



# Glenfield Park School

## 2023

### Information Book

Roy Watts Road, Glenfield NSW 2167

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#### **Glenfield Park School Vision**

Glenfield Park is an inclusive school catering to the unique social, emotional and academic needs of students. We are a beacon of wellbeing excellence for the community. We are trauma informed and use character strengths to empower students to be safe, respectful, lifelong learners. An holistic approach ensures students connect, succeed and thrive in an engaging teaching and learning environment that fosters self-regulation and reflection. When students graduate from Glenfield Park School they leave with confidence and the skills to support them for life.

## 2023 School Staff

**Principal** – Michelle Gomes

**Relieving Assistant Principals** – Leann Greaves, John Williams & Emma O'Dell  
**Assistant Principal Curriculum Implementation** – Tara Cooke

**School Administration Manager** – Kathleen Rochford  
**School Administration Officer** – Elvira Origlia & Rhiannon Marongiu (*Tuesday & Wednesday*)

**Senior Psychologist Education (SPE)** – Thai Tran  
**School Counsellor (SC)** – Sam Freeman (*Tuesday & Wednesday*)  
**Leader Psychology Practice (LPP)** – Vicki Melitas

**Class Teacher** – Louise Stiller  
**Class Teacher** – Jessica Mohan  
**Class Teacher** – Jennifer Clark  
**Class Teacher** – Clint Marsh  
**Class Teacher** – Amanda Bingham  
**Class Teacher** – Tania Jelinic  
**Class Teacher** – Shannon O'Reilly  
**Class Teacher** – James Bowling  
**Class Teacher** – Michelle Van Der Merwe  
**Class Teacher** – Fatimah Mohamed  
**Class Teacher** – Nicole Sutherland  
**Class Teacher** – Laura Alford  
**Class Teacher** – Nicole Dale

**School Learning and Support Officer (SLSO)** – Sue Zappala  
**School Learning and Support Officer (SLSO)** – Trish Rigas  
**School Learning and Support Officer (SLSO)** – Vaoahi Taumalolo  
**School Learning and Support Officer (SLSO)** – Caroline Harb  
**School Learning and Support Officer (SLSO)** – Jay Yandall  
**School Learning and Support Officer (SLSO)** – Darren Lees  
**School Learning and Support Officer (SLSO)** – Franca Spresian  
**School Learning and Support Officer (SLSO)** – Melissa Miranda  
**School Learning and Support Officer (SLSO)** – Jessica Gallagher  
**School Learning and Support Officer (SLSO)** – Manisha Raj  
**School Learning and Support Officer (SLSO)** – Deanne McCombe  
**School Learning and Support Officer (SLSO)** – Nourma Alhajal  
**School Learning and Support Officer (SLSO)** – Cheryl Paradella  
**School Learning and Support Officer (SLSO)** – Anna Ussia  
**School Learning and Support Officer (SLSO)** – Charlotte Bingham

**Student support Officer (SSO)** – Travis Muavae

## Class Names

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

## Uniforms

Upon enrolment each student receives a school bag, hat, shirt and jumper. Additional purchases can be made at school office.



Backpack: \$25.00



Hat: \$10.00



Jumper: \$35.00

Junior Sizes:  
8, 10, 12, 14

Senior Sizes:  
S, M, L, XL, 2XL, 3XL,  
5XL



Junior T-Shirt: \$30.00

Junior Sizes:  
6, 8, 10, 12, 14, 16



Senior T-Shirt: \$30.00

Senior Sizes:  
XS, S, M, L, XL, 2XL, 3XL

## Strategic Improvement Plan

### DIRECTION 1 – STUDENT GROWTH AND ATTAINMENT (LEARNING)

To ensure that every student has strong foundations in literacy, numeracy and social and emotional learning enabling confidence in their ability to learn and adapt.

### DIRECTION 2 – TEACHING

To ensure a holistic differentiated approach to learning that meets the individual and unique learning needs of all students.

### DIRECTION 3 – LEADING

To ensure partnerships are the cornerstone for continuous whole school improvements and engagement.

## 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 70 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 17 years. 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 Learning and Wellbeing Team 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 Learning and Wellbeing Team 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.

## Daily Schedule

8:30am	Staff Morning Muster	The Hub
8.45am	Students arrive	Students move to play spaces Breakfast is available Students put bags along wall outside The Hub
9.10am	Students move into class groups	Juniors line up in front of stage with aid of circle cushions Seniors sit on coloured seats Focus of week talk
9.20am	Sports groups	5 groups for sport activities 2 classes per group
9.30am	Class time	Students move to picnic tables for hand over
10.50am	Eating time	Students eat at picnic tables Students are expected to sit while eat
11am	1 <sup>st</sup> break	Students can access basketball courts, fitness area, football field
11.30am	Class time	Students move to picnic tables for hand over
1pm	Eating time	Students eat at picnic tables Students are expected to sit while eat
1.10pm	2 <sup>nd</sup> break	Students can access basketball courts, fitness area, football field Canteen is available for 15 minutes (students use learning for life dollars)
1.40pm	Class time	Students move to picnic tables for hand over
2.05pm	Afternoon Muster	Focus of week talk
2:20pm	Students depart	Students to wait for transport sitting on seats

## Communication

It is of the utmost importance that the Glenfield Park School communicates daily with families. It is vital for the success of our students that there is daily communication between all settings. Daily communication is recorded via Sentral each day.

## Academic Program

Glenfield Park School operates on a cognitive behavioural model. Students will be exposed to daily social skills and behaviour management programs with clear links to Character Strengths and Trauma Informed Practice. All students are provided with an individual learning plan which is evaluated regularly and discussed at termly review meetings.

All Key Learning Areas are covered via an integrated unit approach. Integrated Units combine Key Learning Areas in a single unit. For example, designing, making, writing and illustrating, researching, presenting research, reading, using music and dance. This could involve several learning areas such as English, Science and Technology, Human Society and Its Environment, and Creative Arts. This approach can deepen students' understanding and enjoyment of what they are learning. Teachers may integrate some outcomes and content from different learning areas around a common issue, idea or theme – for example, 'How can we look after the places we live in?', 'Why and how did Australia become a nation?', 'What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?'

From year 7 students work towards achieving their ROSA (Record of School Achievement) by completing life skills outcomes.

## School Based Activities

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• National Anthem – sign language</li><li>• National Anthem – Dhawaral language</li><li>• Room names – Gomerol language</li><li>• Social and emotional learning</li><li>• Learning for life dollars</li><li>• Canteen</li><li>• School shop</li><li>• Whole school stem challenges</li><li>• Whole school wellbeing activities</li><li>• Focus of the week</li><li>• Assemblies</li></ul> | <ul style="list-style-type: none"><li>• Whole school games</li><li>• Eating time - conversations</li><li>• Morning play</li><li>• Breakfast</li><li>• Swimming</li><li>• Bike riding</li><li>• Local community outings/travel training</li><li>• Excursions</li><li>• Cooking</li><li>• Work crew</li></ul> |
|---|---|

## **Glenfield Park School Subjects**

- English
- Mathematics
- Human Society and Its Environment
  - Geography
  - History
  - Work Education (High School)
- Creative Arts
  - Music
  - Drama
  - Dance
  - Visual Arts
  - Photography (High School)
  - Visual Design (High School)
- Personal Health and Development
- Science
  - Science
  - Design and Technology (High School)
  - Food Technology (High School)
  - Textiles (High School)
- Computer Technology (High School)
- Languages
  - Modern
  - Aboriginal

## **Personalised Learning**

### One Page Summary

- Updated after each suspension
- Revaluated each term due week 4
- Created after 5 weeks of commencing GPS

### Personalised Learning Plans

- Revaluated each term due week 3
- Created after 5 weeks of commencing GPS

### Reviews

- Each term week 7
- Review focus
  - Evaluation of previous recommendations
  - Academic summary
  - Social and emotional summary
  - General comment/discussion
  - Recommendation for future directions

## **Afternoon Student Muster**

Each day at 2.05pm students reflect on their individual and collective achievements. Students debrief is a daily opportunity for student self-reflection. Students can identify their daily individual and collective behavioural and social targets. Students articulate their strengths and gaps in social, emotional and academic achievement. Student reflection is a process to monitor student growth.

## **Student Dismissal**

At 2:20pm, the students will be directed into their transport vehicle under the direction of an Executive staff member. Students will remain seated in the allocated area until their name is called.

## **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.

### 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.



### 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.

## 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.

## Compulsory School Attendance

Education for your child is important and regular attendance at school is essential for your child to achieve their educational best and increase their career and life options. NSW public schools work in partnership with parents to encourage and support regular attendance of children and young people. When your child attends school every day, learning becomes easier and

### My child won't go to school what should I do?

You should contact the principal as soon as possible to discuss the issue and ask for help. Strategies to help improve attendance may include a referral to the school's learning and support team or linking your child with appropriate support networks. The principal may seek further support from the Home School Liaison Program to develop an Attendance Improvement Plan.

What might happen if my child continues to have unacceptable absences?

It is important to understand that the Department of Education may be required to take further action where children of compulsory school age have recurring numbers of unexplained or unjustified absences from school. Some of the following actions may be undertaken:

- Compulsory Schooling Conferences You may be asked, along with your child, to attend a Compulsory Schooling Conference. The conference will help to identify the supports your child may need to have in place so they attend school regularly. The school, parents and agencies will work together to develop an agreed plan (known as Undertakings) to support your child's attendance at school.
- Application to the Children's Court – Compulsory Schooling Order If your child's attendance at school remains unsatisfactory the Department may apply to the Children's Court for a Compulsory Schooling Order. The Children's Court magistrate may order a Compulsory Schooling Conference to be convened.
- Prosecution in the Local Court School and Department staff remain committed to working in partnership with you to address the issues which are preventing your child's full participation at school. In circumstances where a breach of compulsory schooling orders occurs further action may be taken against a parent in the Local Court. The result of court action can be the imposition of a community service order or a fine.

## Behaviour Expectations

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

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



## 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 at assembly plus a learning for life mini
- Gold Award for a full green year
- 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

## Level System

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

### **Strategies implemented within 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 implemented on 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?

### **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 Department of Education's Restrictive Practices Reduction and Elimination Policy, Crisis Prevention CPI Safety Intervention, 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	Interfering with power points
Use of objects as weapons	Vandalising rooms	Students climbing
Absconding	Projectiles	Property damage

### Documentation

Glenfield Park Schools follows Department of Education policy and procedures in relation to documentation.

### **Restrictive Practice**

A restrictive practice is any action that has the effect of restricting the rights or freedom of movement of a person, with the primary purpose of protecting the person or others from harm. In some circumstances, the use of a restrictive practice may be the least restrictive approach to meeting the health, safety or wellbeing needs of the student.

### Six decision making principles of Restrictive Practice

The use of restrictive practices in all NSW public schools and government preschools must be guided by the following 6 principles. Use of the principles can be targeted at different levels of decision-making in schools, from planning for individual needs to considering systemic requirements, such as reviewing school-wide procedures and how to use their school environment to best meet the needs of their students.

1. Student Centred
2. Least Restrictive
3. For the shortest time
4. Helping to reduce and eliminate restrictive practices
5. Monitored
6. Reviewed regularly

### A Note on Restrictive Practices

- Refer to *Restrictive Practices Reduction and Elimination Policy*

<https://education.nsw.gov.au/policy-library/policies/pd-2022-0478>

- Refer to, *Department of Education Legal Bulletin No 9 Physically intervening with students*

<https://education.nsw.gov.au/about-us/rights-and-accountability/legal-issues-bulletins/physically-intervening-with-students>

Refer To, *Information for parents fact sheet re Restrictive practice. (Parent Pack)*

[https://education.nsw.gov.au/content/dam/main-education/inside-the-department/inclusive-engaging-respectful/policies-and-procedures/restrictive/Information for parents fact sheet.pdf](https://education.nsw.gov.au/content/dam/main-education/inside-the-department/inclusive-engaging-respectful/policies-and-procedures/restrictive/Information%20for%20parents%20fact%20sheet.pdf)

### **Anti-Bullying Statement**

Schools exist in a society where intimidation and harassment occur. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation.

Bullying devalues, isolates, frightens, and affects an individual's ability to achieve. It has long-term effects on those engaging in bullying behaviour, those who are the subjects of bullying behaviour and the onlookers or bystanders.

A whole school approach, involving students, parents and staff is paramount in establishing support systems to address bullying. A committed social response is necessary to break the cycle by implementing strategies for both prevention and intervention.

### **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
- Provide behaviour observations via Sentral daily
- 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

## 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](mailto:glenfldpk-s.school@det.nsw.edu.au)

## Additional Information

- Please note due to numerous children having food allergies it is **strongly recommended** that **nut products do not come to school**
- There are **no canteen** facilities at Glenfield Park School – however students can access the ‘Learning for life canteen’ daily
- The **attendance roll** will be marked each day during via taxi
- Students who arrive late must register at the front office. Students who are leaving school early must be accompanied by a parent / guardian. If the parent is collecting a sick child, the office will contact the class to arrange for the students’ belongings to be sent to the office.

## SAFETY BRIEFING

The New South Wales Department of Education is committed to the work health and safety of employees, students, contractors, and visitors.

For your safety and the safety of others, it is a condition of entry to this site that you take a few minutes to read this Safety Briefing.

## EMERGENCY PROCEDURES

- In a life-threatening emergency **DIAL 000** For fire, police and ambulance
- In **ALL CASES**, advise the Principal

## Mandatory site requirements:

- All visitors are required to report to office on arrival
- All staff and visitors **MUST** check in via QR code at office
- Observe all speed, parking and vehicular restrictions.
- Obey all safety signs and barricades.
- Violent, threatening or other unacceptable behaviour is not tolerated on NSW Department of Education premises.

## Exits

For your safety, make sure you know the location of your nearest exit.

## Evacuation Alarm



Follow instructions via Walkie Talkie

## Walkie Talkie Commands

- CODE BROWN – snake bite, first aid required immediately
- CODE RELOCATION – snake spotted, staff to keep a visual on snake from a safe distance to note location
- CODE RADIO SILENCE – no communication on walkie talkies except for Exec
- CODE LOCKDOWN – follow lockdown procedures, located in every room on wall, walkie talkie use only in emergencies
- CODE RED – follow evacuation procedures – located in every room on wall, walkie talkie use only in emergencies

## First Aid

Please seek assistance from Office staff

## Smoking

Smoking is not permitted on Department of Education premises. Smokers must exit the green gates at the base of Roy Watts Road near Hurlstone Agriculture High School in order to smoke.

## Alcohol and Illegal Drugs

Alcohol and illegal drugs are not permitted.

### Weapons

Weapons, including knives, are not permitted.

### Dangerous Goods and Hazardous Substances

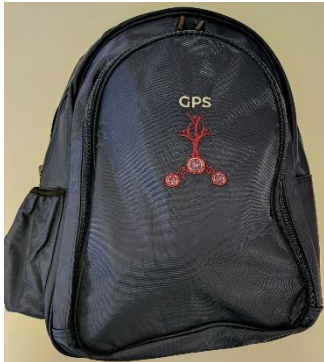
Visitors and contractors intending to bring dangerous goods on site must declare these at the reception prior to entering the site.

### Reporting Injuries/Hazards

- All hazards and incidents must be reported to the main office.
- Injuries will be recorded in the *Register of Injuries*.
- First Aid treatment is available on site.

## Glenfield Park School Order

If you would like to purchase any additional items, please complete the form below.



**Backpack: \$25.00**



**Hat: \$10.00**



**Jumper: \$35.00**

Junior Sizes:  
8, 10, 12, 14

Senior Sizes:  
S, M, L, XL, 2XL, 3XL, 5XL



**Junior T-Shirt:  
\$30.00**

Junior Sizes:  
6, 8, 10, 12, 14, 16



**Senior T-Shirt:  
\$30.00**

Senior Sizes:  
XS, S, M, L, XL, 2XL, 3XL

If you have any questions, please contact the office on (02) 9827 6120.

Student: \_\_\_\_\_

I would like to purchase the following items:

- Hat
- School bag
- Jumper (Size: \_\_\_\_\_)
- T-Shirt (Size: \_\_\_\_\_)

TOTAL: \$ \_\_\_\_\_

Parent/Carer: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **‘Sentral for Parents’ App – Family Key**

### **ATTENTION:**

Dear Parent/Carer,

Glenfield Park School uses the platform Sentral to engage with parents. The Sentral for Parents App allows families to:

- View academic reports
- Message your child’s classroom teacher
- Book parent/teacher interviews
- View school documents
- View school newsletters
- Explain past and upcoming student absences
- View calendar events
- Receive sick bay notifications
- Give permission for school activities (in the near future)
- As well as receive real-time notifications and messages from the school or your child’s classroom teacher

### **Accessing the Sentral for Parent App**

1. Download the ‘Sentral for Parents’ App from Apple Store or Google Play
2. Search for ‘Glenfield Park School’
3. Click **Register Here** to register a new account. You will receive a verification email which **MUST** be verified to continue
4. Once verified, log back into the App and enter the following access key: \_\_\_\_\_ to add your child(ren)

If you have questions about the App or need some extra help, then please browse the list of FAQs at <https://info.sentral.com.au/new-app-getting-started>

*Kind regards,*

**Michelle Gomes**

**Principal**