



6 Steps to Becoming a "Well-Led" School

LEAD YOUR SCHOOL WITH "WELLBEING IN MIND"

Set your school up for success.
Build a rock-solid staff culture, boost teacher engagement, and
achieve better school outcomes.

Tool Overview

How to use this guide

Congratulations on taking the next step towards a happier and healthier workplace culture. This guide provides step-by-step strategies to follow to improve the wellbeing of staff, and elevate school culture.



To make the most of this guide, here are some suggestions and hints:

- Take the time to read through this resource, watch the videos, and print off the relevant pages and resources to guide your journey.
- Take advantage of my **FREE Clarity Call** at any time. In this appointment, you will have the opportunity to discuss your school and staff wellbeing and outline any concerns, goals, and your next strategic steps towards a more positive school culture. We will outline our approach and the services we think will be best suited to your school's needs.
- Our 'Well-Led School' Partnerships open up for new bookings once a term. **Stay updated on upcoming dates and details here.**



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A full-body portrait of a woman with long, straight red hair, smiling at the camera. She is wearing a black double-breasted blazer over a white top, and black leggings. She is holding a white folder or tablet under her left arm. She is standing in front of a white wall with horizontal grey stripes.

I partner with school leaders and their teams

Rather than adding another initiative my

Since then, I've partnered with more than





Vision & Mission

Imagine a school where staff are healthy and well... They are more optimistic, inspired and willing to engage with their work. They build and maintain professional and collaborative relationships, are responsive to change and are willing to solve problems with innovation and creativity. This leads to better outcomes which is reflected in the data that we capture.

”
Workplace culture improves when we prioritise staff wellbeing and positive relationships.

My mission is to empower schools to prioritise staff health and wellbeing, guiding them toward becoming a “Well-Led” School - where whole school wellbeing takes the lead.

By emphasising both people AND pedagogy, my goal is to facilitate the flourishing of school staff in both their professional and personal lives. This, in turn, contributes to fostering a positive school culture that positively influences student outcomes.

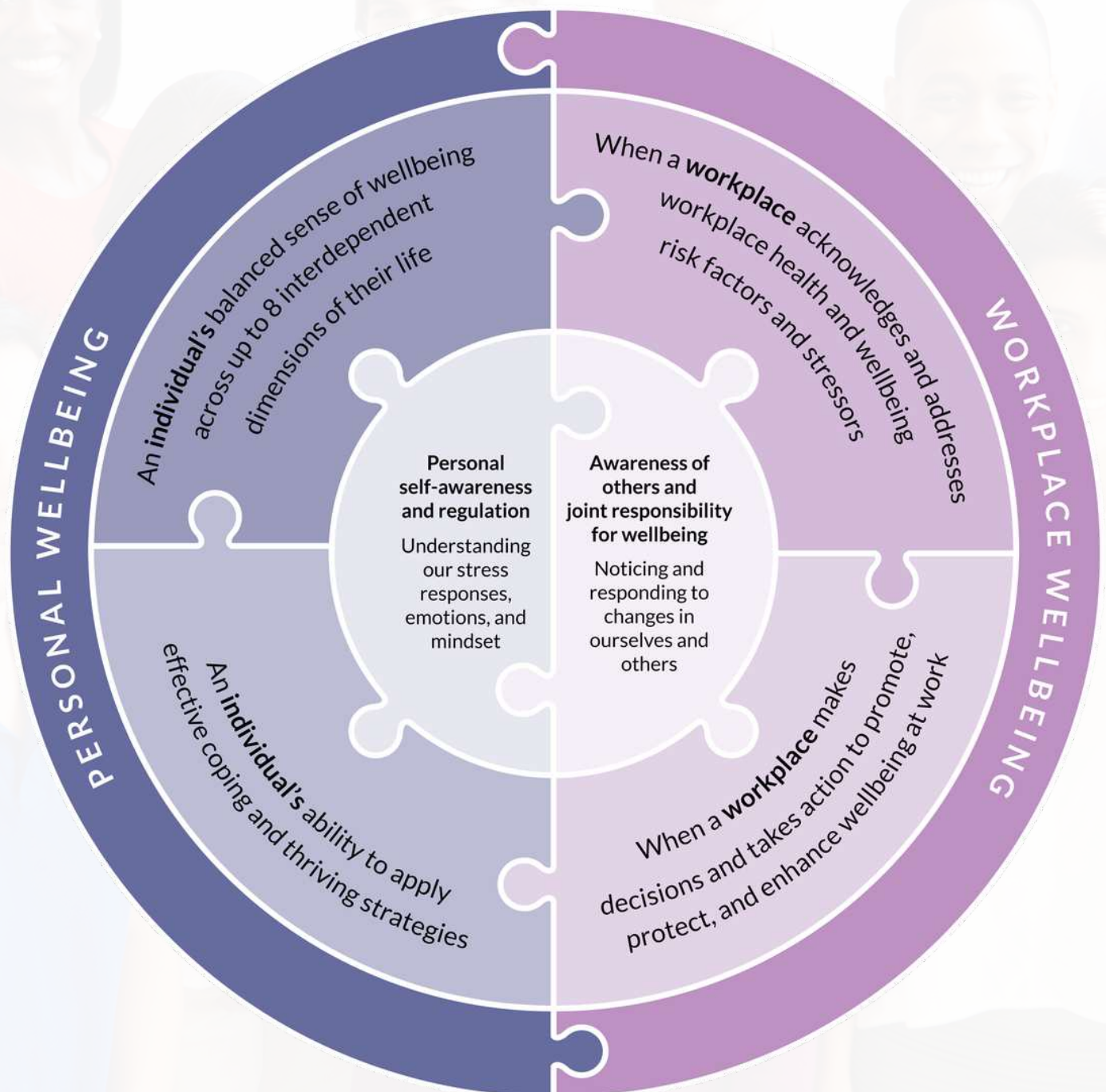


Hitting the Staff Wellbeing Sweet Spot

Staff wellbeing is strongest when personal wellbeing and workplace wellbeing are intentionally aligned.

Schools often focus on one side. Some prioritise individual strategies such as resilience and self-care. Others concentrate on policies, compliance and psychosocial risk management. Both matter, but neither is enough on its own.

The staff wellbeing sweet spot sits where the two meet. It is where individuals build self-awareness and coping capability, while the workplace actively reduces risk factors and makes leadership decisions that protect and promote wellbeing.



When both sides work together, wellbeing becomes embedded in how the school operates. Staff feel psychologically safe, supported and engaged, and culture strengthens over time.

Sustainable change happens when personal responsibility and organisational responsibility are deliberately developed together.

The Staff Wellbeing Ecosystem

Staff wellbeing does not sit in a single program or initiative. It operates within an interconnected ecosystem. At the centre are **school and student outcomes** such as learning, engagement, retention, culture, performance and sustainability. These outcomes are shaped by the everyday staff experience.

Staff experience is influenced by morale, culture, relationships, collaboration, engagement, personal wellbeing and satisfaction. These elements interact constantly, either strengthening or weakening the overall climate of the school.

Surrounding this layer are **leadership and organisational conditions**. This includes leadership approach, strategy, behaviours, engagement practices, psychosocial factors, and how wellbeing is promoted and supported. This is where the greatest leverage exists.

Rather than focusing solely on individual coping strategies or isolated activities, **my approach is systemic**. We examine how leadership alignment, organisational practices, psychosocial safety and staff voice combine to shape daily experience.

When the ecosystem is aligned, staff feel supported, engaged and psychologically safe. Sustainable improvement occurs when we strengthen the conditions that shape staff experience, not just the visible symptoms. This model underpins every stage of the Well-Led Schools approach.



'Well-Led' Schools...

"Well-Led" schools are those that lead with wellbeing in mind.

These schools are focused and guided by a set of principles informed by research, but also the experiences of teachers and staff in our schools. "Well-Led" schools understand and embody the concept of "People First, Then Pedagogy." These schools approach their whole school goals understanding that if their people aren't taken care of first, it's unlikely they'll see the performance outcomes they desire.

01

KNOW THAT HEALTHY, WELL AND ENGAGED STAFF POSITIVELY INFLUENCE STUDENT LEARNING

They appreciate the extensive research outlining the correlation between staff health and wellbeing and student engagement, mental health, learning, and life outcomes and make decisions with this in mind. (1-29, 49, 64)

SEEK THE INPUT AND CONSULTATION OF ALL STAFF

Highly effective schools gather and review multiple sources of wellbeing data and speak (and listen) to their people. School leaders spend time getting to know about their staff's health and wellbeing, identifying workplace stressors, and asking what initiatives staff consider to be useful before introducing new initiatives. (2, 15, 16, 30, 47, 49, 64)

02

03

RECOGNISE THAT AWARENESS IS THE FIRST KEY TO CHANGE

Leaders and staff value open communication and transparency, which builds a culture of trust, honesty, and inclusivity. Everyone is open to providing and receiving respectful and professional feedback and considering how to act on it in a way that is conducive to change and leads to overall transformation. (55-59, 64)

ARE LED BY HIGHLY SKILLED AND EMOTIONALLY INTELLIGENT LEADERS

Knowledgeable leaders are informed by the most up-to-date research on effective leadership capabilities. They are skilled in ways to support staff wellbeing and mental health and build a positive school culture. The team appreciates their influence and is aligned by a shared vision and approach which they champion amongst the school community. (31-38, 48, 49, 50-56, 64, 67-94)

04

[References: adriennehornby.com.au/reference-list/](https://adriennehornby.com.au/reference-list/)

Guiding Principles

05

ACTIVELY ENGAGE THEIR STAFF

Leaders apply evidence-based strategies and leadership styles to ensure staff are equipped to enact the school's vision, work with their personal and professional strengths, feel motivated in their roles, and are provided with relevant and professional learning and career progression opportunities. (49, 64, 56, 65-88)

UNDERSTAND THAT STAFF WELLBEING IS A JOINT RESPONSIBILITY

Leaders and staff recognise that they both play their part in building and contributing to a positive and healthy working environment and work together to support themselves and each other. Everyone understands the overall effectiveness of supporting the various dimensions of their wellbeing and developing their own personal resources which influence the greater working environment. (8, 29, 39-42, 55-59, 64)

06

PROMOTE COLLABORATION AND NURTURE STRONG RELATIONSHIPS

Strong and well-formed workplace relationships and strong collaboration underpin a working environment where staff feel connected and collective in their approach to school improvement. A co-created vision and collective teacher efficacy align all staff to work towards co-constructed goals and strategic plans. (8, 29, 42-44, 49, 64-88).

07

HAVE A SHARED VISION AND A 'WELLBEING ACTION PLAN'

The school is guided by a co-constructed and shared vision that is inclusive of wellbeing. All staff consult to create and embed a 'Staff Wellbeing Action Plan,' complete with wellbeing-focused initiatives, processes, and support options that are responsive to the school's needs, goals and priorities. Furthermore, they actually act on their plans and vision - keeping it front and centre. (60-63, 89-94)

08

CAREFULLY CONSIDER HOW TO WEAVE STAFF WELLBEING INTO THEIR WAY OF DOING

They demonstrate that staff wellbeing is about more than planning and implementing a few morale-boosting initiatives here and there. They take active steps to promote and foster a positive school culture by using an approach that is responsive to the changing climate and context. (8, 29, 30, 47-49, 89-94)

09

References: adriennehornby.com.au/reference-list/

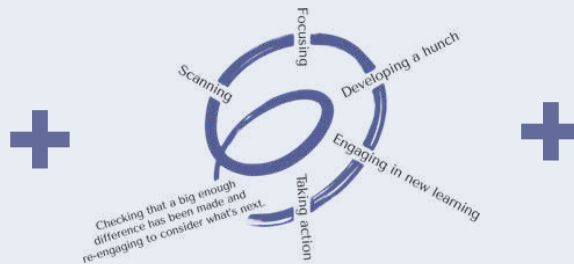
Guiding Principles

Our Approach

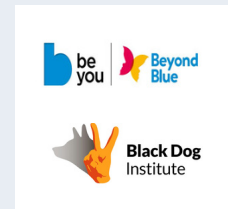
Our 6-Step approach to a more positive school culture is an integrated approach, weaving together evidence-based strategies and initiatives from:



**Positive
Psychology's
PERMA(H) Model**



**Up-to-date Educational
Leadership Research**



**Advice from Leading
Australian
Wellbeing Organisations**

We prioritise staff wellbeing through a structured, systemic approach grounded in Positive Psychology, educational leadership research and the Code of Practice for managing psychosocial hazards at work. Our work recognises that staff wellbeing is both a moral responsibility and a legal obligation.

Our work draws on the [PERMA\(H\) model](#), which highlights positive emotions, engagement, relationships, meaning, accomplishment and health as core pillars of wellbeing. We use this model not as a standalone initiative, but as a foundation for strengthening both individual capability and organisational conditions.

Staff wellbeing is not achieved through isolated activities. It requires deliberate attention to leadership behaviours, organisational systems, workload practices, role clarity, communication and change management. These conditions shape daily staff experience and directly influence morale, engagement and retention.

Our approach integrates contemporary educational leadership research and an inquiry-based process inspired by [Helen Timperley's Spiral of Inquiry](#), adapted specifically for staff experience. This enables schools to gather meaningful staff voice, identify psychosocial risks and protective factors, and implement focused, measurable improvements.

We also incorporate guidance from leading Australian wellbeing organisations such as Beyond Blue, Be You, the Black Dog Institute and Mental Health First Aid Australia. These evidence-based frameworks support schools to move beyond compliance and build psychologically safe environments where staff feel supported, respected and able to perform at their best.

Together, these elements create an integrated approach that aligns personal wellbeing, leadership practice and organisational responsibility, ensuring schools strengthen both culture and compliance while building sustainable, psychologically safe workplaces.

Our Approach

The proof is in the (up-to-date) research!

Explore the foundational research and approaches that make up our integrated approach for addressing staff wellbeing and improving school culture.

Positive Psychology's PERMA(H) Model

6 Elements to Workplace Wellbeing:

- **Positive emotions:** Finding ways to ignite more positive emotions in staff
- **Engagement:** Harnessing more motivation with job roles and opportunities that excite and impassion staff
- **Relationships:** Building strong relationships amongst staff and addressing any potential conflicts
- **Meaning:** Creating a shared sense of purpose, establishing a vision and providing direction.
- **Accomplishment:** Clear direction, goals, feelings of success, and affirmation from leaders and other staff
- **Health:** Looking after, promoting and supporting staff physical and mental health

The Spiral of Inquiry

The 6 Stages of Inquiry:

- **Scanning:** Reviewing multiple data sets to pinpoint staff wellbeing needs
- **Focusing:** Deciding on which areas require attention first and will make the most difference to staff
- **Developing a hunch:** Consider how leaders and staff are jointly contributing to the situation
- **Engaging in new professional learning:** Find targeted PL to address the school's priority areas
- **Taking new action:** Build an action plan that is responsive to the schools goals
- **Checking:** Reviewing that a big enough difference has been made

Wellbeing Organisation's Recommendations

Key recommendations:

- Following the Code of Practice to **manage psychosocial hazards at work**
- **Raising awareness** of mental health conditions and reducing the stigma
- **Supporting staff** experiencing a mental health concern or burnout
- **Creating a supportive workplace culture** and a mentally healthy workplace
- **Recognising and reducing workplace stressors**
- **Building skills and confidence in staff** to approach someone they may be concerned about
- **Creating a 'Wellbeing Action Plan'** for the school
- **Developing 'Personalised Wellbeing Action Plans'** for staff
- **Implementing physical health initiatives** with staff

WATCH SHORT VIDEO

WATCH SHORT VIDEO

WATCH SHORT VIDEO

By fusing elements of these key research models, as well as other relevant educational and leadership research, I've created an easy-to-follow 6-step model designed to help schools take needle-moving actions for their school culture and staff...

Steps to Becoming a "Well-Led" School

A school that "leads with wellbeing in mind"

Scan Your School:
Review Data to Understand What Is
Really Impacting Your People

**Establish a Shared
Language, Vision and Strategy**
for Wellbeing, Psychosocial Safety
and Culture

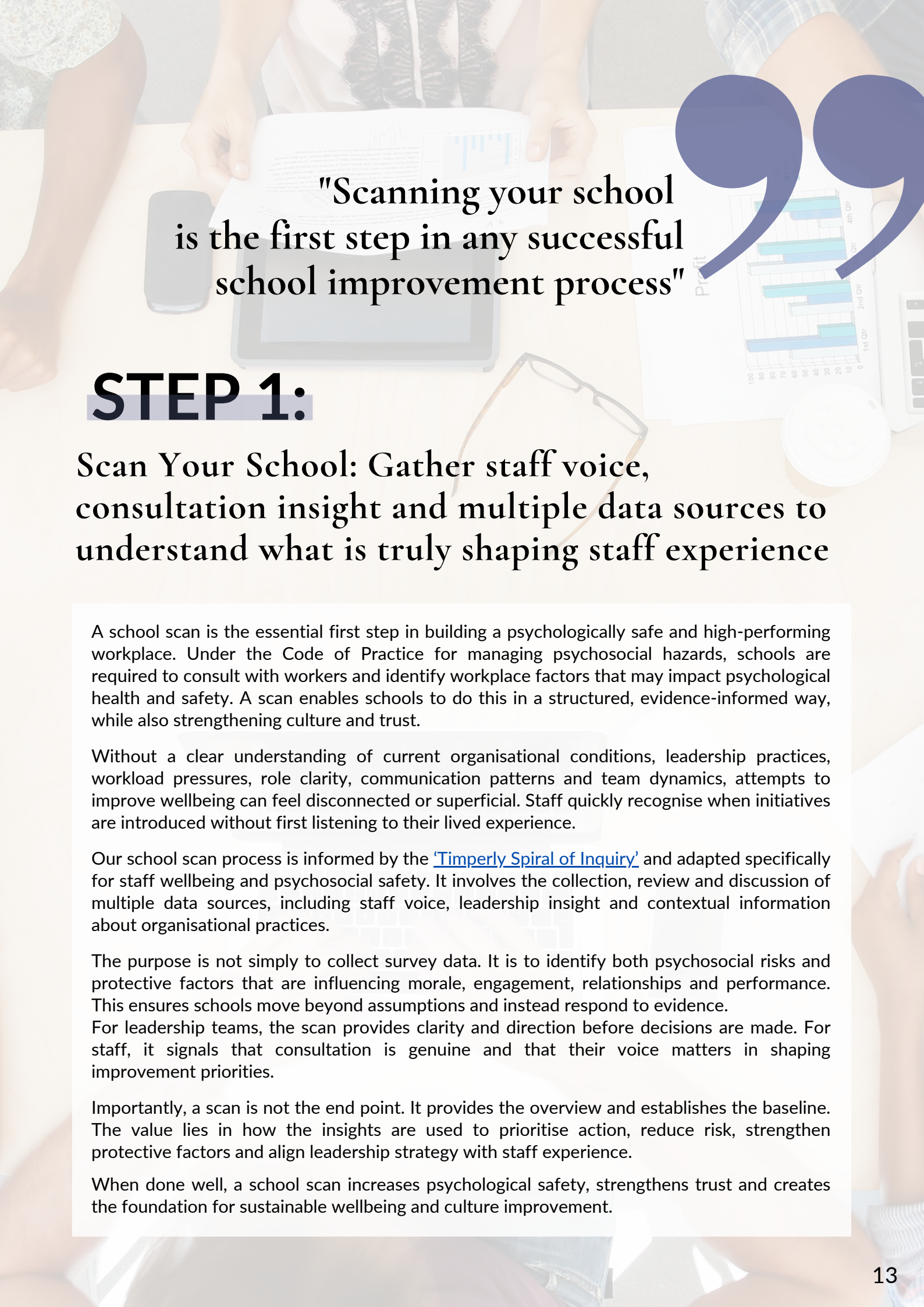
Clarify the Joint Responsibilities
of Staff Wellbeing and Psychosocial
Safety with leaders and staff

**Build Leadership
and Staff Capability**
to Reduce Preventable Stressors
and Enhance Culture

**Develop a Strategic
Wellbeing Action Plan**
Informed by Psychosocial Insight and
Staff Input

**Follow Through, Review and Sustain
Meaningful Change:**
Demonstrate your commitment
to change





"Scanning your school
is the first step in any successful
school improvement process"

STEP 1:

Scan Your School: Gather staff voice, consultation insight and multiple data sources to understand what is truly shaping staff experience

A school scan is the essential first step in building a psychologically safe and high-performing workplace. Under the Code of Practice for managing psychosocial hazards, schools are required to consult with workers and identify workplace factors that may impact psychological health and safety. A scan enables schools to do this in a structured, evidence-informed way, while also strengthening culture and trust.

Without a clear understanding of current organisational conditions, leadership practices, workload pressures, role clarity, communication patterns and team dynamics, attempts to improve wellbeing can feel disconnected or superficial. Staff quickly recognise when initiatives are introduced without first listening to their lived experience.

Our school scan process is informed by the [‘Timperly Spiral of Inquiry’](#) and adapted specifically for staff wellbeing and psychosocial safety. It involves the collection, review and discussion of multiple data sources, including staff voice, leadership insight and contextual information about organisational practices.

The purpose is not simply to collect survey data. It is to identify both psychosocial risks and protective factors that are influencing morale, engagement, relationships and performance. This ensures schools move beyond assumptions and instead respond to evidence.

For leadership teams, the scan provides clarity and direction before decisions are made. For staff, it signals that consultation is genuine and that their voice matters in shaping improvement priorities.

Importantly, a scan is not the end point. It provides the overview and establishes the baseline. The value lies in how the insights are used to prioritise action, reduce risk, strengthen protective factors and align leadership strategy with staff experience.

When done well, a school scan increases psychological safety, strengthens trust and creates the foundation for sustainable wellbeing and culture improvement.



School Case Study



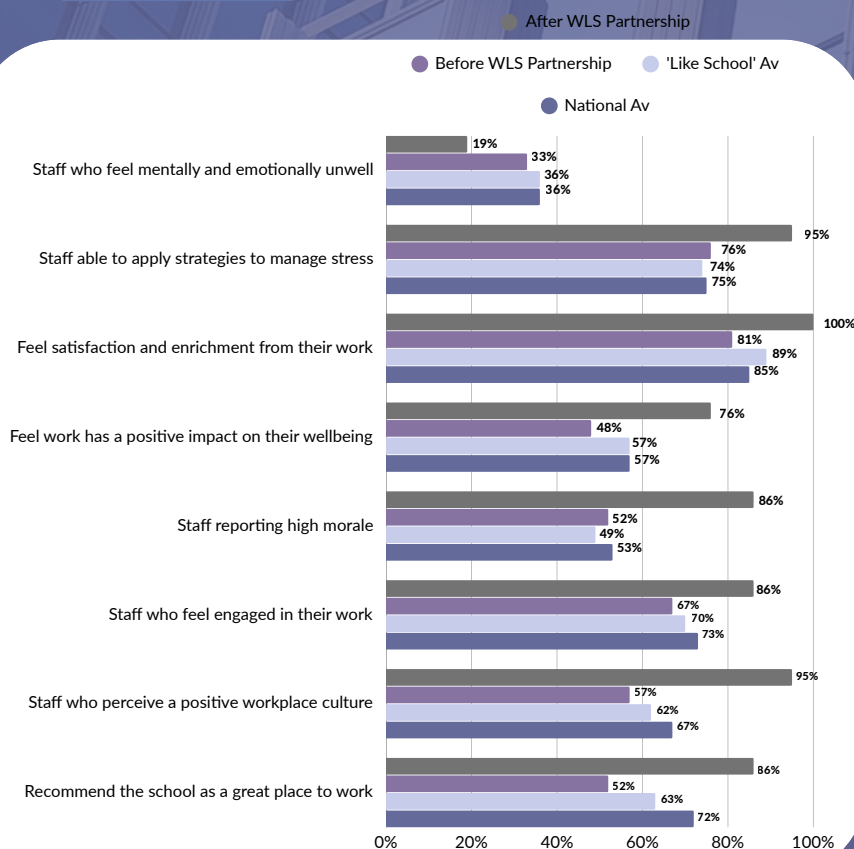
James Cook Primary School, Endeavour Hills VIC

In just 12 months, the school inspired a school-wide change in morale, engagement and job satisfaction. Not only that, but the number of staff who reported possible symptoms of burnout significantly decreased.

Overview

When this Melbourne school reached out, reporting peak staff stress, burnout, and strained relationships, we intervened. Through a comprehensive survey and school scan, we gauged staff wellbeing, pinpointed stressors, and assessed opinions on existing processes. This strategic approach allowed us to tailor a targeted approach to improve staff wellbeing and make an impactful difference in a shorter time. Collaborating closely with leaders and staff, we identified key areas and initiatives for immediate focus.

Results



Key Initiatives

After the scanning process, the school focused on the following initiatives over a 12 month period:

1. Up-skilling the entire leadership team to better support staff wellbeing
2. Equipping staff with effective self-care strategies
3. Managing workload and providing time management training
4. Enhancing school-wide communication practices
5. Embedding a coaching and mentoring model
6. Strengthening relationships and collaboration



Anne Burgess

School Principal
James Cook Primary School

"Adrienne's approach has opened a whole new perspective, for both my staff and I, on staff wellbeing as being the responsibility of the collective. Her independent and empathetic ear, partnered with her research, expertise and on-the-ground awareness, has been embraced by the entire staff. Our return survey results evidenced growth way beyond my expectations over a 12-month period. Without reservation, I would highly recommend Adrienne's Consultancy and guidance. It takes the pressure off the principal to be the one and only. 'Us and Them' is now a thing of the past."

Join The "Well-Led" Schools Partnership Program



Are you ready to take these six steps and tailor your very own Staff Wellbeing Action Plan that creates needle-moving changes in school culture and staff morale?

Join the 'Well-Led Schools' Partnership program below and tap into the strategies that high-performing schools are using to address teacher burnout and increase staff engagement.

LEARN MORE

Join Our Partners



"Having and communicating vision is key to any successful change process."

STEP 2:

Establish a shared language and co-created vision for wellbeing, psychosocial safety and culture

A foundational step in building a psychologically safe school. Once priority areas have been identified, the next step is to establish a shared language and a co-created vision that embeds wellbeing and psychosocial safety into the fabric of the school.

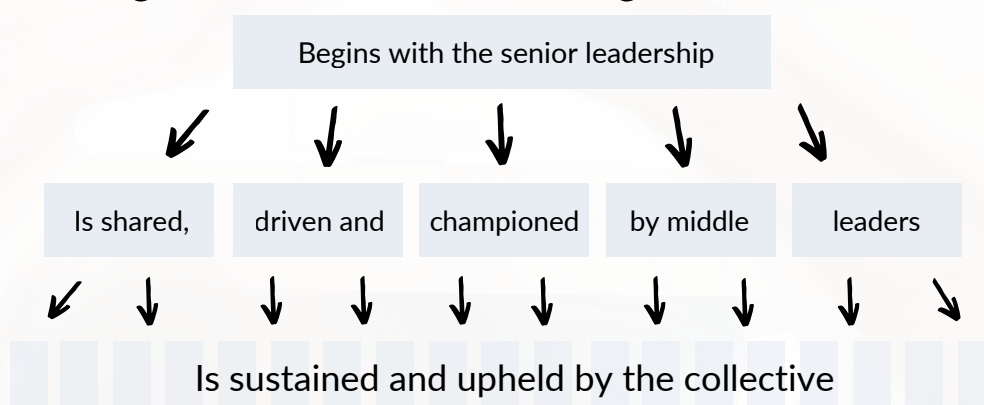
Under psychosocial risk legislation, leadership is responsible for creating and maintaining a psychologically safe workplace. A clear, co-created vision ensures this responsibility is not abstract or compliance-driven, but visible, understood and embedded in daily practice.

As your school defines what wellbeing, psychological safety and healthy culture mean in your specific context, you move from isolated initiatives to intentional alignment. This vision clarifies expectations around leadership behaviours, communication, workload practices, professional relationships and shared responsibility.

Establishing a common language reduces ambiguity, strengthens role clarity and builds collective understanding of what safe and respectful practice looks like. Senior leaders play a critical role in modelling and reinforcing this vision. However, it is not owned by leadership alone. A co-created vision signals consultation, builds trust and increases accountability across the whole school community. When wellbeing and psychosocial safety are clearly articulated, strategically aligned and consistently reinforced, they move beyond statements on a page. They become the conditions under which people work, collaborate and lead.

This step transforms wellbeing from a program into a shared operating framework that guides culture, decision-making and long-term school improvement.

Building and Communicating Your Vision





School Case Study



Denison College - Kelso Campus in NSW

In just 12 months, this school inspired a school-wide change in morale. With a focus on up-skilling the leadership team to support best and promote staff wellbeing and school culture, the staff reported higher morale, staff satisfaction and endorsement of the school to others.

Overview

When this NSW school reached out, reporting that staff morale was waning and as a result, staff appeared less engaged than ever before.

Mick, the school principal was eager to up-skill his leaders in effective ways to promote, encourage and support staff wellbeing.

Through a comprehensive survey and school scan, we gauged staff wellbeing, pinpointed stressors, and assessed opinions on existing processes that were already in place that aimed to support staff.

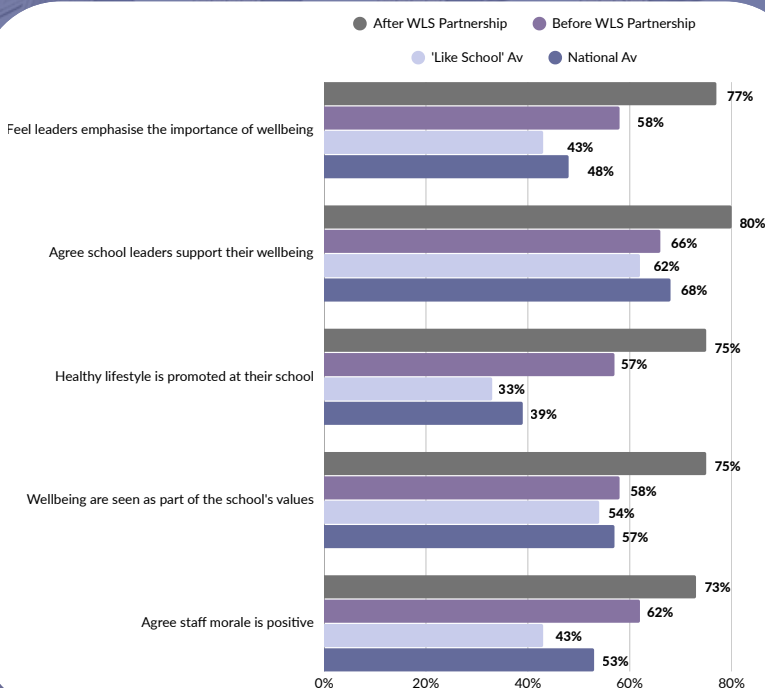
From here, we developed a strategy that best aligned with the needs of the staff and leaders, and put in place initiatives that we thought would be most impactful.

Key Initiatives

Over 12 months, they focused on the following actions:

1. Crafting a co-created vision for staff wellbeing
2. Up-skilling the leadership team in evidence based strategies to support wellbeing
3. Improving and systemising the school's approach to student behaviour management and wellbeing
4. Optimising workload practices
5. Streamlining communication methods to reduce added workplace stress

Results



Michael Sloan

School Principal,
Denison College Kelso Campus NSW

"We have made considerable progress in the way we support staff wellbeing. Adrienne's data-driven approach is underpinned by a school scan, which provided us with an evidence-informed base, upon which we could make informed decisions about our specific situation, identifying areas of strength and areas requiring attention. We recently re-surveyed our staff after 12 months of working on our identified focus areas. Our data is positive, indicating improvement in staff perception of how the school supports wellbeing. This is consistent with the executive team's evaluation."

"Staff Wellbeing is the responsibility
of both staff and leaders"



STEP 3:

Agree on the Joint Responsibilities of Staff Wellbeing

Creating and maintaining a psychologically safe workplace requires shared responsibility. It is not owned by one person or one initiative. It sits at the intersection of leadership accountability and individual contribution.

Under the Code of Practice for managing psychosocial hazards, school leaders carry a legal duty to eliminate or minimise risks to psychological health and safety so far as is reasonably practicable. This includes identifying hazards, consulting with staff, managing workload pressures, clarifying roles, supporting respectful behaviour and ensuring fair and transparent decision-making.

Leaders are responsible for the systems, structures and conditions under which staff work.

However, psychosocial safety is strengthened when staff also understand their role within the workplace. Teachers and staff contribute by engaging in consultation processes, providing honest feedback, participating in agreed initiatives, supporting colleagues and taking reasonable care of their own health and behaviour at work.

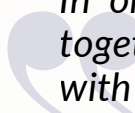
Staff are responsible for how they show up within the environment. Leaders are responsible for the environment itself.

When these joint responsibilities are clearly defined, communicated and modelled, confusion decreases and accountability increases. Expectations become transparent. Conversations become easier. Collaboration strengthens.

Clarifying responsibility prevents two common traps. The first is placing all responsibility for wellbeing onto individual staff. The second is assuming leadership alone can “fix” culture without collective commitment.

Sustainable staff wellbeing and psychosocial safety occur when leadership systems and individual behaviours align. When everyone understands their role, psychological safety deepens and school culture becomes stronger and more resilient.

In order to move forward as one, leaders and staff need to work together to put staff wellbeing and school culture front and centre with a clear set of responsibilities for all.





School Case Study



St Philip's College - Alice Springs NT

When Leslie became Principal at St Philip's College in Alice Springs, NT, she saw firsthand the impact of high stress, burnout, and low morale on her staff. Determined to create a supportive and positive school culture, she partnered with us to develop a targeted wellbeing strategy that helped staff feel valued, empowered, and equipped to manage their workload effectively.

Overview

We worked with Leslie and her leadership team to identify key areas contributing to staff stress and burnout.

Three priority focus areas emerged:

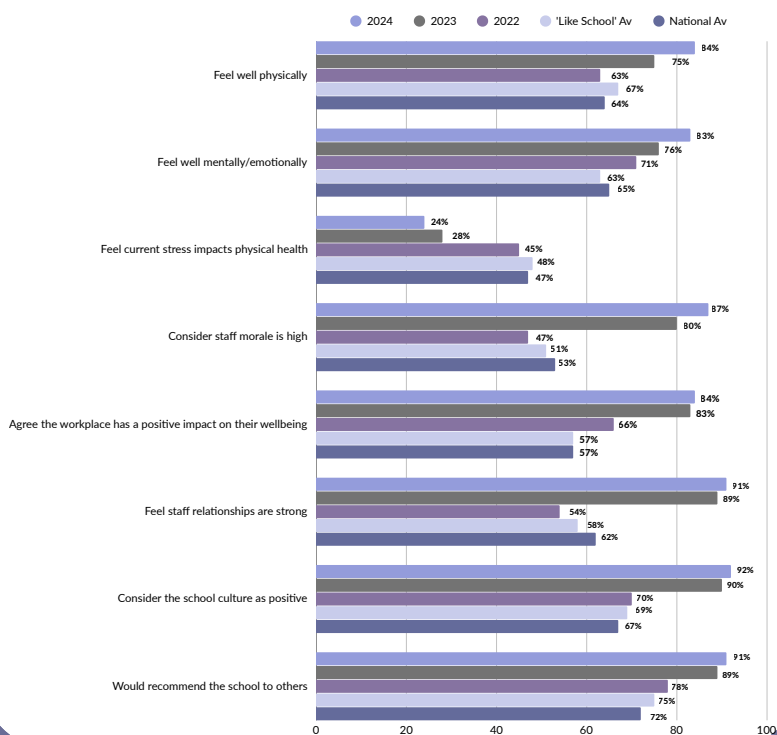
1. **Addressing student behaviour** – Ensuring staff had clear processes and support to manage student behaviour effectively.
2. **Managing workload and work/life balance** – Implementing strategies to reduce pressure and improve sustainability in staff roles.
3. **Strengthening accountability, consistency, and clarity** in leadership and staff communication.

With this insight, Leslie led a proactive and structured approach, ensuring leaders and staff had the right tools, strategies, and mindset shifts to create long-term, meaningful change.

Key Initiatives

- ✓ **Getting clear on and co-creating vision and strategic direction** with staff
- ✓ **Refining student behaviour management strategies**
- ✓ **Optimising workload management** – Reviewing workload expectations, reducing unnecessary administrative burdens, and promoting work/life balance.
- ✓ **Embedding a culture of recognition and support** – Ensuring staff felt valued and heard through leadership engagement and wellbeing initiatives.

Results



Leslie Tilbrook

School Principal,
St Philip's College, NT

"We started working with Adrienne when our staff morale was at a particularly low point in our school history.

This gave us excellent data to move forward with in the following year. We used that information and worked with Adrienne to develop a wellbeing plan.

The improvement in staff wellbeing was measurable and backed up by the data. Most importantly, the emphasis on looking after both physical and mental wellbeing of all our staff helped to build a stronger community.

The way we all know how to support each other is a testament to this program which teaches us to "put your oxygen mask on first."

I believe staff are now more committed to staying in our regional community as a result of knowing they are valued and respected at school."

"The success of your school lies in ensuring leaders and staff have the skills they need to contribute toward a mentally healthy workplace."



STEP 4:

Build leadership and staff capability to reduce preventable stressors and strengthen culture

Once priorities are identified and a shared vision is established, the next step is capability building. Sustainable improvement requires equipping both leaders and staff with the knowledge and skills to reduce psychosocial risks, prevent avoidable stressors and actively strengthen culture.

Professional learning is tailored to the school's data and strategic goals. Rather than generic wellbeing sessions, training is targeted toward the specific leadership behaviours, organisational practices and interpersonal dynamics that are influencing staff experience.

Elevate leadership

Leadership capability is one of the strongest predictors of staff wellbeing and psychosocial safety. Under workplace health and safety legislation, leaders are responsible for identifying and managing psychosocial hazards such as excessive workload, unclear expectations, poor change management, conflict and lack of support. This requires more than good intentions. It requires skill.

Effective leaders develop both strategic and relational capability. They strengthen clarity, decision-making, workload design, consultation processes and communication. At the same time, they build emotional intelligence, self-awareness and the confidence to navigate difficult conversations. When leaders are equipped to reduce preventable stressors and model respectful, consistent behaviour, psychological safety increases across the whole school.

Strengthen staff capability

Staff are also central to creating a healthy culture. Targeted development supports staff to build professional communication skills, constructive conflict resolution, shared accountability and collective responsibility. When staff understand how their behaviours contribute to psychological safety, collaboration improves and unhelpful patterns are disrupted.

Schools that perform at a high level do not rely on goodwill alone. They intentionally develop leadership and staff capability to align behaviour with culture. Strong leadership, clear expectations and shared responsibility foster loyalty, engagement, innovation and sustained success.

Capability building ensures that wellbeing and psychosocial safety are not dependent on personality, but embedded in practice.

School Case Study



Lumen Christi College, WA

Lumen Christi College recognised the need for a structured, evidence-based approach to staff wellbeing. Through our partnership, the school identified key priority areas and developed a Staff Wellbeing Action Plan that provided clear, strategic steps to improve workplace culture, communication, and workload management.

Overview

Our engagement with Lumen Christi College began with a comprehensive school scan and survey, designed to pinpoint key workplace stressors and identify priority areas for action.

The data highlighted three core challenges:

1. **A lack of planning time** – Teachers and staff reported limited time for structured lesson preparation and collaboration
2. **Poor communication** – Staff sought clearer, more transparent communication
3. **Workload management** – Staff were suggesting optimisation of workload

With these findings, the school committed to implementing a targeted Wellbeing Action Plan to directly address these issues in practical and measurable ways.

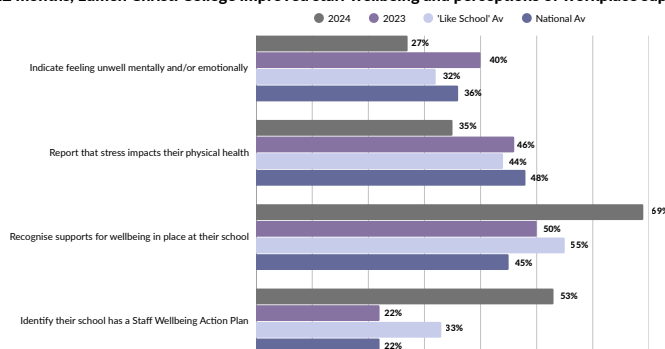
Key Initiatives

Over the course of 12 months, Lumen Christi College focused on the following strategies:

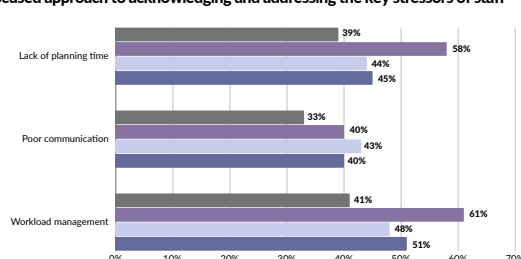
- ✓ Embedding a structured Staff Wellbeing Action Plan
- ✓ Addressing workload concerns
- ✓ Improving college communication practices
- ✓ Aligning wellbeing initiatives with staff needs – Ensuring existing and new wellbeing supports were well-communicated, accessible, and relevant.

Results

In 12 months, Lumen Christi College improved staff wellbeing and perceptions of workplace support...



Through a focused approach to acknowledging and addressing the key stressors of staff



Rachel Goodchild

Lumen Christi College, WA

"Partnering with the Well-Led Schools Program has been transformative for our staff wellbeing at Lumen Christi College."

Adrienne's structured, clear approach provided us with the framework we needed to make meaningful changes. By involving all staff in the process, we were able to gain valuable buy-in and create a real sense of community around our wellbeing goals."

The program emphasised listening to staff needs, and with that input, we developed a targeted action plan based on our shared goals. This collaborative approach has made all the difference, empowering our staff with practical, sustainable support."

"A wellbeing action plan provides a strategy for a school to begin or continue to develop a healthy and happy workplace"

STEP 5:

Develop a strategic wellbeing action plan informed by psychosocial insight

A strategic Wellbeing Action Plan is not a collection of activities. It is a structured, evidence-informed roadmap that aligns staff wellbeing, psychosocial safety obligations and school improvement priorities.

Under the Code of Practice for managing psychosocial hazards, schools must identify risks, consult with staff and implement control measures to eliminate or minimise harm so far as is reasonably practicable. A strategic action plan translates psychosocial insight into practical, measurable and sustainable action.

A key component of our Well-Led Schools Partnership Program is the development of a tailored Staff Wellbeing Action Plan. This collaborative document is co-created with school leaders and informed by staff voice, data and contextual insight gathered through the scan process.

The plan outlines your school's vision for improvement, identifies priority psychosocial risk and protective factors, and maps clear actions over a one to three-year period. It ensures that efforts are deliberate, aligned and responsive to the unique needs of your staff and organisational context.

Not all Wellbeing Action Plans are created equal. Our methodology ensures the plan moves beyond surface initiatives and instead addresses the underlying leadership practices, systems and cultural conditions shaping staff experience.

Effective Wellbeing Action Plans:

- ✓ Are informed by psychosocial risk and protective factor analysis
- ✓ Align with your broader strategic and cultural vision
- ✓ Clearly define roles and responsibilities for leaders and staff
- ✓ Include prevention, early intervention and culture-strengthening strategies
- ✓ Focus on capability development, system improvement and sustainable change
- ✓ Are structured using the six areas of the PERMA(H) model to ensure whole-person and whole-organisation alignment



When strategically developed and consistently implemented, a Wellbeing Action Plan becomes the bridge between insight and impact. It ensures wellbeing and psychosocial safety are embedded into decision-making, leadership practice and everyday school life, rather than treated as a standalone initiative.



School Case Study



Kororoit Creek Primary School - VIC

In just 12 months, Kororoit Creek Primary School took a proactive approach to addressing staff wellbeing and school culture, significantly improving morale, staff perceptions of workload, and emotional wellbeing. By identifying key stressors and implementing targeted interventions, the school created a thriving, supportive work environment.

Overview

Kororoit Creek Primary School faced staff wellbeing challenges, with growing concerns around workload, emotional burnout, and overall morale.

Staff perceptions indicated that while there was an effort to support wellbeing, these initiatives weren't having the desired impact.

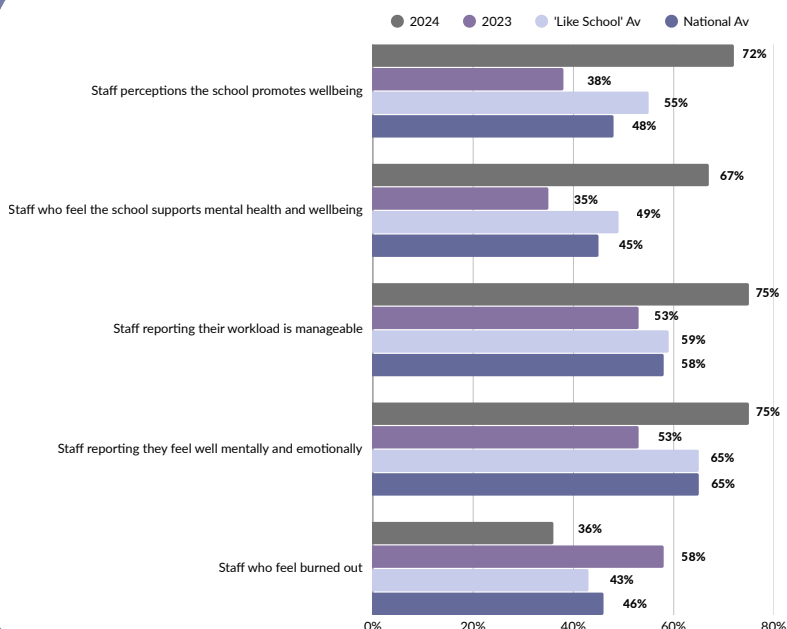
Determined to turn things around, the school leadership engaged with our program to diagnose key staff stressors, co-create a wellbeing strategy, and equip leaders and staff with evidence-based tools to enhance workplace wellbeing.

Key Initiatives

Over 12 months, they focused on the following actions:

1. Identifying the sources of stress for staff and pinpointing priorities
2. Up-skilling the leadership team and staff in evidence based strategies to support wellbeing and respond to key stressors
3. Improving school-wide communication systems and practices
4. Optimising school workload practices
5. Providing professional learning for staff in how to manage their own personal productivity and workload
6. Developing a Staff Wellbeing Action Plan in consultation with all staff

Results



Beth Risely

School Principal,
Kororoit Creek Primary School

"We began working with Adrienne as we wanted to prioritise the wellbeing of our staff and were looking for some guidance and support in how to do that. Adrienne was the perfect person for the job!"

Her work has already had a huge impact on my staff, it allowed us to identify key areas of focus as well as giving individual staff members tools and strategies to rely on when needed. We look forward to continuing to build our positive staff culture at KCPS."

Staff stress, burnout, and mental health is leading to increasing absenteeism and attrition rates



STEP 6:

Follow Through on Your Wellbeing Action Plan and Check In On Your Progress

Follow through, review and sustain meaningful change

Building a psychologically safe and wellbeing-focused workplace is not a one-off initiative. It is an ongoing leadership commitment.

Creating a positive culture requires strengthening protective factors while continuously identifying and reducing psychosocial risks. As organisational conditions evolve, so too must your strategies. Workload pressures shift. Teams change. Strategic priorities expand. Sustained wellbeing depends on deliberate review and refinement.

Developing a Wellbeing Action Plan is a critical milestone, but it is not the endpoint.

Under the Code of Practice for managing psychosocial hazards, risk management is cyclical. Schools are required to monitor, review and adjust control measures to ensure they remain effective. This aligns directly with strong leadership practice and culture development.

Staff want to see follow-through, action and accountability. This is where credibility is built.

This stage includes revisiting the shared vision, reviewing priority areas, monitoring roles and responsibilities, gathering updated staff voice data, and assessing whether implemented strategies are reducing preventable stressors and strengthening culture.

Regular pulse checks provide insight into what is working, what requires adjustment and where emerging risks may be forming. They ensure wellbeing and psychosocial safety remain embedded in strategic conversations rather than becoming reactive or compliance-driven.

Sustainable culture change is not about launching initiatives. It is about consistently reinforcing expectations, modelling leadership behaviours, maintaining consultation and refining systems over time.

When schools follow through with clarity and commitment, staff trust deepens, psychological safety strengthens and meaningful change endures.



School Case Study



Beverley District High School, WA

The leaders at Beverley District High School were ready to seek honest feedback, uncover the core challenges impacting their team, and take action to create a healthier, more supportive work environment. What they achieved in just 12 months was remarkable—a shift in culture, improved staff engagement, and stronger leadership capabilities that continue to support the school today.

Overview

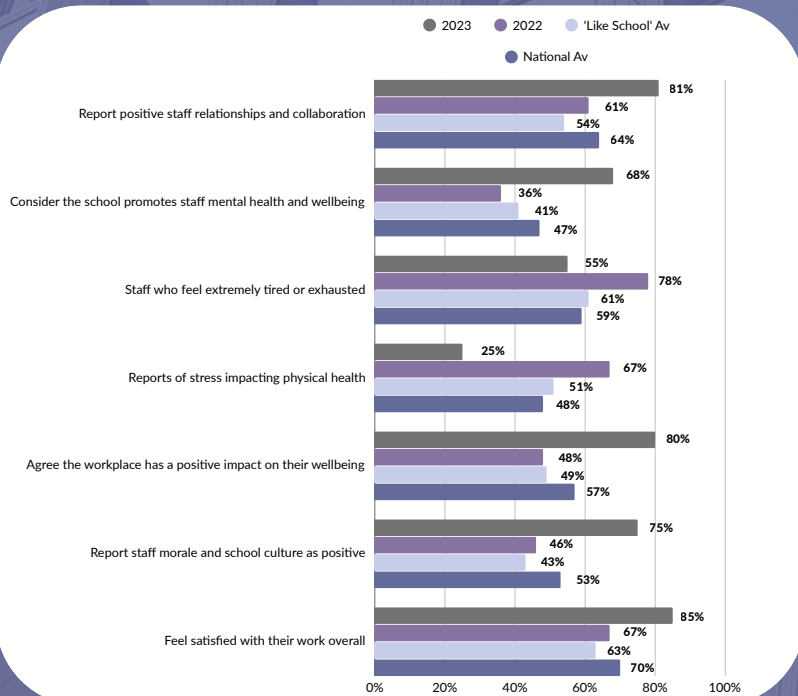
Through our Partnership Program, we conducted an in-depth survey and diagnostic scan at the school to identify the key challenges affecting staff wellbeing.

Three priority areas emerged:

1. Workload management – Addressing inefficiencies and reducing unnecessary stressors.
2. A more streamlined approach to student management – Ensuring staff had the tools and support to handle student behaviour effectively.
3. Fostering clear and effective communication – Strengthening trust and transparency across the school.

From there, Adrian and his team committed to a strategic wellbeing framework, embedding sustainable, evidence-based practices that made a tangible difference in daily school operations.

Results



Key Initiatives

- ✓ **Refining communication** – Clarifying the school's vision and direction to foster alignment and trust
- ✓ **Improving workload management** – Critically reviewing systems, processes, and structures to enhance efficiency
- ✓ **Strengthening student and classroom management** – Enhancing support structures and professional development opportunities for staff
- ✓ **Upskilling leadership** – Providing evidence-based training to help leaders support personal and workplace wellbeing



Adrian Lister

School Principal,
Beverley District High School, WA

"The program is expertly structured - Adrienne works alongside you, your team, and staff to optimise a culture of staff health and wellbeing that is a shared responsibility across the entire school community."

In less than 12 months we have seen the positive impact it has already had on staff perceptions concerning culture, morale, communication, and workload, as evidenced by our data.

A holistic wellbeing program that impacts on school culture and improves staff health and wellbeing that is tailored to individual school needs, sets Adrienne and the Well-Led Schools Program apart from others in this space.

Adrienne has created a program that I believe has no peer when it comes to the effective implementation and cultural change required to ensure positive levels of staff health and wellbeing for schools across Australia."

The 6 Steps to Becoming a "Well-Led" School

A structured six-step model designed to help you lead with wellbeing and psychosocial safety in mind, building a school culture that is proactive rather than reactive. Grounded in the Guiding Principles of Well-Led Schools, Positive Psychology, contemporary educational leadership research and the Code of Practice for managing psychosocial hazards, this model strengthens both culture and compliance.

Rather than implementing disconnected initiatives, the Well-Led Schools approach supports you to rebuild the foundations of a psychologically safe, high-performing workplace. It aligns leadership practice, organisational systems and staff capability to create meaningful, sustainable change.

This is about embedding staff wellbeing into the way your school operates. When wellbeing and psychosocial safety are intentionally prioritised, job satisfaction increases, engagement strengthens and whole-school outcomes improve.

Follow Through, Review and Sustain Meaningful Change

Regularly revisit your vision, review action steps, gather updated staff voice and assess whether implemented strategies are reducing risk and strengthening culture. Sustainable wellbeing requires ongoing leadership commitment, consultation and refinement.

Develop a Strategic Wellbeing Action Plan Informed by Psychosocial Insight

Create a tailored roadmap aligned with your identified priorities. Outline clear objectives, defined roles, prevention and early intervention strategies, and structured review processes across a one to three year timeframe.

Build Leadership and Staff Capability to Reduce Preventable Stressors and Enhance Culture

Develop the knowledge and skills required to manage psychosocial risks, improve communication, strengthen decision-making and foster respectful professional relationships. Capability building ensures wellbeing is embedded in behaviour, not reliant on personality.

Clarify the Joint Responsibilities of Staff Wellbeing and Psychosocial Safety

Staff are responsible for the systems, structures and conditions under which staff work. Staff are responsible for how they contribute within that environment. When roles are clearly articulated and understood, accountability increases and confusion decreases.

Establish a Shared Language, Vision and Strategy for Wellbeing, Psychosocial Safety and Culture

Co-create a clear vision that defines expectations around leadership behaviour, communication, workload practices and shared responsibility. Ensure wellbeing is not a standalone initiative, but a guiding framework for decision-making and culture.

Scan Your School: Review Data to Understand What Is Really Impacting Your People

Identify psychosocial risks and protective factors before implementing initiatives. Collect, review and analyse staff feedback, leadership insight and contextual data to determine clear priorities and establish a strong evidence base for action.



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"I have had an excellent experience working with Adrienne. I found the Staff Wellbeing Survey to be a very detailed and broad-based tool providing staff input on their health and wellness needs. The entire staff was engaged in the process, and the results and insights were both fascinating and extremely useful to understand and implement. The data analysis was extremely insightful, responsive, professional and accommodating. Not only did it give results but provided realistic recommendations for developing a solid Wellbeing Action Plan which considers the unique needs of the staff."

Val - Deputy Principal

Join The "Well-Led" Schools Partnership Program



Are you ready to take these six steps and tailor your very own Staff Wellbeing Action Plan that creates needle-moving changes in school culture and staff morale?

Join the 'Well-Led Schools' Partnership program below and tap into the strategies that high-performing schools are using to address teacher burnout and increase staff engagement.

LEARN MORE

Join Our Partners





"Adrienne really took time to inform us of her approach, and how she could tailor our time together to meet the specific needs of our context. As our sessions progress, Adrienne continues to listen and respond to our collective and individual needs. Inspiring!"

Karen - School Leader

Our staff were fully engaged in Adrienne's enjoyable, thought-provoking and practical presentations. They each found different things to take away and help them and Adrienne shared a variety of aspects to cater for everyone. Setting her apart are the stories of her own life and how she has overcome many obstacles. Throughout her personal struggles, she found things that worked to keep her positive, and she communicated these well. We are excited to explore some of these in more depth with Adrienne throughout next year.

Deb - School Principal



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“Adrienne’s manner, organisation, professionalism, knowledge, and understanding of staff wellbeing has allowed for positive change in our school community. I have found it the most useful to discuss with staff about big issues and possible actions and solutions for addressing these. These sessions have been so useful in moving forward and meeting the needs of our school. I look forward to where our staff wellbeing action plan takes our staff and school.”

Kristy - School Leader

- HEALTH AND WELLBEING CONSULTANT -
- SCHOOL LEADER -
- PRESENTER - HEALTH COACH -

”

Set Your School Up for Success

Train and up-skill leaders and staff in strategies for improving school wellbeing.

Empower your staff to manage their stress, avoid burnout, and look after themselves while contributing to a healthy, positive, and supportive school culture.

Feel like your teaching staff are burnt out and struggling to perform to their potential?

Hi, I'm Adrienne Hornby – a Health and Wellbeing Consultant and Strategist for schools.

I partner with school leaders and their staff across Australia to collect the crucial data they need to build and embed a tailored 'Staff Wellbeing Action Plan' for their schools. Each school's plan is aimed at nurturing a positive school environment and addressing teacher and staff burnout so that they can improve their school's outcomes and performance.

As a school leader (and teacher!), I was once unhappy, overworked and burnt out. And when I looked around me, I could see I wasn't alone. By prioritising my own health and wellness, I started to feel healthier, happier and more engaged at work.

Using the lessons I learned on my own wellbeing journey, I transformed how I led my staff, prioritising their wellbeing and creating positive team environments year after year. This shift in focus made me a fierce advocate for school staff wellbeing. It's my mission to help schools put their people first to build more positive staff and school cultures.

LEARN MORE

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