



Chifley Public School

Student Wellbeing

Implementation Plan

2024

Chifley Public School Vision

To empower our students and school community through opportunity and excellence.

Chifley Public School Mission Statement

Chifley Public School is committed to the pursuit of excellence and the provision of equitable, high quality educational opportunities.

Chifley Public School is a positive, friendly and inclusive community school. Our students are *known, valued and cared for*, and supported as a community of learners to:

- *Connect*;
- *Succeed*; and
- *Thrive*.

Our whole school approach to student wellbeing is underpinned by [Grow Your Mind](#) and emphasises:

- a positive learning climate; and
- clearly defined wellbeing practices and behavioural expectations.

Statement of Purpose

Chifley Public School is committed to providing a safe, supportive and responsive learning environment.

At Chifley Public School, student wellbeing underpins our holistic educational framework to support successful, confident, informed and actively engaged learners, and promote a positive, friendly and inclusive school culture.

Within our school, emphasis is placed on building a positive learning climate where students *connect, succeed and thrive*. Understanding the importance of choice in self-regulation, positive engagement and achievement is critical, and is reinforced explicitly and incidentally both in class and as a whole school community. Through this process, our students are empowered to contribute to their own wellbeing as well as being expected to support the wellbeing of others and the collective wellbeing of the school community.



School Expectations

School expectations reflect the [Behaviour Code for Students NSW Public Schools](#).

- **Be Respectful**
- **Be Safe**
- **Be An Active & Engaged Learner**

School expectations are reinforced each year in class through 6 collectively established class rules.

Be Respectful	Be Safe	Be An Active & Engaged Learner
<ul style="list-style-type: none">• Class rule• Class rule	<ul style="list-style-type: none">• Class rule• Class rule	<ul style="list-style-type: none">• Class rule• Class rule



Behaviour Code for Students

At Chifley Public School 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

Be Respectful

- 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

Be 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

Be An Active and Engaged Learner

- 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

Core School Values

The core school values are aligned against [Values in NSW Public Schools](#) and complimented through the delivery of the character strengths articulated in [Grow Your Mind](#).

- Integrity
- Excellence
- Respect
- Responsibility
- Co-operation
- Participation
- Care
- Fairness
- Democracy

Character Strengths



Core School Values

Integrity: Being consistently honest and trustworthy.

Excellence: Striving for the highest personal achievement in all aspects of schooling and individual and community action, 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 positively contributing to the school, local and broader community.

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 a school and Australian citizen.

Wellbeing Context

The Chifley Public School Student Wellbeing Implementation Plan is aligned against the [NSW DoE Student Welfare Policy](#).

The Chifley Public School Student Wellbeing Implementation Plan recognises that:

- Government schools need to be places where every student can learn and grow with confidence;
- Students develop best in schools where teaching and learning occur in a context of student welfare;
- Schools need to be safe and happy places for students and their teachers; and
- Student welfare is enhanced when all members of the school community participate in the learning programs and life of the school.

Central to the Chifley Public School Student Wellbeing Implementation Plan are:

- Effective teaching and learning practices;
- A positive school climate and good discipline;
- Community participation; and
- The responsibilities of key school stakeholders.

Grow Your Mind

[Grow Your Mind](#) is a whole school, brain centric approach to fostering high levels of social and emotional wellbeing by linking cognitive neuroscience, positive psychology and mindful awareness. It promotes a positive, inclusive and consistent wellbeing culture by explicitly teaching:

- Resilience;
- Brain Awareness;
- Growth Mindset;
- Impulse control and Emotional Regulation;
- Character Strengths; and
- Mindfulness.



Connect, Succeed and Thrive

The Chifley Public School Student Wellbeing Implementation Plan is structured around the [NSW DoE Wellbeing Framework for Schools](#), [School Excellence in Wellbeing and Inclusion](#), [Inclusive Education for Students With Disability](#) and [NSW DoE Student Behaviour Policy and Procedures](#) emphasises a positive learning climate in which our students **connect, succeed** and **thrive**.

Refer to implementation plans

Wellbeing practices at Chifley Public School enable students to be:		
	<ul style="list-style-type: none"> • Healthy; • Happy; • Engaged; and • Successful. 	
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.	<ul style="list-style-type: none"> • Anti-Bullying • School Uniform • Student Participation and Leadership • School Attendance • Anti-Racism • Multicultural Education
Succeed	Our students will be respected, valued, encouraged, supported and empowered to succeed.	<ul style="list-style-type: none"> • Student Behaviour and Discipline • Protecting Children and Young People (Child Protection) • Out-of-Home Care • Supporting Students with Disabilities • Positive Behaviour for Learning (incorporating <i>Grow Your Mind</i>) • Supporting EAL/D Students • Support Refugee Students
Thrive	Our students will grow and flourish, do well and prosper.	<ul style="list-style-type: none"> • Nutrition in Schools • Sun Safety for Students • Student Health • Drug Education • Road Safety Education





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.

Anti-Bullying

Prevent and respond to incidents of bullying, including cyberbullying.

The Chifley Public School Anti-Bullying Plan outlines the processes for preventing and responding to student bullying in our school and reflects the [Bullying: Preventing and Responding to Student Bullying in Schools Policy – NSW DoE](#).

See Chifley Public School Anti-Bullying Plan

School Uniforms

Recognise the benefits of school uniforms that reflect the school community's expectations.

School uniform promotes a sense of belonging for students and creates a positive identity for the school community. The Chifley Public School uniform requirements reflect the NSW DoE [School Uniform Policy](#) and [School Uniform in NSW Government Schools Guidelines](#). Financial support is available to assist with the purchase of a school uniform.

Student Participation and Leadership

Provide opportunities to support the meaningful involvement of students in their school and community.

At Chifley Public School positive engagement and leadership are actively encouraged to engender wellbeing, belonging and community – opportunity is accessible to all our students.

Student leadership opportunities are actively promoted through:

- Year 6 Leadership Team
 - School Captains
 - School Vice Captains
 - School Prefects
 - House/Sport Captains
 - Library, Environmental and Performing Arts Prefects.
- K-6 Student Representative Council (SRC).
- Buddy Systems.
- Community involvement and representation.

Student engagement is actively promoted both in and out of class through:

- An extensive range of inclusive, cost free co-curricular activities.
- Performance opportunities through CAPA.
- PSSA sporting opportunities/pathways.
- School network opportunities/pathways.
- Community events, activities and celebrations.
- An explicitly timetabled K-6 STEM enrichment programme.
- The Stephanie Alexander Kitchen Garden Programme.
- G&T extension programmes.
- Tiered instruction and intervention.
- Goal setting, reflection and timely, actionable and effort based feedback.
- Clearly established *learning intentions* and explicitly scaffolded *success criteria*.

School Attendance

Work in partnership with parents to ensure the regular attendance of students.

Regular attendance at school for every student is essential if students are to achieve their potential, and increase their career and life options. Schools in partnership with parents are responsible for promoting the regular attendance of students

While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, record and monitor part and whole day absences. Schools, in providing a caring teaching and learning environment, which addresses the learning and support needs of students, including those with additional learning and support needs or complex health conditions, foster students' sense of wellbeing and belonging to the school community.

Student attendance procedures at Chifley Public School reflect the NSW DoE [School Attendance Policy](#).

Anti-Racism

Prevent and respond to incidents of racism and racial discrimination.

At Chifley Public School cultural, linguistic and religious diversity is respected and celebrated. School practices reflect the NSW DoE [Anti-Racism Policy](#). The school's Anti Racism Contact Officer is fully trained and ensures complaints of racism and their resolution are dealt with in accordance with the [Complaints Handling Policy Guidelines](#).

Multicultural Education

Enable all members of the school community to participate successfully in our culturally diverse society.

At Chifley Public School programmes and practices align against the NSW DoE [Multicultural Education Policy](#) by:

- Promoting intercultural understanding and a tolerant and respectful school community.
- Recognising, valuing and meeting the specific needs of a culturally diverse school community.



Succeed

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

Student Behaviour and Discipline

Foster engagement in learning by setting high standards of behaviour and discipline.

Chifley Public School actively supports the learning, wellbeing and safety of all our students through commonly understood school expectations. The school recognises that collaboration of staff, students and parents/carers is fundamental to positive student behaviour and effective discipline.

At Chifley Public School, standards of behaviour and student discipline are consistent with the Behaviour Code for Students, [NSW DoE Student Behaviour Policy and Procedures](#) and reflected in the School Behaviour Support and Management Plan.

Discipline procedures/expectations (including suspension and expulsion) and procedural fairness are guided by the [NSW DoE Student Behaviour Procedures K-12](#) (including – 1.3, 1.31 & 1.32) and [Procedural Fairness in the Dept of Education](#).

Corporal punishment is NOT used in the school.

Recognising and celebrating positive behaviour and achievement

Student achievement and positive behaviour are recognised and celebrated through a range of whole school strategies.

House Points

Each student belongs to a sporting house - Hume, Oxley, Mitchell, Evans. House Points are participation awards and can be awarded to students showing participation, sportsmanship and citizenship in the school environment. Examples include behaviour in assembly, playground conduct and showing sportsmanship during an activity. Each assembly a House Point tally is announced, with the overall winning House awarded the school shield at the end of the year.

Merit Awards (incl. Artist & Writer)

Merit Awards are classroom awards to acknowledge academic achievement, progress and contribution towards classroom activities. Each class awards three students per week. Merit Awards are announced at Assembly and published in the Chifley Newsletter.

Artist of the Term and Writer of the Term awards are given to one student in each class at special assemblies.

Good News Points (GNP)

Good New Points (GNP) are awarded for *character strengths*. Each student has a GNP card to records the character strength on the card.

- 10 points – small certificate
- 30 points – larger certificate
- 50 points – big certificate, Good News Luncheon and letter to parents
- 70 points – badge of mindful strength

Home Reading Cards

Awards are given to students who complete Home Reading. The students need to read to their parents/carers, record the book title, pages read and then have the card signed by their parents/carers. Acknowledgement of effort:

- 10 sessions – sticker
- 20 sessions – pencil
- 50 sessions – bookmark
- 100 sessions – book

Protecting Children and Young People (Child Protection)

Ensure the safety, welfare or wellbeing of children and young people.

Chifley Public School is a protective and caring school environment that priorities student safety, welfare and wellbeing. School practice and procedures align against the NSW DoE [Protecting and Supporting Children and Young People Policy](#), the [Child Protection Policy Guidelines](#) and [Working With Children Check Policy](#).

All staff participate in mandatory child protection training and annual updates.

Staff are aware of the indicators of abuse and neglect of children and young people, their obligations to advise the principal of any concerns about their safety, welfare and wellbeing, and the mandatory obligation to report suspected risk of significant harm and the procedures for doing so.

The school will escalate concerns if serious safety issues remain after a report has been made. It will continue to support and promote the safety of the child or young person who is the subject of concerns. It will comply with record keeping requirements, including staff completion of induction and annual updates, and reports to the Helpline.

Out-of-Home-Care

Support children and young people in statutory out-of-home-care.

At Chifley Public School practice and procedures align against the NSW DoE [Out-of-home Care in Government Schools Policy](#) to support the educational outcomes and wellbeing of students in statutory out-of-home care. The school will ensure an education plan is developed within 30 school days of notification that the child or young person has entered or is in care. This plan is updated and reviewed at least annually or when there are changed circumstances impacting on the student's ability to participate in learning.

Supporting Students with Disability

Plan and coordinate support needs for students with disability and additional learning needs.

Chifley Public School an inclusive educational setting and supports the provision of personalised learning and support for students of all abilities.

School practice aligns against the NSW DoE [Disability Strategy](#) and [Inclusive Education Policy for students with disability](#), and reflects our obligations towards students with disability and their parents & carers under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

Educational provisions (reasonable adjustments) for students with disabilities and additional learning needs are coordinated through the school's Learning and Support Team in consultation teachers, families and outside agencies.

Positive Behaviour for Learning (PBL)

Improve learning outcomes through an evidence-based whole-school process.

Chifley Public School enables student learning and wellbeing through a consistent culture of high expectations and a positive learning climate. School expectations and values are reinforced through a whole school approach to student wellbeing that is underpinned by [Grow Your Mind](#).

School practices reflect 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.

Supporting EAL/D Students

Support English language learners to achieve their full potential

Chifley Public School supports equitable educational outcomes through the implementation of responsive EAL/D programmes that target students learning English as an additional language or dialect including intensive English language support for newly arrived and refugee students. School practices reflect the NSW DoE [Multicultural Education Policy](#) and [English as an Additional Language or Dialect – Advice for School](#).

Supporting Refugee Students

Support the wellbeing and educational needs of refugee students

At Chifley Public School practices and procedures are aligned against the NSW DoE [Multicultural Education Policy](#) and the [Supporting refugee students](#) resource to ensure a coordinated whole school response for supporting refugee students and their individual educational and wellbeing needs.



Thrive

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

Nutrition in Schools

Promote and model healthy eating and good nutrition in school programs.

Chifley Public School actively promotes and models healthy eating and good nutrition through school based programmes that reflect the NSW DoE [Nutrition in Schools Policy](#) and [Live Life Well @ School](#).

Nutrition is taught in each stage as part of Personal Development, Health and Physical Education (PDHPE) to inform students and the develop of healthy attitudes and behaviours fundamental to healthy lifestyle choices.

Healthy and active lifestyle choices are further encourage through the [Stephanie Alexander Kitchen Garden](#) Programme. The hands-on food education programme supports positive food habits through growing, harvesting, preparing and sharing.

Whole school healthy eating and nutrition programmes also include:

- Crunch & Sip;
- Waste Free Wednesday; and
- The Chifley Juice Bar.

The Chifley Public School Breakfast Club and the MSHS Canteen (accessible to CPS students) implement the [NSW Healthy School Canteen Strategy](#).

Sun Safety for Students

Plan and implement best practice strategies for sun safety.

Chifley Public School is a SunSmart School and incorporates the NSW DOE [Sun Safety for Students Guidelines](#).

Students are required to wear a hat when they are outdoors. Students without a hat during recess and lunch are directed by the teacher on duty to remain in a shaded area. During excursions or outdoor activities such as PSSA or school sport carnivals, children are encouraged to apply sunscreen. Parents/carers are asked to notify the school if their child is not permitted to apply sunscreen.

Student Health

Promote the healthy development of students and protect the health and safety of those with health care needs.

Chifley Public School supports the health needs of students in line with the [Student Health In NSW Public Schools Policy](#).

The cooperation of parents/carers, medical practitioners, health services, other relevant agencies and local community resources is relied on and valued to support student health needs at school.

The school will assist students who have health support needs at school by means that include:

- The provision of first aid (including emergency care);
- The provision of temporary care when students become unwell at school;
- The administration of prescribed medications and health care procedures; and
- The development of individual health care plans if required.

Health Care Plans are developed for any student:

- Diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis;
- Diagnosed as being at risk of an emergency; and
- Who requires the administration of health care procedures.

Student Health Care Plans are reviewed at least annually.

Drug Education

Educate children about drugs and preventing drug misuse

At Chifley Public School, the mandatory requirements of Drug Education are taught across K-6 as part of Personal Development, Health and Physical Education (PDHPE) to inform students and develop resilience, courage and self regulation in responding to social and environmental influences.

School procedures and practices reflect the NSW DoE [Drugs in Schools Policy](#).

Road Safety Education

Education students to stay safe on the road through road safety.

At Chifley Public School, Road Safety Education is taught across K-6 as part of Personal Development, Health and Physical Education (PDHPE) to inform students and encourage road users who are personally and socially responsible.

Safe travel and safety around school reminders are ongoing and delivered incidentally and/or explicitly through whole school assemblies, class discussions and newsletters/social media.

School procedures and practices reflect the NSW DoE [Road Safety Education, Driver Education and Driver Training Policy](#) and implements strategies outlined in the NSW DoE [Road Safety Education](#) resource.

