

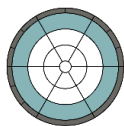
Confidential Student Flourishing Profile

Jill Sample

Interpreting the Profile

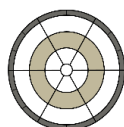
Outer Ring (7-9)

Dimensions coloured to the outside circle indicate Jill has scored higher on this dimension compared to the majority of her peers. This is a likely area of strength and is probably assisting Jill maintain optimal wellbeing.



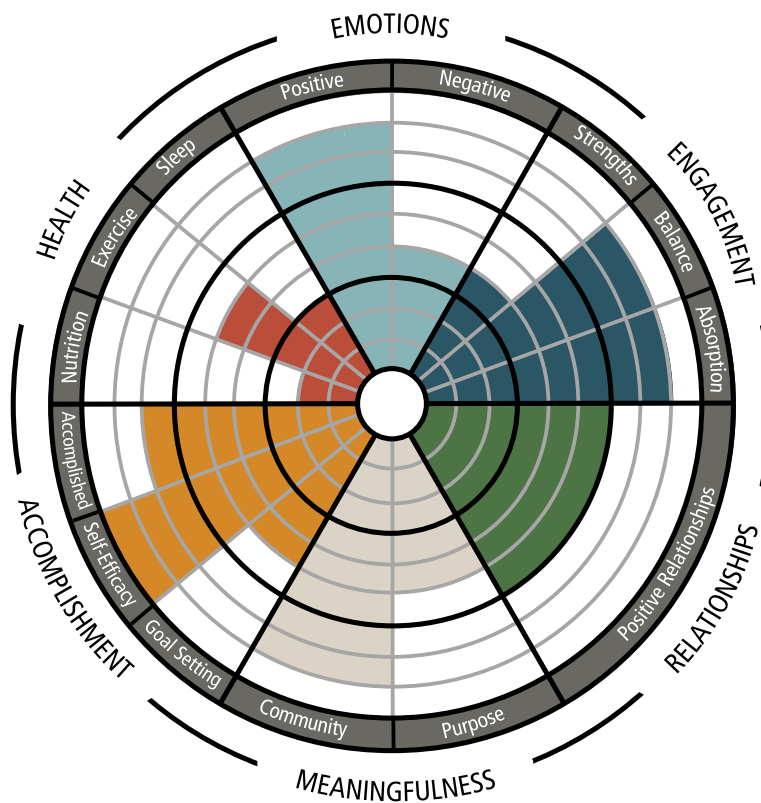
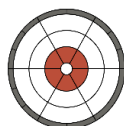
Middle Ring (4-6)

Dimensions coloured to the middle circle indicate Jill has scored in the average range compared with her peers. Although not a negative, Jill may be able to make changes in this area to improve her level of wellbeing.



Inner Ring (1-3)

Dimensions coloured only to the inner circle indicate Jill has scored lower on this dimension compared to the majority of her peers. This is an area that is likely to be suitable for development in order to improve Jill's overall wellbeing.



Date of Survey: 01/07/2017

Flourishing Components

The Flourishing at School survey is based on Martin Seligman's multidimensional PERMA model of flourishing. Flourishing refers to a positive life experience and is synonymous with high levels of mental wellbeing. As well as feeling happy and satisfied, wellbeing means developing as a person, being fulfilled, and making a contribution to the community.

Emotions

Many studies have shown that positive emotions are frequently accompanied by better life circumstances including stronger relationships and improved physical health. Positive emotions can also assist to mitigate negative emotions caused by stressful events. When students do something they enjoy, they are more likely to persevere in the face of challenges, and spontaneously search for creative solutions.

Relationships

People are social creatures designed for connection. It is important for students to have positive relationships with peers and family that are based on trust and mutual support. These relationships can create infectious positive emotions and also help to keep personal problems in perspective. Communication skills are important for giving and receiving social support and maintaining positive relationships.

Accomplishment

Achieving personal goals is incredibly satisfying and gives students' confidence to pursue other challenges. Setting SMART (specific, measurable, achievable, relevant, and time-bound) goals gives students structure in their pursuits and increases the likelihood of success. Remaining optimistic despite set-backs is also key in order to maintain optimal mental wellbeing.

Engagement

Engagement (or flow) occurs when an individual becomes completely absorbed in what they are doing to the point he or she loses track of time. It occurs most often when there is a balance between the student's abilities and the challenge at hand. This experience can be highly enjoyable and rewarding and often comes from activities such as sport, music and hobbies.

Meaningfulness

Individuals are at their best when they dedicate their time to something greater than themselves. Studies have shown that people who belong to a community and pursue shared goals are happier than people who do not. When students have a strong sense of their own values and beliefs they can seek out like-minded people and work together to have a positive impact on the community.

Health

In addition to Seligman's five components of wellbeing, the Student Flourishing Profile also incorporates the important dimension of health. Research has demonstrated that individuals with good nutrition, exercise and sleep habits generally experience greater physical and mental wellness than those with unhealthy lifestyles.



Emotions

Positive Emotions

8

Jill scored above the 80th percentile on this dimension. This means she experiences positive emotions such as joy, gratitude and awe more often compared with other students her age. Jill most likely engages in activities she enjoys frequently and is likely to be a pleasure to be around. In this way, Jill's experience of positive emotions should be optimising her relationships with others and her mental wellness.

Negative Emotions

4

Jill scored in the average range on this dimension compared to her peers. This suggests she experiences negative emotions such as nervousness, distressed and upset about as frequently as other students her age. It is normal to experience negative emotions from time to time in response to normal stressors such as grief, loss and hardships. However it is important to move past these emotions to maintain wellbeing.

Engagement

Strengths Known

4

Jill scored within the average range on this dimension. Jill has a reasonable understanding of her strengths compared with other students her age. Jill is likely to gain satisfaction from participating in activities she excels at and may also gain a feeling of accomplishment. To further enhance her wellbeing, Jill should continue to develop her signature strengths and seek out opportunities to use them in everyday life.

Balance

8

Jill scored above the 80th percentile on this dimension compared with other students her age. Jill is likely to be in tune with her skills and participate in challenges that extend her to a level which is commensurate with her strengths. Participating in difficult activities that are in balance with her skill level likely influences Jill's wellbeing by enabling her to feel confident, successful and in control.

Absorption

8

Jill scored above the 80th percentile on this dimension compared with her peers. Jill is likely to gain a great deal of satisfaction from being engrossed in an activity and being in the "moment". When Jill is performing a task she enjoys and stretches herself she is likely to be highly engaged and committed which can assist to boost her experience of positive emotions and her overall level of wellbeing.

Relationships

Positive Relationships

6

Jill scored in the average range on this dimension compared with her peers. Maintaining positive relationships based on balance and trust are known to protect mental health and increase resilience. Jill is likely to have as many relationships that meet this description as her peers. These relationships can act as a buffer under times of stress and can help to maintain her wellbeing.

Meaningfulness

Purpose

5

Jill scored in the average range on this dimension. Jill has about the same level of understanding as her peers about what is important in her life. Knowing one's values can assist an individual's wellbeing by being able to identify like-minded people to form positive relationships with and by spending more time doing activities that are purposeful and give life meaning.

Community

8

Jill scored above the 80th percentile on this dimension. Compared with her peers, Jill is likely to have an above average appreciation for the significant positive impact she can have on other people's lives. When people have a sense of belonging they feel their life has more meaning and tend to have less mental health issues. Jill should be encouraged to continue to put her skills and talents to use in her community.

Accomplishment

Goal Setting

5

Jill scored in the average range on this dimension. This suggests her ability to set and work to achievable goals is comparable to most of her peers. It is important for Jill to set herself tangible goals, and keep them in sight. Creating and working towards SMART goals can increase wellness as it helps to increase optimism about the future and provides a framework to increase her chances of experiencing accomplishment.

Self-Efficacy

9

Jill scored above the 90th percentile on the dimension of self-efficacy. This suggests she is likely to be more confident than other students to pursue hard-to-reach goals. This scale also assesses a student's belief in their ability to adapt to still reach their goals if they come across a setback. In this regard, Jill is also likely to be more resilient than her peers.

Accomplished

7

Jill scored above the 70th percentile on this dimension. This suggests she is more likely than her peers to experience satisfaction associated with accomplishment. This can make Jill feel more confident about taking on new challenges and enable her to draw upon this previous success to improve her mood in times of need. This can improve her overall wellbeing and resilience and assist Jill to flourish.

Health

Nutrition

2

Jill scored below the 20th percentile on this dimension compared with her peers. Jill is likely to benefit from reviewing the foods and drink she regularly consumes. It is important to ensure she eats regular meals, drinks plenty of water during the day and has adequate amounts of omega-3 in her diet as well as the necessary vitamins and minerals required for healthy brain function and sustained energy levels.

Exercise

5

Jill scored in the average range on this dimension which suggests she undertakes a similar amount of exercise as most of her peers. Given the amount of research that promotes exercise as a natural way to ward off certain types of depression, enhance mood, reduce stress and improve sleep; any additional time Jill can spend exercising is likely to improve her physical and mental wellbeing.

Sleep

3

Jill scored below the 30th percentile on this dimension compared with her peers. Insufficient or poor quality sleep can make it difficult for Jill to function at her best. She may be able to improve her wellbeing by taking steps to optimise her sleep such as scheduling 8-10 hours of sleep each night, keeping a regular sleep/wake schedule, and avoiding stimulating activities and electronics before bedtime.