



NEWMAN
COLLEGE

A CATHOLIC SCHOOL
EDUCATING IN THE
MARIST TRADITION

GRATITUDE

Challenge — Collaborate — Create — Celebrate



LET YOUR LIGHT SHINE MATTHEW 5:16



“Work sites are to many adults what schools are to children and youth – places where most of daylight hours are spent, where friendships are made, where many of the rewards that make one feel worthy are dealt, and where one can be reinforced by peers and significant others. They are also places where one feels pressures to perform and deliver”

Green, L. & Krueter, M. (1999). Health Promotion Planning: An Educational and Ecological Approach, p322

“Work has an important social role for the individual in offering an avenue to self-fulfilment, a forum for social interaction and a sense of community”

Haglund, B., Pettersson, B., Finer, D. & Tillgren, P. (1996), Creating Supportive Environments for Health, p115



2018 Annual School Improvement Plan

MISSION AND CATHOLIC IDENTITY

The Marist Association

- **Alignment – ‘We Marists – Our Hopes and Priorities’:** Integrate priorities described in the ‘We Marists – Our Hopes and Priorities 2016 – 2018’ into the evangelising and educational mission of the College

Faith Formation

- **Sacramental Life:** Extend opportunities for the College community to intentionally participate in the sacramental life of the Church
- **Personal and Spiritual Growth of Students:** Develop a cohesive, consistent and whole-school approach to fostering the personal and spiritual growth of students in the life and mission of the Catholic community.

TEACHING AND EDUCATION

Learning Culture

- **Vision for Learning:** Sustain our Vision for Learning “*Shine Through Discovery*” as an innovative pedagogical framework that will inform and guide teaching practice across the College
- **Student Goal Setting:** Develop and consolidate a culture and practice of student engagement in setting goals for their learning and contributing to the assessment of their learning

Data

- **Building Staff Data Literacy Skills:** Provide professional learning for leaders and teachers for the purpose of building data literacy skills

Literacy

- **A Whole-school Approach to Literacy:** Develop and implement a coherent, sequenced plan and frameworks for literacy based on data and research to include timely and needs-based intervention Pre K-12

WELLBEING OF STUDENTS AND STAFF

Student Leadership

- **Student Engagement in Leadership:** Develop a culture and practice of servant leadership across the student body
- **Whole-school Wellbeing Program:** Develop and implement a cohesive school-wide wellbeing philosophy

Student Resilience

- **Student Resilience:** Enhance the resilience of students through a whole-school approach to the development of social and emotional intelligence and overall wellbeing of students

Workplace Culture, Health and Safety

- **Staff Wellbeing in the Catholic Workplace:** Develop a shared understanding of the realities and complexities of the contemporary Catholic workplace with processes in place for the development, auditing/monitoring and management of staff culture, morale and wellbeing

STRATEGIC LEADERSHIP AND PARTNERING

Engagement with the Community

- **Communicating with the Local and Wider Community:** Strengthen the on-line presence of the College with an emphasis on promoting successes, achievements and excellence across and beyond the College community

Industry Partnerships

- **Industry Partnerships:** Strengthen mutually-beneficial partnering with businesses that will provide both educational opportunities for students (including internships and work placements) and exposure for businesses supporting the College
- **Strategic Partnering - Universities and TAFE:** Position the College as a research and development centre for Universities and TAFE Colleges through strategically-focused partnership agreements



WHAT MAKES YOU HAPPY?





An experiment in gratitude





Gratitude is.....

“Thankful appreciation for what an individual receives, whether tangible or intangible” (Harvard Medical School)

Gratitude can be seen as both a positive emotion, but also a practice.

The presence of high degree of positive emotion in our life is a good indicator of good mental health, competence and goal achievement.



- **1 in 4 adolescents have a mental illness**
- **1 in 7 primary school kids have a mental illness**
- **1 in 3 girls and 1 in 5 boys suffer from an anxiety disorder**
- **1 in 5 adults will experience mental health problems throughout any given year**
- **65% of adolescents do not seek help for mental illness**

Australian Bureau of Statistics



A meta-analysis of 225 research papers and 293 samples (over 275000 participants) found that positive emotion has a causal influence on social outcomes, work outcomes, physical health, personal outcomes and psychological outcomes.

Lyubomirsky, King and Diener (2005) The Benefits of Frequent Positive Affect: Does Happiness Lead to Success? *Psychological Bulletin* Vol. 131, No. 6, 803 – 855

It's been a rough week
but on a positive
note...



I didn't need
any bail
money and
didn't have to
hide any bodies.

Benefits to practising GRATITUDE



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After 42 days... (the ultimate answer of life, the universe and everything (Adams, D. 1982))

You are **LESS LIKELY TO GET SICK**

You become **MORE ATTENTIVE**

You will have **HIGHER LEVELS OF ENERGY**

You become **MORE DETERMINED**

You will **FEEL HAPPIER**

You become **MORE OPTIMISTIC**

You are **MORE ENTHUSIASTIC**

You will have **LOWER LEVELS OF DEPRESSION AND ANXIETY**

Van Cuylenburg, H. & Heppel, M. (2017) *The Resilience Project*



We are seeing more and more mental health problems amongst both children and adults.

Gratitude has such a positive difference to people's lives.

It makes sense to focus on gratitude as a protective, preventative and therapeutic approach to well-being

Gratitude is also:

- **Easy to understand and learn**
- **Easy to practise**
- **Easy to teach**
- **Easy to incorporate and embed into our lives and throughout the college**



The Psychologists spoke with all teaching staff early this term about gratitude and the positive impact it can have on the young people they teach as well as for themselves

All Teachers and students have completed "The Gratitude Questionnaire" * and will do so again towards the end of term four (Pre-post test)

The Teachers were asked to work together in their units, year levels etc to develop ways that:

- **increase the awareness of gratitude and it's benefits**
- **leading students in developing gratitude as an emotion, and practising gratitude**

*** McCullough, M. E., Emmons, R. A., & Tsang, J. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82, 112-127.**

At the school level, we have started teaching learning and incorporating the concept and emotion that is gratitude.

The following slides will show what's been going on

**PEOPLE WHO HOLD THE
DOOR OPEN FOR YOU
WHEN YOU'RE STILL 20
YARDS AWAY, FORCING
YOU INTO AN AWKWARD
JOG OF GRATITUDE**



Kindy

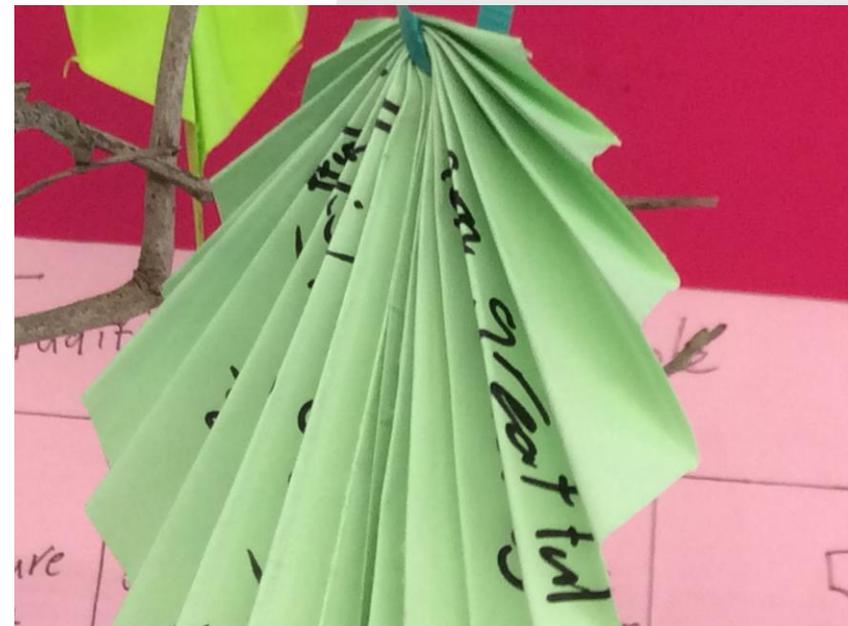
We have been reading and discussing picture books that deal with the concept of gratitude in Kindy. The children have drawn things they are grateful for. We often discuss all the wonderful families, friends, food and good health we have.

We explicitly teach and model good manners and how to show appreciation to others.

Gratitude is a daily and ongoing conversation in Kindy.

Year 2

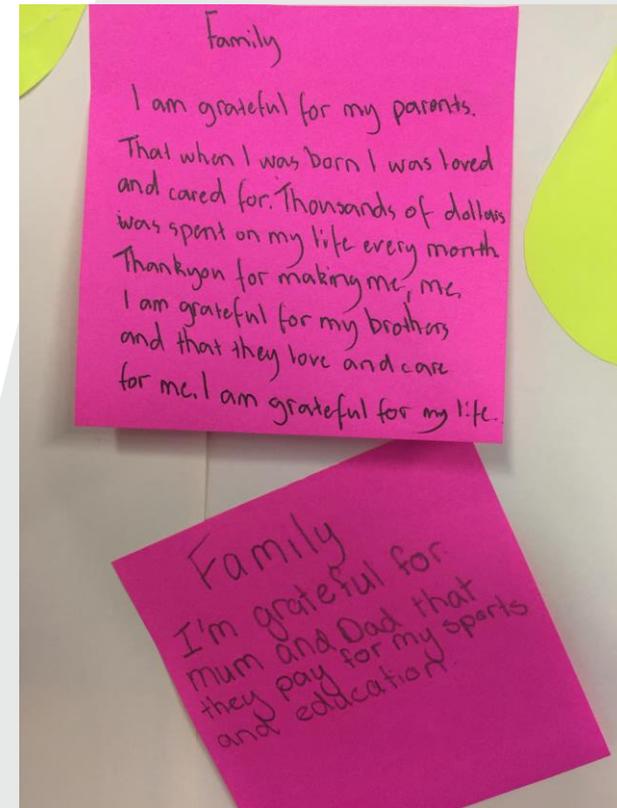
The Gratitude Tree



These are photos of our gratitude project beginning to grow. The next step is for students to add a coloured leaf with their gratitude reflection. From here we hope to regularly add to the tree spontaneously as we acknowledge events and people with gratitude

Year 6

Gratitude Graffiti Wall





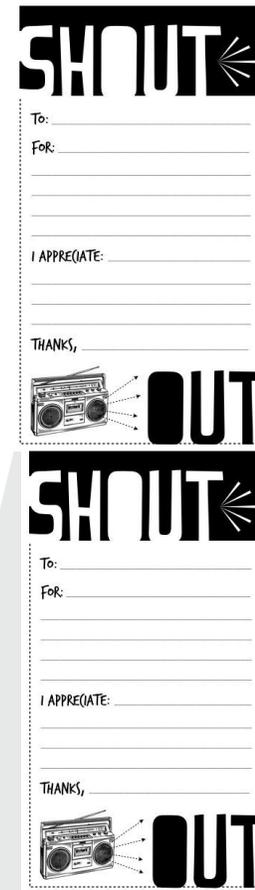
Year 7 & Year 8

- Gratitude Tuesday.
- Journaling focusing on the following questions.
 - What was the best thing that happened to me today?
 - Who am I most grateful for today and why?
 - What am I looking forward to most about tomorrow?
- Journals will be ongoing for the remainder of the year.

Possibility of having a ongoing Gratitude Journal during your child/ren time at Newman.
Imagine reading through your journal as a year 12 looking back at what you were grateful and appreciative for when you were in year 7...or year 1

Year 11

- “Shout-outs” (something appreciated)
- Students complete ”shout-outs” to each other throughout the week
- Placed in a gratitude box with the first two drawn each Friday wins a prize. Prize for each person



SHOUT 

To: _____
For: _____

I APPRECIATE: _____

THANKS, _____

 **OUT**

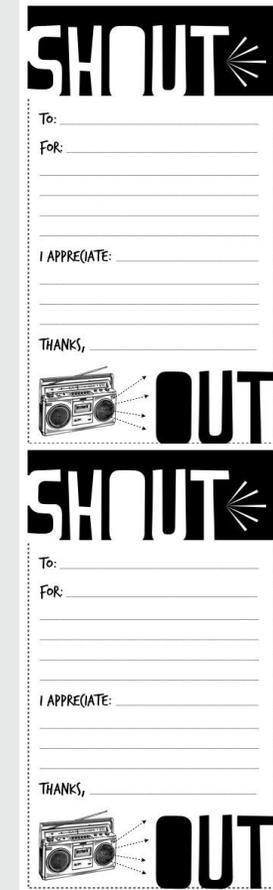
SHOUT 

To: _____
For: _____

I APPRECIATE: _____

THANKS, _____

 **OUT**



SHOUT 

To: _____
For: _____

I APPRECIATE: _____

THANKS, _____

 **OUT**

SHOUT 

To: _____
For: _____

I APPRECIATE: _____

THANKS, _____

 **OUT**

Thank you

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Say "Thank you"

