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All items in this newsletter contain hyperlinks which were active at the time of publication.

Wellbeing News provides teachers in independent schools with resources, updates and current evidence-based research on contemporary issues about the health and wellbeing of students and school staff.

SPOTLIGHT

Wellbeing - Transitioning from home to school

Schools are central to wellbeing for both staff and students. In times of uncertainty, additional support from educators and school staff is called upon and a coordinated whole-school, approach is essential. Schools can draw upon internal expertise, building capacity in their teams to support students, colleagues, and families. Context-specific wellbeing may also be considered in faith or values-based approaches.

A wide range of whole-school wellbeing resources have also been curated and are available on the designated [AISNSW Learning from Home Portal \(wellbeing section\)](#). Schools can be confident these resources are evidence-based and high quality allowing them to select those best suited to meet their unique needs and context.

Home / Learning from Home / Wellbeing

Whole-School Wellbeing

Schools are central to wellbeing for both staff and students.


We know social contact and routine supports the wellbeing of all students and staff. When this is not physically possible, staying connected online and in other ways can bridge this gap.

At a time where more students, staff and families may be accessing teaching, learning and wellbeing online, schools will continue to prepare, engage, educate and respond to needs associated with learning from home. Resources and advice from the [Office of the eSafety Commissioner](#) are provided throughout each section.


Schools are encouraged to take a strengths-based and coordinated approach in line with their own school's ethos when engaging with resources and classroom discussions and when engaging with and utilising the resources provided on this portal.

Building social capital and developing a sense of connectedness through relationships continues to be important for online wellbeing. The initial focus for wellbeing is creating a sense of belonging and community with students in the class, tutor or wellbeing group.


Schools are encouraged to contact AISNSW Wellbeing consultant [Nicky Sloss](#) for advice in the area of Wellbeing using a learning from home model.




Supporting Yourself >



Supporting Students >



Students with Diverse Needs >



Supporting Parents and Carers >

As students return to school gradually, schools will be able to draw upon their existing approach to wellbeing. Relationships are central to belonging and connectedness in the school environment – a sustained focus here will always support student wellbeing.

Schools may find some of the resources on the following page useful in their planning.

AISNSW Wellbeing consultants are available to support schools via phone, email and online. The [AISNSW Wellbeing in Education Facebook Group](#) and [@AISNSWellbeing](#) Twitter handle are both updated daily during term time.

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RETURNING TO ON-CAMPUS LEARNING: WELLBEING CONSIDERATIONS

As students return to school gradually, schools will be able to draw upon their existing approach to wellbeing. Relationships are central to belonging and connectedness in the school environment - a sustained focus here will always support student wellbeing. Schools may find some of the following considerations useful in their planning.

PRE-STUDENT RETURN

- Staff preparation is key for the first day of student return. Opportunities for school staff to meet in advance to discuss their thoughts and provide input into the planning for student return will be beneficial.
- A coordinated, consistent, age and Stage-appropriate approach from staff is needed when discussing the COVID-19 virus.
- Provide support for and guidance to staff as part of a whole-school approach to the return to on-campus learning. This guidance may include agreeing on consistent messages and responses to students and families, remind and acknowledge that staff will be modelling behaviours and reactions to students.

- Staff may need support to recognise signs and symptoms of students experiencing grief, loss, and trauma.
- Remind staff of the internal policies and procedures for triaging students with wellbeing concerns.
- Recognise that some students may have fallen behind with their learning. Whilst some will seek support, others will not and might be concerned about their progress. Unsupported worry may affect longer-term wellbeing.
- Plan to support students returning and displaying additional anxiety which may affect both wellbeing and academic achievement. Liaise with school executive, school counsellor/psychologist, wellbeing leaders and reputable resources including AISNSW in respect to a whole-school approach when supporting these students.

- Consider students who are known to be at risk and who may need additional support returning to school.
- Encourage parents and carers to reach out to school staff in relation to any grief and loss they have experienced.
- Wellbeing can be supported through a faith or values-lens, where applicable.
- Refer to the [AHPCC](#) recommendations in relation to social distancing, which may continue to change over time.



WHEN STUDENTS RETURN

- Time will likely be needed to reconnect with students and staff before recommencing teaching and learning programs.
- Students may liken the return to on-campus learning to the start of an academic year.
- Consider psychological wellbeing. Make time to talk. Longer breaks, circle/class or tutor time, peer support and mentoring, wellbeing meetings with Stage/Year Coordinators, Heads of House, Wellbeing leaders and counsellor/psychologist advice and time will be important.
- Connection, validation of feelings, empathy from staff and student-led problem solving can support student wellbeing and learning.

- Routine and connections with school staff can (or will likely) increase feelings of safety and security.
- Daily timetables can focus on a range of KLAs to allow all students success and a sense of achievement.
- Friendship groups may have changed when students were learning at home which can affect social health.
- Some students may have left the school e.g. family situations may have changed, which adds to changes in friendship groups. Privacy should be respected whilst allowing students to express their feelings about this change.
- Support students and families who may be experiencing additional grief, loss, trauma, or anxiety.

- Consider students and families with complicated grief and loss e.g. those in bushfire and drought prone areas.
- Students may need support with digital and media literacy e.g. racism, stigma. Consultation with those staff whose KLAs include this content and approach e.g. PDHPE, HSIE, English can assist with this.
- PDHPE and Wellbeing staff collaboration can support students developing social and emotional learning (SEL) e.g. help-seeking, communication, empathy, interpersonal skills.
- Explicit modelling and teaching of social and emotional learning (SEL) skills, a reminder of school values and encouraging student voice can support transition back to school.



WHAT'S NEW

6 minute SEL

Bite-sized resources and activities to engage students in social and emotional learning.

AISNSW Crisis and Issues Management

AISNSW offers advice and responsive support to schools when communities face significant consequences due to extreme weather, natural disasters, accidents, injuries and death, epidemiological health risks and other events that severely impact normal school operations. School leaders can access support [here](#). In addition, support is available for teachers and staff on AISNSW's [wellbeing site](#).

AISNSW PDHPE Updates

Later this year, AISNSW PDHPE teachers will be able to access a new termly newsletter. This newsletter will include support, information, links to resources and examples of AISNSW member school PDHPE practice. To receive this newsletter, select 'PDHPE Primary' or 'PDHPE Secondary' on your AISNSW user profile. PDHPE learning from home advice is available on the [AISNSW Learning from Home Portal](#). For more details contact [Katrina Mostyn](#), PDHPE Consultant.

Be Connected

The [Office of the eSafety Commissioner](#) is encouraging children and young people to support the online learning of their older relatives and has created resources for schools to utilise as part of their service learning initiatives.

Be You

Beyond Blue's education initiative provides resources and strategies for helping children and young people achieve their best possible mental health and wellbeing. School staff can access no-cost NESA-accredited professional learning, handbooks, factsheets, tools and guides, online events as well as suicide prevention and response support. Educators are encouraged to register for an individual account whilst wellbeing teams can register for a team account to support their whole-school approach to wellbeing. Be You also houses dedicated [bushfire](#) and [COVID-19](#) support portals.

Building Social Capital

It is always important to take time to develop positive connections and relationships in classroom and wellbeing time. Allowing for and modelling these conversations will also allow opportunities for students to form and maintain friendships as well as developing their own social and emotional learning capabilities.

CASEL Cares

The Collaborative for Academic and Social and Emotional Learning (CASEL) has developed a suite of ongoing webinars, resources and activities for schools navigating COVID-19 when learning at home.

Challenging Thinking

These resources from Be Brain Fit encourage students to challenge Automatic Negative Thoughts (ANTS) and enhancing Performance Enhancing Thoughts (PETS).

Digital Lunchbreak

Digital lunchbreak was recently launched by the [NSW Advocate for Children and Young People](#) to support wellbeing activities at home.

eSafety

In addition to the [eSafety Toolkit for Schools](#), the Office of the eSafety Commissioner has released two additional resources to support schools for [leaders and teachers](#) and for [parents and carers](#) in relation to learning from home. In addition, the Office will be hosting a [series of webinars in April](#) to support schools including primary safety and health online, supporting children online, rules for parents/carers to participate together and child protection and online learning for educators. In addition, [guides](#) to help teachers and parents understand student connection online and include [Houseparty](#), [FaceTime](#), [Hoop](#), [Messenger](#), [Skype](#), [TikTok](#), [Zoom](#), [YouTube](#) and [Instagram](#).

Feelings

Teaching students to recognise emotions is an essential skill. These downloadable resources from Patchwork Farm are suitable for Early Stage 1, Stage 1 and Stage 2 students.

Five Ways to Wellbeing

The Five Ways to Wellbeing Framework was developed in the United Kingdom by the New Economics Foundation to support whole-community wellbeing and have [recently been adapted](#) to reflect communities concerned with wellbeing during COVID-19. The Five Ways to Wellbeing Framework has been accessed and contextualised internationally. These Victorian-developed [resources](#) can be used as a template to share with your teachers, teams, students and parents. In addition, digital resources can be downloaded from [ReachOut](#).

headspace Tips for Wellbeing

headspace have provided advice for both student and teacher wellbeing.

High Resolves Videos for Change Competition

This year's High Resolves Videos for Change online competition is open to all schools. Resources to accompany the competition and entries are also available for schools.

ReachOut Connect

ReachOut Connect provides relevant, credible wellbeing content for school websites and offers tools to provide students, teachers and parents with evidence-based mental health and wellbeing content. Schools can select articles and information from ReachOut's extensive library of content targeted to young people aged 14-25 and parents/carers of teenagers based on audience needs.

Self-regulation with Sesame Street

Sesame Street has introduced the concept of self-regulation using the *Cookie Monster* to educate children. In addition, Headspace has also partnered with Sesame Street to support evidence-based *Monster Mindfulness* practice with children.

Sleep and Learning

This infographic summarises new research related to the importance of student sleep to wellbeing and learning.

Social and Emotional Learning

This factsheet (pdf) from [Be You](#) can support teacher and parent understanding about social and emotional learning capabilities.

Students with Additional Needs

Understanding what technology can do is the best way to begin supporting students with additional needs who are learning from home. AISNSW Student Services consultants have provided a Quick Technology Guide which includes advice, considerations, and a planning process for supporting students with additional needs.

Teachable Moments

These resources from the Morningside Centre for Teaching Social Responsibility support student social and emotional learning as well as teacher professional learning.

Wellbeing Prompts

These sites allow schools to download digital and hard copy versions of wellbeing infographics including resources for [students](#) and [parents](#).

Wellbeing Toolkit

This wellbeing toolkit from the Centre for Healthy Minds at the University of Wisconsin is intended for educators, parents, and caregivers. Tips, audio and video practices, and kindness activities are included at no-cost.

Young People and Festivals

Part of the NSW Coroner's report investigating the death of young people at festivals included recommendations. One of these was to incorporate more education in Years 11 and 12 re festivals and safety. [headspace](#) has provided useful discussion recommendations that can be incorporated into Stage 6 student education in consultation with PDHPE teachers in each school. Any drug education and skills development in this space needs to be accurate, evidence-based and appropriately delivered whilst taking a strengths-based approach. Contact [Nicky Sloss](#) or [Katrina Mostyn](#) at AISNSW for Stage 6 drug education and safety advice and professional learning.

RESOURCES

AISNSW K-10 PDHPE and Sport Facebook Group

Additional resources for PDHPE and sport are available in a closed Facebook forum, updated daily. Educators from AISNSW schools are encouraged to contribute and share resources and ideas in this professional space. Requests to join this group require teachers to identify which AISNSW school they are currently employed in.

AISNSW Wellbeing in Education Facebook Group

Additional resources for wellbeing in education are available in a closed Facebook forum, updated daily. Educators from AISNSW schools are encouraged to contribute and share resources and ideas in this professional space. Requests to join this group require teachers to identify which AISNSW school they are currently employed in.

AISNSW Wellbeing Infographics

A series of AISNSW wellbeing infographics have been created for download and include [student](#), [teacher](#) and [family wellbeing](#).

Boys' Body Image

These resources from Butterfly Foundation can support positive body image for boys in schools. Resources can be incorporated into a whole-school approach including both PDHPE and student wellbeing.

Consent

These resources from the [Student Wellbeing Hub](#) support teacher understanding and the teaching of consent.

eSafety Professional Learning

The eSafety Commissioner's no-cost, NESA-accredited professional learning program provides teachers with important tools to have conversations about online safety in their classrooms. The 2020 program also offers schools guidance and advice in relation to policies and practices.

Goal Setting

This resource from ReachOut reminds students about the importance of goal setting when learning at home or on campus.

Greater Good in Education

The Greater Good Science Centre at the University of California, Berkley has just released a new website and research that distils strategies and practices for the social, emotional and ethical development of students and the adults that work with them, synthesising insights and best practices from science, programs and practitioners.

Headspace for Educators

Headspace has now provided access to no-cost online mindfulness for educators for personal and professional use. Mindfulness resources are now available through Headspace along with those especially designed for [working and learning from home](#).

Identity and Inclusion

This diversity and inclusion activity promotes an opportunity for Year 7 and 8 students to explore identities and their sense of self. Skills and strategies to promote inclusion, equality and respectful relationships are highlighted.

Live Life Well @ School

NSW Health and AISNSW have a partnership to support schools in promoting and developing a whole-school approach to healthy eating and physical activity through wellbeing and curriculum approaches as well as parent education. No-cost support is available for primary schools through online consultancies, online learning modules and funding projects. Contact [Katrina Mostyn](#) for any queries.

Montague Resources

Written by experienced teachers, these no-cost guides and resources offer new and exciting ways to approach different wellbeing themes and topics.

New Access

New Access is a no-cost mental health coaching program by Beyond Blue designed to support adult mental health. Six confidential sessions are provided, without the need for medical referral.

Not Always Glitter

headspace is focused on fostering a safe space for the LGBTQTI youth community and providing necessary support to feel and stay safe.

Paralympic Education Program

Paralympics Australia's Paralympic Education Program (PEP) aims to inspire and excite young people by bringing the Paralympic Games and Para-sports into the classroom. The PEP will feature online education resources for teachers and students, along with opportunities for schools to experience Para-sport activities firsthand and virtual school visits from our inspiring Australian Paralympians. The program will challenge student perceptions and attitudes towards people with an impairment and help to increase inclusion through Para-sport.

Parent and Carer Wellbeing

This resource provides tips for parents and carers to help prioritise their own wellbeing.

Random Acts of Kindness

A range of resources available for download to support understanding of kindness and wellbeing.

ReachOut Digital Downloads

These digital downloads from ReachOut are useful for school classrooms online and in the physical environment.

ReachOut Parents

ReachOut Parents has been developed to support the parents and carers of the young people in schools. This resource is designed to support the work schools undertake in relation to student wellbeing and mental health education.

ReachOut Worry Time

This app has been developed by psychologists for secondary school students. As with all resources, schools follow internal processes to decide which best meets student needs and school context. In this case, it would be pertinent to discuss the appropriateness of this resource with leaders of wellbeing and school counsellors.

Respectful Relationships

These resources from the [Student Wellbeing Hub](#) are designed for all students, as well as resources for students with disability, for students of culturally diverse backgrounds, and for students of Aboriginal and Torres Strait Islander backgrounds.

Ripple Kindness Project

A range of downloadable digital and printable resources for primary and secondary students are available from the Ripple Kindness Project.

Self-Care

These resources from ABC Life provide an illustrated guide to supporting teacher wellbeing.

Sexuality Education for Students with Additional Needs

This no-cost app and resource can assist schools to support education for students with additional needs.

Smiling Mind

Smiling Mind have released a range of no-cost resources to support student and teacher wellbeing utilising mindfulness. [Their site](#) also includes research related to the effects of mindfulness in a school-based setting. In addition, two new resources *Thrive in Mind* and *At Home* are now available to support school staff working remotely

Soul Pancake

Soul Pancake YouTube clips can be used as short wellbeing breaks for students or teachers. A range is available and include [mindfulness](#), [dance](#), [gratitude](#), [compassion](#), [joy](#), [compliments](#) and more.

Student Snapshot Survey

Student Snapshot is a no-cost digital alternative to paper-based transition questionnaires, designed by [ReachOut](#) for students moving from Year 6 to 7. Teachers can access this student wellbeing self-assessment survey by logging in. The survey can be used to generate individual student profiles and a year group wellbeing overview with resource recommendations for teachers and parents/carers. Implementing Student Snapshot will support schools to build relationships with new students and ensure that wellbeing initiatives are relevant to the year group they are working with.

Study Stress Action Pack

ReachOut have produced activities and resources to support students, parents and carers through examination periods. The action pack includes a suite of activities intended to help teachers or wellbeing staff better understand how students experience stress. In addition, support is provided to promote class discussion and to assist those students who may be having difficulty coping. Lastly, infographics are available for download and utilising for online learning.

Student Voice

This resource from the NSW Advocate for Children and Young People, *'Engaging with children and young people in your organisation'* includes checklists, tips and suggestions to enhance authentic student participation. In Term 3, AISNSW will be hosting a webinar related to student voice and whole-school student wellbeing. More details are available [here](#).

Teaching Sensitive Content through a Cultural Lens

Representatives from different cultural communities discuss what is important to them in delivery of a sexuality and relationship education program, including the terminology that is commonly used, the management of cultural difference and the sensitivities of particular topics.

The Whole Me

Instagram and Butterfly Foundation have created wellbeing toolkits to encourage conversations about body image and overcoming social comparison. A [teenager](#) and [parent guide](#) is available.

Wellbeing 5's

To support teachers to engage and energise their students, [ReachOut for Schools](#) has developed a range of short wellbeing activities and classroom lessons. Some of the most popular resources include forming respectful relationships, bullying, exam stress and help-seeking strategies. All activities are evidence-based, student-centred and able to be adapted to fit existing lessons, programs, and school contexts.

Wellbeing Online Learning

AISNSW have developed an online learning module to support classroom teachers and leaders of wellbeing plan for whole-school wellbeing and develop their own capacity in relation to contemporary wellbeing approaches. This interactive module is one-term in length and requires the submission of an activity and reflection from each participant. AISNSW Wellbeing consultants moderate the course and there is an opportunity to engage with other teachers and schools. This professional learning opportunity contributes eight recognised NESA accreditation hours.

Whole-school Wellbeing

ReachOut have redesigned their website to make it easier for teachers to find engaging wellbeing resources and information. Updated sections include resource topic areas as well as additional information related to teacher wellbeing.

AISNSW Link Social and Emotional Learning

This edition of The Link identifies the importance of social and emotional learning in terms of wellbeing, academic performance, and lifelong skills.

Belonging

This article from Mindshift describes the importance of students belonging to a school house to develop belonging and connectedness.

Connection whilst Physically Distancing

This article from AISNSW member school, St Catherine's shares the school's approach to supporting student connection whilst learning from home.

Compassion

This article from Harvard Business Review discusses the importance of compassion when managing challenging times.

Education Leader Wellbeing

In this interview, Professor Donna Cross shares research related to the link between principal wellbeing and the healthy functioning of a school's climate to boost student outcomes.

Gender

Series 2020 on ABC iView includes an episode that may be useful teacher professional learning, dedicated to young people who do not identify as male or female. The episode entitled Not a Boy, Not a Girl, explains how these young Australians negotiate the world and includes discussion from their parents about raising a gender-neutral child.

Growing Up in Australia

The Longitudinal Study of Australian Children Annual Statistical Report 2018, including media responses has now been released and can be utilised to inform wellbeing programming and planning and collaboration with PDHPE teachers and school counsellors.

National Children Mental Health and Wellbeing Strategy

The new Strategy was launched in late 2019 and will guide and inform the Government's investment and commitment to the health and wellbeing of our children. It will provide a framework for preventing mental illness and reducing its impact on children, families and the community.

PROFESSIONAL LEARNING

Online Learning

Education Week Magazine discusses the importance of social and emotional learning when students are learning from home.

Punitive and Restorative Approaches

This podcast from Teacher Magazine discusses the differences and effect of teacher praise and reprimand.

Restorative Approaches

The Schott Foundation discusses the benefits of restorative approaches in comparison to punitive approaches to student behaviour.

Schools as Family: TEDx Talk with Dr Sue Roffey

When schools promote an environment that fosters positive development, students are more likely to thrive. Dr Sue Roffey discusses in this TEDx Talk how education that mirrors the best of family life puts wellbeing at its heart and includes learning to be and live together as well as knowledge and skills. This will not only reduce mental health concerns and enable young people to become the best of themselves, it will also empower future communities to flourish.

School Climate

This article from Harvard Graduate School of Education discusses the importance of strong connections and relationships to enhance school climate.

Social and Emotional Learning in Early Stage 1

This article discusses the importance of social skills in the early years and how they are strong predictors of adult mental health and wellbeing outcomes.

Staff Wellbeing

Dr Sue Roffey shares considerations related to a whole-school approach for wellbeing that includes leaders, teachers and support staff.

Student and Teacher Wellbeing

This TED talk discusses the link between student and teacher wellbeing when students are experiencing trauma and teachers respond compassionately.

Technology and Wellbeing

Professor Donna Cross from the Telethon Kids Institute discusses parental approaches to technology in this short YouTube clip.

The following is a list of AISNSW Wellbeing Professional Learning courses available for registration in 2020.

Please note: AISNSW Wellbeing consultants can provide school-based on-line consultancies and professional learning tailored to the needs of your school as well as phone, email and zoom support meetings. More details in relation to face-to-face professional learning will be available at the end of Term 2.

What is Working Well in Wellbeing? Online course

All year

Starting the Journey: Live Life Well @ School online course

All year

Taking the Next Step: Live Life Well @ School online course

All year

Stage 6 Health Promotion on the Roads online course

All year

Safe2StepOut Primary Road Safety online course

All year

Designing a K-12 Wellbeing Scope and Sequence webinar

Tuesday, 25 August

Best Practice Child Protection and PDHPE webinar

Thursday, 27 August

Developing Authentic Student Voice in Student Wellbeing webinar

Tuesday, 15 September

Social and Emotional Learning in Schools: A Practical Approach

Wednesday, 4 November

WEBSITES OF INTEREST

Action for Happiness

AISNSW Aboriginal and Torres Strait Islander

AISNSW Learning from Home Portal

AISNSW Live Life Well @ School

AISNSW Student Wellbeing page

Black Dog Institute

beyondblue - for secondary schools

Bullying. No Way!

CASEL - Collaborative for Academic, Social, and Emotional Learning

eSafety Commissioner

headspace School Support

Kids Helpline

Melanoma SunSafe Student Ambassadors

National Eating Disorders Collaboration

NSW Advocate for Children and Young People

Peer Support Australia

Positive Choices

ReachOut Schools

ReachOut Parent Portal

Road Safety Education AISNSW

SunSmart - NSW Cancer Council

Transport for NSW Centre for Road Safety

Student Wellbeing Hub

The Butterfly Foundation

To subscribe to this newsletter, please log in or sign up to the [AISNSW website](#) and select 'Wellbeing' as an area of professional interest in 'My Profile'.

www.aisnsw.edu.au