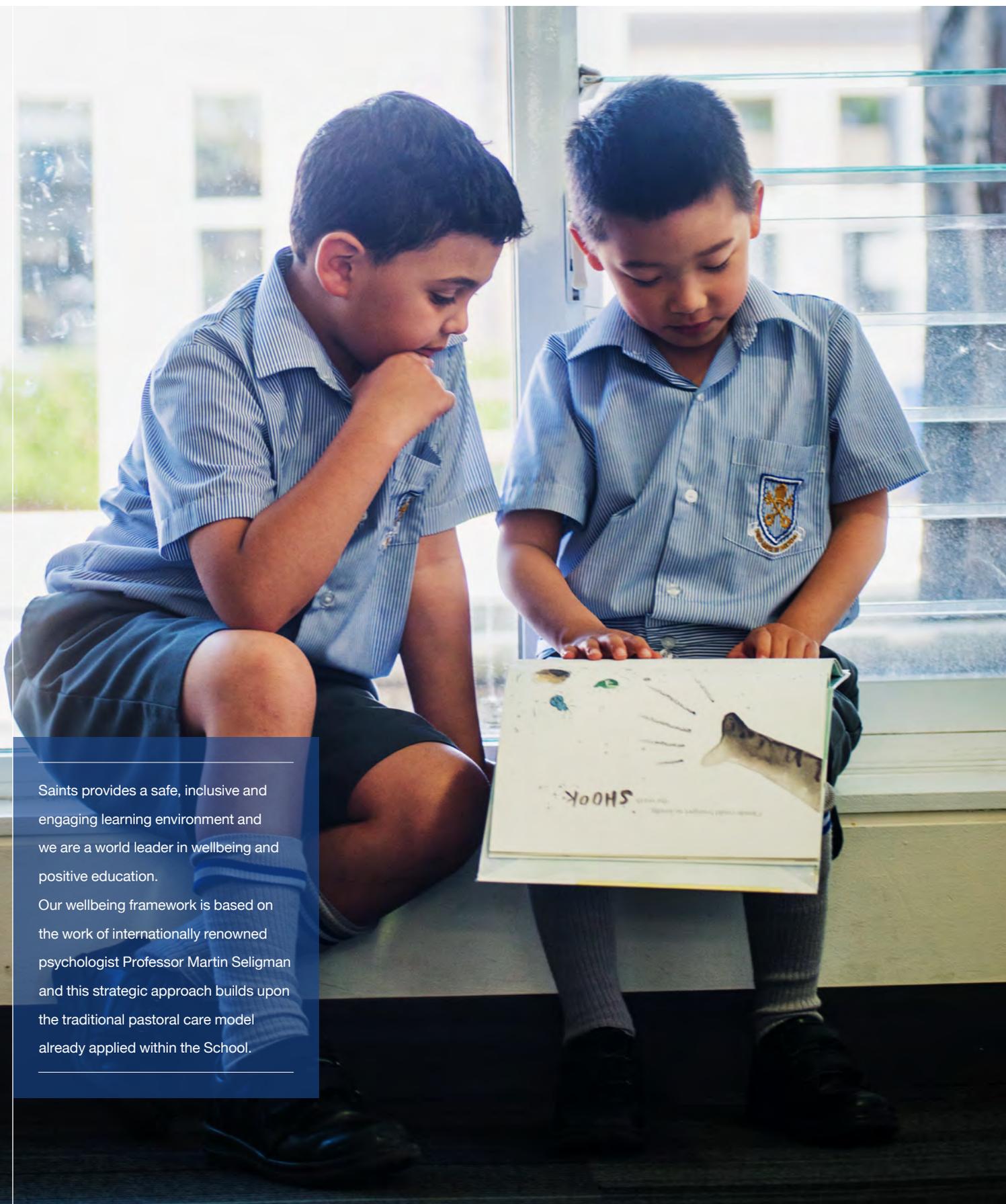


Wellbeing at St Peter's College



St Peter's College
ADELAIDE, AUSTRALIA



Saints provides a safe, inclusive and engaging learning environment and we are a world leader in wellbeing and positive education.

Our wellbeing framework is based on the work of internationally renowned psychologist Professor Martin Seligman and this strategic approach builds upon the traditional pastoral care model already applied within the School.

Wellbeing at St Peter's College

2

Why wellbeing?

Around Australia educators are concerned about growing rates of anxiety and depression evident in students, and mental illness is the greatest disease burden for young people (World Health Organization, 2017). There's growing recognition that schools play a key role in the prevention and promotion of youth mental health (Waters, Sun, Rusk, Cotton & Arch, 2017) and evidence also suggests that wellbeing supports academic growth and accomplishment (Linnenbrink & Pintrich, 2002; Meyer & Turner, 2006). The statistics themselves are sobering with 25 percent of Australians aged 16–24 experiencing a mental illness requiring intervention. By 2030 the World Health Organization has predicted that depression will be the top global disease.

Adopted in 2011, the St Peter's College wellbeing strategy is a preventative approach. We teach scientifically informed programs and provide structural support aligned with recommendations by organisations including Young and Well CRC, BeyondBlue, MindMatters, KidsMatter and the Black Dog Institute.

What is wellbeing?

Wellbeing is the combination of feeling good and functioning well (Huppert & So, 2013), and it includes the presence of positive emotions, good social relationships, a sense of competence, and feeling engaged in life. Our wellbeing strategy complements the traditional pastoral care model already applied within the School by focusing on teaching preventative mental health strategies throughout a boy's experience at Saints.

What is positive education?

Evidence-based teaching approaches to wellbeing, called positive education, provide practical ways for teachers to help students connect and engage with the School. We teach positive education classes once a week from the ELC to Year 10 with a carefully designed developmental program. Our program is successful because we use a systematic approach that emphasises academic skills (such as numeracy and literacy) and wellbeing. Over many years we have worked to embed an evidence-based framework that supports a community where all flourish, including leadership and management, policies, teaching practice and evidence-based teaching programs.

How is positive education taught?

Studies strongly suggest that the combination of taught positive education lessons with a strong wellbeing culture creates the optimal experience. An essential part of Saints curriculum since 2011, over 8,500 boys at Saints have studied positive education classes across the School.

We teach seven positive education programs and integrate these principles in sports coaching throughout the School. These programs support our existing pastoral care structures in Junior and Senior School and align with Professor Martin Seligman's PERMA model. At Saints, we have a team of over 65 teachers in the Junior and Senior Schools delivering these programs. This compliments our traditional House and mentor systems in the Senior School. The seven programs we teach are from Australia, the UK and the US.





Our positive education programs

Year level	Program	Authors
ELC – Year 12	Visible wellbeing	Lea Waters
ELC – Reception	Kimochi	Kimochi
1 – 5	BounceBack!	Toni Noble and Helen McGrath
6	St Peter’s College developed program	
7	Personal wellbeing lessons for secondary schools: positive psychology in action for 11 to 14 year olds	Ilona Boniwell and Lucy Ryan
8	Penn resiliency program	Jane Gillham, Karen Reivich and Lisa Jaycox
10	Positive psychology program for high school students	Karen Reivich, Martin Seligman, Jane Gillham, Mark Linkins., Christopher Peterson, Barry Schwartz, Tracy Steen and Angela Duckworth
7 – 12	Positive sports coaching program	Matthew Scholes

2018 and beyond

A Visible Wellbeing Foundational School



Commencing in 2018, St Peter’s College has joined with Professor Lea Waters from the University of Melbourne to offer training for staff in visible wellbeing.

Visible wellbeing is an approach that cultivates the wellbeing of everyone in our community and will provide all staff with a rigorous, evidence-based, overarching framework. St Peter’s College is the first visible wellbeing school in Adelaide and one of 10 foundation schools across the country. This approach extends previous initiatives in wellbeing with the University of Pennsylvania and the University of Melbourne, and our existing work in visible learning. It will enable staff to move to a higher level of knowledge and understanding about the latest wellbeing science.

Wellbeing at St Peter's College

4

What is visible wellbeing and how has it been developed?

Visible wellbeing extends John Hattie's visible learning approach. Teachers will be able to use an evidence-based framework to see how their teaching practices and curricula build students' wellbeing.

Visible wellbeing is based on a meta-analysis of 18,400 scientific psychology studies, published over 18 years, examining the areas of human functioning that lead to wellbeing. The analysis has found that student wellbeing is enhanced when schools teach students ways to improve their functioning across six key domains:

1. Awareness and attention
2. Emotion management
3. Comprehension and coping
4. Goals and habits
5. Virtues (strengths)
6. Relationships.

Visible wellbeing is based on three evidence-based education movements:

1. Positive education (extending the School's approach)
2. Visible thinking (developed by Project Zero, Harvard Graduate School of Education)
3. Visible learning (developed by Laureate Professor John Hattie, University of Melbourne)

How does visible wellbeing fit into our existing strategies?

Just as teachers discover which aspects of the learning process boost student wellbeing and can be used to build resilience and growth mind-sets, a clear link between classroom learning, co-curricular and wellbeing is developed. This enables teachers to teach their academic curriculum (e.g. maths or history) in ways that also boost student wellbeing.

Visible wellbeing compliments existing wellbeing strategies at Saints and previous professional development including training by the University of Pennsylvania and Melbourne Graduate School of Education. Visible wellbeing aligns deeply with the positive education lessons offered from the ELC to Year 10 and existing House structures.

Which other schools are visible wellbeing foundational schools?

Professor Lea Waters is working with 10 visible wellbeing foundational schools across Australia which includes:

- Albuera Primary School, Tasmania
- Cambridge Primary School, Tasmania
- Caulfield Grammar School, Victoria
- Goulburn Primary School, Tasmania
- Kambrya College, Victoria
- Lindisfarne Primary School, Tasmania
- Presbyterian Ladies College, West Australia
- Ravenswood School for Girls, New South Wales
- St Peter's College, Adelaide
- Varsity College, Queensland





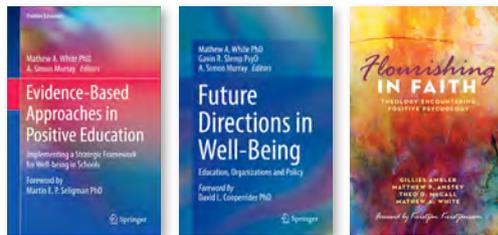
Sharing our learning

At Saints, we recognise that the wellbeing of Australia's youth is a community concern and it requires a community response. Since the beginning of the School's wellbeing program in 2011, St Peter's College has been committed to sharing our learning about the implementation of wellbeing. In doing so, we aim to promote community discussion about wellbeing in all schools.

Developments in our wellbeing strategy and positive education programs have been recognised internationally. Particular highlights include St Peter's College being invited to attend a global summit in wellbeing at 10 Downing Street, attending the World Government Summit in Dubai, and advising the Department for Education and Child Development in Adelaide, the University of Melbourne and many other schools about introducing wellbeing.

St Peter's College wellbeing books

St Peter's College has published three books on the School's wellbeing strategy to widespread acclaim. Details about each of these publications can be found on the images of the books below:



Peer-reviewed publications:

St Peter's College has co-authored many articles discussing the topics of student and workplace wellbeing in peer-reviewed journal articles.

Download the peer-reviewed articles by clicking the text:

- Wellbeing: if you treasure it you will measure it
- Welfare to wellbeing: Australian education's greatest challenge.
- Why won't it stick? Positive psychology and positive education
- Case study of a school wellbeing initiative: using appreciative inquiry to support positive change.
- A multidimensional approach to measuring wellbeing in students: application of the PERMA framework
- A case study of 'the good school': examples of the use of Peterson's strengths-based approach with students
- Assessing employee wellbeing in schools using a multifaceted approach: associations with physical health, life satisfaction and professional thriving
- The appreciative inquiry summit: exploration into the magic of macro-management and crowd-sourcing



Wellbeing at St Peter's College

6

Positive Education Schools Association (PESA)



Established in 2012, St Peter's College was one of the founding schools of the Positive Education Schools Association (PESA) and has hosted a number of national and state conferences for educators from all systems and sectors. PESA is Australia's first positive education not-for-profit national peak body, and is proud to serve over 1,000 members across Australia and abroad. Members range from educators, parents and researchers to schools, universities, charities and other community members. All share an interest in an evidence-based approach to wellbeing and a commitment to supporting their schools, and the wider community, to flourish.

Find out more: pesa.edu.au

International Positive Education Network (IPEN)



International Positive Education Network (IPEN) brings together teachers, students, parents, higher education, charities, companies and governments to promote positive education.

Established in 2015, IPEN is a growing global network of educators with over 50 representatives that represent 28 countries who are determined to bring positive education to a global audience. IPEN's goals are to support collaboration as well as change education practice that will lead to a reform in government policy. IPEN has grown exponentially and held its first international festival in the USA in 2016.

In 2017 St Peter's College was invited to co-author IPEN's State of Positive Education across the world tabled at the World Government Summit, a UAE-based international organisation that serves as a platform for global dialogue attempting to revolutionise how governments operate and how policies are made.

Read the report: [World Government Report on Positive Education](#)

St Peter's College

St Peters, Adelaide, Australia, 5069

+618 8404 0400

stpeters.sa.edu.au

@SPC_Adelaide