



STUDENTS FROM ALL BACKGROUNDS COME TOGETHER TO WORK AND LEARN AS A TEAM.

*“Back in Year 7 I had weeks off school. It was the social part that was stressful, everyone pressuring you. I’m more confident now, I used to be really shy and would say no to things because people judge you – but now I’m more willing to try anything, even if I’m a little bit scared. HoL is the first step in being able to teach me something because I’m not away from school every 2nd day. I’m more confident, not as unsure. It’s a safe place if you get it wrong you can start again. HoL gives me a fresh breather from normal school, you can be you.. and that break of a day out of class working in HoL is great – I don’t need a week off anymore.”*

Isobel, Year 9

# MEASURING IMPACT

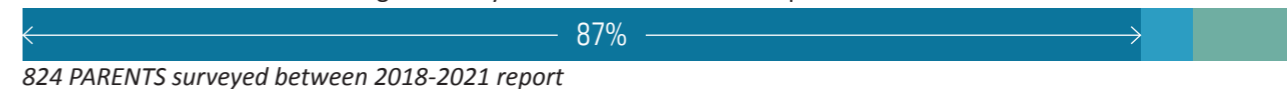
## FUTURE READY YOUNG AUSTRALIANS

Social and emotional capabilities are essential in enabling students to understand themselves and others, and manage their relationships, lives, and learning more effectively.

### BUILDING SOCIAL AND EMOTIONAL CAPABILITIES

The HoL methodology explicitly supports students to develop the five core Social and Emotional Learning (SEL) competencies of **Collaborative for Academic, Social, and Emotional Learning (CASEL)**, a world leading evidence based framework.

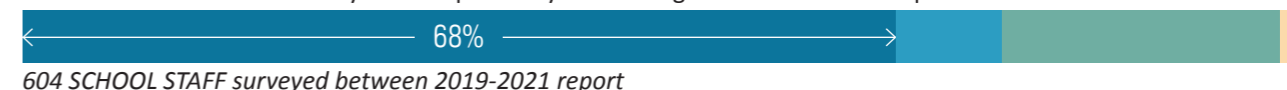
Self-awareness – “Since being in HoL my child’s confidence” has improved.



Self-management – “My ability to manage and regulate my feelings” has improved.



Social awareness – “Ability to work positively with a range of students” has improved.



Relationship skills – “My child’s ability to have healthier and more positive relationships with their peers” has improved.



Responsible decision-making – “My ability to take safe risks and try new things” has improved.



● IMPROVED/YES ● NO CHANGE ● NEVER AN ISSUE ● WORSENE

# HoL PARENT SURVEY 2018-2021

## PARENTS EVALUATE THE DEVELOPMENT OF THEIR CHILD'S SOCIAL AND EMOTIONAL SKILLS

824 parents of Hands on Learning students opted in to provide feedback about the impact of their children's participation in the program. Results were collected anonymously and collated automatically using the Microsoft Forms platform. Parents answered 18 scaled questions, with additional space for comments. The responses captured aligned with the globally recognised Collaborative for Academic, Social, and Emotional Learning [CASEL framework](#).

### SELF-AWARENESS/SELF-MANAGEMENT

**SELF-AWARENESS** – The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.

**SELF-MANAGEMENT** – The abilities to manage one's emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.

**Wellbeing** – “HoL plays a vital role in supporting my child's wellbeing”.



**Happiness** – “Since being in HoL my child is happier at school”.



**Confidence** – “Since being in HoL my child's confidence has improved”.



**Transition of learning** – “Since being in HoL I have noticed positive changes in my child and their attitude on other (non-HoL) school days”.



**Attendance** – “HoL is the key reason my child is more engaged and motivated to attend school”.



● IMPROVED/YES ● NO CHANGE ● NEVER AN ISSUE ● WORSENERD/NO

### SOCIAL AWARENESS/RELATIONSHIP SKILLS

**SOCIAL AWARENESS** – The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

**RELATIONSHIP SKILLS** – The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

**Communication** – “Since being in HoL by child's communication skills have...”.



**Belonging** – “Since being in HoL my child's sense of belonging at school has...”.



**Teamwork** – “Since being in HoL my child's ability to work well in a team of peers has...”.



**Peer relationships** – “Since being in HoL my child has healthier and more positive relationships with their peers...”.



**Teacher relationships** – “Since being in HoL my child's relationships with classroom teachers has...”.



**Family relationships** – “Since being in HoL my child's behaviour has improved with family members”.



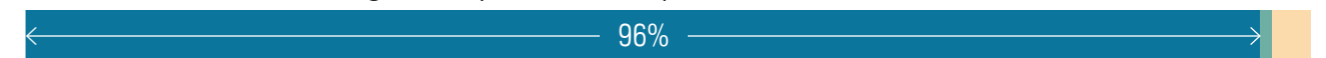
### POSITIVE PATHWAYS

The development of social and emotional capabilities better enables students to embrace opportunities that are presented to them within the school environment and in future transitions, pathways and vocational training. This is further enhanced by their parent's connection to, and support of their child's school.

**Applied learning** – “My child enjoys the chance they get in HoL to learn by doing real and meaningful things”.



**Work/life skills** – “Since being in HoL my child has developed new work and life skills”.



**Application** – “Since being in HoL my child's interest and application to schoolwork has...”.



**Parent connection** – “Since my child has joined HoL my own sense of connection to the school as a parent has improved”.

