



Glenfield Park School

Parent Pack

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Compulsory school attendance

Information for parents

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 your child will build and maintain friendships with other children.

What are my Legal responsibilities?

Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age of 17 years. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered with the NSW Education and Standards Authority for home schooling.

Once enrolled, children are required to attend school each day it is open for students.

The Importance of arriving on time

Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Give students time to greet their friends before class
- Reduces classroom disruption

Lateness is recorded as a partial absence and must be explained by parents.

What if my child has to be away from school?

On occasion, your child may need to be absent from school. Justified reasons for student absences may include:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstance (e.g. attending a funeral)

Following an absence from school you must ensure that within 7 days you provide your child's school with a verbal or written explanation for the absence. However, if the school has not received an explanation from you within 2 days, the school may contact you to discuss the absence.

Principals may decline to accept an explanation that you have provided if they do not believe the absence is in the best interest of your child. In these circumstances your child's absence would be recorded as unjustified. When this happens the principal will discuss their decision with you and the reasons why.

Principals may request medical certificates or other documentation when frequent or long term absences are explained as being due to illness. Principals may also seek parental permission to speak with medical specialists to obtain information to collaboratively develop a health care plan to support your child. If the request is denied, the principal can record the absences as unjustified.

Travel

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with your child's school principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

In some circumstances students may be eligible to enrol in distance education for travel periods over 50 school days. This should be discussed with your child's school principal.

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.

What age can my child leave school?

All New South Wales students must complete Year 10 or its equivalent. After Year 10, and up until they reach 17 years of age, there are a range of flexible options for students to complete their schooling.

Working in Partnership

The NSW Department of Education recognises that working collaboratively with students and their families is the best way to support the regular attendance of students at school.

We look forward to working in partnership with you to support your child to fulfil their life opportunities.

Days missed = years lost

A day here and there doesn't seem like much, but...



More information

Further Information regarding school attendance can be obtained from the following websites:

Policy, information and brochures:

Please visit the Department of Education's Policy Library AND The Department's Attendance Matters Website

The school leaving age:

Please visit the Department of Education's Wellbeing and Learning website

Do you need an interpreter?

Interpreting services are available on request, including for the hearing impaired. The Telephone Interpreter Service is available 24 hours a day, seven days a week on **131 450**. You will not be charged for this service.

FACT SHEET

Information for parents and carers – restrictive practices

What are restrictive practices?

Sometimes, to help keep a child or young person healthy and safe at school, we need to limit or restrict some of their actions. These limits are called restrictive practices. In our schools, restrictive practices include anything we do to keep someone safe that also restricts a child or young person's rights or freedom of movement.

There are 5 main types of restrictive practices:

- **Physical restraint** which is physically limiting or stopping a child or young person's movements, such as by holding their hand to keep them safe when crossing a busy road.
- **Mechanical restraint** which is using a device that limits movement, such as a wheelchair safety belt that supports a student to use a wheelchair safely.
- **Chemical restraint** which is using medication prescribed by a doctor to help a student remain regulated, minimise behaviours of concern, and improve their ability to engage in learning.

- **Environmental restraint** which is a barrier that limits access to an object or area, such as locking a gate to prevent a child from running onto a busy road.
- **Seclusion** refers to leaving a student alone in a room or area from which they are prevented from leaving, or reasonably believe that they cannot leave, by a barrier or another person, for any length of time. This includes situations where a door is locked as well as where the door is blocked by other objects or held closed by another person. This is never allowed in schools unless there is an immediate risk of harm to a child or someone else.

When used in the right way, restrictive practices can support students to access and engage in their learning and make school safer for the student and others. We have rules about how restrictive practices can be used in schools that protect the rights of students so that restrictive practices are not used in the wrong way.

Restrictive practices in our schools

The Department of Education uses definitions of "restrictive practices" that are different to those in other settings. This helps our school staff to understand how to plan and use restrictive practices safely in a school environment, in the way they are recommended or prescribed. This protects students and staff so that these restrictive practices are only used when needed and for the shortest time possible.

How restrictive practices are used in NSW public schools and government preschools

Every child or young person has different individual needs around behaviour, learning, health, safety and wellbeing. They may need different types of support at school to help meet these needs.

The safety of students and staff is the most important thing. Our staff must always take reasonable steps to protect our students from risks of injury or harm. This is called duty of care and applies to all department staff in NSW public schools and government preschools.

Restrictive practices must only be used:

- as recommended or prescribed by an external medical practitioner, allied health professional or external behaviour support practitioner to meet the student's health, safety and wellbeing needs
- as a last resort after other evidence-based, student-centred strategies have been tried
- as planned by the classroom teacher and/or school Learning and Support Team in consultation with parents/carers and the student
- with the consent of the parents/carers, and in consultation with the student, where possible
- in an emergency or crisis, if it is necessary and safe to do so.

In emergency or crisis, recommendations or prescriptions from external medical practitioners, allied health professionals, external behaviour support practitioners and/or consent from parents/carers may not be accessible. If restrictive practices are used without being planned with the consent of the parents/carers, then staff must immediately report it to the principal or delegate.

The planned use of restrictive practices must follow these principles:

1. Student-centred and relevant to the needs and circumstances of the student
2. The least restrictive option
3. For the shortest time
4. Reduced or eliminated, wherever possible
5. Monitored when in use
6. Reviewed regularly to ensure they are necessary, effective and are still in line with these 6 principles.

Who can prescribe or recommend restrictive practices?

Restrictive practices may be recommended or prescribed by doctors or specialist allied health professionals, including General Practitioners (GPs), psychologists, occupational therapists, speech pathologists, physiotherapists, exercise physiologists or external behaviour support practitioners. [The prescribing/recommending restrictive practices fact sheet](#) can be used by doctors or specialist allied health professionals to record advice around when your child needs to use the restrictive practice and how to use it safely.

If your child does not have a treating doctor or specialist allied health professional, and you think that a restrictive practice may be necessary, you can discuss this with your child's school. If you would like further information, you can also [contact your local education office](#) and ask for the student support services learning and wellbeing team.

Emergency or crisis situations

We may need to use a restrictive practice to protect students or staff in an emergency or crisis. We will only do this if there is a real and immediate risk or threat of harm. An example could be where one student is trying to physically attack another student or staff member.

We may also need to use a restrictive practice to protect a student from actions that could put them at immediate risk or threat of harm. An example could be holding a student back if they are unsafe around stairs or on balcony areas.

If there is an emergency or crisis and we need to use a restrictive practice to keep your child or someone else safe, the school will not have time to seek your consent first. However, the school must notify you within 24 hours that a restrictive practice was used and consult with you about strategies to support your child in the future.

You may request a meeting if this happens. During the meeting, you may wish to discuss any individual planning and risk assessments for your child and/or strategies to meet their support needs. Existing plans may need to change, or new plans may need to be developed to better support your child in the future.

The school must also offer appropriate support to all students and staff affected by an emergency or crisis. This may include counselling support, or ongoing monitoring and recovery support, which may require your consent.

Prohibited practices

There are some restrictive practices that are never allowed in our schools. These are called prohibited practices. Examples could include using medication in an unsafe way, or physically restraining a child in a way that could cause significant harm.

It is also prohibited for schools to use a restrictive practice with your child without engaging in planning with you first and in consultation with an external medical practitioner or specialist allied health practitioner, unless it is in response to an emergency or crisis or to protect a child or young person from immediate risk of harm.

Planning for the use of restrictive practices

If we need to plan for using restrictive practices with your child, school staff will work together with you and your child to understand their needs and plan how the school will meet those needs. Teachers, support staff and other specialist allied health professionals may also be involved as needed. You can use the [Parents/Carers Toolkit – Using Restrictive Practices at School](#) to support you in having conversations with your child's school about restrictive practices.

We will not use restrictive practices with your child unless they have been recommended by an external medical practitioner, allied health professional or external behaviour support practitioner, except in an emergency or crisis. In most cases, we will need you to provide information about any restrictive practice that has been recommended or prescribed. This could include a letter from a doctor, a report from a relevant professional like an occupational therapist or psychologist, or important information about how to use a restrictive practice safely.

We will not use restrictive practices with your child without your consent, except in an emergency or crisis. You can give your consent by sending an email or a letter to the school or by telling a school staff member that you consent during the planning process. If you give your consent verbally, the school will keep a record of the conversation and will confirm your consent in writing. You can change your mind at any time by telling the school, verbally or in writing, that you do not consent to a restrictive practice being used any more.

The school will keep detailed records of the planning process, the planned restrictive practice, the evidence you provided, and your consent to the use of a restrictive practice.

The approach for supporting your child will be reviewed regularly by the school, in consultation with you. We will work together to adjust plans to continue meeting your child's needs over time.

Working with your child's school

Students get the best educational outcomes when school staff, parents and students are all working together. We encourage you to contact your child's school if you have concerns about their behaviour, wellbeing or learning. Most concerns can be resolved by talking to the people involved.

Your child's teacher is often the best place to start. In primary school and government preschools, contact your child's teacher. In high school, you can contact the teacher or head teacher of a specific subject, or your child's year advisor.

If you are unsure who to speak to about your child's learning and wellbeing at school, the staff in the administration office and/or support staff may be able to help find the best person. Sometimes this may be the principal or another member of the school executive. The school may also involve the local Learning and Support team to support planning for your child.

In some cases, your child may need to be referred to an external health professional. Speaking with your doctor is a good starting point, as they can make referrals to other professionals with relevant expertise in health, wellbeing and behaviour.

The [Parents/Carers Toolkit – Using Restrictive Practices at School](#), can be used to support you to have conversations with your child's school about your child's needs, including restrictive practices.

More information

More information on supporting student behaviour and personalised learning support can be found the [NSW Department of Education website](#). Personalised learning support for Aboriginal and Torres Strait Islander students can also be found on the department's website.

If you have specific concerns or believe department guidelines and policies are not being followed, you can raise this in person, by email, over the telephone or by letter to your child's school or you can make a complaint by completing the [complaints form](#) on the NSW Department of Education's website.

Making a complaint about our schools

We are committed to resolving complaints promptly, so it's best if you let us know about your concerns as early as possible.

For some matters it may be appropriate to talk to the school principal. If you aren't sure who to complain to, your child's teacher or school office staff can provide you with the correct contact details.



Talking about problems can be the best way to start resolving them.

Start by contacting your child's teacher, by talking to school office staff, or in high school try the year advisor. You can raise your complaint in person, by email, over the telephone or by letter if you prefer. Make a time to meet with the teacher or phone the school and ask for an appointment.



Sometimes we may ask you to put the complaint in writing. Include details and tell us what you would like to happen as a result of the complaint.

We can help you to put your complaint in writing. You can also use the complaint form or the Feedback Assist widget - both are on the Department of Education website. Make a time to meet with the teacher or phone the school and ask for an appointment.



In many cases, staff can manage a complaint made directly to them. Some complaints will need the involvement of the principal or workplace manager.

The person managing the complaint will gather the information they need to properly assess the concerns and make a decision about the best way forward. The complaint manager may make inquiries before contacting you.

When responding to a complaint, we may do one or more of the following:

- **take action to fix the matter or improve the situation**
- **apologise**
- **provide an explanation**
- **acknowledge that the situation could have been handled better or differently**
- **undertake to review policies as a result of your complaint.**

Sometimes, we may not be able to change what has happened or the complaint manager will decide that the original decision was appropriate in the circumstances. Whatever the outcome, the complaint manager will give you clear reasons for their decision. This may be in a meeting or by telephone or by email.

If you are not satisfied with the outcome, you can ask to speak to the complaint manager to talk about the issues and raise your concerns.

If you are still not satisfied or believe that the complaint outcome was incorrect and/or the complaint handling process was unfair, you can request a review. The request should be addressed to the initial complaint manager or their supervisor.

Reviews should be completed by a person who has not been the subject of the complaint in any way and has not been involved in managing the complaint.

External reviews of complaints may be conducted by organisations such as the NSW Ombudsman.

Telephone Interpreter Service

If you would like more information please call your school principal. If you need an interpreter to assist with your enquiry, please call the Telephone Interpreter Service on 131 450 and ask for an interpreter in your language. Tell the operator the phone number you want to call and the operator will get an interpreter on the line to assist you with the conversation. You will not be charged for this service.

Requesting an NDIS-funded therapy service for your child at a NSW public school

Information for parents and carers

This document provides information for parents and carers seeking to have NDIS-funded services delivered at school.

There are 4 key steps for parents and carers who want an NDIS-funded service delivered in school:

- 1. Ask the school in writing**
- 2. Meet with school staff to discuss details**
- 3. The principal considers your request, taking into account the needs of your child, other students and the operations of the school**
- 4. The principal lets you know whether or not the provider can deliver their services at the school.**

The principal is responsible for deciding when and how therapy services are delivered in the school. The principal will make decisions that ensure that the school is able to run to benefit all students and without disrupting learning. The principal will manage any services that come into the school in a way that supports children to continue to take part in classes and school activities.

How to request the service for your child to be provided at school

1. Firstly, make your request to the principal in writing so that there is a record of your request. The principal will consider your request.
2. Meet with the principal or the school staff they nominate. This may be during your normal planning meetings with the school about your child's learning and support.
 - a. You may want to invite the therapy provider to the meeting. Note: Schools will not meet any costs for providers to attend meetings at school.
 - b. Bring all relevant documents and information to the meeting. This may include reports from specialists or therapists, or your child's NDIS support plan.
 - c. Discuss with the school possible days and times for the service to be provided at school.
3. The principal will then need time to consider your request and let you know their decision.

NDIS-funded therapy supports and schools

Some children and young people with disability may benefit from allied health and specialist therapies. Examples include physiotherapy, speech pathology and occupational therapy. In most cases, these therapies can be delivered at home or in a therapist's office. Some therapies may be best delivered in school during school time.

The NSW Department of Education and the National Disability Insurance Agency (NDIA) recommend that therapy services funded through a child's NDIS support plan are best delivered outside of school time. This allows the school to focus on teaching your child and all other students, and ensures your child does not miss out on important learning time.

Schools work with both parents and allied health providers to meet the needs of students and support their learning and development. This may include sharing information about the student and what activities might work best to support them. In some cases, where it is suitable, this may mean working directly with the provider in the classroom.



The principal will consider a number of important matters

After your meeting with the school, the principal will consider a number of matters including:

- the school's duty of care to all students and staff
- how the service relates to your child's needs
- impacts on your child if they will need to leave the classroom to receive therapy
- arrangements to ensure that your child is adequately supervised when receiving the service
- effects on other students if the service needs to be provided in the classroom
- whether the service needs to be delivered at a particular time of the day.

The principal will let you know about their decision

If the principal agrees for the service to be provided at the school, you will need to let the provider know. This includes letting them know the agreed times and days for the service to be delivered at school.

If the principal decides that the service is not able to be delivered at the school, talk to the school about how the service delivered outside of school can support your child's learning. The school may decide to talk directly with your provider about how the provider's services can help with your child's learning goals.

Providers coming into a school need to meet legal requirements

Before starting work in a school, the service provider will be asked to show that they comply with certain legal requirements. This includes a Working with Children Check clearance for all provider staff working in the school. The school will give providers information about these requirements.

Providers will be asked to sign a written agreement with the school. This agreement sets out how they will work in the school, including the agreed times and days for the service to be delivered. The provider will need to record the details of the services that they will provide to your child in the school. You can request a copy of the agreement between the school and the

provider, including information that relates to your child.

The school has the right to stop a provider's access if:

- the provider breaches their agreement with the school
- the principal decides the service does not support your child's educational needs or goals
- the service impacts on school operations.

The principal will contact you before they take this step. If you are unhappy with this decision, you should discuss it with the principal.

Your ongoing role when a provider is working in a school

Under your child's NDIS plan, you will have a service agreement with the provider you have chosen for your child's therapy support. This means you will continue to have a role when it is agreed that the service will be delivered at school. This includes:

- Letting the therapy provider know that the school has agreed to them working with your child at school at the agreed times and any other conditions. This information will be included in the written agreement with the school.
- Telling the therapy provider as soon as possible if your child is absent from school on a day when the provider is supposed to go to the school.
- Telling the service provider if other activities at school mean that therapy cannot take place. For example, when sports carnivals, excursions, or special events or assemblies are scheduled.
- Telling the school if you stop using the service or change providers.
- Meeting or talking regularly with school staff to review your child's personalised learning and support plan, and talking about how the service is going.

Schools will not assess providers

Schools will not assess the professional skills of therapy providers or evaluate their accreditation. However, if the school has concerns about the service being delivered to your child, the school will discuss these concerns with you.

FACT SHEET FOR PARENTS, GUARDIANS AND CARERS

WHAT IS THE NCCD?

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) takes place every year.

The NCCD is a collection that counts:

- the number of school students receiving an adjustment or 'help' due to disability
- the level of adjustment they are receiving to access education on the same basis as other students.

Students are counted in the NCCD if they receive ongoing adjustments at school due to disability. This 'help' allows them to access education on the same basis as a child without disability. The NCCD uses the definition of disability in the [Disability Discrimination Act 1992](#).

Schools provide this information to education authorities.

Go to *What is a reasonable adjustment?* below to learn about adjustments.

WHY IS THIS DATA BEING COLLECTED?

All schools in Australia must collect information about students with disability.

The NCCD:

- ensures that the information collected is transparent, consistent and reliable
- provides better information that improves understanding of students with disability
- allows parents, guardians, carers, teachers, principals, education authorities and government to better support students with disability.

Student with disability loading

Funding from the Australian Government for students with disability is based on the NCCD through the student with disability loading.

Students with disability who are counted in the top three levels of the NCCD (extensive, substantial and supplementary) attract the loading. Funding is based on a per-student amount at each of the three levels of additional support. The amount of the loading reflects the level of support students with disability need to participate fully in school, with higher funding for those who need higher levels of support.

Australian Government recurrent school funding is provided as a lump sum to school authorities including state and territory governments, which can then distribute the funding to their member schools according to their own needs-based arrangements.

The Government expects schools and school systems to consider their funding from all sources (ie Australian Government, state and territory and private) and prioritise their spending to meet the educational needs of all of their students, including students with disability.

WHAT ARE THE BENEFITS OF THE NCCD FOR STUDENTS?

The information collected by the NCCD helps teachers, principals, education authorities and governments to better support students with disability at school.

The NCCD encourages schools to review their learning and support systems and processes. This helps schools to continually improve education outcomes for all students.

WHAT MUST SCHOOLS DO FOR STUDENTS WITH DISABILITY?

All students have the right to a quality learning experience at school.

Students with disability must be able to take part in education without discrimination and on the same basis as other students. To ensure this, schools must make reasonable adjustments if needed for students with disability. Educators, students, parents, guardians, carers and others (eg health professionals) must work together to ensure that students with disability can take part in education.

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* describe schools' responsibilities.

WHAT IS A REASONABLE ADJUSTMENT?

An adjustment is an action to help a student with disability take part in education on the same basis as other students.

Adjustments can be made across the whole school (eg ramps into school buildings). They can be in the classroom (eg adapting teaching methods). They can also be for individual student need (eg providing personal care support).

The school assesses the needs of each student with disability. The school provides adjustments in consultation with the student and/or their parents, guardians and carers.

Schools must make reasonable adjustments if needed. The Disability Standards for Education 2005 define 'reasonable adjustment' as an adjustment that balances the interests of all parties affected.

WHO IS INCLUDED IN THE NCCD?

The definition of disability for the NCCD is based on the broad definition under the *Disability Discrimination Act 1992*.

The following students are examples of those who may be included in the NCCD if they need monitoring and adjustments:

- students with learning difficulties (such as dyslexia)
- students with chronic health conditions (such as epilepsy or diabetes).

WHO COLLECTS INFORMATION FOR THE NCCD?

Schools identify which students will be counted in the NCCD. They base their decisions on the following:

- adjustments provided for the student (after consultation with the student and/or their parents, guardians and carers)
- the school team's observations and professional judgements
- any medical or other professional diagnoses
- other relevant information.

School principals must ensure that information for the NCCD is accurate.

WHAT INFORMATION IS COLLECTED?

A student is counted in the NCCD if they receive reasonable adjustments at school due to disability.

Each year, schools collect the following information about the student, including:

- their year of schooling
- the level of adjustment received
- the broad type of disability.

For students who have more than one disability, the school uses professional judgement to choose one category of disability. They choose the category that most affects the student's access to education and for which adjustments are being provided.

A high level summary of the NCCD data is available to all Australian state and territory governments to improve policies and programs for students with disability.

HOW IS THIS DATA USED?

The NCCD data informs funding and work by schools and sectors. It ensures that support for students with disability becomes routine in the day-to-day practice of schools. The NCCD also supports students in the following ways.

- The NCCD helps schools better understand their legislative obligations and the Disability Standards for Education 2005.
- Schools focus on the individual adjustments that support students with disability. This encourages them to reflect on students' needs and to better support students.
- The NCCD facilitates a collaborative and coordinated approach to supporting students with disability. It also encourages improvements in school documentation.
- The NCCD improves communication about students' needs between schools, parents, guardians, carers and the community.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) annually publishes high-level, non-identifying NCCD data.

WHEN DOES THE NCCD TAKE PLACE?

The NCCD takes place in August each year.

IS THE NCCD COMPULSORY?

Yes. All schools must collect and submit information each year for the NCCD. This is detailed in the *Australian Education Regulation 2013*. For more information, ask your school principal or the relevant education authority.

HOW IS STUDENTS' PRIVACY PROTECTED?

Protecting the privacy and confidentiality of all students is an essential part of the NCCD.

Data is collected within each school. Personal details, such as student names or student identifiers, are not provided to federal education authorities. Learn more about privacy in the [Public information notice](#).

FURTHER INFORMATION

Contact your school if you have questions about the NCCD. You can also visit the [NCCD Portal](#).

There is also a free [e-learning resource](#) about the *Disability Discrimination Act 1992* and Disability Standards for Education 2005.

This document must be attributed as *Fact sheet for parents, guardians and carers*.

Glenfield Park School car park entrance, via Roy Watts Road

School gates will open at 7:00am but students should not arrive until 8:45am. Students can be dropped off each morning at 8:45am-9:00am. Staff members will greet the students and assist with drop off and ensure the safety of all students.

In the afternoon the school gates will not open until 2:00pm. Student's dismissal is at 2:20pm every afternoon and we will have staff members to assist with pick up and ensure the safety of all students. Students must be collected by 2:40pm as all staff are required to attend a daily staff debrief.

During school drop off and pick up, all cars must enter the school gates via Roy Watts Road and exit via the same gate. This is to ensure the safety of all students. We always ask that all adults staff in their vehicles to ensure a smooth drop off and pick up process.

Parents/carers, when arriving please stay on the circular round-about/driveaway and being mindful that taxi transport enters via the same gate but travels through and around the car park to collect the students.

Thank you for your continued support.

Michelle Gomes
Principal

Assisted School Travel Program – Eligibility Summary

The Department of Education and Communities' Assisted School Travel Program provides specialised transport assistance for eligible students with disability to travel to and from school. The Program provides travel support services primarily between a student's permanent place of residence and school.

The program is targeted towards supporting eligible students who are unable to travel independently or access the Transport for NSW School Student Transport Scheme, and who need transport assistance in order to attend school.

The Program's eligibility criteria and information which will be taken into consideration in the assessment of applications are summarised hereunder. Full details of the Program can be found in the Assisted School Travel Program [Guidelines](#).

General Criteria

To be eligible to apply for access to assisted school travel services, a student must:

- a) be a permanent resident of New South Wales; and
- b) be assessed as having identified disability according to the Department's established Disability Criteria (May 2003); and
- c) be enrolled in a government or registered non-government school in New South Wales at school entry level (Kindergarten or equivalent) as a minimum, or be accessing a special education early intervention program specifically tailored to prepare students with disability for entry into formal education one year before formal school entry into a government or registered non-government school in New South Wales; and
- d) be enrolled in a special school or support class specifically for students with disability; or require high level assistance for mobility purposes (for example, use of a wheelchair or other form of mobility aid) if enrolled in a mainstream class; and
- e) have parents and/or carers who have demonstrated their inability to provide or arrange travel for the student to and from school either fully or in part; and
- f) be assessed as being unable to travel independently; and
- g) be enrolled in the closest appropriate government or registered non-government school to their home.

The provision of assistance under the program is dependent on students continuing to meet the eligibility criteria following regular reviews of students' needs and circumstances.

Distance and Time

Generally 40 kilometres from the student's place of residence to the school would be considered a maximum distance for assisted school travel services. Travel time of up to 60 minutes would be ideal, with a maximum of 90 minutes on each one way trip. For applications where the estimated travel time or distance exceeds these levels, consideration of the impact of the time travelled on the student's ability to achieve learning outcomes and their general health, wellbeing and safety will be required to determine the most appropriate form of assistance. These measures will be used as a guide only, and will be considered in light of the nature of the student's disability and other identified travel support needs.

Students from Overseas

Overseas students living in New South Wales who are eligible for a free government education are also able to access assisted school travel if they meet the Program's eligibility requirements. Those students who are not eligible for a free government education are not eligible to access assisted school travel.

Application and Assessment Process

To apply for assistance under the Assisted School Travel Program, parents/carers are required to complete Part A of the [Application for Assisted School Travel](#). Part B of the application form will be completed by the school Principal and/or the learning support team coordinator.

Where possible, the Department will process applications within 7 working days of receipt and parents/carers and the student's school will be advised in writing of the result of the assessment process. If the application is not approved, the parents/carers are encouraged to contact the school in the first instance to discuss the eligibility criteria and the reasons for non-approval. The school or the parents/carers may then contact the Assisted School Travel Program to discuss the application and if applicable, provide additional information to support the student's application for assisted school travel. The parents/carers can also seek advice on the process to lodge an appeal should the application remain not approved.

Variations to approved transport arrangements

For students approved to access transport services, requests for permanent or temporary variations to transport services will be sent by the school to the Assisted School Travel Program for processing. For students who are changing residential address on a permanent basis or seeking to access transport services in addition to that already approved, Part A of the [Application for Assisted School Travel](#) must be completed by the student's parents or carers and forwarded with the [Variation to Approved Transport Arrangements](#) form for processing.

For permanent variations, the Assisted School Travel Program will consider whether the student is still attending the nearest appropriate school to the new residential address, and in processing the variation request, will review the student's eligibility for continuing support.

Temporary variations may be provided where such arrangements can be accommodated within existing transport services and with minimal impact on distances travelled and the amount of time students spend in transit. The scope of the program does not however, allow transport services to be created for the sole purpose of transporting students to and/or from respite care services, work placements, VET Programs or other similar activities.

Review

School personnel in partnership with parents/carers monitor the progress of students who have additional support needs at least once a year. Parents/carers are required to notify the school Principal of any change in circumstances likely to affect the student's entitlement to or need for transport assistance.

ASTP staff may also seek a review of the travel support needs of a student by a school or region in circumstances where temporary approvals have been granted or where information is received regarding changes in student needs or family circumstances. A review of student travel support needs/eligibility may also be required following any incident which has the potential to impact on the health, wellbeing and safety of any individual on the transport run. This may require a review of the student's behaviour management plan or health care plan as appropriate.

Further Information

For enquiries regarding eligibility and applications for access to transport services under the Assisted School Travel Program, please contact your School Principal.

Information is also available from the Department's Assisted School Travel Program and contact can be made by email to generalenquiries.astp@det.nsw.edu.au or telephone 1300 338 278.

Glenfield Park School

Roy Watts Road

Glenfield 2167

glenfldpk-s.school@det.nsw.edu.au

9827 6120



Important Assisted School Travel Program (ASTP) Information

The program supports those eligible students who need transport assistance to attend school where it is necessitated by the nature of the student's disability and the circumstances of the family.

The program provides a transport service to over 10,500 eligible students with disability across government and non-government schools in NSW. The success of this program depends upon the active cooperation of all parties concerned; parents, school, contractors/drivers and ASTP, to ensure the best possible service for students.

All travel staff (drivers and Assisted Travel Support Officers) meet child protection requirements and are screened prior to employment. Vehicles must meet safety standards set by law and quality standards as mandated by ASTP.

ASTP Intervention Procedures

- Child locks to be placed on door
- Travel Support Officer provided as required
- Students will be escorted to the driver in the afternoon by Staff
- Students may be supplied with an electronic device or toy to keep them occupied during drive supplied by family
- Use clear concise short sharp directions
- Ensure music being played on the radio is suitable for all in the car. For example, WSFM
- Speak to parents/caregivers out of ear shot from all students.
- Conversations regarding antisocial behaviour on transport should occur via phone.
- Always refer to students in a positive manner.
- Never ask parents/caregivers or staff if the student is in a positive mood in front of them.
- Planned to ignore
- Praise and positive feedback
- Always be fair and consistent

Family responsibilities

- Be ready for transport and wait outside the house at a safe spot for pick up and drop off.
- Place your child in the vehicle with the seat belt fastened
- Be ready 15 minutes before the pick-up and drop-off time
- Wait at the agreed spot outside of your home
- Help your child get into the vehicle, ensure your child is safely seated with seat belts done up according to the road rules
- Provide an Australian approved child restraint or booster seat where appropriate (AS/NZS 1754)
- Provide additional equipment if required for safe travel such as seat belt buckle covers, specialised transport harnesses and any medical equipment
- Assist travel staff in loading and securing your child and their mobility equipment such as wheelchairs and walkers
- Communicate any additional needs your child might have on transport to the school and travel staff
- Be present at the drop off point to meet the vehicle
- Call the driver and school if your child is going to be absent from school
- Contact the school if your details or circumstances change such as work commitments, address, or phone numbers.
- Speak with the school if your child's health needs change

What other things do I need to know?

- If you have concerns about the identity of a driver or ASTO please ask to see photo identification or call ASTP
- Drivers may be late or early on occasions depending on student attendance and or traffic
- Please do not SMS drivers as they can not reply, please call their mobile
- Transport services may be temporarily withdrawn if:
 - There is no parent or authorised adult available to meet transport each morning and afternoon
 - The behaviour of your child causes a safety risk to themselves or other students on transport
- The school will work with you to provide additional strategies and plans for safe travel as needed
- If damage occurs to a vehicle because of your child's behaviour, then you are responsible for reimbursing the cost of any damages to the contractor
- Drivers cannot transport students to an alternate address or make changes without prior approval from ASTP
- Requests for transport to respite services can only be accommodated if there is an existing run available and where this change has minimal impact on the distance and time travelled by other students on that run
- Food and drink are not allowed in the vehicle unless this is listed in a travel support plan
- A driver is not permitted to drop a student at home without the authorised adult being present. If this occurs drivers will be instructed to deliver your child to one of the following locations:
 - Back to school
 - The Department of Community Services
 - The nearest police station

Please note drivers are not authorised to administer any medication.

Where can I find further information?

- If you have any questions or concerns about your child's transport, please contact the school on (02) 9827 6120
- Alternatively call ASTP for assistance Monday to Friday 8:00am – 5:00pm on 1300 338 278 or email ASTP at parents.astp@det.nsw.edu.au
- Information can also be found on the ASTP website at <https://education.nsw.gov.au/astp>

Yours in partnership

Michelle Gomes
Principal
Glenfield Park School
Supporting students to be Safe, Respectful, Lifelong Learners

PARENT FACT SHEET #1

Eligibility

Parents play an important role in supporting the safe travel needs of their child to and from school.

Assisted School Travel Program

All families are responsible for the transport of their children to and from school. Families who have a child with a disability may be eligible for transport through the Assisted School Travel Program (ASTP).

The program supports those eligible students who need transport assistance in order to attend school where it is necessitated by the nature of the student's disability and the circumstances of the family.

Families and schools need to assess a student's travel support needs and explore the suitability of all forms of travel to and from school including the [School Student Transport Scheme](#) and the [Private Vehicle Conveyance Subsidy](#). Both schemes are managed by [Transport for NSW](#). Your child's school will provide information for you on these schemes.



Eligibility criteria for ASTP

To be eligible to apply for ASTP a student must be:

- assessed as having an identified disability according to the Department of Education's Disability Criteria May 2003; and
- a NSW resident and enrolled in the closest appropriate NSW government or non-government school; and
- enrolled in a special school or support class or an early intervention program or require high level of assistance for mobility purposes if enrolled in mainstream; and
- assessed as unable to travel independently.

In addition, a student must have parents who are unable to provide transport to and from school either fully or in part.

For a complete guide to the eligibility criteria for the program go to the ASTP website www.schools.nsw.edu.au/astp



¹ Reference in this document to "parent" includes a guardian, carer or other person having the parental responsibility or care of the student



Where can I find further information?

The ASTP website contains information about the program, the eligibility criteria, how to apply and all the necessary forms – <http://www.schools.nsw.edu.au/astp/>

If you have any questions or concerns relating to applications, ATSOs, drivers or travel arrangements for your child, please contact your school or ASTP staff for assistance Monday to Friday 8:00am to 5:00pm on **1300 338 278** or email ASTP at parents.astp@det.nsw.edu.au

How do I apply for ASTP?

Complete Part A of the [Application for Assisted School Travel](#) form which is available from the ASTP website www.schools.nsw.edu.au/astp and submit it to the school. Part B of the form will be completed by the school.

If you are unable to transport your child to and from school, supporting documents such as medical certificates, car mechanic reports or TAFE and University timetables may be required.

Who approves applications and organises ASTP?

The school lodges your application for assessment and processing by ASTP. Where possible, ASTP will do this within seven working days and you will be advised in writing of the outcome.

If travel is approved, ASTP will organise the transport arrangements for your child. Before transport commences the contractor/driver will contact you regarding pick up and drop off times to and from your child's school.

What can I do if my application for ASTP services is not approved?

Contact the school in the first instance to discuss the reasons as to why your application was not approved. Schools and parents can then seek advice from ASTP. Parents may lodge an appeal to ASTP using the [Appeals Panel Request](#) form. Additional supporting information should be sent with this form. The Appeals Panel meets on the third Wednesday of each month. Appeal requests must be received at ASTP on or before the second Wednesday of the month.



For more information contact

Assisted School Travel Program
Locked Bag 7009
Wollongong East
NSW 2520

generalenquiries.astp@det.nsw.edu.au

1300 338 278

www.schools.nsw.edu.au/astp

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¹ Reference in this document to "parent" includes a guardian, carer or other person having the parental responsibility or care of the student

PARENT FACT SHEET #2

Starting Transport

Parents are key partners in the safe transport of children with disability to and from school.

Welcome to the Assisted School Travel Program (ASTP)

This fact sheet provides essential information for families accessing ASTP.

The program provides a transport service to over 10,500 eligible students with disability across government and non-government schools in NSW.

The success of this program depends upon the active cooperation of all parties concerned; parents, school, contractors/drivers and ASTP, to ensure the best possible service for students.

All travel staff (drivers and Assisted Travel Support Officers) meet child protection requirements and are screened prior to employment. Vehicles must meet safety standards set by law and quality standards as mandated by ASTP.

How does transport work?

- ASTP will send you a letter with details about travel arrangements
- The contractor/driver will contact you with a pick-up and drop-off time/place prior to transport starting.
- You may wish to prepare your child with social stories/rehearsal for travel
- Make sure you have the necessary equipment for safe travel such as a child booster seat
- Be ready for transport and wait outside the house at a safe spot for pick up and drop off.
- Place your child in the vehicle with the seat belt fastened



What supports are available on transport?

Sometimes children with behavioural and/or medical concerns require additional supports to travel safely. In these cases schools may work with you to provide plans and travel aids such as books, soft toys, pictures, tablets or music players to make the journey to and from school calm and safe.

In some circumstances schools may assess the concerns and apply for an Assisted Travel Support Officer (ATSO) to provide additional supervision.

If an ATSO is required the school develops a travel support plan for the student. Travel cannot commence until an ATSO is engaged.

ATSOs require additional training to administer emergency medications or perform complex health procedures on transport. This is the responsibility of the school.

What are my parent responsibilities?

- Be ready 15 minutes before the pickup and drop off time.
- Wait at the agreed spot outside of your home.
- Help your child get into the vehicle, ensure your child is safely seated with seat belts done up according to the road rules.
- Provide an Australian approved child restraint or booster seat where appropriate (AS/NZS 1754).
- Provide additional equipment if required for safe travel such as seat belt buckle covers, specialised transport harnesses and any medical equipment
- Assist travel staff in loading and securing your child and their mobility equipment such as wheelchairs and walkers.
- Communicate any additional needs your child might have on transport to the school and travel staff.
- Be present at the drop off point to meet the vehicle.
- Call the driver and school if your child is going to be absent from school
- Contact the school if your details or circumstances change such as work commitments, address or phone numbers.
- Speak with the school if your child's health needs change

What other things do I need to know?

- Transport services may be temporarily withdrawn if:
 - There is no parent or authorised adult available to meet transport each morning and afternoon.
 - The behaviour of your child causes a safety risk to themselves or other students on transport.

The school will work with you to provide additional strategies and plans for safe travel as needed.

If damage occurs to a vehicle because of your child's behaviour then you are responsible for

reimbursing the cost of any damages to the contractor.

Please note drivers are not authorised to administer any medication.

- Drivers cannot transport students to an alternate address or make changes without prior approval from ASTP.
- Requests for transport to respite services can only be accommodated if there is an existing run available and where this change has minimal impact on the distance and time travelled by other students on that run.
- Food and drink is not allowed in the vehicle unless this is listed in a travel support plan.
- A driver is not permitted to drop a student at home without the authorised adult being present. If this occurs drivers will be instructed to deliver your child to one of the following locations:
 - Back to school
 - The Department of Community Services
 - The nearest police station
- If you have concerns about the identity of a driver or ASTO please ask to see photo identification or call ASTP.

Where can I find further information?

If you have any questions or concerns about your child's transport please contact the school.

Alternatively call ASTP for assistance Monday to Friday 8:00am – 5:00pm on 1300 338 278 or email ASTP at parents.astp@det.nsw.edu.au

Information can also be found on the ASTP website at

<https://education.nsw.gov.au/astp>

For more information contact

Assisted School Travel Program
Locked Bag 7009
Wollongong East
NSW 2520

generalenquiries.astp@det.nsw.edu.au

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Legal requirements

Correct child car seats for children's age and size

All children must be safely fastened in the correct child car seat for their age and size. A child who is properly secured in an approved child car seat is less likely to be injured or killed in a car crash than one who is not.



Up to 6 months

Approved rear facing child car seat.



6 months to 4 years

Approved rear or forward facing child car seat.



4+ years

Approved forward facing child car seat or booster seat.



145cm or taller

Suggested minimum height to use adult lap-shoulder seatbelt.

National child restraint laws

- Children up to the age of six months must be secured in an approved rearward facing restraint

- Children aged from six months old but under four years old must be secured in either a rear or forward facing approved child restraint with an inbuilt harness
- Children under four years old cannot travel in the front seat of a vehicle with two or more rows
- Children aged from four years old but under seven years old must be secured in a forward facing approved child restraint with an inbuilt harness or an approved booster seat
- Children aged from four years old but under seven years old cannot travel in the front seat of a vehicle with two or more rows, unless all other back seats are occupied by children younger than seven years in an approved child restraint or booster seat
- Children aged from seven years old but under 16 years old who are too small to be restrained by a seatbelt properly adjusted and fastened are strongly recommended to use either a forward-facing seat with an in-built harness for older children, an approved booster seat, or an approved child safety harness in conjunction with the vehicle's seatbelt
- Children in booster seats must be restrained by a suitable lap and sash type approved seatbelt that is properly adjusted and fastened, or by a suitable approved child safety harness that is properly adjusted and fastened.

If your child is too small for the child restraint specified for their age, they should be kept in their current child restraint until it is safe for them to move to the next level.

If your child is too large for the child restraint specified for their age, they may move to the next level of child restraint.

For more information, see [When can I move my child to the next type of car seat?](#)



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How the School Drive Subsidy works

The School Drive Subsidy is available to NSW parents/guardians in areas where there is no public transport, to drive eligible students all or part of the way to school or TAFE. The subsidy is only intended to partly offset the cost of using a private vehicle to drive one or more eligible students and is not intended to cover all costs. Transport for NSW administers the School Drive Subsidy.

The subsidy is for driving school students to school or to the nearest transport pick up point, by car, motorcycle or boat.

To apply for the School Drive Subsidy, you simply need to give us details of your school journey (driving all your eligible students) on the application form. We will calculate for you the approved distance for travel from home to school (or to the nearest transport pick up point) and, if your students are eligible, the amounts you'll be paid.

School Drive Subsidy payments are calculated based on:

- the distance of your approved one-way daily school journey in kilometres for all your eligible students, **multiplied by**
- the School Drive Subsidy daily rate per kilometre*, **multiplied by**
- the number of days the student attends the school/TAFE during the semester (January to June or July to December).

*The rate for 2019 is \$0.68 per km for driving by car, or \$0.34 per km by motorcycle or boat.

Note: The per kilometre rate is based on a return journey being made each day. If the journey is only made one-way per day, then the per kilometre rate will be halved.

Example: Your approved one-way journey to school taking all your eligible students to school is 10km. They all attend for 80 days in the semester. The subsidy payment for the semester would be:

10km X \$0.68 X 80 days = \$544.

In cases of shared parental responsibility (e.g. joint custody) where a child lives alternately with both separated parents, the calculation is based on each parent's school journey at a pro-rata rate corresponding to the percentage of school days each parent has responsibility for the student.

Subsidy payments are made twice yearly after the end of the semester, usually around February and August, for the preceding semester. The amount paid per semester is based on the distance of your approved regular school trip for all of the eligible school students in your household and on each student's school attendance.

You can apply for the subsidy at any time during the school semester (January to June or July to December) for the current semester. You can't make new applications for previous semesters.

For day school or TAFE students, once your application is complete and has been accepted, there's nothing more to do, as long as your journey stays the same. If the student is eligible, you'll automatically receive a subsidy payment twice a year (based on school attendance) until they move up to Year 7 at high school and then you'll need to re-apply. For boarding school or mini-school students, you'll need to do an Update application for each journey.

Eligibility

To be eligible for the subsidy, minimum distance requirements apply as shown in the table below, as well as other criteria (see Terms and Conditions Page (i) for full details).

School year band	Minimum distance from home to school/TAFE		Minimum distance from home to the nearest transport pick up point (where available)
Infants and Primary students (Years K-6)	More than 1.6 km straight line distance OR at least 2.3 km walking distance	AND	More than 1.6 km straight line distance OR at least 2.3 km walking distance
Secondary students (Years 7-12)	More than 2.0 km straight line distance OR at least 2.9 km walking distance		More than 2.0 km straight line distance OR at least 2.9 km walking distance
TAFE	More than 3.2km walking distance		More than 2.0 km straight line distance OR at least 2.9 km walking distance

Temporary Eligibility

Short term disruptions to public transport services such as scheduled or limited duration emergency rail track or road works / detours are outside the scope of the School Drive Subsidy and do not provide grounds for temporary eligibility.

Other

In circumstances where applicants require extraordinary or ongoing special assistance from schools or community agencies to access School Drive Subsidy arrangements, the relevant agency should contact Transport for NSW.

VOLUNTARY SCHOOL CONTRIBUTION CODE OF PRACTICE

Implementation document for Voluntary School Contribution policy

- Each student must have access to the minimum curriculum. Schools must not deny any student the opportunity to meet syllabus requirements because of non-payment of voluntary school contributions.
- Decisions on voluntary school contributions and elective subject contributions will be made by the principal following consultation with the school community, through structures as the Parents and Citizens Association (P&C) or the finance/resourcing committee. The Finance directorate will publish advice regarding voluntary school contributions each year.
- Principals will ensure communications with parents and carers advise that school contributions are voluntary.
- Principals will ensure that the purpose of voluntary school contributions to enhance educational programs at the school is communicated to parents and carers.
- Principals will communicate the availability of financial assistance and its application process to parents and carers.
- Schools must not use terms that imply voluntary school contributions are mandatory, such as fee, charge or levy.
- Schools must not provide incentives or consequences regarding the payment of voluntary school contributions.
- The principal makes decisions regarding requested financial assistance and refunds.
- Parents and carers may raise concerns regarding school contributions with the principal in accordance with [departmental guidelines](#).
- Schools must conduct all interactions with students and families relating to voluntary school contributions and elective subject contributions with sensitivity, discretion and impartiality.