

CENTENARY STATE HIGH SCHOOL

WELLBEING FRAMEWORK



Vision and Key Characteristics of Wellbeing at Centenary State High School

Our Moral Purpose

To foster positive relationships so that all learners can flourish and feel a strong sense of belonging

Our Wellbeing Vision

- Wellbeing at CSHS is underpinned by the principles of positive education which is supported by the evidence-based science of positive psychology. Positive Education is an approach that is shaped by the research from Positive Psychology and teaches our young people the skills they need to manage their mental health and wellbeing
- Our wellbeing vision is inspired by the QLD Department Learning and Wellbeing Framework as we strive to: “provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence”
- We believe wellbeing of the whole child is important and that higher levels of wellbeing tend to have better academic outcomes at school
- We want every individual to realise their own potential and be able to make a contribution to his or her community in school and beyond

What is positive education at CSHS?

At CSHS, we value the wellbeing of our school community and as such, have adopted a whole school approach to Positive Education. The goal of Positive Education is to create a community where students and staff learn the skills to become their best possible selves, evolving toward their highest potential. In 2009, Martin Seligman defined positive education “as education for both traditional skills and for happiness.” Now more than ten years on, the symbiosis of wellbeing (positive education) and learning is all the more relevant. Growing research suggests that to be a successful learner, we must first invest in our wellbeing. At CSHS, education is not just about academic outcomes but about the wellbeing of the “whole child.” Evidence shows that students who demonstrate high levels of perseverance, growth mindset, grit, and school engagement perform better academically. We believe that students who understand how to care for and enhance their own wellbeing tend to achieve improved academic outcomes.

What does “flourish” mean?

The concept of ‘flourish’ is integral to our approach to wellbeing at CSHS. Our Moral Purpose states that “all learners can flourish” (students, staff and parents). Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Flourishing can be seen as a combination of ‘feeling good and doing good’ (Institute of Positive Education, 2021). By focusing on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle, they are more likely to lead a flourishing life. The ‘ingredients’ to flourishing at CSHS are underpinned by the PERMAH* elements, the 24 VIA Character Strengths, evidence-based neuroscience and the notion of a strengths-based approach to teaching, learning and wellbeing.

*PERMAH is: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health

What is PERMAH?

PERMAH is possibly the most well-known model of wellbeing. Developed by Martin Seligman (2011), this acronym represents the elements needed for wellbeing or a “flourishing” life. PERMAH stands for:

- P is Positive Emotions (and Character Strengths)
- E is Engagement
- R is Relationships
- M is Meaning (and Purpose)
- A is Accomplishment
- H is Health (with sub-strands of nutrition, sleep, physical activity and exercise)

What are the Character Strengths?

Every individual possesses all 24 character strengths – some in greater measure than others, and this gives each person their own unique character. And these strengths can change within an individual over time – they can be intentionally developed, enhanced, overused, and downplayed. Based on the research by Peterson and Seligman (2004), there are 24 universally-recognised Character Strengths: creativity, curiosity, judgment, love of learning, perspective, bravery, perseverance, honesty, zest, love, kindness, social intelligence, teamwork, fairness, leadership, forgiveness, humility, prudence, self-regulation, appreciation of beauty and excellence, gratitude, hope, humour and spirituality regulation.

The 6 domains of wellbeing at CSHS

HG/PEEC

(Personal, social and emotional wellbeing)

All CSHS students engage with the Positive Education Enhanced Curriculum (PEEC) during their weekly Home Group (HG) lessons. Developmentally sequenced, this curriculum is based on the principles of Positive Psychology. The course focuses on providing students with a range of ways to develop their wellbeing so they are able to experience more joy, optimism, gratitude and resilience. By teaching these valuable life skills, students will have an increased capacity to learn effectively, as well as a strong foundation on which they can build a flourishing life. A key tenet of the curriculum is for students to think beyond themselves and to the wellbeing of others, so that quality relationships can be built and maintained. The weekly HG experiences consist of lessons underpinned by PERMAH* and Junior School and Senior School Assemblies. Additionally, each level has a weekly assembly to build age-specific, year level culture and expectations.

**PERMAH is: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health*

Learning in Partnership

(Intellectual wellbeing and growth mindset)

Our Moral Purpose articulates that “all learners can flourish”, championing the ‘Learning in Partnership model’ of:

- Staff as learners*
- Parents as learners
- Students as learners

We believe staff and parents are powerful role models for our young people. A strong partnership between school and home is critical to the success of our students. We also believe that a continued commitment to lifelong learning as adults is important for our young people to observe. Our philosophy for learning is best understood through having a growth mindset rather than a fixed mindset.

**Examples of ‘staff as learners’ includes external professional development opportunities, Discovering Positive Education for new staff, Community of Practice (Positive Education, Pedagogy, Writing and Inclusion), our growing partnership with the Queensland Brain Institute (QBI) at the University of Queensland, the Collegial Observation and HALTprocess and through our institutional membership with the Positive Education Schools Association (PESA)*

Student support

(Mental, psychological and emotional wellbeing)

The following staff, structures and processes are aimed at supporting student wellbeing:

- Teaching staff
- Leadership staff: HG teachers, Year Level Coordinators, Heads of Department, Deputy Principals
- Connections staff: Guidance Officers, School Psychologist, School Nurse
- Inclusion Team: Teacher-Aides, Advocates
- International Program staff
- Non-teaching staff: Administrative staff, grounds staff
- Stymie – anonymous harm reporting tool
- Growth Cards (strengths-based, goal-orientated approach)

Leadership

(leading self, leading others)

The core principles of leadership: leading self (hedonic) and leading others (eudiamonic) are developed by all students, staff and parents. Everyone in our community can be a leader:

- Formal opportunities for students: Student Forum (Senior and Junior Leaders), Recipients of Academic and character awards and the Flourish Award
- Informal opportunities for students: School Camp, Team Building Days
- Parents: School Council, P&C, Parent-Teacher Interviews (strengths-based approach via the 24 Character Strengths)
- Community connections: Unleashing Personal Potential (UPP), Federal and Local MPs

Whole-school curriculum alignment

(Organisational and cognitive wellbeing)

The Australian Curriculum recognizes that general capabilities play a significant role in equipping young Australians to live and work successfully in the modern world.

Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school, and in their lives outside school.

CSHS recognises the critical importance of meaningfully and authentically embedding wellbeing and positive education into every classroom within every subject. As such significant work is being undertaken to align the principles of positive education with

- *Australian Curriculum* (Year 7-10) through key General Capabilities: Personal and Social, Ethical Understanding and Critical and Creative Thinking
- *QCAA* (Year 11-12) through key 21st century skills: Critical Thinking, Creative Thinking, Collaboration and Teamwork and Personal and Social Skills.

Extracurricular

(Mental & physical wellbeing)

Many structured opportunities are provided for students to develop their physical and mental wellbeing through participation in the following activities:

- STEP (Student Enrichment Program)
- HPE (Health/Physical Education) curriculum
- Staff v Year 12s sporting series
- HG (Home Group) activities
- Utilisation of brain breaks during class
- Inter-School Sport, GALA Days, Met Finals
- STEM
- Debating
- Instrumental Music: Junior: String Ensemble and Concert Band Senior: String Orchestra and Symphonic Band, Whole School: Stage Band, Percussion Ensemble, Choir, Jazz Choir, Vocal Ensemble
- Excellence Programs: eXcel, Music Plus, Performance Plus

We believe there is a strong connection between physical and mental wellbeing – the act of moving is good for the brain

The key stakeholders of wellbeing at CSHS

Students

- We are very cognisant that any wellbeing framework must improve wellbeing and learning outcomes for our young people. The 'success' of this wellbeing framework depends on genuine student 'buy-in', and see them authentically "live it" at school and in life
- At CSHS, we strive to provide students with opportunities to express themselves, have a voice and be active 'agents' in their own wellbeing (rather than be passive recipients).
- We believe that whole school wellbeing is an approach that should be implemented with students not to students
- Examples of this approach include student leadership platforms, opportunity to apply for the 7-9 Flourish Award, the awarding of PERMAH Points for exemplary conduct, the acknowledgement of academic success and character through the awards presented at YLC and through the end of year award ceremonies

Staff

- There is a growing body of evidence that positive teacher-student relationships improves learning and wellbeing for both the students and staff.
- The notion of positive relationships being fundamental to effective learning is articulated in our Moral Purpose and embedded in PERMAH
- We strongly believe that staff wellbeing is an important precursor to student wellbeing. Through achieving a strong sense of collective efficacy, we believe our staff can teach our students with purpose, passion and perseverance
- At CSHS, we are dedicated to providing inclusive learning environments that support every student to manage their wellbeing and achieve success and our staff are committed to 'knowing their learners' with care, kindness and empathy

Parents

- The success of whole school wellbeing will depend to a large degree on how it is communicated to, and supported by the parent body
- Parents play a critical role in the shared education of their children
- The connection between school and home is an important one with positive relationships serving as a conduit for the development and maintenance of student wellbeing
- The current pilot draft version of the wellbeing framework will involve considerable consultation with parents to ensure an authentic voice is captured which informs and shapes this model

Community

- The efficacy of a whole school wellbeing framework also depends on interest and support from the wider community beyond the school gates
- CSHS is situated in a suburb that has strong connections to the school
- Therefore, we hope that members of this extended community can identify with this framework and see their role is valued and respected
- We believe in creating 'strong partnerships and connections with alumni and community members such as local State and Federal MPs, local bus services, QLD State PESA Chapter, local business that provide work experience for our senior students

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