and about their lived experience and promote an understanding of multiple and diverse perspectives.</p> <p>Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.</p>	<p>Encourage students to try their best and celebrate all achievements.</p> <p>Set work and goals that are aligned with student abilities and consider each student's progress compared to their competencies.</p> <p>Hold high expectations for all students.</p>	<p>Tailor tasks to student interests and capabilities.</p> <p>Provide a variety of meaningful and challenging ways for students to complete classwork and assessments.</p> <p>Ensure there are opportunities for students to work in pairs or groups and to contribute to each other's learning.</p>	<p>Support students to identify personal emotional responses.</p> <p>Promote positive coping strategies.</p> <p>Notice changes in student demeanor or behavior and refer for more support if necessary.</p>
Related effect sizes	<p>Teacher-student relationship: 0.63 (Phan & Ngu, 2020)</p> <p>Perceived respect: 0.37 (Kim et al., 2021)</p> <p>Teacher support: 0.44 (Hearon, 2017).</p>	<p>Peer-Peer relationship: 0.54 (Phan & Ngu, 2020)</p> <p>Classmate support: 0.46 (Hearon, 2017).</p>	<p>Fairness and clarity of rules and expectations: 0.42 (Kim et al., 2021).</p>	<p>Schooling experience: 0.42 (Phan & Ngu, 2020)</p> <p>Social inclusion: 0.36 (Pozas et al., 2021).</p>	<p>Self-esteem: 0.44 (Phan & Ngu, 2020)</p> <p>Self-efficacy: 0.55 (Phan & Ngu, 2020)</p> <p>Academic self-concept: 0.35 (Pozas et al., 2021).</p>	<p>Cognitive engagement: 0.42 (Yi et al., 2020)</p> <p>Behavioural engagement: 0.34 (Yi et al., 2020)</p> <p>Emotional engagement: 0.38 (Hearon, 2017).</p>	<p>Anxiety: -0.32 (Baudoin & Galand, 2022)</p> <p>Emotional problems: -0.40 (Kim et al., 2021)</p> <p>Negative affect: -0.45 (Hearon, 2017).</p>

High Impact Wellbeing Strategy 1: Build relationships with students



Effective teachers prioritise building positive relationships with students. These relationships play an important role in advancing student wellbeing and are a foundation for effective teaching and learning. They support teachers to use other HIWS.

Strategy overview

What is the strategy?

Teachers build relationships through authentic efforts to get to know their students and their needs. Positive relationships are built through ongoing interactions, active listening and respect. When teachers show empathy, encouragement, and genuine care, they help build a student's positive self-image and confidence. A positive teacher-student relationship occurs when students feel seen, understood, encouraged and respected.

How effective is the strategy?

Positive teacher-student relationships have a significant effect on student wellbeing. Positive teacher-student relationships support teachers to understand and enhance students' wellbeing and learning needs. Strong teacher-student relationships support teachers to be a trusted adult which can significantly improve student attendance, learning and wellbeing outcomes. Building teacher-student relationships affects peer relationships, learning and school experience.

Considerations

Building positive teacher-student relationships takes time and commitment. When building these relationships, teachers need to consider the developmental stage of students, their learning and wellbeing needs, and the dynamics of the classroom. Students experience higher levels of wellbeing with teachers who help students feel safe, take the time to help them learn, and encourage questions. When a relationship is challenged, it is important that teachers lead a process of resolution with the student to restore trust and respect.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Models the skills and attitudes of a respectful relationship (e.g., greets students and uses students' names).
- Listens supportively and actively to students.
- Uses humour (but not sarcasm) to build connections with students.
- Responds to students in an empathic and culturally sensitive way.
- Maintains healthy professional boundaries (e.g., is not friends with students on social media).
- Considers their body language when interacting with students (e.g., conveys warmth and acceptance with eye contact, smiles and/or appearing relaxed).
- Considers how they move around the classroom and how they approach students (e.g., positions themselves beside a student rather than in front and does not stand over them).
- Uses tools like entry/exit routines to check-in with students to determine how students are feeling, their readiness to learn and if additional supports are required in that lesson.
- Has conversations to repair negative interactions and is prepared to apologise as part of this process.
- Models respectful relationships through interactions with parents/carers.

This strategy is not demonstrated when the teacher:

- Puts down, belittles, or singles out students in a way that deliberately causes shame or embarrassment.
- Emotionally escalates with the student rather than managing their response to help the student regulate.
- Demands respect.
- Does not show students how to do something or does not provide clarification when providing feedback.
- Focuses on setting consequences without restoring the relationship.
- Is oblivious to, or ignores, student cues and does not consider or adjust their response accordingly.
- Oversteps or violates ethical or personal boundaries.
- Only tries to build relationships with some students.



This strategy is demonstrated when the student:

- Has at least one teacher they view as a trusted adult.
- Seeks out the teacher for informal chats.
- Is quickly and easily redirected back to work when off-task.
- Views their teacher as kind, clear, respectful and patient.
- Accepts both positive and corrective feedback from the teacher.
- Believes they are treated fairly and consistently.
- Regularly attends school.
- Can approach their teachers with problems or ask for help.

Resources

High Impact Wellbeing Strategies supporting resources

- High Impact Wellbeing Strategies – [case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 8 – [Feedback](#)
- High Impact Teaching Strategy 10 – [Differentiated teaching](#)

Department resources

- Child Safe Standards – [Child Safe Standards: Policy](#)
- Practice Principle 2 – [A supportive and productive learning environment promotes inclusion and collaboration](#)
- Respectful Relationships – [Respectful Relationships: A Resource Kit for Victorian Schools](#) and [Resilience, Rights and Respectful Relationships](#)
- School-Wide Positive Behaviour Support – [School Wide Positive Behaviour Support Framework](#) and the 8 effective teaching and learning strategies.
- Victorian Curriculum: Personal and social capability and Health and Physical Education – [F-10 curriculum](#)

External resources

- Australian Institute for Teaching and School Leadership (AITSL) videos:
 - [Responding to challenging behaviours](#)
 - [Engaging every learner](#)
 - [Planning students' needs](#)
 - [Stronger Smarter – High-Expectations Relationships](#)



High Impact Wellbeing Strategy 2: Facilitate peer relationships



Effective teachers understand the importance of connection between students and provide opportunities to build this connection. Teachers can foster positive relationships by promoting acceptance and respect in their classrooms and provide opportunities for collaborative learning.

Strategy overview

What is the strategy?

Teachers play an important role in encouraging positive interactions and relationships between students. Teachers can encourage students to accept their peers and celebrate diversity. Teachers can provide opportunities for students to develop meaningful connections with their peers. Teachers who voice favourable opinions of students and interact with them warmly can also promote the student's social integration with peers. Teachers can help encourage students learn to resolve peer conflicts in a healthy way.

How effective is the strategy?

Positive peer relationships contribute to student wellbeing in the school environment. They help increase an overall sense of happiness, mental health and belonging. They support problem-solving and the development of social skills. Positive peer relationships are connected to strong school engagement.

Better outcomes are achieved when students feel cared for, understood, and validated by their peers. When teachers facilitate growth of positive peer relationships, students find school and learning a more enjoyable process. This is associated with a significant positive effect on academic engagement. Peers are an important source of social support to help students deal with stress and challenges.

Considerations

A student's social and emotional competencies can facilitate peer interactions and friendships. Teachers can model and explicitly teach social and emotional skills. Teachers can provide support to help students interact and develop connectedness. Providing a safe space for students to embrace and value each other's personal strengths can help build relationships. This will equip students to accept differences and build respectful relationships.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Creates a cooperative rather than competitive classroom environment, focusing on student strengths and skills.
- Provides a safe space for students to connect with each other.
- Uses games and activities to build contact and connection between students and provide students with opportunities to explore new friendships.
- Understands the relationship patterns and dynamics of the class and how these affect their peer interactions.
- Uses cooperative learning opportunities in lessons and is thoughtful and considered when grouping students.
- Builds group interdependence to foster collaboration and build relationships.
- Helps students to develop conflict resolution skills and work through different perspectives.

This strategy is not demonstrated when the teacher:

- Provides an environment that reduces rather than stimulates interactions between students.
- Doesn't understand the dynamic of connections among students.
- Focuses on academic achievement only.
- Ignores potential student conflicts in the classroom.
- Dismisses student concerns regarding bullying and inappropriate language and behaviour or does not raise serious incidents with leadership.

This strategy is demonstrated when the student:

- Participates more actively in the classroom.
- Collaborates positively with peers and finds lessons fun.
- Confidently connects with other students at the school.
- Builds skills to resolve conflicts and understand difference.
- Feels a sense of self-worth when interacting with peers.
- Feels accepted by their peers.



Resources

High Impact Wellbeing Strategies supporting resources

- High Impact Wellbeing Strategies – [case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 2 – [Structuring lessons](#)
- High Impact Teaching Strategy 5 – [Collaborative Learning](#)

Department Resources

- Practice Principle 2 – [A supportive and productive learning environment promotes inclusion and collaboration](#)
- Respectful Relationships – [Respectful Relationships: A Resource Kit for Victorian Schools](#) and [Resilience, Rights and Respectful Relationships](#)
- Victorian Curriculum: Personal and social capability, Intercultural capability and Health and Physical Education – [F-10 curriculum](#)
- Bullying prevention and support resources – [Bully Stoppers](#)
- [Lunchtime Clubs](#)

External Resources

- [Bullying No Way](#)



High Impact Wellbeing Strategy 3: Establish and maintain clear classroom expectations



Effective teachers establish, clearly communicate and maintain clear classroom expectations. They know that creating expectations and rules is an ongoing, shared process with students.

Strategy overview

What is the strategy?

Teachers clearly and consistently communicate and reinforce classroom expectations and consequences to students, that are consistent with the school wide approach. They help to create a sense of order and predictability in a classroom. Teachers model, expect and reinforce respectful behaviour. Consistently reinforcing expectations does not mean that teachers need to treat every student in exactly the same way. Consistent classroom expectations can be implemented in a way that is complementary to reasonable adjustments and that is sensitive to student needs, abilities and strengths.

How effective is the strategy?

Research demonstrates that clear expectations are important for student wellbeing and helping students feel safe at school. Safe environments that encourage positive and predictable classroom interactions and routines contribute to student wellbeing. They can also maximise instructional time.

Setting clear expectations positively affects student behavioural and social-emotional outcomes. It also has significant positive effects on social competence and motivation and engagement.

Considerations

Classroom expectations may change depending on the developmental stage of students, their learning and wellbeing needs and the dynamics of the classroom. Where appropriate, teachers should include students in the process of creating clear expectations in the classroom. Teachers can use examples of how students can meet or not meet expectations to clarify the expected behaviour. The physical classroom space should be organised, with few distractions. Teachers may use visual prompts and tools (e.g., scripts, models, scaffolds) as needed.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Explicitly teaches students how to meet expectations, provides opportunities to practice and consistently reinforces expectations.
- Focuses on what to do, rather than what not to do.
- Responds positively when expectations are met.
- Recognises that not all students can regulate their emotions to the same degree.
- Identifies warning signs, and actively supports students to identify their own triggers and apply strategies to manage emotions. (e.g., 'I can see you are frustrated as you're speaking more loudly than usual, and your fists are clenching up. Would you like a drink of water to help you feel calmer?').
- Does not assume a student has deliberately not met expectations.
- Uses proportionate and non-punitive responses, focusing on educating the student on the desired behaviour when expectations are not met (see the [Behaviour policy](#) for detailed guidance).

This strategy is not demonstrated when the teacher:

- Does not consistently reinforce classroom expectations or is unpredictable in expectations.
- Allows their mood to influence the classroom climate.
- Is punitive, harsh or controlling when reinforcing expectations.
- Usually phrases reminders about behaviours in negative language.
- Ignores the whole student and their circumstances, focusing only on the negative behaviour.
- Is unjust or targets particular students or has biased expectations for students based on their characteristics such as gender, ethnicity, culture, learning needs or socioeconomic status.
- Selects an inappropriate time and place to talk to a student about their behaviour.



This strategy is demonstrated when the student:

- Perceive expectations as fair and as implemented with respect.
- Understands classroom expectations and knows the logical consequences of not meeting expectations.
- Learns more effective ways of communicating their needs.
- Develops an understanding of their own emotional responses and how to regulate them.
- Can reflect on their behaviour and choose alternatives.
- Shows interest and engagement in the classroom.
- Can usually meet classroom expectations and has fewer inappropriate behaviours.
- Feels safe at school and included in the class.

Resources

High Impact Wellbeing Strategies supporting resources

- [High Impact Wellbeing Strategies – case studies, continua of practice, understanding the evidence base and sources](#)

Department Resources

- Behaviour policy – [Student Behaviour](#)
- Behaviour guidance – [Student Behaviour](#)
- Practice Principle 2 – [A supportive and productive learning environment promotes inclusion and collaboration](#)
- Respectful Relationships – [Respectful Relationships: A Resource Kit for Victorian Schools](#) and [Resilience, Rights and Respectful Relationships](#)
- School-Wide Positive Behaviour Support is an optional and evidence-based program for schools to implement classroom expectations and behaviour support. For more information, refer to [SWPBS Student Behaviour](#)

External resources

- [Center on PBIS, University of Oregon \(2022\)](#) - supporting and responding to student's social, emotional, and behavioural needs: evidence-based practices for educators (Version 2).
- AITSL videos:
 - [Student engagement](#)
 - [Motivating learners](#)
 - [Setting challenging and achievable learning goals](#)
 - [Making learning interesting](#)
 - [Promoting student responsibility](#)
- Parkville College – [High Impact Engagement Strategies](#)
- Lifelong Achievement Group – [Motivation and Engagement Wheel](#)



High Impact Wellbeing Strategy 4: Support inclusion and belonging



Effective teachers communicate and act in ways that foster social inclusion and belonging. They acknowledge and value each student's cultural differences and understand their classrooms are culturally diverse environments.

Strategy overview

What is the strategy?

Teachers promote acceptance and inclusion, celebrate the diversity of students and their families, and support all students to learn and thrive in their classrooms. They are aware of, and reflect on, their own cultures and biases. They do not attempt to minimise or dismiss inequalities and inequities. Teachers can model and reinforce social inclusion by encouraging and welcoming all students in the school and providing the same educational opportunities to all.

How effective is the strategy?

There is a positive and significant association between social inclusion and belonging and decreased mental health concerns and increased wellbeing. Students are more likely to experience positive outcomes at school when they feel they belong and are included. Benefits of belonging and inclusion can last into adulthood, impacting pathways to higher education and employment. Positive student-teacher relationships are pivotal to students' sense of belonging at school.

When students feel a sense of belonging at school, they are more likely to be academically motivated, have higher self-esteem and have good relationships with peers, parents/carers/kin, and teachers. Students who feel a sense of belonging at school show personal growth in the face of uncertainty or adversity. Other important factors that promote belonging are how motivated a student is at school and how capably they manage stress and cope with challenges.

Considerations

Students feel a sense of belonging and inclusion in the classroom when they feel safe and valued, accepted and respected by their teachers and peers, and can participate fully in their learning and school community. Belonging and social inclusion is largely determined by the relationships students form at school and home, with teacher-students relationships playing a pivotal role. Teachers can promote social inclusion and belonging through everyday classroom teaching. Social inclusion and belonging are important for all young people, especially those who experience disadvantage or marginalisation.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Creates an inclusive and culturally safe classroom and models respect.
- Learns from students about their lived experience and promotes an understanding of multiple and diverse perspectives.
- Responds swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.
- Differentiates instruction to be inclusive of needs of all students.
- Is aware that students may listen or respond differently in the classroom based on their background and lived experience (e.g., a student who does not make eye contact may be acting in a way that is culturally appropriate for them or due to their autism).
- Provides opportunities for students to develop, understand and express their identity.
- Is aware of their worldview and perceptions and how these might impact the classroom environment and strives to build their cultural competency (e.g., through professional learning).
- Seeks support if feeling ill-equipped to manage student needs or circumstances (e.g., engaging language services to support communication if required).

This strategy is not demonstrated when the teacher:

- Does not create a safe classroom. For example, downplays the significance of discriminatory language and behaviour.
- Dismisses student reports or concerns regarding bullying and inappropriate language and behaviour or does not raise serious incidents with leadership.
- Expects students to speak on behalf of their respective cultural, religious or ethnic community.
- Lacks sensitivity to students' diverse learning needs, individual needs, personal characteristics, culture, religion or interests.
- Provides minimal time for students to communicate with one another.



This strategy is demonstrated when the student:

- Feels safe and valued, and knows that their culture, ethnicity, religion and identity are respected.
- Feels proud and more confident of who they are and where they come from.
- Works collaboratively with all peers.
- Knows that their teacher expects the best of them and that differences are a strength.
- Is confident the teacher will understand and respond to their individual needs.
- Respects diverse perspectives and backgrounds.

Resources

High Impact Wellbeing Strategies supporting resources

- High Impact Wellbeing Strategies – [case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 5 – [Collaborative Learning](#)
- High Impact Teaching Strategy 10 – [Differentiated teaching](#)

Department Resources

- Child Safe Standard 1: Schools – [culturally safe environments guidance](#)
- Child Safe Standard 4: [Schools – family engagement guidance](#)
- Disability Inclusion Profile – [Disability Inclusion Profile: Policy](#)
- Individual Education Plans – [Individual Education Plans \(IEPs\)](#)
- Koorie education and teaching resources – [Koorie teaching resources](#) and [Koorie Education Policy](#)
- LOOKOUT – [LOOKOUT Education Support Centres](#)
- Practice Principle 2 – [A supportive and productive learning environment promotes inclusion and collaboration](#)
- Safe Schools – [Safe Schools](#)
- Supporting student behaviour – [Inclusive Classrooms](#)

- Supporting students from refugee backgrounds – [Supporting students from refugee backgrounds](#)
- Respectful Relationships – [Respectful Relationships: A Resource Kit for Victorian Schools](#) and [Resilience, Rights and Respectful Relationships](#)
- Trauma informed HITS – [HITS Trauma Informed Factsheets and Resources](#)
- Trauma informed practice – [Trauma informed practice](#)
- Victorian Curriculum: Personal and social capability, Intercultural capability and Health and Physical Education – [F-10 curriculum](#)

External Resources

- AITSL videos:
 - [Student engagement](#)
 - [Motivating learners](#)
 - [Setting challenging and achievable learning goals](#)
 - [Making learning interesting](#)
 - [Promoting student responsibility](#)
- Calmer classrooms: a guide to working with traumatised children – [Calmer classrooms: A guide to working with traumatised children](#)
- Victorian Aboriginal Education Association (VAEAI):
 - [Community Understanding and Safety Training initiative \(CUST\)](#)
 - [Protocols for Koorie Education in Victorian primary and secondary schools](#)

High Impact Wellbeing Strategy 5: Foster student self-efficacy



Effective teachers hold high expectations for all students and help develop a sense of self-efficacy in students. They know that the way students view their abilities, achievements and self in the classroom influences their wellbeing as well as their learning.

Strategy overview

What is the strategy?

Self-efficacy involves students having positive beliefs about their capabilities. Teachers can foster self-efficacy by encouraging students to persist in trying their best and providing feedback. Teachers can provide opportunities for students to experience success and celebrate achievements and growth of all students. Self-efficacy is fostered by teachers who care about their students and are willing to help. Holding high expectations of progress for all students helps them to build student self-efficacy.

How effective is the strategy?

Research demonstrates that self-efficacy is related to how well a student feels they can learn, which in turn are both associated with student wellbeing. This strategy improves student wellbeing on its own and through improving student self-esteem, which is one of the strongest indicators of wellbeing. Self-efficacy is positively related to academic achievement and motivation, engagement in school and learning, and positive attitudes towards teachers. Beliefs and feelings about academic abilities can influence student learning and achievement, student satisfaction with teachers, and social inclusion. Self-efficacy can help strengthen students' self-confidence and willingness to try new tasks and experiences.

Considerations

A strengths-based approach can help teachers foster self-efficacy. Communicating to students that learning is dynamic and complex can positively influence their self-efficacy. Self-efficacy is most effectively built in an environment that is warm and supportive, where the teacher listens to and values student input.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Praises and encourages student effort in an authentic way that is connected to an outcome, effort or learning progress.
- Builds student understanding that abilities and intelligence are not fixed but can be developed.
- Considers each student's progress compared to their abilities, instead of compared to peers.
- Helps students set achievable goals and then supports them to progressively work towards more challenging and advanced aspirations.
- Supports students when they are unsuccessful or do not achieve their goals.
- Provides differentiated learning strategies to address the diverse needs of students in their classes.
- Values different types of knowledge and expertise, such as First Nations cultures.

This strategy is not demonstrated when the teacher:

- Provides support to students that does not meet their needs.
- Provides praise that is vague, describes the teacher's feelings, is manipulative or focuses on the student as a person.
- Does not recognise their own bias or is biased in their support of students.
- Supports students' self-limiting beliefs in their capabilities.
- Adopts a deficit model and focuses on student weaknesses.

This strategy is demonstrated when the student:

- Says their teacher provides adequate teaching and learning tasks.
- Takes initiative with their own learning.
- Is confident or is developing confidence in their academic abilities.
- Demonstrates they have strategies for achieving goals and proactively managing their own learning.
- Feels supported during setbacks and understands how to improve.



Resources

High Impact Wellbeing Strategies supporting resources

- High Impact Wellbeing Strategies – [case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 1 – [Setting goals](#)
- High Impact Teaching Strategy 4 – [Worked examples](#)
- High Impact Teaching Strategy 8 – [Feedback](#)
- High Impact Teaching Strategy 9 – [Metacognitive strategies](#)
- High Impact Teaching Strategy 10 – [Differentiated teaching](#)

Department Resources

- Child Safe Standard 3 – [Schools – child and student empowerment guidance](#)
- Practice Principle 5 – [Deep learning challenges students to construct and apply new knowledge](#)

- Practice Principle 3 – [Student voice, agency and leadership empower students and build school pride](#)
- The Department of Education & Trainings [Mental Health Toolkit](#)
- [Mental Health in Schools](#) – policy, advice, guidance and resources
- [Strengths Based Approach Guide](#) – writing Transition Learning and Development Statements
- For guidance on supporting high-ability students to develop self-regulated learning skills, refer to – [Self-regulated learning](#)
- Victorian Curriculum: Personal and social capability, Intercultural capability and Health and Physical Education – [F-10 curriculum](#)

External Resources

- Victorian Deaf Education Institute – [Supporting student behaviour](#)
- AITSL video – [Positive learning environments](#)



High Impact Wellbeing Strategy 6: Engage students



Effective teachers engage students and encourage high attendance. They provide meaningful experiences and tailor tasks to student interest and capability.

Strategy overview

What is the strategy?

Student engagement consists of cognitive, behavioural and emotional engagement in school. Cognitive engagement refers to the amount of effort students are willing to invest in their learning. Behavioural engagement refers to student participation in academic and extracurricular activities. Emotional engagement refers to the extent to which students enjoy their learning and feel supported by their teachers. Teachers can engage students by providing stimulating and thought-provoking learning tasks, having a good understanding of their students' needs and interests, encouraging the desire to learn, and explaining the relevance of topics and skills to students.

How effective is the strategy?

Students who are more emotionally engaged in school are more likely to experience higher levels of wellbeing. Student engagement is also positively related to their self-esteem, self-efficacy, and good teacher-student relationships. Self-efficacy also plays an important role in student motivation and interest, which in turn is related to student wellbeing. Increasing student voice and active participation is positively related to student attention, effort, interest, learning and enjoyment at school. Research suggests that student engagement is related to academic achievement, attained knowledge, and effective learning. Increased engagement also contributes to better emotional functioning and is related to increased attendance.

Considerations

Classroom interactions can impact student engagement. Teachers should ensure there are opportunities for students to engage in collaborative learning tasks as this can promote student engagement as well as development of peer relationships. Whole class discussion and reflection should be incorporated. Student voice also supports student engagement by actively involving students in their learning. As engagement can be impacted by student's emotional regulation and response to external factors it is important to cultivate a safe and inclusive environment that is conducive to learning.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Tailors tasks to student interests.
- Scaffolds group work to support all students, including diverse learners, to engage meaningfully and effectively.
- Considers the sequence of activities within a lesson and across a unit of work, planning tasks that are challenging but support all students to experience success.
- Provides a variety of meaningful and challenging ways for students to complete classwork and assessments.
- Uses simulations to engage students in concepts.
- Encourages students to plan their approach to tasks (e.g., guides students to identify the steps required to complete a task).
- Where possible, provides students with a range of options and choices in tasks.
- Recognises the value of student contributions in shaping teaching and learning, including by using student feedback and suggestions to shape classwork and the classroom environment.
- Uses strategies to help students regulate emotions before beginning a lesson or when the energy level of a class shifts.
- Actively supervises students and effectively manages distractions and disruptions in the class.

This strategy is not demonstrated when the teacher:

- Is inflexible about content or ways that students demonstrate their learning.
- Sets work that is unsuitable for the student's need.
- Ignores other contextual factors that might make engagement difficult (e.g., individual student circumstances, events prior to a lesson such as conflict with peers or the general classroom environment).
- Is disorganized and/or ignores off-task behaviours that distract other students.
- Has a strained relationship with students which impacts a student's motivation to engage with tasks and activities.
- Does not offer choices to students in their learning or opportunities to collaborate with their peers.
- Ignores the importance of student voice and feedback in promoting engagement.



This strategy is demonstrated when the student:

- Is emotionally regulated and willing to learn.
- Understands tasks and expectations and knows how to get started.
- Feels comfortable and safe in the classroom.
- Is actively asking and responding to questions.
- Is free from distractions.
- Finds learning activities interesting and meaningful.
- Is in a mindset that is open to challenges and willing to learn.
- Understands what they are learning and how they can be successful.
- Feels a sense of autonomy and purpose at school.

Resources

High Impact Wellbeing Strategies supporting resources

- High Impact Wellbeing Strategies – [case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 1 – [Setting goals](#)
- High Impact Teaching Strategy 2 – [Structuring lessons](#)
- High Impact Teaching Strategy 5 – [Collaborative Learning](#)
- High Impact Teaching Strategy 7 – [Questioning](#)
- High Impact Teaching Strategy 9 – [Metacognitive strategies](#)
- High Impact Teaching Strategy 10 – [Differentiated teaching](#)

Department Resources

- Practice Principle 5 – [Deep learning challenges students to construct and apply new knowledge](#)
- [Student Engagement](#) – information about mentoring, support for disengaged students and creating safe and respectful communities and [Student Engagement Policy](#)
- [Schools' Guide to Attendance](#)
- Student voice practice guide (Amplify) – [Amplify student voice practice guide](#)
- [Mental Health in Schools](#) – policy, advice, guidance, and resources
- Team around the learner – [Team around the learner](#)

External Resources

- AITSL videos:
 - [Student engagement](#)
 - [Motivating learners](#)
 - [Setting challenging and achievable learning goals](#)
 - [Making learning interesting](#)
 - [Promoting student responsibility](#)
- Parkville College – [High Impact Engagement Strategies](#)
- Lifelong Achievement Group – [Motivation and Engagement Wheel](#)



High Impact Wellbeing Strategy 7:

Promote coping strategies and facilitate referrals



Effective teachers can promote coping strategies, including self-regulation and help seeking. They notice changes in a student, inquire sensitively and facilitate referrals to their school's wellbeing team if needed.

Strategy overview

What is the strategy?

Teachers can help students to identify and use positive coping strategies, including self-regulation or self-calming strategies, planning and problem-solving strategies, seeking social support, utilising relaxing diversions, engaging in physical activity, establishing good sleep and study habits, utilising positive self-talk and engaging in help-seeking. Teachers notice changes in a student's demeanour or behaviour that may indicate additional support is required and inquire sensitively. They seek advice and guidance from the wellbeing team and school leaders and when needed follow school processes for referring students. They recognise that for some students a teacher may be the most trusted adult in their life.

How effective is the strategy?

Positive coping strategies, including help seeking, are important for fostering positive student wellbeing and enhancing positive mental health. Well-designed and well-implemented support to encourage effective coping strategies can have long term benefits for students.

Use of effective coping strategies also has significant positive effects on academic performance and school belonging. It has a positive effect on help seeking behaviour and attitudes towards mental health. It can help to reduce loneliness and improve physical health.

Considerations

Students are more likely to tell a teacher about concerns they have and listen to their advice if they have a positive relationship with the teacher. They are also more likely to approach the teacher and seek help if the teacher speaks about the practical strategies people can use to cope with stress and challenge, encourages help-seeking, and talks about mental health in a destigmatising way.

It is important teachers recognise the limits to their role in this area. While they play an important role in advancing student wellbeing, they are not mental health experts. If they are concerned about a student and don't feel equipped to initiate a conversation, they must refer the student to the school wellbeing team and/or school leadership, as per their school processes. If a teacher is concerned about a student's safety, they must follow the school's Emergency Management Plan. Teachers should also be mindful of their own mental health, practice self-care and seek support if needed.

Teachers can learn more about positive coping strategies and help seeking in the [Resilience, Rights and Respectful Relationships](#) teaching and learning materials. Further information about mental health is available at the Mental Health and Wellbeing Toolkit and at the resources below.

How do I implement the strategy?

This strategy is demonstrated when the teacher:

- Discusses use of positive coping strategies students can use as needed.
- Promotes help seeking by talking positively about professional mental health and wellbeing support and how mental health and wellbeing concerns can be treated.
- Notices changes in demeanour or behaviour, raises concerns promptly with the wellbeing team and collaborates with the team and other professionals as needed.
- Encourages students to support each other in a safe and age-appropriate way and seek help for peers if concerned.
- Considers individual student mental health and wellbeing and makes reasonable classroom adjustments.
- Has good mental health literacy but is prepared to seek advice and recognises that they are not expected to be a mental health expert.

This strategy is not demonstrated when the teacher:

- Promises to keep information secret and does not explain [conditional confidentiality](#) to a student who is seeking help.
- Ignores or fails to act on signs of declining student mental health and wellbeing and/or does not make appropriate referrals to school supports.
- Attempts to provide support that is beyond their capabilities or qualifications.
- Attempts to force support or conversations about health when a student does not want to engage.
- Uses negative or stigmatising language to discuss ill health, such as "bonkers" or "crazy".



This strategy is demonstrated when the student:

- Recognises that their teacher notices and cares about their wellbeing.
- Seeks help from a teacher or other school staff.
- Has a good understanding of positive coping strategies
- Is comfortable to talk about mental health at school.
- Understands their own triggers and emotional responses.
- Develops knowledge and positive attitudes towards mental health and help seeking.
- Can identify sources of help in their school.

Resources

High Impact Wellbeing Strategies supporting resources

- [High Impact Wellbeing Strategies – case studies, continua of practice, understanding the evidence base and sources](#)

Related High Impact Teaching Strategies

- High Impact Teaching Strategy 3 – [Explicit Teaching](#)
- High Impact Teaching Strategy 5 – [Collaborative learning](#)
- High Impact Teaching Strategy 9 – [Metacognitive strategies](#)

Department Resources

- Active Schools – [Active schools | Victorian Government](#)
- Practice Principle 2 – [A supportive and productive learning environment promotes inclusion and collaboration](#)
- [Mental and Wellbeing Health Toolkit](#)
- [Mental health training and support](#)
- [Mental Health in Schools](#) – policy, advice, guidance and resources
- Mental Health Continuum – [Understanding mental health and wellbeing in a school setting](#)
- Respectful Relationships – [Respectful Relationships: A Resource Kit for Victorian Schools](#) and [Resilience, Rights and Respectful Relationships](#)
- Team around the learner – [Team around the learner](#)
- Victorian Curriculum: Personal and social capability and Health and Physical Education – [F-10 curriculum](#)
- Resources to promote physical health and health eating include: [Vic Kids Eat Well](#) and [Schools | Healthy Eating Advisory Service](#)

External Resources

- [BeYou](#)
- [Smiling Mind](#)
- [The Wellbeing Continuum](#) – a continuum-based model of mental health and wellbeing
- [Character strengths survey](#) – Values in Action

