

AUSTRALIAN STUDENT WELLBEING FRAMEWORK

Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential





Australian Student Wellbeing Framework

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Vision

Australian schools are learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

Introduction

The Australian Student Wellbeing Framework supports Australian schools to provide each and every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The Framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.

The wellbeing of children and young people is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Educators who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The Australian Student Wellbeing Framework supports Australian schools to promote positive relationships and the wellbeing of students and educators within safe, inclusive and connected learning communities.

Purpose of the Framework

The Australian Student Wellbeing Framework consists of an overarching vision, key elements, guiding principles, and effective practices to support the whole school community to build and maintain safety, positive relationships and wellbeing. The key elements focus on leadership, inclusion, student voice, partnerships and support.

The Framework supports principals, school leaders, teachers, and students and their families to build a positive and inclusive learning environment through explicit teaching, evidence informed practices and active participation of the whole school community. The Framework seeks to support all students and their families through a systemic whole school approach to wellbeing, with tiers of support that emphasise appropriate early intervention.

The Framework

- affirms children's rights to education, safety and wellbeing under the United Nations Convention on the Rights of the Child
- is informed by relevant national, state and territory policies, initiatives and legislative frameworks
- aligns to the Australian Curriculum, the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- emphasises the importance of students having authentic opportunities to contribute their voices to decision-making over matters that affect them
- focuses on all students and their families, including those from vulnerable groups, and actively seeks to help realise the aspirations, education and wellbeing of Aboriginal and Torres Strait Islander students.

The Framework

Elements

The five elements of leadership, inclusion, student voice, partnerships and support provide the foundation for the whole school community to promote student wellbeing, safety and learning outcomes.





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

The wellbeing and learning outcomes of young people are enhanced when they feel connected to others and experience safe, trusting relationships.





LEADERSHIP

Visible leadership
to inspire positive
school communities

Principle

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.

Effective practices

- 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

Principle

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

Effective practices

- 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

Principle

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.

Effective practices

- 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

Principle

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

Effective practices

- 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

Principle

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

Effective practices

- Actively seek the involvement of school staff, students and families in the promotion and recognition of positive behaviour
- Embed wellbeing and support for positive behaviour 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





Student Wellbeing Hub

studentwellbeinghub.edu.au

The Student Wellbeing Hub is a central online space for information, resources and strategies on student wellbeing to support:

- educators
- pre-service teachers
- students
- parents.

The Hub provides the tools and knowledge to support school communities to:

- nurture student engagement, responsibility and resilience
- strengthen students' social and emotional development
- build a safe, connected and inclusive school culture
- foster positive, respectful relationships
- promote student wellbeing and enhance learning outcomes.

The Student Wellbeing Hub is underpinned by the Australian Student Wellbeing Framework.

