

WELLBEING POLICY

KEEBRA PARK
STATE HIGH SCHOOL



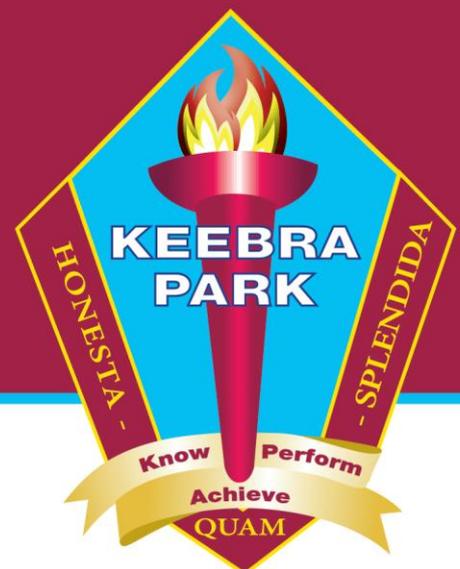
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Wellbeing is at the heart of everything we do at Keebra Park SHS where we are committed to every student thriving and succeeding. The Keebra Park Wellbeing Framework is informed by Positive Education, the science of positive psychology, and aims to develop a rich learning environment that is safe and supportive; one that optimises learning through a commitment to embodying the school values of respect, responsibility and commitment.

We know that individuals perform better if they are in a positive state of wellbeing so we want all of our students to develop in this way. A wellbeing framework based on Positive Education provides opportunities for our staff and students to increase both their wellbeing and performance through specific learning experiences and the development of a shared language and understanding. We want our students to understand that emotions, positive and negative, help us to pursue a life of greater meaning. We also want to equip our students with the skills to flourish and rise to life's challenges, make the most of setbacks and adversities and to accomplish tasks and future goals.

Keebra Park SHS is a member of the Positive Education Schools Association (PESA). This association aims to work together with schools throughout Australia who are considered pioneers in the implementation of the principles of positive psychology. We consider the implementation of our program to be an ongoing journey where reflective practices are encouraged and feedback from the community welcomed.

Wellbeing is embedded in our whole school practices as part of our learning framework. The skills and mindsets that promote wellbeing are taught explicitly and implicitly across the school, as well as within an excellent network of structured support to meet the needs of each student's physical, social, mental and emotional health. At Keebra Park we are also committed to continuing our journey towards a more inclusive education system, and as part of our everyday practice, all students can access and fully participate in positive education lessons, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs.

Our policy is guided by *The Learning and Wellbeing Framework*, a Queensland Government initiative, that supports schools in developing a school-wide positive learning culture. The aim of our wellbeing program is simply to maximise the number of students who are thriving and succeeding. According to Positive Education, PERMA makes up five important building blocks of well-being and happiness:

- ❖ Positive emotions – feeling good
- ❖ Engagement – being completely absorbed in activities
- ❖ Relationships – being authentically connected to others
- ❖ Meaning – purposeful existence
- ❖ Achievement – a sense of accomplishment and success



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We aim to build PERMA and allow our students to thrive and succeed at Keebra Park by implementing four key components throughout the year into our wellbeing framework which include:

- ❖ Relationships
- ❖ Diversity
- ❖ Mindsets
- ❖ Safety.



With these four components in mind, we aim to promote wellbeing in all areas of our students' lives including:

- ❖ the social world of self-awareness, relationships, diversity and friendships.
- ❖ the ever-changing digital world, where students navigate the new skills of developing technologies.
- ❖ the wider world, where students need skills to make informed choices on a range of complex issues in order to remain safe and mentally strong.

Wellbeing and Pastoral Care

Supporting our wellbeing framework at Keebra Park SHS is pastoral care. Pastoral care is woven into the very fabric of the school and is seen as a collaborative partnership between staff, students, parents and community members. Our dedicated team of staff work to provide support and programs for each year level, helping to cater for the needs of the cohort while ensuring that each student is cared for as an individual.

When enrolling at Keebra Park SHS students are assigned a home group class. This class consists of peers from the same cohort which meet each morning to mark the role and prepare for the day ahead. This is the foundation of a student's support network at Keebra, allowing students the opportunity to build emotional resilience and encourage the formation of strong teacher and peer relationships.

An extended home group period each Wednesday also promotes Positive Education. As part of our framework, the home group teacher drives the explicit teaching of wellbeing focus areas. At the commencement of the year, every student in the school is issued a Student Planner which also has access to positive education lessons and strategies.

The wellbeing framework at Keebra constitutes both a whole school and year level approach. Throughout the school year students will explore the following concepts as a whole school:

- ❖ Term 1- *Relationships*
- ❖ Term 2 - *Diversity*
- ❖ Term 3 -*Mindsets*
- ❖ Term 4- *Safety*



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Each year level will also focus on specific topics that aim to foster and promote Positive Education:

- ❖ **Year 7:** *Routines and Relationships* – fostering positive routines and relationships
- ❖ **Year 8:** *Respect and Relationships* – developing respect for self and the wider community
- ❖ **Year 9:** *Respect and Resourcefulness* – developing strengths, leadership and life sustainability
- ❖ **Year 10:** *Resourcefulness and Resilience* – exploring courage and persistence in learning and life
- ❖ **Year 11:** *Responsibility* – learning to lead with independence, creativity and curiosity
- ❖ **Year 12:** *Resolve* – fostering academic tenacity and hardiness and setting future goals

Home Group Teachers

The role of the Home Group Teacher is seen as an integral component of an effective and supportive school environment. The Home Group teacher is responsible for setting and maintaining high expectations, encouraging and promoting school pride and providing an open line of communication between home and school. Weekly wellbeing lessons are also delivered by home group teachers who aim to identify and develop character strengths within each of their students in order for every student to thrive and succeed.

Year Level Deans

To assist in developing the positive wellbeing of all students, each year level is assigned a year level Dean. In consultation with other staff, the Dean's role is foster and develop Positive Education in their cohort and help students overcome day-to-day problems that may occur from time to time. For students new to the school, year level Deans are also the first point of contact to assist in welcoming and settling students into classes.

School Student Council

Student voice is vital when promoting positive wellbeing; it helps share student ideas, interests and concerns with the school community. The Keebra Park Student Council consists of aspiring leaders from Years 7 to 12 who are interested in helping organise and carry out school activities and projects that contribute to school spirit and positive wellbeing. The Keebra Park School Council meets each fortnight (or when required) in the Student Resource Centre.

School-Based Nurse

The School-Based Youth Health Nurse Program is an initiative of the Queensland Government. Within this program nurses are employed to work in State High Schools with the aim of assisting young people in making a safe and healthy transition to adulthood. Reasons for accessing this service may include: medical concerns, body image, nutrition, drug and alcohol issues, puberty changes, sexuality issues, stress, and other mental health concerns. The Keebra Park SHS nurse can be accessed by making an appointment via the Student Services Centre.



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Indigenous Education Worker

To enhance the wellbeing of all students, the school has an Indigenous Education Worker available weekly at the school who is responsible for supporting our indigenous students. In addition, students have the opportunity to engage in significant days of relevance to all including: NAIDOC Week, Harmony Day and Multicultural Day. All year 7-12 indigenous students also have access to *AIME* (Australian Indigenous Mentoring Experience) each week to support literacy and numeracy development. *Solid Pathways* is also offered to Year 7-9 students who met the required criteria. Appointments to see the IEW can be made via the Student Services Centre.

Behaviour Intervention and Resilience Programs

The Positive Engagement Program (PEP) supports junior secondary students through a 6-week playground program designed to foster and develop relationships and resilience in students through small group interaction. This program is via invitation and is supported by the JS HOD and Year 7/8 Deans.

The Rock and Water Program is an experience that provides junior secondary students a pathway to self-awareness, and increased self-confidence and social functioning. This is supported by the JS HOD and Year 9 Dean.

The Performance Evaluation Program (PEP) aims to provide support to young men in the senior elite Rugby League Academy with the pressures associated with succeeding in their chosen endeavour, be that physical or mental by offering links with external agencies. Currently the program only caters for Year 12 students but due to its success, may extend to other year levels over time.

Resources

- Beyondblue www.beyondblue.org.au
- Headspace <http://headspace.org.au/>
- Parentline 1300 30 1300 <http://www.parentline.com.au/>
- Kids Help Line 1800 55 1800 <http://www.kidshelp.com.au>
- Lifeline 13 11 14 <https://www.lifeline.org.au/>



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