



# **GLEDSTWOOD HILLS**

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## HIGH SCHOOL



## **YEAR 7 WELCOME BOOK - 2025**



 (02) 4645 2800

[www.gledswoodhills-h.schools.nsw.gov.au](http://www.gledswoodhills-h.schools.nsw.gov.au)

# Key Information



## School Details

Address	Gledswood Hills High School Cnr of Long Reef Circuit Gregory Hills 2557
Telephone	(02) 4645 2800
Email	<a href="mailto:Gledswoodhill-h.school@def.nsw.edu.au">Gledswoodhill-h.school@def.nsw.edu.au</a>
Website	<a href="http://gledswoodhills-h.schools.nsw.gov.au">gledswoodhills-h.schools.nsw.gov.au</a>
Facebook	<a href="https://facebook.com/GledswoodHillsHighSchool">facebook.com/GledswoodHillsHighSchool</a>
Instagram	<a href="https://www.instagram.com/gledswood_hills_high_school/">https://www.instagram.com/gledswood_hills_high_school/</a>
Office hours	8:30am – 3:40pm (Monday, Wednesday, Thursday, Friday) 8.40am – 3.20pm (Tuesday – All staff attend a Staff Meeting)
Parent/Student portal	Compass

## Education Directorate

Director, Educational Leadership Macarthur Network Schools	Mr Chad Bliss Campbelltown Education Office Phone: (02) 4633 2700
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## School Term Dates for 2025

Term 1	11 weeks	<b>Friday 31 January – 11 April</b> <ul style="list-style-type: none"><li>School Development Day: (4 days)</li><li>All students begin Thursday 6 February</li></ul>
Term 2	10 weeks	<b>Monday 28 April – Friday 4 July</b> <ul style="list-style-type: none"><li>School Development Day: (2 days)</li><li>Students begin Wednesday 30 April</li></ul>
Term 3	10 weeks	<b>Monday 21 July – Friday 26 September</b> <ul style="list-style-type: none"><li>School Development Day: (1 days)</li><li>Students begin Tuesday 22 July</li></ul>
Term 4	10 weeks	<b>Monday 13 October – Friday 19 December</b> <ul style="list-style-type: none"><li>School Development Day: (1 days)</li><li>Students begin Tuesday 14 October</li></ul>



**GLEDSDOOD HILLS**  
HIGH SCHOOL

## **Our Vision**

*Gledswood Hills High School empowers students to become empathetic, engaged global citizens, and lifelong learners. Strengthened by partnerships with the community, business, and academia, we foster a supportive, inclusive culture built on clear structures and continuous improvement, ensuring every student thrives.*

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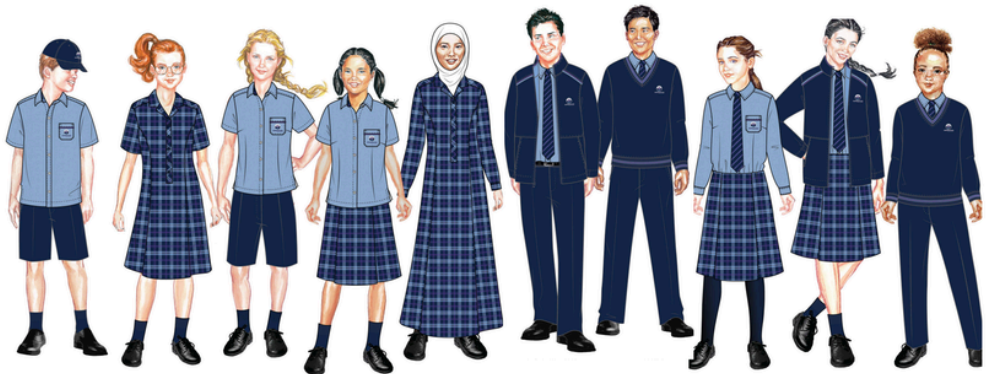
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# GLEDSDWOOD HILLS HIGH SCHOOL



## Part 1 - Our Journey So Far

Principal's  
Welcome

Our Story

Our Logo

Our Core  
Values

# Principal's Welcome



## **It is my pleasure to welcome you to Gledswood Hills High School.**

It is an honour to be the foundation principal and I am very excited and extremely proud to introduce our new secondary high school to the Gledswood and Gregory Hills community, opening for students on February 6, 2025.

I am excited about the opportunities that lie ahead. Together, we will aim to create an exceptional school where students are healthy, happy, engaged, successful, and inspired to contribute positively to society. We will build a school community grounded in inclusivity, respect, and academic excellence. The Gledswood Hills Team and I have been busy behind the scenes laying the groundwork that will enable our school to shine as a place of learning excellence in the community. This includes designing our school's core GRIT values (Growth, Respect, Integrity, Teamwork) and the instructional teaching model that will see our students' learning thrive.

We are proud that our school boasts modern, purpose-built facilities that support quality teaching and learning. Aligned with the NSW Department of Education's *Our Plan for NSW Public Education (2024)*, we are committed to ensuring every student learns, grows, and belongs in a supportive and equitable education system. Our facilities will enable us to create a learning environment that is built on high expectations for all, where every student is exposed to a rich, diverse, and challenging curriculum, while ensuring they are valued and that each student enjoys the caring and supportive environment in which they learn every day.

As we begin this exciting adventure together, I invite you to actively engage in the life of our school and your child's educational journey. We understand the importance of collaboration between home and school, and we encourage open communication to ensure the success and wellbeing of every child. I am confident that with your support, dedication, and our collective commitment to excellence, Gledswood Hills High School will ignite a love of learning in all children and set them up for future success.

I look forward to welcoming students and their families into our new school.

Belinda Giudice  
Principal  
Gledswood Hills High School



# Our Story (so far)

April 30

- Deputy Premier and Minister for Education and Early Learning, Prue Car announces fast track of the high school - to open in 2025



May 1

- Principal position advertised



July 22

- Principal, Deputy Principal and Business Manager begin onsite at Gregory Hills Public School



September 18

- Gledswood Hills High School is formally Gazetted



Gazette

October 14

- The merit-selected Executive (Head Teacher English, Mathematics and two Secondary Studies) begin



November 13-15

- The temporary specialist classrooms get craned in



December 3

- Year 7 2025 students participate in Orientation Day



## Our Logo



### GLEDSDOOD HILLS HIGH SCHOOL

Our Logo has been designed by local Aboriginal artist, Michael Fardon, and reflects connection to country.

Symbol	Meaning
	<p><b>Creek</b></p> <p>The northeast corner of Gledswood Hills High School (permanent site) was originally the beginning of the Wianamatta South Creek. The local Aboriginal Education Consultative Group recognises that the school site is on Dharawal land.</p> <p>The creek is a major tributary of the Hawkesbury-Nepean system. It is an important water and gathering place for the Dharawal people and also the Dharug and Gundungurra peoples. The waterways provided rich and diverse resources and a place for recreation for indigenous peoples.</p>
	<p><b>Hills</b></p> <p>The hills represent the suburbs of Gledswood Hills and Gregory Hills, acknowledging our local community. They are a distinctive feature of the landscape where the school is built.</p> <p>From an indigenous perspective, the hills represent the earth and reflect spiritual connection to the land. The hills within the region hold cultural value including movement corridors (pathways), high sight lines for viewing and teaching Country, and tangible archaeological sites.</p>
	<p><b>Sun</b></p> <p>The sun represents the giver of life and reflects the beauty of the local natural environment, particularly the purple sunsets that are a regular feature of the evening skies.</p>
	<p><b>Dots</b></p> <p>The use of Aboriginal dot art within the logo has been utilised to pay respect to the Aboriginal peoples of the lands on which we meet and gather. The six dots immediately above the sun represent the six year groups – Year 7 to Year 12 – which will form the student community at GHHS. The navy sequence of dots represent the role of family and community in providing holistic support and guidance for the school community.</p>

# Our Core Values

**Our core values of Growth, Respect, Integrity, and Teamwork— together forming GRIT—define who we are and guide our community.**

GRIT represents the essence of our values and the foundations of what we teach students. It reflects the strength of character and determination needed to overcome challenges, achieve goals, and continuously strive for personal and collective success. These values underpin our commitment to creating learning environments where students are healthy, happy, engaged, and successful.

- **Growth** encourages personal development, goal-setting, and learning from challenges to build resilience.
- **Respect** emphasizes active listening, polite interactions, and valuing others' personal space, promoting a sense of belonging and community.
- **Integrity** inspires honesty, accountability, and ethical actions, ensuring that students act with reliability and fairness.
- **Teamwork** highlights the importance of collaboration, mutual support, and resolving conflicts constructively to achieve shared success.

Our school-wide GRIT expectations can be seen in the matrix below:



Growth	Respect	Integrity	Teamwork
Embrace challenges, build resilience and work towards our goals.	Value self, others, our environment, and our community.	Act ethically and do what's right.	Collaborate, support each other, and be inclusive.
<ul style="list-style-type: none"> <li>• Be ready to learn</li> <li>• Do your best</li> <li>• Seek advice</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind and calm</li> <li>• Care for our environment</li> </ul>	<ul style="list-style-type: none"> <li>• Think before you act</li> <li>• Be truthful</li> </ul>	<ul style="list-style-type: none"> <li>• Value others</li> <li>• Work together</li> <li>• Accept difference</li> </ul>

Students are explicitly taught GRIT values during the GROW program, a weekly lesson dedicated to socio-emotional learning and High Potential Gifted Education. You can find additional information in our Student Behaviour Support and Management Plan. This includes GRIT Awards as part of our Positive Merit System.



# GLEDSWOOD HILLS HIGH SCHOOL



## Part 2 - Learning, Inclusion, and Wellbeing

Curriculum  
Provision

Learning  
Dispositions

What Students  
Will Learn

LIW Overview













Student  
Wellbeing

Student  
Behaviour

# GHHS Curriculum provision

**Gledswood Hills High School students will access a well-rounded curriculum that meets the requirements for all NSW public schools in line with the Education Act 1990, the NESA syllabuses, credentialing requirements, obligations under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.**

The table below highlights that across the next two years, students will study core curriculum in English, Mathematics, Science, History and Geography, PDHPE, Technological, and whole-school Sport. In year 7, students will study Music, whilst in year 8, they study Visual Arts and a choice of language.

Subject	Year 7	Year 8	Subject	Year 7	Year 8
English 	Yes	Yes	Music 	Yes	No
Maths 	Yes	Yes	Visual Arts 	No	Yes
Science 	Yes	Yes	Language 	No	Yes
HSIE 	Yes	Yes	Sport 	Yes	Yes
PDHPE 	Yes	Yes	GROW (Wellbeing/HPGE) 	Yes	Yes
TAS 	Yes	Yes	Learning for Change Curriculum 	Yes	Yes

A unique feature of the GHHS curriculum will be a 4-hour per week integrated curriculum (Learning for Change) and weekly GROW lesson. The GROW lesson will focus on an explicit socio-emotional learning (SEL) curriculum and enrich student learning through the intellectual, creative, physical, and SEL High Potential Gifted Education (HPGE) domains.

Our Learning for Change curriculum approach expands and enriches students' skills by connecting learning across disciplines, fostering creativity, critical thinking, and real-world problem-solving. These skills are explicitly taught to students through our Growth approach to Learning Dispositions. You can find additional information here ([Learning for Change Curriculum](#), [Learning Dispositions](#)).



# GHHS Growth Learning Dispositions

The Executive staff have created our very own Growth Learning Dispositions, which is the framework through which we want to develop essential skills like critical thinking, ethical understanding, and personal responsibility in students.

Our learning dispositions—*Awareness, Point of View, Perspective, Agency, and Empowerment*— purposefully integrate ACARA's General Capabilities into the curriculum, enabling students to apply these capabilities in real-world contexts and through reflective practice. Students are empowered to build the skills needed to thrive in an ever-changing world.



Awareness



Point of view



Perspective



Agency



Empowerment

What does it look like in student learning?

- **Awareness** of content, self, and others enables students to connect new ideas with prior knowledge, enhancing their ability to engage with and apply learning in diverse contexts.
- **Point of view** helps students recognise how their beliefs, values, and experiences shape their understanding, encouraging them to think critically, reflect, and engage with new information in a deeper way.
- **Perspective** fosters the ability to evaluate ideas critically, allowing students to appreciate diverse viewpoints and challenge their own thinking, leading to a more nuanced understanding of the world around them.
- **Agency** encourages students to make informed choices, set self-directed goals, and take responsibility for their learning, helping them develop the resilience and drive needed to achieve continuous growth.
- **Empowerment** nurtures confident global citizens who advocate for themselves and others, promoting social responsibility and the ability to drive positive change in their communities.



# What will students learn at GHHS in Stage 4 - Year 7 and 8?



- **English** - Students develop skills in reading, writing, speaking, and listening. They study a wide range of texts, including novels, poems, media, and digital content, to explore ideas, cultures, and perspectives. Using interactive tools and resources, students learn to communicate effectively and critically, strengthening their ability to express themselves clearly and confidently. Students develop creativity, critical thinking, and a deeper understanding of how language shapes the world.



- **Mathematics** - Students will explore the basics of number, algebra, geometry, and data. They will build a strong foundation in mathematical reasoning, learning to apply their skills to solve problems in everyday life. Students will work with numbers, shapes, and measurements, developing strategies for critical thinking and problem-solving. This will help them become confident, independent thinkers, ready to tackle more complex mathematical concepts as they progress through high school.



- **Science** - Students will investigate the world around them through experiments and hands-on learning. They will study topics such as Biology, Chemistry, Physics, and Earth Science, using the science laboratory to explore scientific concepts through inquiry-based activities. Students will learn how to conduct experiments, collect and analyse data, and draw conclusions. They will also understand how science helps us solve real-world problems, from health to the environment, and appreciate its role in shaping our future.



- **HSIE** - Students study History and Geography. They explore the past, understanding how societies have developed and how global events shape our world today. Using digital tools and interactive lessons, students gain skills to research, analyse, and critically think about social, political, and environmental issues. With a focus on real-world contexts, they understand their role in society and develop the ability to engage with the world thoughtfully and informedly.

# What will students learn at GHHS in Stage 4 - Year 7 and 8?



- **TAS** - Students engage in hands-on learning in Design, Construction, and Food Technology. Using our technology workshop and kitchen, they design and build projects, explore new technologies, and develop practical skills. They learn how technology solves problems and improves lives, while gaining confidence to create and innovate. Through collaborative projects, students develop problem-solving, critical thinking, and technical skills, preparing them for advanced technology courses in the future.



- **Creative Arts** - Students begin their journey in our art studio and music room. They will explore different forms of creative expression, experimenting with various media, instruments, and performance techniques. Students learn how to communicate ideas through their art and reflect on the work of others. These subjects encourage creativity, self-expression, and confidence, helping students discover their artistic passions and talents while developing a deeper appreciation for the arts.



- **Languages** - Students will start learning a second language and explore new cultures. They will develop skills in speaking, listening, reading, and writing in their chosen language while discovering how language connects us to people around the world. Using interactive language tools and engaging activities, students will build their vocabulary and grammar, enabling them to communicate effectively. Studying another language will help students understand the world from a different perspective and open up opportunities for further study.



- **PDHPE** - Students focus on building healthy habits, both physically and mentally. They engage in physical activities in the GrHPS hall and outdoor sports facilities to improve fitness, coordination, and teamwork. Students also learn about nutrition, mental health, and positive relationships. The curriculum equips them with knowledge and skills to make healthy choices and take responsibility for their wellbeing, fostering resilience, confidence, and a strong sense of self.

# What will students learn at GHHS in Stage 4 - Year 7 and 8?



- **Learning for Change** - A key feature of our Learning for Change Integrated Curriculum model is the United Nations 17 Sustainable Development Goals (SDGs), fostering global awareness and responsibility. Through real-world projects and cross-disciplinary learning, students explore key issues like sustainability, equality, and innovation, developing the knowledge and skills to contribute positively to their communities and the wider world. In 2025, the Learning for Change units of work include: The World Around Us, In My Homeland, Changes Over Time (STEM Unit), and Healthy Communities. Information on the SDG's can be found at: <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>



- **GROW** - GROW or *Getting Ready Our Way* is a weekly co-curricular program designed to equip students with the skills and resilience to thrive in an evolving world. Underpinned by the GRIT core values, and growth mindset learning principles, students engage in a structured Wellbeing program and develop capabilities within the HPGE domains - creative, intellectual, physical, and social-emotional.

# An introduction to our Learning, Inclusion, and Wellbeing Framework

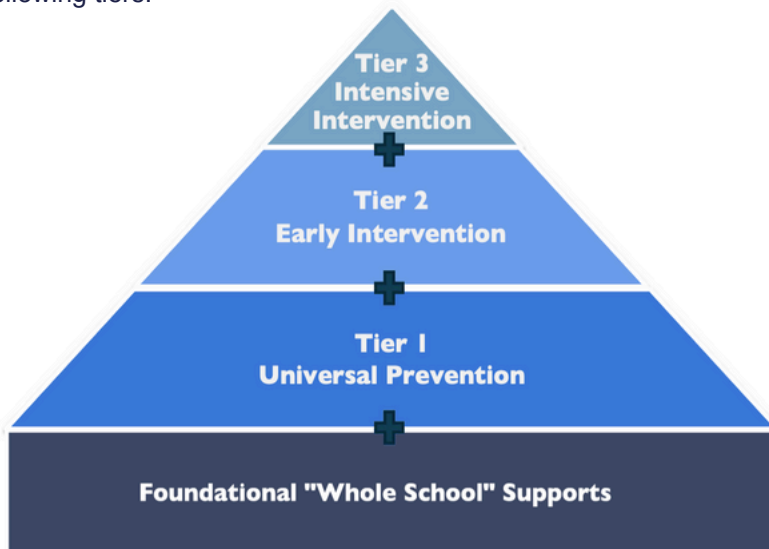
**Our Learning, Inclusion, and Wellbeing (LIW) framework seeks to create learning environments that enable students to be healthy, happy, engaged, and successful.**

Informed by the [Alice Springs \(Mparntwe\) Education Declaration \(2019\)](#), [Our Plan for Public Education \(2024\)](#), the state ([NSW Wellbeing Framework for School \(2017\)](#)), and federal ([Australian Student Wellbeing Framework \(2018\)](#)) social and emotional learning frameworks.

We acknowledge that students may require different types of intervention, delivered in different ways, to best meet their needs. At GHHS, we apply a Multi-Tiered System of Support (MTSS), underpinned by the [School Excellence Framework – Version 3](#) and [The care continuum](#).

## Our Multi-Tiered System of Support (MTSS)

Support is provided for students across the care continuum. There are different entry points for each student depending on their level of need. An intervention can begin at prevention or at any other point across the continuum. The care continuum is designed to be used in both directions where it is relevant to the needs of the student or class. Some strategies may span across the continuum. At GHHS, we triage our support across the following tiers:



# An introduction to our Learning, Inclusion, and Wellbeing Framework



## **TIER 1 (Universal Support) – Whole school/all students**

Interventions are universal in design and provide a foundational framework for student support. Tier 1 supports the whole school community and involves all students and staff. Parents/carers and community members are proactively informed via school communications, and they are provided with the opportunity to engage in authentic decision making. Approximately 80% of students never need to move beyond Tier 1 in interventions and support.

Examples include:

- Positive Behaviour for Learning (PB4L) program - campaigns, merit system
- Celebratory wellbeing calendar events - R U OK? Day, National Day of Action against Bullying, White Ribbon Day, as examples
- Aboriginal cultural initiatives - NAIDOC week, National Sorry Day, Reconciliation Week, as examples

## **TIER 2 (Early Intervention) – Targeted support for some students**

Tier 2 support is for roughly 15% of students who struggle with the Tier 1 interventions. The MTSS LIW framework intentionally identifies and engages the school's LIW team to provide more coordinated supports. Efforts focus on the underlying issues that may be impacting on learning, attendance, wellbeing, and engagement. Examples include:

- Learning support – small group literacy and numeracy tuition, Personalised Learning and Support Plan (PLaSP)
- Wellbeing support – Year Advisor, School Psychologist, small group programs
- Attendance support – small group planning, partial attendance planning
- Support for Aboriginal students (e.g. Personalised Learning Pathways)

## **TIER 3 (Intensive Intervention) – Individualised planning/ multidisciplinary care**

Support for students who do not respond to Tier 2 supports or those the LIW team identify as needing immediate and intensive high level support. The LIW seeks external supports, broadening the team to include relevant professional support staff, which may include Department of Education School Services staff (Team Around a School), external providers or relevant staff from interagency partners including NSW Health, Police, and DCJ. Tier 3 interventions are designed to reduce severity of ongoing concerns. Examples include:

- Child protection concerns that are significantly impacting students
- Overall student attendance that is below 50%

# Supporting Student Wellbeing

## Gledswood Hills High School considers student wellbeing and safety as one of our utmost priorities.

The wellbeing of students is enhanced and their learning outcomes optimised when they feel connected to others and experience safe and trusting relationships. Students who feel connected, safe, and secure are more likely to be active participants in their learning and to achieve better physical, emotional, social, and educational outcomes.

At GHHS, the Learning, Inclusion, and Wellbeing team oversees student wellbeing. Their role is to:

- support the wellbeing needs of students, focusing on seeking solutions to wellbeing issues, both general and for individual students
- communicate with parents, where applicable, regarding wellbeing issues
- refer wellbeing needs to specialist services or agencies, where appropriate
- coordinate activities and implement programs to support the wellbeing needs of students, aligned to the school's GRIT values and GROW program



# Supporting Student Wellbeing

## School Counselling Team

School counsellors and school psychologists are employed by the NSW DoE to assist students with a variety of educational, social, and emotional issues. They provide a variety of services, including individual psychological assessment, counselling, educational assessments, and assistance for students with additional needs. At GHHS, the school psychologist is Zareen O'Keefe. Please contact the school if you would like to speak to Zareen.

## Seeking Help

During school hours, the LIW Team monitors Student Self-Care and Student Safety referrals. A Department of Education log-in is required to complete the referral. (Note: Referral forms are still in draft and will become live when students begin in 2025).

- The **Student Self-Care referral** can be completed if there are issues at school or outside of school that are impacting students. Examples include: mental health, online issues, safety issues, sleep concerns.
- The **Student Safety referral** can be completed if you are reporting a safety issue involving another student(s) (e.g. peer conflict, physical aggression, bullying, racism, social media).

Outside of school hours and if an emergency, call 000. Otherwise, the following support services can provide immediate and free online and over the phone support for children and young people:







**The NSW Department of Education Student behaviour policy states that schools will develop behaviour support and management plans that include anti-bullying strategies and prioritise learning continuity for students.**

It is important to note that behaviours of concern apply to student behaviour that occurs: at school, on the way to and from school, on school-endorsed activities that are off-site, outside school hours and off school premises where there is a clear and close connection between the school and students' conduct; when using social media, mobile devices and/or other technology involving another student or staff member, where there is a clear and close connection between the school and students' conduct.

Our *School Behaviour Support and Management Plan* is part of our Learning, Inclusion, and Wellbeing framework. It can be found on the school website and outlines GHHS's structured and proactive approach to managing serious behaviours of concern, prioritising the safety, and wellbeing of all students and staff. Our response process for serious behaviours of concern, including students who display bullying behaviour, includes the following steps:

1. **Incident management**, reflective of the NSW DoE's Suspension and expulsion procedures. For serious behaviours of concern, outcomes may include: formal caution to suspend, suspension, or expulsion.
2. **Communication with key stakeholders**, including parents/carers
3. **Intervention and support**, focusing on: analysis of needs, coordination of interventions of support. Interventions may include: individual student support planning, conducting a Functional Behavioural Assessment to understand the underlying causes of the behaviour and inform the development of an individualised Behaviour Intervention Support Plan (BISP), student participation in restorative practice conferences to address the impact of the behaviour, repair harm, and develop strategies for future positive behaviour. Students may be referred to our school psychologist and/or an External Agency, and GHHS may contact DoE supports including Team Around a School, Complex Cases, or Health & Safety for further advice.
4. **Review and follow up**, maintaining contact with parents/carers, and adjusting the BISP as necessary.

We encourage students and parents/carers to work in partnership with us and raise any concerns they may have.



# Gledswood GRIT Merit System



## Our Positive Merit System celebrates and encourages the outstanding contributions and efforts of our students.

Students will be awarded points through participation in all aspects of school life. GRIT points may be earned when students display core values (Growth, Respect, Integrity, Teamwork). They may also receive points for academics, positive attendance, extracurricular participation, and school representation.

Points can be viewed by students and parents/carers on the [Compass Portal](#).

These points accumulate and contribute to a student's individual merit level (shown below) and the GHHS House Championship that will be awarded bi-annually. Additionally, special "Reward Activities" are held throughout the year for students reaching set levels.

The school will also celebrate semester Growth Awards which sees two students across all classes and subjects awarded for efforts in academics. There will also be an Academic Presentation Event annually.

50

- **50 points = Bronze Award.** This is a certificate awarded to students during an assembly.

100

- **100 points = Silver Award.** This is a certificate awarded to students during an assembly.

200

- **200 points = Gold Award.** This is a certificate awarded to students during our Growth Awards that are held each semester.

300

- **300 points = Platinum Award.** This is a medallion awarded during the academic award presentation.



# GLEDSWOOD HILLS HIGH SCHOOL



## Part 3- Getting to Know GHHS (Operational)

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# Meet the Staff



GLEDSDOOD HILLS  
HIGH SCHOOL

**Our staff are dedicated professionals committed to supporting every student's success.**

We are busy recruiting our teaching and non-teaching staff for day one, 2025. If you would like to speak to one of our staff, please contact us to make an appointment. Our school administrative staff can answer inquiries or direct you to the appropriate staff member for help.

Our current staff are identified below:

## SENIOR EXECUTIVE



**BELINDA GIUDICE**

Principal



**ALEXANDER JUDGE**

Deputy Principal

## EXECUTIVE



**RHIANNON HALL**

Head Teacher  
English



**JOSHUA CURTAIN**

Head Teacher  
Mathematics



**FRAN HALLOWAY**

Head Teacher  
Secondary Studies



**TAMMY SO**

Head Teacher  
Secondary Studies

## ADMINISTRATION



**WENDY DREDGE**

School Administration Manager



**JENNIFER RARE**

School Administration Officer

# Connect with Us!



**We welcome opportunities to partner with you and to discuss your child's learning throughout the year. We encourage you to contact the school if you wish to discuss their progress and learning goals.**

We aim for our communication to be polite, timely, transparent, honest, and mutually respectful. We invite you to explore the DoE [School Community Charter](#). To answer questions or to discuss your child's learning, please contact the school office directly via the following channels:

- Email: [Gledswoodhill-h.school@det.nsw.edu.au](mailto:Gledswoodhill-h.school@det.nsw.edu.au)
- Phone: 02 4645 2800.

## Compass (School Management System)



GHHS will utilise Compass as our School Management System (SMS) in 2025. Parents will be able to download the Compass Parent App at <https://schools.compass.education/> and in 2025, communicate with the school, keep track of student attendance, positive GRIT merit points and other important school information. Early in 2025, we will host a Parent Information session on how you can use Compass to support your child's education.

## Social media

Keep up to date and follow our social media accounts at:



**GHHS School Website:** <https://gledswoodhills-h.schools.nsw.gov.au/>



**Facebook:** [facebook.com/GledswoodHillsHighSchool](https://facebook.com/GledswoodHillsHighSchool)



**Instagram:** [instagram.com/Gledswood\\_Hills\\_High\\_School](https://instagram.com/Gledswood_Hills_High_School)

School staff may not respond to comments on Facebook and Instagram. Please use Compass or email the school at [Gledswoodhill-h.school@det.nsw.edu.au](mailto:Gledswoodhill-h.school@det.nsw.edu.au) if you have any questions on school events.

# Student use of mobile phones in NSW public schools

We support the restrictions of mobile phone use during school hours and whilst at school by students in accordance with the NSW Department of Education: Students' Use of Mobile Phones in Schools policy.

GHHS has elected to use the *Phones stored in school office approach*, which is a supported approach by the NSW DoE. Main points of note:



- Phones are brought to school by students at their own risk.
- Student mobile phones will be collected by a staff member every morning and placed in the front office.
- If a student arrives late to school, they are to hand in their phone whilst they are signing in.
- If a student does not hand their phone in and it is seen during class or break time, the phone will be handed into the front office, and there will be follow-up with the student by a Head Teacher.
- Parent/carers will be notified if there are repeated breaches of this procedure. This may include the need to come and collect their child's phone and discuss strategies of support with key staff.

## Parent contact during school hours

Parents can contact the school during school hours on 02 4645 2800 and a message can be passed on to their child.

## Mobile phone exemption

We understand there may be students who have a medical, wellbeing, or learning need that will require them to access a mobile phone. Parents/carers are requested to contact the school and make an appointment with a representative of the school's LIW team. A staff member will meet with the student and their parent(s)/carer(s) to determine any additional adjustments to further support the student.

For additional information, please refer to our student use of mobile phones in school's procedure.

# Attendance

## Regular school attendance is critical to the educational success and wellbeing of every student.

In alignment with the [School Attendance Policy](#), schools share a responsibility with parents and carers to support students attending school every day. Parents/carers can help foster positive attendance habits by:

- helping their child learn the importance of punctuality and routine
- ensuring their child arrives on time from the start of the school day, ready to participate in learning
- reducing disruption to learning, where possible, by planning any necessary appointments outside of school time
- promptly communicating any absence to the school (within 7 days of the first day of any absence)
- working with the school to encourage and support regular attendance

GHHS Attendance expectations:

- Students arriving after the official start time of 9.10am must report to the front office to sign in. The time of arrival will be recorded in the school's attendance system (Compass) and students will be issued a Late Slip.
- Where possible, parents/carers must advise the school if there is a reason their child needs to arrive late or leave early. This can be done via a phone call to the school (4645 2800), Compass LMS (Parent Portal), or the school email.
- Students leaving early must sign out at the front office. Students will receive an Early Leavers pass via Compass. The reason for the early departure will be recorded. We encourage parents to pick up their child.
- If your child's attendance is a concern, our Learning, Inclusion, and Wellbeing Team will partner with you and your child to set goals to improve attendance. The team may also involve the Department's Home School Liaison Officer and other allied health professionals, if necessary.



# Uniform

## Our school uniform fosters pride, unity, and a sense of belonging among students.

The Department's Uniform procedures supports equality by reducing competition related to clothing and ensuring students represent the school positively in the wider community.

GHHS School Uniform Expectations:

- All students must wear the correct school uniform daily. This includes during the school day and whilst travelling to and from school. All uniform is to be worn as designed, and not altered in any way.
- Hoodies or other jumpers that are not identified as school uniform, are NOT permitted to be worn. Students are welcome to 'layer up' with the approved uniform options.
- Navy crew socks are to be worn. These can be substituted for navy tights if the pleated skirt is being worn. Tights of any description cannot be worn on their own, or under student's shorts (school uniform or sports uniform). Long pants options are available.
- Enclosed leather shoes are required for safety and compliance with departmental policies. Refer to the [Footwear Guidelines for NSW Government Schools](#). At GHHS, it is expected that students wear black leather shoes.
- For sports uniform, shoes must provide adequate support, grip, and protection to meet WHS compliance. Predominantly black or white sports shoes are preferred.

[Ranier Schoolwear](#) is our uniform supplier. Uniform can be purchased from the Narellan store. Ranier details: 4647 8942 (phone) and [narellan@ranier.com.au](mailto:narellan@ranier.com.au)

For additional information on Out of Uniform procedures, refer to the GHHS Uniform Procedure. If financial assistance is needed, please contact the school.



# First Aid, Injury, and Illness

**All of our staff are trained in First Aid and Injury Management. This includes CPR, anaphylaxis, and e-Emergency Care.**

- If a student is involved in an accident or injury at school, the child will be assessed and minor first aid will be applied, if applicable. This usually occurs in the School Clinic (sick bay) by a certified First Aid officer at the school.
- All teachers have a kit for minor injuries. The school also has dedicated first aid kits in the front office, common staff room, the kitchen and timber workshop, and science laboratory. There are EpiPens for anaphylaxis in the front office and kitchen.
- Should the injury be considered serious and require further medical attention, then the school will make every effort to contact parents/carers before treatment is obtained. Where immediate medical attention is required, or where a parent/carer cannot be immediately contacted, then medical or ambulance attention will be obtained, and every effort will be continued to contact parents.
- If a student is transported to hospital via ambulance and a parent/carer has been unable to attend the school, there is no requirement for a staff member to travel with the student to hospital in the absence of a parent or carer. This is because NSW Health takes over the duty of care.
- The [NSW Ambulance Schools and Group Cover Scheme 2024](#) (ASGCS) is an insurance policy that provides coverage for emergency ambulance services to NSW public school students attending approved, fully supervised school activities. The ASGCS is in place to make sure that any student who has a medical emergency and requires an ambulance while at school or on an organised school excursion or activity will receive this service at no expense to the school or parents.

## PLEASE KEEP YOUR CONTACT DETAILS UP TO DATE:

- It is important that parents/carers can be contacted in cases of emergency. If places of work or telephone numbers are changed, please notify the school of the change so that records can be kept up to date.
- Emergency contacts may be called in cases of emergency if parents/carers cannot be contacted.





# Canteen

**Whilst on the temporary site, students can access the canteen of Gregory Hills Public School during their allocated break times.**

The current canteen facilities are run by Fresh Start Canteens. When the school opens in 2025, we will upload a menu on the school website and provide detailed information on how food can be ordered and purchased.



## Student Transport

The NSW DoE School Infrastructure Team is working with Ason Group, who are responsible for the coordination of the School Traffic Program. They have conducted a traffic survey for the future high school students and staff which will inform next steps. We will communicate next steps once we are informed.

The School Student Transport Scheme (SSTS) gives eligible school students free or subsidised travel between home and school on NSW Public Transport. Eligibility relies on:

- living more than 2.0km in a straight distance from home
- walking distance from home to school is 2.9km or further

If you don't qualify for free travel to and from school, you may be eligible to purchase a School Term Bus Pass. More information can be found at:

<https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

At present, students are welcome to catch the public bus. It will depart and stop at Gregory Hills Shopping Village. Trip planner information can be accessed at: <https://transportnsw.info/trip#/trip>

# Bell Times

## Arriving on time is vital for a successful start to the school day.

Our gate at Long Reef Circuit will open for the school community at 8.40am each day. This is 30 minutes before the school day officially begins. A summary of our Bell Times is below:

Period	Time
Period 1	9:10am - 10:15am
Period 2	10:15am - 11:15am
Recess	11:15am - 11:45am
Period 3	11:45am - 12:50pm
Period 4	12:50pm - 1:50pm
Lunch	1:50pm - 2:20pm
Period 5	2:20pm - 3:20pm



There are planned movement breaks between each period of learning. Research has shown this helps students recharge, improve focus, and supports overall wellbeing, enhancing their ability to learn effectively throughout the day.

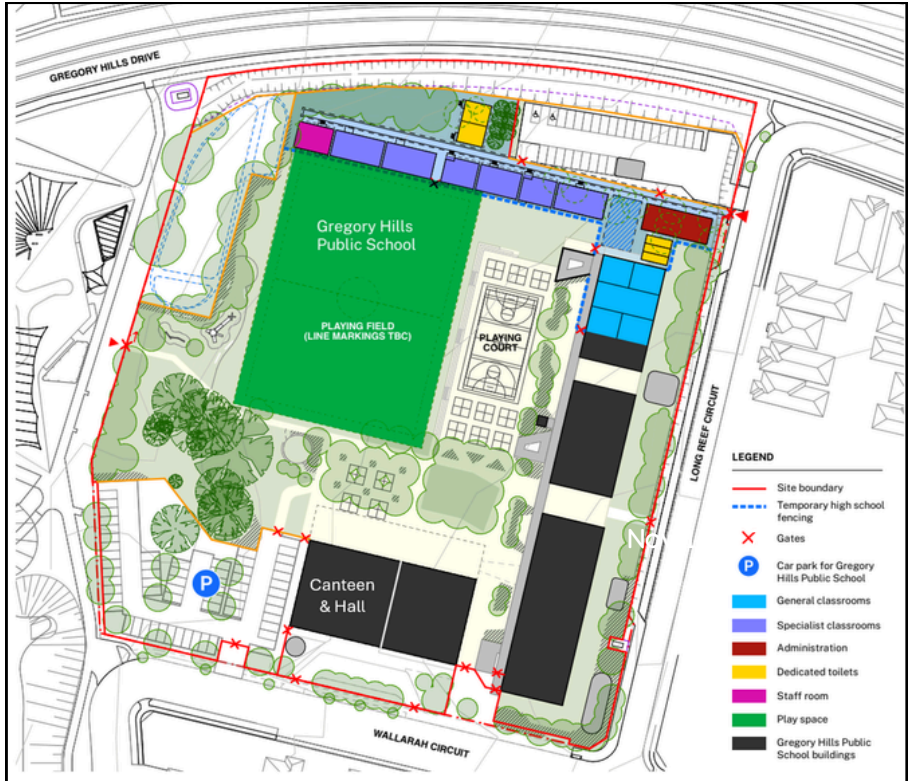
# School Map



GLEDSDOOD HILLS  
HIGH SCHOOL

## Our entrance is via Long Reef Circuit, Gregory Hills.

Block B of Gregory Hills Public School has been repurposed for Gledswood Hills High School. The ground floor will host core curriculum classes, whilst the first floor will host the Library and Learning and Wellbeing Hub. Specialist classrooms include a science laboratory, timber and metal workshops, a kitchen, and dedicated spaces for music and visual arts.





**GLEDSWOOD HILLS**  
HIGH SCHOOL

**Proudly supporting local  
public education for  
Gledswood Hills and  
Gregory Hills**