



PESA

Positive Education Schools Association

**THE SPARK WITHIN:
BUILDING FLOURISHING FUTURES**

**PESA Queensland Chapter
2018 One-Day Conference
Saturday 21 July
9am-3.45pm**

Committed to supporting schools, students and the wider community to flourish



Proudly hosted by



WWW.PESA.EDU.AU

66 Ernest St, South Brisbane

Acknowledgement of Country

The Positive Education Schools Association and the PESA Queensland Chapter acknowledge that we are meeting on the traditional country of the Turrbal and Jagera people. We recognise and respect their cultural heritage, beliefs and relationship with the land. We acknowledge that they are of continuing importance to the Turrbal and Jagera people living today.



About the Positive Education Schools Association (PESA)

PESA is a **peak association** of schools, universities, educators, parents, researchers, charities and other community members who share an interest in an **evidence-based approach to wellbeing**, and a commitment to supporting our schools, students, and the wider community to **flourish**. We are based in Australia with a national focus, and also welcome international members.

PESA History

Until 2011, the early adopters of Positive Education in Australia worked largely in isolation or within small networks of schools in which knowledge and experiences were shared informally.

Early in 2012, Peninsula Grammar (Victoria), St Peter's College (South Australia) and Knox Grammar School (New South Wales) met with Associate Professor Lea Waters at the University of Melbourne's Graduate School of Education, to explore the likely benefits of forming an association of educators who shared the vision of promoting Positive Education in all schools across the nation.

The notion of learning from each other, as well as encouraging other schools to embrace the tenets of positive psychology was clearly a shared vision of these three schools.

A few months later, the leaders of nine schools from across Australia came together at St Peter's College in Adelaide for an inaugural workshop at which the foundations of the association were discussed.

Much work was done during 2012 – 2013 to develop the mission, vision and core values of the new association, which was to be named the Positive Education Schools Association. This work was assisted greatly by Michelle McQuaid, using an Appreciative Inquiry approach.

From the beginning, there was a strong commitment for PESA to be an association of educators and schools from all sectors, across regional and metropolitan Australia: government, independent and systemic.

The founding schools of PESA provided countless hours of support and generous financial assistance to enable our Association to formally launch at the 4th Australian Positive Psychology & Wellbeing Conference held at the University of Melbourne in February 2014.

PESA Vision

For the science of wellbeing and Positive Psychology to be integrated throughout the education system, enabling all students, schools, and communities to flourish.

PESA Mission

To lead, promote, and foster the implementation and development of Positive Education.

PESA Board

Chairman: Simon Murray OAM
Deputy-Chair: Anne Johnstone
Treasurer: Warren Symonds

Leonie Abbott
Joanne Alford
Janis Coffey
Charlie Scudamore



PESA Chairman's Welcome



Simon Murray OAM
PESA Chairman

On behalf of the Board of Directors of the Positive Education Schools Association (PESA), I am delighted to extend a very warm welcome to you to our very first Queensland Conference.

TAFE Southbank is our host today and we offer our sincere thanks for their support of our conference.

For educators, parents and members of the wider community who share a commitment to evidence-based approaches to student wellbeing, this conference will offer a marvellous range of practical tips and tools - whether you are just commencing your Positive Education journey, or are further advanced.

Today's conference is significant; it marks the continued growth of our association, and the establishment of State and Territory Chapters across Australia, to support and connect our members at a local level, has been one of PESA's key achievements over the course of 2018.

Over the course of today's conference, I encourage each of you to take full advantage of the opportunity to connect with your fellow delegates, keynote speakers and workshop presenters. We are so fortunate to be part of an inclusive, collaborative community of educators, academics, parents and others, eager to share ideas and learn from each other. This is the magic of Positive Education and our willingness to 'pay it forward' is a critical element of the growth of this field.

At this conference, you will learn from some of Australia's most experienced and well-respected Positive Educators, who will share with you the latest research, data and a wealth of experience.

Our workshop presenters will provide insights and practical takeaways for whatever stage you are at in your own Positive Education journey – whether you are keen to learn about designing a Positive Education strategy, adopting a Positive Education approach in your school, or embedding and growing your current Positive Education practices.

I can assure you that today's conference will provide a wealth of relevant tools and information. I would like to express my gratitude to the many people presenting keynotes and workshops today for generously sharing their knowledge and experience.

My thanks also to our Conference organising committee for the countless hours they have volunteered to bring you an exceptional professional development event.

Our presenters and committee alike have worked hard to ensure that all delegates will walk away at the end of the day brimming with exciting new ideas and practical initiatives.

I do hope that you enjoy the conference. Have fun, grow your knowledge, embrace new connections, and be inspired and energised by all that you learn today. You are part of a rapidly growing Positive Education movement, committed to enabling students to flourish and communities to thrive, and I applaud each of you for your commitment to effecting positive societal change.

Conference Welcome



Marita Hayes-Brown
PESA CEO

A very warm welcome to the inaugural Positive Education Schools Association Queensland Chapter Conference.

Our State and Territory Chapters support and assist our members on a local level, provide our association with insights and ideas from our members' grass-roots experiences, and run state and territory-based professional development events, such as this conference.

It has been inspiring over the past 12 months to watch our Chapters developing nation-wide, and indeed our Queensland chapter has been very active since its establishment a little over a year ago – it's remarkable what is possible with hard work, enthusiasm and collaboration.

PESA is very grateful to the dedicated group who make up the organising committee of our Qld Chapter, not only for their commitment to Positive Education and professional collaboration, but also for their steadfast support of our association.

A very special vote of thanks to our host TAFE Southbank, for their very generous support of our event.

Thanks also to our keynote and workshop presenters who are making time in their busy schedules to generously share their experience and expertise today.

I hope you take every opportunity today to connect, collaborate and share your ideas and knowledge with other delegates, and I am confident that each of you will leave this conference feeling inspired and energised about Positive Education and its power to enhance student and wider community wellbeing.

PESA is committed to supporting you to create and grow thriving, supportive schools, at which young people can become their best selves, equipped and eager over the course of their lifetimes to contribute to more flourishing communities.



Carolyn Speers
PESA Queensland Chapter Chair

On behalf of the PESA QLD Chapter I am delighted to welcome you to our inaugural PESA QLD state conference.

Our vision and theme for this conference was 'Igniting the Spark Within', to add the fuel to the fire and recognise the profound effect the science can have in schools, on our students, teachers in the support of creating flourishing school communities.

The committee set out to recruit expertise with vast experience and to provide practical examples for delegates to take away and highlight the science of positive psychology within the classroom. Many thanks to our keynote speakers, Mr Warren Symonds, Dr Anne Johnstone and Professor Lea Waters and our many workshop presenters who will bring this vision to life!

The PESA QLD Chapter is committed to creating good quality professional learning opportunities for all sectors and organisations in support of your positive education journeys. We have been humbled by the quality of abstract submissions and are confident that this conference will be a real milestone in the growth of positive education in Queensland.

Thank you for igniting the spark of positive education in your learning community. I hope you learn much from today and are able to take what you learn back to your school or organisation.

Many thanks to the PESA QLD Committee, all of whom have provided invaluable support in the organisation of this conference:

- Madonna Ahern – Mt St Michael's College
- Toni Kirton – A. B. Paterson College
- Victoria McLuckie – Varsity Lakes College
- Adrian Johnson – Somerset College
- Susan Ahern – Townsville Grammar
- Kelli Gallagher – Corinda State High School
- Nicholas Stansbie – The Southport School
- Sue Chandler – All Hallows' School

Program at a Glance

Saturday 21 July

Time	Event	Place
8.30 - 8.55am	Conference Registration	66 Ernest Street C Block Entry Auditorium
9.00am	Welcome & Acknowledgement of Country Carolyn Speers – PESA Qld Chair Marita Hayes-Brown – PESA CEO	C Block Level 1 Auditorium
9.10 – 10.10am	Keynote – Warren Symonds Principal, Mt Barker High School, SA <i>The Ripple Effect: How Positive Education Has Transformed Mount Barker High School and Become Part of The School's DNA</i>	C Block Level 1 Auditorium
10.10-10.15am	Transition	
10.15 – 11am	Workshops – Session 1 Please refer to workshop schedule following	C Block Level 3
11 - 11.30am	Morning Tea	C Block Level 2
11.30 - 12.15pm	Workshops – Session 2 Please refer to workshop schedule following	C Block Level 3
12.15 – 12.20	Transition	
12.20 - 1.20pm	Keynote – Anne Johnstone Principal, Ravenswood School for Girls, NSW <i>The Case for Positive Education.</i>	C Block Level 1 Auditorium
1.20 – 2.00pm	LUNCH	C Block Level 2
2.05 - 2.30pm	IPEN Reflection – Sue Chandler All Hallow's School, Qld <i>What I learned in Four Days! A Snapshot from The World Positive Education Accelerator: 2nd Festival of Positive Education & Appreciative Inquiry Summit, Texas, June 2018</i>	C Block Level 1 Auditorium
2.30 – 3.30pm	Keynote – Prof Lea Waters <i>Strengths Based Teaching</i>	C Block Level 1 Auditorium
3.30 – 3.45pm	Closing Address Carolyn Speers – PESA Qld Chair	C Block Level 1 Auditorium

Keynote Presenters

Listed in order of appearance



Warren Symonds

Mt Barker High School, SA

Warren Symonds is an experienced educator who has worked in Department for Education in South Australia since 1987. His teaching experience has varied from small Area Schools through to large metropolitan High Schools. For the past eight years Warren has been the Principal of Mount Barker High School. During this time he has initiated Mount Barker High Schools introduction of Positive Psychology into the whole school approach. This approach was expanded into the Mount Barker community and 8 primary schools to improve the wellbeing of children and young people across the Adelaide Hills. Professor Martin Seligman has referred to the approaches being used at Mount Barker High School as being a world's first and at the cutting edge of teaching Positive Education to a whole school community.

Warren has undertaken training in the area of Positive Psychology through the University of Pennsylvania, Geelong Grammar and Techworks. Under Warren's leadership Mount Barker High School has been recognised as the Department for Education Specialist School in Teaching Positive Education and the school is now conducting regular teacher training in the area of Positive Education. Warren is a current board member of Positive Education Schools Association (PESA) and Australian College for Education Leaders (ACEL). He was the recipient of the 2017 ACEL SA Educational Leadership Medal and the 2017 ACEL National Fellowship.

The Ripple Effect: How Positive Education Has Transformed Mount Barker High School and Become Part of The School's DNA

During the keynote address Warren will deconstruct the way he introduced Positive Education into a school and a community from the inception to a model of sustainability. He will use a range of takeaways including classroom examples that will provide insight in how you could initiate a positive education approach in your site from an individual approach to a whole site approach.



Keynote Presenters, cont.

Listed in order of appearance



Anne Johnstone MAPP

Ravenswood School for Girls, NSW

Anne is the Principal of Ravenswood School for Girls in Sydney, Australia, and Deputy Chair and a founding board member of PESA (Positive Education Schools Association). She has significant experience in leadership roles in schools, and as a teacher. Anne is also an Executive Member of the Alliance of Girls' Schools Australasia.

Anne holds Bachelor of Arts and Bachelor of Laws (with Honours) degrees, as well as a Graduate Diploma in Education. Anne also holds a Master of Applied Positive Psychology (MAPP) from the University of Pennsylvania, her capstone research on High Quality Connections in schools was supervised by Professor Martin Seligman, and received the honour of being recognised as a distinguished capstone.

Anne is currently undertaking a PhD in Education at the University of Melbourne under the supervision of Professor Lea Waters and Dr Margaret (Peggy) Kern.

In 2004, Anne was the recipient of a Winston Churchill Fellowship to conduct research in the United Kingdom on how to foster student resilience. This year, Anne was awarded the Australian Speech Communication Association (ASCA) Award for Excellence in Communication.

The Case for Positive Education

This presentation will explore the case for positive education. With mental health issues affecting 1 in 4 young people at some time in their lives, there is an important role educators can play in offering both preventative strategies, and helping support the development of student resilience. Anne will explore ways in which the principles and strategies of positive psychology can be implemented in schools to help build student wellbeing through their experience of positive emotion, a greater sense of engagement and flow in their learning, building positive relationships, encouraging the pursuit of meaning and purpose, and understanding the importance of grit and a growth mindset on achievement and well-being. Anne will also explore research that shows that learning and academic outcomes are profoundly influenced by wellbeing. Anne will also showcase approaches to positive education being implemented at Ravenswood, in striving to support students, staff and community members to flourish.



Sue Chandler

All Hallows' School, Qld

Sue is Head of Wellbeing at All Hallows' School, a Year 5-12 Independent Catholic school for girls in Brisbane.

She is an experienced educator with additional expertise in counselling, public speaking, mediation and facilitation. Along with a Bachelor of Education (HPE) Sue has attained a Master's degree in Counselling and a Graduate Certificate in Dispute Resolution. She has held positions of Pastoral leadership at several independent schools in the ACT and Queensland. Sue has presented workshops at the Practising Positive Schools Conference (Knox Grammar, 2015) and the 2017 PESA National Conference (Ravenswood). She has just returned from the World Positive Education Accelerator (IPEN) Conference in Texas (USA) where she presented a poster session highlighting the All Hallows' whole school wellbeing framework and its contemporary connection to Mercy charism.

What I learned in Four Days! A Snapshot from The World Positive Education Accelerator: 2nd Festival of Positive Education & Appreciative Inquiry Summit, Texas, June 2018

IPEN is the International Positive Education Network, the aim of which is to bring together teachers, parents, academics, students, schools, colleges, universities, charities, companies and governments to promote positive education. Its goals are to support collaboration, change education practice and reform government policy.

In this mini keynote-address, participants will be thrown bite-size take-aways from this super-charged International conference; bringing together the very best researchers, educators, practitioners, positive psychologists and agents of change from around the world, all striving to make the future of positive education successful.



Professor Lea Waters, PhD
University of Melbourne

Professor Lea Waters PhD is an Australian academic, researcher, psychologist, author and speaker who specializes in positive education, parenting and organizations.

Professor Waters is the Founding Director and Inaugural Gerry Higgins Chair in Positive Psychology at the Centre for Positive Psychology, University of Melbourne where she has held an academic position for 22 years. Lea holds affiliate positions at Cambridge University's Well-Being Institute and the University of Michigan's Center for Positive Organizations. As a researcher, she has published over 100 scientific articles and book chapters. Lea is the 2017-2019 President of the International Positive Psychology Association and serves on the Council of Happiness and Education for the World Happiness Council. Her book, *The Strength Switch: How the New Science of Strength-Based Parenting Can Help Your Child and Your Teen to Flourish*, was the top release on Amazon in the parenting category and was listed in Top reads for 2017 by Berkley University's Greater Good Centre and has been translated into 5 languages. In 2015, Lea was listed as one of Australia's Top 100 Women of Influence by the Financial Review and Westpac Bank. She has been listed in the Marques 'Who's Who in the World' since 2009 and has been included in the 2017 edition of Who's Who of Australian Women.

Strengths Based Teaching

Every teacher wants to bring out the best in their students, yet our broader education systems are typically deficit-oriented and focus more on correcting weakness and poor performance than on building strength. What's more, in the day to day rush of schools and with pressures to get through curriculum, strengths can get left behind.

Yet, three decades of research clearly shows the advantages of taking a strength-based approach for students, including greater levels of happiness at school, higher student engagement, smoother transitions from kindergarten to elementary school, more successful adjustment from elementary to middle school, and higher levels of academic achievement.

Research also shows benefits for teachers who learn how to identify and utilize their own strengths. Great teachers understand that a weakness, if not interfering with their teaching, is not worth wasting their time to improve – instead this time is best spent amplifying their natural talents to become the best teacher possible.

Having helped schools to implement strengths in Australia, New Zealand, Denmark, Hong Kong and China, Lea Waters PhD weaves together her science with concrete examples and best practices to provide the audience with the compelling case for adopting a strengths approach in schools.



Workshop Schedule

Session 1

10.15am

Listed alphabetically by presenter surname

Workshop No	Level 3 Room	Title	Presenter	School/ Organisation
1	3304	Positive Education: Where to Start?	Dr Justin Coulson	Happy Families Family Education
2	3303	Flourishing through Failure: How Positive Education informs best-teaching practice & Growth Mindset Development	Steph Langley & Shelley Martin	All Hallows' School
3	3314	Starting Small - Aiming Big	John Madden	Matthew Flinders Anglican College
4	3313	Our Strength is in our Character: How To Embed The Language And Practice Of Character Strengths In Australia's Largest Public School.	Victoria McLuckie, Marta Frazer & Paul Sochanik	Varsity College
5	3306	Igniting Personal Purpose to Help Your Students Flourish Now and Into the Future	Jenna O'Connell & Mariane Power	The Posify Group
6	3312	Sustaining Positive Organisational Culture	James Nelson & Tania Steward	St Andrews Lutheran College
7	3305	Measuring student wellbeing. To provide individual feedback or withhold? Lessons from Flourishing at School	Jason van Schie	People Diagnostix

Workshop Schedule

Session 2

11.30am

Listed alphabetically by presenter surname

Workshop No	Level 3 Room	Title	Presenter	School/ Organisation
1	3304	A Mental Toughness Program for Teens	Madonna Ahern, Kate Wilkie & Kathy James	Mt St Michael's College
2	3303	Embedding Positive Education PP-12	Susan Ahern	Townsville Grammar School
3	3314	Sparkling Sparkling Pos Ed using Adobe Spark	Juliette Bentley	Mt St Michael's College
4	3313	How Emotions Underpin Our Sense of Accomplishment, Our Relationships, Our Engagement and Sense of Meaning And Purpose	Michael Brown	The Gap State High School
5	3306	Contextualising a Wellbeing Survey Allows Continual Review of Student Needs	Julie Brunckhorst & Marisa de Jager	Somerville House
6	3312	Positive Practices for Wellbeing	Aneesa Kathrada	Department of Education, Queensland
7	3305	Putting Positive Education into Practice in a Public School: The Calamvale Community College Positive Education Journey	Nerieda Anderson	Calamvale Community College
8	3315	Hearts and Minds: An Evidence-Based Wellbeing Framework	Michelle McKersey	Moreton Bay College

Workshop Abstracts – Session 1

Listed alphabetically by presenter surname

Positive Education: Where to Start?

Dr Justin Coulson

The Positive Education and Wellbeing movement has swept across Australian education with many schools investing significant resources to develop and implement their wellbeing program. However, many schools have struggled to know where to start, what to implement, or how to go about creating a positive education climate.

Others have made unsuccessful attempts, meeting with resistance from staff who are tired of ‘fad programs’, starting with tremendous enthusiasm but tiring out, or trialling one thing after another in a ‘hope’ program where we ‘hope this works’.

Flourishing through Failure: How Positive Education informs best-teaching practice & Growth Mindset Development

Steph Langley and Shelly Martin

All Hallows’ School

This workshop will explore how to use explicit and implicit practice to support students in changing mindset. Students who are prone to perfectionism often avoid taking risks due to a fear of failure.

Participants will gain insight into classroom practice that seeks to highlight and embrace failure as an opportunity for learning.

Starting Small - Aiming Big

John Madden

Matthew Flinders Anglican College

With a team of three, we have started to build our Positive Education program. We are building from the Middle School (Years 7-9) and endeavouring to create an authentic wellbeing program, based on the principles of positive education and aligned with the ACARA content areas, elaborations and general capabilities.

We are recruiting other staff based on their specific strengths and areas of expertise to establish momentum and positioning ourselves to run and encourage further PD among our staff.

Our Strength Is in Our Character: How To Embed The Language And Practice Of Character Strengths In Australia’s Largest Public School

Victoria McLuckie, Marta Frazer & Paul Sochanik
Varsity College

In an ever changing world, schools play an increasingly important role in providing learning experiences and opportunities that develop and shape the character of their students. Furthermore, there is an increasing evidence base for a correlation between strength of character and desirable educational outcomes such as school achievement, leadership, high quality relationships and employability.



Sustaining Positive Organisational Culture

James Nelson & Tania Stewart

St Andrew's Lutheran College

This workshop will briefly track the strategic engagement with Positive Education and Positive Organisational Scholarship over a 6 year period, to introduce context. Lessons learned along the way shared, successes highlighted. Then we will reflect on what the next 3 years and Strategic Plan mean for the sustaining of this Positive Learning Culture.

Collaboration and fostering a culture of continual improvement are key features in our strategic plan and intention, some of the operations that will aide this will be shared. The College's focus on developing a leadership and learning culture has been essential, and now more than ever will be critical in sustaining and enhancing our culture. For each section of this presentation we will include brief sharing for participants regarding their current experience, their new learning and their actions to take away from the workshop. This explicit focus on andragogy may help create or reinforce existing networks sharing experience across colleges and systems. Workshop attendees will have the opportunity to reflect on their strengths and domains of leadership influence across both pastoral and curriculum based teaching teams to enhance what they continue to build in their site's approach to wellbeing.

Igniting Personal Purpose to Help Your Students Flourish Now and Into the Future

Jenna O'Connell & Mariane Power

The Posify Group

A great deal of research reveals the benefits of fostering the development of purpose amongst young people. Students who learn how to lean in to their unique set of skills, strengths and interests are more likely to contribute positively to their communities, schools and wider society, and accomplish greater achievements in adulthood.

This workshop, influenced by the latest research on meaning and purpose, the work of Simon Sinek and the Japanese concept of Ikigai, explores practical ways teachers, guidance counsellors and parents can assist young people in uncovering their purpose and developing skills that help them to live it. Participants will be guided through theories of motivation and wellbeing in order to understand the role of purpose in school life and beyond, then given the opportunity to play with evidence-based interventions and activities designed to authentically and effectively ignite purpose within their students, assisting them in their academic pursuits and personal endeavours towards a flourishing future..

Measuring student wellbeing. To provide individual feedback or withhold?

Lessons from Flourishing at School

Jason van Schie

People Diagnostix

Schools are becoming increasingly aware of the need for wellbeing measurement to ensure the scientific application of positive education and provide the ability to evaluate interventions. Schools (and survey providers) often differ however in their opinion of whether to provide individual feedback to students or not.

This workshop will explore reasons for and against providing feedback, and guidelines to follow to mitigate potential harm to students if a school does choose to do so.

Workshop Abstracts – Session 2

Listed alphabetically by presenter surname

A Mental Toughness Program for Teens

Madonna Ahern, Kate Wilkie & Kathy James

Mt St Michael's College

This is a workshop that explores a Mental Toughness Program for Teens based on MTQ48 and developed by the Positivity Institute Sydney. The program was trialled with a private Brisbane school in 2017 and then rolled out with minor adjustments in 2018. In this workshop you will hear about this program and the pilot year as well as the full roll out to date in 2018. Key learnings for participants will include:

- Learn the 4C Model of Mental Toughness
- Learn some simple strategies for enhancing MT
- Consider opportunities for applications of MT in Education.

Embedding Positive Education PP-12

Susan Ahern

Townsville Grammar School

This workshop highlights the importance of aligning a school's culture with a 'home-grown' Positive Education framework that supports a school's Pastoral Care and Wellbeing Programme.

Susie Ahern has worked with a number of schools, both nationally and internationally, to positively expose the 'good' that exists in many institutions.

The workshop touches on the evidence, principles and benefits of Positive Psychology to enhance current values and traditions to design and embed a whole school community Positive Education 'habit'. Over the past six year's Townsville Grammar have designed and embedded a whole school Positive Education framework where all students, staff and parents in the school have an evolving understanding and appreciation of the schools strengths based approach. Susie is keen to share her school's journey and assist others to find what is good and valuable in theirs.

Sparking Sparkling Pos Ed using Adobe Spark

Juliette Bentley

Mt St Michael's College

The Sparking Sparkling Pos Ed Lessons workshop aims to provide teachers with an easy-go-tool to create personalised resources for their classroom practice. Participants will learn how to make several resources, posters, web pages and narrated videos.

Personalising and creating a bank of resources where students can hear familiar voices leading them through mindfulness activities, allows them to engage more immediately with the objective of the lesson in a safe place. Teachers can also create web pages and posts (posters et al) which can both curate and provide stimulus materials which they can adapt, all with creative commons licences.

The aim for this workshop is to help participants learn how to create pages which hold resources without spending endless hours in design stages. However, the greatest power of these tools is the capacity for students to engage in a participatory culture, engaged in their own values and "becoming" and sharing their learning journey through these tools..

How Emotions Underpin Our Sense of Accomplishment, Our Relationships, Our Engagement and Sense of Meaning And Purpose

Michael Brown

The Gap State High School

Humans are bundles emotions. These feelings just pop-up and can rule our lives. And now we are encouraged to somehow concentrate on the 'positive emotions.' Yet all emotions have a purpose, and the distinction positive-negative isn't that simple. Emotions underpin all aspects of PERMAH so appreciating how they affect our behaviours can be very beneficial for wellbeing. This session will cover why we have emotions, how they spring forth, and some techniques for dealing with difficult feelings and emotionally charged folks like teenagers.

Contextualising a Wellbeing Survey Allows Continual Review of Student Needs

Julie Brunckhorst & Marisa de Jager

Somerville House

This workshop provides an overview of the development of our own in-house student wellbeing survey at Somerville House.

The survey, now in its third year, provides a rich foundation for understanding the unique characteristics of our student body, which allows for targeted and specific responses aimed to increase flourishing. This contextual, student-centred, data-informed approach enables continual review of student wellbeing and the effectiveness of our wellbeing programs across Middle and Senior Schools.

Through their participation, students are empowered to express their thoughts and concerns about wellbeing and in so doing partner in the adaptation of wellbeing initiatives tailored specifically to the needs of a their cohort..

Positive Practices for Wellbeing

Aneesa Kathrada

Department of Education, Queensland

The personal consequences of teacher stress and reduced wellbeing can include absence, burnout, physical and emotional distress, reduced self confidence and self-esteem, damaged personal relationships and suicide (Gardner, 2010; Howard & Johnson, 2004; Mearns & Cain, 2003; "Teacher Stress," 2012).

Teacher wellbeing is the next most influential factor in building student wellbeing after social connectedness (www.learningcurve.com.au, 2017). Building on current research, theories and an understanding of positive psychology and neuroscience, this interactive workshop presents the concepts of the PERMA model: Positive Emotion, Engagement, Relationships, Meaning and Accomplishment, as measurable elements that contribute to resilience and wellbeing (Seligman, 2011).

The concept of life balance vs work-life balance is explored to highlight the importance of self-care that will enable one to flourish and make informed choices to live a meaningful and fulfilling life aligned with personal values and interests.

Putting Positive Education into Practice in a Public School: The Calamvale Community College Positive Education Journey

Nerieda Anderson

Calamvale Community College

One of the most daunting tasks in the implementation of Positive Education is identifying where to start. Equally daunting is trying to predict the roadblocks for change before smashing into them head-on when putting a plan in practice. Add to the mix competing educational priorities and a shoestring budget, and effective implementation of Positive feels like climbing Everest.

Calamvale Community College's 'Pos Ed' Team Leaders understand these challenges and will share their highs and lows during the first 2 years of implementation across a complex school of 2100 students, ranging from Prep to Year 12.

The workshop will focus on the change-management process used to inspire 160 teachers that has now laid a strong foundation for embedding Positive Education as the College's wellbeing framework for staff and students.

Hearts and Minds: An Evidence-Based Wellbeing Framework Based on the NEF 5 Ways to Wellbeing

Michelle McKersey

Moreton Bay College

The Moreton Bay College Positive Education "Hearts and Minds" framework is based on the 5 Ways to Wellbeing, formulated by the New Economics Foundation (NEF) in the UK. These are connect, be active, take notice, keep learning and give.

In this workshop we will share our journey, including:

- Why we needed a wellbeing framework
- How we decided on 'Hearts and Minds'
- How we launched the framework
- How we plan to implement this framework

Conference General Information

Registration

Registration will take place at
Ground Level, Southbank TAFE,
66 Ernest Street, South Brisbane

Cost

PESA members	\$135
PESA non-members	\$185 (includes an annual PESA individual membership)
Full-time students	\$85

The price includes:

- Attendance at all keynote addresses
- Choice of two of the workshops on offer
- Refreshments and lunch
- Conference collateral

Online Registration

<https://www.trybooking.com/VVAT>

Dietary and Access Requirements

Please email kgall20@eq.edu.au at least one week prior to the conference detailing your dietary and access requirements. We will use all reasonable endeavours to meet your requirements.

How to Connect to Guest WiFi

Guest WiFi is available

Dress Code

Smart casual

Program

PESA reserves the right to make alterations to the program if deemed necessary.



Conference Policies

Cancellation

Delegates may cancel their registration without penalty until 14 days before the conference. Cancellations received less than 14 days before the conference will incur a 30% administration fee. Cancellations received the day before, the day of, or any time after the conference will not be eligible for a refund.

Please note the conference schedule, keynote speakers and workshop presenters are subject to change. The organisers reserve the right to alter or delete items from the program if need be.

Privacy

Delegates' and presenters' personal information will be treated in accordance with applicable privacy legislation.

Smoking

Smoking is prohibited in all areas of TAFE Southbank and within 20 metres of the campus perimeter.

Admission

Conference name badges are required for access to all sessions at the conference. These will be distributed at registration.

Mobile devices

Please ensure that your phone, iPad or other device is switched off or to silent while attending all presentations.

Photography and recording

Any photography, video or audio-taping, or other recording in any medium (other than the taking of handwritten notes or notes typed into a laptop or iPad) during any presentation or workshop without the express prior written consent of PESA is strictly prohibited. Any person failing to comply with this prohibition may be requested to leave the conference.

Presenter assistance

IT assistance will be provided by staff of TAFE Southbank. All presenters are required to bring their own technology. Laptops or other devices will not be provided for workshop presenters.

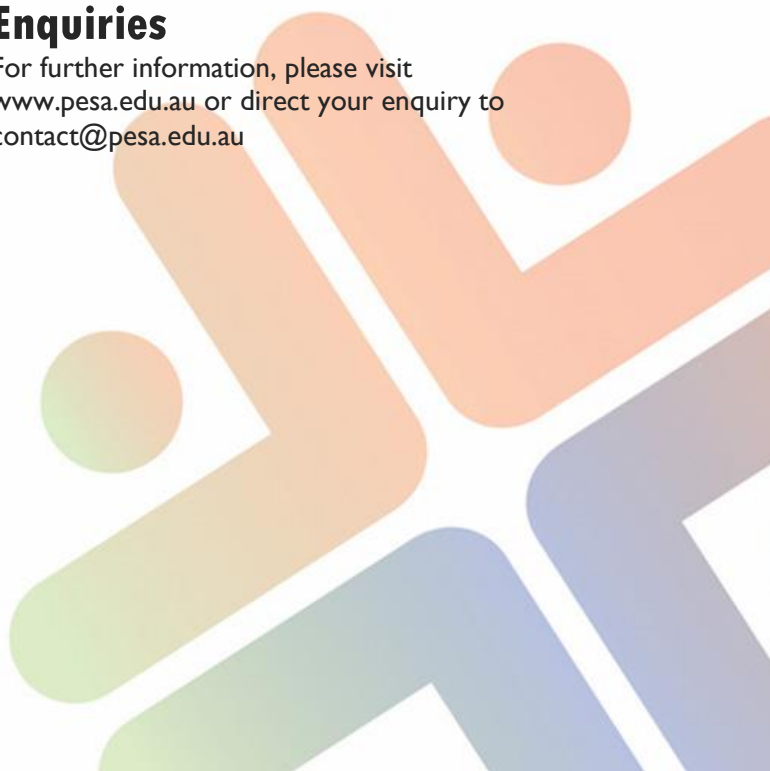
All presenters should ensure that their presentations are saved to a USB device in the event of technological difficulties arising with the use of personal devices.

Certificate of attendance

A personalised certificate of attendance will be available upon request to contact@pesa.edu.au. These will be posted after the conference.

Enquiries

For further information, please visit www.pesa.edu.au or direct your enquiry to contact@pesa.edu.au



We'd love to hear your thoughts...

Thank you for your participation in the PESA Qld Chapter's first state conference!

We welcome your feedback and would be grateful to hear your thoughts on the day, and suggestions for next year's event. Feedback can be provided anonymously.

With gratitude,
The Qld Chapter Organising Committee
<https://www.surveymonkey.com/r/YP6T2R3>

New members – Welcome!

If you purchased a non-member ticket for today's Conference, your ticket includes an annual individual PESA membership – so welcome to our association! Please ensure that when you register, you provide your full name, organisation details and email address to enable us to process your membership.

Why not connect with your fellow members via our Facebook groups in your home state or territory? To join a group, please click on the relevant link below and click the "Join" button.

- [Australian Capital Territory](#)
- [New South Wales](#)
- [Northern Territory](#)
- [Queensland](#)
- [South Australia](#)
- [Tasmania](#)
- [Victoria](#)
- [Western Australia](#)



With gratitude!

PESA wishes to acknowledge the generous support of



**All keynote presenters for supporting our first Queensland conference,
and generously making time in their busy schedules to share their expertise.**

**All workshop presenters for their work in Positive Education, for sharing their experience and for the
time that they have taken to prepare for the conference.**

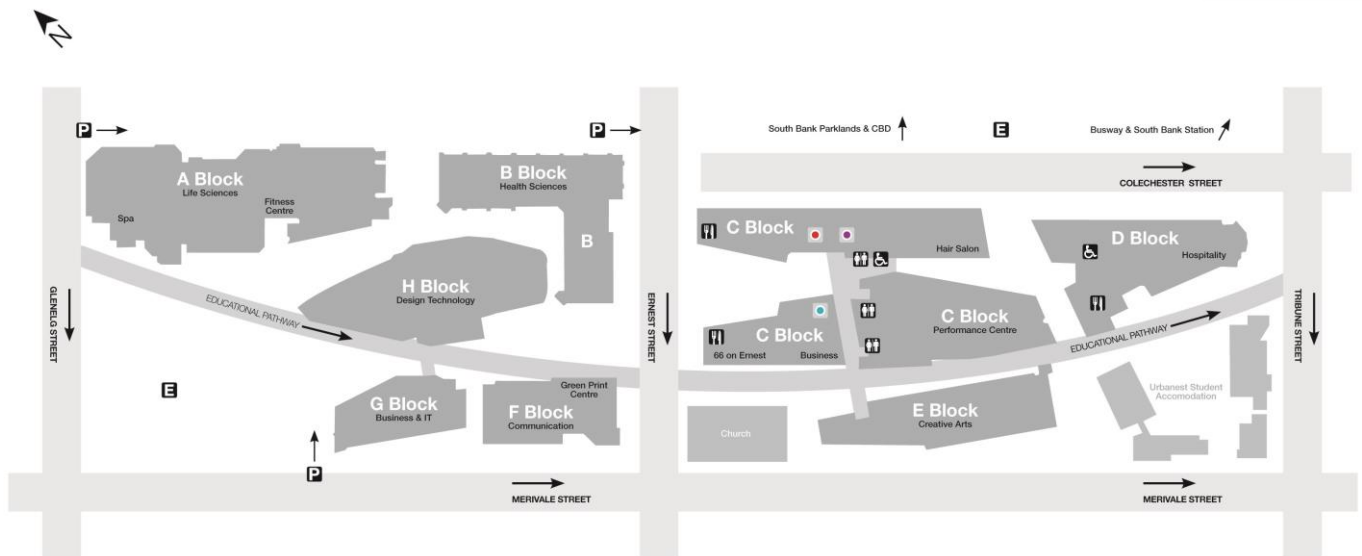
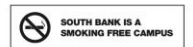


TAFE Southbank Campus Map

66 Ernest St, South Brisbane

SOUTH BANK CAMPUS MAP

66 Ernest Street South Brisbane Qld 4101



- Toilet Facilities
- Unisex Accessible Toilet Facilities
- Wheelchair Access
- Parking
- Canteen/Food Service
- Emergency Assembly Point
- Library
- Degree Hub
- Customer Service Centre

Note: If you require a unisex accessible toilet facility please contact our Customer Service Centre.

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