



**Kalamunda**  
CHRISTIAN SCHOOL



# Parent Handbook

Kalamunda Christian School

# INTRODUCTION

Welcome to Kalamunda Christian School!

We are a vibrant, compassionate and caring community where staff, parents and children grow and learn together. Through a wide range of academic, social and cultural opportunities we aim to foster a spirit of positive relationships, cooperation, collaboration and dedication to learning. With a commitment to excellence in all areas - intellectual, physical, emotional, social and spiritual, it is our aim to help children build strong foundations. We strive to equip our students with strong learning habits that will shape and serve them well into the future.

It is well documented that the early years of a child's life are critical in the development of their health, learning habits and behaviours. Indeed, it is recognised that these early years set the course for future success. It is therefore essential that throughout the primary school years emotional resilience is developed, effective social skills are explicitly taught and high standards of behaviour are expected while exposing children to outstanding practice in teaching and learning opportunities.

At Kalamunda we believe that God has created every child in His own image; as unique, precious and of immeasurable worth! We consider it a privilege to journey with you as together we seek to create an environment that encourages, nurtures and challenges your child to become the very best version of themselves!

I trust you will find this handbook helpful.



Michelle Cockrell  
**Principal**

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## LEADERSHIP

We have a highly collaborative approach to school leadership. Collaboration is expected, encouraged and modelled from the Principal, Senior Leadership Team, within cohort groups and classroom environments.

### Senior Leadership Team

The Senior Leadership Team includes the Principal and Deputy Principal, Director of Teaching and Learning, Head of Curriculum Development and the Early Years' Coordinator. Our leadership team members are highly capable educators with a strong desire to see students achieve their best.

**Principal** – Mrs Michelle Cockrell

**Deputy Principal, Head of Student Wellbeing** – Mrs Tabatha Grubb

**Director of Teaching and Learning** – Mrs Donna Reed

**Curriculum Coordinator** – Mrs Rachel Pandal

**Early Years' Coordinator** – Mrs Kate Rimmer

## GOVERNANCE

Kalamunda Christian School is part of Swan Christian Education Association (SCEA), WA's largest independent Christian school provider.

Founded over 30 years ago as one school in Midland, the Association has since grown to own and operate seven schools in Perth. SCEA exists to partner with families and communities to provide Christ-centred education to help shape and grow future generations.

As leaders in researching, identifying, sharing and delivering innovative educational approaches, it is SCEA's commission to explore new schools, sites, partnerships, associations, affiliations and developments to increase the opportunity to provide Christ-centred education locally, nationally and globally.

SCEA schools benefit from extra resources such as educational consultation, professional development, human resources, finance, maintenance, risk management, information and communication technology and marketing. In addition, SCEA facilitates a range of exciting cross-school initiatives and events for our students throughout the year.

Being a part of a larger organisation enables schools such as ours to flourish and focus on the core business of educating our students.

According to SCEA's Constitution, the governing body of the association is the Board of Directors. You can visit the SCEA website to learn more about our extraordinary association.

## MISSION, VISION & VALUES

### **Mission**

Our mission is to provide the students at Kalamunda Christian School with a solid Christian foundation that leads them towards being productive and strong individuals who can contribute positively to a wider community.

### **Vision**

Our vision is to build positive relationships amongst our students; to empower them to use their God-given gifts; and to enable them to become lifelong learners and build skills for the future.

This vision focuses on achieving success through an education that is underpinned by a Christ-centred approach, and

- offers an environment that supports academic excellence;
- creates opportunities for creativity and critical thinking;
- encourages participation in a wide range of sporting programmes;
- fosters opportunities to participate in an outstanding music programme.

### **Values**

Our mission and vision are underpinned by our core values:

- Honour: treating others with respect, valuing the individual and promoting a sense of belonging for all.
- Integrity: seeking truth, honesty, and wisdom in all things.
- Humility: embodying a gracious and other-person-centred approach to relationships.

We are committed to:

- developing positive relationships with students and their families;
- knowing our students and setting them on a path to success;
- maintaining high expectations of all our students through clearly defined standards;
- valuing each student and staff member and treating everyone with respect, kindness and fairness;
- seeking ways to constantly improve by providing quality teaching and learning, pastoral care and a safe environment;
- communicating clearly and efficiently both internally and with the broader community.

## LIFE AT KCS

### **Our school is based on Christian principles and values**

We provide a supportive, secure and stimulating environment for the students.

### **Our school is one family**

This is a real community, where we know a child's age, their siblings and their parents. We promote belonging and a real sense of unity.

### **Our nurturing environment**

It is so important to us that students feel connected and cared for. We look for opportunities to mix age groups, e.g. through sport, performing arts, choir etc. so that all students get to know one another and are encouraged to care for and support each other - a skill which they learn for life. Having different year groups learning and playing together creates a wonderfully positive environment for all.

### **Our staff**

Our team is passionate and highly committed to providing the very best for our students. We have a strong record of high academic achievement and when the time comes, students are successfully prepared for secondary school education.

### **Our unique location**

We take full advantage of the abundance of open space, fresh air and wildlife right on our doorstep. Nature walks, den building and mini beast discoveries are very much part of school life!

## **CHILD SAFETY PRACTICES**

Kalamunda Christian School is committed to providing a child-safe environment which safeguards all students and is committed to promoting practices which provide for the safety, wellbeing and welfare of our children and young people.

Kalamunda Christian School expects all school community members including staff, volunteers, students, visitors and contractors to share this commitment.

Kalamunda Christian School is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

Every person involved in KCS has a responsibility to understand the important and specific role he/ she plays individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make.

In its planning, decision-making and operations KCS will:

1. Take a preventative, proactive and participatory approach to child safety;
2. Be proactive in connecting with children and young people to enable them to raise issues.
3. Foster a culture of openness that supports all persons to safely disclose risks of harm to children
4. Respect diversity in cultures and child rearing practices while keeping child safety paramount;
5. Engage only the most suitable people to work with children and have high quality staff and volunteer supervision and professional development;
6. Ensure children know who to talk with if they are worried or are feeling unsafe, and that they are comfortable and encouraged to raise such issues;
7. Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities; and
8. Value the input of and communicate regularly with families and carers.

## ABSENCES

Parents must notify the school of student absences via telephone (9291 8749) or email (schooloffice@kalamundacs.wa.edu.au) on the morning of the absence. The government requires that all absences be recorded on the roll, with the reason for the absence. If a student is absent and there has been no notification, an automated text message will be sent. Should there still be no information regarding the absence, the Administration Assistant will telephone home to ascertain the student's whereabouts.

If your child has been absent, a written note or email is required. These notes are recorded and kept on your child's school file. All students are discouraged from missing school for reasons other than illness or emergencies. It is important to understand that there is a strong relationship between attendance and learning and that missed classroom teaching and learning activities can never be entirely replaced. Attitudes regarding the value of education and the importance of study, are shaped by parental decisions and priorities regarding school attendance.

Parents are advised by Administration of their child's absence via text message on the day of the absence. A written or emailed parental letter of explanation for each and every absence is a legal obligation parents must fulfil. Please ensure that the school has your up-to-date contact details.

## ARRIVING AND LEAVING

Students in Kindergarten to Year 6 who have not arrived prior to the class roll being taken first thing in the morning, must report to reception where they must 'sign in' prior to going to their classroom. Punctuality at the beginning of the day is a parental responsibility and as such it is the parents' responsibility to 'sign in' the child as late, to avoid receiving an incorrect absence notification later in the day.

Should you arrive late or be departing early, please stop at Reception to collect a 'Late Arrival' or 'Early Departure' note to be handed to the class teacher.

### Early Learning Centre

**Arriving:** It is a requirement that you hand your child over to a staff member. If you have time before class starts, feel free to enjoy a jigsaw puzzle or play a game with your child before you depart.

**Leaving:** It is necessary for parents/guardians to collect their child from the classroom. Written authorisation must be provided to your child's teacher if anyone, other than the child's parent or guardian, has been designated to collect your child from school. If anyone other than the usual parent is collecting your child, please tell your child of this change prior to the commencement of the session to help avoid any confusion for your child. We will not release your child to someone we have neither met nor been informed of. Important written information of this nature may be handed directly to the teaching staff or placed in your child's communication folder.

## ASSEMBLIES

Assemblies take place at 8:45am on Fridays every 4 weeks. This is a time for the whole student body to gather and hear what another year group has been learning about. Parents are welcome and encouraged to attend.

Assemblies are attended by Pre-Primary to Year 6 students. Kindergarten and Kick Start students attend 'special event assemblies' such as the Easter Assembly. Families and friends are also very welcome to attend.

## BEFORE AND AFTER SCHOOL CARE

There are a number of high-quality Before and After School Care providers in the area. To enrol your child, please follow the links to access their respective websites:

- Kids Inn - <https://kidsinn.com.au/>
- Pachamama - <https://www.pachamama.biz/>
- Goodstart Early Learning - <https://www.goodstart.org.au/>

## CAMPS

Camps are an important part of school life, enabling students to engage in a variety of learning experiences that cannot be provided within the classroom.

**Year 4 Camp** – Camp-Out: Year 4 'Camp-Out'. Further information will be sent home to parents when required.

**Year 5 Camp** - Leadership Camp: The Year 5 Camp is a three-day camp usually held at Point Peron, Rockingham. Further information will go home to parents when required.

**Year 6 Camp** – Eastern States Adventure: In Year 6 students are offered the opportunity to attend a trip to Sydney and Canberra. The trip complements and enhances the students' learning from the Australian Curriculum in relation to Federation, Federal Government and the history of Australia. The Sydney Canberra Trip is optional and is a trip only attended by students and SCEA staff members. This is always a highlight of the student's primary school memories for years to come!

## CARS IN THE SCHOOL GROUNDS

Please help to keep KCS a safe place for all students and their families by adhering to the school's car park safety regulations. Drivers in the car park must always:

- drive carefully and slowly
- obey the directions of the on duty teacher
- park in the designated areas if they are walking children to or from the grounds.
- stay with their car in the 'kiss & drive' zone
- be courteous to other drivers and pedestrians

## CHANGE OF CONTACT DETAILS

Contact details can be changed in Parent Lounge.

## CONFLICT / BULLYING

### Conflict

Everyone experiences conflict from time to time. It is a normal part of life and learning to deal with it in a healthy way helps kids master the social skills they need. Most of the situations students

experience in school are conflict / problems caused by:

- misunderstandings
- selfishness
- ignorance
- accidents, and/or
- deliberate choices

If a student who is involved in a negative social incident is able to calm down, articulate their feelings and change their behaviour, then conflicts can be resolved positively. Students are encouraged to attempt to solve these conflict situations and to call upon an adult to assist as required.

## Bullying

The best way to identify bullying is to recognize that it is a deliberate act. The goal is to hurt, insult or threaten another person. There is also an imbalance of power in the situation. Bullies exert control over other people either by intimidating them, harassing them, threatening them or humiliating them.

Bullying is also repeated and purposeful. In other words, it is ongoing. While the tactics may vary from incident to incident, the bully is targeting the same people over and over with the purpose of hurting them in some way.

Peer Conflict	Bullying
<ul style="list-style-type: none"><li>• Equal power in relationship</li><li>• Both children upset</li><li>• Feel remorse</li><li>• Want to solve problem and restore relationship</li><li>• Happens occasionally</li><li>• Usually not emotionally damaging</li></ul>	<ul style="list-style-type: none"><li>• Imbalance of power</li><li>• Victim upset, bully is not</li><li>• Bully has no remorse</li><li>• Bully does not see need for resolution</li><li>• Is ongoing</li><li>• Can be serious emotional or physical threat</li></ul>

We do not condone bullying behaviour as being 'just part of children growing up' or have the attitude that 'children will be children' because this form of anti-social behaviour can have a profound and long range effect on a child's life. Bullying will not be tolerated and immediate consequences will be enacted upon students involved in such anti-social behaviour.

## CURRICULUM

The Western Australian Curriculum is a learning entitlement for each student. It provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs, abilities, backgrounds and interests of students will vary, and that schools and teachers will plan teaching and learning experiences using the curriculum in ways that respond to the needs and interests of students. The Western Australian Curriculum acknowledges the changing ways in which young people learn, and the challenges that will shape their future learning.

The Western Australian Curriculum includes a focus on the general capabilities of Literacy, Numeracy, Technologies competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding. It also emphasizes three cross-curriculum priorities. These priorities provide dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within the learning areas. They enable the delivery of learning area content at the same time as well as developing knowledge, understanding and skills

relating to Aboriginal and Torres Strait Island histories and cultures, Australia's engagement with Asia and sustainability. The Western Australian Curriculum sets out what all young people should be taught through descriptors of set content and the learning levels expected through year level achievement standards. Parents can view the Pre-Primary to Year 10 Western Australian Curriculum outline at <http://k10outline.scsa.wa.edu.au>

In Years 1 and 2 the teaching of the Western Australian Curriculum is guided by the principles and practices of Early Years Learning Framework. Students in Years 1 to 6 engage in the following curriculum areas; English, Numeracy, Digital and Design Technologies, science, Health, History, Geography, Civics & Citizenship (Years 3 to 6), Economics and Business (years 5 & 6), Art, Music, Health and Physical Education, and Bible and Christian Studies.

## EDUCATIONAL EXCURSIONS

During the school year, your child will participate in activities that are different to the normal school routine. School educational on-campus and external excursions are linked to the curriculum and designed to enhance student understanding of concepts being covered. Every year level is different regarding the number and type of excursions and on-campus activities they may be involved in.

Information about the excursion will be placed on Parent Lounge, including consent forms. Specific parental permission is required for students to attend each excursion. If no signed consent form is returned, unfortunately the student will be unable to attend the excursion and will be supervised in another classroom. This procedure needs to be followed to fulfil our Duty of Care legal requirements. The school includes these costs within the inclusive fees. This amount covers all costs including bus fares and entrance fees to all educational excursions. We request that parents attend excursions only in a pre-arranged official supervisory capacity. Therefore, parents will need to make alternative arrangements for the care of siblings, so that parents can fulfil their supervisory roles. For some excursions, parents who attend may be asked to contribute to the cost and to provide their own transport to and from the facility.

## EXTRA-CURRICULAR ACTIVITIES

### **Sport**

The School extra-curricular sports programme offers students the opportunity to participate in a variety of sports. Every student is encouraged to participate in a sports programme.

Through a student's participation in extra-curricular sport, Kalamunda Christian continues the development of essential life-long physical skills and healthy behaviours.

Throughout the year sporting teams from Year 3 – Year 6 are entered into sporting competitions to offer a wider experience, foster sportsmanship, build a sense of belonging, spirit and pride, and to encourage the best in students.

Kalamunda Christian School is a member of WA Christian School Sports Association (WACSSA), which caters for students in Years 5-6 in a variety of sporting opportunities.

### **Performing Arts**

The KCS yearly production is one of the highlights of the year and demands a commitment from the students to learn new skills and gain a confidence that will benefit them in their future life.

The process begins in term 1, with students participating in two weeks of auditions. The audition process requires students to perform a monologue and song excerpt in front of a panel of judges. For some students, this is a nerve-racking experience. However, it is a vital part of the process to ensure that they experience what it means to be part of a production. Next the cast is announced, with the younger students as part of the ensemble to gain experience onstage with minimal pressure; and older students to play the main parts as well as perform the non-speaking roles. Weekly rehearsals involve script read-throughs, voice projection coaching, character development, dance choreography, singing and stage direction.

## **Music**

Parents of Year 4 students are given the valuable opportunity to have their child experience the joys of learning an instrument through the KCS scholarship programme. This is a programme whereupon students in Year 4 are offered a year's worth of group instrumental lessons for free. Instruments included in this offer include flute, clarinet, saxophone, trumpet, trombone, violin, viola, cello or percussion.

Instrumental ensembles are run weekly to support the student learning and engagement of their chosen musical instrument. Ensemble rehearsals are valuable and enhance technical skills, team building and the construction and maintenance of social connections.

The Training Band is comprised of students who have just begun to learn a wind, brass or percussion instrument. These Year 4 students are supported and encouraged to improve and excel within a fun and engaging environment, including musical games and team building exercises.

Members of the Performing Band consist of students originating from the Year 5 and 6 cohort. These students typically have been learning an instrument for one year or more. The Performing Band boasts a wider and more diverse repertoire while continuing to encourage the student's musical prowess through games and activities.

The String Ensemble is composed of students who learn the violin, viola and cello. Students get to enjoy playing high quality music adapted to their level. The String Ensemble encourages the appreciation of music, listening skills, cooperation and technique development.

Quality singing lessons are also available at Kalamunda. These lessons are held weekly for a duration of 30 minutes. Students involved in our singing programme enjoy the opportunity of group or individual lessons. Each lesson is held in a supportive and encouraging environment with personalised instruction and further skill development, promoting an increased self-confidence.

Choir is offered for students in Years 1 through to 6. Years 1 and 2 benefit from their own special time to sing along with their peers. The Senior Choir is comprised of students from Years 3 to 6. These students have elected to develop their vocal skills through a variety of engaging vocal techniques, games and activities. The Senior Choir boasts a wide range of repertoire appropriate for the age level while enhancing learning, participation and enjoyment.

Information regarding the School's Music Tuition Programme can be obtained from Mrs. Anne Wheat, Music Director by phoning the School or email [anne.wheat@kalamundacs.wa.edu.au](mailto:anne.wheat@kalamundacs.wa.edu.au)

## FREE DRESS CODE

At all school events/activities (including free dress days, carnivals, camps, and performance events) students must wear clothes that are suitable for the activity and appropriately modest (no more revealing than the normal school uniform). Students must not wear any article of clothing that exposes their midriff or is revealing. Enclosed shoes must be worn for protection of the feet. Slogans, symbols and graphics on clothes deemed inappropriate by the School will not be permitted. The school will contact parents if clothing is deemed to be unacceptable. The following items of clothing are not suitable: short skirts or short shorts, thongs or sandals, or singlets/spaghetti straps as the outer garment.

## HOMework (REVIEW & CONSOLIDATION)

Homework at Kalamunda Christian School consists of revision and consolidation of work which has already been covered in class. Homework is a tool that also allows parents to observe and help their child to develop study habits and the discipline needed for learning. It is seen as a vital part of the overall training process for students and prepares them for further study. Please note, no projects or assignments are given as homework. The purpose in giving homework is:

- To encourage students to work independently
- To encourage students to take responsibility for their own work
- To consolidate work done in class
- To accustom students to homework in preparation for later life
- To foster good links between home and school
- To help students learn to organise and plan their time

Homework should take approximately:

- 10 minutes per day (3 days) for year 1 and year 2 students
- 20 minutes per day (3 days) for year 3 and year 4 students
- 30 minutes per day (3 days) for year 5 and 6 students

In Years 1, 2 and 3 parents are encouraged to be actively involved in their child's homework. Students in Years 4, 5 and 6 will often benefit most when they take ownership of their own work and complete as much as possible on their own under parental supervision.

How can I help my child?

- Make a routine - Ensure that there is time set aside each day (Monday – Thursday) for homework
- Praise rather than reward - Encourage and support your child/ren to complete their homework. Positive reinforcement can help instill these values and behaviours for life.
- Create a quiet space - Try to provide a quiet area where your child can work without interruption.
- Give your child help and guidance if they are having difficulty and encourage him/her to see the teacher if they are not clear about something. If possible, guide rather than give direct answers.
- Assist teachers to monitor homework by signing the diary as requested.
- Avoid 'homework battles' - Seek advice from your child's teacher to avoid little problems becoming major ones.
- Encourage reading! Children need to be setting aside time to read and assimilate a wide variety of books. Your class teacher can give advice on suitable literature.

## HOUSE COLOURS/FACTIONS

Students are divided into three Houses each representing a prominent missionary:



### **Morgan** – Blue

This House was named after John Morgan (1806 – 1865), missionary to New Zealand.



### **Taylor** – Green

This House was named after James Hudson Taylor (1832 – 1905), missionary to China and founder of the China Inland Mission.



### **Wesley** – Red

This House was named after John Wesley (1703 – 1791), Anglican priest and founder of the Methodist church who worked towards the abolition of slavery.

The House system is designed to promote sportsmanship, team spirit, co-operation, endeavour and a sense of belonging. A House reward runs each term, along with House swimming and athletics carnivals that occur on an annual basis.

As an option, students in Years 3 to 6 can wear a House coloured shirt at House Swimming Carnivals, House Cross Country Carnivals and House Athletics Carnivals.

## ILLNESS AND ACCIDENTS AT SCHOOL

### **Illness at School**

The health and safety of all students is of major concern to all staff at our school. Since the Early Learning Centre does not have separate facilities for the care of sick students, parents are asked not to send sick children to school.

An area in each classroom (e.g. some cushions or a beanbag) is set aside for any child who becomes unwell. If your child falls ill while at school, a staff member will contact you (or the emergency contact person) as soon as possible.

We may request that you collect your child if the illness makes your child uncomfortable. Children commencing at school are often susceptible to infection because of close and increased contact with other children.

If for some reason contact cannot be made with either the parents or the designated emergency contact person for that child, and the child cannot be collected, then the staff will care for the child and make appropriate decisions on behalf of the parents. If necessary, an ambulance will be called and one of the staff members will accompany the child to hospital.

If your child suffers from any allergies or chronic conditions, this should be discussed with staff, so that they know how they should attend to your child if necessary. To ensure the safety of all the children in our care, please do not leave medication in your child's bag. Even cough lollies pose a hazard. All medication must be handed to a staff member for safe storage.

In the case of any student who presents with vomiting, diarrhoea or a temperature above 37.9 °C, the student's parents or relatives will be contacted immediately and asked to make arrangements to collect the student from school as soon as possible. These students are required to be kept home for 48 hours after symptoms have subsided. It is important that the school is kept up to date with at least two current contact numbers, and two emergency contact numbers to ensure we are able to make contact, in the event of an emergency.

If your child does not seem well or has a temperature, please do not send them to school. Giving your child Panadol or Nurofen to keep their temperature down may make them feel better for a short time but will wear off quickly. A child who is unwell in the classroom will not only struggle to complete the day's work but may pass on their illness to their classmates or teachers. Your cooperation is therefore sought to ensure that, to the best of your ability, your child is sent to school well enough to participate in the entire day's activities.

To ensure our medical records and emergency contact details for each student are current, a student medical information form should be completed at the beginning of each year for each child.

## **Administration of medication**

If a parent/carer requests for medication to be administered to their child:

- Written and signed consent must be given beforehand by the parent/carer, stating the medication to be given, how it is administered and its dosage. Student medical forms can be obtained from the front office;
- A record of the administration will be recorded by staff;
- Any medication must be properly labelled and will be stored securely.

No medication of any sort will be administered to the child without written permission from the parents.

In accordance with School Policy, teaching staff cannot administer medication. If your child is on antibiotics or other medication he/she should remain at home until the course of medication is complete.

Medicine should only be administered at the school via Administration Staff. Please remember in consideration of your child, other children and staff that the best place for children who are unwell is at home.

**Infectious Diseases Policy:** In the case of infectious diseases, school policy is that students should be kept home until the symptoms have cleared. This includes (but is not limited to): conjunctivitis, chickenpox, cough and cold viruses, diarrhea, mumps, measles, German measles, nausea and

vomiting, ringworm, school sores, whooping cough and untreated head lice. Not only are these ailments highly contagious but sending students back to school prematurely could hamper the healing process. By adhering to these guidelines, you are helping us to keep KCS a healthy, happy place for all our students.

## **Allergies**

Kalamunda Christian School is an 'allergy aware' school and in the best interest of our students, no nuts of any kind are allowed to be brought to school. This includes nut products such as peanut butter, peanuts in shells, nut muesli bars, Nutella, any nut biscuits and packets of dried fruits with nuts.

If you are unsure about a food item, please check with staff.

## **Students with a Pre-existing Condition**

The parents of those students with a pre-existing condition which may require immediate medical intervention (i.e. diabetes, anaphylaxis, asthma) must have a treatment plan, which is updated annually, completed by parents and their doctor and lodged at the school.

Parents of children who require the use of an Epi-Pen or other regular preventative medicine need to discuss the management of their child's needs with the classroom teacher or at reception.

The school advocates an approach of allergen minimisation to optimise the care of all students. We would ask that all parents minimise potential allergens by avoiding items in their child's lunchbox or bag that may cause other children to have an allergic reaction.

Due to the importance of all staff being familiar with the needs of these students, information is shared in a number of ways:

- Shared information at staff meetings;
- Updated training sessions;
- Photos (with explanation of condition) displayed in classroom Medical files;
- Copies of forms are given to the student's class teacher.

## **Accidents at School**

Most staff on site, hold a First Aid Certificate. In the event of a minor injury, a certified member of staff will attend to it. The certificated member of staff attends to minor injuries and the injury will be reported to the person who collects your child. Should a more serious accident occur, parents or emergency contacts are informed immediately. Any head injuries, whether minor or significant, result in a phone call to advise parents of the incident.

## **IMMUNISATION RECORDS AND MEDICARE NUMBER**

All students entering Pre-Kindergarten, Kindergarten, Pre-Primary and any new enrolments in any year group are required to provide the school with an Immunisation History Statement that is no older than two months old. This must be provided before the start of the school year. Additionally, it is a registration requirement that all students provide their Medicare number and reference number and this information can be uploaded on Parent Lounge.

## INTERNET GUIDELINES

Our students are being educated for a rapidly changing world. At Kalamunda Christian School, we see the Internet as a valuable resource and use it as a teaching and learning and recognise that computer literacy is an essential part of the education of our students. We believe it is important for them to learn how to use technology effectively and responsibly.

Use of the Internet is both a responsibility and a privilege and not a right. All users of the Internet are therefore expected to use it in a responsible, efficient, ethical and legal manner.

The School has devices that can access the internet and should be treated with care. The following actions are **not** permitted:

1. Sending, displaying or accessing offensive sites, messages or pictures.
2. The use of obscene language (including email abuse)
3. Bullying, harassing or attacking others.
4. Interfering with another student's computer.
5. Using another person's password / account.
6. Accessing other people's folders and files

Students must also:

- follow teacher instructions and be supervised at all times when using the Internet;
- tell the teacher straight away if he/she sees any information on the computer that is not acceptable;
- not record (or forward or post recordings of) a student, teacher or any other person without their explicit permission;
- only access appropriate information on the Internet to help with schoolwork

## LEARNING SUPPORT

At Kalamunda Christian School a strong emphasis is placed on the development of both Literacy and Numeracy skills. We believe all students can achieve their potential in a positive, challenging educational environment that targets their interests, channels their energies, develops their abilities and allows learning to take place at a student's own developmental rate.

Students' academic needs vary widely and teachers at Kalamunda Christian School are committed to meeting the needs of all students, including those who may be 'at risk' academically, or those who require extension and challenge, by providing differentiation within the classrooms.

Every teacher will sometimes have concerns regarding a particular student's learning or behavioural difficulties. In this situation, the teacher may need to adjust the student's programme, adapt classroom procedures, and make a decision about whether to seek further advice. Kalamunda Christian School aims to provide programmes and services that encourage students with disabilities or specific learning needs to participate in curriculum activities to their full potential. Where possible it also aims to provide professional development for teachers to gain the skills necessary for teaching students with special needs.

If teachers are concerned that a student may be 'at risk', they will liaise with the Director of Teaching and Learning to determine which assessments are required. A meeting will be held with the parents to discuss these concerns and determine the next course of action and whether further intervention is required by outside professionals. An Individual Education Plan (IEP) may also be developed.

AISWA Psychology Services are available to work with staff at the School in order to assist students in the areas of student learning, student behaviour and social and emotional issues. The Director of Teaching and Learning may recommend the involvement of AISWA Psychology services if required, however, if the necessary assessments cannot be provided by the school or AISWA then the Learning Support Coordinator will recommend parents to outside professionals to support the learning needs of students.

The Student Support Department (SSD) is a department within the school which is available to students who require assistance with their learning. SSD is coordinated by Mrs Donna Reed, with Mrs Nola Jones, Mrs Shona Minchington, Mrs Tanya Wallace, Ms Lark Langridge, Mrs Julie Sharp and Miss Eilis Slaney providing the hands-on support (alongside the classroom teachers). It caters and provides additional support for students who may require:

- Revision of strategies and skills of reading, writing, comprehension, spelling and mathematics
- Modifications to their curriculum and strategies to assist their learning and/or behaviour within the classroom.

Student Support lessons may consist of:

- Individual or small group explicit and direct teaching in a withdrawal setting
- Individual or small group assistance within the classroom

Parents can contact our Student Support Department Coordinator, Mrs Donna Reed, if they have any concerns or queries regarding additional support for their child.

## LIBRARY

The KCS Library offers a safe and inviting space for all students to participate in the joy of reading. A wide and diverse collection of books is available for loan, including non-fiction for research and general interest, and fiction, with genres to suit all tastes and ages within the KCS community.

Library classes are run by the Librarian, where weekly borrowing is encouraged from Kindy to Year 6. While book care is taught within the Library environment, students are responsible for the return and care of any books borrowed by them. Books can also be exchanged during recess and lunch from Monday - Thursday.

Library Club is available during the lunch break with all students welcome. There are activities set up each day which include games, play dough, colouring, craft and comfortable spots to read and chill.

The following are some specific rules and information for students:

- All students from Kindy to Year 6 must have a waterproof bag for borrowing books. Bags are available at the office in a variety of colours. Unfortunately, no bag, no borrowing.
- Books may be borrowed for a period of 1 week.
- Borrowing limits are at the discretion of the Librarian / teacher.
- Students visit the Library on a weekly basis for 30 to 45 minutes.
- If a student has not returned books by the due date, notices and reminders will be provided.
- Students with overdue books may not be able to borrow until books are returned.
- If there is no satisfactory response to overdue notifications, an account with the replacement cost of the book will be sent to the parent.
- Lost and damaged books must be paid for or replaced.

We endeavour to ensure the books in the library are suitable, however we cannot read every new book that comes into the library. If you have a concern with a book, please come and talk to the

Librarian. Some books are 'restricted' to the older year groups, due to the nature of the topic. These books will not be loaned to younger students without parental consent, e.g. WW1, Holocaust etc. Please understand that what is acceptable / unacceptable to one family may / may not be acceptable to another. Involvement of parents for reviewing reading materials is always welcomed, as are any offers of assistance.

Our vision for the Library is:

- To provide a safe place, where all students can be exposed to the wonders of reading and the enjoyment of borrowing different books each week.
- To encourage a genuine love for reading and being read to.
- To establish good reading habits.
- To expose students to a variety of genres & non-fiction books which stimulate, educate and ignite their imagination.
- To develop in our students an appreciation of their library and its resources.
- To be inquisitive and develop research skills that will equip them in other areas of the curriculum as well as enable them to use the library effectively.

The focus for school and home is:

- Developing a love of reading
- Providing a happy space for reading
- Sharing the joy of reading with each other
- Connecting and exploring together

## LOST PROPERTY

A box for lost property is located in the administration office. Students and parents are requested to check in this box for misplaced property.

Please assist us to decrease the significant amount of lost property that accrues daily by **clearly naming every item** belonging to your child.

## OFFICE HOURS

The school office is open from 8:00 am until 4:00 pm during the school term.

## PARENT CODE OF CONDUCT

### Communication

Kalamunda Christian School is committed to ensuring a respectful learning environment that is safe, positive and supportive for all students, staff and visitors of the school. All members of the school community have a right to an environment free from harassment and to converse comfortably in a positive and co-operative manner.

- The expectation is that the interactions between parents / guardians and staff at KCS will always be done in a courteous and respectful manner.
- Use courteous and acceptable language in both written and verbal communication.
- Look for the positive. Give encouraging and constructive feedback rather than negative criticism.
- Emails and telephone calls will only be responded to within normal working hours, unless of an urgent nature. The School endeavours to respond within 24 hours (Monday – Friday).

- All members of the community are expected to adhere to the Child Safe Organisation Framework Relationships
- Discipline of students is the responsibility of staff and therefore any matters or concerns related to managing students' behaviour should be referred to staff immediately.
- Parents are not permitted to approach other students to discuss matters relating to conflict between students. All concerns must be directed to the appropriate staff member (teacher or Deputy). Ensure that physical contact with students is appropriate given the age of, and relationship with, the student such that questions of impropriety do not arise.
- Do not discuss any grievances regarding the school or a teacher in front of your children. This results in a break down of trust and relationship.
- Both parents and teachers play an important role in children's learning, development and wellbeing, and children flourish when there are positive connections between the different spaces they learn in.
- Listen to your child but remember that a different 'reality' may possibly exist elsewhere.
- Recognise the damage that gossip can do within a community and avoid uninformed speculation; if concerned, clarify the matter directly with the school.

## **Privacy**

The protection of rights of the students is paramount. All information relating to students may only be discussed within the community between staff members as a collegial discussion, or the parents of the student. Members of the school community must respect the right to privacy and adhere to the Privacy Policy.

## **School Policies**

- Support the School's Policies and acknowledge that the Principal is responsible for implementing the School Policies.
- Comply with all relevant policies and procedures of the school.

## **Conflict Management**

- Seek staff assistance, if necessary, to resolve conflict peacefully.
- Work with the school to deal promptly with areas of concern.
- Accept staff decisions and follow their directions.
- Speak with the staff member if there is a problem complying with any directions.

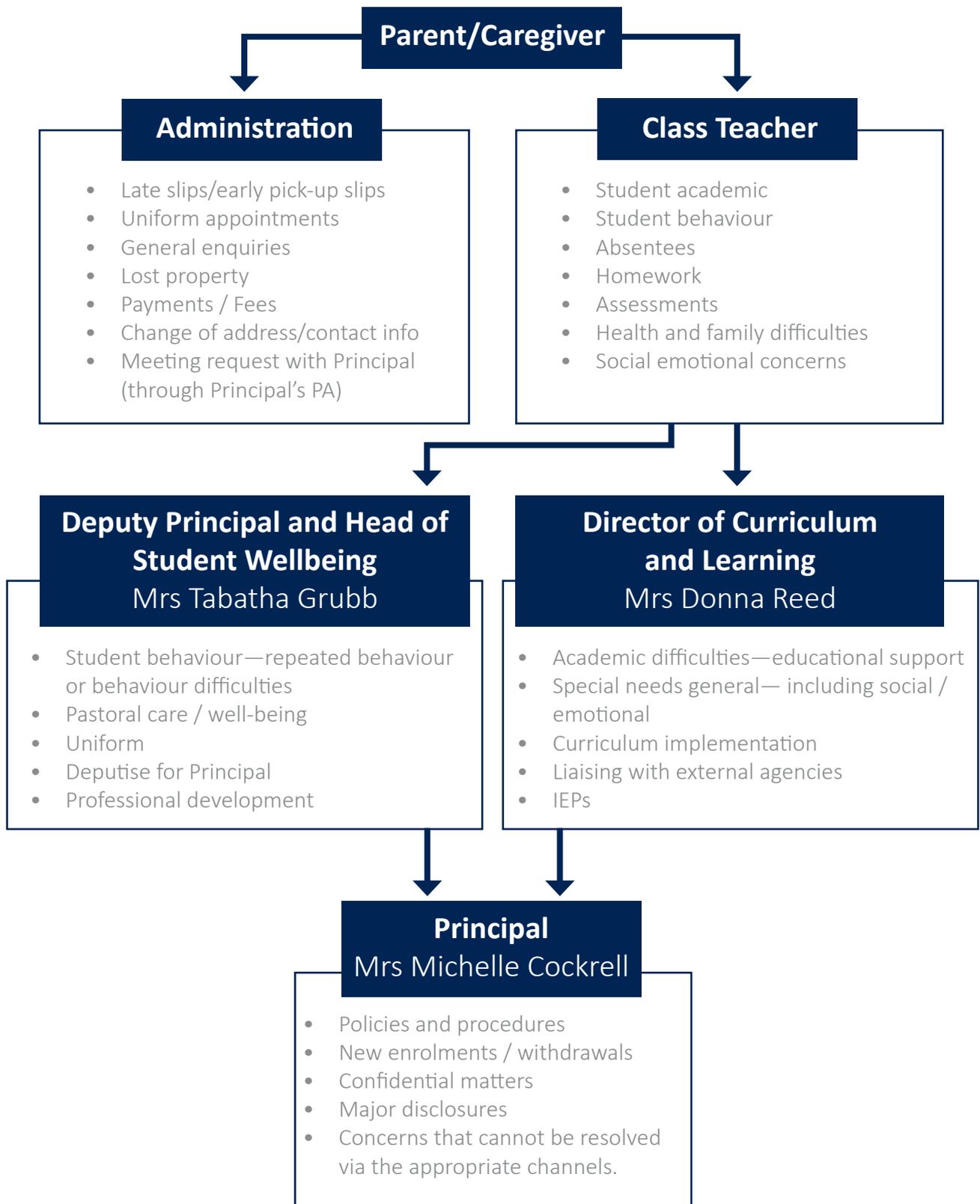
# **PARENT COMMUNICATION POINTS**

## **TASS**

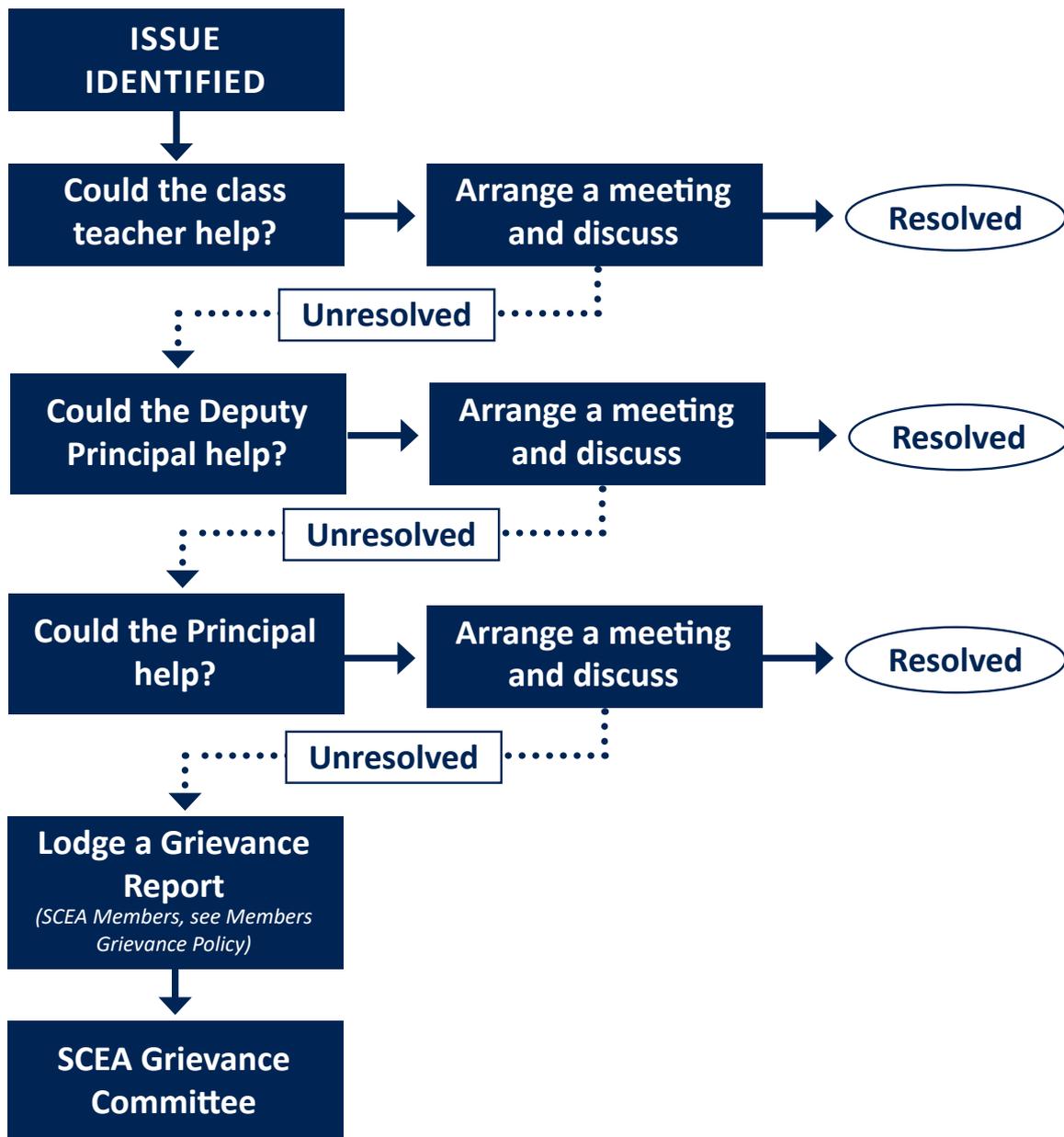
TASS is the database/record keeping system used by the school. It houses student records, generates timetables and class lists, reports on student progress, generates purchase orders and all payments and receipts.

Content from TASS is made available to parents through Parent Lounge.

## Lines of Communication Figure



## Complaint Resolution Flowchart



## Parent Lounge and App

Parent Lounge is the first port of call for all information, including handy items such as:

- Weekly Sport Organisation
- Daily Notices
- Team lists
- Calendar and Events
- Notices
- Newsletters

The Smartphone App is a free download from the iTunes app store or Google Apps. It is an excellent way to keep up to date with school news.

## Newsletters

A whole-school newsletter is emailed to parents twice a month. Notification of special events, routine information and requests will be made through these notices or via parent emails.

## Social Media

Find and follow Kalamunda Christian School on Facebook ([www.facebook.com/kalamundacs](http://www.facebook.com/kalamundacs)) and on Instagram (@kalamundacs) for exciting updates.

## Class Blog

A day in school is a very busy and exciting experience. A weekly or fortnightly blog or email, including photos, is sent home at the end of each week or fortnight, so that parents have the opportunity to find out what has happened in their child's classes.

## PARENT CONCERNS

Should a parent have a concern regarding incidents or situations their children may be involved in, communication is vital. The first port of call is always the classroom teacher who can provide clarity on the incident or will address the situation after communicating with the parent.

Though a situation may initially be communicated in verbal form, it is recommended that this be transferred by the parent to a written format as soon as possible. This allows time for reflection and for issues to be further clarified.

Concerns or issues will be addressed as expediently as possible but due to busy schedules it may take a day or two for phone calls to be returned, emails to be answered or notes in the diary to be attended to.

It is expected that staff will communicate to parents either in verbal or written format politely and with grace. We request that parents also adhere to this etiquette so that positive communication can be maintained.

If parents feel that they have spoken to the classroom teacher and the situation has not been resolved they are encouraged to speak to Mrs Grubb, Deputy Principal and Head of Student Well-being.

The classroom teacher, or the Deputy, will investigate the situation and report back to the parent their findings. We have every child's best interest to consider and attempt to do so objectively and prayerfully.

If, after consultation with the classroom teacher or the Deputy Principal, parents wish to communicate their concerns to the Principal they are most welcome to do so. It is our hope that if there are any issues these could be resolved amicably and effectively, as we want every child's time at school to be positive and beneficial.

## PARENT TEACHER INTERVIEWS

Teacher contact may take place in any of the following forms:

- A class meeting at the beginning of the year (where individual appointments can also be made)
- Informal contact after school at a mutually convenient time for the teacher and parent
- A formal interview requested by a parent, guardian or teacher via the school office
- A formal parent/teacher conference during the second term
- An e-mail, letter or note
- A telephone conversation
- Parent help in the classroom

A parent/teacher conference outlining student academic progress, personal and social interaction and work habits is scheduled early in first term of each year, with parents and guardians.

Teaching staff should not be approached by parents to discuss student needs after the morning bell at 8.30am, unless a mutually convenient appointment has already been agreed upon by the teacher and the parent. Teachers have a duty of care to all students in their class at this time.

## PARKING

Overflow parking is available at the southern end of the school (adjacent to the uniform shop).

## PASTORAL CARE AND BEHAVIOUR MANAGEMENT

Kalamunda Christian School is committed to providing a safe and positive school environment in order to facilitate general well-being, character and learning. Student attitude and behaviour not only impacts the students themselves, but other students, teachers and parents. To train and develop student character and positive behaviour, the school seeks to maintain a high level of discipline along with a high level of support. All action in this area will be procedurally fair and free from discrimination or degradation.

The goal of discipline is to address root causes and instil personal responsibility for improper behaviour to restore relationships. It is of utmost importance that parents support the teachers in matters of discipline and it is equally important for teachers to keep parents informed of any problems.

All students at KCS are expected to show the following behaviours at school:

- Endeavour – you have to try your best at everything
- Respect – for teachers, parents, peers and any visitors to the school
- Courtesy – for everyone you see or meet (good manners)
- Pride – in yourself and how you represent the school
- Personal responsibility – for your actions
- Integrity – honesty and good choices in everything you do
- Tolerance – for all people who are different to you – this means everyone!
- Inclusion – to include everyone at KCS and the school community

All students at KCS have the right to:

- make as much progress as they can
- be in a school where there is no bullying

- feel safe and happy
- be treated fairly
- be respected, shown good manners and have people be honest with them
- be able to say what they think or feel and be a part of the school community
- have their rights respected
- have personal boundaries respected

All students at KCS have the following responsibilities:

- Make sure their behaviour doesn't stop others from learning
- Make sure the school is kept clean, tidy and safe
- Make sure they are polite, on time, and ready for lessons
- Treat others with respect, good manners and kindness
- Represent KCS well outside of school (carnivals, excursions, shops)
- Behave in a way that protects the safety and well-being of others
- Accept the consequences of their actions
- Respect the rights and privacy of others

All students at KCS have the right to boundaries:

- How they want to be treated by other people
- How they want to be respected by others
- How they are talked to
- How they are touched – during play, and when they are around other people (sitting down, during sport...)
- How people use their belongings

### **Preventative**

The School encourages positive behaviour to limit behaviour concerns by:

- Promoting school values through lessons, informal conversations, modelling and Focus Talks during RAVE (Religious and Values Education)
- Rewards and incentives for positive behaviour e.g. – House points
- Teachers 'knowing' the students and identifying potential triggers
- Making rules and expectations clear before an incident occurs
- Providing an environment that encourages successful, developmentally appropriate behaviour - builds resilience, supports self-regulation and social involvement

### **Positive and Affirming**

The School seeks to address issues and focus on positive solutions. Students are supported to manage their own behaviour and build self-regulation. They are encouraged to dwell on how they **should** behave rather than how they **shouldn't** behave.

This is evident when:

- Students are given an opportunity to reflect on more appropriate courses of action
- Students are encouraged to develop pro social choices and behaviour
- Students are acknowledged for displaying attributes which lead to building resilience, peacemaking and social involvement

### **Corrective**

When an incident or problem occurs, the school seeks to identify the triggers and antecedents in order to help 'correct' and guide behaviour. The school also enforces developmentally appropriate consequences in this process.

This is evident when:

- students reflect on what went wrong and take personal responsibility for their part
- teachers assist students to identify an error in thinking or response
- teachers reiterate rules and provide an appropriate consequence to reinforce expectations according to the child's developmental ability.

### **Restorative**

When conflicts occur, the school seeks to restore relationships. While consequences may still be necessary, future health, safety and peace can depend on perpetrators acknowledging the impact of their actions and apologising. Through discussion, students agree on how they will relate to each other into the future.

## **PRIVATE MUSIC TUITION**

Private Music Tuition is offered to students throughout the school in the form of weekly group and individual lessons for a duration of 30 minutes. Instruments offered for tuition include bass guitar, percussion, piano, saxophone, trumpet, violin, viola, cello, flute, trombone, baritone horn and clarinet. Voice tuition is also offered. Information regarding the School's Music Tuition Programme can be obtained from Mrs Anne Wheat, Music Director by phoning the School or email [anne.wheat@kalamundacs.wa.edu.au](mailto:anne.wheat@kalamundacs.wa.edu.au)

## **REPORTS & STUDENT PROGRESS**

### **Reporting Periods**

Reports are done in term 2 and term 4. A full report is issued at the conclusion of each semester for Pre-K – Year 6 students covering all subjects taught within the current school year.

### **Appointments with Class Teacher**

You are welcome to make an appointment with your child's teacher at any point throughout the year to discuss your child's progress. Please be reminded that if you wish to speak to the teacher after school, you will need to wait until all students have been dismissed.

### **Approach to Children with Special Needs or who are Talented/Gifted**

We believe that the environment we provide should be a safe, happy and welcoming one for everyone who comes to KCS. Learning activities will be provided through children's requests, suggestions and experiences of their own environments as well as focusing on significant events throughout the year.

Activities will incorporate all developmental areas:

- Communication and language;
- Emotional, personal and social development;
- Expressive and aesthetic;
- Knowledge and understanding of the world; and
- Physical development.

The school conducts a programme of support and enrichment in which the learning needs of all students are supported by the class teachers and specialist staff. The curriculum at KCS is differentiated so that the various levels of student ability are catered for within the classroom, however it may be necessary at times to supplement this with targeted teaching to help a student

overcome a particular weakness or to provide other support activities, working with the resources available.

## **Portfolios**

In Pre-Kindergarten and Kindergarten a portfolio, which contains samples of your child's work, will be collated during the year. The aim of this collection is to demonstrate the development and progress that your child has made. Parents have opportunities throughout the year to view their child's portfolio and add items/comments.

## **Observations and Learning Stories**

Staff members undertake observations of all students in their care and document their developmental level in prescribed formats.

Forms of observations include:

- Developmental checklists/learning stories;
- Anecdotal records / running records;
- Comments / feedback and conversations with parents;
- Group observations / photos.

Observations on students are kept strictly confidential.

## **SCHOOL COMMUNITY AGREEMENT**

I/We Agree:

- To support the Christian ethos, principles and practices of the school.
- To work cooperatively with the teachers in sharing the responsibility for educating my child/ren.
- To discuss with the teacher, Deputy or Principal at the earliest opportunity any concerns that may arise.
- To be supportive of my child taking part in all school curriculum activities and in related extracurricular activities (including camps, awards' nights, etc.) expecting that all reasonable precautions will be taken to ensure the safety and comfort of students.
- To accept and act in support of the behaviour management policy of the school.
- To demonstrate my respect for the community by using courteous language at all times.
- That ongoing disruptive behaviour will not be tolerated and that the school principal has the authority to follow the appropriate policies and procedures to ensure the safety of all students, which may include suspension/expulsion.
- To accept the school's policy of the compulsory wearing of uniform.
- To support the efforts of the school to maintain high academic standards and give my child encouragement in the completion of homework.
- To pay fees in advance of each school term or by direct debit as arranged, as per the fee schedule.
- To discuss with the school business manager any change of circumstances which alters my ability to pay tuition fees as agreed.
- To support the school programmes.
- To give the Principal at least one term's formal written notice of intention to withdraw a child or to give advice of the possibility of such an event. I understand that if a child is withdrawn without one term's notice I may be liable for the next term's fees.
- To meet the compulsory requirement for my/our child's attendance at school. If my/our child is absent for illness, notes will be provided in a timely manner. Other absences will be granted only after prior permission from the principal. I/We accept that failure to do so may jeopardise my/our child's enrolment at the School.

- To support engagement in further assessment with professionals should a referral from the school be necessary.
- To pay a contribution to the School Development Fund annually as specified in the School Fee Schedule for the period of my child/rens enrolment. I/We agree to adhere to the terms and conditions as set out in the School's Fee Schedule. Thereafter each term's fees are payable in accordance with an agreed payment schedule.
- I/We agree to abide by the SCEA credit policy and should fees fall into arrears my/our child's enrolment at the school may be terminated.
- That in the event of a grievance, I/we will follow the School and SCEA's Grievance Procedures and abide by the outcome.
- To abide by policies and procedures that will be implemented by the school from time to time and will be made available on the school website.
- That my/our ongoing support of this agreement is a condition of my/our child's enrolment.

## SCHOOL PUBLICATIONS

- Our School Newsletter is produced twice a month and emailed out to staff and parents.
- The Saint, our school magazine is produced twice a year. This is posted to parents of KCS.
- The Saint will also available on our web page under <https://www.kalamundacs.wa.edu.au/community/the-saint>

## SCHOOL TIMES

### Administration

The Administration Office is open daily from 8:00 am – 4:00 pm

### Whole School

The School is officially open for students 20 minutes prior to class commencing each day and 15 minutes after the last class of the day. Students are supervised during these times only.

	<b>KickStart – Pre-Primary</b>	<b>Year 1 – Year 6</b>
School Commences	08:30 am	08:30 am
Morning Recess		10:25 am – 10:55 am
Lunch		12:55 pm – 1:25 pm
School Finishes	3.00 pm	3.00 pm

## STUDENT WELLBEING

There is a noticeable and fast-growing movement dedicated to the social, emotional and academic well-being of students, which is reshaping learning and changing lives. This sense of obligation should extend to all adults that make up the universe of a child. Students require a broad array of skills, attitudes, and values to succeed in school. These skills are essential and can be effectively learned in the context of trusted ties to caring, competent and committed adults.

At Kalamunda Christian School we are working towards creating a school environment that fosters empathy, respect, self-mastery, character, creativity, collaboration, civic engagement and – on the strength of these values – academic excellence.

Through the delivery of a variety of well-being programmes and intentional strategies within the classrooms, we believe that our students are challenged, transformed and empowered. Enhancing the well-being of our students will deliver broader positive outcomes locally, nationally and globally.

Classroom teachers are the first line of support and work in conjunction with the Deputy Principal, the Principal, and the School Chaplain.

## UNIFORM GUIDE

The Kalamunda Christian School Uniform Guide can be accessed through the school website: <https://www.kalamundacs.wa.edu.au/community/uniforms>

## UNIFORM SHOP

Uniform Shop opening hours during the school term are:

- Monday: 1.30pm – 4.00pm
- Wednesday: 8.10am – 10.00am

Please check the school website or newsletter for any variations and additional opening days.  
<https://www.kalamundacs.wa.edu.au/community/uniforms>

To book a Uniform Shop appointment please use the following contact information:

- Email: [lark.langridge@skalamundacs.wa.edu.au](mailto:lark.langridge@skalamundacs.wa.edu.au)
- Phone: (08) 9291 8749

If you don't need an appointment, please order online at <http://shop.kalamundacs.wa.edu.au/>

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