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# NAB Education Insights 2026 Highlights

Student Wellbeing



April 2026

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# Foreword

Student wellbeing sits at the heart of Australia's education system. We know wellbeing is foundational for learning, attendance, engagement and long-term outcomes. When students feel safe, connected and supported, they're better able to focus, take on challenges and build the resilience they'll need beyond the school gates. Supporting student wellbeing is a shared responsibility, spanning schools, families and the broader community.

This NAB Education Insights report focuses on student wellbeing, highlighting five key takeaways from the latest survey results, based on the experiences and perspectives of students themselves. Overall, the story is encouraging. Average wellbeing has improved year-on-year, while loneliness has also eased across most groups, with the percentage of young Australians reporting feeling "extremely lonely", decreasing to 9% from 13% a year earlier. But the report also makes it clear that progress in these key wellbeing measures does not mean students aren't experiencing pressures or worries about the future. Schoolwork, exams and grades remain the dominant concern, often described as self-imposed, stemming from ambition, fear of regret, and the belief that "the rest of my life is based on this year." Cost-of-living concerns are also rising, and new issues are emerging, including social media, now cited as a major concern by 17% of students.

Beyond these pressures, the data also points to a more nuanced picture. While overall wellbeing is up, students' confidence in coping with specific worries has edged down. Attitudes towards social media are also becoming more cautious, particularly when asked to put themselves in the position of a parent. Students are also giving a lot of thought to their ATAR: only 8% considered finishing Year 12 without one in 2025 (well down from 15% in 2024), even as exam stress remains a persistent factor.

At NAB, we are committed to the education sector. We offer a national relationship model which acknowledges that schools have unique banking requirements that demand a specialised banking team who are experts in the sector. With 160 years' experience, we understand the education sector, and we actively invest in the future of education and the leaders of tomorrow.

We see first-hand the important role education plays in shaping future outcomes, for individuals, communities and the broader economy. Through our Education Insights Reports, we aim to contribute to that understanding by sharing data-driven perspectives on what matters most to students and schools.



Alongside the five takeaways from students, we have actionable tips for schools and parents, school perspectives and insightful quotes from students. We hope this rich report supports school leaders and educators to make confident, evidence-informed decisions that strengthen student wellbeing. As the parent of two children who have completed the NSW HSC in recent years these insights are particularly compelling.

**Kate Bain**

Executive, Government, Education and Community, NAB

**“This NAB Education Insights report focuses on student wellbeing, highlighting five key takeaways from the latest survey results.”**



**5 key takeaways for  
student wellbeing**

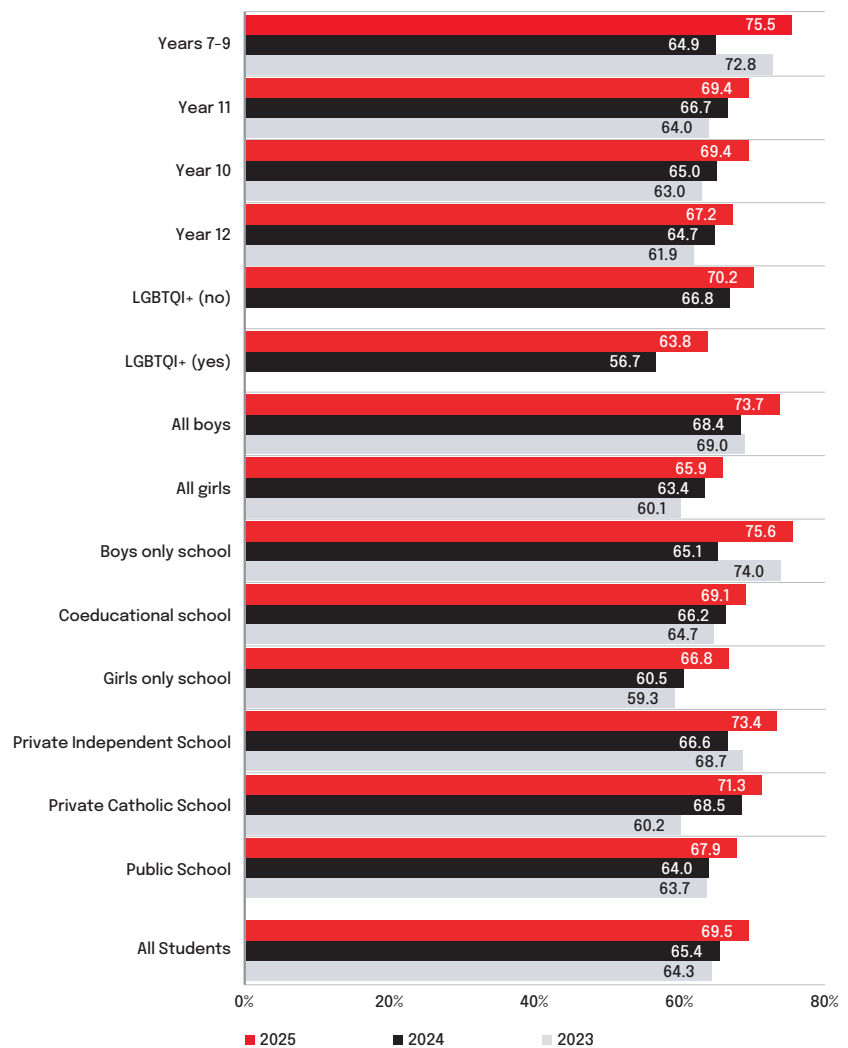
# 01

## Marked Improvements in Student Wellbeing and Loneliness, Yet Gaps Remain - Australian high school students in 2025 reported significant gains in both physical and emotional or mental wellbeing compared to previous years.

Average physical wellbeing scores climbed to 70.1 (up from 66.3 in 2024), and emotional and mental wellbeing reached 69.5 (up from 65.4). These improvements were seen across nearly all groups, with especially strong progress among LGBTQI+ students and those attending boys' schools. Despite these encouraging trends, disparities persist. Boys continued to report higher wellbeing than girls, and some groups - notably Year 11 students - showed either less progress or even declines in certain areas. The percentage of students with low physical wellbeing scores dropped sharply, halving from 17% in 2024 to just 9% in 2025, showing fewer students are struggling at the lower end of the scale. However, these overall improvements in wellbeing do not necessarily translate into a stronger capacity to manage mental health challenges or stress. In fact, students' ability to cope with specific worries or difficult events has slightly declined, suggesting while many students are feeling better on average, a considerable number still feel overwhelmed when confronting particular pressures or concerns.

Average reported loneliness scores also decreased across almost all student groups compared to previous years, continuing a promising trend that began after the onset of the COVID-19 pandemic. For many, the disruptions to social connections and regular schooling during the pandemic drove feelings of isolation, making this downward shift particularly significant.

Figure 1: Emotional & mental wellbeing (score)



In 2025, 9% of students reported feeling extremely lonely, down from 13% in 2024. However, it's important to note that disparities remain - LGBTQI+ students and boys, despite having lower average loneliness scores overall, were still more likely than girls to report feeling 'extremely lonely'. This highlights the need for targeted interventions that not only address loneliness broadly but also consider the specific vulnerabilities and experiences of different student groups. By fostering both stronger connections and providing accessible avenues for support,

schools and communities can help ensure all students feel included.

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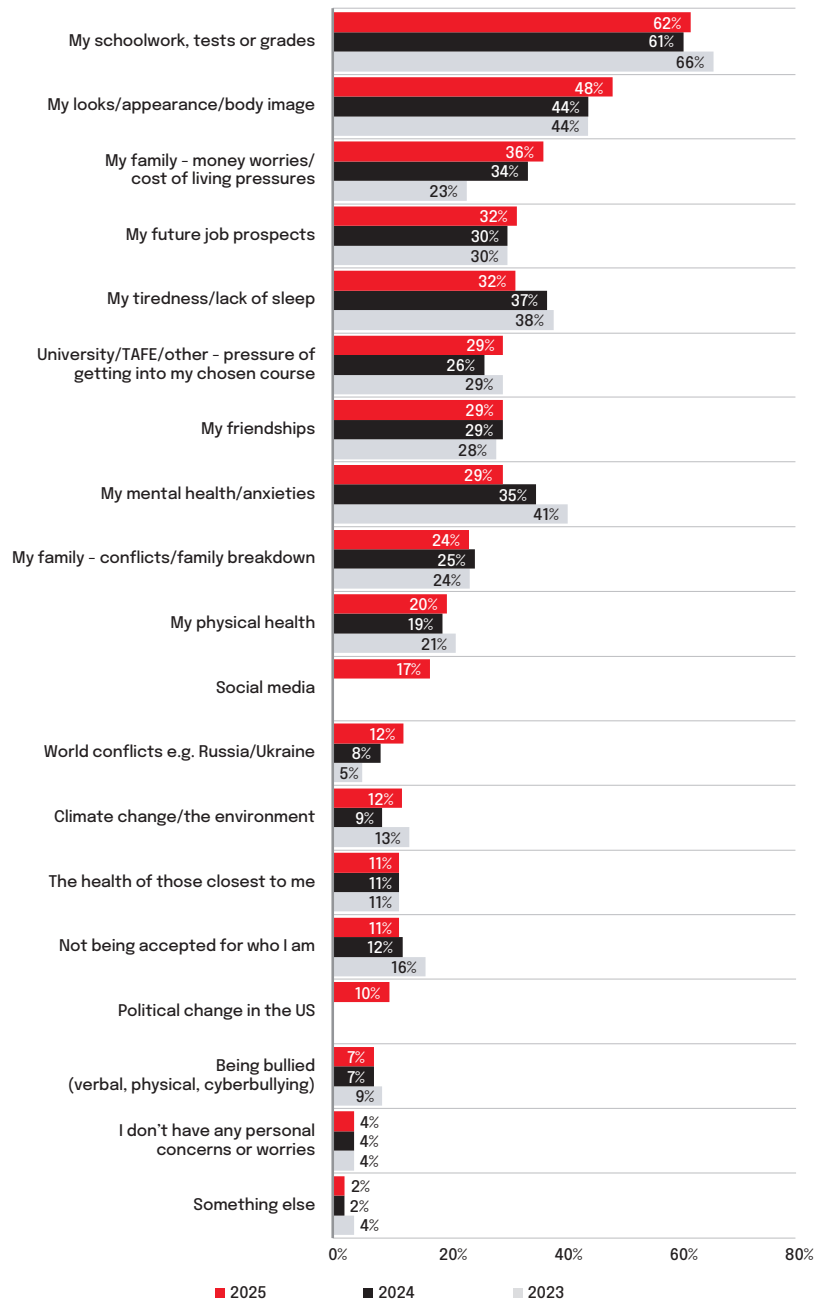
# 02

## Shifting Pressures and Sources of Student Concern - While the main anxieties facing students remain consistent, the latest survey highlights some evolving trends.

Nearly two-thirds (62%) of students continue to cite schoolwork, exams, and grades as their top worries. Concerns about body image or appearance were raised by 48% of students, a slight rise from 44% in 2024. Financial pressures, including family finances and the broader cost of living, edged up to 36%. Worries about future employment prospects and feeling tired or lacking sleep were also common, both at 32% - with fatigue down from 37% the previous year. Concerns about getting into university or TAFE climbed to 29%, now equalling the proportion of students worried about friendships, mental health, or general anxiety - though mental health concerns have eased slightly since 2024. Other significant sources of worry included family conflict (24%), physical health (20%), and, for the first time, social media, which 17% of students named as a major concern. Additional issues - such as world conflicts, climate change, social acceptance, and bullying - remained stable or saw modest increases year-on-year. The data also revealed nuanced differences depending on school type, gender, and year level. For example, girls were more likely to report concerns about appearance and academic pressures, whereas boys tended to focus on physical health or, in some cases, reported having few or no worries.

With nearly two-thirds of students identifying schoolwork, tests, and grades as their primary source of stress we also wanted to explore where this pressure originates. A striking 80% of students reported

Figure 2: Causes of your worries (Top 5)



that they place these expectations on themselves. Many set ambitious standards, driven by a desire for success and a fear of future regret. As one student explained, "I don't want to leave school with regrets and knowing that I did not try to the best of my ability." Others shared, "I want to do my best and I don't want to disappoint anyone. I want

to get into the best classes and be successful, and to prove to myself that I'm good and smart at things."

The significance of grades for future opportunities frequently emerged as a key theme. Students noted, "Grades have started to become more important, especially learning content, as much of now is relevant

for HSC performance, which is important for my future prospects,” and “I want to get into a good course and the rest of my life is based on this year, so I have to do well.” For some, financial concerns compound the pressure: “If I don’t get a scholarship, my parents will need to pay for my school, and we don’t have the money.”

Fear of not meeting expectations – both personal and external – was common. One student said, “If I don’t, my future possibilities are most likely screwed, and my parents are going to crash out at me,” while another reflected, “I’m afraid of disappointing myself or not getting what I want because I know I didn’t work hard enough to deserve it.” Motivation and anxiety also play a role, as seen in the admission, “I’m lazy and I scroll on my phone play games more than I do work,” and “I know I can do better, but I freeze up on tests.”

For many, academic achievement is closely tied to self-worth and a desire for validation: “I want to do good in school for once and get recognised,” and “I often feel like I don’t have worth beyond academics.” Family expectations also set high benchmarks: “I would like to become a doctor like Dad and unless I get good results, I won’t be able to gain entry into med school.”

Overall, these candid reflections reveal the complex web of internal motivation, family and peer expectations, financial anxieties, and future aspirations that contribute to the academic pressures facing Australian students. The findings underscore the importance of addressing not just academic support, but also emotional wellbeing, self-esteem, and open conversations around expectations – helping students to balance ambition with self-compassion and resilience.

“I want to get into a good course and the rest of my life is based on this year, so I have to do well.”

“I often feel like I don’t have worth beyond academics.”



# 03

**Students are drawing on a variety of strategies to manage their worries, but there's a clear desire for more targeted support from schools.**

Nearly half (47%) of students identified techniques or sources of comfort that help them cope, with a strong reliance on friends, family, and teachers, as well as personal practices such as exercise, mindfulness, and engaging in hobbies. For some, religious faith and involvement in community groups provide valuable support: as one student shared, "God and my faith in Jesus Christ and being connected to church community where they are very supportive." Many students find talking to someone they trust helps them feel less isolated, while activities like playing outside, listening to music, or drawing offer additional relief. One student explained, "Sometimes, just taking deep breaths and remembering it's okay to feel upset helps calm me down. Trying my best and taking one step at a time makes hard things feel a little easier."

Students also voiced how schools could better support their wellbeing. They called for more calm and caring teachers (39%), the inclusion

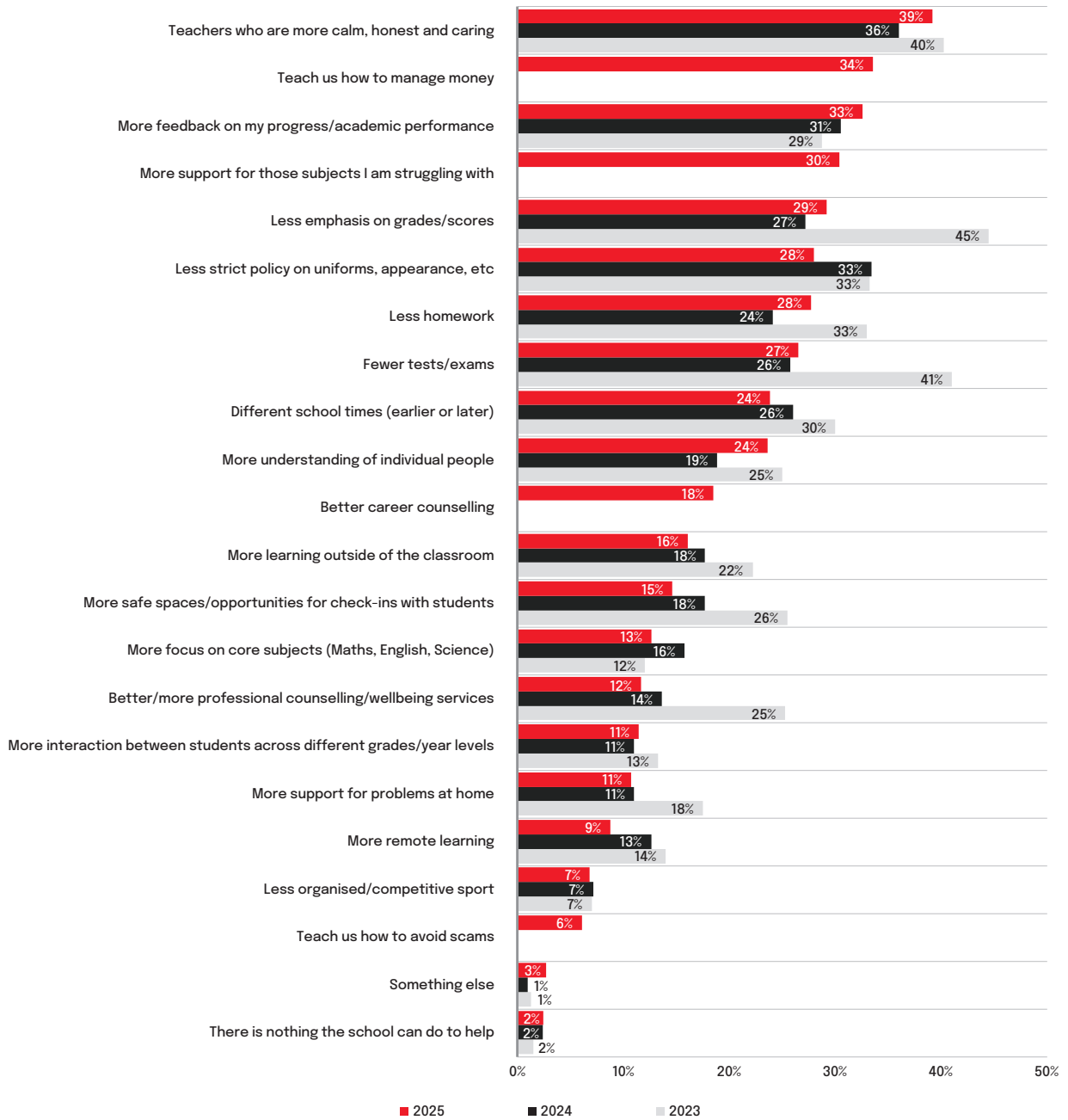


Many expressed a desire for schools to place less emphasis on grades and to be more understanding of individual needs.

"Sometimes, just taking deep breaths and remembering it's okay to feel upset helps calm me down."

of practical money management lessons (34%), more personalised feedback (33%), and increased support in challenging subjects (30%). Many expressed a desire for schools to place less emphasis on grades and to be more understanding of individual needs. Beyond the school and family, the broader community - including faith and cultural groups - plays a vital role in supporting student wellbeing, particularly for those from diverse backgrounds.

**Figure 3: Top 5 things schools should do to help students with their worries**



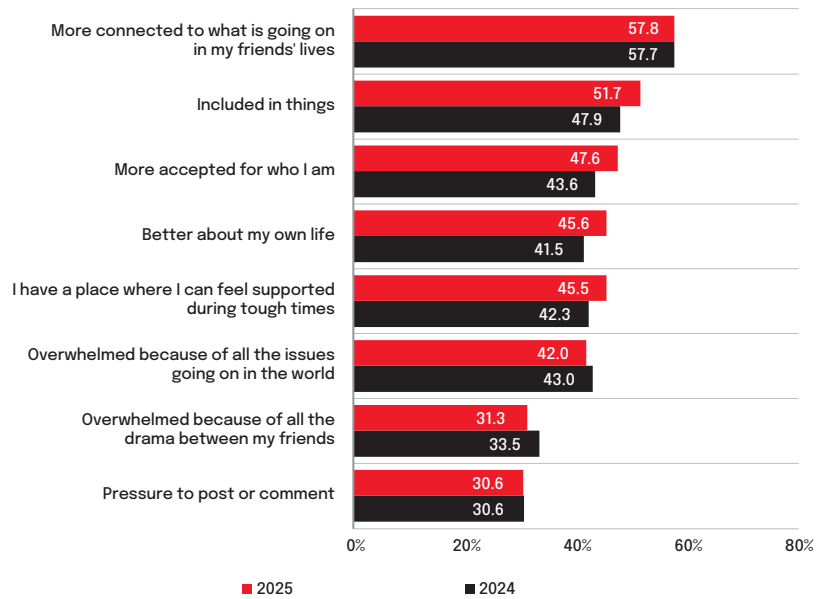
# 04

**Most Students Would Impose Stricter Limits on Social Media for Their Children - Studies increasingly show that heavy screen use is associated with slower thinking, reduced attention, weaker memory, higher rates of depression and anxiety, poorer sleep, and increased adolescent weight gain.**

The debate is shifting from one about whether screens have an impact to one about how far-reaching that impact might be and what society is willing to do about it. In December, Australia became the first country in the world to ban social media for children younger than 16. Such moves are being watched by other countries that are considering adopting their own measures. To date, it is unclear to what extent these new laws have capped social media usage among existing users. That said, parents now have stronger grounds to deny access to young people, supported by the ban.

Overall, student responses reveal that effective screen time management is not about one-size-fits-all rules, but about finding a balance between protection, education, communication, and trust - equipping young people to navigate the digital world safely and confidently. While both boys and girls acknowledged certain benefits of social media - such as staying up to date with friends, feeling included, and enhancing social acceptance - very few students felt it had a genuinely positive impact on their overall wellbeing. Most students reported that, although social media helps them remain connected and in the loop, it rarely boosts their self-esteem or provides meaningful support during tough times. Gender differences were evident, with girls

**Figure 4: Agree with statement: Social media makes me feel... (score)**



generally spending more time on social media than boys, though this gap is gradually closing. Girls were also more likely to experience negative effects, including social comparison and online harassment. Boys, on the other hand, dedicated more time to activities like sports, gaming, and helping at home. Despite these differences, students of all genders recognised the role of social media in fostering friendships and connections, but few believed it truly enhanced their wellbeing.

While students were surveyed prior to the introduction of the new laws, it is telling that when asked about future parenting, the majority of students indicated they would enforce much stricter guidelines around their children's screen time. Suggested rules included restrictions on social media use at bedtime and during meals, age-based access limits, and closer monitoring of online activity. Only about one in seven students said they would choose not to impose any rules or limits for their children, highlighting a widespread desire among today's teens for more boundaries and

support around digital habits than they themselves currently experience.

Students shared diverse perspectives on the rules they would set around screen time if they were parents. Many advocated for clear boundaries, such as collecting phones before bedtime, placing limits on daily screen use after homework, and enforcing age

**Despite these differences, students of all genders recognised the role of social media in fostering friendships and connections, but few believed it truly enhanced their wellbeing.**

restrictions or app-specific bans. Active monitoring was also a recurring theme, with some suggesting regular checks on what their children access and consume online. Encouraging outdoor activity and restricting device use at certain times was also popular: for instance, requiring children to spend time outside before dinner, banning screens during meals, and only allowing technology for homework after dinner. Others emphasised the importance of awareness and education, preferring to teach children about the risks of excessive screen time and online behaviour rather than imposing strict bans. As one student noted, "I think I would be more informative about the dangers of too much screen time... I never learnt to properly moderate my time." Monitoring social media use and prioritising online safety were also commonly mentioned. Some students said they would want to check their child's Snapchat to ensure they don't get added by strangers, prevent the creation of secondary accounts, and follow their child on platforms like Instagram to keep track of what they share.

A number of students proposed a more balanced and nuanced approach, focusing on open conversations about maintaining balance, respecting privacy, and promoting online safety. These students suggested rules should be fair, flexible, and make sense for teens' lives today. Others leaned towards minimal restrictions, highlighting the value of trust and self-management: "No rules unless my child is severely addicted and it's affecting them. Parents blame phones too often even though they don't know the full story." A few also reflected on their own negative experiences with overly strict rules, expressing a desire for a lighter touch and more autonomy for young people.



# 05

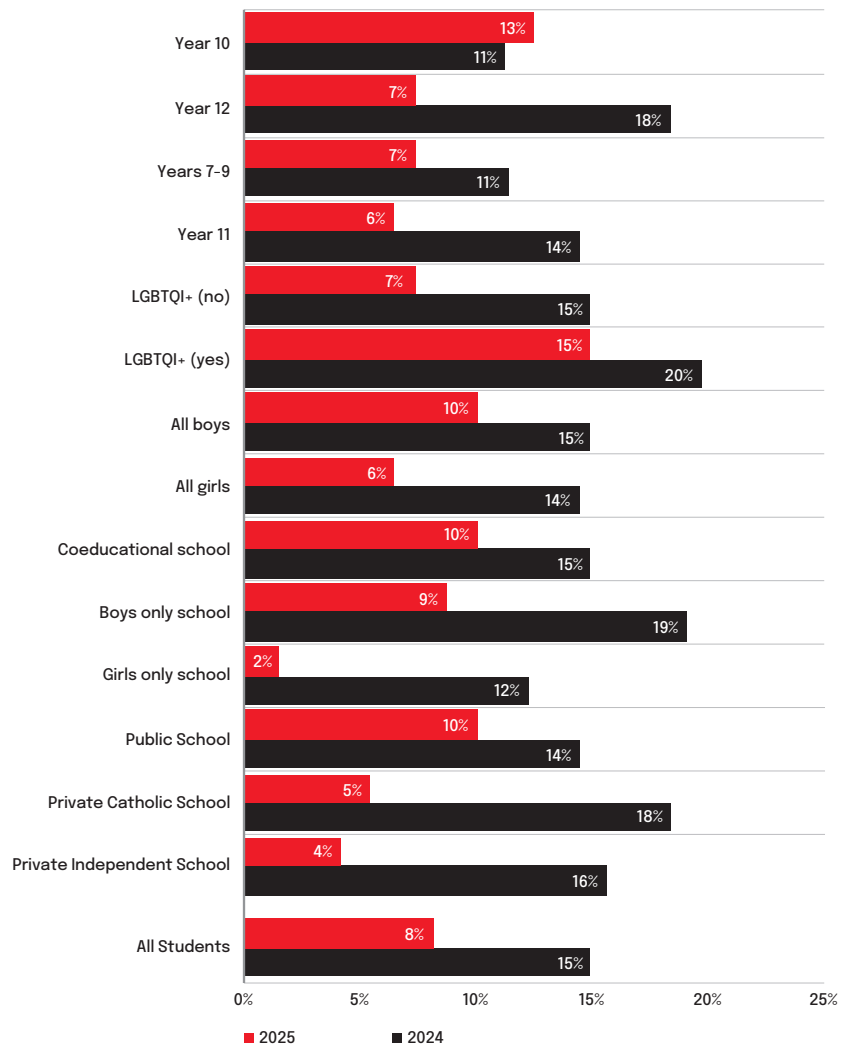
## Shifting Attitudes Towards the ATAR: A Recent Turnaround Despite Exam Stress - The ATAR (Australian Tertiary Admission Rank) continues to be the main entry route to university for most Australian students, serving as a standardised benchmark for academic performance.

In recent years, especially following COVID-19 disruptions, there was a noticeable rise in students completing Year 12 without sitting exams or receiving an ATAR. This trend reflected a growing acceptance of alternative, non-ATAR pathways, better suited to students who may not flourish in exam settings or do not require an ATAR for their intended careers.

However, the latest 2025 survey data reveals a shift: fewer students are now choosing to finish Year 12 without sitting exams or attaining an ATAR. In 2025, only 8% of students considered this option, down from 15% in 2024. This downward trend was evident across all school sectors, with the steepest declines seen in private independent and Catholic schools. While both genders are less likely to forgo the ATAR in 2025, boys remain more inclined than girls (10% vs 6%). Among Year 12 students, the drop is even more pronounced - just 7% considered skipping the ATAR in 2025, compared to 18% in 2024. Interestingly, the only group showing an increase was Year 10 students.

The reasons behind not pursuing an ATAR were also examined. The most prevalent reason remains avoiding exam stress - cited by one in three students (33%), a figure that has remained largely stable since 2024. However, this motivation varies by school type and year level: students at private Catholic and public schools were increasingly

Figure 5: Considering finishing year 12 without sitting exams or ATAR: Yes





**Fewer students are now choosing to finish Year 12 without attaining an ATAR. In 2025, only 8% of students considered this option, down from 15% in the previous year.**

choosing this reason, while those at private independent schools reported a decline. Notably, fewer Year 12 students now cite exam stress (27%), whereas the figures are higher among Year 10 and 11 students (36% and 43%, respectively).

The importance of mental health as a reason for opting out of the ATAR has waned significantly, with just 27% choosing it in 2025, down from 48% in 2024. This drop was seen across all groups, and most dramatically among Year 12 students. In fact, no students at private independent schools in 2025

named mental health as a reason, compared to a third in the previous year. Meanwhile, 45% of students in 2025 indicated they did not need an ATAR because their chosen pathway – such as TAFE or apprenticeships – did not require one, slightly down from 48% in 2024. This reason became markedly more common among students in Years 7–9 (rising to 75% from 60%) but declined in public schools and among Year 12 students. Fewer students also planned to enter the workforce directly without needing an ATAR, with this number dropping to 27% in 2025 (from 32% in 2024); however, this figure did rise among private Catholic school and Year 10 students.

Overall, while exam stress and mental health remain key considerations, the latest data suggests a renewed recognition of the ATAR's importance as a university entry pathway, with a growing number of students choosing to pursue it. At the same time, flexible pathways beyond the ATAR remain important, particularly for those whose career ambitions do not require it.



**Actionable tips  
for schools and parents**

## Actionable Tips for Schools:

### 1. Foster Calm, Caring Relationships:

Support and encourage teachers to maintain a calm, honest, and caring approach when interacting with students. Consistent, supportive relationships help students feel secure and valued. Establish regular check-ins and open lines of communication to proactively identify students who might be struggling but may not feel comfortable seeking help.

### 2. Embed Financial Literacy Across the Curriculum:

Responding to student concerns about money, subject to circumstances and resources, weave practical financial education throughout the curriculum. Cover essential topics such as budgeting, understanding credit, avoiding scams, and making informed spending and saving decisions. Where feasible, invite guest speakers or run workshops to bring real-world financial skills to life.

### 3. Provide Personalised Feedback and Tailored Support:

Offer more frequent, individualised feedback so students understand their progress and areas for growth. Implement targeted support for students facing difficulties, and design differentiated learning pathways to cater for diverse learning styles, strengths, and needs.

### 4. Promote Social Connection and Inclusion:

Create programs and safe spaces that help students build friendships and supportive networks, particularly for those at risk of isolation or loneliness. Consider peer mentoring, buddy systems, and dedicated areas for students to connect during breaks. Encourage participation in clubs, teams, and group activities to strengthen belonging.

### 5. Address Digital Wellbeing and Screen Time:

Proactively educate students about healthy screen habits, digital safety, and ways to balance technology use with other aspects of life. Collaborate with students to co-create clear, reasonable guidelines for device use, recognising the value of technology in both learning and socialising.

### 6. Champion Student Voice and Agency:

Involve students directly in shaping school policies and wellbeing initiatives. Regularly seek their feedback through surveys, forums, or student councils, and act on their suggestions to ensure programs remain relevant and effective. Revisit uniform and appearance policies, allowing for flexibility and inclusivity, which can help reduce unnecessary stress and pressure to conform.

### 7. Enhance Career and Future Planning Support:

Broaden the reach of career counselling services to guide students along both ATAR and non-ATAR pathways. Offer practical advice and

exposure to diverse post-school options, including apprenticeships, TAFE, university, and entrepreneurship. This can ease anxiety about the future and help students make informed decisions.

### 8. Embrace Flexible Learning and Timetabling:

Consider where practicable, implementing more adaptable school schedules and alternative learning environments to meet varied student needs. Options might include later start times, remote or blended learning, and flexible classroom settings to support different learning preferences and life circumstances.

### 9. Continue to Promote Inclusivity and Equity:

Develop and sustain programs that address gender equity, support LGBTQI+ students, and celebrate cultural and individual diversity. Provide ongoing professional development for staff on inclusivity, unconscious bias, and trauma-informed practice, ensuring all students feel respected, supported, and able to thrive.



## Actionable Tips for Parents:

### 1. **Keep Communication Open & Honest and Normalise Emotional Fluctuations:**

Create a safe space for regular, judgement-free chats about how your child is feeling – physically, emotionally, and mentally. Let them know it's normal to have ups and downs, and that asking for help shows strength. Check in more than once if your child seems withdrawn or their "I'm okay" doesn't ring true. Validate a child's feelings without immediately seeking to fix or solve problems, helping the child build emotional awareness and self-acceptance.

### 2. **Promote Healthy Coping and Resilience:**

Encourage positive outlets like exercise, art, music, journaling, or mindfulness. Support friendships and connections with family, cultural, or faith groups. If worries linger or get worse, normalise seeking help from school counsellors or psychologists.

### 3. **Manage Academic Pressure Together:**

Discuss schoolwork and grades with a focus on effort and growth, not perfection. Remind your child that their value isn't tied to marks alone. Model how to handle mistakes with a growth mindset and avoid comparing siblings or peers.

### 4. **Build Financial Know-How:** Talk about money, budgeting, and making smart financial decisions in ways that suit your child's age. Encourage questions and learning – whether through school-based programs, apps, or online resources. Teach them how to spot and avoid scams, especially online.

### 5. **Set Healthy Tech Boundaries and Lead by Example:**

Work together to agree on screen time limits – balancing online life with sleep, study, and time outdoors. Talk about online safety and respectful

behaviour on social media. Model healthy tech use yourself, like device-free meals or winding down without screens before bed. Share your own ways of managing stress.

### 6. **Respect Each Child's Uniqueness:**

Recognise every child's experience is different. Support your child's learning style, and aspirations. Stay alert to exclusion, bullying, or discrimination and advocate for their needs at school, especially if they need extra help.

### 7. **Encourage Balance and Wellbeing:**

Help your child stick to a regular sleep routine – adolescents need 8–10 hours a night. Support involvement in sport, creative hobbies, or part-time work to manage stress and build confidence. Emphasise that rest and downtime are just as important as achievement.

### 8. **Stay Connected with School:**

Engage with your child's teachers and school community. Take part in parent workshops or forums on topics like mental health, digital safety, and financial literacy. Support initiatives that cater to diverse needs, such

as flexible assessments, extra counselling, or life skills programs.

### 9. **Nurture Hope and Positivity:**

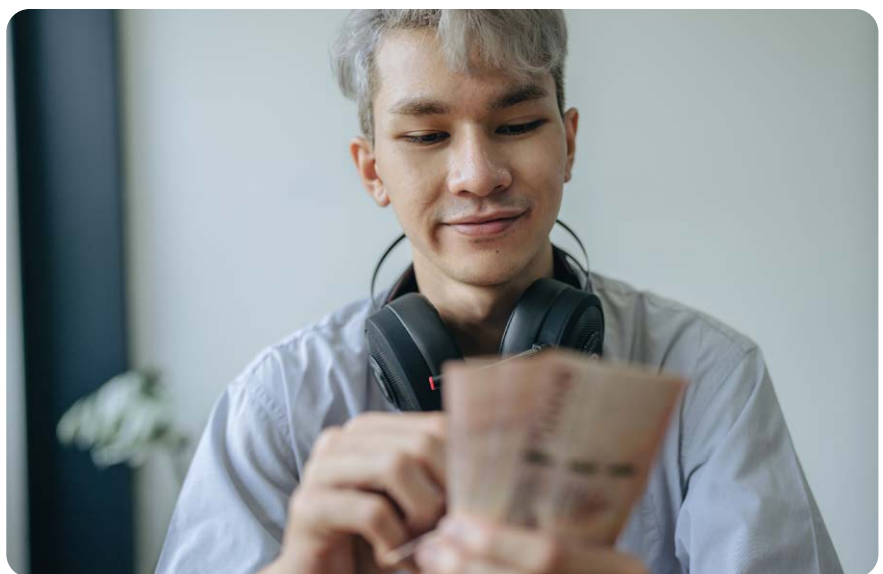
Celebrate your child's strengths, big or small. Encourage goal setting and reflection on progress – not just results. Talk honestly about challenges in the world but focus on your child's ability to make a positive difference.

### 10. **Support Social Connection and Address Loneliness:**

Watch for signs of loneliness, even if your child seems busy or social online. Help them connect with peers, mentors, or support networks in and out of school. Encourage joining groups or activities that match their interests, such as sports, volunteering, or creative clubs.

### 11. **Encourage Professional Help When Needed:**

Psychologists stress the value of early intervention and may suggest seeking professional support (through school counsellors, GPs, or psychologists) if a child shows ongoing signs of distress, anxiety, low mood, or withdrawal.





**Student  
perspectives**

## Student perspectives

### Why are you putting this pressure on yourself?

“As the oldest child, I’m constantly reminded by my family, relatives and family friends that my younger siblings look up to me as their role model. So I feel the pressure to always do well in my studies.”

“Because everyone around me is putting pressure on themselves and doing well.”

“I like to challenge myself to perform better, and I study very hard so that I can get top marks in all subjects. I would like to become a doctor like Dad and unless I get good results, I won’t be able to gain entry into med school.”

“I want to do good in school for once and get recognised.”

“Better grades provide better career paths, and I have bad grades.”

### What helped you deal with your personal worries or challenges?

“Alone time to connect with myself. This is generally through activities such as showering or cooking. Music during these activities pave a way for a positive environment.”

“Sometimes just putting words to what you’re going through like “I’m anxious,” “I feel stuck,” “I’m overwhelmed” can reduce its grip on you. It brings a bit of order to the chaos.”

“I think I would be more informing about the dangers of too much screen time. I found for me growing up, having set screen times that were always enforced made it so when I was actually able to go on my device freely I wouldn’t be able to stop because I never learnt to properly moderate my time.”

“Hanging out and talking to friends, thinking about good things that have happened to me and looking forward to things I like, such as new games and show releases.”

“I would ban myself from social media except for weekends.”



**School  
perspectives**

## Wellbeing insights from schools

**How has your school adapted its approach to supporting student wellbeing in response to the evolving challenges students face, such as academic stress, loneliness, and changing sources of anxiety?**

“Expansion of services to students including a space to develop emotional regulations skills with support. Expansion of programs to include emotional regulation, help-seeking and mental fitness through dedicated time in the timetable. Anchored in a conversations program with Year 10s and recent graduates.” **Hale School, Perth**

“We are proactive and preventative instead of reactive. We focus in class on connection and belonging prior to teaching content. We understand that a student who feels they matter is much more likely to flourish academically, are less likely to have mental health concerns and more likely to actively help seek in times of need.” **Ruyton Girls’ School, Melbourne**

“Continued investment in programs such as our Personal and Spiritual Development program, along with increased time with staff and their Home Classes. The implementation of our pastoral line in our timetable, where Home Class teachers now have the opportunity to teach students for pastoral-type classes increases the engagement of students with their Home Class teacher to build connection.” **Hillbrook Anglican School, Brisbane**

**Can you share a story or example where school initiatives made a noticeable difference to a student or group of students?**

“Student committees to elevate student voice – over a period of three years, greater engagement and commitment has resulted in more effective consultation.”

**Hale School, Perth**

“Yes. We have an active lunchtime club culture at the school. The library is a hub of activity and connection and most clubs are student led. All students are welcome and membership has ensured that for some students who find the transition between primary school and high school (or between years) to be overwhelming have quickly found the support and friendship they need.”

**Ruyton Girls’ School, Melbourne**

“Our pathways program has made a significant difference for our students. The program has provided students with the opportunity to explore alternative pathways and receive qualifications towards their future studies and careers. This has ensured all students are able to access a pathway that is suited to them.” **Hillbrook Anglican School, Brisbane**

**How are students encouraged to express their concerns or seek help if they’re struggling, and how effective have these avenues been?**

“A focus has been on removing barriers for help-seeking – providing emails for support that are easily accessible and not as confronting, making clear to students the varying support levels at our school using student diaries, posters and Assembly items. Strengthening relationships with older students to increase avenues of support-seeking.” **Hale School, Perth**

“Knowledge of how to seek help is a child safety requirement mandated by law and something we take very seriously. We have posters up around the school indicating our child safety leaders. We also remind students through presentations at the start of every year that they can go to any trusted adult in the school to seek help. We also clearly explain the process of ‘what next’ when a student comes to us with a concern. Students also have an active voice through the SRC which allows for the raising of concerns or the proposal of ideas and initiatives.”

**Ruyton Girls’ School, Melbourne**

“Students are encouraged to speak with a trusted adult. They learn this through word of mouth, but also through presentations to year levels about who they can speak with should they need to seek help.” **Hillbrook Anglican School, Brisbane**

**What advice would you offer other schools looking to improve their approach to student wellbeing?**

“Gather teams at varying levels and consult others, get buy-in from the very beginning.” **Hale School, Perth**

“Wellbeing is the responsibility of every member of the school community. The best place to start is to ensure that your teaching staff understand the importance of connection with students and how to foster this right from the beginning of the school year. Flourishing and deep learning cannot occur unless students feel that they matter to their school community.”

**Ruyton Girls’ School, Melbourne**

“We have found our pastoral line has provided an excellent opportunity for students and their Home Class teacher to connect.” **Hillbrook Anglican School, Brisbane**

**How does the school support students in using social media safely and responsibly, and what resources are available if a student experiences negative impacts from social media use?**

“We have a position that no student in Year 8 and below owns a smart device. Outside of that, phones are locked away during the school day.

We are working on a curriculum to support changes to social media access and prepare students for use.” **Hale School, Perth**

“We conduct parent sessions throughout the year on the healthy use of ICT and how to navigate the complexities of social media. Students are also educated in how to stay safe online, how to use their device appropriately and how to seek help when something does not feel right. When the Minimum Age Laws came into effect in 2025, we ran extra sessions with students to ensure they understood the law, why it was coming into effect and how to comply.”

**Ruyton Girls’ School, Melbourne**

“We have our Digital Literacy Program which students participate in, so they can learn about online safety and being a responsible digital citizen.”

**Hillbrook Anglican School, Brisbane**



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