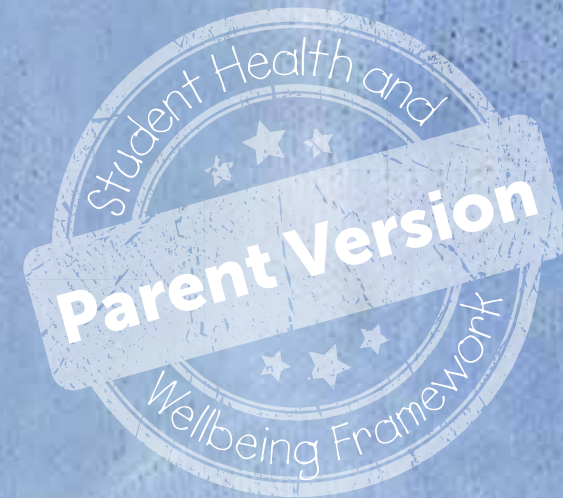


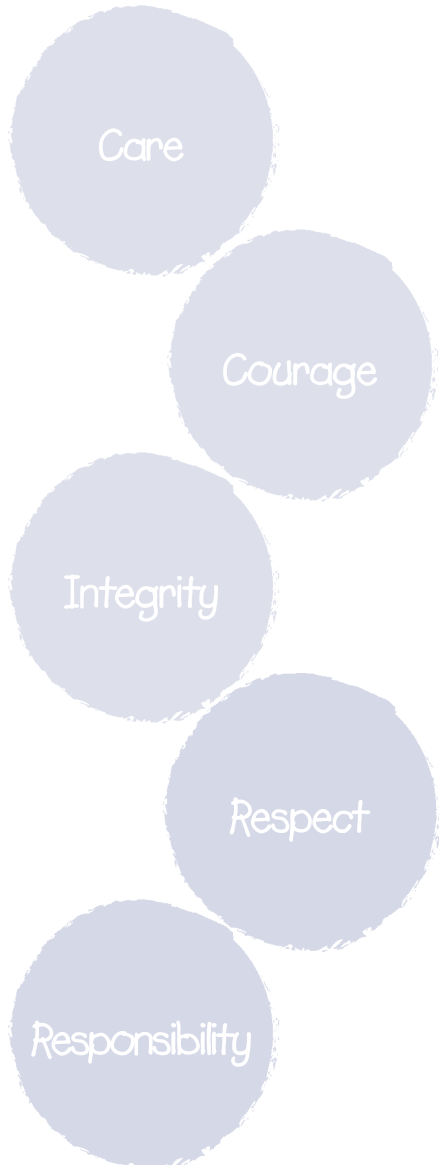
Student Health and Wellbeing Framework

TOWARDS 2020



Pymble Ladies' College

The Student Health and Wellbeing Framework



The Melbourne Declaration, which outlines the educational goals for all young Australians, specifies parental engagement as a key area for action.

The Student Health and Wellbeing Framework recognises *Pymble* families have the first and most significant influence on their children's learning, wellbeing and development.

When families and schools maintain a successful partnership, research shows students have increased confidence, social skills, emotional resilience, communication skills and general wellbeing.

By working together with you within the framework, *Pymble* will support and nurture your daughter so she is connected, confident and cared for while she learns – at College and away.

A HEALTHY PARTNERSHIP

At *Pymble*, we've committed to your daughter's wellbeing by supporting the values and emotional, social and spiritual components of development that foster citizenship and lifelong wellbeing.

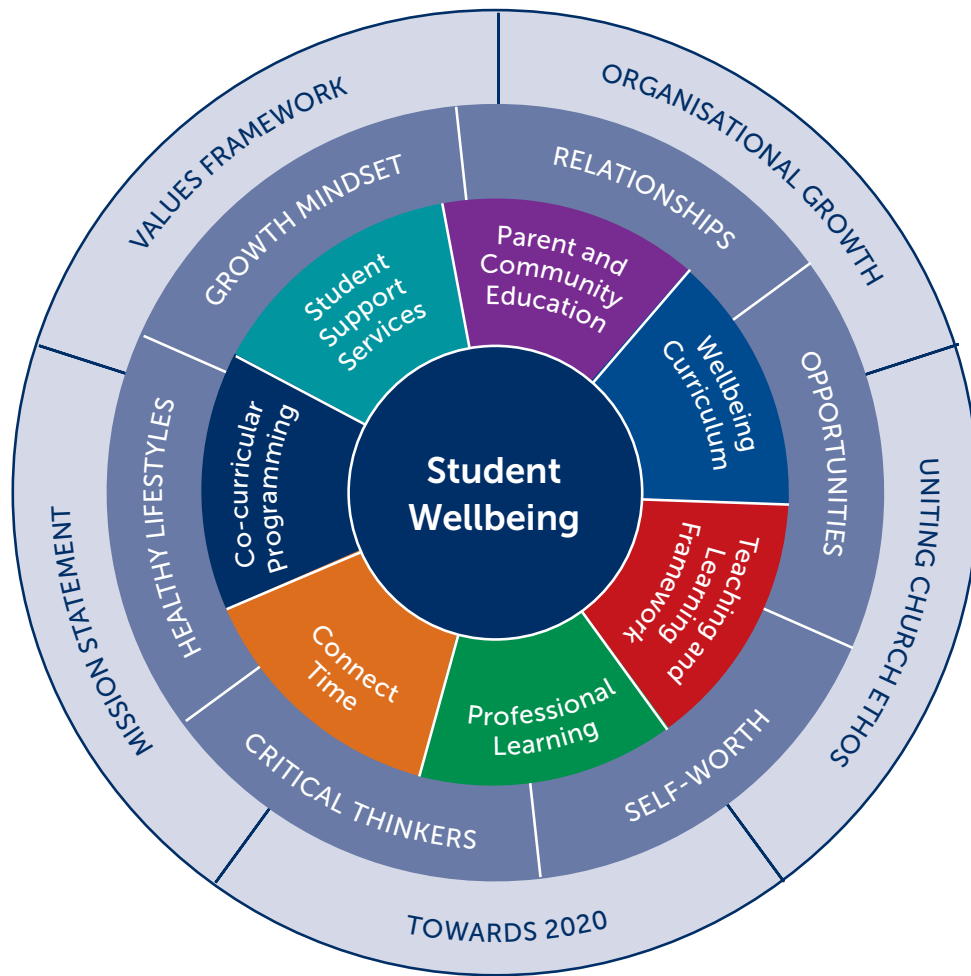
Our commitment to wellbeing strongly supports our College mission:

To create a personalised learning environment for each girl so she develops a passion for learning and scholarship, a strong assurance of her own worth, and the desire and values to contribute meaningfully to her local and global communities.

PARTNER WITH PYMBLE

We invite you to partner with *Pymble* and achieve the ongoing and important goal of your daughter's wellbeing and development while she is a *Pymble* girl.

The Pymble-parent partnership



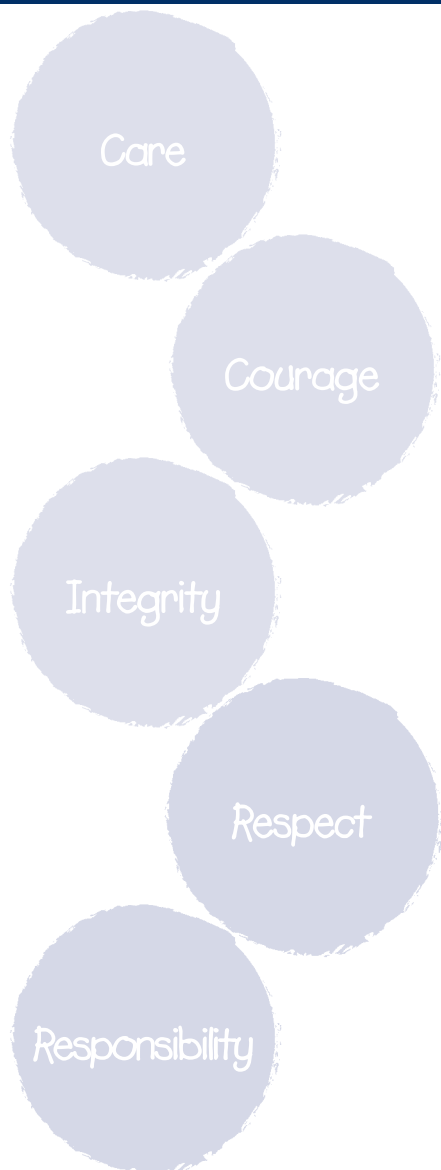
The Student Health and Wellbeing Framework details Pymble's commitment to partner with you and ensure your daughter experiences research-based wellbeing initiatives to support her growth and development.

SUPPORTING OUR PARTNERSHIP

At Pymble, we offer many opportunities to support partnerships between home and the College.

- A wellbeing parent reference group meets during the year to discuss ways to develop Pymble girls' wellbeing.
- Pymble hosts breakfast and twilight sessions in partnership with the parent community, where wellbeing experts address topics specific to our girls.
- We encourage and promote the involvement of parents at Pymble, including our student wellbeing programs.
- There is training in social skills and conflict resolution at Pymble, which positively impacts on the girls' behaviour at home.
- We offer specific interventions to target girls who struggle with positive mental health and promote their development.

Strategies for your daughter's health and wellbeing



WELLBEING CURRICULUM

A structured scope and sequence helps to inform teachers of the expected outcomes for *Pymble* girls at each developmental level. In the Preparatory and Junior schools, the focus links to outcomes in personal development. In the Middle, Upper and Senior schools, the focus is on building the skills your daughter needs to lead a fulfilling, balanced and productive life, at school and beyond.

TEACHING AND LEARNING FRAMEWORK

The Student Health and Wellbeing Framework acknowledges the connection between wellbeing and academic achievement. *Pymble's* Teaching and Learning Framework specifically guides understanding of this link. Every staff member of *Pymble Ladies' College* is committed to your daughter's wellbeing.

PROFESSIONAL LEARNING

Teachers are encouraged to practise personal and professional growth as part of ongoing learning, reinforcing the framework's dominant ideal. This program supports links between learning and wellbeing.

CONNECT TIME

Connect Time is a specific, timetabled event in every school day where *Pymble* girls can reflect and connect with their teachers and classmates. This time builds relationships and allows your daughter to engage in practices that support her wellbeing.

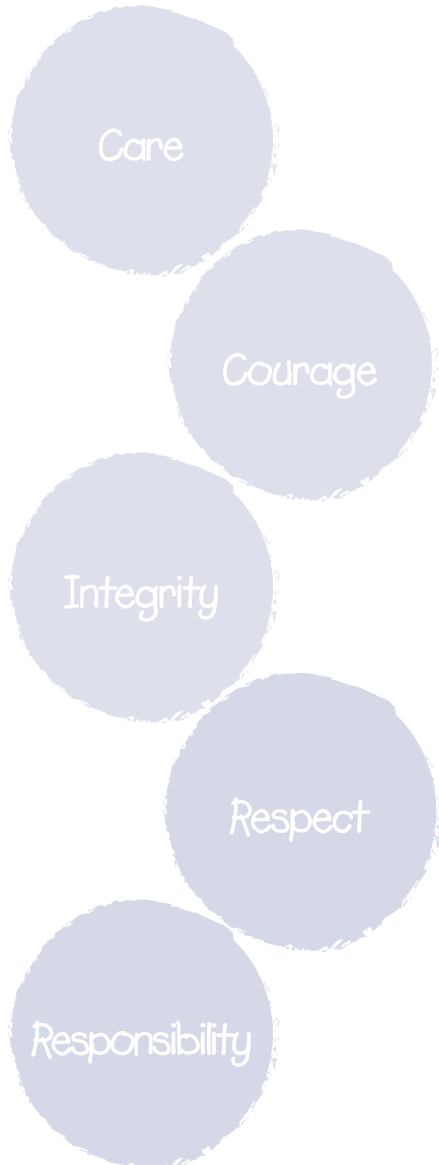
CO-CURRICULAR PROGRAMMING

Co-curricular activities help support your daughter's wellbeing. *Pymble* girls who engage in meaningful and enjoyable activities reinforce positive mental health by building resilience and promoting a sense of self.

STUDENT SUPPORT SERVICES

Providing a personalised education for your daughter is our College mission. To respond to the girls' individual needs, *Pymble* provides a professional counselling team, learning support services and a health care centre.

Strands of wellbeing



Our health and wellbeing curriculum addresses three main strands of learning to support your daughter.

STRAND 1: KNOWLEDGE AND UNDERSTANDING OF HEALTH AND WELLBEING

Here *Pymble* girls learn about the spiritual, physical, social, emotional and intellectual dimensions of health.

There is a strong focus on investigating how personal wellbeing links to individual values and behaviours and our cultural, physical and social environments.

STRAND 2: PRACTICAL SKILLS TO DEVELOP WELLBEING

In strand 2, *Pymble* girls learn and practise skills and behaviours that can enhance their wellbeing.

Practical experiences are linked to the knowledge your daughter gains from formal programming, and are tailored to her developmental level.

STRAND 3: BUILDING RELATIONSHIPS THROUGH REFLECTIVE PRACTICE FOR PERSONAL AND SOCIAL DEVELOPMENT

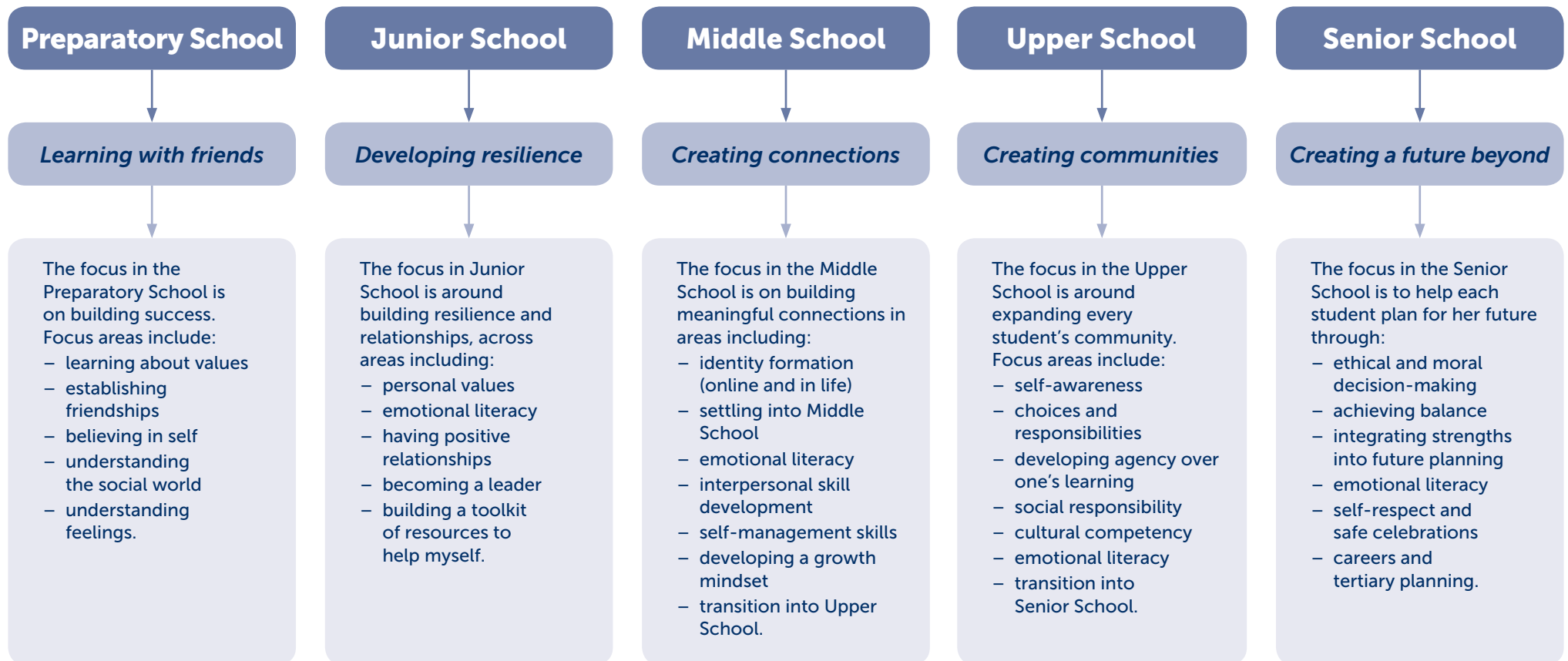
Pymble girls develop skills in communication, self-management and thinking.

They are active in their own learning and develop strategies to promote positive relationships, responsible participation, improved self-awareness and stronger interpersonal skills. Through relationships and specific goal-setting opportunities, your daughter will see both challenges and solutions.

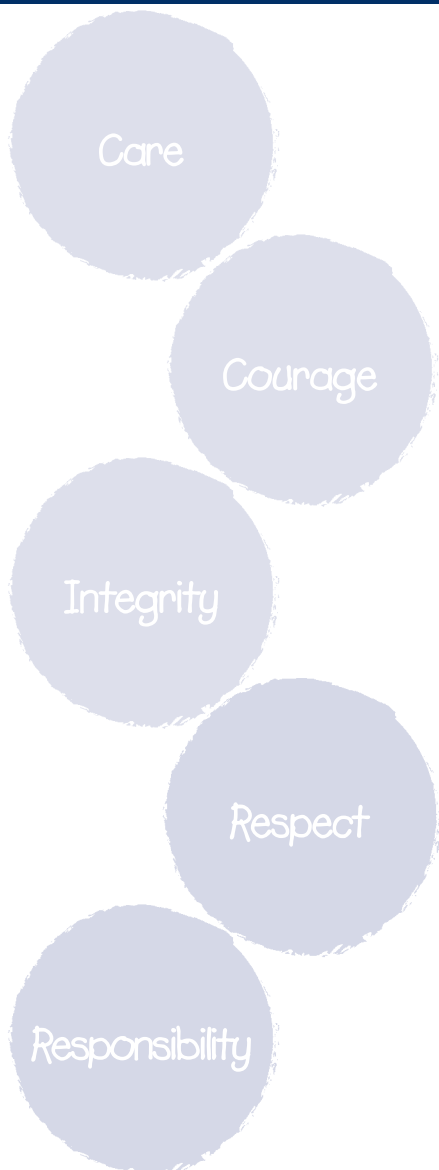
2020 Student Health and Wellbeing Framework



WELLBEING THEMES AND FOCUS AREAS



Time for health and wellbeing



Time is built into each day for your daughter to learn and achieve the three strands of health and wellbeing.

IN THE PREPARATORY SCHOOL

Each year level is given a block on Friday afternoons for wellbeing, personal development and religion. During this time your daughter can engage in activities that help foster balance, learn emotional literacy skills and join in peer support and buddy programs. She will also be introduced to creative, social and spiritual activities for holistic wellbeing.

IN THE JUNIOR SCHOOL

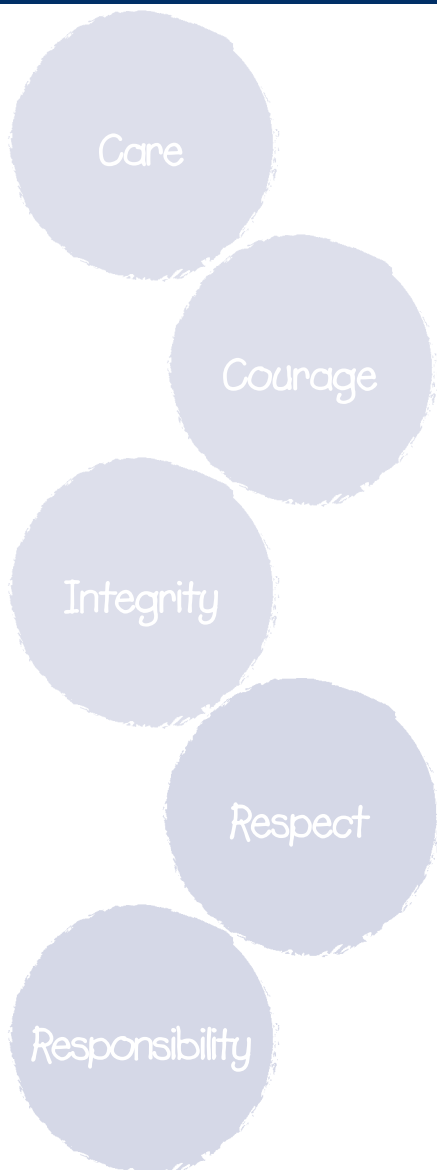
Your daughter will implement the Bounce Back! Wellbeing and Resilience Program for personal development and wellbeing. In Term 1, Year 6 girls are trained as Peer Support leaders to engage Year 2 to Year 5 girls in programs highlighting wellbeing. This initiative allows for cross-school programs within wellbeing.

IN THE SECONDARY SCHOOL

Your daughter is given Connect Time each day, where she can reflect, build relationships, and practice strategies for holistic wellness. In the Secondary School, *Pymble* girls will understand and integrate the emotional, spiritual, social, academic and physical components of their own wellbeing. Connect Time values building positive relationships with teachers and peers as well as creating space for reflection.

At this time, your daughter also learns and uses strategies to promote personal, group and community health. Combined with opportunities for XTEND sessions throughout the term, she will connect with her whole year group and hear from leading wellbeing speakers and researchers.

Further reading



BOOKS

Mindset, how you can fulfill your potential: Business, Parenting, School and Relationships | by Dr Carol Dweck

Students with a growth mindset believe they can improve their abilities through effort and persistence. Dweck's book argues that parents can support this by recognising girls' efforts and hard work rather than only praising the outcome of a task.

How Full is your Bucket? | by Tom Rath and Donald O. Clifton

Rath and Clifton argue each of us has an invisible bucket that is filled or emptied based on the actions of others, and how our choices to fill or empty affect our relationships, productivity, health and happiness.

From My Heart; Transforming Lives Through Values | by Neil Hawkes

Hawkes talks about the values we want our girls to learn that will benefit their own wellbeing and impact their contribution to their communities. Hawkes was influential in developing the Values for Australian Schools framework.

Raising an Emotionally Intelligent Child: The Heart of Parenting | by John Gottman, Ph.D.

In this guide to teaching children to understand and regulate emotions, Gottman shows how emotionally literate children have increased self-confidence, better school performance and happier relationships.

Girls will be Girls: Raising Confident and Courageous Daughters | by JoAnn Deak

Deak uses the latest research to illustrate new ways to help our girls learn and thrive.

Growing Great Girls: 100s of Practical Strategies for Bringing Out the Best in Your Daughter | by Ian Grant and Mary Grant

The Grants address aspects of girl culture, self-esteem, friendships, communication and mentoring.

The Princess Bitchface Syndrome | by Michael Carr-Gregg

Car-Gregg focuses on the trials of raising adolescent girls today, arguing parents are not maintaining boundaries and authority but are fast tracking their girls into pseudo-adulthood.

RESEARCH ARTICLES

Searching for a sense of purpose: The role of parents and effects on self-esteem among female adolescents | by Meghan C.C. Blattner, Belle Liang, Terese Lund, Renee Spencer, *Journal of Adolescence* 36 (2013) 839–848

Journal of Educational Psychology Classroom Emotional Climate, Student Engagement, and Academic Achievement | by Maria R. Reyes, Marc A. Brackett, Susan E. Rivers, Mark White, and Peter Salovey

Epstein, J. (2005), *Developing and sustaining research-based programs of school, family, and community partnerships: Summary of Five Years of NNPS Research*, Centre on School, Family, and Community Partnerships. National Network of Partnership Schools (NNPS), Johns Hopkins University.

Acknowledgement

Our thanks go to *Pymble's* Wellbeing Strategic Intent Group, whose well-researched and passionate input to the framework is greatly appreciated. We also acknowledge the significant assistance provided by the Expert Wellbeing Reference Group and the College's Heads of School.



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for girls from Kindergarten to Year 12.
'All' Ultimo Lavoro' – Strive for the Highest

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