



Child and Student Wellbeing Strategy Implementation

2019: MENTAL WELLBEING



2018–2021 Department of Education Child and Student Wellbeing Strategy

2019: MENTAL WELLBEING

OUR GOAL

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

WHAT GUIDES US

2018–2021 Department of Education Strategic Plan

Tasmanian Child and Youth Wellbeing Framework

UN Convention on the Rights of the Child

WHAT WE AIM TO ACHIEVE

Children and students feel 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 and safe



Having material basics



Being healthy



Learning



Participating



Having a positive sense of culture and identity



OUR FOCUS AREAS

2018 | IMPLEMENTATION DESIGN

2019 | MENTAL WELLBEING

2020 | PHYSICAL WELLBEING AND THE ENVIRONMENT

2021 | WELLBEING AND ME

SYSTEM PRIORITIES

Valid and reliable measures of child and student wellbeing to inform future effort and planning
Improved child and student wellbeing in the voice of the learner linked to improved learning outcomes

ACTIONS

- **Action 1**
Develop valid and reliable wellbeing measures in the voice of the learner to support future effort and planning
- **Action 2**
Ensure processes to measure child and student wellbeing are inclusive and culturally responsive, and that surveys undertaken accommodate and allow for adjustment
- **Action 3**
Explore options to use wellbeing data in the Early Years as part of Refocus Teaching and Learning Initiative 2018–2021

Resource allocation and support informed by wellbeing evidence and data

- **Action 4**
Improve student access to Professional Support Staff to support wellbeing
- **Action 5**
Continue to improve family engagement across the Department of Education to support child and student wellbeing
- **Action 6**
Achieve a state-wide consistent approach to the delivery of offsite flexible learning, with a focus on re-engagement through education and training
- **Action 7**
Support child and student wellbeing through a coordinated approach to wellbeing across the Department, which includes alignment to the Principal Wellbeing Action Plan and a Staff Wellbeing Framework
- ▲ **Action 8**
Explore a systemic approach to supporting students impacted by trauma and students with emotional and behavioural challenges

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

- ▲ **Action 9**
Build mental health literacy and resilience among children and students in learning environments, including on issues such as depression and anxiety
- ▲ **Action 10**
Support professional learning opportunities in social and emotional learning, and positive education to enable whole school approaches to mental wellbeing
- ▲ **Action 11**
Provide staff and students with the tools to identify and support the mental wellbeing of colleagues and peers, and to promote help-seeking behaviour
- ▲ **Action 12**
Support inclusive practice, professional learning and whole school inquiry approaches to trauma and behavioural challenges

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

- **Action 13**
Take a respectful relationships approach to promote positive wellbeing in schools
- **Action 14**
Ensure safe delivery of evidence-based suicide prevention and postvention approaches in schools, consistent with the Critical Incident Response Guidelines
- ▲ **Action 15**
Build the capacity of schools to identify resources that contribute to whole school approaches and targeted responses to address mental wellbeing for all learners
- ▲ **Action 16**
Support schools to have a safe and inclusive environment free from bullying and one that is cyber-safe

KEY

- Ongoing Wellbeing Action (2018–21)
- ▲ Mental Wellbeing Action (2019)

2019 Spotlight on Mental Wellbeing

The Department of Education (DoE) recognises the impact of wellbeing on educational attainment and subsequent correlation to life outcomes for young Tasmanians.

In 2018 the [Child and Student Wellbeing Strategy](#) was released to promote and extend efforts in schools and across the system to support the wellbeing of children and students.

Principals, staff and students told us that poor mental wellbeing is the primary barrier to learning for children and students. In particular, we recognise a growing body of evidence on how the experience of trauma, and emotional and behavioural challenges can affect their capacity to learning.

We are putting a spotlight on mental wellbeing in 2019 as part of the implementation of the Wellbeing Strategy and broader system commitment to wellbeing.

This is a universal approach to supporting the wellbeing of all learners, recognising that for some learners there may be additional support required to ensure that they can engage in learning.

What we heard

- Students reported that their ability to do their best at school was impacted by 'poor' wellbeing
- Students appreciated being able to convey their own thoughts of their wellbeing through the wellbeing surveys and responded that they were more likely to disclose issues through a survey than they would face to face with a teacher or friend
- The student voice, through the Wellbeing Data Trials, changed planning for schools based on the students' account of issues impacting most on them
- There is a need for greater alignment of wellbeing effort across the early years and in schools to support the wellbeing of all learners
- Students want to be equipped with mental health literacy skills to support their peers
- Family was identified as important to support the wellbeing of younger students, with friends becoming increasingly more important for older students
- It is important to consider how to capture the views of children and young people who are unable to voice their wellbeing needs, or those young people who are not engaged in school

Taking action



● Action 1

Develop valid and reliable wellbeing measures in the voice of the learner to support future effort and planning

How we will do this

- Conduct annual student wellbeing surveys to capture wellbeing data
- Develop a resource to support student engagement with the wellbeing surveys
- Support schools to share wellbeing data and involve students in decision making



● Action 2

Ensure processes to measure child and student wellbeing are inclusive and culturally responsive, and that surveys undertaken accommodate and allow for adjustment

How we will do this

- Explore ways to accommodate and adjust surveys in multiple education settings for students with disability, from diverse backgrounds or in offsite flexible learning. Alternative ways to capture the student voice will be determined, if surveys are not appropriate
- Consider cultural sensitivities for Aboriginal and Torres Strait Islander students, and students who are culturally and linguistically diverse



● Action 3

Explore options to use wellbeing data in the Early Years as part of Refocus Teaching and Learning Initiative 2018–2021

How we will do this

- Extend the trial of wellbeing surveys in 2019 with students Years 1–3 to gather data in the student voice
- Through the Early Learning team, partner with Refocus Teaching and Learning schools to incorporate wellbeing data into school planning

Key

- Ongoing Wellbeing Action (2018–21)

▲ Mental Wellbeing Action (2019)



Positive sense of culture and identity

Student reflections, 2018 Wellbeing Data Trial

In 2018, approximately 2500 students across 28 schools trialled wellbeing surveys to help the DoE to determine how best to capture the views of students regarding their own wellbeing. It is important that learners have a positive sense of identity and belonging, and are optimistic about their future and success in learning. Following completion of the surveys, Year 9 students told us about their experience and what wellbeing means to them –

“Opportunities to express my views and to be heard is important to me.”

“It’s important to frequently check in... as wellbeing and mental health can change throughout a year, with new subjects across semesters, friendships changing so quickly and relationships with teachers.”

“How you are in primary school affects how you will go into high school. Wellbeing of young people can be brushed off and it’s really important for them too.”

“Wellbeing is your health in all walks of life – both mental and physical.”

“Mental health is a big issue for high school students – not a lot of people have the best mental health. You compare yourself to others a lot. Some people worry that it makes them abnormal to not be mentally ok like everyone else.”

“I don’t like talking about [wellbeing] sometimes because people may look at me different or judge others around me.”

(COLLECTION OF YEAR 9 STUDENTS)

What we heard

- Professional Support Staff are vital in supporting student need across a range of health and wellbeing areas. Schools want greater access to professional support resources
- Schools require greater capacity to support students impacted by trauma and students with emotional and behavioural issues
- Flexible learning options are important to maintaining the engagement of some young people, with many schools developing flexible learning programs in schools to support the mental wellbeing needs of their students
- System effort to address wellbeing requires a holistic approach – recognising the interrelation between child and student, staff and principal wellbeing
- School communities, particularly families and carers, have an important role in supporting child and student wellbeing

Taking action



● Action 4

Improve student access to Professional Support Staff to support wellbeing

How we will do this

- Review the recruitment, retention and allocation of Professional Support Staff, starting in 2019 with a Professional Support Staff recruitment and retention strategy
- Review the allocation of Professional Support Staff services within the Department, informed by measures of child and student wellbeing

* *Consistent with Principal Wellbeing Action Plan (Action 12)*



● Action 5

Continue to improve family engagement across the Department of Education to support child and student wellbeing

How we will do this

- Alignment with the *Family Engagement Review* recommendations (to be considered in 2019)
- Promote professional learning in working in partnership with families
- Share good practice models from Child and Family Centres
- Highlight programs and collections offered in Libraries, and through outreach programs



● Action 6

Achieve a state-wide consistent approach to the delivery of offsite flexible learning, with a focus on re-engagement through education and training

How we will do this

- Continue to build capacity and expand delivery of school-based flexible learning, and develop consistent state-wide practices in offsite flexible learning delivery



● Action 7

Support child and student wellbeing through a coordinated approach to wellbeing across the Department, which includes alignment to the Principal Wellbeing Action Plan and a staff wellbeing framework

How we will do this

- Implement the [Child and Student Wellbeing Strategy 2018–2021](#)
- Deliver on the [Principal Wellbeing Action Plan](#) and a Staff Wellbeing Framework

* *Consistent with Principal Wellbeing Action Plan (Actions 18 and 19)*



▲ Action 8

Explore a systemic approach to supporting students impacted by trauma and students with emotional and behavioural challenges

How we will do this

- Develop a long-term evidence-based approach to embed and resource inclusive student support systems and practices in schools at a system-level

* Consistent with Principal Wellbeing Action Plan (Action 13)



Learning

Supported to learn by care giver, grandparent carers engaged with local Child and Family Centre

Child and Family Centres (CFCs), in partnership with families, provide support in the areas of early learning, care and the health and wellbeing of our very young children. This example highlights the importance of care givers in supporting the learning of children so that they can be curious, creative and empowered life-long learners –

“We have care of our two grandchildren, one with trauma experience. The extent of the trauma is unknown. We have done a lot of work on behaviour and communication. There was a period where it was difficult to manage and we wanted a consistent approach as a family. We got in touch with the CFC to address the behavioural issues. It has been almost two years since we reached out and we have received ongoing and continuous support from the CFC. We have had opportunities to do programs such as Circle of Security, Being a Parent, Calm your Farm, as well as a program for teenagers.

The classes have provided us with a lot of insight into brain function and development. This training has helped us to understand where our grandchildren are at with their development. I have learnt a whole new way of looking at things, different to when I was parenting my own children. The information on childrens’ emotions, it’s just amazing. I had never thought about it like that before. I feel comfortable here, talking about the behaviour of my grandchildren, because I know it won’t go further. But not all programs work for every child. You really need to understand the child before the program. I have seen the difference in some of the parents who have gone through Circle of Security. It was so overwhelming two years ago when the children came along; I was way out of my depth and I would have been lost if it weren’t for the help we got at the CFC. It has helped to smooth out some of the bumps.”

GRANDPARENTS CARING FOR GRANDCHILDREN



Material basics

Delivery of flexible learning, Montello Primary School

This example highlights one of many approaches that schools are taking to ensure learners have the materials to access and fully participate in education, and the resources to function well and to actively engage –

“At Montello Primary School, we take a flexible learning approach to suit student need through a program called Keeping Kids Connected (KKC). KKC was implemented 3 years ago for students who struggled to engage for five hours in a regular classroom. It promotes social skills and personal development in self-regulation, and strategies to improve health and wellbeing. Students feel safe and nurtured in the KKC area and realise quickly that we work as proactive and restorative adults, with a no blame approach to learning. Such preconditions for learning are vital for student engagement and wellbeing. KKC students join the program once discussions have been held with parents, students and core class teachers. Parents are always welcome to join the group for activities, and the group lead keeps in regular contact with all parents, celebrating successes and discussing challenges, and ways to overcome them. In 2019 there will be many opportunities for parents to learn through parent sessions.”

PRINCIPAL, DENISE WOTHERSPOON

What we heard

- There is a need to better connect professional learning opportunities with existing resources within the DoE
- Professional learning opportunities that focus on both staff and student wellbeing will contribute to a holistic approach to learner wellbeing
- Learning about how to approach a peer or colleague who is experiencing mental ill-health will build confidence and capacity within learning environments to appropriately support learners
- Schools want guidance on navigating mental health programs and resources offered by external providers
- It is important that professional learning builds knowledge and equips participants with the skills to support student wellbeing

Taking action



▲ Action 9

Build mental health literacy and resilience among children and students in learning environments, including on issues such as depression and anxiety

How we will do this

- Build curriculum knowledge and teacher practice on mental wellbeing supported by the design and delivery of resources and professional learning, in alignment with Health and Physical Education Curriculum and courses
- Promote the culture of a wellbeing leadership team within education settings, which could include Professional Support Staff, School Health Nurses and other wellbeing support staff
- Promote resources such as [National Student Wellbeing Hub](#) and [Be You](#)



▲ Action 10

Support professional learning opportunities in social and emotional learning, and positive education to enable whole school approaches to mental wellbeing

How we will do this

- Work in partnership with the Professional Learning Institute to deliver professional learning on wellbeing and social and emotional learning, such as positive education professional learning
- Demonstrate alignment of mental health and wellbeing professional learning with the Australian Professional Standards for Teachers
- Share good practice examples on the DoE child and student wellbeing webpage



▲ Action 11

Provide staff and students with the tools to identify and support the mental wellbeing of colleagues and peers, and to promote help seeking behaviour

How we will do this

- Provide mental health first aid training for staff
- Promote mental health first aid training opportunities directed at youth for students and staff



▲ Action 12

Support inclusive practice professional learning and whole school inquiry opportunities with the aim of sharing approaches to trauma and behavioural challenges

How we will do this

- Support professional learning in partnership with Inclusion and Diversity Unit to explore whole school approaches to inclusive practice through inquiry
- Promote Good Teaching: Trauma Informed Practice and Online Learning for Teachers resources (for example, Understanding and Supporting Behaviour module)
- Promote opportunities for training in trauma informed practice



Being healthy

Be You – Supporting children’s and young people’s mental health

Many schools are successfully working in partnership with families, communities and service providers to ensure our learners are emotionally well, positive and supported to grow and learn. Critical to achieving this is staff access to evidence informed and research based resources for professional learning. The following example highlights an approach to whole school professional learning and wellbeing –

“At New Norfolk High School, MindMatters was a professional learning resource that we used as an overarching, proactive approach to mental health, family partnerships and positive school culture. Our work occurred steadily over a three year period. We approached implementing one component at a time, prioritising deep engagement with each module with an action orientation.

Our MindMatters approach included naming and enacting whole school agreements about daily positive interactions with students and parents. It included finding new ways to value and celebrate the strengths, talents, efforts, diversity and successes of students, staff and community.

In quite a short time, this work had a powerful and palpable transformative impact on student connectedness, inclusivity, belief, pride and esteem within the school community.

The Be You materials have now been introduced as an evolution of the KidsMatters and MindMatters frameworks. I am looking forward to working with the Be You materials as a new credible, evidence-based framework for improving student wellbeing and overall school performance.”

PRINCIPAL, ADAM POTITO



Participating

Approach to Inclusive Practice, Ravenswood CFC

A child is influenced by their immediate environment, including their learning environment and at home. Collaborating and authentically engaging with parents, care givers and families is critical to positively impacting on learner wellbeing. The following example demonstrates how CFCs know an individual child and what is required for them to be in the best position to learn –

“For children impacted by trauma, to enable them to engage in learning we understand that all behaviour is communication. We deal with challenging behaviour by: acknowledging the feelings; helping the child to regulate by being with them in their distress; when they are calm we talk to them about their behaviour; and we help them to re-enter the play/learning area with our support. We explain to the parents what we are doing and we help them to also respond like this.

We are very clear that there are no ‘bad children’ but that sometimes ‘good children do bad things’. We believe and model that relationships are key to all our work and that behaviour is communication. We understand that children who are impacted upon by developmental trauma need to have experiences that are scaffolded to their developmental age, not their chronological age. This approach is reinforced in the CFC through consistency between all team members so that all that we do with children is intentional and trauma informed, and we explicitly model this to parents.”

FORMER CFC LEADER, LYNN WYLLIE-WATSON

What we heard

- There are a number of resources available to schools; the challenge is in working out what is appropriate in a specific context
- Harmonising pieces of work within the DoE, and housing wellbeing programs and resources in a single location would assist with the use of internal resources
- Students with behavioural and emotional challenges require additional support to actively participate and engage in education settings
- Schools want guidance on quality resources and good practice professional learning to support wellbeing
- Principals want to know what other school leaders have used to address specific wellbeing needs and whether they have been effective

Taking action



● Action 13

Take a respectful relationships approach to promote positive wellbeing in schools

How we will do this

- Strengthen alignment between the various respectful relationships education resources (eg *Respectful Relationships Education Package*; *Respectful Schools Respectful Behaviour*), and strategic priorities and key initiatives (eg *Bullying Stops Here*)
- Partner with the Professional Learning Institute to deliver professional learning on respectful relationships resources aligned to the Australian Curriculum and General Capabilities
- Ensure the necessary supports are in place at a system-level (eg policies; professional learning; student support) to support whole school approaches to respectful relationships



● Action 14

Ensure safe delivery of evidence-based suicide prevention and postvention approaches in schools, consistent with the Critical Incident Response Guidelines

How we will do this

- Utilise internal supports available to schools, such as student support services as per the [Critical Incident Response Guidelines](#)
- Progress the Safely Talking Framework (due to be finalised 2019) under the Tasmanian Government Youth Suicide Prevention Plan 2016–2020
- Promote resources such as headspace and SPEAK UP!: Stay ChatTY in schools



▲ Action 15

Build the capacity of schools to identify resources that contribute to whole school approaches and targeted responses to address mental wellbeing for all learners

How we will do this

- Develop a webpage that consolidates and promotes existing child and student wellbeing resources
- Develop a Critical Questions Guide to assist with decision making when selecting an external wellbeing resource
- Provide an online platform for principals to share examples of wellbeing resources used in schools



▲ Action 16

Support schools to have a safe and inclusive environment free from bullying and one that is cyber-safe

How we will do this

- Build curriculum knowledge and teacher practice supported by the design and delivery of new resources in 2019, such as Bullying Stops Here
- Integrate an anti-bullying focus through the Technology and Health and Physical Education Curriculum and courses
- Promote the annual Safer Internet Day; National Day of Action; eSafety Commissioner resources; and Digital Licence



Loved and safe

Respectful Relationships and *The Invermay Way*, Invermay Primary School

There are a number of DoE resources available to support whole school approaches to respectful relationships education. Schools can adapt and embed these resources to suit school and student need. The following example demonstrates the use of the Respectful Relationships Education Package as part of a whole school approach to wellbeing –

“At Invermay Primary School, we employ a multi-layered approach to embedding our key messages around respect and student wellbeing. We established an inclusive Respectful Relationships Team with representation from both the Early Childhood and Primary sectors, the Leadership Team, School Nurse, Health and Physical Education Teacher and School Social Worker. Using the Respectful Relationships Education Package audit and planning tool, we identified current programs and resources that addressed respectful relationships education and an implementation plan developed. A professional learning session was held with all staff members to launch the Respectful Relationships Education materials. Time was allocated for staff to explore the materials within their teams and connections were made with their current curriculum delivery.

*At Invermay Primary School we have a deeply embedded school culture around belonging and inclusion. We have collaboratively developed *The Invermay Way* Interactive Wheel which is a high impact strategy supporting a community wide approach to the wellbeing of students at Invermay and forms an essential component of the social and emotional curriculum at school. *The Invermay Way* describes in positive and actionable terms our expectations around respectful, positive relationships. Students are acknowledged through a variety of ways for their own respectful behaviour and also for promoting respect within the school. We have built a whole school language about respectful behaviour that is evident from our *Launching into Learning* Programs through to Year 6.”*

**PRINCIPAL, TONY BRAZENDELE AND
ASSISTANT PRINCIPAL, LEANNE GRIMDITCH**

Why start with a focus on mental wellbeing?

There is a national focus on wellbeing, particularly on mental health. The Mission Australia Youth Survey 2018 reported that since 2016, bullying and mental health issues have been increasingly identified as key issues facing the nation, and that the proportion of young people indicating mental health as an important issue in Australia more than doubled between 2016 and 2018. ¹

Key findings from the 2018 Tasmanian Youth Forum indicate that mental health is a leading issue for young people in Tasmania and that young people would like more education on health and wellbeing. ² Nearly two thirds of survey respondents identified mental health as the biggest wellbeing concern, including anxiety, depression, suicidal thoughts, emotional stress and trauma. ³

Our ongoing commitment to wellbeing

Under the [Wellbeing Strategy](#), child and student wellbeing refers to a state where learners feel 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.

Each wellbeing domain is important to a child or student's overall wellbeing. Positive wellbeing can be achieved where learners have the resources they need to withstand life's challenges irrespective of where they are on the wellbeing continuum.

When we refer to mental wellbeing, we are talking about *"...how we respond to life's ups and downs. It includes how a person thinks, handles emotion, and acts. It's the knowledge that we are separate from our problems and the belief that we can handle those problems."* ⁴

In the context of mental wellbeing, the continuum represents those students experiencing mental wellbeing and mental health. Mental health is a positive concept, where students are feeling resilient, enjoying life and are able to connect with others. ⁵ Students with mental health experience increased learning, creativity and productivity, with positive social relationships.

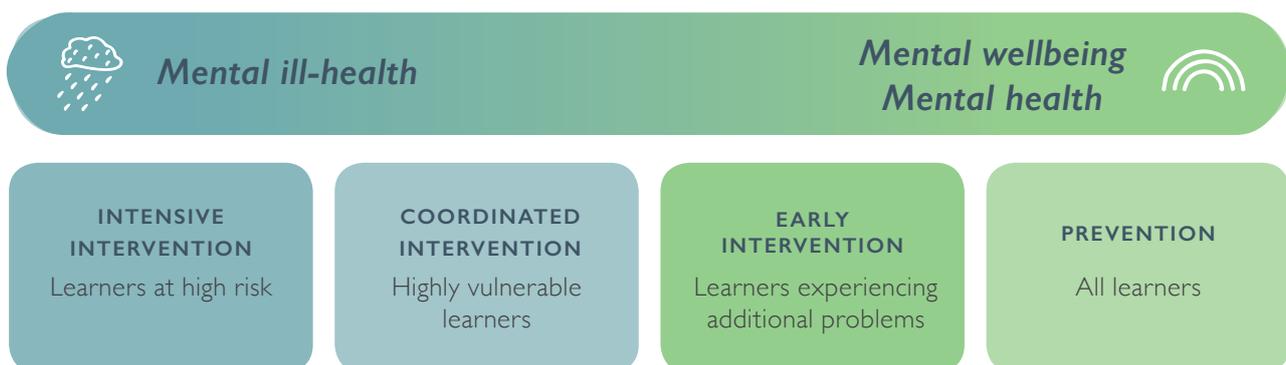
Mental ill-health, which is a broad term, includes both mental illness and mental health problems. ⁶ Experiences of mental ill-health may include depression and anxiety. ⁷

Levels of intervention to support mental wellbeing

We have a shared responsibility to ensure that a child or student has positive and trusted relationships within a supportive education system. For some learners, there may be additional supports required to ensure they are safe and well before they can engage in learning.

Consistent with the 'sphere of influence' model, we may need to work in partnership within schools or refer to those with expertise external to DoE. Supporting mental wellbeing extends from prevention and early intervention through to intensive intervention.

Wellbeing continuum



Implementation of the Child and Student Wellbeing Strategy

Update

Since the release of the Wellbeing Strategy in June 2018:

- 70 schools have been directly engaged in consultation
- Student reference groups have been held across the state, comprised of students in Years 1–9
- 28 schools and approximately 2500 students have participated in the Wellbeing Data Trials. Principals of schools involved in the Wellbeing Data Trials continue to input into the implementation of the Strategy and Action Plan development
- Business units across the four Divisions have been engaged to build on the Strategy implementation and Action Plan development
- Engagement with relevant external stakeholders and other government agencies is ongoing

Monitoring and reporting

The Child and Student Wellbeing Unit will monitor the implementation of the Wellbeing Strategy and will work collaboratively with schools, CFCs, libraries and the relevant areas across DoE.

Progress against the actions will be reported to the Child and Student Wellbeing Steering Committee to ensure ongoing accountability for delivery under the Action Plan.

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

Timeframes

Child and Student Wellbeing Strategy implementation spans 2018–2021.

Ways of engaging with the Wellbeing Strategy in your education setting

- Get in touch with the Child and Student Wellbeing Unit for Wellbeing Strategy material, and other staff and student engagement resources
- Engage staff, learners and parents with the Wellbeing Strategy
- Introduce the definition and domains of wellbeing, and consider what this looks like in your context
- Consider current wellbeing effort under each domain and identify gaps for future focus (eg using the template activity mapping resource)
- Identify qualitative and quantitative measures of wellbeing in your context. Contact the Child and Student Wellbeing Unit for advice on student wellbeing surveys and DoE's approach to collecting wellbeing data
- Consider how to best involve student and school community input into planning around learner wellbeing
- Identify wellbeing need and prioritise for action
- Become familiar with wellbeing resources (including wellbeing activity map and wellbeing webpage to be developed in 2019)

Contact

wellbeing.unit@education.tas.gov.au

www.education.tas.gov.au/about-us/projects/child-student-wellbeing-strategy

Key terms and resources

Anxiety

Anxiety is more than just feeling stressed or worried. While stress and anxious feelings are a common response to a situation where we feel under pressure, they usually pass once the stressful situation has passed, or 'stressor' is removed. Anxiety is when these anxious feelings don't go away – when they're ongoing and happen without any particular reason or cause ([Beyond Blue](#)).

Australian Student Wellbeing Framework

The [Australian Student Wellbeing Framework](#) aligns with key national education reforms and will play an important role in establishing a national policy direction on wellbeing in schools. The Child and Student Wellbeing Strategy supports the national direction by highlighting the importance of wellbeing and its impact on learning outcomes.

Be You

There is an increasing understanding of the importance of mental health and the preventive practices we can put in place to strengthen resilience.

[Be You](#) is a national initiative focused on supporting educators to develop their mental health and wellbeing skills through access to online professional learning and a range of tools and resources to turn learning into action.

Be You offers resources to strengthen understanding of mental health and wellbeing, while building capacity to work effectively within the community to build supportive and inclusive learning environments.

Bullying Stops Here

Bullying can have a significant impact on the wellbeing of children and students and their capacity to engage in learning.

There is substantial work underway at a state and national level that focuses on early intervention, prevention and effective responses to addressing bullying behaviour.

DoE's approach to [bullying](#) forms part of an overall commitment to creating respectful and inclusive learning communities, with wellbeing as the focus.

Cyber safety

Cyber safety is about the safe use of technology and having the skills to be responsible and respectful of others when using technology or the internet (for more information visit [eSafety Commission](#)).

Depression

Depression is a serious condition that affects people's mood, behaviour and their thoughts about themselves and the future. The person may think they are worthless or that things will never get better ([Be You](#)).

Key terms and resources

Help seeking

Help seeking in the mental health context, is an adaptive coping process that is the attempt to obtain external assistance to deal with a mental health concern ([Beyond Blue](#)).

Learning environments

Learning environments refer to Department of Education schools, colleges, Child and Family Centres (CFCs), services and libraries.

Mental health

Mental health is a positive concept that is sometimes misunderstood and used to refer to mental ill-health. Mental health is a desirable quality in its own right. Mental health is about wellness rather than illness and relates to feeling resilient, enjoying life and being able to connect with others ([Tas Communications Charter](#)).

Mental ill-health

Mental ill-health is a broad term that includes both mental health problems and mental illness:

- A *mental health problem* can reduce a person's cognitive, emotional or social abilities, but not to the extent that it meets the criteria for a mental illness diagnosis. These problems can result from life stressors, and often resolve with time or when the individual's situation changes. A mental health problem may develop into a mental illness if it persists or increases in severity.
- A *mental illness* is a disorder diagnosed by a medical professional that significantly interferes with a person's cognitive, emotional or social abilities. Examples include depression, anxiety and eating disorders ([Tas Communications Charter](#)).

National Student Wellbeing Hub

The [National Student Wellbeing Hub](#) is a one-stop shop for information and resources on strategies to build and sustain the wellbeing of the whole school community and aims to assist many audiences, including educators. It provides educators with key information and resources to promote student wellbeing and safety in a variety of ways.

The Student Wellbeing Hub is underpinned by the Australian Student Wellbeing Framework, which aims to ensure that all Australian schools are safe, supportive and respectful teaching and learning communities that promote student wellbeing.

Suicide prevention

Suicide is the leading cause of death among young people, but it is preventable ([Be You](#)).

Key terms and resources

Embedding a whole-school approach to mental wellbeing that includes the promotion of positive mental health, prevention of poor mental health, and early intervention for students experiencing difficulties can make a significant contribution to the school's suicide prevention efforts.

The safe delivery of suicide prevention programs will further support students to develop help-seeking skills and build the capacity of the whole school community (students, staff, parents) to recognise the warning signs and know how to respond.

Resilience

Resilience refers to the ability to manage change to maintain and restore mental health and wellbeing, particularly after an adverse event ([Be You](#)).

Respectful Relationships Education Package

The [Respectful Relationships Education Package](#) includes a range of evidence-based resources (teaching and learning) and professional learning opportunities (face to face and online) that support schools to foster positive learning environments where individuals know, understand and engage in equitable relationships.

Social and emotional wellbeing

Social and emotional wellbeing is about developing empathy, and the skills to manage emotions, set goals, and develop healthy relationships ([Be You](#)).

Supporting students and families impacted by family violence

DoE recognises the impact of family violence upon the wellbeing of children, families and communities.

We know that experiences of trauma (such as family violence) impact on the brain development of young people, their experience of education and their capacity to learn. ([Good Teaching: Trauma Informed Practice](#)).

The Safe Homes Safe Families Support Teams work closely with professional support staff, Principals and CFC Leaders, and the Safe Families Coordination Unit to ensure necessary supports are in place for a child or young person impacted by family violence.

The Tasmanian Communications Charter: a state-based approach to mental health and suicide prevention

The [Tasmanian Communications Charter](#) (the Charter) was developed by the Mental Health Council of Tasmania to guide the way we talk about mental health and wellbeing with each other and the community.

The Charter supports efforts to develop a common language when talking about mental wellbeing, to reduce stigma surrounding mental illness and suicide, and encourage help-seeking and help-offering behaviour.

Key terms and resources

Trauma

Trauma is the emotional, psychological and physiological residue left over from heightened stress that accompanies experiences of threat, violence and life challenging events.⁸

There is a growing body of evidence on how the experiences of trauma and disadvantage impact on brain development of young people, their experience of education and their capacity to learn ([Good Teaching – Trauma Informed Practice](#)).

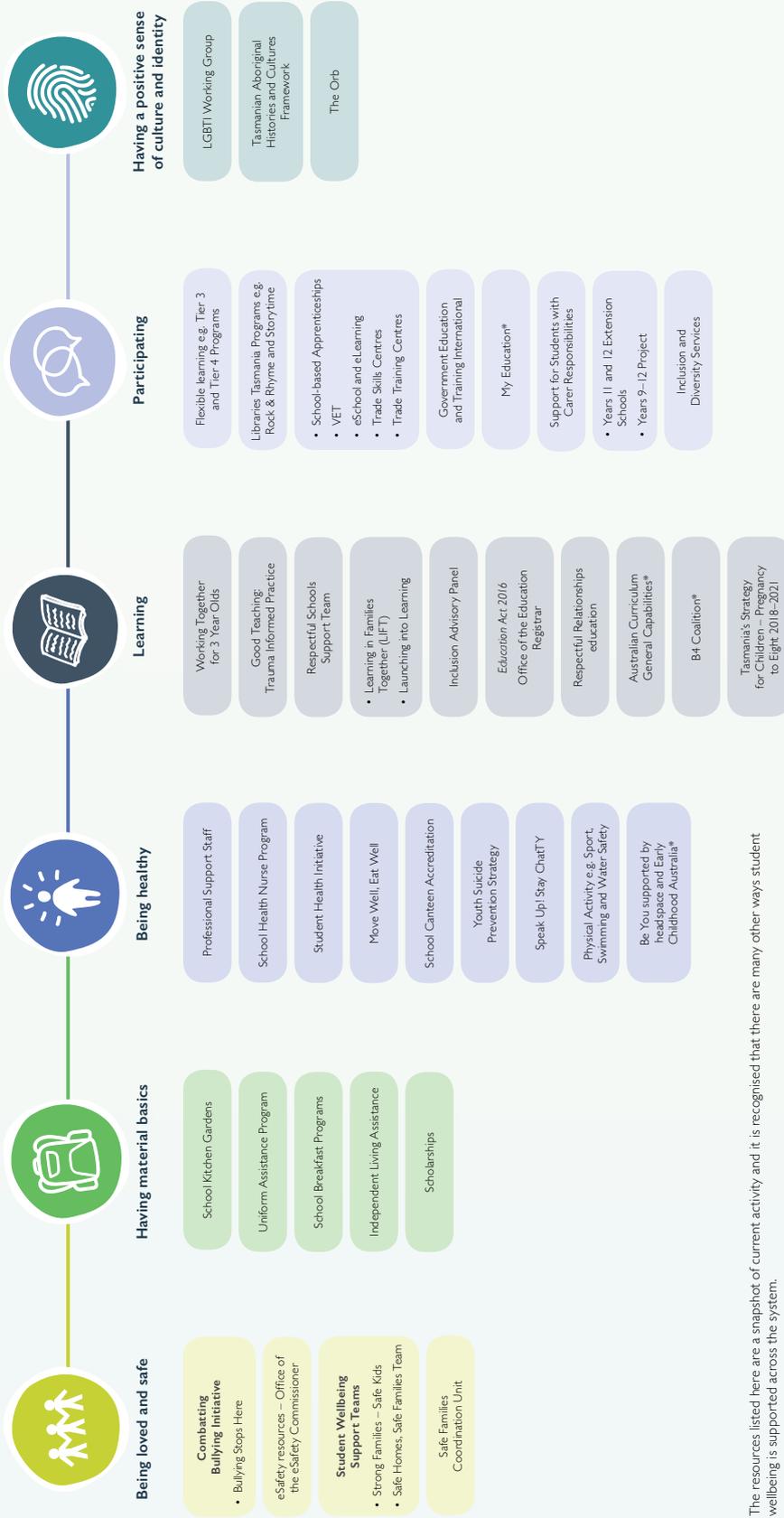
Children and young people can experience trauma through single incidents such as a car accident or natural disaster, through to repeated events including abuse, neglect, separation from loved ones and exposure to family violence ([Good Teaching – Trauma Informed Practice](#)).

References

- 1 Carlisle, E., Fildes, J., Hall, S., Hicking, V., Perrens, B. and Plummer, J. 2018, Youth Survey Report 2018, Mission Australia: www.missionaustralia.com.au/what-we-do/research-impact-policy-advocacy/youth-survey accessed 26 February 2019.
- 2, 3 Tasmanian Youth Forum 2018, *Health and Wellbeing Report: What Young People Said*, Youth Network of Tasmania www.ynot.org.au/sites/default/files/ynot/YNOT%20TYF%20Report%20Health%20and%20Wellbeing%202018.pdf
- 4 Defining mental wellbeing www.healthyplace.com accessed 12 February 2019.
- 5, 6 Everymind (2018). *Tasmanian Communications Charter: A state-based approach to mental health and suicide prevention, adapted from the National Communications Charter*. Newcastle, Australia. <https://respectfulrelationships.education.tas.gov.au/>
- 7 What is mental health? www.beyondblue.org.au/the-facts/what-is-mental-health accessed 26 February 2019.
- 8 Australian Childhood Foundation, 2010. Making SPACE for Learning: Trauma Informed Practice in Schools.

Child and Student Wellbeing Strategy

Current wellbeing activity



The resources listed here are a snapshot of current activity and it is recognised that there are many other ways student wellbeing is supported across the system.

* Many programs cross multiple wellbeing domains, however for the purpose of this activity map they have been placed under one priority domain.

CHILD AND FAMILY CENTRES SCHOOLS AND COLLEGES LIBRARIES



Being loved and safe

Learners have positive relationships and connections with others, feel safe in their learning environments, and are resilient to withstand life's challenges.



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 curious, creative and empowered life-long learners.



Participating

Learners are able to have a voice with their views taken into account and are involved in decision-making that affects them and their learning.



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.

Child and Student Wellbeing Strategy

2019: MENTAL WELLBEING



Copyright and all intellectual property rights in *The Nest* are and remain the property of the Australian Research Alliance for Children and Youth Ltd (ARACY).

wellbeing.unit@education.tas.gov.au www.education.tas.gov.au