

Wellbeing Framework

Wellbeing

GISS Wellbeing Mission statement:

We show our commitment to the emotional, physical and mental health and wellbeing of our school community by recognising everybody's strengths to develop positive relationships, resilience, and social emotional skills to become and to flourish as lifelong learners.

Wellbeing is a combination of physical, social, emotional, cultural and environmental conditions which are essential for us to flourish and fulfil our potential. It is embedded throughout the whole school and across the curriculum.

- **Aim: To foster a sense of belonging by encouraging respectful and compassionate relationships and a supportive and inclusive school culture and environment.**
- **Aim: To promote a sense of purpose by nurturing students' academic, physical, social and emotional needs, learning and development.**
- **Aim: To respond to important issues and topics that impact on student and staff wellbeing.**

Our Wellbeing at GISS is based on our Behaviour Guidance concept and approach, the strength and research based PERMAH model as well as the IB Learner Profile. Our Wellbeing mission is underpinned by the Australian Students Wellbeing Framework and the Australian government policies and frameworks for students, staff and community, as well as the regulations for German Schools Abroad.

The evidence based PERMAH model divides wellbeing into six components. Research shows that these are the key features of living a balanced and enjoyable life with a strong sense of wellbeing. It is about building up and fostering each of these six elements to support and to enhance our wellbeing:

Positive emotions – experiencing emotions such as joy, hope, connectedness, happiness, curiosity and a sense of belonging

- ❖ Research has found that experiencing positive emotions broadens and builds the brain, enabling it to respond to opportunities and challenges thus increasing resilience.

Engagement – immersing oneself deeply in activities and tasks that use strengths to experience flow and to develop intrinsic motivation. Learning with interest through curiosity

- ❖ When we are fully engaged, we should experience 'flow' (losing sense of time and place) which researchers have found results in experiencing a sense of control and strong self-belief.

Relationships – fostering and experiencing solid relationships and genuine friendships with others. Feeling respected, safe, and connected

- ❖ We have a natural need for social connection. Social connection follows from positive relationships which lift our self-esteem and foster a sense of belonging while lowering stress-levels and preventing loneliness.

Meaning – having a shared sense of purpose and values in life, connecting life's tasks to a broader meaning

- ❖ Research suggests that we are happier, more motivated, and satisfied when we have a sense of meaning and purpose. We all have a universal need to feel that what we do matters.

Accomplishment - making progress towards realistic goals, developing competencies and intrinsically motivated achievements. Striving for and achieving things that really matter to us

- ❖ A growth mindset, which sets achievable goals (big or small), results in a sense of accomplishment and pride in what has been achieved.

Health – establishing and creating habits that increase physical, mental and emotional health and wellbeing

- ❖ Our physical, mental, and emotional states are of equal importance to our overall health, and everyone should be enabled to find their individual balanced approach to optimal wellbeing.