



At Abbotsleigh, a wellbeing focus is woven into all that we do, as we recognise the important connection between wellbeing, learning and flourishing. We proactively strive to enhance the academic, social, physical, emotional and spiritual wellbeing of each girl through our Pre K-12 wellbeing framework.

Our staff are committed to providing a positive, caring and nurturing environment that supports each girl's growth and development. This enables her to flourish and be empowered to make a positive impact on her world today and tomorrow.

CONNECT We aim for all girls to be actively engaged in their learning and in their school so that they feel connected. Establishing positive and respectful relationships will help all girls to experience a sense of belonging and inclusivity.

EMPOWER We empower our girls to be strong global citizens who are compassionate and courageous leaders, act with integrity and have a positive and powerful impact on their world today and tomorrow.

FLOURISH We want all our girls to feel valued, respected and supported at school. Underpinned by our Christian faith and values, we aim to support girls to become resilient and adaptable critical thinkers who are equipped to persevere in their learning; to achieve, grow and flourish and to have joy and hope in their lives.

Our wellbeing program is underpinned by:

School values

Deep learning framework

The Wellbeing Framework acknowledges the strong connection between wellbeing and academic achievement and flourishing in life. Abbotsleigh's Learning Framework emphasises the importance of transferable skills that prepare our girls to be strong, resilient learners.

The framework, which is divided into the three main areas of Thinking, Character and Connectedness, focuses on the explicit teaching and learning of a number of dispositions. These include critical and creative thinking, self-regulation, empathy, resilience and interpersonal skills.

Thinking

- Curiosity
- Creativity
- Critical thinking
- Metacognition

Connectedness

- Interpersonal skills
- Interdependence
- Intercultural skills

Character

- Empathy

Wellbeing for learning and life

This diagram shows the inseparable connection between wellbeing and learning.

Our wellbeing curriculum

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At Abbotsleigh, every girl is equipped with skills and strategies to flourish. As part of this, Abbotsleigh girls engage in Social and Emotional Learning (SEL) and provide them with opportunities to 'acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions' (CASEL).

A structured scope and sequence outlines the expected outcomes for Abbotsleigh girls at each year level. The focus is on building the skills our girls need to lead a fulfilling, balanced and productive life, to flourish at school and beyond. We base our wellbeing learning on two evidence based programs to deliver social and emotional learning at age and stage appropriate levels. In the Junior School we use Professor Michael Bernard's You Can Do It! keys to support the teaching of emotional literacy. In the Senior School we use the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL is a trusted source for knowledge about high quality evidence based social and emotional learning.

Specific and targeted programs are delivered by classroom teachers in the Junior School and by Tutors in the Senior School. Complex topics are repeated each year as the spiral learning ensures that age appropriate skill development can occur. The wellbeing program is supported by external experts and agencies to ensure that the girls receive up to date and evidence-based information on mental health topics including drugs and alcohol education.

Junior School social and emotional learning

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JUNIOR SCHOOL www.youcandoiteducation.com.au	
T-2 Puppets	Years 3-6 Keys
Connie Confidence	Risk taking, Assuredness, Courage
Oscar Organisation	Structuring, planning, goal setting, forward thinking
Pete Persistence	Perseverance, determination, refining first efforts
Ricky Resilience	Strength, courage, flexibility, adaptability
Issy Innovate	Innovation, curiosity, persistence, creativity
Gabby Get Along	Affability, friendliness, responsiveness, respect, compassion



Senior School social and emotional learning

In the Senior School we use CASEL 'domains' to support the teaching of emotional literacy. These domains provide the learning tools to enhance relationships, lower stress and promote optimal levels of wellbeing.

SENIOR SCHOOL casel.org/sel-framework

Self-awareness	Identifying emotions, self-perception, understanding strengths, self-confidence, self-efficacy.
Self-management	Impulse control, stress management, self-discipline, self-motivation, goal-setting, organisation skills, resilience, adaptability, agility.
Relationship skills	Communication, social engagement, relationship building, teamwork, conflict resolution.
Social awareness	Perspective-taking, empathy, appreciating diversity, respect for others
Responsible decision making	

Social and emotional learning competencies



Social awareness

- Combatting racism, sexism, etc.
- Empathy
- Respecting diversity
- Understanding others perspective
- Understanding social and ethical norms of behaviour



Responsible decision making

- Considering the wellbeing of self and others
- Evaluate consequences
- Problem solving
- Responsible choices
- Safety



Self awareness

- Awareness of thoughts, feelings and behaviours
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Wellbeing themes

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Transition to Year 6

The Junior School Wellbeing curriculum is underpinned by whole school programs that run from Transition to Year 6. These include the You Can Do It! program and Grow Your Mind program as well as the School Values. All whole school programs are taught explicitly to girls through classroom lessons and incidental teaching moments.

The You Can Do It! program seeks to build skills in key areas of success (as explained above). The Grow Your Mind Program is used alongside other wellbeing programs to augment their guiding principles. The program provides mental health strategies established on the principles of positive psychology, social and emotional learning, public health and neuroscience. Using animals to playfully represent the key areas of our brain, this program illustrates what good mental health looks like and provides simple yet accurate explanations of what is happening in our brains during challenging times.

Our students are well supported in developing, negotiating and maintaining safe and strong social relationships. The classroom teachers take great care in monitoring and responding to the changing social dynamics of the class through the analysis of formal sociogram and informal observational notes.

In addition to the whole school programs, grade-specific, age appropriate initiatives are delivered to each year group. The grade-specific initiatives address various important elements of social and emotional learning.

TRANSITION INITIATIVES

Life Education

Girls learn about healthy food choices and the importance of physical activity and safety.

Buddy Reading

Girls develop a positive relationship with their Year 6 buddy through shared literacy sessions.

Act for Kids

Girls engage in a protective behaviour program where they learn about personal safety and what to do if they feel unsafe.

KINDERGARTEN INITIATIVES

Life Education

- Girls investigate how to build friendships and understand their emotions.
- Girls learn about safe and unsafe situations and early warning signs, safe places and people to turn to for help.

Buddy Reading

Girls develop a positive relationship with their Year 6 buddy through shared literacy sessions.



YEAR 3 INITIATIVES

URSTRONG program

Girls explore different elements of friendships and relationships through a skill-based workshop grounded in common language.

Life Education

Girls investigate the function of body systems, peer pressure, second-hand smoking and safety with medicines.

Year 3 Wellbeing Day

YEAR 6 INITIATIVES

Judith Krause Personal Development sessions





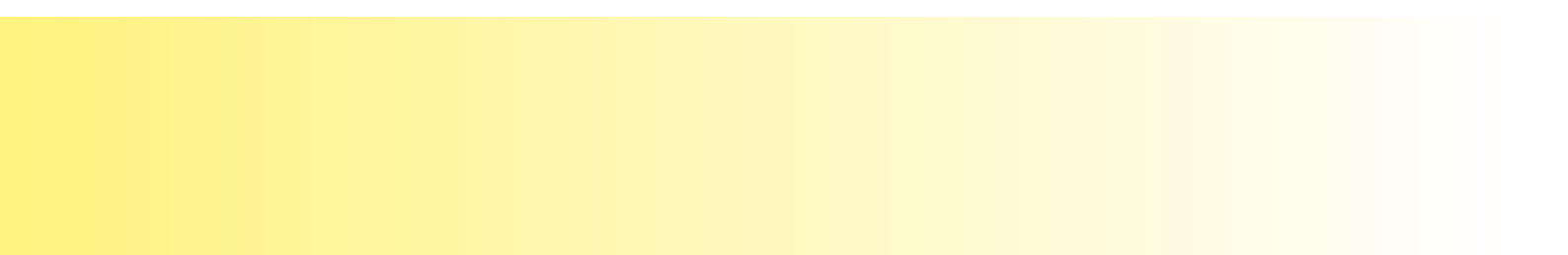
YEAR 8





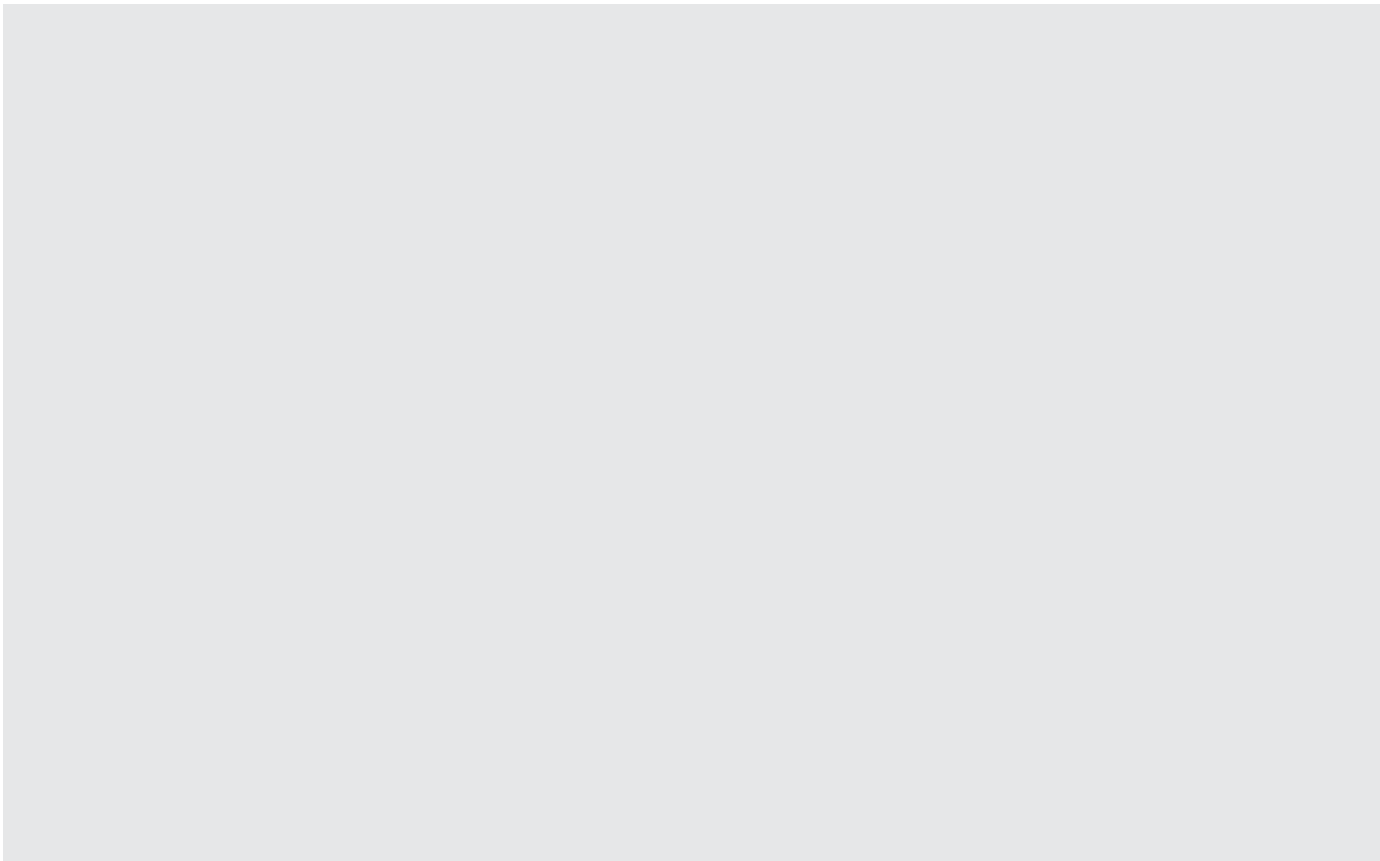
YEAR 10 Strengths, leadership and service	
<p>Self-awareness</p> <ul style="list-style-type: none"> • Mental health awareness • Strengths and emotions • Exercise and vitality <p>Self-management</p> <ul style="list-style-type: none"> • Skills and achievement • Study skills and goal setting • Relaxation skills • Leadership skills <p>Social awareness</p> <ul style="list-style-type: none"> • ALE (Applied Learning Experience) • Service • Peer Mentor training 	<p>Relationship skills</p> <ul style="list-style-type: none"> • Positive engagement • Relationships and optimism <p>Responsible decision-making</p> <ul style="list-style-type: none"> • Drugs and alcohol education • Cyber safety/social media education

YEAR 10 PDHPE
<p>Self-awareness</p>



ndfulness

YEAR 12 Balance, perspective and the future
<p>Self-awareness</p> <ul style="list-style-type: none">• Pillars of Health• Mental health awareness <p>Self-management</p> <ul style="list-style-type: none">• Goal setting and reflection• Study skills and examination techniques• Leadership skills• Relaxation skills <p>Social awareness</p> <ul style="list-style-type: none">• Tolerance/mindfulness• Gratitude• SerSia



Our overall wellbeing framework is supported by the following structures, programs and initiatives

Curriculum

Our curriculum focuses on encouraging students to think critically, solve problems and make informed and responsible decisions related to physical and mental health, safety, wellbeing and physical activity. Wellbeing concepts are fully embedded in our curriculum in Christian Studies, our Christian Studies lessons fosters thinking about big questions in life, ethical frameworks, and how students understand society and cultures. Students are encouraged to reflect on themselves and others with empathy, compassion and respect.

In our PDHPE curriculum, we explicitly teach Social and Behavioural learning skills as well as making important and responsible decisions related to our Wellbeing. A strong emphasis is placed on help seeking behaviours and actions to look after oneself and others.

Co-curricular programs

Co-curricular activities help support the wellbeing of the girls. Girls who engage in meaningful and enjoyable activities reinforce positive mental health by building resilience and promoting a sense of self.

Service learning

Service is an integral part of our Wellbeing Program as it broadens a student's experience and, in turn, enables her to engage with issues and respond to needs in our community and beyond. Making a positive social impact is a key contributor to wellbeing.

Christian Groups

Girls may choose to engage in the Christian groups that are available on both Junior and Senior School campuses. These groups help encourage and grow girls in their faith journey.

Outdoor education

Student support services

In Senior School, the girls are supported by their Tutors, Year and Boarding Coordinators, Deans, Chaplains, Director of Wellbeing, Registered Psychologists, a Registered Nurse and Learning Support staff.

This support team proactively supports the needs of the girls. Providing a personalised education for our girls is our mission. To respond to the girls' individual needs and to support their learning and wellbeing, Abbotsleigh provides:

- A professional counselling team with psychologists who support the mental health and wellbeing of our girls.
- A Learning Support team that ensures that academic and learning needs are met.
- Our Healthcare Centre, overseen by a Registered Nurse to ensure that the health needs of our school community, especially our boarding community, are met.

ACER social-emotional wellbeing survey

Abbotsleigh conducts this confidential, strength-based survey annually with all students from Year 3. The ACER survey provides us with important data on the social and emotional wellbeing of our students at a whole school level and an individual year level. This provides the opportunity to respond to key strengths and weaknesses as identified in the survey. This information forms part of our ongoing review and refinement of our wellbeing program.

Wellbeing professional learning for staff Teachers are gemiod2 (s)-10 .4



