



Wellbeing for Learning

CHILD AND STUDENT WELLBEING STRATEGY

Safe, Well and Engaged in Learning



ACKNOWLEDGEMENT TO ABORIGINAL PEOPLE

The Tasmanian Government acknowledges and pays respect to the Tasmanian Aboriginal people as the traditional and original owners and continuing custodians of lutruwita/Tasmania and acknowledges elders, past and present.

We also acknowledge that Tasmanian Aboriginal children and young people's wellbeing has been and continues to be based on a deep and continuous connection to community and country, and we acknowledge that Tasmanian Aboriginal children and young people should have wellbeing outcomes equal to all Tasmanians.

Foreword

The wellbeing of Tasmania's children and young people is at the very centre of our efforts to inspire and engage all of our learners. We all maintain a commitment to work together to keep children and young people safe, well and engaged in learning.

With the introduction of the whole-of-government *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village* – in August 2021, we can all work together with a shared child-centred approach across the domains of wellbeing. We are ready to align our efforts with government priorities and deliver better services for the benefit of all Tasmanians.

Since the introduction of the first Departmental *Child and Student Wellbeing Strategy* in 2018, we have built the first evidence base of wellbeing in learning environments, through the introduction of the annual *Child and Student Wellbeing and Engagement Survey* in all our schools, with over 29 000 participants in 2021.

We have created a shared understanding of wellbeing for learning across the agency and government - establishing dedicated Support and Wellbeing Teams in all schools, and embedding wellbeing in our School Improvement Planning. We have also specifically used what we know about student wellbeing in planning for additional support to our most vulnerable students, such as funding for students impacted by trauma and development of a cross-agency *Child and Family Wellbeing Assessment Tool*.

Our experience and innovation in capturing the student voice, understanding wellbeing and translating what we know into action is now proving critical to local and national conversations on wellbeing for learning.

In 2020 and 2021, our students' wellbeing has been challenged by uncertainty and, for some in our North West, extreme tragedy. These events were stark reminders that the wellbeing of all learners is impacted by factors beyond our control, and our work is a shared responsibility with other government agencies and, importantly, our communities.

This Strategy presents an opportunity to continue to focus on student safety, belonging and positive school culture, resilience, early years, and key transition points. Across this work, we will continue to be led by the voice of our students and open and authentic collaboration with families and communities, allowing us to have the greatest impact on wellbeing and learning.

The creation of the Department of Education, Children and Young People in 2022 will provide new opportunities to ensure all children and young people in Tasmania are safe, well and thriving. This Strategy will continue to evolve as we work together to establish a shared purpose.



Tim Bullard
Secretary

Wellbeing for Learning

Child and Student Wellbeing Strategy

OUR GOAL

All children and students are safe, feel supported and are able to flourish, so they can engage in learning

WHAT GUIDES US

2022-2024 Department of Education Strategic Plan

Child and Youth Wellbeing Strategy:
It Takes a Tasmanian Village

UN Convention on the Rights of the Child

National Principles for Child Safe Organisations

OUR DEFINITION

All children and students feel valued; loved and safe; have access to material basics; have their physical, mental and emotional needs met; are learning and participating; and have a positive sense of culture and identity



Being loved, safe and valued

Learners have positive relationships and connections with others, feel safe and are respected in their learning environments.



Having material basics

Learners have materials to access and fully participate in education, and the resources to function well and actively engage.



Being healthy

Learners have their physical, developmental, psychosocial and mental health needs met, with resources provided to support their growth.



Learning

Learners are supported to be resilient, creative and curious thinkers to engage in lifelong learning.



Participating

Learners are empowered to share their views, to influence their learning and engage in their learning environment.



Having a positive sense of culture and identity

Learners have a positive sense of identity and belonging, and are optimistic about their future and success in learning.

OUR FOCUS AREAS

Wellbeing data in the early years

Safety

Student voice and agency

Belonging

Engagement and positive school culture

Resilience

Wellbeing and career education

SYSTEM PRIORITIES

A common understanding of the impact of wellbeing on learning and a shared purpose for improving wellbeing

Valid and reliable data to measure improvement in child and student wellbeing to inform future effort and planning

Stronger and more consistent alignment of agency effort to improve child and student wellbeing

Resource allocation and support informed by wellbeing evidence and data

Improved child and student wellbeing in the voice of the learner linked to improved learning outcomes

Wellbeing for Learning

Child and student wellbeing refers to a state where learners feel loved, safe and valued; have access to material basics; have their physical, mental and emotional needs met; are learning and participating; and have a positive sense of culture and identity.

Wellbeing for learning recognises that by understanding and supporting the wellbeing of all children and young people in our learning environments, they will have the confidence and resilience to be in their best position to learn. This includes creating culturally responsive and inclusive learning settings and supporting improved educational outcomes for learners with diverse needs.

Our **learning environments** include our schools, colleges, Child and Family Learning Centres (CFLCs), services and libraries. We continue to recognise and value that all learning environments are working in different ways to identify how best to support learner wellbeing, including throughout the first 1000 days of a learner's life – a priority under the whole-of-government *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*.

Our definition remains consistent with our 2018–21 *Child and Student Wellbeing Strategy – Safe, Well and Positive Learners*. It comes from the *Tasmanian Child and Youth Wellbeing Framework* and encompasses the six wellbeing domains of the *Australian Research Alliance for Children and Youth: The Nest*.¹ The term 'domain' refers to the elements that contribute to wellbeing. We want to ensure that all learners have the resources they need to withstand life's challenges irrespective of where they are on the wellbeing continuum, and that they have the resilience to bounce back. The wellbeing continuum, for the individual and for the system response, extends from students with the greatest need to those who are largely functioning well across several domains. The purpose of the Strategy is for all students to feel safe, well and positive, regardless of where they are on the wellbeing continuum.

The wellbeing domains are deliberately broad and will have differing emphases across learning environments. The whole-of-government *Child and Youth Wellbeing Strategy* contains a set of descriptors against each domain that are reflected in this Strategy. To embed the six wellbeing domains in an education context, a definition has been developed for each domain showing how it specifically applies to learners.

“The ultimate goal of school improvement is to improve outcomes for students, including levels of achievement and wellbeing.”

NATIONAL SCHOOL IMPROVEMENT TOOL²

“The safety and wellbeing of children should be at the centre of everything we do.... by listening to children and young people, we show them that what they have to say is important. They also learn the skills to become engaged and active citizens. By empowering children to participate in decision making processes, we all benefit. Sharing their views and influencing decision making is a powerful contributor to improving children and young people's wellbeing.”

LEANNE MCLEAN, COMMISSIONER
FOR CHILDREN AND YOUNG PEOPLE

Our shared approach

This Strategy continues to strengthen and support our responsibility to provide learners with the tools to live a fulfilling and productive life. It will build on the *2018–2021 Child and Student Wellbeing Strategy – Safe, Well and Positive Learners*, which established positive wellbeing as a critical component for learning, recognising there are many competing factors that impact on a learner's quality of life, which affect their ability to be present and contribute positively within their community.

Our work to date has been shaped by a holistic notion of wellbeing and what wellbeing means for children and students (learners) in an education setting, and an ecological model underpinning our support. This approach is critical to our ongoing efforts to improve wellbeing for learning, and to a shared understanding of wellbeing across Government.

Importantly, the elements of this approach are aligned with the whole-of-government *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*, the *Tasmanian Child and Youth Wellbeing Framework* and the reform agenda for Tasmania's child safety system, *Strong Families: Safe Kids Next Steps Action Plan 2021–2023* – reflecting that we work with, and are informed by, a range of Government efforts to improve the wellbeing of Tasmania's children and young people.

ECOLOGICAL MODEL

We understand and influence wellbeing for learning through an ecological model. The implementation of this Strategy places the child at the centre and recognises the influence of relationships within the settings of the family, the community, wider society and the environment.

Putting the child at the centre

A child is influenced by their immediate environment (including in their learning environment and home), the relation between those settings, and by events occurring where the child may not even be present³.

Events that negatively impact a child's wellbeing may occur within or external to their education setting and this may in turn affect their ability to learn and thrive.

We must be mindful of this as a system and, guided by an ecological model of human development, place the child at the centre of our efforts to build the wellbeing of children and students in all learning environments.

The Departmental change will ensure Government systems, policies, processes and procedures are strong, consistent and build a culture where a child's development, education and their safety is everyone's responsibility – from when a child is born, to when they complete their education and training.

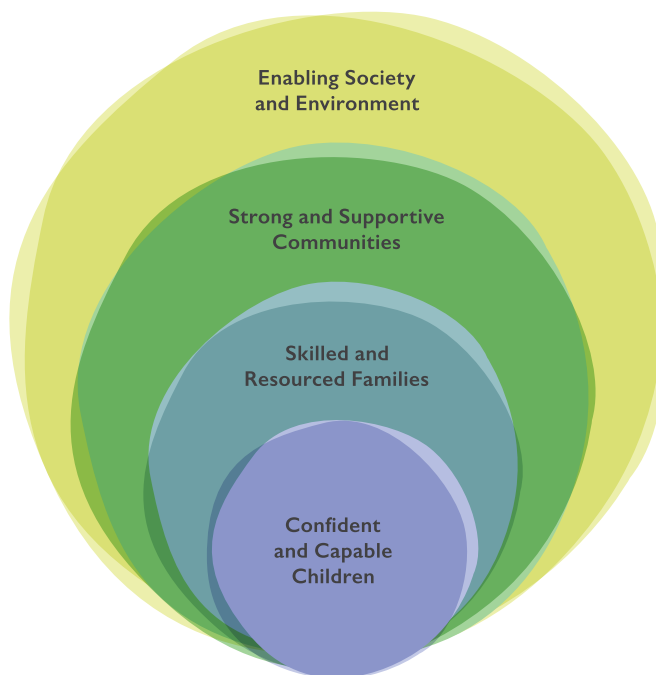


FIGURE 1: ECOLOGICAL MODEL

The significant time that a learner spends in an education setting provides an opportunity for the Department to positively impact on their overall wellbeing and life outcomes.

However, we must also acknowledge that not everything is within our control or influence. Recognising our strengths and capabilities will help us to contribute positively to learner wellbeing.

Families are respected and recognised for the vital role they play in the ongoing wellbeing of their children. Collaborating, connecting and authentically engaging with parents, care givers and families is critical to positively impacting learner wellbeing.

“By listening to the community, including children and young people, we have developed actions that are relevant to, and build on, the great work that is already being undertaken in our communities. By working together...we can have a real and ongoing positive impact on the lives of young Tasmanians.”

CHILD AND YOUTH WELLBEING STRATEGY

SPHERES OF INFLUENCE

While all elements of wellbeing are relevant to the work of the Department, not all are within our sole control or influence. In recognition of this, the whole-of-government descriptors for each domain are presented throughout this Strategy using the ‘spheres of influence’ to suggest what is within the Department’s ambit, what we do in partnership and when it may be appropriate to refer to those external to us with relevant expertise.

Our Partnerships

Through quality practice and quality teaching, and by working in partnership with families, communities and service providers, we will be best positioned to support a positive state of wellbeing, where a learner’s needs are met. This will support their growth and development, and place them in the best position to learn.

There is no one-size-fits-all approach to address wellbeing. Responsibility for ensuring child and student wellbeing does not rest with a single entity. We are committed to supporting whole of school and system approaches to guide wellbeing effort and planning by leaders and school communities.

External Expertise

We also recognise the importance of collaborative partnerships with those with expertise external to us – in other agencies, other sectors and other professions.

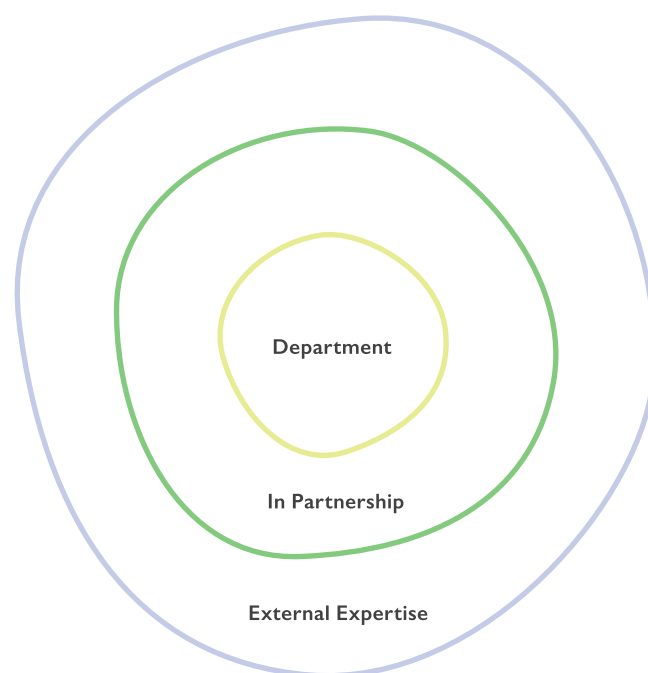


FIGURE 2: SPHERES OF INFLUENCE DIAGRAM

Our ongoing priorities

Throughout the Strategy's implementation, we will continue to support the following system priorities across our Department:

- » improved child and student wellbeing in the voice of the learner, linked to improved learning outcomes
- » a common understanding of the impact of wellbeing on learning and a shared purpose for improving wellbeing
- » valid and reliable data to measure improvement in child and student wellbeing to inform future effort and planning
- » stronger and more consistent alignment of agency effort to improve child and student wellbeing
- » resource allocation and support informed by wellbeing evidence and data.

Our focus areas

Wellbeing data in the early years

Wellbeing data is a valued tool in planning across the Department, reflecting whole-of-government and national efforts to improve our understanding of wellbeing in the learning context.

A continuing theme arising during consultation is an absence of data in the early years. At present, there is no consistent method for collecting data on wellbeing for learning in years K–3 in Tasmania.

Safety

The safety and wellbeing of all children and young people in our care underpins all aspects of our work. We neither condone nor accept inappropriate behaviour of any nature towards children and young people. This is reflected in our whole-of-agency Strategic Planning and we will endeavour to lead the way as an exemplary child safe organisation.

Student voice and agency

As a Department, we are committed to student voice and agency to guide our improvement.

The *Student Voice and Agency Guide* supports staff to facilitate student voice and empower learner agency. Consultation re-enforced the criticality of this approach.

Belonging

Evidence suggests belonging is an enabler for engagement. As an agency, there are opportunities to examine this connection using our *Student Wellbeing and Engagement Survey*, with particular focus on improving our understanding of the factors that promote belonging.

Engagement and positive school culture

The Department's *Approach to Student Engagement* sets out our commitment to recognising and promoting the key elements of engagement, including positive school culture. The *Student Wellbeing and Engagement Survey*, student voice focus groups and our consultations suggested we can do more to influence student engagement by increasing our understanding of what it takes to maintain positive school culture.



Resilience

Strengthening the confidence and resilience of our learners will create lasting impact across all wellbeing domains. Resilience refers to the ability to manage change to maintain and restore mental health and wellbeing, particularly after an adverse event⁴. The current *Student Wellbeing and Engagement Survey* collects resilience data for years 10–12. Schools have expressed a need for resources and support around building student resilience across younger age groups.

Wellbeing and career education

We have heard that learners face challenges at key transition points. *It Takes a Tasmanian Village* accurately recognises that transition periods, including in education, can function as turning points, providing opportunities for change from negative to more positive life pathways. However, they can also operate in the reverse, interrupting healthy trajectories. For our senior students, there is opportunity to improve our understanding of the ways wellbeing and career education intersect.

What we heard

We are committed to open and authentic collaboration and to activity informed by the student voice. Our consultation is continuous, spanning the life of the previous Strategy, *Safe, Well and Positive Learners*, the development of this Strategy and our future actions.

Our consultations have shown us that what we heard during the development of *Safe, Well and Positive Learners* should keep guiding our work. These observations now form an important part of 'What we Know' under each wellbeing domain in this Strategy. They continue to reflect what we have heard through the annual *Student Wellbeing and Engagement Survey*, the voices of students, the views of Principals and collaborative partnerships across the education system throughout our wellbeing work.

This Strategy, its Focus Areas and Priority Activities were specifically informed by the following briefings and consultations:

- » Student Voice Focus Groups (student representation from 20 schools and learning sites)
- » Principal Advisory Group
- » Inclusion Advisory Committee
- » Post Student Wellbeing and Engagement Survey Workshops (state-wide, 71 schools represented)
- » Principal Matters
- » Individual school and Principal contact
- » TASSO, TPA, AEU, Office of the Commissioner for Children and Young People, YNOT, Mental Health Council of Tasmania
- » Business units including: School Improvement Team, Student Support, Strategic System Improvement (Together with Families and Student Voice), HR (staff wellbeing), Student Engagement, Aboriginal Education Services, English as an Additional Language, Curriculum (Intercultural Understanding), Early Years Partnerships and Projects, Literacy and Numeracy, GETI, and Inclusion and Diversity.

What we heard from these briefings and consultations was that we need to 'stay the course' established through our earlier work – we need to continue to embed the evidence base we have built and what we know into our systems and practices.

As we implement this Strategy, we will seek ways to address what we heard:

- » shifting from building evidence, to embedding the evidence - encouraging survey data, analysis and research opportunities to guide action across the system
- » respond to and test emerging issues in action development
- » identify opportunities to share good practice
- » support the Department's priorities for safety, aligning with the Government's Safeguarding Children and Young People commitment
- » continue the shared approach and strategic alignment with whole-of-government policy, including the whole-of-government *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*
- » expansion to collection of wellbeing data to the early years, resilience, and eco-anxiety
- » promotion of the Survey to non-government schools – expanding evidence across the education system.

Student Voice Focus Groups

Student Voice Focus Groups (SVFGs) offer specific insight into how schools can improve wellbeing for learning. SVFGs are conducted annually with students from Years 4 to 12 across the state to inform our understanding of the Survey data.

A total of 14 focus groups were conducted during term 3 and 4 in 2021, with 20 schools being represented in discussions. Students were asked questions relating to belonging and strong relationships, school culture, quality teaching and student voice and agency.

Schools visited included primary schools, high schools and colleges in the north, south and north-west. Focus groups included students with sensory impairment and students in @T4 Flexible Learning Provisions. School leaders were asked if they would like their school to participate in the focus groups and asked to involve a cross section of their school cohort.

All students participating in the SVFGs recognised the effect of wellbeing on their ability to learn, noting that it could impact attendance, concentration, and classroom behaviour. Eating, sleeping patterns and physical activity were all seen as important to wellbeing, as was mental health and material basics such as being hungry or uncomfortable while undertaking learning activities. Students noted that a safe, welcoming environment was important to their sense of wellbeing at school and recognised that this was tied to their overall sense of belonging.

Belonging and strong relationships were key issues, where students noted that being accepted and “fitting in” were crucial to a sense of belonging. Creating an environment where student opinions were valued and considered in decision making was critical to supporting their sense of acceptance. Feeling safe and having friends were also frequently raised by students as important to establishing a sense of belonging at school. Students noted that lacking a sense of belonging to school and peers could result in poor academic performance and low attendance.

Across the life of this Strategy, we will embed what we hear from our annual SVFGs in our work, including:

- » an explicit link between wellbeing and learning, particularly as a result of poor mental wellbeing
- » the importance of capturing student voice and genuine involvement of students in decision making
- » the impact of a positive school culture and belonging on student wellbeing
- » the importance of relationships with teachers or an adult at school
- » a need for professional learning for staff to address student wellbeing issues.

“At Howrah Primary School, we used the You’ve Got the Data... Now Get Going resource to get students involved in unpacking their Student Wellbeing and Engagement survey data and to capture their voice around which domains we should focus on as a school. We also wanted to hear from the students about what they thought could be done to take action on these.

In taking a look at the data, our Grade 5 students noticed that not everyone feels like they belong at school and they wanted to change the number of people worrying about things at home or at school.

They explored why people may not feel that they belong or worry, and said that being part of a group and making sure people are included can make a big difference.

From there, they thought about the ways in which they could make a change and how they could help. They worked in groups to propose different ideas they could action to make people feel that they belong, like checking in with each other, helping each other out and creating activities that everyone could be a part of.

The next step from here will be the students forming a project team and choosing one area that they would like to focus on, with teachers supporting them to work through the plan and take action.”

HOWRAH PRIMARY SCHOOL

Our progress

Our 2018–21 *Child and Student Wellbeing Strategy – Safe, Well and Positive Learners* implemented foundational change across our system priorities.

SYSTEM PRIORITY – IMPROVE CHILD AND STUDENT WELLBEING IN THE VOICE OF THE LEARNER, LINKED TO IMPROVED LEARNING OUTCOMES

We are ensuring that we empower **student voices** at every opportunity, with a greater emphasis on increasing participation of those most in need.

Student Wellbeing and Engagement Survey

The *Student Wellbeing and Engagement Survey* is an annual survey completed by students in all eligible Tasmanian Government schools.

Introduced in 2018, the Survey is now embedded as an annual opportunity to understand student wellbeing across Tasmania. At a system level, this data is routinely informing new and existing initiatives, while schools are being supported to understand their data and use it to inform their priorities through annual workshops with school staff that offer opportunities to understand the state-wide data and share learnings.

Recognising that student voice is critical to understanding and exploring what the data means, schools are then provided with a *Get Going* pack – a suite of resources that supports schools to use student voice and agency in unpacking the data and making decisions for action. It includes a teaching guide and practical resources to guide student discussion. This resource is being put forward in other states and territories as an example of innovation and best practice.

The Child and Student Wellbeing Unit also undertakes Student Voice Focus Groups, with voluntary participation by schools. These workshops offer a forum specifically designed for students, and provide valuable insight into how they understand their wellbeing, the wellbeing of others, and how we can improve our learning environments. It is

also an opportunity to hear directly from those that may need additional support to be heard, including students who are disengaged from education or have specific learning needs, ensuring the voice of students with different and diverse experience is informing future planning. In 2021, a specific workshop was held with students who are deaf or hard of hearing, or vision impaired, to collect their views on the survey and respond to the results.

SYSTEM PRIORITY – CREATE A COMMON UNDERSTANDING OF THE IMPACT OF WELLBEING ON LEARNING AND A SHARED PURPOSE FOR IMPROVING WELLBEING

We have embedded a **shared understanding** of wellbeing across Department schools, colleges, CFLCs and libraries.

Student Wellbeing Support Teams

Student Wellbeing Support Teams model whole-of-government collaboration to support the mental health and wellbeing needs of children and young people.

Commencing in 2020, each school must establish and maintain a Support and Wellbeing Team. The Team requires an identified Support and Wellbeing Lead and should include staff with a broad range of expertise. The Teams monitor our vulnerable students and work with Student Support and other agencies to actively re-engage students who require additional support.

The Teams play an important role in planning and implementing school strategies and processes that support the wellbeing of all students, with a particular focus on those students with diverse and complex needs requiring coordinated support. Their functions align with creating and maintaining a learning environment that is safe, respectful, tolerant, inclusive and that promotes learning.

Team members participate in multi-agency coordination/collaboration forums focused on assessing student safety and wellbeing needs and determining required supports and interventions.

The work of the Teams has been supported by the development of the *Tasmanian Child and Family Wellbeing Assessment Tool*, jointly developed by the Department of Education, the Department of Communities Tasmania and the Department of Health to support a consistent approach to assessing the wellbeing needs of children, young people and families, and to then determine the level of support required.

Through this model, the Department continues to work with other agencies to strengthen information sharing and align efforts to ensure support for our most vulnerable children, young people and families.

Student Engagement

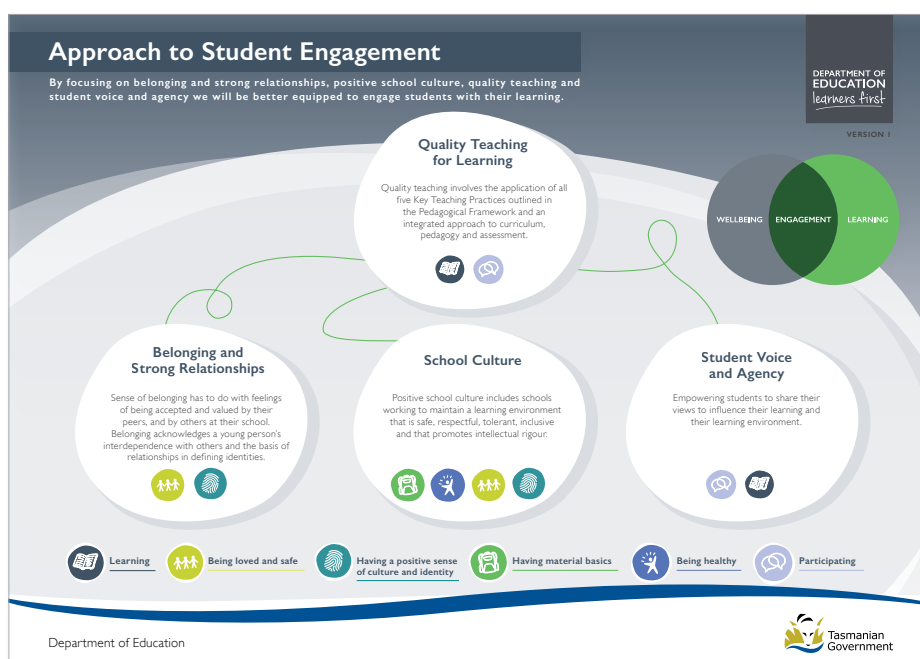
Learners with higher levels of wellbeing are eager to learn and better able to participate, which can lead to higher rates of engagement and attendance, and improved overall performance. Increasingly, evidence suggests that wellbeing impacts on academic outcomes.

Student wellbeing, engagement and learning are reciprocal and inter-related. By working on all three aspects simultaneously, schools and education systems will achieve synergies in their efforts to provide quality education.

A student's engagement in their learning environment is critical to their learning outcomes.

By focusing on key elements of engagement, including belonging and strong relationships, positive school culture, quality teaching for learning and student voice and agency, we will be better equipped to engage students with their learning. These elements are outlined in the *Approach to Student Engagement*.

The *Approach to Student Engagement* provides a system understanding of the key elements of student engagement and guidance to schools on where to focus effort. Extensive research highlights the importance of these four key elements and their impact on engaging students in learning.



SYSTEM PRIORITY – VALID AND RELIABLE MEASURES OF CHILD AND STUDENT WELLBEING TO INFORM FUTURE EFFORT AND PLANNING

We have established a strong **evidence base**, building valid and reliable measures of student wellbeing (Years 4–12) through the *Student Wellbeing and Engagement Survey* and *Student Voice Focus Groups*. Now capable of providing time-series comparisons, this data is informing activity across the Department and across Government.

Physically Active Learners

The *2020–2021 Physical Wellbeing and the Environment Action Plan*, developed under *Safe, Well and Positive Learners*, implemented long-term change to the agreed minimum hours of organised physical activity in primary schools from 2021.

In the 2020 Wellbeing Survey, 84 per cent of students reported having participated in organised activities at least once a week. A school that values physical activity and commits to promoting it within their curriculum throughout the school day, can support a child to become physically active for life.

In 2021, it was agreed that there would be a recommended two hours per week of timetabled physical activity in Tasmanian Government primary schools. The recommendation supported the *UNESCO Quality Physical Education Guidelines for Policy Makers*, and the *National Physical Activity Guidelines*.

All Tasmanian Government primary schools received an Action Pack to support the recommended hours, which included a *Guide to Physical Activity in Tasmanian Government Primary Schools* and a selection of equipment and other resources to promote physical activity.

SYSTEM PRIORITY – STRONGER AND MORE CONSISTENT ALIGNMENT OF AGENCY EFFORT TO IMPROVE CHILD AND STUDENT WELLBEING

We have ensured that wellbeing for learning is embedded in our future efforts, maintained as an explicit Strategic Planning System Goal – Wellbeing for Learning. This is clearly articulated as “learners and staff are safe, feel supported and are able to flourish, so they can engage in learning” – reflecting our commitment to work together to inspire and engage all learners to learn more, every day; and to be informed by the student voice; and open and authentic collaboration with families and communities.

We have improved coordination, with stronger alignment of agency effort to support child and student wellbeing. We have fostered collaboration across whole-of-government initiatives, including a unifying, shared framework between the *Child and Student Wellbeing Strategy* and the whole-of-government *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*. We continue to be involved in a number of cross-agency initiatives, including the Child and Adolescent Mental Health Services reforms, focused on strengthening alignment of effort to ensure wrap around supports for our learners within our schools, colleges and CFLCs.

School Improvement Planning

The School Improvement Planning (SIP) process enables schools to identify a prioritised approach or ‘road map’ to implementing expectations over time, guided by student learning and wellbeing data.

Guidance on SIP has been developed to emphasise that a strong sense of wellbeing enables learners to explore, experiment and engage actively in their learning environment, with the confidence to take advantage of new opportunities.

The SIP ‘Learning’ driver has three integrated focus areas of: Inclusive practice; Student engagement and attendance; and Student wellbeing. Student wellbeing is also reflected in the SIP approach to the

Department's value of Aspiration, which includes having and fostering high expectations for the learning and wellbeing outcomes of all students and a focus on equity. Wellbeing is further embedded in the SIP approach to measuring system progress.

Child and Family Wellbeing Assessment Tool

The *Child and Family Wellbeing Assessment Tool* is a flexible wellbeing assessment tool able to be used by all service providers working with children, young people and their families to guide a shared understanding of the level of support they require – it is a practical example of how together, we can have the greatest impact on child wellbeing.

The *Child and Family Wellbeing Assessment Tool* uses the six domains of wellbeing to provide a common language and consistent way that relevant service providers can evaluate and discuss the strengths and needs of a family, child or young person, enabling them to work more collaboratively and effectively with families. The tool consists of the *Child and Family Wellbeing Assessment Tool* booklet, a *Child and Family Wellbeing Plan* and a *Wellbeing Assessment guide*.

Promotion of the *Child and Family Wellbeing Assessment Tool* will continue as a key element of the Tasmanian Government's *Strong Families Safe Kids: Next Steps Action Plan 2021–2023*.

SYSTEM PRIORITY – RESOURCE ALLOCATION AND SUPPORT INFORMED BY WELLBEING EVIDENCE AND DATA

We have increased awareness of the intrinsic link between wellbeing and learning outcomes, supporting schools to use their data in their planning to **impact wellbeing** and learning, specific to their students' needs.

We are informing and supporting national student wellbeing initiatives, including existing and emerging work of the *National Student Wellbeing Project* and the Australian Education Research Organisation (AERO), recognising that a student's state of subjective wellbeing has a material impact on their academic outcomes.

We also convene a National Network of Wellbeing Policy Leads. This is a Tasmanian initiative, bringing together representatives from each State and Territory and the Australian Government to discuss wellbeing for learning. We are sharing learnings and informing our current approaches, and helping to set the agenda and priorities for future national work.

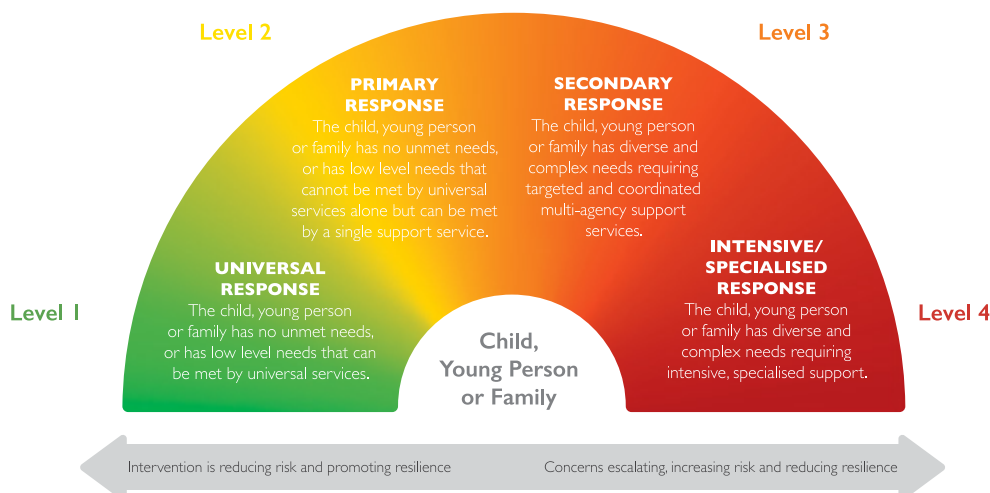


FIGURE 3: CONTINUUM OF NEED DIAGRAM

Supporting students impacted by trauma

The Strategy supports a universal approach to wellbeing, while recognising that some learners, such as those impacted by trauma, may need additional support to engage in learning.

Our *Model for Supporting Students Impacted by Trauma* identifies and addresses need at a universal, targeted whole-of-school, and individual student level. Through this multi-tiered approach, we aim to build system-wide capacity in trauma-informed and trauma-responsive practice.

The Model includes a mechanism for identifying individual student need and allocating funding to schools to provide intensive, highly individualised support.

The Model also provides targeted support to schools with identified need, to focus on building whole-school capacity to support students impacted by trauma. Leaders from these schools meet as a collective once per term to share practice and undertake professional learning focused on the leadership role in creating a trauma-informed educational system. Schools are also being provided with guidance on how to analyse student wellbeing data aligned with the principles of trauma informed practice. *Student Wellbeing and Engagement Survey* data sub-domains of Important adult at school; Connectedness to adults at school; School climate; Safe at School; Emotion regulation; and School Belonging are key datasets that schools can consider in their planning and measurement.

In partnership with the Australian Childhood Foundation and the University of Tasmania, in 2022 the Department will provide professional learning in trauma-informed practice for staff in all Tasmanian Government schools, providing staff with resources, strategies and knowledge to adapt teaching practices to support the learning of young people impacted by trauma.

Trauma informed practice

Windermere Primary School was part of the network of schools receiving targeted trauma support for 2020–2021. Their main objectives for this targeted program were around building staff capacity to implement trauma informed practices and embedding whole-school, consistent strategies and processes to support students.

In this time, WPS has built shared understanding around brain breaks, mindfulness and regulation, and co-constructed the WPS Mindfulness and Brain Break policy. WPS used this targeted program to trial and refine its processes around trauma informed practices including SWPBS, Zones of Regulation, and tiered approaches to intervention. Staff have constructed a data wall to track student progress over time and see where increased support is required.

Over the two years, WPS has seen increases in 'high wellbeing' and decreases in 'low wellbeing' in the *Student Wellbeing and Engagement Survey* subdomain of Connectedness to adults at school, suggesting that staff have formed and maintained trusted relationships with students. WPS intends to continue focusing on this subdomain. In 2022, WPS will continue to network with nearby schools to share best practice and provide stronger transition support to students moving between schools.

Wellbeing domains

THE NEST WELLBEING DOMAINS

TASMANIAN DESCRIPTORS FOR CHILD AND YOUTH WELLBEING



Being loved, safe and valued

- » Have a safe, stable and supportive home environment
- » Feel safe, secure and protected at home, in the community and online
- » Feel valued and respected by teachers and other adults in their life and know that they are important to others
- » Have positive, trusted relationships with other people
- » Have a voice and the ability to raise concerns and have these concerns addressed
- » Feel safe about their future, the environment and climate



Having material basics

- » Have access to suitable, secure, stable housing with adequate heating and cooling
- » Have access to nutritious food and clean water
- » Have access to education and training materials
- » Have access to appropriate clothing and footwear
- » Have access to transport, required local services and materials to support participation in activities
- » Have access to the outdoors and green space



Being healthy

- » Are mentally and physically healthy
- » Are emotionally well, happy and supported
- » Are as physically active as they can be
- » Are health literate and have access to appropriate health and care service
- » Are immunised
- » Are supported to engage in regular outdoor activities and nature-based play



Learning

- » Are attending and engaging in education, training or employment
- » Are participating in early childhood education
- » Are developing literacy and numeracy skills appropriate to age
- » Are supported to learn by their caregiver and education providers
- » Have their individual learning needs addressed to allow them to realise their learning potential
- » Are supported to learn about their world through connection to nature and the outdoors



Participating

- » Are engaging with peers and community groups
- » Are taking part in organised activities, including sport
- » Are an active participant in their own life; including being able to have a say and have their opinion heard and valued
- » Have access to and use technology and social media
- » Can share experiences in nature and express their environmental views



Having a positive sense of culture and identity

- » Can find out about family and personal history and are supported to connect positively with their culture
- » Feel like they belong
- » Have a positive sense of self-identity and self-esteem
- » Are in touch with cultural or spiritual practices and have these practices valued and respected
- » Can connect to nature and are supported to identify their core values about the environment as part of their culture and identity



RESPECTFUL RELATIONSHIPS

The Department maintains a whole-of-system, evidence-based approach to developing and maintaining respectful relationships education. An essential element of the *Safe Homes, Families, Communities: Tasmania's action plan for family and sexual violence 2019-2022* has been the development of an extensive range of resources targeted at supporting schools, communities and individuals to understand why family violence occurs and how to reduce the occurrence of it.

At the centre of this initiative is an online suite of publicly available resources identifying strategies, processes and skills to guide schools and communities in the explicit teaching of respectful relationships. The resources are designed to support school communities to model positive environments and appropriate behaviours in which individuals know, understand and engage in equitable and respectful relationships.

Educating students on consent is delivered through Respectful Relationships Education and the *Australian*

Curriculum: Health and Physical Education. The Health and Physical Education curriculum is being reviewed to address the role of gender, power, coercion and disrespect in abusive and violent relationships.

The Health and Physical Education curriculum addresses aspects of giving and gaining consent through the focus area of relationships and sexuality.

This supports students to develop the knowledge, understanding and skills that will help them to develop positive practices concerning their sexual health and to build respectful relationships.

Respectful Relationships Education ensures that all Tasmanian communities value a culture of respect. In 2021, the Department refreshed the Respectful Relationships Education professional learning suite and website, including content for parents and carers. We will continue to refine and improve our approaches in line with curriculum developments and community expectations.

Being loved, safe and valued

Learners have positive relationships and connections with others, feel safe and are respected in their learning environments.

All learners deserve to be loved and safe, and are entitled to being loved by a caregiver in their world – including their family and community – who show affection, care and concern. This is not the experience of all children and young people. While safety is commonly agreed as being fundamental to wellbeing generally, what do we mean by being ‘loved’ in a learning environment?

“Love is about being safe, predictable, attuned to the child’s needs and co-regulating with the child...that you are showing the child...that you see them, you hear them, you get them, at their best and their worst.”

Within the Department, we have a shared responsibility to ensure that a child and student has positive and trusted relationships within a supportive education setting. Learners should have access to trusted supports where they can raise their concerns and have them addressed.

For some learners, there may be additional supports required to ensure they are safe and well before they can engage in learning. This may include receiving support from their teacher or aide, support teacher, a school social worker, nurse or psychologist. Access to these services helps to ensure that our learners feel valued and respected, and are supported to overcome barriers to learning.

The child and student voice needs to inform quality practice. A key part of the domain of loved and safe is that learners have a voice, have the ability to raise concerns, and have them acted upon.

“Everyone belongs because we all have hearts.”

“Everyone belongs because we all laugh the same.”

“Everyone belongs because we all smile the same.”

PREP STUDENTS, VIRTUAL LEARNING CENTRE

72%

of students felt that teachers and students care about each other and treat each other with respect

90%

of students felt connected to adults at school

84%

of students feel safe at school most of the time









Being loved, safe and valued

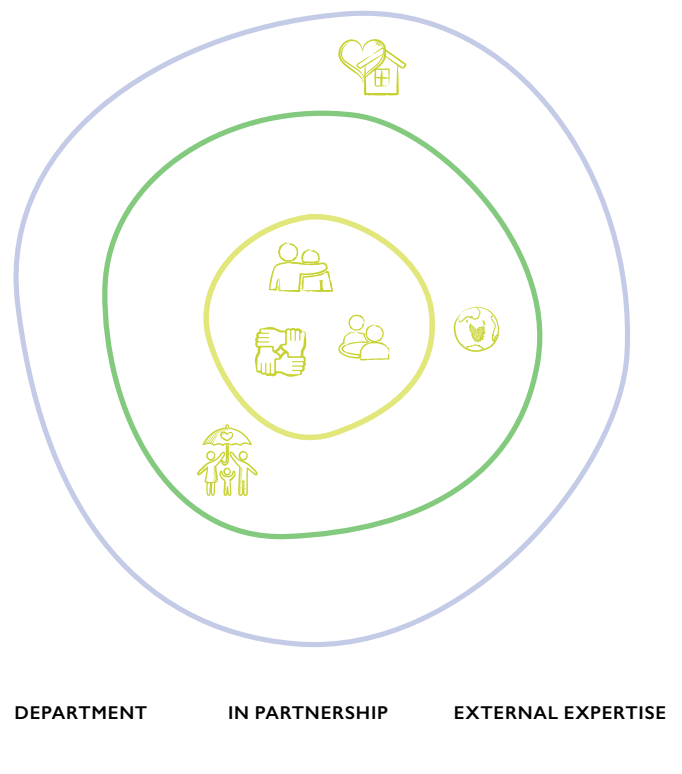
WHAT WE KNOW

- » Learners experience many challenges throughout their life and need the tools to feel safe in their world. These challenges range from being bullied by a peer, being impacted by trauma, lacking confidence to raise concerns and family instability.
 - » Even though we have policies in place, we need to ensure as a system that all learners feel safe, not just that we provide an environment that is seemingly safe.
 - » Support for staff through professional development on issues such as trauma informed practice are important for raising understanding of issues experienced by learners, and how to respond to these.
 - » Professional support staff, including school social workers, speech and language pathologists, and schools psychologists, provide immediate and ongoing expertise to students.
 - » Opportunities in curriculum and programs also prioritise our students being loved and safe in their learning environment. This includes the *Respectful Relationships Education Package* and *Combating Bullying* initiatives.
- "I feel really safe in my classroom because my teacher is there. If someone's doing the wrong thing, they will talk to them – she listens to me."*

STUDENT VOICE FOCUS GROUP

DOMAIN DESCRIPTORS:

	Have a safe, stable and supportive home environment
	Feel safe, secure and protected at home, in the community and online
	Feel valued and respected by teachers and other adults in their life and know that they are important to others
	Have positive, trusted relationships with other people
	Have a voice and the ability to raise concerns and have these concerns addressed
	Feel safe about their future, the environment and climate





MOWBRAY HEIGHTS
PRIMARY SCHOOL



SANITARY PRODUCTS IN ALL SCHOOLS

Students from Year 8 at Exeter High School explored the different ways in which people can participate in Australia's democracy, issues important to them and opportunities for change in society.

During this discussion, the class spoke about how many students struggle to afford sanitary products and sometimes even miss school due to this. From this discussion, they wrote to their local representatives asking for them to take action and their voices were heard, with the Tasmanian Government announcing that sanitary products would be available in all Government schools from 2021 onwards.

Since the students' advocacy sparked this change, the importance of continuing to listen to our student voice to inform decision-making was clear. The Child and Student Wellbeing Unit asked the Exeter High School students to help guide the

Department's approach to providing sanitary products to students – with students also providing advice on ways that the Department can support other schools to incorporate their students' voice in decision-making.

A key aspect of the initiative to provide sanitary products in schools is the need to incorporate student voice in decision making, to inform and shape the distribution of products across the school site, specific to the student's needs. Some of the Year 6 student leaders at West Ulverstone Primary School took ownership of this – researching to select the right products that their peers would use, writing to families on how students could access the products at school, with no questions asked and delivering a talk to all Year 3–6 students in the school.

Having material basics

Learners have materials to access and fully participate in education, and the resources to function well and actively engage.

Education is not delivered in isolation from the learner's whole-world experience. As the ecological model of the child demonstrates, key aspects of the child's life interconnect.

To have material basics is to have material resources to lead a 'normal life'. Although in the context of education this tends to focus on having the materials to participate in early years programs, schooling and training, it is also important for children and students to have access to conditions outside of their learning environment that enable them to learn.

A learner's wellbeing can shift along a continuum of wellbeing depending on their circumstances and the resources available to them at that point in time.

The Department has a role to play in ensuring that the basics are in place for learners to access and fully participate in education. This includes a role in providing the resources for a child or student to function well and actively engage.

Schools, colleges and CFLCs take different approaches to providing the material basics for a learner's broader wellbeing in terms of their life and within the learning environment, and have different levels of responsibility based on need.

Although family, care givers and other providers are responsible for material basics such as housing, clothing and food, the Department also works in partnership to ensure a child or student has the material basics they need to learn in their environment. We support students by ensuring our learning environments are warm, inviting and have the equipment for learning, and provide assistance to those students living independently or experiencing financial hardship. We provide technological resources for engagement, and equipment for play and learning.



68%

of students
reported having a
nutritious breakfast

70%

of students
reported having a
good night's sleep

82%

of students reported
having participated in
organised activities at
least once a week

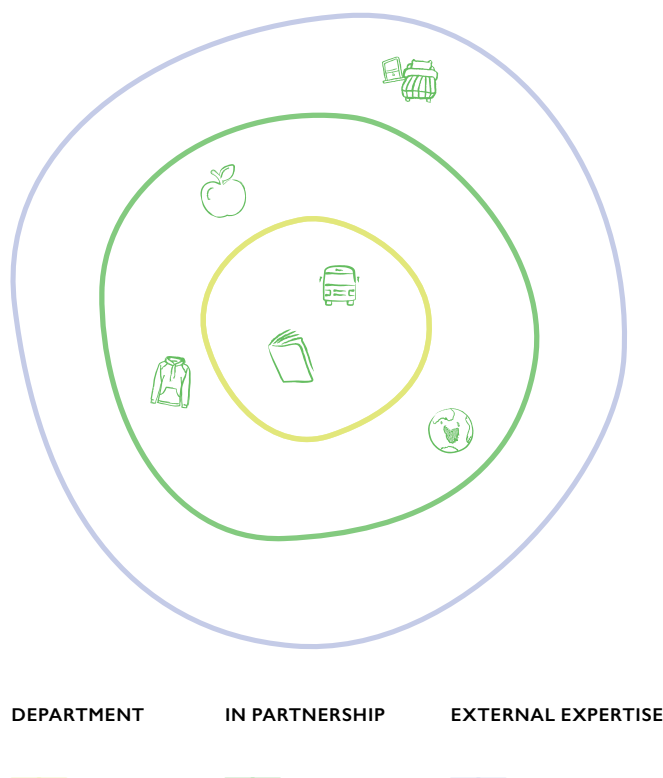
Having material basics

WHAT WE KNOW

- » There is a growing expectation for schools to take responsibility for a range of issues previously regarded as community or family responsibility, and for some this is a challenge. But it is a challenge we accept in partnership with others, as wellbeing is a shared responsibility and a foundation to learning.
- » What material basics look like varies in different learning environments. This may include breakfast clubs to set students up for a day's learning, tools for learning such as laptops and books, a school uniform to connect students to their school community, and transport to get to and from school.
- » There are many approaches to kitchen gardens, which teach our students the importance of healthy eating, an understanding of the food cycle and the importance of nutrition. Kitchen gardens and school breakfast clubs can bring school communities together, engaging students, families and local business.
- » Families on low incomes who meet the eligibility conditions of the *Student Assistance Scheme (STAS)* will not be required to pay school levies. Grandparents raising grandchildren may also be eligible for STAS.
- » Ensuring that all students have access to technology will ensure that our learners have the opportunity to develop the skills and confidence they need to reach their full potential. Students will have access to devices at school and when learning from home. Additional devices will be available for loan through a take-home borrowing scheme. Families will also be supported to improve connectivity and digital literacy to support their children's engagement in learning.

DOMAIN DESCRIPTORS:

	Have access to suitable, secure, stable housing with adequate heating and cooling
	Have access to nutritious food and clean water
	Have access to education and training materials
	Have access to appropriate clothing and footwear
	Have access to transport, required local services and materials to support participation in activities
	Have access to the outdoors and green space







FOOD IN SCHOOLS PROGRAM

In partnership with School Food Matters, the Department has developed a *School Food Plan* toolkit. The toolkit includes a number of resource documents, designed to assist schools document a School Food Plan which will meet the needs of students and the school community.

School Food Planning enables a conversation to achieve an agreed, whole-school approach from all sections of the school community, about how and what foods are available during school. Through a whole-school approach to food, students and families receive consistent messages about food and eating across all aspects of the school – curriculum/ school environment/ home and local community.

A *School Food Plan* documents the relationship between nutritious food and the happiness of children. It is also about improving the academic performance, health and wellbeing of our children through the creation of a positive school food culture.

Being healthy

Learners have their physical, developmental, psychosocial and mental health needs met, with resources provided to support their growth.

Learners are considered healthy when they achieve their expected milestones, and for this to happen they need their psychological, physical and developmental needs met.

Physical and mental health is a key element of wellbeing. We want to see our learners emotionally well, positive and supported to grow and learn.

Being healthy includes adequate nutrition, physical activity, an ability to cope with stress and access to services to meet physical and mental health needs. The role of a school, college or CFLC can in some instances extend across providing nutritious foods through to managing expectations with academic performance and achievement.

There is an increasing understanding of the importance of mental health and the preventative practices we can put in place to strengthen resilience. Positive and respectful approaches to physical health, including sexual health and relationships, are important to holistic wellbeing.

"If you did have problems with your mental health you don't exactly want people to know because you feel embarrassed, so if [the Student Wellbeing and Engagement Survey is] anonymous you can speak your mind."

STUDENT VOICE FOCUS GROUP



31%

of students reported they frequently worry about things at home and at school

76%

of students reported being generally optimistic



Being healthy

WHAT WE KNOW



- » A child's wellbeing must be considered in the context of their parent or care giver. This is particularly important for our CFLCs.
- » Partnerships are particularly important in the CFLC context, for example working with the Child Health and Parenting Service and Child and Adolescent Mental Health Services to support the health and wellbeing needs of children and their families.
- » In all contexts, collaborative planning is important for early intervention and prevention to meet immediate and emerging health needs of learners.
- » It is important for learners to know where to go to receive help and that all are able to seek care or information to be healthy and well.
- » Educating learners on the importance of nutrition and healthy lifestyles can lead to positive life-long learning and flow on effects for families and the community, particularly through kitchen garden initiatives.

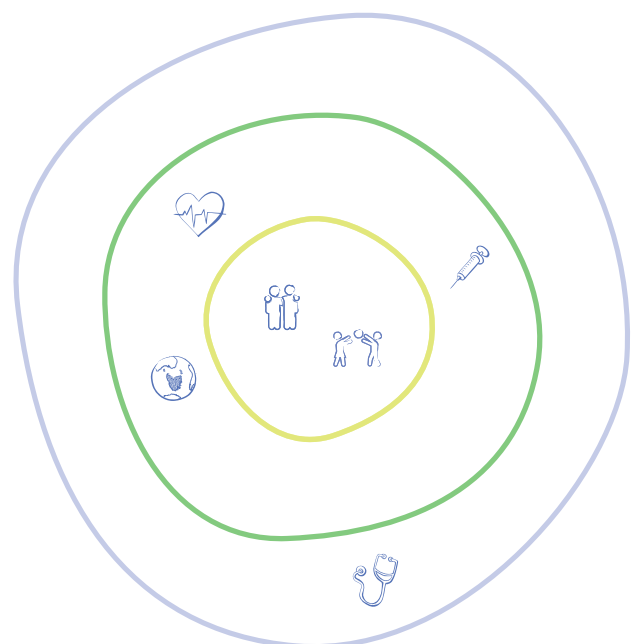
- » We have a curriculum that embeds health and physical education in our schools. This is an area where schools use many programs, including healthy initiatives such as Move Well, Eat Well.
- » The *Australian Curriculum* and General Capabilities clearly identify personal and social learning as a priority. Schools are adapting their own materials to align the elements and bring wellbeing into their context.

We were thrilled to receive the package for Physical Wellbeing as it was an extremely useful and timely resource for us. The Daily PE materials supported the implementation of our daily PE sessions and provided a valuable resource for staff and students to use from day one. Our sports leaders were able to use the cards and suggested 'Daily PE roster' template to guide their planning.

CLARENDON VALE PRIMARY SCHOOL

DOMAIN DESCRIPTORS:

	Are mentally and physically healthy
	Are emotionally well, happy and supported
	Are as physically active as they can be
	Are health literate and have access to appropriate health and care service
	Are immunised
	Are supported to engage in regular outdoor activities and nature-based play



DEPARTMENT

IN PARTNERSHIP

EXTERNAL EXPERTISE





VIRTUAL LEARNING CENTRE

Maintaining access to education for students who are unable to attend school due to the impacts of COVID-19 has been important for our learners.

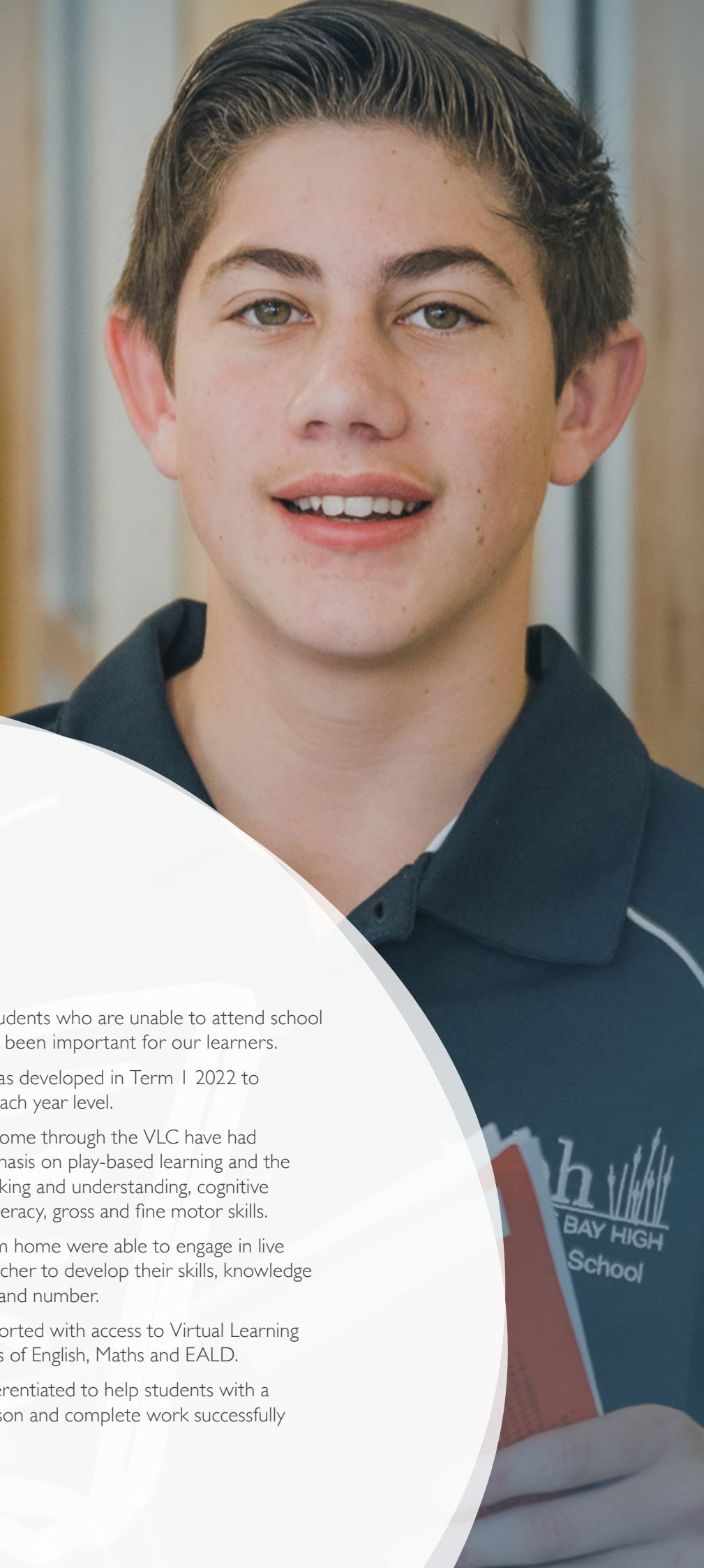
The Virtual Learning Centre (VLC) was developed in Term 1 2022 to provide access to online learning for each year level.

Students in Kindergarten learning at home through the VLC have had access to online sessions with an emphasis on play-based learning and the developmental areas of listening, speaking and understanding, cognitive development – early literacy and numeracy, gross and fine motor skills.

Prep to Year 10 students learning from home were able to engage in live lessons, supported by a registered teacher to develop their skills, knowledge and understanding in reading, writing and number.

Students in Year 11 and 12 were supported with access to Virtual Learning Tasmania and live tutorials in the areas of English, Maths and EALD.

The lessons within the VLC were differentiated to help students with a range of learning needs access the lesson and complete work successfully at their level of ability.



Learning

Learners are supported to be resilient, creative and curious thinkers to engage in lifelong learning.

Learning and wellbeing are deeply interrelated. A strong sense of wellbeing enables learners to explore, experiment and engage actively in their learning environment with the confidence to take advantage of new opportunities. Learners with higher levels of wellbeing are eager to learn and better able to participate, which can lead to higher rates of attendance and engagement, and improved overall performance.

A whole-child approach to wellbeing considers the learning, social and health needs of the learner in the context of their family and community. The culture and values of a learning environment also influences a child or student's wellbeing and their capacity to learn.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning.

There is a growing understanding of the importance of social and emotional wellbeing, and the role of effective social and emotional competencies in learning and educational achievement.

"Thanks for keeping me learning during isolation..."

JACK, YEAR 9

The middle years between 9 and 14 years is a key developmental stage. During this time, being genuinely engaged in learning and developing high self-esteem has a lasting impact on learning and life outcomes.

95%

of students reported they had good relationships and support from their teachers

81%

of students reported that they persist with classroom tasks to support their learning

80%

of students report that they persevere at tasks



Learning

WHAT WE KNOW

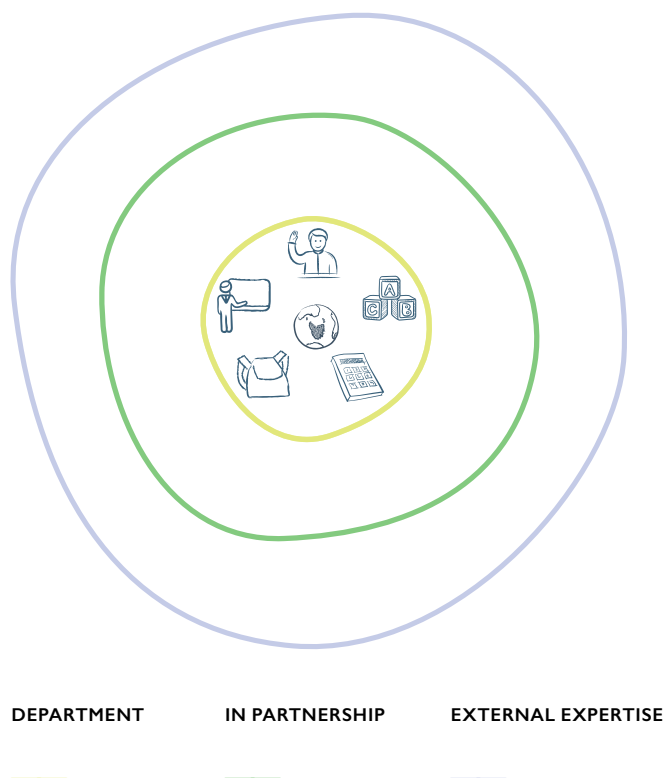
- » We need to focus our efforts and actions for particular age groups, and the issues impacting on wellbeing at different stages of a learner's life. For example, some secondary schools identify the emerging impact of social media and an emphasis on cybersafety as a priority.
- » Transition points are particularly challenging for some students where they face new learning environments and the need to establish new relationships with peers and staff.
- » In addressing wellbeing, schools and colleges have expressed concern over the range of information, programs and approaches being promoted by external providers.

“Launching into Learning is based on the belief that parents are their child’s first, ongoing and often most influential teachers. Schools and families work together to give children the best start, leading to a smooth transition into Kindergarten. All schools use the Early Years Learning Framework to plan strategies and programs to support the growth of the whole child, including social and emotional development and early literacy and numeracy.”

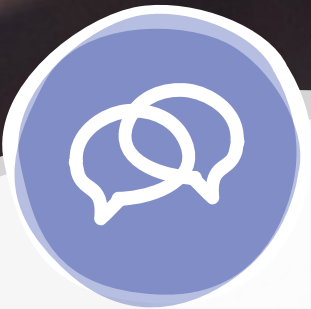
EARLY YEARS, DEPARTMENT OF EDUCATION

DOMAIN DESCRIPTORS:

	Are attending and engaging in education, training or employment
	Are participating in early childhood education
	Are developing literacy and numeracy skills appropriate to age
	Are supported to learn by their caregiver and education providers
	Have their individual learning needs addressed to allow them to realise their learning potential
	Are supported to learn about their world through connection to nature and the outdoors







SENSORY IMPAIRED STUDENT FOCUS GROUP

Implementing a new approach to inclusive practice for the *Student Wellbeing and Engagement Survey*, the survey featured Auslan and audio options for the first time in 2021.

A Student Focus Group with 13 sensory impaired students from grade 6–11 was held in late 2021, to understand their experience of the Survey and gather ideas for what the Department should do with the data.

The forum covered the concept of wellbeing, what it means to the students and what makes them feel like they belong or feel safe. They also shared their views about the practicalities of the survey – whether it met their needs, what they needed to complete the survey and make sure we captured their views in our wellbeing work. The outcomes of this work will inform future iterations of the survey and the development of more Student Focus Groups to ensure our work reflects the wellbeing of all of our learners.

Participating

Learners are empowered to share their views, to influence their learning and engage in their learning environment.

Learners are participating when engaging in community and school events, informing themselves, forming opinions and being respected when expressing their points of view.

For positive wellbeing, learners must be active participants in their own learning. Not all learners are confident or are able to make a verbal contribution, but having a voice is more than this; it's about opportunities to be involved in decision-making that affects them.

Safe, well and positive learners are able to engage with their peers and others when their learning environments provide the opportunities and mechanisms to do so. This can be as broad as a sports team, a Facebook page, a volunteer program, a cultural activity or a student representative body. It could be a student survey that they complete that is used to guide planning.

Participation of children and students is strongly influenced by their parents and care givers, their capacity to engage, and their access to the material resources needed to contribute.

With the growth of social media and technology, participation can take on new meaning and provide options for learners who have struggled to engage and participate in the past. However, with this opportunity comes challenges to ensure cybersafety and to protect learners from the misuse of social media.

*“What makes us feel that we belong?
Where you feel that you can be yourself
and safe.”*

STUDENT FOCUS GROUP

“In primary school I felt that I belonged – I had friends, people I can talk to. Teachers can put you in groups but they can't make you get along. When you're lonely, it's hard.”

STUDENT FOCUS GROUP

91%

of students felt
connected to
adults in their home

86%

of students felt
they had good quality
social support from peers



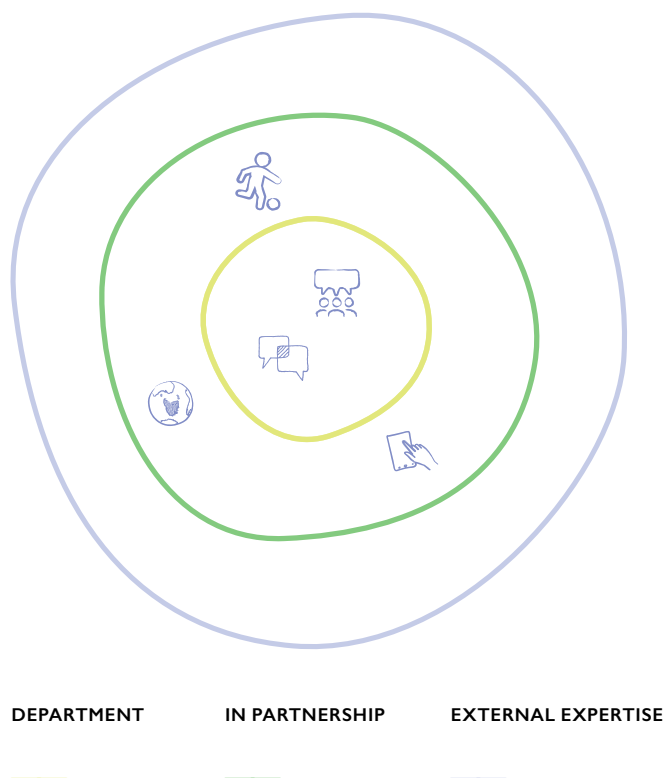
Participating

WHAT WE KNOW

- » Not all learners have a voice or are able to express their concerns in the same way.
- » Life challenges are a barrier to participation (e.g. family conflict, transport, housing, cost of living).
- » Some students have not engaged over a long period of time and will need targeted and consistent support to engage, including flexible learning.
- » We are increasingly aware of the impact of trauma on the learner's ability to participate.
- » The transition to different learning environments can be a real risk to participation and engagement.
- » We need to work closely with parents and families in partnership to sustain participation, and encourage learners to be active participants in their learning.
- » The *English as an Additional Language (EAL) Program* aspires to improve educational opportunities and outcomes for newly arrived students by providing resources that develop English language competence and facilitate access, participation and engagement in mainstream educational activities.
- » The *Back on Track Team* focuses on reconnecting with students and addressing their barriers to learning and engagement. *Back on Track* has been developed to support young people identified by the Department's Youth Participation Database who are not enrolled with an approved education or training provider. It aims to locate, support and re-engage students in Year 11 and 12 or equivalent.

DOMAIN DESCRIPTORS:

	Are engaging with peers and community groups
	Are taking part in organised activities, including sport
	Are an active participant in their own life; including being able to have a say and have their opinion heard and valued
	Have access to and use technology and social media
	Can share experiences in nature and express their environmental views







BURNIE HIGH PRIDE

Burnie High School considered their 2020 Student Wellbeing and Engagement Survey data, and in reflecting on the results with students determined to develop a diversity group. Supported by whole-staff professional learning from Working It Out, the school formed BHS Pride in 2021. The school also developed the Burnie High School Student Wellbeing Hub, an online portal for students and families to seek information and get support if needed.

"Since coming to Burnie High School, improvements have been made by staff to create a safer and more comfortable environment for the LGBTQIA+ youth."

"I think the Pride Group is working well because other kids are asking questions about it and about different identities."

"Burnie High School has become a place where I am much happier to be myself"

Having a positive sense of culture and identity

Learners have a positive sense of identity and belonging, and are optimistic about their future and success in learning.

Having a positive sense of culture and identity is central to the wellbeing of learners. This relates to both cultural and individual identity, and is influenced by the culture we create in our learning environments. For our learners to be well and succeed, they must feel that they belong, and have a safe, valued and respected place in our system.

Children and students bring to their learning environments diverse backgrounds and experiences, including international students and those from a culturally or linguistically diverse home environment. Connection and a sense of belonging within their learning environment and community is critical, particularly for students as they move into adolescence.

Throughout their learning journey, children and students develop their own sense of identity, exploring who they are, their sexual orientation and for some, their gender. Building resilience, positive self-image and self-esteem are important qualities for all learners.

Reinforcing support, a positive school culture and living the values of our school and agency are critical, while at the same time providing learners with a right to challenging and engaging learning opportunities in appropriate settings.

Our learning environments provide a culturally diverse community for students to participate in and flourish.

71%

of Students feel that they belong at their school

80%

of Students feel part of a group of friends and usually fit in with other students








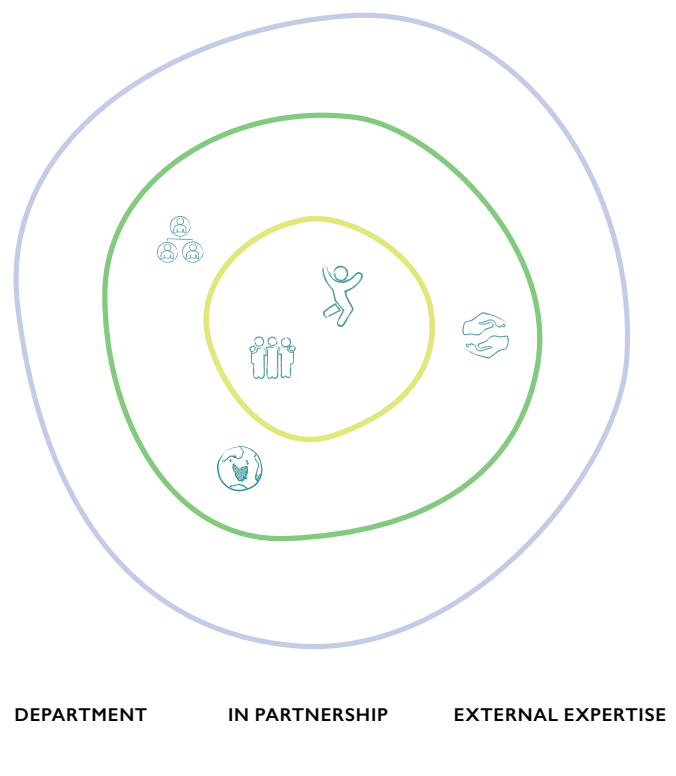
Having a positive sense of culture and identity

WHAT WE KNOW

- » We have an opportunity to lead discussion within our school communities around the importance of valuing and respecting diverse cultures and identity, in an inclusive way.
- » Learners are increasingly faced with pressures around learning outcomes and expectations to succeed and perform, while seeking to define who they are as a person and their place in the world.
- » Opportunities for learners to celebrate and learn from their differences help to reinforce a positive sense of identity and school community, and some examples of this being done include through school values and events such as NAIDOC week, Harmony Day, International Day of People with Disability and local events run through Working It Out.

DOMAIN DESCRIPTORS:

	Can find out about family and personal history and are supported to connect positively with their culture
	Feel like they belong
	Have a positive sense of self-identity and self-esteem
	Are in touch with cultural or spiritual practices and have these practices valued and respected
	Can connect to nature and are supported to identify their core values about the environment as part of their culture and identity





Focus areas – taking action

WELLBEING DATA IN THE EARLY YEARS

Priority Activity

- » Explore ways to capture wellbeing data across the early years, supporting the whole-of-government *Child and Youth Wellbeing Strategy* focus on the First 1000 days.
- » Conduct collaborative inquiry with schools who are currently focusing on wellbeing in the early years.

SAFETY

Priority Activity

- » Implement recommendations from the Royal Commission into Institutional Responses to Child Sexual abuse and any further recommendations that arise from the Commission of Inquiry into the Tasmanian Government's Responses to Child Sexual Abuse in Institutional Settings.

STUDENT VOICE AND AGENCY

Priority Activity

- » In response to 2021 data and student voice feedback, expand the *Student Wellbeing and Engagement Survey* to include measures of eco-anxiety.
- » Promote use of the *Get Going* resources, supporting schools to establish student voice groups to explore wellbeing data and ideas for improving wellbeing where needed.
- » Engage with non-government schools to explore coordinated collection of student voice through the *Student Wellbeing and Engagement Survey* for all sectors.
- » Explore opportunities to inform the proposed whole-of-government *Child and Youth Wellbeing Information Strategy*.

BELONGING

Priority Activity

- » Create opportunities to share good practice across the Department for improving belonging and engagement in learning environments.
- » Through our inclusivity approach to the *Student Wellbeing and Engagement Survey* and the Student Voice Focus Groups, examine the factors impacting belonging.
- » Support schools to establish their own Student Wellbeing Voice groups to explore their *Student Wellbeing and Engagement Survey* data to facilitate student thinking and action.
- » Deliver professional learning on ways to understand, recognise and acknowledge our First Nations learners such as Tasmanian Aboriginal Communities Today, *The Orb* and Truth-Telling in your Teaching.
- » Encourage students to make connections between their own worlds and the worlds of others by embedding the Intercultural Understanding general capability into teaching and learning.

ENGAGEMENT AND POSITIVE SCHOOL CULTURE

Priority Activity

- » Embed the *Approach to Student Engagement* and its alignment to the wellbeing domains across school and system planning.
- » Develop a Student Support and Wellbeing Policy, to support the work of the Student Wellbeing Teams and implementation of this Strategy.
- » Provide professional learning to support schools to use their wellbeing data and involve students in decision making around school culture.
- » Continue to ensure processes to measure child and student wellbeing for learning are inclusive, and that surveys undertaken accommodate and allow for adjustment.



RESILIENCE

Priority Activity

- » Develop and test a valid scale for measuring resilience, providing data to inform school strategies for years 4–9.
- » Promote opportunities to share good practice in schools supporting student resilience.

WELLBEING AND CAREER EDUCATION

Priority Activity

- » Support development of a whole-of-government youth transitions approach and identification of key enablers and drivers under the Tasmanian Government *Child and Youth Wellbeing Strategy - It Takes a Tasmanian Village*.



Ways of engaging with the Strategy in your learning environment

- » Together with *Planning for Improvement – Inclusive Practice*, incorporate the *Student Wellbeing and Engagement Survey* data and the Focus Areas in this Strategy in School Improvement Planning to implement the Learning driver of *Our Approach to School Improvement*.
- » Explore the use of the *Student Wellbeing and Engagement Survey* data in the development of approaches to inclusive practices and the work of your school's Support and Wellbeing Team.
- » Use the *Student Wellbeing and Engagement Survey Get Going* pack, including the Student Booklet, Educator Guide, Template Wellbeing Activity Map and supporting resources in your school to un-pack and understand student wellbeing in your context.
- » Engage staff, learners and parents with the *Child and Student Wellbeing Strategy*.
- » Consider current wellbeing effort under each domain and identify gaps for future focus (e.g. using activity mapping resource).
- » Consider how to best involve student and school community input into improvement planning around learner wellbeing.

- » Participate in annual *Student Wellbeing and Engagement Survey* professional learning opportunities.

Communicating wellbeing with families

Student wellbeing is an element of the Communicating Learning Progress with Families Procedures. Meaningful communication of student wellbeing is an important aspect in developing and maintaining partnerships between families and schools that effectively support student wellbeing and learning.

Communicating wellbeing with families often happens incidentally over the course of the year. These informal conversations can be built on and contribute to the two or three-way communication that is expected to occur twice a year.

In addition, teachers can refer to the Australian Curriculum Personal and Social Capability and the Child and Student Wellbeing domains to guide communication with families. A focus on wellbeing domains may be determined through a whole-school approach or at the classroom level by the teacher. Supporting documentation that aligns the wellbeing domains and Personal and Social Capability to assist with reporting to families is available for schools.

Wellbeing for Learning

Activity Snapshot



This snapshot is not an exhaustive list of all activity. It is a living document that can be added to over time.

Monitoring and reporting

The Child and Student Wellbeing Unit will monitor the implementation of this Strategy and will work collaboratively with schools, CFLCs, libraries and relevant business units.

Progress against this Strategy will be reported to the Child and Student Wellbeing Steering Committee and the Department's Agency Executive to ensure ongoing accountability. We will continue to report against our Departmental Strategic Plan and System Goals, including measures informed by the *Student Wellbeing and Engagement Survey*.

Opportunities to engage with students, staff, principals and the broader community will continue to occur over the life of this Strategy.

Progress against the Strategy will also contribute to whole-of-government monitoring and reporting as part of the *Child and Youth Wellbeing Strategy – It Takes a Tasmanian Village*.

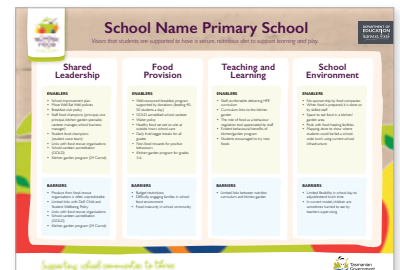
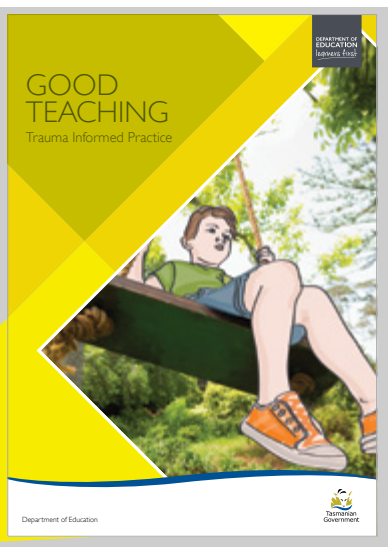
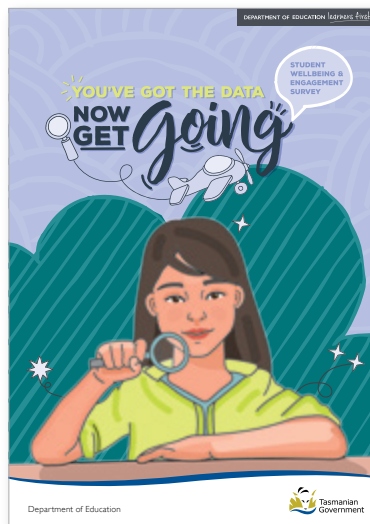
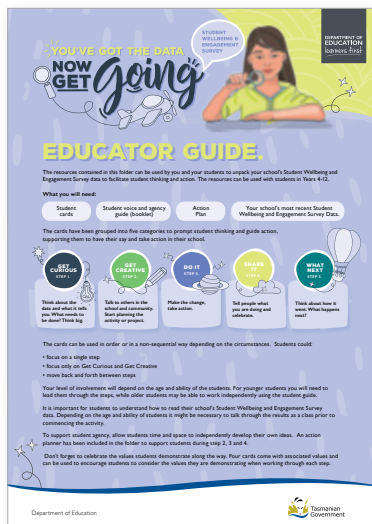
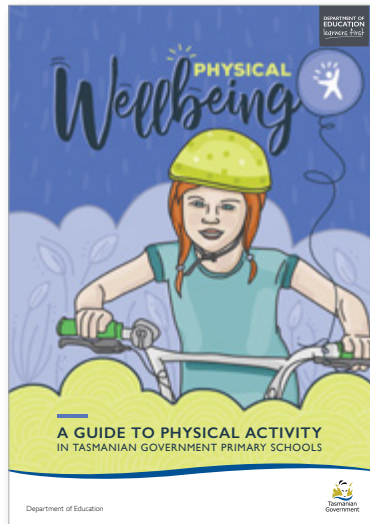
Our work under this Strategy will continue to support, and be informed by, the work of other jurisdictions and national efforts. We will report on our work at relevant national forums, including the National Network of Wellbeing Policy Leads convened by our Department, and ensure our work reflects contemporary good practice.

For further information or engagement with this Strategy, contact the Child and Student Wellbeing Unit email: wellbeing.unit@education.tas.gov.au

References

- 1 Dix, K, Ahmed, S, Carslake, T, Sniedze-Gregory, S, O'Grady, E, & Trevitt, J, 2020, *Student health and wellbeing Addendum: Wellbeing programs in Australia*, Evidence for Learning: Social Ventures, Australia, viewed 20 July 2020, https://research.acer.edu.au/well_being/15
- 2 Australian Council for Educational Research, 2016. *National School Improvement Tool*. Viewed January 2022, <https://research.acer.edu.au/>
- 3 U Bronfenbrenner, *The ecology of human development*, Harvard university press, Cambridge, 2009.
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- 5 M Flint, What is love?, Australian Childhood Foundation Blog, 2017, viewed 23 May 2018.

Useful links and resources





The *Child and Student Wellbeing Strategy: Wellbeing for Learning* is based on *The Nest*, the Australian Research Alliance for Children and Youth (ARACY) national initiative on child and youth wellbeing, and the *It Takes a Tasmanian Village Child and Youth Wellbeing Strategy*.
The Nest is supported by a significant evidence base and was a product of collective action involving more than 4,000 Australians. Further information on *The Nest*, including the Action Agenda, Technical Document and Literature Review is available at www.aracy.org.au. Copyright and all intellectual property rights in *The Nest* are and remain the property of the ARACY.

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