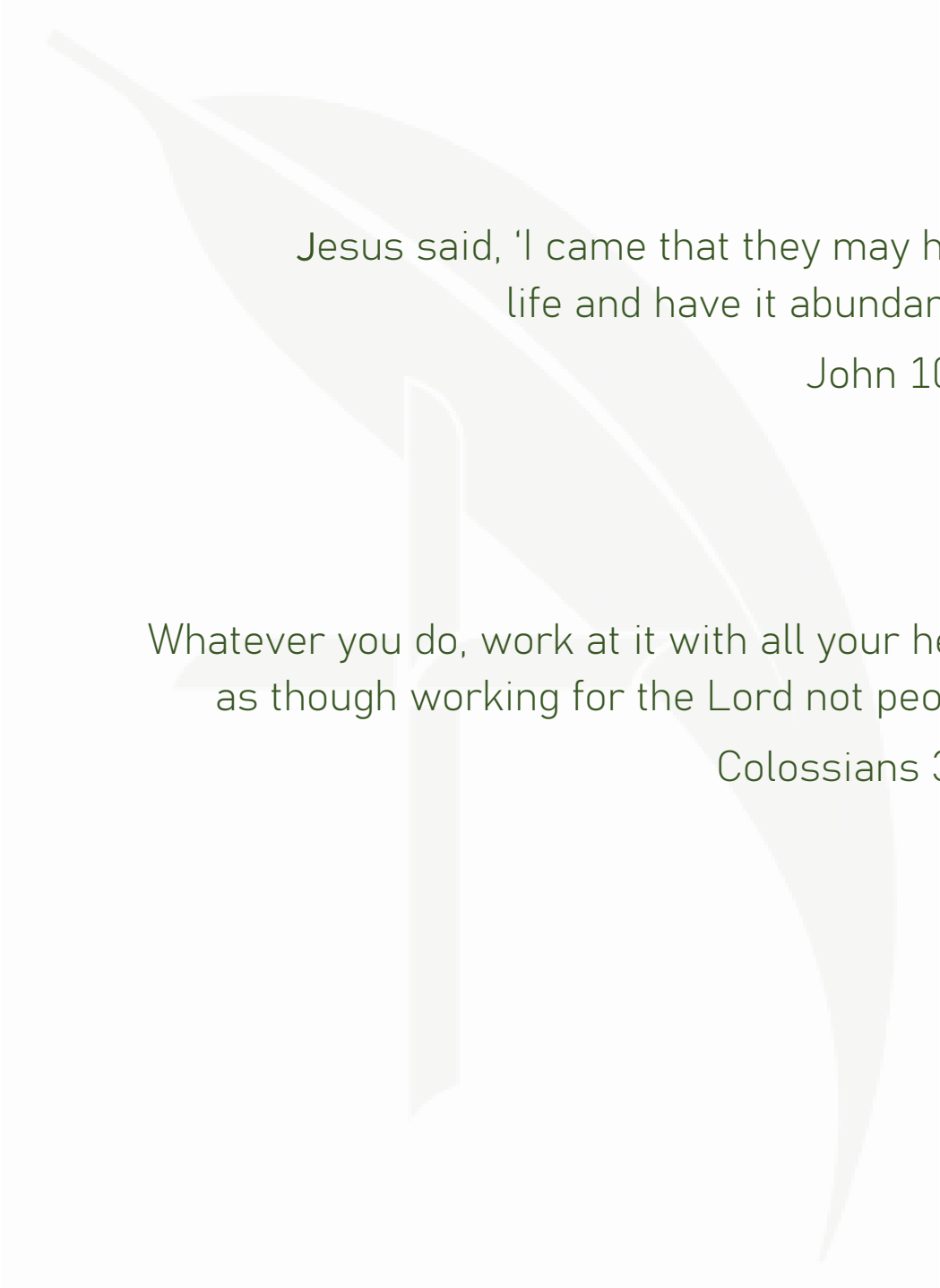




College Handbook 2024

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Jesus said, 'I came that they may have
life and have it abundantly.'

John 10:10

Whatever you do, work at it with all your heart
as though working for the Lord not people.

Colossians 3:23

From the Head of School

Welcome to Dunsborough Christian College.

This year marks a new and exciting season for the College. Along with a change of name, our secondary program commences with our pioneering Year 7 cohort, and the new uniform is rolling out.

We welcome our new families and staff members to our school community. As a vibrant school community, we actively encourage collaboration between parents, students, and staff, recognising the crucial role that partnerships play in a student's educational journey.

While there are changes taking place, our core goal remains the same: to cultivate a holistic, Christian, and evidence-informed education for all students delivered through a rich, diverse educational program that fosters curiosity, discovery, creativity, and problem solving.

We continue strengthening and enhancing our approach to teaching and learning, providing students with diverse opportunities to embrace challenges, establish high personal goals, and participate in a variety of learning activities.

Campus signs displaying our new name, the continued development of the oval and further development of indoor and outdoor spaces are part of enhancing our campus and raise the College's profile in the local community. We also look forward to hosting various informal and formal college community events each term.

Grab a cuppa and take some time to read through this booklet which outlines key information for the 2024 school year.

Blessings

David Mullender



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2024 College Handbook Revisions

21 January 2024

Additions:

- Personal Items
- Food
- Illness & Hygiene
- Student Wellbeing

Staff Team

Our dedicated and passionate team of staff are excited for the new school year to kick off. We also welcome several new staff members to the team.

Head of School	David Mullender
Campus Administration Coordinators	Naomi McGregor & Sharon Scott
Kindergarten - Pre-Primary	Sonya Norris & Heidi Mullender
Years 1 - 2	Shannon Pomery
Years 3 - 4	Cindy Heyes & Tanja Shepherd
Years 5 - 6	Jeremy Chappell
Year 7	Jill Wright, David Mullender, Bob Cameron
Physical Education	Astin Cole Piper
Music	Marnie Fulton
Visual Art	Larissa Posa
Language (French)	Mark Fitzpatrick
Education Assistants & Learning Support	Karen Kirkham & Eloise Collins
Grounds and Facilities Officer	Will Heyes & Kingsley Chapman

History

In 1984, a group of Busselton parents collaborated around a vision to provide quality Christian education for their children. As a result, Cornerstone Christian College (Busselton) was founded in 1986 with an initial cohort of 17 students. Over time, the school expanded beyond its primary school offerings to a fully integrated K-12 Christian College.

In 2016, the Dunsborough campus was opened to provide a Christian education to the Dunsborough region. Local resident's, George and Win Burt generously donated 6.5 hectares of prime Quedjinup bushland to the school. Today, the well-appointed, modern campus hosts a diverse Christian educational program from Kindy to Year 7 with approval to expand to Year 12 in coming years.

Governance

Dunsborough Christian College is a school that is owned and managed by Christian Community Ministries (CCM). Christian Community Ministries manages 13 Christian Schools in Australia. CCM has a board of directors that are responsible for the strategic planning and direction of the College, and a central office in Brisbane that provides administrative support to our schools.

Christian Education

Education is the process of teaching and learning, fostering the spiritual, intellectual, social, and physical development of students. This entails discovering the truth about life. Dunsborough Christian College asserts that the eternal God has created, and constantly sustains, all things. We acknowledge the dignity, purpose and worth of every person having been created in the image of God. Furthermore, God has personally revealed himself, and seeks to reconcile humanity with himself, through his Son, Jesus Christ.

Therefore, the college endeavours to honour God in education by placing Christ at the core of all activities. The Bible serves as the foundation for faith, truth, and practice, shaping every aspect of college life in accordance with a Biblical Christian perspective. Therefore, as a Christian school, children are introduced to, and participate in a variety of regular activities that honour Jesus including teaching and reading from the Bible, praying, singing, and serving others. We celebrate the significance of Jesus' birth during Christmas and His death and resurrection during Easter.

The educational objective at Dunsborough Christian College is confidence. Through the acquisition of knowledge, skills and understanding across a range of domains, including the Bible, history, geography, and science, students develop confidence in Christ and confidence to engage in the world with wisdom, maturity, responsibility, empathy, service and purpose.

Aligned with the Melbourne Declaration on Educational Goals for Young Australians, Dunsborough Christian College advocates the pursuit of excellence in all facets of life through dedicated and wholehearted effort. Committed to continuous improvement, the college encourages students to set high expectations and standards for themselves.

Acknowledging that parents bear the primary responsibility before God in raising their children, Dunsborough Christian College exists to support parents in educating their children. The relationship between the school and home is intended to be a close partnership founded on open communication, trust, and a shared desire to see each student develop into the person they were created to be.

Throughout the year, the school and local churches host opportunities to discover more about Jesus and the Bible. Information will be posted through our usual communication channels; however, if you have questions about Christianity, feel free to speak with your child's teacher, our administration, or Head of School.

Learning Culture

A cultivated seed has the ability to grow and flourish yet depends on a life-giving environment to do so. Likewise, we recognise that while God has given humans the innate ability to learn, this is best achieved within a caring community. At Dunsborough Christian College, we believe students are capable learners who thrive in their learning journey when they know they belong. Our staff get to know each student's unique characteristics in order to provide an environment conducive to learning. Students are encouraged to learn to form and maintain healthy and respectful friendships and seek the help of others to work through problems.

To grow, a tree must push its roots deeply into the soil and expand its canopy. Similarly, students grow as they develop their ability to learn. As self-learners, they actively engage in acquiring knowledge by posing good questions, listening to others, reasoning, evaluating ideas and expressing arguments with clarity, confidence, and respect. When challenging situations arise, students take considered risks, learn from their mistakes, and exhibit determination to progress in their learning. Their teachers set reasonable expectations and provide timely feedback to encourage further growth.

A flourishing tree is a blessing to its diverse environment. It provides shade, shelter, and food to promote life. Likewise, a flourishing student participates in, contributes to, and collaborates with their fellow students to achieve positive outcomes. They are generous toward others with their knowledge, time, effort, skills, talents, and friendship. Knowing that all humans are created in the image of God, students learn to display humility and honour by treating others of all walks of life with dignity, respect and promoting a sense of belonging. They seek to make their communities better places by being responsible, courageous, and compassionate.

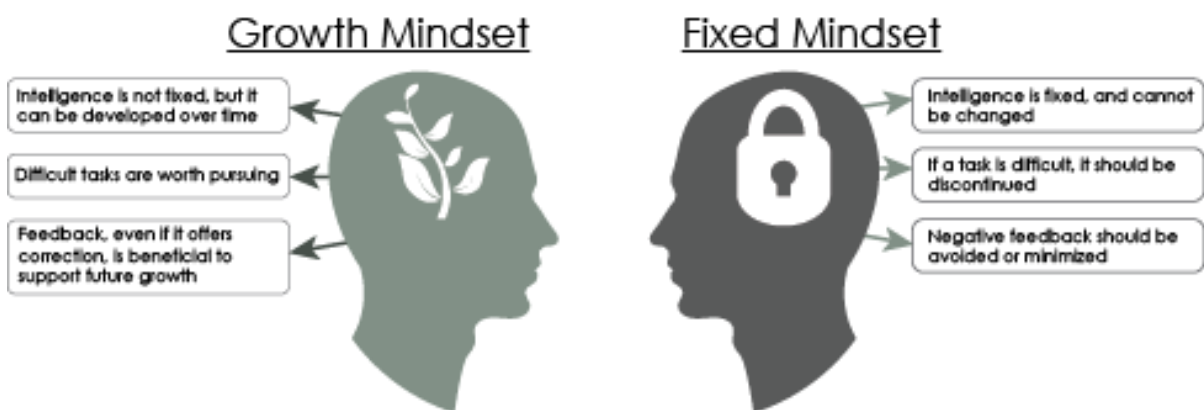
Learning Attitude & Expectations

High expectations of student character and conduct continue to be cultivated across the College. High academic achievement is an admirable goal yet may be unattainable for some. For all students, Dunsborough Christian College gives precedence to a positive attitude toward learning progress, personal character development, Christian spiritual formation, and empathetic service. A significant aspect of our school culture includes regular participation in school and local community service opportunities.

Students are expected to demonstrate appropriate self-management and respectful interactions as developmentally appropriate, set personal learning and character goals, work independently and collaboratively when required, and wear their uniform with pride. Suitable personal, physical, and academic challenges will be presented to promote persistence, resilience and problem solving.

Growth Mindset

Throughout your child's learning journey, we aim to develop their skillset to become both independent and collaborative learners. We use the language of Growth Mindset® and The Learning Pit®. We praise effort, persistence, and progress rather than high grades. We affirm that learning growth comes through practice and we provide opportunities for risk taking, failure and for mistakes to occur. Reflecting on mistakes and failed attempts enables improvement for future learning and practice.



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Routines

Bell Times

8.40-8.45	Roll Call
8.45-9.30	Period 1
9.30-10.15	Period 2
10.15-11.00	Period 3
11.00-11.30	Recess
11.30-12.15	Period 4
12.15-1.00	Period 5
1.00-1.45	Lunch
1.45-2.30	Period 6
2.30-3.15	Period 7

Monday Morning Meet UP

Classes combine for our weekly Monday Morning Meet UP (MMMU). During this time, students learn from the Bible, can pray, and sing together. PBS lessons often occur during MMMU as well as sharing updates around the school, celebrating birthdays and special occasions.

Wellness Wander

With the campus situated on picturesque bushland, there are various opportunities for students explore and engage in the bush. Usually after MMMU, the whole school takes a wander amongst the campus bushland to observe the flora and fauna, and seasonal changes.

Wednesday Wheels

'Wednesday Wheels' remains a popular activity for our students during recess and lunch. It's great way for students to be active and enjoying the use of their scooter, bike, skates, and/or skateboard. Students are to wear their own helmet and any additional safety gear and abide by the safety rules.

For safety reasons, students must:

- Walk their wheels on the footpaths before or after at pick-up and drop-off times.
- NOT use their wheels before or after school anywhere on the campus
- NOT use their wheels in the carpark at any time
- Only bring scooters, skates, and bikes to school only on Wednesdays (unless using the wheels to ride to school)

Fitness and Fruits breaks

Each day, during the morning learning sessions, all classes take a break to incorporate some time for fitness and enjoy a piece of fruit or vegetable as a snack. Please ensure that your child ha a fruit or vegetable snack packed for this time.

Key Dates

Office Hours

Tuesday 16 January to Friday 19 January 2024 (9am – 1pm)

Monday 22 January to Thursday 25 January 2024 (9am – 1pm)

Standard office hours resume Monday 29 January 2024 (8am – 4pm)

Office hours, prior to the start of Term 1, reflect the need for various staff to engage in training and professional development.

Meet & Greet

Families are welcome to attend the College on Tuesday 30 January anytime between 2pm to 3.30pm. This is an opportunity for parents and students to visit the class, meet the teacher and drop off student stationery.

Term Dates

2024	Start Date	End Date
Term 1	Wednesday, January 31	Thursday, March 28
Term 2	Monday, April 15	Wednesday, June 26
Term 3	Monday, July 15	Friday, September 20
Term 4	Monday, October 7	Thursday, December 5

Swimming Lessons

Swimming lessons are scheduled to occur from the first day of school for Pre-primary to Year 7 students at Old Dunsborough Beach. If your child has undertaken and passed VacSwim swimming lessons over the holidays, please email a scan/photograph of their achievement so we can advise the Swimming Supervisor. Information and consent will be emailed out in the lead up to Term 1.

Students are to wear their school uniform to and from school each day. Students will change after their lunch break, apply sunscreen and will be transported by bus to and from lessons.

Students must pack:

- bathers
- towel
- rashie
- plastic bag for wet clothes
- slip on shoes
- underwear.

Optional: goggles, swim cap, ear plugs, dressing gown/hoodie

School Calendar

The school calendar is published to the school website and in regular newsletter publications. Please note that event dates may be subject to change.

Educational Programs

English Language Development

Our whole school English program is driven by an evidence-based approach to teaching and learning oral communication skills, spelling, reading, and writing. Furthermore, the programs that we use are endorsed by the Dyslexia-SPELD foundation.

A strong emphasis on oral language development commences in kindergarten. Students learn to identify the individual sounds in the English language which is foundational for learning to read and write.

Our systematic, phonics-based spelling program is explicitly taught each day. Students learn to represent the sounds in words with the correct written representations (spellings). In a similar manner, our writing program, Talk for Writing, provides an engaging and meaningful way for students to study and create a variety of texts.

Reading

Reading is powerful. However, reading can be a pleasure and a pain. Our aim is to reduce the pain and increase the pleasure through modelling good reading practice, teaching scientifically proven strategies, building up background knowledge of reading topics, and reading lots of great literature to and with our students. At Dunsborough Christian College, reading development is shaped through three main and intertwined ways: word recognition, fluency, and comprehension.

Word Recognition

As students learn about the connection between sounds and spellings in words, they are given opportunities to consolidate their learning through reading decodable texts. These texts are selected based on the sound and spelling correspondences that have been learned in class. As such, they are not levelled based on complexity of words, but rather on the variety of spellings associated with a sound. For example, the /ae/ sound can be represented in different ways, such as: rain, take, eight, day, they, Renae etc. As a result, students are exposed to words containing sounds/spellings they have learned in class, reducing the potential for errors, and increasing the potential for success and confidence.

Furthermore, decodable texts are sequential and cumulative which means that students consolidate previously learned sound/spellings while practising newly acquired sound/spelling knowledge.

As students near the middle of the Sounds-Write program in Year 2, they are given opportunities to read more broader texts independently to apply their spelling knowledge and decoding skills.

Fluency

Students in Pre-primary to at least Year 6 engage in daily fluency reading. Early readers are often focussed on deciphering the words on the page which generally comes at the expense of understanding the text. Therefore, frequent reading of the same or similar text aims to improve reading accuracy, pace, and expression (not memorisation). As a result, fluent readers are generally more attentive to the meaning of the text. Students in the early years practise fluent reading using decodable texts. Students in middle to upper primary use a combination of decodable and texts linked to subject areas to develop reading fluency.

Comprehension

Across the year, students engage in a range of printed and visual media. To deepen knowledge and develop comprehension skills, teachers aim to integrate engaging learning areas such as science, geography, and history with reading texts. Students learn relevant subject-specific background knowledge, engage in various media such as documentaries, mapping, and expert interviews. Teachers also regularly read aloud to and with students, modelling suitable skills of a proficient reader.



Assisting your child's English language development

Parents who read one picture book with their children every day provide their children with exposure to an estimated 78,000 words each a year. Cumulatively, over the 5 years before kindergarten entry, we estimate that children from literacy-rich homes hear a cumulative 1.4 million more words during storybook reading than children who are never read to.

<https://pubmed.ncbi.nlm.nih.gov/30908424/>

If students read 60 minutes per day, five days a week, they will read more than 2,250,000 words per year...far more than could ever be taught through direct instruction alone.

<https://www.svsd.net/cms/lib5/PA01001234/Centricity/Domain/588/RT%20Vocabulary%20.pdf>

If you can make time, read aloud to your child. Discuss unfamiliar vocabulary and what the text is trying to convey. If reading fiction, ask questions about what your child is imagining, describing settings and characters. If reading non-fiction, make connections to maps, images, historical events, and timelines.

If your child has reading material from school, encourage them to use their 'sounding out' strategies learned in class. If you are unsure, speak with your child's teacher who will readily share some helpful tips. Consistency is key. Different learning approaches

that are modelled at school, home and any tuition/remediation services can lead to inconsistent and confusing methods and can lead to a negative view of reading and writing.

Numeracy Development

In the early years, students learn to recognise and represent whole numbers. They learn to count, order, quantify and measure and identify patterns using tangible items and familiar objects. They also learn to describe objects, shapes, position, direction, and probability. They regularly practice simple mental calculations including addition and subtraction.

From middle primary, students deepen their mathematical understanding by representing concepts with models, pictures, and symbols. They may continue to use tangible objects and everyday items to further develop their mathematical understanding and assist with unfamiliar concepts. Students learn the importance of place value as they build large numbers and work with fractions and decimal numbers. They regularly practice times tables and use mental strategies to solve a variety of mathematical problems.

Across the school, we also utilise programs such as Bond Blocks and Mathletics and in conjunction with real-world and hands-on activities to learn about currency, time, measurement, geometry, statistics, and probability.

The secondary years of school mark a shift in mathematics learning to more abstract ideas. The foundations built in previous years prepare students for this change. Established mathematical principles from earlier stages can be applied creatively to solve more complex mathematical ideas. Students learn to represent numbers in a variety of ways; to develop an understanding of the benefits of algebra, through building algebraic models and applications and the various applications of geometry; to estimate and select appropriate units of measure; to explore ways of working with data to allow a variety of representations; and to make predictions about events based on their observations.

Students also learn to make connections between mathematical concepts and their application in their world. As a meaningful and motivating factor, mathematics lessons aim to directly relate to topics of relevance and interest to this age group.

Assessment and Reporting

Dunsborough Christian College uses a variety of assessments across a range of learning areas throughout the year. Assessments are developed and administered in relation to the content of the Pre-primary to Year 12 Western Australian Curriculum for students to demonstrate their knowledge, understanding and skills that corresponds to the achievement standard for their year level.

Assessment information is collected and recorded to:

- Monitor and evaluate individual student achievement and learning progress
- Inform planning for future teaching and learning experiences
- Report student progress and achievement to parents, carers and relevant education authorities and stakeholders.

Assessment Practices

Diagnostic assessments provide a snapshot of a student's current knowledge, understanding or skill before engaging in a lesson or unit of study. This enables the teacher to plan teaching and learning programs that addresses individual and the collective learning needs of the class. The assessment also sets a benchmark for the student to make personal progress.

Formative assessments enable the teacher to gauge the students' progress throughout the learning phase and make necessary adjustments to improve learning outcomes.

Periodic summative assessments, aligned with the Western Australian Curriculum, are conducted to measure student achievement, knowledge, understanding or skill after engaging in a lesson or unit of study. Summative assessments inform teaching effectiveness; allows the student to gauge their own progress against relevant diagnostic assessments; and informs constructive feedback for students to make further progress in future learning.

Assessments can range from individual student, class-wide, schoolwide, state, and national assessments. A variety of assessment methods, including but not limited to tests, assignments, projects, observations, work samples, quizzes, games, and presentations, are employed to assess different learning dimensions. Some assignment presentations may require home preparation and construction.

Reporting Practices

The school utilises various means to report on student achievement. Formal academic reports are distributed to parents and caregivers at the end of each semester. Reports provide clear and concise information on students' achievement, strengths, areas for improvement, and next steps.

Parent-teacher conferences are scheduled to discuss student progress and address any concerns and ongoing feedback is provided to students and parents through various means.

- | Term 1 | Term 2 | Term 4 |
|--|---|---|
| <ul style="list-style-type: none"> • Parent-Teacher Conferences • Interim report | <ul style="list-style-type: none"> • Student Academic Report | <ul style="list-style-type: none"> • Student Academic Report |

Keeping Safe: Child Protection Curriculum

Commencing this term, your child/children will be learning the Keeping Safe: Child Protection Curriculum (KS:CPC). The teachers delivering the program have received explicit training in the use of the Curriculum. The KS:CPC is a Department for Education responsibility under the Children's Protection Act 1993 and the Child Protection in Schools, Early Childhood Education and Care Services policy to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum.

Although parent permission is not required under the Education Act 1972, we encourage parents/carers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals. The Curriculum is predicated on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:



Theme 1: We all have the right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The KS:CPC fits primarily within the Health and Physical Education learning area of the Australian Curriculum and is often incorporated across other learning areas. More information can be found on the KS:CPC website: http://kscpc2.vu/DE_ParentsCarers. Please contact your child's teacher if you have any questions about the curriculum.

Classroom Management & Character Development

God created humanity to live life in harmonious relationship with Him, with one another and with the environment. Jesus stated it simply in this way, 'Love the Lord your God with all your heart and with all your soul and with all your mind and love your neighbour as yourself.'

As a Christian school, classroom management and character development flows from a genuine desire to follow Jesus' call for us to love God with all our heart, soul, strength, and mind; and to love our neighbour as ourselves.

We foster and expect a culture of mutual respect for our environment and each other. Within the class and across the whole school, shared activities provide wonderful opportunities to develop authentic relationships and friendships that we hope will last a lifetime!

The development of self-control and personal ownership of behaviour, known as discipline, is a crucial aspect of character development, increases positive learning opportunities, enhances co-operative and individual learning, and creates a safe, orderly, caring, and supportive school.

Staff, students, and families have an important role in working together to preserve life and protect relationships. We understand that at different stages of life people may need increased support from others to live in a positive manner while they develop internal discipline. Where a student is unable to demonstrate self-control or appropriate interactions with others, the class or duty teacher will mediate suitable strategies to assist them in self-regulating and positive re-engagement.

Informed by the Centre of Positive Behavioural Interventions & Supports (PBIS), Dunsborough Christian College takes a proactive approach to encouraging, modelling, and intentionally teaching expected behaviours. As a school, we aspire to provide a safe and conducive learning environment where:

All people are:

- Welcomed every day
- Known by name
- Heard by others when sharing
- Empathetic toward others
- Free from discrimination and abuse
- Treated with dignity, respect, and care

Teachers are committed to:

- Providing clear routines and high learning expectations
- Differentiating content to the learning needs of each student
- Listening, interacting, and caring for every student
- Providing regular and clear feedback to students, parents, and colleagues
- Involving parents and families in their child's learning journey
- Being flexible and adaptable
- Meeting professional educational standards

Students are committed to:


- Engaging in their tasks and self-regulating their behaviour

- Using body language that shows respect and active listening to others
- Choosing suitable furniture and spaces that promotes their learning
- Considering any distractions or how they may be a cause of distraction
- Taking initiative and problem solving
- Maintaining a tidy workspace and cleaning up after themselves
- Making amends for any wrongdoing

Positive Behaviour Support (PBS) program

With the assistance of the PBS Team, Dunsborough Christian College has developed a consistent whole school approach and common language regarding behaviour expectations to promote a positive culture of respect, responsibility, and active learning. These behaviour expectations are positively stated for all students and staff displayed in a clear and concise whole-school Positive Behaviour Matrix and are reviewed across the year.

Positive Behaviour Matrix

	Always	Learning Time	Break Time
 Being Respectful	<ul style="list-style-type: none"> • We show whole-body listening • We always use manners • We take care of all property • We respect the privacy of others • We care for our environment • We respect others and their opinions 	<ul style="list-style-type: none"> • We follow classroom expectations • We wait patiently • We ask permission to borrow belongings • We are mindful of others 	<ul style="list-style-type: none"> • We speak positively • We include others in our play and games • We place rubbish in the bin • We show good sportsmanship
Being Responsible	<ul style="list-style-type: none"> • We follow all school instructions • We move safely around the campus • We use protective behaviours • We pick it up, pack it up and clean it up • We are responsible for our own actions 	<ul style="list-style-type: none"> • We are responsible for our own learning • We keep our learning area tidy • We keep hands, feet and objects to ourselves • We seek permission to leave • We prepare our workspace to learn 	<ul style="list-style-type: none"> • We wash our hands before eating • We eat our own food • We sit down when eating • We return our lunchboxes to our bags • We collect and return unused equipment • We respond immediately to bell • We play where we can be seen by a duty person • We only run in open spaces
Being an Active Learner	<ul style="list-style-type: none"> • We wear our school uniforms with pride • We attend school regularly • We persevere through challenges • We prepare our workspace to learn • We collaborate to learn and serve • We ask for help when we need it 	<ul style="list-style-type: none"> • We accept work with a positive attitude • We actively participate in all expected activities • We complete work to a high standard • We set high, achievable goals • We have a Growth Mindset • We accept and learn from feedback 	<ul style="list-style-type: none"> • We use the toilet and refill our water bottle before line up • We use our calming strategies • We walk away from conflict • We return hats and jackets to their owners

The behaviour expectations are explicitly taught through developmentally appropriate lessons and students given opportunities to practise behaviour skills within and across multiple school settings enabling them to better understand what behaviours are appropriate and inappropriate in the school environment. Students are given a high ratio of specific, positive, and frequent acknowledgement for displaying expected behaviour.

The school has four primary modes of recognising expected behaviour for individual students and classes:

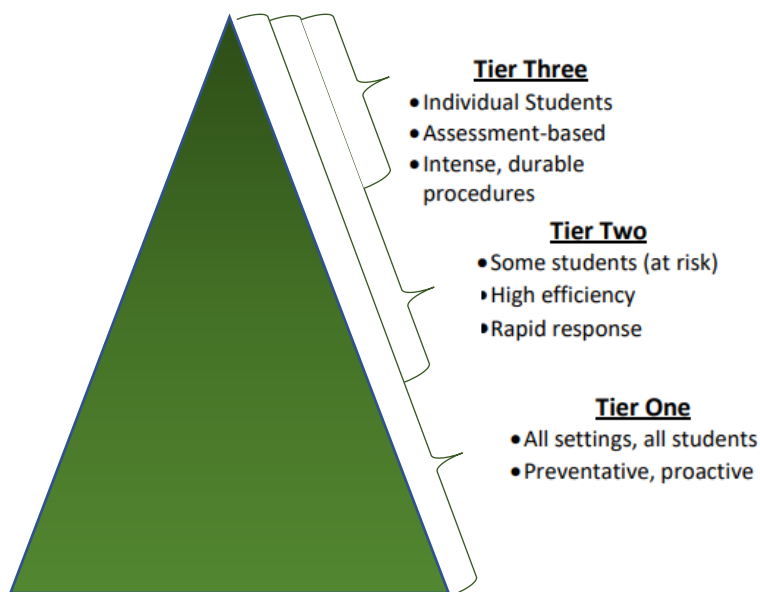
1. Positive specific feedback to individual students (ratio 5:1). This can include, but not limited to:
 - Verbal recognition in class, administration, during play times.

- Recognition strategy such as ‘You Rock!’, giving a High Five or class certificate.
2. Positive, specific feedback to parents (class certificate, letter, or email home)
 3. Whole school recognition of individual students with a formal PBS certificate.
 4. Whole class recognition which may include:
 - You Rock or Marble Jar (You shine or keep rolling on) that may result in a whole class activity.

Negative Behaviour Process

We understand that at different stages of life people may need increased support from others to live in a positive manner while they develop internal discipline. Where a student is unable to demonstrate self-control or appropriate interactions with others, there is an array of procedures that are clearly defined in the *Behaviour Error Matrix and Solution-Focussed Corrective Strategies*. The goal is to see students take ownership for their behaviour, ensure the safety of other students and staff, self-regulate, and positively and efficiently re-engage in the school setting.

In some instances, a minority of students may require tailored support to meet the expectations as shown in the continuum below. Specialised, targeted or intensive supports are considered based on the applicable behavioural tier.



Tier 3	Intensive practices and systems for students whose behaviours have been documented as unresponsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student. Individual Behaviour Support Plan (BSP) developed in conjunction with family members, Inclusive Education Support personnel, special educators, educational psychologists, counsellors, behaviour interventionists and/or other allied service providers.
Tier 2	Targeted support is developed to provide more specialized and intensive supports for students who demonstrate low to no responsiveness to Tier 1 practices and systems. Individual Behaviour Support Plans (BSP) with personalised Zones of Regulation support and goal setting.
Tier 1	Practices and systems for all students and staff implemented consistently and efficiently across the school and includes: <ol style="list-style-type: none"> 1) Positive Behaviour Matrix 2) Positive Behaviour Recognition 3) Negative Behaviour Process

Behaviour Error Matrix and Solution-Focussed Corrective Strategies

Level	Negative Behaviour(s) Demonstrated	Corrective Strategies	Administrative Actions
0	Generally, on task, occasional minor misbehaviour.	Teacher addresses student discretely using: <input type="checkbox"/> Acknowledge positive behaviour 5:1 ratio <input type="checkbox"/> Eye contact <input type="checkbox"/> Proximity <input type="checkbox"/> Positively phrased statement of expected behaviour (state what is expected not what the student is doing wrong).	No record made of behaviour on Edumate.
1	Low level behaviours such as: <input type="checkbox"/> failure to follow direction <input type="checkbox"/> non-serious but inappropriate physical contact <input type="checkbox"/> low level disruption <input type="checkbox"/> minor uniform breach <input type="checkbox"/> minor ICT breach <input type="checkbox"/> ignoring/excluding others <input type="checkbox"/> unfair play	Teacher addresses student discretely using: <input type="checkbox"/> Level 0 actions <input type="checkbox"/> Responsible Thinking Questions: <ul style="list-style-type: none"> • What are you doing? • What should you be doing? • Where are you choosing to go? Further action(s) if Level 1 behaviours continue: <input type="checkbox"/> redirection <input type="checkbox"/> discuss fair consequence with student <input type="checkbox"/> loss of break time (recess/lunch) <input type="checkbox"/> loss of privilege <input type="checkbox"/> relocate within, outside, or other class	<input type="checkbox"/> Teacher to upload Student Incident Report to Edumate <input type="checkbox"/> Teacher to inform parents/guardians via email. <input type="checkbox"/> Teacher monitors student <input type="checkbox"/> Head of School informed if behaviours continue.
2	Level 2 behaviours include: <input type="checkbox"/> Three Student Incident Reports being lodged within a week for repeated Level 1 behaviours <input type="checkbox"/> Ten Student Incident Reports being lodged within a term for repeated Level 1 behaviours OR Serious behaviours which include: <input type="checkbox"/> defiance or disrespect <input type="checkbox"/> disruption (repeated) <input type="checkbox"/> inappropriate language <input type="checkbox"/> abusive language <input type="checkbox"/> serious physical contact <input type="checkbox"/> unsafe behaviours <input type="checkbox"/> lying or stealing, <input type="checkbox"/> early instance bullying, <input type="checkbox"/> uniform breach (repeated) <input type="checkbox"/> major ICT breach <input type="checkbox"/> vandalism	<input type="checkbox"/> Refer student to Head of School with Student Incident Report <input type="checkbox"/> Daily Behaviour Tracker for one week (at discretion of Head of School)	<input type="checkbox"/> Student(s) discuss with Head of School <input type="checkbox"/> Parents/guardians informed via email or phone call from the school. <input type="checkbox"/> Record(s) stored on Edumate.
3	Level 3 behaviours include: <input type="checkbox"/> Three Student Incident Reports being lodged within a term for repeated Level 2 behaviours. <input type="checkbox"/> Breach of Level 2 Daily Behaviour Tracker OR more grievous behaviours which breach any College Policy. Examples include, but are not limited to: <input type="checkbox"/> truancy <input type="checkbox"/> smoking <input type="checkbox"/> drug use <input type="checkbox"/> harassment <input type="checkbox"/> aggressive physical contact <input type="checkbox"/> sexual misconduct <input type="checkbox"/> attempting to access explicit material online	<input type="checkbox"/> Immediate referral to Head of School <input type="checkbox"/> A Daily Behaviour Tracker may be implemented for a period defined by Head of School OR <input type="checkbox"/> Head of School who may issue an internal or external suspension of up to 1 week. <input type="checkbox"/> A behaviour contract (signed by the student, parent and Head of School) will be implemented Should a behaviour be deemed extreme by the College, it will be classed Level 4.	<input type="checkbox"/> A formal interview will be arranged with the student, their parent/guardian, and the Head of School and any other appropriate persons to discuss the behaviour and consider implications for the students' enrolment. <input type="checkbox"/> All records will be kept up to date in Edumate.
Level 4	Subsequent breaches of the student's Level 3 behaviour contract, exhibits an extreme behaviour, or continues to demonstrate unacceptable behaviour following a suspension. The matter may result in a "Show Cause" meeting with the student, parents, and relevant school personnel where the continuation of the student's enrolment will be considered. At the discretion of the College Principal, this meeting may be bypassed, and the student may be asked to leave the College.		

Getting involved

At Dunsborough Christian College, we welcome parent and carer involvement and value the work of volunteers. There are positive benefits for children to see their parents in the classroom and around the school. Grandparents are also encouraged to become involved. Teachers may provide opportunities for parents and carers to assist in the classroom and on excursions and will provide information for how you can be involved. Outside of the classroom, there are many other opportunities to be involved; some include campus and community events, sporting events, library tasks, busy bees and excursions.

If you would like to contribute by volunteering, please speak to your class teacher or ring the College Office. All volunteers (including parent volunteers)



must complete the Volunteer form available from the College office. All volunteers who are NOT parents or carers of DCC students must hold a Working With Children Check. Upon arrival, all parent helpers and volunteers need to sign in at the admin office and complete any required documentation for classroom participation.

As a parent helper you may work with several children, not just your own. It's important that you respect the confidentiality and privacy of each child and always direct any issues to the teacher.

College Community Collective

Would you like to be more involved in the life of the college?

The College Community Collective is for parents, carers, and college supporters to provide practical support within the overall ethos of the college by organising and participating in upcoming tasks, volunteer groups, and campus and community-based activities and events.

If you are keen to be involved, even if you're unable to make the meetings, please speak with Amy or Astin or email cornerstonecommunitycollective@gmail.com to be added to the emailing list.

Communication

Clear and timely communication is vital for maintaining an effective partnership in your child's education. There are three main ways that whole-school communication

with parents and carers is distributed: Parent Connect, Parent Connect News and email/sms.

Parent Connect is hosted twice a term for parents to attend, enjoy a cuppa, hear about campus updates, and pose questions. Dates and times for Parent Connect are sent out by email and updated on the school social media platforms.

Parent Connect News is a follow up newsletter that summarises what was shared at Parent Connect and includes additional information, the term calendar, and photos of class and/or campus happenings. This goes out twice a term, usually within a week of Parent Connect taking place. A Parent Connect Brief is sent out if several key updates need to be disseminated between newsletters. This reduces multiple emails being sent out.

Whole-school emails are sent out when specific information for an upcoming whole-school event or a relevant health message needs to be communicated. Several key items may be included in a single email to minimise the frequency and quantity of emails being sent out. SMS is only sent as a reminder of upcoming events or for emergencies.

Class specific emails and news

It is important that parents and carers are kept up to date about class happenings and their child's progress at school. Where a class specific activity or information needs to be communication, the class teacher will email parents and carers.

Social Media

While not a main form of communication, Facebook and Instagram provide platforms for sharing class and school wide activities; sometimes in real-time. Upcoming events are also shared on these platforms.

At times, parents create WhatsApp and Messenger groups to communicate and arrange social activities among school families. While these groups can be a great way of sharing information about school, they are not created or moderated by the school. If in doubt, official school info is best sought through our administration office or your child's teacher.

Photos and Media

Please note, it is an offence to post photos of students (other than your own) on social media platforms without the express permission of that child's parent or legal guardian. Some students must have media privacy maintained for a variety of reasons. If you are unsure, please check with the office, or the child's parent/legal guardian. The College uses the information/permission given by parents upon enrolment when deciding which photos to post on social media or to use in promoting the College. If at any time you wish to change the status of your child's photo permission, please contact the office.

Uniform

This year sees the roll out of our new school uniform. The Uniform Committee is excited to announce that production has been actioned and, at time of publication, stock is being prepared at the warehouse.



The new uniform consists of a sports uniform and formal uniform. The colours, white, navy and forest green, were selected based upon several factors: availability of 'off the shelf' uniforms; considerations regarding our bush environment and differentiating colours from other local schools. The fabrics have been carefully selected to reflect durability, comfort, and affordability.



A single school tracksuit jacket has been curated to be worn with both the sports and formal uniform, limiting diverse uniform components, and reducing overall cost. During Terms 2 and 3, students will wear a neckerchief with their formal uniform with the design yet to be finalised.



Kindy – Year 2 Uniform

Students from Kindy to Year 2 wear the sports uniform only. The tracksuit is warm, fleecy, and comfortable with the younger years' tracksuit pants having padded knees for extra durability.

Years 3 - 7 Uniform

Students wear the sports and formal uniforms on alternating days as outlined in the table below:

Mondays	Tuesdays	Wednesdays	Thursdays.	Fridays
Sports	Formal	Sports	Formal	Sports

There may be times when either uniform is worn for specific events of occasions.

Sports Uniform

College polo shirt

College navy shorts

College navy track pants with padded knees (non-padded knees from Years 3+)

College sports jacket

College hat

College navy crew socks

Predominately navy, white, or black sneakers (Velcro or lace up)

Formal Uniform (Years 3-7)

College sand cotton drill shirt

- sleeves may be rolled halfway up or down.

College navy cargo pants/cargo shorts/skirt

College sports jacket

College hat

College navy crew socks

Black or brown ankle boots with an elastic side

- heel height to be a maximum 3 cm.

Sports Shoes

Students are to wear matching Velcro or laced sneakers which are predominantly white, black, or navy. Sports shoes must be suitable for running and playing sport.



Formal Shoes

Students are to wear plain black or dark brown leather or leather look ankle boots with elastic sides. The heel height is to be no greater than 3 cm. If students require greater ankle support, an approved black lace up boot is permitted.



Purchase Phases

We acknowledge that the cost of purchasing new uniforms, new shoes and stationery can be a significant expense at the beginning of the year. Therefore, we recommend the following purchasing phases with the aim for all students to be in their complete uniform by the end of Term 3, 2024.

Uniform Purchase Phases

<i>Term</i>	<i>Items to Purchase</i>
1	1 x College hat, 2-4 pairs x College socks, 2 x College polo shirts, 2 x sports shorts, 1 x sneakers and 1 x gum boots
2	1 x College tracksuit jacket, 1 x College tracksuit pants and 1 x personal raincoat
3	1 x College cotton drill shirt, 1 x College cargo shorts/trousers/skirt, 1 x black or brown boots

The below price guide may assist with budgeting for the new uniform rollout:

Style Code	Description	Size	Virtual Store Retail Price (Incl GST)
654BUCHATME	Bucket Hat, Embroidery	XS-S to L-XL	\$20.00
654LLT003E	Cargo Trousers	4-14	\$49.00
	XS-XXL	\$52.00	
654POLODC	Polo- Protex 50/50	2C-16C	\$37.00
	XS-XXL	\$41.00	
654RM400CFE	Long Sleeve Shirt	YO-Y13-13	\$45.00
654SHC001E	Cargo Short	4C-14C	\$44.00
	XS-XXL	\$46.00	
654SKT068E	Skort	2C-20C	\$38.00
654SM6UE	Stretch Microfibre Short	2C-16C	\$31.00
	XS-XXL	\$34.00	
654TRKPANT	PE Fleece Track Pant	2C-16C	\$56.00
654ZIPJKTDC	PE Fleece Track Jacket	2C-16C	\$85.00
654XS3011-DC	Sock	5-8 to XOS	\$13.00

Prices may be subject to change

New Uniform Orders

Please note: Dates for uniform self-service fitting and ordering will be communicated to families as soon as Perma-a-Pleat has confirmed availability of stock on the website. This may mean that students are required to wear the former sports uniform if stock is not available before commencement of term. Updates will be provided in due course.

Uniform orders are placed via the existing College website (dcc.wa.edu.au), and you will be notified as soon as your order arrives, ready for you to collect. All students must be accompanied by a parent for uniform fittings. Please contact the office to make an appointment.

If your order needs to be returned, this is done directly between the purchaser and Perm-A-Pleat.

Old Cornerstone Uniforms

Old Cornerstone uniforms may be listed to sell on Facebook Cornerstone Christian College Uniform Buy and Sell. Alternatively, they can be donated to Zibusiso Op Shop in Busselton. However, as the date of the new uniforms is yet to be finalised, please hold onto old uniforms until new uniforms have arrived.

Uniform Standards

Wearing the correct uniform creates a sense of unity and belonging for our students and shows respect towards the College community. All students are required to wear the College uniform and maintain high standards of personal grooming. In the unusual situation where a student does not wear full correct school uniform, an accompanying letter from a parent/guardian is requested to explain the circumstances. Parents will be contacted to rectify ongoing inconsistent uniform matters.

Gumboots

All year round, we love to explore the bushland and make new discoveries about the flora and fauna. During winter, we love to splash about in the mud. To participate in these activities, students need to bring a pair of gumboots to leave at school. They can change into their own gumboots during the day to keep their usual shoes clean.

Before purchasing new boots, speak with your child's teacher or school families as there may be outgrown spares from previous years or opportunities to swap or trade.



Snake Awareness and Safety

The school campus sits on 6.55Ha of former farmland and established native bushland. The bushland provides natural habitats for various flora and fauna. Over time, snakes have been spotted on or traversing across the campus and pose a risk to patrons.

To mitigate risks associated with snakes, staff and students are informed of how to respond to snake sightings and bites. Duty staff hold a current First Aid certificate and are required to carry a suitable First Aid or Snake Bite Kit when on duty or conducting bushwalks during the warmer seasons. All students are required to wear gumboots when accessing the bushland.

If a snake is sighted, whether stationary or moving, the person is to:

1. Remain calm
2. Back away while retaining vision of the snake
3. Raise one hand and point to snake with other hand
4. Loudly alert nearby staff or students.
5. All persons are to move away from the snake
6. Report to administration

Should a snake bite occur:

1. Patient to remain completely still
2. Move them away from snake if still a threat
3. Call 000 and follow the appropriate First Aid emergency treatment

Stationery

It is important that all students commence school with the correct stationery and book items. Booklist order forms were sent out at the end of last year. If you did not receive the list or are unable to order specific items on the list, please contact the school. If some unused items were sent home with your child last year, they may be relevant to this year's booklist items and can save you from making a repeated purchase. For mid-year intakes, before purchasing booklist items, please speak with the class teacher regarding to find out what may be required for the remainder of the school year.

Personal items

Toys, games, and cards

Unless otherwise stated, students are not allowed to bring toys, teddies, cards, games, or items to trade. The school takes no responsibility if these items are lost, stolen or damaged. If brought to school, staff will forward the item to the office for parent collection.

Fiddle and Fidget Objects

'Fiddle' or 'fidget' items are only considered if a student has a psychologist's report and documented learning plan (IEP/BSP) which states such items as a specific recommendation for improving focus and attention while having minimal impact on the focus, attention and learning of other students. The item is otherwise deemed a toy.

Food

Lunchboxes

Please pack nutritious lunchboxes with enough food for the day and any necessary components to consume their meals. This includes a fruit or vegetable for a morning snack, recess, lunch. At times, students can fatigue in the afternoon; adding an extra piece of fruit may provide some additional energy at these times.

Students do not have access to any kitchen facilities (fridge, microwave, crockery, cutlery) or heating of food unless it is part of their curriculum learning and under teacher supervision. If a student does not have lunch, they will be referred to the office to contact parents.

Water bottles

Students must bring a water bottle to school containing water only. Water bottles are encouraged in the classroom and students can refill from the water fountain during break times.

Food intolerances

Some students may be prone to serious allergic reactions or chronic conditions caused by certain foods. Students are not to share personal food items with other students at any time. If requests are made for class or school events where food is being shared, the class or administration will provide information regarding suitable food items to contribute. If you are bringing shared food, please let us know if it contains any potential allergens (eggs, nuts, dairy).

Nut Awareness

We are a 'nut aware' school which means, we request that you consider peanut/nut alternatives when packing lunchboxes and snacks out of consideration to our students who may have a severe, life-threatening allergic reaction. The school may issue a single class, multiple class or campus-wide 'no nut' policy if certain students are at greater risk of a life-threatening allergic reaction.

Library

Students visit the library at least once a week to read and borrow books. Students will need to bring a library bag to loan books out and new loans are granted when previously borrowed books are returned by their due date.

School Fees

As a college, we try to keep a balance between the financial needs of running the school and the financial cost to parents. Each family will receive a statement at the start of the school year. The College also makes available the Application for Concession to families, Secondary Assistance Scheme and sibling discounts; terms and conditions apply to these applications. Our aim is to provide a standard of educational excellence that is accessible and affordable for all families within our community.

Attendance and absences

Student learning occurs through a continuous progression and sequence with integration across learning subjects. Missing classes can lead to gaps in understanding and hinder academic progress. The College monitors and manages student attendance, which must be reported to relevant government departments across the year. When a student's attendance falls below 90%, the College may contact you to develop a plan to address and restore regular student attendance. Parents/guardians are requested to notify the College of their child's absence by emailing student.services@dcc.wa.edu.au or by ringing 6706 7010. You can also help maintain good attendance by:

- Ensuring your child arrives to school on time
- Making medical appointments outside of school hours wherever possible
- Scheduling holiday plans during school holidays.

Long Term Absence

If you are planning for your child to be absent for 4 days or longer, parents/guardians are required to complete a 'Long Term Absence Application.' The application will be assessed by the Head of School and parents/guardians will be notified of the outcome.

Arrival and Departure

Students arriving to school between 8.15-8.30am must make their way to the library for supervision. Classes open at 8.30am for students to prepare their workspaces. Unless other arrangements have been made by parents or part of the school bus timetable, students are not to arrive at the College prior to 8:15am.

The school day concludes at 3.15pm. Students waiting to be picked up by parents are to wait at the front of the College, but within the College grounds. On arriving, parents are responsible for monitoring their child's safety and interactions. Please inform the office if your child is being collected by someone other than their parents.

If your child will be absent, please contact the college on 6706 7010 to inform us. Alternatively, you can email the College, student.services@dcc.wa.edu.au, use the electronic form on the College website, or use the College app.

Late Arrivals

While we recognise that students may be late on some occasions for a variety of reasons, continual lateness causes disruption to classes and routines and diminishes the value of preparation and punctuality of others. Please ensure your child arrives to school to allow sufficient time to prepare for the school day. Students that arrive late must report to the office before going to class so they can be signed in. Regular late arrivals will be followed up with a meeting between parents and the Head of School.

Early Departure

Students who are required to leave the College prior to the end of the day need parental permission. Prior to leaving the school, parents must report to the office to sign out their child. Students will not be released from class without a sign-out note from the office. Students returning to the College before the end of the school day need to report to the office to sign in before proceeding to the classroom.

Illness & Hygiene

If your child has an infectious condition, you may need to keep them home from school to stop it from spreading. A list of common childhood illnesses and their recommended exclusion periods can be found in the [School Exclusion Periods brochure](#) published by Healthdirect.

If your child displays symptoms of gastro such as nausea, vomiting, diarrhoea, fever, or abdominal pain, please remain at home until their symptoms have stopped for 48 hours.

Students who are absent from school for more than three days due to illness are required to present a medical certificate to the school office.

Students are encouraged to practice appropriate hygiene standards at school. This includes coughing or sneezing into their arm, disposing of tissues after use, and washing hands with soap and water for at least 20 seconds after using the toilet and/or before handling food.

Student Wellbeing

Dunsborough Christian College aims to develop confidence and resilience in our students. As stated earlier, we provide students with diverse opportunities to embrace challenges, establish high personal goals, and participate in a variety of learning activities. We affirm that learning growth comes through practice and we provide opportunities for risk taking, failure and for mistakes to occur. Reflecting on mistakes and failed attempts enables improvement for future learning and practice.

Students will experience a range of emotions and encounter various academic and social challenges during their learning journey. On most occasions, we do not

prevent students from encountering these experiences or challenges. Instead, our staff assist students to develop and utilise various skills and strategies to work through difficult times. These may include strategies such as:

- Assertive communication
- Seeking assistance
- Listening to and understanding other perspectives
- Reporting a concern or complaint
- Personal reflection and journaling
- Reading scripture
- Praying
- Using Growth Mindset language

In some instances, students may need further assistance regarding personal concerns regarding the school, staff, other students, family matters or mental health. Students are encouraged discuss such concerns or complaints with a trusted person as outlined in the process below:



All complaints and concerns are taken seriously and may require or be recommended to the school Inclusive Education Coordinator, Head of School, CCM Head Office, medical practitioner, Police, or child protection services. For more information, please refer to the relevant school policies on the school's website.

Consent2Go

The College utilises the interactive platform, Consent2Go to manage student excursion/event permissions, updates to student medical information, parent

contact information and emergency contact information. Parents are asked to review and update their child's information in Consent2Go as changes occur. The accuracy and management of your child's health record is a critical process for the College.

Inclusive Education

At Dunsborough Christian College, all students receive a high-quality education aligned with the Western Australian Curriculum. Curriculum content is differentiated in the classroom which means that students are learning within their ability and challenge range.

At times, parents and teachers may observe traits or characteristics in students that differ from their neuro-typical peers that may impact their academic, physical, social and/or emotional development. In such cases, a formal meeting will be scheduled to discuss observations, assessment findings, behaviour indicators and any other relevant details. This may involve the Inclusive Education Coordinator, the class teacher, parents, and the Head of School. School staff may recommend that parents follow up with a child health and/or education support practitioner for further investigation and/or recommendations.

In instances where a student has or is diagnosed with a disability, the Disability Standards for Education 2005 outlines how schools must ensure that education is accessible by providing reasonable adjustments so that students with disabilities can take part in learning, just like their classmates.

The Standards recognises that not all students with disability are alike. Students with disability have specific needs, including the type and level of support they need to access and participate in all aspects of education on the same basis as students without disability.

Where necessary, and in accordance with the standard, reasonable adjustments will be implemented within the school's capacity to do so which may include, but not limited to, in-class learning adjustments, small group learning or 1:1 learning.

Educational Psychologists

In line with state and federal educational requirements, the school engages educational psychologists and other allied service providers such as occupational therapists and speech therapists. These are usually through AISWA (Association of Independent Schools of WA) but can be through other public and private agencies.

Sometimes, these services are provided or sought after to improve educational practice of educational staff. At other times, these services are provided when class teachers, the school's inclusive education officer and/or parents have identified a student's specific learning needs. Any single student observations by, or one-to-one interactions with, an external service professional is conducted after professional consideration and at the consent of the child's parents.

Medications

There may be times when your child will need a dose of medication while at school for their health and well-being. If your child has a new or ongoing medical condition requiring prescription or non-prescription medication, please ensure this information is visible on Consent2Go. If your child requires a dose of medication during school hours, kindly contact the school office to make the necessary arrangements for medication to be administered to your child. All medications are secured.

Stay in touch

If you have any questions or wish to discuss your child's learning journey, please don't hesitate to contact us. As Head of School, David is most happy to make time to meet and discuss any concerns, questions, or ideas you may have.

Concerns and Feedback Process

The College welcomes suggestions and comments from parents and students and takes seriously complaints and concerns that may be raised. If you have any questions or concerns about your child's learning and classroom interactions, please contact the class teacher by email to arrange a mutually convenient time to discuss.

Should the matter be of a more serious nature, we encourage parents to observe the following:

1. Take your concern directly to the staff member involved. If, for example, you are concerned about the level of homework a certain teacher has given or the outcome for negative behaviour, then go directly to that teacher with the concern and express it openly with respect and objectivity. To do this, make an appointment with the teacher or through the office.
2. If you believe that your concern has not been understood or dealt with adequately, then please feel free to make an appointment with the Head of School.
3. If the concern is still unresolved then the Head of School will offer to refer the matter to the Christian Community Ministries Head Office where matters will be examined thoroughly before responding.

The CCM Complaints Process Guide can be found on the school website.

Generally, following the process above proves an efficient and effective means for resolution. Although well meaning, discussing concerns with parents does not lead to a positive outcome for the concerning parties and can easily lead to an atmosphere of negativity.

Confidentiality

Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Head of School and those directly involved. We cannot entirely rule out the need to make third parties outside the school aware of the complaint and, possibly, the identity of those involved. This would only be likely to happen where, for example, a child's safety was at risk, or it becomes necessary to refer matters to the Police. While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued. Action, which needs to be taken under staff disciplinary procedures, due to a complaint, will be handled confidentially within the school.

Internet and Device Use

The school provides access to iPads and laptops in classrooms in line with curriculum requirements for various classroom learning and assessments. While students may be allocated a device for their use at school, the device remains the property of the school and are not sent home.

To maintain cybersafe practices and student well-being, any student interaction with school devices and internet access through their school credentials at any time (such as emails, Teams, Canvas and Learner.Link) must comply with the school's ICT policy.

With exception of a Kindle (book reading only device) or where students require a personal device for medical reasons, students are not permitted to bring any device (ipad, laptop, mobile phone, or smartwatch) to school. Any non-school device found in a student's possession during school hours will be placed in the office for parent collection at the end of the school day. If parents or students need to contact each other during the school day, please make contact via the school office.



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