

# Taking a preventative approach to student wellbeing with weekly check-ins



# Introduction

**Supporting the wellbeing of students comes naturally to school staff.** Intuitively, we all know that prevention is better than postvention.

If you're a Principal, Wellbeing Coordinator, Counsellor, Psychologist, Social Worker, or a School or System leader, you can use this eBook as a starting point to think about ways to be more proactive in how you measure and improve wellbeing at your institution.



# Student Wellbeing at a Glance

Increasingly, school leaders acknowledge the importance of a more holistic approach to education, one in which students’ academic, social and emotional development **is understood as equally essential and mutually reinforcing goals.**

Around the world, definitions of student wellbeing are largely similar. In the OECD’s view, a student’s wellbeing is the result of interactions among four distinct but closely related domains: psychological, cognitive, social and physical.



Researchers at the Australian National University recently found that **“self-reported levels of depression had a large, negative effect on students’ National Assessment Program – Literacy and Numeracy (NAPLAN) results in months later.”** The findings echo Oxford University’s research showing there is “convincing evidence of a relationship between well-being and academic attainment.”



# How Interventions are Chosen

The first step in the NIP process is to Notice. **Easier said than done!**

At an individual student level, schools rely on teacher observation or parent notification to identify a student in need. But often, the signs are easy to miss during a busy schedule.

At a cohort or school-wide level, schools largely rely on data collected via large, anonymous annual surveys to identify areas that need to be addressed. The obvious drawback of this approach is that the data reflects a single point in time and can often be out of date.

**So how can schools 'Notice' early enough and often enough to enable early intervention for individual students and cohorts alike?**



It is easier to **build strong children** than to fix broken adults."

**Frederick Douglas**

# How to Nip it in the Bud Early and Often

Weekly check-ins are capable of **unlocking powerful conversations.**

By checking in with students regularly, you get early insight into wellbeing issues before they emerge. With weekly wellbeing check-ins, you can build a preventative approach to student wellbeing through:

## 1. Easy help-seeking

Students are not always forthcoming about their emotions. Even when they need help, the prospect of walking to the counselor's office can be daunting.

**Check-ins encourage early help-seeking.**

## 2. Trend spotting

Check results and look for emerging trends at a class, group, or cohort level. This will help you address systemic or widespread low points in the school experience that are specific to the student's needs at that point in time.

## 3. Building trust

One of the reasons that students lose faith in the annual survey approach is because, too often, no changes are perceived as a result. We know that when schools put in place small regular actions based on data, student engagement improves.

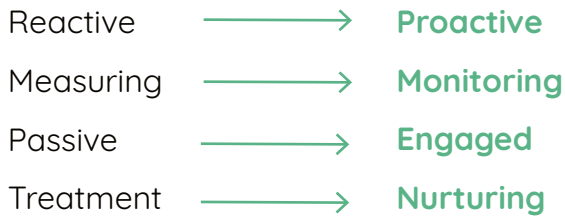
## 4. Student voice

If there's an area of concern or if you've implemented something new, share it with your students. This sends a strong signal that you're listening to student's voice. As a consequence, students will feel like active participants in their own wellbeing.

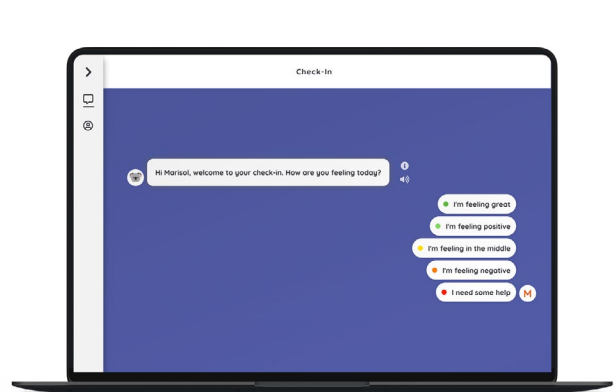
# Prevention Through Intervention

Great wellbeing platforms like Pulse by Linewize are designed to inspire and enable early interventions. Pulse by Linewize delivers a real-time snapshot of your students' wellbeing and, more importantly, enables you to initiate interventions early.

Schools using Pulse by Linewize are witnessing four key transformations:



Linewize Pulse is underpinned by Australia's **first evidence-based framework for child and youth wellbeing**, developed by the Australian Research Alliance for Children and Youth.



### From reactive to proactive

Getting timely insight into the wellbeing of students will allow you to be proactive in the wellbeing initiatives you implement.

**“**We’re running preventative workshops that are solely around the data we’ve been collecting through Pulse, to support our students better. Now that I know what the wellbeing of Yr. 12 looks like I can evaluate if the interventions and actions put in place in Yr. 11 are making a difference or not when they reach Year 12.”

**Jesse Manners, Leader of Wellbeing, SPCC Gosford**

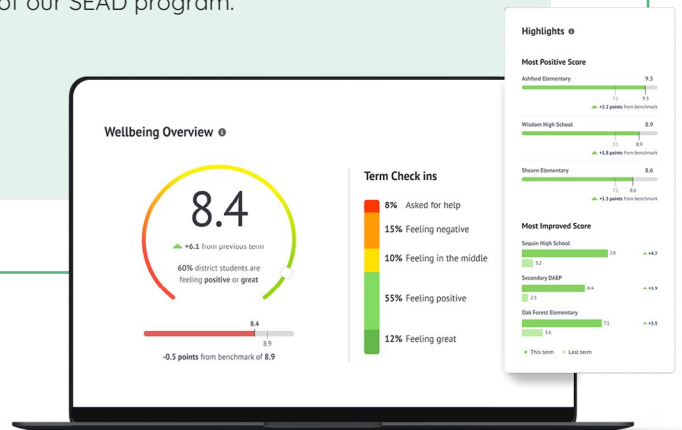


### From measuring to monitoring

Weekly check-ins keep you up to date on how individual students are feeling. It’s then much easier to monitor results in order to identify the students who need your immediate attention. This makes the best use of your time and helps the students that need it the most.

A good wellbeing program needs to constantly evolve based on what the data is telling us what the student’s needs are. Pulse allows us to capture real-time data to 1) see if our wellbeing strategies are working and 2) to inform the future development of our SEAD program.”

**Dr. Nicole Archard, Principal, Loreto College**





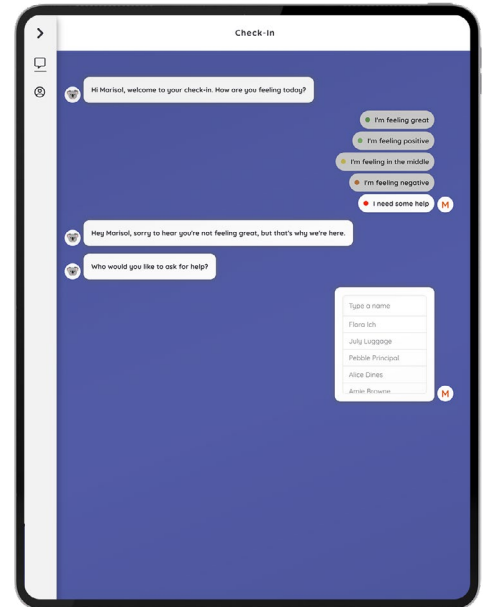
### From passive to engaged

Schools using weekly check-ins generally start to take small regular actions as a result of the new insights. This shows students you're listening to them. And when students feel heard, they're more likely to engage in check-ins and become active participants in their own wellbeing.



What's been very important for me is those 60 seconds that I get to think about how I actually feel. I think it's really important for me to be truthful to myself as well as the school about how I'm feeling."

**Pulse Student**



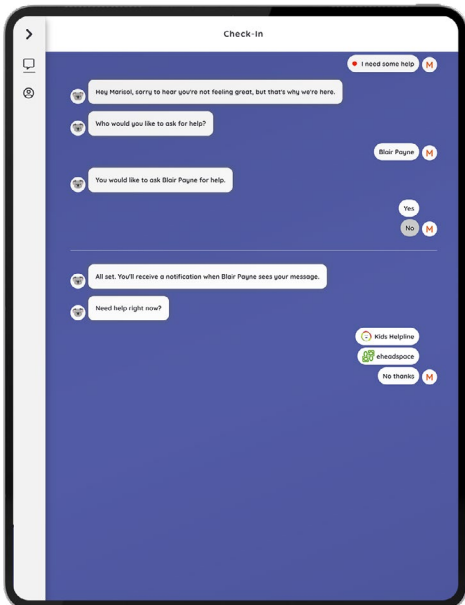
### From treatment to nurturing

Schools that adopt a cadence of weekly check-ins move from thinking about wellbeing as something that has to be fixed, to thinking about wellbeing as something that is nurtured.



Pulse allows us to monitor the wellbeing of the College at any moment. It helps us to develop a shared language that the girls experience through the check-in. It allows the Pastoral Care teachers to start conversations with individuals in the class, and as a group, regarding the data collected from the weekly check-in."

**Monica Bailey, Assistant Principal Pastoral Care, St Clare's College**





## Conclusion

Schools recognise that early interventions are instrumental to managing student wellbeing.

And the key to early intervention is giving staff direct and immediate feedback from students about their wellbeing and experience at school. Although many schools have adopted wellbeing frameworks and collect wellbeing information, these current approaches are limited because they rely on data collected via annual, anonymous surveys.

This approach provides little insight into wellbeing issues as they emerge, and no way of using data to assist with early interventions. **Harnessing technology like Pulse by LineWize check-ins, enables schools to build a preventative approach to wellbeing by making frequent and early interventions easy.**





Linewize is a unique response to the challenge of today's connected learning environments, supporting the integration of technology, education and engagement to create cyber safe communities where students thrive.

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Linewize is part of Qoria, a global technology company, dedicated to keeping children safe and well in their digital lives. We harness the power of connection to close the gaps that children fall through, and to seamlessly support them on all sides - at school, at home and everywhere in between.

Find out more  
[www.qoria.com](http://www.qoria.com)