

A Systematic and Localised Approach to Measuring and Monitoring Wellbeing

Inclusive Education Fellowship – Teach for All - 2022



**Waranara
School**

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Project Context – Waranara School



**Waranara
School**

- Marrickville, Sydney, Australia
- Classified as a *Special Assistance School*
- 60 Students – Ages 14 – 19 – Grade 9 – 12
- Small class sizes – maximum 15 students
- Serves students who are disengaged from mainstream schooling

Students often have:

- Social/emotional diagnoses such as – Depression, Anxiety, OCD, ADHD, Autism Spectrum Disorder, Conduct Disorders, Learning Difficulties
- Complex Trauma Histories
- A record of non-attendance at school (up to 2 years)
- Internalise behaviours

The Aim of the Project

The Why:

- The practice of measuring student wellbeing is often referred to as something that all schools 'should do.'
- Tracking individual wellbeing progress over time provides valuable insights for schools in regards to the impact of their support systems on student outcomes.
- The task of identifying which measure to utilise, how to measure as well as who and when to measure can however be overwhelming.

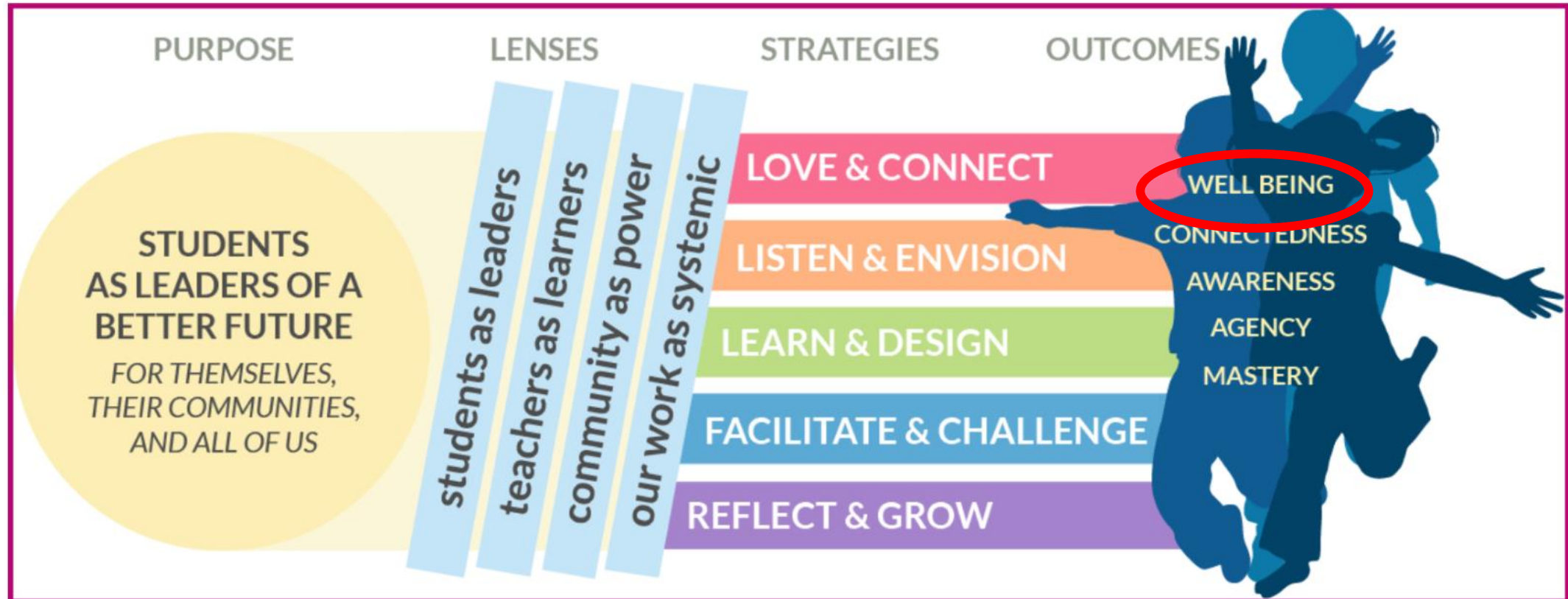
Research Aim:

Investigate how to best establish localised processes which systematically measure the wellbeing of our students and subsequently use this data to drive decision making, implement evidence-based strategies and ultimately monitor the effectiveness of our work.

Research Questions

1. What does wellbeing mean in the context of Waranara School?
2. How can we develop localised wellbeing data collection methods which measure the effectiveness of our work?
3. How can we as a school effectively use data to measure, monitor and respond to the wellbeing needs of all our students?

Links to the *Teach for All - Teaching as Collective Leadership Framework*

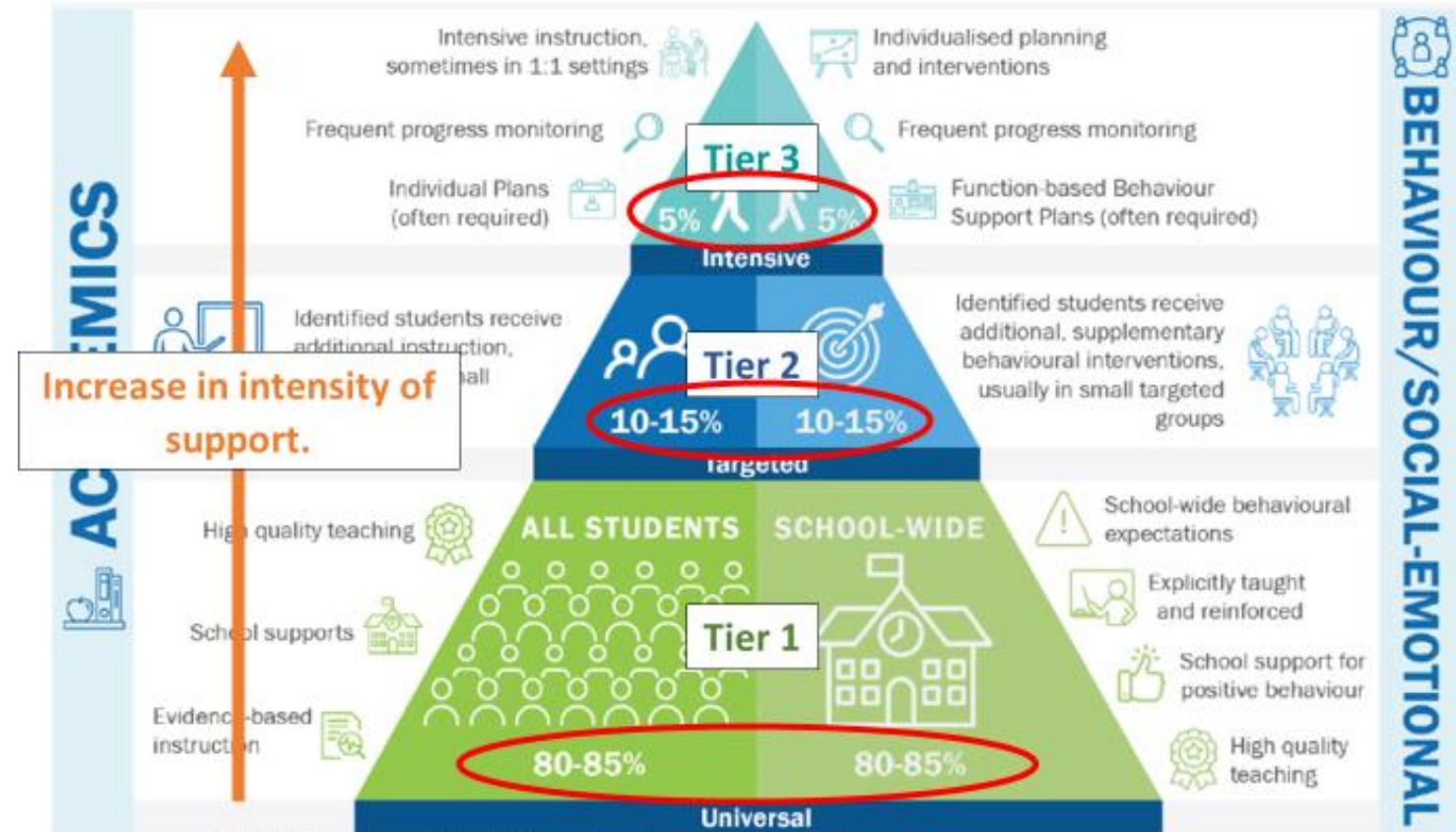


“We need to keep learning about...”

- “Measuring Progress. We should innovate with new ways to define and monitor students’ wellbeing, connectedness, awareness, and agency”

A Multi-Tiered System of Support (MTSS) Framework

- *A Multi-Tiered System of Support is “a practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying [student] response data to important educational decisions (Batsche et. al 2005).”*
- *It has also been described as a way to think about ‘progressively intense instruction’ based on the level of a student’s academic and wellbeing needs (Hughes & Dexter 2011).*



Source: AISNSW, Fact Sheet, Multi-Tiered systems of Support

Creation of a Schedule and Key Steps – Backwards Planning

MTSS WELLBEING PLANNING SCHEDULE – TERM 1 + 2, 2022

Date:	Topic:	Points for Discussion:
21 st March 2022 (Week 9, Term 1)	Barriers to Implementation of Wellbeing MTSS and Root Cause Analysis	<p><u>Barriers to Implementation</u></p> <p>Question:</p> <ul style="list-style-type: none"> • What are the main barriers to the Wellbeing MTSS being a useful tool and implemented correctly? • What is the current state of our data? Is it accurate and high quality? How can we add to this? What type data do we want to collect? • How do we measure the effectiveness of our interventions and incentives? • What does Wellbeing mean in a Waranara context? • What does Tier 1, Tier 2 and Tier 3 wellbeing look like at Waranara? <p><u>Root-Cause Analysis</u></p> <ul style="list-style-type: none"> • Fishbone Diagram <ul style="list-style-type: none"> ○ What is the root cause of wellbeing issues at Waranara? Of all these things what are in we in control of? ○ What are the main issues related to wellbeing that we see at Waranara? <ul style="list-style-type: none"> ▪ School Factors ▪ Family Factors ▪ Economic/Cultural/Structural/Community Factors ▪ Student Factors ○ What are the real issues that we are seeing in wellbeing? ○ What issues are we able to control?
4 th April 2022 (Week 11, Term 1)	Creating a Whole School Definition for Wellbeing	This is a good ACER Resources that outlines definitions and measurement instruments: Measuring student well-being in the context of Australian schooling : discussion paper (acer.edu.au)

What needs to be done in order to achieve the research aims?

Step 1. Barriers to Implementation of the MTSS model

Step 2. A Root Cause Analysis of Wellbeing Issues at Waranara School

Step 3. Creating a Whole School Definition for Wellbeing at Waranara School

Step 4. Establishing Wellbeing Data Collection Tools and Screeners at Waranara School

Step 5. Identifying Evidence-Based Interventions and Incentives

Step 6. Developing a Wellbeing Monitoring Structure

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The Five Dimensions of Wellbeing

Wellbeing is difficult to define. This is largely because the concept of wellbeing has so many applications across a broad range of disciplines. Different definitions can be found in relation to health, education, psychology and philosophy, to name just a few.

Broadly, well-being in the literature has been defined from two perspectives:

1. A **clinical perspective** defines well-being as the absence of **negative conditions**
2. A **psychological perspective** defines well-being as the prevalence of **positive attributes**

There are **five** substantive **dimensions** that are consistently represented in the well-being literature:

1. Physical
2. Economic
3. Psychological
4. Cognitive
5. Social

(Fraillon 2004)

Definition Examples – Schooling Context

“Student wellbeing is defined as a sustainable state of positive mood and attitude, resilience, and satisfaction with self, relationships and experiences at school” (Australian Catholic University 2008)

“A sense of satisfaction, happiness, effective social functioning and spiritual health, and dispositions of optimism, openness, curiosity and resilience” (ACARA n.d.)

“... Well-being is the state of feeling good and functioning well in your life ... As a process, well-being comprises four important elements that are intrinsically connected and influence each other: feeling good, functioning well; accomplishing; and flourishing” (Balci 2021)

“A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school” (NSW Department of Education 2015)

STAFF WELLBEING DISCUSSIONS - 2022

Communication each day w/ ST's who struggle to come to school

DEFINING WELLBEING:

AT WS Wellbeing is:

- CARE
- BEING OPEN + HONEST
- BUILDING RELATIONSHIPS - RAPPORT
- Communication
- Being "REAL" and to continue trying
- Integrity / Loyalty
- Respect
- Safety of Staff + ST's

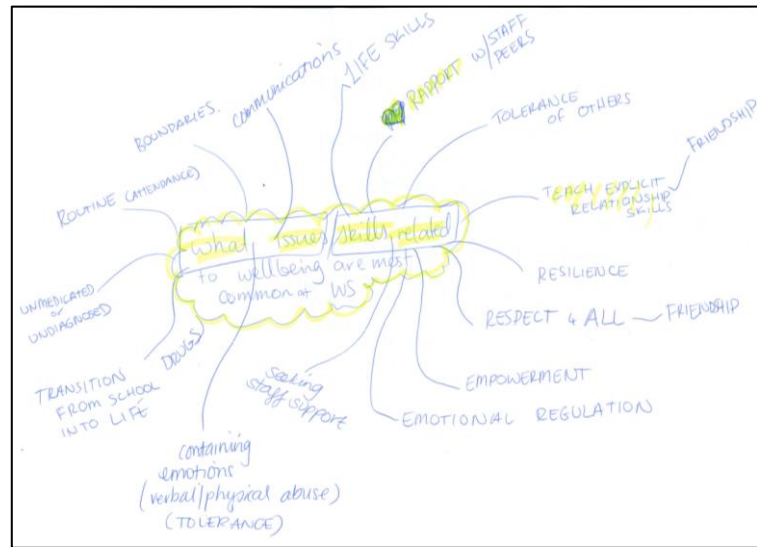
Foundation skills of "parenting at school" - teaching skills that are lacking

- resilience
- loyalty
- respect
- honesty
- SELF CARE
- BOUNDARY EMPowerMENT

Checking in **Communication Support**

will care + empathy (write/draw/speak)

Wellbeing at WS:



Communication
Engagement
Attachment/Bonds
Fractured friendships
Conversation/Interpersonal

Confidence in life skills
Social behaviours
Disclosure/over sharing
Emotional
Cultural.

High/low emotions
Dysregulation
Physical/Mental Health.
Life skills - work, cooking, hygiene, catching a bus.
Family factors
Lack of support.
Disorganised thoughts/behaviours

At Waranaim wellbeing is cultivating a strong sense of each student's physical, economic, psychological, social and cognitive abilities. By building skills such as: health, literacy, emotional regulation, interpersonal skills, strong communication and healthy relationships. We strive to achieve

Communication.
Self-efficacy/self-esteem
Mistrust

★ Connections

Confusion
Reacting
★ Self-regulation.
Processing
Planning
Physical Health
Health Literacy
Emotional Literacy.

WELLBEING

- ★ Feeling & being supported & safe.
- ★ Able to effectively communicate & advocate
- ★ Connection to culture
- ★ Being appropriately challenged & engaged
- ★ Knowing how to seek supports

1.
 - ★ INABILITY TO SELF-REGULATE - EMOTIONAL OUTBURSTS
 - ★ INABILITY TO MAINTAIN RELATIONSHIPS
 - ★ POOR SELF ESTEEM
 - ★ INABILITY TO FORM FRIENDSHIPS
 - ★ TRUSTING STAFF/OTHER STUDENTS
 - ★ USE OF ILLEGAL DRUGS/ALCOHOL
 - ★ LACK OF SLEEP
 - ★ PROBLEMS AT HOME - LACK OF SUPPORT FROM PARENTS
 - ★ SELF-HARM
 - ★ LACK OF RESILIENCE
 - ★ DISCUSSING PERSONAL ISSUES DURING CLASS.

2.
 - ★ MAINTAIN HEALTHY RELATIONSHIPS (Teachers, Peers, Parents)
 - ★ SELF REGULATE EMOTIONS
 - ★ SELF CONFIDENCE TO ACHIEVE ACADEMICALLY
 - ★ TURN UP TO SCHOOL PUNCTUALLY & CONSISTENTLY
 - ★ HEALTHY DIET
 - ★ RESILIENT TO NEGATIVE EVENTS, SLOW TO NEGATIVE EMOTIONS → ATTITUDE
 - ★ PERSISTENCE → ATTITUDE
 - ★ BALANCED PERSPECTIVE
 - ★ ABSENCE OF ALCOHOL/ILLEGAL DRUG ADDICTIONS
 - ★ MAKING PLANS FOR FUTURE

Waranara School – Wellbeing Definition



**Waranara
School**

Wellbeing at Waranara School is defined as appreciating your own strengths while being self-aware of your needs. It is being able to self-regulate emotions and behaviour whilst being engaged and safe to resiliently respond to challenges. It is being a strong communicator with interpersonal skills, who has healthy relationships and is confidently connected with support networks.

Extracting Key Themes – Wellbeing Definition

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Key Themes:

- Self-Aware (Psychological + Social)
- Connected (Social)
- Empowered (Cognitive + Social)
- Resilient (Psychological)
- Regulated (Psychological)



**Waranara
School**

Research – 5 domains: physical, economic, psychological, social and cognitive wellbeing

Outcomes and Impact

1. A Localised Waranara School Definition of Wellbeing

2. The Development and Adoption of Two Data Collection Tools

3. Monitoring Structure and Processes

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