



Education

Hurstville Public School

Student Wellbeing Policy - DRAFT



Policy Overview

The Hurstville Public School Student Wellbeing Policy has been developed in consultation with the school community and is underpinned by the NSW Department of Education's Wellbeing Framework and associated policies. It describes student wellbeing using the key concepts of connect, succeed and thrive.

The policy outlines how we will promote and maintain student wellbeing at Hurstville Public School. The policy aims to guide our students in the development of positive behaviours and respectful attitudes and relationships which will serve them well for their time at school and beyond. It has a focus on fostering respectful relationships throughout the school community.

This policy builds on the previous Hurstville Public School Student Wellbeing Policy and has been developed by the following representatives:

Mr Mark Steed – Principal
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Mrs Nicole Moore – Assistant Principal Support Unit
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References

- Wellbeing Framework NSW Department of Education 2015*
- Student Wellbeing Literature Review: Centre for Education Statistics and Evaluation NSW 2015*
- Student Discipline in Government Schools Policy NSW Department of Education*
- Bullying: Preventing and Responding to Student Bullying in Schools Policy NSW Department of Education*

1. Student Wellbeing at Hurstville Public School

1.1 Contextual Statement

Hurstville Public School is located in a highly urbanised area of southern Sydney and is one of the largest primary schools in the state with an enrolment of over 1200 students K-6, supported by a staff of more than 80. As well as local enrolments, the school hosts four Opportunity Classes for academically gifted and talented students and a Support Unit of four classes; one class for students with mild intellectual disabilities, two classes for students with moderate intellectual disabilities and one class for students with autism.

96% of our students come from language backgrounds other than English. More than 50 different nationalities are represented. The largest group is of Chinese background, representing 63% of students. The next highest backgrounds are Arabic (11%), English (4%), Greek (2%), Hindi (2%) and Indonesian (2%).

The community holds high expectations for the academic achievement of their children. The school implements the Positive Behaviour for Learning Program and actively incorporates the values of Respect, Responsibility and Learning into all aspects of school life.

The school believes in the continuous development of proactive programs to ensure the wellbeing of our students and to provide them with strategies to be resilient.



1.2: Statement of Purpose

To actively promote the social, emotional and physical wellbeing of the whole child within a safe, supportive and proactive school community.

Our school is a place where:

- The wellbeing of students is a priority for all members of the school community;
- All people are treated with respect, understanding and compassion;
- Students experience a sense of belonging and connectedness;
- Students are respectful responsible learners;
- Success is broadly defined, valued and celebrated;
- Students develop the courage to challenge themselves and take risks in their social and emotional development;
- Personal best and aspiring to excellence are encouraged and supported;
- Students are self-aware and regulate their own emotions and behaviours;
- Students develop and maintain positive relationships and engage in pro-social behaviour;
- Students develop the 21st Century knowledge, skills and attributes to become successful learners, resilient, confident and creative individuals and active and informed citizens; and
- All members of the school community actively contribute to the strategic development of wellbeing initiatives.



1.3: What is Wellbeing?

Wellbeing in schools can be defined as “A sustainable state of positive mood and attitude, resilience and satisfaction with self, relationships and experiences at school” (Student Wellbeing Literature Review: Centre for Education Statistics and Evaluation NSW 2015).

Wellbeing at Hurstville Public School:

- Encompasses everything the school community does to meet the social, emotional, physical and learning needs of the students;
- Is integral to learning;
- Incorporates effective discipline and the principles of procedural fairness;
- Is supported by the Positive Behaviour for Learning framework;
- Focuses on attributes and strengths that teach and support students to grow and learn from challenges and complexities;
- Incorporates preventative health and social programs;
- Fosters the development of the whole child;
- Recognises diversity within the school community and provides inclusive programs and support which acknowledges differences and promotes harmony;
- Recognises the role that the school plays as a resource to link families with community support and services;
- Considers the wellbeing of students in the present as well as focusing on long-term outcomes; and
- Ensures a safe, caring school environment in which students are nurtured as they learn.



1.4: Wellbeing: Supported by the Core Values of Public Education

Wellbeing is supported by NSW Public Education values that represent the beliefs and aspirations of the Australian community including its concern for equity, excellence and the promotion of a caring, just and civil society.

The core values of public education include:

Integrity

Being consistently honest and trustworthy.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning.

Respect

Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment.

Cooperation

Working together to achieve common goals, providing support to others and engaging in peaceful resolution of conflict.

Participation

Being a proactive and productive individual and group member, having pride in and contributing to the social and economic wealth of the community and the nation.

Care

Concern for the wellbeing of yourself and others, demonstrating empathy and acting with compassion.

Fairness

Being committed to the principles of social justice and opposing prejudice, dishonesty and injustice.

Democracy

Accepting and promoting the rights, freedoms and responsibilities of being an Australian citizen.

1.5: Wellbeing: A Shared Responsibility

All members of our school community are responsible for ensuring the wellbeing of our students.

Students will:

- Adhere to the Behaviour Code for Students as stated by the Department of Education (Appendix 1);
- Engage in learning opportunities that enhance their wellbeing;
- Maintain their safety and the safety of others;
- Contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of their communities; and
- Incorporate the values of Respect, Responsibility and Learning into all aspects of school life as outlined by the Positive Behaviour for Learning matrix.

Parents will:

- Support the school in the implementation of the Student Wellbeing Policy;
- Be encouraged to support the principles of the policy at home;
- Communicate with school staff regarding their child's wellbeing and circumstances which may influence behaviour; and
- Maintain and model respectful, responsible behaviour.

Staff will:

- Support the effective implementation of the Student Wellbeing Policy;
- Communicate with parents / carers regarding the wellbeing of their child;
- Explicitly teach and support students in demonstrating the expected behaviours of respect, responsibility and learning;
- Consistently follow the school's framework for effective discipline;
- Reward positive behaviour through the use of the school's reward system;
- Implement the school's anti-bullying plan;
- Explicitly teach programs which promote student wellbeing as outlined in the school's scope and sequence;
- Enable success by personalising student learning and supporting students to achieve;
- Nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential;
- Incorporate the principles of procedural fairness;
- Build individual and collective wellbeing through a climate of care and positivity.

CONNECT



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

2.1: Anti-Bullying

The NSW Department of Education rejects all forms of bullying. No student, employee, parent, caregiver or community member should experience bullying within the learning or working environments of the department.

All members of the Hurstville learning community have a right to learn, teach and interact in an environment based on respectful relationships free of bullying behaviour.

All members of the Hurstville learning community have a responsibility to take action to prevent bullying to allow others to learn, teach and interact in an environment based on respectful relationships free of bullying.

Definition of Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies.

Anti-Bullying Plan

Please refer to the Hurstville Public School Anti-Bullying Plan for details about how we prevent and respond to incidents of bullying, including cyberbullying.



2.2 School Uniforms

Wearing a school uniform helps to promote a sense of pride and identity in belonging to Hurstville Public School. Parents and staff encourage all students to wear the school uniform at all times.

Financial support is available to assist with the purchase of a uniform.

Please refer to our Hurstville Public School Uniform Policy for further details.



2.3 Student Participation and Leadership

Active participation in the school community facilitates student wellbeing by giving students a voice; developing their confidence and self-esteem; involving them in decision-making and providing the opportunity for them to build leadership skills and experience success in a variety of endeavours. Our school encourages active participation in a number of ways, including:

- One student from each class (Years 1-6) elected to the Student Representative Council (SRC)
- Twelve students from Year 6 elected to the Student Leadership Team consisting of two Captains, two Vice Captains and eight Ambassadors
- Eight students elected as Sports House Captains (two from each house)
- All students allocated a buddy as part of our Buddies Program
- The provision of an expansive extracurricular program including PSSA teams, dance groups, dance sport, choirs, bands and drama whereby students represent the school
- Students from Year 4, Year 5 and Year 6 participate in the Tell Them From me survey twice each year
- Recognition of student work and achievement through our newsletter, assemblies and presentation days.



2.4 School Attendance

The school works in partnership with parents to ensure the regular attendance of students at school.

Arrival at School

A teacher is on duty from 8.30am in the main playground under the shade cloth.

Absences

Absences are recorded from 9.00am each morning. If a child is absent, parents and carers are requested to send a note of explanation when the child returns to school. If a child is absent for more than 5 school days, it is requested that a parent/carers phones the school.

A member of the executive and the Learning and Support Team monitors the attendance of students. Parents will be contacted in the case of irregular or unexplained absenteeism. The Department of Education's Home School Liaison Officer may be contacted with the aim of supporting the family to ensure regular and ongoing attendance.

Late Arrival and Early Departure

Late arrivals and early departures must be recorded. Parents should report to the front office before going to the classroom in the case of late arrivals or early departures from school. Parents must sign the slip and indicate a reason for the partial absence.

Extended Leave

Parents and Carers must formally apply for extended leave from school. An *Exemption from School Attendance Application* must be completed. Students' current and past attendance rates and the impact that the leave will have on the students' education will be considered before leave is approved. We encourage parents and carers to travel during the school holidays when possible.



2.5 Anti-Racism

Our school provides students with an inclusive education where cultural and linguistic diversity is recognised and celebrated.

Our school is supported by a group of trained Anti-Racism Contact Officers who can assist parents, staff and students who have complaints regarding racism.

At Hurstville Public School, we:

- ensure that the Department of Education's Anti-Racism Policy is implemented in the school
- nominate at least one experienced teacher to be the Anti-Racism Contact Officer (ARCO) and ensure that they are trained
- ensure that complaints of racism are dealt with in accordance with the Complaints Handling Policy Guidelines
- maintain records of complaints of racism and their resolution in accordance with the Complaints Handling Policy Guidelines
- promote anti-racism education and the role of the ARCO in the school
- include anti-racism education strategies in the school plan
- examine school practices and procedures to ensure that they promote respect for cultural, linguistic and religious diversity and eliminate racial discrimination
- ensure all staff are aware of their obligations under the Anti-Racism Policy, NSW anti-discrimination and Commonwealth anti-racism laws
- report on the progress of anti-racism education in our Annual School Reports
- build school community harmony and manage school responses to incidents of community disharmony.



2.6 Multicultural Education

Hurstville Public School embraces the diverse cultures represented across our school. We are committed to providing programs which promote intercultural understanding and community harmony and those which meet the specific needs of students and families from culturally diverse backgrounds.

As a school, we:

- ensure that the Multicultural Education Policy is implemented effectively and that school policies and practices are consistent with the policy
- identify multicultural education strategies (including anti-racism strategies and provisions for English language learners, newly arrived and refugee students) in our school plan
- report on multicultural education achievements, including expenditure of the English language proficiency loading and relevant targeted (individual student) funding, in our Annual School Reports
- facilitate the accurate completion of the EAL/D Annual Survey and biannual New Arrivals Program Surveys
- promote community harmony through school policies and practices
- facilitate the provision of programs which enable all students to identify as Australians within a democratic, multicultural society
- ensure inclusive teaching practices which recognise and value the backgrounds of all students and which promote tolerance and intercultural understanding
- provide appropriate support for students who are learning English as an additional language or dialect
- support the specific learning needs of students from culturally diverse backgrounds through the delivery of differentiated curriculum and targeted teaching and learning programs
- promote effective communication with parents and carers from culturally diverse backgrounds and encourage their active engagement in the life of the school.



SUCCEED



Our students will be respected, valued, encouraged, supported and empowered to succeed.

3.1 Student Behaviour and Discipline

At Hurstville Public School, we set high standards of behaviour for our school community.

Recognising and Reinforcing appropriate behaviour

Teachers at Hurstville Public School recognise and encourage appropriate behaviour through our Values in Action reward system. Our **Values in Action Awards** align with our three core values and are colour coded for easy recognition. These awards will be given for:

Respect - Students demonstrate acceptance and value differences within our school community.

Responsibility - Students make safe and sensible choices within our school community.

Learning - Students always strive for excellence, aiming high and contributing to the school in a positive way.

HURSTVILLE PUBLIC SCHOOL
Where success matters

VALUES IN ACTION
AWARD
FOR
RESPECT

Name

Teacher

Date

VALUES IN ACTION
RESPECT

We demonstrate acceptance and value differences within our school community.
This includes:

- ☐ Displaying good manners
- ☐ Treating people with courtesy and kindness
- ☐ Taking turns and listening to others
- ☐ Displaying good sportsmanship
- ☐ Accepting other people, their backgrounds and opinions
- ☐ Taking pride by wearing full school uniform

Teacher to initial when traded _____

HURSTVILLE PUBLIC SCHOOL
Where success matters

VALUES IN ACTION
AWARD
FOR
RESPONSIBILITY

Name

Teacher

Date

VALUES IN ACTION
RESPONSIBILITY

We make safe and sensible choices within our school community.
This includes:

- ☐ Following school rules
- ☐ Being considerate of the needs and feelings of others
- ☐ Actively contributing to class and school activities
- ☐ Working with others to achieve goals and solve problems
- ☐ Being honest and trustworthy
- ☐ Taking care of the playground and school equipment

Teacher to initial when traded _____

HURSTVILLE PUBLIC SCHOOL
Where success matters

VALUES IN ACTION
AWARD
FOR
LEARNING

Name

Teacher

Date

VALUES IN ACTION
LEARNING

We always strive for excellence, aiming high and contributing to the school in a positive way.
This includes:

- ☐ Achieving and maintaining high learning expectations
- ☐ Working cooperatively in groups
- ☐ Striving to achieve your personal best
- ☐ Challenging yourself and showing initiative
- ☐ Being an independent worker
- ☐ Having a go and not being afraid to make mistakes

Teacher to initial when traded _____

All teaching staff will hand out two 'Values in Action' awards daily to the students that they teach. Teachers will be encouraged to give out a mixture of the 3 different awards to students. This is to ensure there is consistency across the school and the process is fair and equitable to all students.

Values in Actions awards will be sent home so that parents are aware of their child's achievements. Teachers will keep records of award recipients. Students have a responsibility to keep their awards and trade them when ready.

One Values in Action award will be handed out each time the teacher is on playground duty. When students trade in the awards, teachers are required to initial the back of the award so that they cannot be re-traded.

Our award system is as follows:



Bronze and Silver Awards will be handed out at Grade/Stage assemblies. Gold Awards and Medal recipients will receive their award at the K-6 morning assembly.

Other Forms of Recognition

Students consistently receive verbal praise for following our school expectations.

Two blue Recognition Awards will be handed out at each assembly. This award stands alone from the HPS Values in Action award system (outlined above).

Students receive Presentation Day awards at the end of the school year for consistently demonstrating school values.

Responding to and managing inappropriate behaviour (Discipline Strategies)

When students exhibit inappropriate behaviour, staff implement fair and consistent procedures as outlined in the *HPS Behaviour Management System* flowchart. Staff response will be calm, consistent, brief, immediate, respectful and private.

Students are prompted to make appropriate choices and are redirected to exhibit positive behaviours. If inappropriate behaviour continues or if behaviour is unsafe, students are referred to a member of the executive for further intervention and support. Parents will be informed if a student is referred to a member of the executive team and provided with an opportunity to work in partnership with the school to improve behaviour.

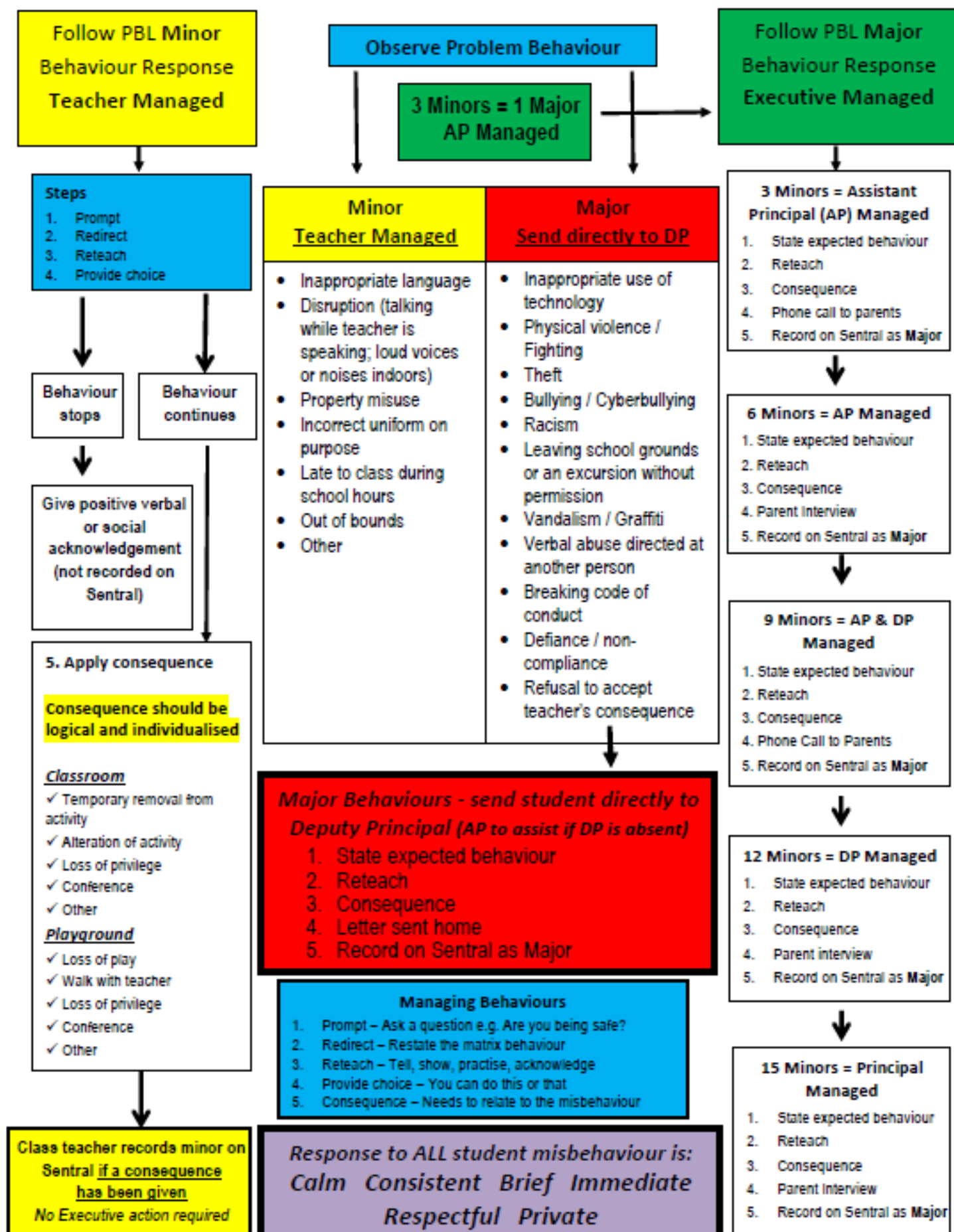
Continued inappropriate behaviour could result in the development of individual targeted interventions to be determined in consultation with parents and which may include: referral to the Learning and Support Team; referral to the School Counsellor; and/or the development of targeted programs to reteach appropriate behaviour.

Serious inappropriate behaviour may result in suspension in line with the *Department of Education's Suspension and Expulsion of School Students Procedures*.





HPS Behaviour Management System



3.2 Protecting Children (Child Protection)

The staff at Hurstville Public School participates in mandatory Child Protection Awareness training annually. The training focuses on child protection legislation, agencies and policies, as well as the responsibilities of employees.

Staff are aware of the indicators of abuse and neglect of children and young people and their mandatory obligation to report suspected risk of significant harm and the procedures for doing so. We will report concerns about student wellbeing to the Child Wellbeing Unit or Family and community Services based on advice from the Mandatory Reporter Guide.

The school will escalate concerns if serious safety issues remain after a report has been made. We will continue to support and promote the safety of the child or young person who is the subject of concern.

Child protection education forms part of all students' learning in PDHPE from Kindergarten to Year 10. Students learn skills in recognising if they could be unsafe, and strategies for protecting themselves. Strategies include saying no if they can, going away from the situation and telling a trusted adult what has happened as soon as possible.

The learning is organised into three themes: Recognising Abuse; Power in Relationships and Protective Strategies.

Some of the content of the program deals with sensitive issues. The school recognises this by teaching about these issues within the context of a developmentally appropriate program and by providing information to parents about the program annually.

3.3 Out-Of-Home Care

Hurstville Public School will develop an Individual Education Plan for any child who has entered into care. This plan will be updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.



3.4 Supporting Students with Disability

Hurstville Public School staff are committed to supporting the needs of students with disability in every classroom.

Adjustments and Individual Learning Plans

Class teachers make adjustments to support the learning and wellbeing needs of students on a daily basis. Adjustments may be made to the curriculum, assessment, delivery of instruction or to the learning environment. All adjustments are documented and communicated to parents.

Teachers prepare Individual Learning Plans for students with a disability and/or special need. These plans set specific learning goals for individual students which build on student strengths. Plans are prepared in consultation with parents and are reviewed every ten weeks.

Learning and Support Team

The School Learning and Support Team plays a key role in coordinating and planning support for students with disability and additional learning needs. A Learning and Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning and support needs of students through the coordination, development, implementation, monitoring and evaluation of educational and support programs across the school.

Our Learning and Support Team consists of the Learning and Support Team coordinator, the Principal, the Learning and Support teacher and the School Counsellor.

Functions of the L&ST include:

- Maintaining professional confidentiality at all times
- Developing and maintaining an equitable and transparent referral system that enables all teachers to access support when required
- Meeting regularly and keeping accurate records of actions and recommendations
- Identifying whole school support needs and priorities based on data
- Using collaborative problem solving to design appropriate interventions
- Planning for individual, group and whole class school programs as required
- Monitoring, evaluating and reviewing support program outcomes within the school
- Developing and communicating action plans, strategies and programs to support staff and students
- Allocating school resources (human and material)
- Liaising with students, parents and specialist personnel
- Coordinating support personnel and specialist services within the school
- Maintaining student records and tracking student support interventions and programs
- Accessing support services and agencies beyond the school
- Coordination and evidence collection for the Nationally Consistent Collection of Data on School Students with Disability (NCCD).

Parents may refer a child to the Learning and Support Team in consultation with the Classroom Teacher. This can be done using the Learning and Support Team Parent Referral form (Appendix 3).

Support Unit

The Support Unit at Hurstville Public School is committed to a holistic approach to the education and wellbeing of students with disabilities and special needs. Our Support Unit consists of three classes for students with mild and moderate intellectual disabilities and a class for students with autism. Each class has a specialist teacher and a full time School Learning Support Officer.

Individual learning and support plans are designed for each student. These plans cover all curriculum areas and are developed in consultation with families to support the specific needs of each student. Plans are reviewed every ten weeks or as necessary. Learning goals for students include an emphasis on communication, social and emotional needs of students.

School Counsellor

Hurstville Public School is fortunate to have a School Counsellor and a School Psychologist. The School Counselling team works collaboratively with the Learning and Support team to support students and families across the school. School Counsellors will seek permission and liaise with parents before speaking to a child. If you would like your child to access the School Counsellor, please talk to your child's class teacher.



3.5 Positive Behaviour for Learning

Our School Expectations

At Hurstville Public School, we expect all students to be **respectful** **responsible** **learners** across all settings.



What is Positive Behaviour for Learning (PBL)?

PBL is an evidence-based whole school process that supports school leadership teams to create positive learning environments that enable improved student learning outcomes and wellbeing. Successful implementation of PBL is underpinned by the support and commitment of the whole school community.

PBL is based on a three-tiered continuum of prevention and intervention:

- Tier 1 - Universal prevention: school-wide and classroom systems for all students, staff and settings.
- Tier 2 - Targeted interventions: small group systems for students at-risk behaviourally and academically.
- Tier 3 - Intensive interventions: systems for students with high-risk behaviour and/or learning needs.

At Hurstville Public School, we have a strong PBL team who use evidence and data to drive improvement in and review of our systems and processes. The PBL team have developed a detailed matrix which outlines our school expectations across a variety of settings.

Hurstville Public School's PBL Expectation Matrix

At Hurstville Public School, we:	Respectful	Responsible	Learners
All Settings	Wear school uniform Are polite and use good manners Accept differences Remove hats when entering a building Care for property and the environment	Keep hands and feet to ourselves Make good choices Help others Come prepared and on time	Are problem solvers Actively participate Follow instructions
Playground	Finish eating before we play Share and use equipment safely Use the bubblers sensibly Care for property and the environment	Sit down while we are eating Put rubbish in the bins Play inside the yellow lines Wear our hats	Play safely Line up ready to listen
Toilets	Keep the toilets clean Respect others' privacy	Use the toilet appropriately Wash our hands and turn off the tap	Leave the toilets when finished
Canteen	Finish eating before we buy Are polite and use good manners	Line up correctly Join the end of the line Return to our play area after buying	Use our own money
Transitions	Walk quietly	Stay with the group Stay to the left on the stairs Take the safest route	Are ready for the next activity
Learning Spaces / Library / Hall	Share equipment Care for property Communicate appropriately Accept differences	Are responsible for our own things Sit sensibly Actively listen Collaborate effectively Make good choices	Are problem solvers Actively participate Follow instructions
Office / Printroom / Staffroom	Wait patiently Are polite and use good manners	Use the correct entrance	Follow instructions
Front Gate / Back Gate / Kenwyn Street Gate	Take turns to enter and exit the gate Communicate appropriately	Walk safely on the footpath Cross the road at safe places	Follow road safety rules
Excursions / Bus	Are polite and use good manners Care for property and the environment	Line up and wait safely Stay with the group Enter and exit sensibly Actively listen	Actively participate Follow instructions

Class teachers explicitly teach appropriate behaviours on a regular basis so that students have a deep understanding of the school expectations. Information about our expectations is communicated regularly through our school newsletter.

3.6 Supporting English as an Additional Language or Dialect (EAL/D) Students

EAL/D education operates as an integral part of the whole school curriculum, with EAL/D teachers working in collaboration with class teachers and other specialist teachers to support EAL/D students. All teachers are responsible for establishing a class environment that promotes differentiated learning.

All EAL/D students' English language proficiency is assessed at least once a year using the EAL/D Learning Progression to determine the level of English support required. This assessment and support is provided by the EAL/D teachers working in cooperation with the class teachers and other specialist teachers.

The organisation of support for EAL/D students depends on the students' current levels of English, the year and class placements of those students and the number of EAL/D teachers. EAL/D teachers review and adjust their timetables at the end of each term to meet the needs of the EAL/D students.

Three broad modes of delivery for EAL/D teaching are used to provide for differentiated learning for EAL/D students. These are:

- **Direct teaching** for **Beginner / Emerging level** EAL/D students which provides English language instruction to groups of EAL/D students separately from their class or grade peers.
- **Collaborative teaching** for **Emerging / Developing level** EAL/D students which involves EAL/D teachers and class teachers sharing responsibility for planning, programming, teaching, assessment and evaluation.
- **Resource EAL/D teaching** which involves using EAL/D teachers' expertise as a professional learning resource for individual teachers or the whole school staff.

When enrolling EAL/D students, an interview is scheduled with the parents or carers to collect current, accurate and complete background information about the student. This assists to determine class placement and to inform appropriate support for the EAL/D student. An interpreter is provided at enrolment if necessary, and for all additional communication with the parents or carers where accurate information regarding the student needs to be exchanged.

3.7 Supporting Refugee Students

Through the enrolment interview process, refugee students will be identified.

All EAL/D teachers, classroom teachers and other specialist teachers, including the school counsellor and Learning and Support team, will be informed and work collaboratively to develop an individual learning plan in consultation with parents based on the individual learning needs of the student.

THRIVE



Our students will grow and flourish, do well and prosper.

4.1 Nutrition in Schools

Nutrition is taught in each stage as part of the Personal Development, Health and Physical Education key learning area. It focuses on the development of healthy attitudes and behaviours fundamental to the adoption of a healthy lifestyle.

Students at Hurstville Public School are encouraged to participate in Crunch & Sip. This is a time when students are able to eat a small snack of fruit and/or vegetables and drink water during classtime. It helps students increase their physical and mental performance and encourages healthy eating.



4.2 Sun Safety for Students

All students are required to wear a hat when outside. The school policy of **No Hat, Play in the Shade** is enforced. Students without a hat during recess or lunch are directed by the teacher on duty to play in a shaded area.

4.3 Student Health

Health Care Plans

Many of our students have health care conditions such as asthma, anaphylaxis or allergies that need to be managed by the staff. Management includes making special provisions, managing risk during activities, administering medication and/or first aid. At enrolment, it is the responsibility of parents to provide a health care plan for the management of medical conditions. These plans are to be completed by a doctor and updated regularly and as changes occur.

Administering Medication

All medication sent to school must be handed directly to the office. All medications will be administered with the direct supervision of staff. The school is to be provided with specific instructions about the dosage and times or circumstances under which the medication is to be administered. Medication should be prescribed to the child to whom it is to be administered and should be clearly labelled. If necessary the school will contact the prescribing doctor for further information. Medications should be replaced once expired.

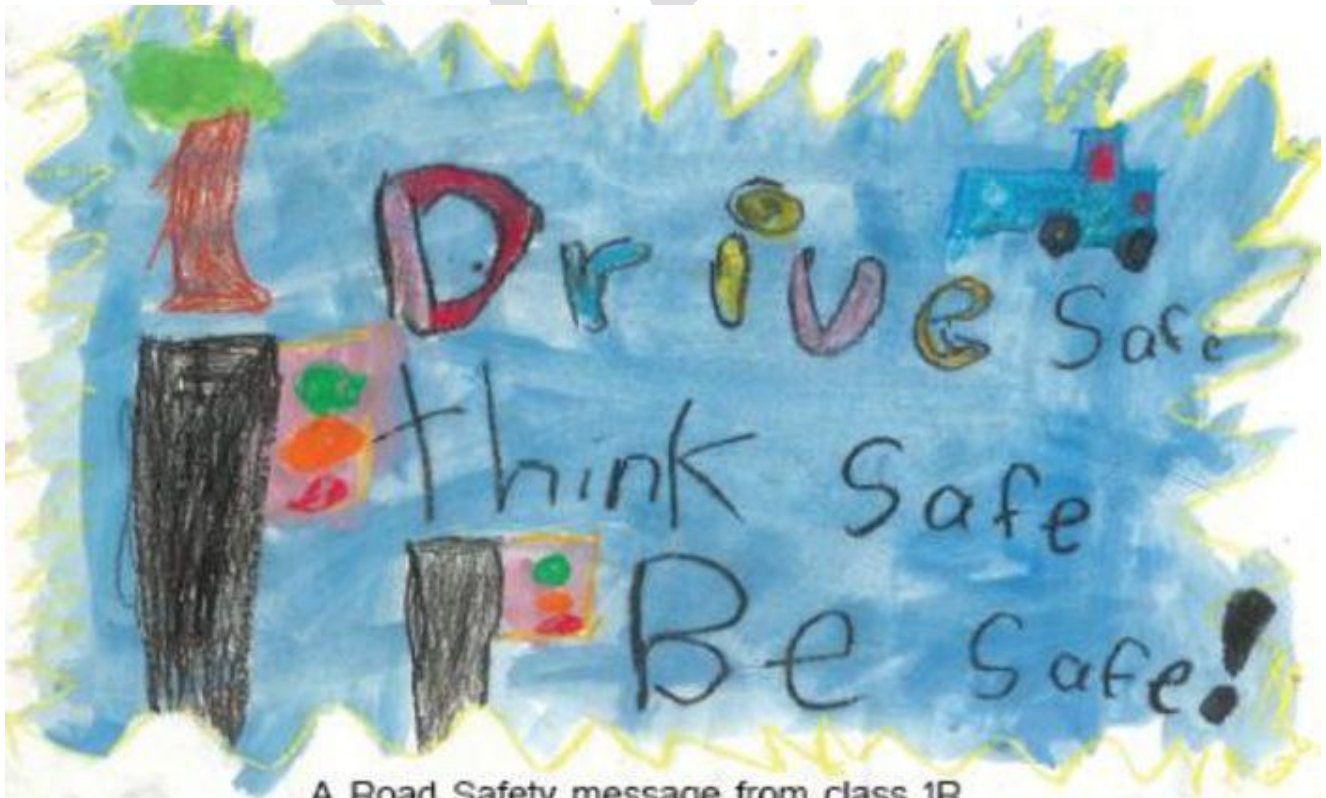
4.4 Drug Education

Drug Education is taught each year as part of the Personal Development, Health and Physical Education key learning area. It provides students with the knowledge and skills to make appropriate decisions about drug use in a developmentally appropriate curriculum.

4.5 Road Safety Education, Driver Education and Training

Road safety is taught each year as part of the Personal Development, Health and Physical Education key learning area. It focuses on keeping students safe as pedestrians, passengers and when riding. It is supported by the online learning modules in Safety Town.

Road safety continues to be a priority for the P&C and the school community. We are proactive in improving local infrastructure and resources in consultation with community services and agencies. To support the improvement of pedestrian and driver behaviour, the P&C produced a video which is available on our school website. We urge all parents and carers to watch the video and model responsible behaviour on the streets around our school.



A Road Safety message from class 1R

5. Strategies and Practices to Develop Student Resilience and Positive Mental Health

As a school, we are committed to the development of confident, resilient and successful learners who are equipped for success in a rapidly changing and complex world. We offer a variety of programs and opportunities aimed at providing students with appropriate tools and strategies to succeed and thrive during and beyond their time at Hurstville Public School.

5.1 Bounce Back

Students at our school participate in the Bounce Back program as outlined in the PDHPE Scope and Sequence (Appendix 2). This program is a preventative whole school social and emotional learning program. It aims to teach young children the social and emotional learning skills that underpin wellbeing and resilience.

Resilience is the capacity of a person to address challenges and cope with adversity and hardship, and then return to a state of wellbeing.

Evidence suggests that:

- Young people of today are more likely to encounter a greater range of difficult and complex circumstances, negative events and down time
- In response to stress, students are more likely to become anxious and or depressed, and turn to drugs, alcohol and anti-social behaviour
- Today's parents are more likely to over-protect their children.

Therefore, the teaching of life skills that enhance wellbeing and resilience has become a powerful tool.

Social and emotional learning is the process through which young people acquire the knowledge, attitudes and skills to:

- Recognise and manage their emotions
- Set and achieve positive goals
- Demonstrate caring and concern for others
- Establish and maintain positive relationships
- Manage difficult situations and times resiliently
- Make responsible decisions
- Handle interpersonal situations effectively.

5.2 Links with Community Services

The school actively seeks and develops close links with local services who are able to further support our students and families.

5.3 Extracurricular Opportunities

At Hurstville Public School, we are committed to providing students with a variety of opportunities to experience success. We offer a variety of extracurricular opportunities including dance, dancesport, drama, choir, representative sport, band, debating and public speaking.



APPENDIX 1



Education &
Communities

Public Schools NSW

BEHAVIOUR CODE FOR STUDENTS

NSW public schools are committed to providing safe, supportive and responsive learning environments for everyone. We teach and model the behaviours we value in our students.

In NSW public schools students are expected to:

- Respect other students, their teachers and school staff and community members
- Follow school and class rules and follow the directions of their teachers
- Strive for the highest standards in learning
- Respect all members of the school community and show courtesy to all students, teachers and community members
- Resolve conflict respectfully, calmly and fairly
- Comply with the school's uniform policy or dress code
- Attend school every day (unless legally excused)
- Respect all property
- Not be violent or bring weapons, illegal drugs, alcohol or tobacco into our schools
- Not bully, harass, intimidate or discriminate against anyone in our schools

Schools take strong action in response to behaviour that is detrimental to self or others or to the achievement of high quality teaching and learning.

Behaviour Code for Students: Actions

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the Department of Education and Communities. We implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

Respect

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

Safety

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

Engagement

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

The principal and school staff, using their professional judgment, are best placed to maintain discipline and provide safe, supportive and responsive learning environments. The department provides a policy framework and resources such as Legal Issues Bulletins, access to specialist advice, and professional learning to guide principals and their staff in exercising their professional judgment.

APPENDIX 2

Hurstville Public School Personal Development / Health Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Kindergarten	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Emotions (Bounce Back)	Peer Support Relationships (Bounce Back)	Child Protection Drug Education Courage (Bounce Back)
Year 1	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Looking on the bright side (Bounce Back)	Peer Support People Bouncing Back (Bounce Back)	Child Protection Drug Education Humour (Bounce Back)
Year 2	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Emotions (Bounce Back)	Peer Support Relationships (Bounce Back)	Child Protection Drug Education Courage (Bounce Back)
Year 3	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Looking on the bright side (Bounce Back)	Peer Support People Bouncing Back (Bounce Back)	Child Protection Drug Education Humour (Bounce Back)
Year 4	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Emotions (Bounce Back)	Peer Support Relationships (Bounce Back)	Child Protection Drug Education Courage (Bounce Back)
Year 5	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Looking on the bright side (Bounce Back)	Peer Support People Bouncing Back (Bounce Back)	Child Protection Drug Education Humour (Bounce Back)
Year 6	Positive Behaviour for Learning Core Values (Bounce Back) No Bullying	Road Safety Emotions (Bounce Back)	Peer Support Relationships (Bounce Back)	Child Protection Drug Education Courage (Bounce Back)

APPENDIX 3

HURSTVILLE PUBLIC SCHOOL

LEARNING & SUPPORT TEAM REFERRAL

Parent



Name:		Class:		DOB:
Reason for Referral:				
Academic	Behaviour	Welfare	Social	Emotional
Reason for Referral:				
Student Strengths / Interests:				
Action requested from this referral: (eg: individual student support, student group support, counsellor advice, support from outside agencies, advice, suggestion of strategies to assist..)				
Parent Name:		Parent Signature:		
Date received by L&ST:		Review Date:		