



KICE WELLBEING STATEMENT

At KICE we are committed to Positive Education. This approach to wellbeing is proactive rather than reactive. Instead of focussing on problems and issues, Positive Education aims to build the resilience and mental health of school communities so that when challenges happen, we have the internal resources to meet them, deal with them and move forward.

Teachers and leaders use learning intentions and the **PERMA** Framework to support students to be partners in their learning, to feel connected and build on their strengths.

P - Positive Emotion **E** - Engagement **R** - Relationships **M** - Meaning **A** - Accomplishment

+ - Health & Resilience

AT KICE the following beliefs underpin our strategy and the associated programmes.

- We believe wellbeing and resilience as essential components to learning outcomes and lifelong success.
- We believe that wellbeing is conducive to academic success and personal/professional fulfilment.
- We believe in creating classrooms that nurture meaningful interaction and engagement.
- We believe that everyone has different strengths and can be encouraged to develop them in new and creative ways.
- We believe failure needs to be recognised as an important part of achievement, and growth in resilience.

At the different campuses we tailor programmes to suit the needs of the students.

Programmes include.

What's the Buzz?

Bucket Fillers

True Grit

Student Voice and Student Leadership

Berry Street Education Model Duke of

Edinburgh Award.

Student Executive Leadership

Rite of Passage Institute

Mindfulness

Mentoring

Child Protection Program.

Middle Years CLAWS (Child Protection, Life Skills, Assemblies, Wellbeing and Study)

Activities include.

Special Days to celebrate diversity, positive emotions and body image.

Film making sharing key messages about wellbeing.

Bush Dance

Camps and Excursions with a wellbeing focus.

Volunteering.

Random acts of Kindness and gratitude Break time activities and groups.

Breakfast Clubs

Student Run Assemblies.

*For further support or information contact a member of the wellbeing leadership team.

Parndana - Heidi Grieg R-12, Penneshaw - Louise Snowball R-9, Kingscote - Years R-5 Hannah Morgan and Years 6 - 12 Courtney Trethewey