



Glennaeon
Rudolf Steiner School

Meaningful Lives

HIGH SCHOOL HANDBOOK 2026

YEARS 7-12

Contents

Our Learner Attributes

We support the development of habits that inspire a love of learning and help students to lead a meaningful life.

Free in Spirit

Curious, disciplined, reverent

Able to Act

Ethical, capable, creative

Grounded in Self

Confident, true, humble

Care for the World

Aware, compassionate, involved

Our Core Values Shaping our actions and words each day

Glenaeon's core values shape the culture of our school. Staff and students support the active building of the daily school experiences through their actions and words.



INTEGRITY

We do what we say and we take responsibility.



WISDOM

We arrive at decisions through deep learning and conscious thought.



COURAGE

We commit to brave actions in the face of discomfort and challenge.



HEART

We act from awareness with compassion and kindness.

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All uniform information is now available in the Glenaeon Uniform Handbook (K–Year 12), available on GLO or by request from our admissions team.

Term dates 2026

Term 1

Thursday 29 January –
Wednesday 01 April

Term 2

Wednesday 22 April –
Wednesday 01 July

Term 3

Wednesday 22 July –
Wednesday 23 September

Term 4

Wednesday 14 October –
Wednesday 09 December

Daily rhythm Years 7–12

8:40am – 8:50am	Y7–12	Guardian Time
8:50am – 10:45am	Y7–8	Main Lesson Period 1 & 2
8:50am – 9:50am	Y9–12	Main Lesson Period 1
9:50am – 10:45am	Y9–12	Period 2
10:45am – 11:05am	Y7–12	Recess
11:05am – 12:00pm	Y7–12	Period 3
12:00pm – 12:55pm	Y7–12	Period 4
12:55pm – 1:35pm	Y7–12	Lunch break
1:35pm – 2:30pm	Y7–12	Period 5
2:30pm – 3:25pm	Y7–12	Period 6
7:30am – 8:40am	Y11–12	Extension Classes
3:30pm – 6:00pm	Y11–12	Extension Classes

Welcome to Glenaeon's High School Years 7–12

Beginning at a new school, or commencing a new stage of schooling, is always an exciting step. We are here to make this step as smooth and enjoyable as possible.

The information provided in this handbook will help you to navigate your entry into this new stage in your educational journey.

Glenaeon offers a holistic high school experience and curricula that meets and enriches the NSW syllabus requirements.

Our educational philosophy and practice was developed by and evolves out of the work of Rudolf Steiner. Our approach to learning encourages expansive thinking, development of the living spirit and profound connection to the wisdom of the past, realities of the present and possibilities for the future.

Learning at Glenaeon takes place in a truly unique setting blending natural and built environments within a deeply connected community – people, place, purpose.

Our curricula have been designed to meet the needs of students as they grow through the stages of adolescence and young adulthood. The outer educational journey is designed to mirror the broad stages of the inner personal journey.

We look forward to accompanying you, both student and parent, on the exciting journey that lies ahead.



Diana Drummond
Head of School



Yura Totsuka
Deputy Head of School
Years 7–12

“To truly know the world,
look deep within your own being.
To truly know yourself,
take a real interest in the world.”

Dr Rudolf Steiner

Curriculum overview

Years 7–12 curricula is built on the pillars of a Glенаeon Education: the Academic, Artistic, Artisan, Active Wilderness and Altruistic programs. These five elements enable students to engage with learning and build capacities and skills that embed meaning and lay a foundation for life.

Within this framework, our programs are tailored to meet the specific needs of students as they mature. Following the developmental stages of childhood and adolescence, the curriculum mirrors inner development allowing for the educational experience to unfold to its full potential.

Years 7 and 8

Glенаeon's early High School program delivers engagement with a broad range of subjects through lively, experience based learning. All students undertake:

Academic

- English, Mathematics (offered at three levels, placement in alignment with student learning), Science, History, Geography, German, Japanese and Spanish (private tutoring options permitted in other languages for students with alternate language backgrounds)

Artistic

- Music (including music ensemble with a choice between intermediate orchestra, beginners orchestra, guitar, percussion and brass), Visual Arts, Eurythmy and Drama (culminating in a Shakespeare production in Year 8)

Artisan

- Technology (including: timber/woodwork, engineering systems, textiles and fibre production, food and agriculture, metalwork/blacksmithing and digital technology)

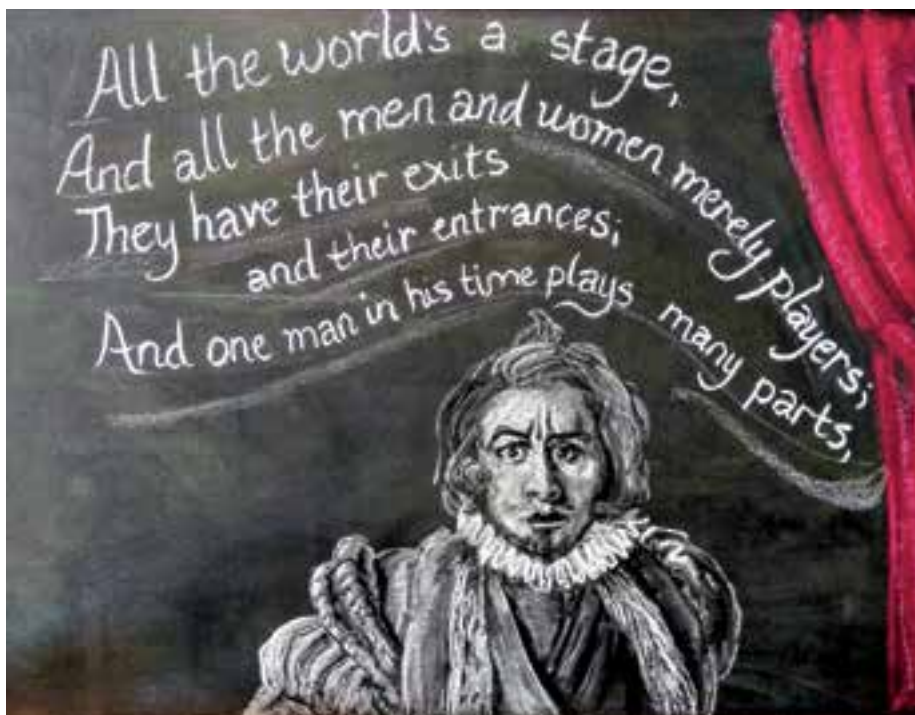
Active Wilderness

- Personal Development, Health and Physical Education (PDHPE), Outdoor Education

Altruistic

- Service activities in the local area

The Main Lesson program provides the key learning experience of the day, and is taught as a two hour block each morning for approximately three weeks. To a large extent, Main Lessons in Years 7 and 8 are taught by students' Class Guardians, with specialist teachers supplementing a Guardian's expertise when needed.



Above: Year 8 Shakespeare Main Lesson Blackboard by Raphaella M.

With 12 Main Lesson cycles planned, topics such as The Art and Craft of Writing, Earth Stewardship, Mathematics in Nature, Platonic Solids, and Food Chemistry become subjects of deep investigation. Weekly timetabled lessons in all subjects are scheduled daily after recess and ensure ongoing learning and regular deepening of understanding and skill.

Independent work is also fostered, daily in the Main Lesson and in the year-long Year 8 Project. Aided by an in-school mentor and out of school expert, students undertake independent research and creative work in an area of keen interest, with a celebratory Project Showcase and Presentation taking place in Term 4.

Years 9 and 10

The Years 9 and 10 pattern of study sees students transition from the middle to senior school, with the senior school spanning Years 10 to 12. Academic focus continues and greater individual choice becomes available.

At this level, all students continue to take English, Mathematics (offered at three levels, placement in alignment with student learning), Science, History, Geography, PDHPE, Choir and Outdoor Education.

The Years 9 and 10 Major and Minor elective courses now come into play and round out the students' studies. Elective Majors include courses such as Commerce, Drama, Languages, Music, Technology and Studio Arts. Minors are reviewed each year and are designed in response to each cohort's interest areas. Minors include Biodynamic Agriculture, Ceramics and Oils, Digital Media, Digital Photography, and Physical Education Extension to name but a few.



The Main Lesson continues to be of importance, with one hour each morning dedicated to the focus area of study. As in Years 7 and 8, the topics presented in the Main Lesson cycle through each of the key learning areas. Years 9 and 10 Main Lessons delve into themes such as World Wars I and II, Poetry, Trigonometry, Organic Chemistry, Australian Literature, Conic Sections and Rights & Freedoms.

Work on a large scale musical production begins in a Drama Main Lesson in Term 4 of Year 9 and is performed in Term 1 of Year 10. All students take part, and the production has become a much anticipated event in the Glenaeon calendar.

Additional programs are also introduced in these years, such as The Duke of Edinburgh's Award, The Cove, elective Outdoor Education trips, and Work Experience, and a detailed curriculum handbook is provided in preparation for students entering both Years 9 and 10.

Years 11 and 12

Glenaeon's Years 11 and 12 curriculum represents the synthesis and culmination of the learning journey as a whole from its earliest years. Our final High School years provide a rigorous program of study that builds and refines capabilities needed for meaningful and successful engagement in tertiary study and life beyond school. The selection of courses is tailored to an individual's strengths and interests, while unified elements of the program allow them to experience a deep sense of belonging which strongly supports them through this period when individualisation is key.

Students work to complete both the Higher School Certificate (**HSC**) and the Glenaeon Record of Accomplishment (**GRoA**), with the HSC acknowledging student achievement in the NESA developed and/or endorsed courses and the GRoA recognising the additional programs a Glenaeon graduate undertakes (for example, our Senior Leadership Portfolios, the Year 11 Philosophy Main Lessons and the Years 11 and 12 components of the Active Wilderness Program).

For completion of the HSC, a minimum of six subjects must be studied in Year 11 with the option to reduce or further extend from Year 12. Glenaeon offers a wide range of courses internally, and provides students with the possibility to study additional subjects through external providers.

English is compulsory for all Year 11 and 12 students, and is offered at the Standard, Advanced and Extension levels.

Students then select their remaining course from Mathematics (Standard 1, Standard 2, Advanced and/or Extension), Biology, Chemistry, Physics, Business Studies, Modern History, Ancient History, Society and Culture, German Continuers, Health and Movement Science, Japanese Continuers, Drama, Design and Technology, Music 1, Music 2 and Visual Arts.

In addition, further extension courses are offered in Year 12 in English (Extension 2), Mathematics (Extension 2), Science, History, Languages and Music.

Completion of the GRoA is attained as students engage with the additional programs specific to Glenaeon's senior years. These include:

Academic

- Year 11 Philosophy Main Lessons: modules include Belief Systems, Time and Place, and Parzival – The Traveller's Journey
- Year 12 Public Speaking/Project Presentations
- Year 12 Projective Geometry Main Lesson

Above: Year 11 Cockatoo Island excursion, 2025.

Artistic

- Eurythmy and Choir

Active Wilderness

- Central Australia
- Solo Camp

Altruistic

- Leadership Portfolios
- Service Program

Main Lessons in Years 11 and 12 provide students with invaluable opportunities to develop their ideas and capacities through intensive focus in their chosen courses. With a module running each day for a three-week period, coupled with the continuation of the same subject's regular weekly lessons, students find they are able to imbed course content and develop their ideas to a high degree. This morning focus on modules from coursework is interspersed with the senior Philosophy Main Lessons and independent study sessions, allowing for a senior school learning environment where autonomy is strengthened and the narrow demands of HSC coursework are augmented by the 'Big Ideas' of the Main Lesson program.

Wellbeing

At the heart of everything we do

At Glenaeon Rudolf Steiner School, Wellbeing is at the heart of everything we do. From how we interact with each other, to the materials we use, the stories we tell, and the places we go. Our unique approach to promoting Wellbeing helps us develop free, healthy human beings who are equipped to lead a meaningful life.

Pastoral Care

Pastoral care is provided by Guardians, supported by the Deputy Head of School (Years 7–12) and the Wellbeing Coordinator.

Guardians keep a close eye on students' workloads and social interactions, as well as their mental health. They initiate conversations with students to learn how they are travelling on a regular basis.

Guardians are also usually the first port of call for parents/carers and students who have any pastoral care concerns. In cases where specific assistance is required, Guardians work with students and parents/carers, as well as the Deputy Head of School, the Wellbeing Coordinator and, if applicable, the student's external health professional, to ascertain supports and structures that will foster wellbeing.

Health

First Aid/Illness

Professional Services Staff are registered First Aid Officers. Students in need of care are asked to notify their supervising teacher and go to the main office and ask for help from staff on duty. The Professional Services Staff will notify your Class Teacher/Guardian if necessary, or parents/carers. The First Aid Officer will assess and decide what first aid is needed. Depending on the presenting symptoms, students will either be given space to rest, returned to class, sent home or if needed emergency services contacted. Students are asked to describe how the illness/incident onset occurred for reporting purposes.

Prior to students going offsite, parents/carers are asked to sign a permission slip that enables appropriately qualified staff to administer first aid if required and, in the case of accidents where parents/carers cannot be contacted, staff will make appropriate arrangements with a doctor or hospital.

Infectious Diseases

Glenaeon Rudolf Steiner School is committed to providing a safe learning environment for all of our students.

There are many infectious diseases that can affect children and young people, some common and others rare, including chickenpox and shingles; Gastroenteritis; Mumps; Influenza; Measles; Rubella (German measles); and Whooping cough (Pertussis).

Parents/carers are required to inform the school of any infectious illness or disease their child is diagnosed with, and not allow them to attend school while infectious. Parents should contact the school by email adminteam@glenaeon.nsw.edu.au with the relevant information.

Immunisation Policy

Glenaeon Rudolf Steiner School recognises that it is the role of parents to make decisions about how the health of their children will be protected and maintained, based on guidance from NSW Health.

Immunisation records are requested upon enrolment and stored in confidential student medical records which are maintained in accordance with our policy.

Infection Control Policy and Procedures

In the event of an outbreak of a vaccine preventable disease at the school, students who do not have proof of immunisation may have to stay at home. Particular arrangements will be worked out in consultation with our local public health unit.

In the event a student becomes unwell at school with an infectious disease, immediate medical treatment will be provided following the procedures outlined in our First Aid policy. Students will then be transferred to the care of a parent/carer.

Notification of Infectious Diseases

The Head of School is legally obligated to notify the NSW Ministry of Health and our local public health unit as soon as possible after they are made aware that a student enrolled at the school is suffering from one of the following infectious diseases including:

- Diphtheria
- Haemophilus Influenzae type B (HIB)
- Measles
- Meningococcal (the most common form is type B)
- Mumps
- Pertussis (whooping cough)
- Polio
- Rubella (German measles)
- Tetanus.

Further information on disease notification requirements can be found on the NSW Health website.



Medication Administration

Should it be necessary for medication to be administered to students during school hours, or whilst on excursions, it is our policy that:

- staff do not administer minor analgesics such as paracetamol to students without written authorisation from the student's parent/carer
- prescribed medication will only be administered where a student's parent/carer has provided written permission to the school
- parents/carers are responsible for keeping the school updated if their child's requirements for prescription medication change
- parents/carers are responsible for providing the prescribed medication and collaborating with the school in organising arrangements for supply, administration and storage of the prescribed medication
- students must not carry medications unless there is a written agreement between the school and the student's parents/carers that this is a planned part of the student's individual health care plan
- where it is appropriate and safe to do so students can self-administer prescription medication under staff supervision
- the school provides appropriate first aid facilities
- the school ensures that teaching staff have appropriate first aid training.

Parents/carers are asked to provide written permission regarding any medications and health care plan details by email to adminteam@glенаeon.nsw.edu.au

Parents/carers must notify the school of all medical conditions that may require the administration of prescription medication to their child during school hours. Please notify the school by email and a medication authority form will be provided for parents to fill in and sign.

Student medical records are maintained in accordance with our policy which includes a provision to ensure that the School is regularly updated as to the status of existing medical conditions.

Parents/carers of students who require prescribed medication to be administered during school hours must notify the School of this requirement and work with the School to arrange for supply, administration and storage of the prescribed medication.

Individual health care plans are stored appropriately and updated regularly. Individual health care plans are communicated to relevant staff in a confidential manner.

The School will inform parents/carers as soon as possible if concerns regarding a student's health care arise.

In some cases, a student's immediate access to prescribed medication is very important for the effective management of conditions such as asthma and students at risk of anaphylaxis and it is appropriate that the student carry the medication on their person.

In other circumstances prescribed medication must be stored safely and access must be restricted to staff members. Parents/carers should ensure that all supplied medications be appropriately packaged and clearly show the name of the medication, student's name, dosage and frequency of the dosage.

For any queries about medication administration please email adminteam@glенаeon.nsw.edu.au

Medical Health Care Plans

Some students have special health issues that may need to be managed through the development of individualised health care plans. Common examples include students with asthma, diabetes and those that may suffer from anaphylactic shock.

Parents/carers must notify the School upon enrolment, if a student has been diagnosed with any health conditions which require the development of a health care plan.

Parents/carers must inform the School of any changes to their child's medical conditions, medication requirements or emergency contact details to ensure all records are kept up to date.

Homework, Assessment and Reporting

Establishing a harmonious balance between study and home-life is a continuing work of art that is dependent on the child's stage of development, temperament and home situation. Our homework policy is intended as a set of guidelines for parents and students so they can find this balance.

Homework

Homework in early High School establishes habits of study, attention and self-discipline which build a healthy work ethic for life. As students move through the High School the demands of homework increases. Students in Years 7–8 are expected to complete 45–90 minutes of homework per school day. Homework demands increase in Years 9–12.

It is important for students to maintain a balanced program: reading quality literature, playing a musical instrument, being part of a sporting team and contributing to the domestic life of the home continue to be important aspects of life outside school. In addition, the formal homework policy at Glenaeon includes:

1. Main Lesson completion and extension:

In High School the Main Lessons become projects in themselves, extended and rich tasks that deepen learning around core topics such as The Renaissance, Conic Sections, Epic Literature. Completion and extension of the Main Lesson work needs to be undertaken as part of regular homework requirements.

2. **Subject Homework:** Each subject will have homework tasks set on a regular basis. Tasks will review and/or extend work that has been initiated in class. The nature, frequency and volume of homework set are left to the professional judgement of the teachers in consultation with Heads of Departments and the Deputy Head of School (Years 7–12). Homework diaries ensure that records of homework are kept and can be checked by teachers and parents/carers.

GLO

Glenaeon Learning Online (GLO)

An aspect of GLO is its capacity to manage homework, assessment tasks and learning resources at Glenaeon.

Years 7–12

- Students and parents/carers may use GLO to access due work (submission also required via GLO in certain circumstances).
- Students and parents/carers may use GLO to access learning resources.
- Parents/carers and students may access general academic information and forms.
- Students continue to use their diaries to keep track of due work.
- Students continue to maintain their organisation of class notes and hard copies of learning resources.

Permission slips

- Digital permission slips are available via Compass only.



Student Diaries

All High School students are provided with a Glenaeon Student Diary at the beginning of the school year.

Students are expected to carry this diary with them at all times and to record homework details and deadlines and other important information.

Parents/carers may at times be requested to check and sign off the diary each week.

Completing homework and assessment tasks

While homework and assessment tasks are undertaken by individual students, the potential of work completed at home to enrich a student's learning is best achieved when it is a cooperative venture.

Students are advised to:

- be aware of the importance of homework;
- be aware of the school's homework policy;
- complete homework within the given time frame;
- alert parents or caregivers to homework expectations;
- seek assistance from teachers and parents or caregivers when difficulties arise;
- strive to ensure homework is of a high standard; and
- organise their personal time to ensure that quality homework is completed within the set time.

Parents and caregivers can help by:

- ensuring that there is time set aside in the family routine for homework;
- encouraging and supporting students to complete homework;
- providing, where possible, a dedicated place and desk for homework and study;
- encouraging their children to read quality literature;
- reading and discussing English texts to enhance their children's understanding of more complex elements;
- assisting teachers to monitor homework by signing completed work if requested and being aware of the amount of homework set; and
- communicating with teachers any concerns about their children's approach to homework.

Additional help at school:

- **Glenaeon's Homework Club** (Monday to Thursday afternoons from 3:30pm–4:30pm)
- **Glenaeon's Learning Enrichment Department** by arrangement
- **Tutorial sessions** with teachers by arrangement during lunchtime/ after school



Learning Enrichment

Glenaeon's Learning Enrichment Department is able to assist students with their studies and all students are encouraged to seek and welcome support as need arises.

Areas in which you can be supported include but are not limited to:

- further strengthening literacy and/or numeracy skills;
- discovering learning techniques that best align with your learning style;
- establishing sound homework practices;
- deepening understanding of lesson content;
- enhancing note taking skills;
- improving revision practices in the lead-up to examinations and tests;
- developing written expression and essay structure; and
- enhancing examination techniques.

In addition, the Learning Enrichment Department also:

- manages Years 9 to 12 Disability Provisions (including HSC Disability Provision applications); and
- supports you if applying to University through the Educational Access Scheme.

The Learning Enrichment Department is also able to provide advice about personalised pathways through Years 10 to 12, and into tertiary study and/or work beyond school.

How to make contact and gain support

When individual learning needs become clear to your teachers, a teacher from the Learning Enrichment Department will be in contact with the student and parents/carers. Appropriate support will then be discussed and designed. Students and parents/carers can also initiate contact and seek support from the Learning Enrichment Department through your Class Guardian.

Homework, Assessment and Reporting

Assessments and Examinations

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course. This can be achieved in many ways, including formal testing through to informal observation. The type of assessment tool used depends on the outcomes being assessed and the learning needs of individual students. The nature of tasks varies within and across courses and may include, for example, assignments, fieldwork and reports, oral presentations, tests and examinations, portfolio submissions, practical investigations, long term pieces of work, and performances.

Assessment allows students, parents/carers and teachers to gain a clear understanding of a student's progress in a course at a given time and in relation to specific contexts. An age appropriate approach enables the right balance to be struck between meaningful engagement in learning that is free from judgment, and a formal assessment process that leads to a conscious understanding of academic strengths and areas in need of development.

Years 7–8

In Years 7 and 8, formal assessments are outlined in the course specific assessment plan to which teachers refer. In general, students in these years are not specifically made aware of the difference between classwork, homework and assessment tasks, although they are alerted to the importance of, for example, a language quiz, mathematics topic test or essay submission. Glenaeon makes a conscious decision not to introduce examinations into the Years 7 and 8 program.

Years 9–10

In Years 9 and 10, formal assessments are outlined for students and parents/carers in the relevant Year Assessment Schedule and students are made aware of the difference between classwork, homework and formal assessment. In Years 9 and 10, an end-of-year examination is a component of the formal assessment program.

Years 11–12

In Years 11 and 12, formal assessment follows NESA's course-specific guidelines and students demonstrate their understanding and skill through a great variety of assessment modes, that may include but not limited to: critical essay submissions, presentations, performances, examinations. Typically three assessment tasks per course are planned in Year 11, and four in Year 12 (three in the case of a 1 unit subject).

Record of School Achievement (RoSA)

In Years 10 and 11, student results in the formal assessment program also contribute to the determination of grades for the student's RoSA, a credential administered by NESA. Upon completing both Years 10 and 11, Glenaeon provides NESA with student results on an A–E scale (a further differentiated scale is used for mathematics in Year 10).

Grading of student performance is determined using a student's assessment results, with emphasis on their achievement towards the end of the year, in conjunction with NESA's Common Grade Scale or course-specific Performance Descriptors (year level and course dependent).

To ensure parity across the State, teachers and Heads of Departments moderate using samples of student work which NESA has deemed to be representative of the achievement level. Grades are given in Year 10 for the core academic subjects and Majors (excluding Technology and Design which is a Glenaeon developed course). In Year 11, results in all courses appear on the student's transcript.

Feedback and Reporting

Feedback is important and students receive regular advice on their performance during many stages of a lesson. Formal feedback is provided on individual tasks following marking.

Years 7–8

In Years 7 and 8, feedback on individual tasks will include a written comment and/or a grade/mark assigned to the task during the marking phase. A parent/teacher interview is held in Term 2, allowing valuable discussion about student progress and learning needs to occur. A full report, including teachers' comments and an indication of student achievement against course-specific outcomes, is provided twice yearly and can be accessed via Compass at the end of Term 2 and Term 4. From Years 7 and 8 we recommend you share these reports with your child.

Years 9–10

In Years 9 and 10, feedback on formal assessments will include the raw mark or grade assigned to the task during the marking phase. Students may also receive personalised comments, self-reflection tools or other appropriate feedback based on the marking criteria for the task.

A parent/teacher interview is held in Term 2. A full report, including teachers' comments, an indication of student achievement against course-specific outcomes, results in examinations and assessment tasks, and the student's current performance grade (Year 10 only) is provided twice yearly.



Above: Lute Drummond Building – Senior Library, refurbished in 2025.

Years 11–12

For students in Years 11 and 12, feedback on individual tasks is detailed and provides invaluable support. It will include the raw mark assigned during the marking phase, and a breakdown of performance in each section. Students may also receive personalised comments, self-reflection tools or other appropriate feedback based on the marking criteria for the task. Pre-submission, teachers may provide feedback on drafts of assessment task as per the faculty specific policy.

In Year 11, a student/parent/teacher interview is held in Term 2.

In Year 12, a student/parent/teacher interview is held in Term 1 before the mid-course test period.

At both year levels, a full report is prepared at the mid-course and end-of-course points, in Term 1 and Term 3 respectively. The reports are designed to be shared with students and include teachers' comments, an indication of student achievement against course-specific outcomes and results in assessment tasks and examinations, as well as the student's ranks in their courses.

Following receipt of the reports, parents/carers are invited to contact their child's Guardian to discuss academic progress and any questions you may have. Students are expected to take note of the recommendations in the reports and to seek further clarification if unsure how to action suggestions.

Outdoor Education

Glenaeon's outdoor education program aims to prepare students to overcome adversity, work alongside others, provide meaningful experiences and become comfortable in the natural environment. We build skills in the Primary years and build up to adventure activities that enable our students to complete major journey based expeditions in the senior years.





Active Wilderness/Outdoor Education

Glenaeon's Outdoor Education program has been developed for students aged nine to 18 years. The Outdoor Education team aims to provide meaningful experiences that also equip students with the skills to safely and confidently embark on their own adventures.

Outdoor and Environmental Education at Glenaeon begins in the school's 'backyard' of Middle Cove's nature reserves and then immerses the students into World Heritage environments in New South Wales, Tasmania and Central Australia, before slowing the pace down with Year 12 students who spend 48 hours on their own in the wilderness, totally self-sufficient.

All of Glenaeon's programs are expedition-based, with conservation and wilderness appreciation at the core, with the endeavour of creating meaningful lives.



Above: Year 7 Wollemi National Park
Left: Year 11 Larapinta Trail, Central Australia

Additional Programs

Students are encouraged to participate in co-curricular activities which are offered before or after school.

Co-Curricular Sports Activities

Sports options currently include archery, soccer, basketball and fencing.

Other Co-Curricular Activities

Other activities include ArtSpace, Drama Club, Chess Club, Debating and Public Speaking, Homework Club and a Student Representative Council.

The Duke of Edinburgh's Award, and Aiming High Challenge.

For musicians we offer Sinfonia, Big Band, Concert Band, Jazz Combo, Chamber Choir, Senior Guitar Ensemble and Senior Percussion Ensemble.

Year	Program Location	Activities	Duration
7	Newnes Plateau, Wollemi National Park	Abseiling, Multi-day Bushwalking	4 days
8	NSW Central West	Earth Stewardship Program	5 days
9	Newnes/Wolgan Valley NSW	Hiking/Canyoning/Abseiling	8 days
10	Overland Track Tasmania	Tasmanian Bushwalk Tarremah Steiner School stay	10 days
11	Central Australia	First Nations Cultural Experience/Bushwalking	11 days
12	NSW Central West	Solo Experience, Landcare, Astronomy	5 days

More detail about programs will be provided in Guardian meetings prior to each trip and on GLO.

Attendance

All students must be in attendance at school in time for their first class of the day or at 8:40am, whichever is earlier.



Education in New South Wales is compulsory for all children between the ages of six years and below the minimum school leaving age. The Education Act 1990 requires that parents ensure their children of compulsory school age are enrolled at, and regularly attend school, or, are registered by NESA for home schooling. Once enrolled, children are required to attend school each day it is open for students.

Late arrival and early departure

Students must report to Reception to sign in and out of the campus at Middle Cove with school and parental permission, or be collected by parents/carers from Reception. These measures are important to keep track of students during the school day, especially in case of emergency or site evacuation.

Before and after school supervision

Students at the Middle Cove campus will be supervised from 8am until they leave or are collected at the end of the school day. No responsibility can be taken for students arriving at school before 8am or staying on after 3:45pm – unless they are participating in a scheduled before or after-school activity such as homework club or other co-curricular activities.

Students arriving at school before 8am, who are not attending a co-curricular activity or early class, must wait for the duty teacher outside Class 5, at the top of the stairs.

Any student still on campus at 3:45pm must report to Reception unless at the Library, attending after-school sports, music lessons or another co-curricular activity. Parents/carers will be contacted and asked to collect their child.

Absence from school due to illness

If a student is absent from school due to illness, parents/carers are requested to notify the school by entering an attendance note via Compass or by contacting the Absence Administrator via email at absence@glenaeon.nsw.edu.au, as early as possible on the day of absence.

Parents/carers of students who have an unexplained absence after 10am will be contacted by SMS.

If the period is to be an extended absence due to the advice of a doctor, please ensure the information is forwarded to Professional Services staff using the same email address. The information will be distributed to the Guardian concerned.

On the student's return to school, parents/carers are asked to follow up with a note explaining their child's absence from school (email is acceptable) and a medical certificate for absences longer than two days.

Leave of absence/Special leave

Parents/carers are required to make request for leave in writing via the Application for Leave forms available on GLO. The School requires at least two weeks notice in writing for special leave to be approved.

If permission is granted, there will be a letter of confirmation sent to parents/carers from the Head of School noting the days of absence. Confirmation will be directed to the Guardian so they are also aware that your child will be absent during the term.

Ongoing unexplained absence

If there is no notification of a reason for absence that has continued for more than three days the Guardian, in consultation with the Absence Administrator and the Deputy Head of School, will contact parents/carers to determine the reason for absence.

Conduct

Glenaeon Rudolf Steiner School recognises that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.

Student Code of Conduct

Our Student Code of Conduct aims to foster personal growth by developing:

- executive functioning skills of self-management in all our students;
- positive and supportive learning environments in all our classrooms

The Glenaeon school rules support a respectful and safe learning environment.

Students are asked to:

- abide by and uphold the School's core values;
- follow teacher instructions;
- arrive to class well-equipped, on time and ready to learn;
- abide by the uniform code;
- abide by the School's policy on devices (including wearable devices); and
- remain within the school bounds before school, at recess, during class time and after hours when attending school events.

The School's behaviour management policy and conduct and behaviour guidelines set out the standards of behaviour with which students are expected to abide.

Managing the Code of Conduct is a shared responsibility between the student, parents/carers and the school. All students and families have ready access to support offered by School teachers and staff.

Infringements

If there are infringements they will be followed up by the Conduct Officer, a staff member with delegated authority to manage student conduct and liaise with parents/carers. Decisions regarding consequences for repeated infringements follow a process of procedural fairness which has two key elements:

- the right to be heard; and
- the right of a person to a fair and impartial decision

Rights and Responsibilities of Students

Students are expected to observe and uphold this statement of rights and responsibilities:

You have the right to:

- reach your full learning potential in a safe and supportive environment;
- be safe;
- be treated with respect, courtesy and kindness;
- be an active part of, and contribute positively, to the community;
- be treated fairly and justly; and
- have your human rights and legal rights respected

You have the responsibility to:

- enable others to learn in a safe and supportive environment;
- follow school policies and procedures, as well as the directions of teachers, at all times;
- treat others with respect, courtesy and kindness;
- represent the school well in the community;
- accept and consider the consequences of your actions; and
- respect the human rights and legal rights of others

Bullying Prevention and Intervention

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Glenaeon Rudolf Steiner School recognises that the implementation of whole-school prevention strategies is the most effective way of eliminating, or at least minimising incidents of bullying within our community.

The following initiatives form part of our overall bullying prevention strategy and our strategy to create a 'no-bullying' culture within the school:

- education, training and professional development of staff in bullying prevention and response strategies;
- regular provision of information to parents/carers, to raise awareness of bullying as a school community issue to equip them to recognise signs of bullying, as well as to provide them with clear paths for raising any concerns they may have relating to bullying directly with the school;
- promotion of a supportive environment that encourages the development of positive relationships and communication between staff, students and parents/carers;
- promotion of responsible bystander behaviour amongst students, staff and parents/carers;
- reporting of incidents of alleged bullying by students, bystanders, parents/carers and staff are encouraged, and made easy through the establishment of multiple reporting channels (as specified below);
- regular risk assessments of bullying within the school are undertaken by surveying students to identify bullying issues that may ordinarily go unnoticed by staff;
- records of reported bullying incidents are maintained and analysed, in order to identify persistent bullies and/or victims and to implement targeted prevention strategies where appropriate;
- statements supporting bullying prevention are included in students' school diaries; and
- education of staff, students and parents/carers on health conditions to promote understanding and to reduce stigma and fear.

Reporting Bullying

Students and their parents/carers are sometimes reluctant to pursue bullying incidents, for fear that it will only make matters worse.

A key part of the School's bullying prevention and intervention strategy is to encourage reporting of bullying incidents as well as providing assurance to students who experience bullying (and parents/carers) that:

- bullying is not tolerated within the School;
- their concerns will be taken seriously; and
- the School has a clear strategy for dealing with bullying issues.

Bullying should be reported by the student or parent/carer to school staff. The school staff will then follow the processes designed to deal with any situation.

Bullying behaviours vary enormously in their extent and intent and, as a consequence, each incident needs to be dealt with on its facts.

In all circumstances the School:

- takes bullying incidents seriously;
- provides assurance to the victim that they are not at fault and their confidentiality will be respected;
- takes time to properly investigate the facts including discussing the incident with the victim, the bully and any bystanders;
- takes time to understand any concerns of individuals involved;
- maintains records of reported bullying incidents; and
- will escalate its response when dealing with persistent bullies and/or severe incidents.

Digital Technologies

Glenaeon has a firm policy on the use of electronic devices at school and clear guidelines for parents/carers in controlling media access in the Primary and early High School years.

Mobile phones and wearable devices

Mobile phones and similar devices must be turned off. Years 7 and 8: handed to the Guardian at the beginning of the school day and collected at the end of the school day. Years 9–12: kept in students' school bag. Mobile phones and wearable devices are not to be used in school hours unless permission is granted by a teacher for educational purposes.

There is a phone at the Reception that is available for students' use, provided they have written permission from their Guardian/teacher. If on site after hours or on weekends, students may use their mobile phone for communication purposes with parents/carers only. Bringing mobile phones or wearable devices into an examination or in-class test is in breach of the assessment policy.

Digital Technologies in the Curriculum and Classroom

Glenaeon understands that digital technologies play an important role in many spheres of modern life. Our technology curriculum is designed to equip students with skills needed for meaningful and effective engagement in digital aspects of 21st century work and learning, whilst also ensuring that human to human interaction and immersion in real-life learning takes precedence through a largely unplugged education. We therefore have a strong emphasis on purposeful and selected use, carefully designed by the teacher. Daily computer use is not a component of the Years 7–10 program.

In Years 7 to 10, the vast majority of classwork is completed by hand and class-sets of laptops and tablets are available for student use as required by the teacher. Incrementally, students are taught the basics of computer science as a discrete discipline, including coding and electronics, and are introduced to productivity software and course-specific digital platforms. In Years 9 and 10, students typically complete assessment tasks on a computer when at home, although much of their daily schoolwork is done by hand (course dependent). In Years 11 and 12, students may also work on their computers as needed in class and during individual study periods.

BYOD – Bring Your Own Device

Under Glenaeon's BYOD Policy, students in Years 11 and 12 may wish to bring their own computing device to school as required for their subjects. Students are able to access school-owned devices from the library, if the device is not already in use by a younger student. Should seniors wish to have guaranteed access to a device, they are required to bring their own. Likewise, students in Years 9–10 undertaking certain major electives also need to BYOD. More information, including device specifications, can be found in Glenaeon's BYOD guidelines.

Social Media and Gaming

Glenaeon strongly discourages the use of social media due to the negative impacts this form of engagement can have on healthy and robust social connections, mental health, the establishment of healthy homework habits and the enjoyment of free time. Gaming is likewise discouraged.

Glenaeon encourages parental monitoring and family discussions around the healthy use of devices and introduction of social media throughout and right into Year 12 so as to avoid social media becoming a study distraction in the senior years.

Getting to and from School

There are many easy, safe and reliable travel options for getting to and from Glenaeon's Middle Cove and Castlecrag campuses, and we strongly encourage the use of public transport or charter bus use to reduce potential traffic congestion near the school.

Public transport

To plan a journey between home and school, use the NSW transport trip planner:

<https://transportnsw.info/trip#/trip>

Sydney Buses – School

- Originating in Manly, Northbridge, Castlecrag, Chatswood and Wynyard
- For timetable and route information, go to <https://transportnsw.info/travel-info/using-public-transport/plan-your-trip-to-school>

Sydney Buses – Public

- From Lane Cove, Gladesville, North Ryde, East Lindfield, Mona Vale and the City
- For timetable and route information, go to <https://transportnsw.info/>

Opal Cards for public transport to and from school

Eligible students within the Opal network are able to travel to and from school on public transport with the School Opal card.

- Students in uniform do not need an Opal card until two weeks after school starts.
- For online applications and useful information, go to <https://transportnsw.info/tickets-opal/opal/get-opal-card>
- All queries please contact 131 500 or email: concessions@transport.nsw.gov.au

Travel apps

There are many helpful apps that can be downloaded to phones and tablets for up-to-the minute timetable information, go to <https://transportnsw.info/apps>

Charter Bus Services

Glenaeon also charters buses from North Sydney Bus Charter Group which service the school from the North, East and Inner West suburban areas.

All buses drop students at their relevant campus and collect them in the afternoon.

Northern Beaches

- Including Palm Beach, Avalon, Newport, Mona Vale, Warriewood, Narrabeen, Frenchs Forest and Forestville.

Eastern Suburbs Maroubra

- Covering Pagewood, Maroubra, South Coogee, Coogee, Clovelly, Bronte and Randwick.

Eastern Suburbs Vaucluse

- Covering Vaucluse, Dover Heights, North Bondi, Bondi, Bondi Junction, Woollahra (pm) and Centennial Park.

Inner West/Dulwich Hill

- Serviced by a route travelling through Dulwich Hill, Petersham, Camperdown, Annandale, Lilyfield and Rozelle.

Balmain/Lane Cove

- Serviced by a route travelling through Balmain, Hunters Hill, Lane Cove West, Lane Cove North and Willoughby.

Charter Bus Costs

Travel on all chartered school bus services is subsidised by the school but there is a cost per child, per term which must be paid prior to the start of term. Only registered students are allowed to catch the charter buses. A discount is available for the second child travelling from each family and third and subsequent children travel for free.

Bookings

Bookings for the Glenaeon Charter Buses are made online and booking links can be found on GLO.

Transit to After School Care

Students based at our Middle Cove campus who are booked into After School Care can take the shuttle bus from Middle Cove to Castlecrag campus.



Bus Stop Supervision

At Middle Cove a teacher is on duty directly after the end of school at the gate and at bus stops in Greenfield Avenue, Victoria Avenue, and Eastern Valley Way. Supervising teachers can be easily recognised by their fluorescent safety vests.

Student Conduct on Transport Services and at Bus Stops

When travelling to and from school on school buses and public transport, all Glenaeon students are expected to comply with a Transport Conduct Code in order to ensure their safety and comfort and the safety and comfort of others. The conduct of students on school or public transport is expected to uphold the School Values and general Code of Conduct.

Opal cards are issued on condition that all students know and understand their obligations as set out in the Transport Code of Conduct which is in the Parent/Student Handbook. Serious breaches of this Code of Conduct may lead to temporary or permanent suspension of the Opal card.

Parents/carers are requested to speak with their children about the right way to behave on public transport and at bus stops, in an age appropriate way and encourage them to abide by the Transport Code of Conduct.

Driveway rules

The driveway within the school grounds is a shared zone and, as such, motor vehicles are not to exceed 10km per hour. Motor vehicles are to park only in the spaces provided.

Motor vehicles are not permitted to use the driveway within the school grounds:

- from **8:20am to 8:50am**, and
- **3:15pm to 3:45pm** each day, or
- **at any other time when a large number of students are using the driveway.**

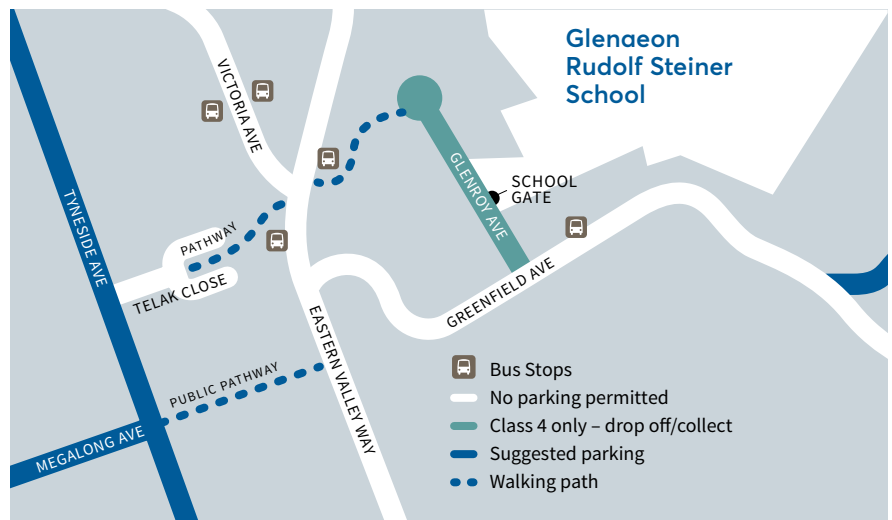
Parents may not drive into the grounds to drop off children except in special pre-arranged circumstances.

Parking rules

In consideration of the local residents, **vehicles are not to be parked in either Glenroy Avenue or Greenfield Avenue.** This is a condition of the school's Development Consent from Willoughby Council and any breaches will have consequences under the school's Code of Conduct

Ordinary school days

1. **Parents of Class 4 students may drop off and collect in Glenroy Avenue**, but must ensure they park legally and do not impede driveways.
2. No one is to park or stop in the No Stopping areas at any time.
3. No one is to turn into the school driveway to drop off or to attempt a three point turn. This is highly dangerous!
4. **Parents of Class 5–Year 12 are not to drop off or collect students from Glenroy Avenue.**
5. Parents of Class 5–Year 12 are requested to drop off students elsewhere such as Tyneside Avenue or Megalong Avenue – see map for details.
6. Students can walk from Tyneside Avenue to the lights at Eastern Valley Way via the public footpath through Telak Close or via Megalong Avenue.
7. The traffic lights at Eastern Valley way will be supervised every morning from 7:45am to 9:30am and every afternoon from 3pm to 4:30pm.



8. **Do not park in Greenfield Avenue** either in or opposite the bus stop or elsewhere. Although there are some legal parking spaces here this is a dangerous area for pedestrians due to bus and car traffic. Other sections of Greenfield Ave are too narrow to park legally.
9. **Senior students** may not park in Glenroy or Greenfield Avenue or on the school site and should park in Tyneside Avenue or similar.
10. Senior students are not permitted to bring vehicles on to the premises.
11. Parents dropping students to before school sport are asked not to drop students on site.

Event parking rules

1. When there is an event on site some parking will generally be provided on site or a shuttle bus will be provided to bring attendees to the school site.
2. There is no parking on Glenroy Avenue or Greenfield Avenue for school events.
3. Parents/Visitors are asked to follow the instructions of parking attendants who will either direct them to park on site or on the shuttle route.

Road safety

It is critical that all parents make the safety of children and other pedestrians paramount when parking near the school. Please don't perform three point turns in driveways (particularly the school driveway). This can be extremely dangerous for children crossing the road. Please continue to the end of the cul-de-sac and turn safely there.

Pedestrian traffic

Students and staff entering the Middle Cove campus are to use the entrance from Glenroy Avenue and must keep to the left using the walkway. Paths throughout the school must be used in preference to the driveway. Caution is to be used when crossing the driveway or using it to move between buildings – use designated crossings where ever possible. Pedestrians are to be aware of other driveway users within the grounds including vehicles.

Bikes and scooters

Students are encouraged to ride bikes to school as part of a healthy lifestyle. Scooters are also permitted if ridden responsibly. All bikes and scooters must be in good repair and road rules are to be obeyed. Helmets must be worn.

All riders must dismount upon entering or when within the school grounds and 'walk' their bike or scooter to and from the bike rack situated opposite the Vera Jacobson Building.

Skateboards

Skateboards and rip boards etc are banned on school grounds and will be confiscated if seen. Banned equipment will only be returned to a student's parents. This rule is enforced for reasons of health and safety on the school site.

Helpful link

<https://www.transport.nsw.gov.au/roadsafety/bicycle-riders>

Middle Cove grounds

The Middle Cove playground comprises a combination of seating areas, gardens, playground areas, sports courts and ovals.

'Bounds' and Supervision Areas

All incoming students are made aware of which areas are 'in bounds' and 'out of bounds'. Areas that are 'out of bounds' are set aside due to a combination of terrain, visibility, vegetation and wildlife.

Duty teachers supervise students in all 'in bounds areas' at designated break times. Students can easily recognise duty teachers by their fluorescent duty vests.

Wildlife

We have lots of exciting wildlife at Middle Cove campus including water dragons, wallabies and echidnas but unfortunately we also have some animals who can pose a threat to health and safety, including snakes, spiders and ticks. Any potential problems with snakes and spiders are generally managed via student education and overall site management. Ticks are however an ongoing problem.

Ticks in the school environment

Ticks are known to carry pathogens that can be harmful to humans. Some people however are less aware that ticks may carry pathogens, such as bacteria, which can be detrimental to human health. We have, in the past, had reports of tick borne illness. Conditions such as Tick typhus and an illness similar to Lyme disease have been associated with ticks in Australia. Even tiny seed ticks can be dangerous.

What has the school done about the problem?

- Consulted Willoughby Council, entomologists and pest controllers about site management for tick reduction.
- Undertaken regular cutting back in accordance with Willoughby Council's recommendations (each holiday period) – removal of undergrowth and low branches from playground areas.
- We have cut back lomandra plants more severely this year and many are being removed entirely.
- Ensuring that grass on ovals is kept short and ovals are not over-watered (ongoing).
- Making some areas out of bounds when we know ticks are active. (Unfortunately the reality is that during these periods ticks may be active almost anywhere.)
- Making classes more tick aware, particularly when they are going on bushwalks or doing their building project.
- Building tick-bite prevention into all bushwalking risk assessments.
- Advising parents about appropriate clothing and repellents to use for their children and keep natural repellents to be applied (with parental permission) to children undertaking more risky activities such as building projects, gardening, bushwalks etc.

In addition to this we are in contact with other schools to determine what measures they have in place for tick problems in their grounds. This way we can be aware of any new methods of control. At this stage the focus is on habitat management and personal protection. Tick infestation is very widespread as you would know, especially in the northern beaches and harbour-side suburbs.

What can you do?

- Speak with your child about ticks and remind them not to lie on the grass or play under overhanging bushes where possible.
- Ensure your child wears suitable clothing and if they are going on a bushwalk or similar make sure they have long trousers and sleeves. It can also be effective to spray with an insect repellent. Either a high strength preparation containing DEET or 'Mosi-guard' which does not contain DEET but is known to be quite an effective deterrent.
- Check out any sites of itching or irritation to ensure your child does not have a tick. Ticks can be very tiny and may be in clusters. Ensure ticks are removed correctly – if in doubt get a doctor to do it.
- If your child demonstrates any symptoms of illness after a tick bite take them to the doctor as soon as possible.

A particularly nasty habit ticks have is to jump on to people and then slowly make their way to the armpits or groin etc over many hours. Sometimes they don't attach until they have been carried by the host for some time. This can make it difficult to work out where you have picked up a tick.

Please report tick bites to us

We ask all children who find a tick at school to come to Reception. The school will call you to collect your child to have the tick removed. If you find a tick on your child after school, also report using the Tick Reporting Form on GLO.

For more information, try the following links, especially the first which is a comprehensive booklet created by the Australian Association of Bush Regenerators who come into regular contact with ticks: • [AABR booklet](#) • [NSW Health Tick Information](#)

Food at Middle Cove Campus

Students in all classes are encouraged to bring healthy, non-processed food for lunch and morning tea each day.

School Café

The Gentle Café at our Middle Cove campus, is open four days a week, operating Tuesday–Friday inclusive. Students can purchase delicious, healthy food from the Café during morning tea time or lunchtime. The Café strives to reduce waste, so food packaging is kept to a minimum.

Details including current menu can be found on GLO under General Information, then by clicking on the Gentle Café link.

Nut Policy in Years 7–12

Glenaeon is a nut aware school. While nuts are generally discouraged at Middle Cove campus, the No-Nut policy is applied on a class-by-class basis according to the needs of each class.

PLEASE NOTE THAT EVEN WITH A NO-NUTS POLICY IN PLACE, GLENAEON CANNOT GUARANTEE A NUT FREE ENVIRONMENT.

Food Stalls and Fundraising

From time to time Class/Year Groups may have food related fundraising drives. At these times food items will be sold to raise funds for charities. The school works to ensure that the offerings are as healthy as possible but parents should be aware that cakes, biscuits, sausages and other such items may be sold on food stalls.

Notice of a food stall will generally be given so that students can prepare some spending money.

Emergency Evacuation

Evacuation drills will be held several times per year.

In the event of an emergency or an evacuation drill, students will be asked to follow staff instructions and proceed up the pathway if safe to do so to meet at the collection area.

Willoughby Park is the school's designated Assembly Point.

Teachers and other staff are nominated as Wardens and students must follow Warden instructions.

The School aims to get everyone offsite in the calmest and safest manner.

Students are asked not to take any belongings with them and to tell the Warden if they think anyone is in danger.

It is the Warden's job to manage the situation, and the students are asked to always follow their instructions to get to the collection point and stay safe.



Community involvement

There are many ways in which you can get involved at the School, one of which is through the Glenaeon Parents Association (GPA).

GPA

All parents of current Glenaeon students are members of the incorporated GPA. The GPA provides support for the school so the needs of the children are met and the school community as a whole is nourished.

The key areas of focus for the GPA are:

- **Community engagement** – fostering a culture of giving, connection and care within the school by actively motivating parents to support Glenaeon with their time, energy, special talents or skills.
- **Communication** – both between parents and between the parent body as a whole and the school. The GPA informally represents parents' views to the school, and acts as a sounding board for school management and the Glenaeon School Council when they require parent feedback on issues and planned initiatives.
- **Support to parents** – via community event facilitation, parent library services, parent craft workshops, as an information portal and representative body, as well as providing guidance and direction to class parents.
- **Fundraising** – providing logistic, finance and accounting support for fundraising projects, providing resources to the school that would not otherwise be financed.

The GPA meets regularly throughout the school year, with all meeting dates and community events noted in the Glenaeon School calendar on the website.

Volunteering at Glenaeon

Parents and volunteers play an essential role in our school and community. Glenaeon provides many opportunities for parents to be involved in school life whether that be as a Class Parent, a volunteer in the Café, attending excursions, helping to organise the Glenaeon Family Fair, participating in Class working bees, tutoring or reading groups, parent craft, being part of the chicken and duck care team on weekends and during holidays, managing the second-hand uniform shop and more!

Glenaeon is a Child Safe organisation and parents and volunteers play an essential role in our school and community approach to child safety. A child safe organisation must provide induction and training about child safety and child protection for its staff and relevant volunteers and contractors.

To volunteer at Glenaeon go to: glo.glenaeon.nsw.edu.au/homepage/5919/ for more information and to complete the sign-up form to get yourself on the Volunteer Register. Parents that have not completed the process cannot volunteer at our school.

The Community Involvement Program (CIP)

Parents are asked to help the school in many ways which involve a commitment of time and energy. The CIP allocates 32 hours of involvement per year to each family with the option for families to pay a levy in lieu of volunteering at numerous tasks and events. A CIP levy of \$160 per term per family is charged to school fee accounts (as part of the activity fee).

When voluntary work is done and registered either on the school website or in the office, it is credited to their account at the rate of \$20 per hour. You must note your work by the cut-off date each term in order to receive the credit (usually two weeks before the end of term – a note will appear in the school newsletter to remind parents their CIP credits are

due). Credits may be accumulated during the calendar year and you don't have to do the full eight hours each term for the accumulation to occur. Credits are not carried over from one year to the next.

Some of the tasks that attract CIP credits are as follows:

Category 1

Full Entitlement for the year

If you fulfil any of these roles for a full year this entitles you to your full complement of credits for the year however you must still record your participation by filling out the CIP form online via GLO each term so that it will be picked up by the Accounts Department:

- Class Parent
- GPA Steering Group Member

Category 2

Casual Assistance

These CIP credits can be claimed on an hourly basis for participation in any of the activities:

- Readers and scribes for high school examinations
- Working bees
- Helping teachers to clean and set up classrooms
- Mending, making or washing costumes
- Assisting in the biodynamic garden at the Middle Cove campus
- Managing the second-hand uniform shop

If you have a query about eligibility of a certain task please contact Reception.

The Community Involvement Program provides parents with many ways to contribute their energy and service to the school.

All CIP credits should be submitted online via this link: glenaeon.nsw.edu.au/community-involvement-program

Communication

Glenaeon provides clear communication channels for parents and carers.



Glenaeon Learning Online (GLO)

General information:

- General info (e.g. Preschool, Café, Co-curricular)
- Information for each Primary Class and each High School year group

Parents information:

- General Parent info (e.g. Term dates, GPA, Volunteering)
- Forms (Permissions, Absences, Privacy)
- Bus bookings and other information

High School Teachers

use GLO for:

- Subject groups related notices or communications
- Students task completions requests and notices



Compass

The School's student management system.

- Whole community or groups of families' communications
- Year groups or subject groups communications
- Attendance notes can be entered via Compass for any student from K–12
- Co-curricular group notices
- School events permissions/consents communications and reminders



Website (glenaeon.nsw.edu.au)

- General information
- School Policies
- GLO and Compass login access
- Publicly available publications
- Contact information



Email

The School/Teachers use email for communication with individual parents and families.



Newsletter

Community communication about school life, campus news, year groups updates and upcoming events.



Social Media

- School and Alumni information
- Swap and Sell

How Parents and Carers:

Communicate with Teachers

Situation	Use
Contacting your child's Guardian or Class Teacher	
Communicating with your child's Subject Teacher about homework and assessment tasks	

How Parents and Carers:

Communicate with the School Administration

Situation	Use
For general enquiries of a straightforward nature contact your campus reception	
Getting a message to your child during school hours	
Your child needs to contact you during school hours (Middle Cove only)	
Your child is absent from School or attending an appointment	
Enquiries about applying for leave during the school term	
Enrolment and withdrawal enquiries	

Quick Reference:

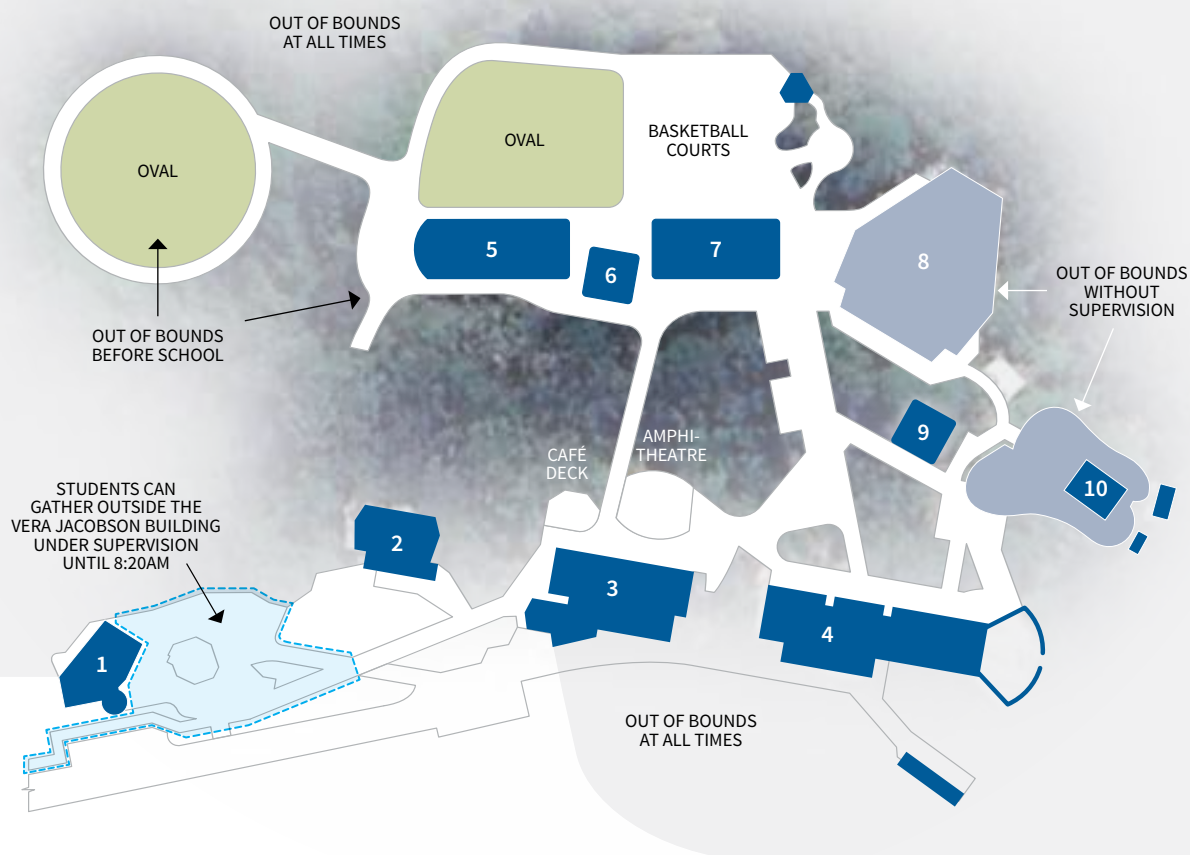
Middle Cove Reception reception@glenaeon.nsw.edu.au +61 2 9417 3193	
Castlecrag Reception castlecrag@glenaeon.nsw.edu.au +61 2 9958 0774	
Reporting Absence Add an Attendance Note via Compass or email: absence@glenaeon.nsw.edu.au +61 2 9417 3193	
Enrolment Enquiries enrolments@glenaeon.nsw.edu.au +61 2 9417 3193	

First Aid at Middle Cove

The **First Aid Room** is located adjacent to Reception. Any students who have an injury requiring treatment and/or feel unwell should come to the First Aid Room for attention.

The **School Calendar** is available on the school website and shows all major school events, outdoor education programs, parent teacher nights etc.

Middle Cove Campus Map



1 Vera Jacobson Building

L1 Class 4
L2(G) Class 5
Learning Enrichment

2 Eric Nicholls Building

Class 6
Junior Library

3 Alice Crowther Building

L1 Learning Enrichment
Gentle Café
L2 Staff Room/Admin
Wellbeing Office
L3(G) Reception/Admin

4 Lute Drummond Building

L1 Year 7
L2 Year 8
Maths Room
L3(G) Language Rooms/
Lab 1/Physics
L4 Library/English/Humanities

5 Art/Science Building

L1 D&T/Metalwork
L2(G) Ceramics/Lab 2
L3 Visual Arts

6 Music Room 2

7 Music Room 1/Craft

8 Sylvia Brose Hall
L1 Music Practice Rooms
L2(G) Hall/Music Office/
Outdoor Education
L3 Eurythmy Rooms
(East & West)

9 Outdoor Education Room

10 Biodynamic Garden and Outdoor Classroom

Areas Out of Bounds

- At all times
- Before School
- Without Supervision

Under Supervision

- Before School
- Commences



Glenaeon
Rudolf Steiner School

Meaningful Lives

glenaeon.nsw.edu.au