Student Wellbeing external programs catalogue

NSW Department of Education

How to engage quality assured wellbeing programs

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Acknowledgement of Country

We recognise the Ongoing Custodians of the lands and waterways where we work and live.

We pay respect to Elders past and present as ongoing teachers of knowledge, songlines and stories.

We strive to ensure every Aboriginal and Torres Strait Islander learner in NSW achieves their potential through education.

Presentation focus

- **Catalogue origins and intent**

- **Identification of themes**

- **Quality assurance processes**

- **Catalogue access**

The quality assurance of student wellbeing external programs

What we heard

Engaging with external wellbeing programs is challenging for school staff as it involves:
- Investment of time and resources
- Selecting from a broad range of wellbeing programs
- Risk and uncertainty of quality

Opportunity

To help school staff to confidently choose quality external programs that support diverse student needs in their local context.

Response

An online catalogue for NSW public schools which is:
- easy to use
- curated
- evidence-based

The quality assurance of external wellbeing programs forms part of the department's strategy to drive an improved wellbeing service delivery model for all schools that is built on a student-centred approach that acknowledges and respects local context.

Overview of the Student Wellbeing external programs catalogue

There are over 70 programs on the catalogue.

The priority themes on the catalogue are:

- Resilience,
- Behaviour,
- Sense of Belonging,
- Respectful Relationships and Consent Education.

NSW EDUCATION

SUPPORTING STUDENTS' WELLBEING

QUALITY ASSURED EXTERNAL PROGRAM

Why these themes?

Resilience

- 'Resilience focused interventions can lead to positive student outcomes' (Carbone 2021)
- Potential for programs to be an additional resource during responses to the COVID-19 pandemic and natural disasters.

Sense of belonging

- Interventions that promote prosocial behaviours and skills have a positive effect on preventing internalising behaviours associated with anxiety and depression (Dix et al, 2020).
- TTFM data indicates downward trend across primary and secondary schools, especially for female students

Behaviour

- An established protective factor for child and adolescent health, education and social wellbeing (CESE).
- Connectedness linked to increased engagement in schools, higher levels of academic achievement, school completion, and reductions in anti-social or disruptive behaviours (CESE).

Respectful relationships and consent education

- National Action Plan for the Health of Children and Young People (2020-2030)
- Shared commitment across all NSW schools to strengthen consent education
- Explicit education on positive and respectful relationships and consent.

Wellbeing issues impacting students across NSW

Extensive analysis of the following areas were used to identify the priority themes for the first open Request for Tender for student wellbeing external programs.

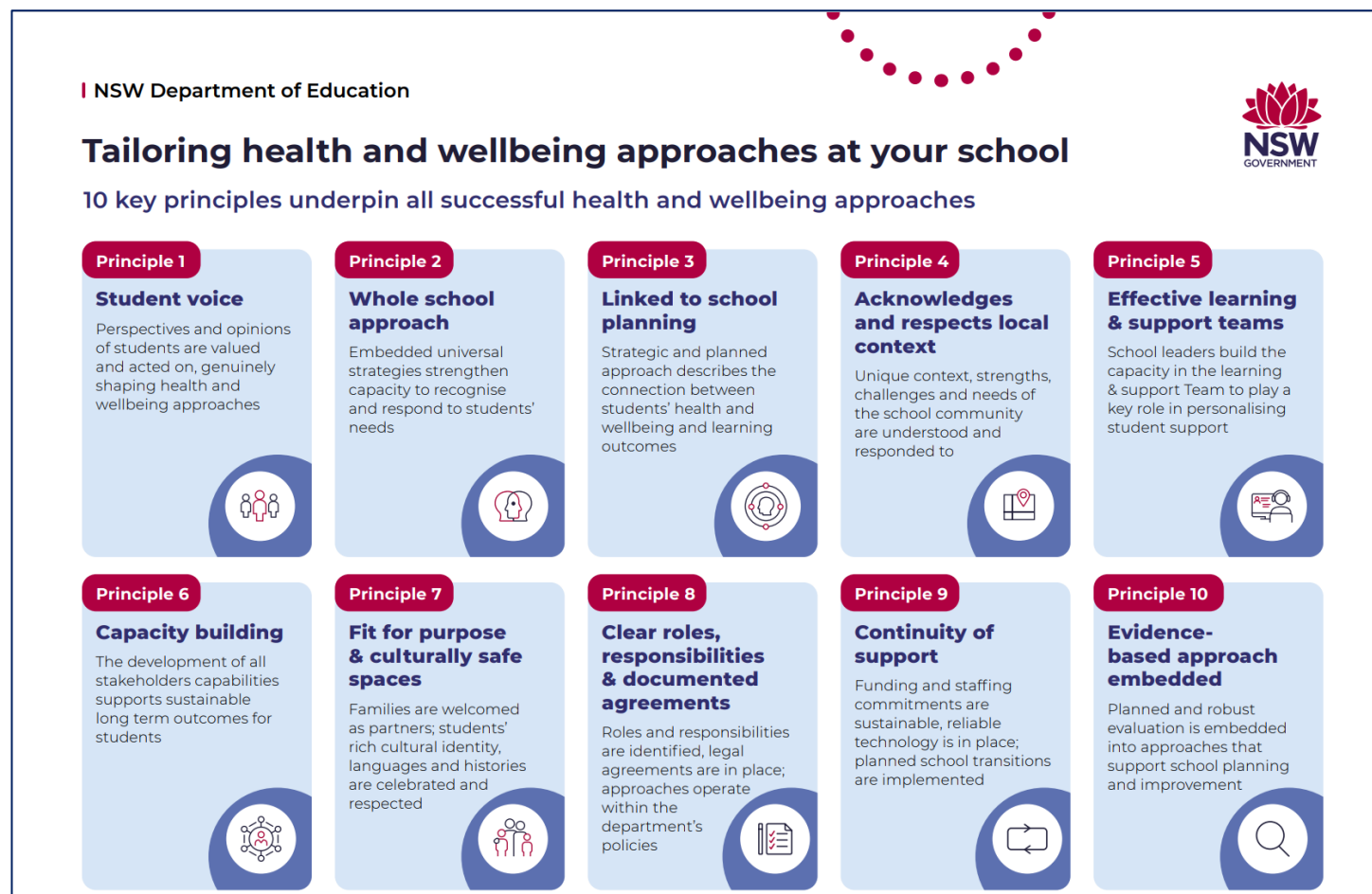|		
Tell Them From Me surveys	Environmental scan of external wellbeing programs used in schools	Analysis of historical demand
	'Determining quality wellbeing programs in NSW public schools' literature review	Analysis of School Improvement Plans

Wellbeing and improved student engagement and outcomes

The quality assurance (QA) of student wellbeing external programs has also been informed by other departmental documents.

https://education.nsw.gov.au/schooling/school-community/tailoring-health-and-wellbeing-approaches-at-your-school

I **NSW Department of Education**

Tailoring health and wellbeing approaches at your school

10 key principles underpin all successful health and wellbeing approaches

Principle 1
Student voice
Perspectives and opinions of students are valued and acted on, genuinely shaping health and wellbeing approaches

Principle 2
Whole school approach
Embedded universal strategies strengthen capacity to recognise and respond to students' needs

Principle 3
Linked to school planning
Strategic and planned approach describes the connection between students' health and wellbeing and learning outcomes

Principle 4
Acknowledges and respects local context
Unique context, strengths, challenges and needs of the school community are understood and responded to

Principle 5
Effective learning & support teams
School leaders build the capacity in the learning & support Team to play a key role in personalising student support

Principle 6
Capacity building
The development of all stakeholders capabilities supports sustainable long term outcomes for students

Principle 7
Fit for purpose & culturally safe spaces
Families are welcomed as partners; students' rich cultural identity, languages and histories are celebrated and respected

Principle 8
Clear roles, responsibilities & documented agreements
Roles and responsibilities are identified, legal agreements are in place; approaches operate within the department's policies

Principle 9
Continuity of support
Funding and staffing commitments are sustainable, reliable technology is in place; planned school transitions are implemented

Principle 10
Evidence-based approach embedded
Planned and robust evaluation is embedded into approaches that support school planning and improvement

Evaluation criteria developed

Identified need
The program objective is clearly defined & relates directly to the theme.

Alignment
The program demonstrates how it value-adds to PDHPE curriculum, ACARA Personal and Social Capability learning continuum and other departmental documents.

Evidence base
The program efficacy is demonstrated in an empirical/scientific study or through robust practitioner generated evidence. A Theory of Change model demonstrates how the program works, why it will work, the beneficiaries and the conditions required for success.

Functionality
The program's structures & processes demonstrate that the program will be delivered as intended (program fidelity).

Relevance
Inclusive practices are evident in both design and delivery. The program is responsive to local context and is safe for all children and young people.

Ongoing improvement
Improvement measures and student voice are used to ensure the program continues to effectively meet the needs of children and young people. Supplementary resources promote program sustainability.

External wellbeing programs - care continuum

All programs in the catalogue have been aligned to the care continuum.

The care continuum is a whole-school system that helps schools to put in place a positive and prevention-focused approach to meet the needs of all students.

Prevention	Early intervention	Targeted	Individual

The care continuum includes interventions for:
- all students
- some students
- a few students

Student Wellbeing external programs – the impact

The catalogue of quality assured student wellbeing programs

- provides all students with access to quality external wellbeing programs
- enhances staff confidence that their decision to engage an external provider's wellbeing program is evidence-based and linked to the department's strategic directions
- reflects the department's responsiveness to current and emerging student wellbeing needs
- reduces administration burden for schools.

- Strategic support is provided to schools via a suite of ready to use student wellbeing external programs that meet the outcomes sought in their Strategic Improvement Plans
- The Student Wellbeing external programs catalogue supports the connection between effective wellbeing programs and improved student wellbeing, learning and life outcomes
- School staff have increased access to what the marketplace has to offer to contribute to enhanced student outcomes
- Innovation in the sector is supported where gaps are identified in program scope and availability

Student Wellbeing external programs catalogue - more information