

Dale Christian School



Parent Handbook

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

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.

Due consideration should be given to our methods of communication:

- Face to face discussion
- Email
- Letters
- Telephone conversation
- Social network discussion, eg School's Facebook page

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)

Communicating with the School

Communicating with parents is a high priority for the School. You can partner with us by:

- contacting the College by email or telephone
- using the Student Diary
- responding in a timely manner to contact from the School
- attending Parent/Teacher interviews.

In the Junior School:

- contacting your child's classroom teacher regarding pastoral or academic concerns.

In the Senior School:

- contacting your child's Form teacher as the first contact for pastoral issues
- contacting your child's subject teacher first about academic concerns

Change of Details

Our records must be kept current in the event of any emergencies. Therefore, we request all parents advise the Student Services Office of any changes to address, home, work, medical or personal details immediately.

Assemblies

The School holds separate Junior and Senior School assemblies to celebrate student achievements and showcase student talent.

Junior 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.

Senior School assemblies are held each Friday morning at 9:25am. As with the Junior School assemblies, parents are welcome to attend.

Visitors

All visitors to Dale Christian School must report to the Reception to obtain a visitor's badge before entering the School grounds.

Volunteers

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

- 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 WWC (Working With Children check).
- From 1 January 2008, volunteers working with 13 to 17 year-old students require a WWC check except where the volunteer is under 18 years of age or if they are a parent volunteer (must have WCC for overnight camps).

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.

Chewing gum

The School is a gum free zone. Chewing gum is not permitted at School events.

Graffiti

Graffiti in all its forms is not acceptable.

Liquid paper

Liquid paper cannot be used at the School, however, correction tapes are acceptable.

Marking Pens

Students should not bring permanent markers to school. If markers are required for classroom use they will be available in class sets.

Student Property

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, MP3s 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.

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.

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.

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 a witness 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. Students are to:

- be dressed in full School uniform
- stand for adults
- behave courteously and responsibly at all times while waiting for and on transport
- do not push
- do not shout
- no eating or drinking on the bus
- do not put your head, hand, arm or any item out of the window. Do not throw anything out of the window
- if the bell has been rung for your stop, do not ring it again
- carry your bus pass with you each day
- cooperate with the bus monitors.

Similar courtesies are expected on other forms of public transport.

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 Student Services team includes Counsellors, Chaplain, Psychologist, Special Needs Coordinator, Education Assistants, Missions Director and senior staff members committed to the challenge of providing care and building a community where students can grow and flourish.

Complaints Procedure

The School is committed to the ongoing task of creating an organisation that operates on Christian principles. One outworking of this will be a climate in which members are

encouraged to seek resolution to complaints. The biblical principles for dealing with complaints are taken from the teachings of Christ in Matthew 18:15-17. These principles involve firstly discussing your complaint with the person. If this does not resolve the issue, then secondly enlist the support of another person and try again, together, to resolve the issue. If after meeting with the person twice, and assuming the spirit of forgiveness (Matthew 18:21-22, to forgive your brother, not just 7 times but 77 times) then, thirdly you should take your complaint to the Christian elders. The elder at your school is the Principal and then the Board.

Complaints

A complaint can range from perceptions of unfair treatment and misunderstanding through to areas such as discrimination and harassment where the School is subject to specific legal requirements. At any level, an unresolved complaint is unhelpful to the individual or the School.

The ideal resolution to a complaint is a quick settlement between the parties directly involved. However, it is recognised that misunderstandings can arise at any time and resolution of some complaints can prove difficult.

Everyone on becoming a part of the School agrees in the event of a complaint to follow the School's dispute resolution procedure, details of which follow.

Procedure

A parent unhappy with any situation in the School is encouraged to discuss the matter directly with the person with whom they have the complaint. If helpful, you may choose to have a friend, or a member of the School pastoral care team support you in this first step. If this does not resolve the difficulty, you need to inform the school Principal who is responsible for the issues that arise within the school. The Principal will seek to mediate the situation – or arbitrate a resolution.

If the Principal acts inappropriately or outside the School policy in resolving your complaint, or is the subject of your complaint, and resolution is not obtained in the first instance, the matter should be referred to the Board, in writing, for consideration and determination. Depending on the circumstances the Board may seek to mediate the issue, or will arbitrate a resolution.

If the Board arbitrates a resolution and you believe that the Board has not followed a reasonable process, you may write to the Church Pastor asking for a review of the process followed by the Board. If the Pastor finds that the process was reasonable then the arbitrated resolution of the Board will stand. If the process was flawed the Church may direct the Board to review the decision, or may arbitrate the issue themselves.

If you believe the Board has not followed a reasonable process in reviewing your dissatisfaction of the process followed by the Church, you may write to the Pastor again to appeal your case. The Pastor may form a committee of elders not involved in the issue at this stage, who will review the Board's and Pastor's process, but not the original complaint or decision. The Complaint Committee may instruct the Board to revise its process in deciding the complaint. After this step, the decision of the Board is final and binding on all parties.

Malicious, mischievous or trivial complaints

The School reiterates its commitment to creating an organisation and environment in which staff, students and parents can operate in harmony.

The School welcomes the opportunity to see differences resolved, however the School may initiate disciplinary measures in circumstances where parties appear to pursue malicious, mischievous or trivial complaints and/or bring the School into disrepute. Discipline may include the termination of your child's

enrolment. Such action will be determined by the Principal in consultation with the Board.

External agencies such as the Human Rights and Equal Opportunity Commission exist to assist in areas such as Disability Rights, Human Rights, Racial Discrimination and Sex Discrimination.

PRIMARY SCHOOL ADMINISTRATION

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.

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 Junior 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.

Punctuality

In the Junior School the Kindergarten - Year 6 day commences at 8:30am. Lateness must be explained by a parental/guardian note. Parents must sign in at Student Services if they arrive at the School after the start of the day.

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

Assembly and Chapel alternates on a Wednesday afternoon from 2.30 to 3.00pm

Absentee Policy

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. Parents are required to formally apply to the Principal in writing, in order to take students out of the school program during term time. 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 College for the lost funding which equates to the same fees as a full fee paying overseas student.

Allergies

For the safety and wellbeing of all students, the Junior 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.

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.

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.

Canteen

The Canteen is available for Year 1 to 6 students to use at recess and lunchtime. Accounts are not available for students. Politeness is the best policy and canteen staff do have the right to refuse service to any students who are rude or impolite. Parent help is always appreciated. Parents may also use the online ordering system.

Contact Details

It is very important to keep student records up-to-date, particularly in regards to medical and emergency contacts. Please notify reception should any details change. In an emergency an ambulance may be called if the accident is considered serious.

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.

Mobile phones

Students are not permitted to have mobile telephones at the School unless they are

signed in and out of Student Services on a daily basis. All electronic games and iPods are not to be brought to the School or any School event.

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 Student Services.

Personal Toys

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

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.

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.

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 WWC (Working with Children) check. Enquiries may

be directed to www.checkwwc.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.

Parent Code of Conduct

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
- feel safe

- 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
- support the learning objective of the activity
- 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.

Cooperation Between Home and School

The Junior School staff are committed to nurturing strong relationships with families and the community. Parents can provide us with valuable information about their child's needs, interests and skills. It is important that we work together to establish positive relationships that enable specific learning and developmental goals. This will ensure consistency of approach and similar strategies between home and the School. You are welcome to make appointments throughout the year to discuss any aspect of your child's progress.

Change of Circumstances

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.

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 School Psychologist 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 School Psychologist 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.

Parent Communication

Communicating with Teaching Staff

1. The first point of contact should always be the classroom teacher on matters of curriculum, behaviour and pastoral care. 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 School Psychologist, School Chaplain 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 through the organiser or at Student Services.

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 Primary School Deputy or the Pastoral Care Deputy and if still unresolved the Principal. The Principal may be contacted through the School Reception. A written account of these meetings will be taken.

PRIMARY SCHOOL TEACHING AND LEARNING

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
- Parent teacher interviews
- 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.

Kindergarten and PP 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.

Portfolios 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 Junior School, homework will be of short duration (20 mins, four times per week) and consist mainly of oral reading to parents.
- In the middle Junior 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 Junior 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 Junior 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 Process

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.

Programs

Christian Living Program

Additional to the overall Christian ethos encouraged in the Junior 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.

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 form 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.

Incursions

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

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

Each year a Year 6 School trip to Sydney and Canberra becomes part of the final Junior School year. All camps are separately funded by parents. Costings are announced close to the event.

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.

PRIMARY SCHOOL PASTORAL CARE

Counselling

Our School Chaplain and the School Psychologist work with parents, staff and students to design programs and assess student's needs so we can together give support.

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.

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. Other hair accessories must be navy blue, royal blue, red or white only.
- 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.

Primary School Summer Uniform

Summer (Years 1 to 6)

Boys

- Blue shirt with School logo on pocket
- Charcoal shorts (elastic back)
- Black leather lace-up shoes and grey school socks or dark blue sandals with no socks
- School hat

Girls

- School dress with School logo
- White fold down socks
- Black leather lace-up school shoes, with heel
- School hat

Hair Accessories

Only plain navy blue, royal blue, red or white hair ties or bands (a maximum width of 2cm is permitted.)

Primary School Winter Uniform

Winter (Years 1 to 6)

Boys

- Blue long sleeve or short sleeve shirt with School logo on pocket
- Charcoal long trousers (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. 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

Hair Accessories Only plain navy blue, royal blue, white or red hair ties or bands (a maximum width of 2cm is permitted.)

Sports Uniform

Year 1 to 6

- Polo shirt with School logo
- School shorts - red
- School tracksuit top - navy
- School tracksuit 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 Pre-Primary

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)

The Rules

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 College.

- 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.

The Rewards

Encouraging students to enjoy school and love learning.

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 Junior 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.

The Primary School will endeavour to reward students at both the micro and macro level. Both individual and group rewards are encouraged.

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

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.

SENIOR SCHOOL CURRICULUM

Lesson Times

Form and Devotions : 8.30am

Lesson 1: 8.45am

Lesson 2: 9.45am

Recess: 10.40am

Lesson 3: 11.10am

Lesson 4: 12.05pm

Lunch: 1.00pm

Lesson 5: 13.30pm

Lesson 6: 14.25pm

School ends: 3.15pm

Student Diaries

Students in Years 7-12 are issued with a student diary and are expected to take their diary to every class to record homework and messages from staff etc. The Student Diary is one of the main ways that School staff communicate with parents. At the conclusion of each week, parents will need to check the diary to make sure that homework etc is completed, and for any messages from staff. The diary needs to be signed by parents each week. Replacement diaries will cost \$15. Students may personalise their diary, but if done inappropriately may be asked to replace the diary.

Library Card / SmartRider

A Student SmartRider will be provided free of charge to all new students during Term 1. The card will contain School and student details and photo ID. The card is produced by Transperth and is also a travel concession card. Initial card costs are included in School fees, replacement cards are \$5.

Bookwork guidelines

Students are required to adhere to the following guidelines:

1. Purchase the required materials for each course or subject that they do. For most subjects in Years 7-10 this will be an exercise book. The type of exercise book for each subject will be listed on the booklist at the beginning of the year. Students are required

to make sure that they have the specified exercise books throughout the year and that they are replaced if finished or lost. Books need to have the student's name clearly indicated on the front cover.

2. A loose leaf folder and paper are only to be used where specified. These folders will be organised and set out in the manner that is designated for that subject. The pages and work will be kept in an organised and sequential manner.

3. Some practical subjects will require the students to keep a folio and again specific instructions will be given on its organisation.

4. Bookwork is designed to be a record of daily lessons and a useful source of study notes for revision for tests and exams. It is to be set out in the following way:

- a margin is ruled down the left hand side and a line ruled across the top of the page in red pen
- the page is to be dated
- a heading is written at the top of the day's work
- notes are to include correct grammar and paragraphs
- all work is to be completed in a tidy, orderly and sequential manner
- in general, writing would be in black or blue pen
- straight lines would be ruled with a ruler
- pencil would be used for graphs and diagrams
- written errors should be corrected with a single line strike out.

Failure to adhere to these guidelines may result in students being asked to repeat written work until it is of satisfactory standard.

Digital Device Folder Structure

Organisational excellence is a key component of successful study. Therefore, irrespective of the device used, whether that is paper or electronic book work, the work should be

arranged in a manner that promotes successful study.

Guidelines for electronic book work:

- Each subject should have a separate folder which can be accessed at all times upon request.
- Sub folders can be used as directed by the teacher.
- The folder should be named according to the following convention: subject name/year/teacher surname e.g. English8Ajones
- Electronic submissions should be named according to the following convention: student surname/initial/subject name/year/teacher surname/task title e.g. BrooksGEnglish8Ajones/Ancient Languages. This name should also appear in the header of the document being submitted
- All folders should be backed up on a weekly basis.

Homework

Homework teaches perseverance (Hebrews 10:36), commitment and encourages students to strive for excellence. (1 Corinthians 9:24).

Homework tasks allow for:

- practising, extending and consolidating work done in class
- training students in planning and organising their time
- development of a range of skills in identifying and using information resources
- establishing habits of study, concentration and self-discipline
- strengthening home-school links and reaffirmation of the role of parents as partners in education
- parents to gain insight into what is being taught in the classroom and the progress of their children. Students are expected to:
- complete class work, revise concepts, study for tests, research material and work on assignments

- gain background information so that they are better prepared for future lessons
- extend themselves by pursuing knowledge individually and imaginatively
- work on projects such as open ended questions and long term assignments that can assist in the development of creative and critical thinking
- work on the development of problem solving skills.

The subject term overviews provided by teachers at the beginning of each course will provide planning opportunities for revision, examinations and major assignments.

Regular homework is expected of each student and is an integral part of the class work program. However, in Term 1, Year 7 and 8 teachers will be mindful of the extra pressure on their students and will take account of this, by increasing the homework expectations slowly, while students are adjusting to Senior School life. The School recognises that no two students are the same, that students learn in different ways and that the time taken to complete a homework exercise may vary considerably between students.

Helpful Information for Parents Subject Overviews

It is important to ask your child for the overview they receive from their subject teacher at the beginning of each term. The overview tells you exactly what they are doing each week and when specific homework or tests occur.

Please feel free to contact the subject teacher or the Deputy Principal if you have any questions relating to your child's homework requirements.

Good habits started now will equip your child for the years ahead.

The following is a guideline for the approximate amount of homework that students should be doing each school night at each year level.

Year 7	1 hour
Year 8	1 hour
Year 9	1 ½ hour
Year 10	2 hours
Year 11	2 ½ hours
Year 12	3 hours

It should be noted that this is a guide. On some nights there may be less or more homework, particularly if a student has a major assignment that they should have been working on over several weeks. Students should record homework to be completed in their electronic or paper organiser. It is useful for both parents and teachers to check this record regularly. It is a requirement that Year 7-12 parents sign the diary once a week. There are areas on the weekly page where communication can take place between parents and teachers. The School welcomes feedback from parents on homework.

Whenever possible there will be coordination across the Learning Areas to accommodate the competing demands in relation to homework, assessment tasks, and examination preparation. However, students have ultimate responsibility for their own learning and need to manage their time wisely. Senior students need a study timetable and a regular revision program. In general, students who have extensive work commitments out of school find it very difficult to keep up with their school work. A balance needs to be achieved where there is adequate time for study, part-time work, sport, church, family and social activities.

Missing Assessments

If a student misses an assessment due to a verifiable illness, the assessment will be administered as soon as practical upon the

student's return to classes. A student who misses an assessment due to illness (especially in Years 11 and 12) may be required to provide a doctor's certificate to verify this illness. When a student returns to the School following any absence, it is the student's responsibility to find out about missed work, assessments etc. It is not acceptable for a student to use the excuse that they were absent when a piece of work was assigned.

Overdue Assignments

The day and date on which an assignment is due is clearly communicated by the teacher to the students at the time of setting the assignment and should be recorded in the Student Diary.

A student who submits an assignment after the due date, without a valid excuse, will not be marked on the same basis as a student who has submitted the assignment on time; in fairness to the latter. The following penalties will apply:

- A 10%, per day, reduction of the student's awarded mark will occur up to five School days, after which no marks will be awarded.
- ATAR students will have a reduction of 10% after the first day, a reduction of 50% after the second day after which no marks will be awarded.
- Work ~~must~~ still be submitted after three School days have passed at which point a 'zero' mark will be awarded.
- Failure to submit the assessment will impact significantly on the satisfactory completion of the course.

Non-submission of an assignment is not satisfactory and will not be tolerated unless there are exceptional circumstances. After the grace period students will be required to attend in-school suspension until the set work

is complete. There may be a further mark's penalty as decided by the Deputy Principal depending on the type and extent of the task in question.

Cheating

Cheating in assessments is very serious and, at the discretion of the Teacher and Deputy Principal, the student will be penalised with a lower mark.

Plagiarism

Assignments or other work that is not the student's own work, but is presented as such, will not be accepted. The student will be required to resubmit the work or complete an alternative assignment which may incur a marks penalty.

Study Skills

Success in studying is the result of hard work. By having a positive attitude towards study, using effective study techniques and organising themselves, students will have more chance of success.

Self-Organisation

If a student learns to use their time and organise themselves effectively, then studying and research will become easier. Students should:

- learn to recognise the times when they can concentrate the best, these may be the best times to spend studying their hardest subjects
- draw up a study and homework timetable that will fit their needs, everyone is different
- write in the times they are required for family routines and any other commitments
- not plan too heavy a timetable at the start, give themselves time to achieve some success
- difficult or weak subjects should be placed early when their mind is fresh and alert
- make sure that they don't have several difficult subjects planned for the same night
- commit this plan to God in prayer
- try to do their homework during free time or early in the evening and allow the rest of

the night for studying or writing up assignments

- plan ahead and not leave research for an assignment until the last minute. Reading requires time and they might not be able to obtain the material when it is required. If this occurs, extra pressure is put on the student and study becomes much harder.

When and Where to Study

The atmosphere of where your student studies and works is most important.

- A place of their own is best. Ideally, it should be quiet, have good lighting and heating, be away from the TV and have plenty of room to leave books spread out.
- They need to work in tidy conditions e.g. pencils, pens etc in containers.
- They will also need a comfortable seat.
- Some people can work while listening to music, but when studying or concentrating hard it is advisable to leave it turned off.
- They should decide when the best time is for them to study. Some people work better in the morning, others at night. Learning is often best when you work in short, concentrated bursts. The study routine should be established on a timetabled basis. Students and parents should work towards developing an individual and structured study program.

How to Study

For maximum effectiveness during a study session, the mind needs to be focused on what the student is studying. This requires more than just reading. Successful students use techniques such as; noting lists of points while they read, saying points while they read, saying points out loud, covering a diagram or chart and jotting down the key points. Just copying from a book doesn't necessarily keep the mind active and on task. A good principle for students when studying is to be as mentally active as possible; when having a study break they should be physically active. Students should set themselves a target they

can reach, then work to achieve it. They should aim to:

- spend the first five minutes of any study session reviewing what they last did on the subject
- learn notes by reading a few pages at night and then again in the morning. Many people find that after doing this two or three times they can remember most of the notes they have read
- recite facts onto a tape and listen while they are doing other jobs
- redraw diagrams and label them from memory
- allow themselves five minutes break between each session of studying. This may need to be extended to ten minutes at senior level. This break should be used effectively; a short walk, something to eat, some light exercise. Take the mind off study, but make sure they go back to work. Students should follow these steps:

Read:

- notes from class lessons
- teacher handouts
- assignments they have done
- the text and/or any reference material, this should be done as fast as they can.

Organise and Summarise:

- Student should take notes, number and list the points where possible.
- Organise notes and summaries to be learned. The more the notes and summaries are handled, the better they will be remembered.

Learn:

- Students should read in short bursts, close the book and write down or say the main point.
- Practise writing down main points under headings.
- Make sure they understand the material. Memorising without understanding won't help them to remember.

Points for students to remember when doing an assignment

- To find information, skim read the text looking for main headings and key words. Check the table of contents at the front of the book and the index at the back of the book if they are looking for a particular area.
- Note making should be brief and to the point, sometimes just a single word. Number points, placing them under headings. Notes should not be written word for word, always re-write what the book says in their own words.
- Outline the assignment. Plan what they intend to do.
- Title page - subject topic or heading done in simple lettering.
- Introduction - the background information to the assignment.
- Body - major points that they will expand.
- Conclusion - give a summary and round off the assignment.
- It is important to write neatly.
- Copy information from notes correctly. It is often wise to do a rough draft first.
- When finished, the work should be proofread carefully to correct any mistakes. Look for spelling and punctuation errors, missing capital letters, sentences or paragraphs that don't make sense.
- Write a bibliography. This is usually the last page of the assignment and lists all the books, magazines, newspapers and other sources from which the information was obtained.
- Students should check to see that the assignment is presented well
- Pages must be neat, ruled and clean, headings done simply, diagrams and maps neatly drawn, pages in correct order and stapled together, and the name and form written on the title space.

Test and Examination

Examination time is generally an anxious time for both students and teachers. Students need to learn to relax so they may study better.

Steps for students in doing an examination or test:

- Read the directions before the questions.
- Quickly read the paper as a whole, noting how many questions are to be completed and how they are to be answered.
- Check the value of the questions and total time allowed for the exam. Work out the time to be devoted to each question leaving time for re-reading the paper.
- Re-read the questions, deciding which ones they will answer (if there is a choice).
- Read the selected questions; make a rough plan of the main points to be covered.
- For essay type questions, make a rough plan of the main points to be covered for all questions before they begin writing.
- Answer the easiest question first.
- Start each essay on a new page.
- If they run out of time and can't write all information in sentence form, jot down in note form the main points they wish to make.
- Try to answer the questions without using unnecessary words.
- Introductions and conclusions should be brief and relevant.
- Make sure handwriting is legible.

At the end of the examination check that:

- their name and/or number is on each sheet
- questions are numbered correctly and in the correct order

Essay Writing

Statement - begin with a statement (topic sentence) that answers the question clearly and succinctly.

Evidence - support the statement with evidence and/or examples.

Explanation - explain how the evidence supports or is relevant to the opening statement.

Link - if part of a longer answer, link the content of this paragraph to the question they are answering, and to the next paragraph.

The above is a basic structure that constitutes the minimum for a well-defended response. Remember the acronym S.E.E.L.

Reports

At the end of Term 1, an Interim Report is issued to all students. It is a simple way of letting parents know generally how their child has started the year.

Examinations are held in Term 2 and Term 4 with full formal Reports issued mid-year and end of year.

Co-curricular Activities

The School offers a wide range of co-curricular activities both during school and out of school hours. These include music tuition, whole school productions, inter-house and other sporting competitions, leadership training and overseas missions.

Camps

Year 7 Camp

The Year 7 Camp is an opportunity for new students from a range of schools to come together, breaking down barriers, making friendships and establishing relationships that last for years. It is an invaluable start to School life for these students.

We will be working towards organising a Year 10 Camp and a Year 12 Leadership Camp.

Leadership Camps

The overall aim of the leadership camps is to bring students together to engage in leadership development through instruction and participation in team building activities which equip students to find and answer God's call.

PASTORAL CARE TEAM IN SECONDARY SCHOOL

Counselling Team

The School provides a high level of care and support for those students who may be experiencing difficulties in relationships, family and personal matters, or perhaps those needing to make important decisions and

would benefit from talking it over with another person, or maybe to discuss an issue or concern. The School has access to a Psychologist, Pastoral care coordinator and has a Chaplain on site, available to assist students and families in these situations and to provide ongoing care and support as appropriate. All matters are treated with absolute respect, discretion and confidentiality. It may be helpful for students to understand that to seek support and guidance in life is not a sign of weakness, but rather maturity and courage. The progress of all new students is reviewed by the Deputy Principal at a brief interview a short time after commencement. The Student Counsellor also works with small groups to discuss various topical issues, to conduct workshops and other training. The Psychologist is available to conduct psychological assessments, short term therapy and liaise with external specialists.

Students in Need

In all areas, staff are committed to the short term and long term well-being of all students in their care. Should you have a problem or desire specific help in any area, please feel free to discuss the matter with staff.

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. 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.

Attendance

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.

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.

Class Absences

Consistent, punctual class attendance is required of all students. It is the student's responsibility to catch up on all instructions and work for assignments given during an absence. An explanation is required from a parent/guardian any time a student is absent from the School. A student is considered truant if they fail to attend their class, even if they are still on School property.

Parent Contact

Parents must contact the School with an explanation of their child's absence. This contact can be via a written note, a telephone call or by SMS text message in response to a notification.

SMS Notification of Absences

When students have an unexplained absence from the School, parents will receive an SMS message letting them know and requesting an explanation for the absence. We attempt to have this done by 9.30am each day.

Early Departure

Students must sign out in Student Services if they need to leave the School early for any reason. A note is required from a parent and the parent will need to collect their student from Student Services. The student is to present their note to the class teacher, who should then allow them to leave class so they can sign out with their parent in Student Services.

Late Arrivals to Class

Students who arrive late to class from a previous lesson must have a note from their previous teacher.

Student Illness

Sick students will either be brought to the 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 College, arrangements for their return home will be made with parents.

Medical Requirements

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:

- College 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, 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.

Casual Dress 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 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.

Winter Uniform (Years 7 to 12)

Boys

- Long charcoal pants with black belt (ring and tongue buckle) and grey school socks
- White shirt with School logo on pocket and College tie
- V-neck jumper with School logo
- Blazer

- Black leather lace-up shoes, with heel

Girls

- Blue plaid skirt with white socks or 70 denier navy tights
- White shirt with School logo on pocket and College tie
- V-neck jumper with School logo
- Blazer
- Black leather lace-up shoes, with heel

Summer Uniform (Years 7 to 12)

Boys

- Charcoal shorts and grey school socks
- White shirt with School logo on pocket
- Black leather lace-up shoes, with heel
- School hat

Girls

- School dress with School logo
- White fold down socks
- Black leather lace-up school shoes, with heel.
- School hat

Sport Uniform (Years 7 to 12)

- Polo shirt in House colours or School polo shirt
- School shorts
- White sport socks
- Shock absorbing gym shoes - predominantly white preferred (no Volly OC's, Vans, skate shoes or canvas casual shoes)

Shoe Guide

Acceptable shoes for boys and girls must be sturdy material, offer adequate support and cover the entire upper section of the foot for protection. They should be:

- black leather
- lace up school design
- heeled up to 35mm.

Please consult the School if you have any concerns about the acceptability of shoes you are intending to purchase as unacceptable shoes will need to be replaced.

Unacceptable shoes for boys include:

- black leather slip-on
- pointed or long angular toe
- black runners / sport
- canvas
- boot style
- Velcro fastened
- have coloured stitching
- business style shoes

Unacceptable shoes for girls include:

- thin soled slip-on
- laced 'ballet'
- flat thin soled
- no heel
- black runners / sport
- canvas
- boot style
- Velcro fastened
- have coloured stitching

Media Players (ipods, mp3s, mp4s)

Students are permitted to use media players when they are travelling to and from the School. At the School during the day, the media player needs to be turned off and stored safely unless a student has permission from a teacher to use it for a class activity. The only exception to this rule is for Year 12 students who are in a private study class where they listen to their iPod to block out the sounds from the class they are in. Students who use media players at school outside of these requirements may have them confiscated. The School is unable to take any responsibility for any media player that is stolen or lost.

Confiscated Items

- The item is placed in a specially labelled envelope and brought to Student Services.
- Student Services keeps a register of confiscated items and any valuable items will be placed in the safe.
- Normally, confiscated items will be returned at the end of the term. Students will be

reminded of this during the term. Any unclaimed items will be given to charity.

- Mobile phones will not be confiscated beyond the end of the school day without the consent of the parent/guardian.
- The School acknowledges that confiscated items are ultimately the property of the parent/guardian.

Although all care will be taken with confiscated jewellery, the School accepts no liability for confiscated items as students are requested not to bring or wear additional jewellery apart from what has been allowed.

Student Leadership

Student Leadership Team

A number of recognised Year 12 students are appointed as the Student Leadership Team.

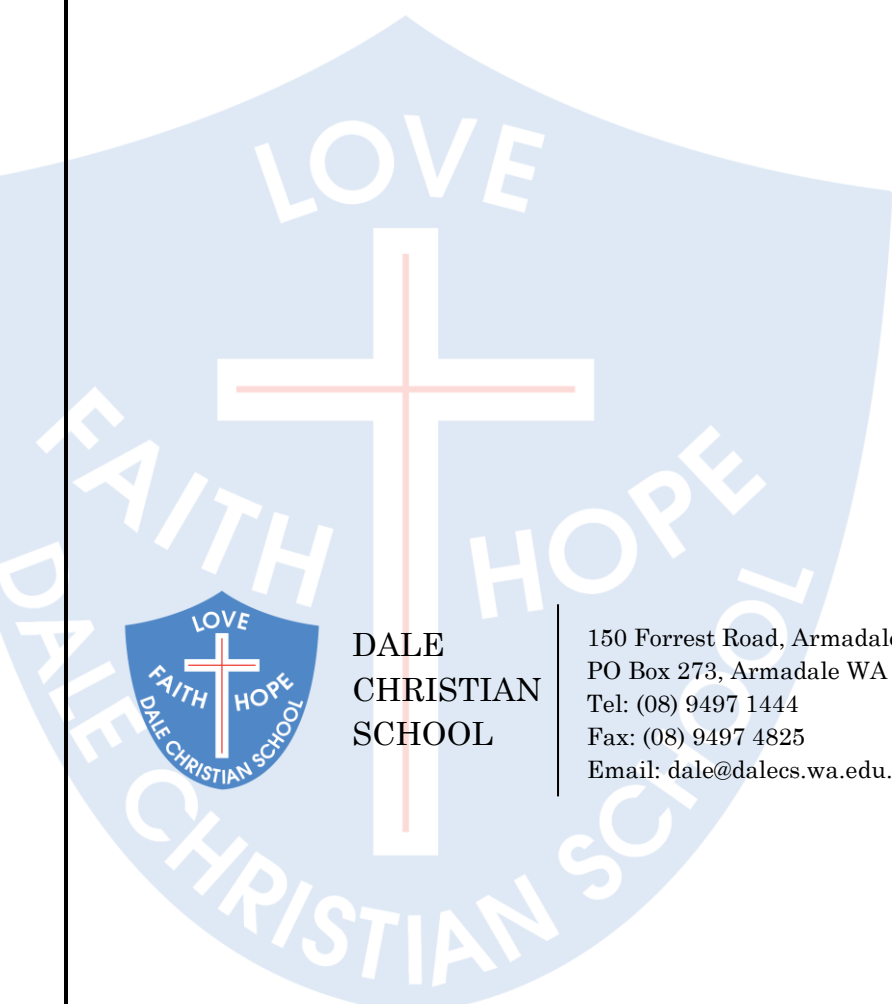
There are two School Captains, one boy and one girl, selected by the School Executive (along with the Vice-Captains and the Student Leadership Team) from those recommended at the end of Year 11 by their colleagues and the staff. The Student Leadership is an important role within the School and they are expected to exert a strong, personal influence on the student body, fostering a healthy School spirit and respect for the values and standards of the School.

The School Captains are responsible to the Principal for the effective carrying out of their responsibilities.

There are usually two School Vice-Captains, one boy and one girl, whose responsibilities to the School community are similar to those of the School Captains.

The rest of the Student Leadership Team share the responsibilities of the School Captains and Vice-Captains in ensuring a positive tone is set in the School and that the values and standards of Dale Christian School are maintained. Members of the Student Leadership Team are responsible to the College Captains, or the Vice-Captains, as their deputies, and to the Deputy Principal and Principal.

All Year 12 students are expected to assist and support the School Captains, Vice-Captains, and the Student Leadership Team in setting a positive tone within the School and maintaining the values and standards of the School. They should be ready to assist teachers and student leaders in implementing School policy. Through personal example, they should become positive role models for younger members of the School, and use their influence as leaders to guide and counsel students where necessary.



**DALE
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