

Wellbeing Framework

Wellbeing at QASMT is a visible wholehearted, supportive approach where everyone in the school community works together to intentionally promote rich connections and a balanced lifestyle. Wellbeing often refers to the aspects that make life go well. It includes consideration of features such as positive feelings (e.g. positive emotions and emotional stability) and positive functioning (e.g. self-esteem, growth, meaning in life).

Positive Psychology is defined as the “science of the conditions and processes that lead to optimal human functioning”, “the scientific study of human flourishing, and an applied approach to optimal functioning” (Gable & Haidt, 2005). Us at our best!

Positive Education brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. It focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The fundamental goal of the positive wellbeing framework is to promote flourishing, or positive mental health within the school community (Norrish et al., 2013); and to *create an integrated, whole-school wellbeing framework that enables our staff, students and parents to flourish and perform at their optimum.*

Students

Wellbeing focuses on specific skills that assist students to:

- strengthen their relationships.
- build positive emotions.
- enhance personal resilience.
- promote mindfulness.
- encourage a healthy lifestyle through a range of activities at school such as sport, CCAs, instrumental music, school camps and excursions.
- manage time and organisation effectively through support from the House Dean, homework club, study support and the peer tutoring program which runs weekly for juniors and alumni support in senior years. The benefits of both tutoring programs range from a safe environment, extra confidence in the acquisition and application of knowledge to the ability to connect with and develop a strong rapport with tutors due to their ability to relate to the requirements of the IB.

Students have access to a wide range of wellbeing support at QASMT and if unsure of where to access this they should speak to their House Dean. All staff are responsible for [student wellbeing](#). Available to students are resources from the Guidance Officer which can be found [here](#).

Staff

All staff members at QASMT have shared responsibility for both student and their own wellbeing. Staff run a number of initiatives to support wellbeing at school including student vs staff competition, morning teas and the Wellbeing Party platform for staff agency. Staff can access resources to support their own wellbeing [here](#).

Parents

Parents play a vital role in the wellbeing of their child whilst at QASMT. Parents are invited to multiple information evenings at the Academy throughout their child’s journey, as well as new parent coffee mornings to meet various members of middle and senior leadership.

Parents and families are ‘first educators’ of their children and have responsibility for their wellbeing. Recently, SchoolTV’s survey on the impact of the pandemic on children’s mental health and wellbeing found that:

- student motivation for studying has changed.
- children are exercising less.
- student sleep cycles have shifted.

Parents and QASMT staff can work together to change this. Parents can find ways to support their child in their wellbeing [here](#).

Community

The QASMT community comprises of our students, staff, parents, neighbours, parent community representatives, sponsors, sport coaches and all external agencies who provide support to QASMT; including all CCAs such as Toowong Bowls Club, Zonta, Vera Street garden and house charities. In addition to this our Education Outside of the Classroom excursions such as trips, tours and camps contribute to our wellbeing. Without it, our students would not have the opportunity to engage in a balanced lifestyle, therefore upholding the [IB mission statement and values](#).

