The *Second Step* Program and

NSW Wellbeing Framework for Schools

The *Second Step* program and NSW Wellbeing Framework for Schools share the common goals of supporting the safety, well-being, and success of students by developing positive relationships, fostering school connectedness, and building social-emotional competencies. This document outlines the alignment between the two.

NSW Wellbeing Framework for Schools

The NSW Wellbeing Framework for schools is a statement of what is valued as excellence in student wellbeing in NSW public schools. It supports schools to create a planned approach to wellbeing using evidenced-based strategies that are strengths based, preventative and focus on early intervention. This includes strengthening students' cognitive, physical, social, emotional and spiritual wellbeing domains of development. Schools will achieve this through planning and decision-making at the local level to meet the needs of their students.

Second Step program

The *Second Step* program is a research-based, universal prevention program for Early Learning through Grade 8 students. It is designed to promote school success, school connectedness, and a safe, respectful school climate and to prevent problem behaviours. It does this by teaching self-regulation and social-emotional skills and by addressing bullying and unsafe behaviours. It is developmental and sequential, with skills being reviewed and expanded on each year and gradually becoming more complex as students get older. The program provides clear school-wide norms for prosocial behaviour.

Second Step Unit Topics for Student Lessons		
Grade Level	Early Learning	Skills for Learning, Empathy, Emotion Management, Friendship Skills and Problem Solving, Child Protection
	K–Grade 3	Skills for Learning, Empathy, Emotion Management, Problem Solving, Bullying Prevention
	Grades 4 & 5	Empathy and Skills for Learning, Emotion Management, Problem Solving, Bullying Prevention
	Grade 6	Empathy and Communication, Bullying Prevention, Emotion Management, Problem Solving, Substance Abuse Prevention
	Grade 7	Empathy and Communication, Bullying Prevention, Emotion Management, Decision Making, Substance Abuse Prevention
	Grade 8	Empathy and Communication, Bullying Prevention, Emotion Management, Goal Setting, Substance Abuse Prevention

SCHOOL STAFF (ALL GRADES)

One of the core components of the *Second Step* program is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

FAMILIES (ALL GRADES)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practice the skills at home.

Questions?

Contact Positive Pieces Education

1300 769 919 | info@positivepieces.org

Second Step Skills & Concepts

Column groups: **Respect (All grades)** · **Safety (All grades)** · **Skills for Learning (Unit in EL–Grade 5, integrated in Grades 6–8)** · **Empathy and Compassion (All grades)** · **Emotion Management (All grades)** · **Interpersonal Problem Solving (All grades)** · **Friendship Skills (All grades)** · **Communication Skills (Grades 5-8)** · **Bullying Prevention (K-Grade 8)** · **Child Protection Resources (Early Learning)**

NSW Wellbeing Framework for Schools — Connect	Respectful behaviours emphasized throughout the program at all grade levels	Safe behaviours emphasized throughout the program at all grade levels	Listening	Using self-talk to manage behaviour or calm down	Being assertive	Identifying others' feelings	Understanding others' perspectives	Showing care and concern, offering support	Accepting differences	Identifying one's own feelings	Calming down strong feelings	Managing anger to prevent behaviour that harms others' bodies or feelings	Identifying the problem without blame; identifying needs and wants	Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6-8)	Evaluating positive and negative consequences of each solution	Choosing a solution that works for all parties involved	Including others	Making amends	Taking responsibility for actions (either accidental or on purpose)	Respectful disagreement	Handling a grievance	Recognising, refusing and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviours	Recognising, refusing and reporting unsafe situations and touches
Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences.			✓		✓					✓			✓						✓				
Students have positive and respectful relationships with each other, their teachers and the community.	✓	✓	✓			✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓			✓	✓
Students experience a sense of belonging and connectedness that respects diversity and identity.	✓	✓	✓				✓	✓	✓				✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students are connected with their cultural, religious or spiritual backgrounds.							✓			✓	✓												

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

The school is focused on building individual and collective wellbeing through a climate of care and positivity.

SCHOOL STAFF (ALL GRADES)

One of the core components of the *Second Step* program is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

FAMILIES (ALL GRADES)

Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practise the skills at home.

Second Step Skills & Concepts

NSW Wellbeing Framework for Schools — Succeed	Respect (All grades): Respectful behaviours emphasized throughout the program at all grade levels	Safety (All grades): Safe behaviours emphasized throughout the program at all grade levels	Skills for Learning: Listening	Skills for Learning: Using self-talk to manage behaviour or calm down	Skills for Learning: Being assertive	Empathy and Compassion: Identifying others' feelings	Empathy and Compassion: Understanding others' perspectives	Empathy and Compassion: Showing care and concern, offering support	Empathy and Compassion: Accepting differences	Emotion Management: Identifying one's own feelings	Emotion Management: Calming down strong feelings	Emotion Management: Managing anger to prevent behaviour that harms others' bodies or feelings	Interpersonal Problem Solving: Identifying the problem without blame; identifying needs and wants	Interpersonal Problem Solving: Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6–8)	Interpersonal Problem Solving: Evaluating positive and negative consequences of each solution	Interpersonal Problem Solving: Choosing a solution that works for all parties involved	Friendship Skills: Including others	Friendship Skills: Making amends	Friendship Skills: Taking responsibility for actions (either accidental or on purpose)	Communication Skills (Grades 5–8): Respectful disagreement	Communication Skills (Grades 5–8): Handling a grievance	Bullying Prevention (K–Grade 8): Recognising, refusing and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviours	Child Protection Resources (Early Learning): Recognising, refusing and reporting unsafe situations and touches
Students are succeeding in their learning.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Students strive toward and achieve meaningful goals.	✓	✓	✓	✓	✓														✓				
Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.			✓	✓	✓					✓	✓		✓			✓			✓				
Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.				✓												✓			✓				
Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Staff enable success by personalising student learning and supporting students to achieve.

Staff enable success by contributing to a positive, supportive and encouraging learning environment.

SCHOOL STAFF (ALL GRADES)
One of the core components of the *Second Step* program is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.

Parents and the broader school community actively participate in supporting and reinforcing student learning.

FAMILIES (ALL GRADES)
Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practise the skills at home.

Second Step Skills & Concepts

NSW Wellbeing Framework for Schools	Respect (All grades) — Respectful behaviours emphasized throughout the program at all grade levels	Safety (All grades) — Safe behaviours emphasized throughout the program at all grade levels	Skills for Learning — Listening	Skills for Learning — Using self-talk to manage behaviour or calm down	Skills for Learning — Being assertive	Empathy and Compassion — Identifying others' feelings	Empathy and Compassion — Understanding others' perspectives	Empathy and Compassion — Showing care and concern, offering support	Empathy and Compassion — Accepting differences	Emotion Management — Identifying one's own feelings	Emotion Management — Calming down strong feelings	Emotion Management — Managing anger to prevent behaviour that harms others' bodies or feelings	Interpersonal Problem Solving — Identifying the problem without blame; identifying needs and wants	Interpersonal Problem Solving — Thinking of solutions that are safe and respectful, consider others' feelings and needs (all grades), and are ethical (Grades 6-8)	Interpersonal Problem Solving — Evaluating positive and negative consequences of each solution	Interpersonal Problem Solving — Choosing a solution that works for all parties involved	Friendship Skills — Including others	Friendship Skills — Making amends	Friendship Skills — Taking responsibility for actions (either accidental or on purpose)	Communication Skills — Respectful disagreement	Communication Skills — Handling a grievance	Bullying Prevention — Recognising, refusing and reporting bullying; being a supportive bystander; emphasis on safe and respectful behaviours	Child Protection Resources — Recognising, refusing and reporting unsafe situations and touches
Thrive — Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.	✓	✓																					
Students are self-directed, take initiative and grasp opportunity.			✓	✓						✓			✓	✓	✓	✓			✓				
Students contribute to the learning of other students and to the school community more broadly.	✓		✓			✓	✓	✓					✓	✓	✓	✓	✓					✓	
Students have a strong sense of meaning and purpose.				✓						✓			✓	✓	✓	✓			✓				
Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.													✓	✓		✓						✓	
Students are recognised and celebrated.	✓							✓									✓						

Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.	**SCHOOL STAFF (ALL GRADES)** One of the core components of the *Second Step* program is that staff model all program skills, remind students to use them, and notice and reinforce skill use in students with specific verbal feedback. All staff are encouraged to do this whether teaching the actual lessons or not.
The school has high expectations for every student.	
Parents and the broader community support and enable the aspirations of every student.	**FAMILIES (ALL GRADES)** Interactive take-home activities focus on the skills taught at each grade level. These encourage dialogue and engagement between adult family members and students, inform adults about the skills taught in the program, and give students and adults frequent opportunities to practise the skills at home.

Column group notes: Skills for Learning (Unit in EL–Grade 5, integrated in Grades 6–8); Communication Skills (Grades 5-8); Bullying Prevention (K-Grade 8); Child Protection Resources (Early Learning).

			Second Step Support Resources		
			Principal Toolkit	**Program Training**	**Program Supports**
			Scripted Meetings, Announcements, Assemblies Behaviour Plan Worksheets Talk-It-Over Tool Recognition Tickets Staff & Family Communications	Program Overview Teaching the Lessons Reinforcing Skills & Concepts	Classroom Strategies Engage Families Implement Sitewide Program Evaluation
NSW Wellbeing Framework for Schools	**Enabling School Environment**	Students are recognised, respected and valued.	✓		✓
		Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.	✓		✓
		Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities.	✓		✓
		Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing.	✓	✓	✓
		Resources are used to best meet individual and collective student need.	✓		✓
		The school environment is a safe and healthy place to be.	✓	✓	✓
		Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.	✓	✓	✓
		Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.	✓	✓	✓

Positive Pieces Education

second step