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WELLBEING FRAMEWORK

OVERVIEW

The Wellbeing Framework for Salisbury East High School aims to create a supportive and inclusive environment that fosters the holistic development of every student. Recognising that wellbeing is fundamental to academic success and personal growth, this framework provides a comprehensive approach to ensuring students feel safe, included, and valued. By integrating cultural safety, resilience-building, cognitive engagement, and trauma-informed practices, the school strives to equip students with the skills and mindset needed for lifelong learning and wellbeing.

SCOPE

This framework applies to all members of the Salisbury East High School community, including students, teachers, staff, parents, and caregivers. It encompasses a wide range of initiatives and strategies designed to promote wellbeing at various levels:

- **Students:** All students will benefit from the framework's programs and initiatives aimed at enhancing their social-emotional skills, resilience, and engagement in learning.
- **Teachers and Staff:** The framework provides guidelines for creating inclusive and supportive classroom environments, professional development opportunities in cultural competency and trauma-informed practices, and strategies for engaging students cognitively.
- **Parents and Caregivers:** The framework includes mechanisms for engaging families in the wellbeing initiatives, providing resources and support to help them contribute to their children's wellbeing.
- **Community Partners:** The framework encourages collaboration with community organisations to extend support services, cultural competency resources, and engagement opportunities.

Through a structured implementation plan, regular monitoring, and continuous evaluation, the Wellbeing Framework seeks to create a thriving school community where every student can succeed academically and personally.

INTRODUCTION

The wellbeing framework of Salisbury East High School is designed to ensure that all students feel safe, included, and valued. The framework is underpinned by the belief that wellbeing is essential for academic success and personal growth. The school is committed to providing support, experiences, teaching, and resources that help build resilience and social-emotional skills, enabling students to be empowered to engage positively and confidently in their learning journey.

CORE PRINCIPLES

Belonging and Safety

Objective: Ensure all learners feel a sense of belonging, cultural safety, and the freedom to experiment, ask questions, and learn without feeling threatened.

Strategies:

- Create inclusive classroom environments that respect and celebrate cultural, gender, sexuality, and ability diversity.
- Implement cultural competency training for all staff to ensure culturally safe spaces.
- Develop and enforce anti-bullying policies that specifically address discrimination based on culture, gender, sexuality, and ability.
- Facilitate student-led diversity groups and cultural clubs to promote inclusion and understanding.
- Trauma-Informed Practices: Implement strategies that recognise the impact of trauma on students' learning and behaviour, ensuring all interactions are supportive and understanding.
- Establish clear and consistent routines to provide stability and predictability for students.
- Restorative Practices: Foster a restorative approach to conflict resolution, focusing on repairing harm and rebuilding relationships.

Resilience and Persistence

Objective: Equip learners with the capacity to cope with day-to-day challenges and persevere through complex learning situations.

Strategies:

- Integrate social-emotional learning (SEL) programs into the curriculum to teach skills such as self-awareness, self-management, and responsible decision-making.
- Provide access to counselling and mental health services for students facing personal or academic challenges.
- Encourage growth mindset practices through teacher training and classroom activities.
- Celebrate resilience and perseverance through recognition programs and awards.
- Trauma-Informed Practices: Teach students self-regulation and coping strategies, helping them to manage stress and emotional responses.

- Use strength-based approaches to focus on and build students' existing capabilities and achievements.
- Restorative Practices: Implement restorative circles and conferences to support students in resolving conflicts and building resilience.

Cognitive Engagement

Objective: Enhance learners' mental capabilities to engage actively in learning, ensuring they feel stretched and challenged.

Strategies:

- Utilise differentiated instruction to cater to the diverse learning needs and abilities of students.
- Provide professional development for teachers on creating cognitively engaging lesson plans.
- Implement technology and digital tools to enhance interactive and personalised learning experiences.
- Student Agency: Foster a sense of ownership and responsibility in students by involving them in decision-making processes related to their learning and developing a sense of identity.
- Encourage student-led projects and initiatives to promote active participation and engagement.

School Values

- Respect: We treat each other with dignity and consideration.
- Responsibility: We take ownership of our actions and their impact.
- Resilience: We persevere through challenges and strive for improvement.

IMPLEMENTATION PLAN

Policy and Leadership:

- Utilise the Wellbeing team and other invested stakeholders, comprising staff, students, and parents, to oversee the implementation of the framework.
- Develop and regularly review school policies to ensure they align with the wellbeing framework's principles.

Professional Development:

- Provide ongoing training for teachers and staff on cultural competency, Social Emotional Learning, and inclusive teaching practices.
- Host workshops and seminars with experts on diversity, mental health, and student engagement.

- Trauma-Informed Practices: Train staff on trauma-informed education practices to support students effectively.
- Student Support Services.
- Expand the availability and accessibility of on-site counselling and mental health services.
- Create peer support programs to foster a supportive student community.
- Trauma-Informed Practices: Implement systems for early identification and support of students experiencing trauma.

Curriculum and Pedagogy:

- Integrate wellbeing topics into the school curriculum across all year levels.
- Provide a Mentoring Program that is responsive and relevant to the needs of each cohort.
- Student Agency: Develop curricula that allow students to have a voice in their learning paths and choices, promoting engagement and motivation.

Community and Family Engagement:

- Foster strong partnerships with families and the wider community to support student wellbeing.
- Organise community events and forums to discuss wellbeing initiatives and gather feedback.
- Trauma-Informed Practices: Engage with families to understand their needs and experiences, creating a supportive school community.

Monitoring and Evaluation:

- Utilise feedback methods, including PIVOT Wellbeing platform, to track the progress and impact of wellbeing initiatives.
- Conduct regular surveys and focus groups with students, staff, and parents to evaluate the effectiveness of the framework and identify areas for improvement.

Conclusion:

The wellbeing framework at Salisbury East High School is dedicated to creating an environment where every student feels safe, included, and valued. By fostering belonging and safety, building resilience and persistence, enhancing cognitive engagement, incorporating Trauma-Informed Practices, and promoting student agency, the school aims to support the holistic development of all learners, preparing them for a successful and fulfilling future.

ROLES AND RESPONSIBILITIES

Principal/Deputy: Lead and support implementation and revision of plan.

Wellbeing Leaders: Provide advice and support to leaders and educators about quality teaching and learning and successful post-school support for every child and young person who needs it.

Staff: Comply with this framework and any associated policies and procedures.

SUPPORTING INFORMATION

Related legislation:

- *Education and Children's Services Act 2019 (SA)*
- *Children and Young People (Safety) Act 2017 (SA)*
- *Disability Discrimination Act 1992 (Cth)*
- *Equal Opportunity Act 1984 (SA)*
- *Work Health and Safety Act 2012 (SA)*

Related frameworks, policies and data collection:

- *Keeping Safe: Child Protection Curriculum (KS:CPC)*
- *Safe Schools Framework*
- *National Safe Schools Framework*
- *The Wellbeing for Learning and Life Framework*
- *Bullying Prevention Policy*
- *Inclusive Education Policy*
- *Department for Education's Wellbeing and Engagement Collection (WEC)*
- *PIVOT Wellbeing Platform*