

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

Student Wellbeing Framework

Engage Protect Respect Educate



*As partners in
Catholic education
and open to God's presence,
we pursue fullness of life for all.*

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Rationale for a Student Wellbeing Framework:

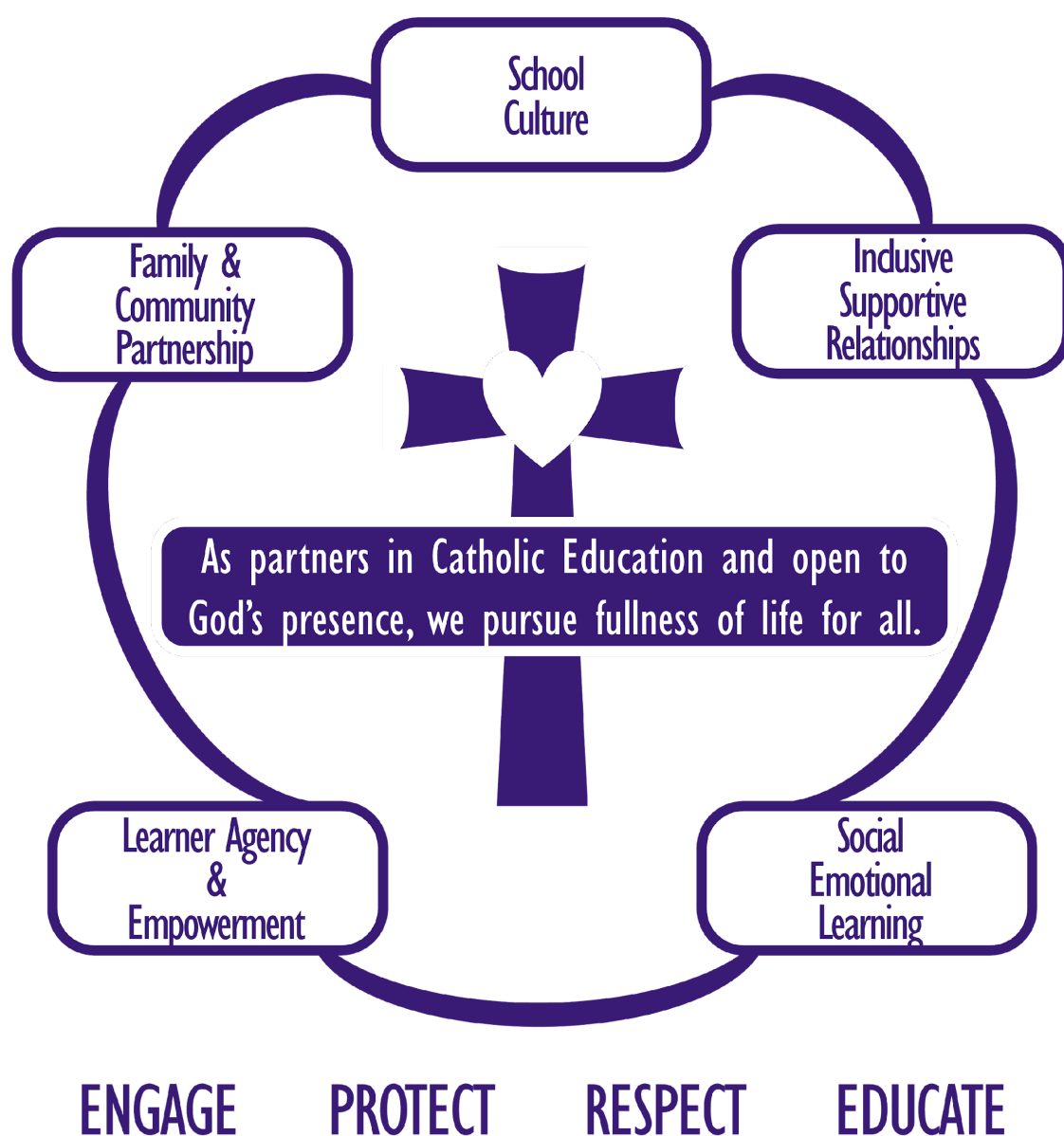
While all educators are focused on the wellbeing of their students, the schools in the Diocese of Ballarat, as with all Catholic schools, have a particular orientation to wellbeing. Illuminated by faith and the words of Jesus who said, 'I have come that you may have life, and have it to the full' (John 10:10). Catholic educators nurture young people's spiritual and religious dimensions to enable them to truly understand what it means to be alive and well as a human person (Catholic Education Melbourne, 2017). And so, as people of faith, as partners in Catholic Education, we carry with us and announce the good news exemplified by Jesus the Christ. We are open to God's presence and pursue fullness of life for all.

There is an intentional focus on the social, emotional and mental wellbeing of all members of the school community, ensuring a culture of child safety (Ministerial Order 1359). It promotes a sense of meaning and purpose in life that is supported by the spiritual dimension of a Catholic school (Diocese of Ballarat Catholic Education Limited, 2018). Preferential care should be shown to poor and vulnerable people. Jesus taught that God asks each of us what we are doing to help the poor and needy: "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me." (Matthew 25:40). A basic moral test of how society is faring is in its treatment of the most vulnerable whose needs should come first.

This framework affirms children's rights to education, safety and wellbeing under the United Nations Convention on the Rights of the Child. It emphasises the importance of students having genuine opportunities to contribute their voices to decision-making over matters that affect them. This framework also aligns with the Australian Student Wellbeing Framework as they are both grounded in evidence that demonstrates the strong association between safety, wellbeing and learning (Catholic Education Diocese of Rockhampton, 2020).



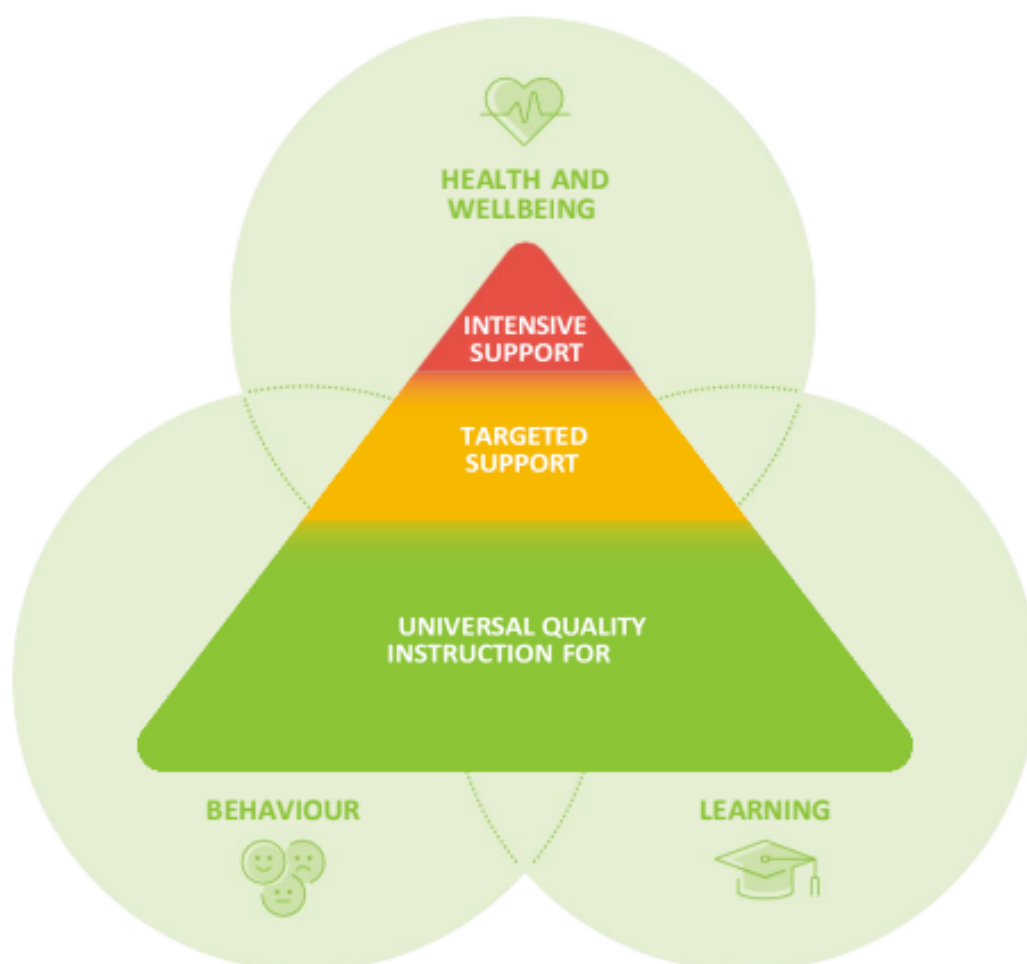
The Ballarat Diocesan Education vision and mission of ‘Fullness of Life for All’ implies a growing and expanding sense of wellbeing for all members of the diocese. Our commitment to our students, parents and members of the community is that Catholic schools across the diocese will be teaching and learning environments that enable the development of healthy, happy, successful and productive individuals. In turn, our students will be expected to contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities. In this way schools in partnership with parents and carers will equip children and young people to be active and positive contributors to the society in which they live.



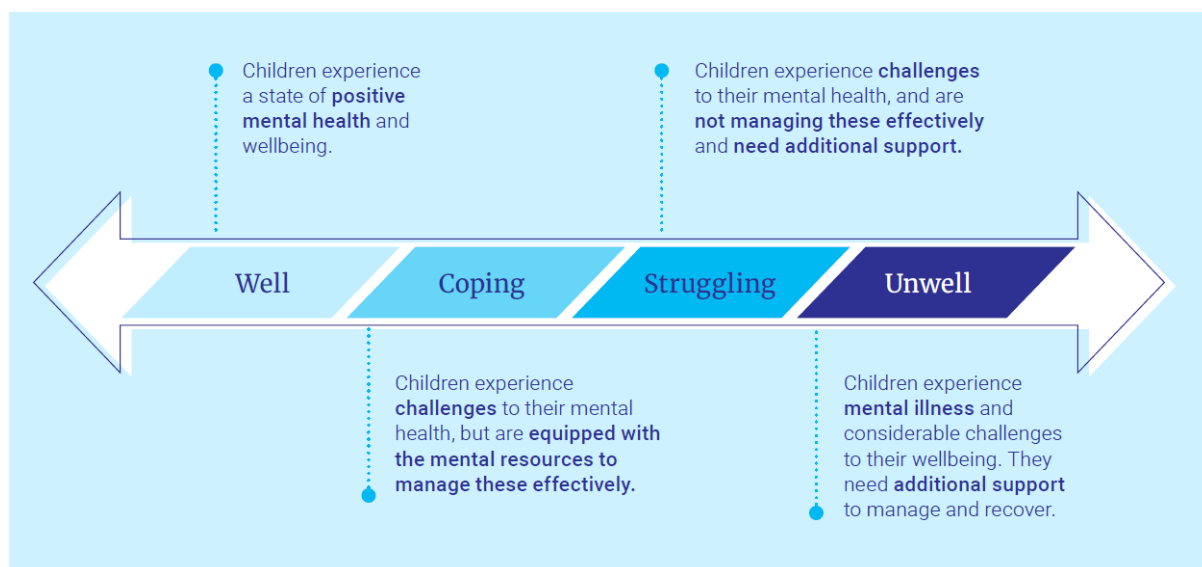
The purpose of this framework is to facilitate the creation of an environment in which this can be achieved, by promoting protective factors which enhance wellbeing and limit potential barriers that may restrict the achievement of wellbeing.

There are strong links between school excellence and wellbeing. Schools should consider teaching and learning and the development of wellbeing as parallel, integrated, complementary processes. All schools are required to have a planned approach to wellbeing in place that incorporates the elements of the Student Wellbeing Framework. The DOBCEL Student Wellbeing Framework includes the following five elements: School Culture, Inclusive and Support Relationships, Social Emotional Learning, Learner Agency and Empowerment and Family and Community Partnership. These are embedded in our school communities using a Multi-Tiered System of Supports. A Multi-Tiered System of Supports is a systematic, continuous improvement framework that focuses on the positive educational experiences and outcomes of all students.

MTSS is a strong foundation of universal, research-based approaches which increase in intensity and individualisation until the barriers are addressed. The result is a continuum of resources, strategies and structures that directly address the academic, communicative, social, wellbeing, and behavioural variances across all cohorts.



The DOBCEL Student Wellbeing Framework also wishes to highlight the fundamental, cultural shift in the way we think about the mental health and wellbeing of children. This shift includes a change in language, adopting a continuum-based model of mental health and wellbeing. This moves away from terminology that may be stigmatising or too narrow to capture the full range of a child's emotional experiences (National Mental Health Commission, 2021).



By shifting to a continuum approach, it specifically acknowledges that there are opportunities to promote improved wellbeing and possibly intervene before a child becomes unwell. It also acknowledges that a child may have a diagnosed mental illness, but function well socially and educationally (i.e. 'coping'). Similarly, a child who is 'struggling' would not require a diagnosis, but would be experiencing a decline in their usual functioning or anticipated developmental trajectory (National Mental Health Commission, 2021).

The continuum is fluid and dynamic and recognises that a young person may shift back and forth along the continuum at any given time.

The goal for educators across the diocese is to

- 1) **Prevent** by embedding a school wide wellbeing plan that encourages and supports students to flourish.
- 2) **Reduce** the severity and frequency of shifts towards students becoming unwell by establishing strong social emotional learning curriculum that includes coping skills, self awareness and management, problem solving, decision making and help seeking behaviours.
- 3) **Respond** to risk and functional need, rather than diagnostic interventions.

Elements of Wellbeing

School Culture

The Diocese of Ballarat Catholic Education Limited (DOBCEL) supports the embedding of School Wide Positive Behaviour Support and ReLATE to assist schools in promoting a positive and sustainable culture of safety and wellbeing where learning flourishes. DOBCEL also promotes child wellbeing and safety as required by *MO 1359- Implementing the Child Safe Standards- Managing the Risks of Child Abuse in School and School Boarding Premises*. These whole school approaches encourage staff and students to feel connected, respected and accepted by engaging in an open dialogue with the aim to be welcoming and engaging towards not only those who identify as Catholic, but those who are seeking truth and meaning within the school's diverse, inclusive community. The adoption of evidence-based strategies creates a positive and safe learning environment embedded in the richness of Catholic identity, religious diversity and faith tradition. Every human being is created in the image and likeness of God and therefore has inherent dignity. No human being should have their dignity or freedom compromised. This is the foundation of a moral vision for society. Human beings are created in the divine image and have an inherent dignity which must always be upheld. Human life is therefore sacred.

Key Indicators

- Promote a culture of respect, fairness and equality and adherence to the relevant codes of conduct. (CSS's 1, 2, 6, 7, 8, 9, 10 & 11)
- Encourage learning opportunities to build student and staff capacity to enhance their own social, emotional and resilience skills. (CSS 3)
- Work collaboratively with staff and students to create a shared vision and understanding for learning, safety and wellbeing. (CSS's 1, 3, 5 & 8)
- Whole-school approaches to wellbeing and positive behaviour with appropriate tiers of support to meet diverse needs. (CSS's 1 & 5)
- Regular collection and analysis of data to ensure a positive work life balance for all. (CSS 10)
- Provision of opportunities for leadership to access learning in quality management support strategies to ensure leadership practices are health giving. (CSS 6)



Inclusive and Supportive Relationships

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

The wellbeing and learning of students is positively impacted by the quality of positive relationships. Positive relationships with adults in the school and with students at all levels increases engagement and motivation. (Hattie, 2009) Relationships may be enhanced by the use of whole school strategies, frameworks, philosophies and theology. Such curriculum and strategies explicitly teach behaviour, mood management, recognition and naming of emotions and regulation of emotion. Positive relationships foster connectedness and feelings of belonging. These relationships are characterised by constructive interactions that provide enthusiastic and genuine support.

Key Indicators

- Encourage the formation of meaningful, positive and supportive relationships. It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community. (CSS's 1, 2 & 3)
- Use of trauma informed practices to promote inclusion. (CSS's 3 & 5)
- Promote the use of effective classroom management with positive behavioural norms and organisational support. (CSS 2 & 3)
- Promote the restoration of relationships and assist in the resolution of conflict. (CSS 3)
- Build an inclusive, empowering environment which encourages choice and positively contributes to a sense of belonging, connectedness and engagement. (CSS's 1, 3 & 5)
- Build a positive, diverse and culturally safe environment to encourage inclusion, connection and respect. (CSS 1)



Social & Emotional Learning

Provide an environment and integrated approach to support the development of knowledge, understanding and skills to enhance resilience, positive behaviour and wellbeing. Everyone belongs to one human family, regardless of their national, religious, political and ideological differences. We are called by the principle of solidarity to take the parable of the Good Samaritan to heart (Luke 10:29-37) and to express this in how we interact with others. Human beings constitute one human family, no matter the differences. 'Loving your neighbour' has global dimensions in an interdependent world.

Key Indicators

- Explicit teaching and modelling of social emotional skills enabling the self-regulation of emotions and behaviours, using evidence-based practices and whole school approaches. (CSS 2)
- Opportunities to exercise choice to enhance self-regulation, decision-making skills and self-motivated engagement in learning. (CSS 3)
- Creation of a safe environment where staff and students are encouraged to take risks with their learning, leading to life-long learning habits. (CSS's 2 & 3)
- Support to develop knowledge, understanding and skills to manage their own health and wellbeing. (CSS 3)
- 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. (CSS's 2 & 5)
- Critically analyse and evaluate school data to inform decision-making in order to effectively respond to the changing needs of students and families. (CSS's 8 & 10)



Learner Agency & Empowerment

Students and staff actively contribute to decision-making processes, having the opportunity to express their thoughts and ideas in a safe and supportive environment. This will increase the magnitude of attention, curiosity, interest, optimism and passion that all members of the school community will experience when participating in school activities.

Student's learning and engagement is positively impacted by the provision of choice. This has been shown to enhance motivation, interest and commitment to tasks. The provision of choice supports self-regulation, self-discipline and achievement. When students have choice and opportunities to engage in activities that are of interest and value to them, their wellbeing is improved. (Anderson, 2016) It is a fundamental demand of justice and a requirement for human dignity that all people be assured a minimum level of participation in the community.

Key Indicators

- Participation and engagement in scholastic and cultural and community experiences to build on and expand knowledge and skills through meaningful personalised learning experiences. (CSS's 1 & 3)
- Provision of opportunities for student and staff voice and choice. Such opportunities should be authentic and provide a voice in matters that affect students and staff. (CSS's 1, 3, 5 & 7)
- Use evidence informed, strength-based approaches to actively engage students and staff in enhancing their own wellbeing and learning. (CSS's 1, 3 & 5)
- Leadership to actively seek staff and student perspective about safety and wellbeing in order to promote positive learning outcomes. (CSS's 1, 3, 5, 7, 8, 10 & 11)
- Collaboration between leadership, students and staff to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. (CSS 9)
- A culture of dialogue which enables and promotes that all people have the right to participate in decisions that affect their lives. (CSS's 1, 3 & 5)



Family/Community Partnerships

Families and communities collaborate as partners with the school to support student learning, safety and wellbeing. Every person should have access to the goods and resources of society so that they can have fulfilling lives. The common good is reached when we work together to improve the wellbeing of people in our society and the wider world. Human beings are not only sacred but social – we become human in relationship to others. Community has to be built up and organised in such a way that the dignity of all is maintained. The community that is built up has to be fair and just and allow the participation of everyone in the enjoyment of the goods of Creation.

Key Indicators

- Collaboration and co-operation with families to build and sustain inclusive, respectful relationships and to create a shared understanding of support for learning, safety and wellbeing. (CSS's 1, 4 & 5)
- Partnerships with Aboriginal and Torres Strait Islander families and organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues. (CSS 1)
- Monitor and review school capacity to protect the safety and wellbeing of all members of the school community. (CSS's 10 & 11)
- Encourage interaction with specialised agencies who are able to provide assistance and knowledge to staff in areas of need. (CSS's 1, 2 & 5)
- Regularly monitor and review capacity to respond to need, within the school and community context. (CSS's 10 & 11)



School Culture and Leadership	Inclusive and Supportive Relationships	Social Emotional Learning	Student Agency and Empowerment	Family and Community Partnership
The adoption of strategies to ensure a positive and safe learning environment to encourage staff and students to feel connected, respected and accepted within the school's diverse community.	All members of the school community are active participants in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.	Provide an environment and integrated approach to support the development of knowledge, understanding and skills to enhance resilience, positive behaviour and wellbeing.	Students actively contribute to decision-making processes, having the opportunity to express their thoughts and ideas in a safe and supportive environment.	Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.
<p>Promote a culture of respect, fairness and equality and adherence to the relevant codes of conduct</p> <p>Encourage learning opportunities to build student and staff capacity to enhance their own social, emotional and resilience skills</p> <p>Work collaboratively with staff and students to create a shared vision and understanding for learning, safety and wellbeing</p> <p>Whole-school plan for wellbeing and positive behaviour with appropriate tiers of support to meet diverse needs</p> <p>Regular collection and analysis of data</p> <p>Provision of opportunities for leadership to access learning in quality management support strategies to ensure leadership practices are health giving</p>	<p>Encourage the formation of meaningful, positive and supportive relationships</p> <p>Use of trauma informed practices to promote inclusion</p> <p>Promote the use of effective classroom management with positive behavioural norms and organisational support</p> <p>Promote the restoration of relationships and assist in the resolution of conflict</p> <p>Build an inclusive, empowering environment which encourages choice and positively contributes to a sense of belonging, connectedness and engagement</p> <p>Build a positive, diverse and culturally safe environment to encourage inclusion, connection and respect</p> <p>Embed staff team building and collaboration</p>	<p>Explicit teaching and modelling of social emotional skills enabling the self-regulation of emotions and behaviours, using evidence-based practices and whole school approaches.</p> <p>Opportunities to exercise choice to enhance self-regulation, decision-making skills and self-motivated engagement in learning</p> <p>Creation of a safe environment where students are encouraged to take risks with their learning</p> <p>Support to develop knowledge, understanding and skills to manage their own health and wellbeing</p> <p>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</p> <p>Critically analyse and evaluate school data to inform decision making in order to effectively respond to the changing needs of students and families</p>	<p>Participation and engagement in scholastic, cultural and community experiences to build on and expand knowledge and skills through meaningful personalised learning experiences</p> <p>Provision of opportunities for student and staff voice and choice.</p> <p>Use evidence informed, strength-based approaches to actively engage students and staff in enhancing their own wellbeing and learning</p> <p>Leadership to actively seek staff and student perspective about safety and wellbeing in order to promote positive learning outcomes</p> <p>Collaboration between leadership, students and staff to develop strategies to enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces</p>	<p>Collaboration and co-operation with families to build and sustain inclusive, respectful relationships and to create a shared understanding of support for learning, safety and wellbeing</p> <p>Partnerships with Aboriginal and Torres Strait Islander families and organisations to ensure a culturally safe environment and a reciprocal exchange of knowledge on wellbeing issues</p> <p>Monitor and review school capacity to protect the safety and wellbeing of all members of the school community</p> <p>Encourage interaction with specialised agencies who are able to provide assistance and knowledge to staff in areas of need</p> <p>Regularly monitor and review capacity to respond to needs within the school and community context.</p>

Appendix 1: Relevant Policies and Documents

DOBCEL Emergency and Critical Incident Management Policy

<https://dobcel.catholic.edu.au/wp-content/uploads/Emergency-Critical-Incident-Management-Policy-20211020.pdf>

DOBCEL PROTECT: Identifying and Responding to Student Sexual Offending

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-PROTECT-Identifying-and-Responding-to-Student-Sexual-Offending.pdf>

DOBCEL Safeguarding Children and Young People: Code of Conduct

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Safeguarding-Children-and-Young-People-Code-of-Conduct.pdf>

DOBCEL Student Empowerment and Participation Policy and Procedure

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Student-Empowerment-and-Participation-Policy-Register.pdf>

DOBCEL Attendance Policy and Procedures

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Attendance-Policy-and-Procedures-20210223.pdf>

DOBCEL Behaviour Management Policy and Procedures

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Behaviour-Management-Policy-and-Procedures-20210603.pdf>

DOBCEL Child Safe Governance Policy

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Child-Safe-Governance-Policy-Procedures-20210217.pdf>

DOBCEL Child Safe School Policy

<https://dobcel.catholic.edu.au/wp-content/uploads/DOBCEL-Child-Safe-School-Policy.pdf>

CECV Commitment Statement to Child Safety

<https://dobcel.catholic.edu.au/wp-content/uploads/CECV-Commitment-Statement-to-Child-Safety.pdf>

OUT-OF-HOME CARE EDUCATION COMMITMENT

<https://www.cecv.catholic.edu.au/getmedia/11631bac-6208-4324-887e-0aca88189126/OoHC-Education-Commitment.aspx?ext=.pdf>

Educational Needs Analysis Guidelines STUDENTS IN STATUTORY OUT-OF-HOME CARE Catholic schools edition (September 2021)

<https://www.cecv.catholic.edu.au/getmedia/20a754c2-f742-41ba-9113-1761ebf75537/OoHC-ENA-Guidelines-Catholic-schools-edition-Updated-September-2021.aspx?ext=.pdf>

Gifted and Talented Students: A resource guide for Victorian Catholic Schools

<https://www.cecv.catholic.edu.au/getmedia/0d923109-6fb2-4f32-a2e6-c437073dfccf/Gifted-and-Talented-handbook.aspx?ext=.pdf>

Transition for students with Diverse Needs

<https://www.cecv.catholic.edu.au/getmedia/6190a38b-f536-4c30-9cc1-de95a8fc6668/Transition-students-diverse-needs.aspx?ext=.pdf>

CECV Positive Behaviour Guidelines

https://www.cecv.catholic.edu.au/getmedia/bc1d235d-9a98-4bb4-b3ac-84b50fa7c639/CECV-Positive-Behaviour-Guidelines_FINAL2.aspx?ext=.pdf

Child Information Sharing Scheme

<https://www.vic.gov.au/child-information-sharing-scheme>

Appendix 2: Additional Curriculum

Highly Recommended

FULLNESS OF LIFE FOR ALL

Relationships & Sexuality Education Years F - 10 Diocese of Ballarat

<https://cevn.cecv.catholic.edu.au/Ball/Curriculum/Relationships-and-Sexuality-Education>

The Hive

Catholic Education Ballarat's home of School Improvement resources. This site has been designed to support all educators across the diocese as they work in partnership to achieve fullness of life for all.

<https://hive.ceob.edu.au/>

Be You

Professional Development & Resources that support the Wellbeing Framework. School staff can complete modules on the following topics: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together. Be You provides teachers with 13 hours of free accredited professional learning. <https://beyou.edu.au/>

Australian Student Wellbeing Framework

Professional learning courses for educators and pre-service teachers.

<https://studentwellbeinghub.edu.au/educators/framework/>

Resources to build safe, inclusive and connected school communities. Webinars, resources, links and more. <https://studentwellbeinghub.edu.au/>

SAFEMinds

SAFEMinds provides schools with access to facilitated training and a comprehensive learning package that will assist staff to develop the skills and confidence to effectively identify, respond, support and refer school students with mental health concerns. It provides a whole school approach to recognising and responding to the early warning signs of depression, anxiety and emotional distress communicated through self-harm, suicide ideation and suicide. <https://safeminds.org.au/schools/>

CEVN Ballarat Diocese

Keep up to date with the latest resources available in a wide range of student support, professional learning and compliance from Catholic Education Network Victoria.

<https://cevn.cecv.catholic.edu.au/Ball>

CECV Students at Risk Planning Tool

<https://docs.google.com/document/d/1-fxQi5fUHHZZWnpsTfG77yGapAKcCgwM/edit?usp=sharing&ouid=109277234665308484738&rtpof=true&sd=true>

Additional Supporting Resources

Attendance

CEVN Ballarat Diocese

Resources including flow charts, webinars, fact sheets and templates.

<https://cevn.cecv.catholic.edu.au/Ball/Student-Support/Attendance#resources>

DET - Guidance and Resources

<https://www2.education.vic.gov.au/pal/attendance/policy>

Every day counts - Anxiety information sheet for parents

<https://cevn.cecv.catholic.edu.au/Melb/Document-File/Students-Support/Implementing-reforms-to-Attendance-and-Enrolment/2015-School-anxiety.pdf>

Navigator

Provides support for students who are disengaged or at risk of disengaging. Navigator service provider details for each area can be found at:

<https://www.education.vic.gov.au/school/teachers/behaviour/engagement/Pages/navigator.aspx#link17>

Spotlight: Attendance Matters

Professional reading from AITSL - Including impacts, contributing factors and how to address non-attendance.

<https://www.aitsl.edu.au/tools-resources/resource/spotlight-attendance-matters>

Bullying

You can do it! Bullying - The Power to Cope

This prevention mental health cognitive-behavioural program provides students (years 4 – 9) with strategies they can use when faced with bullying behaviour and other types of anti-social behaviour. 4 Lessons consisting of animated videos, accompanied by a teaching manual.

<https://www.youcandoiteducation.com.au/product/bullying-the-power-to-cope-years-4-9/>

Bullying No Way!

Resources, fact sheets and professional development.

<https://bullyingnoway.gov.au/>

Alannah and Madeline Foundation

A range of initiatives including eSmart, Better Buddies, Dolly's Dream and more. Teacher, student and school wide resources.

<https://www.amf.org.au/>

National Centre Against Bullying

Advice and resources for school staff, parents and students.

<https://www.ncab.org.au/>

Bully Stoppers

Bully Stoppers supports teachers, principals, parents and students in working together to help put a stop to bullying.

<https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/default.aspx>

Mental Health

BeYou

Be You is the national mental health in education initiative delivered by Beyond Blue, in collaboration with Early Childhood Australia and headspace. <https://beyou.edu.au/resources>
Suicide Prevention and Support <https://beyou.edu.au/resources/suicide-prevention-and-response>
Professional Learning <https://beyou.edu.au/learn>
Program Directory <https://beyou.edu.au/resources/programs-directory>
Tools and Guides <https://beyou.edu.au/resources/tools-and-guides>
Indigenous and Torres Strait Islander perspectives <https://beyou.edu.au/resources/always-be-you>
Fact Sheets <https://beyou.edu.au/fact-sheets>

SAFEMinds

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Headstrong 2.0

HeadStrong 2.0 is a free curriculum resource that can be used to help students better understand mental health while developing personal wellbeing and resilience. It is linked to the Health and Physical Education curriculum for Years 9-10 and includes 5 modules that are split into a series of ready-to-use classroom activities and teacher development notes.
<https://www.blackdoginstitute.org.au/education-services/schools/school-resources/headstrong-2-0/>

MindStrength

MindStrength is a series of short online interactive courses aimed at increasing your students' understanding of mental health and developing their resilience. Strategies used in the courses include: mindfulness meditation, taming your emotions, identifying and using your strengths and problem solving.
<https://www.blackdoginstitute.org.au/education-services/schools/school-resources/mindstrength/>

Reach Out

Classroom resources, teaching programs, lesson plans on a large variety of wellbeing topics. Also available is the Regional and Rural Schools Action Pack - it provides staff professional learning, a practical lesson to use with students in Years 9–12 and resources and tips to engage parents and the local community. <https://schools.au.reachout.com/>

DET - Mental Health Toolkit

Includes links to Mental Health Menu of tiered programs and interventions as well as other mental health resources.
<https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/mentalhealthtoolkit.aspx>

DET - Youth Early Intervention Guide

This resource is a practical guide to early intervention in youth mental health. It's designed for teachers, school staff and other staff who work with students in a school setting.
https://www.education.vic.gov.au/Documents/school/teachers/health/mentalhealth/youthmentalhealth_earlyinterventionguide.pdf

Drugs and Alcohol

Positive Choices

Drug and Alcohol information, links, resources, facts sheets, program reviews and more. Developed by University of Sydney and supported by the Australian Federal Government.
<https://positivechoices.org.au/teachers/>

Drug Education and Teaching Resources

<https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/physed/Pages/drugedulearn.aspx>

In Tune

A resource to assist students and teachers to work together towards a common solution to address drug issues within schools.

<https://www.education.vic.gov.au/documents/school/teachers/health/intuneresource.pdf>

Body Image

Butterfly Foundation

Butterfly Foundation has resources, programs, fact sheets, speakers and workshops on developing and supporting positive body image.

<https://butterfly.org.au/school-youth-professionals/for-schools/education-resources/>

Butterfly Body Bright takes a whole school approach to support positive body image in children.

Developed by Butterfly's Prevention Team, Body Bright is a strength-based, evidence-informed program designed for Australian primary schools.

<https://butterfly.org.au/school-youth-professionals/about-our-programs/bodybright/>

RESET - Boys Body Image Education Resource <https://butterfly.org.au/get-involved/campaigns/reset/>

BodyKind Schools has curriculum activities that have been developed for young people in late primary and secondary school students.

<https://butterfly.org.au/get-involved/campaigns/bodykindschools/>

Inclusion

FULLNESS OF LIFE FOR ALL

Relationships & Sexuality Education Years F - 10 Diocese of Ballarat

<https://cevn.cecv.catholic.edu.au/Ball/Curriculum/Relationships-and-Sexuality-Education>

Multicultural Education Programs and Resources DET

Resources and information to help schools build intercultural capability and strengthen inclusion. Links to a range of relevant external resources.

<https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/multidept.h.aspx>

Schools Standing Up to Racism

A resource for Victorian Secondary Schools - Developed by the Centre for Multicultural Youth & supported by the Victorian State Government.

<https://www.cmy.net.au/schools-standing-up-to-racism/>

Be You Disability Inclusion

<https://beyou.edu.au/resources/disability-inclusion-guide>

School Wide Positive Behaviour Support

Centre on Positive Behavioural Interventions and Support

Tools, publications, resources and videos.

<https://www.pbis.org/>

PBIS APPS

<https://www.pbisapps.org/resources/publications>

KOI Education

PBIS resources for Tier 1, 2 and 3

<https://www.koi-education.com/resources>

PBIS World

Resources and Data tracking forms

<https://www.pbisworld.com/>

Centre for Instructional and Behavioural Research in Schools

<https://cibrs.com/>

Transition

CECV TRANSITION FOR STUDENTS WITH DIVERSE NEEDS

<https://www.cecv.catholic.edu.au/getmedia/6190a38b-f536-4c30-9cc1-de95a8fc6668/Transition-students-diverse-needs.aspx?ext=.pdf>

DET Grade 6 - Year 7 Program

<https://www.education.vic.gov.au/Documents/school/principals/transition/startresource.pdf>

Trauma Informed Practice

ReLate

Reframing Learning and Teaching Environments (ReLATE) is a research and evidence informed model supporting schools to create the preconditions for improved teaching, learning and wellbeing.

<https://www.mackillopinstitute.org.au/programs/relate/>

Calmer Classrooms

Assists professionals within schools in understanding and working with children and young people whose lives have been affected by trauma, primarily through abuse and neglect.

https://earlytraumagrief.anu.edu.au/files/calmer_classrooms.pdf

<https://emergingminds.com.au/resources/calmer-classrooms-a-guide-to-working-with-traumatised-children/>

Australian Childhood Foundation

Educating and supporting adults who look after and work with traumatised children to be better able to understand and respond to their complex needs.

<https://professionals.childhood.org.au/resources/>

<http://www.theactgroup.com.au/documents/makingspaceforlearning-traumainschools.pdf>

AUSTRALIAN CHILD AND ADOLESCENT TRAUMA, LOSS AND GRIEF NETWORK
<https://earlytraumagrief.anu.edu.au/resource-centre/schools-trauma>

Appendix 3: Social and Emotional Learning Programs

Recommended Primary School Programs

Program	Details
Animal Fun	Target: K-Grade 1 https://animalfun.com.au/ A motor skill and wellness program
Aussie Optimism	Target: Prep - Year 8 Website under re-design, alternatively information can be found at https://www.facebook.com/aussieoptimismprogram/ The Aussie Optimism program is a universal mental health promotion strategy designed to reduce and prevent anxiety, depression, and suicidal behaviour in young adolescents.
Bounce Back	Target: Whole school Primary https://www.bounceback-program.com/ Bounce back is a positive education approach to wellbeing, resilience and social-emotional learning for primary school children.
BRAVE Program	Target: Primary https://brave4you.psy.uq.edu.au/ The BRAVE Program is an interactive, online program for the prevention and treatment of childhood and adolescent anxiety. The programs are free and provide ways for children and teenagers to better cope with their worries. There are also programs for parents.
DiGii Social	Target: Grade 5 and 6 students https://digiisocial.com/ DiGii Social provides children aged 10 to 13 with educational social-media-like experience that promotes their online safety, civility and savviness. DiGii Social guides children through establishing their identity online, informs their choices and teaches them the skills vital to their lifelong digital health, and personal and social safety.
Friendly Schools	Target: Whole school Primary & Secondary https://www.telethonkids.org.au/our-research/brain-and-behaviour/development-and-education/health-promotion-and-education/friendly-schools/ Friendly Schools is a social and emotional wellbeing and bullying prevention initiative for primary and secondary schools.
Peaceful Kids	Target: Primary Whole school https://www.peacefulkids.com.au/ The Peaceful Kids program is a mindfulness and positive psychology based program to lessen anxiety and stress and increase resilience in children. This program helps children to build their emotional resilience so they are better equipped to deal with the day-to-day stresses that life brings them.
Respectful Relationships	Target: Whole school Primary & Secondary https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R Resilience, rights and respectful relationships is a suite of teaching and learning materials for Foundation to year 12. Respectful Relationships support schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
Second Step Primary School Program	Target: Whole school Primary https://www.positivepieces.com.au/ The Second Step social emotional learning (SEL) program for primary school is a universal classroom-based program designed to increase students' school success and decrease problem behaviours. The program promotes social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems.
Smiling Mind School Program	Target: Whole school Primary https://www.smilingmind.com.au/regional-and-rural-schools-program The Smiling Mind School Program aims to support students to develop social and emotional skills as a key factor in supporting good mental health and wellbeing. The

	program aims to support the development of skills across three key domains: the development of emotion regulation skills, the development of skills to help support learning and the development of social awareness.
The Resilience Project: School Partnership Digital Program	Target: Whole School Primary https://theresilienceproject.com.au/digital-program/ The School Partnership Program works with the whole school community to build and maintain social and emotional skills and strategies, and enhance resilience.
You can do it! Program Achieve.	Target: Whole school Primary https://www.youcandoiteducation.com.au/ Program Achieve (Primary) is a social-emotional learning program that teaches children positive attitudes to influence their wellbeing and achievements.
Zones of Regulation	Target: Whole school / Individual https://www.zonesofregulation.com/index.html The Zones of Regulation framework and curriculum teaches students scaffolded skills towards developing an awareness of the feelings and utilises a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.

Recommended Secondary School Programs

Program	Details
Aussie Optimism	Target: Prep - Year 8 Website under re-design, alternatively information can be found at https://www.facebook.com/aussieoptimismprogram/ The Aussie Optimism program is a universal mental health promotion strategy designed to reduce and prevent anxiety, depression, and suicidal behavior in young adolescents.
Climate Schools	Target: Secondary https://www.climateschools.com.au/ The Climate Schools programs are universal, web-based programs designed to prevent substance use and related harms among secondary school students. The Climate Schools programs aim to empower students with knowledge about their own health and wellbeing. The courses are designed to impart education about mental health and substance use, including knowledge about anxiety and depression, the responsible consumption of alcohol and ways to reduce alcohol- and drug-related harms.
Resourceful Adolescent Program	Target: Secondary - Whole school, Individual, Small group https://www.rap.qut.edu.au/ RAP-A aims to support young people to increase their resilience to depression risk factors, identify strengths, develop new strategies to increase their coping ability, regulate their emotions and sense of self in stressful situations.
Respectful Relationships	Target: Whole school Secondary https://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R Resilience, rights and respectful relationships is a suite of teaching and learning materials for Foundation to year 12. Respectful Relationships support schools to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.
Second Step School Program	Target: Year 7 & 8 https://www.positivepieces.com.au/ The Second Step social emotional learning (SEL) program for primary school to year 8 is a universal classroom-based program designed to increase students' school success and decrease problem behaviours. The program promotes social-emotional competence and self-regulation. It teaches skills that strengthen students' ability to learn, have empathy, manage emotions and solve problems. Positive Pieces also have a Bullying Unit/Program available.

Smiling Mind Schools Program	<p>Target: Whole School Secondary</p> <p>https://www.smilingmind.com.au/regional-and-rural-schools-program</p> <p>The Smiling Mind School Program aims to support students to develop social and emotional skills as a key factor in supporting good mental health and wellbeing. The program aims to support the development of skills across three key domains: the development of emotion regulation skills, the development of skills to help support learning and the development of social awareness.</p>
The Resilience Project: School Partnership Digital Program	<p>Target: Whole School Secondary</p> <p>https://theresilienceproject.com.au/digital-program/</p> <p>The School Partnership Program works with the whole school community to build and maintain social and emotional skills and strategies, and enhance resilience.</p>
You can do it! Program Achieve (Secondary)	<p>Target: Whole school Secondary</p> <p>https://www.youcandoiteducation.com.au/</p> <p>Program Achieve (Secondary) is a socio-emotional learning program that teaches children positive attitudes to influence their wellbeing and achievements.</p>
Zones of Regulation	<p>Target: Whole school / Individual</p> <p>https://www.zonesofregulation.com/index.html</p> <p>The Zones of Regulation framework and curriculum teaches students scaffolded skills towards developing an awareness of the feelings and utilises a variety of tools and strategies for regulation, prosocial skills, self-care and overall wellness.</p>

For further social emotional programs available see: Be You Program Directory
<https://beyou.edu.au/resources/programs-directory>

Appendix 4: Wellbeing Health Check

Wellbeing Health Check

Adapted from the Australian Wellbeing Frameworks: School Wellbeing Check, informed and aligned with DOBCEL Wellbeing Framework, Australian Professional Standards for Teachers (AITSL), Child Safe Standards, Characteristics of a Highly Effective Catholic School (CHECS) 5.1, 5.2, 5.3 and the Australian Curriculum.

Scale:

- 1: (Little evidence of school-wide practices)
- 2: (Adhoc practices and processes are implemented across some areas)
- 3: (Systematically implemented plans, structures, processes and accountabilities are in place across the school)
- 4: (All practices are embedded across the school. There are accountability checks, but effective practice would continue without them)

What priority does your school place on the following practice?	Please circle your response
1) Make the safety and wellbeing of staff, students and families a collaborative effort that leads to the development of whole school wellbeing policies, plans and strategies.	1 2 3 4
2) Implement a whole school systemic plan for wellbeing and positive behaviour with tiers of support to meet the diverse needs of staff, students and families.	1 2 3 4
3) Regularly monitor and review whole school safety and wellbeing to identify strengths to build on and areas for improvement.	1 2 3 4
4) School leaders clearly communicate priorities for student safety and wellbeing and encourage collaborative partnerships to enact the school vision and values.	1 2 3 4
5) Regularly monitor and review attendance processes to identify strengths to build on and areas for improvement.	1 2 3 4

As evidenced by: (please list any examples in your school)	
6) Foster and maintain caring and respectful student–peer, student–teacher, teacher–parent and teacher–teacher relationships.	1 2 3 4
7) Recognise and value the role and contribution of staff, students and families in building and sustaining school connectedness.	1 2 3 4
As evidenced by: (please list any examples in your school)	

8) Explicitly teach social and emotional skills using evidence-informed practices related to personal safety, resilience, help-seeking and protective behaviours across the curriculum.	1	2	3	4
9) Embedded in teaching and learning, evidence-informed positive behaviour support strategies that align with the needs of the catholic school community.	1	2	3	4
10) Build capacity through professional learning to enhance social, emotional and learning outcomes of all students and to promote staff wellbeing.	1	2	3	4
11) Use professional learning to support the consistent implementation of the school's plan for well-being and support for positive behaviour.	1	2	3	4
12) Teach, model and promote explicit pro-social values and behaviours in order to create and maintain a supportive and safe learning environment.	1	2	3	4
13) Actively engage students in ways to enhance their own learning and wellbeing through the school's use of evidence-informed, strengths-based approaches.	1	2	3	4
As evidenced by: (please list any examples in your school)				
14) Provide students with opportunities for authentic decision-making over matters that affect them.	1	2	3	4

15) Create inclusive and interactive learning environments to encourage active student participation and to foster a sense of connectedness.	1 2 3 4
16) In collaboration with students, develop strategies for enhancing wellbeing, promoting safety and countering violence, bullying and abuse in all online and physical spaces.	1 2 3 4
17) Actively seek and acknowledge students' views on safety and wellbeing in order to promote positive learning outcomes.	1 2 3 4
As evidenced by: (please list any examples in your school)	
18) Respect the diversity of the school community and implement proactive strategies to build a socially cohesive and culturally safe school.	1 2 3 4

19) Build links with the local parish and Ballarat diocese, community organisations, services and agencies to identify need and collaboratively plan targeted support for all students and families, including those from vulnerable groups.	1	2	3	4
20) Build collaborative partnerships with families and communities to ensure a shared understanding of student learning, safety and wellbeing.	1	2	3	4
21) Develop and sustain culturally respectful partnerships with families and communities through strategies that are welcoming and inclusive.	1	2	3	4
22) Build a culturally safe environment and a two-way reciprocal exchange of knowledge about well-being through partnerships with Aboriginal and Torres Strait Islander families and communities.	1	2	3	4
As evidenced by: (please list any examples in your school)				

Online version is accessible on the Hive – DOBCEL Schools Hub -
<https://www.dobcel.com/>

Appendix 5: School Wide Positive Behaviour Support Data Collection Tool

[PBIS Tiered Fidelity Inventory \(TFI\) - Center on PBIS | Resource](#)

Action Planning Form

Item	Current Score	Action	Who	When
Tier 1				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier 2				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier 2 Interventions				
2.6 Tier 2 Critical Features				
2.7 Practices Matched to Student Need				

Item	Current Score	Action	Who	When
2.8 Access to Tier 1 Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Tier 3				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier 1 and Tier 2 Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

Appendix 6: Additional Data Collection Tools

Use of Data

Data based decision making is a critical component when assessing the wellbeing of individuals, class/year levels or school. Collection of appropriate data can be woven throughout every practice and system across every tier.

Screening data help schools identify which students could benefit from additional support. Universal screeners give a school-wide picture of how all students are doing – which students are progressing and which students are having more difficulty. Additional assessments and progress monitoring help pinpoint a students' risk and choose solutions that match with students' needs.

Student outcome data can come from a variety of sources, such as office discipline referrals, suspensions, school climate (as reported by staff, students, and parents), attendance, and academic performance. School teams who use data to make decisions about student challenges are more effective and efficient than teams who don't include data in their process.

Insight SRC	Educators, parents, students. Identifying staff and student wellbeing climate.
SIMON - SOCIAL BEHAVIOUR	SIMON Social Behaviour Data. Identifying individual and cohorts of social behaviour within a school environment.
Be You • Children's survey • Young people survey • Family survey • Educator survey	https://beyou.edu.au/planning-and-implementation-tools/be-you-surveys
The EPOCH Measure of Adolescent Wellbeing	https://www.peggykern.org/uploads/5/6/6/7/56678211/epoch_measure_of_adolescent_well-being_102014.pdf
The Workplace PERMA Profiler	https://www.peggykern.org/uploads/5/6/6/7/56678211/workplace_perm_a_profiler_102014.pdf
Strengths and Difficulties Questionnaire 4 -10 Parent / Teacher 11-17 Student / Parent / Teacher	https://www.sdqinfo.org/a0.html Can be used for screening or assessing behavioural interventions.
SAEBRS	The SAEBS is a teacher-based rating scale of student risk for social-emotional and behavioural problems for K–12 students. The SAEBS is designed for universal screening to identify school-, class-, and individual-level social-emotional learning needs.

Schools may choose to select from other Wellbeing data collection methods such as SWIS, PAT Social Emotional Wellbeing Survey, Life Skills Go, Resilience Project - School Wellbeing Data Tool, EI Pulse, Assessing Wellbeing in Education or others that fit their current school context. For more information contact the CEB Student Wellbeing Team studentwellbeing@dobcel.catholic.edu.au.

Appendix 7: Alignment with Education Standards

Elements of Wellbeing Practice	Australian Professional Standards for Teachers (AITSL)	Child Safe Standards	Characteristics of a Highly Effective Catholic School (CHECS)	Australian Curriculum
School Culture & Leadership School leaders are in a unique position to set and drive the culture of the school, to promote staff and student wellbeing and to improve learning, behaviour and academic results by working on a collaborative whole school approach to health and wellness.	Standard 4, 6 & 7	Standard 2, 6, 10 & 11	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.5, 5.2, 5.4	Personal & Social Capability Health and Physical capability-Contributing to healthy and active communities & communicating and interacting for health and wellbeing
Inclusion and Supportive Relationships The school community has a high regard and value of respect, diversity, safety and wellbeing resulting in a widespread feeling of being connected and accepted within the school community. Strong supportive relationships provide a safe and inclusive environment for students to enhance the environment for learning.	Standard 1, 4, & 5	Standards 1, 3, 4, 5 & 7	5.1	Personal & Social Capability, Health and Physical Activity – Being healthy, safe and active Communicating and Interacting for health and wellbeing
Social Emotional Learning Schools have a responsibility to teach, model, build behaviour practices and implement curriculum requirements that support a learning environment where the connection of learning about health and wellbeing is supported by alignment of action across a whole school approach.	Standard 1, 2, 3, 4 & 5	Standards 1, 2, 3, 5, 8 & 9	2.1, 4.1, 4.2, 4.3, 5.2, 5.3	Personal & Social Capability Health & Physical Activity – Being healthy, safe and active

Elements of Wellbeing Practice	Australian Professional Standards for Teachers (AITSL)	Child Safe Standards	Characteristics of a Highly Effective Catholic School (CHECS)	Australian Curriculum
Student Agency & Empowerment The magnitude of attention, curiosity, interest, optimism and passion that students and staff show when they are learning. The level of motivation demonstrated when participating in school activities. Students and staff are actively contributing to decision making processes and collectively influencing outcomes by sharing views, ideas and concerns and actively participating in schools, communities and the education system.	Standard 1, 2, 3, 4, 5, 6	Standard 3	4.1, 4.2, 4.3, 5.4	Personal & Social Capability Health & Physical Activity – communicating and interacting for health and wellbeing
Family / Community Partnerships The school includes and consults with parents, families and community groups as integral members of the school community and partners in learning.	Standard 4, 7	Standard 4	2.1, 2.2, 4.5, 5.4	Personal & Social Capability Health & Physical Capability -contributing to healthy and active communities

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<https://www.macs.vic.edu.au/CatholicEducationMelbourne/media/Documentation/Documents/HoH-Wellbeing.pdf>

CECV Statement of Commitment to Child Safety:

<https://www.cecv.catholic.edu.au/getmedia/b9155052-8eb2-48e3-9384-b5ff8407941d/Commitment-Statement-A3.aspx>

Commission for Children and Young People: The new Child Safe Standards:

<https://ccyp.vic.gov.au/child-safe-standards/new-child-safe-standards-now-apply/>

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Ministerial Order 1359 Implementing the Child Safe Standards- Managing the Risks of Child Abuse in School and School Boarding Premises: <https://www.vrqa.vic.gov.au/Documents/MinOrder1359childsafepdf>

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