

2017



# Australian International Academy

## Student Wellbeing Framework

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**NOTE:**

*Please also refer to the following documents:*

- *Code of Conduct- Duty of Care*
- *Safe and Supportive Environment*
- *Child Protection*

### **Academy Vision Statement**

***The Academy's vision is to have graduates who are well prepared and self-motivated to advance Australia and to participate effectively as world citizens with Muslim values.***

Australian International Academy aims to provide children with an Islamic education that will inculcate in them Islamic values while providing a quality secular education that will outfit them for life in Australia. A students' overall wellbeing is of paramount importance at AIA. Through a focus on emotional, social and academic development, the Student Wellbeing Program at AIA aims to produce insightful, responsible, independent and respectful lifelong learners. Australian International Academy is passionate about equipping students with the practical skills and tools they need to reach their optimum potential and to be the best they possibly can be. Through ongoing support, guidance, care and respect, the school aims to produce students who flourish in the world due to self-belief and exceptional work.

### **IB Vision Statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## Introduction (cont)

The aim of the IB programme is to develop internationally minded students who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

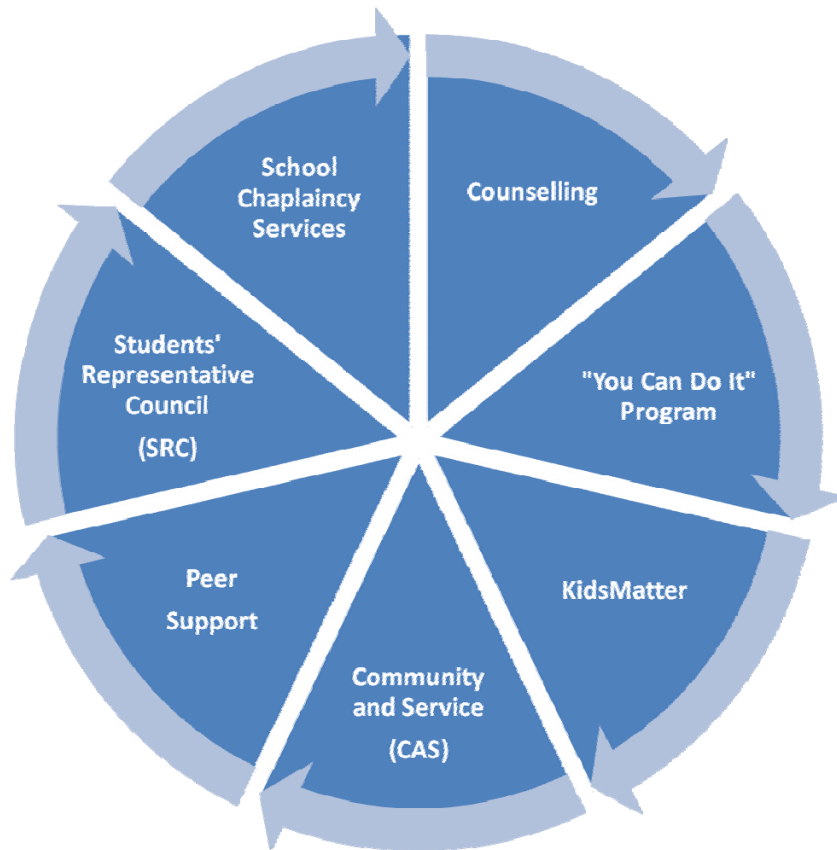
IB Learners strive to be:



In an IB school, students should demonstrate:

<p><b>APPRECIATION</b></p> <p>What does this look like?</p> <p>Valuing the wonder and beauty of the world and its people.</p>	<p><b>COMMITMENT</b></p> <p>What does this look like?</p> <p>Being dedicated to their own learning, persevering and showing self-discipline and responsibility.</p>	<p><b>CONFIDENCE</b></p> <p>What does this look like?</p> <p>Feeling sure in their ability as learners, having the courage to take risks, applying what they have learned and making appropriate decisions and choices.</p>	<p><b>COOPERATION</b></p> <p>What does this look like?</p> <p>Working together harmoniously, leading and following as the situation demands.</p>	<p><b>CREATIVITY</b></p> <p>What does this look like?</p> <p>Being imaginative in their thinking and in their approach to problems and dilemmas.</p>	<p><b>CURIOSITY</b></p> <p>What does this look like?</p> <p>Wanting to know more about the nature of learning, about the world, its people and cultures.</p>
<p><b>EMPATHY</b></p> <p>What does this look like?</p> <p>Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.</p>	<p><b>ENTHUSIASM</b></p> <p>What does this look like?</p> <p>Enjoying learning and willingly putting effort into the process.</p>	<p><b>INDEPENDENCE</b></p> <p>What does this look like?</p> <p>Thinking and acting according to their own judgements, and being able to defend them logically.</p>	<p><b>INTEGRITY</b></p> <p>What does this look like?</p> <p>Being honest and demonstrating a considered sense of fairness.</p>	<p><b>RESPECT</b></p> <p>What does this look like?</p> <p>Regarding themselves, others and the world around them with esteem and value.</p>	<p><b>TOLERANCE</b></p> <p>What does this look like?</p> <p>Being sensitive about differences and diversity in the world and being responsive to the needs of others.</p>

In education, wellbeing is important for two reasons. Firstly, it is the recognition that schooling should not just be about academic outcomes but also about the wellbeing of the 'whole child'. Secondly, students who have higher levels of wellbeing tend to have better cognitive outcomes at school<sup>1</sup>. According to the Department of Education, Employment and Workplace Relations (DEEWR), student wellbeing is defined as *"a sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school"*<sup>2</sup>. Student Wellbeing at Australian International Academy consists of various programs and services that support students on their educational journey.

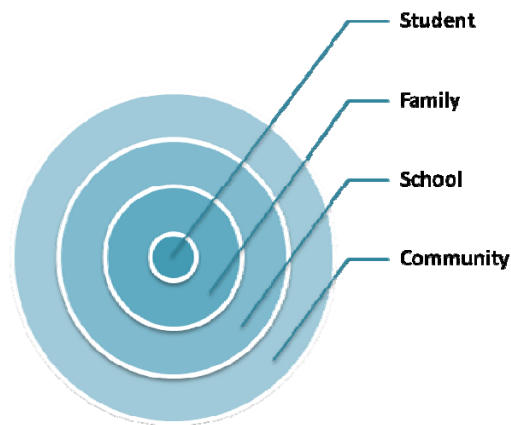


<sup>1</sup> NSW Government: Education and Communities (2015). Student Wellbeing. *Centre for Education Statistics and Evaluation*.

<sup>2</sup> Australian Catholic University and Erebus International (2008) Scoping study into approaches to student wellbeing: Literature review. *Report to the Department of Education, Employment and Workplace Relations: Canberra*

Australian International Academy offers school counselling services to currently enrolled students and their families. Counselling plays an essential role in the welfare services offered at the school for students experiencing any issues that may compromise their learning or their overall mental health. Hence, the school counsellor works through the school welfare and support teams to improve student welfare and learning outcomes. All students at AIA are able to access the school counselling service through teacher, parent or self-referral.

The counsellor is a part of the student welfare and learning support team. As such, the school counsellor works in collaboration with various other groups to ensure the wellbeing of the student, such as family, teachers as well as the general community. Working collaboratively with these groups will ensure a more holistic approach is adopted to support the student and to optimize their learning.

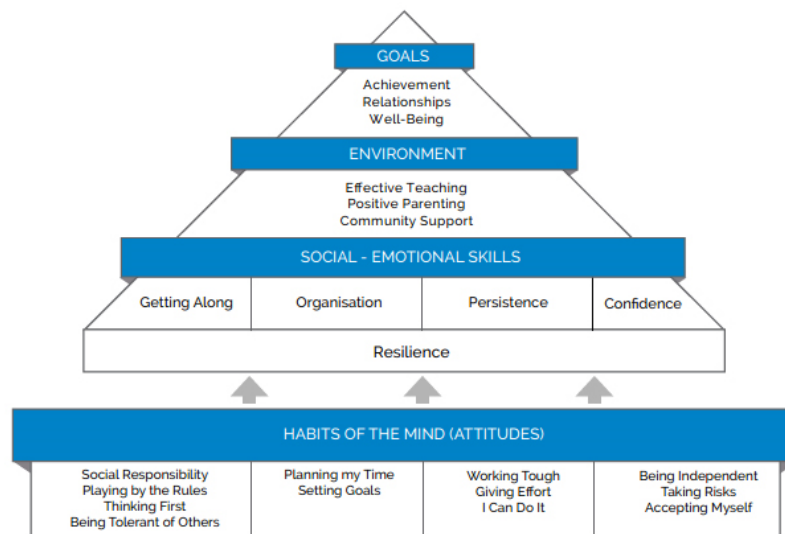


Counselling at AIA provides effective evidence-based interventions to help students build strength, improve wellbeing and achieve academic success. AIA's counselling service offers:

- Support to encourage positive behavior, attitude and learning at the school
- Personal counselling to help manage home-related concerns
- Support to manage all other issues
- Crisis intervention
- Course and career guidance
- Advice, support and referral to therapeutic and other support services beyond the school

As part of students’ overall wellbeing, AIA delivers a unique program to all its students called “You Can Do It” (YCDI). This program’s core purpose is the development of young people’s social and emotional capabilities, including the five foundations: confidence (academic and social), persistence, organization, getting along and emotional resilience<sup>3</sup>. Once a term, the school counsellor delivers a workshop for each year group focusing on one of the core foundations mentioned above.

The triangle below illustrates the main focus of YCDI’s program, mainly the social and emotional characteristics of students (the Five Foundations) and supporting ‘Habits of Mind’ (ways of thinking) that all young people need to achieve the objectives which appear at the top of the triangle<sup>3</sup>.



Central to the development of the Five Foundations is instilling in students the 12 Habits of Mind including:

- *Accepting Myself*
- *Taking Risks*
- *Being Independent*
- *I Can Do It*
- *Setting Goals*
- *Being Tolerant of others*
- *Thinking First*
- *Playing by the Rules*
- *Social Responsibility*
- *Giving Effort*
- *Working Tough*
- *Planning My Time*

Furthermore, alternate to the five social and emotional strengths that contribute to positive student outcomes are five social and emotional difficulties (the Five Blockers) that contribute to extreme underachievement, behaviour problems and low levels of social and emotional wellbeing<sup>3</sup>.

<sup>3</sup> ASG (2015). You Can Do It! Education. Australian Scholarships Group Friendly Society Limited.

## “You Can Do It” Programme (cont.)

The model below demonstrates the relationship of the Five Blockers to negative outcomes of young people.

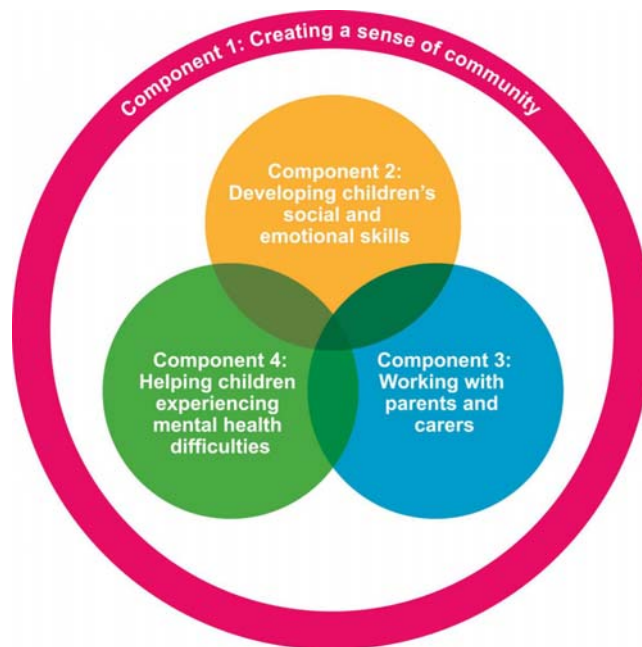


Therefore, using YCDI's unique model of social and emotional learning, these AIA workshops will focus on issues that are relevant and significant to our young people today.



Well-developed social and emotional skills are vital elements of wellbeing. These are the skills that allow students to work cooperatively with others, manage emotions, cope with setbacks and solve problems effectively<sup>4</sup>. KidsMatter is a whole-school approach to children’s mental health and wellbeing for primary schools. It provides the proven methods, tools and support to help schools nurture happy, balanced kids<sup>5</sup>. At Australian International Academy, KidsMatter aims to contribute to improving student mental health and wellbeing, reducing mental health difficulties amongst students and increasing support for students experiencing mental health difficulties.

The KidsMatter program includes four key components:



Component 1: A positive school community. Ensuring that AIA is a welcoming and friendly environment where students, parents and staff have a sense of belonging and inclusion.

Component 2: Social and emotional learning for students. Helping students to recognise and manage their emotions, develop care and concern for others, make responsible decisions, establish positive relationships and handle challenging situations effectively.

Component 3: Working with parents and carers. Engaging with the community and supporting parents, carers and families to develop their children’s learning, mental health and wellbeing.

Component 4: Helping children experiencing mental health difficulties. Supporting children who are showing early signs of, or already experiencing mental health difficulties.

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<sup>4</sup> Australian Catholic University and Erebus International (2008). Scoping study into approaches to student wellbeing: Literature review. *Report to the Department of Education, Employment and Workplace Relations*: Canberra.

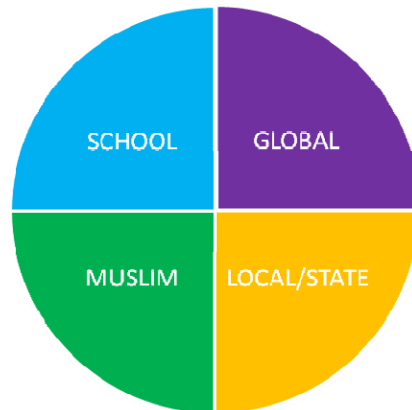
<sup>5</sup> KidsMatter (2012). *Positive School Community: Participant Workbook. Australian Primary Schools Mental Health Initiative.*

The Community and Service (CAS) program is an important part of the program at AIA, Kellyville because it promotes universal citizenship which helps students accept their role and duty to serve the local, national and international community.

The aim of CAS is to help students:

- i. Become aware of their own strengths and areas for growth
- ii. Undertake challenges that develop new skills
- iii. Discuss, evaluate and plan student-initiated activities
- iv. Persevere in action
- v. Work collaboratively with others
- vi. Develop international-mindedness through global engagement, multilingualism and intercultural understanding
- vii. Consider the ethical implications of their actions

At AIA, students acknowledge that they are part of many communities: the AIA community, the local or neighbourhood community, the Muslim community, the NSW community and the global community. Therefore, service requires that they are able to build authentic connections between what they learn in the classroom and what they encounter in the community.



Through CAS, students learn:

- How to put into practice the values they have, such as compassion
- How to be more responsible beyond school and the classroom
- To gain an awareness of the communities that they are a part of
- To be active contributors to their community and make a difference
- How to be socially responsible to provide a need to their community
- From their experiences and be able to develop activities that will benefit others
- To apply their skills and talents beyond the classroom
- To keep records of the actions they have taken to support the community
- To reflect on their performance in order to improve themselves

The Peer Support Program offered at AIA involves an evidence-based, peer-led approach to enhance the mental, social and emotional wellbeing of young people. The program aims to enable students to make informed and skilled contributions to their communities. Issues addressed in the program include bullying, relationships and self-image. These modules are designed to equip students with skills to deal proactively with life experiences, develop a sense of self-worth and belonging, and to encourage taking responsibility for decisions and actions.

### ***Primary School Modules:***

Each Module contains 8 peer led sessions which will be implemented over one year, over the course of a single school term. The modules are:

#### *Keeping Friends: Relationships*

Students develop skills in maintaining positive friendships by learning how to play fairly, accept that friendships change, support each other and recognise that they may have a variety of friends.

#### *Living Positively: Optimism*

Students develop the skills and knowledge to approach life with a positive attitude, use their strengths, engage in enjoyable activities and show gratitude to others.

#### *Moving Forward: Resilience*

Students will be supported to recognise and utilise protective factors and develop a range of strategies to employ in challenging situations.

#### *Promoting Harmony: Values*

Students develop skills in values clarification, relationship building, assertiveness and decision making. This includes the values of caring, respect, responsibility and fair go.

#### *Stronger Together: Anti-Bullying*

Students develop skills in decision making, problem solving, assertiveness, empathy and relationship building. This module is part of a whole school approach to addressing the issue of bullying in a positive way.

SRC members represent all students in the school and organise ways for students to participate and contribute to their school community. The AIA Student Representative Council provides an avenue for students to make suggestions and to reach decisions that promote the interest and welfare of the whole school.

The SRC at AIA aims to:

- involve students with staff in the decision-making process
- provide students with a democratic voice as members of the school community
- provide opportunities for leadership skills to be developed
- encourage students to become aware of different points of view and so become more tolerant and cooperative members of society
- develop in students a sense of responsibility, pride and loyalty towards the school
- foster student welfare through the interaction of all school members
- promote the interests & welfare of the students.
- experience and promote democratic meeting procedures.
- represent the students of the college.
- provide an avenue for the students to participate in the decision making of the college.
- enhance our college and improve all aspects of its operation, appearance and effectiveness.

Australian International Academy offers school chaplaincy services at the school every day to assist students and teachers with their needs. A school chaplain provides a positive Islamic presence in the school. This is not a formal teaching role, but rather a pastoral care that respects the rights of individuals and their belief systems.

The school chaplain assists the school counsellor and staff in the delivery of student welfare services; supports students to explore their spirituality; provides guidance about spiritual, values and ethical matters; and facilitates access to the helping agencies in the community, both religious-based and secular.

Chaplaincy programs at AIA involve working collaboratively with students and teachers to address topic areas such as:

- Values and Manners
- Inter-faith dialogue
- Friendship
- Dealing with Conflict
- Community Partnership
- Community work and activities
- Students Voice and Opinions
- Building Resilience

The School Chaplain and Counsellor work in partnership to develop seminars and training which help students in integrating with the wider community and personal development.