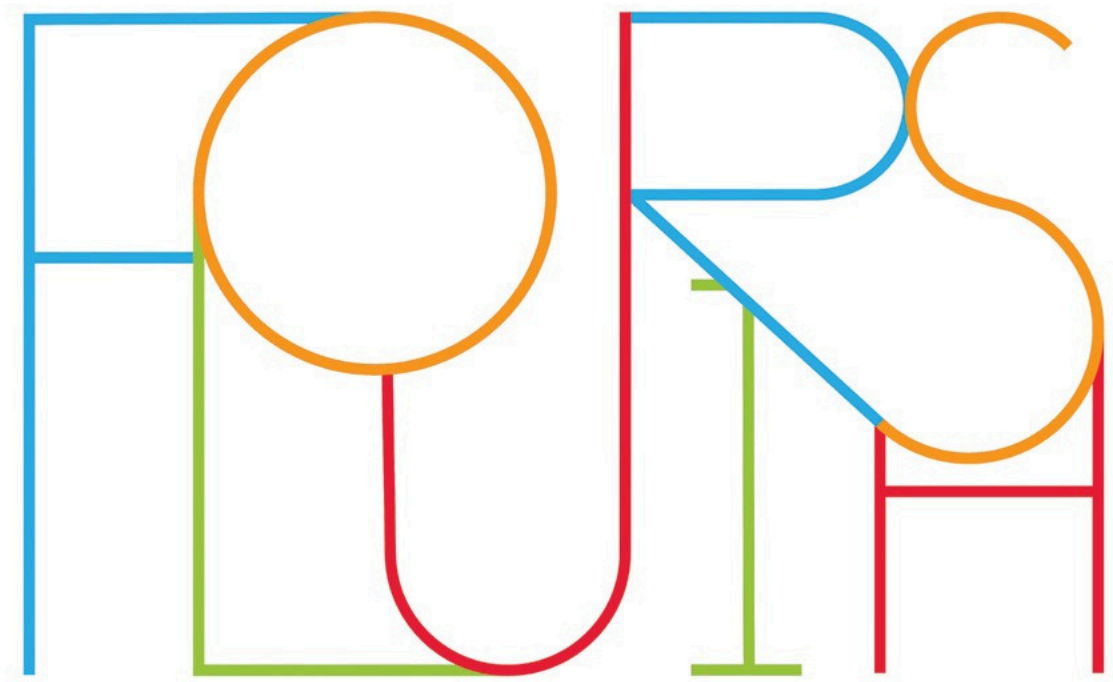




**THE GAP**  
STATE HIGH SCHOOL



**LEARNERS WHO**



**PAYING IT FORWARD**  
**THINKING BIG**  
**STEPPING UP**  
**BEING KIND**

# EDUCATIONAL GOALS

To create a flourishing environment where thinking minds discover possibilities, push boundaries, and take charge of their learning.

## OUR LEARNER EDUCATIONAL IMPERATIVES ARE TO:

- Foster a passion for discovery, creativity, perseverance, risk taking, resilience and leadership towards supporting an innovative and entrepreneurial mindset.
- Embrace critical thinkers who optimise problem solving capacity towards next level discovery.
- Support and celebrate inclusive, diverse, and individual learning styles.
- Create meaningful moments of connection and belonging whilst embracing the changing nature of learning environments.
- Value the dispositions of empathy, optimism, resilience, grit, and compassion.
- Instil a growth mindset characterised by self-efficacy, student agency and autonomous learning principles.
- Contemporise wellbeing science and positive psychology practices to ensure an environment which optimises each learner's fulfilment of their academic potential.

## WE VALUE:

- Self-regulated and empowered learners with a growth mindset, capable of resilience and grit focusing on growth.
- Critical and creative thinkers who promote innovative practices.
- Learners who amplify the power of character strengths and wellbeing to create a flourishing environment.
- Learners who collaborate within a constructive thinking environment

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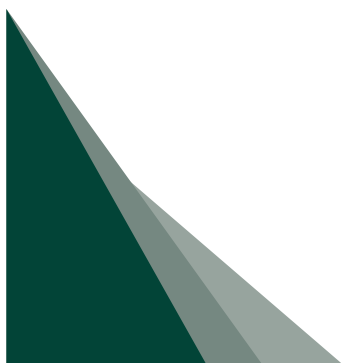
# STUDENT WELLBEING **AT THE GAP SHS**

We care deeply about the wellbeing of every young person at The Gap State High School. So, what is 'wellbeing'? • Our

Wellbeing Framework defines 'wellbeing' as 'a state in which individuals flourish by realising their own potential'.

This is reflected strongly in our belief, Learners Who Flourish and what We Value

- Thinking Big; curiosity, love of learning, creativity
  - Stepping Up; honesty, self-regulation, perseverance
  - Paying It Forward; gratitude, hope, social intelligence
  - Being Kind; humility, forgiveness, fairness
- To possess high levels of wellbeing means to be empowered and supported to meet the future with hope, confidence, resilience and agency (hedonic wellbeing)
  - Making positive and meaningful contributions to the community (eudaimonic wellbeing)



# WELLBEING VISION

'At The Gap State High School we believe in Learners who Flourish. We believe that every day our students should feel a sense of belonging and connection. Our students should be able to express themselves as unique individuals who strive to engage in learning that sparks their curiosity, joy, passions, purpose and character strengths' (TGSHS Wellbeing Framework, 2021).

Every student, every day, has the opportunity to feel a sense of belonging in our community through teamwork, loyalty and leadership, and is able to engage in learning that sparks their engagement, curiosity, joy and passions.



## THINKING & WISDOM

- Curiosity
- Love of Learning
- Creativity
- Open-Mindedness
- Perspective



## COURAGE & ACTION

- Honesty
- Self-Regulation
- Perseverance
- Teamwork
- Zest
- Leadership
- Bravery



## MEANING & PURPOSE

- Gratitude
- Hope
- Social Intelligence
- Appreciation of Beauty and Excellence
- Humour
- Spirituality



## HEART & COMPASSION

- Kindness
- Humility
- Fairness
- Forgiveness
- Love
- Prudence



# POSITIVE EDUCATION

We learn best when we are feeling good about ourselves and good about how our life is going. Positive Education means that we have practices and processes that help staff and students move towards optimal functioning.

At The Gap State High School (TGSHS) we believe in Learners Who Flourish. Positive Education has been adopted as the approach to achieve this vision. The aim of the school's Positive Education strategy is twofold:

- To enhance staff and student wellbeing, and
- To provide knowledge and skills so that individuals are motivated to self-implement ways in which they can grow their subjective wellbeing.

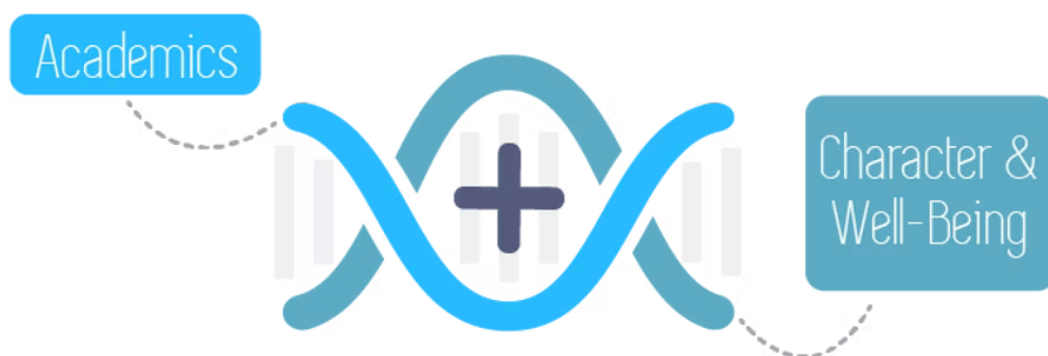
*“Positive Education is the application of the science of Positive Psychology and related fields within an educational setting to encourage students, faculty, schools, universities and communities to flourish. The focus is on enhancing the wellbeing and character development of students and faculty through the teaching and practice of specific skills within a learning ecosystem where the wellbeing of all is a priority” (IPEN Network.com, 2020).*



The fulfillment of intellectual potential through the learning of the best that has been thought and known.



The development of character strengths and well-being, which are intrinsically valuable and contribute to a variety of positive life outcomes



# PERMAH

Supporting this vision for student wellbeing is the Connect Program underpinned by the Gratitude, Empathy and Mindfulness (GEM) principles, and the Applied Positive Psychology (APP) Program shaped by Positive emotions, Engagement, Relationships, Meaning, Accomplishment, Health (PERMAH).


P	POSITIVE EMOTIONS	Self-awareness   Optimism   Resilience   Building   Perspective   Gratitude   Acceptance   Stress Resilience
E	ENGAGEMENT	Motivation   Commitment   Leadership   Using Strengths Finding Enjoyment   Flow   Goalsetting
R	RELATIONSHIPS	Team Building and Trust   Perspective Building Awareness of Others   Conflict Resolution   Feedback
M	MEANING & PURPOSE	Sense of Purpose   Goal Setting   Job Design Mindfulness   Contribution
A	ACCOMPLISHMENT	Celebrating Success   Feedback   Personal Development Reviewing Goals
H	HEALTH	Health   Nutrition   Lifestyle   Exercise Sleep and Recovery   Gut Health







# CHARACTER STRENGTHS

Character strengths are the positive traits and capacities that shape how humans think, feel, and behave. Unlike fixed attributes such as being tall or artistic, character strengths are dynamic and expressed through actions like kindness, fairness, persistence, or humour. They are grounded in six universal virtues: Wisdom, Courage, Humanity, Justice, Temperance, and Transcendence, encompassing 24 unique strengths. While these strengths are stable, they are also developable, offering opportunities for growth and deeper self-awareness. Misusing, underusing, or overusing strengths can lead to challenges, but when harnessed effectively, they contribute to a fulfilling life marked by greater joy, love, meaning, and success.

At TGSHS, character strengths are introduced in Year 7 and embedded into all year levels, interwoven into pedagogy, curriculum, and programs like Applied Positive Psychology and Connect. They are a cornerstone of restorative discussions with students, fostering conversations that celebrate what is right with them instead of focusing on what is wrong. By integrating strengths into teaching and learning, we empower students to reflect on their signature strengths, build self-management skills, and grow into their best selves. This approach not only supports academic and personal growth but also nurtures a culture of positivity, engagement, and resilience across the school community.



## Our CHARACTER STRENGTHS are in what we VALUE

 <p><b>Thinking and Wisdom</b></p> <p><i>Curiosity</i> Interest; exploration; openness to experience.</p> <p><i>Love of Learning</i> Increasing knowledge for its own sake; adapt, change and evolve</p> <p><i>Creativity</i> Finding new ways to do things; originality; problem solving</p> <p><i>Open-mindedness</i> Being able to make good judgements; being a rational thinker</p> <p><i>Perspective</i> Seeing the big picture; having wisdom</p>	 <p><b>Courage and Action</b></p> <p><i>Honesty</i> Being genuine and open; authenticity</p> <p><i>Self-regulation</i> Self-control; managing impulses and emotions; disciplined</p> <p><i>Perseverance</i> Finishing what one starts; not getting side tracked; push through adversity</p> <p><i>Teamwork</i> Working well in a group; loyalty</p> <p><i>Zest</i> Living life to the full; having energy; enthusiasm</p> <p><i>Leadership</i> Organising and motivating other people</p> <p><i>Bravery</i> Not shrinking from fear; speaking up for what's right</p>	 <p><b>Meaning and Purpose</b></p> <p><i>Gratitude</i> Expressing thanks; feeling blessed; appreciate the good</p> <p><i>Hope</i> Optimism; seeing a glass half-full; planning for the future</p> <p><i>Social Intelligence</i> Awareness of one's own feelings; sensing what other people feel; being at ease with others</p> <p><i>Appreciation of Beauty and Excellence</i> Awe; wonder; elevation</p> <p><i>Humour</i> Playfulness; bringing smiles and laughter</p> <p><i>Spirituality</i> Sense of purpose and meaning</p>	 <p><b>Heart and Compassion</b></p> <p><i>Kindness</i> Helping others; showing empathy; caring</p> <p><i>Humility</i> Modesty; letting one's accomplishments speak for themselves</p> <p><i>Fairness</i> Treating people equally</p> <p><i>Transcendentalism</i> Mercy; accepting other's shortcomings; giving people a second chance</p> <p><i>Love</i> Both loving and being loved; valuing close relationships with others</p> <p><i>Prudence</i> Making careful choices; avoiding dangers</p>
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Learners who flourish



# WHAT IS CONNECT?

## PURPOSE & OBJECTIVES

The Connect program is a key component of The Gap State High School's Wellbeing Framework, supporting students from Year 7 to Year 12. Its primary aim is to develop and strengthen student wellbeing, resilience, emotional literacy, hope, and positive relationships. A variety of year-level-specific programs and guest speakers enrich this time, aligning with the priorities of our three core domains while providing intentional and targeted support for each year level.

Three core domains (aligned with the PERMAH framework): **Engagement, Positive and Healthy Relationships**, and **GEM in Action**. At its heart, Connect is guided by the principles of GEM—**Gratitude, Empathy, and Mindfulness**—ensuring students build essential skills for lifelong wellbeing.

At The Gap State High School, **Connect** is a dedicated time each week designed to foster strong, supportive relationships between students and their teachers. Connect teachers are primarily the same teachers that students have during Period 3 on Mondays, ensuring continuity and stability. This approach allows students to build on the existing relationships they have in the curriculum space, saving valuable transition time and enhancing the overall experience.

By having a consistent teacher, students benefit from having one caring adult who understands their needs, supports their personal growth, and provides guidance throughout the week. This structure helps to strengthen student-teacher connections, promoting a positive and nurturing environment where every student feels valued.

Connect is about ensuring each student has a trusted adult in their corner, fostering a sense of belonging and wellbeing. Each year level we present unique challenges and opportunities for students. While we have a structured plan for the Connect Program, we also recognise the importance of flexibility in responding to emerging needs. By adapting to the evolving complexities of each year level, we ensure that students are empowered to navigate their journey with confidence and resilience.

At The Gap State High School, we believe in going beyond the traditional academic curriculum. Our goal is to empower students to leave our schooling environment with life skills, vitality, purpose, self-awareness and a strong connection to the world around them.



# WHAT WE VALUE

Each term our Connect lessons have a focus/align with what we value.



## THREE CORE DOMAINS OF CONNECT



We embrace the Positive Psychology Model priding ourselves on being leaders in positive engagement across the entire schooling environment. According to the model, positive engagement means living with excitement, endless curiosity, and deep focus, while striving for goals with determination and enthusiasm.

Through positive engagement we want to build students' capacity to be self-regulated, independent learners who are equipped to lead fulfilling lives. During Connect lessons, students: engage in goal setting; explore what it means to have a positive, growth mindset (which we call 'The Gap Mindset'); identify and use their personal strengths; participate in activities related to mastering time management and organisation; and discover what it means to be employable.

Incorporating these skills into our wellbeing curriculum ensures students are prepared for academic success, and opportunities beyond the classroom.

To empower our students to be learners who flourish, the Positive Health and Relationships unit aims to teach students how to develop behaviours and attitudes that promote healthy, safe and respectful behaviours towards self and others. This aspect of the Connect program is a proactive step to equip students with the tools and knowledge to positively influence their wellbeing across a range of topics:

- Self Esteem
- Body Image
- Respect
- Identity
- Sleep
- Bullying/Cyberbullying
- Anxiety/Stress

In partnership with Connect teachers, guest speakers and workshops run by external facilitators we aim to ensure this content is delivered in an age-appropriate manner that addresses the unique needs of our school community.

Centred on The Resilience Project's core principles – Gratitude, Empathy, Mindfulness, and Emotional Literacy – each Connect lesson is designed with fun and engaging Student Journal activities that builds resilience and happiness and is a whole school approach with tailored resources for each Year level.

- Gratitude is paying attention to what we have and being thankful for the little things in life and acknowledging what went well. Encourages students to appreciate the abundance in their lives to foster a sense of optimism and contentment.
- Empathy is the ability to understand another person's thoughts and feelings from their perspective, enriches interpersonal connections and instils kindness and compassion.
- Mindfulness is about being in the present moment to reach a state of clarity and calmness. Equips students with tools to stay grounded and present.
- Emotional literacy empowers students to recognise and manage their emotions, with the goal to enhance emotional regulation and resilience.

Research shows development of these personal and social competencies leads to improved academic results, learning culture, attendance and reduced disciplinary actions.



# THE RESILIENCE PROJECT

In conjunction with TGSHS Wellbeing Framework, The Resilience Project (TRP) teaches and supports positive mental health. TRP is emotionally engaging, practical, and proven to have an impact. TRP aims to build resilience and happiness through explicitly teaching GEM (Gratitude, Empathy, Mindfulness) and Emotional Literacy. The resources that are implemented on a school scale, but are tailored to each Year level, are developed by educators and have proven impact.

These are research-backed practices that are intertwined in our pedagogical approach and Wellbeing Framework, ensuring that every student receives the support they need to thrive academically, socially, and emotionally. Through our partnership with TRP, we were also able to host members of the Brisbane Broncos, to share their experiences and insights on resilience and mental health. Their visits inspire students to embrace strategies that foster positive mental health and personal growth.



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## EVENTS THAT PROMOTE A SENSE OF **BELONGING & CULTURE**

- Wellbeing BBQ's
- Gala Days
- Student Leadership
- Peer Power
- House Days & Activities
- Be Challenged Days (Year Level Interhouse)
- Friendship Day
- National Sorry Day
- Reconciliation Week
- NAIDOC Week
- National day against bullying and violence
- Wear it purple day
- RUOK Day
- World Mental Health Day
- World Teachers' Day
- Focus on transition celebrations into and out of the school
- Parents as Partners
- Sporting Carnivals
- Music, Visual/ Media and Performing Arts, Arts Showcases
- Sporting Carnivals
- Debating, Public Speaking Club  
( Environmental, LAUNCH)

# YEAR 7 CONNECT

## Foundations, Discover and Connect.

### Building friendship, navigating high school and developing a growth mindset.

Students transitioning to TGSHS are provided support starting the year prior to ensure their start to high school is successful.

- The year before starting Year 7, students attend an orientation to familiarise themselves with the school layout and meet key staff, including their Head of Year, Deputy Principal, House Mentor, and core curriculum staff.
- A staggered start to the school year, where only Year 7 students participate in the induction, provides a calming environment on a day that can be quite daunting.
- In the first week, an induction program allows students to meet their Head of Year, Connect Teacher, and House Mentor. During this program, students receive information about the school's resources, IT, and online learning tools.
- A designated seating area for year 7 provides an important connection point and a place to develop relationships.

Year 7 Connect Overview	Term 1 Welcome to The Gap and Making Friends	Term 2 Becoming my best self	Term 3 Developing Growth Mindsets	Term 4
Engagement	<b>Organisation / Timetable / Calendar</b> Revision Studies at home? What is Study? Digital Organisation Goal Setting	<b>Term 1 Reflection / Goal Setting.</b> Using The Resilience Project Document Re-establishing Goals	<b>Term 2 Reflection / Goal setting</b> Exam preparation strategies Visual learner strategies	<b>Term 3 Reflection / Goal Setting (M)</b> Effective Learners Group Presentations
Positive Health & Relationships	Stymie Presentation Relationships / Social Connection / Kindness / Empathy Developing Resilience	Cyber bullying /digital footprint Equality, inclusivity and respect Digital Wellbeing Cyber Bullying Citizenship Developing coping strategies		Body Image / Self Esteem Equality / inclusivity and respect
G.E.M in Action/ Resilience	Introduction to G.E.M Transition from Primary to High School	Gratitude Intro Empathy Intro Mindfulness Intro	Service project	Reflections of first year of high school Bullying and Bystanders

# YEAR 8 CONNECT

## Momentum; Strength and Identity

Exploring personal Strengths, resilience and healthy habits for success

Year 8 Connect Overview	Term 1	Term 2	Term 3	Term 4
Engagement	<b>Goal Setting</b> Habits of Highly Effective Teens Healthy habits vs good habits	<b>Reflection / Goal setting</b> Habits of Highly Effective Teens Be Proactive	<b>Reflection / Goal setting</b> Habits of Highly Effective Teens Begin with the End in Mind	<b>Reflection / Goal setting</b> Habits of Highly Effective Teens Put First Things First
Positive Health & Relationships	Stress management Open Parachute Self-Esteem and Respect – Including Each Other – Social Media and Self-esteem – Role Models	Help-seeking Open Parachute Aggression, Awareness and Support (Overcoming trauma and cycles of negativity) – Hurt People Hurt People – Support	Gender and Identity Open Parachute Bullying & Boundary Setting – Cruelty and Body Image – Setting Boundaries	<b>Positive Gender Relationships</b> Open Parachute Anxiety & Avoidance Patterns – Anxious Thoughts – Overcoming Avoidance
G.E.M in Action / Resilience	Gratitude Letters	<b>Empathy:</b> How does it feel to walk in someone else's shoes? Service Project	Being mindful	Gratitude, Empathy and Mindfulness – A message to myself

# YEAR 9 CONNECT

## Elevate, Challenge and Thrive.

Stepping up, embracing challenges and fostering independence.

Year 9 Connect Overview	Term 1	Term 2	Term 3	Term 4
<b>Reflection / Goal setting</b> Engagement	<b>Goal Setting</b> Team Building Activities	<b>Reflection / Goal setting</b> Reflection and goal Being Proactive	<b>Reflection / Goal setting</b> Revisiting Character Strengths	<b>Reflection / Goal setting</b>
Positive Health & Relationships	Cyber safety Digital Footprint Healthy sleep habits Headspace - Let's Talk About It	<b>Let's Talk Appearance Ideals and Expectations</b> Bullying - The Flipside Social Media Digital Citizenship Cyberbullying Brainstorm Productions Performance 'The Flip Side' Seminar from 'Butterfly Education'.	Inclusivity Positive self talk	Stress Management
G.E.M in Action	Gratitude Empathy Mindfulness Emotional Literacy - Emotional Regulation Identifying feelings	Gratitude Empathy Mindfulness		

# YEAR 10 CONNECT

Pathways, Explore and Empower. Career planning, self-learning and preparing for senior schooling.

Year 10 Connect Overview	Term 1	Term 2	Term 3	Term 4
Engagement	<b>Goal Setting and Academic Success:</b> 'Prioritisation and study habit refresh' <b>Staff/Student Engagement</b> Building relationships	<b>Goal Setting:</b> Setting goals for Term 2 <b>SET Plan Preparation</b>	<b>Goal Setting and Academic Success:</b> 'Reflecting on Semester 1 goals to refresh these coming into Semester 2' Employability CV and Resume Building	<b>Goal Setting and Future Planning:</b> Reflecting on goals for the year, discussing plans for 2025 and goals they need to achieve to get there. <b>Camp/Work Exp.</b> Emu Gully
Positive Health & Relationships	<b>Investing in health:</b> physical and emotional health • Coping Habits • Healthy Sleep • Period Power Education Program	<b>Finding Purpose:</b> 'Overcoming unhelpful thoughts and finding our path' Online Safety Healthy Habits Online and Dangers of Online Engagement.  Study Tips and Wellbeing Hacks Block exams week	<b>Managing Decision Anxiety:</b> Mindful Strategies for managing anxiety around decision (SET Plans).	<b>Study Tips and Wellbeing Hacks</b> Block exams week
G.E.M in Action / Resilience	<b>Investing in health:</b> physical and emotional health • Coping Habits • Healthy Sleep • Period Power Education Program	<b>Empathy:</b> challenging thoughts to grow and consider others' perspectives.	<b>GEM in Action:</b> Connect Class chosen GEM project with a focus on creating opportunities for kindness.	<b>GEM in Action:</b> Gratitude. Practical applications of gratitude. Build Gratitude practice.

# YEAR 11 CONNECT

Aspire, Lead and Achieve. Developing leadership, academic excellence and future focus.

Year 11 Connect Overview	Term 1	Term 2	Term 3	Term 4
Engagement	Character Strengths, Study Timetables and Gearing up for Success Goal Setting and Academic Success	<b>Reflection / Goal setting</b> My Future – My QCE Leadership in Senior	<b>Reflection / Goal setting</b>	<b>Reflection / Goal setting</b> Year 11 Review + AI tips and Tricks
Positive Health & Relationships	Self-Identity	Healthy Sleep Patterns RACQ Adair Donaldson Camp RYDA - Driver Safety	Hope and empowerment Red Frogs: Party Safe	Avoidance patterns and overcoming it
G.E.M in Action / Resilience	Gratitude to others	Leadership Mindfulness in all aspects of life	Anxiety when facing tough decisions	Aversion or Self compassion

# YEAR 12 CONNECT

**Legacy, Finish Strong. Celebrating achievements, preparing for life after school and leaving a positive impact.**

Year 10 Connect Overview	Term 1	Term 2	Term 3
Engagement	<b>Reflection and Academic Success</b> Character Strengths, Study Timetables and Gearing up for Success. Time Management.	<b>Unit 3 Reflection / Goal setting</b> Transitioning Post school opportunities. Jobs, Training and Education.	Exam and study preparation strategies Career Pathways
Positive Health & Relationships	Relationships + Defining yourself Stigma + Barrier support	The joy of learning Drawing strength in social situations. Road Safety	Nutrition and Health Mindfulness activities Partying safely Seeking support
G.E.M in Action / Resilience	<b>Mindfulness:</b> Practise mindfulness by slowing down and concentrating on one thing at a time <b>GEM in action:</b> Service Project – Harmony Day	<b>Emotional Literacy and Empathy:</b> Label our emotions as we experience them. Recognition of other peoples emotions and responding appropriately	<b>Managing Decision Anxiety:</b> Mindful Strategies for managing anxiety around leaving school Balancing workload, pressures effectively and minimising health impacts

## CAMP EXTENSION OPPORTUNITIES

**In addition to Year level camps (Years 7-11) students have the opportunity to apply what they have learnt in Connect and Applied Positive Psychology to extend themselves in these practical contexts.**

Years 10 & 11	Kepler Track - NZ (or alternative destinations)	Challenge and Leadership
Years 10 & 11	International expeditions to: eg. India, Laos, Indigenous Communities	Service and Leadership
Years 9 & 10	Duke of Edinburgh – Bronze	Challenge and Leadership
Years 10 & 11	Duke of Edinburgh – Silver	Challenge and Leadership
Years 11 & 12	Duke of Edinburgh – Gold	Challenge and Leadership

# APPLIED POSITIVE PSYCHOLOGY

Applied Positive Psychology (APP) is a school-based Year 7-12 program that provides students with a range of opportunities to develop their personal, social, and leadership capabilities alongside cultivating their subjective wellbeing through a lens of positive psychology.

This Program draws largely from the science of positive psychology, from the Australian Curriculum – Social Emotional Capability and is underpinned by PERMAH (Seligman, 2011)

## CAMP PROGRAM

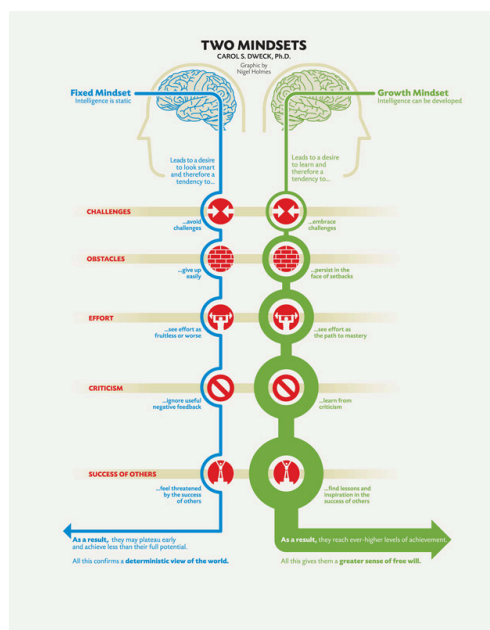
Students in Years 7-11 are encouraged to attend their year level camp. Camps at The Gap SHS provide an intensity and continuity of learning into a practical context that proves invaluable for the development of peer relationships, develop resilience, GRIT, leadership, and character strengths. Each Year level camp has a different focus and purpose, all that can be tied back to PERMAH with the aim of fostering a Growth Mindset.

For full details about the **APP**, please visit our school website:

<https://thegapshs.eq.edu.au/ourcurriculum/SubjectsAndPrograms/Documents/Applied%20Positive%20Psychology.pdf>

## GROWTH MINDSET

Carol Dweck's theory of Mindset explores the notion of fixed and growth mindset, our deeply held beliefs, attitudes and values shapes the lives we lead and the actions we take and how mindset affects learning, motivation and engagement. Growth mindset describes a way of viewing challenges and setbacks. People who have a growth mindset believe that even if they struggle with certain skills, their abilities aren't set in stone. They think that with work, their skills and talents can improve overtime (through hard work, good strategies and input from others). Leads to a desire to learn and Those with growth mindset tend to achieve more than those with fixed mindset. This is because they worry less about looking smart and put more energy into learning.



### Fixed MINDSET

Resisting the possibility of growth and change.

Focus on reproducing **what** is familiar.

**Same old same old.**  
Preserving existing structures.

### Growth MINDSET

Showing up with an **open mind** to learn and improve.

Focus on **how** we can grow through deliberate effort.

Growing through a process of **incremental change.**

### Benefit MINDSET

Showing up with an **open heart** to serve the wellbeing of all.

Focus on **who** we are being and **why** we do what we do.

Being of benefit by **being the transformation.**



# GUEST SPEAKERS, PROGRAMS & PARTNERS

The Head of Year plays a pivotal role in supporting the academic, social, and emotional wellbeing of students within their cohort. They oversee student engagement, manage Connect programs, and lead a team of teaching staff to foster a positive school culture. A key responsibility is identifying and addressing the unique wellbeing needs of their year level. This includes determining guest speakers and implementing programs that promote resilience, personal growth, and a sense of belonging, ensuring students are supported throughout their educational journey.



## THE HOPEFULL INSTITUTE GLEN GERREYN

Glen Gerreyn delivers powerful seminars that prompt our students to shift their individual thinking. These enriching seminars are research-based and geared around supporting The Gap SHS Wellbeing Framework.

[thehopefullinstitute.com/about/](http://thehopefullinstitute.com/about/)



## SCHOOL TV

This online resource aids in bridging the gap between schools, families and students. SchoolTV is a platform that

provides schools with an extensive range of wellbeing resources for parents, to foster a partnership to ensure better wellbeing for all students.

[schooltv.me/](http://schooltv.me/)



## STYMIE

Stymie helps your child to say something by enabling them to report all kinds of concerns, safely

and anonymously. Stymie allows students to notify the school about peers experiencing harm, including bullying (physical, cyber, emotional, or relational). Reports include key details like where and when incidents occur, and evidence (e.g., screenshots) can be uploaded. These notifications help staff address concerns following school policies.

[about.stymie.com.au](http://about.stymie.com.au)

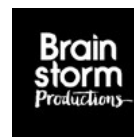


## BUTTERFLY FOUNDATION

Butterfly Education is a trusted leader in body image and eating disorder

prevention, offering evidence-based workshops and resources for young people, parents, and professionals. Their programs address key risk factors like poor body image, bullying, and appearance pressures while building protective factors such as self-esteem, resilience, and healthy behaviours. Focused on raising awareness, reducing stigma, and encouraging help-seeking, Butterfly Education provides practical strategies to support students' mental health and foster positive body image within schools and the wider community.

[butterfly.org.au](http://butterfly.org.au)



## BRAINSTORM PRODUCTIONS

Brainstorm Productions delivers engaging, live theatre performances

designed to support student wellbeing, resilience, and mental health. Covering topics like bullying prevention and online safety, their performances combine relatable characters, narrative, music, and humour to bring wellbeing content to life. Supported by Q&A sessions and curriculum-linked resources, these impactful incursions provide practical strategies for resilience. With over 20 years of experience, Brainstorm Productions is a trusted provider of high-quality educational theatre in Queensland schools.

[brainstormproductions.edu.au](http://brainstormproductions.edu.au)



## IT'S A MANS ISSUE

It's a Man's Issue educates on consent, challenges rape culture, and addresses toxic masculinity. Through engaging

school sessions, it empowers students with knowledge and tools to promote respectful attitudes and behaviours, fostering positive change and open dialogue on these critical issues.

[itsamansissue.com/about](http://itsamansissue.com/about)



## RACQ

Year 11: Driver Distraction program that involves viewing a mock crash scenario that occurred as a result of distracted

driving. This film shown in this presentation acts as 'a catalyst to explore the key themes of brain development, the social nature of adolescents, technology and the young, novice driver space, to examine the interrelated and inextricably linked concepts of feelings, friends, phones and cognitive overload as they relate to travelling in a vehicle.'

Year 12: Road safety education program that is designed to be engaging, interactive and aims to empower your students to make safer, well-informed choices both as a driver and passenger. Students explore, and are equipped with, real world strategies for combating the 'Fatal Five' road safety issues; Drink and Drug Driving, Fatigue, Seatbelt Use, Speeding and Distraction.

[racq.com.au/about-us/community/educational-programs](http://racq.com.au/about-us/community/educational-programs)



## HEADSPACE

Year 12: Transition Post Schooling/ Leaving School: A workshop tailored for identifying stresses about leaving

school and creating strategies for supporting positive wellbeing. Students leave with resources and supports to assist them outside of the school realm.

[headspace.org.au](http://headspace.org.au)



## CAREERS EXPO & INDUSTRY LEADERS WORKSHOP

The Brisbane Careers Expo is Australia's largest and longest-running careers event, connecting students, graduates, and job seekers with universities, training institutions, and employers. Packed with free advice and hands-on experiences, the expo offers opportunities to speak with over 160 training organisations and employers, gain expert career advice, discover jobs of the future, attend free career seminars, and explore interactive zones like the WorldSkills National Championships and Try'a Skill areas. This event allows students to explore career pathways and planning for the future.



## SAFER SCHOOLS

Year 9 and 10: Otae valorissit dolor aliqui ut volles postiis ut aperis dest, totat que natis eossiminis etur soluptiasped maio

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XXXXXXX.com.au



## RED FROGS

Educating students about the risks associated with schoolies. Identifying and analysing the consequences of actions in outside school environments.

[redfrogs.com.au](http://redfrogs.com.au)



## REAL SCHOOLS

Real Schools empowers educators with the tools, skills, and attitudes to build meaningful, productive relationships

that accelerate student learning and foster healthier, more engaging school environments. Through his evidence-based approach and unique methodology, RP2.O, Adam's work is reshaping education across Australia. Real Schools is an innovative education business founded by Adam Voigt, a passionate advocate for teachers and school leaders. With extensive experience as a School Principal in some of Australia's toughest locations, Adam's mission is to transform school cultures, education leadership, and student outcomes.

[realschools.com.au/about](http://realschools.com.au/about)



Learners who flourish