

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

Senior School Years Seven to Years Eleven

Focus areas include:

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

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
- Goal Setting
- Study Techniques & Examinations Preparation
- Financial Management for School Leavers
- Careers and Tertiary Awareness

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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:

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

with learning, social, emotional or wellbeing needs

- 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.

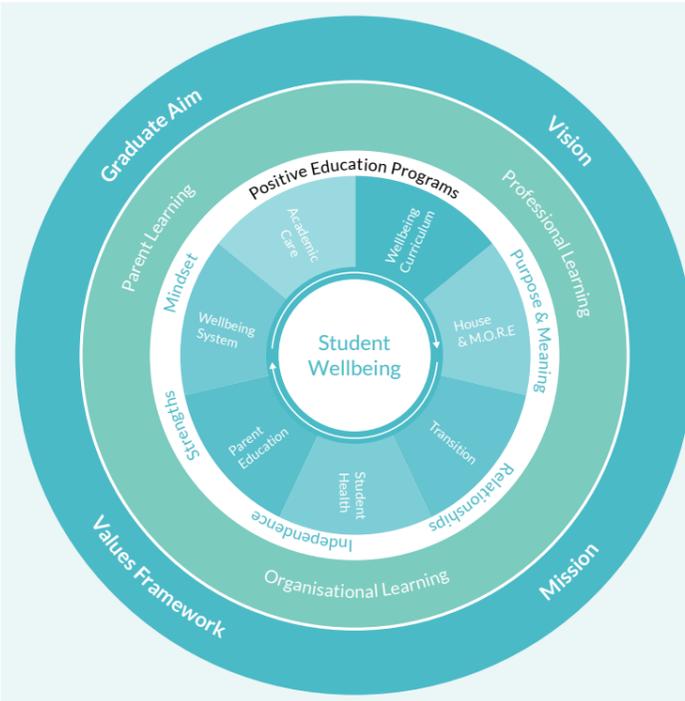
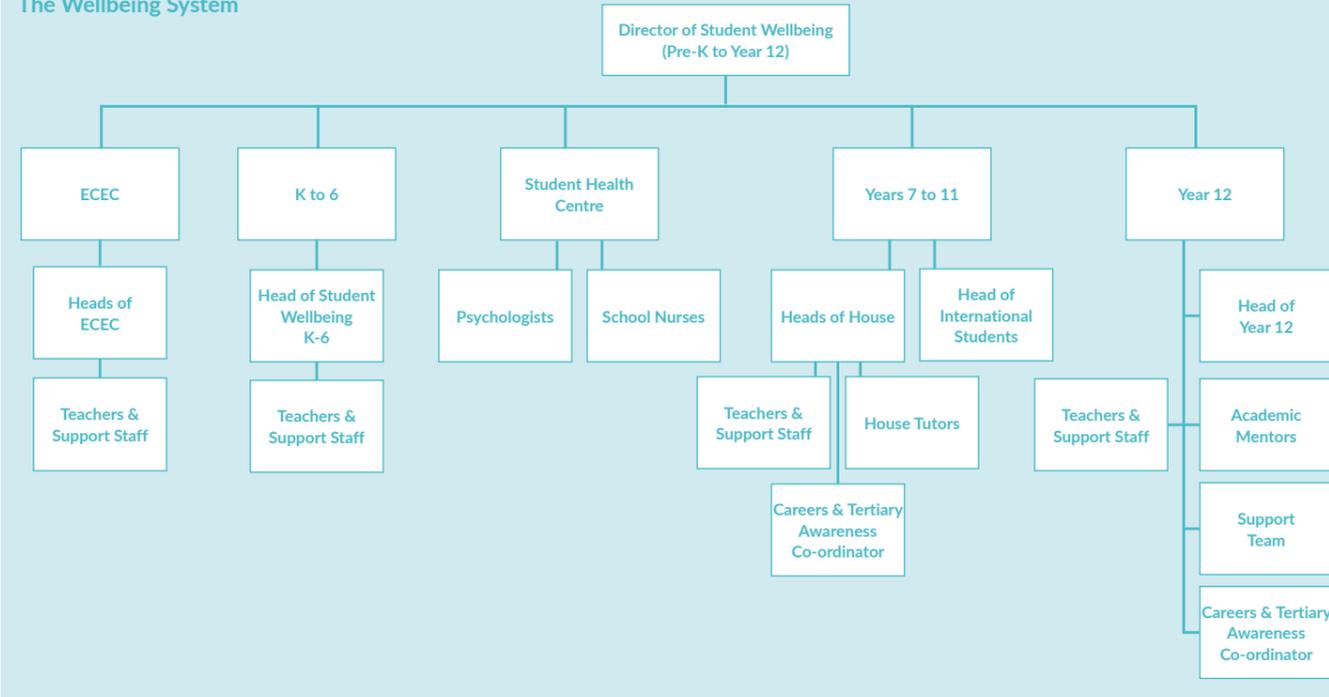
Academic Care

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.

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 System



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)

Student Health

The School provides a Health Centre which consists of:

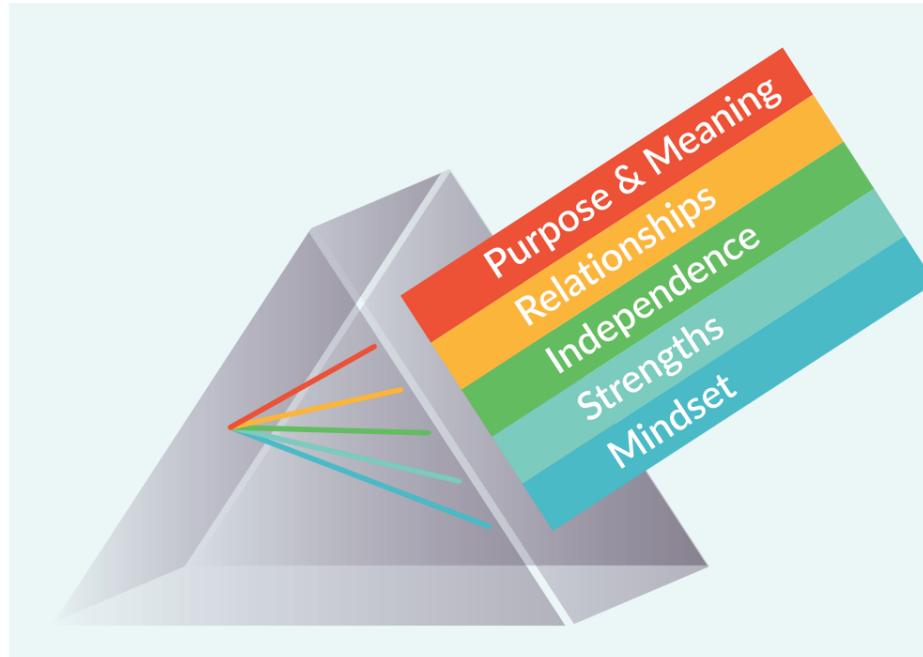
- a School Clinic staffed by registered nurses
- psychological and counselling services provided by registered psychologists
- a library containing a collection of books and resources on parenting, childhood, adolescence, student health and wellbeing which are available for members of the school community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

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.

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 the Positive Education Program is delivered.



Positive Psychology is "the study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions" (Gable & Haidt). It is a relatively new branch of psychology that uses scientific methods to explore how and when people flourish. The application of this in the school context is Positive Education, defined as "the skills of achievement combined with skills of wellbeing" (Seligman). Positive Education is not about being happy all the time or simply "positive thinking". At Hills Grammar, wellbeing incorporates both feeling good and functioning optimally.

Purpose and Meaning

We encourage our students to find meaning in their learning and in the ways they contribute to others: at school, at home and in the community. By putting into practice the School value of service, students gain a sense of purpose and meaning, associated with strong relationships, good psychological health and a sense of satisfaction.

Relationships

The ability to develop and maintain healthy relationships is vital to our students' wellbeing and success in life. Across the years, students are explicitly taught social and emotional skills that will equip them to nurture friendships and deal effectively with negative social influences and conflicts. These skills include self-awareness, self-management, social decision-making and social awareness.

Independence

An overarching goal for every student is the gradual transition from dependence to independence. At each stage of development, students will require different levels of support as they take increasing responsibility for their possessions, personal organisation, behaviour, study habits and commitments. The Student Wellbeing Program provides ongoing opportunities to nurture students' independence and to develop ethical and critical thinking; skills essential for successful decision-making throughout life.

Strengths

When students identify and use their strengths, they are happier, more confident, have higher self-esteem and perform better. They are also more likely to respond more positively to stress and difficulties and to persist and achieve their goals. We encourage "strengths-spotting" in others, acknowledging and supporting the unique abilities and capacities that can help each individual to thrive and perform at their best.

Mindset

Helping students to cultivate a growth mindset is a foundation for improving learning and wellbeing. The way our students view their abilities and achievement has an impact on their learning. Mindsets affect the goals our students pursue, the effort they invest and the way they deal with setbacks. When students develop a "growth mindset" they can increase their motivation to develop their abilities and face challenges with greater confidence.