

The Wellbeing Curriculum

ECEC, Kindergarten, Year One and Year Two

You Can Do It

Focus areas include:

- Organisation
- Getting Along
- Confidence & Persistence
- Resilience

Year Three, Year Four, Year Five and Year Six

Bounce Back

Focus areas include:

- Core Values
- Bullying
- Elasticity
- Success
- People Bouncing Back
- Personal Values
- Courage
- What is Courage?
- The Bright Side
- Managing Your Emotions
- Emotions
- Having Good Relationships
- Relationships
- Transition to Senior School
- Humour
- Positive Humour has Many Advantages

Senior School Years Seven to Years Eleven

Year Seven – Stepping Up

Year Eight – Stepping Forward

Year Nine – Rites of Passage

Year Ten – Your Life, Your Responsibility

Year Eleven – Planning for Your Future

Focus areas include:

- Transitions
- Safe Celebrating
- Anti-Bullying
- Road Awareness and Safety
- Smart Studying
- Drugs and Alcohol Awareness
- Self-Respect
- Year 11 Study Conference
- Cybersafety and Digital Citizenship

Year Twelve

The Final Year and Beyond

Focus areas include:

- Rights and Responsibilities
- Youth and the Law
- Surviving Year 12
- RSA Course Accreditation
- Stepping up Academically
- Year Twelve Study Conference
- Achieving a Balance
- Financial Management for School Leavers
- Goal Setting
- Careers and Tertiary Awareness
- Study Techniques & Examinations Preparation

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Hills
Grammar

Student Wellbeing

Hills Grammar provides a safe and supportive co-educational environment in which each student is encouraged to strive for excellence in scholarship, personal development and citizenship. Students are better able to achieve these outcomes when they are connected to a healthy, happy and safe community.



Our School's response to the educational, personal and social needs of students acknowledges the need for a comprehensive whole school approach to student wellbeing and aims to:

- A) enhance the development of a school environment where children and young people feel safe, valued, engaged and purposeful
- B) deliver curriculum which provides students with opportunity to acquire knowledge and develop positive values, attitudes and behaviours
- C) provide access to structures designed to identify and support

all students, in particular those students dealing with learning, social, emotional or wellbeing needs

- D) establish partnerships with parents and wellbeing specialists to ensure appropriate assessment and intervention is available to those who need it most

As such the Student Wellbeing program:

- is designed to nurture and support personal development
- enables, enriches and extends the educational experiences of all students
- provides all students with access to opportunities that promote wellbeing

- supports and strengthens academic, wellbeing and co-curricular learning outcomes
- is built upon the principles of duty of care, effective communication, positive relationships and recognition of each student
- is nurtured, strengthened and enhanced through investment in parent and staff learning opportunities
- develops, in all students, the School's values of Respect, Integrity, Service and Excellence

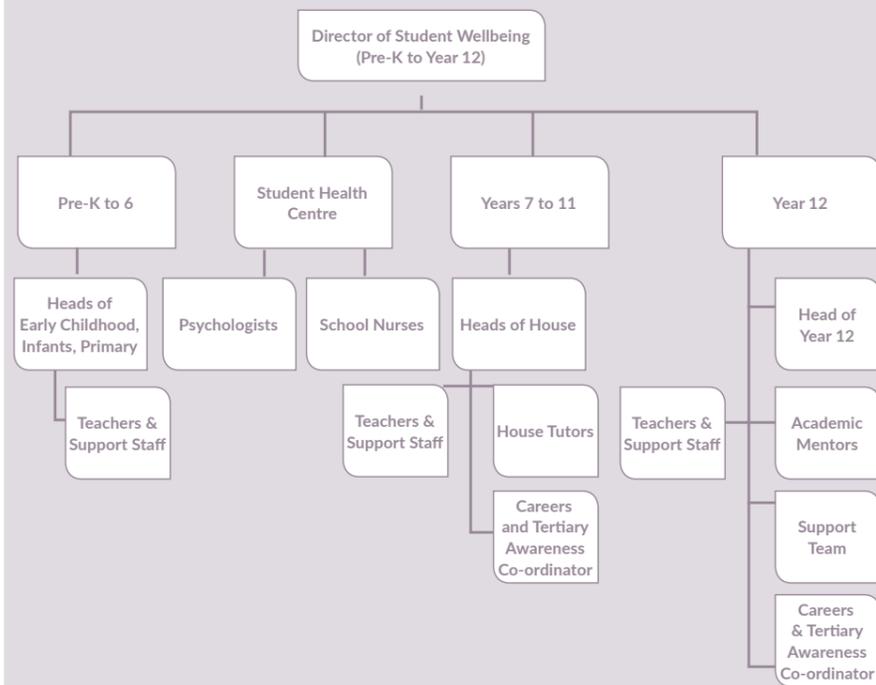
Student Wellbeing

Students are better prepared for learning when they are healthy, safe and happy, therefore student wellbeing is the responsibility of all members of the School community.

Academic Care

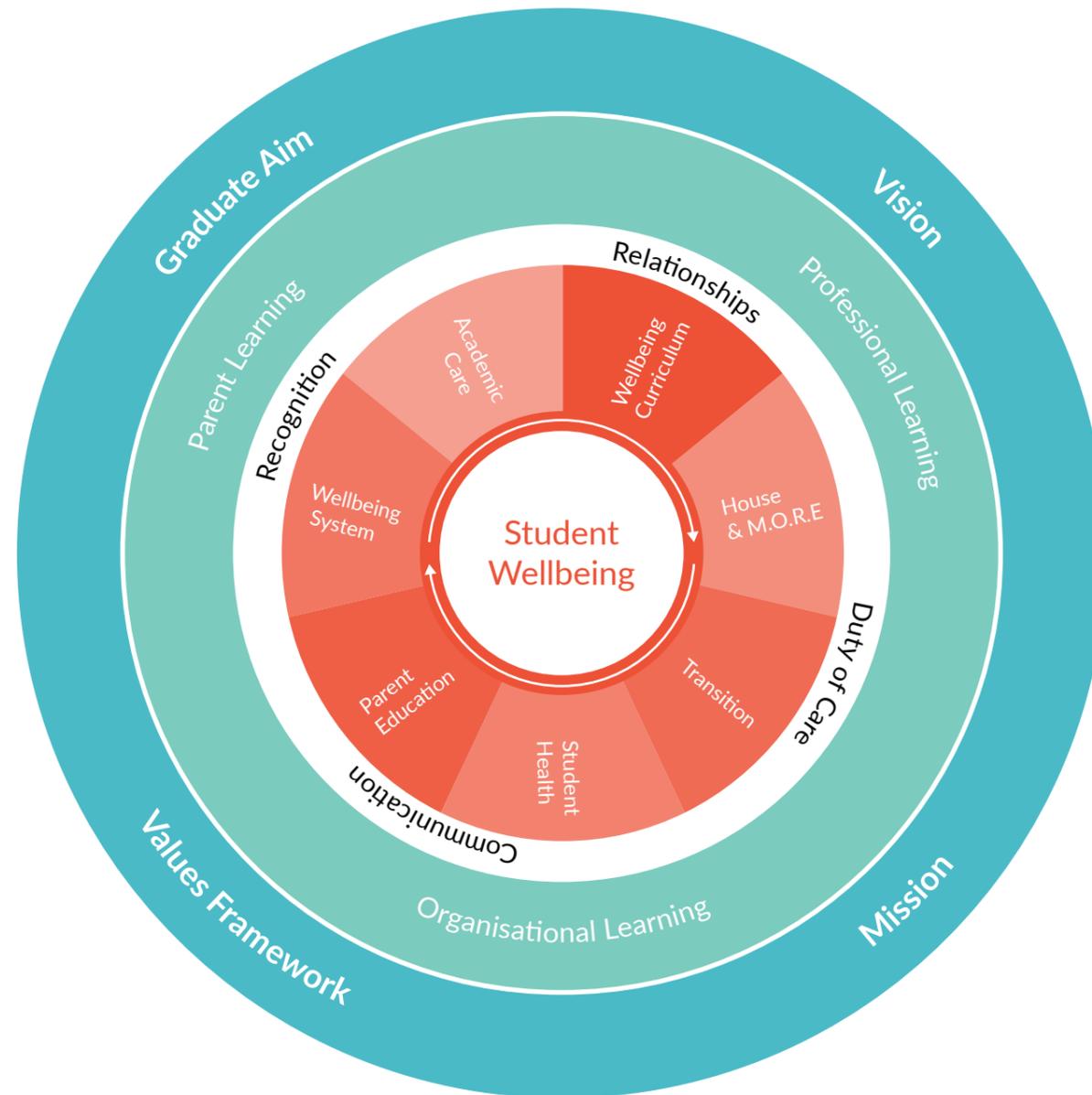
This acknowledges the link between student wellbeing and academic success. The integration of the wellbeing, co-curricular and academic dimensions of the School enhances student learning, wellbeing and resilience. All staff at Hills Grammar are committed to, and involved in the delivery of wellbeing and co-curricular programs, acknowledging their value and link to improved academic and learning outcomes.

The Wellbeing System



Parent Education

In liaison with the Parents & Friends Association, a series of Parent and Community Forums is offered annually. These are further supplemented by a range of breakfast, twilight and evening information meetings specific to particular year groups and operational matters. These are advertised through the newsletter and by direct invitation.



The Wellbeing Curriculum:

A structured curriculum delivered to students from ECEC to Year 12 which focuses on character and values development for a contemporary and ever changing world (see guide overleaf)

HOUSE & M.O.R.E.

The Junior School day commences with Morning Order, Routine and Expectations (M.O.R.E.) at which time attendance is taken, a Communication Bulletin is read and students are reminded of their responsibilities as members of the School and wider community. Senior School students also meet daily in House groups. During this time programs are delivered around the key principles of community, scholarship, citizenship, personal development and administration.

Transition:

Structured programs are delivered on an annual basis which assist the students' and parents' transition from one phase of schooling to another. These include home to ECEC, ECEC to Kindergarten, Year 6 to Year 7, Year 10 to 11, Year 11 to Year 12, Year 12 to post school career and tertiary options and new enrolments.

Student Health:

The School provides a Health Centre which consists of:

- a School Clinic staffed by registered nurses
- psychological and counselling services provided by registered psychologists
- a library containing a collection of books and resources on parenting, childhood, adolescence, student health and wellbeing which are available for members of the school community to borrow
- small group meeting and consultation rooms with ICT resources available.

Communication: The partnership between home and school is a crucial one and at Hills Grammar, open, honest and regular communication is encouraged.

Duty of Care: The School has a duty to ensure that reasonable steps are taken to prevent harm to students. This is a positive duty - that is, it requires that positive steps be taken to provide a safe and supportive environment. Hills Grammar takes this responsibility seriously and complies with all statutory requirements that govern the running of a school.

Relationships: A key feature of our school is the positive and productive working relationships that exist between staff, students and parents. It is important that we safeguard these through mutual respect and by working co-operatively in the interests of the students who attend the School. Appropriate role modelling by adults ensures that our students learn the values upon which the School is based and are able to display these within the context of our School, but also within the wider community.

Recognition: Our School's commitment here is to ensure every child is known. We aim to know and appreciate them for who they are and recognise and nurture them to be all they can be.