



# Positive Education across the curriculum



Inspiring young people to become active citizens who can  
achieve their full potential and flourish









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HIGH SCHOOL  
*Not for ourselves alone*

# Presentation Overview

School Context

Culture Improvement

How we implemented

Curriculum examples

Staff/Parent Activities

COVID-19

Does it work?

2021

Where to find further information





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Adelaide

Located 32 km from Adelaide in the Adelaide Hills





Arguably the first Public High School in South Australia

Mount Barker High School

1908 2008

Centenary

A shield-shaped logo with a stylized 'H' and 'S' intertwined. Below the shield is a banner with the Latin motto 'NON NOBIS SOLUM'.

JENNIFER LANGMAID  
1981-1985

SUSAN CADDY  
1981-1985

ERROL G CROUCH  
STAFF 1981-1991

ROD THOMPSON  
STAFF 1981-2

KERIN BURFORD  
1982-1985

MICHAEL VEARS  
1982-1985

NERISSA SIMMONS  
1984-1987

MICHAEL SCOTT  
1982-1985

ANNE TRURAN  
1982-1985

WILSON  
1982-1985

JAMES VAUGHAN  
1982-1985



# Mount Barker High School

## Context

Yr 8 to 12 Public High School Campus

Co-educational

ICSEA 992

Alternative Offsite Campus (80 students)

Disability Unit (26 students)

Trade Training Centre

Agriculture Centre

ATSI Academy (SAASTA)



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	2021	2022
<b>Enrolment</b>	<b>764</b>	<b>1070</b>
<b>School Card</b>	<b>250</b>	
<b>Aboriginal Students</b>	<b>26</b>	
<b>NESB</b>	<b>24</b>	
<b>Students with disabilities (not including the unit)</b>	<b>75</b>	



Learn it  
Live it  
Teach it







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# Our Journey

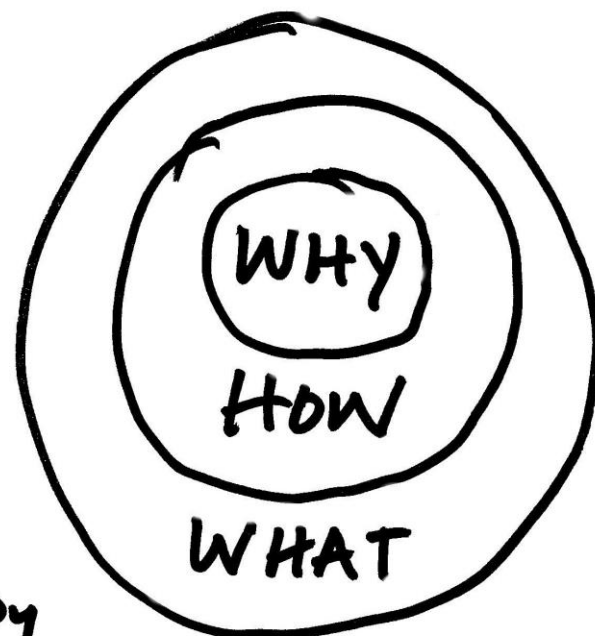




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# THE GOLDEN CIRCLE



by  
SIMON SINEK



# Embedding Positive Education



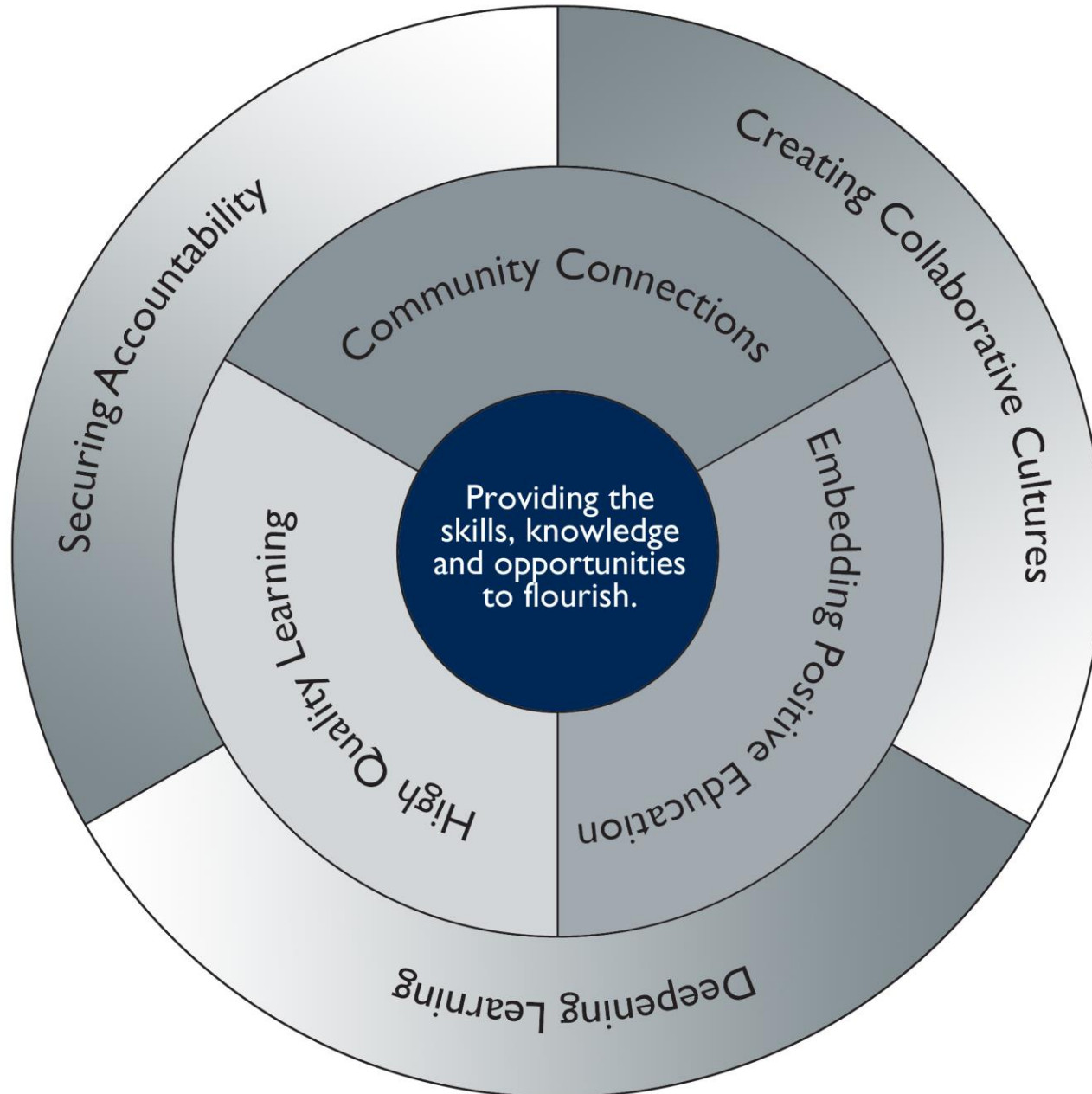
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- Appreciative Inquiry
- Staff Strength Conversations/Professional Development Plans (PDP's)
- Collaborative workshops
- Training Staff, development of 4,3,2 & 1 day training packages, targeted PL
- Release time to develop material
- Piloting curriculum, investigating hooks in learning
- Mapping whole school curriculum
- Development of a year level approach mapped from Yr8 to 12
- Student Workshops, leadership workshops (internal and other schools)
- Increased student agency within the school

# Site Improvement Plan



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# Timetable 2015-2020

Monday	Tuesday	Wednesday	Thursday	Friday
Care Group 8.45 (10mins)	Care Group 8.45 (10mins)	Lesson 1 8.45 (55 mins) Line 3	Care Group 8.45 (10mins)	Care Group 8.45 (10mins)
Lesson 1 8.55 (90 mins) Line 1	Lesson 1 8.55 (90 mins) Line 5	Lesson 2 9.40 (55 mins) Line 4	Lesson 1 8.55 (90 mins) Line 6	Lesson 1 8.55 (90 mins) Line 7
Recess 10.25 (20 mins)	Recess 10.25 (20 mins)	Recess 10.35 (20 mins)	Recess 10.25 (20 mins)	Recess 10.25 (20 mins)
Lesson 2 10.45 (70 mins) Line 2	Lesson 2 10.45 (70 mins) Line 6	Lesson 3 Positive Education 10.55 (55 mins)	Lesson 2 10.45 (70 mins) Line 4	Lesson 2 10.45 (70 mins) Line 5
Lesson 3 11.55 (70 mins) Line 3	Lesson 3 11.55 (70 mins) Line 7	Lesson 4 11.50 (55 mins) Line 5	Lesson 3 11.55 (70 mins) Line 1	Lesson 3 11.55 (55 mins) Line 2
Lunch 1.05 (40 mins)	Lunch 1.05 (40 mins)	Lunch 12.45 (30 mins)	Lunch 1.05 (40 mins)	Lunch 12.50 (40 mins)
Lesson 4 1.45 (90 mins) Line 4	Lesson 4 1.45 (90 mins) Line 2	Lesson 5 1.15 (55 mins) Line 7	Lesson 4 1.45 (90 mins) Line 3	Lesson 4 1.30 (55 mins) Line 1
Finish 3.15pm	Finish 3.15pm	Finish 2.10 pm	Finish 3.15pm	Lesson 5 2.25 (50 mins) Line 6 Finish 3.15pm

# Embedding Positive Education



Strategy	Targets
<p>Staff design and implement units of work guided by the use of Positive Education approaches.</p> <p>Staff explicitly teach and apply PB4L practices throughout the school.</p> <p>Staff embed the common language of Positive Education across the school.</p> <p>Through the use of data, courses are developed to improve the wellbeing of students in a range of contexts and cohorts.</p> <p>Courses are designed to connect learning to students' lives and aspirations.</p> <p>Staff develop and use skills in obtaining authentic student voice throughout the school.</p> <p>School delivers a range of teacher training programs to develop Positive Education practices.</p> <p>Staff use Positive Education approaches to improve student attendance.</p> <p>The Positive Education curriculum is mapped and evaluated across the school.</p> <p>Community training provided in the area of Positive Education.</p>	<p>100% Positive Education lessons written in accordance with PERMA plus.</p> <p>100% of all staff undertaken Positive Education Training.</p> <p>100 non-MTBHS staff trained in Pos Ed annually.</p> <p>70% of all curriculum taught using a Pos Ed approach.</p> <p>Annual review of school policies using a Pos Ed perspective.</p> <p>100% of students complete the Melbourne University Wellbeing Profiler.</p> <p>2% increase student attendance rate.</p> <p>100% of staff use PB4L procedures in all school activities/classes.</p> <p>100% of staff use EI to access student feedback on practice.</p> <p>70% of courses are connected to a students learning/aspirations.</p> <p>20 Community members undertake Pos Ed training.</p>





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# Learning Area Improvement

Site Improvement Plan Priority:	Site Improvement Plan Targets:	Learning Area Strategies: Using the whole school strategies as a guide, focus on the strategies that suit your learning area and expand the strategy to what you intend to do.
<b>Embedding Positive Education</b>	<ul style="list-style-type: none"><li>• 70% of all curriculum taught using a Positive Education approach</li><li>• Courses are designed to connect learning to student's loves and aspirations</li><li>• 100% of staff use PB4L procedures in all school activities/classes</li></ul>	<ul style="list-style-type: none"><li>• Staff design and implement units of work guided by the use of Positive Education approaches</li><li>• Share methods of using positive education approaches in each unit at each year level</li><li>• Staff embed the common language of Positive Education across the school</li><li>• Ensure One Plan goals for transition and health/wellbeing goals for students are negotiated with families and support student post school pathway skill development</li><li>• Collate a list of Positive Education approaches to support relationship building with students</li><li>• Showcase links to Positive Education at meetings, classroom displays, newsletter articles</li></ul>



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# Embedding Positive Education





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# Character Strengths

## Year 10 History

Identify and recognise in others so that we can recognise them in ourselves

- What strengths would survivors of the Holocaust have displayed?
- What positive self-talk would they have used to get through their experience?





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# Example Task

## WHAT STRENGTHS DO PEOPLE USE TO OVERCOME ADVERSITY?

*“The one thing you can’t take away from me is the way I choose to respond to what you do to me. The last of one’s freedoms is to choose one’s attitude in any given circumstance.” – Viktor Frankl*

To survive the horrors of the Holocaust, the Jewish prisoners displayed incredible resilience. How did they do this? Choose 3 character strengths, and give detailed examples of how a survivor could have demonstrated these qualities.

Think about the positive self-talk statements that these survivors would have used to cope with their situation. Can you give me 3 examples that would be suitable under these conditions?



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# Example responses:

**Hope:** that they would see their family again

**Bravery:** the survivors of the Holocaust showed incredible bravery. In order to remain alive, Jewish people had to stand up for themselves and others. They also used this strength to keep optimistic about the future, despite everything being done to them.

**Fairness:** In the holocaust, Jewish prisoners were fair to each other. Often, older prisoners would give their food and supplies to the young.

**Prudence:** to try and not spark the attention of the guards by doing something risky.

**Perseverance:** to keep going on day after day of hard work and terrible conditions.

**Leadership:** if one person is brave and starts arguing against Nazi orders, others will do the same and then more will follow. They know the risks but they choose to try to make a difference.

**Social-intelligence:** not saying the wrong thing and being aware of what the Nazis were doing.

**Teamwork:** the prisoners needed to work together

**Courage:** they would have had courage when facing what was coming, probably knowing that they would be dead in a matter of minutes.

**Love:** the Jews showed love to each other, by giving each other food and supplies so they could survive.

# Outdoor Education



## RELATIONSHIPS

Everyone acts different in than out of school, so being outdoors in this camp gave everyone a chance to get to know each other in a different scenario.

For me, throughout the camp, some relationships changed. People who I wouldn't usually talk to, started talking to me and had a good convocation about anything and everything. People came together when playing card games and we talked, smiled and laughed.

X probably surprise me most, before camp we never really talk at all but on camp we talked a few times and he actually nice and fun to hang out with, considering some rumors that he was kind of a rude to some people. And now at school we still talk.



# Food Journalism: Year 12 English

1. Deconstruction of an example text (Jay Rayner: Le Cinq)
2. Students were introduced to the task and the assessment standards
3. Discussed the structure, and language and stylistic features
4. Engage in a sensory eating experience
5. Use a note-taking sheet to visit a café/restaurant

Structure	Your Notes	Language
<b>Headline</b> Name the restaurant and provide its contact details (address, phone number), and include what was had (e.g. meal for two) and the cost (total cost)		<b>Industry knowledge</b> – include language that reflects your knowledge of the industry.  This may mean researching the head chef. Words like 'Michelin three-star', 'Chef of the year', 'spherification, a technique perfected about 20 years ago', 'Yuzu', 'Iron Chef back in the 90s', 'on-trend'.  Conduct research about the dishes served and relate them to any relevant sources.
<b>Provide background information on the restaurant</b> Is it a well-known or award-winning restaurant or a little-known gem tucked away on a small side street? Where is the restaurant located and does this suit the cuisine? What is their specialty and/or what are they known for (or claim to be all about)? Who are its clientele? How do they source their produce and/or wine (if relevant) given the context? What is the value for money given the context and your expectations as a diner? Provide a reason for choosing this restaurant and outline what you expected. What was your overall dining experience? Determine what is good, bad or different about the restaurant and stick with it.		<b>Subject-Specific Vocabulary</b> Use language that reflects the context of your writing. Use words like, 'entrée', 'main', and 'dessert', or by the name given on the menu. You are discussing food and talking about a restaurant, your language should reflect this.
<b>Setting</b> What are the physical details of the restaurant (ceiling height, colour scheme, space between tables, décor etc.) and what is the atmosphere like in this environment (cluttered, overwhelming, intimidating, rushed etc.)? How does it make you feel as a customer? Who are the other diners and how do they dress?		<b>Sensory Language</b> Use sensory language to describe your experiences – after all, eating is a sensory experience and your writing should replicate this experience. Use language that describes the look, taste, texture, and smell of the food. You should also use sensory language when describing the physical setting.
<b>Menu</b> What is the menu like given the context of the restaurant (theme, choices, prices etc.)? What is your		

# *The Mystery Box*

- Engage in a sensory eating experience – ***this will enable you to focus on the sense of taste and smell***
- Eat both items you are given, but in a mindful way. This means you should eat silently, savouring the taste
- Use the vocabulary list you have been given to write a short paragraph about the experience

## ***Comment on the following:***

- |                                   |                            |
|-----------------------------------|----------------------------|
| - How the food felt in your mouth | - How the food smelt       |
| - The most powerful flavour       | - The more subtle flavours |
| - The aftertaste                  | - Its temperature          |





**MILLA PINNEY-SCALES**

**FOOD ITEM #1 SWEETS**

**HOW IT FELT:** Rough, limey, medicine tastes like detergent smells, playground confectionary

**SUBTLE FLAVOURS:** LIME BUBBLING IN MY THROAT

**MOST POWERFUL FLAVOUR:** Lime, acid, detergent

**AFTERTASTE:** Fizzy lime

**TEMPERATURE:** N/A

**SMELL:** LIME + COLA

**FOOD ITEM #2 FAIRY FLOSS**

**SMELLS LIKE:** Cane sugar + cardboard

**AFTERTASTE:** diabetes/cough syrup/strawberry

**HOW IT FELT:** Sticky, clingy, dissolves on the tongue, melting on fingers, crinkly/grainy

**NO subtle flavours in fairy floss**

**FOOD #3 CRISPS**

**HOW IT FELT:** MILD, BUBBLY, CRUNCHY, POPEY

**SMELL:** BBA, FAKE BACON, HOT DOG STAND

**MOST POWERFUL FLAVOUR:** FAKE MEAT, AIR, SALT

**AFTERTASTE:** FLAVOURLESS DESPITE THE AMPLIFIED HELPINGS OF ARTIFICIAL FLAVOURS, SALTY SADNESS

**FOOD #4 SOUR LOLLY**

**SMELL:** N/A

**POWERFUL FLAVOUR:** SOUR, BRAWN PAIN, ACHING TEETH, BANANA (FAKE), SPLINTERING

**AFTERTASTE:** SWEET, SLIMY

**SUBTLE FLAVOURS:**

12/02/2018







watering aroma. This is where the magic ended, and instead, it felt as though our table had been cursed. Tofu was clearly the head chef's favourite ingredient, because by god was it abundant in this damn salad. Not normally known for its sour properties, just a speck of this stuff could send a person reeling worse than any warhead could. My guess is that the once heavenly dressing had been soaked up by the porous tofu, acting as a sponge to capture the horrible taste of the vinegar dressing and then release it into the mouth of an unsuspecting victim. The salad, in moderation and paired with chicken, was pleasant at first, but quickly got old with the acidic taste of the dressing and tofu, the best super villain duo known to man, overpowering anything good.

The specialty shake was the hero of the meal and it almost defeated the bitter taste left behind by the super villain duo, the dressing and tofu. A large mason jar was gorgeously decorated with popcorn surrounding its base, situated on top of a black plaque, reminding me of a hero posing on tarmac, ready to save the day. Inside was a thick, chocolate shake that was overflowing with drizzled chocolate and salted caramel sauce, both inside and outside the jar. Undertones of the salted caramel sauce were subtle in the drink, but contrasted well with the sweetness of the chocolate. All this was topped with whipped cream, more chocolate sauce, pretzels, and popcorn. The aroma was like a carnival food stand; salt, butter, and caramel sweetly invading all the senses. It reminded me of the annual

# Mathematics

- First lesson of the year where we set up puzzles and challenges all around the room and let the students just come in and play. We then discussed how they actioned their character strengths of Curiosity and Perseverance, and the importance of utilizing these character strengths in Maths. We also linked this with the idea of growth mindsets, and then we kept linking back to this over the rest of the year.
- Unit on functions. We looked at the ‘Peg it forward’ trend and looked at different mathematical models for how it could spread e.g. if anyone pegged pegs it forward it would grow in a linear fashion, but if everyone that has ever been pegged pegs it forward it will grow exponentially etc.

# Dance



## Review of Performance

Congratulations on a very successful performance. It is now time to reflect back on the journey from the very beginning of the semester to now. What went well? What were challenges? What have you learnt for next time? You are to write a written reflection about the performance.

You are to write to these points, 50 words (preferably more) each

- What went well #1
- What went well #2
- What went well #3
- Challenge #1
- Challenge #2
- Challenge #3
- What have you learnt for next time? If you are not planning to take a dance class resulting in a performance again how can you apply what you have learnt to another aspect of your life?
- What would you like to do next time? Do you have any ideas for another performance or creative project?
- What Character Strength did you demonstrate? How?
- What Character Strength did you notice in someone else?

# Student Voice







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# Fun things to do







# Staff Gratitude

[https://docs.google.com/presentation/d/1BQ9AXxmap5wz33M-wbqgW89DkN1Psdr5nCi8EZlFrYM/edit#slide=id.g37fe22c851\\_0\\_6](https://docs.google.com/presentation/d/1BQ9AXxmap5wz33M-wbqgW89DkN1Psdr5nCi8EZlFrYM/edit#slide=id.g37fe22c851_0_6)



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'I'm grateful for the time I've spent sailing  
around parts of the east coast of Australia'

Mr Symonds



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# COVID-19





# Letters to the Community



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Dear Doctors and Nurses in the Adelaide hills,

We want to let you know we really appreciate the work you are doing for our community and still working in these very stressful times. We all hope you stay safe in these unprecedented times. We know you are tired and risking your lives for us all. I'm sure you would rather be home with your families than working, you are really amazing. Things are changing every day, at school we are learning new ways to learn, and enjoying the time we have left together at school before we learn online!

Keep positive!

From Luke, George and the rest of the Year 8 English class at Mount Barker High School.

Dear teachers,

We are thankful that you are standing by us through this unknown time, we know it's scary but we are grateful you are remaining calm and you're staying strong and spreading positivity.

We know that you will be feeling stressed, sad and anxious, just keep your head up high and keep doing what you're doing because you are important to us. We hope it's not too hard to teach us online, and we are excited to see what type of learning we will do next term.

Make sure to get some rest in the holidays to relax and treat yourself. 'Do something today that your future self will thank you for.'

With love from Emily, Rilee, Jayden and our Year 8 English Class

Dear new mums,

Congratulations on the birth of your baby! We are students from Mount Barker High School, our names are Chloe and Tairiku. We are currently in Year 8 and learning from a new perspective too. During this time we have been taking some time to thank those in our community. We know it's hard in these current times but just know that you are loved and that your newborn child is loved. We know these are scary times, we are all being faced with challenges, but we are learning about new things and becoming stronger as a community. We are dealing with stress and we can't imagine what you must be feeling.

What you are doing is amazing bringing new life into the world. We hope you will be able to go home soon with your newborn, and show them off to your whole family. Just think, your baby is so safe, and will only know how much you love them. We hope you enjoy all your baby cuddles and you can get some rest too.

Love from Chloe, Tairiku and our Year 8 class from MTBHS

Dear residents,

We just want to let you know that the students from the Mt Barker High School Year 8 English class are thinking of you.

It's a strange time at the moment isn't it, we have heard that you aren't allowed to have visitors, and it makes us sad to think that you might be feeling a bit lonely so we are writing this letter to cheer you up.

We are glad that our doctors can keep you safe during this time. Things are a bit strange for us too, we are getting used to learning online, we will miss seeing our teachers every day, but we are even doing video chats on our computers!

Keep smiling!

With love from Emily, Rilee and Jayden and the Year 8's from Mrs Hynes English class

# Growing Resilience Website



## This site contains our Growing Resilience course for online learning.

Each week there will be activities and practices to engage in that teach the skills research has shown to improve resilience.

The slide show below explains what will be involved and how to set up a personal e-portfolio to save your work.

[Growing Resilience \(google.com\)](https://growingresilience.google.com)

# Growing Resilience Website

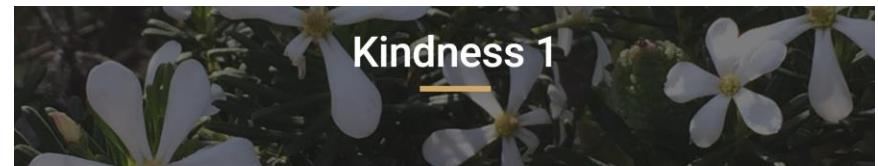


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10-week program focusing on:

- Gratitude
- Changing your thinking
- Kindness
- Physical Wellbeing
- Humour
- Mindfulness



## Kindness 1

According to Martin Seligman the single most effective way to boost your own wellbeing is to do something for someone else.

Kindness works both ways - it boosts the wellbeing of the person we are kind to and it boosts our own wellbeing even more!

[https://greatergood.berkeley.edu/article/item/kindness\\_makes\\_you\\_happy\\_and\\_happiness\\_makes\\_you\\_kind](https://greatergood.berkeley.edu/article/item/kindness_makes_you_happy_and_happiness_makes_you_kind)

We all need some kindness at the moment so your practice for this week is to do something kind for someone around you each day and share it as a photo, journal entry, poem, etc in your e-folio

<https://sites.google.com/mtbhs.sa.edu.au/growingresilience/home>





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# Does it work?



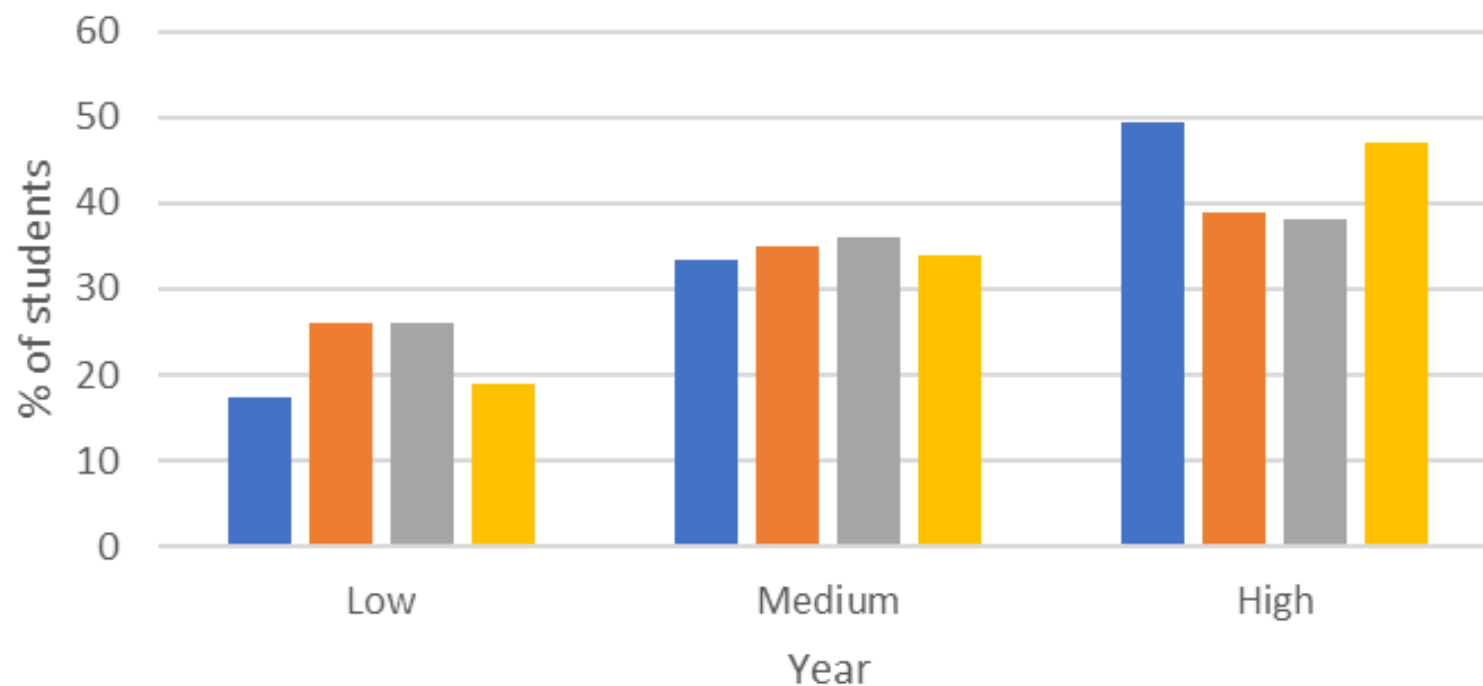




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## Sadness



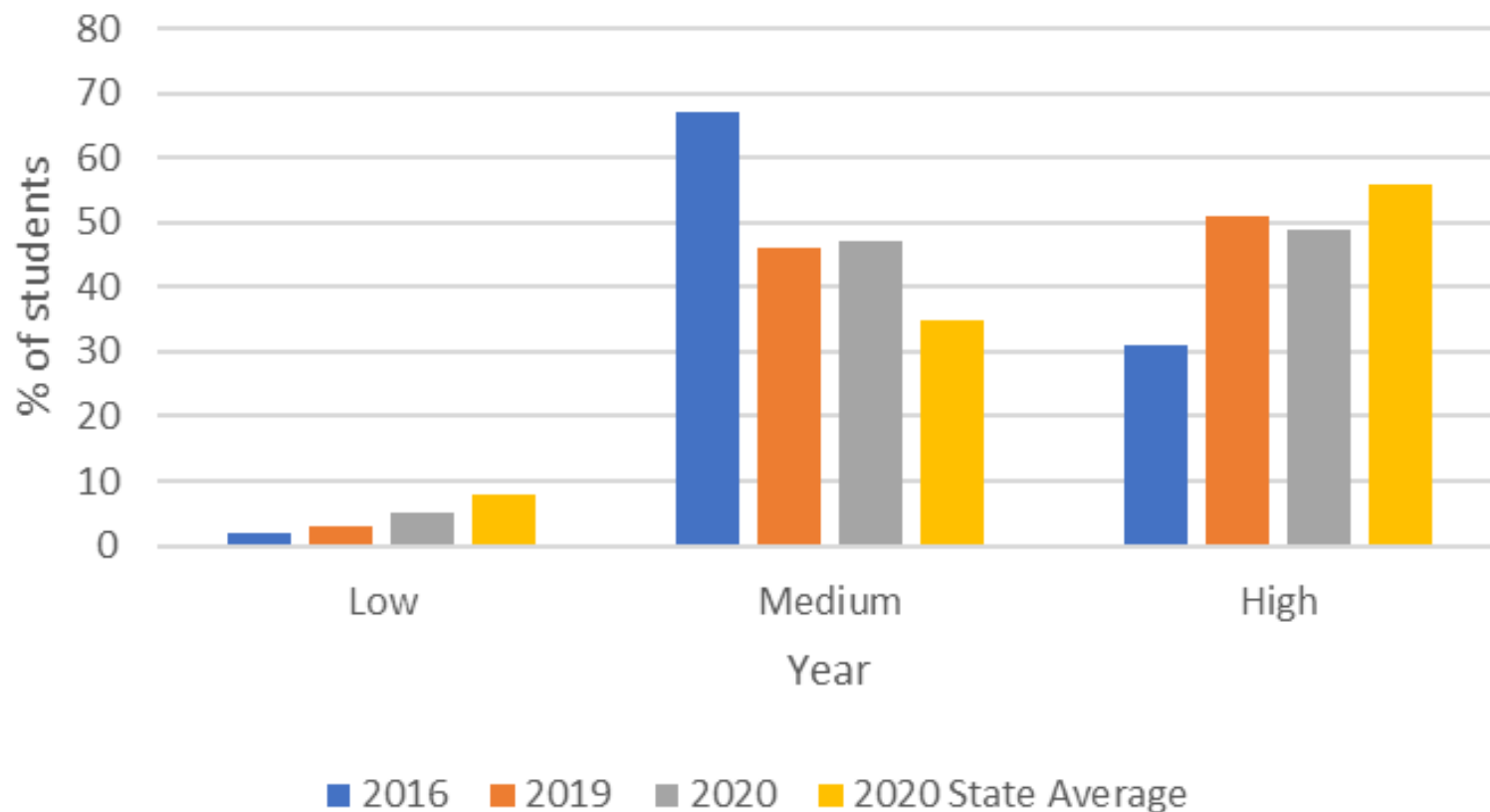
■ 2016 ■ 2019 ■ 2020 ■ 2020 State Average



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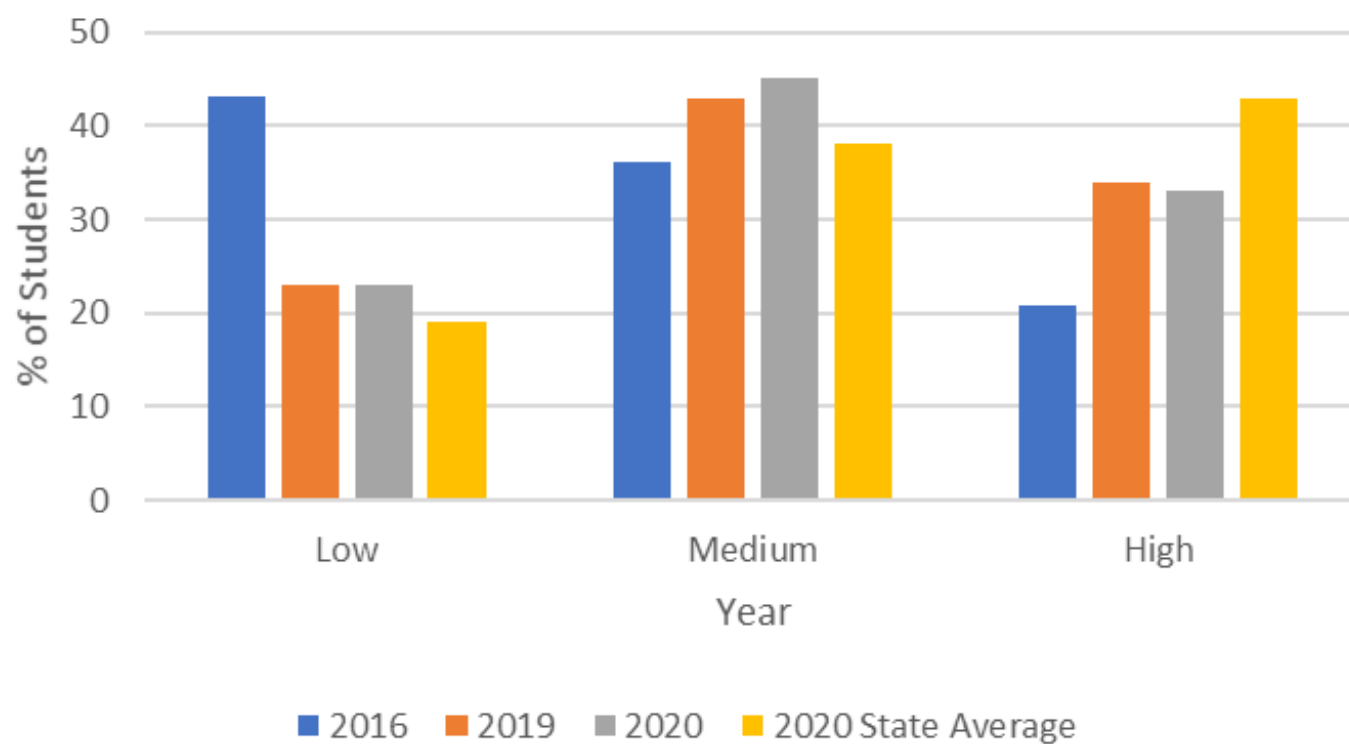
## Important Adult





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## Optimism



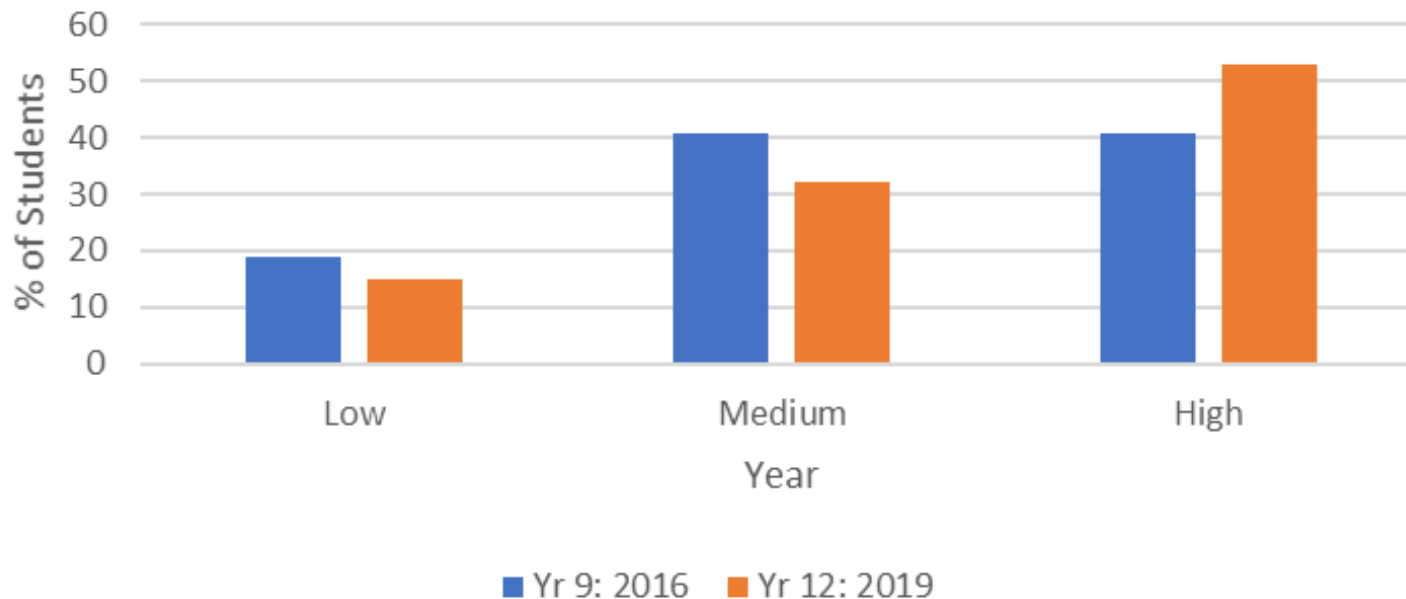


# Wellbeing Improvement



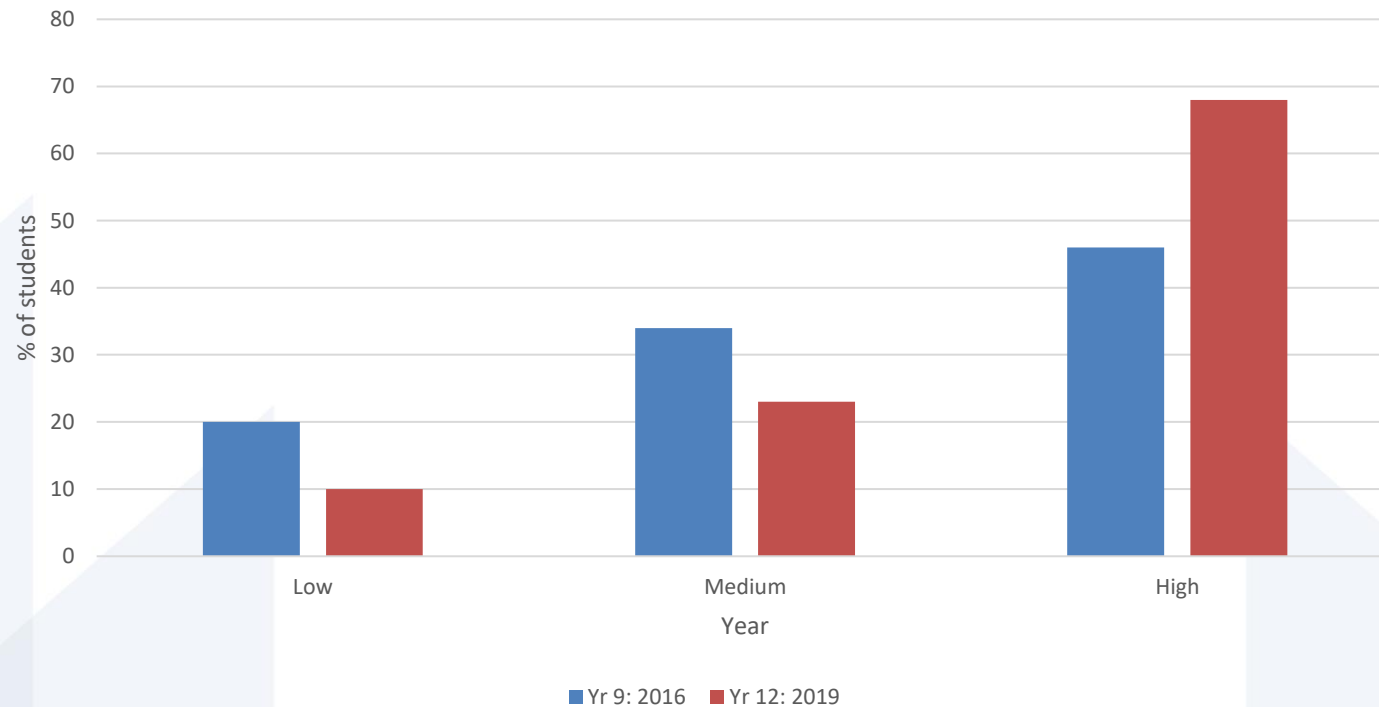
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**Connectedness to School:** Longatudinal growth  
of the same cohort of students Yr 9 in 2016 & Yr  
12 in 2019



# Wellbeing Improvement

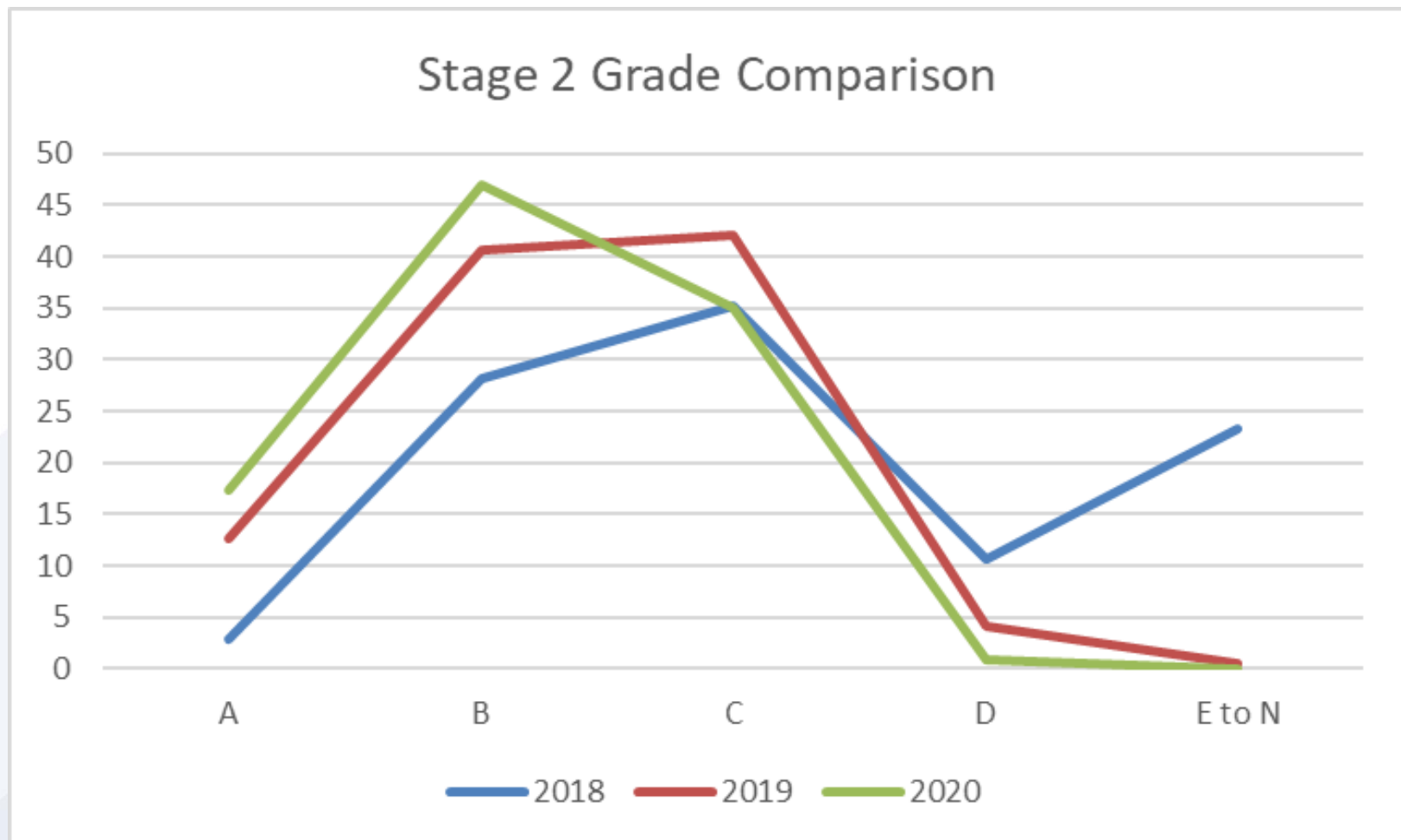
**Academic Self Concept:** Longatudinal growth of the same cohort of students Yr 9 in 2016 & Yr 12 in 2019



# Academic Improvement



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**2021**

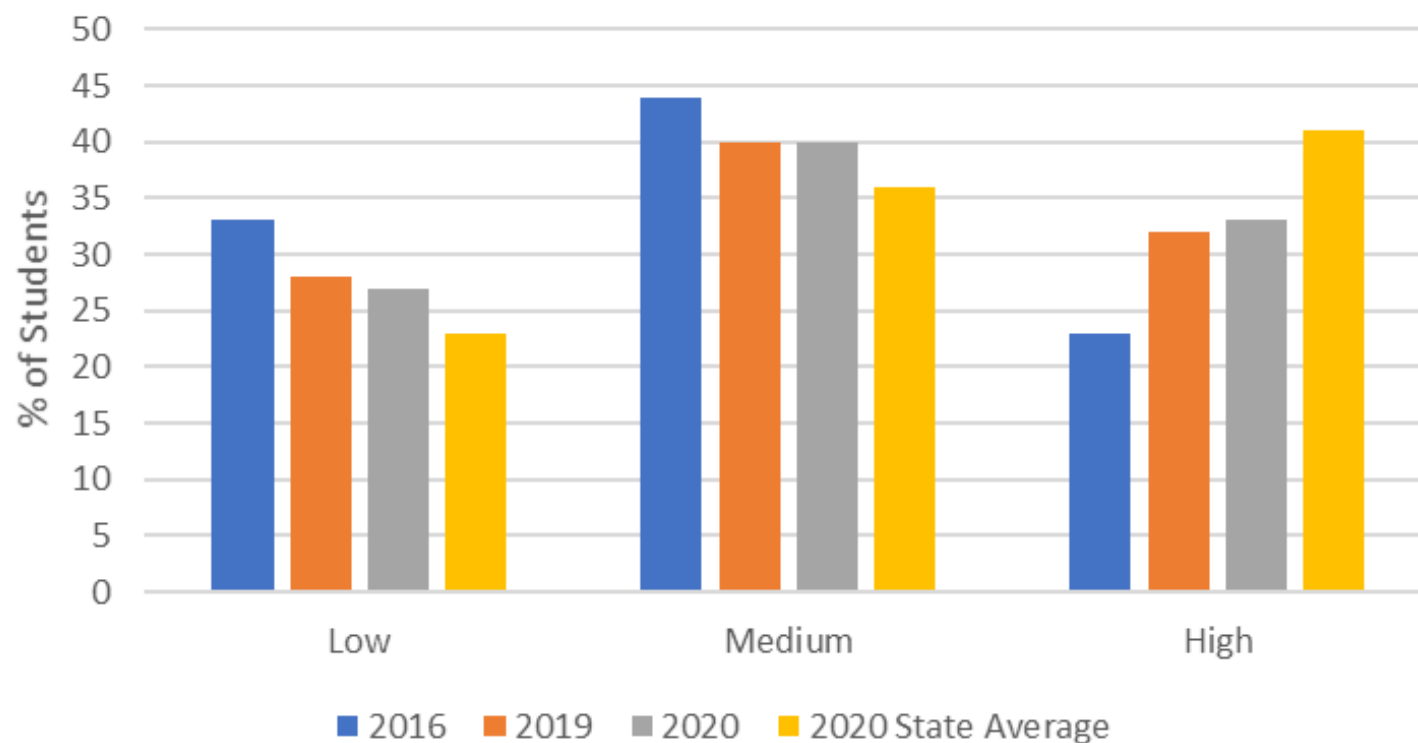




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## School Belonging





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# Timetable 2021

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2021	Monday	Tuesday	Wednesday	Thursday	Friday
1	<b>Line-1</b> 8:40am---10:25am (105-minutes)	<b>Line-4</b> 8:40am---10:25am (105-minutes)	<b>Line-7</b> 8:40am---10:25am (105-minutes)	<b>Line-3</b> 8:40am---10:25am (105-minutes)	<b>Line-5</b> 8:40am---10:25am (105-minutes)
	House-Time 10:25am---10:45am (20-minutes)	House-Time 10:25am---10:45am (20-minutes)	Recess 10:25am---10:55am (30-minutes)	House-Time 10:25am---10:45am (20-minutes)	House-Time 10:25am---10:45am (20-minutes)
2	Recess 10:45am---11:15am (30-minutes)	Recess 10:45am---11:15am (30-minutes)	<b>Line-1</b> 10:55am---12:40pm (105-Minutes)	Recess 10:45am---11:15am (30-minutes)	Recess 10:45am---11:15am (30-minutes)
3	<b>Line-2</b> 11:15am---1:00pm (105-Minutes)	<b>Line-5</b> 11:15am---1:00pm (105-Minutes)		<b>Line-4</b> 11:15am---1:00pm (105-Minutes)	<b>Line-6</b> 11:15am---1:00pm (105-Minutes)
4	Lunch 1:00pm---1:30pm (30-minutes)	Lunch 1:00pm---1:30pm (30-minutes)	Lunch 12:40pm---1:10pm (30-minutes)	Lunch 1:00pm---1:30pm (30-minutes)	Lunch 1:00pm---1:30pm (30-minutes)
5	<b>Line-3</b> 1:30pm---3:15pm (105-minutes)	<b>Line-6</b> 1:30pm---3:15pm (105-minutes)	House-Time 1:10pm-2:00pm (50-minutes)	<b>Line-2</b> 1:30pm---3:15pm (105-minutes)	<b>Line-7</b> 1:30pm---3:15pm (105-minutes)
			<b>Early-Dismissal</b>		

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- Introduction of Vertical House Groups (example)
- Piloting Technology
- Greater focus on curriculum and mapping using the Australian Curriculum Capabilities and Cross Curriculum Priorities
- Introduction of new timetable
- Modified Improvement Plan Template





## 2021 Improvement Plan: ¶

Area of Responsibility: ¶

¶

Area of Focus: ¶ ¶	Learning Area Strategies: ¶ ¶	Learning Area Evaluation Measures: ¶ How are you going to measure your success? ¶ ¶
Increase students skills and achievement in literacy with a focus on writing ¶ ¶	<ul style="list-style-type: none"> <li>→ What magic are you going to create in your learning area to improve writing? ¶</li> </ul>	¶
Area of focus: ¶ ¶	Learning Area Strategies: ¶ ¶	Learning Area Evaluation Measures: ¶ How are you going to measure your success? ¶ ¶
Increase student understanding of and achievement in numeracy ¶	<ul style="list-style-type: none"> <li>→ What strategies are you going to use to create a buzz in your learning area about building student's numeracy skills? ¶</li> </ul>	<ul style="list-style-type: none"> <li>→ ¶</li> </ul>
Area of focus: ¶ ¶	Learning Area Strategies: ¶ ¶	Learning Area Evaluation Measures: ¶ How are you going to measure your success? ¶ ¶
Learning Area Focus ¶	<ul style="list-style-type: none"> <li>→ What will you do in your learning area to inspire students to bubble over with excitement when parents or friends ask them about what they learnt or studied? ¶</li> </ul>	¶

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# Where to find further information





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**PESA**

**Positive Education Schools Association**

[www.pesa.edu.au](http://www.pesa.edu.au)



## *Equip Members with High Quality Resources*

- **Identify** evidence-informed practices and resources on Positive Education
- **Provide high quality resources to members** through multiple channels: website, newsletter, social media, conferences
- **Advise and link schools with service providers** for training and consultancy



# Wellbeing in Your School

A guide to understanding and implementing Positive Education



2nd Edition September 2020

# PESA: 'Wellbeing in your School'



This comprehensive resource is available free online to PESA members. It includes chapters on:

- An Overview of Positive Psychology
- “Wellbeing” Definitions and Frameworks
- Suggestions for Developing a Wellbeing Strategy
- Advice on How to Take an Appreciative, Strengths-based Approach
- Suggested Wellbeing Leadership Structures
- Parent and Carer Engagement
- Staff Wellbeing and Engagement
- School Policies & Vision and Mission Statement
- Student Agency
- Taught, Sought, and Caught Curriculum
- A Comprehensive List of Positive Education Curricula and Programs
- Wellbeing Measurement: Objectives and Methods
- The Intersection Between Positive Education, Curriculum & National Priorities
- Overview of Interventions, Practices, and Key Concepts





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