



Primary School
Parent
Handbook

Dale Christian School

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Our Vision

At Dale Christian School we offer affordable, Christ-centred education as we strive to equip our students with skills and strong values that encourage them to pursue excellence in all areas. We encourage, educate and equip students for lives of faithful service under the Lordship of Jesus Christ.

Our Mission

Every student who attends Dale Christian School will clearly hear the claims of Christ over their lives through management, curriculum and teaching practices and see the love of God at work in the school community.

Core Values

Glorifying God	Co-operation
Honouring God's Word	Truth
Desiring Wisdom	Discernment
Obedience and Respect	Stewardship and Responsibility
Love	Pursuing Excellence
Creativity	Justice and Mercy

Our Shared Responsibilities

Dale Christian School is a complex interconnection of relationships built together for the ultimate benefit of students. This involves shared responsibilities and relationships between parents, teachers, administrative staff, students and the church community. This also involves friends and the broader community. The key foundations of our community are a biblical approach that encourages and nurtures clarity, integrity and mutual support.

In the complexity of this community there will be opportunity for misunderstanding or disagreement. In such circumstances we encourage members of the community to speak directly to the person this involves. If this fails to bring resolution, then the inclusion of other members of the community or church, empowered to positively solve the issue is encouraged. (*Matthew Chapter 18*).

In this context, members of our community should be aware of our shared responsibility to protect and encourage one another so together we build harmonious and positive relationships and reputations.

In choosing the method of communication, it is important to consider the effect on the recipient and the opportunity that they have for response to the communication. It is particularly important to avoid expressing in a public forum such as Facebook, Twitter or email, matters that are more appropriately resolved privately and discretely.

Some handy hints:

- Do not act quickly if you are angry. Give a considered response when you are calmer.
- Anything posted on the internet is in the public domain and becomes out of your control. Please consult the School Principal before uploading any material that identifies the School or individuals that are connected to the School in any way.
- We all make mistakes and it helps to be forgiving when others make mistakes. Some scriptures that are helpful on these matters include:

A soft answer turns away wrath, but a harsh word stirs up anger. Proverbs 15:1 (NKJ)

And be kind to one another, tender-hearted, forgiving one another, just as God in Christ forgave you.

Ephesians 4:32 (NKJ) It's harder to make amends with an offended friend than to capture a fortified city.

Arguments separate friends like a gate locked with iron bars. Proverbs 18:19 (NLT)

Pastoral Care Philosophy

Pastoral Care is a uniquely Christian concept, anchored in the metaphor that describes God's relationship to us. *"The Lord is my Shepherd, I shall not want"* (Psalm 23:1) Here the heart of Pastoral Care is revealed in the capacity to meet and sustain a person at their place of individual need and desire.

Shepherds lead, nurture and protect.

This understanding is enriched in the gospel story of the Shepherd of a hundred sheep who notices one missing, and searches until that one is restored to the flock. This reveals the real challenge of pastoral care which is to identify individual needs in the context of the many and provide that which is required to successfully establish each person in a vital relationship with the community.

People need pastoral care, especially in the critical years of their education and development from child through to adulthood. It has been a particular emphasis of our School to provide a vision that will faithfully direct young men and women to embrace godly goals. We work diligently to provide a safe and nurturing community that encourages students to respect themselves and others. We understand that the ability to respond to an individual's educational, social and emotional need should never be lost amongst the press of the ninety-nine. The goal of pastoral care is to provide the framework and encouragement that enables students to recognise and use their abilities with compassion, character and confidence in their community. Dale Christian School recognises that every member of staff is a pastoral carer. Specifically, our Pastoral Care team includes a coordinator, counsellor, Chaplain and Psychologist. All staff members committed to the challenge of providing care and building a community where students can grow and flourish.

Growing a Safe School

The National Safe School Framework incorporates existing good practice and provides an agreed national approach to help schools and communities to address the issues of bullying, harassment, violence, child abuse and neglect.

The Primary School is committed to the essential three elements of these recommendations to promote a healthy school model:

- Curriculum, teaching and learning practices;
- School organisation, policy and ethos; and
- School-home-community links.

'What is your approach to bullying behaviour?' is a commonly asked question in the context of schools. The Primary School has a plain and simple response which is, 'There is a zero tolerance policy to bullying'. Bullying behaviour is not considered a natural part of healthy developing relationships in any context within the School community.

PARENTS

Change of Circumstances and Details

It is essential that we have your current address, telephone and mobile numbers in case of emergency. We also need to be informed of any changes to going home arrangements (this includes children attending After School Care), medical information or family circumstances which may affect your child's behaviour. Therefore, we request all parents advise the Office of any changes to address, home, work, medical or personal details immediately in writing. This can be done via the Dale app, email or the form in reception.

Family Crisis

In the event that a family should experience significant trauma of any sort, the staff would appreciate sufficient information to assist in monitoring students and offering Pastoral Care while at school. Trauma will often have significant impact on student performance and behaviour. Information of a sensitive nature will be kept confidential.

Parent help

We appreciate your help. Parent help on excursions, camps and in class activities is at the discretion of the teacher but for the benefit of all class members. During School events, alcohol is not to be consumed and smoking on School grounds or at School events is not permitted. In all public venues it is expected that adults participating in School activities will demonstrate behaviours in keeping with the School ethos of respect for others and self.

Parent help on excursions

Only a set number of parents will be able to attend. This allows safety and organisation to be well managed. Parents who would like to attend are required to make a note when returning paperwork and they will be notified.

When working with children on school activities, it is your right and responsibility to:

- be engaged in the student's education
- assist the students and support the learning objective of the activity
- feel safe and be treated with respect
- use the language modelled in the classroom and appropriate for the age group of the children
- work under the direction of the teacher
- actively participate in supervision of the children
- encourage and build up the child where ever possible
- offer your full attention to the task - please check with the teacher before bringing young children into the activity with you
- respect the confidentiality of the information you come into contact with regarding children in the class
- be mindful of dietary needs of children at the School
- be aware and act in accordance with the medic alert treatment of children in your care. e.g. no excessive running for some, no rough play for others, heart conditions, no nuts in food.

Communicating with Teaching Staff

1. The school community acknowledges that when in the classroom, the main priority of the teacher is the students in their care. Parents should make an appointment with a teacher at a mutually agreeable time to discuss any matter in detail. Please avoid surprising teachers with unscheduled meetings in the morning. An appointment which enables a teacher to be prepared will contribute to a favourable outcome for all.
2. You are welcome to make an appointment to see the Pastoral Care Team or key teacher to discuss concerns or to pass on encouragement. In most instances the classroom teacher will also contribute to this meeting. For information or issues related to specialist areas such as Sport, Music, Art or LOTE, an appointment can be made with the teacher or through Administration.

3. If you have met with the key staff members and have ongoing concerns or questions, an appointment can be made through Reception to see the Principal or the Pastoral Care team. The Principal may be contacted through the School Reception. A written account of these meetings will be taken.

Parent Involvement

We happily welcome all parents, grandparents and family friends to participate in our daily program. If you are not a parent and would like to be involved for more than five days a year, you will require a WWCC (Working with Children check). Enquiries may be directed to www.workingwithchildren.wa.gov.au or your local Post Office. Volunteering is an invaluable time to share in your child's world. Parents are encouraged to become involved by undertaking tasks that may include preparing and collecting collage materials, sewing, playing a musical instrument, sharing vocational expertise and participating in the program. Parents can provide us with valuable support by placing their name on the class roster.

Please read the Newsletter, calendars, parent notes and term planners, as most dates are set well in advance. These notes are an important tool of communication for the whole School. We welcome families to our assemblies and other special functions held throughout the year. We would encourage you to be involved at any available opportunity.

Visitors and Volunteers

At Dale Christian School we require volunteer help in many areas. We welcome and value this assistance from the wider School community.

- All visitors to Dale Christian School must report to Reception to obtain a visitor's badge before entering the School grounds.
- Volunteers assist and support School staff in the areas of camps, sport carnivals, excursions, the Canteen, the Uniform Shop and the Library.
- In all cases, volunteers operate under the direction of qualified School staff.
- In general, the minimum age for volunteers is 18 years.
- In general, volunteers who work directly with students will be required to be practising Christians.
- All volunteers including parents at overnight camps are required to complete a WWCC (Working With Children check).
- From 1 January 2008, volunteers working with 13 to 17 year-old students require a WWCC check except where the volunteer is under 18 years of age or if they are a parent volunteer (must have WWCC for overnight camps).

Student Services

The role of Student Services is administrative and will act as an interface between students, parents and the School for 'housekeeping' matters.

Student Services can be contacted to:

- retrieve confiscated items (for example, mobile phones). Parents must attend in person to retrieve confiscated items
- retrieve lost property
- obtain late notes
- sign students in and out of the School for appointments
- Present medication for your child's needs
- obtain copies of forms and letters given during class
- update medical and contact details
- absentee notification.

If students are unwell, they may be collected from Student Services. Student Services is designed as a service to all students and families in the School. All visitors to Reception or Student Services have a responsibility, however, to ensure that they demonstrate courtesy and respect toward the staff manning the desk.

Arrival at School

Students are expected to come directly to the School, arriving no earlier than 8:00am and no later than 8:30am, as supervision by staff commences at 8:00am. Students who arrive at School after 8:30am must sign in at Student Services on arrival and may be required to provide a written explanation.

Students arriving late will be issued with a late note. Having arrived at the School, students should stay at the School. Any legitimate early departure must be registered at Student Services and verified by a parent note before the event.

Bringing and Collecting Children

- Kindy and PP Children are to be brought to and collected from their class by an adult.
- Kindy and PP Children can only be left at their class when a staff member is in attendance.
- Written authorisation to the teacher in charge is required if anyone other than parents or a guardian is bringing or collecting your child.
- If anyone other than the usual parent is collecting your child, please tell your child prior to the commencement of the day.
- If your child is upset and you decide to stay, you are very welcome. Once you plan to leave, be decisive and do not linger. A quick kiss and hug 'goodbye' is appropriate. If your child does not settle, we will call to let you know.

Visiting Classrooms

Parents are not allowed to randomly visit classrooms unannounced during the school day. If a parent needs to forward a message to their child, please go through Student Services. If a parent is assisting in a Primary School classroom, they are asked to sign in through Reception and wear a visitor's pass prior to entering. Please remember to always knock and wait before entering classrooms.

Class Times Kindergarten to Year 6

8:30am Devotions and roll

8.40am Lesson 1 – Literacy Block

9.30am Lesson 2

10:20am Recess

10:40am Lesson 3

11:30am Lesson 4

12:20pm Lunch

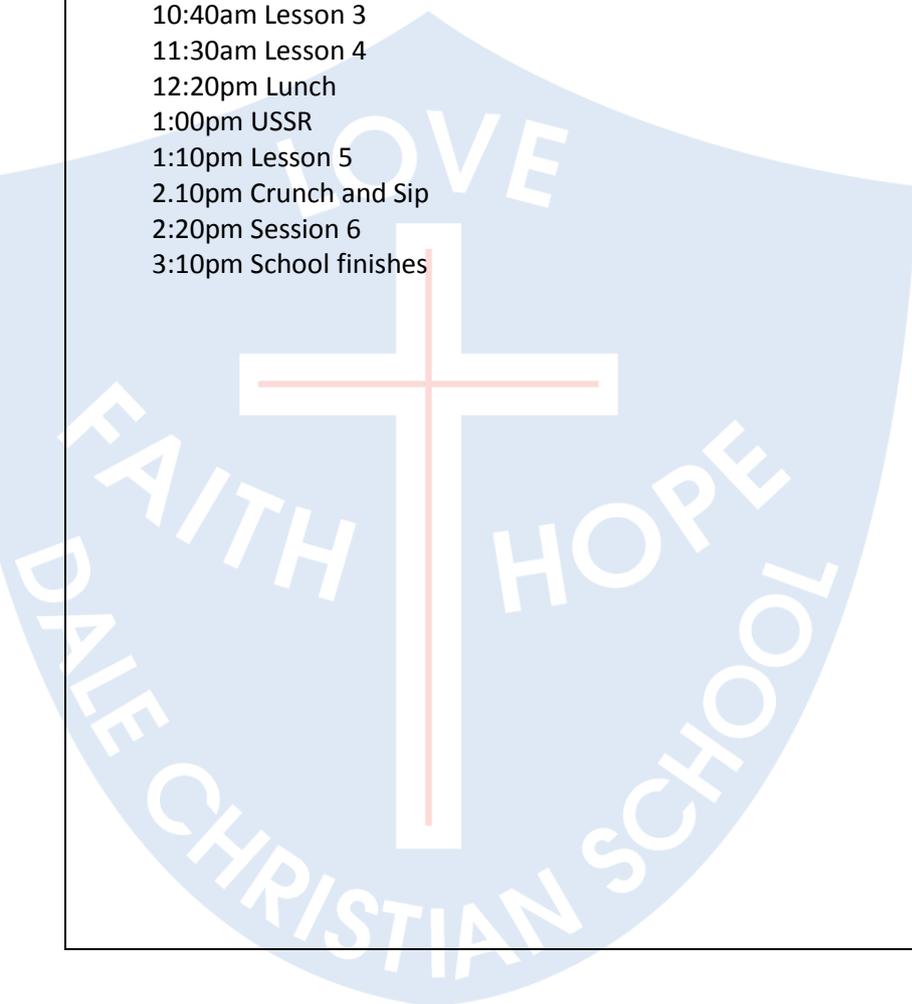
1:00pm USSR

1:10pm Lesson 5

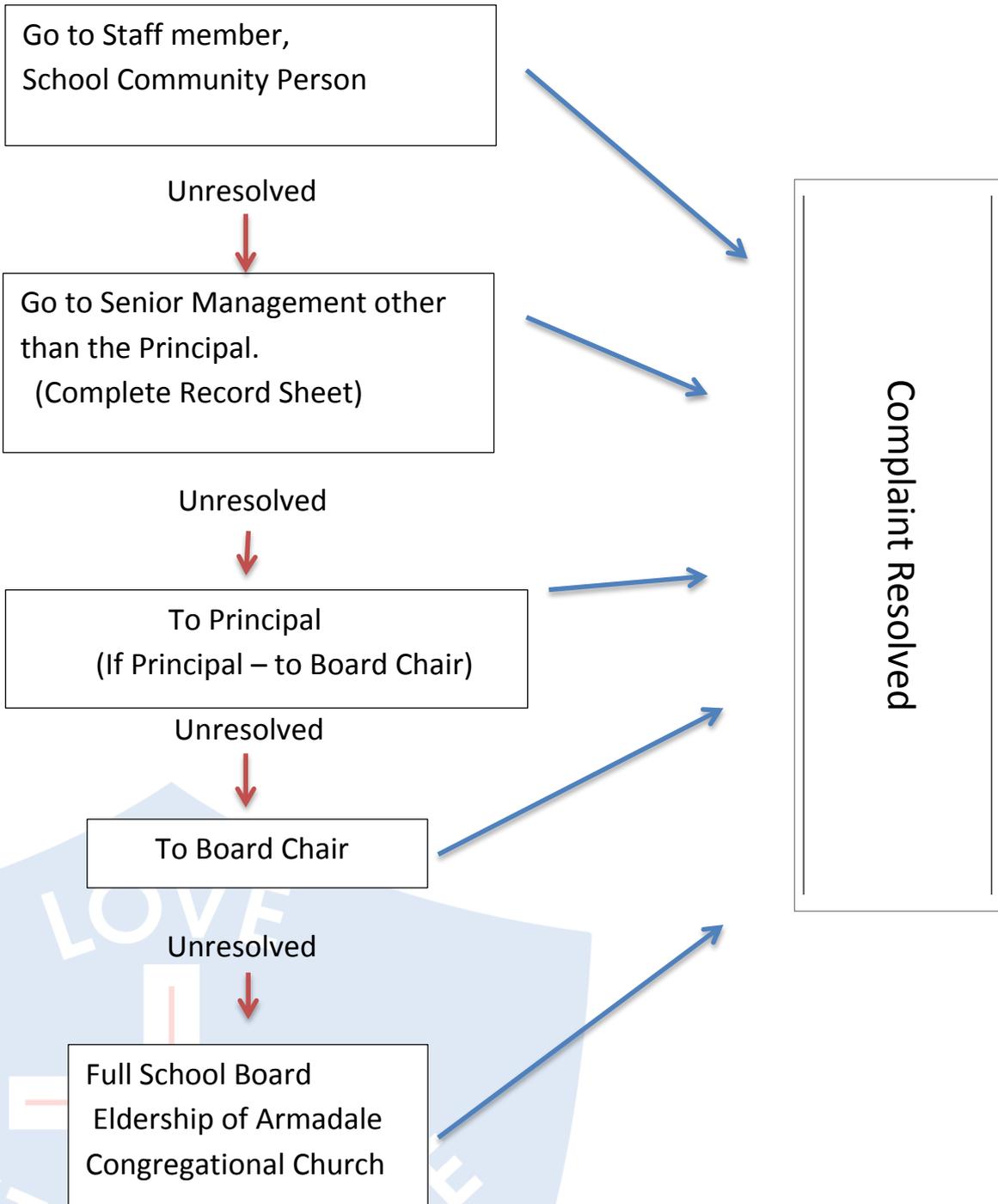
2.10pm Crunch and Sip

2:20pm Session 6

3:10pm School finishes



COMPLAINT PROCEDURE



In rare circumstances an independent arbitrator from CSA may be consulted.

CHILDREN

Absentee procedures

There are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the grounds for any purpose during the School day without special leave from the Principal, or from those to whom he/she delegates his/her authority, and must sign the leave book on departure and return.

When a student is absent, the School must be notified by 8:30am on the morning of the absence. This can be done by the Dale app, email to studentservices@dalecs.wa.edu.au, an sms sent to 0400 000 767 or calling student services on 9497 1444. Please ensure we have the students name and the reason they are absent.

Except in the case of illness, a student must be in attendance on all days on which the School is open, unless leave has been granted by the Principal. This responsibility includes sports carnivals, excursions, camps and evening functions essential to the School program. It is important to realise that any interruption may disadvantage a student's academic progress, particularly in Years 11 and 12.

Government funding for all students is based upon an audit process that requires individual students to attend more than 90% of the School program. The program includes regular school days, compulsory sport carnivals, camps and excursions. Parents are required to inform the School of every absence and provide reasonable explanations for the absence. The following examples are not accepted by the government as a reasonable excuse for absence:

- Participating in a holiday the duration of which will be more than one whole week of the school term.
- Undertaking leisure/recreational activities during school hours (ie. shopping, camping, fishing, visiting friends).

Please keep in mind that this applies to a total of 10% or more absences which might be accumulated throughout the year.

In order to take students out of the School program during term time, parents are required to formally apply to the Principal in writing. Requests should be made with due consideration of time required for the supply of educational programs to the student should permission be granted.

If a student does not receive funding due to unreasonable absences, parents may be liable to the School for the lost funding which equates to the same fees as a full fee paying overseas student.

Assemblies

Primary School Assemblies are held each fortnight for Years PP-6 at 2:30pm in the Gymnasium. Classes take it in turn to run and present assemblies. This gives students an opportunity to develop skills in public speaking and performing. It is very helpful for students to have a different audience to which they can present. Chapel services take place in the alternate week to whole school assemblies.

Birthdays

Birthdays are important because they are shared with the whole group. Who is the oldest or youngest? How many are in the same month? These are important learning experiences. Parents are welcome to bring in a treat, but not lollies or gifts, on the day closest to the child's birthday. We ask that children's health needs are considered.

If you are arranging a party to celebrate your child's birthday, it would be appreciated if invitations could be posted to the children and not distributed at the School.

Behaviour Management Plan

The School promotes the value of respect. This means encouraging students to respond appropriately to requests from staff in the first instance. Respectful manners have benefits for the student and teacher. These benefits include healthier relationships and a positive learning environment. We ask that all parents engage with us in the process of building resilient and respectful students.

The consequences for inappropriate behaviour will be age and developmentally appropriate, and take into consideration the context of the situation, an individual child's circumstances and their behavioural history. Consequences may include time out or isolation from the group, cleaning up after littering or other community service, detentions, suspensions and exclusion from the School.

Rules, Rewards and Consequences

The policy has three key characteristics. These are the prevention of inappropriate behaviour, the rewarding of positive behaviour, and the acknowledgement and correction of inappropriate behaviour. In this way, the policy addresses rules, rewards, consequences and choices. The rules should be clearly stated and understood by all students; and apply to all Primary School students, whether with a regular, specialist or relief teacher.

Class Behaviour

- Bags are left neatly outside the classroom unless the teacher instructs students to bring them inside.
- Line up outside the classroom in the morning and after each break or upon return from visiting specialist classes.
- Don't interrupt when someone else is talking.
- No fighting or swearing, only language appropriate to demonstrating a respectful attitude.
- No bullying behaviour.
- Students are not permitted to have mobile phones (out or on) during School hours. They need to be handed in at Student Services and collected at the end of the day.
- iPods and electronic games are not to be brought to the School.
- Chewing gum is not acceptable on School grounds or School events at any time.

Outside Behaviours

- Running is not permitted on brick paved areas or under verandahs.
- Students are not permitted in classrooms without a supervising teacher.
- Students are required to sit and eat their food for the first ten minutes of recess and lunch breaks. Students will be supervised by the teacher(s) on duty.
- Food is not to be eaten on the oval.
- Students must only play in areas that have been designated to their year group(s).
- No hat, no play. Students are not permitted to play on grassed areas or other uncovered areas without a School hat.
- No playing on the playground equipment before or after school.

We choose to honour God, respect our environment, others and ourselves.

Staff in the Primary School promote 'First Time Obedience'. This means encouraging students to respond appropriately to requests from staff in the first instance. 'First Time Obedience' has benefits for both the teacher and student – healthier relationships and a productive learning environment. In response, staff will strive for consistency and fairness by explaining the reasons behind the rules.

Affirming Appropriate Behaviour Kindergarten to Year 6

Students will be rewarded for positive behaviour. This may be in the form of verbal praise, certificates and various tokens. Assemblies will continue to acknowledge both the academic achievements and good behavioural standards of select students.

Each term, reward events will be organised for students in acknowledgement of consistent, appropriate behaviour and positive contribution to School life. The School will not commit to rewarding every act of good behaviour as this is the expected standard and may have some students performing purely for reward.

The Primary School recognises the differing developmental stages of students and that concrete rewards such as certificates and vouchers are appropriate in the Primary grades.

Yearly awards presented at the end of the year include effort, citizenship and academic awards and take the form of medallions and certificates. Specialist teachers also hand out awards for Year 1 to Year 6.

Classroom teachers will use the classroom systems of reward and acknowledgement.

Booklists/Stationery

Booklists are given to families and these items must be made available at the start of each term and replaced as the need arises.

Bus Behaviour

It is expected that all students travelling on buses will behave in a courteous and responsible manner at all times. As members of a Christian School, we are witnesses to Christ in the community – all our actions reflect on Him. For their safety, students are expected to take the most direct bus route and the earliest available connection. Students are held accountable to the School for their behaviour while travelling unaccompanied to and from the School.

Similar courtesies are expected on other forms of public transport.

Camps and Excursions

Excursions are part of the School's plan to provide students with a range of learning opportunities and are planned at the discretion of the classroom teacher.

As a general rule, each class may plan one excursion/incursion per semester. An excursion notice informing parents or guardians of specifics will be sent home in the lead-up to the excursion. We will send out a general permission from at the start of the year to cover all activities and the specific details will be communicated to you just prior to the activity.

A bus is usually hired to provide transportation for whole class trips. Teachers will ensure that diligent supervision is maintained throughout the excursion and that behaviour of the children is of a high standard. The ratio of adults to students will be no lower than 1:10. In special cases a higher ratio will be required.

Teachers will ensure that the School's First Aid Kit and a mobile phone are taken on all excursions.

Each year a Year 6 School trip to Sydney and Canberra becomes part of the final Primary School year. This camp is separately funded by parents over and above school fees. Costings are announced a year prior to the event at a parent information evening.

Canteen

The canteen is available for students to use at recess and lunchtime. Parent help is always appreciated. Students are able to purchase a variety of hot and cold foods. An online ordering system has been set up to pre-order food from the canteen.

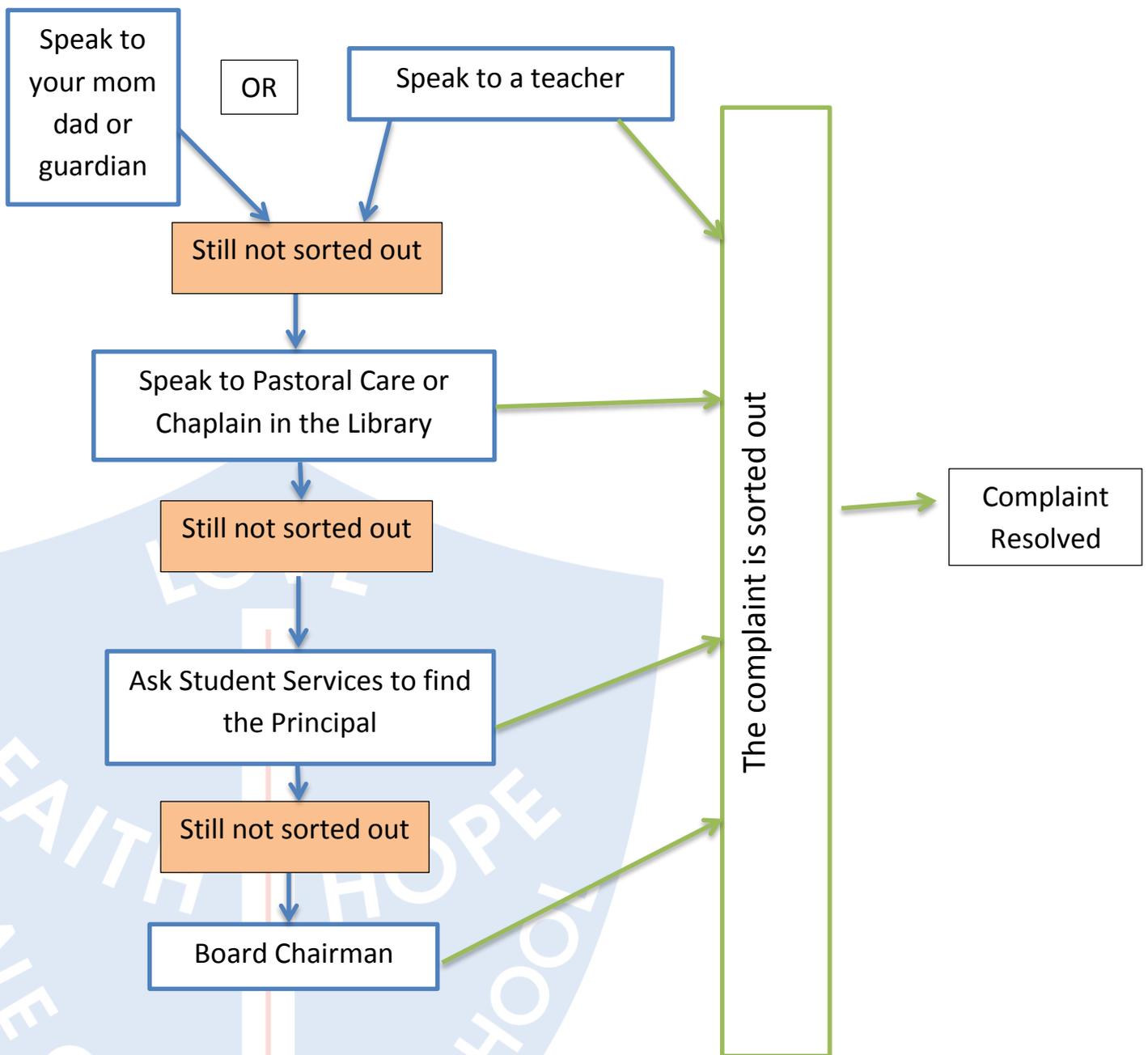
Casual Dress Days – Mufti Days

Casual Dress Days are usually limited to two per year. The purpose of Casual Dress Day is at the discretion of the Principal.

Casual Dress Day guidelines:

- dress is to be modest
- no skin tight clothing, no tight Jeggings, jeans or tights without a skirt over it
- no singlet or halter neck tops or dresses for girls
- no offensive slogans and/or images on any clothing
- no bare midriffs
- no thighs showing (skirts, dresses and shorts to touch the knees)
- a little make-up and jewellery
- closed-in footwear is required
- no earrings for boys
- for Science, Home Economics and Technology, the student's hair is to be tied back, jewellery removed
- normal Physical Education uniform is required for Physical Education classes.

COMPLAINTS PROCESS



In rare circumstances an independent arbitrator from CSA may be consulted

Incursions

In Kindergarten and PP incursions are favoured and children are enriched by programs that visit them in their familiar learning environments.

Incursions are also available to classes throughout the year. A large variety of guests are invited into the School to enrich programs during certain weeks of the year.

Money

Any money sent to the School with students must be in a sealed envelope and clearly marked with your name and destination eg. Jones – School Fees, then handed in at Reception.

Mobile Telephones

Most students own or have access to a mobile telephone. Parents see this as a necessity in terms of safety/security considerations. However, the School's teaching and learning program must be free from the disruption that may be caused by unfettered access to a mobile telephone. Mobile telephones are attractive items and can be stolen or lost. Dale Christian School and staff are not responsible if a student's mobile telephone is stolen or lost. Students must be responsible for the safe keeping of their mobile telephone.

A condition of students bringing a mobile telephone to Dale Christian School is that the mobile telephone must be switched off and not used for any purpose in classrooms during lessons.

Students must also note that it is a criminal offence to use a mobile telephone to menace, harass or offend another person. If a Student uses a mobile telephone in this way it is likely to be referred to the police for action.

The following guidance is also issued to students on mobile telephones:

- If brought to School, the telephone must be secured. The School is not liable if the telephone is lost or stolen.
- Mobile telephones are not to be used for the purposes of bullying other students or disrupting School operations.
- Photographs, videos or audio sound tracks may not be taken nor made from mobile telephones unless given permission by a Teacher.
- Students are not allowed to use their mobile telephones while on the School campus from 8.30am to 3.10pm.
- If students use a mobile telephone for any purpose whilst on-site, teachers will confiscate the mobile telephone and hand it to Student Services. The telephone will be kept in Student Services until the end of the day and can be collected by the Parent only.

Recess / Lunch

Children will be opening their own lunch boxes, so ensure the snaps are easily manipulated. We encourage healthy eating practices and ask for your support in this by not sending lollies, chocolates or chips.

School Property

Defacing or damaging School property of any kind is unacceptable as it belongs collectively to our School community. Any wilful damage should be reported immediately and the cost of damage will be charged to the student or their parents. At all times, School property should be treated with absolute care and respect. Graffiti is not tolerated.

The School is unable to take responsibility for student property that is brought to school. It is the parents' responsibility to ensure that any items that are brought to the School are adequately insured (mobile phones and calculators). The School's Insurance Policy does not cover these items. No student is to interfere or tamper with teachers' or other students' property or equipment under any circumstances.

For this reason, students are discouraged from bringing valuable personal items to the School; however, if considered essential, they should be kept with the student (not left in bags). In exceptional circumstances, if a student needs to bring a considerable amount of money or a particularly valuable item to school, it may be left at either Reception or Student Services.

All personal property (calculators, books, pens etc) should be clearly labelled with the student's surname. iPods, MP3 players or other electronic accessories may not be used during school time or at School events unless a student has received permission from a teacher.

Explosives, guns, knives, razor blades, cigarette lighters, matches, drugs (including tobacco and alcohol) are strictly prohibited.

Personal Toys

Personal toys are not required in Kindergarten or Pre-primary. Children are discouraged from bringing personal belongings unless requested to do so by the teacher. Pre-primary News Days will be assigned by teachers.

Telephone Calls

Students will only be permitted to make or receive phone calls under special circumstances as determined by the School. This must be done at Student Services.

Toileting

To attend the Early Learning Centre your child must be fully toilet trained. Kindergarten to Year 1 children should bring a spare set of clothes in their bag with them each day.

Water Bottles

Children are encouraged to drink water throughout the day. Water bottles are kept in their bags. Drinks with high sugar contents are discouraged. Children should not share their water bottles.

Medical Requirements

Allergies

For the safety and wellbeing of all students, the Primary School has a 'no nut' policy for any product that contains nuts (including Peanut Butter, Muesli Bars and Nutella) and is not to be consumed for recess or lunch. This decision has been made to protect children with allergies. We appreciate your support and adherence to this policy. We are an Allergy Aware School.

Student Illness

Sick students will either be brought to Student Services by the teacher concerned, or a note sent requesting Student Services staff to attend to the student. School staff are not permitted to issue any prescription medication without prior written parental and doctor authorisation forms. Students showing symptoms of sickness should not be sent to school by their parents/guardians. Students suffering from anything contagious such as head lice, school sores, ringworm, chicken pox, measles, mumps or rubella are prohibited from attending the School. Students feeling ill during the day should report to Student Services so that appropriate action can be taken. If students become unfit to attend lessons whilst at the School, arrangements for their return home will be made with parents.

Prescription Requirements

If your child requires staff to administer any medication during School hours, you and your family doctor must complete and sign the relevant medical forms obtained from Student Services. A "Medication Instructions from Prescribing Doctor Form" must accompany the medication that your child is permitted to take. Without this form staff are unable to administer any medication to your child. All medical forms and medications are kept at Student Services. This means that:

- School staff will only give prescribed medication where there is an agreement between you, the School and written instructions from the prescribing doctor. If your child has to have prescribed medication at School, you must complete the relevant forms available from Student Services.
- If a medical condition exists e.g. asthma, allergy bee stings etc where assistance is required in an emergency we will need a “Student Medical Emergency Request Form” completed.

Panadol Administration

If parents want the School Staff to dispense paracetamol (ie Panadol) to their child when they are unwell, they must complete the “Student Medication Instruction from Parent Form”. This only needs to be completed once and will be kept on record for as long as your child attends the School. Parents will be contacted by telephone to verbally authorise the dosage at each administration of paracetamol. A written record will be kept by the School each time paracetamol is dispensed to a student. There are risks associated with the administration of any drug and we will not administer paracetamol if we are unable to contact a parent for confirmation to proceed with a specific dose.

Uniform

The proper wearing of the School Uniform is compulsory from Kindergarten to Year 6. This responsibility is shared with parents and students. At the School we expect that students will at all times, including coming and going from school, dress neatly and according to the compulsory uniform regulations.

- No make-up is allowed including acrylic nails, nail polish, lip gloss and glitter (clear Vaseline is permitted).
- Shirts must be always tucked in (except during physical activity during breaks or sports uniform).
- Skirt or dress length to be touching the floor when kneeling.
- School hats must be worn all year when outside, excluding undercover areas.
- Uniforms of poor repair need to be attended to or replaced promptly.

Children wear aprons during painting activities, but in the event that paint does come home on clothes, please use cold water to wash, as hot water will cause stains. Please write your child’s name clearly on the front of their school bag. This encourages children to be independent and care for their own possessions. It also helps us to locate your child’s bag quickly, as they can become distressed if they can’t find it.

Hairstyles

- Girls with collar length or longer hair must keep it tied back with hair ties, free flowing on shoulders is not appropriate. Only plain navy blue, royal blue, red or white hair ties or bands (a maximum width of 2cm is permitted.)
- Boys hair should not be longer than collar length and no shorter than number 2 clippers.
- Fringes must be above the eyebrows at all times for both boys and girls.
- Hair must be the natural colour. No unnatural colours are acceptable.
- ‘Fad’ or clearly alternative hairstyles are unacceptable.

Jewellery

- No jewellery is to be worn except a watch and one pair of plain stud / sleeper earrings.
- Girls only may wear one pair of plain gold / silver studs or small sleepers in the lower ear lobe. Boys are not permitted to wear an earring or earrings.
- Visible body art (e.g. temporary tattoos) is not acceptable.

Summer (Years 2 to 6)

Boys

Girls

Blue shirt with School logo on pocket
Charcoal shorts (elastic back)

School dress with School logo
White fold down socks

Black leather lace-up shoes and grey school socks or dark blue sandals with no socks
School hat

Black leather lace-up school shoes, with heel
School hat

Winter (Years 2 to 6)

Boys

Blue long sleeve or short sleeve shirt with School logo on pocket

Charcoal long trousers or shorts (elastic back)

Black leather lace-up shoes with banded grey school socks

V-neck jumper with School logo

School hat

Girls

Year 1 & 2 blue pinafore Year 3 - 6 winter skirt. Compulsory for Photos and special events. Bootleg pants Year 1 to 6 (optional)

Black leather lace-up shoes with short white fold down sock or navy tights

Blue long sleeve or short sleeve shirt with School logo on pocket

V-neck jumper with School logo

School hat

Sports Uniform

Year 1 to 6

- Polo shirt with School logo or Faction polo shirt
- School shorts - red
- School tracksuit top and pants- navy
- White sport socks
- Shock absorbing gym shoes - predominantly white preferred (no Volly OC's, Vans, skate shoes or canvas casual shoes)

Kindergarten to Year 1

BOYS AND GIRLS wear the blue knit polo shirt with the School crest and red sports shorts. In the cooler months, students may wear sports track top & track pants. Shoes with velcro closures are preferred if students are unable to manage laces. Shock absorbing gym shoes - predominantly white preferred (no Volly OC's, Vans, skate shoes or canvas casual shoes)

Lost uniform items that are found labelled will be returned to students. Unlabelled items will be kept at Student Services for a reasonable time then recycled.

2020 CHANGES

YEAR 2 STUDENTS CAN INDIVIDUALLY CHOOSE TO ALSO WEAR THE SPORTS UNIFORM AS PER KINDY TO YEAR 1, OR THE OLD UNIFORM

TEACHING AND LEARNING

Early Intervention Strategies

The current educational climate encourages early intervention and at this School that it is our Policy. If we perceive that your child is having difficulty reaching milestones in relation to speech, fine motor skills, gross motor skills, cooperative behaviour, social skills or cognitive skills, we will contact you to discuss ways to further help your child.

Extensive testing and observation by the teacher will be completed and will highlight any needs in these areas. We rely heavily on the Pastoral Care Team and Lead Teachers for advice and additional testing. This can only happen with your permission, so it is vital that we have cooperation between us all for your child's advancement.

They will need to be referred for extra one-on-one sessions by a specialist, either privately, through the Pastoral Care Team or through a Government agency. If issues with language, social skills, behaviour and fine motor development are not dealt with, the problem may escalate with each progressive year. Early intervention is the key to helping your child thrive in a school environment.

If you are already aware that your child is experiencing difficulties in any area at all, you need to inform the teacher in writing and present any reports so that ongoing consultation can occur. This will help us understand and implement your child's learning at the appropriate developmental level.

Kindergarten Program

In Kindergarten we are engaged in using the new Early Years Learning Framework. This is a national framework to ensure quality educational programs. The five key goals are for the students to: build a strong identity, make a connection with their world, develop a strong sense of wellbeing, be confident in learning and communicate effectively. The early years are a time to:

- 'Belong' - to a family, a culture, and a community
- 'Be' - play, have fun, try new things and enjoy
- 'Become' - the best they can be, learning all they can.

We work through play, building relationships with specialists, home, and school to watch progress and grow together. Our emphasis is on social skill building and confidence to begin the literacy and numeracy journey of School life.

Lower (PP, Years 1 and 2)

Work in Lower Primary is built on the foundations established in Kindergarten. There is a great emphasis placed on students becoming users of their own writing and reading to develop literacy. This is supported by a commitment to assist students on their own individual learning journey.

At this stage, children start to become aware of things beyond their own experience and take an interest in community, developing friendships and caring for those around them. Our themed topics, covering Science, History, Geography, Health, Art and Technology, reflect these growing interests. Language skills are used and developed in connection with these themes. This makes the learning more integrated, realistic and interesting for students. Specialist teachers begin in Year 1 with Music, Art and Sport and LOTE in Year 2.

Middle (Years 3 and 4)

In the Middle Primary, children begin to pull together the isolated foundation skills developed in Literacy and Mathematics and move to a more independent level of language that allows for the development of research skills and exploration of higher levels of content.

Children are given the opportunity to develop a deeper understanding of topics and explore interests in a more independent style of learning. They are given new challenges by way of different situations to apply their skills. The emergence of integrating IT skills in their learning becomes much more keenly focused.

Upper (Years 5 and 6)

Work in the Upper Primary is aimed at preparing students for leadership. High expectations are placed on the correct use of language in all its forms. Mathematics skills are honed to enable the students to cope with the much more difficult concepts of abstract thought and process found in Secondary Mathematics.

To support this time, small group instruction focused on developmental groups for Literacy and Numeracy allows confidence and knowledge to grow at a more individual pace.

IT skills are an integral component of the learning curriculum. Children are expected to work with a variety of programs and products as a normal part of the day's study.

Leadership skills and responsibilities in a team environment build the character of the students into discerning young people. They learn to cope with the pressures of peers' and others' expectations in a supported community. Children are expected to be able to work independently and take responsibility for their own learning.

Student Leaders (Prefects) are chosen from the Year 5 classes and presented with their awards at the end of year. Leaders take on a variety of roles in the School and cover a few key areas:

- pastoral care of students in the lower grades
- leadership of formal events
- community service
- sport
- values building
- media and arts development.
-

Student Leaders are selected from Year 5 for their term to begin in Year 6. There are two House Captains chosen from each house and their time of duty is a full year.

Reporting

Reports on progress are issued on a regular basis:

Term 1	Class meeting - Parent Information Night Interim report - Years 1 - 6
Term 2	Semester 1 reports - PP to Year 6 Kindy Learning Journey
Term 4	Semester 2 reports - PP to Year 6 Kindy and PP portfolios sent home.

Please remember that you do not have to wait until interview times to talk to your child's teacher. Appointments may be made through Reception or with your class teacher, by way of the Student Diary. It is requested that an appointment is made for issues which require a detailed discussion. Please advise the reason for meeting when making appointments, so the teacher can give a considered response to your questions.

Portfolios

Portfolios are an important tool used to report your child's progress across learning areas. A learning journey is arranged each semester for students to show parents their progress in the samples seen in the portfolio. These will be sent home at the end of the year. Please feel free to discuss your child's progress and development. Teachers will contact you for a formal interview if the need arises. In Years 1 - 6 portfolios are kept at the School and used to support the report statements for English and Mathematics.

Assessment

In addition to the regular and ongoing assessment done by the classroom teacher, some standardised and other norm-referenced tests are used. These tests are used to inform our report writing and class handover. This enables teachers to quickly assess the needs of students entering the classrooms and gives them a base line from which to measure progress for the year.

Further assessments, by organisations beyond the School, may be required for some students. These needs will be discussed with parents before any outside organisation is approached.

Each year, students from Years 3 and 5 complete the National Assessment Program Literacy and Numeracy Assessment (NAPLAN). These papers are sent away to be marked and assessed. Parents receive individual information and results from these tests for each of their children at the end of Term 3. There are a variety of assessments used throughout the year groups to better target learning.

Homework

Homework is considered to be an integral part of the child's education. It aims to establish good, regular study habits.

- In the early years (Kindergarten) there is no formal homework, reading books are introduced in PP. Support programs may be required for some children which may include home activities.
- In the lower Primary School, homework will be of short duration (20 mins, four times per week) and consist mainly of oral reading to parents.
- In the middle Primary School, other activities may be added and about 25 to 30 minutes per day is expected over four days of the week.
- In the upper Primary School, a maximum of 45 minutes per day homework (over four days of the week) may be expected. It is at this level that projects may become part of homework.
- In the middle and upper Primary School, teachers will give their students guidance as to possible methods and organisation of the homework time.
- Homework is given and collected weekly. Occasionally work to be completed will be sent home. This will be recorded in student diaries.

It is requested that parents provide the necessary amount of supervision, their children have a suitable place to do their homework, and that it is adequately completed. If parents know their child is regularly exceeding the class time limit, they should communicate with the class teacher.

Homework is given and checked weekly. Homework that is extra to the usual program will be noted in the diary. Parents need to check the work is being completed and returned. It is part of the policy of the School that children in PP to Year 6 complete homework in support of their classroom learning time.

Programmes

Christian Living Program

Additional to the overall Christian ethos encouraged in the Primary School, specific times are set aside to learn directly from the Bible. The Bible is the Word of God. Through studying His Word, students can come to understand His plan for them and this world. They come to understand the need for Jesus and to appreciate the role He plays in restoring us to our Creator.

Each day contains a time for a short reading from the Bible. At this time, we also encourage the students to talk to God, through prayer, and to praise Him through song. More in-depth studies are also undertaken during the week when students study a particular theme, person or book from the Bible.

Learning Support/Enrichment Program

This program aims at providing support for students who experience difficulties in certain areas of their work and students who need enrichment and extension. Students may be withdrawn in small groups to work on programs aimed at developing literacy and numeracy skills. Our preferred strategy is to keep all students in the classroom and have them rotate through activities that are at different levels.

Acceleration and differentiation of curriculum is also available to children who present in the top 5% of academic excellence.

Languages Other Than English

Learning a second language can be extremely beneficial for students as it involves not only learning a language but also learning to appreciate other cultures. Learning a second language also helps students to understand the structures of language which may benefit them in their English studies.

Learning to communicate effectively with others is a vital part of loving our neighbour which we, as Christians, are called to do. As our neighbour may be near or far, we need to prepare students for this.

Technology Supporting Learning

A large range of software packages are used by the children to cater for students individual learning needs and stages of development. Digital cameras, scanners, iPods and printers together with software packages mean students are able to design and demonstrate creativity. Students are given 'log-ins'. The ICT program begins in Kindergarten with programs best suited to developmental needs.



Version Management

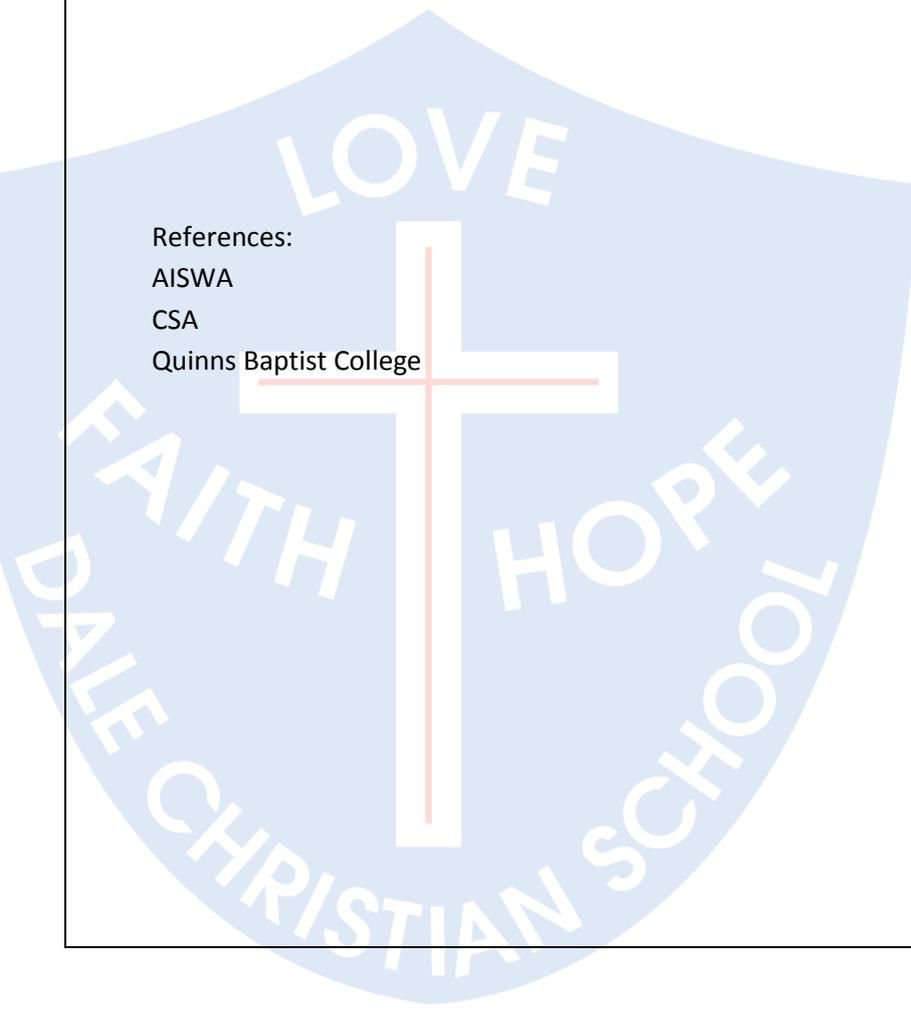
Version	Date Published	Changes Made	Author of Changes	Board Approved
1	2018 07 31	Split Primary and High school handbooks		
2	2019 06 18	Removed Term 2 Parent teacher interviews – in New format		
3				
4				
5				

References:

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