



WELLBEING FRAMEWORK

HILLIARD CHRISTIAN SCHOOL 2025

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PURPOSE & OBJECTIVES

The Hilliard Christian School wellbeing framework is designed to create a supportive, inclusive, and proactive environment that fosters the mental, emotional, and social development of all students. Through a holistic approach, we aim to empower students with resilience, confidence, and the ability to navigate challenges, ensuring they thrive academically and personally.

KEY OBJECTIVES

PROMOTE POSITIVE MENTAL HEALTH

Provide proactive support and resources to build students’ emotional intelligence, coping strategies, and overall wellbeing.

FOSTER A SENSE OF BELONGING

Cultivate a safe, inclusive school community where students feel valued and connected.

DEVELOP RESILIENCE AND AGENCY

Encourage students to embrace challenges, learn from failure, and develop self-regulation strategies.

STRENGTHEN SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

Engage staff, parents, and local organizations in fostering a unified approach to student wellbeing.

PROVIDE TARGETED WELLBEING SUPPORT

Offer tailored interventions for students requiring additional assistance through dedicated programs and services.

ALIGNMENT WITH CORE VALUES

BELONGING

Creating an inclusive school environment where every student feels accepted and valued.

INTEGRITY

Encouraging students to take responsibility for their actions and develop a strong sense of self.

RESPECT

Promoting empathy, kindness, and positive relationships between students, staff, and families.

PERSEVERANCE

Supporting students in overcoming challenges and building resilience in the face of adversity.

RATIONALE

At Hilliard Christian School student wellbeing is integral to academic success, social development, and lifelong learning. Research shows that students who feel safe, supported, and engaged in their school environment are more likely to succeed academically and build positive relationships. By embedding wellbeing into the fabric of our school culture, we provide students with the skills and mindset needed to navigate life's challenges confidently.



KEY COMPONENTS

THE OASIS (DROP-IN WELLBEING ROOM)

A dedicated safe space where students can take a break, seek support, or engage in self-regulation activities. Staffed by wellbeing team members, The Oasis provides a calming environment equipped with resources such as mindfulness activities, sensory tools, and quiet reflection areas.

WELLBEING TEAM

Comprising the Chaplain, Student Wellbeing Support Officer, Year Level Coordinators, and Psychologist, the wellbeing team works collaboratively to support students' social, emotional, and psychological needs. The team provides individual and group interventions, liaises with families, and facilitates wellbeing initiatives.

RESET-Q FRAMEWORK

A structured approach to student self-regulation and behaviour management, RESET-Q helps students develop self-awareness, emotional regulation, and problem-solving skills. The framework supports students in taking ownership of their actions and learning from challenges. (See Appendix)

BRIDGE BUILDERS PROGRAM

An evidence-based program that equips students with conflict resolution and interpersonal skills, empowering them to navigate peer relationships positively and constructively.

PASTORAL CARE PROGRAMS

A range of initiatives designed to provide emotional and social support, including mentoring, peer support programs, and targeted interventions to support students facing personal challenges. These are timetabled sessions provided each week for students.

STUDENT WELLBEING SURVEY

An annual survey to assess students' wellbeing needs, engagement levels, and areas for improvement. The data collected informs the development and refinement of wellbeing initiatives and interventions.

LEARNING 4 LIFE

A year 9 initiative to help students build resilience and persevere within a safe high risk environment. It includes outdoor activities and team building strategies.

WELLBEING WORKSHOPS

Regular workshops for students and staff covering topics such as mental health, resilience-building, positive behaviour strategies, and effective communication. Parents and guardians will be provided with regular wellbeing information and advice. These sessions equip all stakeholders with knowledge and tools to foster a culture of wellbeing.

IDENTIFICATION & RESPONSE

Hilliard Christian school employs a data-driven approach to identify students who may require additional wellbeing support. Data sources include attendance records, behaviour incident reports, academic performance, student wellbeing surveys, and teacher referrals. Early identification allows for timely interventions and targeted support tailored to student needs.

STAKEHOLDER RESPONSIBILITIES

Wellbeing is a shared responsibility among all stakeholders in the school community:

- **SCHOOL LEADERSHIP**
Ensures wellbeing is embedded in school policies and practices.
- **TEACHERS**
Integrate wellbeing strategies in classrooms and identify students in need of support.
- **WELLBEING TEAM**
Provides direct support, interventions, and referrals to external services.
- **PARENTS AND GUARDIANS**
Engage with school programs and support student wellbeing at home.
- **STUDENTS**
Actively participate in wellbeing initiatives and seek support when needed.

PROFESSIONAL DEVELOPMENT

Ongoing professional development ensures staff have the knowledge and skills to support student wellbeing. Training sessions cover areas such as trauma-informed practices, mental health first aid, behaviour management strategies, and social-emotional learning techniques. Staff are encouraged to integrate wellbeing practices into their teaching and interactions with students.

IMPLEMENTATION AND REVIEW

The wellbeing framework is embedded into school policies, curriculum, and daily practices. Regular review and feedback cycles ensure its effectiveness and relevance to evolving student needs. The Wellbeing Team monitors progress and adjusts initiatives based on data and community input.

CONCLUSION

By prioritising wellbeing, Hilliard Christian School cultivates a culture where students are engaged, confident, and prepared to navigate life's challenges with resilience and purpose.





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