



BRAEMAR



January 2022

Braemar College

Our Approach to Student Wellbeing

An integral part of Braemar College is the focus and commitment to the proactive development of the 'whole' student – their sense of belonging, their connections and their engagement in deeper learning. The emphasis on our young people and preparing them for their future beyond the College is an essential part of the student's school experience. Inspiring them to develop the knowledge skill set and mindset to be lifelong learners; build resilience and explore their future with a sense of purpose, a sense of direction, engagement and optimism.

Wellbeing is a cultural narrative and communicating the 'why' and 'how' of a school's approach is crucial to its success. Central to this are positive relationships, and Braemar College prides itself on building and maintaining robust, respectful bonds that are rich with trust, inclusivity and compassion. The power of positive outreach cannot be overstated. From experience, unprompted reflection of positive behaviour or personal growth in students, to the individual and their families, demonstrates that they are seen, known, and supported by the school unconditionally. Should challenging situations arise with a student, the basis of trust and understanding already exists, allowing for greater ease of collaborative resolution.

Schools are a place of relationships, a place of social and emotional growth. A student's sense of belonging at school is strongly influenced by relationships. It is this sense of belonging that drives academic motivation, a critical precursor for effective learning. The establishment of an additional campus in Woodend, has created a purposeful, safe setting to support the early stages of our students understanding of themselves, their role within the school community, and the beginnings of their journey to be agents of change and active contributors in life beyond the College.

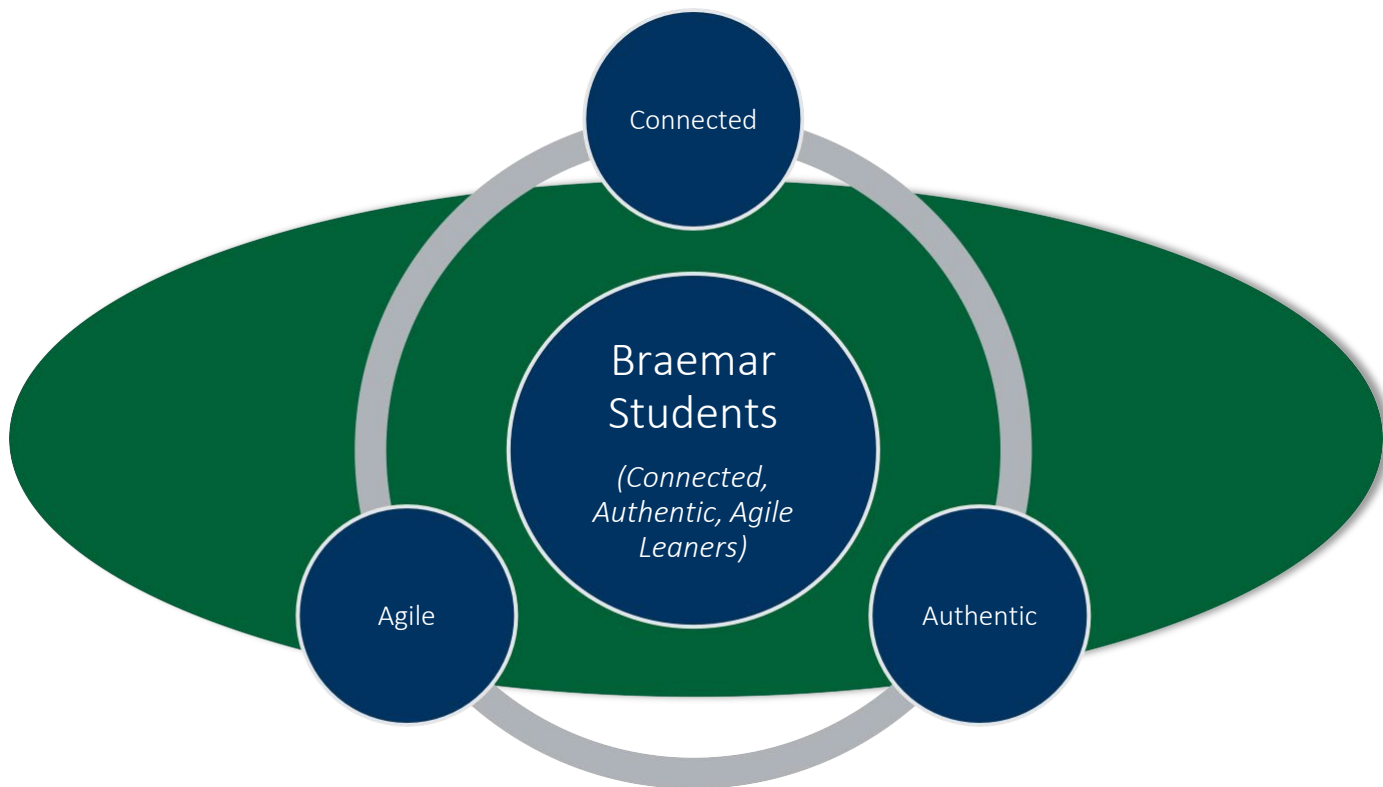
Braemar College is committed to the strategic and practical implementation of an evidence-based scope and sequence that is developmentally appropriate and meets all aspects of Social Emotional Learning competencies, while being responsive to the specific needs of our students, staff and broader school community.

Emma Grant
Dean of Wellbeing and Culture

"The more we understand the stages of adolescence and the issues facing young people at each stage, the better we will be to respond sensitively and offer the appropriate support."

CARR-GREG & SHALE 2002

Braemar College Wellbeing Model



Braemar College Wellbeing Framework

<h3>Connected</h3>		
<p>Who am I? What defines me? What are the beliefs/values that anchor me? How do I feel? How do I think? How do I manage my emotions? How do I recognise and use my strengths? What are my goals for the year ahead? What is important to me? How am I connected at home, with friends, at school, in my community? How am I connected to my learning environment? What is the state of my relationships?</p>	<h3>Authentic</h3>	
	<p>Am I being authentic to my true self? How do I recognise this and become my best self? Ownership – What can I control? How do I let go of the things I cannot control? Am I accountable? – How do I make informed choices and be accountable for those choices? How do I build a growth mindset to succeed? How do I develop resilience? How do I become resilient? How do I manage stress and anxiety? What are my most effective coping strategies? What are my goals? How do I reach them? Do I have a sense of mastery and autonomy? How do I communicate and build relationships effectively? How do others think and feel? (Empathy, perspective taking, respect to others, appreciating diversity) How do my actions and behaviours affect others?</p>	<h3>Agile</h3>
		<p>What is self-regulation? Can I self-regulate? Can I manage my own learning? Can I plan, organise, monitor and review my own learning? Identifying, analysing, solving problems Can I collaborate and work effectively with others? Can I engage in group activity and teamwork while acknowledging and respecting others? Am I an agent of change? An agile learner? Am I becoming adaptable and flexible with change? Am I a global citizen? What is my responsibility in this world? (Ethical responsibility, Sustainability, Playing an active role in the community) How agile am I? (Physical, Social, Emotional, Behavioural, Cognitive) Am I technically proficient? Am I innovative and creative? A critical/analytical thinker? A problem solver? Do I have a thirst for knowledge? lifelong learner?</p>

Braemar College Middle School
'Thrive' Program –
"to grow and develop strongly; to achieve success
and be fulfilled"



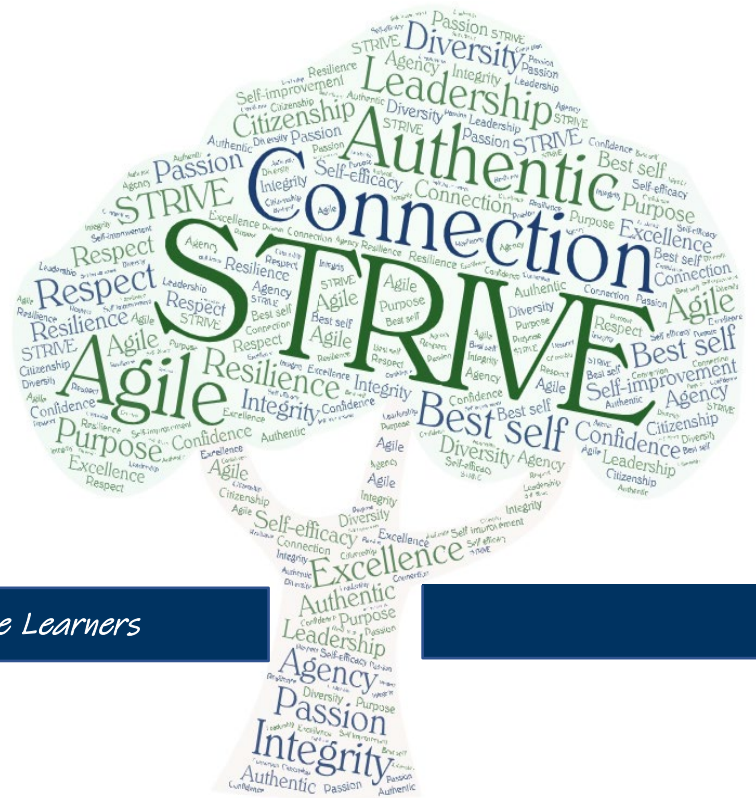
Braemar Students - Connected, Authentic, Agile Learners

To thrive means to 'grow and develop strongly; to achieve success and be fulfilled'. The Middle School Thrive Program, underpinned by three pillars; connected, authentic and agile, provide students with experiences centered on personal growth, a positive sense of wellbeing and a strengthened sense of community. Established on the development of the Social Emotional Learning (SEL) key competencies; self-awareness, self-management, social awareness, relationships skills and responsible decision making, the Thrive Program provides students a foundation for social relationships and academic achievement and is aligned to meet the requirements of the early adolescent within the Middle School.

Key Focus Areas

- 1. Positive Relationships, Diversity and Inclusion
- 2. Respectful Relationships, Consent and sexual education
- 3. Digital/Online literacy and positive behaviour
- 4. Understanding and Managing Mental Health

Braemar College Senior School
'Strive' Program –
'driving excellence in action to maximise
individual potential and growth in self-
awareness, agency, integrity and compassion.'



Braemar Students – Connected, Authentic, Agile Learners

To strive means to 'make great efforts to achieve or obtain something'. The Senior School Strive Program, underpinned by three pillars; connected, authentic and agile, immerses students in diverse learning experiences centered on student agency. Encouraging students to grow their sense of purpose, driven by motivation, optimism, self-efficacy and a growth mindset navigates them towards wellbeing. Established on the further development of the Social Emotional Learning (SEL) key competencies; self-awareness, self-management, social awareness, relationships skills and responsible decision making, the Strive Program empowers students to take an active role in shaping the way they learn – to adapt to, thrive in and to positively influence their own lives and the world around them.

A journey of self-discovery to answer three simple questions and become a connected, authentic, agile learner.

1. Who am I?
2. What do I want?
3. How will I get there?

Key Focus Areas

1. Positive Relationships, Diversity and Inclusion
2. Respectful Relationships, Consent and sexual education
3. Digital/Online literacy and positive behaviour
4. Understanding and Managing Mental Health
5. Drug Awareness Education (Year 7 to 12)

