

Wellbeing Nurse Capability Framework 2024-2029

Wellbeing and Health In-reach Nurse (WHIN)
Coordinator Program

March 2024

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Acknowledgement of Country

Health Education and Training Institute acknowledges the Traditional Custodians of the lands where we work and live. We celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters of NSW.

We pay our respects to Elders past, present and emerging and acknowledge the Aboriginal and Torres Strait Islander people that contributed to the development of this Wellbeing Nurse Capability Framework.

We advise this resource may contain images, or names of deceased persons in photographs or historical content.

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- Wellbeing Nurses, NSW Health
- Health and Social Policy Branch, Ministry of Health
- Nursing and Midwifery Office, Ministry of Health
- Department of Education

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Foreword

Chief Executive, Health Education and Training Institute

The Health Education and Training Institute is pleased to introduce the Wellbeing Nurse Capability Framework 2024-2029 (the Framework) for NSW Health services. This document has been developed through extensive consultation with Wellbeing Nurses and program leads from all Local Health Districts in NSW Health and in partnership with representatives from the Ministry of Health and the NSW Department of Education.

This evidence-based framework, informed by national and international literature has been designed to recognise and describe the unique context of practice and core capabilities of Wellbeing Nurses in NSW Health.

The Framework encompasses essential domains, sub-domains and capabilities such as clinical practice, evidenced-based decision-making, collaborative practice, communication, and nursing leadership.

The Wellbeing Nurse Capability Framework complements other NSW Health plans such as *Future Health: Guiding the next decade of care in NSW 2022-2032*, *NSW Health Youth Framework 2017-2024* and the *NSW Regional Health Strategic Plan 2022-2032*. The framework also aligns with the Nursing and Midwifery Board of Australia, Registered Nurse Standards for Practice.

Wellbeing Nurses are encouraged to utilise the Framework to guide their professional development, ensuring that they continually improve and develop their skills and knowledge.



Associate Professor Annette Solman
Chief Executive,
Health Education and Training
Institute

Background

The Wellbeing Health In-reach Nurse (WHIN) Coordinator program in New South Wales (NSW) Australia, is a healthcare initiative and partnership between the Department of Education and NSW Health. The program aims to improve the health, wellbeing and educational outcomes of school students, families, and communities by placing a dedicated 'Wellbeing Nurse' in a number of selected public NSW primary and high schools. Employed by NSW Health, Wellbeing Nurses work in partnership with the school wellbeing, learning and support teams to coordinate, assess and refer school students and/or their families to timely and appropriate health care and social services.

Wellbeing Nurses provide healthcare navigation and coordination for school students and their families. By proactively addressing barriers and enabling access to health and social services, Wellbeing Nurses ensure coordination of appropriate early intervention, assessments and conduct referrals. Wellbeing Nurses use highly developed theoretical knowledge and clinical skills in applying critical thinking and clinical judgement to provide comprehensive and safe care for school aged children, young people and their families.

Purpose of the Framework

The Wellbeing Nurse Capability Framework aims to support the professional development of Registered Nurses working in or towards the speciality of Wellbeing Nursing as part of the WHIN Coordinator program. The Framework complements and aligns to the Nursing and Midwifery Board of Australia's *Standards for Practice*

for Registered Nurses (NMBA, 2016; [Appendix 1](#)) and the Australian Nursing and Midwifery Federation's (ANMF) *National School Nursing Standards for Practice: Registered Nurse* (ANMF, 2019). The Framework supports the [WHIN Coordinator program Operational Guidelines](#) (NSW Health, 2022a) which identify the Wellbeing Nurse role, responsibilities, scope of practice and governance structure of the WHIN Coordinator program.

Development

The development of this Framework has been led by the Health Education and Training Institute (HETI) in collaboration and consultation with the Health Social Policy Branch (HSPB), Ministry of Health (MoH), Wellbeing Nurses, WHIN Coordinator program leads and stakeholder groups including the Department of Education.

The domains, sub-domains, capabilities and descriptions of this Framework were developed following a national and international integrative literature review and statewide workforce and stakeholder consultation process. The proposed Framework domains, sub-domains, capabilities and descriptions achieved statewide and interagency group consensus using a process comparable to a modified Delphi review.

The Framework complements other NSW Health plans including *Future Health: Guiding the next decade of health care in NSW 2022-2032* and the *NSW Regional Health Strategic Plan 2022-2032* and is underpinned by the NSW Health Code of Conduct and CORE values (NSW Health, 2021). NSW Health, CORE values are:

Collaboration



We are committed to working collaboratively with each other to achieve the best possible outcomes for our patients who are at the centre of everything we do. In working collaboratively, we acknowledge that every person working in the health system plays a valuable role that contributes to achieving the best possible outcomes.

Openness



A commitment to openness in our communications builds confidence and greater cooperation. We are committed to encouraging our patients and all people who work in the health system to provide feedback that will help us provide better services.

Respect



We have respect for the abilities, knowledge, skills and achievements of all people who work in the health system. We are also committed to providing health services that acknowledge and respect the feelings, wishes and rights of our patients and their carers.

Empowerment



In providing quality health care services we aim to ensure our patients are able to make well informed and confident decisions about their care and treatment.

Using the Framework

The Framework has been developed for the NSW Health Wellbeing Nursing workforce who provide health and wellbeing care to school students, families and school communities. The Framework serves as a valuable resource for professional development plans, workforce development and service planning, as well as addressing targeted Wellbeing Nursing education and training needs.

Target audience

The Framework target audience includes:

- Wellbeing Nurses
- managers and implementation leaders of the WHIN Coordinator program
- Registered Nurses who are interested in working towards the speciality of Wellbeing Nursing
- education and training providers
- lead and partner government agencies (Ministry of Health and the Department of Education) and other WHIN Coordinator Program stakeholders
- professional nursing organisations and associations
- Aboriginal Education Consultative Group (AECG).

Domains & Capabilities

The Framework is structured using six overarching domains and sub-domains each with a corresponding series of descriptive capabilities to reflect the knowledge, attributes, skills and abilities required of the Wellbeing Nurse role. The domains, sub-domains and capabilities are inherently broad in description and are defined without order of priority. The level of proficiency required for each Wellbeing Nurse to meet the capabilities within this Framework may differ depending on an individual's clinical and professional experience, qualifications, school setting/s, geographical and community location and Local Health District.

Proficiency Levels

Wellbeing Nurses will exhibit varying levels of proficiency in each domain, sub-domain and capability statement outlined in the Framework depending on an individual's experience, knowledge, skills, qualifications and abilities. In addition, the geographical location, defined patient populations, practice setting/s or targeted education and training may influence the proficiency and direction of the capabilities listed within this document and therefore this may not be an exhaustive list.

Each of the capabilities within this document can be applied across three progressive levels of proficiency: Foundational, Adept and Advanced. The proficiency levels have been mapped to the NSW Public Service Commission, Capability Framework (2020) using a simplified three tiered level as outlined in Figure 1 and described in Tables 1-6. Wellbeing Nurses are encouraged to aspire to achieving the highest-level capacity related to their role, setting and position description. These levels are based on the following:

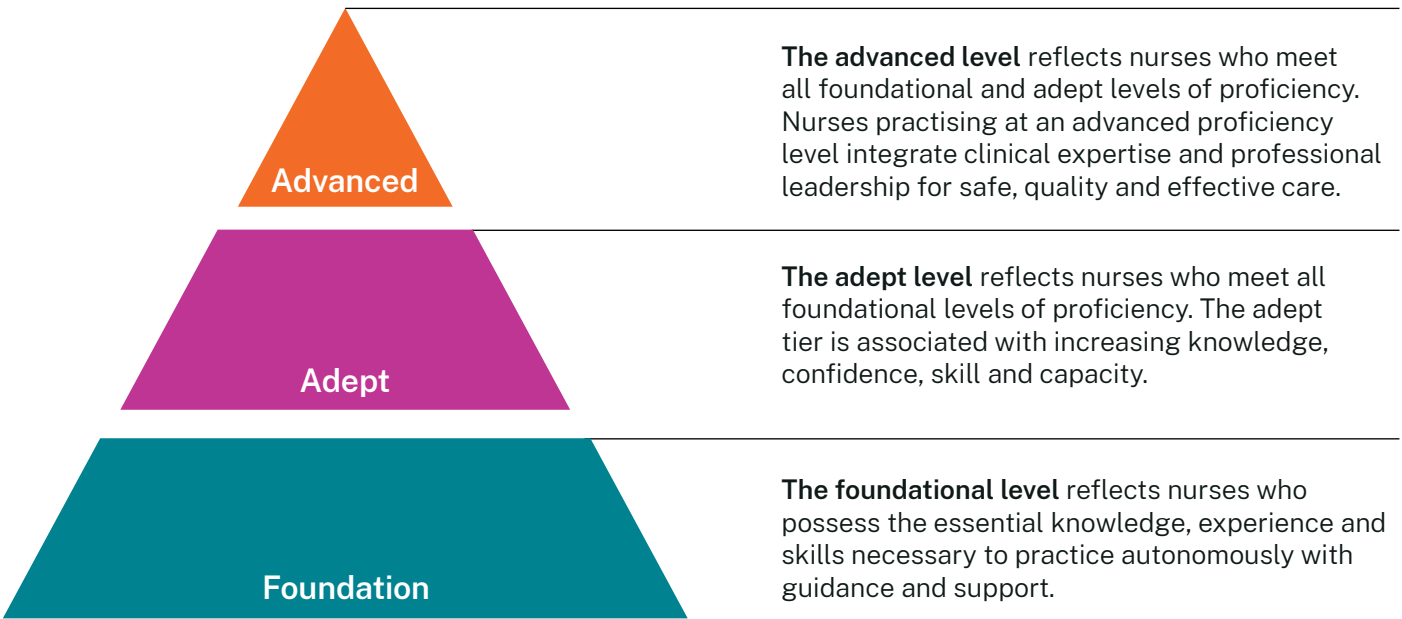


Figure 1: Proficiency levels

The proficiency levels have been described and included in the Framework as a guide for professional development for Wellbeing Nurses. The three levels do not correspond to employment grading, recruitment and/or performance expectations.

The Framework At a Glance

The Framework consists of six overarching domains supported by a range of sub-domains and capability statements (Figure 2). These describe the context and unique skills, behaviours and values required of current and/or aspiring Wellbeing Nurses role as part of the WHIN Coordinator program. The domains of The Framework include:

Domain 1

Clinical practice

Domain 2

Nursing leadership

Domain 3

Interagency collaborative practice

Domain 4

Professional, legal and ethical practice

Domain 5

Communication

Domain 6

Evidence-based practice, safety and quality.



Figure 2: The Wellbeing Nurse Capability Framework Domains

Domains, Sub-Domains and Capability Statements

Domain 1:

Clinical Practice



The clinical practice domain describes the significantly broad specialist capabilities required to identify, coordinate, navigate and support the diverse health and social care needs of children, young people and families as part of the WHIN Coordinator program.

Capabilities in the clinical practice domain describe the knowledge, skills, behaviours and actions of Wellbeing Nurses who provide person and family-centred care which is individualised, safe and evidenced-based.

Wellbeing Nurses work across the lifespan and health continuum, engaging in care assessment, planning and referrals that incorporate the physical, mental, emotional, social, cultural, spiritual, and sexual wellbeing of students and their families.

Wellbeing Nursing clinical practice	
1.1 Holistic health care and assessment	1.1.1 Demonstrates a comprehensive knowledge and understanding of the health, development and wellbeing of children, young people and families
	1.1.2 Utilises a variety of age and developmentally appropriate nursing assessment skills to identify the health and wellbeing needs of children, young people and families
	1.1.3 Applies evidence-based, comprehensive, safe and holistic person and family-centred care focused on the unique needs of children, young people and families
1.2 Integrated care	1.2.1 Provides health and wellbeing care coordination and navigation support, which is seamless, effective and efficient
	1.2.2 Identifies factors which may be barriers to accessing health and education services/ programs for students and families and actively contributes to initiatives aimed at enabling or improving access
	1.2.3 Advocates, coordinates and supports access to appropriate and available health, social and community services and programs that promote early and therapeutic interventions
1.3 Trauma informed and strength-based care	1.3.1 Demonstrates an understanding of and sensitivity to caring for children, young people, and families with complex trauma by applying the principles of an integrated, trauma-informed care approach
	1.3.2 Applies a strength-based approach to working with children, young people and their families which incorporates the recognition and value of resilience and protective factors
	1.3.3 Recognises and takes action to prevent and respond to violence, abuse, and neglect, by using a coordinated, integrated and comprehensive health service response
	1.3.4 Identifies the health and wellbeing factors that may be impacted for priority population groups, (such as those who may be refugees and/or from asylum seeker backgrounds)
	1.3.5 Explores how the social determinants of health may strengthen or impact the health and wellbeing of students, families, and communities
	1.3.6 Identifies, addresses and responds appropriately to child wellbeing and safety concerns with a thorough understanding of out-of-home care support, services, and programs
	1.3.7 Recognises the importance of recovery focused health services. Assists and supports students and families to be involved in their own care planning, decisions and management

Wellbeing Nursing clinical practice	
1.4 Culturally safe, responsive and inclusive care	1.4.1 Recognises the Aboriginal cultural determinants to health and wellbeing as strengths, which incorporate a relationship and interconnection to Country, family, kinship, community, spirituality, beliefs, language, self-determination, and cultural expression
	1.4.2 Promotes and connects students and families to Aboriginal health and educational professionals, advisors, programs and organisations to support culturally safe, responsive, and inclusive care
1.5 Responsive and inclusive healthcare for LGBTIQ+ people	1.5.1 Respects and advocates for transgender, sexual and gender diverse students and families. Recognises the need to escalate care and facilitate access to specialty services
	1.5.2 Provides non-judgemental, sensitive, responsive and inclusive care that reflects the priorities of the student and family
1.6 Targeted health planning and care	1.6.1 Demonstrates an understanding of a wide variety of complex health care and wellbeing needs of children, young people and families with chronic health conditions and disabilities

Domain 2:

Nursing Leadership

The nursing leadership domain describes the essential leadership capabilities and behavioural descriptors required of the Wellbeing Nurse as part of the WHIN Coordinator program.

Wellbeing Nurses utilise a wide range of leadership capabilities to create positive change in the health, wellbeing and educational outcomes of children, young people and families. Through the integration of applying high-level clinical specialist skills and nursing leadership capabilities, Wellbeing Nurses provide care coordination and navigation using health and school service knowledge and awareness.

Capabilities in the leadership domain support the knowledge, skills, behaviours and actions of Wellbeing Nurses for all points of care as a clinical nurse leader practicing in the WHIN Coordinator program.

Nursing leadership in the context of Wellbeing Nursing	
2.1 Developing and leading self	2.1.1 Practises autonomously using a problem-solving approach to support decision-making which is guided by the NMBA Decision-making framework for nursing and midwifery (2022)
	2.1.2 Is accountable and takes responsibility for own actions
	2.1.3 Practises self-care to manage own physical and mental wellbeing to support the delivery of safe and quality care
	2.1.4 Achieves postgraduate qualifications to support advanced and autonomous clinical nursing leadership development as a Wellbeing Nurse
	2.1.5 Demonstrates leadership by promoting and adhering to sustainability initiatives which includes the efficient and judicious use of health and school resources and equipment
2.2 Point of care leadership	2.2.1 Exemplifies nursing leadership in complex health and education settings where there may be competing demands, changing priorities, and complexities
	2.2.2 Anticipates, recognises, and respects diverse perspectives and differences with an ability to positively influence, gain consensus, and/or compromise in negotiating mutually agreed outcomes
	2.2.3 Applies effective negotiation and conflict resolution skills whilst respecting differing opinions
	2.2.4 Adapts to new approaches to professional and workplace changes by being agile, adaptable and open to change

Domain 3:

Interagency Collaboration



The interagency collaboration domain describes the capabilities of Wellbeing Nurses who work in partnership with NSW Health, the Department of Education and community services.

Capabilities within this domain describe how Wellbeing Nurses promote an interprofessional and interagency collaborative team approach by advocating and connecting students and families to accessible, timely, and coordinated person and family-centred health care.

By respectfully engaging and recognising the importance of the school community and health service, Wellbeing Nurses can enhance their ability to strengthen, connect and navigate services to meet the holistic needs of school students and their families.

Working in partnership with health, school and community services as a Wellbeing Nurse	
3.1 Interprofessional collaborative practice	3.1.1 Fosters a collaborative teamwork approach with an understanding of an integrated and coordinated interprofessional and interagency team approach to care
3.2 Health, school, and community engagement	3.2.1 Participates, engages, and is actively involved within the school and community setting
	3.2.2 Establishes unified professional working relationships with school staff, school community members and Department of Education representatives
	3.2.3 Interacts, communicates, and engages with all students, families, community members, school and health staff in a respectful, courteous, and professional manner
3.3 Collaborative networks	3.3.1 Builds and maintains collaborative professional networks and relationships with a variety of stakeholders involved with the WHIN Coordinator program
	3.3.2 Collaborates, consults, and refers to community services, programs and primary health care providers to support the health and wellbeing outcomes for students and families
3.4 Referral and escalation of care	3.4.1 Identifies and responds when care requires escalation and/or further specialist consultation to improve health access and outcomes

Domain 4:

Professional, Legal and Ethical Practice



The professional, legal and ethical practice domain outlines the essential requirements for Wellbeing Nurses to maintain current registration, adhere to professional standards and fulfill legal and ethical responsibilities, ensuring the provision of safe, evidence-based care.

Capabilities within this domain align with the [professional practice framework set by the Nursing and Midwifery Board of Australia \(NMBA\)](#). This Framework includes standards for practice, associated codes, and guidelines that define the practises and behaviours required of Registered Nurses (NMBA, 2016).

The professional, legal and ethical practice capability statements describe how Wellbeing Nurses work across an interagency setting to improve access to services across a range of health, education and social services to positively support the health and wellbeing of children, young people and families.

Professional practice, legal and ethical healthcare	
4.1 Legal practice	4.1.1. Adheres to legislation, common law, and mandatory requirements
	4.1.2 Maintains and observes professional registration obligations, regulations, standards for practice, codes and ethical requirements in accordance with the Nursing and Midwifery Board of Australia (NMBA, 2022)
	4.1.3 Practises according to NSW Health policies, procedures and guidelines and is aware and understands relevant Department of Education policies, procedures and guidelines
	4.1.4 Works within individual scope of practice as described by the Nursing and Midwifery Board Australia (NMBA, 2022)
4.2 Ethical considerations	4.2.1 Establishes and adheres to professional and ethical boundaries when working with students and families
	4.2.2 Promotes and creates an environment of safety, security and wellbeing for students, families and staff
4.3 Child wellbeing	4.3.1. Recognises, complies and responds in accordance with child protection legislation and mandatory reporting requirements as regulated by the Children and Young Persons (Care and Protection) Act 1988 (NSW Government, 2023)
	4.3.2 Complies with all NSW Health safety, privacy and confidentiality requirements for students and families
4.4 Data and reporting	4.4.1 Ensures student and family personal information and/or data is collected and securely stored in accordance with NSW Health policies and procedures
	4.4.2. Responds to any potential or actual work, health and safety risks by adhering to public health and safety legislation, procedures, policies and guidelines
	4.4.3 Acknowledges and respects diversity of cultures, beliefs, gender identities, sexualities, and lived experiences of all people and communities
	4.4.4 Demonstrates knowledge and understanding of the NSW Health Consent to Medical and Healthcare Treatment Manual in relation to care for a minor, mature minor and family (NSW Health, 2024)
4.5 Governance	4.5.1 Escalates local and operational issues regarding the WHIN Coordinator program using the governance structure outlined in the Wellbeing and Health In-reach Nurse Coordinator Program Operational Guideline (NSW Health, 2022a)
	4.5.2 Adheres to the role and responsibilities according to the Wellbeing and Health In-reach Nurse Coordinator Program Operational Guidelines (NSW Health 2022a).

Domain 5:

Communication



The communication domain describes the essential components of effective communication necessary for Wellbeing Nurses working in school, health and community settings. The communication domain and associated capabilities are applicable across all aspects of the Framework, ensuring that every interaction, process, and plan is well-structured, clear and consistent.

Capabilities within the communication domain describe how Wellbeing Nurses communicate using a wide spectrum of age, developmental, language, cultural and health literacy assessment skills, engagement abilities and a variety of approaches.

The communication capabilities statements demonstrate how Wellbeing Nurses communicate across a range of modalities with a broad spectrum of professional groups, services, agencies and organisations to support the health and wellbeing of children, young people and their families which spans the life continuum.

Effective communication as a Wellbeing Nurse	
5.1 Adaptive communication	5.1.1 Adapts verbal and non-verbal communication styles to effectively engage students and families of different ages, developmental levels, cultures, ethnicities, and levels of health literacy
	5.1.2 Utilises translation, interpreter services and multicultural programs and resources to support communication and advocate for independence, autonomy, dignity, and engagement
	5.1.3 Applies active listening skills and responds empathically to achieve a mutual understanding
	5.1.4 Communicates positively with Aboriginal students, families and communities in an inclusive, strength-based, respectful manner
	5.1.5 Uses inclusive and respectful communication approaches, language and terminology with LGBTQI+ community (NSW Health, 2022b) Note: Lesbian, gay, bisexual, transgender and gender diverse, intersex, queer, and the + represents people of other diverse sexualities and genders not captured in the letters of the acronym (LGBTIQ+) (NSW Health, 2022b)
	5.1.6 Adapts communication to respect and respond to the needs of people from culturally and linguistically diverse (CALD) backgrounds
5.2 Digital communication	5.2.1 Applies advanced digital communication skills to navigate, record, share and engage in a range of digital technologies, including virtual care and eHealth applications
5.3 Engagement	5.3.1 Utilises a range of communication approaches to build positive rapport and connections with students, families, school staff and health colleagues to promote engagement and promotion of the WHIN Coordinator program

Domain 6:

Evidence-Based Practice, Safety and Quality



The evidence-based practice, safety and quality domain describes the purposeful actions, behaviours and decisions Wellbeing Nurses apply to professional practice and development.

Wellbeing Nurses integrate advanced clinical expertise with a range of critical thinking strategies to ensure care is value based and incorporates best available evidence to provide safe, quality and responsive person and family-centred care.

Capabilities within the evidence-based practice, safety and quality domain demonstrate how Wellbeing Nurses prioritise safety and quality and emphasises the importance of delivering care that is personalised to the individual needs and preferences of those in their care.

Evidence-based practice, safety and quality in the context of Wellbeing Nursing

6.1 Lifelong learning	6.1.1 Develops and applies professional practice through reflection to maintain, evaluate, plan and achieve personal and professional development
	6.1.2 Maintains current knowledge and skills related to the WHIN Coordinator program through regular and active participation in relevant education and training
	6.1.3 Complies with the Nursing and Midwifery Board Australia continuing professional development (CPD) requirements to practice as a Registered Nurse and Midwife
	6.1.4. Role models a lifelong learning approach to education and training for personal and professional growth and development
	6.1.5 Participates in professional development aligned to learning and professional career goals
6.2 Data analysis	6.2.1 Critically analyses, interprets data, integrates resources, and communicates information and/or findings sourced from current evidenced-based research
6.3 Peer-to-peer support	6.3.1 Facilitates and shares professional knowledge, experiences and evidence-based practice both formally or informally to contribute and support the learning experiences and professional development of others
6.4 Quality Improvement	6.4.1 Leads and/or engages in quality improvement activities to support evidence-based care and decision making, which may include service planning, auditing, evaluation, development projects and contributing to research

Capability Levels

Table 1. Domain 1:

Clinical Practice and Sub-Domain Capability Levels



Domain 1. Wellbeing Nursing Clinical Practice

Wellbeing Nurses are responsible for the identification of a wide scope of health, wellbeing and social needs for school-aged children, young people and their families attending designated NSW public primary and high schools. Wellbeing Nurses apply their specialist clinical nursing knowledge, experience and skill in providing complex health care coordination and care for school-aged children, young people and their families to coordinate and support appropriate early intervention, assessments and referral to health and wellbeing services.

Sub-domain description	Foundational	Adept	Advanced
1.1 Holistic health care and assessment	I am developing an understanding of holistic health care and the ability to use a wide variety of assessment tools when caring for children, young people and families	I effectively use a range of age-appropriate assessment skills and evidence-based comprehensive care to identify the health and wellbeing needs of children, young people and their families	I possess expert holistic health care and assessment knowledge, skills and understanding of a range of health, development, and wellbeing needs of children, young people and their families
1.2 Integrated care	I am learning to embed an integrated and coordinated care approach which reflects the whole of a person's and family's health and wellbeing needs	I connect and collaborate with relevant health and wellbeing services to embed an integrated care approach which is in partnership with children, young people and families	I role model and encourage others to embed integrated care through the continuum of the lifespan, across both physical, psychosocial, and mental health and in partnership with children, young people and families
1.3 Trauma-informed and strength-based care	I am developing an understanding of and sensitivity to caring for children, young people and families with complex trauma by applying the principles of integrated trauma-informed care and using a strength-based approach	I recognise , adapt and respond in order to provide sensitive care for children, young people and families with complex trauma by applying the principles of integrated trauma-informed care and consistently using a strength-based approach	I role model, provide leadership and guidance to others in recognising and providing sensitive care for children, young people and families with complex trauma by applying the principles of integrated trauma-informed care and consistently using a strength-based approach

Sub-domain description	Foundational	Adept	Advanced
1.4 Culturally responsive and inclusive care	I am developing an understanding of the Aboriginal cultural determinants to health and wellbeing and how to be culturally responsive	I identify and promote the Aboriginal cultural determinants of health and wellbeing to promote and support culturally inclusive and responsive care	I role model and lead others in recognising and applying the Aboriginal cultural determinants of health and wellbeing to care and consistently promote and support culturally inclusive and responsive care
1.5 Responsive and inclusive healthcare for LGBTIQ+ people	I am developing a greater understanding of the health and wellbeing needs for transgender, sexual and gender diverse students and families, which is person and family-centred, non-judgmental, sensitive, responsive and inclusive	I recognise and support the health and wellbeing needs for transgender, sexual and gender diverse students and families, which is person and family-centred, non-judgmental, sensitive, responsive and inclusive	I role model and lead others in recognising and supporting the health and wellbeing needs for transgender, sexual and gender diverse students and families, which is person and family-centred, non-judgmental, sensitive, responsive and inclusive
1.6 Targeted health planning and care	I am developing an understanding of complex health care and wellbeing needs of children, young people and families with chronic health conditions and disabilities	I understand a wide scope of complex health care and wellbeing needs of children, young people and families with chronic health conditions and disabilities	I provide leadership to others to recognise and support the complex health care and wellbeing needs of children, young people and families with chronic health conditions and disabilities

Table 2. Domain 2:

Nursing Leadership and Sub-Domain Capability Levels



Domain 2. Nursing Leadership

Wellbeing Nurses utilise a range of leadership capabilities to create positive change in the health, wellbeing and educational outcomes for children, young people and families. Wellbeing Nurses integrate and apply clinical leadership expertise and critical thinking approaches to inform and support professional judgement and decision-making processes.

Sub-domain description	Foundational	Adept	Advanced
2.1 Developing and leading self	I am developing nursing leadership skills to identify, recognise, respect and respond to the health and wellbeing needs of children, young people and families whilst working collaboratively and confidently using effective interpersonal, negotiation and conflict resolution skills	I demonstrate and work as a nursing leader to identify, recognise, respect and respond to the health and wellbeing needs of children, young people and families whilst working collaboratively and confidently using effective interpersonal, negotiation and conflict resolution skills	I consistently demonstrate and work as a lead and role model to identify, recognise, respect and respond to the health and wellbeing needs of children, young people and families whilst working collaboratively and confidently using effective interpersonal, negotiation and conflict resolution skills
2.2 Point of care leadership	I am developing nursing leadership skills to identify, inform and respond to complex clinical decisions when working autonomously using a problem-solving approach	I work autonomously as a nursing leader to identify, inform and respond to complex clinical decisions	I champion nursing leadership in making informed clinical decisions, which are adaptive and open to change

Table 3. Domain 3:

Interagency Collaboration and Sub-Domain Capability Levels



Domain 3. Interagency Collaboration

Wellbeing Nurses work collaboratively with NSW Health and the Department of Education to improve access to services across a range of health, education and social services across multiple agencies, professions and groups. By respectfully engaging and recognising the importance of the school community and health, Wellbeing Nurses can strengthen, connect and navigate services to meet the holistic needs of school students and their families.

Sub-domain description	Foundational	Adept	Advanced
3.1 Interprofessional collaborative practice	I am developing my awareness and abilities to work collaboratively in a variety of teams to provide integrated and coordinated care across multiple agencies, professions and groups	I implement interprofessional collaborative approaches to care using a team-based integrated, coordinated approach	I am a leader in collaborative interagency teams to ensure care is integrated, coordinated and adopts an interprofessional approach
3.2 Health, school and community engagement	I am beginning to engage with the school and community team to build professional working relationships with school staff, school community members and Department of Education representatives	I actively engage with the school and community team to build professional working relationships with school staff, school community members and Department of Education representatives	I champion and foster engagement with school, health and community teams to build professional working relationships with school staff, school community members and Department of Education representatives
3.3 Collaborative networks	I am developing and building collaborative networks and community service awareness with a variety of WHIN Coordinator program stakeholders, agencies, services and programs to support the health and wellbeing outcomes for students and families	I am actively building collaborative networks and community service awareness with a variety of WHIN Coordinator program stakeholders, agencies, services and programs to support the health and wellbeing outcomes for students and families	I am an expert on building collaborative networks and community service awareness with a variety of WHIN Coordinator program stakeholders, agencies, services and programs to support the health and wellbeing outcomes for students and families
3.4 Referral and escalation of care	I am learning to identify and respond to care escalation and/or refer to specialist services as required to improve and support health and wellbeing	I identify and respond to care escalation and/or refer to specialist services as required to improve and support health and wellbeing	I work as a leader to identify and respond to care escalation and/or refer to specialist services as required to improve and support health and wellbeing

Table 4. Domain 4:

Interagency Collaboration and Sub-Domain Capability Levels



Domain 4. Professional, Legal and Ethical Practice

Wellbeing Nurses have a professional, legal and ethical responsibility to practise in a safe and competent manner to protect the health and wellbeing of those in their care. By adhering to the NMBA Code of Professional Conduct for Nurses in Australia, supported by the Code of Ethics together with other nursing practice standards, Wellbeing Nurses work collaboratively with NSW Health and the Department of Education to improve access to services across a range of health, education and social services across multiple agencies, professions and groups.

Sub-domain description	Foundational	Adept	Advanced
4.1 Legal practice	I adhere and understand the NMBA professional and legal requirements to work as a Wellbeing Nurse	I recognise and understand the NMBA professional and legal requirements to work as a Wellbeing Nurse	As an expert and leader , I role model, provide guidance and support on the NMBA professional and legal requirements to work as a Wellbeing Nurse
4.2 Ethical considerations	I adhere and understand the professional and ethical boundaries to promote and create an environment of safety, security and wellbeing in both a health and school setting with children, young people and families	I confidently adhere and understand the professional and ethical boundaries to promote and create an environment of safety, security and wellbeing in both a health and school setting with children, young people and families	As an expert and leader , I role-model, provide guidance and support regarding professional and ethical boundaries to promote and create an environment of safety, security and wellbeing in both a health and school setting with children, young people and families
4.3 Child wellbeing	I understand and adhere to all child wellbeing, child protection and mandatory reporting requirements as a Wellbeing Nurse	I confidently understand and adhere to all child wellbeing, child protection and mandatory reporting requirements as a Wellbeing Nurse	As an expert and leader , I role-model, provide guidance and support regarding all child wellbeing, child protection and mandatory reporting requirements as a Wellbeing Nurse
4.4 Data and reporting	I understand and adhere to all data and reporting requirements as a Wellbeing Nurse	I confidently understand and adhere to all data and reporting requirements as a Wellbeing Nurse	As an expert and leader , I understand and adhere to all data and reporting requirements as a Wellbeing Nurse
4.5 Governance	I understand and adhere to all governance requirements as a Wellbeing Nurse	I confidently understand and adhere to all data and reporting requirements as a Wellbeing Nurse	As an expert and leader , I understand and adhere to all data and reporting requirements as a Wellbeing Nurse

Table 5. Domain 5:

Communication and Sub-Domain Capability Levels



Domain 5. Communication

Wellbeing Nurses use advanced communication and interpersonal skills to work collaboratively with health, education and social services and teams to support the health and wellbeing of children, young people and families. Wellbeing Nurses communicate clearly, actively listen to others and respond with understanding and respect.

Sub-domain description	Foundational	Adept	Advanced
5.1 Adaptive communication	I am developing skills in using a wide variety of verbal and non-verbal communication tools and approaches to promote and optimise holistic, person and family-centred care	I manage complex communications using a wide variety of verbal and non-verbal communication tools and approaches to promote and optimise holistic, person and family-centred care	I anticipate, connect and engage using highly advanced verbal and non-verbal communication tools and approaches to clearly and concisely promote and optimise holistic, person and family-centred care
5.2 Digital communication	I am learning how to use a variety of digital health and education communication tools to support, share information and interact with diverse audiences	I promote the use of a variety of digital health and education tools to support, share information, engage and interact with diverse audiences	I lead and role model highly advanced digital health and education communication tools to support, share information, engage and interact with diverse audiences
5.3 Engagement	I am learning to use a range of communication approaches to build positive rapport and connections with students, families, school staff and health colleagues to promote engagement and promotion of the WHIN Coordinator program	I tailor communication approaches to build positive rapport and connections with students, families, school staff and health colleagues to promote engagement and promotion of the WHIN Coordinator program	I lead using a range of communication approaches to build positive rapport and connections with students, families, school staff and health colleagues to promote engagement and promotion of the WHIN Coordinator program

Table 6. Domain 6:

Evidence-Based Practice, Safety and Quality



Domain 6. Evidence-Based Practice, Safety and Quality

Wellbeing Nurses apply critical thinking, reflexivity and clinical reasoning approaches in professional practice guided by the best available evidence to support decision-making to ensure healthcare is safe, high-quality and based on best practice.

Sub-domain description	Foundational	Adept	Advanced
6.1 Lifelong learning	I adhere and understand the requirements of the NMBA continuing professional development to maintain and develop clinical and professional knowledge and skills as a Wellbeing Nurse	I actively participate in, contribute to and plan for continuing professional development and apply learning/s using creative and critically thinking techniques, analysis, reflection and planning which is based on the best available evidence, research findings and outcomes for safe, appropriate and quality care	I lead, share and champion continuing professional development and apply learning/s using creative and critical thinking techniques, analysis, reflection and planning which is based on the best available evidence, research findings and outcomes for safe, appropriate and quality care
6.2 Data analysis	I am developing skills in sourcing, analysing and reflecting on the best available evidence, data and research findings for safe, appropriate and quality care	I source, analyse, reflect and share the best available evidence, data and research findings for safe, appropriate and quality care	I lead, share and champion sourcing, analysing, reflecting and sharing the best available evidence, data and research findings for safe, appropriate and quality care
6.3 Peer-to-peer support	I contribute and support others either formally or informally contributing to the learning and professional development of others	I promote and actively share learning with others either formally or informally contributing to the learning and professional development of others	I champion and lead learning with others either formally or informally contributing to the learning and professional development of others
6.4 Quality improvement	I am developing skills in quality improvement activities to support evidence-based, quality and safe care	I identify opportunities for and participate in quality improvement activities to support evidence-based, quality and safe care	I lead quality improvement activities to support evidence-based, quality and safe care

Glossary of Terms

Term	Definition
Capability	Capabilities are described as the knowledge (theoretical or practical understanding of a subject), skills (proficiencies developed through training, experience or practice) and abilities (qualities of being able to do something) needed to perform a role (NSW Public Service Commission, 2020).
Child/children	For this document a child is defined as those aged between 0 and 12 years (AIHW, 2021).
Cultural determinants of health	Cultural determinants of health are protective factors for Aboriginal people and communities. These factors centre around Aboriginal culture with an interrelated connection to Country, family, kinship and community, knowledge and beliefs, language, self-determination and cultural expression (Lowitja Institute, 2020).
Family	This Framework uses the term 'family' to encompass parent/s, carer, guardians, care-provider and or primary care providers. It includes those nominated as the person or people identified by the child and or young person responsible for providing care outside of the school environment (ANMF, 2019).
Health literacy	An individual's ability to read, understand and use healthcare information (AIHW, 2022).
Mature Minor	A minor (see minor description below) who has a sufficient level of understanding and intelligence to enable them to understand fully what medical or healthcare treatment is proposed. Mature minors may independently consent to or refuse medical or healthcare treatment. There is no set age at which a child or young person is capable of giving consent. It depends upon the treatment being proposed and the minor's ability to fully understand the implications of that treatment. The term mature minor is interchangeable with the term Gillick Competent (NSW Health, 2024).
Minor	A child or young person under the age of 18 years (NSW Health, 2024).
Registered Nurse	A Registered Nurse is a regulated health professional who has completed the required educational training pathways to practice and is registered with the Nursing and Midwifery Board of Australia (NMBA, 2016)
Reflexivity	An intentional approach to challenge individual actions, beliefs, assumptions and behaviours to improve professional and personal practice (Timmins, 2006; Dawson, et al., 2022). Critical reflexivity is also recognised as a skill to examine individual cultural worldviews, position, power, values and biases and how these may influence and impact on the ability to provide culturally safe care for Aboriginal people (Dawson, et al., 2022).
Reflective practice	A continuous dynamic process that involves thoughtfully, honestly and critically considering all aspects of professional experience and applying knowledge to practice (NSW Clinical Excellence Commission, 2022).
Social determinants of health	The conditions in which people are born, grow, live, work and age. These circumstances are shaped by the distribution of money, power and resources at global, national and local levels (NSW Health, 2022c).
Student/s	Within this document, the term student is used to describe a child and/or young person enrolled in a primary or high school setting in NSW public schools.
Trauma-informed care	Trauma-informed care is a strengths-based and recovery-oriented approach to service delivery and therapeutic health care based on an understanding of the ways trauma affects people's lives, their service needs and service usage. It incorporates principles of safety, choice, collaboration, trust and empowerment (Agency for Clinical Innovation, 2022; NSW Health, 2022d).
Wellbeing Nurse	The Wellbeing Nurse is a Registered Nurse working in the Wellbeing and Health In-reach Nurse (WHIN) Coordinator program who provides specialised clinical nursing practice and healthcare provision in primary and secondary school settings.
Young people/person	For this document, young people and or young person are defined as those aged 12 to 24 years of age (NSW Health, 2017; AIHW, 2021).

NMBA Registered Nurse Standards for Practice (2016)

Standard	Description
Standard 1	<p>Thinks critically and analyses nursing practice.</p> <p>Nurses use a variety of thinking strategies and the best available evidence in making decisions and providing safe, quality nursing practice within person-centred and evidence-based frameworks.</p>
Standard 2	<p>Engages in therapeutic and professional relationships.</p> <p>Nursing practice is based on purposefully engaging in effective therapeutic and professional relationships. This includes collegial generosity in the context of mutual trust and respect in professional relationships.</p>
Standard 3	<p>Maintains the capability for practice.</p> <p>Nurses, as regulated health professionals, are responsible and accountable for ensuring they are safe, and have the capability for practice. This includes ongoing self-management and responding when there is concern about other health professionals' capability for practice. Registered Nurses (RNs) are responsible for their professional development and contribute to the development of others. They are also responsible for providing information and education to enable people to make decisions and take action in relation to their health.</p>
Standard 4	<p>Comprehensively conducts assessments.</p> <p>Nurses accurately conduct comprehensive and systematic assessments. They analyse information and data and communicate outcomes as the basis for practice.</p>
Standard 5	<p>Develops a plan for nursing practice.</p> <p>Nurses are responsible for the planning and communication of nursing practice. Agreed plans are developed in partnership. They are based on the RNs appraisal of comprehensive, relevant information, and evidence that is documented and communicated</p>
Standard 6	<p>Provides safe, appropriate and responsive quality nursing practice.</p> <p>Nurses provide and may delegate, quality and ethical goal directed actions. These are based on comprehensive and systematic assessment, and the best available evidence to achieve planned and agreed outcomes.</p>
Standard 7	<p>Evaluates outcomes to inform nursing practice.</p> <p>Nurses take responsibility for the evaluation of practice based on agreed priorities, goals, plans and outcomes and revises practice accordingly.</p>

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