



Adventist Christian Schools (WA)

ESPERANCE CHRISTIAN SCHOOL

HANDBOOK





A Message from the Principal

Mrs Anne Tonkin

We are pleased to introduce you to the Esperance Christian School.

I love our school because it's a happy place of learning. The staff members and I are committed to ensuring we do our utmost to provide a place for our students that is safe, caring and full of excellent learning opportunities. We love to include the families associated with our students and intentionally provide a sense of community where parents and extended family members are involved in the school. We welcome input from parents and value their opinions and advice about their children as we work in partnership with them.

Esperance Christian School is part of a large education system, *Adventist Schools Australia*. Our education system has become a significant contributor to the worldwide network of Adventist schools employing over 84,000 teachers and currently educating over 1.6 million students. Today, Adventist Schools Australia serves the mission of the Seventh-day Adventist Church by providing strategic direction and support to 50 school campuses spread across Australia that are offering Christian education to 13,000 students.

Esperance Christian School is inclusive and welcomes students from all races, religions and creeds. We promote a Christ-centred world view, but respect the beliefs and persuasions of each and every student and their families. The Christian emphasis within our school is very strong and this is permeated through everything we do. We enjoy interacting with various Christian denominations within Esperance, and have the privilege of working with them in the service of God.

Anne Tonkin

Principal Esperance Christian School



Esperance Christian School

Cnr Ocean & Blake Streets
Esperance 6450

Ph: 08-90712703

E : esperanceschool@adventist.org.au

W: <http://esperance.adventist.edu.au>

THANK YOU for your enquiry about ESPERANCE CHRISTIAN SCHOOL (ECS). We are glad to present to you this School Handbook that will provide you with valuable information about our school. If you have any further inquiries please do not hesitate to contact the Principal or the office staff.

The following information details the school's reason to exist and what we value:

OUR MISSION STATEMENT

Esperance Christian School exists to provide a caring, nurturing environment where students are educated for a life of service to both God and the community.

ECS encourages excellence through the balanced development of the mental, physical and social domains of each child. Encompassing this is a focus on the strengthening of Christian character.

OUR VISION STATEMENT

The vision of the ECS is to provide a holistic Christian based educational service that is valued by the community.

OUR VALUES STATEMENT

Esperance Christian Primary School values:

LOVE

- Excellence
- Compassion
- Humility
- Respect
- Integrity
- Justice
- Discernment
- Responsibility
- Hope

SERVICE



PHILOSOPHY

Education at Esperance Christian School is based upon a worldview derived from the Christian Faith. This view begins with an eternal loving personal God who has always existed, is all powerful and is the source of all life, truth, beauty and Christian values.

God, through Christ the Son, created this world as a part of His perfect universe. Furthermore, He sustains His creation by His power and through the natural laws He instituted. Although created perfect, this planet has been corrupted by sin, resulting in a world that is out of harmony with the rest of creation. However, God has instituted plans to restore this world to its original perfection.

Humanity was originally created in God's image with a unity of body, mind and spirit and endowed with intellect, emotion and the power of choice. Sin, however has not only corrupted our environment, but humanity itself. God's image has been restored through personal response to the initiative of Jesus Christ and the work of the Holy Spirit.

All truth finds its centre and unity in God. God communicates to us through the natural world and His providential acts, and more specifically, through Jesus Christ, Scripture and His inspired Word. We comprehend truth through observation and reason, but these avenues to understanding require faith and the direction of the Holy Spirit. Since all truth is God's truth there is no dichotomy between the sacred and secular. Rather, Christian faith pervades all of life and every activity has spiritual significance.

God, through His moral laws, has outlined standards of ethical behavior based on His own character of love. When adopted by Humanity, laws develop commitment to selfless service and a personal and loving concern for all.

Humanity's appreciation of beauty and creativity, although marred by sin, still reflect God's image. Without direction of the Holy Spirit, these capacities may be used for evil instead of good. Appreciation of beauty and creativity extend to all people's relationships with God, other people and the natural world.

GOALS OF ESPERANCE CHRISTIAN SCHOOL

The primary goal of the Esperance Christian School is to provide a safe and secure learning environment for children and to nurture this goal within a Christian perspective.

The following goals are extensions of the school's mission:

SPIRITUAL

- ❖ The school intends to conform to and maintain the Biblical standards of Christianity in behaviour, teachings and lifestyle.
- ❖ The Esperance Seventh-day Adventist Church Minister, along with other local ministers is engaged in the school's program as the schools chaplain. He is available to all associated with the school, including, students, staff, volunteers and parents
- ❖ Worship, prayer and Bible study periods are held daily in the school.
- ❖ To be a community built on *acceptance* and *tolerance*, where all are treated with *respect* and *dignity*.
- ❖ To provided an environment in which the students can come to know *Jesus* and *model* their lives on Him.

MENTAL

- ❖ To develop in students a *desire to learn* and achieve standards of excellence in all areas.
- ❖ To develop in students an understanding of the impact a *healthy life* can have on academic, social and spiritual development.
- ❖ To assist students in developing talents and gifts God has given them, in an environment which allows *individual creativity*.

PHYSICAL

- ❖ The school endeavours to develop a balanced program where each student receives the benefit of an alert mind and a sound body. Daily exercises and sporting activities, with free and organised play are programmed into the curriculum.
- ❖ The school provides a balanced health program, emphasising the benefits of a healthy body and mind.
- ❖ Parents are encouraged to provide adequate nutritious school lunches. We prefer that students eat only fruit at recess time. Please note that we are an allergy aware school. There may be times when 'nut free' procedures will be put in place if any students have severe allergies or anaphylaxis.

SOCIAL

- ❖ Students feel comfortable in the classroom and playground environment. This fosters learning and meaningful social interaction.
- ❖ To provide experiences that will assist in the choice and development of a *well-balanced* lifestyle.
- ❖ To develop in students appropriate *life skills* that will be of benefit to themselves and the community.

SCHOOL ADMINISTRATION

Esperance Christian School is a member of Adventist Christian Schools WA. All affiliated schools comply with the accreditation and registration procedures as set by the National Australian School System and relevant State Education Departments.

The school is governed locally by the School Council. The School Principal manages the operations of the school. Both the School Council and School Principal report to Adventist Christian Schools WA and relevant government organisations.

SCHOOL COUNCIL

The School Council (SC) is appointed every three years. Members are appointed by the Adventist Christian School's Board of Directors and the Principal of the school is the Secretary of the SC.

The Home and School Chairperson is appointed by the SC.

Briefly, the SC's functions are to:

- promote Christian Education.
- set and operate an effective budget.
- review all enrolments and endorse their acceptance.
- care for, develop and maintain the school assets.
- govern the legal requirements of the school.

The SC welcomes feedback from parents. Improvement surveys are conducted throughout the year. Input by parent / guardian is invaluable.

HOME AND SCHOOL

This association is made up of interested persons, whose primary role is to foster meaningful relationships between parents and the school, and in so doing contribute to the development of the child.

Elected members of the Home and School Association are approved annually by the SC. Those elected are: President, Secretary and at least three others.

Briefly, the Home and School Association's functions include:

- ❖ promote Christian Education.
- ❖ fund raising.
- ❖ organise parental assistance in school activities.
- ❖ conduct general educational meetings of interest for parents.
- ❖ provide feedback on curriculum, safety, resources, capital expenditure and the direction of the school.

Many structures and special events of ECS are run by the Home and School. Its continuous successful operation has been a vital element of our school.

ADMISSION PROCEDURES

The Esperance Christian School is operated for the benefit of the children of the Esperance community and is open to students regardless of their ethnic background, gender or national origin.

While no religious test is applied, all students are expected to show respect for the school's standards and regulation and for the Word of God, and to attend the regular religious classes and activities of the school.

Every effort is made to provide opportunity for both girls and boys to participate in all school activities as far as possible.

The school attempts to accommodate disadvantaged students as best it can within the limitations of its financial resources.

It is the policy of the school to ask prospective parents to undergo an interview process with the school principal. This interview process is to ensure that prospective parents are aware of all relevant issues and requirements of admission to the School.

An application form will need to be completed by the parent / guardian. Contact will then be made regarding this matter. This application form should be accompanied with the child's latest school report, immunisation records, birth certificate and enrolment fee. The parent / guardian will be contacted immediately following the outcome of the decision by the principal and School Council.

STUDENT PRIVACY

- It is a practice of this school to forward a copy of a student's educational records and other personal information to their new school when the student transfers. If you do not agree to this, you must advise us in the application form.
- If you have any objection to your child's photograph and/or name being used by the media for school promotions or newspaper articles please advise us in the application form.
- A copy of the school's privacy policy is available upon request.

PRIVACY STATEMENT

1. Esperance Christian School collects personal information on all families who enrol students in their school.
2. Some of the information we collect is to enable the school to carry out its duty of care.
3. Failure to complete any part of the information requested may have some bearing on how the school is able to respond to and meet the individual needs of each student/family. If we do not obtain the information required, we may not be able to enrol or continue the enrolment of your child/ren.
4. Health information about students is sensitive information under the privacy act. We ask you to provide medical details about students from time to time in order for the School to provide appropriate care of individuals as the need arises. We also ask you to provide emergency contact details. We encourage you to notify doctors and emergency contacts that you are disclosing their information to the school and why, and that they can access that information if they wish.
5. Personal information collected from students is often disclosed to their parents or guardians. Achievements and activities of students are often published in our newsletter, school magazine or other publications.
6. The school from time to time discloses personal information to others for administrative and education purposes. This includes other schools, government departments, medical practitioners, and people providing services to the school including visiting professionals.
7. Parents may seek access to personal information collected about them and their child/ren by contacting the school. If there are items that you consider need updating or correcting, you have the right to request such changes be made. There may be occasions when access is denied. Such occasions would include having an unreasonable impact on the privacy of others or access resulting in a breach of the School's duty of care.
8. A copy of the Esperance Christian School's Privacy Policy is available on request

ADVANTAGES OF SMALL SCHOOL AND MULTI-GRADE CLASSES

1. ACHIEVEMENT

Research has consistently shown that small schools with multigrade classes generally achieve better results than the big schools with single grade classes. Even the most pessimistic research has shown that small schools with multi-grade classes achieve, at least equally as well as their larger, single grade counterparts.

2. INDIVIDUAL LEARNING

In multi-grade classes there are opportunities for individualisation and students can work at their own pace.

3. INDIVIDUALISED TEACHING

In conjunction with point two, teachers in multi-grade classes do a lot of individual teaching as opposed to doing a lot of whole class teaching. Most students benefit from the additional one-to-one contact with the teacher.

4. EXTRA SUPPORT

Remedial help for a struggling student occurs far more naturally in a small, multi-grade school. It is inbuilt into the multi-grade teaching approaches and strategies. A grade six student, for example can do the same reading as the grade five students and the same maths as the grade four students, and all the other subjects at the normal level without causing any disruption to the teacher, the student concerned and the other class members.

A more serious case can repeat a whole year with far less embarrassment as the “repeating a grade” aspect can be totally left out in name and in the actual class work. The child is simply reclassified as being on a three-year infants program (i.e. grades one and two year senior school program). That gives the student opportunity (an extra year) to progress at a slower pace without having to repeat previously covered work. Such students are usually classified in each particular grade for three semesters and promoted mid-year.

5. FAST ACHIEVERS

Multi-grade classes provide opportunities for the high achievers and the gifted and talented. As the students are already working at their own levels and at their own pace already, catering for such students occurs simply and natural.

Unintentional revision and extension of students occurs often without the teacher’s knowledge. For example, a grade seven student may gain benefit from observing a grade five maths lesson on long division. Conversely, a gifted grade five student observing a grade seven lesson on division of fractions and declaring that he/she could do them would be a great learning experience.



School Improvement Framework

The Quality Adventist Schools Framework (QASF) provides all Adventist schools in Australia with a robust structure for raising quality, achieving excellence and delivering better outcomes for our students and their families. The QASF is a simple yet dynamic tool designed to assist schools to undertake self-assessment, which is context-specific, evidence-informed and outcomes-focused. Adventist schools in Australia use the QASF to critically examine their programs and practices. The framework provides a focus through which schools can evaluate the extent to which they are meeting stakeholder expectations, delivering on system priorities and implementing strategic initiatives.

The framework assists schools to:

- **make best use of evidence-informed processes and tools to evaluate their performance.**
- **self-assess to identify school priorities.**
- **develop a 5 year school plan and an annual plan with a focus on improvement over time.**
- **establish accountability measures and inform further planning.**

Since 2013, the staff at Esperance Christian Primary School have been participating in regular meetings to work on strategies to assist us to meet the QAS Guiding Principles. These meetings provided us with the opportunity to reflect on everything we do at our school and strategically plan for improvement and excellence.

THE GUIDING PRINCIPLES

The QASF and its implementation processes are informed by the best practice and research not only within our own school system, but taking account of national and international standards. The mandate of the QASF is to deepen the capacity of schools to improve their outcomes with a particular focus on ensuring students are achieving their academic and personal potential. The guiding principles of the framework are:

Quality

It is our God-given mandate and responsibility to provide the very best possible education for our students. Yet quality does not just happen. It takes effort, time and planning. It depends on a school's willingness and capacity to evaluate and plan for improvement. Quality should be built into a school's day to day culture – not bolted on.

'And whatever you do, do it heartily, as to the Lord and not to men'. Colossians 3:23.

'Whatever your hand finds to do, do it with all your might.' Ecclesiastes 9:10

Improvement

School Improvement is most successful and meaningful if it is continual and internally driven not externally imposed. Improving quality depends upon everyone in the school community owning its own school improvement journey.

Learning Culture

Continually improving schools have a widely shared culture of improvement and shared objectives that everybody owns. Such schools are clearly and consistently focused on learning outcomes for all students. Leaders and teachers are engaged as active learners. There is potential for schools to be driven by events and the 'busy-ness' of daily school life. Schools need to plan strategically for improving the learning culture.

Context

All Adventist schools are unique, serving different communities. No one knows a school better or is more attuned to the possibilities for real improvement than the people working in it.

Flexibility

The QASF is flexible enough to be implemented in a wide range of school settings. It is a toolkit, that allows schools to implement to suit their own circumstances.

Student Achievement

Improving the learning outcomes for students is the core objective of the QASF. All strategies and processes should lead to the personal and academic success of individual students.

Honesty and Trust

An open and honest culture is based on mutual trust. Leaders, teachers, students, parents and the broader community will be engaged in authentic professional conversations throughout the processes of the QASF. A climate of honest reflection requires a 'no blame' paradigm within which people can feel free to identify performance improvement areas with impunity.

If parents have any further questions regarding the QASF please speak to Mrs Tonkin or any of the teaching staff.

SCHOOL TIMES

START:	8:42 am
RECESS:	10:25 am – 10:45 am
LUNCH:	2:15 pm – 12:50 pm
CONCLUDE:	2:55 pm

SCHOOL REPORTS - Reports will be as followed:

Term One -	Parent/Teacher Conferences
Term Two -	Written Report
Term Three -	Portfolio
Term Four -	Written Report

Parents wishing to discuss a student and/or his/her report are advised to make an appointment with the teacher. Reports are given in a sealed envelope and need not to be returned to the school as the school keeps a copy of all reports.

Reports will vary depending on the year level of the child.

UNIFORMS

The School Uniform is an important symbol of the School. Uniforms are to be worn to and from School and are to be maintained in a clean and neat condition. Uniforms can be ordered from the school. Second-hand uniforms may be available at a lesser cost.

Please note:

If a child is not wearing the complete School Uniform an explanatory note should be sent to their classroom teacher.

DETAILS OF SCHOOL UNIFORM

All uniform requirements are available from our School Uniform Shop.

NO JEWELLERY – ESPECIALLY EARRINGS ARE TO BE WORN WITH THE SCHOOL UNIFORM OR AT SCHOOL FUNCTIONS. IF STUDENTS ALREADY HAVE PIERCED EARS, ONLY SMALL STUDS MAY BE WORN.

KINDERGARTEN & PRE-PRIMARY UNIFORM

T Shirt	Maroon with school monogram
Shorts	Black rugby (Summer)
Track Suit Jacket	Maroon, grey and white with school monogram
Track Suit Pants	Maroon (Winter – optional)
Shoes	Sports type - white or black, with white socks

BOYS

Shorts (Summer)	Grey (no cargo pockets)
Trousers (Winter)	College grey (not Jeans type)
Shirt	White with maroon trim, school monogram – Short Sleeve, <u>with a top button</u>
Tie	Regulation tie - winter only
Pullover	Regulation maroon, V neck with school monogram
Socks	Grey
Shoes	Polished black lace up (preferred) or black joggers with black laces
Hat	Regulation maroon

GIRLS

Blouse	White with school monogram
Skirt	Regulation material and style (purchased through School)
Socks	White ankle, plain ribbed (grey tights, not leggings for winter)
Pullover	Regulation maroon, V neck with school monogram
Shoes	Polished black with clips or laces (preferred) or black joggers with black laces
Hair Items	Maroon
Hat	Regulation maroon
Shoes	Polished black with clips or laces (preferred) or black joggers with black laces

SPORTS UNIFORM – GIRLS AND BOYS

T Shirt	Maroon with school monogram
Shorts	Black rugby (Summer)
Track Suit Jacket	Maroon, grey and white with school monogram
Track Suit Pants	Maroon (Winter – optional)
Shoes	Sports type - white or black, with white socks

BOOKS AND STATIONERY

Books and stationery can be picked up on registration day or on the first day of school. The school charges an annual \$65 stationery fee to help cover costs.

The non-consumable books must be returned to the school at the end of the year.

- * Additional supplies of these goods will need to be supplied by the parents.
- * All belongings should be clearly named and where appropriate, coverings are desired.

An annual *Technology Levy* of \$75 is applied to each child.

SPORTS EQUIPMENT

The school supplies a range of sports equipment for the students to use.

This equipment must be used with care and always returned when no longer needed.

If a child wishes to use their own equipment at the school, approval from the principal must be first obtained.

The school is not responsible for private equipment.

ECS SUN SAFE POLICY

Each student is expected to wear a hat while outside at ALL times throughout the year. Sunscreen is supplied by each classroom teacher for use by the student. If the uniform hat is not worn, students will need to play in the shade: NO HAT, PLAY IN THE SHADE.

HEALTH and SAFETY

Esperance Christian Primary School places emphasis on the total development of each child and health is part of this development.

Meals

It is asked that parents supply healthful food at lunch time.

If your child wishes to eat at recess, would you please provide fruit - (fresh or dried) or vegetables only please.

Please note that ECS is an allergy aware school. There may be times when 'nut free' procedures could be implemented if a student suffers from severe allergies or anaphylaxis.

Cleanliness

The Child's personal cleanliness is essential at all times. Hands are to be washed are visiting the toilet and tissues used to blow their nose.

Medicines

Students should not bring medicines, tablets, inhalant etc, to school unless accompanied by a note from parents explaining the reason, dosage and times.

If a child has any medical problems the Principal must be informed so that preventative measures may be taken.

Staff are informed of each child's medical needs so that care may be given in the case of an emergency.

Accidents

In case of a serious accident where treatment beyond the school's capability is required the Principal will request the assistance of an ambulance. When possible the parents of the child will be notified of any serious injuries.

Playground Behaviour

Rough play in the playground is not permitted. Any activity that may endanger a student should not be undertaken.

Absences

A note to the Principal and/or classroom teacher explaining the reason for a child's absence is required by law. A short telephone call informing the Principal of the Child's illness or other problem will assist in the smooth running of the school. This should be followed by a written note for record keeping purposes. If the school has not received notification of a student's absence by 9:00am the school will phone parents/guardians to ascertain that parents are aware of their absence.

PASTORAL CARE AND HOUSE SYSTEM

The student and parent body at ECS are split into 2 Houses (factions) – Kings (purple) and Lions (gold). Our pastoral care and house system go beyond that of sports carnivals. Each house provides for opportunities for members to share together, pray together and support each other. This effective communication between students, staff and parents is important to the successful operation of the school. It allows people to get to know and support each other.

Each House will meet together twice per term. This will provide opportunities for students of all ages to interact in a positive and meaningful way. Each child will have a buddy, someone to talk to. They will also be able to share with the whole house. This will help the students to develop good pastoral relationships with each other, encouraging them to use open communication. Each student will appreciate and be aware of each others unique differences and be supportive these. Students will be able to contribute, feel valued, increase resilience and can demonstrate their strengths and develop the ability to work on their weaknesses. These sharing times will provide students with opportunities to also air concerns that they may have. This key feature to a child's 'safety net' will help to ensure that problems that may occur are communicated effectively and dealt with in a prompt manner.

<i>KINGS - purple</i>	<i>LIONS - gold</i>
<u>Minimum of:</u> <ul style="list-style-type: none">• 1 staff member as the Head of the House. They report to the school principal.• 1 pastoral support• 2 student leaders	
Each house is to meet twice per term.	
The ' <i>Student House Leaders</i> ' are to run house meetings in conjunction with the ' <i>Head of the House</i> '.	
Houses will engage in a variety of activities designed to build a supportive community, develop social and communication skills and also discussion skills. All students contribute in some way.	
The 'Head of the House' is to closely monitor each student's social development.	

PERIODS OF EXCLUSION FROM SCHOOL FOR CHILDREN SUFFERING FROM INFECTIOUS ILLNESSES		
Illness	Exclusion of Cases	Exclusion of Contacts
Chicken Pox	Exclude from school until recovered or until at least a week after first blisters	Not excluded
Conjunctivitis	Exclude until effective treatment has been instituted.	Not excluded
Glandular Fever	Exclusion is not necessary	Not excluded
Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is furnished by a medical practitioner stating that the person is no longer infectious.	Not excluded
Impetigo (School Sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing	Not excluded
Leprosy	Exclude until approval to return has been given by the Medical Officer of Health.	Not excluded
Measles	Exclude for at least 4 days after the appearance of the rash	Immunised contacts not excluded. Non-immunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If non-immunised contacts are vaccinated within 72 hours of their first contact with the index case, they may return to school.
Meningitis (Bacterial)	Exclude until well	Not excluded
Meningococcal Infection	Exclude until well	Not excluded
Mumps	Exclude for at least 9 days after onset of symptoms. Re-admit on recovery.	Not excluded
Poliomyelitis	Exclude for at least 14 days after onset and until a certificate is furnished by a medical practitioner stating that the person is no longer infectious	Not excluded
Ringworm, Scabies, Pediculosis (Lice), Trachoma	Exclude until the day after treatment has commenced. Family contacts will probably be infected and should be treated.	Not excluded
Rubella (German Measles)	Exclude until recovered or for at least 5 days after the appearance of the rash	Not excluded. (Female staff of childbearing age should ensure that their immune status against rubella is adequate)
School Sores (Impetigo)	Exclude until effective treatment has been instituted including the proper use of covered dressing.	Not excluded
Streptococcal Infection	Exclude until the person has received antibiotic treatment for at least 24 hours and has recovered from the illness	Not excluded
Swine Flu	Exclude from school for 1 week.	See school policy for more details.
Tuberculosis	Exclude until approval to return has been given by the Medical Officer of Health	Not excluded
Typhoid and Paratyphoid Fever	Exclude until certificate is furnished by a medical practitioner stating that the person is no longer infectious	Not excluded
Whooping Cough (Pertussis)	Exclude for at least 5 days after starting antibiotic treatment. Exclude from 2 weeks from onset. Re-admit on medical certificate of recovery.	Exclude non-immunised household contacts who have not attained 7 years of age for 14 days after the last exposure to infection or until 5 days of a 14 day course of antibiotics has been administered to the contacts

ECS POLICIES & PROCEDURES

Esperance Christian School implements many policies and procedures to ensure that our school operates in accordance with government education requirements and that it is a safe and secure place of learning. Because there are so many policies and procedures it isn't possible to contain them all in this Handbook. Parents are invited to peruse some of the more significant ones on our website: <http://esperance.adventist.edu.au> or they may be provided by the school upon request.

Following are a few policies that may be of interest to you as you consider enrolling your child in our school.

DISCIPLINE POLICY OVERVIEW

No school can function successfully, harmoniously, and happily, without discipline and order. It is therefore expected that students at this school will demonstrate such deportment and behaviour as will enhance their own self esteem and uplift the school's standing in the community in which we live.

General Rules

1. At all times students should speak with courtesy and consideration for others.
2. School uniform is compulsory and should be strictly adhered to at all times (in case of emergency, some other formal attire should be worn and a note explaining the reason should be sent). On Sports Days the school sports uniform may be worn. On some occasions students will be permitted to wear casual clothing. At such times the students' dress should be neat and tidy. The school reserves the right to ask students to change into more appropriate clothes if necessary. Students are permitted to wear cover-up raincoats or wind jackets in extreme weather conditions but these should be removed once in the classroom. Such clothing should conform to the uniform policy in design and colour.
3. The wearing of jewellery is restricted to a wrist watch and stud earrings (for those with pierced ears) for reasons of practicability and safety.
4. Obvious use of makeup and nail polish is not permitted, nor are elaborate hair styles. Hair should be neatly groomed and it is recommended that long hair be tied back for health reasons.
5. Breakages and damage caused by irresponsible or malicious action will be charged to the person concerned.
6. While under school supervision students are not permitted to have articles which are not conducive to their school work - eg. magazines, comics, radios, shanghais, war toys, etc. Such articles may be confiscated.
7. Lost items, including money, should be handed to a teacher if found.
8. Students should not bring confectionery such as chewing or bubble gum to school to eat in or out of class.
9. Students should care for and respect all members of the school community. Teachers should be respected and their requests obeyed. Visitors to the school should be treated with courtesy. Behaviours such as swearing, teasing, tormenting and fighting are not acceptable at any time.
10. The use of the telephone by students is discouraged. Messages may be passed to students through a teacher but phone calls may only be made at the discretion of the teachers, secretary or principal.
11. Mobile phones can only be used in the school administrative office or under the instruction of the teacher for learning purposes.

Playground Rules

1. Stones, sticks, dirt etc. must not be thrown.
2. War games of any kind must not be played.
3. Games involving grabbing, holding, handling of other people should not be played.

4. Assigned play areas must only be used by the specific group.
5. All students are expected to obey the directions of the duty teacher.
6. Children should care for and protect the school environment and place all litter in the bins provided.
7. When the bell rings students should move quickly to the appropriate places.

Classroom Rules

1. Each class teacher will make specific lists of class rules which will apply for his/her class.
2. Students are expected to keep their desks, work areas, and bag storage areas clean and tidy.
3. Food should not be eaten in the classroom without teacher supervision.
4. Classrooms may only be used during lunch breaks if the class teacher is present.
5. Latecomers should avoid disrupting classes by entering quietly. Explanations should be made at the end of the class or at the teacher's request.
6. Students should maintain a positive attitude towards the spiritual activities of the school.

Bus Rules

1. Students should obey the directions of the bus driver.
2. Parents of students who interfere with the rights and safety of others while travelling on buses will be contacted by the Principal.
3. Students should sit in allocated seats or as directed by the driver or duty teacher.
4. No part of the body should protrude from the bus (except when entering or alighting from the bus).
5. Nothing should be thrown from the bus.
6. Because there are no seat belts on the bus students should face the front at all times.
7. The noise level should be acceptable to the driver.
8. Bus drivers will report uncooperative students to the Principal.
9. If two complaints are received, parents will be contacted.

CONSEQUENCES OF DISOBEDIENCE

Most misdemeanours will be handled by the class teacher or duty teacher, with consequences varying as per the Student Behaviour Plan. Serious or habitual misdemeanours will be documented and a sequence of consequences will be implemented following the Student Behaviour Plan.

STUDENT BEHAVIOUR PLAN (Overview)

The Student Behaviour Plan encourages consistency when either rewarding or disciplining behaviour and provides strategies for the implementation of School discipline. There are five levels of behaviour within this plan:

GREEN, YELLOW, ORANGE, RED and PURPLE

Every child begins each year (or when he/she enrolls at the school) on the **GREEN** level, which assumes that he/she exhibits good behaviour and is a cooperative student. The aim of this program is to have every child remaining on the **GREEN** level.

Children whose behaviour is causing concern will be placed on the **YELLOW** level, and will be helped to find strategies to improve in order to return to the **GREEN** level. This may occur after the child has received 3 detentions within 10 school days.

Students whose behaviour is consistently causing concern will be placed on the **ORANGE** level and will be helped to find strategies to improve and return to the **YELLOW & GREEN** levels. They may have received another 3 detentions within 10 school days.

It is anticipated that very few students will be placed at the **RED** level and even fewer at the **PURPLE** level.

Whenever a student moves between levels parents/guardians will be informed and in some cases an interview will be requested. Parent cooperation in reinforcing the school's Behaviour Plan is essential for its success.

We are looking forward to rewarding students with certificates for their cooperative behaviour. In doing so, we aim to encourage favourable attitudes towards fair play and learning.

DETENTION

Should it be necessary, a student will serve a detention as a result of demonstrating behaviour worthy of this consequence. During this time the student will be asked to write/draw the three things they did to receive the detention. They will also be asked to write/draw ways they will try to fix the behaviour so they can return to a higher level. If they have hurt or upset another person they will be asked to write/draw a note of apology to that person. Once this is completed the student will be able to work on unfinished school work/homework or to read quietly.

COMPLAINTS MANAGEMENT POLICY

Introduction

We recognise that grievances can and do arise, however as a Christian school we recognise the Biblical principle for resolving such issues to facilitate resolution, without undermining or damaging relationships. While we would hope that such issues do not arise, it is important that when they do, there is an understood procedure to guide staff, students and parents in addressing such issues.

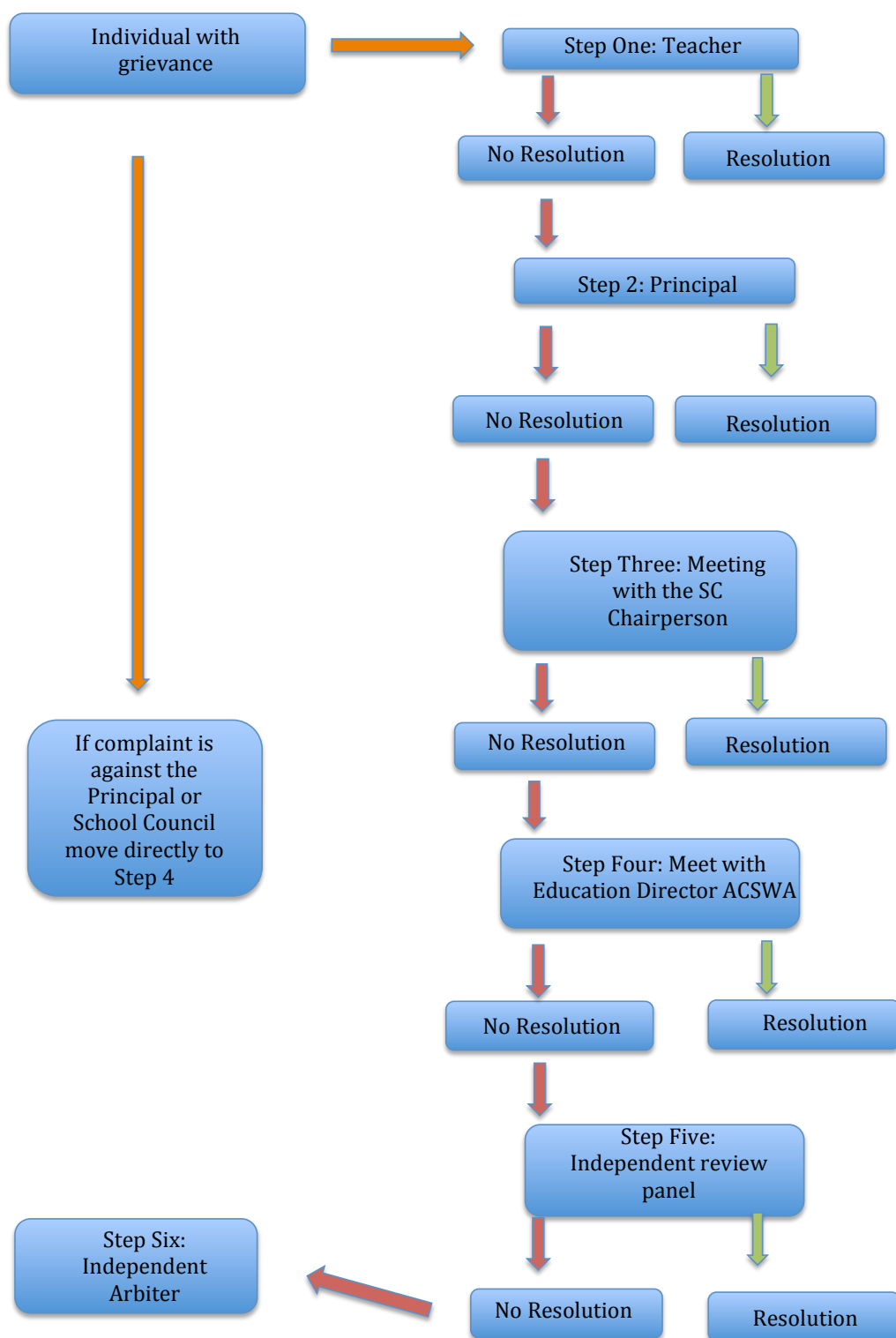
Rationale

Positive relationships between all members of the school's community form the basis of the school's ministry. The modeling by teachers, parents and other school community members of unity and their ability to constructively resolve issues is of great importance to students. Implementation of the Christian responsibility to care for others reflects the positive relationship between God and us. When issues of conflict do arise, all attempts should be made to preserve and enhance human relations and through appropriate action bring glory to God.

The Christian approach to grievance and dispute resolution obligates an individual to solve issues as close to the source of the problem as possible, and only involve those relevant to the situation. Only when resolution is not possible should others be involved and these should be those next in the line of command or influence.

It is therefore expected that members of the school community will follow the recommended procedure shown below to address concerns and resolve issues.





GUIDELINES FOR PARENTS

Parental Procedure for Grievance Disputes with the School Staff:

Please note that the process must begin within 10 days of the original complaint being made to the Principal or Principal's delegate.

Complaints should be dealt with in the current school year whenever reasonable to do so. Serious breaches involving matters such as abuse may require legal action and the law will dictate the time limits for making such complaints.

STEP 1 - *Go to the teacher with whom you have the dispute.* [You have the right to be accompanied by a person of your choice.]

- a. Make an appointment to meet with the teacher. If you call, and the teacher is busy (for example, they are teaching), you may need to leave a message for the teacher to return your call.
- b. It may be helpful, when making the appointment, to inform the teacher of the reason why you need to meet with them. This may allow the teacher to prepare for the meeting.
- c. If the matter is resolved the process should conclude at the end of the meeting. If not, then proceed to Step 2.

STEP 2 - *Involve the Principal* [You have the right to be accompanied by a person of your choice.]

- a. You should make an appointment to meet together with the teacher and the school principal. You should meet together.
- b. If the matter is resolved the process should conclude at the end of the meeting. If not, then proceed to Step 3.
- c. Written feedback will be given if the matter needs to proceed, or if it needs further attention from the Principal.

STEP 3 - *Involve the School Council.*

- a. You should ask the principal to make an appointment to meet with the Chairperson of the School Council. If resolution is not found at this level, the Chairperson may refer the matter to the School Council Management Committee.
- b. If the matter is resolved the process should conclude at the end of the meeting. If not, then proceed to Step 4.

STEP 4 - *Involve the Education Director or other School Company Officer.*

- a. You should ask the principal to make an appointment to meet with the Education Director of Adventist Schools WA or other School Company Officer. If resolution is not found at this level, the Internal Review Panel will be formed and a meeting scheduled.
- b. If the matter is resolved, the process should conclude at the end of the meeting. If not, then proceed to Step 5.

STEP 5 - *Involve the Independent Review Panel.*

- a. You should ask the principal to make an appointment to meet with the Independent Review Panel. If resolution is not found at this level, the independent Arbiter will be contacted.
- b. If the matter is resolved the process should conclude at the end of the meeting. If not, then proceed to Step 6.

STEP 6 - *Involve an Independent Arbiter*

- a. You should ask the principal to make an appointment to meet with an Independent Arbiter. The Arbiter would be called upon to make a decision. The Arbiter is a suitably qualified person who can meet with both parties and assist in making an independent decision.

NOTES:

- a. The **Independent Review Panel** is to consist of one staff member, one representative of the parent body, and one independent person.
- b. Complaints should be dealt with in the current school year whenever reasonable to do so. Serious breaches involving matters such as abuse may require legal action and the law will dictate the time limits for making such complaints.
- c. At all meetings, each person should state their case clearly.
- d. **The School Principal is the dispute officer for Esperance Christian School.**
- e. In most cases where a matter proceeds beyond Step 2, **a written statement of dispute is recommended to formalise and clarify the issue.** (see Appendix 1 - Proforma: Record of Parental Complaint)
- f. Disputes between parents and children from other school families must be managed by school leadership. **Under no circumstances should a parent approach a student directly at school and address an issue.**
- g. In events of serious incompetence or misconduct the matter should be referred immediately and directly to the principal. Where such an issue involves the principal, the matter should be referred to the School Company's executive officers. As care is taken to ensure accountability and responsibility is maintained, serious matters will attract appropriate action.
- h. *The South Pacific Division (SPD) of Seventh-day Adventist (SDA) Church working policy defines "grievance" as being "any misinterpretation, inequitable application or violation of the policies and practices of the institution.*
- i. The student's enrolment will be maintained until the appeals process is completed. Effort will be maintained to keep educational needs met throughout the process.

RECORD OF PARENTAL COMPLAINT

This form is to be completed by school staff when they receive complaints from parents regarding school-related issues. Copies of the completed form are to be given to the School Principal.

COMPLAINT MADE BY:	COMPLAINT RECEIVED BY:
Name of Parent:	Name of Staff Member:
Student's Name:	Learning Area:
Subject / Class:	Date of Complaint:

Brief Description of Complaint:	Response Given to Complaint:
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

CHILD PROTECTION POLICY (Summarised version. The full version can be found on the ECS website or from the school office upon request)

Rationale

Teachers and staff at the Esperance Christian school believe that all children have a right to be protected from harm in any form. Schools have a special responsibility to children not only to protect them when they are on the school premises, but also to intervene when they believe that the welfare of a child is at risk when outside the school.

Purpose

- To stipulate the duty of care the Principal and all school employees have to children.
- To remind all staff of the need to respect the privacy of the individual and to hold all information in strict confidence.
- To give indicators of abuse and neglect.
- To explain how Mandatory Reporting of Child Sexual Abuse is to be dealt with by staff and the school.
- To outline procedures to be followed when an individual and / or the school learns of or suspects a child has been or is in danger of being abused or neglected.
- To identify other avenues of support for children outside the school.

Guidelines

To be able to identify when a child needs to be protected it is important that a clear understanding of child maltreatment is known and that indicators of this are understood.

Definition of Child Maltreatment

This is maltreatment of a person under the age of 18 years. It is the result of action or inaction on the part of a person who has responsibility to care for a child that results in harm or injury to the child. The harm may include delayed physical and/or intellectual development. The maltreatment experienced may include one or a combination of the following five categories: **emotional abuse, physical abuse, sexual abuse, psychological abuse or neglect.**

Physical abuse

Physical abuse occurs when a child has experienced severe and/or persistent ill-treatment. It can include, but is not limited by injuries such as cuts, bruises, burns and fractures caused by a range of acts including beating, shaking, illicit administration of alcohol and other drugs, attempted suffocation, excessive discipline or physical punishment.

Sexual abuse

Sexual abuse covers a wide range of behaviour or activities that expose or subject a child to sexual activity that is exploitative and/or inappropriate to his/her age and developmental level. These behaviours include observation or involvement with inappropriate fondling of a child's body, making a child touch an adult's genitalia, showing pornographic material or sexual acts to a child, and sexual penetration of the child. Harm from sexual abuse may include significant emotional trauma, physical injury, infections and impaired emotional and psychological development.

Emotional abuse

Emotional abuse is a sustained, repetitive, inappropriate, ill treatment of a child or young person through behaviours including threatening, belittling, teasing, humiliating, bullying, confusing, ignoring and inappropriate encouragement. Children who have been emotionally abused are likely to have a reduced capacity to experience a range of emotions, to express emotion appropriately and to modulate their emotional experience. Children who have been emotionally abused are likely to be fearful, withdrawn and/or resentful, distressed and despairing.

Psychological abuse

Psychological abuse is the sustained, repetitive, inappropriate, ill treatment of a child or young person through behaviours including threatening, isolating, neglecting, discrediting, misleading, disregarding, ignoring and inappropriate encouragement. This abuse damages a child's intellectual faculties and processes, including intelligence, memory, recognition, perception, attention, imagination and moral development. Children are likely to feel worthless, flawed, unloved, unwanted, endangered or only of value in meeting another's needs.

Neglect

Neglect is the failure of a parent/caregiver to provide a child with the basic necessities of life. These include adequate supervision, adequate food or shelter, suitable clothing, effective medical, therapeutic or remedial care and emotional security. Neglect can be acute, chronic or episodic, and can result in detrimental effects on the child or young person's social psychological, educational or physical development and/or physical injury. Neglect should be considered in the context of physical, emotional or psychological abuse.

Grooming Behaviours

Grooming refers to the process by which some people who are responsible for the sexual abuse of children groom people in the community, such as parents, carers, teachers and children to establish trust and gain access to a child.

Some people who are responsible for the sexual abuse of children spend considerable time targeting, enticing and trapping a child for sexual purposes. Grooming involves the person responsible for the sexual abuse integrating themselves into places where they have access to children and then grooming the adults to create opportunities for the person to abuse their victims. Grooming behaviour can be difficult to identify as it can sometimes include the use of in some contexts, appropriate behaviours. Some examples of grooming behaviour can include a person:

- regularly offering to babysit a child for free or take a child on overnight outings alone
- actively isolating a child from other adults or children
- insisting on physical affection such as kissing, hugging, wrestling or tickling even when the child clearly does not want it
- being overly interested in the sexual development of a child
- insisting on uninterrupted time alone with the child
- enjoying taking lots of pictures of children
- sharing alcohol or drugs with younger children or adolescents
- exposing their genitals to a child

('Grooming Behaviours' has been gleaned from Queensland Government Department of Communities, Child Safety and Disability Services - www.communities.qld.gov.au/childsafety)

MANDATORY REPORTING OF CHILD SEXUAL ABUSE

Who are the mandatory reporters?

In Western Australia, the mandatory reporters of child sexual abuse are the following professions in both the government and non-government sectors:

- doctors
- nurses
- midwives
- **teachers (*Teachers Registration Board registered*)**
- police officers.

Requirements of Teachers assistants, school chaplains and school psychologists

Teacher assistants, school chaplains and school psychologists are examples of people who work with children in schools that are **not mandated reporters**. However, all people working with children, whether mandatory reporters or not, should continue to report reasonable beliefs about all forms of abuse. These people who work with children also have a great knowledge of the children in their care and can be included in the consultative process with the teacher in the case of sexual abuse.

Please note that in the independent school sector, teachers are required to make the report, not the school principal. While the school principal may be involved in the discussion, the teacher is responsible for completing and submitting the report to the Mandatory Reporting Unit.

Definition of sexual abuse

Sexual abuse is defined by the Act in section 124A as:

‘Sexual abuse’ in relation to a child, includes sexual behaviour in circumstances where:

- (a) The child is the subject of bribery, coercion, a threat, exploitation or violence; or
- (b) The child has less power than another person involved in the behaviour; or
- (c) There is a significant disparity in the developmental function or maturity of the child and another person involved in the behaviour.

This legislation is not intended to capture all sexual activity involving children and young people. Reference should be made to consent laws in Western Australia.

When does a mandatory reporter make a report?

Mandatory reporters must report a belief, based on reasonable grounds in the course of their work, paid or unpaid, that child sexual abuse has occurred or is occurring. This means that teachers working outside of the school grounds are also required to report when working in either a paid or unpaid capacity. For example, tutoring, volunteer teacher at youth centre, working in a church capacity.

Children Left at School

It is imperative that the school exhausts all avenues in attempting to contact the child's family and emergency contacts.

In some cases, the Principal may decide to drive the child home to establish contact with the family. In this case another staff member of the opposite gender needs to accompany the Principal. For example, a male Principal taking home a young child should ask a female staff member to accompany them.

If the school is unable to make any contact with the child's family, the Principal should contact the Local District Office of the DCP and explain it is an emergency. After hours, the Crisis Care Line, also operated by the DCP, is to be contacted.

Children alone with staff members

At no time must a staff member be alone with a student without being publically visible. Some precautions for this are:

- Interviews, consultations or one-on-one tuition with students must be conducted in an area publically visible, or in a room with a window or open door that enables the staff member and the student to be publically visible.
- If student confidentiality is required where public scrutiny is not desired by the student, then another relevant staff member must be present.
- Allowing students to travel in staff members' cars must be avoided, but if out of necessity this needs to happen, at least two staff members of different genders must travel with the student.

Dealing with allegations against the Principal, Teachers and other staff members

KEY POINTS

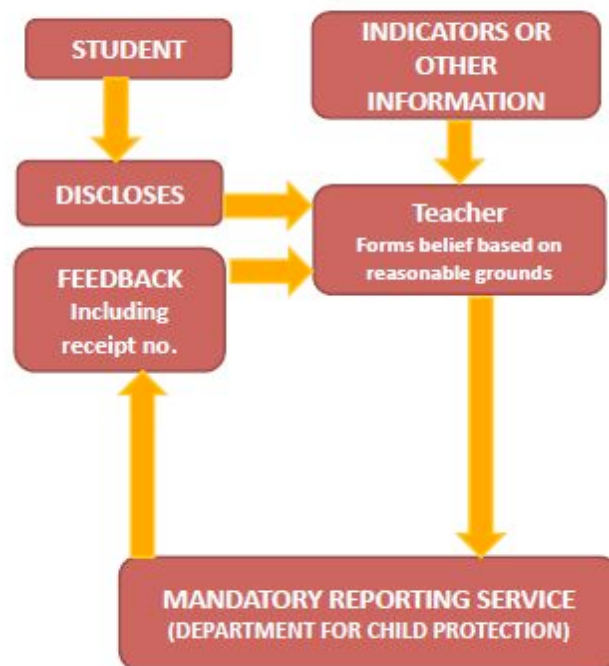
- If an allegation of abuse is made against a principal, teacher or other school staff member, the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
- In response to an allegation staff suspension should not be the default option. An individual should only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.
- Students that are found to have made malicious allegations are likely to have breached school behaviour policies. The school should therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed).

- **All allegations or beliefs of sexual abuse must be reported directly and immediately to the Mandatory Reporting Authority, regardless of whether the allegation or belief is against a principal, teacher or other staff member.**
- **All other allegations should be reported immediately, normally to the principal. In the absence of the principal, or in cases where the principal is the subject of the allegation or concern, reports should be made to Adventist Christian Schools WA Education Director and/or the School Council Chairperson, and/or the 'Safe Place' coordinator for the WA Conference of the Seventh-day Adventist Church.**

It is essential that any allegation of abuse made against a principal, teacher or other member of staff or volunteer in the school is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

SUGGESTED NOTIFICATION STEPS
for the mandatory reporting of sexual abuse

MANDATORY REPORTING PROCEDURE



SUGGESTED NOTIFICATION STEPS
for physical, emotional, psychological abuse and neglect

**NOTIFICATION PROCEDURE – CHILD ABUSE
AND NEGLECT (NON-MANDATORY REPORT)**

