

360° of being

Wellbeing for the Whole Person



An illustration of two hands, one pink and one light blue, holding a vibrant rainbow. The rainbow is positioned horizontally across the center of the image. Behind the rainbow, a bright yellow sun is visible, surrounded by white clouds. The background is a light blue gradient. The overall style is clean and modern, with bold colors and simple lines.

We want our students to thrive...

At Camberwell Girls Grammar School (CGGS), the concept of wellbeing is not a new one. In fact, for decades, we have had a team dedicated to wellbeing because we know, when wellbeing is at its optimum, students thrive.

Wellbeing is unique and personal to everyone. Each person's state of wellbeing is totally different to the next person. It is complex and dynamic, and the truth of the matter is, everybody functions more effectively when they are both mentally and physically happy and healthy.

We want our students to be their best... to shine bright, so at CGGS wellbeing is embedded into every facet of school life. In fact, it underpins everything we do.

In tandem with our academic and co-curricular programs, **360° of Being**, our bespoke school-wide wellbeing program creates the optimum learning environment.

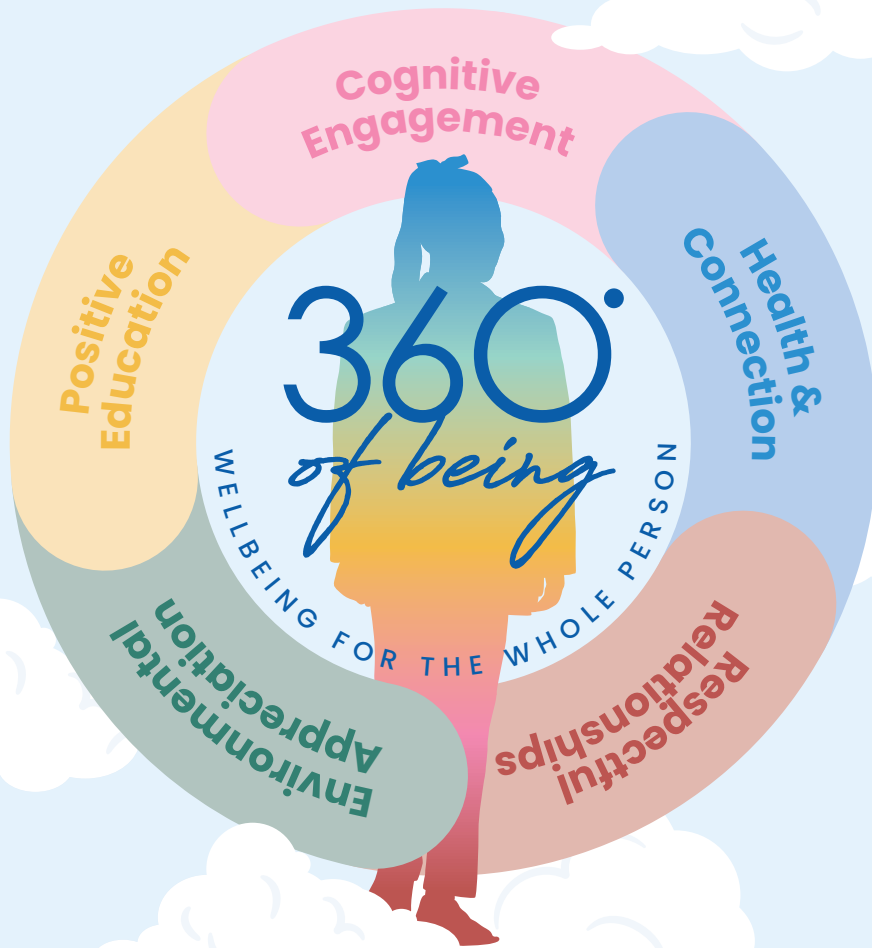
At CGGS we value each individual, embrace and celebrate our differences, value our diversity, and empower our students to pursue their passions. We work together, to build a more connected and caring community and as a result, every student is known, supported and understood. They feel safe and connected; enjoy positive emotions and develop positive relationships. They find purpose and joy in all they do; celebrate their own and others' achievements and are confident in establishing their own identity. They explore their future and the world with a sense of direction, engagement and optimism.

Quite simply, CGGS students thrive.



A Holistic Approach

360° of Being is a holistic approach to wellbeing. Our program recognises that student voice, advocacy, participation, engagement and investment are pivotal to its success. Incorporating five key domains, we design wellbeing initiatives and programs in an age-appropriate and sequential manner.



OUR WELLBEING MODEL



**WELLBEING AT
JUNIOR SCHOOL**

Creating Connections

Known as Ormiston, our Junior School encompasses an Early Learning Centre, and is big enough to offer an extensive education but small enough to ensure each student is known and valued.

Under the leadership of our Head of Junior School, Deputy Head of Junior School and Early Learning Coordinator, all staff at Ormiston are actively involved and invested in student wellbeing.

Our Early Learning Centre educators and Foundation to Year 6 classroom teachers are the wellbeing leads. They each develop vital connections with their students and are responsible for their wellbeing in the first instance. Counsellors, Nurses, the School Chaplain and Learning Diversity staff also form part of the Junior School Wellbeing Team and provide support when required.

Using a collaborative approach, working closely with parents and students, the Wellbeing Team proactively manages all student wellbeing and welfare matters.

Education is a partnership and at CGGS our Junior School team is committed to working alongside our students and parents every step of the way. It is an invaluable relationship, with the common goal of seeking the very best for each young person. We aim to ensure that each student leaves the school confident, and with the knowledge that they have achieved their full academic and personal potential.





BOOK RECOMMENDATIONS

Stars out of 5 stars

Book Title	Author	Stars
...	...	5 stars
...	...	4 stars
...	...	3 stars
...	...	2 stars
...	...	1 star

Activities

- We stood outside for twenty miserable minutes.
- This morning we stood outside for twenty miserable minutes.
- This morning we stood shivering on a snow-covered sidewalk in front of the school for twenty miserable minutes.
- This morning we stood shivering on a snow-covered sidewalk in front of the school for twenty miserable minutes while the fire chief investigated the cause of the fire alarm.

Contact Force

When two objects are in contact with each other, they exert a force on each other. This force is called a contact force.

Non-Contact Force

When two objects are not in contact with each other, they can still exert a force on each other. This force is called a non-contact force.

An illustration of a young woman with purple hair, wearing a dark blue school jacket with a crest, a light blue dress, and dark blue shoes. She is holding a large, vibrant rainbow that arches across the sky. The background features a light blue sky with white clouds and a green landscape with small trees at the bottom.

WELLBEING AT SECONDARY SCHOOL

Purpose & Compassion

As a medium size school, our Years 7-12 students benefit from strong relationships with their educators and peers.

All staff at the Secondary School are actively involved and invested in student wellbeing. Our Head of Middle School (Years 7-9) and Head of Senior School (Years 10-12), supported by our Deputy Principal, lead a team of staff dedicated to student wellbeing and welfare.

Year Level Coordinators develop vital connections with students and parents. They are responsible for student wellbeing and work collaboratively to achieve desired goals, both academic and co-curricular. Each year level has a dedicated learning hub and common area that they share with their Year Level Coordinator.

In Year 7, each Form Class has two Form Tutors to assist with the care and support of every student in this important year. Form Tutors have allocated time every day to spend with their students. In Years 8-12, students belong to a Form Class and the Form Teacher takes on this supportive role.

A dedicated Student Services Centre is home to School Nurses, Counsellors and the School Chaplain. The Learning Diversity Team are also close by. These specialist staff all form part of the Wellbeing Team and are readily accessible.

We use a collaborative approach, working closely with parents, students and the Wellbeing Team to proactively manage all student wellbeing matters.

We guide our students so that they develop into young people of compassion and determination, who take responsibility for their learning, and for the welfare of others. Our Middle and Senior Schools offer the independence and sense of community that students need to succeed and they leave CGGS ready to make an impact on the world.



Whole School Overview

A whole school approach, every year level from Early Learning to Year 12 has a dedicated theme or focus that caters for the stage of development and schooling that students are in.

The program builds annually on the skills and learnings from the previous year.

It is flexible and dynamic and therefore easily tailored to the differing needs, issues and events happening at the time. This is a signature strength of 360° of Being.



JUNIOR SCHOOL

Developing a sense of identity through the establishment of strong connections with family, community, culture and environment are at the core of wellbeing at Junior School. Our classroom wellbeing program is called BRAVE (Building Resilience and Valuing Everyone) which correlates with how we support student wellbeing from Early Learning to Year 6.

EARLY LEARNING – YEAR 2 UNDERSTANDING ME

In these formative years, we focus on students developing a clear understanding of themselves, the people around them and the environment.

- > Identifying strengths of self and others
 - > Expressing emotions
- > Exploring positive coping strategies
- > Adoption of cooperative behaviours
- > Developing a growth mindset
 - > Practising gratitude
- > Introducing cyber safety and digital wellbeing

YEARS 3 & 4 BUILDING CONNECTIONS

Building and maintaining strong connections with others is the key focus of the middle primary years.

- > Recognising personal character strengths and strengths in others
- > Developing relationship building and conflict resolution strategies
 - > Building emotional intelligence
 - > Implementing positive coping strategies
- > Developing strong digital citizenship skills
 - > Practising mindfulness

YEARS 5 & 6 COMMITTING TO CHALLENGE

In preparation for the transition to Secondary School, there are many opportunities, challenges and additional responsibilities placed on students in the upper primary years. Wellbeing at this age is focused on stepping up, developing courage and taking personal control.

- > Using personal character strengths
- > Understanding their changing minds and bodies
- > Applying and regulating emotional intelligence
 - > Making positive choices
- > Identifying and exploring strong role models
 - > Applying leadership skills
- > Supporting their own and others' digital wellbeing

SECONDARY SCHOOL

Undoubtedly, the six years of secondary education are some of the best years of a student's life, but they are also years filled with much personal change as young people develop into adults. In Middle School and Senior School, each student is provided with the opportunity to cultivate a sense of identity and agency, generate academic tenacity and connect with their community and the environment.

YEAR 7 CONNECTED COMMUNITY

As the newest members of the Secondary School, the focus is on effectively transitioning into a new environment through the building of strong connections and relationships with all members of the school.

- > Creating a toolkit of skills to seamlessly transition into Secondary School
- > Developing emotional intelligence to feel connected and comfortable
- > Developing respectful and healthy relationships
- > Identifying personal, school and community values to create a sense of belonging and identity
- > Developing and applying organisational and study habits

YEAR 8 SELF-DISCOVERY

The notion of self-discovery, including respect for self and others is the focus. Examining signature character strengths, celebrating wins, learning from our failures and positive self-talk are key priorities.

- > Using character strengths to guide positive actions and behaviours
 - > Making considered decisions
- > Developing a growth mindset and exploring the pitfalls of perfectionism
- > Exploring the role of social media - the positives and the negatives

YEAR 9 PERSONAL GROWTH

It's an exciting year, there's more choice in subjects and entering Senior School is now on the horizon. With this added independence and additional opportunities, the focus is on finding balance.

- > Applying emotional awareness and self-regulation
- > Developing strategies for responding to stress
- > Understanding good self-care and seeking help
- > Amplifying good study strategies and organisational practices
- > Investigating the digital world, developing good digital wellbeing and literacy skills

YEAR 10 PURPOSE & PASSION

This year provides an ideal opportunity for students to collate the skills and resources gained to make informed decisions leading into their final years at school, both from an academic and personal standpoint.

- > Reflecting on character strengths through the lens of leadership and to guide decision making
- > Identifying passions and strengths to make informed subject decisions
 - > Introduction to career pathways
 - > Examination preparation
- > Eliminating distractions and setting deadlines to avoid procrastination
- > Increased self-care with an emphasis on sleep, exercise and stress management
- > The digital world and how it correlates with belonging, community and culture

YEARS 11 & 12 FORWARD THINKING & FUTURE THINKING

Whilst the entire education journey prepares students for their future, the VCE years provide a transition to the next stage beyond school. This is a time of focus, dedication, responsibility and leadership - all in preparation for tertiary studies, future careers and lifelong learning.

- > Development of leadership and mentoring capabilities
 - > Maximising study potential
- > Exploring tertiary options and careers planning
- > Learning valuable life skills including financial literacy and general business skills
- > Personal safety strategies and positive decision making

6 PILLARS OF VCE

To ensure our students have the tools and support to thrive during these two years, CGGS has developed the 6 Pillars of VCE, a framework that focuses on building further awareness and good habits in the following vital areas:

- > Mental wellbeing and self-care
- > Study routines and study breaks
 - > Support networks
 - > Sleep
- > Physical activity
- > Nutrition

The **360° of Being** domains are both explicitly and implicitly explored, with lessons, activities and initiatives designed to be highly individualised and dynamic. Across the CGGS journey, students have agency and voice in curating their own program. Wellbeing pathways are not linear, they are always evolving as experiences and priorities differ.

This is balanced with careful consideration regarding the need to equip students with a robust set of foundational wellbeing skills. This establishes predictable routines, expectations and life habits that support wellbeing, promote positive behaviours and choices, and catalyse learner engagement.

The model below illustrates examples of how students experience our 360° of Being Program, relative to the 5 domains.

- Cognitive Engagement
- Health & Connection
- Respectful Relationships
- Environmental Appreciation
- Positive Education

EARLY LEARNING – YEAR 2

Indigenous Workshops

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Developmental Play

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Resilience & Relationship Workshops

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YEARS 3 – 4

Sustainability Squad

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Play is the Way - Cooperative Games

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Junior School Council

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YEARS 5 – 6

Cross-Year Level Mentor Program

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Mindfulness Moments

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Leadership Program

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YEARS 7 – 9

Year 7 Transition Program

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Year 8 Wellbeing Days

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Year 9 Self-Worth & Resilience Workshops

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YEARS 10 – 12

Leadership in Action Program

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Duke of Edinburgh's Award

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VCE & Tertiary Transition Programs

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WHOLE SCHOOL

Chaplain's Assembly

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Celebrating Diversity Week

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CamberWELL Week

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Student Wellbeing Action Groups

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Education Outdoors Program

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Wellbeing Initiatives

The following wellbeing initiatives all take place throughout the year, running alongside what is taught in the classroom. The aim of these initiatives is to build cross-level relationships, to bring interest groups together, and to create the optimum school environment where CGGS students are known, feel safe and connected - an environment where they can thrive.



year 5 positivity, leadership & activated youth (play) program



health & pe week

senior school pride group

social & emotional learning

celebrating diversity week
Pride

camberwell week
environment week
froggies environment group



vice headstart program

How to Thrive!

TAKE WHAT
YOU NEED...

A Positive Life Starts With a Positive Mind

If you wake up each day with a positive mindset and a can-do attitude, your day will naturally start off better than if you begin the day with negative thoughts.

The More Grateful I Am, The More Beauty I See

Write down three things that you're grateful for every day. If we write down the positives, we remind ourselves that there is a lot to be grateful for.

Be Kind to Yourself

Feeling all of your emotions is part of the journey. Owning your feelings will help you cope better in difficult situations. Don't be too hard on yourself, be kind.

Talk it Out

Talking about your feelings can help you work through them. Talk with the people you trust - your friends, your parents, your teachers, your siblings. You'll feel better for doing so.

Happy Body, Happy Mind

It's no secret that exercise is good for us. Exercising also releases endorphins, which boost your mood and energy. It's a no brainer, try and make time for exercise!

A Healthy Outside Starts from the Inside

What you put into your body fuels you! Try and stick to a balanced diet full of all the good things - fruit, vegetables, whole grains, protein, essential oils, vitamins and minerals.

Make Time for Nature

We spend much of our lives indoors. Make time to connect with nature. It helps to reduce stress, lower blood pressure, heart rate and muscle tension.

Quiet the Mind and the Soul will Speak

A few minutes of daily meditation can have a big impact on your life. Meditation makes you feel calm, relaxed and can bring your focus to the current moment.

Permission to Say No

Saying "no" is one of the greatest forms of self-care. Your energy is a finite resource so you can't say "yes" to every opportunity. By saying "no" you prioritise what is truly important.

Unplug

Be more intentional with what you're using tech for. Try to focus on using tech for good. Take a day a week to do a digital detox and be mindful of what you notice when you aren't online.

Kindness is a Gift Everyone Can Afford to Give

The more you help others, the more people will want to do the same and kindness will spread. Spend some time thinking about kind gestures that you could do for others.

Sleep Tight

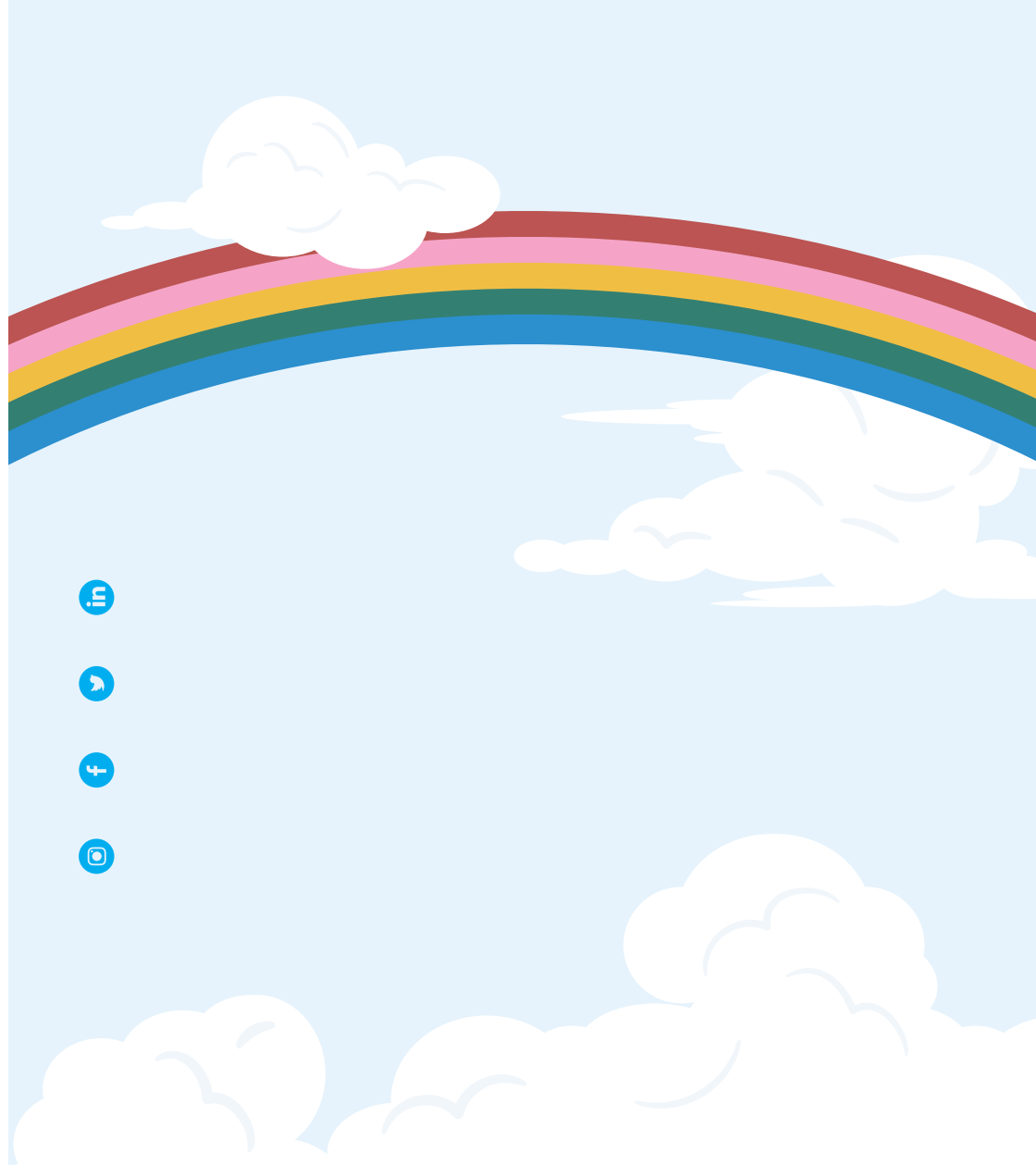
Sleep is vital. Primary secondary school

school students should be getting 9 to 12 hours and students need 8 to 11 hours of sleep per night.

The Sky's the Limit

360° of Being
reinforces that there
are no limits and
that anything is
possible.





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**CAMBERWELL GIRLS
GRAMMAR SCHOOL** | An
Anglican
School
CREATE YOUR TOMORROW

