

Introduction

One of the more significant issues facing school communities in the post-COVID school environment is wellbeing. Although the COVID-19 pandemic has concluded, its effects still linger in its aftermath. The extent of the effect in WA was surprising as lockdown in this state was less severe than in other states.

Schools as a whole can implement strategies that are supported by the school leader but enacted by all staff within the school. A supportive and positive school culture can be hard to define, but we know it when we experience it, and it takes the entire school staff to create it.

All stakeholders need to take responsibility, to some extent, for their own and others' wellbeing. The key components of our responsibilities to each other are outlined in the matrix below.

Key responsibilities of stakeholders in the strategy			
	Leadership	Staff	Students
Responsibility of leadership to...	• Regular de-brief • Support with complaints management • Meet regularly to discuss wellbeing	• Respond proactively to annual wellbeing survey • Ensure staff consultation on wellbeing matters • Provide adequate resources to support wellbeing	• Ensure a safe school learning environment • Monitor wellbeing research • Monitor wellbeing data
Responsibility of staff to...	• Complete annual wellbeing survey • Take responsibility for own and others' wellbeing	• Support wellbeing of peers • Raise wellbeing issues with leadership • Ensure staff wellbeing survey meets needs	• Teach appropriate strategies to support wellbeing • Respond to student wellbeing data • Maintaining learning environment
Responsibility of students to...	• Communicate wellbeing issues through leadership meetings	• Use strategies from RISE sessions • Follow classroom protocols	• Collaborate • Identify stressors • Model successful behaviour

Staff Wellbeing

It is important that each of us builds the awareness, knowledge and skills to look after our health and wellbeing and contribute to a positive workplace culture through our behaviour and actions. This enables us to be our best to deliver quality teaching and learning for students.

The 2023-2027 Staff health and wellbeing strategy released by the Education Department forms the basis for this section.

That strategy focuses on ensuring programs, supports and services are in place to empower staff to enhance their health and wellbeing. Underneath that strategy, the Shelley strategy seeks to promote wellbeing by:

- Building a culture that prioritises and supports health and wellbeing and follows the code of conduct
- Enhancing, supporting and facilitating positive and constructive connections, collaborations and partnerships that value and enhance wellbeing
- Embedding health and wellbeing awareness, knowledge and capability into processes and systems that enable, empower and support staff and
- Ensuring physical and psychological safety through protection, prevention and early intervention.

Data collection

All staff are offered the opportunity to contribute to the annual psychosocial hazard survey. Various generic hazards (common to all schools) are rated in terms of their frequency and effect. Using the rating matrix (Table 5 - Appendix 2), items ranked low risk are subject to corrective action when reasonable. For those rated higher, corrective action is taken within 7 days (medium), 48 hours (High) or immediately (Extreme) as appropriate.

Early intervention and support are most effective in preventing psychological injuries in the workplace. This survey rates stressors and prioritises those needing earliest response.

Table 4. 2024 PSYCHOSOCIAL HAZARD RATINGS		
Risk	Score	Ranking
At SPS I am expected to work long hours	3.7	4
At SPS I manage students with high behavioural or medical needs	6.4	1
At SPS I have supported victims of abuse, neglect etc.	3.4	6
At SPS I am exposed to noise, dust, heat etc.	3.9	3
At SPS I was subject to violence/aggression from a student	4.1	2
At SPS poor relationships exist between colleagues and/or parents	3.6	5

Staff consultation on school-specific stressors will increase the effectiveness of the survey. Consultation will occur through staff meetings and will be supported by a senior teacher.

Performance Development

The introduction of a wellbeing component to performance development is important and will facilitate the identification of stressors through the annual survey.

Professional Learning

It is difficult to identify a single type of PL that will suit all stakeholders. While learning to better manage work/life balance will benefit some, for others it may be learning more assertive communication will be beneficial.

A budget for staff wellbeing will be established in 2025.

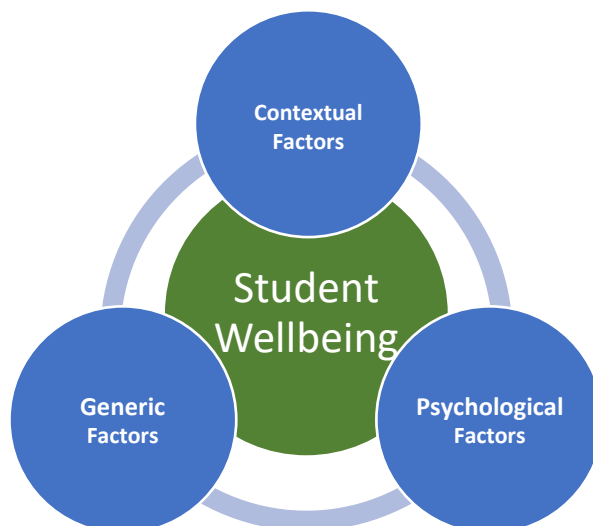
Student Wellbeing

Data collected from Shelley students through generic WA student surveys (Table 1 - Appendix 1) demonstrated decreasing student wellbeing from 2018 to 2022, despite their relative affluence.

Studies have shown that *‘Children of upper-class, highly educated parents are generally assumed to be at “low risk,” but recent evidence suggests that they can face several unacknowledged pressures’* (Luthar and Latendresse, 2005).

We are addressing three linked factors that impact student social anxietyⁱ at the whole school level.

Individual students who exhibit significant anxiety are managed through our SAER processes.



1. Generic Factors

Generic data obtained from the now-discontinued WA government schools student surveys demonstrated what staff had anecdotally observed; that post-COVID wellbeing was down and not rebounding as expected. This downward trend led to the establishment of the; Resilient, Inspired, Safe, Energised (RISE) program to address social/emotional skills where SPS students tested well below national norms in the ACER Social Emotional Wellbeing assessment (Table 2 – Appendix 1).

Another strategy, in line with the current student wellbeing framework, is to provide high-quality teaching that gives every student a sense of mastery and accomplishment by building on their strengths.ⁱⁱ

2. Psychological Factors

Recent research has cited the impact of locus of control (LoC) on mental health. Farnier et al. (2021) summarised the research stating, *‘internal locus of control was positively related to positive mental health indicators while the external dimensions showed the opposite pattern.’*ⁱⁱⁱ

The explicit link between LoC and wellbeing is now well established in research both from overseas and in Australia. Our Success Ladder (Appendix 1) reinforces internal locus of control.

3. Contextual Factors

Student voice provides specific monitoring of our learning environment and ensures we are addressing context specific wellbeing factors. Halliday et al (2018) highlight that *‘Assumptions are frequently made about what is best for student well-being, with little input from the students themselves.’*^{iv}

The student leadership group reflects annually on the current survey and add their input. In 2024, four extra items were added. With another added in 2025. The success of this program can be seen in Table 3 (Appendix 1). Most stressors are showing a downward trend.

An important benefit of the SPS approach is the fact that students know someone is listening. Even without specific interventions, just knowing they have a voice is a small wellbeing boost.

APPENDIX 1 – Student Data

Table 1 provides data from the now-defunct generic WA Student Surveys.

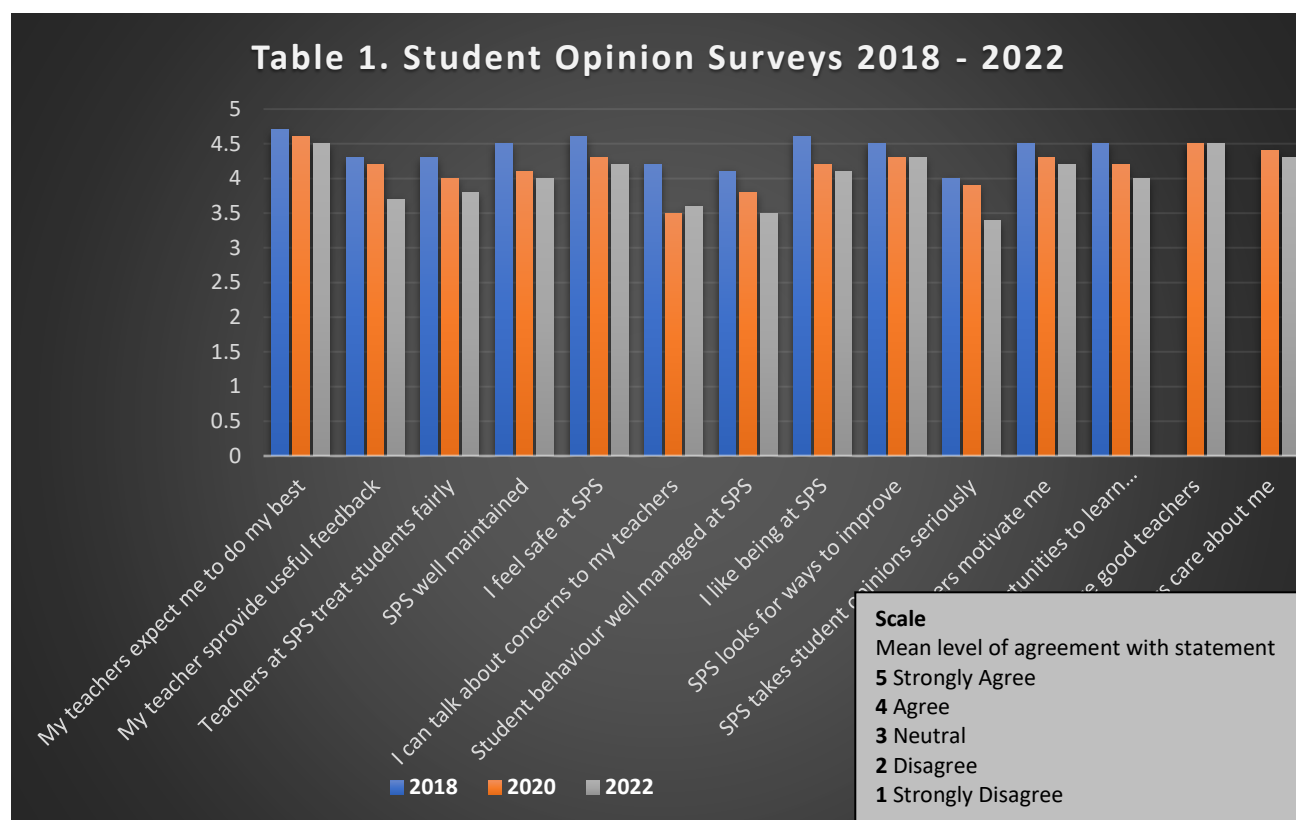


Table 2 compares 2020 student wellbeing with 2025 at Shelley and provides a comparison with 2025 all schools data.

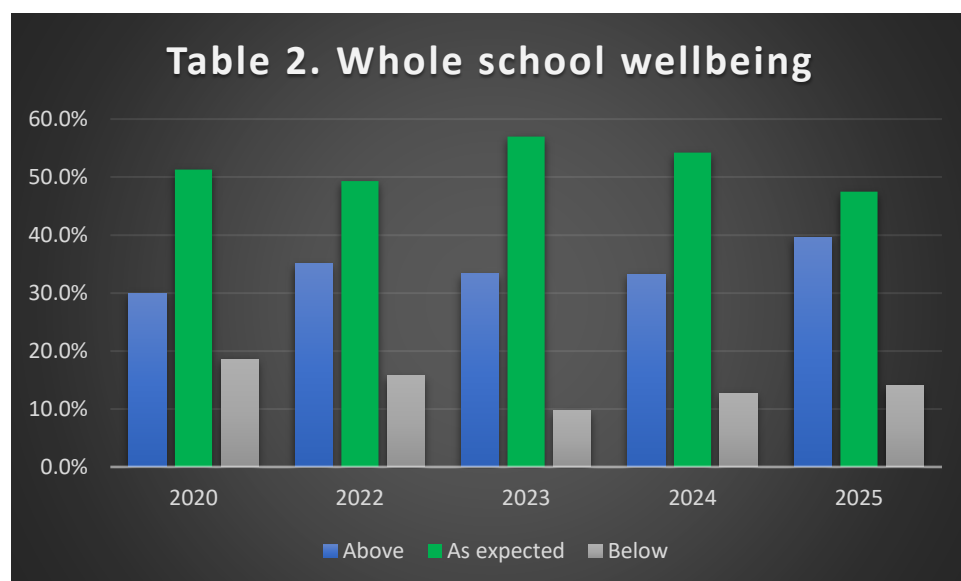
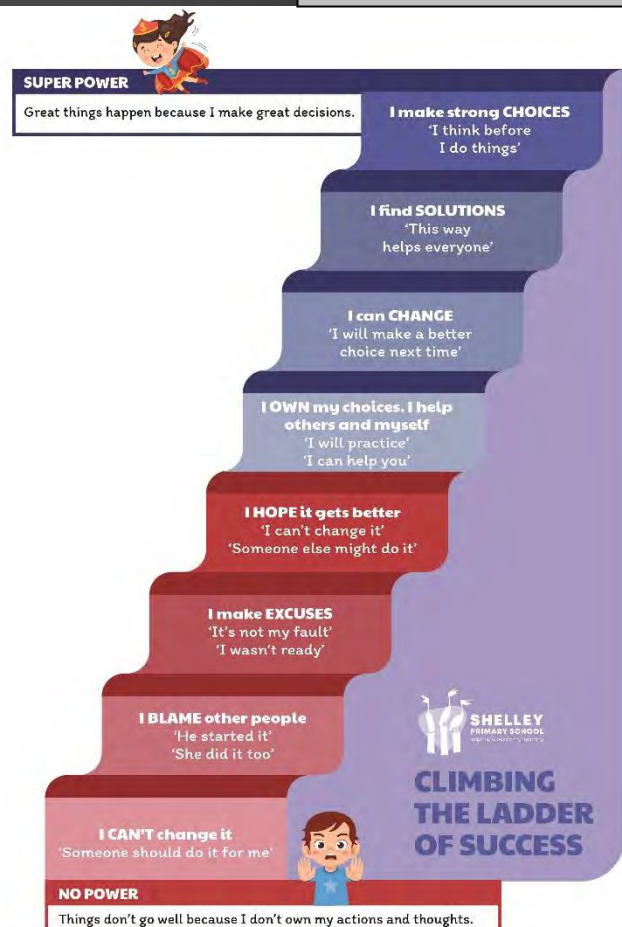
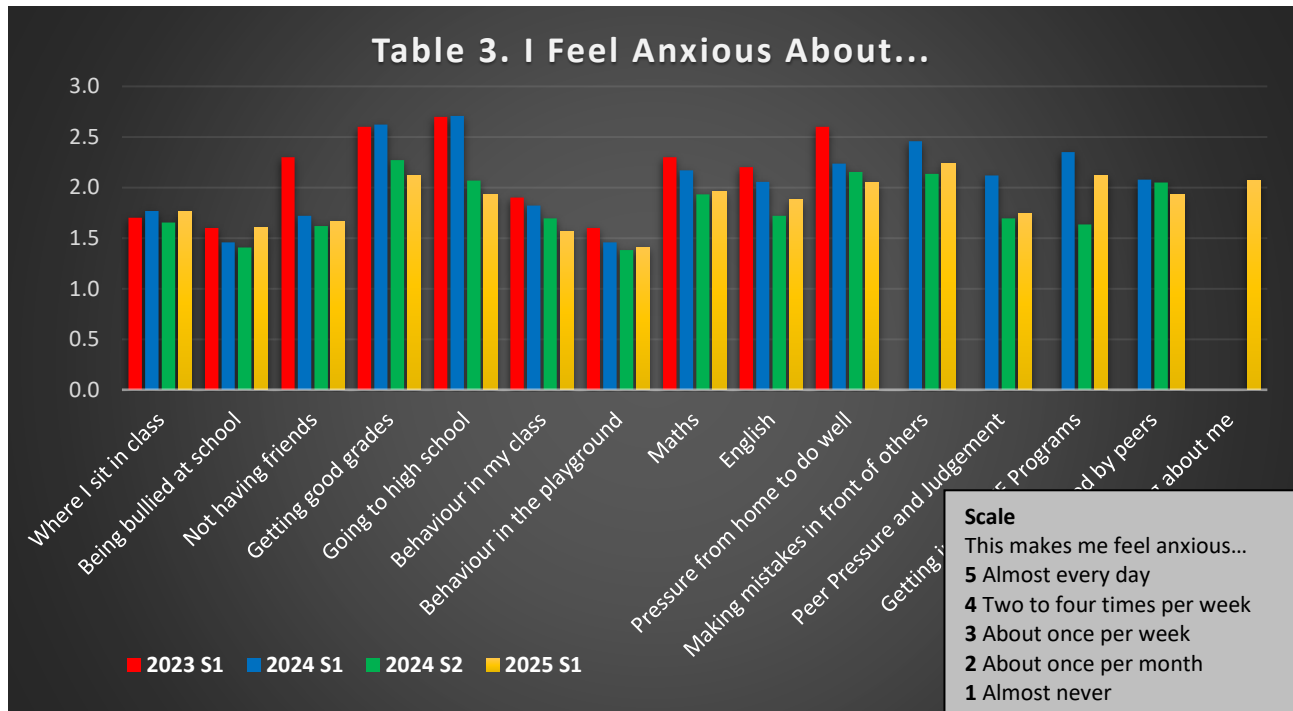


Table 3 provides comparative data from the internal student voice questionnaire conducted specifically on stressors identified by Shelley students.



APPENDIX 2 – 2024 Staff Hazard Rating table and matrix

Table 5 identifies the level of impact of a stressor and assigns a timeline to address that issue. .

Table 5. RISK RATING MATRIX					
Probability	Consequence				
	Insignificant	Minor	Moderate	Major	Severe
Almost Certain	Medium	High	Extreme	Extreme	Extreme
Likely	Medium	Medium	High	Extreme	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	Medium
TOTAL RISK Key	EXTREME	>14.9	Cease activity until corrective action is taken		
	HIGH	10 - 14.9	Corrective actions to be taken within 48 hours.		
	MEDIUM	6 - 9.9	Corrective action to be taken within 7 days.		
	LOW RISK	0 - 5.9	Corrective action to be taken whenever reasonably practicable		

ⁱ Kindred, R; Bates, G (2023) The influence of the COVID-19 Pandemic on Social Anxiety: A systematic Review *Journal of Environmental Research and Public Health* Vol 20 (3) January 2023

ⁱⁱ *Student wellbeing and care: Future Directions* Education Dept. WA

ⁱⁱⁱ Farnier, J; Shankland, R; Kotsou, I; Marion, I; Leys, C and Rosset, E (2021) Empowering Well-Being: Validation of a Locus of Control Scale Specific to Well-Being *Journal of Happiness Studies* December 2021 - 22(6)

^{iv} Halliday, A; Kern, M; Garrett, D Turnbull, D (2018) The student voice in well-being: a case study of participatory action research in positive education *Educational Action Research* Vol 27. Issue 2