Port Hacking High School

Wellbeing Student Management

Table of Contents

Rationale

"Education is the vessel to open children's hearts and minds to the incredible opportunities that exist today", students of Port Hacking High School will be actively connected to their learning, encouraged to build positive and respectful relationships and experience a sense of belonging to their School and community. As embedded in the Port Hacking High School Student Management Plan and outlined by the Wellbeing Framework for Schools, the Wellbeing Policy of Port Hacking High School reflects the values of its student body, staff, parents and community members. Our students will be respected, valued, supported and empowered to succeed. Our students will grow and flourish, do well and prosper. Port Hacking school is committed in promoting the highest standards of behaviour and learning. Students at Port Hacking High School are provided with a high quality educational environment so that they can learn to the best of their ability, and become self-disciplined, tolerant and enterprising.

The Welfare Team

The Welfare Team at Port Hacking High School aim to support students in their academic and social growth. The team is made up of multiple staff members who specialise in certain areas of wellbeing and offer services to students with a vision to improve their application to learning. The team consists of the following staff members:

Head Teacher Welfare/Wellbeing	Mr Hipp Papangelis
Year 7 Advisor: Ms Alex Langley	**Assistant**: Mr Max Rice
Year 8 Advisor: Ms Anna Li	**Assistant**: Mr Emcet Dervis
Year 9 Advisor: Mr M Redrup	**Assistant**: Mr Eddy Moore
Year 10 Advisor: Ms Bianca Skinner	**Assistant**: Ms Rochelle Thompson
Year 11 Advisor: Mr Ahmed Assad	**Assistant**: Mr AdamTruebody
Year 12 Advisor: Ms Ms Avdicevic	**Assistant**: Mr Alex Wood
Careers Advisor Ms T Martin	
Transition Coordinator:	
School Counsellors Ms A Chapellow & Ms I Pardo Clapham	
Community Liaison Officer(Project Youth) :	
Learning and Support Teacher: Ms B Skinner	
Police Youth Liaison Officer: K Stuart	
Indigenous Coordinator: Ms S Mcnab	
SRC Coordinator : Ms L Beckinsale	
Peer Support Coordinator: Mr M Rice	

Wellbeing Scope and Sequence

Year	Term				Program	Relevance to Wellbeing Framework
	1	2	3	4		
7	x				Orientation and Peer Support	C. Students experience a sense of belonging and connectedness that respects diversity and identity.
	x				Year 7 Camp	C. Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour.
		x			Police Youth Liaison Officer Presentation	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
	x				Bully Buster and cyber Safety presentation	ESE Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
			x	x	Strive to Achieve Initiative	S. Students strive toward and achieve meaningful goals. S. Students are succeeding in their learning. S. Students strive toward and achieve meaningful goals.

x	x	x	x	Learning Support	T. Parents and the broader community support and enable the aspirations of every student. ESE. Resources are used to best meet individual and collective student need. S. Staff enable success by personalising student learning and supporting students to achieve.
x	x	x	x	Meet the Parents	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
x	x	x	x	Rock and Water	C. Students experience a sense of belonging and connectiveness that respects diversity and identity. S. Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
x	x	x	x	Indigenous Support	ESE. Students are recognised, respected and valued. ESE. Resources are used to best meet individual and collective student need. C. Students are connected with their cultural, religious or spiritual backgrounds.
x	x	x	x	Wellbeing /Counselling	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
x	x	x	x	SRC	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly.

Week						Activity	Description
					x	Team Building Day	ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility. T. Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.
	x	x	x	x		Are You Ok? – Anti-bullying initiative	ESE. The school environment is a safe and healthy place to be.
8	x					**Cyber Safety- Presentation**	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. ESE. Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.
					x	**Mental Health Day**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
	x	x	x	x		**Mindfulness- targeted groups/Positive Psychology**	ESE. Resources are used to best meet individual and collective student need. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment.
	x	x	x	x		**Learning support intervention**	S. Staff enable success by personalising student learning and supporting students to achieve. ESE. Resources are used to best meet individual and collective student need.
	x	x	x	x		**Indigenous Support Ms Collins**	ESE. Students are recognised, respected and valued. ESE. Resources are used to best meet individual and collective student need. C. Students are connected with their cultural, religious or spiritual backgrounds.
			x			**Police Liaison**	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

x	x	x	x	**Wellbeing/Counselling**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
x	x	x	x	**SRC initiatives**	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
			x	**Building Bridges- Values Education.**	ESE. Collaborative partnerships are built with students, staff, Families, communities and other organisations to support and develop students and school communities. T. Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making.
		x	x	**Strive To Achieve Initiative**	S. Students strive toward and achieve meaningful goals. S. Students are succeeding in their learning. S. Students strive toward and achieve meaningful goals. T. Parents and the broader community support and enable the aspirations of every student.
x	x			Are You Ok? - Anti-bullying initiative	
		x	x		ESE. The school environment is a safe and healthy place to be.
x	x	x	x		C. Students experience a sense of belonging and connectiveness that

					Rock and Water	respects diversity and identity. S. Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships.
9			x		**Goals Mentoring and ILP**	S. Staff enable success by personalising student learning and supporting students to achieve. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment. T. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences. T. The school has high expectations for every student. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
				x	**E-Safety Day**	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. ESE. Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics.
	x	x	x	x	Indigenous Support	S. Staff enable success by personalising student learning and supporting students to achieve. ESE. Resources are used to best meet individual and collective

x	x	x	x	**Rock and Water**	student need.
					S. Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students experience a sense of belonging and connectiveness that respects diversity and identity.
x	x	x	x	**Exercise the Mood* Mindfulness**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development. ESE. Resources are used to best meet individual and collective student need. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment.
x				Police Liaison Presentation- Drug and alcohol	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections. S. Parents and the broader school community actively participate in supporting and reinforcing student learning.
x	x	x	x	Project Youth	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections. ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
x	x	x	x	**Learning Support Initiative**	S. Staff enable success by personalising student learning and supporting students to achieve.
		x	x	Strive to Achieve Initiative	S. Students strive toward and achieve meaningful goals. S. Students are succeeding in their learning.

	x	x	x	x	SRC initiatives	S. Students strive toward and achieve meaningful goals. T. Parents and the broader community support and enable the aspirations of every student. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
	x	x	x	x	**Wellbeing/Counselling**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
	x	x	x	x	Are You Ok? - Anti-bullying initiative	ESE. The school environment is a safe and healthy place to be.
10			x		**Elevate – Study Skills**	C. Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment. T. The school has high expectations for every student.
			x		Goals Mentoring	S. Staff enable success by personalising student learning and supporting students to achieve. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment. T. Staff contribute to environments which allow students to

						thrive by delivering high quality learning experiences.
						T. The school has high expectations for every student.
						ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
	x	x	x	x	Rock and Water	C. Students experience a sense of belonging and connectiveness that respects diversity and identity.
						S. Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort toward their learning.
						S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships
	x	x	x	x	Indigenous Support	C. Students experience a sense of belonging and connectiveness that respects diversity and identity.
						S. Staff enable success by personalising student learning and supporting students to achieve.
						ESE. Resources are used to best meet individual and collective student need.
				x	**Future day -Careers**	T. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.
						ESE. Resources are used to best meet individual and collective student need.
				x	**Police Liaison Presentation- Drug and alcohol**	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.
						S. Parents and the broader school community actively participate in supporting and reinforcing student learning.

	x	x	x	x	**RFS**	T. Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making. T. Students have a strong sense of meaning and purpose. T. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
	x	x	x	x	**Learning Support Initiative/ N Award**	C. Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences. S. Staff enable success by personalising student learning and supporting students to achieve.
			x	x	**Strive to Achieve Initiative**	S. Students strive toward and achieve meaningful goals. S. Students are succeeding in their learning. S. Students strive toward and achieve meaningful goals. T. Parents and the broader community support and enable the aspirations of every student.
	x	x	x	x	**SRC initiatives/ leadership/Health Issues/ social justice as required**	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community.

	X	X	X	X	**Wellbeing/Counselling**	T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility. ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
11				X	**Nichole Fitzsimons – Travel safety**	C. Parents and the broader school community actively participate in the school and in helping students to develop positive connections. S. Parents and the broader school community actively participate in supporting and reinforcing student learning. T. Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety.

			x		Crossroads	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly.
				x	U turn the wheel	ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
x	x	x	x		SRC initiatives/ leadership/Health Issues/ social justice as required	S. Parents and the broader school community actively participate in supporting and reinforcing student learning. S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.

x	x	x	x	**Wellbeing/Counselling**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
x	x	x	x	Indigenous Support	C. Students experience a sense of belonging and connectiveness that respects diversity and identity. S. Staff enable success by personalising student learning and supporting students to achieve. ESE. Resources are used to best meet individual and collective student need.
	x			**Elevate – Study Skills**	C. Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment. T. The school has high expectations for every student.
x	x	x	x	**Learning Support Initiative /NAward**	S. Staff enable success by personalising student learning and supporting students to achieve. C. Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences.
12					
x	x	x	x	**Mentoring Program**	S. Staff enable success by personalising student learning and supporting students to achieve. C. Students are actively connected to their learning through meaningful, engaging and rewarding learning experiences. T. Staff contribute to environments which allow students to thrive by delivering high quality learning experiences.

						T. The school has high expectations for every student. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility.
		x	x	x	**Mind Matters** **Mindfulness**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development. ESE. Resources are used to best meet individual and collective student need. S. Staff enable success by contributing to a positive, supportive and encouraging learning environment.
	x	x	x	x	**Wellbeing/Counselling**	ESE. Counselling and wellbeing services provide essential expertise to schools and communities to guide student growth and development.
	x	x	x	x	**Indigenous Support**	C. Students experience a sense of belonging and connectiveness that respects diversity and identity. S. Staff enable success by personalising student learning and supporting students to achieve. ESE. Resources are used to best meet individual and collective student need.
	x	x	x	x	**SRC initiatives/ leadership/Health Issues/ social justice as required**	S. Students develop strong positive character traits that are reflected in their behaviour decision making and relationships. C. Students have positive and respectful relationships with each other, their teachers and the community. T. Students are self-directed, take initiative and grasp opportunity. T. Students contribute to the learning of other students and to the school community more broadly. ESE. Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision

		x			**Strive to Achieve Initiative**	S. Students strive toward and achieve meaningful goals. S. Students are succeeding in their learning. S. Students strive toward and achieve meaningful goals. T. Parents and the broader community support and enable the aspirations of every student.

Wellbeing Overview Chart

Program	Description	Relevance to Wellbeing Framework	Evidence
Anti-Bullying Policy	**Port Hacking High School's commitment** Our school rejects all forms of bullying behaviours, including online (or cyber) bullying by maintaining a commitment to providing a safe, inclusive and respectful learning community that promotes student wellbeing. Executive staff are committed to establishing evidence-based approaches and strategies that promote a positive climate where bullying is less likely to occur.	As per scope and sequence	Bully Busters Presentations Cyber safety Day Rock and Water Program Project Youth interventions Police Liaison Presentations School Student Management Plan SRC initiatives Are You Ok? Initiative Building Bridges – Values Education initiative. White Ribbon Initiatives Peer Support mentoring Mentor/Counselling
Peer Mentoring	The Peer Support Program is a comprehensive program at PHHS. It involves the training of Year 10 role models to assist junior students in particular year 7, ensuring a comfortable and supportive transition to high school. The Peer Support program includes a number of activities that enhance connectiveness, getting to know your school and the awareness of all the supportive structures within the Port Hacking Community. This program is built on the building of positive and respectful relationships.	As per scope and sequence	

Leadership	Leadership programs and opportunities for students are numerous and diverse through the Peer Support Program, Indigenous Coordinator and the Student Representative body. Students are given the opportunity to coordinate positive school community programs, lead change and Wellbeing programs. Students regularly lead whole School presentations and assemblies. The School Captains and vice Captains take major leadership roles with the school for their peers as major role models and the wider community. Duke of Edinburgh's Program	As per scope and sequence ESE. Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics	Coordinating formal Year assemblies. Organisation of various charity and Wellbeing programs such as BATYR (Giving Voice to the elephant in the room) , White Ribbon initiatives and Make a Wish. Coordinating Whole school Wednesday Assemblies and specific speeches and presentations. Participation in the RFS leadership program. Deadly Awards for indigenous students Duke of Edinburgh's activities throughout year.
SRC	SRC is a group of 7 -12 students, selected by their peers to represent the student voice within the school community. They coordinate a number of charity and Wellbeing initiatives. They are also the agents for positive change with in the school structure. The SRC and School Captains have a major role in all major school events.	As per scope and sequence	Term 4 - Indigenous literacy fund day Term 1 - World's Greatest Shave, Assistance Dogs Australia fundraiser Term 2 - Women's leadership conference, Sutherland shire hospital children's ward fundraiser Term 3 - Batyr day Harmony Day Orientation Day Open night and other special school events.

Refer to Attachment, Wellbeing Framework for Schools