

2026 DIGITAL WELLBEING PLANNING CHECKLIST FOR SCHOOL LEADERS



Supporting a coherent, whole-school approach to digital wellbeing

This checklist is designed to help school leaders reflect on their current context and identify practical next steps for strengthening digital wellbeing in 2026. Use it individually, within your leadership team, or as part of broader planning across wellbeing, digital literacy, curriculum and pastoral care.

1. UNDERSTANDING STUDENTS' DIGITAL LIVES

Do we have a clear picture of the digital habits, routines and online environments that shape students' daily experiences?

- ☐ We have a shared understanding of how often and how intensively students use digital technologies outside school hours.
- ☐ Staff are aware of key online platforms, apps, games and communication tools used by our students.
- ☐ We have meaningful ways of hearing from students about their digital routines, pressures, challenges and opportunities.
- ☐ We understand how digital habits may vary by age, developmental stage or cohort.
- ☐ We consider how students' digital lives intersect with wellbeing, behaviour, learning and relationships.

Reflection prompt:

What do we know right now, and what might we need to understand more deeply?

2. REVIEWING CURRENT SCHOOL PRACTICES

How clearly and confidently do we address digital literacy, digital safety, digital citizenship and digital wellbeing?

- ☐ Our approach aligns with the Australian Curriculum, including the Digital Literacy General Capability and its safety and wellbeing elements.
- ☐ We have mapped where digital literacy, citizenship and wellbeing occur within curriculum and pastoral programs.
- ☐ Staff are clear about expectations for modelling healthy digital behaviour.
- ☐ Our policies and guidelines are up to date, practical and consistently communicated.
- ☐ We have processes for responding to digital incidents that are calm, consistent and well understood.

Reflection prompt:

Where are the strengths in our current approach, and where might more coherence or clarity help?

3. BUILDING STAFF CONFIDENCE AND CAPABILITY

How well supported do staff feel in responding to students' digital challenges and guiding positive habits?

- ☐ Staff feel equipped to model balanced digital behaviour in daily practice.
- ☐ Teachers understand the impact of digital habits on attention, learning, behaviour and emotional regulation.
- ☐ Staff know how to respond to digital incidents in developmentally appropriate ways.
- ☐ Professional learning is available to build confidence across the school.
- ☐ Leaders feel confident supporting staff through emerging or complex situations.

Reflection prompt:

What support or learning would make the biggest difference for staff?

4. PARTNERING WITH PARENTS AND CARERS

Are home and school working together to support healthy digital habits?

- ☐ We communicate clearly and consistently with parents about digital expectations, routines and boundaries.
- ☐ Parents receive practical, non-judgemental guidance they can use at home.
- ☐ Our messages reinforce key ideas about balance, sleep, relationships, and respectful online behaviour.
- ☐ We offer opportunities for parent engagement on digital topics (e.g., workshops, conversations, resources).
- ☐ Our school understands parent concerns and questions about digital life.

Reflection prompt:

How can we strengthen genuine partnership with families in 2026?

5. DEFINING A COHERENT WHOLE-SCHOOL APPROACH

Is digital wellbeing positioned as a unifying goal across wellbeing, curriculum and school culture?

- ☐ We have a shared, whole-school definition of digital wellbeing.
- ☐ Digital wellbeing sits alongside digital literacy, digital citizenship and digital safety as interconnected components.
- ☐ Our approach reinforces balance rather than restriction.
- ☐ Expectations and language are consistent across classrooms, year levels and staff teams.
- ☐ Digital wellbeing practices align with pastoral care, behaviour expectations and learning routines.

Reflection prompt:

What would digital wellbeing look like for students at each stage of schooling?

6. IDENTIFYING PRIORITIES FOR 2026

What practical and achievable steps could we take in the year ahead?

- ☐ We have identified priority areas for strengthening digital wellbeing.
- ☐ Actions are realistic, manageable and aligned with existing structures.
- ☐ We have considered how to phase or sequence changes over time.
- ☐ We know what success will look like and how we will measure progress.
- ☐ Our 2026 plan is shared and understood by staff and, where appropriate, students and families.

Reflection prompt:

What are the first three steps your school will take in 2026?

7. CONSIDERING EXTERNAL SUPPORT

Would expert guidance help accelerate progress or bring coherence to existing work?

- ☐ We have explored whether specialist support could help build staff capability.
- ☐ We are considering whether student workshops, curriculum resources or parent guidance might strengthen our approach.
- ☐ We have discussed whether leadership planning support would help create coherence across the school.
- ☐ We have identified areas where external expertise could add value.

Reflection prompt:

What support would help your school make the biggest difference for students next year?

If you would like help interpreting your reflection or shaping a practical plan for 2026, Digital Tweens can support you to build a coherent, achievable and whole-school approach to digital wellbeing that meets the needs of your community.

You can contact us:

- **By email:** office@digitaltweens.com.au
- **Via the [Digital Tweens website](#) to arrange a conversation or request further resources.**
- **Or book in a time to speak with Mark using this [link](#)**

MEET MARK

Mark Yeowell is an experienced school leader with more than thirty years in primary and secondary education. He is a doctoral candidate at UNSW, researching the impact of initial smartphone ownership on children and young people, and the founder of Digital Tweens. Mark partners with schools across Australia to develop practical, achievable and whole-school approaches to digital literacy, digital citizenship and digital wellbeing. He works closely with leadership teams, staff and parents to build shared understanding, strengthen capability and design coherent strategies that reflect each school's context. Mark's approach helps schools move from reacting to digital challenges towards creating the conditions in which children and young people can use digital technologies in balanced, intentional and healthy ways.