Hayesfield GIRLS' SCHOOL | MIXED SIXTH

CHARACTER DEVELOPMENT



Every student should feel known, valued and connected

At Hayesfield, we believe that belonging is the foundation for success. When students feel accepted, supported and part of something bigger than themselves, they are more likely to engage in school life, develop positive relationships and achieve their potential.

Belonging is not created through a single programme or event. It is built through daily experiences, meaningful relationships and opportunities to participate fully in school life. It is the feeling of being welcomed, included and encouraged to contribute.

We want every student to find their place within our community. For some, this may be through a club, a sports team or a leadership role. For others, it may be through performing on stage, participating in a house competition, taking part in a residential trip or simply finding a group of friends with shared interests. What matters is that every student has opportunities to connect, contribute and grow.

Our approach is intentionally designed to provide a wide range of experiences that encourage students to explore new interests, challenge themselves and develop the confidence to lead. Through these experiences, students build the character, skills and values that will support them throughout their lives.

At the heart of everything we do are our five Hayesfield values:

Self-Confidence – believing in yourself and having the courage to participate.

Resilience – growing through challenge and perseverance.

Moral Courage – doing what is right, not what is easy.

Limitless Aspirations – believing your future can be bigger than you imagined.

Readiness and Respect - being prepared and supporting our community.

Together, these values help create a culture where students feel they belong, are encouraged to be themselves and are empowered to make a positive difference in the world around them.

"Belonging is not about fitting in. It is about every student feeling seen, valued and able to thrive as part of our community."

British Values at Hayesfield

At Hayesfield, British Values are embedded within our approach to character development, helping students understand their rights, responsibilities and the importance of contributing positively to the communities around them.

Through our tutor programme, curriculum, student leadership and wider enrichment opportunities, students explore the five fundamental British Values and develop the confidence to put them into practice.

Democracy – Self Confidence and Leading

Students are encouraged to share their views, listen to others and influence decisions through Student Parliament, Student Council and wider student leadership opportunities.

Individual Liberty – Resilience and Challenging

We encourage students to make informed choices, develop independence and understand their rights alongside their responsibilities to others.

Mutual Respect – Belonging and Moral Courage

Through our character values and everyday interactions, students learn to value others, challenge discrimination and contribute to a community where everyone feels they belong.

Tolerance of Different Faiths and Beliefs – Limitless Aspirations and Exploring

Students develop an understanding and appreciation of different faiths, cultures and beliefs, recognising the importance of living and working alongside people with different perspectives.

The Rule of Law – Readiness and Respect

Our expectations and routines help students understand the importance of fairness, responsibility and the rules that protect individuals and communities.

From Understanding to Action

British Values are not simply taught as concepts, they are experienced through everyday school life, from student-led decision-making and respectful debate to community projects, enrichment activities and opportunities to take responsibility.

We support our PSHE curriculum with our tutor programme to make sure that we are embedding key concepts and knowledge, such as British Values and that students understand these values and have the confidence, character and skills to demonstrate them beyond school.

Self-Confidence

We believe in ourselves and lead with pride
We act independently and inspire others
We know our voice counts

"It isn't what we say or think that defines us, but what we do"
Jane Austen



Resilience

We rise after setbacks and keep going
We find strength in challenge
We never give up

"The most difficult thing is the decision to act, the rest is merely tenacity"
Amelia Earhart



Moral Courage

We do what is right, even when it is hard
We stand up for others
We make a positive difference

"You must never be fearful about what you are doing when it is right"
Rosa Parks



Limitless Aspiration

We believe we can achieve anything
We aim high and push our limits
We never stop improving

"There is very little difference between men and women in space"
Helen Sharman



Readiness & Respect

We are kind, prepared and punctual
We value others and work as a team
We build a happy, respectful community

"Building a happy, inclusive community with kindness"



The Hayesfield Character Development Journey

Our Character Development Strategy is built around four interconnected strands:

Belonging – creating strong relationships, positive experiences and a sense of connection to our school community.
Exploring – encouraging students to discover new interests, talents and opportunities through a broad range of experiences.
Challenging – providing opportunities for students to step outside their comfort zone, develop resilience and build confidence through new experiences.
Leading – empowering students to influence change, contribute to their community and develop leadership skills.

These strands are not separate programmes. Together they create a developmental journey in which students move from feeling that they belong, to exploring new possibilities, challenging themselves and ultimately leading others. In turn, those leaders help create belonging for the next generation of students.

How We Build Belonging

Belonging sits at the heart of everything we do and is developed through four key areas.

Known – through our tutor programme, pastoral systems, mentoring and daily interactions. Students are greeted, supported and noticed. Tutors monitor attendance, well-being and progress, ensuring that every student has a trusted adult who knows them well.

Valued – through rewards, recognition and celebration. House points, postcards, achievement assemblies and the Hayesfield Character Award recognise effort, growth, service and contribution alongside academic success.

Connected – through shared experiences. LEAP clubs, Houses, trips, residentials, Enrichment Week, assemblies and community events create opportunities for students to build friendships, develop identity and feel part of something bigger than themselves.

Able to Contribute – through student leadership, Student Parliament, Year Councils, peer mentoring, Changemakers projects and community action. Students are encouraged to use their voice and shape the community around them.

This cycle sits at the centre of our Personal Development Strategy and provides a coherent framework for understanding how enrichment, character development and belonging work together. It ensures that students are not only successful academically but also leave Hayesfield as confident, resilient and compassionate young people who are ready to make a positive contribution to society.

SELF CONFIDENCE

LEAP
Our extensive enrichment programme provides opportunities for students to explore new interests, develop existing passions and connect with others who share similar interests.

Delivered through:
Sports LEAPs
Creative LEAPs
Academic LEAPs
Performance LEAPs
Leadership LEAPs
Homework Clubs
External Approved Activities

Leadership Opportunities
Leading a meeting, mentoring younger students, presenting to an audience or organising an event all help students develop communication skills and self-belief.

Delivered through:
Student Parliament
6SLT
Heads of House
Tutor Representatives
Event Leadership
Student Ambassadors

Houses
House events and competitions create opportunities for every student to contribute, participate and achieve success.

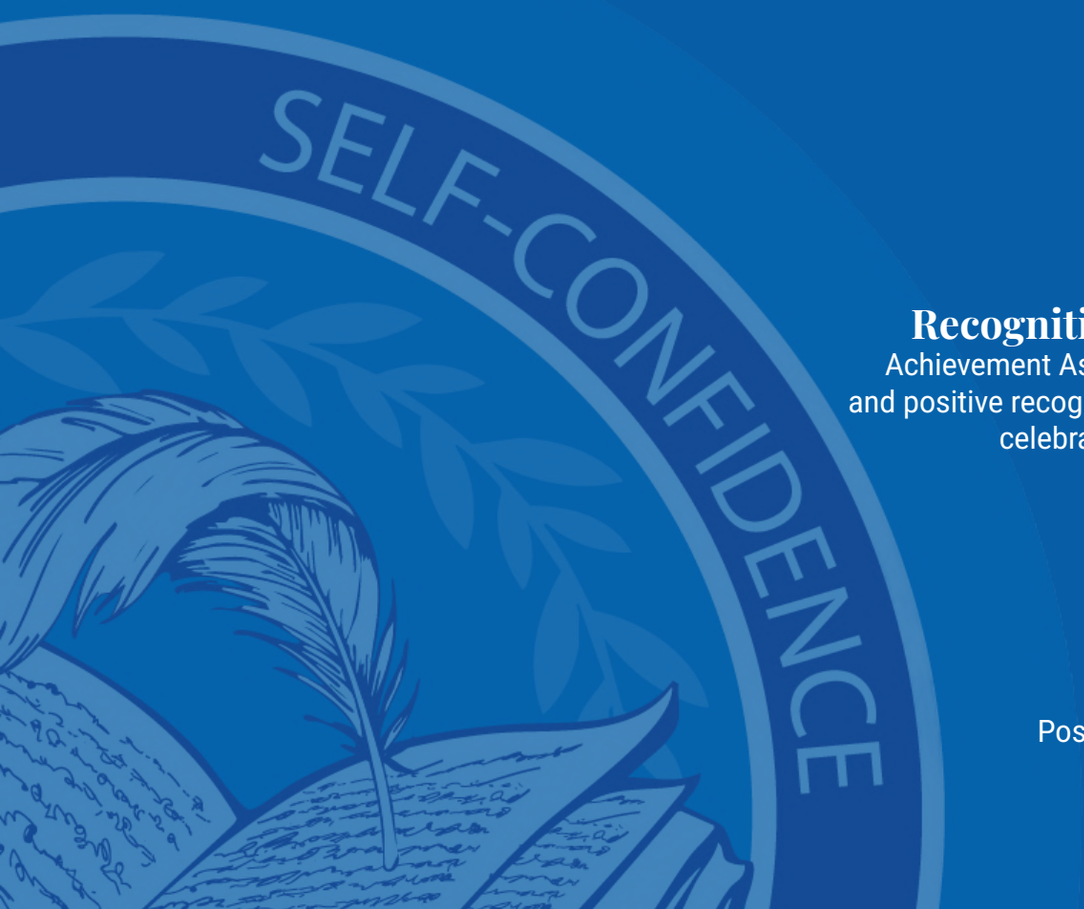
Delivered through:
House Assemblies
House Competitions
Sports Day
House Points
House Challenges
House Events
Student Heads of House

Performance and Creativity
Through music, drama, art and public performances, students develop the confidence to express themselves and share their talents with others.

Delivered through:
Orchestra
Host Choir
Hush Choir
School Productions
Music Performances
Art Exhibitions
Enrichment Week Activities

Recognition and Celebration
Achievement Assemblies, Character Awards and positive recognition ensure that success is celebrated in many different forms.

Delivered through:
Character Award
Achievement Assemblies
House Awards
Subject Awards
Tutor Recognition
Positive Communications Home
Celebration Events



RESILIENCE

Duke of Edinburgh's Award
The Duke of Edinburgh's Award challenges students physically, mentally and socially.

Delivered through:
Bronze Award
Silver Award
Gold Award
Expeditions
Volunteering
Skills Sections
Physical Challenges

Outdoor Adventure
Residential trips and adventurous activities provide opportunities for students to step beyond their comfort zones.

Delivered through:
Residential Visits
Surfing
Lake Activities
Hiking
Climbing
Adventure Days
Outdoor Learning

Sport and Competition
Sport teaches students how to respond to both success and disappointment.

Delivered through:
PE Curriculum
Sports Teams
Sports Leaders
Sports Day
Fixtures
Tournaments
LEAP Sports Clubs

Personal Development
Our tutor programme, assemblies and PSHE curriculum help students develop strategies for managing pressure, setbacks and change.

Delivered through:
Tutor Programme
Assemblies
Challenging Strand
Wellbeing strategies
Self-Compassion Sessions
Managing Pressure Sessions
Healthy Relationships Programme

Independence
Many opportunities encourage students to take responsibility, solve problems and make decisions independently.

Delivered through:
DofE
Residentials
Enrichment Week
Student Leadership
Trips
LEAP Participation
Student-Led Projects



MORAL COURAGE

Student Leadership

From tutor representatives and Year Councils to Student Parliament and the Senior Leadership Team, students are given genuine opportunities to influence school life. They learn how to listen to others, represent different viewpoints and work collaboratively to improve the experience of their peers.

Delivered through:
Tutor Representatives
Year Councils
Student Parliament
6SLT
Student Heads of House
Leadership Training Programme
Student-led events

Student Voice

Student feedback shapes decision-making across the school. Through surveys, focus groups, consultation events and our "You Said, We Did" approach, students see that their opinions are valued and that positive change can happen when people speak up.

Delivered through:
Student Parliament
Year Councils
Student Surveys
Focus Groups
Student Learning Walks
You Said, We Did feedback cycle
Tutor Voice activities

Community Action

Students regularly take part in charitable initiatives, fundraising events and community projects. These experiences help them understand the importance of contributing to something bigger than themselves and making a difference to the lives of others.

Delivered through:
House Charity Events
Community Partnerships
Christmas Collections
Fundraising Campaigns
Charity Challenges
Awareness Events

Service and Volunteering

Many students undertake volunteering through the Duke of Edinburgh's Award and wider school opportunities. By supporting younger students, local organisations and community groups, they develop empathy, responsibility and a sense of civic duty.

Delivered through:
DofE Volunteering
Peer Support Opportunities
Open Evening Ambassadors
School Event Volunteers
Community Projects

Equality and Inclusion

Through assemblies, tutor programmes, awareness events and student-led campaigns, students are encouraged to celebrate diversity, challenge discrimination and create an environment where everyone feels respected and valued.

Delivered through:
Tutor Programme
Assemblies
Anti-Bullying Week
Diversity Celebrations
Student Campaigns
Student Parliament Projects
British Values Programme



LIMITLESS ASPIRATIONS

Trips and Visits
Educational visits, residential experiences and cultural trips allow students to experience new places, perspectives and opportunities.

Delivered through:
UK Visits
Cultural Visits
Residentials
International Trips
University Visits
Theatre Visits

Enrichment Week
Enrichment Week offers an extraordinary range of opportunities that encourage students to discover new interests and experience something completely different.

Delivered through:
Activity Strand
Discovery Strand
Residentials
Cultural Experiences
Adventure Activities
Creative Workshops

Careers and Futures
Students engage with employers, further education providers and career pathways throughout their time at Hayesfield.

Delivered through:
Careers Programme
Careers Fair
Employer Encounters
Sixth Form Events
Work Experience
Alumni Engagement

Cultural Experiences
Exposure to theatre, museums, universities, workplaces and cultural institutions helps students broaden their understanding of the world.

Delivered through:
Theatre Trips
Museums
Galleries
University Visits
Visiting Speakers
Cultural Celebrations

Leadership and Achievement
Through leadership opportunities, challenges and personal goals, students are encouraged to aim high and believe in their own potential.

Delivered through:
Student Leadership Pathways
Character Award
DofE
House Leadership
Mentoring
Public Speaking
Student-Led Initiatives



Application Of Character Learning

The Change-makers Project and Hayesfield Character Award are purposeful interventions that turn character learning into action. Both are designed to build equity by widening access to opportunities, recognising individual growth and ensuring all students can demonstrate our school values in practice. Through meaningful participation, personal challenge and contribution to others, students develop and demonstrate the character qualities they have been taught.

The Change-makers Project

Change-makers gives every student the opportunity to make a positive difference to the community around them.

Working through tutor groups, Houses and wider school projects, students identify ways they can raise awareness, support others, fundraising or take action on something that matters. Projects such as Grow a Pound give students genuine responsibility for planning, organising and delivering something together.

Importantly, Change-makers creates opportunities for different kinds of contribution and leadership. Not everyone needs to lead the whole project. Students can organise, communicate, create, research, represent others or take responsibility for one part of the work.

Through this, students learn that small actions matter and that they have the ability to create positive change.

The Hayesfield Character Award

The Character Award brings together the experiences students have across school life and encourages them to recognise the character they are developing along the way.

Rather than rewarding one particular type of achievement, it recognises participation, challenge, contribution and leadership across experiences including LEAP, Houses, trips, enrichment, Change-makers and wider school life.

Students are encouraged to get involved, try something new, contribute to their House and community and gradually take greater responsibility.

The award helps students to see the connection between what they do and who they are becoming — recognising the confidence, resilience, moral courage and aspirations they develop through their experiences at Hayesfield.

Character is not something we simply teach.

It is developed through what students experience, the choices they make and the contribution they make to others.

Character Development

In your planner you will find a page like this one to record the actions you have taken to achieve your Character Development Award. It is your responsibility to provide evidence to your tutor that you have achieved these and your tutor will sign them off and then inform your DOA so you can recieve your Character Development Award.

Leading
Takes on at least one area of leadership across school

Challenging
Attends at least one school LEAP all year with 95% attendance

Belonging
Takes part in fundraising for their House on at least one occassion per term

Exploring
Attends at least one school trip each academic year

Character Award

At Hayesfield we believe Character Development is as important to future success as academic results. We offer a wide range of activities and experiences to allow you to build resilience, confidence, friendships and grow your interests through your school life. We aim to recognise all of these different areas with the Hayesfield Character Award. To achieve the award you must complete the following aspects of school life.

- Attend a school run LEAP at least once a week for the whole academic year, with no more than four missed sessions for the year.
- Attend at least one school trip each academic year
- Have an active role in an aspect of Student Leadership-A Tutor rep, House rep, Equality Council, Climate Committee, Mentor, Buddy, Anti-bullying Ambassador, running an aspect of a school/ house wide competition or leading an aspect of your tutor.
- Takes part in fundraising for your House on at least one occasion per term

To keep track of your progress make sure you complete these pages with your evidence. Once your tutor signs it off you will receive your award.

My weekly LEAP is:

School Trips I have attended are:

My leadership role is:

I have raised funds or donations for the following school charity event:

I confirm this has been completed: Date:
Tutor Signature

School LEAP
Only School run LEAPs and Sports teams count towards the Character Development Award.

Whilst we love that you attend lots of different clubs outside of school this is about pushing yourself within the Hayesfield community.

Trips Attended
Trips are so important to broaden your horizons and show you things you may never have known about!

School trips are about sharing these experiences with your peers and creating new links.

Leadership Role
Your voice is important. Don't let others make the choices on the things that matter to you.

Volunteer for a role on a council, a committee, as an anti bullying ambassador, a mentor, or a prefect and grow the education you want. These roles are essential to our school.

House Event
Community isn't just within our school. We support and help others wherever we can. From litter picking to fundraising your efforts can make a positive difference in others lives.

Choose to run or support a House event and know that your input is having impact.

Approved by
Your tutor must sign and date and notify your DOA

Hayesfield GIRLS' SCHOOL | MIXED SIXTH

Student Leadership

We believe every student should have the opportunity to experience leadership. Leadership is not just about holding a badge or being the person at the front. It is about having a voice, taking responsibility and knowing that you can make a difference.

We create different levels of leadership opportunity so students can find a way to lead that works for them. These range from established roles such as Tutor and House Representatives and Sixth Form Student Leadership, through to smaller leadership responsibilities built into Changemaker projects, House activities, enrichment and wider school life.

This matters because not every young person will feel ready to put themselves forward for a highly visible role. A student might instead lead part of a project, organise an activity, represent the views of others, support younger students or take responsibility for turning an idea into action. These experiences give students the confidence to take the next step when they are ready.

At this stage in their lives, having genuine responsibility matters. Leadership helps our students develop confidence, independence and agency, alongside practical skills in communication, organisation, decision-making, teamwork and problem-solving. They learn to listen to others, manage setbacks, take responsibility and follow things through.

Most importantly, they begin to recognise that their ideas have value, their voices matter and they have the ability to make things happen.

Our aim is not for every student to lead in the same way. It is for every student to have the opportunity to contribute, take responsibility and discover how they can lead.

Year Councils meet fortnightly in Week B, while House Councils, Equality Council and Climate Council meet fortnightly. School Council meets at key points throughout the year, and Student Parliament meets three times annually. Minutes are taken at meetings, with key issues discussed and priorities agreed through voting. Actions are then delegated to student representatives and working groups, with progress reviewed at future meetings and fed back to tutor groups. This ensures student voice leads to meaningful action and students can see the impact of their involvement.



How Do We Know It's Working?

Belonging only matters if students genuinely experience it. We therefore use a range of measures to understand whether our strategy is having the intended impact and to identify where further support may be needed.

We track participation across LEAP, trips, residentials, student leadership, Houses and enrichment activities, allowing us to see which students are engaging fully and where barriers may exist for particular groups. Attendance data is reviewed regularly, including attendance gaps between key groups, as attendance is one of the clearest indicators of a student's connection to school. We also monitor behaviour, engagement and retention within activities over time.

Student voice is a key part of our evaluation process. Through Student Parliament, Year Councils, surveys, focus groups and day-to-day conversations, students tell us what is working well and where improvements can be made. Student leaders play an important role in gathering and feeding back this information, helping us ensure that decisions are informed by the experiences of the students themselves.

Most importantly, we do not simply collect data. Participation, attendance and student voice are reviewed regularly and used to shape future provision, target support and remove barriers to engagement. This helps ensure that belonging remains an active part of school improvement rather than simply an aspiration



The 8 Ofsted Benchmarks Which Help To Guide Us

1 A strategically aligned offer
- Enrichment linked to school priorities.
- Supported by leaders and governors.
- Planned, monitored and evaluated.

2 A broad offer
- Opportunities across all five enrichment categories:
- Arts & Culture
- Sport & Physical Activity
- Nature, Outdoor & Adventure
- Civic Engagement
- Life & Future Skills (including STEM)

3 Inclusive and accessible
- All students can participate.
- Barriers identified and reduced.

4 Participation and belonging
- Focus on engagement, relationships and school belonging.
- Not simply counting activities.

5 Student voice and co-construction
- Students help shape the offer.
- Programmes respond to interests and needs.

6 Partnerships
- Strong links with community groups, employers, universities, arts, sports clubs etc.

7 Recognition and celebration
- Achievement and participation are recognised.
- Students can reflect on and articulate what they gain.

8 Evaluation and improvement
- Schools understand who participates.
- Use data to improve provision over time.

How Do We Meet Them?

Benchmark	Hayesfield Provision
Strategic Leadership	Character Development Strategy and Belonging Framework
Broad Offer	LEAP, trips, residentials, Houses, DofE awards and student leadership
Inclusion and Accessibility	Universal access with a personal approach to removing barriers
Participation and Belonging	Belonging Framework and community-centred approach
Student Voice	Student Parliament, Student Council and Year Councils, surveys, Morning Mindset groups, interventions, tutor voting, one to ones.
Partnerships	External clubs, universities, employers and community organisations
Recognition and Celebration	Character Award, Positive Points, Postcards, House and Achievement Assemblies, Tutor shout outs, teacher praise
Evaluation and Improvement	Participation, attendance and engagement monitoring, student and parent feedback, staff voice, reviewing external factors and whether we are preparing our students accordingly

How Do We Know?

To ensure we are achieving our aims we evaluate our evidence routinely and change anything which is failing to have an impact, because every student is an individual and sometimes a different approach is needed.

A strategically aligned offer

- School Improvement Plan lays out our aims for the year
- SLT and Governor oversight at each level from concept to implementation
- All activities are mapped against our values and aims

A broad offer

- Opportunities across all five enrichment categories in LEAP
- Trips to support cultural, enrichment and curriculum needs
- Planned shared experiences within each year to foster relationships and friendships

Inclusive and accessible

- All students can participate
- LEAPs specifically focused on building cultural inclusivity; Our Roots, Our Recipes, Christian Union, Extension Languages,
- Barriers identified and reduced- funding and support where needed regardless of official PP status
- Positive bias for disadvantaged students and use of systems to ensure these students are not missed

Participation and belonging

- Quantitative data used to measure engagement and identify students who need additional support to access offer.
- Trends identified and actions taken each half term as part of;
  - Qualitative data collected through;
    - Tutor survey each full term,
    - Student voice surveys,
    - Student leadership councils
    - Morning mindset groups
    - Student voice focus groups
  - Student Leadership systems

Student voice and co-construction

- Students help shape the offer.
- Programmes respond to interests and needs.
- Parent and student surveys used yearly to gather thoughts of variety of enrichment offer of trips and clubs
- 6th form led LEAPs in response to student feedback, supported by a staff member
- Student Parliament, Student Council, Year Councils, House Councils, Equality Council, Climate Council, Year 7 Buddy's, Anti-Bullying Ambassadors, Reading Mentors, Prefects.

Partnerships

- Strong links with community groups, employers, universities, arts, sports clubs etc.
- Trust links across Bath Hub and wider Trust schools to share good practice and resources
- Careers links through school and the wider Trust network to ensure every student can access a strong and relevant offer

Recognition and celebration

- Achievement and participation are recognised.
- Students can reflect on and articulate what they gain.

Evaluation and improvement

- Schools understand who participates.
- Use data to improve provision over time.

Monitoring, Evaluation and Continuous Improvement

We use participation data, student and staff voice, and regular programme reviews to identify gaps, remove barriers and continually improve the opportunities available to every student.

Evidence	Question it answers	Review point
Sign-up records- trips, LEAP, Enrichment Week, IGNITE days, experience days	Who has access to an opportunity?	Each allocation cycle
Arbor attendance and registers- LEAP, Enrichment Week, trips	Who is attending and where are there gaps?	Weekly monitoring; termly analysis
PP / SEND / EAL comparisons- all areas across school life	Are key groups accessing and sustaining participation?	Termly, where comparable data is available
Student and parent voice- surveys, one-to-ones, group focus chats, student leadership, morning mindsets	What are students experiencing, and what barriers remain?	Through surveys, councils and focused follow-up, termly and fortnightly
Programme and leadership reviews	Is the offer broad, relevant and progressive?	Termly and annually
Staff training, briefings and feedback	Do staff understand and consistently deliver our expectations?	Termly, weekly briefings, tutor time observations
Student leadership minutes, action logs and "You said, We did"	How does student voice lead to meaningful change?	Fortnightly and termly
Targeted interventions and participation reviews	How are identified barriers addressed and access improved?	Termly
Character Award, House points and recognition records	Are students demonstrating our values and being recognised for their contribution?	Termly and annually



Mapping Character

Houses- Our communities of identity & belonging

Shared Identity — Who we are and what we stand for

House Pride — Displays, badges, assemblies, competitions

House Points — Recognising values, effort and contribution

House Assemblies — Celebrating impact, sharing stories, inspiring others, having fun together

Change-makers — House action for real impact in our school and local/global community

Careers & Futures- Aspiration and opportunity for every student

Employability Skills — Communication, teamwork, leadership, problem-solving within curriculum and tutor

Informed Choices — Helping students understand pathways and possibilities

Work Experience — Hands-on experiences that build confidence, developing across all years and building to extended placements in year 10

Employer Encounters — Real connections with the world of work, in school and out

Student Voice, Leadership & Agency- Student voice, responsibility and genuine influence

Inclusive Leadership — Opportunities for everyone to lead

Student Parliament & Councils — Feedback shaping change

Leadership Roles — House Reps, Tutor Reps, Equality Reps, Climate Reps, Change-makers, reading mentors, buddies and Heads of House

You Said, We Did — Consultation, decisions, delegated action and feedback to students

Enrichment Week & Trips- Experiential learning beyond the classroom

Memories & Connections — Stronger friendships, stronger community

Challenge & Adventure — Build resilience, independence and confidence

Cultural Capital — Widen horizons and broaden perspective

Real World Experiences — Learning through doing, exploring and seeing

Tutor Programme- The daily engine room of our culture

Change-makers — Fortnightly action, projects and impact

Reflection & Growth — Goal setting, character focus, personal development

Celebrate & Connect — Recognising contributions and building House spirit

Relationships First — Building connection, trust and support

LEAP- Structured enrichment for all

Open to All — Inclusive, accessible and fair

Wide Range of Activities — Sports, arts, creativity, well-being, leadership

Build Skills & Confidence — Discover strengths, new interests, try new things

Leadership in LEAP — Lead clubs, support others, build experience

Character Award Links — LEAP participation contributes to recognition

Assemblies- Inspire, educate and unite

Values in Action — Exploring values through stories and examples

Student-led Opportunities — Opportunities for students to lead and speak

Big Ideas — Resilience, kindness, courage, aspiration and community

Celebrate & Reflect — Recognising achievement and character

Rewards & Recognition- Celebrating character, effort and contribution

Personal Praise — Specific, genuine, meaningful

House Points — Value-based recognition across school

Milestone Celebrations — Recognising progress and commitment

Intrinsic Motivation — Building pride, purpose and self-worth

Postcards Home — Sharing success with families

Community & Contribution- Putting values into action for others

Change-makers — Student-led projects with a purpose

Charity & Fundraising — Supporting causes that matter to students

Volunteering & Service — Giving time and effort to help others

Awareness & Advocacy — Raising understanding, peer to peer

Environmental Action — From the small steps to the big

Progression through the student journey

Years 7–8 Belong & Explore — Build relationships, discover interests, establish routines and develop confidence.

Years 9–11 Challenge & Contribute — Take greater responsibility, develop resilience, make informed choices, contribute to school life.

Years 12–13 Lead & Prepare — Lead others, influence decisions, develop independence and prepare for life beyond school.

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