

ECEC - You Can Do It

Term 1	Organisation
Term 2	Getting Along
Term 3	Confidence & Persistence
Term 4	Resilience

Kindergarten - You Can Do It

Term 1	Confidence
Term 2	Persistence
Term 3	Organisation & Getting Along
Term 4	Resilience

Year One - You Can Do It: Part 1

Term 1	Ready Set Go
Term 2	Confidence
Term 3	Getting Along
Term 4	Organisation

Year Two - You Can Do It: Part 2

Term 1	Ready Set Go
Term 2	Resilience
Term 3	Persistence
Term 4	Organisation

Year Three - Bounce Back: Level 2

Term 1	Core Values
Term 2	Elasticity
Term 3	People Bouncing Back
Term 4	Courage

Year Four - Bounce Back: Level 2

Term 1	The Bright Side
Term 2	Emotions
Term 3	Relationships
Term 4	Humour

Year Five - Bounce Back: Level 3

Term 1	Bullying
Term 2	Success
Term 3	Personal Values
Term 4	What is Courage?

Year Six - Bounce Back: Level 3

Term 1	Managing Your Emotions
Term 2	Having Good Relationships
Term 3	Positive Humour has Many Advantages
Term 4	Transition to Senior School

Year Seven - Stepping Up

Term 1	Transition Program
Term 2	Big Fish into Little Fish
Term 3	The Hurting Game
Term 4	Hour of Power

Year Eight - Stepping Forward

Term 1	Dare to Dream – Anti Bullying Program
Term 2	Change is the Only Constant
Term 3	R U OK?
Term 4	21st Century Citizen

Year Nine - Rites of Passage

Term 1	Student Wellbeing First Aid
Term 2	Self-Respect
Term 3	Safe Celebrating
Term 4	The Rite Journey

Year Ten - Your Life, Your Responsibility

Term 1	Smile, Wellbeing Enhanced	Men of Honour – Male by Birth, Men by Choice
Term 2	Road Awareness & Safety	
Term 3	Love the Skin You're In	Your Life, Your Responsibility
Term 4	Safe Celebrating & Day of Hope	

Year Eleven - Planning for Your Future

Term 1	FOCUS: Study Smart
Term 2	FOCUS: Cyber Responsibility
Term 3	FOCUS: Risk Taking

Year Twelve - The Final Year & Beyond

Term 4	• Rights and Responsibilities of a Year 12 Student
Year 11	• Surviving Year 12
	• Stepping Up Academically
	• Achieving a Balance
	• Driver Safety, Drugs And Alcohol: Being Responsible
Term 1	• Tertiary Awareness
	• Your Democratic Right to Vote
	• Preparing for Examinations
	• Senior Luncheon #1
	• Youth and the Law

STUDY VACATION: RSA Course Accreditation

Term 2	• Coming Up for Air – Relaxation Techniques #1
	• Coming Up for Air – Relaxation Techniques #2
	• Safeguarding our Year 12 Students at Schoolies
	• StartSmart - Smart Spending – become smart consumers
	• Tertiary Awareness
	• Use and Abuse of the Internet
	• Study Techniques

STUDY VACATION: Year 12 Study Retreat

Term 3	• Tertiary Awareness
	• Examination Briefings
	• Examination debrief – What worked for you?
	• Careers and Tertiary Awareness Market
	• YouthSafe – Injury prevention for Young People
	• Senior Luncheon #2
	• HSC Examination Briefing

Please note: Timing, topics & sequence are subject to change.



Enable



Enrich



Extend

THE HILLS GRAMMAR SCHOOL

Student Wellbeing

The Hills Grammar School 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 at The Hills Grammar School:

- is designed to develop, 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 Accountability, Honesty, Service, Integrity, Respect, Acceptance, Fairness and Excellence

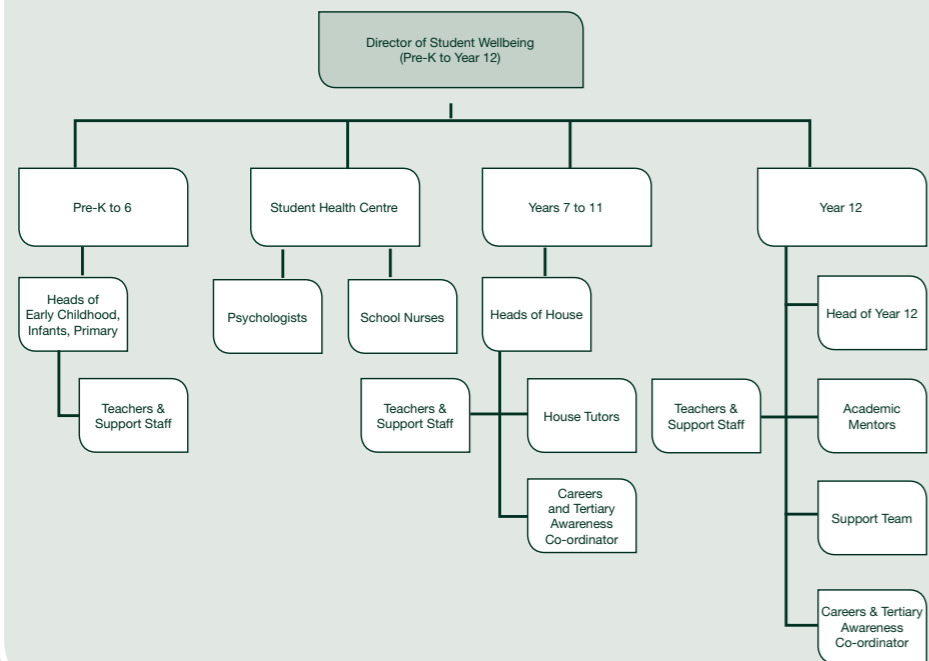
Student Wellbeing:

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:

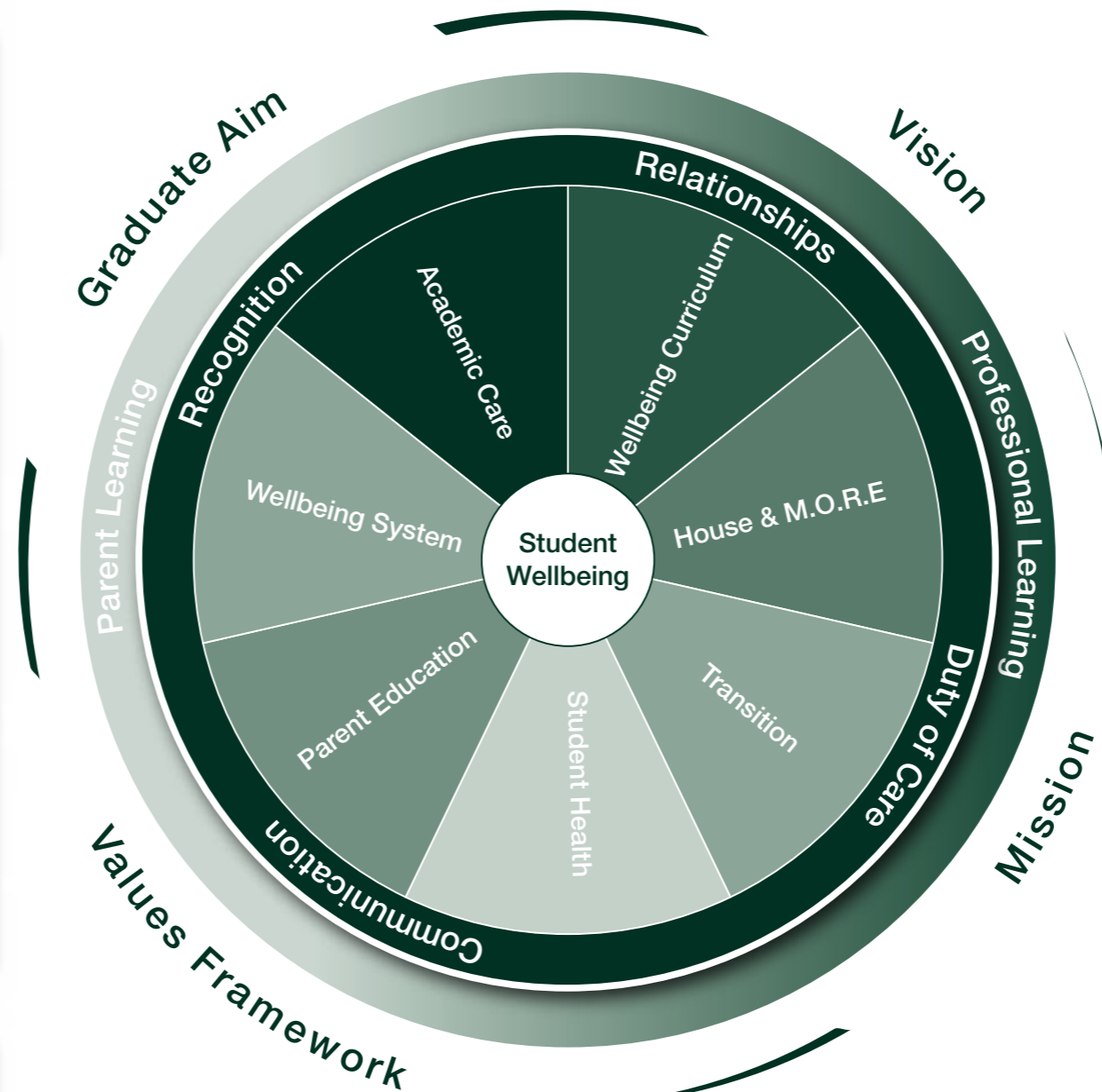
This acknowledges the link between student wellbeing and academic success. The integration of the wellbeing, co-curricular and academic dimensions of the School enhances student learning, wellbeing and resilience. All staff at The Hills Grammar School are committed to, and involved in the delivery of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

Our 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 about their responsibilities as members of the School and wider community. Senior School students also meet daily in HOUSE at which time programs designed around the key principles of community, scholarship, good order, citizenship and personal development are delivered.

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 The Hills Grammar School, 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. The Hills Grammar School 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.