



CLEMTON PARK PUBLIC SCHOOL

Pursuing Excellence

ABN: 55 922 166 723

PRINCIPAL: Paul Robinson

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PRINCIPAL'S REPORT – TERM 2 WEEK 6

OPTIMAL BEHAVIOUR AT CPPS

Restorative Practice has been developed with one specific goal in mind; to support and facilitate the building of healthy relationships. It has been proven beyond doubt that when individuals live in healthy and life-giving relationships with significant others, there is abundant personal growth, capacity for character building and a high level of achievement in all areas of endeavour. We will continue to immerse these practices in our current welfare policy.

When these situations occur at school, you will be informed about them, either through a phone call, letter or message. We ask that you do not provide excuses for your child's behaviour but help them take responsibility and acknowledge what has happened and why it has happened.

Students do not wish to upset their family and will often, slightly change their version of events to avoid disappointing them. The school is in a fortunate position in that we can talk to ALL of the students involved and have a thorough understanding of what has occurred and why. Your child will only provide their perspective and whilst there may be elements of the truth, there may be key information missing.

RESTORATIVE JUSTICE REQUIRES THAT:

We need to be respectful and fair.

We need to focus upon repairing harm and restoring or building relationships.

We need to help develop empathy, responsibility and accountability.

We need to promote the likelihood of positive behavioural change.

When a child is interviewed, the following are questions that may be asked:

Restorative Questions I

WHEN THINGS GO WRONG.

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done? In what way?

What do you think you need to do to make things right?

Restorative Questions II

WHEN SOMEONE HAS BEEN HURT?

What did you think when you realised what had happened?

What impact has this incident had on you or others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

A **Letter of Communication** will be sent home to provide you with written information about an issue involving your child. Parents always appreciate being informed of an issue that may involve their child. This is generally through a phone call, catching up at school or through a letter. When a child receives a letter, we request that you discuss the issue with your child so that a more positive outcome may result.

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Letter of Communication

Dear _____ Date: ___/___/___

I am writing to provide you with information about _____ of class _____. We have noticed that aspects of his/her learning/behaviour has been affected:

attendance arriving late in the morning homework behaviour

learning other: _____

Comment:

At this stage, I request that you discuss this with your child in the hope that a more positive outcome may result.

Paul Robinson
Principal

Issued by: _____

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Please return this slip to the classroom teacher ASAP.

I acknowledge receipt of this Letter of Communication in reference to my child, _____ of class _____ and will discuss the issue with them.

Signature: _____ Date: _____
(Parent/guardian)

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Letter of Reflection

Dear _____ Date: ___/___/___

In line with our School Behaviour Support and Management Plan, a letter of reflection has been given to _____ in class _____ due to the issue outlined below. This will result in your son/daughter spending a period of time reflecting on the incident, using a restorative approach.

Issue:

Comment:

Restorative Practice

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. Who has been affected by what you have done? In what way?
5. What do you think you need to do to make things right?

At this stage, I request that you discuss this with your child in the hope that a more positive outcome may result.

Note: If the area of concern does not improve, you will be advised in a further letter which may lead to your child being placed on Level 2. This occurs when three more letters of reflection have been received within a five week period. All Level 2 students will have 30 minutes of reflection on 2 consecutive days, a phone call to parents by the Deputy Principal and/or a letter requesting an interview being sent home and possible exclusion from activities that are held outside of the classroom.

Paul Robinson
Principal

Issued By: _____ Class Teacher: _____
Supervisor: Mrs Radonjic / Mrs Johnson / Mr Gozzell / Mr Koulouris / Mrs Jelliffe / Mrs D'Arrigo

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Please return this slip to the classroom teacher ASAP.

I have received this Letter of Reflection and discussed the incident with my son/daughter of class _____

Signature: _____ Date: _____
(Parent/guardian)

A **Letter of Reflection** will be sent home when a child has made a poor choice with their behaviour. It is important that Mrs D'Arrigo or one of the Executive staff catch up with the child and use a restorative practices approach to unpack the incident and support them in making better choices in the future. The letter will outline this process and explain what happens if a child receives multiple letters.

When a child receives a letter of reflection, we ask that you take the opportunity to discuss the issue with your child without supporting them in making excuses for their behaviour.

PARENT WORKSHOP: KINDERGARTEN PARENTS AND MATHS

On Friday 14th June, we have our first maths parent workshop from 9:00am. The workshop will take place in the STEAM room which is located in the primary building.

Our first workshop will cover ways you can support your KINDERGARTEN child in maths at home. It would be great if you can make it as we discuss the purpose of the maths syllabus and strategies you could use at home to support your child's learning.

This workshop will be followed by an English and maths workshop over consecutive Fridays for parents on students in Years 1 and 2.

2025 ENROLMENTS

The school has already received a significant number of enrolments for 2025. At this stage we have the capacity to accept out of area enrolments as we are below our enrolment cap.

Part of our enrolment policy is to create a panel that can review, then accept or decline the out of area applications. Mrs D'Arrigo convenes this panel as well as a staff member and a member of our school community. If you are interested in being the community representative, please let me know. It would involve meeting for one afternoon for approximately 15 - 30 minutes.

We would encourage all parents who have a child commencing at Clemton Park Public School in 2025 to enrol their child. Do not assume that if you have another child enrolled at the school that you do not have to fill out an enrolment form. The enrolment form can be collected from the office or completed online (link below).

<https://ehub.enrol.education.nsw.gov.au/schoolenrolment/?schoolCode=1566>

BEXLEY ROAD CAR PARK – EXTENDED DATES

Capital works are being completed at Clemton Park Public School. Part of these works is an upgrade to our stormwater system. This will include laying new pipes from the basketball court area to the pit in the Bexley Road car park. This will result in the Bexley Road car park being **CLOSED** for just over a week. Similarly to last year when we had new asphalt laid in the Bexley Road car park, the car park will be **CLOSED** for all cars. This includes Clemton Park staff, staff and parents of OOSH, Gowrie and our after school languages programs.

Key dates:

Tuesday 28th May: Bexley Road car park **CLOSED** until

Wednesday 12th June: Bexley Road car park **OPEN**.

Note: These dates are subject to change as the work being completed is dependent on the weather.

VOLUNTEERING AT CLEMTON PARK


Our school is very fortunate to have a large group of parents who volunteer either directly at school or through the P&C. Parents or close relatives of a child who volunteer at the school are exempt from requiring a WWCC clearance (exempt in a few specific circumstances).

All parent volunteers however, are required to complete a Declaration for Child-Related Workers form. Parent volunteers should complete all relevant sections in this declaration, including part 1, part 3 and part 4 (section C).

If you are a parent volunteer, please see the front office to complete the Declaration for Child-Related Workers form.

These includes all parents that volunteer for P&C initiatives.

It is a two part process, parents need to complete the declaration, then the school needs to check this against the Department's not to be employed system.


DECLARATION FOR CHILD-RELATED WORKERS
Implementation document for the Working with Children Check policy
This declaration is to be completed by current and prospective employees, contractors, volunteers, and other persons seeking to be engaged in child-related work. Child-related work is work that:
<ul style="list-style-type: none">involves direct contact (face-to-face, online or physical) with people under the age of 18, where this contact is a usual part of, and more than incidental to, the work
OR
<ul style="list-style-type: none">has been determined to be child-related by the NSW Department of Education (the department).
Individuals who are <u>exempt from</u> the Working with Children Check (WWCC) requirement should complete all relevant sections in this form, including part 1, part 3 and part 4 (section C).
Reason for completing this form
<input type="checkbox"/> I am seeking to be engaged in child-related work with the NSW Department of Education as an employee or contractor
<input type="checkbox"/> I am currently employed with the department and am being appointed to a new position/role or require a probity check to continue working in my current role
<input type="checkbox"/> I am a parent, guardian, or close relative of a student at the school where I am volunteering or am considered an exempt person under the Child Protection (Working with Children) Act 2012
<input type="checkbox"/> I am a volunteer who is <u>not</u> the parent, guardian or close relative of a student at the school I am volunteering.