WELLBEING

"Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community"

World Health Organization

 In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'. On a social level, it helps students to 'form and maintain healthy relationships' and prepares them 'for their potential life roles as family, community and workforce members' (MCEETYA, p. 9).

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work. Although it is named 'Personal and Social capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'social and emotional learning' is also often used, as is the SEL acronym.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships

| SELF-AWARENESS | SELF MANAGEMENT |
| SOCIAL AWARENESS | SOCIAL MANAGEMENT |

- **Self-awareness element**
  - **Recognise personal qualities and achievements,** make a realistic assessment of their abilities and achievements and prioritise areas for improvement
  - **Develop reflective practice,** predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers
- **Self-management element**
  - **Express emotions appropriately,** forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
  - **Develop self-discipline and set goals,** select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals
  - **Become confident, resilient and adaptable**, assess adapt and modify personal and safety strategies and plans and revisit tasks with renewed confidence
- **Social awareness element**
  - **Understand relationships,** identify indicators of possible problems in relationships in range of social and work related situations
- **Social management element**
  - **Communicate effectively,** analyse enablers of and barriers to effective verbal, nonverbal and digital communication
  - **Work collaboratively,** assess the extent to which individual roles and the responsibilities enhance group cohesion and the achievement of personal and group objectives
  - **Make decisions,** assess individual and group decision-making processes in challenging situations
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Health and Physical Education

Movement and physical activity - Year 5, Unit 4 UNITE

o Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenges

Students:

- explore the UNITE process by participating in group challenges
- practise and develop the UNITE process in partner and group challenges

Movement and physical activity - Year 6, Unit 1 Surf or Turf

o In this context students practice specialised movement skills including: swimming strokes, survival strokes and rescue situations. They apply and combine the above skills in different rescue situations

Students:

- develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations.

Movement and physical activity - Year 9, Unit 3 Navigator

- Students work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.

Students:

- develop skills to work collaboratively
- develop orienteering skills and concepts
- apply a combination of orienteering skills and strategies to complete orienteering courses containing obvious and more difficult controls. develop understanding of lifesaving concepts and strategies and apply them in practical survival and rescue situations.