

Wellbeing **FRAMEWORK**



The
ESSINGTON
School | DELIVERING A
WORLD CLASS
EDUCATION

*Empowering students to prioritise
their wellbeing
is the foundation for a thriving
educational experience.*



CONTENTS

Introduction	4
The Essington Vision, Mission and Values	5
Purpose of The Essington Wellbeing Framework	6
The Essington Why and Wellbeing Elements	7
The Wellbeing Framework Elements	8
The Wellbeing Elements, Elaboration and Educating Practices	9
The Essington Wellbeing Tiers	12
Student Code of Conduct	15
Student Behaviour Management Process	16
School Counsellor Referral Process	17
Measuring the Impact of The Essington Wellbeing Framework	18



The Essington School acknowledges the Larrakia Saltwater people as the Traditional Custodians of the Land we have the privilege to learn, live, work and play on. As we travel on a two-way journey of sharing, we honour and pay our respects to the Larrakia Elders past and present. It is through this sharing of knowledge, culture, and experience that we build connections with our community and prepare for the world beyond.



The Essington INTRODUCTION

The Essington School was founded by the community, for the community, and for over 30 years, our students have achieved exceptional academic, social, and emotional success. As the only parent-governed, independent, non-denominational, and co-educational school in the Northern Territory, Essington is proud to offer a world-class education from Preschool to Year 12. We welcome students from diverse cultural backgrounds, communities, and contexts across Northern Australia and beyond. At our core, we are pioneers—combining global insight with local expertise and the enduring spirit of the Territory.

At Essington, we recognise that student wellbeing is fundamental to meaningful, high-quality learning. Wellbeing encompasses physical, mental, emotional, and social dimensions. It's not merely the absence of illness, but the presence of elements that help individuals thrive and strive toward their personal best.

Our Wellbeing Framework is central to our approach and is brought to life through the school's core values: responsibility, respect, kindness, inclusiveness, and excellence. These values provide a shared language and a guiding compass for behaviour, curriculum design, teaching and learning practices, and personalised student support.

Essington is deeply committed to fostering a culture that nurtures wellbeing and provides a safe, inclusive, and supportive learning environment for all. Our practices are underpinned by robust child safety measures and protective behaviours education, aligned with national standards and policies, to ensure that every student is respected, protected, and empowered. We embed proactive strategies, clear reporting pathways, and a whole-school commitment to child safeguarding into all aspects of school life.

This foundation enables academic excellence and personal development to flourish side by side. At the heart of our vision lies a culture of excellence—underpinned by strong values, a consistent focus on student achievement and wellbeing, and a commitment to holistic growth, ensuring that every young person has the opportunity to realise their full potential and confidently engage with the world beyond the classroom.

The Essington School VISION

A World Class School

The Essington School MISSION

The Essington School is committed to delivering a world class education built on a foundation of high standards and respectful relationships. We foster a culture of excellence, underpinned by our school values and a focus on achievement and wellbeing. In partnership with our community, we provide a comprehensive pathway from Preschool to Year 12, ensuring our young people have every opportunity to reach their potential, and engage positively in the world beyond.

A school is more than a series of classes. Essington is a community for families who believe in academic excellence, social development, growth and inspiring education for all students committed to its care.



Our Values

RESPONSIBILITY

We take ownership and are accountable for our choices, words and actions.

RESPECT

We value our school, and the safety, health and wellbeing of all.

KINDNESS

We demonstrate care, compassion and understanding towards others.

INCLUSIVENESS

We are accepting of our individual differences, and everyone belongs.

EXCELLENCE

We uphold high expectations for ourselves and others, with a commitment to being 'world class'.

The Essington FRAMEWORK PURPOSE

Essington School is a proud learning community that supports its students to reach their full potential through the promotion of wellbeing, safety and excellence in teaching and learning.

We are deeply committed to creating a school environment where student and child safety, protective behaviours, our Student Code of Conduct, and Behaviour Management Processes are woven into everyday life.

Through positive and proactive education and strong relationships, we foster a culture where children and young people feel respected, safe, and empowered to speak up and seek support. Building trusting and respectful relationships is central to our approach, helping our young people to achieve at a world-class level while feeling safe and supported.

Families choose The Essington School for our evidence-based practices, exceptional educators, and comprehensive focus on student wellbeing, alongside outstanding academic achievements. Our Year 12 completions, ATAR scores, NTCET results, and NAPLAN performance consistently exceed national averages, supported by enrichment programs that help students achieve their goals.

At Essington, we believe every student is capable of successful learning. Students are encouraged within a supportive learning environment to share their unique perspectives on learning, teaching, and schooling, which helps them to be better engaged in the classroom, school, and community. Our students are empowered to be original thinkers and take ownership and responsibility in shaping their own education by asking questions, sharing ideas and opinions, negotiating learning goals and contributing as student leaders.

In building a culture of mutual trust and support among teachers, leaders, and parents, we establish a learning environment that is safe, respectful, and inclusive.

The Essington Framework

- affirms children's rights to education, safety and wellbeing under the United Nations Convention on the Rights of the Child
- is informed by relevant national, state and territory child safety policies, initiatives and legislative frameworks
- aligns to the Australian Curriculum, the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals
- emphasises the importance of students having authentic opportunities to contribute their voices to decision-making over matters that affect them
- focuses on all students and their families, including those from vulnerable groups, and actively seeks to help realise the aspirations, education and wellbeing of Aboriginal and Torres Strait Islander students.
- Embeds protective behaviours and child-safe practices into our teaching, leadership and community partnerships



The Essington WHY

The Essington Wellbeing Framework places the whole person at its centre, emphasising the importance of balancing all aspects of life for overall wellbeing and excellence, with the empowered and educated Essington student central to every decision and action.

The Essington WELLBEING ELEMENTS

At Essington school this framework is founded from by our values and provides a foundation for the whole school community to promote, embed and celebrate the whole child. The six elements highlight the Physical, Social and Emotional Health, Positive Relationships, Identity, Character and Voice, Enhanced Leadership and Growth, Engagement and Connection and Partnerships and Pathways.

Elevating Health and Wellbeing

Promoting physical, mental, and emotional health as the foundation for a fulfilling life.

Enriching Connections and Relationships

Fostering meaningful, respectful relationships that nurture empathy, trust, and belonging.

Empowering Identity, Character, and Voice

Encouraging self-awareness, confidence, and the courage to express one's authentic self.

Enhancing Leadership and Growth

Developing skills in leadership, resilience, and continuous learning to inspire and influence positively.

Engaging and Connected Communities

Building inclusive, collaborative communities that value diversity, shared purpose, and active participation.

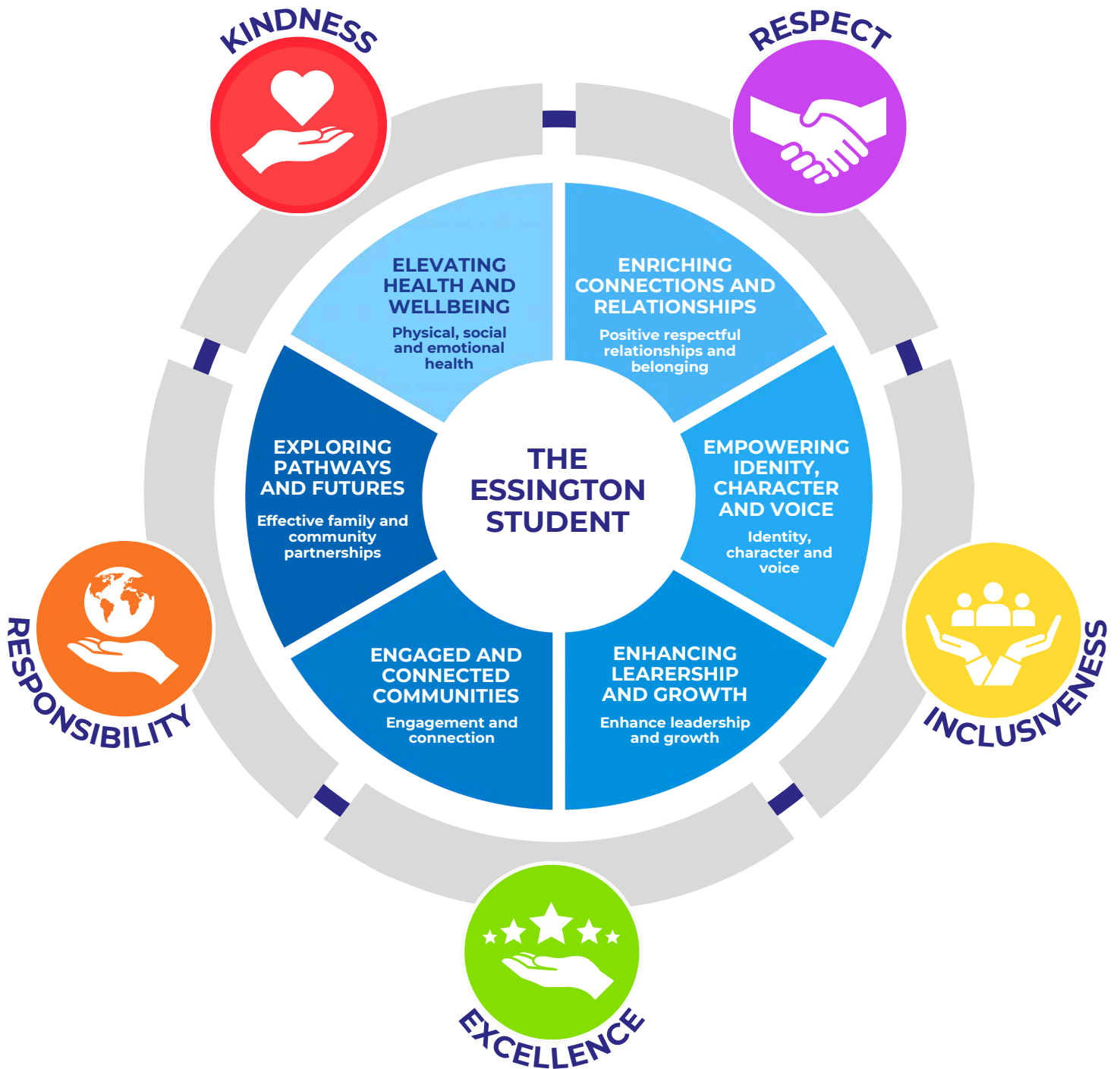
Exploring Pathways and Futures

Supporting students' exploration and informed decision-making to empower them in shaping purposeful and successful lifelong pathways.



These elements reflect our commitment to nurturing the holistic development and protection of our students.

The Essington WELLBEING FRAMEWORK



Element	Elaboration	Educating Practices
Elevating Health and Wellbeing	Promoting physical, mental, and emotional health as the foundation for a fulfilling life	<p>Integrate Wellbeing Literacy Embed health, wellbeing, and child safety education across the curriculum to encourage informed choices that support social, emotional, and physical health.</p> <p>Teach Social and Emotional Skills Use evidence-based practices to explicitly teach empathy, resilience, personal safety, and protective behaviours.</p> <p>Ensure Safe and Inclusive Practices Establish and maintain policies that support physical, emotional, spiritual, and cultural wellbeing for all students.</p> <p>Promote Help-Seeking and Support Create safe, trusted environments where students can develop help-seeking behaviours and confidently access child protection, wellbeing, and support services.</p> <p>Monitor and Celebrate Growth Regularly evaluate wellbeing and child safety initiatives using qualitative and quantitative data to ensure safety, inclusion, and personal development.</p>
Enriching Connections and Relationships	Fostering meaningful, respectful relationships that nurture empathy, trust, and belonging	<p>Foster Respectful Relationships Teach, model, and reinforce respectful, safe, and inclusive interactions that build positive, trust-based connections across the school community.</p> <p>Promote Restorative Practices Create opportunities for empathy, forgiveness, and growth through restoring and repairing relationships.</p> <p>Empower Student Collaboration Work with students to develop strategies that enhance wellbeing, promote safety, and address bullying and abuse in all environments.</p> <p>Strengthen Communication and Character Support goal-setting and character development to build resilience, teamwork, initiative, and coping skills.</p> <p>Celebrate Diversity and Cultural Safety Honor community diversity through proactive, inclusive practices that foster cultural safety and eliminate discrimination.</p>

Element	Elaboration	Educating Practices
<p>Empowering Identity, Character and Voice</p>	<p>Encouraging self-awareness, confidence, and the courage to express one's authentic self</p>	<p>Celebrate Identity and Self-Worth Foster positive self-image by honoring individual identities and providing opportunities for personal growth and development.</p> <p>Embrace Diverse Perspectives Promote appreciation for different ways of knowing and understanding the world across the school community.</p> <p>Empower Student Voice and Agency Actively listen to and incorporate student perspectives in decisions that affect their wellbeing, learning, and safety across all school settings.</p> <p>Collaborate for Character and Resilience Work with students to set goals and build strengths that support teamwork, initiative, and coping with challenges.</p> <p>Engage the Whole Community Collect and respond to feedback from staff, students, and families to continually enhance school culture and wellbeing.</p>
<p>Enhancing Leadership and Growth</p>	<p>Developing skills in leadership, resilience, and continuous learning to inspire and influence positively</p>	<p>Develop Leadership Qualities Foster understanding of essential leadership traits and provide opportunities for students to practice and refine these skills.</p> <p>Promote Active Citizenship Involve students in meaningful decision-making and advocacy on issues that affect them, empowering responsibility, civic engagement, and a shared commitment to community wellbeing and safety.</p> <p>Provide Diverse Leadership Opportunities Offer both formal and informal roles to help students take meaningful action and address complex challenges.</p> <p>Track Growth in Capabilities Collect and use data to monitor and celebrate progress in students' personal and social development.</p> <p>Empower Student-Led Initiatives Support student-driven projects and leadership experiences that build confidence, initiative, and collaborative problem-solving.</p>

Element	Elaboration	Educating Practices
<p>Engaged and Connected Communities</p>	<p>Building inclusive, collaborative communities that value diversity, shared purpose, and active participation</p>	<p>Promote Vision and Values Consistently communicate the school's vision and values to inspire collective action and shared purpose.</p> <p>Celebrate Contributions and Partnerships Acknowledge the roles of staff, students, and families, and build strong partnerships to support student success.</p> <p>Foster Belonging and Inclusion Cultivate a culture where every individual feels valued, connected, and part of a cohesive school community.</p> <p>Champion Social Justice and Cultural Competence Encourage vibrant social justice initiatives and build cross-cultural relationships to enhance learning and understanding.</p> <p>Support Individual Strengths and Purpose Nurture the passions and talents of individuals to foster hope, purpose, and connection beyond the school environment.</p>
<p>Exploring Pathways and Futures</p>	<p>Supporting students' exploration and informed decision-making to empower them in shaping purposeful and successful lifelong pathways</p>	<p>Strengthen Community Partnerships Build strong connections with community-led organisations and services to expand opportunities for students.</p> <p>Ensure Inclusive Support Access Provide culturally and linguistically appropriate referrals to counselling, mental health, and medical services for all age groups.</p> <p>Expand Pathway Exploration Offer diverse options for career exploration, vocational training, and higher education to support informed decision-making.</p> <p>Facilitate Real-World Learning Create internship, mentorship, and hands-on learning experiences through collaborative partnerships.</p> <p>Prepare for Future Success Equip students with the tools, knowledge, and protective behaviours necessary to navigate their future with confidence, safety, and resilience.</p>

The Essington WELLBEING TIERS

The Essington School's wellbeing framework is guided by evidence-based wellbeing tiers, drawn from the Multi-Tiered System of Support (MTSS). This widely recognised approach organises support into three levels based on student need, integrating wellbeing, learning, behaviour, and safety. It embeds child safety and protective practices across all tiers and aligns with national frameworks such as Be You and the Australian Student Wellbeing Framework, ensuring timely, appropriate, and coordinated support for all students.

TIER 1

Tier 1
Every day, Everyone,
everywhere.

80% - 100%

Provides universal strategies that promote a positive, inclusive, and safe school environment, including child safety education, protective behaviours, and social-emotional learning

The Essington School **Code of Conduct** and School **Values** Education are explicitly taught and reinforced daily through a shared language and consistent expectations. These are supported by the School Wide Positive Behaviour Matrix and Process, which guide positive and orderly behaviour across all settings and promote a positive, values-based school culture.

Health and Wellbeing via The Australian Curriculum

The Australian Curriculum addresses health, wellbeing, and social and emotional learning (SEL) primarily through the Health and Physical Education (HPE) learning area. It also embeds these themes across all subjects and units of work via the Australian Curriculum's General Capabilities, Cross-curriculum priorities, and whole-school approaches.

Social and Emotional Learning via PEEC by all teachers

PEEC (Positive Education Enhanced Curriculum) is a research-based, developmentally sequenced Positive Education program for students from Early Learning (age four) to Year 12 (age 18). Developed from over ten years of experience at Geelong Grammar School and in consultation with leading positive psychology researchers, PEEC offers a structured approach to wellbeing education.

Respectful Relationships, Consent & Sexual Health Education via yearly units of work taught by trained teachers

SHINE SA is a developed relationships and sexual health curriculum from year 5 to year 10 for South Australian young people. This curriculum is mapped to both the Australian Curriculum and the Keeping Safe: Child Protection Curriculum. Current research informs the program and reviews it regularly with input from young people and educators delivering it. It is taught yearly to students as part of their Health Education blocks.

Protective Behaviours Education in the early years (Pretransition – Year 2) via the adapted Keeping Safe: Child Protection Curriculum.

'All children have the right to be safe' is central to the Keeping Safe: Child Protection Curriculum. Through its four focus areas, students from Pre-Transition to Year 2 develop the knowledge and skills to recognise unsafe situations, stay safe, and seek help. The program is embedded in Essington's Junior School protective behaviours, health education, and PEEC

Rite Journey via Year 9 Curriculum

The Rite Journey is an adapted program delivered to all Year 9 students at The Essington School. Specifically designed to support adolescents during the critical period of early adolescence, it addresses key developmental challenges including the influence of social media, the importance of positive role models, and mental health awareness. The program also focuses on building resilience and fostering personal responsibility and accountability, providing students with the tools to navigate this formative stage of life.

Personal Growth and Leadership via The Duke of Edinburgh's International Award (Year 9/10/11/12)

From Year 9 onwards, students are invited to participate in The Duke of Edinburgh's International Award at Bronze, Silver, and Gold levels. This internationally recognised program offers a non-formal learning framework that empowers young people to discover their potential, explore personal interests, and develop life skills. Through a range of self-directed activities, the Award fosters perseverance, leadership, and community engagement, encouraging growth beyond the classroom.

Staff Roles in Tier 1:

All staff, all the time.



Our commitment to wellbeing is woven into everything we do, shaping both our community and our learning journey

TIER 2

Tier 2
Targeted: Timely,
intentional, and
needs-based.

15%

Offers targeted support for students at risk, such as small group programs and mentoring with a focus on early intervention and safety.

Targeted Programs & Supports

Small group programs focused on social skills, anxiety management, resilience, or emotional regulation (e.g., Zones of Regulation, Rock & Water).
Mentoring by a staff member or external mentor, offering regular check-ins and goal setting. Allied Health incursions/excursions, such as sessions with speech therapists, occupational therapists, psychologists, or community health educators.
Peer or group mediation programs for conflict resolution.

Processes

Case management approach: Students are referred (by teachers or parents) and tracked using wellbeing software or regular meetings. Individual Support Plans (ISPs) are created and reviewed regularly.
Data-informed decisions: NAPLAN, attendance/engagement, behaviour tracking, and teacher observations are used to identify students in need.
Referral pathways: Clear process for moving students to Tier 3 support if necessary (e.g., external services, psychological assessments).

Staff Roles in Tier 2

Senior School Director of Pastoral Care: Coordinates wellbeing efforts, mentors at-risk students, and works with families.

Director of Health, Physical Education, and Sport - leads the strategic planning and delivery of the HPE curriculum and co-curricular sport programs, promoting student wellbeing, physical development, and school-wide participation in sport.

Assistant Head of School – Learning Support and Inclusive Practices: Oversees targeted academic support, learning plans, and differentiated instruction.

Assistant Head of Junior School - The Assistant Head of Junior School supports the leadership and day-to-day operations of the Junior School, focusing on student wellbeing, curriculum delivery, and staff development to ensure a positive and engaging learning environment.

Assistant Head of Senior School- Wellbeing and Engagement - Helps manage individual wellbeing, engagement, behaviour and attendance plans.

Assistant Head of Senior School Teaching and Learning– leads the design, delivery, and continuous improvement of the senior curriculum, supporting teachers and students to achieve high-quality academic outcomes.

Head Senior and Junior of School: Ensures oversight, policy alignment, and resourcing for targeted interventions.

TIER 3

Tier 3
Specialise and
Individualised:
Intensive,
collaborative, and
sustained support.

5%

Provides intensive, individualised support for students with complex needs, in collaboration with families, wellbeing teams, and external professionals

Targeted Programs & Supports

- Intensive 1:1 support tailored to individual student needs, such as behaviour intervention or therapeutic counselling.
- Collaboration with allied health professionals, including Speech Pathologists, Occupational Therapists, Psychologists, Counsellors, Behaviour Support Practitioners, and specialised therapists (e.g., Art, Music, Play).
- Evidence-based interventions such as Cognitive Behavioural Therapy (CBT), used to build emotional regulation, resilience, and coping strategies.
- Individualised Support Plans (ISPs) and Behaviour Support Plans (BSPs), reviewed regularly in partnership with families and service providers.
- School re-engagement or transition plans developed for students returning from extended absence, illness, or complex challenges.

Processes

- Comprehensive case management with regular multi-disciplinary team meetings.
- Ongoing communication and planning with families and external providers.
- Psychological assessments or formal diagnoses guide targeted intervention planning.
- Referral pathways to community services, NDIS providers, or specialised schooling when required.
- Data collection through wellbeing software, behaviour tracking, and external reports to monitor progress and adjust support.

Staff Roles in Tier 3

- Head of Junior School / Head of Senior School: Provide oversight for individualised support, liaise with families and services, and lead case conferences.
- Assistant Heads of School: Coordinate and monitor specific student plans, implement adjustments in partnership with staff and specialists.
- Senior School Director of Pastoral Care: Manages casework and facilitates access to therapy or external programs for high-needs students.
- Principal/CEO: Ensures leadership oversight, resource allocation, and school-wide alignment with child safety, inclusive education, and wellbeing policies.



Student CODE OF CONDUCT



Be Responsible

We take ownership and are accountable for our choices, words, and actions.

- I own my choices and actions and always strive to be positive and part of the solution.
- I take initiative in my learning and ensure tasks are completed with integrity and to the best of my ability.



Be Respectful

We value our school, and the safety, health, and wellbeing of all.

- I act in a way that is considerate and understanding of others.
- I follow instructions.
- I listen attentively when others are speaking and refrain from interrupting.
- I speak to others in a kind and friendly manner and always use appropriate language.
- I maintain a clean environment and care for school property.
- I resolve differences and conflicts calmly and with understanding.



Be Kind

We demonstrate care, compassion, and understanding towards others.

- I offer support to those who need help or encouragement.
- I express gratitude and appreciation towards others.
- I recognise my challenges as an opportunity for growth.



Be Inclusive

We are accepting of our individual differences, and everyone belongs.

- I invite others to participate in activities, creating a sense of belonging.
- I embrace and respect diverse cultures and individual differences.



Be Excellent

We uphold high expectations for ourselves and others, with a commitment to being world class.

- I set realistic personal goals and work hard to achieve them.
- I motivate and encourage others to do their best.

Student Behaviour MANAGEMENT PROCESS

The Essington's Positive Behaviour for Learning Management Process is embedded in the school's overarching multi-tiered system of supports framework. It uses a levelled approach based on severity and nature of the issue.

It is targeted at providing the opportunity for all students to learn and teachers to teach; ensuring the safety of staff and students; and assisting students who display unacceptable behaviour to modify their actions and accept responsibility for themselves. Positive behaviours are actively celebrated and praised through recognition, rewards, and privileges, reinforcing and encouraging ongoing positive choices.

All members of the School community are expected to adhere to and exhibit the Essington Values at all times.



Consequences at each level build on those of lower levels, with a clear focus on helping students understand that it is the behaviour—not the student—that is unacceptable.

- **Behaviour consequences may be suggested at any level depending on the nature of the issue.**
- **Reflective and restorative actions will be applied consistently in a firm yet fair manner.**
- **The circumstances of the individual student are always considered,** and if a student has an Individual Support Plan (ISP or behaviour), it should be updated and referred to as needed throughout the process.

This approach ensures:

- Clear, documented, progressive consequences from minor to critical incidents.
- Fair, consistent, and personalised responses.
- A focus on the behaviour, not the student.
- A safe, respectful environment that prioritises learning and wellbeing.
- Positive behaviours are reinforced through praise, privileges, and recognition.

All behaviour management processes are conducted at the discretion of the Heads of School and Principal.

OUR VALUES

RESPONSIBILITY

We take ownership and are accountable for our choices, words and actions.



RESPECT

We value our school, and the safety, health and wellbeing of all.

KINDNESS

We demonstrate care, compassion and understanding towards others.



INCLUSIVENESS

We are accepting of our individual differences, and everyone belongs.

EXCELLENCE

We uphold high expectations for ourselves and others, with a commitment to being 'world class'.



Acknowledging and Rewarding Positive Behaviour

Effective positive reinforcement is age-appropriate, developmentally appropriate, contextually fitting and sincere.

- Verbal praise
- Tangible rewards
- Privileges (such as representing the school at gala days and positions of responsibility)
- Public recognition (merit awards)
- Provided with choices
- Positive feedback to student and parents.

Student Counsellor REFERRAL PROCESS

1

Referral Received & Need Clarified

A verbal referral is received from a parent, teacher, or student. The Wellbeing Leader investigates and clarifies the need.

2

Parent Contact and Permission




If appropriate, the Wellbeing Leader contacts the parent/guardian to:

- Explain the referral, including that The School Counsellor is a qualified psychologist partnered with the school.
- Confirm there are limited (6) sessions and triaged appointments.
- Gain permission to share contact details with The School Counsellor.
- Collect a brief personal context statement from the parent.

3

Information Shared with Parent

If appropriate, the Wellbeing Leader contacts the parent/guardian to:

- Email the parent:  
- The School Counsellor will then:
 - Call the parent
 - Gather personal context
 - Send and follow up on the 


4

School Context and Referral Form

The Wellbeing Leader completes the  and saves it to: 

5

Appointment Scheduling and Documentation

- Wellbeing Leader books sessions in the shared 
- Notify:
 - Student of appointment time
 - Classroom teachers
 - Wellbeing Leader ensures admin complete all relevant notes are added to Synergetic and Essington Connect

6

Ongoing Liaison

Wellbeing Leader maintains communication with The School Counsellor for updates and next steps.

Measuring the Impact of The Essington WELLBEING FRAMEWORK

Cross-Tier Data Use Considerations

To measure impact, The Essington WELLBEING TIERS and framework integrates data on wellbeing, behaviour, learning, and safety for a holistic view. Child safety is monitored across all tiers to ensure protection. Using standardised tools aligned with national frameworks like Be You ensures consistency and compliance. This data-driven approach supports ongoing improvement by identifying gaps and guiding staff development.

1. Tier 1 (Universal Support for All Students)

Data Sources:

- Student, Teacher and community feedback.
- Pastoral Care Reports
- Whole-school climate surveys (student, staff, and parent feedback)
- Attendance rates and punctuality data
- Behaviour incident reports (frequency and types)
- Academic performance and engagement metrics

Impact Measurement:

- Track trends in overall student wellbeing and school climate over time
- Identify decreases in behavioural incidents or improvements in attendance
- Measure improvements in academic engagement alongside wellbeing initiatives

Purpose: To confirm that universal strategies (e.g., positive behaviour programs, social-emotional learning lessons) effectively support most students.

2. Tier 2 (Targeted Support for Students at Risk)

Data Sources:

- Screening tools and wellbeing checklists identifying students needing extra support
- Behaviour management data showing repeated incidents or emerging patterns
- Attendance and academic data flagged for at-risk students
- Progress monitoring data from targeted interventions (e.g., mentoring, counselling)

Impact Measurement:

- Monitor individual and group progress on wellbeing, behaviour, and academic goals
- Evaluate the reduction in frequency/severity of behavioural concerns or attendance issues
- Adjust intervention strategies based on data trends to improve support efficacy

Purpose: To assess whether targeted interventions successfully prevent escalation and support student growth.

3. Tier 3 (Intensive, Individualised Support)

Data Sources:

- Individualised wellbeing and behaviour plans with clear goals and monitoring schedules
- Regular assessments by specialists (psychologists, social workers)
- Incident reports and feedback from teachers and families
- Student self-reports and wellbeing surveys

Impact Measurement:

- Track progress against personalised goals and wellbeing outcomes
- Review frequency and severity of incidents requiring intensive support
- Gather qualitative feedback from students, families, and staff on effectiveness

Purpose: To ensure highly personalised support leads to meaningful improvement in wellbeing and safety.

References and links

- The Essington School. (2024). About Essington – Purpose, vision and values. <https://www.essington.nt.edu.au/about-essington/purpose-vision-and-values>
- The Essington School. (2024). Wellbeing support programs. <https://www.essington.nt.edu.au/our-programs/wellbeing-support>
- The Essington School. (2024). Senior College learning and enrichment programs. <https://www.essington.nt.edu.au/senior-college-learning-enrichment-programs>
- The Essington School. (2024). Frequently asked questions. <https://www.essington.nt.edu.au/about-essington/faq>
- The Essington School. (2024). School policies and documents. <https://www.essington.nt.edu.au/about-essington/our-policies>
- Private Schools Guide. (2024). The Essington School Darwin. <https://privateschoolsguide.com/the-essington-international-school-darwin>
- Edarabia. (2024). The Essington International School Darwin. <https://www.edarabia.com/essington-international-school-darwin-australia>
- Courier Mail. (2024, April). New principal Paul Nyhuis' world-class vision for The Essington School. <https://www.couriermail.com.au/news/new-principal-paul-nyhuis-worldclass-vision-for-the-essington-school/news-story/b3cdaf764c1d5448813762803cc3518c>
- The Essington School. (2020). Principal's report 2020 – NTCET and ATAR results summary [PDF]. <https://irp-cdn.multiscreensite.com/a5f39136/files/uploaded/Principal%20Report%202020.pdf>
- Teach PEEC. (n.d.). Positive Education Enhanced Curriculum (PEEC). <https://teachpeec.com/>
- The Rite Journey. (n.d.). The Rite Journey – Transforming the adolescent journey. <https://theritejourney.com/>
- South Australian Department for Education. (n.d.). Keeping Safe: Child Protection Curriculum information for educators. <https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/curriculum-programs/keeping-safe-child-protection-curriculum-information-educators>
- Keeping Safe: Child Protection Curriculum. (n.d.). KSCPC home. <https://kscpc.sa.edu.au/>
- Northern Territory Department of Education. (2022). Child safety policy. https://education.nt.gov.au/_data/assets/pdf_file/0015/1119012/child-safety-policy.pdf
- Northern Territory Government. (n.d.). Child protection: Publications and policies. <https://families.nt.gov.au/publications-and-policies/child-protection>
- Australian Curriculum, Assessment and Reporting Authority. (n.d.). Respectful relationships: Curriculum connection. <https://www.australiancurriculum.edu.au/curriculum-information/understand-this-curriculum-connection/respectful-relationships>
- Australian Government, Department of Education. (n.d.). Consent and Respectful Relationships Education (CRRE). [https://www.education.gov.au/schooling/consent-and-respectful-relationships-education-crr#:~:text=The%20Consent%20and%20Respectful%20Relationships%20Education%20\(CRRE\)%20measure,and%20age-appropriate%20consent%20and%20respectful%20relationships%20education%20\(RRE\)](https://www.education.gov.au/schooling/consent-and-respectful-relationships-education-crr#:~:text=The%20Consent%20and%20Respectful%20Relationships%20Education%20(CRRE)%20measure,and%20age-appropriate%20consent%20and%20respectful%20relationships%20education%20(RRE))
- Australian Children's Education and Care Quality Authority. (n.d.). National Quality Framework for Early Years Childhood, Education and Care. <https://www.acecqa.gov.au/>
- Australian Institute for Teaching and School Leadership. (2020). Indigenous Cultural Competency in the Australian Teaching Workforce: Discussion paper. https://www.aitsl.edu.au/docs/default-source/comms/cultural-competency/aitsl_indigenous-cultural-competency_discussion-paper_2020.pdf
- Australian Indigenous Health InfoNet. (2021). Wellmob – Healing Our Way. <https://wellmob.org.au/>
- Education Review Office. (2016). Wellbeing for Success: A resource for schools. <https://ero.govt.nz/our-research/wellbeing-for-success-a-resource-for-schools>
- Orygen. (2020). International students and their mental health and physical safety. Australian Government, Department of Education, Skills and Employment. <https://internationaleducation.gov.au/International-network/Australia/InternationalStrategy/ECIPProjects/Documents/ORYGEN%20-%20International%20Student%20Mental%20Health%20and%20Physical%20Safety%20June%202020.pdf>
- Australian Institute of Health and Welfare. (2018). Aboriginal and Torres Strait Islander adolescent and youth health and wellbeing 2018: In brief. <https://www.aihw.gov.au/reports/indigenous-australians/indigenous-adolescent-youth-health-wellbeing-2018/summary>
- National Mental Health Commission. (2021). National Children's Mental Health and Wellbeing Strategy. <https://www.mentalhealthcommission.gov.au/getmedia/e369a330-f8c3-4b9e-ab76-7a428f9ff0e3/national-childrens-mental-health-and-wellbeing-strategy-report-25oct2021>
- Australian Government. (2017). Study Away Review: Review of support for Aboriginal and Torres Strait Islander secondary students studying away from home. <https://www.pmc.gov.au/resource-centre/indigenous-affairs/study-away-review>
- Nolte, J., et al. (2021). High schools. Deakin University. <https://www.frontiersin.org/articles/10.3389/feduc.2021.681956/full>
- Northern Territory Government. (2015). A Share in the Future – Indigenous Education Strategy 2015–2024. https://education.nt.gov.au/_data/assets/pdf_file/0013/229000/led_review_strategy_brochure.pdf
- Northern Territory Government. (2021). NT Education Engagement Strategy 2022–2031. Department of Education. https://education.nt.gov.au/_data/assets/pdf_file/0003/1058421/nt-education-engagement-strategy.pdf
- Northern Territory Department of Education. (2019). Teacher Wellbeing Strategy 2019–2022. https://www.teachintheterritory.nt.gov.au/sites/default/files/uploads/files/teacher_wellbeing_strategy_-_2021_updated_with_sig_-_web.pdf
- NSW Department of Education and Communities. (2015). The Wellbeing Framework for Schools. <https://www.dec.nsw.gov.au>
- OECD. (2017). Supporting success for Indigenous students. Directorate for Education and Skills. <https://www.oecd.org/education/Supporting-Success-for-Indigenous-Students.pdf>
- Salmon, M., Doery, K., Dance, P., Chapman, J., Gilbert, R., Williams, R., & Lovett, R. (2019). Defining the Indefinable: Descriptors of Aboriginal and Torres Strait Islander Peoples' Cultures and Their Links to Health and Wellbeing. The Australian National University. https://www.lowitja.org.au/content/Image/Defining_Indefinable_report_FINAL_WEB.pdf
- Northern Territory Department of Education. (n.d.). Indigenous Education Strategy. <https://education.nt.gov.au/statistics-research-and-strategies/indigenous-education-strategy>



The
ESSINGTON
School | DELIVERING A
WORLD CLASS
EDUCATION

Main Campus, Gate 1, 19 Crisp Street
Rapid Creek NT 0810, Northern Territory
PO Box 42321, Casuarina NT 0811

E: administration@essington.nt.edu.au

P: +61879138100

ESSINGTON.NT.EDU.AU