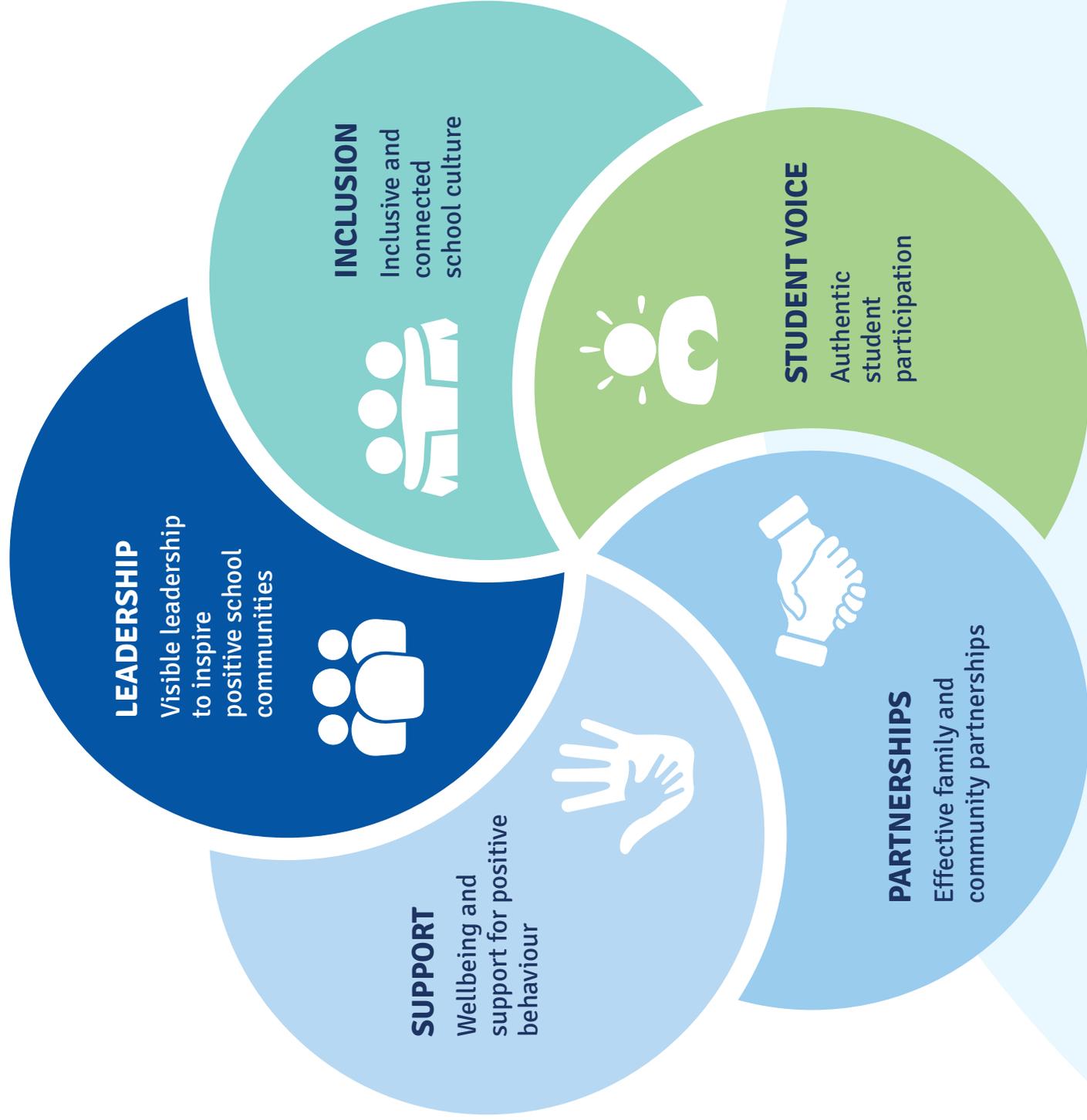


AUSTRALIAN STUDENT WELLBEING FRAMEWORK



Discover information, free resources for teachers, parents and students, and professional learning opportunities on the Student Wellbeing Hub

studentwellbeinghub.edu.au



Student Wellbeing Hub



LEADERSHIP

Visible leadership to inspire positive school communities

Principals and school leaders play an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Develop the school's vision and values, building on existing strengths, to enhance student learning and sustain the safety and wellbeing of the whole school community.

Actively seek and incorporate students' perspectives about safety and wellbeing in order to promote positive learning outcomes.

Communicate the priorities for student learning, safety and wellbeing and encourage collaborative partnerships to enact the school's vision and values.

Collaboratively develop whole school policies, plans and structures for protecting the safety and promoting the wellbeing of staff, students, and families.

Regularly monitor and review school capacity to address the safety and wellbeing of the whole school community in order to identify areas of strength and those requiring improvement.



INCLUSION

Inclusive and connected school culture

All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Recognise and value the role and contribution of staff, students and families in building and sustaining school connectedness.

Respect the diversity of the school community and implement proactive strategies in order to build a cohesive and culturally safe school.

Teach, model and promote values and behaviour in order to create and maintain supportive and safe learning environments.

Foster and maintain positive, caring and respectful student-peer, student-teacher, teacher-parent and teacher-teacher relationships.

Engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students and in order to promote staff wellbeing.



STUDENT VOICE

Authentic student participation

Students are active participants in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Provide opportunities for authentic student decision-making over matters that affect them.

Create and maintain inclusive and interactive learning environments to encourage active student participation to foster a sense of connectedness.

Actively engage students through the use of evidence-informed, strengths-based approaches to enhance their own learning and wellbeing.

Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.

Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



PARTNERSHIPS

Effective family and community partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

Proactively build collaborative relationships with families and communities to create a shared understanding of how to support student learning, safety and wellbeing.

Develop strategies to sustain culturally respectful partnerships with families and communities that are welcoming and inclusive.

Build partnerships with Aboriginal and Torres Strait Islander families and community organisations to ensure a culturally safe environment and a two-way reciprocal exchange of knowledge on wellbeing issues.

Build links with community organisations, services and agencies to assist schools in the early identification of need and to collaboratively plan targeted support for all students and families, including those from vulnerable groups.

Regularly monitor and review school capacity to respond to specific instances of student and family need to protect their safety and wellbeing within the context of the school's urban, regional, rural or remote location.



SUPPORT

Wellbeing and support for positive behaviour

School staff, students and families share and cultivate an understanding of wellbeing and support for positive behaviour and how this supports effective teaching and learning.

Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour.

Embed wellbeing and positive behaviour support strategies that are evidence-informed, promote resilience and align with the needs of the school community.

Implement a whole school systemic approach to wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.

Engage in professional learning to support the consistent implementation of the school's plan for wellbeing and support for positive behaviour.

Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families.

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