

High Impact Wellbeing Strategies (HIWS) Self-Reflection Matrix

1. Build relationships with students

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.

- **Show genuine care and respect to students.**
- **Help students solve problems and take time to help them learn.**
- **Provide students with choice, empowerment and responsibility.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers have a developing sense of how their verbal and non-verbal cues impact the classroom environment. ○ Teachers can typically regulate their emotions if there is a conflict with a student but can find this challenging. ○ Teachers have some knowledge of the students' needs although this awareness may only come from overt signs or information from others. 	<ul style="list-style-type: none"> ○ 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. ○ Teachers can consistently regulate their response to student behaviour and model self-regulatory and co-regulatory behaviours to students. ○ 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. 	<ul style="list-style-type: none"> ○ Teachers regularly convey warmth and acceptance to most students via their verbal and non-verbal cues. ○ 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. ○ Teachers follow up with students following conflict to ensure the relationship is restored. ○ Teachers can identify student interests, strengths, academic and emotional needs. ○ Teachers use their relationship with students to inform learning opportunities, targeting student interests and strengths. 	<ul style="list-style-type: none"> ○ Teachers consistently convey warmth and acceptance to all students via their verbal and non-verbal cues. ○ Teachers are aware of both their own and student triggers. They use this knowledge to deescalate and manage disruption. ○ Teachers respond to behaviour in an empathetic, restorative, and supportive manner. They are highly skilled in teaching and supporting students to self-regulate. ○ Teachers cultivate ongoing mutual respect and positive regard with their students. ○ Teachers use their knowledge of students to inform their teaching. ○ Teachers use a range of strategies to check-in with students and flexibly adapt.

Which DoE & school-level resources have you in place?

- Child Safety Standards
- Teach RRRR: Topic 6 (Help Seeking) & Topic 8 (Positive Gender Relationships)
- Reinforce SW-PBS Expectations, Rewards Systems
- Set Victorian Curriculum: Personal & Social Capability Goals in ILPs
- BSEM: Relationships (Unconditional Positive Regard, Empathy & Zen, Golden Statements)
- Disability Inclusion: Provide substantial and extensive adjustments to students (Interpersonal Interactions)
- HITS: Feedback (T-S)

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2. Facilitate peer relationships

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.

- **Provide a safe space for students to develop connections with their peers**
- **Understand differences among students and how that may affect their interactions.**
- **Model and explicitly teach social and emotional skills.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers intervene and discourage unacceptable behaviour between students. ○ Teachers are aware of students' social skills and competencies. 	<ul style="list-style-type: none"> ○ Teachers recognise and encourage desired behaviour, such as positive and kind interactions. ○ 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. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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.

Which DoE & school-level resources have you in place?

- Child Safety Standards
- Teach RRRR: Topic 6 (Help Seeking) & Topic 8 (Positive Gender Relationships)
- Reinforce SW-PBS Expectations, Reinforcement Systems
- Set Victorian Curriculum: Personal & Social Capability Goals in ILPs
- BSEM: Relationships (Unconditional Positive Regard, Empathy & Zen, Golden Statements)
- Disability Inclusion: Provide substantial and extensive adjustments to students (Interpersonal Interactions)
- HITS: Collaborative Learning & Structuring Lessons (Teaching & Learning Model & Framework)
- Bully Prevention & eSMART
- Recess/Lunch Clubs / Common Rooms

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3. Establish and maintain clear classroom expectations

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.

- **Discuss expectations with students and seek their input.**
- **Create a sense of order and predictability in a classroom.**
- **Uses proportionate and non-punitive responses when expectations are not met.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers understand how to be consistent in setting classroom expectations. ○ Teachers often reinforce fair responses for students when classroom expectations are not met. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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.

Which DoE & school-level resources have you in place?

- Teach RRRR: Topic 4 (Problem Solving)
- Reinforce SW-PBS Expectations
- Set Victorian Curriculum: Personal & Social Capability Goals in ILPs
- BSEM:
- Disability Inclusion: Provide substantial and extensive adjustments to students (General Tasks & Demands)
- Differentiation & Intervention Model (Tier 1)
- eSMART

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4. Support inclusion and belonging

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.

- **Ensure students feel valued, accepted, safe and comfortable in the classroom.**
- **Learn from students and about their lived experience and promote an understanding of multiple and diverse perspectives.**
- **Respond swiftly and effectively to language and behaviour that is discriminatory, offensive or demeaning to others.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers pursue opportunities for professional learning and self-reflection to build knowledge and skills in belonging and inclusion. ○ Teachers introduce new knowledge and skills related to social inclusion in the classroom. Teachers set classroom expectations that students will treat peers with respect. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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.

Which DoE & school-level resources have you in place?

- Child Safe Standards: 1 and 3
- Teach RRRR: Topic 2 (Personal Strengths)
- IEP: Jackson Learner Profile & SSG Minutes
- BSEM: Body
- Disability Inclusion: Provide substantial and extensive adjustments to students (All Domains & Activities)
- HITS: Collaborative Learning & Differentiated Teaching
- Victorian Curriculum: Personal & Social Capability, Intercultural Capability & Health & PE
- OOH: LOOKOUT
- ATSI: KEC/KESO, CUST
- Safe Schools
- Psych4Schools

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5. Foster student self-efficacy

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.

- **Encourage students to try their best and celebrate all achievements.**
- **Set work and goals that are aligned with student abilities and consider each student's progress compared to their competencies.**
- **Hold high expectations for all students.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers make rudimentary adjustments to their teaching to target student strengths. They deliver content with a 'one size fits all' approach. ○ 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. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ Teachers create opportunities for students to have rewarding learning experiences by scaffolding learning and differentiating instruction and tasks. ○ 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. 	<ul style="list-style-type: none"> ○ Teachers develop individualised learning tasks that provide students with the opportunity to be appropriately challenged and to experience success. ○ 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.

Which DoE & school-level resources have you in place?

- Child Safe Standards: 3
- Teach RRRR: Topic 2 (Personal Strengths)
- SW-PBS Expectations
- BSEM: Relationships (Golden Statements), Character (Character Strengths)
- Disability Inclusion: Provide substantial and extensive adjustments to students (All Domains & Activities)
- HITS: Setting Goals (ILPs, VLGs), Worked Examples (Teacher Modelled/Shared Activity), Feedback (S-T), Metacognition (Zones @ Jackson, Regulation Breaks), Differentiated Teaching
- Victorian Curriculum: Personal & Social Capability, Intercultural Capability & Health & PE
- Mental Health Menu & Toolkit
- Transition Learning Development Statements (TLDS are for Prep Students Only)

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6. Engage students

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.

- **Tailor tasks to student interests and capabilities.**
- **Provide a variety of meaningful and challenging ways for students to complete classwork and assessments.**
- **Ensure there are opportunities for students to work in pairs or groups and to contribute to each other's learning.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers set work that considers the developmental and learning needs of students. They are building a small repertoire of instructional practices and resources. ○ Teachers actively supervise students and are developing their skills in managing distractions and disruptions in the class. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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. 	<ul style="list-style-type: none"> ○ 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 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.

Which DoE & school-level resources have you in place?

- IEP: Jackson Learner Profile & SSG Minutes
- BSEM: Engagement
- Disability Inclusion: Provide substantial and extensive adjustments to students (All Domains & Activities)
- HITS: Setting Goals (ILPs, VLGs), Worked Examples (Teacher Modelled/Shared Activity), Feedback (S-T), Metacognition (Zones @ Jackson, Regulation Breaks), Differentiated Teaching
- All Victorian Curriculum Learning Areas, including: WOW, VPC and ASDAN
- Mental Health Menu & Toolkit
- Attendance

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7. Promote coping strategies and facilitate referrals

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.

- **Support students to identify personal emotional responses.**
- **Promote positive coping strategies.**
- **Notice changes in student demeanor or behavior and refer for more support if necessary.**

Emerging	Evolving	Embedding	Excelling
<ul style="list-style-type: none"> ○ Teachers have a developing understanding of effective coping strategies students can use and their role in promoting help-seeking. ○ 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. 	<ul style="list-style-type: none"> ○ Teachers can advise students on positive coping strategies and talk positively about help-seeking and professional support. ○ 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. 	<ul style="list-style-type: none"> ○ Teachers are adept in supporting students to identify coping strategies to suit them. ○ 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. 	<ul style="list-style-type: none"> ○ Teachers empower students to problem solve in response to challenges by teaching and practicing the skills required to build resilience. ○ 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.

Which DoE & school-level resources have you in place?

- Teach RRRR: Topic 1 (Emotional Literacy), Topic 3 (Positive Coping), Topic 4 (problem Solving) , Topic 5 (Stress Management), Topic 6 (Help-Seeking)
- SW-PBS Expectations, Bully Prevention (STOP-WALK-TALK)
- BSEM: Body (De-escalation & Self-Regulation), Stamina (Emotional Intelligence, Resilience, Stamina for Independent Learning), Engagement (Positive Emotions)
- Disability Inclusion: Provide substantial and extensive adjustments to students (All Domains & Activities)
- HITS: Explicit Teaching (Teacher Modelled), Collaborative Learning (Differentiated Guided Focused Groups), Metacognition Strategies (Zones @ Jackson, Regulation Breaks)
- Victorian Curriculum: Personal & Social Capability & Health & PE
- Mental Health Menu, Toolkit and Wellbeing Continuum, referrals to external services
- Active Schools
- Healthy Schools

High Impact Wellbeing Strategies (HIWS) Self-Reflection Matrix

Checklist for all 7 of the HIWS

- Have student working files been read and shared with ES?
- Has there been regular communication with parents?
- Are detailed SSG meeting notes completed?
- Are ILP goals monitored and adjusted accordingly?
- Are the lessons differentiated according to student's needs, interests, readiness and level?
- Is cohort data analysed and taught to point of need within the independent curriculum?
- Have student BSPs and De-escalation Plans been read and shared with ES?
- Are Jackpoints being issued throughout the day to promote positive reinforcement?
- Does the student require an immediate reward system (session/daily)?
- Has the Hi5 safe people poster been co-created and individualized for the student?
- Are the BSEM principles used daily?
- Has a Tier 1 (in-class) or Tier 2 (targeted within the cohort) intervention been considered to support their learning?
- Is the Independent Curriculum taught regularly and adapted to be relatable to students' needs?
- Have school-wide and classroom expectations been taught explicitly?
- Does the student require a break time plan? Has a break time plan been completed?
- Has a referral to Allied Health been considered?
- Has the student been attending school regularly? Is their attendance monitored?
- Is the Zones @Jackson tool being reflected and actively used?
- Is the students AAC accessible or being modelled?
- Has the student been identified for case management meeting during Jackson Learner for behavioral and emotional support?
- Has a consultation with MHWL or MHP been considered?
- Has the Mental Health Continuum been completed?
- Have any opportunities for student voice and agency been provided?
- Are a range of learning activities provided based on student voice and interests?
- Have substantial and extensive adjustments been implemented?
- Has a Tier 3 SSG as a team around the learner (e.g. NDIS stakeholders, parent/carers) been arranged?

Other:

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