



# GLENDORE PUBLIC SCHOOL

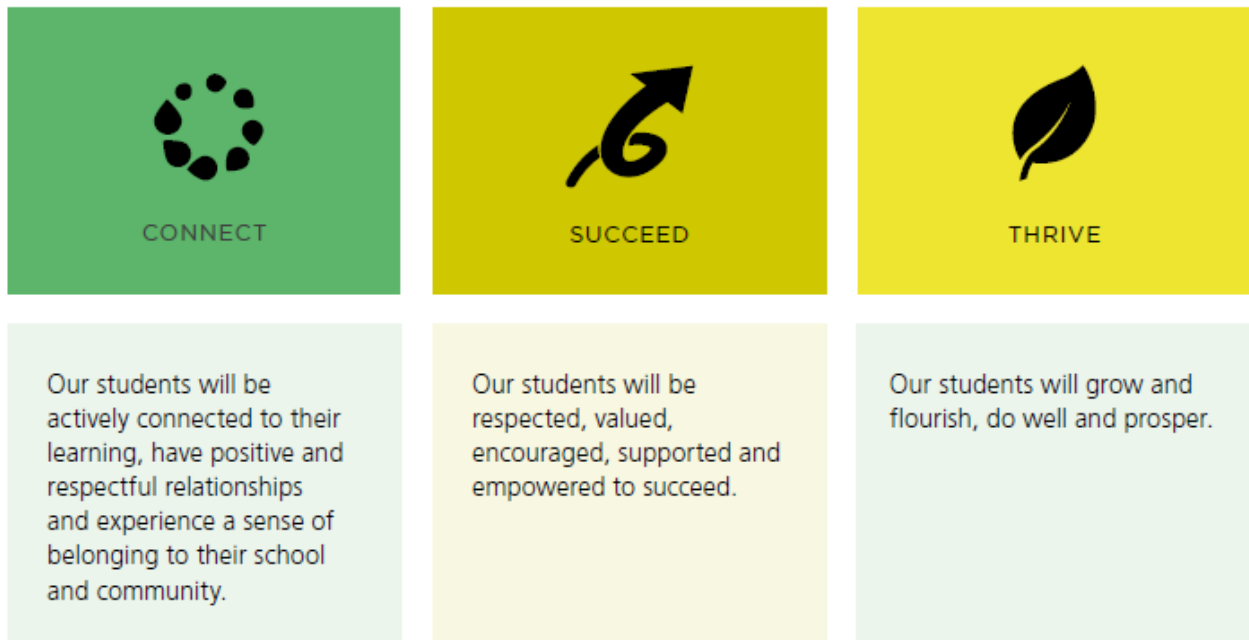
*Where Everyone Can Succeed*



## WELLBEING HANDBOOK

*Where Everyone Can Succeed*

The NSW Department of Education commitment to wellbeing is for our schools to support students to *connect, succeed* and *thrive* at each stage of their development.



**Wellbeing** can be recognised across several domains, recognising the multidimensional nature of wellbeing. These domains include:

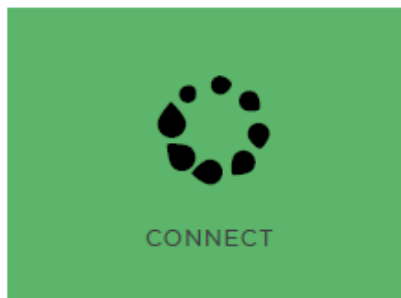
**Cognitive Wellbeing:** Cognitive wellbeing is associated with achievement and success. It is important for attaining knowledge and experiencing positive learning.

**Emotional Wellbeing:** Emotional wellbeing relates to self-awareness and emotional regulation. It includes how well we cope and is often reflected by the level of a person's resilience.

**Social Wellbeing:** Social wellbeing includes the extent to which we experience positive relationships and connectedness.

**Physical Wellbeing:** Physical wellbeing is associated with the extent to which we feel physically safe and healthy.

**Spiritual Wellbeing:** Spiritual wellbeing relates to our sense of meaning and purpose. It includes our connection to culture, religion or community and includes the beliefs, values and ethics we hold.



Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community

## Quality Teaching and the Curriculum

### Quality Teaching

Glendore Public School is committed to using the NSW model of Quality Teaching ensuring the three elements of Intellectual Quality, Quality Learning Environment and Significance are embedded in all teaching and learning.

### Curriculum

Key Learning Areas (KLAs) – Mathematics, English, Science and Technology (S & T), Human Society and Its Environment (HSIE, including History and Geography) Personal Development Health and Physical Education (PDHPE) and Creative Arts and Performing Arts (CAPA) are taught Kindergarten to Year 6. The KLAs incorporate the perspectives of gender equity, Multiculturalism, Aboriginal Education, High Potential and Gifted, and students with specialist learning/physical support needs.

### Learning Journey

Learning Journeys will be sent home once a term. The Learning Journey informs the parent/caregivers of the content being taught for the term.

### Excursions/Incursions

As part of their studies students may be given the opportunity to participate in excursions and/or performances. An excursion is a learning experience external to the School site and conducted under the supervision of the school. Incursions are where extra and co-curricula providers attend the school site for an in-school/in-class experience. Performances are conducted both on site and off site, under the supervision of class teachers. These are valuable, additional teaching and learning activities for students whose behaviour meets school expectations, thus ensuring the safety and well-being of all participants.

### Homework

Homework supports the consolidation and extension of work done in the classroom, as well as life skills. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information sources. It establishes habits of study, concentration and self-discipline. This is an optional part of the school's learning program in Years K-2, but is beneficial in connecting students with a value for learning

## Assessment and Reporting

Glendore Public School will provide two formal reports each year. Assessment is ongoing throughout the year. Students are referred to the Learning Support Team, as required. New students are assessed by the Class Teacher and additional support services accessed, if needed.

### Formative Assessment Parent /Caregiver - Teacher Interviews

During Term 1 parents/caregivers are invited into the classroom to participate in a three-way conversation with the teacher and their child to discuss progress and future goals. In addressing queries or concerns parents/carers are invited to speak with their child's teacher on both an informal and formal basis (an appointment is required).

### Professional Learning

All teachers are provided with 100 hours professional learning opportunities which enhance the learning outcomes of students. Professional learning refers to all training and development opportunities, formal and informal, individual and shared, which provide opportunities for professional discourse, interaction, practice, reflection and analysis. These are registered against the Australian Professional Standards for Teachers.

## Aboriginal Education

We are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students. We know that we need to learn about, nurture and value the cultural identity of our Aboriginal and Torres Strait Islander students to help them be successful learners.

We welcome Aboriginal and Torres Strait Islander family members, parents and carers, as well as community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for Aboriginal and Torres Strait Islander students.

The **Aboriginal Education Policy** confirms the NSW Department of Education's commitment to improvement in educational outcomes and wellbeing for Aboriginal and Torres Strait Islander students. Walking Together, Working Together, a joint agreement of the NSW Department of Education and the NSW Aboriginal Education Consultative Group.

## Multicultural Education

Our school welcomes students, families and community members from all cultural backgrounds. We appreciate difference and diversity and aim to provide a culturally inclusive and responsive environment that benefits all students.

Our teaching and learning programs develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens. Our school fosters student wellbeing and community harmony by implementing anti-racism and anti-discrimination strategies that encourage engagement by parents and carers from all backgrounds.

The **Multicultural Education Policy** outlines the NSW Department of Education's commitment to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

The **Anti-Racism Policy** confirms the department's commitment to rejecting all forms of racial discrimination in NSW public schools and eliminating expressions of racism in its learning and working environments.

For more information refer to:

- **Multicultural education**
- **Anti-racism education**
- **Interpreting and translations**
- **Translated documents.**

### **Supporting English language learners**

Learning English is essential for success at school and effective participation in Australian society. We can provide specialist support to help students learning English as an Additional Language or Dialect (EAL/D). For more information refer to: **EAL/D education.**

### **Supporting refugee students**

Schools offer safety, support and security to help refugee students adjust to life in Australia and participate successfully in education. Targeted support strategies are provided to assist refugee students in NSW public schools.

For more information refer to: **Supporting refugee students.**

## Defence School Mentor (DSM)

The DSTA program provides support to the students whose families are in the Army, Air Force or Navy and their parents. Student's emotional, social and spiritual wellbeing are supported during a resilience building course. Support for the students is provided through transition strategies as they move into and out of our school at posting time, providing activities and strategies to cope with deployments, monitoring students' personal issues such as friendships and any other individual needs.

## School Chaplain

The School has a Chaplain, who works 5 days a week from 10:30am to 2.30pm. Our School Chaplain is active in promoting student wellbeing, particularly through the provision of pastoral care. She has an educative role in the areas of beliefs, values, morals, ethics and religion. The School Chaplain works as part of the school support team to facilitate connection into the school network. She will provide guidance to students on issues concerning human relationships, assist school counsellors and staff in the provision of student welfare services, provide support in cases of bereavement, family breakdown or other crisis and loss situations and be readily available to provide continuity and on-going support for individual students and staff. The services provided by the chaplain is appropriate for Glendore and the student context in which she will operate. Within this context, she will respect the range of religious views and affiliations, and cultural traditions in the school and the community, and be approachable by students of all faiths. Under NSW Department of Education policy, no School Chaplain will proselytise.

## Anti-Bullying

Bullying of any kind is not acceptable in NSW schools.

The [NSW Anti-bullying](#) website brings together information and resources for teachers, students, parents and carers. It helps to identify, prevent and respond effectively to student bullying, including online bullying. It provides information about online safety and what you can do if your child has been bullied, witnessed bullying or been involved in bullying.

For more information on anti-bullying strategies for NSW public schools refer to the department's [Bullying of Students – Prevention and Response Policy](#).

For information on racial bullying and anti-racism education for NSW public schools refer to:

- [Anti-Racism Policy](#)
- [Anti-racism education](#)
- [Racism. No way.](#)
- [Zero Tolerance to Bullying \(PDF 589KB\)](#)
- [Digital Citizenship Website](#)

## School Uniform

### School Uniform

The wearing of a school uniform at Glendore Public School by students helps build self-confidence and a sense of connection with the community. It is a decision endorsed by the School Community. It:

- Fosters pride in our School.
- Assists in the development and maintenance of a school standard and good conduct.
- Increases the security of children going to and from school.
- Fulfils the community expectation that pupils will present a positive public image.
- Meets the requirements of occupational health and safety, anti-discrimination and equal opportunity legislation
- Includes items that are affordable, comfortable and made from easy-care and easy-wear fabrics
- Is appropriate for the full range of school activities
- Is suitable for all body shapes.

Learn more about the NSW Department of Education's [Uniform Policy](#)

To order a uniform, download and fill out the [School Uniform Order Form](#)

To learn more about Glendore's specific guidelines view [School Uniform Guidelines](#)





Girls Uniform	Boys Uniform
<ul style="list-style-type: none"> <li>• Tunic (Fabric No 8009) Only available at Lowes Glendore</li> <li>• Navy blue ¾ full length tights, leggings or stockings under the tunic</li> <li>• Sky blue socks</li> <li>• Black shoes</li> <li>• Blue school hat (Broadbrim/Legionnaire)</li> </ul>	<ul style="list-style-type: none"> <li>• Navy shorts</li> <li>• Sky blue Polo shirt</li> <li>• Navy socks</li> <li>• Black shoes</li> <li>• Navy trousers or track pants</li> <li>• Blue school hat (Broadbrim/Legionnaire)</li> </ul>
Girls and Boys Winter Uniform	Girls and Boys Sport Uniform
<ul style="list-style-type: none"> <li>• Navy tracksuit top</li> <li>• Navy tracksuit pants</li> <li>• Sky blue polo shirt – long or short sleeve</li> <li>• Blue school hat (Broadbrim/Legionnaire)</li> </ul>	<ul style="list-style-type: none"> <li>• Navy rugby knit shorts</li> <li>• Sky blue polo shirt</li> <li>• Navy blue skorts for girls</li> <li>• Blue school hat (Broadbrim/Legionnaire)</li> </ul>

## Student Leadership

Student leadership helps young people find their voices, participate in decision-making and understand their rights and responsibilities as active citizens. It helps students have a real impact on their learning and school environment and prepares them to participate meaningfully in their community.

Students can be leaders in the classroom, through their actions in the playground, through their support for others, or their involvement in academic, sporting, cultural or local community events or projects.

For more information about opportunities in NSW public schools visit [Student Voice and Leadership](#).

### Student Parliament and Leadership

Year 6 students are provided with opportunities to develop and display leadership qualities by being representatives for their peers in the Student Parliament. Roles includes; Prime Minister, Minister for the Environment, Minister for Education, Minister for Functions, Minister for Communications, Minister for Sport, Minister for Aboriginal Affairs. Students also have the opportunity to nominate as Sport House Captains.

Students in leadership roles participate in a variety of activities that link strongly with learning about citizenship, decision-making and the processes involved in a democracy. These opportunities can assist all students to learn about, and exercise, the rights and responsibilities of participating in a community that values social equity and justice. All members of the Student Parliament and Leadership are required to sign a contract of agreement for exemplary behaviour throughout the year that is signed by the student, Parent/Caregiver and Principal.

### Further opportunities for transition

Throughout the year there are other opportunities for students to participate in activities run by CCWC. These include:

- Leaders Link, Solar Car Challenge and Message Stick Workshop
- Band Link, CAPA Showcases and Sport activities run by CCWC
- Supported transition opportunities are available for students transitioning to specialist classes or specialist school.

## Transition Programs

### Kindergarten Transition Program

#### **Enrolment Interview:**

- In July, you will be invited via email to book and then attend an enrolment interview with both our Admin Team and the Kindergarten Assistant Principal.
- These 15-minute appointments will be held during August/September and will give the school an opportunity to get to know you and your child a little better.
- We will discuss with you how we can make the transition to school as smooth as possible and provide you with the opportunity to have any questions answered.
- Should your child have particular specialist learning support/learning extension needs, we can also arrange to have our Deputy Principal, and/or our Principal, present.
- With you as part of any Enhanced Transition-to-School process the Deputy and Principal will always be involved.

These are a range of events planned as part of our Kindergarten Transition Program that we wish for you to attend.

### **Kindergarten Information Evening:**

- This is currently planned for the middle of August at 6:00pm in our School Library.
- This information session is designed to provide parents with more detailed information about all aspects of school life at Glendore Public School.
- Topics covered will include our approach to student wellbeing, an overview of curriculum, and parental/caregiver involvement in learning.
- We will also share strategies for preparing your child for school and provide an opportunity to ask questions about Kindergarten Transition and Glendore Public School.

### **Parent Workshop and 'Stay and Play' Sessions;**

- All Kindergarten students joining us in the following year will be invited to spend four afternoons as part of Glendore PS 'Stay and Play' Sessions.
- These will occur during Term 4, and involve participation across a range of play, art, numeracy and literacy activities.
- Parent Information Workshops will run simultaneously with these 'Stay and Play' Sessions.
- These sessions will expand upon and cover all aspects of school life, as well as strategies for preparing your child for Kindergarten.
- Our P & C may also offer some enhanced 'Welcome' and 'Meet & Greet' activities as part of these sessions.

### **Year 6 High School Transition**

The Primary to Secondary transition program involves several months of activities between cluster schools and Callaghan College Wallsend Campus. Activities ensure that Primary students have contact with Callaghan College Wallsend Campus staff, and other students in Stage 3 in other feeder Primary schools.

Students who are not in-zone for Callaghan College Wallsend Campus or are seeking an out of zone enrolment are encouraged to contact the specific high school directly to access their enrolment procedures and transition information.

Glendore Public School, in partnership with Callaghan College Wallsend Campus (CCWC), is focused on making the transition from Year 6 to Year 7 a smooth and easy process. At the beginning of each year all students will receive a timeline of events outlining the important dates for the transition program. This is developed by Callaghan College Wallsend Campus.

### **All Students**

- Expression of Interest enrolment forms are distributed to all Year 6 students for their local high school at the beginning of March
- These forms are due back to Glendore Public School towards the end of March
- All students must return this form, even if they have applied for an out of area school or private/independent school, as this secures their place at their local school
- Callaghan College Wallsend Campus Parent Expo and BBQ is held in March. This is an opportunity for parents and students to tour Callaghan College Wallsend Campus and meet staff and student leaders. It is a chance to have any questions answered
- In Terms 2 and 3, teachers from CCWC visit our school and offer sample lessons and speak with students about the transition program
- In September, confirmation of enrolment letters will be sent to all students
- In early December, all students are invited to the official transition day at their local high school.

### **Gifted and Talented Extension Program (Aspire Program)**

- Applications for the Gifted and Talented program are available on the Callaghan College Wallsend Campus website in February
- Applications close in March
- Students sit a placement exam in June
- Offers of placement are made in August
- Aspire program challenge day is held in December.

### Creating and Performing Arts Enrichment Program (CAPA)

- Applications for the Creative and Performing Arts Class program are available on the Callaghan College Wallsend Campus website in February
- Applications close in March
- Auditions are held in April
- Offers of placement are made in August.

### Supported Transition program

The supported transition program is offered to students, identified by their Year 6 teachers, who may require additional support to transition to High School. These supported transition sessions occur during Term 4 over several consecutive weeks. Parents are responsible for their child's transport to and from the supported transition sessions at the High School. Students participating in the program are supported by a small team from the high school and work on building confidence and trust with High School staff and routines.

### Aboriginal and Torres Strait Islander Student Transition program

The Aboriginal supported transition is offered to all Aboriginal and Torres Strait Islander students. These sessions occur during Term 4 and concludes with the Message Stick workshop. Parents are responsible for their child's transport to and from the transition sessions at the High School. Students participating in the program are supported by a small team from the High School and work on building cultural connections between the students, staff and school community.

### Further opportunities for transition

Throughout the year there are other opportunities for students to participate in activities run by CCWC. These include:

- Leaders Link, Solar Car Challenge and Message Stick Workshop
- Band Link, CAPA Showcases and Sport activities run by CCWC
- Specialist Class / School Transition
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### Planning, Reflection and Evaluation



# Tell Them From Me

HELP US TO ACHIEVE POSITIVE AND PRACTICAL CHANGE AT SCHOOL

The Tell Them From Me surveys provide school principals and school leaders with insight into student engagement and wellbeing, and the impact of teaching practices at their school, from the perspective of students, teachers and parents/caregivers. Data collected from the survey responses are compiled into reports for school leaders. These reports are provided to schools within three business days of the surveys closing. The reports provide information that can help schools in their annual planning and reporting activities, by helping to identify emerging issues and plan for improvement.

### Strategic Improvement Plans and Annual School Reports

Our School has developed a 4-year plan in consultation with our community, connected to a budget and student outcomes. Our School also reports annually on its operations to our community and the State Government.

The School Excellence Framework underpins our school planning and reporting approach. The framework provides a clear description of the key elements of high-quality practice across learning, teaching and leading.

The school plan is highly strategic, focusing on 3 key areas for improvement we have determined in consultation with our community. It demonstrates our alignment and commitment to excellence as part of public education in NSW to ensure a profound difference to the ongoing growth and development of our school.

Download our current Strategic Improvement Plan:

- [2021-2024 Strategic Improvement Plan](#)

Download our current Annual School Report

- [2020 Annual School Report](#)



Regular attendance at school is essential for students to achieve quality life outcomes. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Further information can be found in the Compulsory school attendance information for parents document.

### **Compulsory schooling**

Parents or carers of children of compulsory school age are responsible for ensuring their child attends school every day. Children must commence school by age 6 and below the minimum school leaving age.

- Additional information is contained in the School Attendance Policy
- The Going to a public school – Enrolment website includes additional information and procedures for specific circumstances
- The brochure Compulsory school attendance - information for parents provides more details on the importance of compulsory schooling.
- School attendance in government school procedures – further information can be found

### **Glendore Attendance Procedures**

#### **Teaching Staff Responsibilities**

- All absent students will be marked as 'Unexplained, Unjustified' unless a note has been provided in advance of the absence
- If a student is away for 3 consecutive days, the teacher will ring the parent/caregiver

#### **Every 5 weeks the Deputy Principal will:**

- Send home letters to parents advising attendance percentage below 85%
- Phone parents and caregivers of students whose attendance is below 70%.
- Learning and Support Team meeting for all students below 60%. Then, referral to Home School Liaison Officer (HSLO) if no improvements in attendance
- Discuss Attendance Reports at Learning Support Team meetings at least fortnightly

#### **Office Staff will:**

- Enter late arrivals and early leavers including returned yellow notes.
- Send SMS for whole day absence and late arrivals at approximately 9:40am
- Send reminders for whole and part day absences twice a week

### **Attendance and Absences**



Parents of children from Kindergarten to Year 12 must ensure their children attend school every day. 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 circumstances e.g. attending a funeral.

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unjustified on the student's record.

### **Applications for Extended Leave (travel or holiday)**

The Principal can grant an exemption from school attendance for periods totalling up to 100 days in a 12 month period for any one student provided certain conditions are met (See the Exemption from School - Procedures). Please collect an exemption application before beginning the leave from the office.

<p><b>A</b></p> 	<p><b>Unjustified</b></p> <ul style="list-style-type: none"> <li>• car broken down</li> <li>• day off for birthday</li> <li>• too tired/slept in</li> <li>• mum too tired</li> <li>• brother/sister sick at home (except in extreme circumstances eg. Caregiver unavailable and student has to stay outside school zone)</li> <li>• travel in Australia and overseas</li> </ul> <p><b>Unexplained</b> - no explanation given</p>	<p>The student's absence is unexplained or unjustified when:</p> <ul style="list-style-type: none"> <li>• no explanation has been provided by parents within seven days of the absence</li> <li>• or the explanation is not accepted by the principal.</li> <li>• It is at the principal's discretion to accept or not accept the explanation provided.</li> </ul>
<p><b>L</b></p> 	<p><b>Leave</b></p>	<p>An explanation of the absence is provided which has been accepted by the principal. This may be due to:</p> <ul style="list-style-type: none"> <li>• misadventure or unforeseen event</li> <li>• participation in special events not related to the school</li> <li>• domestic necessity such as serious illness of an immediate family member or attendance at funerals</li> <li>• recognised religious festivals or ceremonial occasions.</li> </ul>
<p><b>S</b></p>	<p><b>Sick</b></p>	<p>The student's absence is due to sickness or as the result of a medical appointment. In these cases:</p> <ul style="list-style-type: none"> <li>• a medical certificate is provided</li> <li>• the absence was due to sickness and the principal accepts this explanation.</li> <li>• Principals may request a medical certificate</li> </ul>
<p><b>E</b></p>	<p><b>Suspended</b></p>	<p>The student was suspended from school</p>
<p><b>M</b></p>	<p><b>Exemption</b></p>	<p>The student was exempted from attending school and a Certificate of Exemption has been issued.</p>
<p><b>F</b></p>	<p><b>Flexible</b></p>	<p>Best Start Assessments</p>
<p><b>B</b></p>	<p><b>School Business</b></p>	<p>The student is absent from the school on official school business. eg School Sport, Public Speaking, Excursion</p>

## School Digital Devices and Online Services

### School Digital Devices and Online Services Procedures

When using Information and Communication Technology, students must agree to the following DOE student Portal rules:

- No looking for, reading, sending or linking to anything rude, scary or unkind
- Consult an adult if anything rude, scary or unkind is seen
- Tell a responsible adult about anything received, sent or read that makes them feel uncomfortable

If these rules are not adhered to Department Procedure states that students will be held responsible for their actions when using ICT. The misuse of school technology, internet and online communication services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

- [eSafety for Parents](#)

### Year 3-6 BYOD policy

Students in Year 3 to Year 6 are encouraged to bring their own device to school.

- For device selection please read [Glendore Public BYOD FAQ](#).
- Students need to complete the [BYOD agreement](#) before they can use their device at school

### Mobile Phones

Primary school students must not use digital devices during class, at recess or at lunch unless approved by a principal or teacher. Exemptions may be granted by a principal or teacher, including allowing students to use a device for an educational purpose, or as part of a reasonable adjustment for student learning and wellbeing.

A new policy governing student use of digital devices (mobile phones) and online services applies in all NSW public schools from 2020. The new policy includes the digital device restriction for primary schools announced by the NSW Government in December 2018 in response to the review.

At Glendore Public School students can bring mobile phones to school, however, phones need to be signed into the office on arrival and collected at the end of the day.



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

## Inclusive Education

### Individual Learning Needs

Student's learning is assessed, and if appropriate, Student Learning Support Plans (PLSP), or adjustment plans are developed, implemented and regularly reviewed by teachers and appropriate support staff.

Personalised Learning Plans (PLPs) are also developed to support Aboriginal and Torres Strait Islander students. These programs focus on academic, social and cultural aspects of teaching and learning. These plans are based on the students strengths, developed in consultation with the students, parents/caregivers and the class teacher. The aim is to close the gap between Aboriginal and non-Aboriginal students, especially in literacy and numeracy.

### Out of Home Care (OOHC)

Students who are in Out of Home Care (OOHC) will be provided with a OOHC plan within 30 days of enrolment. These plans will identify student strengths, weaknesses and teaching supports.

### Learning Support Team (LST)

The school's Learning and Support Team plays a key role in ensuring we meet the specific needs of students with additional learning and support needs, including disability.

The team:

- supports teachers in identifying and responding to the additional learning needs of students
- facilitates and coordinates a whole-school approach to improving the learning outcomes of every student
- coordinates planning processes and resourcing for students with additional learning and support needs
- designs and implements the support required to build teacher capacity so that all students access quality learning
- develops collaborative partnerships with the school, parents and carers as well as other professionals and the wider school community.

For more information on programs and services to help students with additional learning and support needs, visit

### Disability, learning and support

### School Counsellor

School counselling staff are members of the school learning and support team.

A teacher may recommend the service by referring a student to the school's learning and support team. As a parent or caregiver, you may refer your child directly to the school counselling service. Students can also self-refer to the service.

The school counselling service can:

- support students who are worrying about school work, friends, getting in trouble at school or feeling down
- help parents and carers make decisions about their child's education
- assess a student's learning and behaviour
- help teachers and students identify and address disabilities that may affect learning
- liaise with other agencies regarding student wellbeing.

School counselling is confidential.

For more information about learning and support teams and the school counselling service, visit:

- Disability, learning and support – roles and responsibilities
- Student wellbeing – counselling and psychology services.

### Celebration Day

Celebration Day is conducted late in Term 4, parents/carers, and members of the community are invited to join in recognising all student's academic, sporting and cultural achievements from throughout the year. The assemblies will be held as Stage or Year based assemblies. Four book prizes will be presented to students in each class and every student will receive a certificate for goals achieved.

### Student Effort and Achievement

Student effort and achievement will be recognised throughout the School in the following ways:

Displays of student work around the School, including the foyer and photos on the website and Facebook.

Class awards and rewards

Parental Communication

Verbal praise

Praise from a member of staff, including Assistant Principal or Principal

Awards at assemblies

Annual Celebration Day awards

### Assembly Merit Awards

- Each class teacher can present four Merit awards to their class each assembly.
- Class teachers are encouraged to distribute the awards amongst the whole class during the course of the year.
- Merit award recipients are listed in the newsletter and Facebook.

## Working with Children Check

### Working with Children Check

The Working with Children Check is an important part of the NSW Department of Education recruitment process to prevent people who pose a risk to the safety, welfare and well-being of children from being employed or engaged in child-related work.

All staff are required to have a current Working with Children Check.

### Volunteers/ Contractors/ NDIS Therapists

Specified volunteers/ Contractors engaged by the school **must** hold a WWCC clearance to be engaged in child-related work. This includes:

- Completing the [WWCC Declaration for child-related work – specified volunteers and child-related contractors \(PDF 740.01KB\)](#) and show a government issued photo ID – (see [WWCC – Guide to Identity Documents \(PDF 127.36KB\)](#))
- Submitting a screening request through eCPC using the documents listed in step two. When a result is returned, eCPC will display the outcome.

### Parents and family / Contractors who do not need a WWCC

#### Parent and Family

Any parent volunteers (unless they are a specified volunteer) coming into their child's school are exempt from obtaining a WWCC clearance. This includes parents volunteering to attend excursions during school hours, for reading groups in primary schools, at school events and in the canteen.

#### Contractors

- are under the age of 18,
- only perform maintenance or ancillary work outside of school hours, or
- will not have direct contact with children,

The Department requires these parents, family and contractors to complete the [WWCC Declaration for volunteers and non-child-related contractors \(PDF 452.22KB\)](#) and show a government issued photo ID – (see [WWCC – Guide to Identity Documents \(PDF 127.36KB\)](#))



## Happier Schools

The Happy Parenting E-book has been written by Ivan Honey and can be downloaded from our school website. It compliments the Happier School Program that is being implemented at school.

**Happy Parenting** is packed with stories, strategies and the best resources that I have created in nearly 40 years of psychological practice. You will get free access to some of the unique downloads and posters that I have created for the thousands of people I have counselled and trained.

**Happy Parenting** contains the essence of what I have learned working as a psychologist, national and international trainer, author, parent and grandparent. What I learnt transformed my approach to being a parent. It will do the same for you too, and you can start today.

This easy to read book will give you a unique and simple framework to understand and manage your family challenges. This understanding will enable you to prevent many problems from occurring in the first place.







When your children finally leave home, you will be able to look back on the memorable and happy times you have created. You will not feel guilt or regret. You will be thankful that you gave yourself a few hours to learn a simple framework, and took action to improve the quality of your relationships and your own life . Extract from Happy Parenting-  
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**Positive Climate and Good Discipline - Happier Schools Project** The Happier Schools Project supports emotional intelligence, positive choices, resilience and thinking about thinking. All students participate in explicit, targeted lessons to intentionally create a happy and mentally healthy culture for learning across our whole school community. Staff, students and parents are supported in teaching life skills and mindsets for everyone to thrive, take responsibility and be accountable for themselves. All staff are trained in Choice Theory and the Happier Schools Project. Parents and Caregivers have access to resources and information to ensure a committed approach to the social emotional empowerment of our whole school community. Below are examples of the language/posters displayed in our classrooms and around the school.

## Which Car are you Driving?





	<ul style="list-style-type: none"> <li>- Student continuing to be on task</li> <li>- Teacher providing positive praise to student</li> <li>- Continued demonstration of class rules and expectations</li> <li>- Demonstrating 'Open Road' values (Supporting, Respecting, Listening, Encouraging, Accepting, Negotiating, Trusting)</li> <li>- Completing Quality work samples</li> <li>- Achieving set goals</li> </ul>
	<ul style="list-style-type: none"> <li>- Student continuing to be on task</li> <li>- Teacher providing positive praise to student</li> <li>- Continued demonstration of class rules and expectations</li> <li>- Demonstrating 'Open Road' values (Supporting, Respecting, Listening, Encouraging, Accepting, Negotiating, Trusting)</li> <li>- Completing Quality work samples</li> <li>- Achieving set goals</li> </ul>
	<ul style="list-style-type: none"> <li>- Student on task, completing tasks and following instructions</li> <li>- Teacher providing regular feedback regarding task completion and appropriate behaviour</li> </ul>
	<ul style="list-style-type: none"> <li>- First official warning from Teacher</li> <li>- Name moved to Yellow car</li> <li>- Teacher to remind student of behaviour expectation</li> <li>- Teacher to check-in with student to ensure they understand activity</li> <li>- Teacher to provide additional assistance to support student</li> </ul>
	<ul style="list-style-type: none"> <li>- Second warning from Teacher</li> <li>- Teacher to move name to Orange Car</li> <li>- Student to have thinking time in Classroom</li> <li>- Teacher to provide additional assistance to support student</li> </ul>
	<ul style="list-style-type: none"> <li>- Third warning from Teacher</li> <li>- Teacher to move name to Red Car</li> <li>- Teacher to complete Buddy Class slip and submit to Stage AP</li> <li>- Student to have required Thinking time in Buddy Class</li> <li>- Teacher to record on Sentral</li> </ul>

## NSW Behaviour Code

### **The NSW Department of Education and Communities Behaviour Code for Students**

Promoting the learning, wellbeing and safety of all students in NSW Public Schools is a high priority for the NSW Department of Education. Implement teaching and learning approaches to support the development of skills needed by students to meet our high standards for respectful, safe and engaged behaviour.

*In NSW public schools, students are expected to:*

#### **Respect**

- Treat one another with dignity
- Speak and behave courteously
- Cooperate with others
- Develop positive and respectful relationships and think about the effect on relationships before acting
- Value the interests, ability and culture of others
- Dress appropriately by complying with the school uniform or dress code
- Take care with property

#### **Safety**

- Model and follow departmental, school and/or class codes of behaviour and conduct
- Negotiate and resolve conflict with empathy
- Take personal responsibility for behaviour and actions
- Care for self and others
- Avoid dangerous behaviour and encourage others to avoid dangerous behaviour

#### **Engagement**

- Attend school every day (unless legally excused)
- Arrive at school and class on time
- Be prepared for every lesson
- Actively participate in learning
- Aspire and strive to achieve the highest standards of learning

## **Strategies**

### **Strategies for Dealing with Inappropriate Behaviour**

Whilst in the classroom, on the playground, travelling to and from School and on excursions, students are expected to demonstrate appropriate behaviour. The school identifies behaviour incidents under the following categories: Low level, Medium level, High level and Serious level. If behaviour is not satisfactory, the school will deal with the behaviour in accordance with the Glendore Public School discipline procedures, the Behaviour Code for students (NSW Public Schools) and the NSW Suspension and Expulsion procedures.

### **Strategies for dealing with Inappropriate Behaviour include:**

All classrooms use a Classroom Behaviour system aligned to the Happier Schools Project to assist students with the regulation of their behaviour choices and emotions. An example of this system is on the previous page.

### **Verbal Warnings**

Students will receive several verbal warnings to re-direct their behaviour. Students will participate in discussions with teachers about their behaviour choices.

### **Time Out**

For low level or isolated inappropriate behaviour, students may spend time out in the classroom or with a duty teacher in the playground.

### **Buddy Classroom**

For ongoing behaviour in the classroom, students may be sent to a buddy teacher for time out of the room. Ongoing incidents will be dealt with by the Stage Assistant Principal and may include: a Learning Support Team Meeting with Parents, a Pitstop letter, Personalised Behaviour Scales, Playground Plans, a Warning of Suspension and/or Suspension.

## **Behaviour Scales**

Personalised Behaviour Scales are developed by the Stage Assistant Principal and in consultation with the student and family. These scales assist students with the regulation of their emotions and provides students with specific choices to re-direct/reduce behaviour and emotions. Students identify a range of support staff that will assist them when using the scales. These scales are aligned to our Classroom Behaviour Flowchart and compliment the Happier School Project.

## **Playground**

Playground Duty is assigned as per the school timetable. It is the teacher on duty's responsibility to monitor student behaviour in the designated duty area. Teachers will intervene as quickly as possible to prevent or stop unacceptable behaviours. It will be at the duty teacher's discretion as to the appropriate action for the misdemeanour. This can include being asked to move to the COLA if the student is not wearing a hat, a verbal warning or Time Out for a low level behaviour, or Time Out with a duty teacher or away from the playground for a period of time.

It is the Assistant Principals' role to inform students that they will be going to Pitstop or Workshop to investigate, discuss or follow up an incident. Students will receive Pitstop/Workshop slips via their class teacher prior to lunch each day.

## **Pitstop (Lunch only)**

The purpose of the Pitstop is to investigate incidents with victims, witnesses and students involved. Time and effort will be spent investigating incidents to find the correct series of events leading to a problem. All students have the right to be heard and time will be provided to ensure all students are given an opportunity to share their version of events. All parties with a responsibility for an incident will be counselled and/or have consequences applied. Staff will be informed of the investigation and outcome process. Class Teachers are responsible for informing Parents/Caregivers about low level and medium level behaviours. If considered a high/serious level behaviour, Assistant Principals will communicate with Parents/Caregivers the outcome of the investigations.

Consequences are determined following consideration of available information, Glendore Public School discipline procedures, the Behaviour Code for students (NSW Public Schools) and the NSW Suspension and Expulsion procedures. The age, maturity, previous behaviour, intellectual capacity and disability of the child are also given consideration in determining consequences. Therefore, all cases will be judged independently, and consequences applied, as appropriate, with the aim of preventing a reoccurrence of inappropriate behaviour.

## **Workshop (Lunch and Recess)**

The purpose of the Workshop is to assist students with developing strategies to minimise/prevent reoccurrence of inappropriate behaviour and/or provide students with a structured environment to resolve their own conflicts. The Workshop teacher will employ Choice Theory strategies to make a plan which is aligned to the Happier Schools Project. This plan will outline strategies and support systems available to the student for use in the future.

## **Attendance at School Events**

In the four weeks leading up to any school event each student's suitability to attend will be considered by the Principal. This review will be based on their behaviour and therefore capacity to represent the school favourably. Pitstop letters will be used as part of this evidence. Students representing Glendore School must comply with the school's expected Behaviour Expectations as per our Student Welfare Policy while at school and when representing the school off-site. All students will be expected to display respect, cooperation and be able to follow all directions given by the supervising teacher/staff. Failure to do this will result in their attendance at the excursion being reviewed.

As per our Student Welfare Policy, two Pitstop letters for negative behaviour in the four weeks prior to an event/excursion will result in your child's attendance being reviewed. Should Three Pitstop letters, a Warning of Suspension or a Suspension occur in the four weeks prior to any event/excursion, the student will not be eligible to participate in the event/excursion. Should an incident arise while at an off-site excursion, Parent/Caregivers may be called to collect their child from the excursion.

## **Attendance at School Sporting Events**

Students representing Glendore School must comply with the expected GPS Behaviour Expectations as per our Student Welfare Policy while at school and when representing Glendore PS at an event. All Team members will be expected to display good sportsmanship, team work and be able to follow all directions given by the supervising teacher/staff. Failure to do this will result in their position in the team being reviewed.

As per our Student Welfare Policy, two Pitstop letters for negative behaviour in the four weeks prior to an event/activity will result in your child's attendance being reviewed. Should Three Pitstop letters, a Warning of Suspension or a Suspension occur in the four weeks prior to any event/activity, the student will not be eligible to participate in the event/activity. If a student has a pre-existing appointment/meeting, e.g. Teacher meeting, Pitstop, Workshop, the commitment to that meeting must be met first.

### **Risk Assessment/Risk Management Plans**

Some students may have challenging behaviours that pose a risk to others. The school will conduct a risk assessment and develop a risk management plan to attempt to minimise, and preferably eliminate, associated risk. This will be done in consultation with the Principal, teacher and parent/caregivers. It will also be communicated to all staff and the student's parent/caregivers. For students with a Risk Management Plan each off-site event will be assessed by the Principal, the site manager of the school. Risks will be identified, assessed, minimised or eliminated where possible, communicated, monitored and reviewed. The Principal has a duty of care, under section 19 in the Work Health and Safety Act 2011, to ensure, as far as reasonable, the health and safety of school staff and students.

### **Suspension Warning Letter**

A Suspension Warning Letter will be given for continued disobedience or aggressive behaviour where the above strategies have not met the needs of the student.

### **Suspension**

Suspension is the removal of a student from a school for a period of time determined by the Principal. Suspensions are imposed in cases of unacceptable behaviour in the interest of the student and/or the school community. Parents are responsible for the supervision, care and wellbeing of students while they are suspended. A student may not enrol in, or transfer to, another government school whilst suspended from a government school.

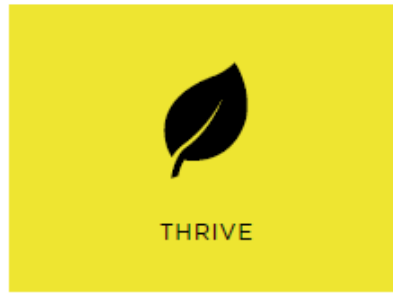
### **Short suspension**

Short suspension is the temporary removal of a student from a school following a decision by the School Principal or Deputy Principal in their absence for a period not exceeding four school days.

### **Long suspension**

Long suspension is the temporary removal of a student from a school following a decision by the School Principal or the Deputy Principal in their absence for a period not exceeding 20 school days. Long suspensions are only imposed for serious or sustained instances of misbehaviour.

Principals may suspend immediately any student who is physically violent, is in possession of a firearm, prohibited weapon, (as defined by Schedule One of the Weapons Prohibition Act), or knife (without reasonable cause) or who uses, supplies, or is in possession of, a suspected illegal substance (not including alcohol or tobacco) or supplies a restricted substance.



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

### **Student Health Care Plan**

Students diagnosed with specialist health care support needs have an individual health care plan in place, e.g.:

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

School staff are involved in Cardiopulmonary Resuscitation training annually and anaphylaxis training every two years.

### **NSW Healthy School Canteens**

The NSW Healthy School Canteen Strategy aims to support student health by providing access to healthy foods and drinks to make the healthy choice, the easy choice. The Strategy addresses school canteens across NSW to support healthy growth and development of children. The school has determined if foods, drinks or meals are an everyday or occasional food and has created a menu designed to balance student choices. To provide a healthy canteen the school has employed a canteen supervisor to prepare and order the healthy food. Parent volunteers are an essential part of the healthy canteen to be able to provide food for all students. Visit [\*\*Healthy school canteens\*\*](#) to learn more.

## **Personal Development and Health**

### **Child Protection**

The Key Learning Area of Personal Development, Health and Physical Education (PDHPE) provides the context for Child Protection education. Child Protection education includes teaching and learning activities related to recognising abuse, power in relationships and protection strategies. Parental consent for their child's participation in these lessons is indicated on our annual 'General Permission Note'. Staff members participate in Keep Them Safe Child Protection training annually.

### **Sun Safety**

A range of strategies are implemented to provide a safe environment for students that protect from the damaging effects of the sun and provide adequate protection. These strategies are outlined in the Glendore Public School Sun Protection Plan. Only students wearing school hats are allowed in the sun to play at lunch and recess. All other students can play under the covered shaded areas.

### **Crunch and Sip**

The Crunch and Sip program involves a time during the school day where students eat vegetables or fruit in the classroom while class continues.

### **Drug Education**

The Key Learning Area of PDHPE provides the context for Drug Education. Teaching and learning activities reinforce appropriate messages and guide children to develop resilience and knowledge around drug education.

### **Road Safety Education**

The Key Learning Area of PDHPE provides the context for Road Safety Education. Teaching and learning activities reinforce appropriate messages and guide children to develop an understanding of road rules and how to safely use transport.



## Scripture and Ethics

At Glendore Public School, Scripture (SRE) and Ethics (SEE) is delivered on a weekly basis on Tuesday afternoons. On enrolment parents/caregivers will be given both an enrolment form and a SRE and SEE participation letter to complete and return. After the initial enrolment, parent/caregiver notifications or changes to children's enrolment in SRE/SEE should be made to the office, in writing.

The following SRE classes are offered at Glendore Public School:

Christian SRE is provided by New Vine Church, Maryland. For more information about Christian SRE, including the authorised curriculum scope and sequence, please visit the New Vine Church website: <http://newvine.org.au>

Islamic Scripture is provided by Wallsend Mosque. For more information about SRE, including the authorised curriculum scope and sequence, please visit the New Vine Church website: <http://newvine.org.au>

SEE is provided by Primary Ethics. For more information about SEE, including the authorised curriculum scope and sequence, please visit the Primary Ethics website <https://primaryethics.com.au>

During the time that SRE/SEE classes are being held, students not attending will be located in separate classrooms for Non-SRE and will participate in meaningful activities including reading, private study or completing homework.

## Additional Activities

### Swim School

Year 2 – 6 students are provided with the opportunity to participate in Swim School lessons in Term 4 each year. Students develop their physical wellbeing while learning lifelong skills in swimming.

### Debating and Public Speaking

Glendore Public School offers students from ES1 - S3 the opportunity to participate in public speaking competitions. Stage 3 students participate in debating competitions such as the Newcastle Region 'Train On' competition and the state-wide Premier's Debating Competition

### Physical Activity

Sportslink and Primary School Sporting Association (PSSA) opportunities are provided throughout the year to allow students the opportunity to participate in activities that develop their physical wellbeing.

### Life Education

The Life Education Primary school program consists of 13 curriculum based modules focusing on issues around food and nutrition, personal safety, physical activity, cyber safety, safety with medicine and legal drugs; tobacco, alcohol and caffeine. By taking a comprehensive approach to drug and health education the modules help children to develop relationship skills, positive communication, problem solving and decision making skills. Glendore Public School students are given the opportunity to attend Life Education every two years.

### Creative Arts at Glendore Public School

At Glendore Public School, the Creative and Performing Arts are for everyone. We proudly offer a range of performance, drama, dance, music and visual arts extra-curricular activities for students to support their development and wellbeing. Throughout the year, students have the opportunity to present their items to our school community through art shows, school musicals, CAPA performance nights and other school community events. Some of our groups also have the opportunity to audition for and perform in various local, state and national competitions and festivals.

### Junior and Senior Dance

Glendore Public School has two dance ensembles that run at lunch for students in Years 3-4 (Junior) and Years 5-6 (Senior). Students learn to perform and appreciate the elements of dance and work on routines that they perform throughout the year.

### Infants and Primary Drama

Students from Years 1-6 are invited to join Infants (Years 1-2) and Primary (Years 3-6) drama groups at lunch and recess. Students learn about the elements of drama and practise items to perform throughout the year.

### **Musical Theatre Group**

In Glendore Public School's Musical Theatre group, students learn the skills to sing, dance and act. The group is open to students in Years 1-6 and runs at lunchtime. During the sessions, students work on appreciating all the performing arts and work on routines that are presented throughout the year.

### **Recorder Group**

Our recorder group is a specialised small group offered to students in Years 3-6. In this group students learn to understand and play music. The intention of this group is to perform at the Festival of Instrumental Music which is a wonderful experience for students to be part of a larger group of students from across the state playing a range of instruments collaboratively.

### **Visual Arts Group**

Visual Arts Group is offered to different age groups throughout the year. They are given the opportunity to explore and appreciate the Visual Arts through learning different skills and creating artworks using a variety of mediums.

### **Special Events**

Special events are conducted throughout the year to acknowledge particular events including; Easter, ANZAC Day, Book Week, NAIDOC Week, Education Week, Remembrance Day and Christmas.

## **Inter-Cultural Understanding at Glendore Public School**

### **Aboriginal Activity Groups**

*The purpose of these Aboriginal groups is to:*

- build trust, empathy and understanding;
- make connections within the group to enhance personal and cultural growth;
- *accept, embrace and celebrate diversity,*
- *connect with community;*
- *explore family, promote mindfulness; and to connect with all Aboriginal and Torres Strait Islander cultures and histories.*

### **Sista Speak**

Sista Speak at Glendore Public School is a 10-session program run for Aboriginal female students in Years 3 to 6. The girls will meet regularly to talk and learn about Aboriginal Culture while participating in activities, games and crafts run in a culturally sensitive environment. Sista Speakers will also have the opportunity through the program to invite their non-Indigenous friends along to some sessions.

### **Boys Yarning Group**

Boys Yarning Group runs all year for Stage Two and Stage Three Aboriginal and Torres Strait Islander male students. Group activities will be planned and delivered by an Aboriginal Staff Member and a support person. Male students will have the opportunity to participate in activities such as painting, traditional games and mindfulness.

### **Aboriginal Cultural Group**

Aboriginal Cultural Group is offered to all K-2 Aboriginal and Torres Strait Islander students. Students will have the opportunity to participate in activities such as: painting, dance, traditional games and cooking

## **Other Lunch and Recess Extra-Curricular Activities**

### **Library**

At lunch and recess, students have the opportunity to visit the school library where they can borrow, return and read books for enjoyment in a quiet and inviting environment.

### **iPads and Computers**

Students in Kindergarten – Year 2 are welcome to use our school set of iPads and students in Years 3 – 6 use computers at lunch to practise 21<sup>st</sup> Century skills in coding and technology.

### **Positive Peer Play**

Positive Peer Play is a leadership opportunity for our Year 6 students who organise and run activities and games for students from Kindergarten – Year 6. Some examples include modified sports, dance, karaoke and active games.

### **Play Hub and Games Room**

In our Glendore Public School Play Hub students are able to play freely with a range of toys with peers to encourage imaginative play and social interaction. In Games Room students are provided with popular board games and puzzles and encouraged to work collaboratively, take turns and focus on fair play.

### **STEM**

Stem is a lunchtime activity for students in years 3-6 to develop their skills in coding and robotics. The activity utilises coding devices, robots and software that has been purchased by the school.

### **Parent Helpers**

Helpers are invited to assist, and support in a variety of School activities.

### **Parent and Citizens**

P & C Meetings are held the third Monday of each month at 6pm in the library, with parent participation in fund-raising and ongoing contributions to our School.