



ABBOTSLEIGH



Wellbeing: A state in which every individual realises their own potential, can manage the normal stress of life, can flourish and work productively and is able to contribute positively to their community. –(Adapted from WHO 2014)

Wellbeing matters

Wellbeing framework

Strong minds, strong hearts, strong hands

At Abbotsleigh, a wellbeing focus is woven into all that we do, as we recognise the important connection between wellbeing, learning and flourishing. We proactively strive to enhance the academic, social, physical, emotional and spiritual wellbeing of each girl through our Pre K-12 wellbeing framework.

Our staff are committed to providing a positive, caring and nurturing environment that supports each girl's growth and development. This enables her to flourish and be empowered to make a positive impact on her world today and tomorrow.

CONNECT We aim for all girls to be actively engaged in their learning and in their school so that they feel connected. Establishing positive and respectful relationships will help all girls to experience a sense of belonging and inclusivity.

EMPOWER We empower our girls to be strong global citizens who are compassionate and courageous leaders, act with integrity and have a positive and powerful impact on their world today and tomorrow.

FLOURISH We want all our girls to feel valued, respected and supported at school. Underpinned by our Christian faith and values, we aim to support girls to become resilient and adaptable critical thinkers who are equipped to persevere in their learning; to achieve, grow and flourish and to have joy and hope in their lives.

Our wellbeing program is underpinned by:

School values

"Abbotsleigh seeks to empower amazing girls to do amazing things. Our holistic education underpinned by the Christian faith, helps our girls thrive today and tomorrow". (Abbotsleigh Strategic Plan)

The girls and staff pride themselves on five core values, which were chosen by the girls themselves. The values are:

Compassion: We lift each other up

Courage: We dare to take risks

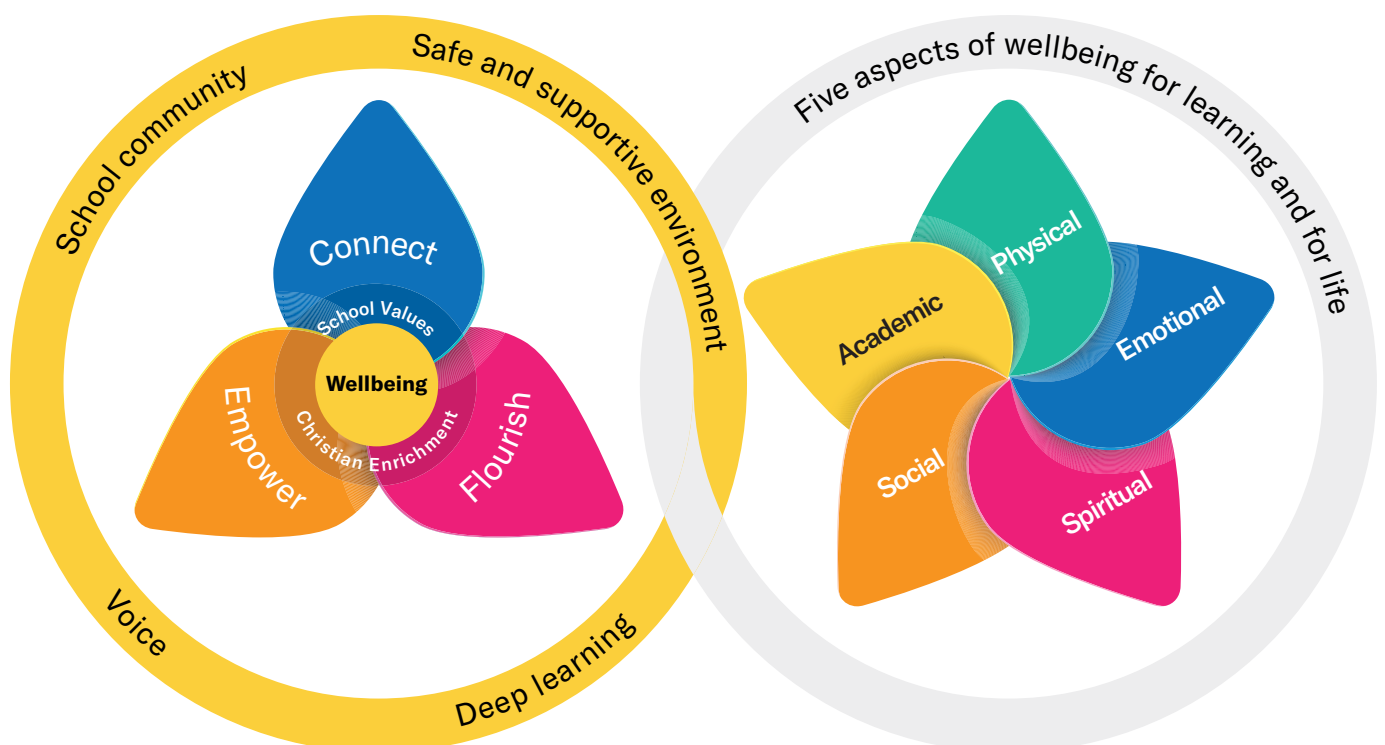
Integrity: We are honest and trustworthy

Perseverance: We get up, we don't give up

Respect: We value everyone for who they are

Christian enrichment

The message of Jesus Christ engages minds, inspires hearts and equips hands to enrich the community. At Abbotsleigh we respect, explore and experience the beauty and wonder of the Christian faith. We challenge girls to explore and respond to the hope of Christ's message with curiosity, open minds and intellectual rigour. We encourage generosity, respect and understanding of diverse beliefs and cultures. An integral part of our school week is our weekly Chapel Service where girls and staff come together to worship.



Deep learning framework

The Wellbeing Framework acknowledges the strong connection between wellbeing and academic achievement and flourishing in life. Abbotsleigh's Learning Framework emphasises the importance of transferable skills that prepare our girls to be strong, resilient learners.

The framework, which is divided into the three main areas of Thinking, Character and Connectedness, focuses on the explicit teaching and learning of a number of dispositions. These include critical and creative thinking, self-regulation, empathy, resilience and interpersonal skills.

Thinking

Curiosity
Creativity
Critical thinking
Metacognition

Connectedness

Interpersonal skills
Interdependence
Intercultural skills

Character

Empathy
Self-regulation
Resilience

Wellbeing for learning and life

This diagram shows the inseparable connection between wellbeing and learning.

Wellbeing framework



Deep learning framework



Our wellbeing curriculum

Social and emotional learning

At Abbotsleigh, every girl is equipped with skills and strategies to flourish. As part of this, Abbotsleigh girls engage in Social and Emotional Learning (SEL) and provide them with opportunities to 'acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions' (CASEL).

A structured scope and sequence outlines the expected outcomes for Abbotsleigh girls at each year level. The focus is on building the skills our girls need to lead a fulfilling, balanced and productive life, to flourish at school and beyond. We base our wellbeing learning on two evidence based programs to deliver social and emotional learning at age and stage appropriate levels. In the Junior School we use Professor Michael Bernard's You Can Do It! keys to support the teaching of emotional literacy. In the Senior School we use the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL is a trusted source for knowledge about high quality evidence based social and emotional learning.

Specific and targeted programs are delivered by classroom teachers in the Junior School and by Tutors in the Senior School. Complex topics are repeated each year as the spiral learning ensures that age appropriate skill development can occur. The wellbeing program is supported by external experts and agencies to ensure that the girls receive up to date and evidence-based information on mental health topics including drugs and alcohol education.

Junior School social and emotional learning

The evidenced based You Can Do It! social and emotional learning program runs throughout the Junior School, carefully and purposefully building the girls' skills in significant areas of success. Using puppets in Transition to Year 2 and more sophisticated 'keys' in Years 3-6. Abbotsleigh has added an additional Innovation Key to assist the girls in recognising that by reflecting on and refining ideas, being curious and persisting through the learning process, attributes of innovation and creativity are built.



JUNIOR SCHOOL www.youcandoiteducation.com.au	
T-2 Puppets	Years 3-6 Keys
Connie Confidence	Risk taking, Assuredness, Courage
Oscar Organisation	Structuring, planning, goal setting, forward thinking
Pete Persistence	Perseverance, determination, refining first efforts
Ricky Resilience	Strength, courage, flexibility, adaptability
Issy Innovate	Innovation, curiosity, persistence, creativity
Gabby Get Along	Affability, friendliness, responsiveness, respect, compassion



Senior School social and emotional learning

In the Senior School we use CASEL 'domains' to support the teaching of emotional literacy. These domains provide the learning tools to enhance relationships, lower stress and promote optimal levels of wellbeing.

SENIOR SCHOOL casel.org/sel-framework	
Self-awareness	<i>The ability to identify our own feelings.</i> Identifying emotions, self-perception, understanding strengths, self-confidence, self-efficacy.
Self-management	<i>The ability to manage our feelings.</i> Impulse control, stress management, self-discipline, self-motivation, goal-setting, organisation skills, resilience, adaptability, agility.
Relationship skills	<i>The ability to communicate and connect with a range of people.</i> Communication, social engagement, relationship building, teamwork, conflict resolution.
Social awareness	<i>The ability to understand and empathise with others' points of view</i> Perspective-taking, empathy, appreciating diversity, respect for others
Responsible decision making	<i>Consider how your choices will be viewed through the lens of others</i> Identifying problems, analysing situations, solving problems, self-evaluation, self-reflection, ethical responsibility

Social and emotional learning competencies



Wellbeing themes

T-12

Transition to Year 6

The Junior School Wellbeing curriculum is underpinned by whole school programs that run from Transition to Year 6. These include the You Can Do It! program and Grow Your Mind program as well as the School Values. All whole school programs are taught explicitly to girls through classroom lessons and incidental teaching moments.

The You Can Do It! program seeks to build skills in key areas of success (as explained above). The Grow Your Mind Program is used alongside other wellbeing programs to augment their guiding principles. The program provides mental health strategies established on the principles of positive psychology, social and emotional learning, public health and neuroscience. Using animals to playfully represent the key areas of our brain, this program illustrates what good mental health looks like and provides simple yet accurate explanations of what is happening in our brains during challenging times.

Our students are well supported in developing, negotiating and maintaining safe and strong social relationships. The classroom teachers take great care in monitoring and responding to the changing social dynamics of the class through the analysis of formal sociogram and informal observational notes.

In addition to the whole school programs, grade-specific, age appropriate initiatives are delivered to each year group. The grade-specific initiatives address various important elements of social and emotional learning.

TRANSITION INITIATIVES

Life Education

Girls learn about healthy food choices and the importance of physical activity and safety.

Buddy Reading

Girls develop a positive relationship with their Year 6 buddy through shared literacy sessions.

Act for Kids

Girls engage in a protective behaviour program where they learn about personal safety and what to do if they feel unsafe.

KINDERGARTEN INITIATIVES

Life Education

- Girls investigate how to build friendships and understand their emotions.
- Girls learn about safe and unsafe situations and early warning signs, safe places and people to turn to for help.

Buddy Reading

Girls develop a positive relationship with their Year 6 buddy through shared literacy sessions.



YEAR 1 INITIATIVES

Life Education

- Girls investigate safe use and storage of medicines as well as peer pressure.
- Girls learn coping strategies and decision-making skills.

Act for Kids

Girls engage in a protective behaviour program where they learn about personal safety and what to do if they feel unsafe.

Buddy Reading

Girls develop a positive relationship with their Year 6 buddy through shared literacy sessions.

Service Learning

As a collaborative project with the boys of Knox Prep, Year 1 raise awareness of the energy poverty cycle through the Light Up Vanuatu campaign. The students raise money through a series of student-initiated fundraising campaigns to purchase solar light kits. The girls and boys come together to build the lights, developing relationships and understanding between the two schools.

YEAR 2 INITIATIVES

Life Education

- Girls discuss unsafe behaviours, situations and environments.
- Girls explore healthy food choices.

Aus Cycle

Girls learn cycle skills and road safety with degree-qualified instructors. Resilience and a growth mindset are explicitly modelled and fostered during this program, integral to the program's success.

AbbConnect

AbbConnect is a unique and collaborative experience which enables girls in Years 2 and 3 to improve their interpersonal skills, organisation and critical and creative thinking as they create a product that is then sold to the wider school community.

YEAR 3 INITIATIVES

URSTRONG program

Girls explore different elements of friendships and relationships through a skill-based workshop grounded in common language.

Life Education

Girls investigate the function of body systems, peer pressure, second-hand smoking and safety with medicines.

Year 3 Wellbeing Day

Girls engage in rotational activities that address various elements of wellbeing, including sleep, self-esteem and mindfulness.

AbbConnect

AbbConnect is a unique and collaborative experience which enables girls in Years 2 and 3 to improve their interpersonal skills, organisation and critical and creative thinking as they create a product that is then sold to the wider school community.

Service Learning

Girls work with students from St Lucy's as they learn to be global citizens who act with integrity.

YEAR 4 INITIATIVES

Judith Krause Personal Development sessions

- Girls are introduced pubertal, emotional and physical changes.
- Girls discuss protective behaviour and positive relationships.
- Girls discuss self-worth and self-compassion.

Backflips against bullying

Students in Years 4 and 6 participate in sessions as part of the Backflips Against Bullying program. The program aims to develop students resilience and empowers girls to be accountable for their actions.

Service Learning

Inspired by their study of Aboriginal and Torres Strait histories, culture and language, the Year 4 girls are given the opportunity to write letters to Indigenous students. In doing so, it is hoped that they will cultivate a greater appreciation and respect for our First Nations people and build authentic connections with the wider community.

YEAR 5 INITIATIVES

Judith Krause Personal Development sessions

- Girls discuss and normalise pubertal, emotional and physical changes. Body parts are named and defined.
- Girls explore strategies to assist friendship conflicts, with focus on perception, comparison, trust and empathy.
- Girls also recognise of the benefits of teamwork and effective communication.

URSTRONG program

Girls broaden their understanding of the different elements of friendships and relationships through a skill-based workshop grounded in common language.

Service Learning

Girls partner with aged care homes to develop relationships within the community. In doing so, girls learn to be global citizens who are empathetic and community minded.

Surf Education

Girls work with Surf Education Australia (SEA) while learning about surf safety at Manly beach.

YEAR 6 INITIATIVES

Judith Krause Personal Development sessions

- Girls investigate pubertal, emotional and physical changes, including reproduction.
- Girls discuss self-esteem and body image as well as anxiety management strategies.

Positive psychology and character strengths

Girls identify their character strengths using Martin Seligman's VIA Survey for Youth as they seek to become more self-aware.

Buddy reading

Girls refine their leadership skills as they role model positive behaviours to Infants girls during shared literacy sessions.

Surf Education

Girls work with Surf Education Australia (SEA) while learning about surf safety at Manly beach.

Backflips against bullying

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Wellbeing focus

The Senior School wellbeing focus is supported by the CASEL domains

Years 7-12

Abbotsleigh has drawn on evidence based social and emotional learning programs to create a bespoke wellbeing program that addresses the special needs of our girls. These programs include You Can Do It!, the Learning Curve, ELES, and our Peer Support Program plus a number of additional wellbeing initiatives.

In addition to the whole school programs, year-specific, age appropriate initiatives are delivered to each year group. The year-specific initiatives address various important elements of social and emotional learning.

Guest presenters add additional evidence based information for our girls. Our wellbeing program is underpinned by a strong connection with families, acknowledging that it is through shared language between the student, parents and school that great outcomes are seen.



YEAR 7 Connecting and relationships	YEAR 7 PDHPE												
<table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Character strengths • Pillars of Health • Mental health awareness </td><td> Relationship skills <ul style="list-style-type: none"> • Friendship • Empathy skills • Resilience • Gratitude • Wellbeing Day </td></tr> <tr> <td> Self-management <ul style="list-style-type: none"> • Managing workload • Using reports to set goals • Study skills • Mindfulness </td><td> Responsible decision making <ul style="list-style-type: none"> • Cyber safety/social media education • Our School Values </td></tr> <tr> <td> Social awareness <ul style="list-style-type: none"> • Celebrating others • Service • Peer Mentor program </td><td></td></tr> </table>	Self-awareness <ul style="list-style-type: none"> • Character strengths • Pillars of Health • Mental health awareness 	Relationship skills <ul style="list-style-type: none"> • Friendship • Empathy skills • Resilience • Gratitude • Wellbeing Day 	Self-management <ul style="list-style-type: none"> • Managing workload • Using reports to set goals • Study skills • Mindfulness 	Responsible decision making <ul style="list-style-type: none"> • Cyber safety/social media education • Our School Values 	Social awareness <ul style="list-style-type: none"> • Celebrating others • Service • Peer Mentor program 		<table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Coping with change • Puberty </td><td> Relationship skills <ul style="list-style-type: none"> • Respectful relationships • Feeling safe in relationships • Protection strategies • Bullying </td></tr> <tr> <td> Self-management <ul style="list-style-type: none"> • Seeking help • Components of health </td><td></td></tr> <tr> <td> Social awareness <ul style="list-style-type: none"> • Being an upstander • Sense of belonging </td><td> Responsible decision making <ul style="list-style-type: none"> • Cyber safety • Nutrition and physical activity </td></tr> </table>	Self-awareness <ul style="list-style-type: none"> • Coping with change • Puberty 	Relationship skills <ul style="list-style-type: none"> • Respectful relationships • Feeling safe in relationships • Protection strategies • Bullying 	Self-management <ul style="list-style-type: none"> • Seeking help • Components of health 		Social awareness <ul style="list-style-type: none"> • Being an upstander • Sense of belonging 	Responsible decision making <ul style="list-style-type: none"> • Cyber safety • Nutrition and physical activity
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YEAR 8 Achieving your personal best	YEAR 8 PDHPE
<div> Self-awareness <ul style="list-style-type: none"> • Character strengths • Growth mindset • Pillars of Health – understanding physical and mental health • Mental health awareness • Self-acceptance </div> <div> Self-management <ul style="list-style-type: none"> • Report reflection, goal setting • Study skills, time management • Mindfulness </div> <div> Social awareness <ul style="list-style-type: none"> • Service Learning </div> <div> Relationship skills <ul style="list-style-type: none"> • Bystander and empathy • Empathy • Resilience and optimism • Mindfulness • Gratitude • Wellbeing Day </div> <div> Responsible decision making <ul style="list-style-type: none"> • Cyber safety/social media education </div>	<div> Self-awareness <ul style="list-style-type: none"> • Mental health • Identifying emotions </div> <div> Self-management <ul style="list-style-type: none"> • Seeking help • Stress management </div> <div> Social awareness <ul style="list-style-type: none"> • Connecting with community • Valuing diversity </div> <div> Relationship skills <ul style="list-style-type: none"> • Consent • Power and abuse • Peer pressure </div> <div> Responsible decision making <ul style="list-style-type: none"> • Positive and negative risk taking • Road safety • Drug education including alcohol and vaping </div>



<p>YEAR 9 Accepting challenges – giving it a go</p> <table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Character strengths • Growth mindset • Mental health awareness Self-management <ul style="list-style-type: none"> • Study skills and goal setting • Mindfulness Social awareness <ul style="list-style-type: none"> • Service </td> <td> Relationship skills <ul style="list-style-type: none"> • Communication • Using strength and leadership at camp • Peer Connections • Teamwork • Conflict resolution Responsible decision making <ul style="list-style-type: none"> • Wheeldon Cup • Cyber safety/social media education </td> </tr> </table>	Self-awareness <ul style="list-style-type: none"> • Character strengths • Growth mindset • Mental health awareness Self-management <ul style="list-style-type: none"> • Study skills and goal setting • Mindfulness Social awareness <ul style="list-style-type: none"> • Service 	Relationship skills <ul style="list-style-type: none"> • Communication • Using strength and leadership at camp • Peer Connections • Teamwork • Conflict resolution Responsible decision making <ul style="list-style-type: none"> • Wheeldon Cup • Cyber safety/social media education 	<p>YEAR 9 PDHPE</p> <table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Personal identity • Growth mindset Self-management <ul style="list-style-type: none"> • Coping with stress • Future challenges Social awareness <ul style="list-style-type: none"> • Supporting others • Mindfulness </td> <td> Relationship skills <ul style="list-style-type: none"> • Resilience • Protective strategies • Consent Responsible decision making <ul style="list-style-type: none"> • Road safety • Drug education including alcohol and vaping • Sun safety </td> </tr> </table>	Self-awareness <ul style="list-style-type: none"> • Personal identity • Growth mindset Self-management <ul style="list-style-type: none"> • Coping with stress • Future challenges Social awareness <ul style="list-style-type: none"> • Supporting others • Mindfulness 	Relationship skills <ul style="list-style-type: none"> • Resilience • Protective strategies • Consent Responsible decision making <ul style="list-style-type: none"> • Road safety • Drug education including alcohol and vaping • Sun safety
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<p>YEAR 10 Strengths, leadership and service</p> <table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Mental health awareness • Strengths and emotions • Exercise and vitality Self-management <ul style="list-style-type: none"> • Skills and achievement • Study skills and goal setting • Relaxation skills • Leadership skills Social awareness <ul style="list-style-type: none"> • ALE (Applied Learning Experience) • Service • Peer Mentor training </td> <td> Relationship skills <ul style="list-style-type: none"> • Positive engagement • Relationships and optimism Responsible decision-making <ul style="list-style-type: none"> • Drugs and alcohol education • Cyber safety/social media education </td> </tr> </table>	Self-awareness <ul style="list-style-type: none"> • Mental health awareness • Strengths and emotions • Exercise and vitality Self-management <ul style="list-style-type: none"> • Skills and achievement • Study skills and goal setting • Relaxation skills • Leadership skills Social awareness <ul style="list-style-type: none"> • ALE (Applied Learning Experience) • Service • Peer Mentor training 	Relationship skills <ul style="list-style-type: none"> • Positive engagement • Relationships and optimism Responsible decision-making <ul style="list-style-type: none"> • Drugs and alcohol education • Cyber safety/social media education 	<p>YEAR 10 PDHPE</p> <table> <tr> <td> Self-awareness <ul style="list-style-type: none"> • Social and cultural identity • Self-efficacy Self-management <ul style="list-style-type: none"> • Initiative and agency • Seeking help Social awareness <ul style="list-style-type: none"> • Cultural diversity • Stereotypes </td> <td> Relationship skills <ul style="list-style-type: none"> • Sexual health • Consent Responsible decision-making <ul style="list-style-type: none"> • Rights and responsibilities • Online safety </td> </tr> </table>	Self-awareness <ul style="list-style-type: none"> • Social and cultural identity • Self-efficacy Self-management <ul style="list-style-type: none"> • Initiative and agency • Seeking help Social awareness <ul style="list-style-type: none"> • Cultural diversity • Stereotypes 	Relationship skills <ul style="list-style-type: none"> • Sexual health • Consent Responsible decision-making <ul style="list-style-type: none"> • Rights and responsibilities • Online safety
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YEAR 11 Dreams and hopes		YEAR 12 Balance, perspective and the future	
Self-awareness <ul style="list-style-type: none"> • Pillars of Health • Mental health awareness 	Relationship skills <ul style="list-style-type: none"> • Belonging and connecting 	Self-awareness <ul style="list-style-type: none"> • Pillars of Health • Mental health awareness 	Relationship skills <ul style="list-style-type: none"> • Belonging and connecting
Self-management <ul style="list-style-type: none"> • Goal setting and reflection • Study skills and examination techniques • Relaxation skills • Leadership skills 	Responsible decision-making <ul style="list-style-type: none"> • Cyber safety/social media education • Digital connectedness • Drugs and alcohol education • Future pathways 	Self-management <ul style="list-style-type: none"> • Goal setting and reflection • Study skills and examination techniques • Leadership skills • Relaxation skills 	Responsible decision-making <ul style="list-style-type: none"> • Cyber safety/social media education • Digital footprint • Future pathways • Celebration
Social awareness <ul style="list-style-type: none"> • Service • Peer Mentor program • Tolerance • Mindfulness • Gratitude • Urban Challenge experience 		Social awareness <ul style="list-style-type: none"> • Tolerance/mindfulness • Gratitude • Service 	

Our overall wellbeing framework is supported by the following structures, programs and initiatives

Curriculum

Our curriculum focuses on encouraging students to think critically, solve problems and make informed and responsible decisions related to physical and mental health, safety, wellbeing and physical activity. Wellbeing concepts are fully embedded in our curriculum in Christian Studies, our Christian Studies lessons fosters thinking about big questions in life, ethical frameworks, and how students understand society and cultures. Students are encouraged to reflect on themselves and others with empathy, compassion and respect.

In our PDHPE curriculum, we explicitly teach Social and Behavioural learning skills as well as making important and responsible decisions related to our Wellbeing. A strong emphasis is placed on help seeking behaviours and actions to look after oneself and others.

Co-curricular programs

Co-curricular activities help support the wellbeing of the girls. Girls who engage in meaningful and enjoyable activities reinforce positive mental health by building resilience and promoting a sense of self.

Service learning

Service is an integral part of our Wellbeing Program as it broadens a student's experience and, in turn, enables her to engage with issues and respond to needs in our community and beyond. Making a positive social impact is a key contributor to wellbeing.

Christian Groups

Girls may choose to engage in the Christian groups that are available on both Junior and Senior School campuses. These groups help encourage and grow girls in their faith journey.

Outdoor education

The Outdoor Education program seeks to provide girls with opportunities to establish and build positive and respectful relationships. Girls are encouraged to draw on their strength and skills to overcome various challenges individually and in teams. The Outdoor Education programs include activities that build interpersonal skills-ordination, resilience and problem-solving skills. Our Outdoor Education program is built on the notion of a spiralling progression which evolves in complexity as girls get older.

Assembly and chapel

Girls in Junior School and Senior School attend weekly assembly and chapel services. These provide another form of connection within the School. They provide an opportunity to celebrate joy and hope and to focus on our Christian and School Values.

Digital citizenship skills

Digital citizenship is essential to ensure students achieve and understand digital literacy as well as cyber bullying prevention, digital responsibility and online safety. We aim to ensure that our girls understand how to stay safe online, how to have respectful and kind relationships and are empowered to act and report should they encounter unsafe or inappropriate situations or bullying.

The Wellbeing team

The School recognises that for great learning to occur, every girl must trust and feel valued by their classroom teacher. With this in mind, much time and energy is spent fostering positive teacher-student relationships. All staff at Abbotsleigh look after wellbeing but there are staff with specific wellbeing roles. "It takes a village to raise a child." – African proverb

Junior School Classroom Teachers

The Classroom Teacher is central to the wellbeing of the girls in their class. Working closely with the girls every day, the classroom teacher is well informed about the needs of the individual girl. Classroom Teachers seek to establish and maintain a strong rapport with girls and families in their care. By establishing a trusting relationship, Classroom Teachers can support girls through challenges and share in their successes. Classroom Teachers are the main contact for parents and other staff when considering a girl's social and emotional development.

Senior School Tutors

The Tutor is central to the wellbeing of girls in their tutor group. The Tutor works closely with the girls each day in their tutor time. The Tutor seeks to establish a strong relationship with each of their 10-12 girls in their student group and to support them through challenges. Tutors are the main point of contact for parents when girls social and emotional needs. Tutor time is a specific, timetabled event in every school day where girls connect with their tutors and tutor group. This time helps build relationships and connections and provides the platform for the girls to engage in practices that support their wellbeing and social emotional learning.

House system

Each girl belongs to a house. The houses foster a sense of community across year groups as the girls combine to participate in many activities including choir competitions and sporting events. Engaging in meaningful and enjoyable activities helps to reinforce mental health by building resilience and promoting a sense of self.

Our Boarding team

Our students who live at school are well cared for by our experienced and nurturing boarding staff. Together with a supportive academic environment, the boarders are provided many opportunities for connection, leadership and engagement in fun activities.

Student support services

In Senior School, the girls are supported by their Tutors, Year and Boarding Coordinators, Deans, Chaplains, Director of Wellbeing, Registered Psychologists, a Registered Nurse and Learning Support staff.

This support team proactively supports the needs of the girls. Providing a personalised education for our girls is our mission. To respond to the girls' individual needs and to support their learning and wellbeing, Abbotsleigh provides:

- A professional counselling team with psychologists who support the mental health and wellbeing of our girls.
- A Learning Support team that ensures that academic and learning needs are met.
- Our Healthcare Centre, overseen by a Registered Nurse to ensure that the health needs of our school community, especially our boarding community, are met.

ACER social-emotional wellbeing survey

Abbotsleigh conducts this confidential, strength-based survey annually with all students from Year 3. The ACER survey provides us with important data on the social and emotional wellbeing of our students at a whole school level and an individual year level. This provides the opportunity to respond to key strengths and weaknesses as identified in the survey. This information forms part of our ongoing review and refinement of our wellbeing program.

Wellbeing professional learning for staff Teachers are guided in professional growth as part of their ongoing learning, reinforcing our wellbeing focus. This professional learning program supports links between learning and wellbeing. Training in mental health awareness and counselling skills is a priority for our staff. This training includes Youth Mental Health First Aid (YMHFA) training, the 'Accidental Counsellor' Program and the Beyond Blue 'Be You' mental health and wellbeing program. Every staff member at Abbotsleigh is committed to wellbeing.

Wellbeing information and education for parents

We believe it is important that there is a shared understanding and a shared language between school and parents. To this end we are committed to providing wellbeing education for our parents and our community. The Parent Education Program takes many forms including newsletter articles, Orientation presentations and parent seminars on wellbeing issues. The Abbotsleigh Parents' Association (APA) supports these seminars by funding various guest presenters throughout the year.





ABBOTSLEIGH

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