|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Elements of Learning and Achievement – Health and Wellbeing – Positive Education | | | | | | | | | | | | | | |
|  |  |  |  | | |  | | |  | | |  | | |
| **PURPOSE** |  | **PEOPLE** | |  | | | **PROCESSES** | | |  | | | **PRODUCT AND PRACTICES** | |
|  |  |  | |  | | |  | | |  | | |  | |
| Why do we need this program?  Building a successful life for many of our students involves a complex series of events that involve caring, compassionate, understanding adults that support students every day. As educators we are well positioned to impact on a students wellbeing practices. Through repetition and modelling we are laying the foundations to allow our students to succeed, connect and thrive - these are the drivers of the DoE Wellbeing Framework.  CHS has developed the HapeeR model of Positive Education which is based on Martin Seligman’s PERMA (H). The program will start with a Strengths based approach to learning to support each student’s Wellbeing, grow their strengths, increase school success and boost life satisfaction.  We believe that girls are surrounded by messages and a culture that dictates they must be thin, pretty and hot to have value. We will work with your girls  to deconstruct and challenge this narrative by providing them with skills and tools to question these narrow definitions and provide new healthier definitions of true beauty. We believe that girls are surrounded by messages and a culture that dictates they must be thin, pretty and hot to have value. We will work with your girls  to deconstruct and challenge this narrative by providing them with skills and tools to question these narrow definitions and provide new healthier definitions of true beauty. [*Inspire for Girls*](http://inspireforgirls.com.au/) has been developed to celebrate girls and empower and inspire them to be their best selves.  All the workshops are designed to be uplifting, engaging and informative and are sure to make a positive impact on girl’s lives.We believe that girls are surrounded by messages and a culture that dictates they must be thin, pretty and hot to have value. We will work with your girls  to deconstruct and challenge this narrative by providing them with skills and tools to question these narrow definitions and provide new healthier definitions of true beauty.  [A clear statement should be made about why we need this particular strategic direction and why it is important in helping the school in the pursuit of ongoing excellence] |  | How do we develop capabilities of our people to bring about change?  Acknowledging the 24 VIA Strengths that all individuals posess, staff unpack and explore their own strengths, acknowledging ways they action their strengths and look for strengths in their colleagues.  Staff will unpack strengths that they believe are necessary to explore and strengthen in our school community and focus on seven strengths that will be taught throughout the year.  These seven strengths will be taught explicity across all environments of the school.  The whole school community will receive education around the seven strengths and Positive Education.  Wellbeing practices will be part of our everyday practice.  Adopt the *Learn It, Live it, Teach it, Embed it, Action it* philosophy.  Staff will dvelop understanding of the PERMA - HapeeR model of POositive Education. [Enter a statement describing the learning skills, knowledge and professional capabilities that will be developed for leaders to support the achievement of this strategic direction] | | |  | | | How do we do it and how will we know?  Positive education and Strengths unpacked with whole staff over Term 1.  Consultation on staff beliefs about the seven most significant strengths important to build in our students.  Each strength unpacked explicity with students.  Program developed and delivered weekly into Pos Ed classes.  Students talking about their strengths and ways the have built on them. Using a visual to represent strengths.  Common language.  Seen in classes on strengths walls.  Leadership SRC taking on proactive role.  Students acknowledging their peers for strengths.  Assemblies  Once the strengths have become part of the school’s culture, the HapeeR model – of Positive Health, Positive Achievement, Positive Purpose , Positive Emotion, Positive Engagement and Positive Relationship will be unpacked throughout the school’s curriculum. | | |  | | | Product – What is our product?  A tailored strengths program focusing on building the following seven strengths :  Forgiveness Perseverance Leadership Perspective Social Intelligence Gratitude Self – Regulation  Acronym developed to help recall on the Strengths:  Flourishing Positive Leaders, Proactive Staff, Great Students  Strengths will be taught in every classroom  *Strengths* in :   * common language * monitoring sheets. * awards * curriculum * meetings * flyer * strengths walls * strength days * look at fictional characters * tracked as visuals * modelling * sporting skills * circles * social media   Practices – what will be achieved? | |
|  |
| **IMPROVEMENT MEASURE/S** |
| Pre and post character strength unpacking will determine improved understanding of strengths and their meanings across a variety of contexts.  Survey to determine staff beliefs and attittudes.  Pre and post testing to show strengths understanding.  Students marking growth of their strengths. |
| * [Enter the high level quantitative or qualitative improvement measure/s resulting from the achievement of the Processes in this strategic direction  *Note: this links to the first bullet-point in the Product column]*   [Enter the equivalent quantitative or qualitative improvement measure/s relating to each significant subgroup of the student population] |