CENTENARY STATE HIGH SCHOOL
WELLBEING FRAMEWORK

STUDENTS

STAFF

PARENTS

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LEADERSHIP

EXTRA CURRICULAR ACTIVITIES

STUDENT SUPPORT

PERMAH

CHARACTER STRENGTHS

OUR MORAL PURPOSE

Centenary State High School

HG/PEEC

CURRICULUM & PEDAGOGY

Centenary
State High School

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Our Wellbeing Vision

Wellbeing at Centenary SHS is strongly connected to our Moral Purpose and underpinned by the principles of positive education supported by the science of positive psychology. Our vision is inspired by the QLD Department of Education's Student Learning and Wellbeing Framework: *"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 the wellbeing of all members of our community is important. We recognise that higher levels of wellbeing often lead to improved social and emotional intelligence, more self-regulated behaviour and higher levels of functioning and flourishing.

Key Characteristics of Wellbeing

What is positive education?

Positive Education is a strengths-based approach to wellbeing that encourages all members of our community to flourish. 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. These wellbeing skills are explicitly taught through the Positive Education lens of PERMAH, Character Strengths and our School's Moral Purpose.

What does 'flourish' mean?

Flourishing can be seen as a combination of 'feeling good and doing good'. It is about individual, collective and organisational wellbeing.
The 'ingredients' to flourishing at Centenary SHS 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.

What is PERMAH?

PERMAH is one of the most well-known models 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
- E is Engagement
- R is Relationships
- M is Meaning (and Purpose)
- A is Accomplishment
- H is Health

What are the Character Strengths?

Everyone has character strengths (Peterson & Seligman, 2004) – some in greater measure than others, and this gives each person their own unique character. These strengths are affirming, energising and empowering. We believe that if we use our top character strengths, we can improve our levels of wellbeing and therefore improve our capacity for learning.

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HG – HOME GROUP CURRICULUM (Personal, social and emotional wellbeing)

- All Centenary SHS students engage with the scoped and sequenced HG Curriculum during their weekly Home Group (HG) lessons. Developmentally sequenced, this curriculum is based on the principles of Positive Education.
- 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 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 experiences consist of lessons underpinned by PERMAH which are further reinforced during Junior School and Senior School Assemblies. Additionally, each level has a weekly assembly to build age-specific, year level culture and expectations.

STUDENT SUPPORT (Psychological and emotional wellbeing)

The following staff, structures and processes are aimed at supporting student wellbeing and the student journey from Junior to Senior School to graduation:

- Teaching staff
- Leadership staff: HG teachers, Year Level Coordinators, Heads of Department, Junior and Senior School Teams, Deputy Principals, Principal
- Connections staff: Guidance Officers, School Psychologist, School Nurse, School Chaplain, Betty, the Happiness Hound
- Inclusion Team: Teacher-Aides, Advocates, DP Inclusion
- International Program staff
- Non-teaching staff: Administrative/office staff, grounds staff
- Stymie – anonymous harm reporting tool
- Growth Cards (strengths-based, goal-orientated approach)
- Learning support: Homework Hub, DIAL (Drop in and learn), supporting diverse learners, Mindfulness Room. Student Case Management

LEADERSHIP (Social and emotional wellbeing)

We believe in the two core principles of leadership: leading self and leading others. Leading self is a form of subjective (or personal) wellbeing, while leading others is a form of 'eudaimonic' wellbeing based on meaningful connections with other people.

Everyone in our community can be a leader. Those who try to achieve their best (leading self) inspire and boost their peers (leading others).

There are many opportunities for our students to be leaders at our school. These include but are not limited to:

- Multiple formal opportunities for students to become recognised leaders at Centenary SHS
- Informal opportunities for students: School Camps, Team Building Days, Student Mentoring, Transition Days

There are opportunities for parents to be leaders and influencers: School Council, P&C, Parent-Teacher Interviews (strengths-based approach via the 24 Character Strengths)

Leadership and influence is also evident with our community connections: Federal and Local MPs, University of Queensland, Queensland Brain Institute, Positive Education Schools Association, YLead, CLASS

THE 5 DOMAINS OF WELLBEING (CONTINUED)

CURRICULUM & PEDAGOGY (Academic wellbeing)

Centenary SHS 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.

Our school is embarking on a new, whole school pedagogical approach based on the three key principles of 'curriculum', 'learning' and the 'learner'.

Our approach will seek to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students. School leaders and teachers will engage in professional conversations to understand beliefs and perspectives about pedagogy to develop underpinned by a shared collaborative language.

These curriculum and pedagogical approaches will ensure that a Positive Education/wellbeing lens is added to each and every classroom and learning experience at Centenary SHS.

EXTRACURRICULAR (Psychological & physical wellbeing)

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

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
- Inter-School Sport, GALA Days, Met Finals
- STEM, Science Ambassadors
- Debating, Public Speaking, Chess
- Library Enrichment Programs
- eSports (fully aligned to Wellbeing Framework)
- Clubs: Girl Gamers, Art, Model, LGBTQI+
- Instrumental and Choral Program, String Ensemble and Concert Band Senior: String Orchestra and Symphonic Band, Whole School: Stage Band, Percussion Ensemble, Choir, Jazz Choir, Vocal Ensemble, School Musical

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THE KEY STAKEHOLDERS OF WELLBEING
'Wellbeing is everyone's business'

STAFF

- Wellbeing at Centenary SHS starts with our staff. If our staff (teaching and non-teaching) experience high levels of wellbeing, our students are more likely to also experience higher levels of wellbeing

- Staff wellbeing can be supported by building staff capacity and through professional development and leadership opportunities such as 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, APDP, Mentoring of Beginning Teachers and HAT Aspirant process and through our institutional membership with the Positive Education Schools Association (PESA)

- There is a growing body of peer-reviewed evidence-based research that positive teacher-student relationships improves learning and wellbeing for both the students and staff. The foundation of effective relationship building commences in Junior School and is consolidated in Senior School

- Staff are committed to their own wellbeing and the school is committed to providing a 'culture of care' so that all staff are able to flourish and serve as 'ambassadors' of wellbeing at CSHS

STUDENTS

- We believe that whole school wellbeing is an approach that should be implemented 'with' students, not 'to' students

- Through building positive relationships (student-student and student-staff) based on trust, calmness and respect, we believe, higher levels of wellbeing and flourishing can occur

- We seek to provide all students with opportunities to invest in their own wellbeing in and beyond the classroom: to express themselves, have a voice and be active 'agents' in their own wellbeing (rather than be passive recipients).

- 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 year level assemblies and through the end of year award ceremonies

- Staff are dedicated to 'knowing their learners' with care, kindness and empathy and to providing inclusive learning environments where teaching for multiple learning styles occurs to support student wellbeing and learning

PARENTS/CARERS

- 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 student through open, ongoing and proactive communication

- A strong partnership between school and home based on our shared understanding of wellbeing is critical to the success of our students.

- The establishment of positive relationships serving as a conduit for the development and maintenance of student wellbeing

- We believe parent/carers are powerful role models for our young people and continued commitment to lifelong learning as adults is important for our young people to observe

COMMUNITY

- The efficacy of a whole school wellbeing framework also depends on interest and support from the wider community beyond the school gates

- Therefore, we hope that members of this extended community can identify with this framework and see their role is valued and respected

- We value our 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, Education Queensland (EQ), the Queensland Brain Institute (QBI), feeder primary schools and other external providers

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