Wellbeing for Schools: a catalyst for change
More than 760,000 students are enrolled at more than 2,200 NSW government primary, secondary, central and special schools across the state.

Plus.....

60,000 classroom teachers

More than 50,000 classrooms operating on any one day
Expectations are shaped by belonging and experience.

Experience creates Expectations which alters Perception.


(Lally 2012)
The role of education in wellbeing

There is clear evidence that high quality, relevant education has measurable positive effects on young peoples’ health, improved child mortality rates, gender equity, reduced population growth and greater economic growth.

Ensuring that young people complete primary school and experience high quality post primary learning opportunities is critical for human development, poverty alleviation and sustained economic growth.

Jenny Robinson, Non-resident fellow, Brookings Institute 2014
1986
1.9% ATSI 16.3% LBOTE 1.9% SWD (1988)

1996
3.1% ATSI 19.8% LBOTE 2.7% SWD

2002
4.4% ATSI 25.0% LBOTE 4.2% SWD

2002
4.4% ATSI 25.0% LBOTE 4.2% SWD

2010
5.7% ATSI 29.4% LBOTE 12% SWD

2013
6.5% ATSI 30.9% LBOTE 12% SWD

Approx. 755,000 students

Hospitalisations for self-harm in 15 – 24 year olds increase s from 1,948 cases in 1996 to 3,045 cases in 2012

14% of 4-17 year olds experience a mental health problem (Sawyer et al, 2000)

1 in 4 Australian students in Year 4 to Year 9 report being bullied every few weeks or more (Cross et al 2009)

In 1 term in 2011, 625 school counsellors received 59,000 referrals

Number of children in Out of Home Care in NSW:
2009 – 16,524
2010 – 17,400
2011 – 17,896
2012 – 18,169
2013 – 18,300

Suicide a leading cause of death in 15-17 year olds in NSW (2012)

CWU Contacts increased annually by 10%
2011 → 10,135
2012 → 11,111
2013 → 12,235

ATSI – Aboriginal & Torres Strait Islander
LBOTE – Language Background Other than English
SWD – Students with Disability
Students with mental health conditions in NSW public schools

- More than 1 in 4 16-24 year-olds have symptoms of one or more mental illness
- Half of all people who experience a mental illness have their first episode by age 18

2007 National Survey of Mental Health and Wellbeing

Young people who experience a mental illness are:
- Less likely to complete education
- More likely to be unemployed later
- Likely to experience poor health and social connections

Averaged number of students with mental health confirmation supported in regular classes NSW public schools (2010 – 2014)
The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler
From the Centre for Curriculum Redesign...

21ST CENTURY EDUCATION

- Traditional subjects
- Modern subjects
  - Robotics
  - Entrepreneurship
- Creativity
- Critical thinking
- Communication
- Collaboration
- Mindfulness
- Curiosity
- Courage
- Resilience
- Ethics
- Leadership

Knowledge
What you know

Skills
How you use what you know

Character
How you engage with the world

Metacognition
How you reflect and learn

Charles Fadel: Rethinking the Curriculum that Students Really Need

From: CHARACTER EDUCATION FOR A CHALLENGING CENTURY 2015 WHAT should students learn?
Prepared by: (alphabetically) Maya Bialik Michael Bogan Charles Fadel Michaela Horvathova
Implications for schools

WAYS OF THINKING
- Rehinking how students succeed
- Questioning conventional wisdom about learning
- Recognising the influences affecting wellbeing
- Challenging a ‘welfare’ or deficit mindset

WAYS OF WORKING
- Evidence based
- Individual and collective strategies
- Collaboration (team work) and partnerships
- Local solutions
- System support

TOOLS FOR WORKING
- The Wellbeing Framework
- New behaviour code
- Self-assessment tool
- Schools Excellence Framework
- Supported Students, Successful Students initiative

ACHIEVING EXCELLENCE
- Excellence across 3 domains - learning, teaching, leading
- School planning reflecting local context and goals
- Enabling a self-sustaining and self-improving school community
Our Commitment

For every child and young person attending a public pre-school or school to:

CONNECT

SUCCEED

THRIVE
Ways of thinking about Wellbeing

- Relevant to every child
- Closely linked to learning
- Influenced by a wide range of factors
- Individual and collective
- Changes in response to context and events in the child’s life
- Evidenced through qualitative and quantitative data
- Enhanced by the work of schools
Wellbeing is everybody’s business
Wrap-around support

At the core of the broader networked service is the Networked Specialist Centre (NSC).
Planning and skilling core staff: 154 personnel

Skill schools and the system to deliver a contemporary approach to wellbeing

2230 schools, 60,000 teachers, 760,000 students engaged in and contributing to a new way of working

Timelines for Wellbeing
$167.2m Wellbeing package (2015 to 2018)

- $80.7 million to employ 236 additional school counselling service positions
- $51.5 million of flexible funding (equivalent to an additional 200 Student Support Officers)
- $8 million to provide over 500 graduate scholarships to boost the recruitment of school counsellors and other wellbeing positions
- $8 million to implement the Connected Communities Healing and Wellbeing program which is a three-tiered model to support students, their families and staff, and assist in building community capacity.
- $4 million to support refugee students who have experienced trauma
- $15 million to support the implementation of positive behaviour for learning in schools across NSW
Moving forward

• Facing the challenges of the 21st century requires a deliberate effort to cultivate in students personal growth and the ability to fulfil social and community responsibilities as global citizens.

• The Centre for Curriculum Redesign (CCR) attempts to answer the question: *What should students learn for the 21st century?* Character (how we engage in the world) is a key dimension of a 21st century curriculum.

• If we want to support the wellbeing and development of all of our students, we need a workforce trained in new ways of doing wellbeing business. In their day to day work, we want our staff to act differently in response to individual and collective wellbeing.

• We need a core of our workforce skilled in contemporary wellbeing approaches to provide the catalyst for change in our schools.

• We are committed to building capacity in all our staff to enable every student in NSW public schools to connect, succeed and thrive in their educational journey.
Mental Wellbeing Impact Assessment and the Department of Education and Communities

MWIA enables us to be strategic in the way we promote wellbeing and support students and schools facing individual, community and environmental complexity. The tool will give us holistic evidence to assess, plan and develop preventative and focussed initiatives addressing mental wellbeing such as:

• suicide prevention
• mindfulness in schools
• trauma-informed practice
• youth mental health first aid training
What we have said about Mental Wellbeing Impact Assessment...

MWIA was seen by workshop participants as a valuable instrument of change in the way we think about wellbeing and in the way we work. People said:

- “Very relevant; all Networked Specialist Centres staff should be trained in this process”
- “Structured approach which allows positive and negative to be teased out in a guided and systematic way”
- “It challenges us to think differently about our work”
- “This has strong potential to make a difference in outcomes for people and the agency”
- “Puts wellbeing in the middle of all agencies’ agendas”
- “It’s a great tool to guide a conversation that brings the focus back to the child through a wellbeing lens.”
Mental Wellbeing Impact Assessment and the Department of Education and Communities: Implementation plan

**Phase 1**
February 2015 - June 2015
- Core group of super users trained as MWIA facilitators (core team 10).
- Initial skilled group trained in MWIA screening tool.
- Three screenings conducted in NSW schools (2 metropolitan; 1 rural).

**Phase 2**
August 2015 - April 2016
- Progressive training of skilled group in MWIA screening tool:
  - all senior psychologists
  - networked specialist centre facilitators (core team 150+)

**Phase 3**
June 2016 - December 2018
- Skilled users to facilitate universal adoption of MWIA principles and processes in decision-making around mental wellbeing complexity (focus on up to 6,000 users).
How do the simple actions of individuals add up to the complex behaviour of a group?

It only needs 5-10% of a population to make the rest follow!