

Catholic Education Sandhurst

# WELLBEING

## Framework



2026  
and beyond





|  |    |
|--|----|
| Introduction .....                         | 4  |
| Five Pillars of Wellbeing .....            | 6  |
| A Shared and Sacred Commitment .....       | 8  |
| <b>CESL Wellbeing Curriculum</b>           |    |
| Curriculum Overview .....                  | 11 |
| Implementation Plan .....                  | 11 |
| Social and Emotional Learning .....        | 12 |
| Resources .....                            | 13 |
| Positive Education .....                   | 14 |
| Engagement and Participation.....          | 16 |
| Optional Training Opportunities .....      | 18 |
| <b>Tier 2: Wellbeing Responses</b>         |    |
| 1. Positive and Relational Behaviour ..... | 19 |
| 2. Belonging and Inclusion.....            | 20 |
| <b>Optional Programs</b>                   |    |
| Friendly Schools.....                      | 21 |
| eSafety School's Hub .....                 | 21 |
| Headspace .....                            | 22 |
| MacKillop Family Services .....            | 22 |
| MacKillop Seasons.....                     | 23 |
| Power to Kids in Schools .....             | 23 |
| <b>Wellbeing Directory</b>                 |    |
| PBIS World Menu.....                       | 24 |
| ACER Wellbeing Program Guide.....          | 24 |
| Schools Mental Health menu .....           | 25 |
| Be You Program Directory .....             | 25 |



# Introduction

*“I have come that they may have life and have it to the full.”*

(John 10:10)

## A covenant vision of flourishing

The **Catholic Education Sandhurst (CESL) Wellbeing Framework** is a faith-driven, evidence-informed expression of our Cultural Covenant – the heartfelt pledge that binds us as colleagues and extends to our students and their families. That covenant calls us to nurture life to the full for all: to create environments where faith and learning thrive, where relationships are marked by compassion and justice and where every person is valued as a bearer of God’s image.

Wellbeing, understood through this covenant. It is the active, deliberate cultivation of conditions in which every learner and member of staff can flourish – spiritually, emotionally, intellectually, physically, relationally and socially. Our work is relational, not transactional. The promise we make to every child, family and colleague sacred.

This framework is grounded in the conviction that all learners are created in the image and likeness of God and that their holistic development is a sacred responsibility we share. It is inspired by the CESL Guiding Lights and our shared commitment to Outstanding Learner Growth – the belief that every student, in every school, every day, deserves the conditions to truly thrive.



## How we live this covenant

The CESL Cultural Covenant calls us to live and serve with hope, joy and purpose - to be synodal communities that welcome, listen, dialogue, discern and act. It is this way of being that animates our approach to wellbeing.

**That culture is shaped by four interwoven dispositions drawn from our Guiding Lights:**



**GUIDING LIGHTS**  
Catholic Education Sandhurst Ltd

### **Encounter**

*seeing and receiving the whole person, not merely their performance or presentation.*

### **Deep Listening**

*attending with care humility to the voices of students, families and staff.*

### **Discernment**

*responding thoughtfully and wisely to the unique needs of our communities.*

### **Courageous Action**

*acting with conviction to remove barriers.*

*Together, these dispositions shape not only what we do, but how we do it. Wellbeing is both a shared experience - one that every member of the school community participates in and contributes to.*



# Five Pillars of Wellbeing

**The CESL Wellbeing Framework is a faith-driven, evidence-informed approach that places Wellbeing at the heart of Catholic education in the Diocese of Sandhurst. Inspired by the CESL Guiding Lights and informed by MO1359, the Framework affirms that all learners are created in the image and likeness of God and that their holistic development is a sacred responsibility. To flourish, each learner must experience a deep sense of safety, belonging, purpose, and connection within their learning community.**

**The CESL Wellbeing Framework is organised around five interconnected pillars lived out through the culture, curriculum and relationships of every school.**

## 1 Belonging and Inclusion

A genuine sense of belonging is foundational to a positive school climate and to life to the full. Every learner must feel seen, heard and valued – not as a condition of their behaviour or achievement, but as a consequence of their inherent dignity. We honour and celebrate the unique identities, strengths and life experiences of each person, embracing diverse abilities, cultures and backgrounds as gifts to the whole community. Inclusion is the active practice of recognising every individual's value and potential. Through respectful relationships, safe transitions and a holistic view of each person, we cultivate connectedness, dignity and shared identity.

## 2 Student Voice and Agency

Our covenant calls us to be synodal – to walk together and to honour the dignity of every voice. For students, this means being seen as active participants in their own formation. When learners are empowered to express their ideas, reflect on their emotions and co-create their learning experiences, their sense of agency, self-worth and resilience grows. Authentic participation nurtures responsible decision-making, self-awareness and the capacity to contribute meaningfully to the communities they inhabit. This pillar ensures that those most affected by decisions have a genuine voice in shaping them.





### **3 Relational and Positive Behaviour**

Trusting, respectful relationships are the bedrock of flourishing communities. Our approach to behaviour is positive, proactive and relational – grounded in the belief that students are formed. Drawing on multi-tiered systems of support, we promote compassionate responses that teach, model and reinforce constructive ways of being. Students are supported to set goals, manage emotions and develop the skills and resilience they need to thrive. This is about formation – helping young people become people of integrity who contribute to the common good.

### **4 Social, Emotional and Spiritual Learning**

At the heart of life to the full is the integration of the whole person – mental, physical, emotional, social, spiritual and academic. Our wellbeing curriculum is built on three interrelated foundations: Social and Emotional Learning, Positive Education, and Engagement and Participation. Together, these equip students to develop emotional literacy, resilience and self-awareness and a sense of vocation. Spiritual and moral formation is woven throughout, ensuring that young people encounter the sacred in learning, in relationship and in service – and that they grow not only in capability but in character.

### **5 Family, Community Partnerships**

Recognising the family as the first educator, and our schools as communities of the wider Church, we actively partner with parents, caregivers, parishes and the broader community. These partnerships are rooted in the covenant values of trust, hospitality and shared faith. Collaboration strengthens our collective capacity to foster inclusion, engagement and flourishing, and it ensures that wellbeing is never the sole responsibility of the school alone, but is held together by the whole community. Through these partnerships, we form socially conscious, compassionate learners who are empowered to serve and to contribute to a more just and generous world.



# A Shared and Sacred Commitment

The CESL Wellbeing Framework does not sit alongside our mission – it is an expression of it. To prioritise wellbeing is to take seriously the promise of John 10.10: that life, in all its fullness, is what we are called to nurture and protect.

This framework invites every member of the school community – students, staff, families and leaders – to engage in the ongoing work of building cultures where all can flourish. It is shaped by evidence, grounded in faith and animated by our Cultural Covenant. It holds ambitious expectations, not as pressure, but as a profound act of hope: the belief that every child in every school in the Diocese of Sandhurst deserves life to the full.

*Standing on the shoulders of those who have gone before us,  
we pledge to nurture life to the full for all  
- in every encounter, every relationship, every school, every day.*





# CESL Wellbeing Curriculum

The CESL Wellbeing Curriculum is an evidence-informed framework designed to support the holistic development of every learner across Sandhurst schools. Grounded in the Guiding Lights vision of living a life-giving culture through encounter, deep listening, discernment and courageous action, the curriculum affirms that wellbeing is central to the flourishing of students, staff and the broader community.

Built on three interrelated foundations — **Social and Emotional Learning**, **Positive Education** and **Engagement and Participation** — the CESL Wellbeing Curriculum empowers students to thrive emotionally, socially, physically and academically. It recognises that for learners to flourish, their individual strengths, diverse identities and lived experiences must be honoured and supported through inclusive, relational, and proactive wellbeing practices.

Aligned with CESL's mission of Outstanding Learner Growth, the curriculum ensures equitable access to targeted wellbeing and learning opportunities so that every young person in every school is equipped to flourish. A whole-school approach integrates universal, targeted and intensive support strategies, promoting connection, resilience, self-awareness, and student agency.

The CESL Wellbeing Curriculum strengthens coherence across the system while allowing flexibility for schools to respond to the unique needs of their communities. It is shaped by the principles of empowerment, participation and partnership, reflecting a commitment to student voice, staff wellbeing, family engagement and community collaboration.





## Curriculum Overview

| YEAR A   | YEAR B  |
|--|---|
| Resilience, Rights and Respectful Relationships Curriculum   | Positive Education Enhanced Curriculum  |
| 2026, 2028, 2030   | 2027, 2029, 2031  |
| <b>FOCUS</b> <ul style="list-style-type: none"><li>• Emotional Literacy</li><li>• Personal and Cultural Strengths</li><li>• Positive Coping</li><li>• Problem Solving</li><li>• Help Seeking</li><li>• Stress Management</li><li>• Gender Norms and Stereotypes</li><li>• Positive Relationships</li><li>• Help-Seeking and Safety</li></ul> | <b>FOCUS</b> <ul style="list-style-type: none"><li>• Positive Emotions (gratitude, optimism, joy)</li><li>• Engagement (flow, curiosity, strengths in action)</li><li>• Relationships (kindness, compassion, connection)</li><li>• Meaning (purpose, values, service)</li><li>• Accomplishment (goal setting, achievement, perseverance)</li><li>• Health (mindfulness, physical wellbeing, vitality)</li></ul> |

## Implementation plan

In 2026, CESL primary schools can opt in to the CESL Wellbeing Curriculum in Semester 1 and must implement it from Semester 2 onwards. For CESL secondary schools the CESL Wellbeing Curriculum is optional for 2026 and will be mandatory in 2027.

The following teaching time is expected to be allocated for the CESL Wellbeing Curriculum:

**PRIMARY SCHOOL:** 1 Lesson per week (30 mins) taught by classroom teacher or Health/PE Specialist.

**SECONDARY SCHOOL:** 1 Lesson per week (30 mins) or 1 Lesson per fortnight (60 mins).

*We are still determining the most appropriate way for this curriculum to be addressed/taught in Secondary Schools.*



# Wellbeing Curriculum

## Social and Emotional Learning

The Pillar of Social Emotional Learning places relationships, wellbeing, and emotional growth at the centre of school life. At the heart of this foundation is the RRRR initiative, which supports the development of essential social and emotional learning skills that enable students to build positive relationships, manage emotions, and engage respectfully with others. Through a proactive and strengths-based approach, RRRR helps prevent violence, discrimination, and exclusion, while promoting mental health, resilience, and a strong sense of belonging. By fostering empathy, inclusion, and ethical relationships, this foundation strengthens both individual wellbeing and the broader school community.

**It does so with a strong evidence base and compatibility with Catholic educational values.**

- RRRR's alignment with SEL supports the Catholic mission of dignity, justice, and compassion.
- It complements the Source of Life Religious Education Curriculum, reinforcing themes of respectful relationships, personal responsibility, and inclusion.
- SEL education like RRRR enables students to live out Gospel values in everyday interactions, fostering a faith-filled, emotionally intelligent school culture.

**RRRR builds students' capacities across the five core competencies of SEL, as identified by Collaborative for Academic, Social, and Emotional Learning:**

### 1. Self-awareness

- RRRR teaches emotional literacy, helping students identify and name emotions accurately.
- Encourages reflection on personal values and identity.

### 2. Self-management

- Units on stress management and positive coping promote self-regulation and resilience.

### 3. Social awareness

- Students develop empathy and understanding of diverse experiences, particularly through gender and identity education.

### 4. Relationship skills

- Emphasises respectful communication, conflict resolution, and help-seeking.

### 5. Responsible decision-making

- Problem-solving lessons cultivate ethical reasoning and informed decision-making.

| <b>RRRR FOCUS AREA</b>                 | <b>Social Emotional Learning</b>                             | <b>Engagement and Participation</b>                      | <b>Positive Education</b>                              |
|--|--|--|--|
| <b>Emotional Literacy</b>              | Builds self-awareness, empathy, and respectful communication | Encourages perspective-taking and valuing of differences | Supports self-understanding and optimism               |
| <b>Personal and Cultural Strengths</b> | Helps students identify and apply their own strengths        | Affirms individual uniqueness, promoting belonging       | Core tenet of positive psychology – focus on strengths |
| <b>Positive Coping</b>                 | Teaches constructive responses to challenges and stress      | Reinforces support-seeking and peer connection           | Develops resilience and hope                           |
| <b>Problem-Solving</b>                 | Develops decision-making and critical thinking               | Promotes fairness and conflict resolution                | Encourages proactive and ethical responses             |
| <b>Stress Management</b>               | Enhances emotional regulation and self-care                  | Builds environments of psychological safety              | Integral to flourishing and wellbeing                  |
| <b>Help-Seeking</b>                    | Normalises asking for help and accessing support             | Reduces stigma and builds inclusive help networks        | Fosters agency and trust                               |
| <b>Gender Norms and Stereotypes</b>    | Promotes respect and equality                                | Supports diverse identities and inclusion                | Builds authentic self-concept                          |
| <b>Positive Gender Relationships</b>   | Develops respectful, non-violent relationships               | Promotes equity and social inclusion                     | Strengthens healthy relational skills                  |

## RESOURCES

### APPENDIX 1: RRRR 2026 Scope and Sequence

# Wellbeing Curriculum

## Positive Education

The **Positive Education Enhanced Curriculum (PEEC)** fits directly under the Positive Education foundation of a Wellbeing Curriculum by providing a structured, evidence-informed framework for explicitly teaching wellbeing science in schools

PEEC is a comprehensive, developmental wellbeing curriculum developed by the Institute of Positive Education (Geelong Grammar School). It draws from Positive Psychology, the science of wellbeing, and integrates it with best-practice educational pedagogy.

### How PEEC Fits Under the Positive Education Pillar:

#### 1. Explicit Teaching of Wellbeing Skills

- PEEC teaches students how to understand and cultivate:
  - Positive emotions
  - Engagement (flow)
  - Positive relationships
  - Meaning and purpose
  - Accomplishment (PERMA model)
  - Health (sleep, exercise, nutrition)
- These align with Seligman's PERMAH framework, foundational to Positive Education.

#### 2. Strengths-Based Approach

- Lessons help students identify and apply character strengths, fostering self-awareness, confidence, and personal growth.
- Strengths language becomes part of the whole-school culture, affirming students' dignity—a key tenet of Catholic education.



### **3. Growth Mindset and Resilience**

- PEEC includes content on optimism, goal-setting, grit, and resilience.
- These enhance academic persistence and emotional wellbeing, essential for student flourishing.

### **4. Integration with Faith-Based Values**

- While secular in origin, PEEC's themes—gratitude, compassion, purpose, service—resonate deeply with Gospel values.
- In Catholic schools, PEEC complements Religious Education and Social Justice teachings by encouraging reflective, ethical, and hopeful lives.

# Wellbeing Curriculum

## Engagement and Participation

Engagement and Participation is a foundation of the CESL Wellbeing Curriculum, promoting a safe, feel seen, valued, and accepted for who they are, they are more likely to engage positively with the emotionally. This pillar supports equity, celebrates diversity, and affirms each student's dignity, aligns that links belonging to resilience, engagement, and lifelong flourishing.

| YEAR LEVEL             | FOCUS AREAS   | PEEC THEMES   |
|------------------------|---|---|
| Foundation<br>- Year 2 | Knowing self and others, empathy, kindness, classroom community   | <ul style="list-style-type: none"> <li>• Character Strengths</li> <li>• Positive Relationships</li> <li>• Gratitude &amp; Kindness</li> </ul> |
| Years<br>3-4           | Respect, difference, fairness, recognising emotions               | <ul style="list-style-type: none"> <li>• Empathy &amp; Compassion</li> <li>• Growth Mindset</li> <li>• Problem Solving</li> </ul>             |
| Years<br>5-6           | Voice, leadership, personal identity, inclusion                   | <ul style="list-style-type: none"> <li>• Engagement (Flow)</li> <li>• Strengths &amp; Goal Setting</li> <li>• Teamwork</li> </ul>             |
| Years<br>7-8           | Identity development, respectful relationships, social roles      | <ul style="list-style-type: none"> <li>• Meaning &amp; Purpose</li> <li>• Emotional Regulation</li> <li>• Positive Relationships</li> </ul>   |
| Years 9-10             | Advocacy, peer connection, cultural awareness, belonging          | <ul style="list-style-type: none"> <li>• Grit &amp; Resilience</li> <li>• Ethical Thinking</li> <li>• Compassion &amp; Forgiveness</li> </ul> |
| Years<br>11-12         | Contribution, inclusion as leadership, allyship, wellbeing equity | <ul style="list-style-type: none"> <li>• Meaning &amp; Purpose</li> <li>• Service &amp; Leadership</li> <li>• Wellbeing Planning</li> </ul>   |



respectful, and welcoming environment for every learner. When students  
 their peers, build healthy relationships, and succeed academically and  
 signing deeply with Catholic values and contemporary wellbeing research

| <b>RRRR<br/>FOCUS<br/>AREAS</b>   | <b>Engagement and Participation Outcomes</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Emotional Literacy</li> <li>• Personal Strengths</li> <li>• Gender Norms &amp; Stereotypes</li> </ul>        | <ul style="list-style-type: none"> <li>• Students feel safe, seen and valued</li> <li>• Development of inclusive language and play</li> <li>• Early empathy and friendship-building</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Stress Management</li> <li>• Problem Solving</li> <li>• Positive Coping</li> </ul>                           | <ul style="list-style-type: none"> <li>• Students learn to work with diverse peers</li> <li>• Begin resolving conflict respectfully</li> <li>• Develop understanding of fairness and equality</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Gender &amp; Identity</li> <li>• Respectful Relationships</li> <li>• Help-Seeking</li> </ul>                 | <ul style="list-style-type: none"> <li>• Students gain confidence in self-expression</li> <li>• Respect diversity in perspectives and strengths</li> <li>• Begin acting as peer leaders and upstanders</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Emotional Literacy</li> <li>• Relationship Skills</li> <li>• Responsible Decision-Making</li> </ul>          | <ul style="list-style-type: none"> <li>• Students explore their values and identity</li> <li>• Learn to build inclusive peer relationships</li> <li>• Develop bystander support skills</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Positive Gender Relationships</li> <li>• Help-Seeking</li> </ul>                 | <ul style="list-style-type: none"> <li>• Students actively contribute to inclusive school culture</li> <li>• Take leadership in promoting respectful, equitable relationships</li> <li>• Understand intersectionality and systemic injustice</li> </ul> |
| <ul style="list-style-type: none"> <li>• Gender Norms and Stereotypes, Identity</li> <li>• Advocacy Projects</li> <li>• Cultural Inclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Students champion inclusion in action</li> <li>• Mentor younger peers</li> <li>• Embed inclusive values into school-wide practices</li> </ul>  |

# Wellbeing Curriculum

## Optional Training Opportunities

| PROFESSIONAL LEARNING  | TIME                  | NOTES   | DESCRIPTION   |
|--|-----------------------|---|---|
| Identifying and Responding to Disclosures of family violence | 2 x one-hour sessions | ALL schools <b>STRONGLY ENCOURAGED</b> to complete                          | Learn about the definition, barriers, indicators and myths of family violence and how to identify and respond in alignment with the Information Sharing legislation. Considers working with both students and adults experiencing family violence.  |
| Bystander Framework  | 1 hour                | Can be tailored to suit timeframe for schools                               | The Bystander PD covers what a bystander is, why being an active bystander is important for Respectful Relationships and how to overcome the barriers and become an effective bystander. It is about challenging the attitudes, behaviours, social norms and practices that support a culture of gender inequality and gender-based violence. |
| Teaching Affirmative Consent for Primary Schools             | 1 hour                | Important to teach from Foundation onwards                                  | Teaching consent is mandatory, and this PD provides further skills and confidence in teaching consent.  |
| Language and Gender Equality                                 | 1 hour                |   | Teaching consent is mandatory, and this PD provides further skills and confidence in teaching consent.  |
| Backlash and Resistance                                      | 1 hour                |   | Primary Prevention work is challenging, and we often encounter resistance and backlash. This PD will assist staff to address resistance and assist those 'persuadable' people along the journey.  |
| Rigid Gender Stereotypes                                     | 1 hour                | Can tailor this PD for schools  | This is one of the gendered drivers of family violence and violence against women and is one that schools can tackle head on. This PD will assist with improved understanding of how to challenge gender stereotypes with students, staff, and the school community.  |
| Student Voice Forums   | Agreed timeframe      | Amazing opportunity for students to learn and demonstrate leadership skills | Forum for each cluster to encourage student voice for Respectful Relationships and other areas as identified by student cohorts.  |

# Positive and Relational Behaviour



## Tier 1

Supports are proactive, whole-school strategies that are the foundation of positive behaviour support in schools. They are designed to promote positive behaviour and prevent behaviours of concern before they occur. Tier 1 supports are enacted through modelling, explicit teaching and acknowledgement of desired behaviour, while intervening early to prevent undesired behaviour. CESL schools define behavioural skills and develop routines that are consistent with schoolwide expectations, which are explicitly taught in the setting that they are expected.

## Tier 2

Supports refer to a more targeted approach for students who are not successful with Tier 1 supports alone. Tier 2 supports are built on the foundation of Tier 1 supports but involve more intensive interventions. They are considered a form of early intervention, when behaviours of concern persist. CESL schools develop additional behavioural skills training, often conducted in small groups. These include Check-in/Check-out procedures and other structured interventions within the school day.

## Tier 3

Supports are focused on students who require intensive, individualised support for success at school, due to chronic or complex behavioural needs. Tier 3 supports are built on the foundation of Tier 1 and 2 supports but include a multi-disciplinary approach, often involving school staff, external service providers and family input. CESL schools may develop De-Escalation Plans and Function-Based Interventions that address intensive individual behaviour support for students, based on their specific support needs.



# Belonging and Inclusion

## CESL Attendance Support Plan

### Tier 1 – Universal Support

#### ***CESL Focus: Safe, inclusive, and predictable learning environments***

- Promote attendance as a shared responsibility across the school community.
- Explicitly teach expectations for attendance, routines, and belonging.
- Daily, accurate attendance recording twice a day in primary, or every lesson in secondary.
- Same-day follow-up with families for unexplained absences.
- Regular school-wide communication reinforcing the value of attendance.
- Ongoing monitoring of whole-school attendance data and trends.

### Tier 2 – Targeted Support

#### ***CESL Focus: Data-informed, collaborative, and responsive practice***

- Use attendance data to identify students showing emerging attendance concerns.
- Discuss attendance data in team meetings (Learning, Wellbeing, Year Level).
- Use a strengths-based lens to understand barriers to attendance.
- Develop targeted attendance support plans with clear goals and strategies.
- Engage students and families as partners in problem-solving.
- Monitor progress and review plans within agreed timeframes.
- Maintain accurate records and communication.

### Tier 3 – Intensive Support

#### ***CESL Focus: Wrap-around, student-centred intervention***

- Identify students with persistent or complex attendance challenges.
- Develop Individual Attendance Plans in collaboration with the student, family, and multidisciplinary supports.
- Set personalised, achievable attendance goals aligned with student wellbeing needs.
- Coordinate internal and external services as required.
- Maintain regular review and adjust strategies based on student progress.
- Prioritise safeguarding, student voice, and dignity in all decision-making.

# Optional Programs



**CESL schools may explore the programs listed below as options for 2026.**

**System licenses for 2027 and beyond are currently being explored to ensure that all schools have access to recommended programs, training and resources.**

## Friendly Schools

A comprehensive bullying curriculum that uses a whole-school, evidence-based approach to both prevent and respond to bullying including online.



[www.friendlyschools.com.au](http://www.friendlyschools.com.au)

## eSafety School's Hub

The eSafety Schools Hub is a centralised platform developed by the eSafety Commissioner to support Australian schools in delivering effective online safety education. It provides a Best Practice Framework to guide schools in implementing high-quality, evidence-based approaches, along with a comprehensive toolkit that helps schools prepare, engage, educate, and respond to online safety issues. The hub also offers free professional learning for educators on topics such as cyberbullying and digital wellbeing, age-appropriate classroom resources for students, and communication tools like posters and social media kits to engage families and the wider school community.



[www.esafety.gov.au/educators/schools-hub](http://www.esafety.gov.au/educators/schools-hub)



# Optional Programs

## Headspace

A range of mental health education and support initiatives for schools across Australia. These programs are designed to build mental health literacy, resilience, and help-seeking behaviours among students, while also equipping educators with the skills and confidence to support young people effectively.

Programs include student workshops on topics such as stress management, bullying, self-care, and emotional regulation, as well as professional development for school staff through initiatives like SAFEMinds and Suicide Risk Continuum Training. The programs are evidence-informed, interactive, and tailored to suit different school contexts, including metro, regional, and remote areas. Headspace also provides support for schools responding to critical incidents or suicide, helping communities recover and build long-term wellbeing strategies



[www.headspace.org.au/professionals-and-educators/educators/programs/](http://www.headspace.org.au/professionals-and-educators/educators/programs/)

## MacKillop Family Services

A range of trauma-informed education programs designed to support children and young people who are disengaged or at risk of disengaging from mainstream schooling. These services cater to students aged 6–18 with diverse and complex needs, often impacted by adversity such as family violence, neglect, or out-of-home care.

MacKillop provides specialist schools, outreach programs, homework support, and teaching resources that focus on creating safe, supportive learning environments. Their approach is holistic and personalised, aiming to nurture both academic success and social-emotional wellbeing. The programs help students re-engage with education and transition to mainstream schools, vocational training, or further study, using models like ReLATE (Reframing Learning and Teaching Environments) to promote safety and positive relationships.



[www.mackillop.org.au/our-services/education](http://www.mackillop.org.au/our-services/education)

# Optional Programs



## MacKillop Seasons

Access to a suite of evidence-based education programs that support children, young people, and adults in responding to experiences of change, loss, and grief. These programs – such as Seasons for Growth, Stormbirds, and Seasons for Life – are designed to build emotional literacy, resilience, and wellbeing through small-group learning facilitated by trained companions.

Cost – Training from \$900



[www.mackillop.org.au/our-services/education](http://www.mackillop.org.au/our-services/education)

## Power to Kids in Schools

A professional learning initiative developed by the MacKillop Institute to help educators, schools, and early learning centres prevent and respond to child sexual exploitation, harmful sexual behaviours, and dating violence. It equips staff with the knowledge and practical tools to hold brave conversations about sexual health and safety, fostering a culture of protection and empowerment.

The program is built around three evidence-based strategies: whole-school education, early identification and intervention, and connecting with services to disrupt harm. It promotes a systems-based approach, encouraging collaboration across school leadership, families, and community services. Power to Kids also supports schools in aligning with Child Safe Standards and respectful relationships education, helping create safer, trauma-informed, and inclusive environments for children and young people.



[www.mackillopinstitute.org.au/programs/Power-to-Kids-in-Schools/](http://www.mackillopinstitute.org.au/programs/Power-to-Kids-in-Schools/)



# Wellbeing Directory

This directory brings together national and state-level resources that support schools in identifying and selecting evidence-informed wellbeing programs. Each platform offers unique tools and insights to help educators make informed decisions aligned with their students' needs and school priorities.

## PBIS World Menu

This resource is designed to support educators implementing Positive Behavioural Interventions and Supports (PBIS) in schools. It organises hundreds of evidence informed behaviour interventions, supports, and data tools into a Multi Tiered System of Support (MTSS) helping schools:

- Identify the behaviour of concern
- Select appropriate interventions based on behaviour and intensity
- Track data to monitor progress and guide decision-making
- Navigate PBIS implementation with practical, easy-to-use tools



[www.pbisworld.com](http://www.pbisworld.com)

## ACER Wellbeing Program Guide

A national directory of school-based wellbeing programs developed by the Australian Council for Educational Research (ACER). It helps educators and school leaders identify, compare, and select evidence-informed programs that support student wellbeing across a wide range of domains including:

- Social wellbeing (e.g. inclusion, relationships)
- Psychological wellbeing (e.g. resilience, mental health literacy)
- Personal health and safety (e.g. cyber safety, drug education)



<https://wellbeingguide.acer.org/>



## Schools Mental Health Menu

An evidence-based directory of mental health and wellbeing programs developed by the Victorian Department of Education. While the Menu is primarily designed for Victorian government schools, CESL schools can still benefit by:

- exploring evidence-based programs listed on the Menu to inform their own wellbeing strategies
- identifying high-quality providers for direct engagement
- using the Menu as a benchmarking tool to align their wellbeing initiatives with best-practice standards
- participating in programs that are open to non-government schools.



[www.schools.vic.gov.au/schools-mental-health-menu-search](http://www.schools.vic.gov.au/schools-mental-health-menu-search)

## BeYou Program Directory

This database of mental health and wellbeing programs has been designed for learning communities across Australia. It helps educators, schools, and early learning services find and compare evidence-informed programs that support mental health promotion, prevention, and early intervention.

- detailed program profiles outlining delivery format, year level relevance, costs, and alignment with Be You's professional learning domains
- All listed programs are independently assessed for quality and relevance to educational settings.



[beyou.edu.au/resources/implementation-tools/programs-directory](http://beyou.edu.au/resources/implementation-tools/programs-directory)

