WELLBEING TEAM FRAMEWORK

2026

WHY WELLBEING?

- Regulation
- Communication
- Inclusion
- Safety
- Relationships
- Engagement
- Student Voice
- Positive Learning Outcomes

1 PROFESSIONAL LEARNING & CAPACITY BUILDING

- Deliver and facilitate training for staff in MHIPS/MHP-aligned mental health strategies, De-escalation and trauma-informed practice.
- Embed consistent whole-school wellbeing strategies (e.g., co-regulation strategies, use of visuals, emotional literacy support).

2 TIER 1: WHOLE-CLASS & SCHOOL-WIDE SUPPORT

- Implement proactive strategies to build emotional regulation, social skills, and communication (e.g., Zones of Regulation and routines).
- Support teachers to embed trauma-informed, neurodiversity-affirming practices.
- Run inclusive events or activities (e.g. Say No to Bullying Week, friendship groups, Drumming Club and Movie Nights).

3 FAMILY, NDIS & DFFH ENGAGEMENT

- Increase family engagement and supports.
- Help families navigate and action NDIS supports.
- Support with DFFH reporting and Child Protection involvement.
- Provide regular updates and support to care teams, recognising the high demands many families face.
- Liaise with families and external medical care teams to enable inclusivity, accessibility and education.
- School wide consistent approach to medical plans and training staff to safely manage the plan on a daily basis.

4 TIER 2: SMALL GROUP SUPPORT

- Run targeted social/emotional groups (e.g., Lego therapy, sensory regulation, social groups).
- Use consistent visual supports, routines, and co-regulation strategies.
- Collaborate with Allied Health.

5 STRATEGIC WELLBEING PLANNING & DATA

- Collaborate with teachers, therapists and families to create individualised plans.
- Align plans with student goals in NDIS plans, DFFH involvement, and therapy reports.
- Employ tools like Strengths and Difficulties Questionnaire (SDQ) where appropriate.
- Collect and analyse data from incident reports, engagement levels, and communication logs.

6 TIER 3: 1:1 INDIVIDUAL SUPPORT

- Provide individualised check-ins, emotion coaching, communication support, or calming routines.
- Run 1:1 programs to support behavioural goals, regulation, medical complexities or recovery after incidents.
- Trial and implement strategies (e.g., new communication tools, behaviour replacement strategies, routines to support behaviour, emotions and welfare).

SYSTEMS, TRANSITIONS & DOCUMENTATION

- Ensure transition planning is wellbeing-focused, especially for new students or those exiting to post-school options.
- Maintain clear documentation, for example: SSG and Care Team/Professional meeting minutes, NDIS and DFFH updates Incident and wellbeing logs.
- Collaborate with other school leaders and Student Support Services.

REVIEW & EVALUATE FOR CONTINUOUS GROWTH

- Review wellbeing data and progress regularly.
- Reflect on practices and outcomes.
- Refine strategies to ensure every student is supported to thrive.
- Celebrate successes and build on what works.

CONTINUOUS IMPROVEMENT CYCLE

IDENTIFY NEED — Use data, voice and observations to identify needs.

PLAN — Set goals and plan evidence-based strategies.

IMPLEMENT — Put strategies into action consistently.

MONITOR — Collect and analyse data to measure impact.

REVIEW — Reflect on outcomes and what is working.

REFINE — Adjust and strengthen for better outcomes.

WHAT SUCCESS LOOKS LIKE

Improved Student Wellbeing — Students feel safe, regulated and engaged.

Strong Family Partnerships — Families feel supported, heard and connected.

Data-Informed Practice — Decisions are guided by evidence and impact.

Consistent Whole-School Approach — Aligned systems and connected support.

Positive Outcomes for Every Student — All students are supported to learn, grow and thrive.

TEAMWORK • RESPECT • FUN • DIGNITY • SUPPORT