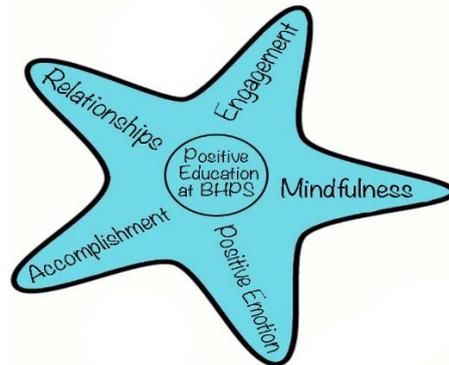


Wellbeing at BHPS



AIP Wellbeing Goal – Strategic plan 2016-2019

To develop students who are motivated, resilient and willing to contribute to the wellbeing of others.

Our Positive Education Model.

Wellbeing at Barwon Heads Primary School is undergirded by our **Positive Education Model**. Our model is based on Positive Psychology, founded by Professor Martin Seligman of the University of Pennsylvania. Positive Psychology is the scientific exploration of human wellness and optimal functioning in order to help people expand their potential and thrive.

By cultivating **Positive Emotions**, enduring personal resources are established that enhance life. (1)

Engagement is achieved by becoming absorbed and immersed in work, love, friendship and social life. Opportunities for students to make the most of their learning opportunities, in class and socially, are provided and supported.

Gratitude, respect, embracing and celebrating difference are all necessary attitudes for positive **Relationships**. Positive Relationships are vital for human health and in order to flourish. Our character strengths of **Friendship, Teamwork, Kindness, Forgiveness, Fairness, Humour, Love, Gratitude, Open-mindedness, Enthusiasm, Leadership, Curiosity, Love of Learning, Creativity, Honesty, Wisdom, Prudence, Appreciation of Beauty and Excellence, Self-Control, Modesty, Courage, Persistence, Hope** and **Self-Belief** are explicitly taught in the classrooms, encouraged and rewarded.

Mindfulness is the psychological process of bringing one's attention to experiences occurring in the present moment. Studies have shown that Mindfulness training improves mental health and is useful in reducing stress, anxiety and depression (2)

Recognising what students have positively **accomplished** and building on their success helps promote a Growth mindset. When students understand that their brain is like a muscle that can be strengthened and change, they are more likely to attempt new challenges and flourish, despite any set-backs.

(1) Fredrickson, Barbara. The role of positive emotions in positive psychology.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3122271>

(2) Harrington, Anne; Dunne, John D (2015). "When mindfulness is therapy: Ethical qualms, historical



For further information about Character strengths see: <https://www.viacharacter.org/www>

STUDENT WELLBEING COORDINATOR

The enabling of:

Positive Emotion:

Developing **emotional literacy** – understanding the link between thinking and feeling.

Providing **strategies** for students struggling with **anger, anxiety** or overwhelming thoughts.

Early intervention and assistance to access **relevant services**.

Developing the character strengths of: Humour, Modesty, Love, Open-mindedness and Gratitude

Engagement:

Assisting students to set **appropriate goals** to overcome their difficulties and support their progress.

Developing the character strengths of Enthusiasm, Leadership, Curiosity, Love of learning and Creativity

Relationships:

Negotiating **friendship difficulties**

Development of respectful relationships and **pro-social skills**.

Restorative Practice

Developing the character strengths of Friendship, Teamwork, Fairness, Kindness and Forgiveness

Mindfulness:

Breathing and **meditation** techniques.

Cognitive awareness

Good decision making

Developing the character strengths of Honesty, Wisdom, Prudence, Appreciation of beauty and excellence and Self-control.

Accomplishment:

Identifying **personal strengths**

Developing **strategies to overcome obstacles**

Resilience building

Developing the character strengths of Courage, Persistence, Hope and Self-belief.

The Wellbeing Coordinator also provides:

New Students transition program

Safe space for students and staff as required

Crisis support

Individual sessions

Small group work

Family work

Collaboration with external professionals

Hours:

Monday 8.45 – 1.30

Tuesday 8.30 – 11.30

Thursday 8.30 – 1.30

Friday 8.45 – 11.30