# Bibliography

## Mentally Healthy Communities domain – Connect

Aldridge, J.M., McChesney, K. (2018). The relationships between school climate and adolescent mental health and wellbeing: A systematic literature review. International journal of educational research. 2018; 88:121-45. <https://doi.org/10.1016/j.ijer.2018.01.012>

Australian Institute of Family Studies (AIFS). (2015). The Longitudinal Study of Australian Children Annual Statistical Report 2014. Melbourne: AIFS. <https://aifs.gov.au/research/family-matters/no-95/growing-australia-longitudinal-study-australian-children>

Australian Institute of Health and Welfare. (2022). *Australia's children.* Retrieved from <https://www.aihw.gov.au/reports/children-youth/australias-children>

Australian Institute of Health and Welfare. (2021). *Bullying and negative online experiences.* Retrieved from <https://www.aihw.gov.au/reports/children-youth/negative-online-experiences>

Australian Government Department of Education (2022). *Belonging, Being and Becoming: The Early Years Learning Framework for Australia (V2.0)*. Australian Government Department of Education for the Ministerial Council. <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>

Blewitt, C., Fuller-Tyszkiewicz, M., Nolan, A., Bergmeier, H., Vicary, D., Huang, T., McCabe, P., McKay, T., & Skouteris, H. (2018). Social and Emotional Learning Associated With Universal Curriculum-Based Interventions in Early Childhood Education and Care Centers: A Systematic Review and Meta-analysis. *JAMA network open*, *1*(8), e185727. <https://doi.org/10.1001/jamanetworkopen.2018.5727>

Bond, L., Butler, H., Thomas, L., Carlin, J., Glover, S., Bowes, G., & Patton, G. (2007). Social and school connectedness in early secondary school as predictors of late teenage substance use, mental health, and academic outcomes. *The Journal of adolescent health: official publication of the Society for Adolescent Medicine*, *40*(4), 357.e9–357.e3.57E18. <https://doi.org/10.1016/j.jadohealth.2006.10.013>

Bond, L., Carlin, J. B., Thomas, L., Rubin, K., & Patton, G. (2001). Does bullying cause emotional problems? A prospective study of young teenagers. *BMJ (Clinical research ed.)*, *323*(7311), 480–484. <https://doi.org/10.1136/bmj.323.7311.480>

Bullying. No Way! (2023) *Bullying research: Understanding bullying*. <https://bullyingnoway.gov.au/understanding-bullying/bullying-research>

Carter, M., McGee, R., Taylor, B., & Williams, S. (2007). Health outcomes in adolescence: associations with family, friends and school engagement. *Journal of adolescence*, *30*(1), 51–62. <https://doi.org/10.1016/j.adolescence.2005.04.002>

Cherry, K. (2022). *The different types of attachment styles.* Very Well Mind. <https://www.verywellmind.com/attachment-styles-2795344>

Children of Parents with a Mental Illness. (2021) *Connectedness.* Emerging Minds. [https://www.copmi.net.au/professionals-organisations/copmi-what-works/evaluating-interventions/young-people/young-people-connectedness](https://www.copmi.net.au/professionals-organisations/copmi-what-works/evaluating-interventions/young-people/young-people-connectedness/#:~:text=Connectedness%20encompasses%20the%20caring%20and,to%20maternal%20or%20paternal%20connectedness)

Fenwick-Smith, A., Dahlberg, E. E., & Thompson, S. C. (2018). Systematic review of resilience-enhancing, universal, primary school-based mental health promotion programs. *BMC psychology*, *6*(1), 30. <https://doi.org/10.1186/s40359-018-0242-3>

Hughes, A.M. (2012). *Building positive relationships with parents in the early years: A guide to effective communication.* Oxon: Routledge <https://doi.org/10.4324/9780203806371>

Lawrence, D., Hafekost, J., Johnson, S. E., Saw, S., Buckingham, W. J., Sawyer, M. G., Ainley, J., & Zubrick, S. R. (2016). Key findings from the second Australian Child and Adolescent Survey of Mental Health and Wellbeing. *The Australian and New Zealand journal of psychiatry*, *50*(9), 876–886. <https://doi.org/10.1177/0004867415617836>

Lewallen, T. C., Hunt, H., Potts-Datema, W., Zaza, S., & Giles, W. (2015). The Whole School, Whole Community, Whole Child model: a new approach for improving educational attainment and healthy development for students. *The Journal of school health*, *85*(11), 729–739. <https://doi.org/10.1111/josh.12310>

Mundy, L. K., Canterford, L., Kosola, S., Degenhardt, L., Allen, N. B., & Patton, G. C. (2017). Peer Victimization and Academic Performance in Primary School Children. *Academic pediatrics*, *17*(8), 830–836. <https://doi.org/10.1016/j.acap.2017.06.012>

Murdoch Children’s Research Institute (MCRI). (2022). *Positive social-emotional environments in schools boosts students’ mental health.* MCRI <https://www.mcri.edu.au/news-stories/positive-social-emotional-environments-in-schools-boosts-student-s-mental-health>

Richard, J. F., Schneider, B. H., & Mallet, P. (2012). Revisiting the whole-school approach to bullying: Really looking at the whole school. *School Psychology Internationa*l, 33(3), 263-284. <https://psycnet.apa.org/doi/10.1177/0143034311415906>

Sancassiani, F., Pintus, E., Holte, A., Paulus, P., Moro, M. F., Cossu, G., Angermeyer, M. C., Carta, M. G., & Lindert, J. (2015). Enhancing the Emotional and Social Skills of the Youth to Promote their Wellbeing and Positive Development: A Systematic Review of Universal School-based Randomized Controlled Trials. *Clinical practice and epidemiology in mental health : CP & EMH*, *11*(Suppl 1 M2), 21–40. <https://doi.org/10.2174/1745017901511010021>

Scott, J. G., Moore, S. E., Sly, P. D., & Norman, R. E. (2014). Bullying in children and adolescents: a modifiable risk factor for mental illness. *The Australian and New Zealand journal of psychiatry*, *48*(3), 209–212. <https://doi.org/10.1177/0004867413508456>