

High Impact Wellbeing Strategies

Supporting Resource

Supporting resource to the [High Impact Wellbeing Strategies](#), including case studies, continua of practice, understanding the evidence base and sources.



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High Impact Wellbeing Strategy 1: Build relationships with students



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
<p>Teachers have a developing sense of how their verbal and non-verbal cues impact the classroom environment.</p> <p>Teachers can typically regulate their emotions if there is a conflict with a student but can find this challenging.</p>	<p>Teachers are increasingly aware of how they influence the classroom environment and are beginning to moderate their verbal and non-verbal cues to create a safe and inclusive space.</p> <p>Teachers can consistently regulate their response to student behaviour and model self-regulatory and co-regulatory behaviours to students.</p>	<p>Teachers regularly convey warmth and acceptance to most students via their verbal and non-verbal cues.</p> <p>Teachers reflect on their interactions and relationships with students. They are mindful of their own triggers and can positively and consistently model self-regulatory and co-regulatory behaviours.</p> <p>Teachers follow up with students following conflict to ensure the relationship is restored.</p>	<p>Teachers consistently convey warmth and acceptance to all students via their verbal and non-verbal cues.</p> <p>Teachers are aware of both their own and student triggers. They use this knowledge to deescalate and manage disruption.</p> <p>Teachers respond to behaviour in an empathetic, restorative, and supportive manner. They are highly skilled in teaching and supporting students to self-regulate.</p>
<p>Teachers have some knowledge of the students' needs although this awareness may only come from overt signs or information from others.</p>	<p>Teachers respect their students and seek to understand their needs in their practice. Teachers show interest in their students and make them feel safe and accepted.</p>	<p>Teachers can identify student interests, strengths, academic and emotional needs.</p> <p>Teachers use their relationship with students to inform learning opportunities, targeting student interests and strengths.</p>	<p>Teachers cultivate ongoing mutual respect and positive regard with their students.</p> <p>Teachers use their knowledge of students to inform their teaching.</p> <p>Teachers use a range of strategies to check-in with students and flexibly adapt.</p>

Case studies

Primary

At a primary school a new teacher who has recently moved to the area commences teaching a Grade 2 class. The teacher is looking forward to developing relationships with students, families and the school community.

The teacher talks to the previous class teacher about the students' strengths, interests and needs. The teacher organises a 'show and share' day where all students in her class bring in something special to them (e.g. a toy, game or photo). Each student has their turn at sharing. The teacher is genuinely interested in what each student says and shows enthusiasm. Afterwards, students have time to play and chat with each other about their special objects. The teacher uses this time to build connections with her students by asking questions, using positive body language and including everyone in the fun. This helps her to remember each student's name and something about them.

The teacher uses her growing knowledge of the students in future lesson plans. For example, as several students brought in a photo of their pet dog as their special object to share, the teacher plans a writing lesson about their favourite type of animal. The teacher gradually builds strong relationships with each student by being consistently understanding, warm and approachable.

Secondary

A secondary school teacher is preparing to welcome back his Year 10 English class after the term holidays. There were challenging disruptions to the whole school routine in the previous term which impacted relationships across the school. The teacher didn't develop positive connections with the class as much as he normally would have which impacted on the class's behaviour and work ethic. He decided that this term, he would increase his focus on building positive relationships with students.

His two priorities for the start of the term are beginning the lessons in a warm way to set the tone and getting to know his students. Over the first two weeks of term, he has a chat with each student. As he finds out more about his students, he uses this as a lever for more conversations. The teacher is also mindful of his verbal and non-verbal cues and is perceptive of students' body language and reactions. He can tell from their body language which students feel comfortable chatting to him and which do not. He only approaches in a way that is welcomed by the student.

He also has conversations with students when on yard duty or moving around the school, which helps him develop a better understanding of his students. Some of the students notice the interest that their teacher takes in their lives, both academically and beyond. They notice that the teacher is respectful and doesn't ask questions that cross boundaries. Over time, the teacher's genuine questioning and listening builds connection and trust with many of the students. Most students feel comfortable engaging in conversation and feel more willing to approach the teacher for help.

High Impact Wellbeing Strategy 2: Facilitate peer relationships



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers intervene and discourage unacceptable behaviour between students.	Teachers recognise and encourage desired behaviour, such as positive and kind interactions.	Teachers facilitate positive interactions among students, including through modelling kind behaviours. Teachers help students to learn how to resolve conflicts with peers on their own.	Teachers are aware of peer-to-peer dynamics. Teachers support students to build healthy relationships with and be supportive of their peers. They empower students to treat peers constructively, resolve differences and restore peer relationships.
Teachers are aware of students' social skills and competencies.	Teachers find opportunities to teach social competencies and skills (regardless of their learning area) and enable students to practice them. Teachers identify and support students who find social situations difficult to connect with peers, for example by partnering students with similar interests or students who will interact well.	Teachers support students to build social and emotional skills. They support students who may be at risk of social isolation or ostracism. Teachers seek out opportunities for students to develop and explore understanding of student diversity. Teachers scaffold opportunities for students help each other in the classroom.	Teachers encourage kindness, respect and collaboration in the classroom. Teachers facilitate an environment where students are available to support peers when they face challenges. Teachers support all students to have confidence in building relationships with peers.

Case studies

Primary

A Grade 4 teacher has noticed a couple of students are often left out at play time or picked last for games. She plans to support these students by deliberately designing opportunities for collaborative learning in her class.

She begins by adjusting the seating chart, placing the left-out students next to someone she thinks they will get on well with. She then encourages table partners to work together as often as possible. She offers praise to the pairs who are working well together and models positive collaboration.

Next, she challenges her class to play with someone new this week. She models asking someone to play and offers the opportunity for students to practice in class. At the end of one lesson, she overhears a couple of students asking their new table peers if they want to play together. She checks in with the students she wanted to support. One is pleased that another student has asked him to play. However, another student says that each time she joins a group the other students run away from her.

The teacher sets up a meeting between these students and they discuss the issue. The other students say they don't like that she keeps trying to control each game. The teacher encourages the students to come up with some strategies. She helps identify some solutions and ways to resolve their own differences with this student. She also meets with the student who is being isolated and talks to her about how to play fairly. The teacher uses the Resilience, Rights and Respectful Relationships teaching and learning materials to help students develop social and emotional skills and promote cooperative play in the class.

After a few weeks, the group are mediating their own disagreements. The teacher continues to change the seating chart regularly and offer support and guidance.

Secondary

A Year 8 teacher at a P-12 college has been focusing on strengthening the peer-to-peer relationships of his students after noticing that students tended to gravitate towards the same group or person each day. The teacher took a gradual approach in changing the classroom dynamic as he did not want to make any students uncomfortable from a change to routine. Initially he encouraged students to sit next to a different person for at least one activity lesson. He then provided regular opportunities for collaborative learning to new connections.

To ensure that students were equipped with the skills needed to cultivate new relationships, the teacher integrated an additional component into each lesson that highlighted behaviours that would support student rapport. These included success criteria statements like "I will listen to my peers when they are speaking and ask polite questions if there is something I do not understand or agree with".

The teacher offered praise when he observed students trying new behaviours. He created opportunities for pulse checks to ensure that all students felt comfortable.

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



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers understand how to be consistent in setting classroom expectations.	Teachers design classroom expectations with students' input aligned with broader school approaches. Teachers clearly communicate and remind students about classroom expectations. Teachers try to ensure that students understand the expectations and provide examples.	Teachers design classroom expectations with students. They clearly and regularly communicate expectations using positive language. Teachers model behaviour and provide opportunities for students to practice new skills. Expectations are consistently applied and strongly aligned with the school wide approach.	Teachers design classroom expectations and consequences with students. Teachers create the conditions for students to monitor and communicate expectations to each other. Teachers empower students with the skills and strategies to make choices about their behaviour.
Teachers often reinforce fair responses for students when classroom expectations are not met.	Teachers respond calmly and consistently when students do not meet classroom expectations. Proportionate and non-punitive approaches are used to follow up when expectations are not met.	Teachers have a strong understanding of how classroom expectations can be adapted to meet developmental and learning needs. Teachers seek to understand and support the underlying reasons classroom expectations are not being met. Teachers are skilled at supporting students when they show challenging behaviour.	Teachers use a range of strategies to prevent behavioural concerns arising or escalating. Teachers are skilled in understanding why classroom expectations are not met and are skilled at adjusting classroom expectations in line with the needs of students. Teachers appropriately respond to students with complex needs.

Case studies

Primary

A teacher in a Grade 3 classroom would like to start the school year by promoting a positive environment with routines, where all are motivated to learn. Once the students are settled into the new space the teacher brings all students to the floor for a class meeting to develop shared classroom expectations. Every student has a chance to speak, and the class decides which expectations to use in their classroom for the year. The teacher then leads a discussion about how to demonstrate each, examples of not meeting expectations and what happens when they are not met. The teacher provides opportunities for the students to practice the expected behaviours, while providing corrective feedback to make sure that students can perform them.

The new set of classroom expectations are printed onto poster paper, decorated by the students and hung on the wall. Over the next few weeks, the teacher calls several class meetings where the students come together and discuss what the expectations mean and their importance. This provides the students with the opportunity to reflect on their behaviour. The teacher reinforces classroom expectations consistently with care and empathy.

During an art lesson the teacher overhears a student say 'I don't care what my painting looks like. I just want to do something else'. This was not in line with the classroom expectation of 'always do your best'. Speaking to the class, the teacher reminds all the students that it is important to try their best and it is the best way to learn and grow. He does not single out the student in front of peers.

After the class, the teacher speaks individually to the student to better understand the comment. He asks 'Can you let me know why you didn't care about the painting? Is everything ok?'. The student said they felt tired today and went to bed late last night. The teacher lets the student know that sleep is important for being able to try your best in class and provides some tips for better sleep. The teacher checks in with the student regularly to see if there is a pattern that requires more support.

Secondary

A Year 9 teacher has co-created a set of clear expectations with her students about acceptable behaviour. The expectations are on a poster in their classrooms, and she reiterates them regularly. A key expectation was to be respectful of each other and the teacher, and not to disrupt their peers. When students in the class interrupt others or are disruptive the teacher uses a range of techniques to remind students of classroom expectations. The teacher responds with genuine praise when students meet the expectations.

She takes care to make reasonable adjustments to ensure all students are included in the class and can meet expectations. One student is highly sensitive to light and noise. The student wears a cap in class to reduce stimulation from light and listens to white noise through headphones to help concentrate on tasks. The student finds this to be effective. The teacher and school are highly supportive of the adjustment. Other students understand the importance of the adjustments and support their peers. Students feel safe and respected in the class and can concentrate on their work.

High Impact Wellbeing Strategy 4: Support inclusion and belonging



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers pursue opportunities for professional learning and self-reflection to build knowledge and skills in belonging and inclusion.	Teachers apply their learning to strengthen belonging and inclusion in daily classroom practice. They are aware of their own worldview and how this shapes their behaviour and attitudes.	Teachers model and celebrate language and behaviours that embed a school culture of belonging and inclusion. They take time to reflect on and question their social and cultural biases.	Teachers adapt their teaching style to respond to the diverse needs and cultures of their students. Teachers value and celebrate diversity as a key strength of students and Australian society.
Teachers introduce new knowledge and skills related to social inclusion in the classroom. Teachers set classroom expectations that students will treat peers with respect.	Teachers discuss examples of social inclusion, and model inclusion when opportunities arise in the classroom. They connect with families and other staff as needed to support all students to feel safe and valued.	Teachers give students opportunities to demonstrate inclusion and offer praise to students who show care and inclusion of others. They listen to and actively support students experiencing bullying or discrimination.	Teachers are skilled in leading discussions and activities on inclusion. They empower students with knowledge and skills to treat others in a respectful and inclusive way. Teachers champion diversity and inclusion in the classroom and beyond.

Case studies

Primary

A Grade 1 teacher uses morning circle time to allow students to share with each other. They discuss what they are looking forward to and their goals for the day. Some students share what is bothering them and they work together to offer solutions. All students join the circle time, and it is a safe, inclusive space for the class.

The teacher notices some students saying things about the appearance of others and excluding them from their groups. He is quick to respond to this behaviour but would like the class to understand why it is not okay. He uses the circle time to bring this up and to discuss diversity and respect. He explains students' responsibility to make others feel included without having to explain their differences. They discuss how it can feel to be left out or talked about.

The teacher also has a conversation with the students who were targeted by the comments and reinforces that those comments are not acceptable. They have a conversation about how all students have a cultural identity and encourages every student to identify and understand their own culture. They also encourage the class to understand the similarities and differences between their own and other's cultures and encourages the class to be comfortable with these. The teacher explains that even those who may seem similar to another may have different cultural identities or expressions that can be seen in their values, beliefs and behaviours. At the end of the day he talks to the student's parents about what has happened and how he has followed up, and also follows up with his team leader.

The teacher revisits the Civics and Citizenship curriculum and uses resources he finds on the department's multicultural education programs and resources page to plan lessons that will help students learn about a range of cultures and diverse needs that people have. The students start to gain a better understanding of diversity. He continues to monitor the behaviour and language used by the class. Over time the teacher notices students including each other more in play and learning tasks. One of the students that had previously excluded another apologised about her past behaviour.

Secondary

A Victorian secondary school has a new student starting in Year 9. With the support of the year level coordinator, the form group teacher sets a time to meet with the student and their family the week before they start. As the parents have limited English, she engages an interpreter to support communication.

During the meeting, the student's parents raise concerns about how other students might treat their child. The teacher explains the supports they have to ensure a safe and welcoming environment. These include a flexible uniform policy and bicultural workers who can help support the student to settle into the school. They explain that intercultural capability is taught to all students as part of the curriculum. Through this the students have a strong understanding of cultural diversity and how to be respectful to their peers. The student's parents share information about their cultural background. They discuss some considerations and alterations that will be needed in the classroom including differentiating the student's tasks in some subjects and enrolling her in English as an Additional Language (EAL) rather than English.

The teacher speaks with the student's year level coordinator at her previous school. They discuss the student's academic needs, including their last Individual Education Plan (IEP). The form group teacher prepares the class for their new peer. They discuss how it can feel to be new and how to make them feel welcome. They discuss inclusion and class expectations. When the new student joins the class, the teacher models making her feel welcome and selects a student to be her buddy. The teacher looks out for and praises students who show kind and inclusive behaviour towards the new student. She checks to see if any students are using inappropriate language or conveying the student isn't welcome. She is pleased to see this doesn't happen.

By the end of her first week, the teacher overhears the new student sharing about her culture. The teacher and family meet again at Student Support Group (SSG) meeting. An IEP is developed by the SSG to support the student's learning and social needs.

High Impact Wellbeing Strategy 5: Foster student self-efficacy



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers make rudimentary adjustments to their teaching to target student strengths. They deliver content with a 'one size fits all' approach.	Teachers adjust their teaching to target student strengths. They break down tasks for students and allow students additional time if needed. They use a range of mediums to deliver content.	Teachers create opportunities for students to have rewarding learning experiences by scaffolding learning and differentiating instruction and tasks.	Teachers develop individualised learning tasks that provide students with the opportunity to be appropriately challenged and to experience success.
Teachers see challenges as ways that students can build their resilience and coping skills. Praise is not regularly practiced in the classroom or focuses on personal praise.	Teachers support students when they face challenges in the classroom, seeking to help them recognise and draw on their own resilience and coping skills. Teachers often praise student ability.	Teachers support students emotionally and academically through challenges. They help turn these into learning opportunities for the student. Teachers provide positive and constructive feedback. Teachers praise effort in a consistent way, that is precise and descriptive. They are aware of individual student preferences about receiving praise.	Teachers foster the confidence for students to meet challenges with curiosity and excitement. Teachers create a classroom culture that views challenging content, skills and tasks as something to be embraced. Teachers praise student effort and process of learning rather than just the outcome. They are authentic and sincere and use praise strategically.

Case studies

Primary

A Grade 3 primary school teacher has noticed students giving up in maths when they find a task challenging. He asks students about this. Some students tell him the activity is too hard, others say they are not smart enough. The teacher brings this up at his next year level meeting. The team considers ways to build students' belief in themselves.

The teacher decides to offer positive praise and model relevant strategies. His goal is to hear students using positive self-talk and see them persisting longer on tasks. During his maths lesson the next day, the teacher models getting frustrated when he can't work out the answer straight away. He models trying a different approach when the first isn't successful.

Throughout the week, the teacher offers praise to students who persist and try new ways to find the answer. He notices many students saying things like "I can do this" and "I'll try again". But a few students seem more frustrated than ever. The teacher sits down with these students and asks them how they are feeling in class. One child explains "I'm just dumb. No matter what I try, I never get it right." The teacher realises this student hasn't experienced success yet, so is not yet able to change their mindset.

During the next maths lesson, the teacher models breaking down a big task into smaller, achievable tasks. He checks in with the students that will find this challenging. He offers support and guides them to achieve their goals. When giving feedback, he celebrates the students' successes and efforts.

This feedback and the continued positive praise, builds the student's confidence. After a few weeks, the teacher reflects on this progress with his year level team. He shares that students have begun to praise each other, and talk about their abilities more positively. He considers ways to build on and maintain this initial success.

Secondary

A Year 8 Humanities teacher has noticed an increase in negative self-talk and self-deprecating comments from students and an unwillingness to engage with challenging tasks. They decide to consult their colleagues for assistance through a Professional Learning Community (PLC). The PLC group is made up of secondary teachers who are largely teaching Years 7 and 8. They discuss the students' capabilities and read research on scaffolding tasks to cultivate student belief in their abilities.

The Humanities teacher starts by doing a class activity where students identify their strengths. They then review their unit plan to provide options for students to choose approaches that target their individual strengths. They provide genuine praise for effort and perseverance. They also provide clear scaffolding and goals for students who find the task hard.

The PLC discusses the success students are experiencing and decides to introduce more challenging tasks. The teacher begins slowly. They provide scaffolding to the whole class, before moving to target individuals. The teacher refers students back to previous tasks and the hard work that led them to success. The teacher encourages students to review their successes and reflect upon their approaches and mindset that lead to this work.

In their end of cycle PLC discussions, the Humanities teacher reflects that they have noticed a decline in student negative self-talk in the classroom, and an improved willingness to begin new tasks.

High Impact Wellbeing Strategy 6: Engage students



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers set work that considers the developmental and learning needs of students. They are building a small repertoire of instructional practices and resources.	Teachers have a developing understanding of how to scaffold and differentiate lessons and activities to meet student needs. Teachers have a repertoire of instructional practices and resources that they regularly use to engage students. Teachers make linkages between content and student interests or how the content applies outside the classroom.	Teachers provide a variety of ways for students to demonstrate their learning. They differentiate and scaffold tasks and lessons. Teachers use multiple and varied instructional practices and resources to build engagement. They work with students to connect the learning to situations outside the classroom.	Teachers provide a variety of meaningful and appropriately challenging ways for students to demonstrate their learning. Teachers routinely differentiate and scaffold tasks and lessons. Teachers select instructional practices and resources to meet the needs of their students and to promote engagement. Teachers model interest in and engagement with learning.
Teachers actively supervise students and are developing their skills in managing distractions and disruptions in the class.	Teachers place an emphasis on understanding student interests and how learning tasks can align with these. Teachers supervise students and effectively manage distractions and disruptions in the class.	Teachers are alert to the class environment and use a range of tools to shift the energy and manage distractions and disruptions. Teachers have taught students how to break down a task, plan out steps and use strategies if they encounter difficulties. Teachers may highlight aspects of the content to help individual students connect with it.	Teachers are attuned to factors beyond the classroom that may impact engagement and are able to flexibly adapt the lesson. They routinely and comfortably use a range of strategies to shift the energy of a class or student. Teachers empower students to persist with difficult tasks through teaching problem solving strategies.

Case studies

Primary

A Grade 5 teacher is teaching a set of lessons on poetry. Some students in the class have complained that “poetry is boring” and ask, “what’s the point in learning this stuff?”. They have become disengaged, mocking the poems and scribbling in their books during writing time. The teacher knows these students like listening to music and decides to incorporate this interest into the poetry lessons. That afternoon, she talks to them about music they can study in the lessons and asks them for a list of songs they might like to use. She selects a couple of appropriate songs that will fit with a lesson on similes and metaphors.

The next day, the teacher begins the lesson by playing one of the songs the student selected. She sees their eyes light up as they realise they selected the songs. She breaks the class into small groups. Each group is tasked with listening to and reading the lyrics for a different song to identify the similes and metaphors. Before the groups commence work, the teacher reminds them of the class expectations about how to work collaboratively.

During the writing component of the unit, the teacher supports the students to create their own poems. She encourages students to use any of the forms they explored in class, including songs. Some students who had previously spent this time disengaged in the task now ask the teacher to help them. They are so excited to create their own song they ask if they can record and play it for the class at the end of the week.

Secondary

A team of Year 10 English teachers know that there has been a decline in the ‘Stimulated Learning’ factor in the school’s Attitudes to School Survey data. Some Year 10 students are asked to be a part of a student focus group so teachers can find out why students feel less engaged with their classes and what they can do to improve. The students indicated that the teachers were doing most of the talking and that many classes were boring. The teacher team decided to focus on two key strategies to improve engagement: plan more opportunities for students to work collaboratively and develop lessons framed around student interests and learning technologies.

The teachers reviewed the course for the next term and identified where they could change an activity or task from being completed individually to being completed by small groups of students. They also analysed how often they use multi-media resources to engage students and planned to trial using more film and music clips and interactive games to help support engagement.

The staff also revisited their school’s instructional model and considered if they were clear enough about the learning intentions and learning goals. The teachers realised they were spending too much time on this (and doing too much talking) rather than moving to the next phase where students engage with or apply new knowledge and skills. Consequently, the teachers made a concerted effort to reduce the amount of teacher talk in their lessons.

High Impact Wellbeing Strategy 7: Promote coping strategies and facilitate referrals



Continuum of Practice

Emerging	Evolving	Embedding	Excelling
Teachers have a developing understanding of effective coping strategies students can use and their role in promoting help-seeking.	Teachers can advise students on positive coping strategies and talk positively about help-seeking and professional support.	Teachers are adept in supporting students to identify coping strategies to suit them.	Teachers empower students to problem solve in response to challenges by teaching and practicing the skills required to build resilience.
Teachers may notice obvious signs a student is experiencing challenges to their mental health and need additional support. They ask a team leader or school leader for assistance.	Teachers notice obvious signs when a student is experiencing challenges to their mental health and need additional support. They ask a team leader or school leader for advice or assistance and make appropriate referrals to the school wellbeing team.	Teachers notice if a student is experiencing mental health challenges. They inquire sensitively with the student and act promptly to ensure the student is supported. Teachers make reasonable adjustments to their classroom practice to support students.	Teachers notice subtle signs a student is experiencing challenges to their mental health. Teachers proactively and appropriately support students with reasonable adjustments to their classroom practice.

Case studies

Primary

A primary school teacher has received support from the school's Mental Health and Wellbeing Leader (MHWL) to implement some classroom activities to support student wellbeing. As part of the school's focus on student wellbeing, each teacher starts the day with circle time. This practice helps to create a safe space and provides an opportunity for teachers to informally notice each student and to gauge their mood, demeanour and behaviour.

The MHWL has provided all teachers at the school with simple 'ready to learn' scales – a tool for students to help them show how they are feeling and whether they are ready to learn. The teacher is keen for his students to develop skills in self-regulation so after circle time, each student completes the simple scale. He uses this scale and what he has noticed about students to better understand how his students are going and what their needs on any day might be. Depending on where a student has placed themselves on the scale, he may have a quick conversation with them. Sometimes this is enough for them to start the lesson. At other times, the student needs some time to help them feel regulated enough to start learning. In these instances, students can choose from a bank of activities that help them regulate their emotions.

When working one to one with a student, the teacher helps the students name their emotions. He has put up posters in the classroom that help students identify what they are feeling. He supports them to use strategies the class have practiced when they become frustrated. Tasks are often broken down or altered to support a child at their point of need. The teacher models other problem solving with the students to help them develop their skills and regularly talks about how seeking help is a good thing. He discusses healthy eating, exercise and sleeping habits with the class and encourages them to build these habits.

The MHWL regularly meets with the teachers in the school to hear how they're going with implementing classroom activities and share ideas and ways of working.

Secondary

A Year 11 Legal Studies teacher notices one of her students seems to have lost energy and enthusiasm. She tries to chat to the student about her concerns but the student says she is fine and doesn't want to talk. The teacher raises her concerns with the year level coordinator in case other teachers are noticing the same change in demeanour. As no other teachers have raised a concern and they have not identified any safety concerns for the student, she and the coordinator decide that for the next fortnight, that they will keep a closer eye on the student and will make a referral to the wellbeing team if the concerns persist.

A few days later, the student's demeanour is still causing the teacher some concern. The student missed a deadline and has been late to class twice. She tries to speak to the student once more and this time the student discloses that she is feeling very anxious about balancing her sport, after school job and studies. The teacher empathises with the student and asks if the student has talked to her parents about how she is feeling. They discuss what the student's week looks like with her commitments and how the student has managed these demands in the past. She prompts the student to reflect on what her priorities are and the changes she could make to her commitments that would reduce her stress. The teacher reminds the student about the supports that are available at school and encourages her to see someone in the wellbeing team, like the Mental Health Practitioner. She offers to go with the student to the wellbeing team if she wishes. She tells the student that she's going to tell the year level coordinator about the conversation as it is important for the coordinator to understand how every student is going and if extra support might be needed.

The teacher relays her conversation to the year level coordinator. A couple of days later, the year level coordinator also speaks to the student. After his conversation with her, he refers the student to the wellbeing team.

Understanding the HIWS evidence-base

Systematic review

In 2022, Monash University worked with the Victorian Department of Education to develop the evidence based High Impact Wellbeing Strategies (HIWS). The collaboration saw the themes identified and refined into teacher-deliverable practices. The identification of the final strategies were based on key decisions such as: perceived usability, accessibility, and ease of implementation by all classroom teachers.

This resource outlines findings conducted from a robust and rapid systematic review of seven studies with a collated participant sample size of 6,231. Using the Preferring Reporting of Items of Systematic Review and Meta-Analysis Guidelines (Moher et al., 2009), the review covered five electronic databases covering a mixture of disciplines (i.e., psychology, social work, and education).

Studies that used a measure of wellbeing (including life satisfaction, thriving, flourishing, positive affect [mood], positive mental health), and used more than one item to measure student wellbeing, were included in the review. The seven studies identified five HIWS themes:

1. positive student-teacher relationships
2. mastery goals
3. clear behavioural expectations and boundaries
4. differentiated instruction
5. enhancing positive psychological assets.

Once the seven studies were identified, each study was assessed for whether the research reported other variables of interest found to have positive outcomes for wellbeing. Additional strategies were related to enhanced positive psychological assets (e.g., self-efficacy, self-esteem, positive mental health, realistic best, academic striving, cognitive engagement, emotional engagement, academic self-concept, social inclusion, behavioural engagement). Of the seven studies, five (i.e., Phan, 2017; Phan & Ngu, 2020; Hearon, 2017; Yi et al., 2020; Pozas et al., 2021) revealed positive and significant correlations between wellbeing and positive psychological assets.

The review assessed and extracted the impact of teacher-delivered strategies that increase student wellbeing to develop the HIWS presented in this resource. The HIWS that emerged from the positive psychology assets came from studies that met the criteria of the systematic review.

The final 7 strategies were used to guide keyword selection

for an additional literature search to inform the strategy demonstration sections of this resource. This review was conducted according to guidelines proposed by Green, Johnson, and Adams (2001).

Literature searches were performed by all authors in July and August 2022. A combination of search terms were used, including wellbeing and wellbeing related search terms in addition to the strategy themes. Each article returned in the searches were reviewed and the full publications were obtained where possible. Additional manuscripts that adhered to the following criteria were considered (a) appears in a peer-reviewed journal; (b) empirical study; (c) written in English; (d) reports a positive outcome of wellbeing based on the strategy identified.

Findings of the review demonstrate that teacher-driven wellbeing approaches can create an environment for developing student wellbeing and wellbeing knowledge in students. The HIWS aim to empower teachers to use the most recent evidence in their teaching to foster wellbeing in students.



What is an effect size?

An effect size is a quantitative value representing the size of a relationship, construct or variable used to address a research question (Kelly & Preacher, 2012). The effect size denoted throughout this resource measures the strength of the relationship between two variables.

A correlation coefficient of .10 is thought to represent a weak or small association; a correlation coefficient of .30 is considered a moderate correlation; and a correlation coefficient of .50 or larger is thought to represent a strong or large correlation or relationship between two variables.

What is the effect size for each HIWS?

HIWS 1: Build relationships with students

Phan and Ngu (2020) found an effect size of 0.63, Hearon (2017) found an effect size of 0.44, and Kim et al. (2021) found an effect size of 0.37 for positive student-teacher relationships.

HIWS 2: Facilitate peer relationships

Phan and Ngu (2020) found an effect size of 0.54 and Hearon (2017) found an effect size of 0.46 for peer-relationships.

HIWS 3: Establish and maintain clear classroom expectations

Kim et al. (2021) found an effect size of 0.42, showing a moderate relationship between teachers establishing clear classroom expectations and student wellbeing.

HIWS 4: Support social inclusion and belonging

Phan and Ngu (2020) found an effect size of 0.42, and Pozas et al. (2021) found an effect size of 0.36 for social inclusion in classroom settings.

HIWS 5: Foster student self-efficacy

Phan and Ngu (2020) found an effect size of 0.44 for self-esteem and 0.55 for self-efficacy. Pozas et al. (2021) found an effect size of 0.35 for academic self-concept.

HIWS 6: Engage students

Yi et al. (2020) found an effect size of 0.42 for cognitive engagement and 0.34 for behavioural engagement. Hearon (2017) found an effect size of 0.38 for emotional engagement.

HIWS 7: Promote coping strategies and facilitate referrals

Baudoin and Galand (2022) found an effect size of -0.32, Kim et al. (2021) found an effect size of -0.40, and Hearon (2017) found an effect size of -0.45 that showed mental health problems have a negative impact on wellbeing.



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HIWS 1 – Strengthen positive teacher-student relationships

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HIWS 2 – Facilitate peer relationships

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HIWS 6 – Support student engagement

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Appendix

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