

CENTENARY STATE HIGH SCHOOL

WELLBEING FRAMEWORK



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 student is important and that higher levels of wellbeing tend to lead to improved social and emotional intelligence, more self-regulated behaviour and therefore 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.

KEY CHARACTERISTICS OF WELLBEING

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.” and now more than ten years on, we know 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 student.”
- 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).
- 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.

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
- We believe that if we use our top character strengths, we can improve our levels of wellbeing and therefore improve our capacity for learning

THE 5 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.

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 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

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
- eSports
- 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

CURRICULUM & PEDAGOGY

(Academic wellbeing)

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.

Our Positive Education imperatives will assist in systematic Curriculum Delivery, using AC version 9 as the vehicle for staff professional learning and student achievement. The General Capabilities Toolkit provides teachers with a range of resources relevant to these three capabilities. Resources available in the Toolkit will assist teachers to build their unit plans to ensure that the General Capabilities are being taught with fidelity in the classroom. This approach will ensure that a positive education/wellbeing lens is added to each and every classroom and learning experience at CSHS.

LEADERSHIP

(Leading self and leading others)

The core principles of leadership: leading self and leading others are developed by all students, staff and parents. Everyone in our community can be a leader. Those who try to achieve their best (leading self) inspire and boost their peers (leading others).

- 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 Camps, Team Building Days, Student Mentoring
- Parents: School Council, P&C, Parent-Teacher Interviews (strengths-based approach via the 24 Character Strengths)
- Community connections: Unleashing Personal Potential (UPP), Y Lead, Positive Education Schools Association (PESA), Queensland Brain Institute (QBI)

THE KEY STAKEHOLDERS OF WELLBEING AT CSHS

'Wellbeing is everyone's business'

STAFF

- Wellbeing at CSHS starts with our staff. If our staff experience high levels of wellbeing, our students are more likely to also experience higher levels of wellbeing
- Staff wellbeing can be supported through professional development 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 and HALT 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

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
- We believe parent/carers are powerful role models for our young people. A strong partnership between school and home 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 also believe that a 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 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, Education Queensland (EQ), the Queensland Brain Institute (QBI), feeder primary schools and other external providers

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