



Home School Information Pack 2023

Glenfield Park School Vision

Glenfield Park School strives to be a beacon of excellence in the area of student wellbeing. We are seen throughout the community as a resource to provide stakeholders with the knowledge and understanding needed to best support the cognitive, social, emotional and academic needs of our students. Through our system of strong networks, we share the skills and confidence needed to best support wellbeing through quality teaching and learning.

Enrolment Procedures Checklist

The following must all be completed before a student commences at Glenfield Park School.

Offer of placement signed and returned to Learning and Wellbeing Officer

- Glenfield Park receives copy of signed acceptance
- Glenfield Park receives copy of formal advice of student placement - completed
- Glenfield Park receives copy of disability confirmation sheet - completed
- Principal from Glenfield Park School makes appointment time convenient to both Home School and family to conduct an enrolment meeting at Glenfield Park School.
- Enrolment meeting attended by both Home School representative and family held at Glenfield Park School - student is encouraged to attend
- Enrolment forms are completed
- Permission forms and medication forms are completed
- Transport forms are signed and completed
- Glenfield Park staff observe student in Home School to determine class placement
- Principal from Glenfield Park School attends a Home School communication meeting to explain program
- Glenfield Park Principal confirms start date with family

Assisted School Travel Program

Should students require the services of the Assisted School Travel Program, Glenfield Park School staff will complete and submit all necessary paperwork.

Once the family has completed the Application for Assisted School Travel form and provided all supporting documentation, the Glenfield Park School will submit the completed application for assessment by ASTP. Where possible, ASTP will complete this within seven working days and will inform the family in writing of the outcome.

If travel is approved, ASTP will organise the transport arrangements for the student. Before transport commences the contractor will contact the family regarding pick up and drop off times to and from Glenfield Park School.

Glenfield Park School Staff

Principal	Michelle Gomes	
Assistant Principal	Leeann Greaves (Rel) John Williamson (Rel) Emma O'Dell (Rel) Tara Cooke (Rel – Literacy and Numeracy)	
Senior Administration Manager	Kathleen Rochford	
School Admin Officer	Elvira Origlia Rhiannon Marongiu (<i>Wednesday & Thursday</i>)	
Class Teachers	Louise Stiller Jessica Mohan Jennifer Clark Clint Marsh Amanda Bingham Tania Jelinic Shannon O'Reilly	James Bowling Fatimah Mohamed Nicole Sutherland Michelle Van Der Merwe Nicole Dale Laura Alford
SLSO	Sue Zappala Trish Rigas Vaoahi Taumalolo Caroline Harb Janine Yandall Darren Lees Franca Spresian Melissa Miranda	Jessica Gallagher Manisha Raj Deanne McCombe Nourma Alhajal Cheryl Paradella Anna Ussia Charlotte Bingham
School Support Officer (SSO)	Travis Muavae	
Leader Psychology Practice (LPP)	Vicki Melitas	
School Counsellor (SC)	Samantha Freeman	
Senior Psychologist Education (SPE)	Thai Tran	

Glenfield Park School Context

Glenfield Park School is a specialist setting with expert staff providing intensive intervention for complex learners with unique emotional needs. All students at Glenfield Park School are Known, Valued and Cared for. Glenfield Park School is a School for Specific Purposes catering for 63 students who have been diagnosed with an emotional disturbance (ED) and a mild intellectual disability (IM), students could also have an additional diagnosis of Autism. The school caters for students from

Kindergarten to Year 12. The school population is divided into 10 classes, with each class being staffed by a Teacher and School Learning Support Officer (SLSO).

Enrolment and Induction Procedures

All students' seeking placement within Glenfield Park School must first have an access request submitted to Student Services by their Home Schools for consideration by the Behavioural Panel. The Behavioural Panel meets once a term.

If students have been successful in their application, families will receive an offer of placement. The signed acceptance offer of placement should be forwarded to Student Services within three days, by the student's Home School. Once the Glenfield Park School Principal receives confirmation of acceptance from regional Student Services they will make initial contact with parents/caregivers and the student's Home School to organise an information and induction session.

The induction process involves, completing enrolment forms, visiting Glenfield Park School and a case conference with home school personnel, Glenfield Park School personnel and the student's family. It is important for parents to notify Glenfield Park School personnel if they require special transport for their child as soon as possible.

Home School Staff TPL - reengage, disengaged and complex learners

Glenfield Park Staff are available to lead a practical TPL session for your staff. Please contact Michelle Gomes for available sessions.

Home School Staff TPL Rationale

To build the capacity of teachers in mainstream settings to use effective teaching strategies to reengage, disengaged learners with complex behavioural, social and emotional needs.

Home School Staff TPL Teaching Standards

Standard	Focus
1. Know students and how they learn	1.1, 1.2, 1.3, 1.5, 1.6
2. Know the content and how to teach it	2.2
3. Plan for and implement effective teaching and learning	3.1, 3.2, 3.3, 3.5, 3.7
4. Create and maintain supportive and safe learning environments	4.1, 4.2, 4.3, 4.4,
5. Assess, provide feedback and report on student learning	5.2, 5.5
6. Engage in professional learning	6.2, 6.3, 6.4
7. Engage professionally with colleagues, parents/carers and the community	7.3, 7.4

Home School Staff TPL Aims

- All students are known, valued and cared for.
- Every student, every teacher, every leader and every school improve every year.
- Community confidence in public education is high.
- Schools reduce the impact of disadvantage.

Communication

It is of the utmost importance that the Home School Staff and Glenfield Park Staff communicate on a weekly basis. Home School staff please ensure you email Glenfield Park School each week after your shared student has attend your school at glenfldpk-s.school@det.nsw.edu.au

Home School email requirements

Name of Student				
Overview of the day:				
Strategies used to manage behaviour whether successful or unsuccessful.				
Interventions used:				
<input type="checkbox"/> Rule reminder	<input type="checkbox"/> Warning	<input type="checkbox"/> Conference with Classroom Teacher	<input type="checkbox"/> Rule reminder	<input type="checkbox"/> Warning
<input type="checkbox"/> Sent to peer teacher	<input type="checkbox"/> Rule reminder	<input type="checkbox"/> Warning	<input type="checkbox"/> Executive called	<input type="checkbox"/> Principal Called
<input type="checkbox"/> Other (please list)				

Staff Consistency

- Staff consistency between Home School and Glenfield Park School is extremely important. If there is inconsistency it causes frustration, stress, anxiety and confusion in both staff and students. This can ultimately lead to violence in students and disharmony amongst staff.
- Consistency is important in behaviour management and educational expectations

Trauma Informed Practice

Glenfield Park School integrates Trauma Informed Practice as a school wide initiative This incorporates child-centred relationship strategies which are implemented by all staff. These strategies allow staff to understand how students with a history of trauma are communicating, allowing them to respond empathetically.

Glenfield Park facilitates relationships with children who have experienced trauma by focusing on building strong relationships through multiple, consistent daily interactions. Educators at Glenfield Park build emotional intelligence to provide an understanding of self and others. By allowing a shift in emotional states students become prepared for learning. Consistent and predictable routines support unconditional positive regard and the use of calmly implemented boundaries are integral to students' sense of wellbeing allowing them to experience a sense of order.

At Glenfield Park staff use Trauma Informed Practice to engage students. Empathetic listening and reflective responding are used by the team to enhance students' sense of safety and connection. Students feel validated and understood thus reducing the need to communicate using established negative behaviour patterns.

Glenfield Park School Class Names

Junior Classes	Senior Classes
<ul style="list-style-type: none">• Class 1: Guru• Class 2: Buruma• Class 3: Guda• Class 4: Buubumurr• Class 5: Dhinawan	<ul style="list-style-type: none">• Class 6: Bundaarr• Class 7: Guya• Class 8: Muraay• Class 9: Bigibila• Class 10: Dhuru

Glenfield Park School Daily Schedule

8.45am	Students arrive	Students move to Billabong Breakfast is available Students put bags along wall outside The Hub Senior students can access The Retreat
9.15am	Students move into class groups	Juniors line up in front of stage with aid of circle cushions Seniors sit on coloured seats Exec staff run a mini student meeting
9.30am	Class time	
10.50am	Eating time	Students eat on the basketball courts Students are expected to sit while eat
11am	1 st break	Students can access Basketball courts, fitness area, football field
11.30am	Class time	Students move to basketball courts and then move to class
1pm	Eating time	Students eat on the basketball courts Students are expected to sit while eat
1.10pm	2 nd break	Students can access Basketball courts, fitness area, football field Canteen is available for 15 minutes
1.40pm	Class time	Students move to basketball courts and then move to class
1.40pm	Student reflection	Students come together to reflect on their individual and collective achievements
2pm	Student game	Students and staff meet on basketball court for games Students can choose to play game or sit on bean bags and read books
2:20pm	Students depart	

Glenfield Park School Academic Program

Glenfield Park School operates on a cognitive behavioural model thus the students will be exposed to daily social skills and behaviour management programs with clear links to Character Strengths and Trauma informed practice.

Primary (K-6) focus - English, Mathematics, PD Health & PE and CAPA programs remain the targeted Key Learning Areas. HSIE and Science & Technology are taught as a joined Project Based Learning unit.

High School (7-12) focus - English, Mathematics, Social and Emotional Learning, HSIE, CAPA and transition to work programs. Throughout our senior program the class teacher differentiates, evaluates, and considers the individual needs of each student. Learning activities are chosen that challenge and are appropriate to the learning needs of each individual student.

- Daily students are exposed to:
 - Maths number or addition or subtraction plus one other element
 - Spelling
 - Reading - guided, modelled and independent
 - Comprehension
 - Talking and listening activities
 - Writing with a focus
 - Social/emotional and behavioural lessons

Social and Emotional Learning (SEL)

These skills are essential for developing resilience and the personal attributes that establish positive relationships. Students learn to talk about challenges, build self-esteem, make responsible decisions, and handle challenging situations. Students have opportunities to learn and practice social skills such as: managing stress, deciding on goals, and planning for the future.

Character Strengths

Glenfield Park has a strong focus on the Values in Action Inventory (VIA) Classification of Character strengths and Virtues. We believe that once a student has the ability to identify their strengths and become self-aware, they can use this knowledge to self-regulate and make informed choices about their actions and reactions.



Glenfield Park School Reward System

- \$20 piggy bank bucks = Learning for Life Mini Award
- 3x Learning for Life Mini Awards = GPS Learning for Life Merit Award
- 3x GPS Learning for Life Merit Awards = GPS Bronze Award plus bonus \$50
- 3x GPS Bronze Awards = GPS Silver Award plus bonus \$50
- 3x GPS Silver Awards = GPS Gold Award plus bonus \$50
- 3x GPS Gold Awards = GPS Platinum Award plus bonus \$50
- Weekly full green week for students who did not move pass dark green each day M – F \$20 voucher awarded Monday
- Reward Day prizes
- Reward Day prizes
 - Bronze – chips **or** 15 mins electronic time – *as determined each term*
 - Silver – chips and drink **or** 30 mins electronic time – *as determined each term*
 - Gold – chips, drink & burger **or** 45 mins electronic time **or** 3D printer – *as determined each term*
 - Platinum – excursion
- Presentation Day Awards – staff nominated
 - Jnr Safe
 - Jnr Respectful
 - Jnr Learner
 - Snr Safe
 - Snr Respectful
 - Snr Learner
 - Full green term

Glenfield Park School Level System

<p>Expectations</p> <ul style="list-style-type: none"> • Safe • Respectful • Learner <p>Possible Class Teacher Response</p> <ul style="list-style-type: none"> • Verbal praise • Non-verbal praise • Stamps, stickers • Free time • Marble jar • Puzzle pieces • Tick charts • Raffle tickets • Individually selected reward • Piggy bank tracker / Catch me being good • Learning for life Exec bonus dollars • Buddy time with peer • Positive phone call home • Positive post card sent home • Positive entry on Sentral • Update LAS Plan • Positive pop in with peer Teacher • Positive pop in with Exec • Positive pop in with Principal 	<p>Demonstrated Behaviours</p> <ul style="list-style-type: none"> • Swearing • Task avoidance • Non-compliance • Provoking • Leaving classroom • Disrespect • Inappropriate use of equipment • Reactive aggression • Verbal and physical threats <p>Possible Peer Teacher Response</p> <ul style="list-style-type: none"> • Restorative plan • Green, orange, red chart, • Time out • Rule reminders • Warnings • Redirection • Teach replacement behaviour • Brain break • Phone call home • Follow LAS Pan 	<p>Demonstrated Behaviours</p> <ul style="list-style-type: none"> • Repeated low level behaviours • Property damage • Out of bounds • Aggressive behaviours • Deliberate with intent behaviour • Bullying • Racism • Continued non-compliance • Unable to self-regulate <p>Possible Executive Response</p> <ul style="list-style-type: none"> • Reflection sheet/letter • Green, orange, red chart, • Time out • Rule reminders • Warnings • Redirection • Loss of canteen privileges for one day • Loss of end of day game privilege one day • Crisis communication • Phone call home • Follow LAS Plan 	<p>Demonstrated Behaviours</p> <ul style="list-style-type: none"> • Repeated high level behaviours • Major Property damage • Leaving school grounds • Physical violence • Deliberate with intent violence • Using objects as weapons • Continued Bullying • Continued Racism • Continued disobedience • Continued aggressive behaviours • Serious criminal behaviours <p>Possible Principal Response</p> <ul style="list-style-type: none"> • Reflection sheet/letter • Time out • Redirection • Crisis communication • Phone call home • Follow LAS Plan • Loss of canteen privileges for one day • Loss of end of day game privilege one day • Implementation of Department of Education Suspension policy
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Glenfield Park School Behaviour Expectations

It is an expectation that our students are Safe, Respectful and Responsible Learners.

Safety	Respectful	Learner
<ul style="list-style-type: none">• Keeping hands and feet to yourself• Walking around school• Demonstrating Character Strengths of:<ul style="list-style-type: none">○ Bravery○ Forgiveness○ Self-regulation○ Humility○ Prudence	<ul style="list-style-type: none">• Following all teacher directions• Speaking in a socially appropriate manner• Demonstrating Character Strengths of:<ul style="list-style-type: none">○ Honesty○ Love○ Kindness○ Social Intelligence○ Gratitude○ Hope○ Humour○ Spirituality○ Fairness○ Perspective	<ul style="list-style-type: none">• Completing all set tasks within set time frames• Demonstrating Character Strengths of:<ul style="list-style-type: none">○ Appreciation of beauty○ Teamwork○ Leadership○ Creativity○ Curiosity○ Love of learning○ Judgement○ Zest○ Persistence

An example of managing a negative behaviour at Glenfield Park School

1. Make a general statement about the desired behaviour e.g. "I am so pleased to see so many of you sitting at your desk with pencils ready"
2. Identify students demonstrating the desired behaviour and reward or praise e.g. "I love the way (student's name) has his/her pencil ready and is looking at me, 2 star moves for you"
3. (Student's name), you are not following my instruction to sit at your desk. Repeat instruction clearly e.g. "Sit at your desk and have your pencil ready." Allow take up time.
4. Student complies – give positive feedback
5. Student refuses – remind student of the expectation and rule they are breaking e.g. "(Student's name) the instruction is to sit at your desk, this is your second reminder to follow my instruction." Allow take up time
6. Student complies – give positive feedback
7. Student refuses - make a statement e.g. "I have asked you to sit at your desk, you are not following instructions, if this orange behaviour continues you will be given a warning (move tracker)."
8. Allow the student time to demonstrate the desired behaviour, change proximity to the student but still keep watch, give attention to students following the instruction.
9. Student complies – give positive feedback
10. Student refuses – make statement e.g. "(Student's name), you have ignored my instructions and reminders to sit at your desk, you have been given a warning (move tracker).

This process may continue repeatedly throughout the day for the same or other negative behaviours. Continue to follow the process and move the student along the tracker. Students cannot jump spaces in the tracker or go directly to orange or red unless they demonstrate violence, damage school property or leave the school grounds. If this occurs, the student reaches the instant red level. Please ensure you resolve each level before moving along to another colour.

What works at Glenfield Park School?

Every student at Glenfield Park has their own behaviour management plan, risk assessment and crisis plan that is reviewed and shared with all staff. Every term or as the need arises, each plan is updated and communicated to all staff. It is essential that all staff are familiar with each student's plan and the most effective management strategies for that student.

Rewards/positives

- School/class piggy bank first option for all students
- Exactly that, rewards do not bribe, random acts of kindness
- Stickers, tick charts, work towards a reward,
- Class based ok but it must be fair and consistent
- Our students have a real sense of fairness and equity, they can react violently to perceived injustice.
- Students cope with missing out as long as they know why and it is fair and equitable.

Strategies for the classroom:

- Building positive and meaningful relationships with the students
- Ensure each student has a current and evaluated PLP, crisis plan and risk assessment that all staff are familiar with pertaining to classroom activities
- Communicate the behaviour plan to all staff
- Reward and recognise positive behaviours and how each student responds to positive praise
- According to research, positive praise should always be done with every student at a ratio of at least 4 positive praises to 1 criticism
- Give simple and clear instructions
- Have students repeat instructions
- Ask questions to ensure your instruction is understood
- Ask if any student has any questions about what is expected of them
- Dividing tasks into smaller more achievable parts
- Offer one-on-one help whenever possible
- Give your student a 'buddy' who can help her understand what to do
- Plan the classroom so that students with special needs are seated near the front of the room and away from distractions
- Make a visual checklist of tasks that need to be finished
- Do more difficult learning tasks in the mornings or after breaks
- Allow some extra time to finish tasks
- Choice of activity when all set tasks are completed

Strategies for the playground:

- Be approachable and proactive
- Ensure each student has a current and evaluated PLP, crisis plan and risk assessment that all staff are familiar with that pertains to outside/lunch activities
- Communicate the behaviour plan to all staff
- Set ground rules for physical aggression, ensure students are aware of consequences
- Encourage the use of words for communication with others
- Practice when the playground is free, help to break down the steps for positive playground interaction
- Model taking turns and sharing, practice the language needed for this skill
- Use visuals to explore and learn how to interpret social cues
- Explore and practice strategies like taking a breath, walking away, asking for help
- Provide a range of activities
- Allow an area for quiet play like a sandpit, cars
- Debrief with the class/students about the break e.g. What happened? How they managed?

School visits

We believe that through consultation, collaboration and positive communication our students can be Safe, Respectful, Lifelong Learners. It is therefore of the utmost importance that Home Schools welcome Glenfield Park School staff into their schools on a regular basis. All students will be visited on a Thursday at their Home School by an executive member of the Glenfield Park team on a rostered fortnightly basis (Glenfield Park School will contact Home Schools via email each term to book in visit days). School visits are short pop ins to ensure ongoing consultation, collaboration and positive partnerships.

During school visits Class Teachers from Glenfield Park School will:

- Make contact with Home School Principal or Stage Supervisor or LaST
- Briefly talk to Home School Class Teacher regarding progress of student
- Briefly talk to Home School SLSO regarding progress of student
- Observe student
- Provide behaviour management strategies as required
- In a crisis follow the direction of Home School Personnel
- Email Home School personal at conclusion of day to provide a summary of visit.

Reintegration

- Some students attend Glenfield Park School on a reintegrating program.
- Glenfield Park School students begin to demonstrate readiness for reintegration by working towards **5 green days** at their Home School. Once a student has demonstrated readiness by having **5 green days** at their Home School they will get a **second day** within two weeks of demonstrating readiness.

- Once the student begins their second day at their Home School students begin to demonstrate readiness for reintegration by working towards an additional **10 green days** at their Home School. Once a student has demonstrated readiness and has an additional **10 green days** at their home School they will get a **third day** within two weeks of demonstrating readiness.
- Once the student begins their third day at their Home School students begin to demonstrate readiness for reintegration by working towards an additional **15 green days** at their Home School. Once a student has demonstrated readiness and has an additional **15 green days** at their home School they will get a **fourth day** within two weeks of demonstrating readiness.
- Once the student begins their fourth day at their Home School they begin to demonstrate readiness for **fulltime reintegration** by working towards an additional **12 green days** at their Home School. Once a student has demonstrated readiness and has an additional **12 green days** at their Home School they will **graduate from Glenfield Park School** within two weeks of demonstrating this readiness.

Determining a student's day

Green Behaviour

- Demonstrating moments of orange behaviour but taking responsibility for actions and making different choices
- Owned behaviour
- Safe
- Respectful
- Followed instructions
- Demonstrated behaviour similar to mainstream peers
- Intervention with class teacher and peer teacher only

Commitment by Glenfield Park School Personnel

- Support the process of collaborative consultation with the Home School and parents/carers in setting goals for the student
- Gather information to evaluate student's behaviour and academic progress
- Assist in the development and evaluation of the student's Personalised Learning Plan, behaviour plan and risk assessment
- Communicate with Home School personnel on a weekly basis via email to ensure program success
- Provide appropriate strategies, ideas and/or resources to assist class teachers with the management of the student in the classroom or playground as required

Requirements of Home School personnel

- Support the concept of collaborative consultation with parents/carers and Glenfield Park School personnel in setting goals for the student
- Assist Glenfield Park School personnel in gathering information to evaluate student's behaviour and academic progress
- Assist in the development, implementation and evaluation of the student's Personalised Learning Plan behaviour plan and risk assessment
- Provide behaviour observations via email at the end of your students' attendance at Home School each week.
- Share relevant information regarding the student
- Attend review meetings as required

Glenfield Park School Personalised Learning Plans

Personalised Learning Plans (PLP) are written by Glenfield Park School personnel based upon information gained by the Home School, the family and the students themselves. Behaviour Management, Social Skills, Mathematics and English are the focus of these plans. Plans are reviewed each term. Home Schools will receive a copy of the student's PLPs.

Glenfield Park School reports

Glenfield Park School teaching staff will prepare a school report once a semester, in terms 2 and 4. Both the Home School and parents will receive a copy of this report.

Student Reviews

- Each term week 7
- Review focus
 - Evaluation of previous recommendations
 - Review of presenting behaviours Home School and GPS
 - Current GPS PLP goals and evaluation
 - General comment/discussion section
 - Recommendation for future directions

Glenfield Park School Crisis Response

There may be occasions when a student's behaviour will require the implementation of a Crisis Response Plan which incorporates the principles of Management of Actual or Potential Aggression (MAPA), Department of Education's Legal Bulletin Number 9 and the Department of Education's Code of Conduct 2014.

What constitutes a crisis?

A crisis exists when staff make the professional judgement that student behaviour poses a real or perceived risk of serious injury to students or staff, to self or others or serious damage to property.

These include but are not limited to;

Physical contact	Self-harm	Climbing out of windows
Use of objects as weapons	Vandalising rooms	Climbing on furniture
Students attempting to leave school grounds	Throwing chairs	Property damage
Students climbing fences	Throwing tables	Climbing on roof
Students climbing trees	Throwing rocks at windows	
	Interfering with power points	

Remember

- Simple words
- Short sentences – “sit thank you”, “sit down”, “move to courtyard”
- Remain calm
- Do not panic
- Do not rush other students from room
- Teach other students to sit
- Ensure eye contact
- Decrease the amount of talk
- Never leave a staff member alone when a student is in crisis
- You could move a student outside without touching them if you carefully chose where to stand
- Remember your supportive stance
- Non crisis intervention is always the first step in managing a crisis
- The classroom spaces, basketball courts and front playground are our first choice for breakout spaces for students to calm
- Students can choose the pillow room
- Only give students 2 choices during a crisis
- Do not discuss behaviour consequences or rewards with student during a crisis
- Leave the crisis if another staff member states “I've got this” – Do not question but discuss later
- Do not talk to a child in crisis while they are in a breakout space unless you were involved from the beginning

Wellbeing Procedures

Glenfield Park School seeks to provide quality education for all students, taking account of their age, background, ability and interests. Glenfield Park School helps students to become self-directed, life-long learners who can create a positive future for themselves and for the wider community. For this to occur, Glenfield Park School must be a place where every student can learn and grow with confidence. Students develop best in schools where teaching and learning occur in a context of student Wellbeing. Glenfield Park School needs to be a safe and happy place for students and their teachers. Student Wellbeing is enhanced when all members of the school community participate in learning programs and the life of the school.

Social media

- Facebook – Glenfield Park School
- Twitter - #glenfieldparkschool
- Website - <http://www.glenfldpk-s.school@det.nsw.edu.au>
- Email – glenfldpk-s.school@det.nsw.edu.au

The Glenfield Park School website provides a wealth of information for teachers, support staff and parents. It includes our school information book, enrolment procedures and behaviour management strategies that can be useful at our home schools or for parents. We have summarised fact sheets on various topics and Glenfield Park programs.

Helpful Information

- Michelle Gomes (Principal) – 0412784849
- Michelle.gomes1@det.nsw.edu.au
- Glenfield Park School – 9829 6120
- glenfldpk-s.school.l@det.nsw.edu.au