

“Student Wellbeing”: from Theory to Practice

This is a sabbatical study of sustainable strategies and programmes which have been developed by selected Secondary girls’ schools throughout New Zealand, with the intended purpose of reducing anxiety and improving mental health and wellbeing for all students.

Author:

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Sabbatical Timeframe:

This report is the outcome of a Sabbatical taken during Term Three 2019 at which time I had been Principal of Craighead for six years.

Executive Summary:

This study set out to investigate sustainable strategies and programmes which have been developed by selected Secondary girls’ schools throughout New Zealand, with the intended purpose of reducing anxiety and improving mental health and wellbeing for all students. I chose to use Dr Lucy Hone’s preferred definition of the term Wellbeing - taken from Huppert and So, 2009 – whereby reference to wellbeing means “feeling good and functioning well” (in other words, flourishing).

Concerned that anxiety is on the rise among teens and young New Zealanders, Auckland-based clinical Psychologist Gwendoline Smith points to a range of triggers - “Intense parenting, generalised anxiety in the population, increased school assessments, technology and social media. Social anxiety – a fear of being judged or negatively evaluated – is the third-biggest mental-health issue among youths”. (Listener August 17-23, 2019).

In addition, new research results are emerging about device/technology overuse - driven by social media and gaming – which show significant and detrimental effects on the crucial development of interpersonal skills. This impact is felt as diminished social connectedness and an erosion in the ability to resiliently interact with others.

With ‘over-parenting’ (parents wanting to protect their daughters from negative experiences seemingly more common these days), it is increasingly important that girls’ Secondary schools engage students in the decision making process around wellbeing and teach their young women the skills and dispositions they need to be able to take responsibility for their own wellbeing. We must both promote and respond to student wellbeing.

While this sabbatical study was centred mainly around higher decile New Zealand secondary schools for girls’, the wellbeing strategies and programmes developed by these selected girls’ schools, may indeed be of value to all single-sex girls’ schools.

Context and Intent:

As an Assistant Principal responsible for pastoral care in a Dunedin Secondary School, and now as a Principal of a high-performing school for girls in Timaru, I have observed a noticeable increase in the visible signs of anxiety - such as panic attacks.

This must be a concern for educators because student wellbeing is strongly linked to learning. A student’s level of wellbeing at school is indicated by their satisfaction with their life at school, their engagement with learning and their social-emotional behaviour (ERO, 2016). “If we’re not well, we can’t learn” wrote an anonymous Craighead student, in response to a survey in 2015. At that point, as a relatively new Principal, I was charged with the task of leading the rewriting of the schools’

Strategic Plan in order to shape our direction for the next five years. So this particular phrase was pertinent for me at that time and has remained with me ever since.

As a boarding school for girls (with approximately 120 boarding students, aged from 11-18 years), it is even more crucial to be able to offer a healthy student environment, one which fosters kindness, calmness, appreciation of effort and productivity, in a holistic and caring way. The Craighead Diocesan School Board of Proprietors are in the process of considering the earthquake strengthening and remodelling of our historic boarding house, “Shand House”- named after the four Shand sisters who set up Craighead as a school for girls in 1911. This historic building, which sits in the centre of the school campus, has remained vacant since affected by the Christchurch Earthquakes in 2011. With the C2 part of this complex possibly set for demolition, there is ongoing discussion as to whether to demolish it in keeping with the original plan, or retain and re-purpose this building. This could be an opportunity to turn this building into a “Wellbeing Centre” (a one-stop shop), for Craighead students to access all the health and wellbeing-related services they might require during their time as Craighead students. I am researching what resourcing (programmes, staffing and property) other girls’ schools are dedicating specifically towards improving their Student Wellbeing services.

Coincidentally and more recently, “Wellbeing” was also the focus of the inaugural, combined (Early Childhood, Primary and Secondary) Teacher-Only Day hosted by Craighead in April 2019. Attended by over 320 South Canterbury educationalists associated with the Timaru North and South Kahui Ako, we were fortunate to have Dr Denise Quinlan of the New Zealand Institute of Wellbeing and Resilience as the main facilitator. Wellbeing remains one of the key foci for the Timaru North and South Kahui Ako going forward.

Further, having hosted the Anglican Schools’ conference at Craighead in Timaru during May 2019, I also wanted to use the opportunity to extend my networks within the Anglican Schools’ network. I sought out mainly Special Character schools around New Zealand to visit, to see what philosophies, programmes and strategies they had adopted explicitly to support and enhance student wellbeing - so that their young women could achieve to their potential by having the skills and abilities to make good choices throughout their lives. I also took up invitations to visit several other secondary schools (not part of the Anglican network). These invitations were very much appreciated.

In summary, therefore, my intent was to use my Sabbatical to investigate the relatively broad topic of *“Student Wellbeing – from Theory to Practice”* for three specific reasons.

- To verify my own observations of a noticeable and gradual increase in levels of anxiety in Secondary school students and a chance to undertake some professional reading around this concern.
- To investigate the possibility of improving access to youth-friendly health care services at Craighead, through looking to establish an on-campus Wellbeing Centre in the near future.
- And to use the opportunity to collaborate and increase collegiality with colleagues around New Zealand by discussing their own schools’ wellbeing journey.

Discussion:

In this section of my report I outline the various aspects that impacted upon the intent of, and outcomes from, my study. I begin with a discussion of international and national trends and then narrow the focus to the New Zealand educational experience.

International Research, such as that by Suniya Luthar (2013) indicates that students from more affluent backgrounds face unrelenting standards of perfectionism, with resulting high levels of anxiety and depression and increased substance abuse. With ‘over-parenting’ (parents wanting to

protect their daughters from negative experiences) seemingly becoming more common these days, it is increasingly important that secondary schools teach their young women the skills and dispositions they need to be able to take responsibility for their own wellbeing. Students must not only take responsibility for own wellbeing but must be allowed opportunities to have a say in decisions affecting their wellbeing.

It is apparent that a number of other factors have combined over recent years to produce noticeably increased anxiety in young people of school age. The pressure of constant advances in technology and the popularity of social media, the rise in loneliness despite the increased connectivity are examples of this increased anxiety. US Social Psychologist Professor Jonathan Haidt notes that “Social media is contributing to an epidemic of anxiety and depression in teens, particularly girls”. Haidt also states that Gen Z (those born since the mid 90’s) have also been affected by over-parenting, and that those aged up to 23 years have grown up in a world that has never been safer, but haven’t learned how to cope with failure or how to be resilient. (Listener, August 17-23, 2019).

New research results are emerging about device/technology overuse - driven by social media and gaming – which show significant and detrimental effects on the crucial development of interpersonal skills. This impact is felt as *diminished social connectedness* and *an erosion in the ability to resiliently interact with others*. There are some other alarming statistics emerging on a daily basis – such as TV1 News, 6pm, Sunday 6 October, 2019 reporting that young people are becoming unable to focus on reading dense text, and that many people state that they not having read a recreational book for over a year!

Concerned that anxiety is on the rise among teens and young New Zealanders, Auckland-based clinical Psychologist Gwendoline Smith points to a range of triggers - “Intense parenting, generalised anxiety in the population, increased school assessments, technology and social media. Social anxiety – a fear of being judged or negatively evaluated – is the third-biggest mental-health issue among youths”. (Listener August 17-23, 2019).

Politically, there is a growing nationwide awareness and recognition of the importance of wellbeing in any community, as evidenced by the 2019 Labour Government’s “Wellbeing Budget”. The New Zealand Ministry of Education, under Minister Chris Hipkins, is focussed on excellence and equity for all students. Therefore, much resourcing (both financial and human) is directed towards schools of lower decile, particularly those which have a higher proportion of Māori and Pacific Island students or immigrants. However, many Principals in high(er) decile New Zealand Secondary schools have noticed that their students also face considerable challenges, particularly around the pressure of high expectations, mental health and general wellbeing. There seems to be a prevailing attitude that students from ‘more-privileged backgrounds’ have little to worry about. However, at higher decile schools, in addition to the challenges of social media and over-parenting, there is intense pressure for girls to conform, to achieve excellence in everything, to look good and to be successful.

Within the New Zealand educational context, The Wellbeing@Schools toolkit was developed by NZCER (Senior researcher Sally Boyd) for the Ministry of Education to assist schools to self-review and plan ways to foster wellbeing. Initially developed from research about strengthening school climates and addressing bullying behaviour, it focused on the hauora dimensions of social, mental, emotional, and spiritual wellbeing. Knowing that students’ wellbeing is influenced by the different layers of school life - including the social climate of a school, how relationships and belonging is fostered, how extra support is provided as well as what happens in the classroom (Boyd, 2019), this toolkit is designed to explore these and other aspects of the system around students. It is provided free of charge to New Zealand schools.

According to Sally Boyd (NZCER, 2019), National Wellbeing@Schools data suggests a multi-faceted approach as an effective way of building a health and wellbeing focus in schools, rather than single solutions, such as a curriculum approach. School-wide actions include five sub-groups:

- Collaborative leadership (working collaboratively, everyone on the waka for the long haul!)
- Creating a wellbeing culture (using classroom time to share and resolve concerns)
- Effective policies and practices (consistent and fair behaviour management)
- Support for students (well structured, on-site health services)
- Prioritising professional learning and development for all staff.

In the Vision section of The New Zealand Curriculum (Ministry of Education, 2007), the National Administrative Guidelines (NAG 5) state that New Zealand Schools have a responsibility to provide a safe emotional and physical environment for students. The update of the Education Act (2018) includes objectives related to wellbeing, such as schools promoting the development of:

- Resilience, determination, confidence, and creative and critical thinking, and
- Good social skills and the ability to form good relationships.

So why is this link between Curriculum and Pastoral care important? As mentioned in the previous section, student wellbeing is strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with their life at school, their engagement with learning and their social-emotional behaviour. To maximise the role that schools have in promoting and responding to student wellbeing, these initiatives and the resultant systems, and practices require a high level of school-wide coordination and cohesion.

As the term "Wellbeing" is a very broad one, I have chosen to use the definition preferred by Dr Lucy Hone and Dr Denise Quinlan of the New Zealand Wellbeing and Resilience Institute, Christchurch – meaning "feeling good and functioning well" (flourishing). It is important to promote the wellbeing of all students, as well as the need for systems, people and initiatives to respond to wellbeing concerns for students who need additional support.

In New Zealand four key cultural concepts are fundamental to supporting student wellbeing – manaakitanga (care), whanaungatanga (connection), ako (learner) and mahi tahi (working together collaboratively) – together these have the power to transform the learning environment for students. (ERO, 2016). Research into bullying behaviour shows that the actions of student bystanders can wither, maintain or disrupt negative peer norms. Therefore, partnering with students as co-developers of a school action plan is a vital facet of any approach that aims to address behaviours that are detrimental to their wellbeing.

Although the challenges faced by higher decile schools can be quite different to those faced by many lower decile schools, societal expectations and norms exist which must be taken seriously, especially when New Zealand's shocking statistics around the high rates of youth suicide are taken into account.

Methodology / Process:

Conscious of the limited time-frame involved and that the purpose of a sabbatical was to allow approximately half the available time for research and the other half for refreshment leave, my plan was to do:

- Weeks 1-4 - Professional Reading, data gathering and professional dialogue with colleagues
- Weeks 5-9 - Refreshment Leave (involving overseas travel to visit our daughter in Europe and to travel with a group of friends)

Week 10 – Further professional reading, synthesising findings and report writing, completing expenses claim.

Thus, I spent the first four weeks of Term Three visiting girls' schools in Dunedin, Christchurch, Wellington, Auckland, Hamilton and Rotorua. In addition, I also attended two conferences (a two-day Legal Conference based in Christchurch, and a one-day Conference hosted by the Alliance of Australasian Girls' Schools based in Auckland, with Dr Erica McWilliam as the keynote presenter) and I took part in a two-day Principal Retreat/Community of Practice, based in the South Island.

During this time, I gathered professional reading material around Student Wellbeing from a wide variety of sources and attempted to read as much as I could. This gave me the time to think about how this might apply to my own school setting upon my return to my leadership role at Craighead.

My research methodology mainly involved gathering qualitative data based around seven focus aspects, which I used as a basis to guide the discussions. These were:

1. Noticing – key patterns and factors causing concerns regarding wellbeing 'challenges' in girl's schools.
2. Data gathering – use of survey tools and evidence-based programmes (eg Wellbeing@Schools Survey, Positive Education, tracking and monitoring).
3. Student voice and agency – student-led initiatives, groups, involvement in assemblies.
4. Formal programmes dedicated to improving wellbeing – such as Curriculum initiatives, Health programmes, Mindfulness practices.
5. Resource allocation – timetabling, dedicated spaces, pastoral networks, budget allocation, staffing and staff PLD.
6. Communication with and the role of parents/caregivers.
7. Future directions and plans.

While originally focussing on visiting mainly Special Character Schools for Girls in New Zealand, I was also invited to visit two State Girls' Schools, which was an additional privilege. One of these had just reopened as a co-located school having operated out of shared premises since the 2011 Canterbury Earthquakes. This was a unique opportunity to observe a modern learning educational facility in operation. Both schools were still able to retain their unique character and vision, but shared various common spaces (such as the Reception area). I was very grateful for the opportunity to visit and view this very new school, as well as to learn about its innovative, comprehensive and embedded Wellness programmes.

Findings:

Most colleagues interviewed believed that the rise in anxiety, depression and the resultant poor mental health of young woman in higher decile schools can be partly attributed to a culture of striving for academic/sporting/cultural excellence, in trying to measure up to their own and others' expectations, and an inability to cope with 'failure'. For example, achieving less than an Excellence grade for an NCEA Standard is deemed unacceptable, whereas a Merit implies mediocrity. Social media has been blamed for exacerbating the problems for girls, with FOMO (fear of missing out), celebrity worship and relentless exposure to cyber-bullying.

Of the nine secondary schools I visited, all had noticed an increase in problematic anxiety and the fear of failure in their students, far above what might be considered 'normal' stress in students. In their research, ERO (Wellbeing for Success 2016), found five vital aspects evident in schools which successfully promoted and responded to student wellbeing. In these schools:

- Agreed values and vision underpin the actions in the school to promote students' wellbeing
- The school's curriculum is designed and monitored for valued goals
- Students are a powerful voice in wellbeing and other decisions
- All students' wellbeing is actively monitored
- Systems are in place, and followed to respond to wellbeing issues

Using these five vital aspects evident in schools which successfully promoted and responded to student wellbeing as a framework, the following is a summary of findings from my school visits.

1. Agreed Values and Vision underpinning actions to promote student wellbeing (Collaborative Leadership, Policies and Practices, prioritising Professional Learning and Development).

Most school's Wellbeing philosophies were influenced to a greater or lesser degree by relevant research findings - such as that of Senior NZCER Researcher Dr Sally Boyd, or American Social Psychologist Dr Jonathan Haidt and author Martin Seligman. Several schools had completed a Wellbeing Audit prior to developing a school-wide comprehensive approach to wellbeing, while others were planning to complete an audit as part of their internal review processes. Some well-known New Zealand Psychology experts were assisting with School-wide Wellbeing planning and action plan - these included Drs Denise Quinlan and Lucy Hone of the New Zealand Wellbeing and Resilience Institute. One other school had direct access to an overseas expert, Positive Education Australian author and speaker, Professor Lea Waters, who was fully involved in their staff Professional Learning and Development programme. Several schools were at the very beginning of their wellbeing journey, having collected some baseline measurement. These had not yet coordinated their action plan. Only one school had not attempted to gather any wellbeing-specific data, as their first priority was on extensively remodelling their pastoral systems.

2. The school's curriculum is designed and monitored for valued goals (creating a Wellbeing Culture).

All schools had reviewed their Health programmes and were offering explicit teaching of wellbeing through age-appropriate programmes (such as Character Strengths, how to stop catastrophizing, Mindfulness techniques, developing mental toughness and resilience) for each year level. Some programmes were more comprehensive and better resourced than others depending upon the commitment of the personnel involved. One school (whose focus was on *gratitude* and *empathy*), had made a commitment to include a wellbeing-related teaching point in every lesson the effect of which generated much enthusiastic discussion amongst the staff, as a whole. This particular school had an impressive Wellbeing Wall decorating a busy thoroughfare.

3. Students are a powerful voice in wellbeing and other decisions (Student agency).

Most schools were collecting good wellbeing data, using a range of tools (such as data from the Wellbeing@Schools survey), with several now able to track longitudinal patterns and trends. The results of these findings were shared with their school communities and then shaped a series of parent information sessions.

Students at all of the schools were encouraged to develop their sense of agency. They assisted with running Wellbeing Assemblies, served on Committees or ran group/year level meetings and took responsibility for the larger Wellbeing activities, such as Mental Health Week or Pink Shirt Day. Students at all levels were prepared to show leadership regarding aspects of their wellbeing.

4. All students' wellbeing is actively monitored (Support for students).

Following the Canterbury earthquakes in 2011, as part of a Wellbeing Community of Practice, the “Grow Waitaha” initiative was developed involving all 33 Christchurch Secondary schools. Each school identified their own wellbeing focus project, but benefitted from the sharing of practice. Members of schools’ hauora/wellbeing teams attended termly hui, to increase knowledge and capacity in wellbeing, change management and cultural responsiveness. The immediate benefit of this initiative is that all schools in the Greater Christchurch area have now adopted a Wellbeing Strategy. This is now being widened to include regions beyond Christchurch, with initial meetings now being held in the South Canterbury region.

The majority of schools had introduced House-based vertical/whānau forms, utilising opportunities for their Seniors to connect with the Juniors and as a chance to demonstrate student leadership. Whānau teachers were attached to smaller groupings of mixed-aged students, with 15-20 being the most common size. Most stayed with their group, thus getting to know the students in their care well (and were considered a “significant” adult). The whānau teacher was often supported by a Year Level Dean. The success of the cohesion of these whānau groups was dependent upon the commitment and effort of the whānau teacher. Those staff who were well supported in terms of their professional development or by the provision of resource materials from the overseer of school-wide wellbeing programmes tended to do a much better job as a whānau teacher.

Of the schools I visited, those which had the most comprehensive and successful wellbeing programmes in place, especially those in Christchurch and Dunedin, had adapted the data gathering tools to suit their particular school setting, and were tracking patterns and trends over time. Most were following the ERO (Wellbeing for Success, 2016) guidelines, in using their data to inform practice, inviting student input and then adapting aspects of wellbeing programmes, depending upon their students’ needs and what their data told them. These schools were particularly responsive and proactive, promoting wellbeing as an integral part of the school’s internal evaluation processes. Student voice was a natural part of their wellbeing programmes with students fully involved in decisions affecting their health and wellbeing.

5. Systems are in place, and followed to respond to wellbeing issues (Support for students).

Five schools had dedicated building facilities for Wellbeing Services, and students were offered a range of health and wellbeing services, plus access to some specialist services. These facilities tended to house the School Nurse (and sick bay area), Guidance Counsellor, Social Workers and other specialists (such as the Public House Nurse or Physiotherapists). One further school was in the process of remodelling a recently purchased adjacent property into a Wellbeing Centre, and I was fortunate to be able to sit in on their meeting with the architects, as they shared their vision for the use of these spaces. In these dedicated spaces, students were able to be upfront about their wellbeing needs. Thanks to the efforts of some high profile New Zealanders – such as Sir John Kirwin and Mr Mike King, there is increasing openness around the importance of looking after one’s mental health and wellbeing – along with a noticeable shift in culture around ‘secrecy’ when accessing advice and guidance pertaining to one’s health. It also highlighted for me the importance of the ‘face’ at schools’ Reception areas. Not only were the staff on reception warm, welcoming and empathetic, they knew their young clients well and could discern who was in genuine need as opposed to who was showing school avoidance!

Four of the schools had Staff Wellbeing Committees, made up of interested personnel. Some had a member of Senior Leadership as overseer of Staff and Student Wellbeing. Research does suggest that starting with building Staff Wellbeing is the way to go – the response is that most schools have now built in an element of fun or enjoyment into their weekly administration times – such as shared morning teas, music, yoga, raffles, and jig-saws.

Most schools had some good access to external providers and initiatives. These include Positive Education, Visible Wellbeing™, Loves Me Not, Mates and Dates, Travellers Journey, Mindfulness Practices, Restorative Practices, Family Zone/Linewize software packages. Some of these require considerable financial resources and commitment. Two schools had established good links with their Universities and were therefore able to access specific expertise on occasion.

Several schools were running successful parent information workshops, while one other was using Michael Carr-Greg's parenting tutorials accessed from their website. All schools were wanting to involve their parents/caregivers even more. Some were reporting a very positive response from their parent communities, noticing an improvement in trust of school systems and processes by their parent community.

Conclusions / Recommendations:

A. Wellbeing Strategy and Action Plan

- Determine where your school is at with your Wellbeing Journey by conducting a wellbeing audit - what is happening in Health at all year levels, pastoral services and structures, other programmes offered in curriculum areas, student input, school-wide initiatives?
- Develop an overarching philosophy and shared vision for your Students' Wellbeing as part of your Strategic Plan - with a focus on positive, proactive and preventative initiatives. This will give a clear direction around which to base your wellbeing programmes and strategies, supported by appropriate resourcing.
- Focus on the four hauora dimensions - social, mental, emotional, and spiritual wellbeing.
- If required, improve access to youth-friendly health care services. Work towards having a dedicated physical and visible Wellbeing space (building?) for students to be able to access both in-school and outside providers, for instance: Counsellor, Nurse, Deans, Public Health Nurse, Physiotherapist, Careers advice etc.
- Encourage deliberate expression and action across all curriculum areas. Wellbeing is a school-wide responsibility.
- Seek advice if you need assistance. Most of the schools I visited were open to sharing their wellbeing journey!

Note: Do not rush into implementing any Wellbeing initiative – go slowly so that something can go from an idea through consultation, education, amendment and evolution into the final product – this takes time! (see “Reduce Change to Increase Improvement” by Dr Viviane Robinson).

B. Pastoral Systems

- Review your Pastoral network – does the structure encourage connection and a sense of belonging? Do your students have a 'voice'?
- Consider establishing vertical whānau groups, with a dedicated 'significant adult' who stays with the group. Use this time for connection, fun, service activities, House events, special character events.
- Provide ongoing Staff Professional Learning and Development on Wellbeing initiatives and strategies – develop Staff skills (and expertise) in areas such as Positive Psychology, Positive Behaviour Strategies, Mindfulness (Christian Meditation), Personal Safety, Support Agencies, and Restorative Practice. Utilise existing in-school personnel, such as Chaplain, Whānau teachers, Boarding House staff, Deans, Tutor Teachers, Counsellors and Social Workers.
- Make wellbeing strategies and signs visible around the school – Wellbeing Wall, Gratitude Journals, quiet spaces, Assembly focus.
- Encourage professional reading of the latest research on topics such as Anxiety and Stress.
- Encourage self-care strategies through your Staff Wellbeing Committee.

- Focus on learning rather than assessment – review teaching and learning programmes and assessment schedules.

C. *Involve Students*

- Actively seek data about student wellbeing and be proactive/responsive to what they tell you. Gather data using a range of sources – such as the Wellbeing@Schools Survey, each year, to track and monitor changing needs.
- Allow opportunities for Student-led wellbeing initiatives and make student voice integral to any programmes. These should be well researched with student connectedness and sense of belonging pivotal.
- Provide a range of opportunities for students to make decisions about their wellbeing and to be active in leading their learning.
- Encourage ‘device-free’ time and working on improving the self-management of digital devices ie “Turn off and tune in”!

D. *Involve Parents/Community*

- Use your student feedback to guide any possible topics for parent information workshops.
- Parent seminars – keep your parent community well informed – share articles and material in your newsletters, on your social media sites, to build up a common language, and where feasible, hold parent information sessions on relevant themes.
- Encourage positive and informative conversations to take place both at home and at school, with consistency of messages through your communications (newsletter, blog etc.).
- Combine resources with other secondary schools in your region and take turns in hosting appropriate parent seminars.

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I wish to acknowledge the Craighead Board of Trustees and Board of Proprietors who supported and endorsed my application for this Sabbatical, particularly the two Board Chairs, Mr Ant Ford (Board of Trustees) and Mrs Nicky Hyslop (Board of Proprietors). This was a special professional development opportunity, which allowed me to network with colleagues both known and new, particularly those Principals of Anglican Girls’ schools through-out New Zealand. I am very fortunate to have had the chance to discuss and share ideas with fellow Principals. Each School Leader was very warm and welcoming, and willing to talk through ideas and challenges, along with openly sharing their vision for their school. I felt, and hope that our discussions have been mutually beneficial – we certainly had some wide-ranging conversations! I thank them all for being so generous with their time and expertise. In return, they are most welcome to visit Craighead, if the opportunity arises in the future.

During my absence, Assistant Principal Ms Lara Hearn stepped into the role of Acting Principal, ably supported by the Deputy Principal Mr Wayne Pahl. I am constantly grateful to have such a loyal, competent and capable Senior Leadership Team. My thanks also to the Head of Science, Mr Alastair Townshend who stepped up to the role of Assistant Principal Curriculum and to Ms Sasha Smillie who then stepped into the Acting HOD Science role. It is not easy ‘stepping up’ for a short period of time, but as a team, they have done an excellent job of ensuring ‘business as usual’ by effectively leading and managing the school.

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Additional Research suggested by the New Zealand MOE

Anxiety:

<https://www.heysigmund.com/how-to-deal-with-school-anxiety-no-more-distressing-goodbyes/>

http://understandinganxiety.wayahead.org.au/mwg-internal/de5fs23hu73ds/progress?id=G9_UBqP-ws1S7FgGCFQZ0rP9tl3cvqgE92Weeq9GGIk

Health & Wellbeing:

<https://www.nzcer.org.nz/nzcerpress/mental-health-education>

<http://education.govt.nz/school/health-safety-and-wellbeing/pastoral-care-and-wellbeing/guidelines-for-the-provision-of-pastoral-care-guidance-and-counselling-in-secondary-schools/>

<https://www.cph.co.nz/your-health/hauora-in-schools/>

<https://www.education.govt.nz/school/student-support/student-wellbeing/>

<https://www.msd.govt.nz/about-msd-and-our-work/publications-resources/brochures/guidelines.html>

Resilience

<https://gostrengths.com/the-optimistic-child/>

<https://www.habitsforwellbeing.com/carol-dweck-fixed-mindset-vs-growth-mindset/>