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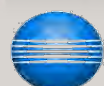
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Ordinary Members TRB Authorisation forms
Each year WAPPA pays the annual TRB fee (\$90.50) for our **Ordinary Members**. Members only have to send the form to us once and then as long as they are a financial Ordinary Member we will pay this on their behalf. We submit our listing before end of term in December for payment of the next year's TRB.
Please ensure to have yours to WAPPA by the **first week in December**.
Also note that all other TRB fees are payable by the member themselves.

From the President

Ian Anderson, President, WAPPA

How timely it is to have a focus on wellbeing at this time of the year. You have just successfully reached the half year “hump”, only to find that the year does not pan out as a normal bell curve. Instead, it seems that the hill increases to climb and if we are not careful, that hill may seem to be insurmountable. From years of experience, whilst it may seem that way, it is in fact an optical illusion. At this stage of the year, you have done most of the really hard work and teachers are seeing (and reporting back) on their successes in the classroom.

Yes, most of you would have athletics carnivals taking place this term, and we do see a spike in staff anxieties along with this, but this always happens and the evidence from the past indicates that the carnivals will come and go, nearly everyone will be pleased with the day and life goes on.

This is easier said than done, and as the school leader, it is important that you keep focus on reality, as you need to keep a steady hand on the wheel of the ship. Those around you will look to you for direction, support and stability which in most cases, you give tirelessly and unselfishly.

“ All extremely important and good to say, but who is looking after you? Who do you check in with? Who do you let off steam to? Is it a mentor, coach, colleague, collegiate group, spouse or is it the “mirror”? I am writing this on RUOK Day, so this message takes on even more significance. ”

We know that the job you do in leading schools is a demanding and complex one and it takes exceptional skill, knowledge, emotional intelligence and resilience to succeed. We often hear that we need to build resilience in our leaders, but we need to seriously challenge this thinking.

At our recent WAPPA Conference, we were told by Dr Adam Fraser that Principals do not have a resilience problem but they do have a recovery problem. Principals and Deputy Principals are in fact, extremely resilient. Adam’s studies show “that resilience is a huge issue for principals but in reverse. Principals are so resilient they have a



warped view of what stress is. They are so hardened that events which would normally crush the average person are seen by them as just business as usual.”

So, what are you doing about looking after yourself, because we know, that if you are not well, there can be a direct impact upon those around you, including your school? Have you applied the “third space” concept Dr Adam Fraser talks about?

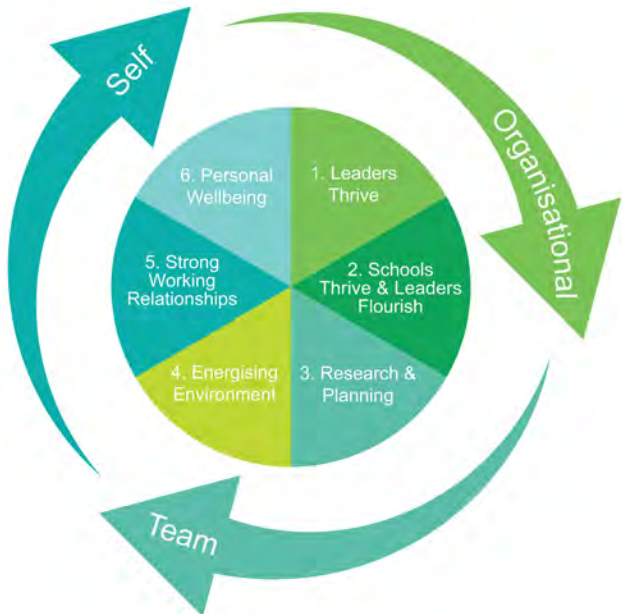
That space in which you reflect, rest and reset before moving from school to home? When you get home, are you present and ready to engage with your family? If not, then maybe it is time to take some action.

Are you part of one of the programs currently being offered by WAPPA or some of the other providers? Are you in a collegiate group? Do you have a coach or mentor? Your health and wellbeing is important and as such needs investment (time and money) if you are to flourish.

WAPPA has been working on a Wellbeing Framework which looks at six key areas at an organisational level. The framework is based on several principles:

1. When principals thrive, schools thrive.
2. When schools thrive, Principals flourish.
3. Planning for effective wellbeing is fundamental to a positive school climate and culture.
4. Members should be supported with access to quality wellbeing programs, initiatives, information, resources and opportunities offered through a broad range of communication media.
5. Action research is an effective way to identify and inform wellbeing practices in schools.
6. Promoting and embedding the importance and value of wellbeing through partnerships with stakeholders and external agencies will provide WAPPA with informed perspectives, support and opportunities.
7. On-going Professional Learning is an essential ingredient to building capacity.

Whilst this framework has a focus on the whole school, it is important that you focus on the six elements of Personal Wellbeing. Do you have balance? Are you devoting time to each element? If not, it is not too late. WAPPA is one source of support and there are many others out there, you just have to seek them out. 🏠



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Mindfulness Matters at Kardinya Primary School

Julie Simpfendorfer, Principal & Kate Robinson, Wellbeing Co-ordinator Kardinya PS

At Kardinya PS, mindfulness isn't a 'Buzz' word - it is a way of life. In an ever-changing world, children are constantly encumbered by increased anxiety, especially from bullying, disengagement from their peers or their studies and the effects of home concerns. Research shows that one in seven primary students has a mental health issue, so we are actively preparing our students and community to survive and thrive in the 21st century.

Mental Health is on everyone's mind and the Department of Education is supporting this as a priority by providing funds to schools through their Mental Health and Wellbeing Initiative. This support has proved invaluable at Kardinya Primary School to foster expertise and to provide time and resources to start the ball rolling. It has allowed us to make our school a place where the mental health and wellbeing of all community members are valued, considered and supported. Mindfulness promotes calm, improves attention, alleviates anxiety and increases feelings of wellbeing and relaxation.

“ By better regulating emotions and developing strategies to help think through problems more rationally, we hope to find improvement, not only in confidence and overall wellbeing but also in academic progress. ”

Kardinya PS is a school with a background of upheaval and workplace trauma. As a response to this, we have prioritised the wellbeing of staff along with the entire school community. We believe staff wellbeing is central to the wellbeing of the community and students and have used this as a starting point. Staff members are the heart of our school and enhancing their wellbeing is having a ripple effect, reaching out to the students and community beyond. The Staff Wellbeing Toolkit (Nesli) was

undertaken, with a leader chosen and 5 components of professional learning were presented to staff during staff meetings and professional development days. These components encouraged staff to get on board with the mental health and wellbeing journey, giving information and strategies to help them improve their mental health and wellbeing on both a personal and professional level, through building social capital.

We also engaged the services of Michael Broadbridge from Green Eleven to facilitate a High Performing Teams program to assist with the achievement of an actively engaged, high-performance culture within the Kardinya PS team. This process aimed to connect staff with the direction of the school and create a united front focusing on our core values and a collaboratively decided school mantra – “Be Your Best”. This has been adopted across all areas of the school and has provided consistent vocabulary and focus for improvement in all areas. We include mindfulness at the start of every staff meeting and staff members are acknowledged by their colleagues by way of a 'Staff Shout Out Board' and a 'Be Your Best Award'. These are displayed then collected for a random draw (prizes involved) before being handed to the recipient. After recently completing a staff survey on health and wellbeing, several other activities are being trialled, such as an after school walking group and fitness activities, mindfulness and meditation two mornings a week, social functions each term and a healthy breakfast morning.

At Kardinya PS mindfulness is becoming commonplace for staff, students and parents. We have introduced 'Mindfulness



KARDINYA PRIMARY SCHOOL
Learning for Life

& Meditation Mondays' (M&M Monday), where students come to the library for 10 to 15 minutes of mindfulness, meditation or yoga before going out to play. 'Thoughtful Thursday' has recently been added to our week. The library is opened for the whole of lunchtime, with calming music and mindful colouring sheets galore. This has proved very popular with our students.

“ Once a month we also have 'Wellness Wednesday' - fifteen minutes of mindfulness for parents just before pick up time. Attendance is building for this initiative where we use simple guided meditations, body scans or chair yoga as strategies to empower our parents. ”

Every fortnight we have buddy class activities. Each class has a buddy class of a different year level and they join forces on a Thursday morning to do fun activities together, building strong relationships across the school and ages. The teachers share the load of organising the activities, cooperating and sharing resources. Sometimes activities involve mindfulness, sometimes just chatting, reading, creating, or experimenting. Sometimes they play games colour pictures or share thoughts and feelings.

The children love going to Buddy Class and enjoy seeing their buddies in the playground. Our Chaplain also organises great activities to encourage inclusion and wellbeing.

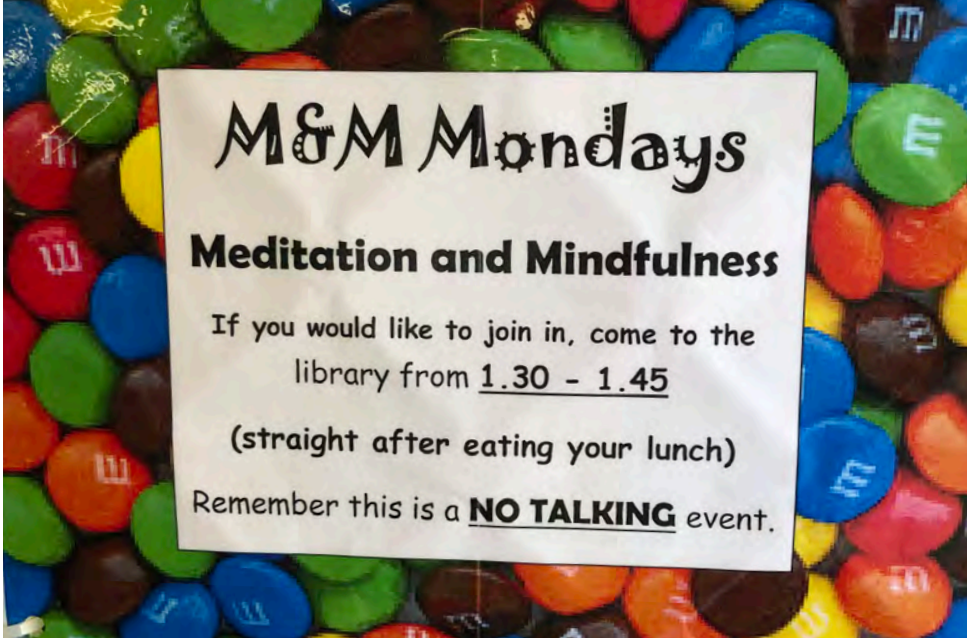
We are currently working with the year 5 and 6's to create a 'Chill-out Zone' in their shared open space to be a place where they can retreat to when necessary. The students are proud of their area and enjoy the feeling of ownership of the area. We are a Be You (Headspace) school and in 2020 we are also embarking

“ ———
| At Kardinya Primary School we are proud of the work
| we are doing to prepare our young students for real life |
and all it brings. ——— ”

on the Aussie Optimism program.

At our school, we place as much importance on mental health and wellbeing as academic achievement. Our students are encouraged and supported to be mindful, respectful and non-judgemental.

At Kardinya PS, mindfulness isn't a buzz word, it is a way of life. ☸





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What is a psychologically healthy and safe workplace?

Jason van Schie, Managing Director, People Diagnostix

To understand what a psychologically healthy and safe workplace is, it may first warrant a definition of mental health. The World Health Organisation¹ (WHO) defines mental health as: "... a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

The definition is clearly focused on the positive aspects of mental health as opposed to focusing purely on the absence of illness or stigma. This is important to recognise as it is a common misconception that mental health is purely an absence of illness. Somewhat similarly, a mentally healthy workplace is often misconstrued as simply one that is willing to accept and not discriminate against people with a mental illness. This is still essential, but is a low bar for employers to reach as it doesn't require much, if any action on their part.

The term "mentally healthy workplace" is likely tainted by the focus by many on an absence of illness and stigma, rather than the presence of positive aspects. A better term to use in this context is "psychological health and safety". WorkSafe WA defines this term as:

— “ —
A psychologically healthy and safe workplace is one that promotes employees' psychological wellbeing and proactively endeavours to prevent harm to employee psychological health.
— ” —

This definition encapsulates two main responsibilities for employers:

- » To promote wellbeing
- » To prevent harm

This is opposed to the common understanding of a "mentally healthy workplace" which for many organisations, could be achieved passively. In comparison, psychological health and safety at work requires committed actions on behalf of an organisation. Insofar as employers have a duty of care to employees under WHS laws, psychological health and safety is also a legal requirement, whereas a "mentally healthy workplace" does not carry the same obligations.

To achieve a positive result, it must be recognised that employee mental health can be impacted at work from both the design of work (e.g. workload, co-worker and supervisor support, autonomy), and individual factors (e.g. practising self-care, nurturing positive relationships, savouring positive experiences). Psychological health and safety at work is a shared responsibility.

Do you have a Psychologically Healthy and Safe Workplace?

Having a psychologically healthy and safe workplace is more than providing employees access to a counselling service (e.g. employee assistance program or EAP), training mental health first aiders and providing an occasional staff PD on mental health or wellbeing. It requires a strategic approach that is driven by policy, has responsibility for it owned by the school Board/senior leadership team, and focuses on both harm prevention and wellbeing promotion.

There is an online tool to help schools evaluate their provisions for employee mental health. There are 14 questions that cover both critical (WHS compliance) and desirable (employer of choice) components.

You can access Workplace Mental Health Audit tool here:

www.mentalhealthaudit.com

How to create a Psychologically Healthy and Safe Workplace

There are two well established methods to proactively address health, safety and wellbeing in the workplace:

- » Risk Management
- » Wellbeing Promotion

If you consider the public health model² approach to disease prevention (figure 1 below), wellbeing promotion can be considered a primary prevention intervention suitable for 100% of employees to reduce illness risk and promote positive mental health.

Risk management can be considered a secondary prevention initiative to identify at risk employee groups and reduce the likelihood and consequence of illnesses. Risk management and wellbeing promotion activities can be carried out independently of each other but when used together they increase the chances of positive employee mental health outcomes.

When they fail to prevent a stress related illness occurring, illness support should be made available (tertiary prevention). This may include counselling (e.g. EAPs), injury management and return to work/stay at work provisions.

¹ https://www.who.int/features/factfiles/mental_health/en/

² <http://www.euro.who.int/en/health-topics/Health-systems/public-health-services/policy/the-10-essential-public-health-operations/epho5-disease-prevention,-including-early-detection-of-illness2>

Figure 1: Public Health Model Approach to Disease Prevention



Risk Management in relation to psychological health and safety involves four steps³:

1. Identify psychosocial hazards – find out what could cause harm, considering recognised psychosocial hazards (e.g. role overload, role clarity, job control).
2. Assess risks – understand the nature of the harm that could be caused by the psychosocial hazards, the likelihood of it happening and the amount of harm that could be caused.
3. Control risks – implement the most effective control measures that are reasonably practicable in the circumstances.
4. Review hazards and control measures to ensure they are working as planned.

Figure 2: The Risk Management Process

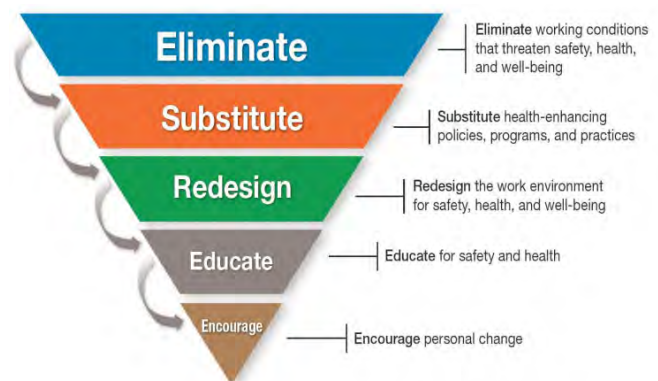


As figure 2 above demonstrates, the risk management process also requires management commitment and consultation with employees, including Health and Safety Representatives (HSRs) if they exist.

When controlling risks (figure 3), it is important use higher order controls wherever possible. The Hierarchy of Controls applied to Total Worker Health by the National Institute for Occupational Safety and Health⁴ provides a conceptual model for prioritising efforts to advance worker safety, health and wellbeing. Controls

and strategies are presented in descending order of anticipated effectiveness and protectiveness.

Figure 3: Hierarchy of Controls Applied to Total Worker Health (NIOSH)



Consulting with employees during the risk management process, including the identification of hazards, is a WHS legal requirement.

Health Promotion


Workplace health promotion is about fostering healthy workplace policies and supportive environments, enhancing positive social conditions, building personal skills and promoting healthy lifestyles⁵. Physical health promotion at work typically focuses on the five pillars of good health, often abbreviated with the acronym “SNAPS”:

- » smoking cessation
- » nutrition
- » alcohol consumption
- » physical activity
- » sleep

Health promotion at work typically focuses on policies, education and behaviour change programs to promote the development of these five pillars.

Martin Seligman (often referred to as the godfather of positive psychology – the branch of psychology concerned with wellbeing), has specified five pillars of mental health, often abbreviated with the acronym PERMA⁶:

- » positive emotions
- » engagement (flow)
- » positive relationships
- » meaningfulness
- » accomplishment

To promote positive mental health in the workplace, employers should introduce policies, education, and behaviour change programs aimed at assisting employees to develop these pillars. 

³ <https://www.safeworkaustralia.gov.au/media-centre/psychological-health-and-safety-workplace-national-guide>

⁴ <https://www.cdc.gov/niosh/twh/letsgetstarted.html>

⁵ <http://www.healthierwork.act.gov.au/wp-content/uploads/2015/01/Guide-to-Promoting-Health-and-Wellbeing-in-the-Workplace-2016.pdf>

⁶ <https://www.authenticchappiness.sas.upenn.edu/learn>

The Nicholson Network's Aspirant Leader Program

Lynne Bates, Principal, Campbell PS

The Nicholson Network of schools which includes 10 primary schools and 2 secondary schools is now in its second year of facilitating an Aspirant Leader Program. This year with the support of WAPPA we have been able to offer an improved model of professional learning.

The Nicholson Network Aspirant Professional Learning Programme strongly aligns with the Western Australian Public School Leadership Strategy 2018-2021, through identifying and developing staff that have high leadership potential. Through working across the network schools, our intent is to promote and extend authentic collaboration across our network and support aspirant leaders to form a strong collegiate network, in the development of effective school leadership. This can be achieved with greater efficacy through the collective wisdom of all. Through this project student learning is expected to be accelerated because the system will have highly performing aspirant leaders bringing forward exceptional teaching in every single classroom.

The programme has twenty-three participants from across the Nicholson Network. The longer term goal is to then support these staff in achieving their goals, as identified in their leadership plan, which

may include aspirations to become a level 3 teacher, an Deputy Principal or Principal. Core to the programme is for participants, in consultation with their Principal, to devise an action learning plan for their school to support school improvement.


Participants have engaged in professional learning provided through WAPPA on Emotional Capital and Fierce Conversations and have been provided with mentoring from four Principals and one Assistant Principal. Participants have also attended two after school meetings per term, targeted on the needs of the participants and facilitated by the Network Principals involved in the programme.

The role of the facilitators is to develop a rigorous and rich programme. Our collective responsibility is to:

- » Identify talent within our schools and support their growth as leaders;
- » Create conditions where participants feel self-confident and empowered to lead;

- » Provide mentorship to all participants in order to support their growth goals;
- » Provide the required time and financial resources required to ensure successful implementation of the project;
- » Be models of ethical, visionary and strategic leadership by 'leading from the front'; and
- » Maintain a strong focus on our moral imperative of school and student improvement

At the conclusion of this project, which runs for eighteen months, participants will share their narrative both successes and challenges against their action plan and leadership plan. We expect to see participants deepen their knowledge about the preconditions required to support school improvement, implement lines of inquiry to support school improvement, which in turn directly and positively improves student achievement.

It has been a pleasure to work alongside the many talented teacher-leaders across the network, supporting their professional growth and development. Our next tier of leaders is inspiring, talented, dedicated and motivated. I am confident that this project has made a significant contribution to building capacity for our future leaders. 

"The Aspirant Leadership Program has allowed me to further understand and improve my capacity as a leader/change agent within my school. Direct application and reflection of the concepts and skills learnt has supported myself, and the team that I now lead, to deliver student outcomes and increase teacher efficacy within the Technologies curriculum."

Wes Cutajar
Southern Grove PS

"The Nicholson Network Aspirant program has been invaluable for my leadership journey. It has provided opportunities for collegiate support and networking with other aspirants, Deputy Principals and Principals. The professional learning that has been offered has been absolutely outstanding, both from our Principal network and other professional bodies. This program has really helped to clarify where I want to go in my career and helped me action the steps I need to take in a supportive and professional environment."

Beth Moorman
Campbell PS

"The aspirant leader program has given me the opportunity to work with like-minded educators and experienced mentors in my network. It has given me direction, knowledge and support as I lead my colleagues in our quest to use our data more effectively to raise student achievement across my school. I have gained greater insight into the type of leader I wish to be and the courses have helped me to hone my skills as a mentor. It has been a rewarding and useful experience that has made me more effective at leading from the classroom."

Claire Price
Canning Vale PS

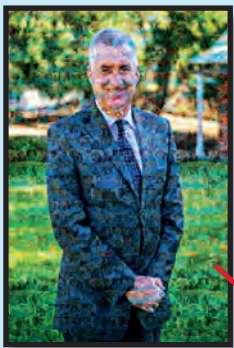


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Libraries & Schools

Working Collaboratively to Develop Literacy

Gemma Lyon, Coordinator Better Beginnings, State Library of Western Australia & Chantay Chia, Literacy Development Officer, City of Mandurah Library & Heritage Services

Western Australia has one of the largest networks of public libraries in Australia, providing vibrant spaces to support thriving communities. Public libraries embrace a variety of roles: they support literacy and reading for pleasure for all ages; lifelong learning; local heritage; and digital inclusion to name just a few. They provide safe spaces for learning, study and leisure, and ensure that all Western Australians have freedom of access to the information they need for active participation in our modern society.

For all school students starting Kindergarten, the Better Beginnings Family Literacy Program is one of the first initiatives that bring public libraries and schools together to support a whole of community approach to early literacy learning.

The program provides an opportunity for public libraries and schools to join forces in supporting parents to be actively involved with their child's literacy and learning experiences at home, through a gift reading pack for every child in Kindergarten.

The program encourages families to continue to read and share stories together, even as their child starts to read independently, and to connect with the range of free resources, programs and services offered by their local public library.

Building on this foundation many libraries are forging strong partnerships with local schools beyond Kindergarten with a view to developing ongoing collaborative literacy and learning connections with both schools and families. Here are some examples of how public libraries have worked together with their local schools on literacy and learning initiatives.

Supporting school readiness

The City of Mandurah Libraries and Museum Team have developed partnerships with local primary schools to deliver Rhymetime sessions at the schools.

These partnerships responded to needs identified by the Australian Early Development Census results and endeavour to build school readiness in

preschool age children who are likely to enter these schools in the coming years.

This program connects families with the resources and services provided by their local public library while also building the foundation skills that will enable future students to enter school ready to read and write.

Celebrating children's literature

Many libraries and schools look for opportunities to work together to celebrate annual events including Indigenous Literacy Day, Library and Information Week, Children's Book Week, and National Simultaneous Storytime.

Libraries have numerous affiliations with authors, illustrators, narrators, and organisations that encourage and promote literacy, which can provide unique learning opportunities for students.

Both the City of Mandurah and City of Gosnells libraries have taken opportunities to bring authors and illustrators to the classroom, enabling students to gain a deeper understanding of the writing and illustrating process.

Mandurah Libraries have facilitated excursions and incursions with the Fremantle Literature Centre's travelling exhibitions during Children's Book Week, with the support of grants from the Children's Book Council of Australia – WA Branch.

The travelling exhibitions feature original artwork from Australian picture books, for example Ned Kelly and the Green Sash written by Mark Greenwood and illustrated by Frane Lessac. The

experience gave students the opportunity to consider Australian history through the exploration of original illustrations.

Libraries and 21st century skills

Libraries are increasingly embracing STEM learning through library programs and community engagement. From robots to Lego to virtual reality, there are many ways libraries can engage students in STEM learning.

Makerspaces in libraries create an environment for exploring new technologies and building STEM literacy. The Mandurah Libraries team visit primary schools to run STEM activities which often feature robots from the library's FabLab Makerspace.

In 2019 students from a local primary school will visit the FabLab to participate in a virtual reality experience run by EG Incursions that will simulate exploring space to celebrate and promote National Science Week.

STEM-based sessions are also being delivered by City of Bunbury libraries who have connected with the local Djidi Djidi Aboriginal School with a view to encouraging students to have fun exploring STEM concepts.

Building digital literacy

A library card opens up a world of online resources for families. The State Library of Western Australia subscribes to eResources that are made available to public library members throughout WA.

These eResources provide access to digitised primary source materials, including news articles. Many of these are useful for school teachers and

students, providing free access to websites which would otherwise require a paid subscription.


Library staff have specific skills in navigating the plethora of information presented to them in the digital environment.

Both City of Stirling and City of Mandurah library staff regularly visit schools to showcase the range of eResources available and support student access to these important learning tools.

We encourage you to connect with your local library to explore the many possibilities for developing collaborative literacy and learning connections.

In addition to exploring opportunities with local public libraries, the State Library of Western Australia has a diverse program of education workshops suitable for Kindergarten to Year 12 classes that link directly to the Western Australian curriculum, support the development of critical literacy skills, and expose students to a wide range of resources including extensive collections of primary source materials.

Opportunities for professional learning, associated with the launch of new programs, exhibitions and workshops, are also provided throughout the year.

Thank you to State Library of Western Australia, City of Mandurah, City of Bunbury, City of Gosnells and City of Stirling for contributing to this article. 



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Martin Seligman



Shannon Steven, President, School Psychologists' Association of Western Australia (SPAWA)

Professor Martin Seligman is often described as the father of Positive Psychology, he is also a world authority on learned helplessness, resilience, optimism and the prevention of depression. Hailed as one of the most influential living psychologists it is unlikely Seligman knew this would be the case when he started working in the field of psychology in the 1960's. Psychology at that time was a discipline focused on illness, psychopathology and was devoted mainly to eliminating misery.

However, largely due to Seligman's work in the field of Positive Psychology it is becoming more and more focused on what makes life worth living and how we can flourish as humans. During his lengthy and diverse career Seligman's game changing work has involved him in ground-breaking initiatives with countries, politicians, universities, schools, educators, psychologists, researchers, the military, philanthropists, large organisations, spiritual leaders, health professionals and so many more.

Given his global appeal and demand, we were very fortunate to be able to bring Professor Martin Seligman to the West Coast of Australia. When Seligman presented to our valued members at the Crown on the 23rd of July, he had come straight from the International Positive Psychology Association (IPPA) 6th World Congress on Positive Psychology in Melbourne.

Prior to this he had just completed a European Positive Psychology Tour (2019) stopping in Graz, Hamburg, Germany and Bregenz: Austria. Our Perth event was well attended by a

variety of WAPPA, SPAWA and valued community members. This included the Director General of Education of Education Lisa Rodgers, various leaders from the Department of Education, AISWA and Catholic Education. Other notable attendees included researchers from Curtin, representatives from the Act-Belong-Commit Team, Health professionals and more.

“Seligman's presentation took us through a journey of Psychology's Past, Present and Future. He spoke of cutting-edge neuropsychology and the 'Dorsal Raphe Nucleus' (DRN), a small part of the brain which has been expectantly named the 'hope circuit'.

Research with rats has shown that turning this part of the brain on and off (through lesions) had a significant impact on the rat's levels of learned helplessness/

depression as well as their ability to hope in seemingly futile situations.

The significance of this research is that it presents a possibility for treatment resistant, persistent and unchanging depression to one day become curable. The idea of depression as potentially curable had many in the audience talking. Some with scepticism and cynicism and others with excitement and hope.

Seligman also outlined a large study being conducted in the US that uses social media and meta data to better understand the human condition in the modern age. It was especially fascinating when it was revealed the type of language and posts used by people could be found to predict levels of wellbeing, health outcomes and even longevity.

For many in the room who were perhaps more sceptical about the message of positive psychology, hearing the research behind some of what may be considered more 'fluffy' aspects of the science, were converted when hearing the health outcomes of positive psychology.

For example; happier people live longer,

Positive Psychology, Positive Interventions and Positive Education: Cutting Edge Research, ideas and applications.



have stronger immune systems, and less cardiovascular disease. It was also stated that high levels of pessimism have been linked to cardiovascular disease, or as it was so vividly described that 'pessimism was the health equivalent of smoking multiple packs of cigarettes a day'.

What was also astounding was that according to Seligman and multiple sources; technically we are living in a time when things have not been better for humans. Extreme poverty is lower across the globe, literacy and education is higher, child mortality is down, incurable diseases are fewer, battle deaths are lower and much more.

So, the question remains, why is it that we seem unhappier than ever? Seligman's tied together his extensive research and knowledge to present the idea that we are moving to a new time in human development. The observed or perceived collective difficulties and modern society is now experiencing are the 'birth pangs' of the second axial age.

Through his passionate presentation and ongoing work across the world, he sees hope in creativity and the ability of the species as a whole to find new creative solutions.

Seligman's presentation while aimed primarily at educators was relevant and indeed important for a much wider audience and our community. His messages of hope, optimism and the crucial work role of schools and educators

was clear.


While I am sure many educators in the room felt uncomfortable at the suggestion 50% of all school budgets should go to mental health promotion and prevention of mental illness, given that levels of depression and anxiety are at record highs in a society that has technically never been better.

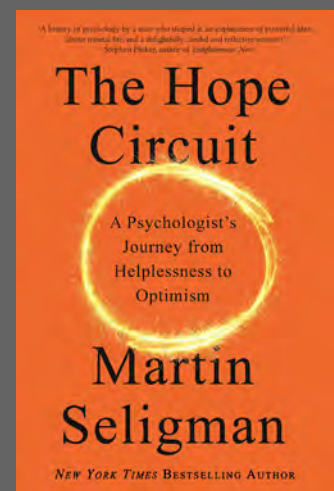
For many understanding the significance of this and specifically in regards to children and young people, and the essential work that is being done in schools to prevent and promote wellbeing through positive psychology and other methods, you could respect, if not wholeheartedly agree with the argument.

On the day, I was privileged to speak with attendees thrilled to be seeing Seligman present in Perth. Many were happy to have a presenter of such calibre on our shores. West Australian's are all too familiar with missing out.

“For some attendees it was a bucket list item achieved. They felt inspired to keep doing the work they were doing in schools and to continue to help children and young people thrive through positive education and interventions.”

It was a joy to see members benefit and feel so invigorated by the professional and personal learning opportunity that had been offered to them.

The world is turning. How exactly it turns is up to us and future generations. Seligman's mission to help the world turn towards a second axial age of Wellbeing, Agency, Future Mindedness and in turn, a time of flourishing is clear. We were all privileged to have been inspired by his vision and insight. Our challenge is to use that inspiration to assist us realise the changes we want to see in the world, through the power of education and the hope that young people bring. 



If you are interested in learning more, please refer to, *The Hope Circuit*, by Martin Seligman.

No Plastic Oceans Project



Phillippa Berkhout, WAPPA Alumni

A quick straw poll of a group of primary aged students revealed that they are very worried about the state of their planet. Yes, they talked about climate change, but right up there as a topic was plastics in the oceans.

One girl said she had cried when she saw a turtle with a bag wrapped around its head slowing it down so much that it would have died a slow death.

A Year 4 student said he was shocked at the size of the ocean garbage patches (scientifically known as Gyres) and that there are now 5

major sites (as shown in the diagram below).

He couldn't believe that the Great Pacific Garbage Patch is the largest and plastics stay once in the gyre, eventually falling to the ocean floor. Horrifying!

World renowned sailor, Jon Sanders, has circumnavigated our planet 10 times - more than any other person in history. He also holds the record for the longest solo sail. Jon Sanders has been recognised with an OBE and OA. You may think that at age 80, and after 10 circumnavigations,

much enjoyment, experience and world records, he would hang up his sails and call it quits.

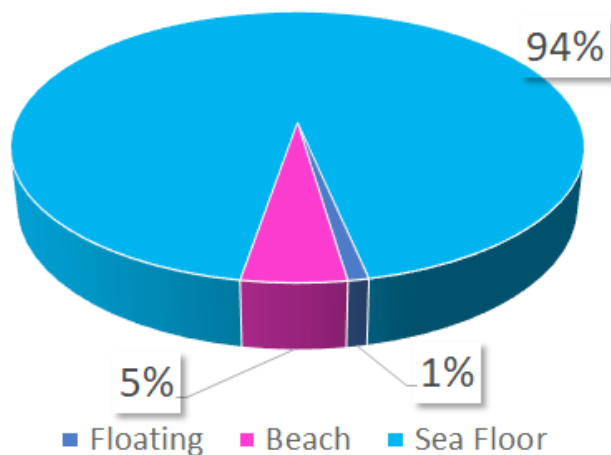
But, according to Jon Sanders himself, he still yearns to give something back. He is about to set sail again (circumnavigation number 11), and this voyage is his opportunity to help preserve the ocean and the environment with which he is so familiar and for which he has such a deep respect.

The problem is that plastics have accumulated in marine environments and are being ingested by a wide



range of creatures, from plankton that form the basis of the marine food chain to whales and humans. Plastics also wash up on our beaches but most break down into tiny pieces, microplastics, pieces smaller than a grain of rice.

Percentage of Ocean Plastics



On October 13th 2019, Jon Sanders will set sail in *Perie Banou II* to measure the quantity of microplastics in the oceans of the Southern hemisphere. By doing so he will raise awareness of the impact of plastics in marine environments. Jon Sanders is collecting water samples that scientists will analyse to quantify the microplastics problem.

This project ticks all the curriculum boxes. It will be the children who have a chance to influence the decision makers and hopefully save our planet.

The project has a fabulous website – www.noplasticoceans.org

It is informative and regularly updated, and even better for children – interactive. You will be giving your teachers a gift because planning a unit of work could never be easier.

This topic will be of interest to all ages Kindergarten through to Year 6.

As you will see on the website, students can track Jon Sanders' route, record the analysis of the ocean samples and much, much more. There are videos to watch, newspaper articles to read, and the site is loaded with tonnes of really interesting facts, figures and photographs.

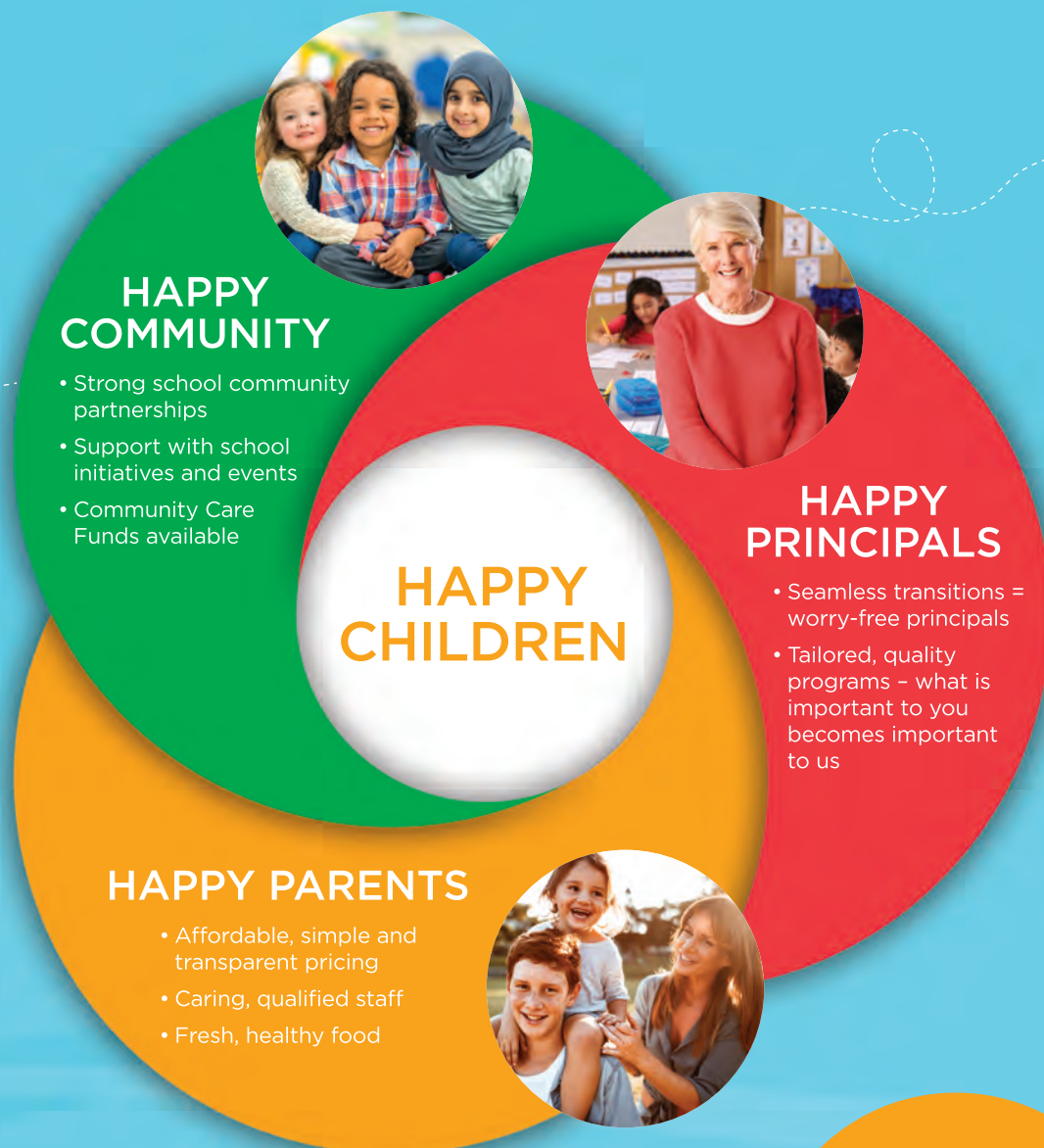
Join the cause and help to save our planet by raising your students' awareness of this project. 🏠





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WESTERN AUSTRALIAN PRIMARY
PRINCIPALS' ASSOCIATION



The Daily Grind

The word ground is a noun, that defines the very spot I'm standing on now

But it can also be a verb, as the past tense of grind and when I think of that word, a whole different picture comes to mind

See I can hit the daily grind. I can grind you down. And I can bring you to a grinding stop

Which is how every teacher feels, when the hands hit three o'clock

And still we turn up

See education is a changing beast

Once taught the three Rs, now it's probably the topic talked about least

Not sure if we're meant to educate or medicate

Fundamental motor skills replaced with fundamental social skills

And still we turn up

You see we're living in a new world of instant gratification, where no accountability and a sense of entitlement is the manifestation

People are happy to pay \$5.50 for a coffee but not 50 cents for an app, then smile at the barista, look him in the eyes, whilst posting online that his service was 'crap'

And schools are not exempt from this unrealistic expectation

People tweeting and binge eating the stories they read on social media about education

An unrealistic reality, confusing fact from fallacy, making demands so matter of factually

And still we turn up

So busy trying to justify our actions and defend our selves

Looking after everyone else, with no time to worry about own mental health

The whole system needs changing with a force so strong it would move a continental shelf

It's like being asked to cure an epidemic with vaccinations that are local

When we need far more than a general anaesthetic I'm talking global

And in all of this confusion we see through the illusions

Turn up everyday and keep doing what we're doing

See in order to grind something down you need to apply pressure

But when applied in the right amount can result in some of life's simplest pleasures

See you need to grind beans to make coffee, press grapes to make wine

So this goes out to you. The educators. The diamond makers

It's why we still turn up

Time, after time, after time

Copyright – Niel Smith Poetry, 2018

When Niel isn't being a Principal, he is a spoken word artist, specialising in performance "slam" poetry.

Niel has performed at multiple events around Perth, including the 2019 Perth Poetry Festival. He is the reigning Perth Grand Slam Spoken Word champion.

Last year Niel performed at the Sydney Opera House, finishing 6th in the country at the Australian Poetry Slam and is hoping to return this year. His work touches on a range of topics, with a focus on family and social politics.

When you ask for parent volunteers, Tell them it's good for them

Noel Bourke, WAPPA Alumni

Schools get government funding to help them operate effectively. However, really good schools thrive on strong parent and community support. One of the tasks of a Principal these days is to encourage parents to volunteer their help at school in a variety of ways. The proviso being that parents are given specific roles to perform, otherwise, some parents may embark on empire building activities that are counterproductive.

In the early days of the school year I would often insert the following message to emphasise the need for volunteers.

THE DEATH OF SOMEONE ELSE:

We were all saddened this week to learn of the death of one of our community's most valuable members...Someone Else.

Someone's passing leaves a great void that will be difficult to fill. Else had been with us for many years.

For every one of those years, Someone Else did far more than the normal person's share of the work. Whenever leadership was needed, Someone Else was asked for inspiration, as well as results. Someone Else would willingly work with any group needing assistance.

Whenever there was a group to coach, a meeting to attend, a hole to dig, a hall to clean, chairs to stack, cakes to make or raffle tickets to sell, one name was on everyone's lips. They would all say,

“

Someone Else
will do it

”

It was common knowledge that Someone Else was the hardest worker in our community. Someone Else was a wonderful person, sometimes appearing

super-human; but a person can only do so much. If the truth be known, we all expected just too much of Someone Else.

Now, Someone Else is gone. We wonder what we are going to do. Someone Else left us a wonderful example to follow, but who is going to follow it?

Who is going to do the things that Someone Else always did?

Remember, from now on, we cannot rely on Someone Else to do the job.

Sadly, Someone Else is dead!

Having established that we could not rely on Someone Else to do things, I tried to convince parents that by helping their children and the school, they would improve their own wellbeing. I was doing them a favour. Not everyone believed me.

Yet, there is a great deal of research evidence showing that volunteering leads to better health. Volunteers receive physical and mental health benefits from their volunteer activities.



The University of Sydney published a research paper in May 2017, stating that volunteering brings at least 7 benefits.

1. It opens the door to personal satisfaction.
2. It makes you feel happier.
3. It makes you feel healthier.
4. It gives you a 'Helpers' High'.
5. It gives you a sense of belonging.
6. You catch "feel-good" emotions.
7. You can embrace your passions... to do what you enjoy and are good at.

It does not have to be a REALLY BIG thing that you do for others. I recall a research experiment when I was studying a course of Educational Psychology at the University of WA way back in the late 1960s.

A group of educational psychologists from a famous Ivy League University in the United States focussed on two university Fraternity Houses situated on the same campus. At the commencement of the academic year, the researchers tested all of these Frat House students for anxiety, stress levels and feelings of self-worth.


After the tests the researchers gave the students in Fraternity House A one specific task to perform. The students in Fraternity House B were asked to just carry on as per usual.

Eight months later, the researchers returned and again tested all students

for stress, anxiety and self-esteem. The results were interesting. House B students generally showed increased stress levels. On the other hand, House A students showed markedly reduced stress levels and enhanced feeling of well-being and self-esteem.

What was the activity that these House A students were asked to perform that had so obviously improved their happiness and wellbeing? They were each asked to do their roommate's laundry!

Yes, doing something, anything, for others improves your health, happiness and well-being. When you send out newsletter requests for parent volunteers, let parents know you are doing them a favour.

Some of them may believe you. It will certainly do them good. 



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2019 FOOTY TIPPING COMPETITION WINNERS

Mental Health & Wellbeing At Ocean Road Primary School



Jemma Tilbury, Level Three Classroom Teacher, Mental Health and Wellbeing Coordinator, Ocean Road PS

Ocean Road Primary School (ORPS) is located in Dawesville, Western Australia. Our students come from wide ranging social and cultural backgrounds, from wealthy middle class families to those stricken by poverty. We have a significant number of students and families impacted by trauma. Mental health and wellbeing is a priority for all of our students across all demographics. However, our students from the low socio-economic areas are at greater risk and these students often experience difficulty accessing mental health services.

Our Principal, Dean Finlay, recognised how complex the mental health risk factors are for our students, their families and the wider school community at ORPS. It was very clear that mental health and wellbeing needed to be a primary focus.

In 2018, ORPS successfully applied to participate in the State Government's initiative to provide additional support for mental health in schools. The initiative involves promoting student wellbeing and providing opportunities for students to develop mental health knowledge, skills and competencies.

The World Health Organisation defines mental health and wellbeing as:

“ A state of wellbeing in which every individual realises his or her own potential, can cope with the normal stressors of life, can work productively and fruitfully, and is able to make a contribution to her or his community. ”

A Mental Health and Wellbeing Action

Team has been created in 2019 to focus on the positive mental health and wellbeing of our entire school community.

I lead the team which consists of five other staff members representing each of our Professional Learning Communities (PLCs), a Specialist Area teacher and an Education Assistant. Our first step was to register with “Be You.” This is a free resource, funded by the Australian Government Department of Health, to empower every Australian educator.

The Action Team use the framework to identify and celebrate what we are already doing to promote positive mental health and wellbeing at ORPS. We then surveyed our PLC Leaders to identify areas of improvement and selected strategies to instil positive change.

The Action Team are currently working through the five “Be You” Domains: Mentally Healthy Communities, Family Partnerships, Learning Resilience, Early Support and Responding Together to address the aims of the State Government's mental health initiative.

The first aim is to promote student wellbeing and provide opportunities for children to develop positive mental health knowledge, skills and competencies.

Our teachers implement Champion Life activities (a WAPPA Partner) and PATHS lessons into their weekly curriculum. PATHS is an evidence-backed Social and Emotional Learning curriculum. We also draw from a range of online, evidence-based tools and resources from “Be You.”

The second aim is to develop protective factors which build resilience to mental health problems.

We use direct instruction from our Positive Behaviour Support whole school value lessons (Kindness, Resilience, Responsibility, Respect) and provide a targeted approach through the DRUMBEAT program. Holyoake's DRUMBEAT program is an evidence-based social and emotional program which facilitates “Discovering Relationships Using Music, Beliefs, Emotions, Attitudes and Thoughts.

The third aim involves developing supports within the school community for engaging in mental health promotion, early intervention and case management responses suited to individual needs.

We have implemented a three tiered system with our PLC Leaders and our Administration to ensure early support and appropriate responses for students at risk. This is further supported by our





Rainbows program and one to one counselling with our school Chaplain and Psychologist. The Rainbows program is a harm prevention program designed to support students who have recently experienced bereavement.

The fourth aim is to establish and maintain partnerships with agencies suited to the needs of students and their families.

As part of our three tiered system our teachers, PLC Leaders and parents/guardians have regular case conferences with allied agencies to ensure our Individual Education Plans are targeting areas of need. During these conferences all parents/guardians have access to mental health and wellbeing information. To reach the wider community, mental health and wellbeing information, upcoming workshops and resources are included regularly in our Newsletter and on our Facebook page.

At ORPS we are implementing a variety of strategies for staff to foster positive self-awareness and self-care. To build staff mental health literacy we all attended professional learning on Trauma. Annually we participate in the Virgin Global Challenge.

This is a holistic health and wellbeing platform which highlights key areas for living a healthy and active lifestyle. All staff receive fortnightly "Mental Health and Wellbeing Teacher Emails". These emails included fact sheets about mental health and strategies for promoting positive mental health e.g. Brain Breaks and Mindfulness ideas. We have forums for staff to "temperature check" e.g. Wednesday morning tea and communication meetings.

Self-care opportunities are created and celebrated each term. This term we acknowledged "R U Ok? Day. All staff were invited to an "R U Ok? Day themed

morning tea and were provided with a gift pack. The pack contained information about ways to take a break and cope with stress.



Complementing the programs and processes that were already established at ORPS, having access to reputable, evidence-based resources via "Be You" has allowed us to support the development of positive mental health in our whole school community where every child matters, each moment counts and everyone belongs. ☺



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2020

Founded on evidence-based research, the modules make for excellent professional learning

Western Australian Primary Principals' Association is proud to present the WAPPA International School Leadership Certificate program. The initiative provides school leaders with the opportunity to participate in this contemporary, professional learning program proven to have a positive impact on school leaders. In partnership with International School Leadership, WAPPA is offering 6 exemplary modules, as stand-alone learning experiences or as a full certificate program.

MODULE 1

Principal Leadership for School Improvement

- » examine attributes of an effective school leader for 21st century teaching and learning
- » explore management and leadership using the AITSL and other leadership frameworks
- » explore Fullan's research on the three roles of the instructional leader

MODULE 2

Characteristics of Effective Schools and Systems

- » explore key characteristics of the world's best school systems according to OECD in conjunction with the AITSL, professional standard for Principals
- » review key actions of leaders of high performing schools and systems that set them apart from others

MODULE 3

Building Relationships and Developing People

- » explore in-depth the concepts of emotional and cultural intelligence
- » understand the importance of building relational trust, a collaborative culture and collective efficacy
- » probe how to improve challenging conversations

MODULE 4

Setting Goals and Expectations Using Data Informed Decision Making

- » examine characteristics of a collaborative school culture
- » understand the importance of collecting and analysing a wide variety of student achievement data
- » explore how to plan, monitor, and evaluate school improvement

MODULE 5

Leading Improvement in Classroom Instruction: Meeting the needs of all learners

- » understand conditions for learning, universal design for learning, tiered interventions, differentiated instruction, assessment and high-yield strategies
- » identify the role of professional learning, collaborative inquiry and learning walks

MODULE 6

Instructional Leadership Project Plan: The application of theory to practice

- » apply new knowledge to the development of a leadership plan that identifies a problem of practice, goals, context, leadership, applicable literature and a process for assessing success

ISL PLANS FOR 2020

Next year we will be delivering Modules 1-6 as well as Modules 7-12. We will likely have a hybrid delivery of face to face modules and online learning modules. For those who are interested we are developing plans for a possible study tour in Toronto that could include completion of Module 12 and school tours.

WHO WILL BENEFIT?

Primary and Secondary school leaders, Heads of Learning Areas, Senior Teachers and Aspirant Leaders.

PROGRAM ADVISORY PANEL



Dr. Simon Breakspear



Dr. Karen Edge



Dr. Michael Fullan, O.C.



Dr. Avis Glaze



Dr. Andy Hargreaves



Dr. Ken Leithwood



Dr. Lyn Sharratt

YOUR INSTRUCTORS

ASHLEY KING



Ashley's Principal career spans 21 years throughout Western Australia. He has led schools mostly in low socioeconomic communities with 25 to 1000 students. Ash conveys the realities of life in school leadership and has lived through the personal challenges that leaders face in highly volatile and complex communities. He has trained and worked closely with ISL and his passion is to ensure that effective school leadership is acknowledged and understood.

JONI HEARD



Joni is a passionate, committed educator driven by the highest standards. For over three decades, Joni has served in many different leadership roles: teacher, instructor, associate professor, consultant, school Principal and Education Officer. Joni's experience with ISL includes facilitating courses for current and aspiring educational school leaders and provides workshop presentations to international education study tours. She has delivered ISL programs in Australia, Sweden, Denmark, Norway, Brazil and Peru.



MASTER OF EDUCATION – EDITH COWAN UNIVERSITY

Edith Cowan University will grant students who complete WAPPA ISL Certificate One with advanced standing to their Master of Education, Leading Education specialisation. Students who complete ISL Certificate One will be granted advanced standing for the units EDU6160 Leading Education in a Global Context, and EPA6156 Leading for Improvement.

School Leaders who have completed ISL Certificate One upon enrolling and providing proof of completion will then have the units automatically credited towards their Master of Education - Leading Education specialisation.

Together with WAPPA's long history in the development and support of quality primary school leaders, this is a significant initiative which continues to shape quality school leaders for the future.

Kristen Douglas, National Manager & Head of Headspace Schools, Australia



Principalship in 2019 is still as rewarding as ever before. Yes, it's complex. Yes, it can be overwhelming and yes it has diversified and grown in size. However, the powerful and profound position of a Principal is undeniable. Leading a community of people. Leading a vision and culture that underpins their potential learning outcomes, health outcomes, employment outcomes, and life outcomes.

I have always loved William Blake's four lines; **to see a universe in a grain of sand, a heaven in a wildflower, to hold infinity in the palm of your hand, and eternity in an hour.**

It is for these reasons that we have seen a powerful wave of messages about the mental health, health, and wellbeing of Australian School Principals.

Professor Phil Riley's work has laid the foundation of arguably a strongly advocated space for improved systems, improved school environments, and improved supports for school leaders and school workforces. After recently travelling to New Zealand and talking with education system leaders from Canada, Australia is leading this agenda across the OECD.

The risk of not getting this right and not placing safety, engagement, and wellbeing at the core are the ever-increasing issues with the recruitment of leaders, retention of leaders, and sustained performance of leaders.

However, the education discipline is not on its own in experiencing the impact of work on health and mental health. Many other workforces are exploring the issues of an acute risk, disruption to performance and psychological work-related injuries.

It is no surprise that the medical profession of doctors and surgeons have in recent years also explored leadership mental health and wellbeing as has the veterinarian discipline, emergency services, and police services.

“One thing is certain though, Australian educators and school leaders have developed an extremely deep capacity for resilience, coping, and empathy.”

I was recently at the Australian Primary Principals Association Conference and I was so pleased that we are now shifting the narrative of the impact on health and wellbeing and from a deficit narrative to a stronger more optimistic narrative of resilience, positivity, strong and articulated advocacy, and strength-based language and approaches.

After all, the more you tell someone they are at risk the more they feel exposed to risk. However, the exploration of the impacts and risks within the profession was a necessary and important step to arriving at a strong national disciplinary narrative. This narrative is simply summed up by saying;

“Wellbeing, mental health, and psychological safety are the core pre-conditions of learning, performance, healthy functioning, and contributing.”

This sentence is as true for children as it is for adults.

Across Australia, in the various states and territories, it is evident that education systems and sectors are valuing and investing in strategies to strengthen wellbeing, resilience, engagement, self-care, help-seeking and early access to support.

This is also being explored across the spectrum of leadership from emergent and prospective leaders to extremely experienced leaders verging on retirement or reducing their responsibilities.

I often find it important to continually define commonly used terms. The more we define these terms the more we build a national language that is consistent and of quality.

What is Self-care for school leaders?

Self-care refers to strategies and activities that can be undertaken with the intention of strengthening energy, balance, calm and coping. Self-care activities should be done to maintain good health during “normal” periods and should also be done during periods of stress or turbulence to restore wellbeing, enhance resilience, restore balance, reduce stress, and improving your coping ability. Essentially self-care are protective and preventative strategies and activities to maintain good function and health.

Why is resilience important?

Put simply, resilience is the capacity to recover quickly from difficulties, periods of strain, stress, or toughness. It's the capacity to find happiness, optimism, and success after something difficult, stressful, or overwhelming has happened. When working in a profession where relationships and human behaviour are central, resilience is critical.

What is the cumulative or accumulated impact on school leaders?

Cumulative harm or impacts can occur when an individual or team has experienced multiple events or episodes of stress, strain, and complexity. This may be experienced after several accumulated incidents where the individual or team has not been able to have space or time to restore balance and maintain good coping strategies. This often involves leading through experiences of high adrenaline and prolonged stress. This results in diminished stability, wellbeing, coping, and performance.

What is mental health literacy for school leaders?

To perform as a high functioning school leader, it is critical to continue to develop your knowledge and understanding of human function and behaviour. This includes knowledge, skills, awareness,

understanding, and language of mental health and wellbeing. It develops a leader's sense of self-care, resilience, relationships, emotions, moods and neurological processes.

Why is it critical to teach school leaders help-seeking behaviours?

Some of us don't naturally lean into help-seeking so it must be explicitly talked about, taught, role modelled and practised. Many of us grew up in an era that seeking help and receiving help were signs of vulnerability and weakness. Help-seeking is a collective term for the understanding and implementing of strategies to help when you or someone else is struggling. This means acknowledging that you are overwhelmed and you require assistance to support your mental health and wellbeing, reduce stress, distress, trauma, grief, loss and mental health concerns.

What is early intervention?

This is identifying and providing effective early support to school leaders who are verging on being at risk and are on the verge of experiencing an impact on mental health and wellbeing and impact on functioning. Often this requires some type of action or strategy to assist the individual or team back to good function. If early intervention occurs, it reduces longer-term impacts and aims at reducing the need for more specialised intervention.

In the past 12 months, headspace has supported and collaborated with several school systems and sectors to engage with strategies to promote mental health literacy, resilience and self-care. Headspace has also worked with various education peak bodies to explore strategies for developing help-seeking behaviours in school Principals, creating opportunities for early access to support and early intervention.

These strategies are aimed at;

- » Increasing the provision of wellbeing check-in sessions with a focus on prevention, resilience, self-care, early intervention and post-incident support
- » Encouraging the development of mental health literacy in professional practice and allowing leaders the time to develop this knowledge and skills
- » Looking at reduced barriers to help-seeking and proactively build help readiness
- » Explicitly acknowledging the complexities, inherent stressors and advanced skill set associated with school leadership
- » Framing self-care as a necessary workplace skill in complex work environments and systems
- » Providing reflective practice and opportunities for higher-order exploration and problem-solving
- » Reducing chronic stress and cumulative harm: impact of exposure to complex cases, traumatic information/ incidents, systemic complexities
- » Effective use of support structures and improved access to support services and strategies
- » Building capacity to navigate difficult conversations
- » Developing understanding and practical strategies for emotional regulation
- » Building collaboration and shared problem solving with colleagues/ leaders.
- » Exploration of internal/ external resources to support wellbeing.
- » Supporting reflection practice and professional supervision conversations to offset stress
- » Exploration of dedicated rest times and opportunities for rebalancing, refocusing and recalibrating

Resources

Brene Brown is one of the most prominent and contemporary leaders of thought in terms of understanding leadership and courage, vulnerability, and high performance. Some tips;

- » Watch her 20min TED Talk on Vulnerability (where it all began).
- » Checkout her Brene Brown website (link below)
- » Buy/borrow/or steal a copy of "Dare to Lead" her most recent book (or any of her books for that matter)
- » Check out her NEW daring classroom resources now inline on her website for teachers (link below)
- » And finally, talk to your team about what you read, see, and hear and how it can improve how we all connect, relate, and build brilliance together.

Brene Brown Website - <https://brenebrown.com/>

Daring classrooms - <https://brenebrown.com/daringclassrooms/>



As you know Be You is the New Australian Framework supporting all Australian School in the area of mental health and wellbeing. Great resources regarding staff wellbeing can be found on the link below.

<https://beyou.edu.au/fact-sheets/your-wellbeing/staff-wellbeing>

The 2019 World Mental Health Day campaign is officially underway!

The more organisations who commit to promoting awareness, the more we reduce the stigma surrounding mental illness and play our part in creating a mentally healthy community.



<https://1010.org.au/>



As you know Australia just had RUOK? Day and it's so important to ensure we do this 365 days of the year. RUOK? has comprehensive and curriculum aligned packages for primary and high schools to introduce and emphasise the value

of close connections and rich relationships. They don't explicitly discuss suicide but instead focus on activating young people to look out for their peers if they seem sad or alone or just not themselves. The teacher toolkits are designed to strengthen peer-to-peer support at a young age and have been linked to the Australian Curriculum, General Capabilities and the Health and Physical Education Curriculums across Australian States and Territories. R U OK? encourages teachers to embed the activities into existing comprehensive units of work that contain content which includes themes such as friendship, resilience, respectful relationships, help-seeking, mental health and wellbeing. The ready-to-use toolkits are open-source and include fact sheets, activities, videos and newsletter hints. Links to the toolkits downloadable here: <https://www.ruok.org.au/education>

Finally, I would like to say something simple and in gratitude. Thank you for the work you do in improving the mental health and wellbeing of so many Australians, both right now and for the future. My gratitude for school leaders is so deep and full of so much respect and appreciation. Thank you for taking care and kindness with others, and I hope you take care and kindness with yourself.

2019 WAPPA AWARDS & GRANTS SUNDOWNER

Thursday 7 November 2019

APPLICATIONS OPEN FRIDAY 26 JULY 2019
AND CLOSE FRIDAY 27 SEPTEMBER 2019

The WAPPA Awards and Grants Sundowner is a celebration of members who have significantly contributed to shaping the future of education through effective, progressive leadership.

WAPPA grants provide funding to enable members to build their capacity to provide high level educational leadership resulting in a positive impact in schools. The awards recognise the outstanding leadership and dedication amongst our members.

2019 AWARDS

- » Deputy Principal of the Year
- » Level Three Innovation Award
- » Aspirant Leadership Award
- » WAPPA Fellowship and Professional Learning Awards

2019 GRANTS

- » Regional Leaders Professional Learning Grant
- » Professional Learning Grant
- » Leading From the Front Action Research Grants

For more information visit:

<https://www.wappa.asn.au/the-profession/professional-awards>



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