

Island School

Thrive Programme



W H Y D O W E
H A V E A
T H R I V E
P R O G R A M M E

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At Island School we embrace wellbeing as a core role in education to help students thrive and build resistance against adversity. Wellbeing is a holistic term that encompasses all aspects of a student's life, including their physical, social, cognitive and emotional state. These four lenses that define wellbeing structure our Thrive programme with the Island School values embedded in the learning objectives.

1. Why do we have a Thrive programme?

T H E
I S L A N D
S C H O O L
WELLBEING
LENSES

2

Learning Objectives

Physical wellbeing

Physical wellbeing teaches the students about their own growth and development to embrace responsibility for their own self care and to promote healthy lifestyle choices.

Social wellbeing

Social wellbeing helps build authentic relationships where students are encouraged to positively contribute to our community, society and life. To celebrate individuality and be mindful about themselves, others and the environment.

Cognitive wellbeing

Cognitive wellbeing embraces opportunities for students to pursue their interests, set goals and pursue excellence. To engage and support their development of essential lifelong skills.

Emotional wellbeing

Emotional wellbeing develops the students emotional intelligence by giving them the tools to protect themselves for a positive mental health. To understand, use and manage their own emotions in a positive way.

T H E
I S L A N D
S C H O O L
T H R I V E
L E N S E S

3





Social wellbeing



Physical wellbeing



Emotional wellbeing



Cognitive Wellbeing

Core values:

To nurture a community, thriving in trust, respect and support for the promotion of diversity, equity and inclusion.

Health:

To promote the benefits of nutrition, sleep and exercise for healthy lifestyle choices.

Emotional intelligence:

To understand, use and manage your own emotions in a positive way.

Engagement:

To embrace new opportunities and pursue interests with the purpose to reflect on one's passions in learning and achieving success.

Connections:

To invest time in self-development which in turn will help develop authentic relationships.

Growth:

To take responsibility for one's safety by self regulation. To care for one's physical and psychological growth.

Positive Education:

To provide the support tools in supporting mental health and happiness.

Resilience:

To overcome challenges by perseverance through purposeful risk taking and goal setting.

T H E CURRICULUM

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Island Schools Thrive curriculum has been developed from comprehensive, evidence based research to ensure we deliver an extensive and inclusive programme. This includes the mandated Relationships and Sexuality Education Curriculum (ESF) , the Mental Health Association (Australia) and the PHSE Curriculum (UK). Thrive is delivered by the tutor once a week and is an important part in building this pastoral relationship for the care and safety of our students.

Relationship and Comprehensive (Sexuality) Education Curriculum (RSE)

The RSE is mandatory across all ESF schools and was developed with the objective of “giving young people the tools to safeguard their health and wellbeing”. The development of this programme is a result of ongoing work in protecting young people which has been established from UNESCO guidelines.

The Personal, Social, Health and Economic education

The PHSE curriculum topics comprises relationships, health and wellbeing and living in the wider world and is a school subject through which students develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children and young people to stay healthy and safe, while preparing them to make the most of life and work. PSHE education also helps pupils to achieve their academic potential.

Positive Education

Positive education is based on the science of wellbeing and happiness. Positive Education is an approach that blends academic learning with character and wellbeing life skills. Staff are encouraged to complete the Mental Health First Aid course (Mental Health First Aid Australia). The Positive Schools programme has been an initiative whereby staff who have been trained help deliver and engage positive education in the curriculum. Within lessons the positive learning tools have been used to help reduce anxiety and help students manage their emotional wellbeing.

S K I L L S DEVELOPMENT

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We embrace the New Pedagogies for Deep Learning within the Thrive programme and focus on the development of the Citizenship and Character competencies. Our approaches to learning are skills designed to enable students in the IB Middle Years Programme to “learn how to learn”. They are intended for students to use when reflecting and building on the process of learning.

Character - This competency enhances the students love for learning and has a proactive stance toward life demonstrating empathy, compassion and integrity. These competencies are taught through project based units to help students take responsibility for their own learning pathways and provide opportunities for students to reflect on their passions or interests. With these approaches to learning students can overcome challenging situations, set goals and pursue excellence.

Citizenship - This competency encourages the students to think and act as global citizens, to understand their culture and other cultures to better understand global issues from different points of view whilst having a commitment to human equity and well-being through empathy and compassion. With these approaches to learning students can take responsibility for participating in and contributing to their communities whilst providing them with opportunities to discuss and explore current affairs.



STUDENT PORTFOLIO

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At Island School, we recognise that our students grow and flourish with regard to their academic achievements. However, we also recognise that it is essential we look beyond merely these developments and recognise that each student is unique in their learning journey. It is, therefore, vital that we create the mechanisms and tools that allow students to document, reflect and celebrate their growth as a whole. As such the student portfolios have been created with the below in mind.

- Have been designed by students for students to ensure that they are authentic and fit for purpose;
- Act as an authentic platform to showcase student growth and support student learning across all areas of the school;
- Offer a place where students can reflect on their competency development and receive meaningful feedback from teachers in regards to their next stages of progression;
- Encourage students to take ownership and responsibility for the learning process by allowing them to decide what is important to upload, share and reflect upon. Evidence could showcase their artistic, creative, innovative, rational, comprehensive and conceptual growth in all areas of school life;
- A way of receiving internal and external endorsements for developments in all areas of life;
- A reporting system that highlights student's engagement and growth beyond academic numbers and comments;
- Create a lasting archive of evidence to support future school entry, university applications and reference writing;
- Support pastoral staff members in understanding the full picture of students' development both within and outside of school.

LEADERSHIP OPPORTUNITIES

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The importance of a student voice is paramount to the success of our Thrive programme and wellbeing initiatives. This collaboration between our Thrive ambassadors and the Thrive team aims to promote the awareness of wellbeing at school but also provide additional support to the ongoing development of the Thrive programme.

Key roles of an ambassador:

- Voice ideas in the planning and development of the Thrive programme.
- Organise and collect feedback from students about the current topics and projects.
- Assist in wellbeing events or activities on offer either through Thrive or the Extra Curricular programme.

Some of our THRIVE Ambassadors:



Ginny

Although many people may not think it, our wellbeing is important to help us overcome difficulties and build resilience. Working with the Thrive Ambassadors so far has been an enjoyable experience, encouraging me to try new things and learn more about the world.



Clement

The reason why I wanted to become a thrive ambassador was because I wanted to spread positivity as well as take part and help the school in a larger scale compared to only helping my house all the time.



Rachel

Being part of the thrive ambassador team allowed me to take on a leadership role and input some of my thoughts into Island School. Being able to work with other students and getting to know them! I'm looking forward to being able to share ideas and create wellbeing slides which will benefit students!



Zhejun

I joined the Thrive Ambassadors to encourage people at Island school to be healthy and positive in their life and to others.

WELLBEING

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Wellbeing activities are embedded within our Thrive programme to offer opportunities for students to choose and experience varied activities that promote wellbeing. These include; yoga, mindful colouring, quiet reading and board games. To compliment the work in Thrive lessons our range of wellbeing resources produced by the ambassadors and the Thrive team are accessible to further support their understanding of wellbeing which not only promote independent learning but to pursue a healthy and mindful lifestyle. A wellbeing student led initiative is Wind-down Wednesday and encourages students to relax, unwind and de-stress mid-week.



PARENTAL SUPPORT

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Useful links for support.

Mental Health	Supporting children through stressful events Mental health Tips for Hong Kong Mind HK Mental Health
Online safety	HK Government Online Protection HK Police Tips for safety online Cyberbullying Security tips online for parents CPDP
External providers	KELY Youth Support Group



www.island.edu.hk

Island School

20 Borrett Road, Mid-levels, Hong Kong

Telephone: +852 2524 7135

Email: school@online.island.edu.hk