

## FISO Improvement Model: Well-being

Evaluate and diagnose	Prioritise and set goals	Develop and plan		Implement and monitor
<p><b>Staff:</b> <b>Areas for improvement:</b></p> <p><b>Staff Survey Results:</b> Low level of staff trust in colleagues (% of neutral or negative responses) (21% - 2018) (35% - 2017) (18.5% - 2016)</p> <p>Perceived lack of consultation, supportive environment (% of neutral or negative responses) (37% - 2018)</p> <p>Perceived lack of staff safety and wellbeing consultation/ participation (% of neutral or negative responses) (28% - 2018)</p> <p>Mixed response and engagement to Positive Education / Wellbeing</p> <p>Some lack of clarity with Positive Education / Wellbeing</p> <p>Not always prioritising own wellbeing and lack of specific skills/strategies with this.</p> <p>Self-Care and compassion PD - mixed response.</p> <p>Mindfulness – mixed response</p> <p>Live It Day – mixed response</p> <p>Some positive staff social events (not widely attended)</p> <p>Observed disconnect between ES staff and teaching staff</p> <p><b>What's working well:</b> Positive pep book changed tone of meetings (much more positive)</p> <p>Providing food for late nights (positive change)</p>	<p><b>STAFF:</b></p> <p>Increase well-being capacity and knowledge of Positive Education so that they are empowered to learn it and live it</p> <p>Increase opportunities to experience positive emotions</p> <p>Increase collegiate trust, connectedness, consultation and community participation</p> <p>Improve resilience and sense of own and others strengths</p> <p>Create a more supportive environment</p> <p><b>STUDENTS:</b></p> <p>Increase engagement, well-being and academic performance</p> <p>Improve student-to-student and student-to-teacher/staff connectedness</p> <p>Increase resilience</p> <p>Improve their sense of own and other's strengths</p> <p>Are motivated and have the capacity to optimise their own health (nutrition and exercise)</p> <p><b>ACHIEVED THROUGH:</b></p> <p>Regular opportunities for parents to connect with well-being focuses and strategies</p> <p>The embedding of Pos Ed and well-being strategies in the classroom on a daily basis</p> <p>Intentional, varied, highly valued Mindfulness experiences that build a toolkit of strategies for</p>	<p>'Staff Triads' in PD sessions (5 mins) each week with an intentional focus to increase connectedness</p> <p><b>Appreciative Inquiry Day (AI):</b> focusing on culture and what we would like our culture to be (all staff, some students and parents)</p> <p>Series of staff meeting following the AI: 1. Wrap up AI day 2. Re-introduce Positive Education and the Positive Emotions Engagement Relationship Meaning Accomplishment Health. (PERMAH) focus</p> <p>Professional Learning Community (PLC) developing Positive Education lessons for Term 1 2020</p> <p>Term 1 2020: focus in classroom – Positive Relationships:  <ul style="list-style-type: none"> <li>• Play is the Way</li> <li>• School Values</li> <li>• Mindfulness</li> </ul> </p> <p>Intentional staff initiatives (high impact, low effort):  <ul style="list-style-type: none"> <li>• Gratitude jar</li> <li>• Photo board with staff likes</li> <li>• What went well</li> <li>• Staff social occasions</li> </ul>                     (PLC members to take this on)</p> <p>Well-being information in Newsletters</p> <p>Well-being parent sessions (at least 2 per year)</p> <p>First day back: Well-being day  <ul style="list-style-type: none"> <li>• Half day focus on character strengths</li> <li>• Half day social/team-building activity</li> </ul> </p>	<p style="text-align: center;"><u>When</u></p> <p>Term 3 2019</p> <p>Friday 1<sup>st</sup> November</p> <p>Term 4 2019</p> <p>Term 4 2019</p> <p>Term 1 2020</p> <p>Term 3-4 2019</p> <p>2019-2021</p> <p>2019-2021</p> <p>28 January 2020</p>	<p><b>Data:</b></p> <p>Staff Survey Maroondah Youth Well-being Survey Attitudes to School Survey NAPLAN data</p> <p><b>Monitoring:</b></p> <p>Planning documents Observations Well-being PLC Minutes</p> <p><b>Community Leverage:</b></p> <p>Communication in newsletter, class sites, etc Parent information sessions Whole-school celebration days</p>

<p>Consultative Committee – working well; genuine consultation.</p> <p>1 – 1 staff meeting with Principal – positive approach</p> <p><b>Students:</b> <b>Areas for improvement:</b></p> <p>Maroondah Youth Wellbeing Survey identified the following key issues:</p> <p>Anxiety: Low 24%, Med 23%, High 53% Stress: Low 26%, Med 18%, High 56% Anger: Low 38%, Med 24%, High 38% Sedentary Behaviours: Low 30%, Med 37%, High 24% Depression: Low 51%, Med 36%, High 17% Loneliness: Low 54%, Med 19%, High 27%</p> <p>Play Is the Way whole staff trained – how rigorous/consistent is the implementation?</p> <p>Mindfulness – consistently across the school but effectiveness needs to be reviews (it needs to be a tool kit)</p> <p><b>What’s working well:</b> School Dog</p> <p>School Counsellor</p> <p>Library open/ clubs</p> <p>Rock and water program – initial stages</p> <p>Physical Activity – kids are highly motivated, being led well.</p> <p>Breakfast Club</p> <p>Highland Dancing</p> <p>Performing Arts assembly</p> <p>Broad range of activities</p> <p>Newsletter – student achievements</p> <p>Student of the week – celebrating success.</p>	<p>staff and students, leading to a gradual release of responsibility</p> <p>A consistent, school-wide approach to behaviour management Alignment of Pos Ed model with CBL focuses</p> <p>Consistent and rigorously implemented Play is the Way from F-6</p> <p>An active Pos Ed PLC that promotes Pos Ed in curriculum plans across the school</p>	<p>Play is the Way/Respectful Relationships/Mindfulness capacity built through staff PD and non-negotiables set for timetabling this work</p> <p>Train 2 staff members in 3-day Geelong Grammar Positive Education (annually)</p> <p>Behaviour management Professional Development</p> <p>Behaviour Management Policy and Procedures re-developed</p> <p>Follow up PD sessions and regular reminders about Character strengths (Live It)</p> <p>Character Strengths embedded in classrooms/curriculum (in conjunction with other Pos Ed focus areas)</p> <p>Term 2 focus: Positive Health (resilience) <i>Character strengths: bravery, perseverance, perspective, curiosity</i></p> <p>Whole school Well-being day – Positive Health</p> <p>Term 3 focus: Positive Accomplishment <i>Character Strengths: Humility, love of learning, leadership, teamwork, fairness</i></p> <p>Term 4 focus: Creativity with Positive Engagement <i>Character Strengths: zest, creativity, appreciation of beauty and excellence, humour</i></p> <p>Induction for new staff in well-being/positive education</p> <p>Term 1 2021: Positive Relationships <i>Character strengths: fairness, kindness, honesty, social intelligence, forgiveness</i></p> <p>Term 2 2021: Positive Emotions <i>Character strengths: Hope, love, gratitude</i></p> <p>Whole school Well-being Day - Gratitude</p>	<p>Term 1 2020</p> <p>2020 onwards</p> <p>2020</p> <p>2020</p> <p>Term 1 2020</p> <p>Term 2-4 2020</p> <p>Term 2 2020</p> <p>End of Term 2 2020</p> <p>Term 3 2020</p> <p>Term 4 2020</p> <p>2021 onwards</p> <p>Term 1 2021</p> <p>Term 2 2021</p> <p>End of Term 2 2021</p>	
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