



## Leadership

School leadership that values, prioritises, supports, and enables staff wellbeing within a whole-school approach at an individual, social and school organisational level.

## Practical Strategies:

- Collaboration with retired and current principals and education consultants.
- High-level professional learning programs and professional association connection.
- Access to sabbatical leave, paid access to qualified counselling support, access to flexible work options.
- Highly skilled administration and executive support .

### Introducing

- Our school has staff focused on promoting and enabling staff wellbeing.
- Our school leaders value staff wellbeing and utilises a framework for staff wellbeing.
- Our school leaders support their own wellbeing.
- Our school acknowledges the intermittent workload intensification of staff.
- Our staff has access to line supports e.g. a line manager, head of department or stage leader.
- Our school recognises the individual needs of staff e.g. engaging new staff.
- Our school leaders support respectful and caring interactions. Supports are in place to restore and repair relationships in the event of workplace conflict.

### Embedding

- Our school has appointed a dedicated Wellbeing Team who coordinate wellbeing initiatives.
- Our school leaders value, prioritise and promote staff wellbeing and link this to the school's vision, goals, expectations and direction. A framework for staff wellbeing to analyse strengths and opportunities is aligned to the whole-school wellbeing approach.
- Our school leaders promote and support their own wellbeing as well as whole-staff wellbeing.
- Our school understands and provides support to staff experiencing intermittent workload intensification.
- Our school has collegial support systems in place where staff members have access to appropriate supports e.g., a line manager, head of department or stage leader.
- Our school recognises the individual needs of staff and provides support e.g., mentoring early-career teachers and engaging new staff.
- Our school leaders model, guide and support respectful and caring interactions. There are established processes and procedures to restore and repair relationships in the event of workplace conflict.

### Sustaining

- Our school has an established Wellbeing Team who meet regularly to coordinate meaningful wellbeing initiatives and review, monitor and discuss staff wellbeing.
- Our school leaders value, prioritise and promote staff wellbeing. The staff wellbeing framework is utilised to analyse strengths and opportunities with precision. The goals and directions are measured, evaluated for effectiveness and adapted dynamically.
- Our school leaders protect, promote and support their own wellbeing as well as whole-staff wellbeing.
- Our school recognises the impact of workload intensification and has mapped this across staff member responsibilities and proactively provides adjustments and supports.
- Our school has well established collegial support systems where staff members feel known and connected and have clear access to appropriate supports e.g., a line manager, head of department or stage leader, or mentor.
- Our school recognises individual needs and has structured approaches across the multi-tiered framework to collaboratively support and nurture staff e.g., mentoring early-career teachers, engaging new staff.
- Our school leaders model, guide, and actively promote respectful and caring interactions to create a safe and supportive environment. There are clear and accessible processes, procedures and practices to support staff to restore and repair relationships in the event of workplace conflict.



## Process & Practices

Staff are meaningfully engaged through consultation and active involvement in school-wide planning and initiatives with their contributions being valued across the spectrum of school life.

## Practical Strategies:

- Focus groups on strategic directions
- Staff are actively encouraged to be involved in activities, contribute to staff meetings, collaborate by sharing practices and resources, staff partnerships, mentorships, support, resources and technology.

### Introducing

- Our school acknowledges the importance of protective factors for staff to cope with the demands of their job e.g., provision of resources and technology.
- Our school informs staff of the development of strategic directions, school policies and other school activities (including professional development).
- Our school recognises differing professional learning needs of staff.
- Our school has policies, processes and procedures ensuring a safe and respectful environment.
- Our school has support in place to support staff in the event of conflict/challenges in the student-student, student-staff, staff-staff, staff-family relationship
- Our school has pathways for staff to refer students for social, emotional, academic, and behavioural needs.
- Our school has pathways for staff to self-refer for support.
- Our school consults staff to understand wellbeing concerns and collect benchmark data.

### Embedding

- Our school recognises the importance of promoting protective factors for staff to cope with the demands of their job e.g., sharing of knowledge and collaborating with colleagues, provision of resources and technology.
- Our school regularly informs and consults staff in the development of strategic directions, school policies and other school activities (including professional development needs) and seeks their feedback in evaluating these initiatives.
- Our school recognises that staff have differing professional learning needs based on factors such as career stage, length of time in the school, changing roles.
- Our school has established and transparent policies and processes supporting a safe, respectful and inclusive environment and these procedures are well understood by staff.
- Our school has established processes and procedures to support staff in the event of conflict/challenges in the student-student, student-staff, staff-staff, staff-family relationship
- Our school has embedded referral pathways supporting teachers to access support for students' social, emotional, academic and behavioural needs.
- Our school has embedded referral pathways supporting staff to access support and self-refer for additional support.
- Our school regularly consults staff to collect benchmark data, understand wellbeing concerns, identify work-related stressors and plan pro-actively

### Sustaining

- Our school actively promotes and facilitates protective factors for staff to cope with the demands of their job e.g., providing opportunities for self-determination, sharing of knowledge and collaborating with colleagues, provision of resources and technology.
- Our school regularly informs and consults with staff and provides opportunities to contribute to the development of strategic directions, school policies and other school activities (including professional development needs) and seeks their feedback in evaluating these initiatives.
- Our school recognises the diverse professional learning needs of staff based on a range of identified factors. The school provides universal professional learning as well as supporting staff to identify and plan for their own professional development needs.
- Our school has well-understood, transparent and accessible policies and processes supporting a safe, respectful and inclusive environment. These procedures are regularly reviewed and communicated to all stakeholders.
- Our school has clear and accessible processes, procedures and practices to support staff in the event of conflict/challenges in the student-student, student-staff, staff-staff, staff-family relationship.
- Our school has well-established, accessible and understood referral pathways to staff support students' social, emotional, academic and behavioural needs.
- Our school has well-established, accessible and understood referral pathways supporting staff to access support and self-refer for additional support.
- Our school regularly consults with staff utilising a range of measurement tools to benchmark, understand wellbeing concerns, identify perceived strengths as well as stressors and plan proactively and preventatively. Staff are invited to provide feedback to evaluate perceived effectiveness following wellbeing strategies.



## School Climate

A healthy climate refers to the quality and character of school life reflected in promoting respectful and positive relationships, clear and shared goals, safe and supportive policies and where relationships are key.

## Practical Strategies:

- Physical environment- quiet spaces, outdoor lunch areas for staff – linking in with local community groups. Knowing cultural background of staff and involving staff in celebrations.

### Introducing

- Our school promotes a welcoming and supportive community.
- Our school aims to provide a safe and well-maintained environment.
- Our school has policies, processes and procedures ensuring a safe and respectful environment.
- Our school has expectations of safe, respectful and inclusive behaviour
- Our school adopts Restorative and Trauma-Informed practices to promote safety and inclusion. Staff are trained in basic restorative techniques and trauma awareness
- Our school recognises opportunities for collegial, teacher-student, school-family and student-student relationships to be strengthened.
- Our school supports staff to feel a sense of belonging and connectedness.

### Embedding

- Our school promotes a welcoming and supportive community that values diversity and inclusivity.
- Our school strives to provide a safe and well-maintained environment.
- Our school has established and transparent policies and processes supporting a safe, respectful and inclusive environment and these procedures are well understood by staff.
- Our school has expectations of safe, respectful and inclusive behaviour and these are communicated consistently and well-known by all community members.
- Our school consistently integrates Restorative and Trauma-Informed practices into everyday activities and curriculum. We provide ongoing professional development for staff, update policies to support these practices, and create an environment where these practices are the norm
- Our school prioritises and supports a range of opportunities for collegial, teacher-student, school-family and student-student relationships to be strengthened.
- Our school implements approaches and strategies that strengthen belonging and connectedness for staff. Successes of staff are recognised.

### Sustaining

- Our school promotes and provides a welcoming and supportive community that values diversity and inclusivity, fostering positive respectful relationships.
- Our school provides a safe and well-maintained environment. E.g., comfortable physical working spaces
- Our school has well-understood, transparent and accessible policies and processes supporting a safe, respectful and inclusive environment. These procedures are regularly reviewed and communicated to all stakeholders.
- Our school community can articulate expectations and demonstrate safe, respectful and inclusive behaviour and interactions which support engaged teaching and learning environments.
- Our school maintains a strong commitment to Restorative and Trauma-Informed practices through regular evaluation and continuous improvement. Leadership actively supports these initiatives, and the broader community is engaged to reinforce these practices beyond the school environment
- Our school prioritises, supports and plans for a range of regular opportunities to develop and strengthen relationships between all stakeholders including collegial, teacher-student, school-family and student-student relationships.
- Our school implements strategies such as whole-school events, stage and/or department events, celebrations, traditions and additional activities aimed at strengthening a sense of community connection and belonging in staff. Successes and strengths of staff are regularly recognised and celebrated.



## Wellbeing Education

Supports to strengthen the emotional wellbeing of staff through the understanding and development of social and emotional competencies and access to resources to support their wellbeing.

## Practical Strategies:

- Embedding SEL and wellbeing prompts in staff meetings.
- Internal and external mentors available, staff coaching on management skills, support structures for staff are clearly communicated, designated areas for staff to take a break, designated quiet areas available for staff, opportunities for staff to connect socially.

### Introducing

- Our school encourages staff to engage in practices to support their wellbeing and shares information about the importance of wellbeing protective factors.
- Our staff has familiarity with the five core social and emotional competencies.
- Our staff has access to support and resources to manage social, emotional and behavioural circumstances that may arise in their environment.
- Our staff has access to resources, both internally and externally provided, to support their wellbeing for them to access as required. These resources are available to staff on request.
- Our school has an induction process for new staff.

### Embedding

- Our school regularly encourages staff to engage in practices to support their wellbeing, recognising their risk and protective factors; and provides a personal wellbeing plan for staff to implement.
- Our school values and has a deep understanding of the five core social and emotional competencies and recognises their role in modelling and promoting them.
- Our staff has access to support and resources to manage social, emotional and behavioural circumstances that may arise in their environment. Our school offers explicit wellbeing and mental health related professional learning.
- Our staff has access and are encouraged to utilise resources, both internally and externally provided, to support their wellbeing as required. E.g., access to EAP services, local services, etc. These resources are published for staff to access when in need of support.
- Our school has an induction process for new staff that includes staff wellbeing and understands the needs of staff at different career stages.

### Sustaining

- Our school regularly encourages, promotes and facilitates ways for staff to engage in practices to support their wellbeing acknowledging risk and protective factors. Our school actively encourages staff to develop a personal wellbeing plan.
- Our school implements explicit strategies to strengthen staff social and emotional competencies including professional learning to support self-efficacy and autonomy. Staff understand their role in modelling these skills and how the competencies strengthen whole-school wellbeing.
- Our staff has access to quality evidence-based support and resources, and offers explicit training, to manage social, emotional and behavioural circumstances that may arise. This may include mental health resources and programs and also professional learning e.g., Mental Health First Aid training, trauma-informed education practices and inclusivity practices.
- Our staff has access and are encouraged to utilise resources, both internally and externally provided, to support their wellbeing as required. E.g., access to EAP services, a safe and confidential space, local services, counselling, social groups, mindfulness training. These resources and opportunities are shared with staff regularly and published for staff to access when in need of support.
- Our school includes staff wellbeing as part of the induction process and understands the particular needs of new staff. The school recognises the diverse needs of staff and provides support throughout the transition and beyond e.g., mentors, regular check-ins.





## Community Partnerships

Effective family and community partnerships can support staff wellbeing. Teaching is most successful when strong connections are present emphasising relationships to enhance community bonds.

## Practical Strategies:

- Staff are actively encouraged to be involved in activities, contribute to staff meetings, collaborate by sharing practices and resources, staff partnerships, mentorships, support, resources and technology .

### Introducing

- Our school routinely integrates training and guidance for staff on effective family engagement into professional development.

- Our school introduces staff to a directory of local community supports and agencies, ensuring they are aware of the available resources to assist students and families.

- Our school establishes initial connections with allied health professionals to provide essential support services.

- Our school initiates events and activities to welcome families on-site, providing opportunities for staff and families to begin building relationships.

- Our school introduces initial training sessions and provides guidance for staff to enhance their understanding of Aboriginal and Torres Strait Islander culture.

### Embedding

- Our school integrates training and guidance for staff on effective family engagement into professional development. Ensuring that all staff understand the importance of family partnerships and are equipped with the skills and knowledge to foster strong, collaborative relationships with families

- Our school integrates partnerships with community supports and agencies into our regular practices, facilitating ongoing collaboration and resource-sharing to better support students and families.

- Our school regularly collaborates with allied health professionals, integrating their expertise into our daily routines and support programs.

- Our school regularly schedules and hosts on-site events and activities that facilitate continuous relationship-building between staff and families.

- Our school integrates ongoing professional development focused on Aboriginal and Torres Strait Islander culture into our regular training programs, ensuring staff consistently deepen their cultural understanding.

### Sustaining

- Our school continuously evaluates and updates the training and guidance provided to staff. Leadership prioritises family engagement, and we actively involve families in the evaluation and development of these training programs to ensure they meet the evolving needs of our school community.

- Our school maintains strong, long-term relationships with community supports and agencies, regularly evaluating and renewing partnerships to ensure continuous and effective support for our school community

- Our school maintains ongoing partnerships with allied health professionals, continually assessing and enhancing these relationships to ensure sustained and effective support.

- Our school organises regular family engagement events, ensuring they are a core part of our culture and continuously fostering strong, lasting relationships between staff and families.

- Our school establishes a continuous learning and regularly updates and expands training and guidance to ensure a sustained and evolving understanding of Aboriginal and Torres Strait Islander culture among staff.