

KINDERGARTEN PARENTS HANDBOOK 2020



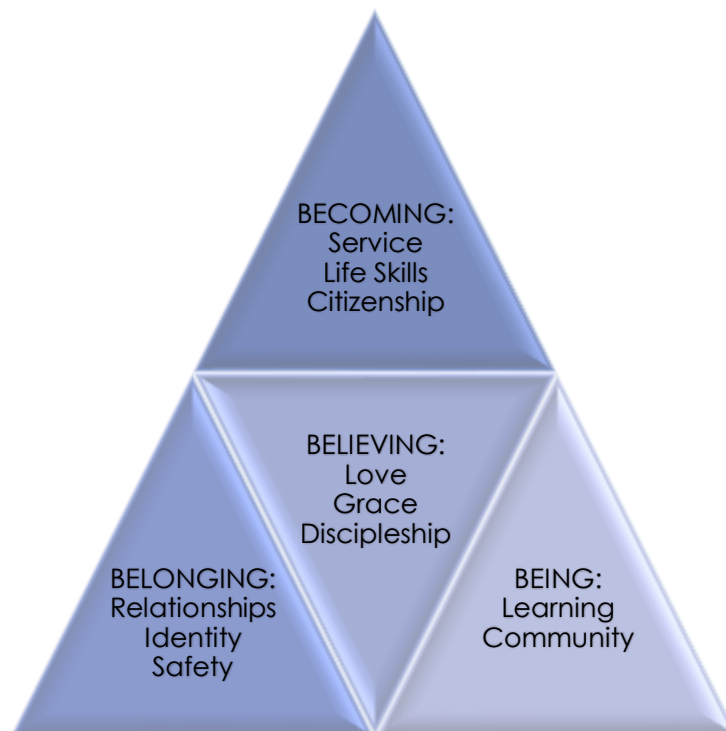
'The School is committed to safeguarding and promoting safety, welfare and wellbeing of children and young people and expects all staff and volunteers to share this commitment.'

"Through the teaching of God's Word we will bring people to Christ and help them to grow in Him"

Matthew 28:19-20

EMMANUEL CHRISTIAN COMMUNITY SCHOOL

KINDERGARTEN



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WELCOME

Welcome to the new school year.

Our School is a Christian Schools Australia school, and you, as a parent, are a member of the ministry of the School. You are a very important part of the community of believers in Jesus Christ, which fulfils the Biblical commandment to train children so that all of their education is of the Lord.

In our School, Jesus Christ is, in a real way, in control. He is the One to whom we look for guidance and help. Our aim is that each student should “grow up into Christ” in all areas of his or her life. This means teaching and training students from a Christ focused viewpoint so that students see the world from a perspective that is truly Biblical.

The School is the responsibility of the Girrawheen Baptist Church. The School Board has been appointed by the Church to oversee the running of the School. The School Board meets once a term to consider and pray for the running of the school. The School Principal is responsible to the School Board for the day to day operation of the School.

STAFF

STAFF PROFILE – KINDERGARTEN



Mrs Joanna DeGrauw

Qualifications:

Bachelor of Arts (Honours) Languages, Masters of Arts (Bible),
Secondary Education, GradDip, Ed.Early
Childhood Education, Grad. Cert. Early Childhood Ed.



Mrs Nicolie Stephenson

Qualifications:

Bachelor of Health Science. (HP)(ECU), Post Grad
Dip, GradDip Ed Health Science (Curtin), Grad Dip
Ed. Early Childhood (ECU)

Kindergarten Education Assistants

Heather Ridge



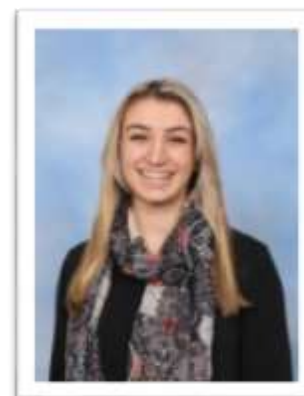
Paweena Cha



Rebecca Jacob



Rebekah Price



Raquel Cruz



PHILOSOPHY OF EARLY CHILDHOOD EDUCATION



We believe that the child's need to know God should be met at an early age. Learning experiences in the kindergarten increase the child's awareness of God, His provision, His sovereignty and His continuing care over His creation. The child, with the help of his or her parents, the Church and the School, will understand that God loves and cares for him or her.

For many children, kindergarten is their first experience away from home and so it is necessary to encourage feelings of security. Many activities in kindergarten aim to develop in the children an understanding of their individuality as they learn they are unique, loved and created by God to live in community.

The educational program for Kindergarten meets Education Department standards as outlined in the Early Years Learning Framework (EYLF)

Our Kindergarten program is play based, open ended and provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play allows children to ask questions, solve problems and engage in critical thinking. Play can promote positive dispositions toward learning.

Children are supported and guided to become confident, outgoing, inquisitive, knowledgeable, imaginative, kind, caring and creative individuals. Routines enable secure attachments with peers and staff. Intentional teaching is deliberate, purposeful and thoughtful. The learning environment is a welcoming space that reflects and enriches the lives of children and families.

Children and families are encouraged to be active participants in learning. Parents are recognized as the child's first educators, teachers are the second and the environment and play opportunities are the third. Educators respect the multiple cultural ways of knowing, seeing and living, celebrate diversity and understand and honour differences.

We believe that meaningful teaching methods should be a combination of important factors including:

- Child Development Research and Theory
- Relevant Theories of Teaching Practice (including principles from the Early Years Learning Framework, Froebel, Vygotsky and Gardner's Multiple Intelligences).
- Christian and Community Values and
- Family involvement.

The Early Years Learning Framework (EYLF) defines five Learning Outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Over time children engage with increasingly complex ideas and learning experiences, which are transferable to other situations.

We believe that families are important and valued and have the right to:

- Access their child's confidential individual records and be aware of their child's progress and
- Access services and be part of the ongoing programs.

At Emmanuel Christian Community School Kindergarten we believe that children should be nurtured and encouraged to grow while having fun. Play is the child's work and is planned for, respected and valued as worthwhile and meaningful. Parents are encouraged to join us at any time to play, to laugh and have fun.

Emmanuel Kindergarten joins with you to make happy and blessed early childhood memories for your child.



BELONGING:

Knowing where and with whom you belong is integral to human existence. Belonging is an essential element in the life of every individual. Emmanuel Christian Community School fosters a sense of belonging to the family of God by building positive relationships where individuals are enabled to reach their full potential.

BEING:

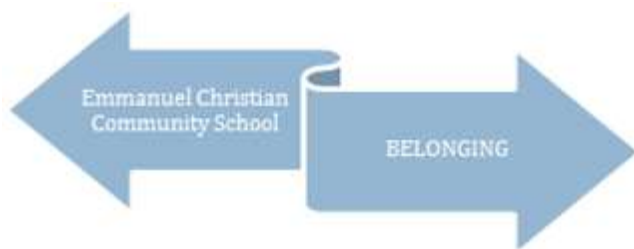
Childhood is a special time to be, to play, try new things and to seek and make meaning of the world. Emmanuel Christian Community School fosters individual and community identity based on Christian principles.

BECOMING:

Children's identity, knowledge, understandings, capacities, skills and relationships change during childhood. Belonging is an essential element in the life of individual. Emmanuel Christian Community School teaches that each child is a unique, created, being gifted by God.

BELIEVING:

Emmanuel Christian Community School encourages belief in Jesus Christ as redeemer and Lord and fosters an atmosphere of grace in all school activities. The curriculum integrates Christian faith with learning.



- **Belonging, knowing where and with whom you belong**, is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.

Emmanuel Christian Community School is a place of belonging for students, parents, families and staff.

The School fosters a sense of belonging to the family of God and encourages a Christian identity through building accepting and inclusive relationships. We embrace Christian principles where children are encouraged to love, accept, honour, encourage, serve and support one another. This is evident because we provide:

- Christian based student policies.
- Education, training and support for school staff, students and parents in building safe relationships.
- Communication with parents and caregivers.
- Structures to manage allegations of abuse and/or victimization fairly and sensitively.
- Pastoral Care to support staff, students and their families.
- A sense of belonging through active, trusting relationships between all members of the school community.



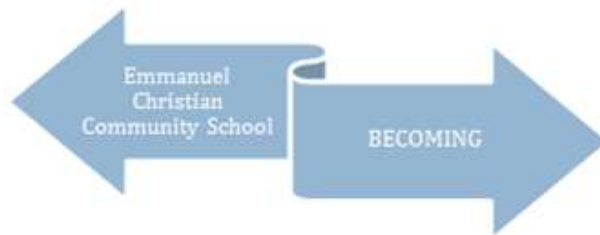
- **Being** recognizes the significance of the here and now in children's lives. It is about children knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities and meeting challenges. Children need time to just 'be' - to play, try new things and have fun.

Emmanuel Christian Community School provides learning and play spaces that are attractive and safe. We take pride in maintaining buildings, classrooms and grounds to a high standard.

We foster individual and community identity based on Biblical principles through participation in whole school, class and small group activities. We help build positive self-image, resilience and a secure sense of **being** through a strong partnership with the local church, allowing families to worship together and find support in both school and church contexts.

Emmanuel Christian Community School fosters a sense of being in a safe and attractive learning community, where students are empowered to do their best. We believe that individuals work and learn best in an environment where there is safety. This is achieved through:

- Student centered learning that promotes a sense of autonomy.
- A learning climate where it is safe to make mistakes.
- Inclusive curriculum where social, cultural and economic diversity are acknowledged and celebrated.
- Opportunity for parent participation in formal and informal learning and events.
- A school program that supports families.
- Purposefully constructed learning activities to enhance a sense of being



- **Becoming** reflects the process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society. The child's sense of identity shapes the type of adult they will become.

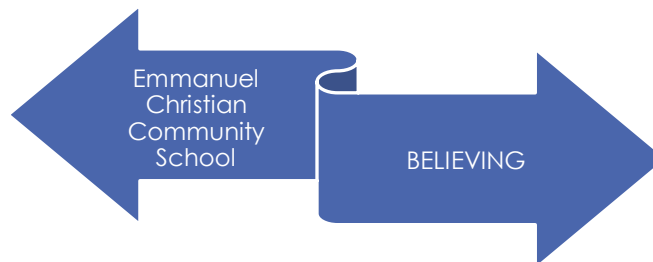
Becoming recognizes that all individuals grow and develop throughout life.

Emmanuel Christian Community School challenges students to become active in discipleship and service for God. Our school desires that students and staff experience discipleship that is life changing, worship that is authentic and service activities that provide opportunities for individuals to express their faith in practical ways. Students and staff are challenged to become disciples of Jesus Christ through catching a vision of God, discovering the Gospel, accepting Jesus as Lord and living in the presence of God daily.

The School follows an educationally sound curriculum that integrates Christian faith with learning by:

- Staffing the school with committed, qualified teachers who engage their students.
- Making use of technology to assist learning.
- Offering well designed Biblical teaching programs.
- Modeling life-long learning to students.





• **Believing** is a personal and intellectual choice that provides a starting point for action. Belief cannot be forced. In recognition of this, Emmanuel Christian Community School provides an environment where individuals can test and develop their beliefs about God, learning and community involvement.

The school encourages belief in Jesus Christ as redeemer and Lord by fostering an atmosphere of grace in all school activities. This is achieved through:

- The example of Godly teachers.
- Integration of faith and values into the curriculum.
- Teaching Biblical studies with an emphasis on building a relationship with Jesus Christ which is a core learning area in our school.

Service to others is an important component of learning to live in the presence of God. Our school encourages service to others through classroom and whole school activities where students use their time and talents for the benefit of their peers and their community.

Our school's values reflect the loving God revealed in the Bible. This overarching value of love is evident in acts of service.

Our ideal is Christ likeness as manifested in the fruits of the spirit which are love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Members of the school show the Emmanuel Spirit which stands for excellence, a character of integrity and a heart of service demonstrated through self-confidence, humility, generosity, honesty, compassion, perseverance, responsibility, loyalty, care and a concern for others locally and internationally.

Emmanuel Christian Community School challenges students to become informed, responsible and compassionate citizens. As such, they call for students and staff to search out information, use critical thinking to make fair and logical assumptions, care for the environment, perform one's civic duty and exhibit a strong sense of social justice.

Kindergarten Calendar 2020

KANGAROOS



KOALAS



Week	MON	TUES	WED	THURS	FRI	
TERM 1-1	3-Feb	4-Feb	5-Feb		6-Feb	7-Feb
2	10-Feb	11-Feb		12-Feb	13-Feb	14-Feb
3	17-Feb	18-Feb	19-Feb		20-Feb	21-Feb
4	24-Feb	25-Feb		26-Feb	27-Feb	28-Feb
5	Labour Day	3-Mar	4-Mar		5-Mar	6-Mar
6	9-Mar	10-Mar		11-Mar	12-Mar	13-Mar
7	16-Mar	17-Mar	18-Mar		19-Mar	20-Mar
8	23-Mar	24-Mar		25-Mar	26-Mar	27-Mar
9	30-Mar	31-Mar	1-Apr		2-Apr	3-Apr
10	6-Apr	7-Apr		8-Apr	9-Apr	Good Friday
TERM 2-1	Anzac Day	28-Apr	29-Apr		30-Apr	1-May
2	4-May	5-May		6-May	7-May	8-May
3	11-May	12-May	13-May		14-May	15-May
4	18-May	19-May		20-May	21-May	22-May
5	25-May	26-May	27-May		28-May	29-May
6	WA Day	2-Jun		3-Jun	4-Jun	5-Jun
7	8-Jun	9-Jun	10-Jun		11-Jun	12-Jun
8	15-Jun	16-Jun		17-Jun	18-Jun	19-Jun
9	22-Jun	23-Jun	24-Jun		25-Jun	26-Jun
10	29-Jun	30-Jun		1-Jul	2-Jul	Staff PD
TERM 3-1	Staff Conference/PD		22-Jul		23-Jul	24-Jul
2	27-Jul	28-Jul		29-Jul	30-Jul	31-Jul
3	3-Aug	4-Aug	5-Aug		6-Aug	7-Aug
4	10-Aug	11-Aug		12-Aug	13-Aug	14-Aug
5	17-Aug	18-Aug	19-Aug		20-Aug	21-Aug
6	Mid Term Break	25-Aug		26-Aug	27-Aug	28-Aug
7	31-Aug	1-Sep	2-Sep		3-Sep	4-Sep
8	7-Sep	8-Sep		9-Sep	10-Sep	11-Sep
9	14-Sep	15-Sep	16-Sep		17-Sep	18-Sep
10	21-Sep	22-Sep		23-Sep	24-Sep	Staff PD
TERM 4-1	12-Oct	13-Oct	14-Oct		15-Oct	16-Oct
2	19-Oct	20-Oct		21-Oct	22-Oct	23-Oct
3	26-Oct	27-Oct	28-Oct		29-Oct	30-Oct
4	2-Nov	3-Nov		4-Nov	5-Nov	6-Nov
5	9-Nov	10-Nov	11-Nov		12-Nov	13-Nov
6	16-Nov	17-Nov		18-Nov	19-Nov	20-Nov
7	23-Nov	24-Nov	25-Nov		26-Nov	27-Nov
8	30-Nov	1-Dec		2-Dec	3-Dec	4-Dec

THE TIMETABLE - SESSION TIMES

Kindergarten classes at Emmanuel are conducted on a five day fortnight.

Kindergarten Group: Kangaroos

MONDAY / TUESDAY / WEDNESDAY (Week 1)

MONDAY / TUESDAY (Week 2)

Kindergarten Group: Koalas

THURSDAY / FRIDAY (Week 1)

WEDNESDAY / THURSDAY / FRIDAY (Week 2)

Each day starts at 8:30AM and finishes at 3:15PM

DAILY ROUTINES INCLUDE:

8:30am	Class opens for parents to help students unpack and settle them.
8:50am	Welcome –Prayer – song and movement
9:20am	Oral Language skills and Practices
9:35am	Literacy Time
10:00am	Fundamental Movement Skills
10:30am	Prayer and Fruit
10:50am	Literacy/Numeracy Activities and Learning Centres
12:15am	Health and Hygiene - Lunch
12:45pm	Outside Learning Time
1:30pm	Self Directed Learning – Music, Listening, Reading
2:00pm	Literacy/Numeracy based activities
2:30pm	Afternoon tea
2:45pm	Pack bags / reading/ nursery rhymes
3:00pm	Dismissed



BRINGING YOUR CHILD TO SCHOOL

Children are to be escorted by their parents, both to and from the Kindergarten classroom and given into the care of the teacher. No child will be released after school without proper supervision. Children wait inside the centre, under teacher supervision, until parents arrive. Please adhere to times to maximize learning and collect your child *promptly*.

Absences should be communicated to the school office by 9am on the day of absence. This can be communicated by email attendance@eccs.wa.edu.au or SMS 0418 793 030 on or before the date of absence. If no communication is received for your child absence, an Absentee SMS will be sent after 9am.

Please state your child's

- **full name**
- **class**
- **date of absence(s)**
- **reason.**

We encourage regular attendance as this fosters sequential learning and allows your child to form friendships.

A PARENT AUTHORISATION FORM SHOULD BE COMPLETED PRIOR TO ANY UNFAMILIAR PERSON COLLECTING YOUR CHILD (see example of this form in Appendix 2)

TO ENSURE THAT STAFF KNOW EXACTLY WHO IS COLLECTING YOUR CHILD, THE FOLLOWING PROCEDURE IS TO BE ADHERED TO EVERY DAY:

- People authorised as emergency or daily pick-up are assumed to be able to collect your child.
- **It is your responsibility to complete a 'Parent Authorisation Form', maintain current records on enrolment forms and advise staff accordingly of any changes to these details.**
- Children are required to be brought into and collected from their relevant classroom by a parent or responsible adult.
- Make contact with a member of staff before leaving your child.
- Record the name of any nominated person/s on the sign in sheets if you are unable to collect your child that day.

Children will only be permitted to leave the Kindy with adults listed on the PARENT AUTHORISATION FORM (including parents of other enrolled children). PLEASE DO NOT ATTEMPT TO BYPASS THIS PROCEDURE. Our Duty of Care requires us to insist this procedure is followed.

WHAT YOUR CHILD NEEDS TO BRING

- A **school bag** will be needed to hold a drinking bottle, lunch box and work produced during the day.
- It is the school policy that children wear a **hat** whilst outdoors all year round to protect from sunburn. If you wish, hats are available from the school uniform shop. As with all belongings, these need to be **clearly labelled**.
- Hats are kept at school during the days your child attends and return in bags on their last day in the 2 week cycle.
- Drinking bottle with your child's name.
- Fruit (cut up if needed) in own container.
- Healthy Lunch Box
- One box of tissues.
- Spare Clothes
- SNUGBUG (All in one pillow and blanket) *to be purchased from the school.



SCHOOL UNIFORM

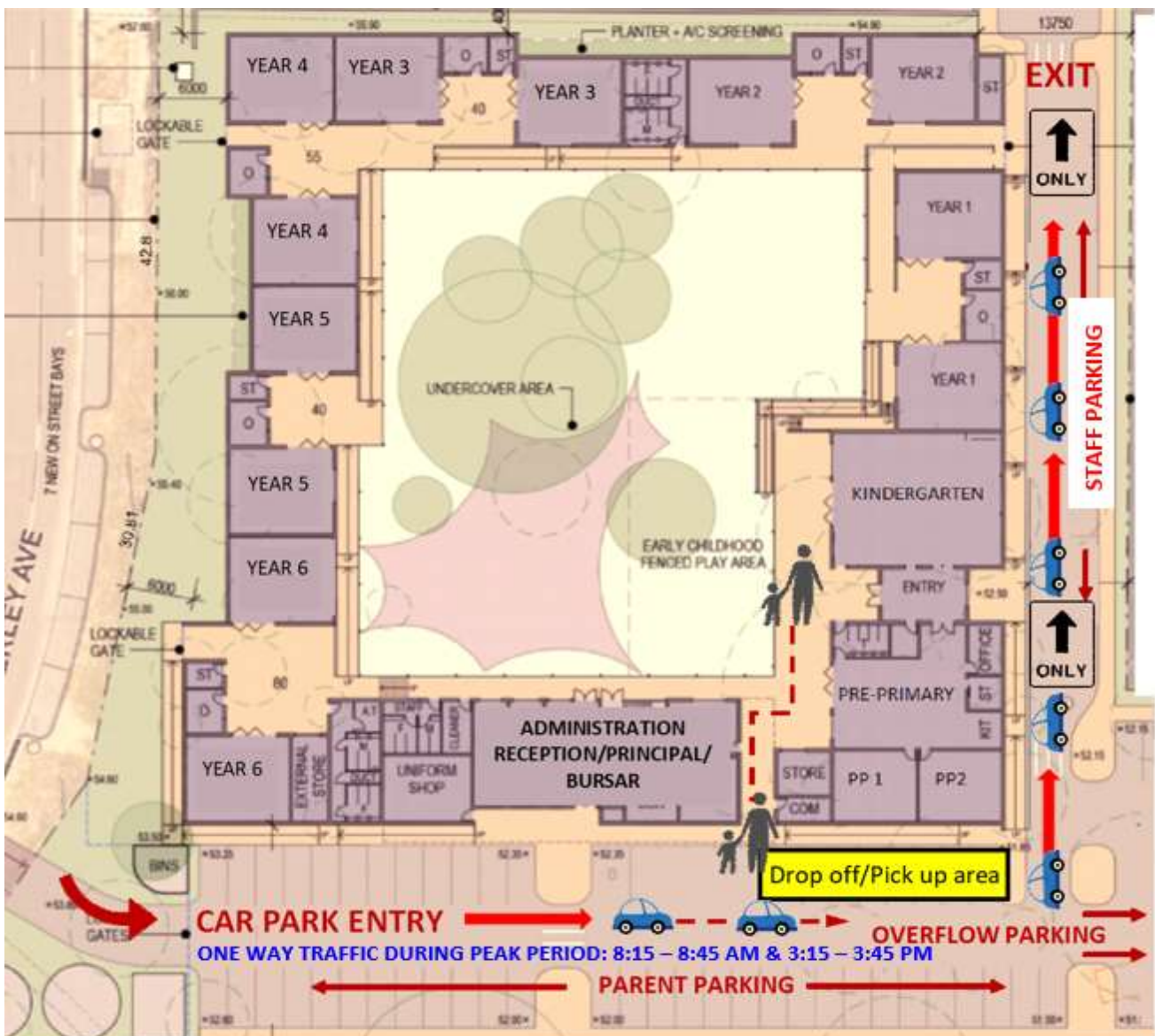
- Children wear the Emmanuel Christian Community School sport uniform. This is available through the Uniform shop, located in the Administration Block at Casserley Campus.
- Order forms for uniforms are available on the school website www.eccs.wa.edu.au/policies-forms/ and orders can be emailed to uniform@eccs.wa.edu.au if you know what uniform items are required.
- Aprons for painting will be worn and we will do our best to keep your child clean. However splashes of paint and glue do land on clothing - and on the teachers! We recommend soaking paint stains in cold water prior to washing.
- Non-slip footwear is essential for climbing and children need to be able to easily take shoes off and on. Don't forget to name both shoes.



PARKING

- Please use those areas designated for parking to ensure the safety of all our children.
- Please observe the speed limit and proceed with extreme caution.
- Refer to map for guidelines on access to our Kindergarten and Pre-Primary area.

KINDERGARTEN AND PRE-PRIMARY TRAFFIC ACCESS



Access to the school is via ONE-WAY TRAFFIC FLOW, entering at Casserley Ave and exiting onto Salcott Road. PARENTS should PARK in the marked bays and escort their Kindergarten child to the KINDERGARTEN room. School age SIBLINGS MAY NOT deliver NOR collect Kindergarten students.

Exit Gate will be closed from 9am-3pm

HEALTH: FOOD

HEALTHY EATING

Early childhood staff encourage healthy eating with plenty of fruit, vegetables and water. Salty and sugary snack packet foods are discouraged & parents are requested NOT to send these items to school. Such occasional treats are best enjoyed at home. Learning is fostered & improved by healthy eating at school. 😊



FOOD ALLERGIES

We are aware of the dangers of allergies and it is vital that you let the school and teacher know if your child is allergic to particular foods.

If your child has a severe food allergy, make sure your class teacher and the school office have been given an Action Plan from your child's doctor in case of an emergency.

BIRTHDAYS

A birthday is a very special time for a Kindergarten child. When your child has a birthday, you are invited to send cupcakes or a cake for the class. Please let the teacher know in advance. Food allergies are to be considered. Birthdays will be celebrated throughout the day & cake shared at 2:45pm.

HEALTH: SICKNESS

SICKNESS AND ACCIDENTS

The school only provides minor first aid services to students. Consequently:

- Students who are unwell at the start of the school day should be kept at home for their own safety and to ensure illnesses are not contracted by others.
- Where students become unwell at the school, parents will be contacted and requested to collect their child.
- All parents are asked to make sure that the school has a telephone number, an emergency contact and an address at which they can be contacted. It is ESSENTIAL that this is current information. SICK or INJURED children require your immediate attention.

INFECTIOUS DISEASES

In the interest of all the children, we are obliged to follow the regulations carefully:

TONSILLITIS	-	Return to school when well
MUMPS	-	Return to school after 14 days or when well
MEASLES	-	Return to school when rash has faded
GERMAN MEASLES	-	Return to school when rash has faded
CHICKEN POX	-	Return to school when scabs have healed
CONJUNCTIVITIS	-	Return to school when medically controlled
RINGWORM	-	Return to school when lesion has cleared or on Doctor's advice
IMPETIGO	-	Exclude until treatment is complete (SCHOOL SORES)
SCABIES (ITCH MITE)	-	Exclude until treatment is complete
INFLUENZA	-	Return to school when totally well
HEAD LICE	-	Exclude until treatment is complete
DIARRHOEA	-	Exclude until symptoms have ceased for 24 hours.
VOMITING	-	Exclude until symptoms have ceased for 24 hours.

Please notify teacher immediately if your child has a contagious disease

DEVELOPMENTAL MILESTONES

0 to 8 years



EARLY YEARS LEARNING FRAMEWORK (EYLF)

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF
Physical	<ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night 	EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)
Social	<ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers 	EYLF Outcome 1: Children have a strong sense of identity - Children learn to

	<ul style="list-style-type: none"> jointly manipulates objects with one or two other peers develops independence and social skills they will use for learning and getting on with others at preschool and school 	interact in relation to others with care, empathy and respect. E.g.” express a wide range of emotions, thoughts and views constructively.” (p.24)
Emotional	<ul style="list-style-type: none"> understands when someone is hurt and comforts them attains gender stability (sure she/he is a girl/boy) may show stronger preference for same-sex playmates may enforce gender-role norms with peers may show bouts of aggression with peers likes to give and receive affection from parents may praise themselves and be boastful 	EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. “plan experiences and provide resources that broaden children’s perspectives and encourage appreciation of diversity.” (p.27)



Cognitive	<ul style="list-style-type: none"> understands opposites (e.g. big/little) and positional words (middle, end) uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water builds tower eight to ten blocks answers simple questions counts five to ten things has a longer attention span talks to self during play - to help guide what he/she does 	EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. “use language and engage in play to imagine and create roles, scripts, and ideas.” (p.42)
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	<ul style="list-style-type: none"> • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44)



ASSESSMENT AND REPORTING

Teachers use a variety of assessment throughout the year in order to obtain an ongoing educational profile of students. Assessment informs and directs the educational play based program. Educators' record learning stories and groups of children engaged in meaningful play experiences.

Educators gather and analyse information as evidence about what children know, can do and understand. It is part of an ongoing cycle that includes planning, documenting and evaluating children's learning.

Educators can identify children who may need additional support to achieve particular learning outcomes, providing that support or assisting families to access specialist help. Educators can reflect on pedagogy that will suit this context and these children.

KINDERGARTEN

ON GOING	<ul style="list-style-type: none"> • Language and Speech Screening • Referrals for Speech & Occupational Therapy • Floor book available at all times 	
TERM 1	TERM 2	TERM 4
<ul style="list-style-type: none"> • Parent Interview 	<ul style="list-style-type: none"> • Portfolio • Social Development Report 	<ul style="list-style-type: none"> • Portfolio • Report

EARLY INTERVENTION/SCREENING

This is an ongoing process of observation by early childhood staff. Teachers will inform parents if there are any concerns about speech or physical development and will advise of required actions.

Our Education Support staff support teachers and students who have been identified as at-risk in their development and will also advise parents where necessary.

Referral can be made to the Department of Health Child Development Services (CDS). This is a FREE SERVICE, delivered via their offices at Roseworth School (Parent Child Centre) and Koondoola Child Development Centre.

COMMUNITY HEALTH NURSE

Routine eye and hearing checks take place for children aged 4-6 in Early Childhood. Parents will be notified when this takes place.

PORTFOLIOS

A portfolio is one way to report to parents and it is designed to reflect the school philosophy. It contains a wide variety of activities that your child has completed at Kindergarten. All the activities are carefully planned so that each child has the opportunity to develop a wide range of skills throughout the year. They are continually encouraged and offered a wide range of materials and activities, which enable them to master the skills already taught and to develop new ones. It reports on both the academic and social growth and development of your child and is a valuable record of their progress.

The portfolio is designed to be meaningful to students, parents and teachers and it is advisable that it be used in parent-teacher conferences.

After you have taken the time to share the portfolio with your child, please respond by giving your child some verbal reward and then write your comments in the section provided.



Please return your child's portfolio at the beginning of second semester (all work should remain in the portfolio).

NEWSLETTERS AND NOTES

- We aim to keep parents as fully informed as possible about school activities and events.
- Teachers will send notes home on occasions and a *Parent Information Corner* will be a regular feature of our communication process.
- The *Emmanuel Messenger* is an online newsletter, filled with write ups on events that have happened throughout the term.
- You may use our web site www.eccs.wa.edu.au/news/newsletters/ to view both versions of the newsletter.
- Follow us on Instagram <https://www.instagram.com/emmanuel.christian.com.school/>
- Follow us on Facebook <https://www.facebook.com/emmanuel.christian.community.school/>



PARENT HELP

- Parent help is appreciated each day in the Kindergarten room. Please ask the TEACHER to fit you into an available day.
- It is preferable to leave younger siblings with a 'sitter' while on roster. Breast fed babies up to crawling age are fine.
- Parents are required to assist the TEACHER and EDUCATION ASSISTANT in their duties. This may involve helping at the activity tables, general clean up and supervision.

COMMUNITY INVOLVEMENT – SPECIAL EVENTS

Parents and grandparents are encouraged to be involved in their child's school day. Events like Grandparents' Day, Fathers and Mothers' Day, Multicultural Day and class visits are special visit days.



Mother's Day



Multicultural week

Father's Day



Farm Animals visit



Teddy Bear's picnic



NAIDOC Week



Koalas



Messy Mud Day

Kangaroos

PARENTAL COMPLAINTS

A complaint is an expression of dissatisfaction with a real or perceived problem.

A complaint may be made if a parent thinks that the school has, for example:

- done something wrong;
- failed to do something it should have done; or
- acted unfairly or impolitely.

A complaint may be made about the school as a whole, about a specific department in the school or about an individual member of the staff. It is the school's policy that complaints made by parents are treated with confidentiality and respect.

Our school welcomes suggestions and comments from parents and takes seriously complaints and concerns that may be raised. We follow Biblical principles of conflict resolution found in Matthew 18:15-17 *"If your brother or sister sins, go and point out their fault, just between the two of you. If they listen to you, you have won them over. But if they will not listen, take one or two others along so that 'every matter may be established by the testimony of two or three witnesses.'"*

A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

- We respond to complaints within a reasonable time and in a courteous and efficient manner.
- We listen and take complaints seriously and take action where appropriate.

How should I complain?

- When you contact the School, ask to speak with the person with whom you have a grievance, if it is possible. If it is not possible, the next person you should contact is the School Principal. Be as clear as possible about what is troubling you. You may like to ask someone to come with you for support.

Members of the staff will be happy to help you. It may be best to start with the person most closely concerned with the issue, for example, your child's teacher. The teacher may be able to sort things out quickly, with the minimum of fuss. However, you may prefer to take the matter to a more senior member of staff, for example the Deputy Principal or Principal.

"I don't want to complain as such, but there is something bothering me."

- The school is here for you and your child, and we want to hear your views and your ideas. Contact a member of staff, as described above.

"I am not sure whether to complain or not."

- If as parents you have concerns, you are entitled to raise them. If in doubt, you should contact the school, as we are here to help.

"What will happen next?"

- If you raise something face-to-face or by telephone, it may be possible to resolve a matter immediately and to your satisfaction. If you have made a complaint or suggestion in writing, we will contact you within five working days, to respond to your concerns and explain how we propose to proceed. In many circumstances, the person you contact will need to discuss the matter with a

colleague and consider it further before responding. You will be given a date by which time you will receive a response. If a detailed exploration of the issue is needed, a letter or report will be sent to you as quickly as possible. This will tell you of the outcome of your complaint. It will explain the conclusion, the reasons for it, and any action taken or proposed.

“What happens about confidentiality?”

- Your complaint or concern will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Principal and those directly involved. The Chairman of the School Board may also need to be informed. It is the school’s policy that complaints made by parents should not rebound adversely on their children.

We can not 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. You would be fully informed.

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 needed to be taken under staff disciplinary procedures as a result of complaints, would be handled confidentially within the school.

“What if I am not satisfied with the outcome?”

- We hope that you will feel satisfied with the outcome, or at least that your concerns have been fully and fairly considered.

If you are not satisfied, the Principal will offer to refer the matter to the Chairman of the School Board. Alternatively, you may wish to write direct to the Chairman of the School Board. The Chairman will call for a full report from the Principal, and will examine matters thoroughly before responding. This may result in a positive solution, but if it does not, the Chairman will invite you to meet him. You may wish to be supported by a friend.

If the meeting does not bring about a resolution, the matter would be referred to the School Conciliation Committee which consist of a Pastor of the Girrawheen Baptist Church, a School Board member not previously involved in the case and the principal from another Christian school. Their task is to look at the issues in an impartial and confidential manner.

The School recognises and acknowledges your entitlement to complain and we hope to work with you in the best interests of the children in our care.

PRIVACY POLICY - SUMMARY

PROTECTING YOUR PRIVACY

Emmanuel Christian Community School is committed to protecting your privacy. The type of information Emmanuel Christian Community School collects and holds includes (but is not limited to) personal information, including sensitive information, about pupils and parents and/or guardians ('Parents') before, during and after the course of a pupil's enrolment at Emmanuel Christian Community School.

Pupils and Parents: In relation to personal information of pupils and Parents, Emmanuel Christian Community School's primary purpose of collection is to enable the school to provide schooling for the pupil. This includes satisfying both the needs of Parents and the needs of the pupil throughout the whole period the pupil is enrolled at the school. The purposes for which Emmanuel Christian Community School uses personal information of pupils and Parents include:

- to keep Parents informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration;
- looking after pupils' educational, pastoral, social and medical wellbeing;
- seeking donations and marketing for Emmanuel Christian Community School;
- to satisfy the school's legal obligations and allow the school to discharge its duty of care.

In some cases where Emmanuel Christian Community School requests personal information about a pupil or Parent, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of the pupil.

Who might Emmanuel Christian Community School disclose personal information to?

Emmanuel Christian Community School may disclose personal information, including sensitive information, held about an individual to:

- another school;
- government departments;
- medical practitioners;
- people providing services to Emmanuel Christian Community School, including specialist visiting teachers and sports coaches;
- recipients of School publications, like newsletters and magazines;
- Parents; volunteers and
- anyone you authorise Emmanuel Christian Community School to disclose information to.

Management and security of personal information

Emmanuel Christian Community School's staff is required to respect the confidentiality of pupils' and Parents' personal information and the privacy of individuals.

Emmanuel Christian Community School has in place steps to protect the personal information Emmanuel Christian Community School holds from misuse, loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and passworded access rights to computerised records.

Updating personal information

Emmanuel Christian Community School endeavours to ensure that the personal information it holds is accurate, complete and up-to-date. A person may seek to update their personal information held by Emmanuel Christian Community School by contacting the Receptionist or the school Bursar of Emmanuel Christian Community School at any time. The National Privacy Principles require Emmanuel Christian Community School not to store personal information longer than necessary. You have the right to check what personal information Emmanuel Christian Community School holds about you. Under the Act, an individual has the right to obtain access to any personal information which Emmanuel Christian Community School holds about them and to advise the school of any perceived inaccuracy. There are some exceptions to this right set out in the Act. Pupils will generally have access to their personal information through their Parents, but older pupils may seek access themselves. **To make a request to access any information Emmanuel Christian Community School holds about you or your child, please contact the School Bursar in writing.** Emmanuel Christian Community School may require you to verify your identity and specify what information you require. Emmanuel Christian Community School may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, Emmanuel Christian Community School will advise the likely cost in advance.

Consent and rights of access to the personal information of pupils.

Emmanuel Christian Community School respects every Parent's right to make decisions concerning their child's education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a pupil to the pupil's Parents. Emmanuel Christian Community School will treat consent given by Parents as consent given on behalf of the pupil, and notice to Parents will act as notice given to the pupil. A parent may seek access to personal information held by the School about them or their child by contacting the School Bursar. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of Emmanuel Christian Community School's duty of care to the pupil. Emmanuel Christian Community School may, at its discretion, on the request of a pupil, grant that pupil access to information held by Emmanuel Christian Community School about them, or allow a pupil to give or withhold consent to the use of their personal information, independently of their Parents. This would normally be done only when the maturity of the pupil and/or the pupil's personal circumstances so warranted.

RECYCLING

During the year, we use a variety of 'junk' materials which may be of no use to you, but very valuable to us. Please help us to collect them. 😊 Some suggestions are:

Yoghurt containers	Wire coat hangers	Calendars with attractive pictures
Plastic icecream containers	Margarine containers	Ceramic tiles
Shirt boxes with plastic lids	Egg cartons	Empty match boxes
Popsticks	Cereal boxes	Streamers
Spray can tops	Cotton reels	x-ray paper
Foam pieces	Fabric scraps	Buttons
Lino scraps	Felt pieces	Lace, ribbons
Christmas and birthday cards	Coloured wrapping paper	feathers
Small cardboard boxes-all kinds	Wallpaper scraps, contact scraps	Leather scraps
Beads- large, plastic, wooden	Plastic detergent bottles	Clear plastic tubing
Wood off cuts	Rubber bands	Dress up clothes
Corks, pegs	Confetti	Old jewellery
Tissue paper	Wood shavings	



ROLE OF THE SCHOOL BOARD

The Church has elected to place the general operation and wellbeing of the ministry of the School in the hands of the Board. The Board represents the School and therefore the Church and parents. It is a defined Ministry of the Church together with the other appointed Church Ministries, which ensure the ministry of the Church is maintained. The School Board structure is defined in the School Constitution, being incorporated, and a ministry of the Church, the School Board will keep proper records of its meetings, which will be presented to the Church Council.

Each member of the Board shall be made aware of their responsibilities and of the trust place upon them by their appointment to that position. Board members should recognise the appointment as being part of the Church ministry.

The Board has delegated the responsibility for the day-to-day functioning of the School to the Principal. The Principal will ensure that all staff fulfil their responsibilities as part of the ministering team of the Girrawheen Baptist Church. He or she will ensure School policies and Board directions are observed and carried out in a Scriptural manner.

The Board members shall have certain areas of responsibility; duly fulfil those responsibilities, and keep the Board informed of their activities.

The Board's mission is:

- 1.1 The Board establishes the school's mission and ensures its integration in all aspects of the school.
- 1.2 The Board regularly reviews the mission statement as part of its strategic planning process.
- 1.3 The Board determines and reviews which existing and new programs and services are most consistent with the mission.
- 1.4 The Board receives an annual report from the Principal on the implementation of the mission within the school.

The Board's Role

The Board:

- 2.1 Is accountable for exercising the authority given to it in its Constitution and the law of the land.
- 2.2 Sees its role as one of governance and holds its Principal accountable for the management of all delegated responsibilities.
- 2.3 Is accountable for the overall performance of the school.
- 2.4 Is responsible for determining Board development, discipline and for its own performance and processes.
- 2.5 Sets the Board's work plan and agenda for the year.
- 2.6 Establishes the extent of the Principal's authority to establish programs, budget, administer finances and otherwise manage the school according to sound practice.
- 2.7 Exercises due diligence, fiduciary responsibility and ensures that risk is identified and managed.

USE OF PHOTOGRAPHS AND STUDENT IMAGES

Emmanuel Christian Community School publishes newsletters and magazines in print form and electronically through the school's website. Because these publications often include photographs, videos and other images of students, it is necessary that our school obtain **explicit** permission from parents to use such images.

Such permission is sought annually through a pro forma which requires parents to make a clear statement of their wishes. It includes a clear statement that the student's full name will not be used in conjunction with a photograph in any publication that will be freely available beyond the school community.

Emmanuel Christian Community School takes care when identifying students by names in a photograph in any publication that is likely to have a wide circulation. While this is easily controlled within the school, vigilance is needed in dealing with the local community newspapers.

Matters that need to be considered when publishing photographs which illustrate an article on student achievement are:

- The nature of the photograph, eg. of a swimming carnival or a photograph of a student in full uniform.
- The age of the students in the photograph.
- Whether there are reasons, linked to a student's circumstances, that mean he/she should not be identified.

It is important for Emmanuel Christian Community School to have as much information as possible in the form that parents are asked to sign in the initial request. Please see Appendix 1 for a suggested type of permission form.

However, if a situation was to arise that is not covered in the form, then there may be a need for the school to obtain further authority from the parents.

SCHOOL NEWSLETTER – STATEMENT USE OF PHOTOGRAPHS

Posting of photographs or other images on Facebook and other social media outlets by parents.

This statement appears regularly in the school newsletter. The School has become aware that photographs of students involved in activities at the School are appearing on social networking sites such as Facebook. The School recognises that parents often take photographs of their own child at various school events and display these photographs as they see fit. However, **the School requests that parents do not publish photographs of other students in any media or on any form of social networking sites without the express written permission of the other child's / children's parents.**

TERM DATES - 2020

TERM 1 (10 WEEKS)

<i>SCHOOL STARTS (Staff)</i>	<i>THURSDAY 23rd JANUARY</i>
<i>SCHOOL STARTS (Students)</i>	MONDAY 3rd FEBRUARY
KINDY KANGAROO STARTS	MONDAY 3rd FEBRUARY
KINDY KOALA STARTS	THURSDAY 6th FEBRUARY
<i>PRE-PRIMARY PARENT MEETING</i>	<i>WEDNESDAY 5th FEBRUARY</i>
<i>GRADE 5 PARENT MEETING</i>	<i>THURSDAY 6th FEBRUARY</i>
<i>GRADE 6 PARENT MEETING</i>	<i>FRIDAY 7th FEBRUARY</i>
<i>GRADE 1 PARENT MEETING</i>	<i>TUESDAY 11th FEBRUARY</i>
<i>KINDY KANGAROO PARENT MEETING</i>	<i>MONDAY 10th FEBRUARY</i>
<i>GRADE 3 PARENT MEETING</i>	<i>WEDNESDAY 12th FEBRUARY</i>
<i>GRADE 4 PARENT MEETING</i>	<i>THURSDAY 13th FEBRUARY</i>
<i>KINDY KOALA PARENT MEETING</i>	<i>FRIDAY 14th FEBRUARY</i>
<i>GRADE 2 PARENT MEETING</i>	<i>TUESDAY 18th FEBRUARY</i>
<i>MAG PARENT MEETING</i>	<i>WEDNESDAY 19th FEBRUARY</i>
<i>LABOUR DAY</i>	<i>MONDAY 2nd MARCH</i>
<i>SWIMMING LESSONS (PP-YEAR 6)</i>	<i>TUESDAY 3rd MARCH – FRIDAY 13th MARCH</i>
<i>SWIMMING CARNIVAL</i>	<i>WEDNESDAY 1st APRIL</i>
<i>EASTER SERVICE</i>	<i>THURSDAY 9th APRIL</i>
<i>END OF TERM</i>	THURSDAY 9th APRIL
<i>GOOD FRIDAY</i>	<i>FRIDAY 10th APRIL</i>

TERM 2 (10 WEEKS)

<i>SECOND TERM STARTS</i>	TUESDAY 28th APRIL
<i>ANZAC SERVICE</i>	<i>THURSDAY 30th APRIL</i>
<i>NAPLAN</i>	<i>MONDAY 4th MAY – THURSDAY 7th MAY</i>
<i>NETBALL CARNIVAL</i>	<i>WEDNESDAY 13th MAY</i>
<i>AFL CARNIVAL</i>	<i>THURSDAY 21st MAY</i>
<i>WA DAY</i>	<i>MONDAY 1st JUNE</i>
<i>PHOTO DAY (KINDY KANGAROO – YEAR 3)</i>	<i>WEDNESDAY 10th JUNE</i>
<i>PHOTO DAY (KINDY KOALA, YEAR 4-6, MAG)</i>	<i>THURSDAY 11th JUNE</i>
<i>SOCCER CARNIVAL</i>	<i>THURSDAY 18th JUNE</i>
<i>SECOND TERM ENDS</i>	THURSDAY 2nd JULY
<i>STAFF PROFESSIONAL DEVELOPMENT</i>	<i>FRIDAY 3rd JULY</i>

TERM 3 (10 WEEKS)

STAFF CSA CONFERENCE	MONDAY 20 th JULY
STAFF PROFESSIONAL DEVELOPMENT	TUESDAY 21 st JULY
THIRD TERM STARTS	WEDNESDAY 22nd JULY
WHOLE SCHOOL MID-TERM BREAK	MONDAY 24 th AUGUST
BASKETBALL CARNIVAL	THURSDAY 13 th AUGUST
CROSS COUNTRY	THURSDAY 17 th SEPTEMBER
THIRD TERM ENDS	THURSDAY 24th SEPTEMBER
STAFF DEVELOPMENT	FRIDAY, 25 th SEPTEMBER

TERM 4 (8 WEEKS)

FOURTH TERM STARTS	MONDAY 12th OCTOBER
JUMPS & THROWS	WEDNESDAY 21 st OCTOBER
FACTION CARNIVAL	FRIDAY 23 rd OCTOBER
SCHOOL CONCERT	THURSDAY 3 rd DECEMBER
END OF SCHOOL YEAR	FRIDAY 4th DECEMBER

SCHOOL OFFICE CLOSED MONDAY 7th DECEMBER 2020 – STAFF ON PD

SCHOOL OFFICE CLOSED FROM MONDAY 14th DECEMBER 2020 TO FRIDAY 11th JANUARY 2021

SCHOOL OFFICE WILL RE-OPEN ON MONDAY 14th JANUARY 2021

****Disclaimer: These dates are correct at time of printing, but may be subject to change. Please refer to Newsletter for up to date changes.***

Appendix 1

GENERIC PHOTOGRAPH DISCLAIMER

Name of child: _____ Class: _____

Parents acknowledge and accept that the EMMANUEL CHRISTIAN COMMUNITY SCHOOL and its agents and employees may use photographs and/or audiovisuals of the students and/or their work involved in EMMANUEL CHRISTIAN COMMUNITY SCHOOL - based activities for use in any publication, on display boards, in any electronic form or media or for any EMMANUEL CHRISTIAN COMMUNITY SCHOOL use whatsoever, and I/We fully understand the contents, meaning and impact of this release.

Parents hereby waive any right to inspect or approve the finished photographs, electronic images or final compositions that may be used in conjunction with them now or in the future, whether those uses is known to them or unknown, and waive any right to royalties or other compensation arising from or relating to the use of photographs or other audiovisual images.

Parents hereby agree to release, defend, and hold harmless EMMANUEL CHRISTIAN COMMUNITY SCHOOL and its agents or employees, including any firm publishing and/or distributing the finished product in whole or in part, whether on paper or via electronic media, from and against any claims, damages or liability arising from or related to the use of the photographs, including but not limited to any misuse, distortion, blurring, alteration, optical illusion or use in composite form, either intentionally or otherwise, that may occur or be produced in taking, processing, reduction or production of the finished product, its publication or distribution.

Signed: _____ Print Name: _____ Date: _____

Signed: _____ Print Name: _____ Date: _____



PARENT AUTHORIZATION FORM

Date : _____

Name of Parent: _____

Name of Children

Child's Name	Year Level

AUTHORIZE the following:

NAME	Telephone Number	Relationship to the Child

Tick All that is applicable

COLLECT MY CHILD/REN
 On (DATE) : (dd/mm/yy) ___/___/___ To: ___/___/___

Other Special Arrangements
 Example : "Will be walking to Salcott from Casserley" OR any other special arrangement

Parent Signature _____

ADMIN OFFICER TO FILL UP (Tick if Done)

- Scanned and Saved form on the Shared Drive Filed on Student's Folder
- Uploaded in School Pro

Processed By (Admin Officer): _____ Date : _____