**SCHOOL LEADER WELLBEING ACTION PLAN 2021–25**

**1. OPTIMISE TIME FOR INSTRUCTIONAL LEADERSHIP**

*Success indicator: our leaders have more time to focus on their core business of school leadership.*

1.1 DEVELOP A POLICY AND ADVISORY LIBRARY

We will develop a policy and advisory library to enhance the accessibility and searchability of policies to optimise school leader time.

*Additional key beneficiaries:*

1.2 MAXIMISE SCHOOL LEADER TIME

We will keep school leader wellbeing and workload as key considerations in planning and implementing our work across the system. We will act to protect and prioritise time for instructional leadership and school improvement.

*Additional key beneficiaries:*

1.3 INVESTIGATE PRINCIPAL WORKLOAD

We will investigate principal workload to identify additional burden of compliance and administrative tasks that impact principals’ ability to focus on school improvement and instructional leadership. We will make recommendations for action.

*Additional key beneficiaries:*

**2. PROMOTE A CULTURE OF CARE, WELLBEING AND SAFETY**

*Success indicator: our schools are respectful and safe places.*

2.1 BUILD STRONG EDUCATION COMMUNITIES

We will create a territory-wide community education campaign to build strong education communities where all members are respected, valued and safe. We will do this by promoting expected, positive and safe behaviours in schools.

*Additional key beneficiaries:*

2.2 ENHANCE SKILLS AND CAPABILITY

We will offer targeted professional learning for school leaders to equip them with skills to respond to conflicts and challenges in the workplace and protect their own wellbeing.

*Additional key beneficiaries:*

2.3 FORM A TASKFORCE TO INVESTIGATE OCCUPATIONAL VIOLENCE AND AGGRESSION

We will establish a taskforce to investigate occupational violence and aggression in territory schools to understand, reduce and prevent their occurrence.

*Additional key beneficiaries:*

**3. ENHANCE PROFESSIONAL SUPPORT**

*Success indicator: Our school leaders are supported, connected and can flourish in their role.*

3.1 ENRICH MENTORING AND PEER SUPPORT

We will strengthen the networks of principals by trialling targeted mentoring and peer support initiatives.

*Additional key beneficiaries:*

3.2 PROVIDE WELLBEING CONVERSATIONS

We will trial and measure the impact of providing proactive and preventative wellbeing conversations for school leaders. These reflective conversations will focus on the organisational, emotional and educational aspects of the school leader role.

*Additional key beneficiaries:*

3.3 STRENGTHEN CRITICAL INCIDENT SUPPORT

We will review our critical incident support processes and make recommendations to strengthen system-wide support for principals.

*Additional key beneficiaries:*

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School leaders refers to principal and assistant principal classifications.

Principal refers only to principal classifications.

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