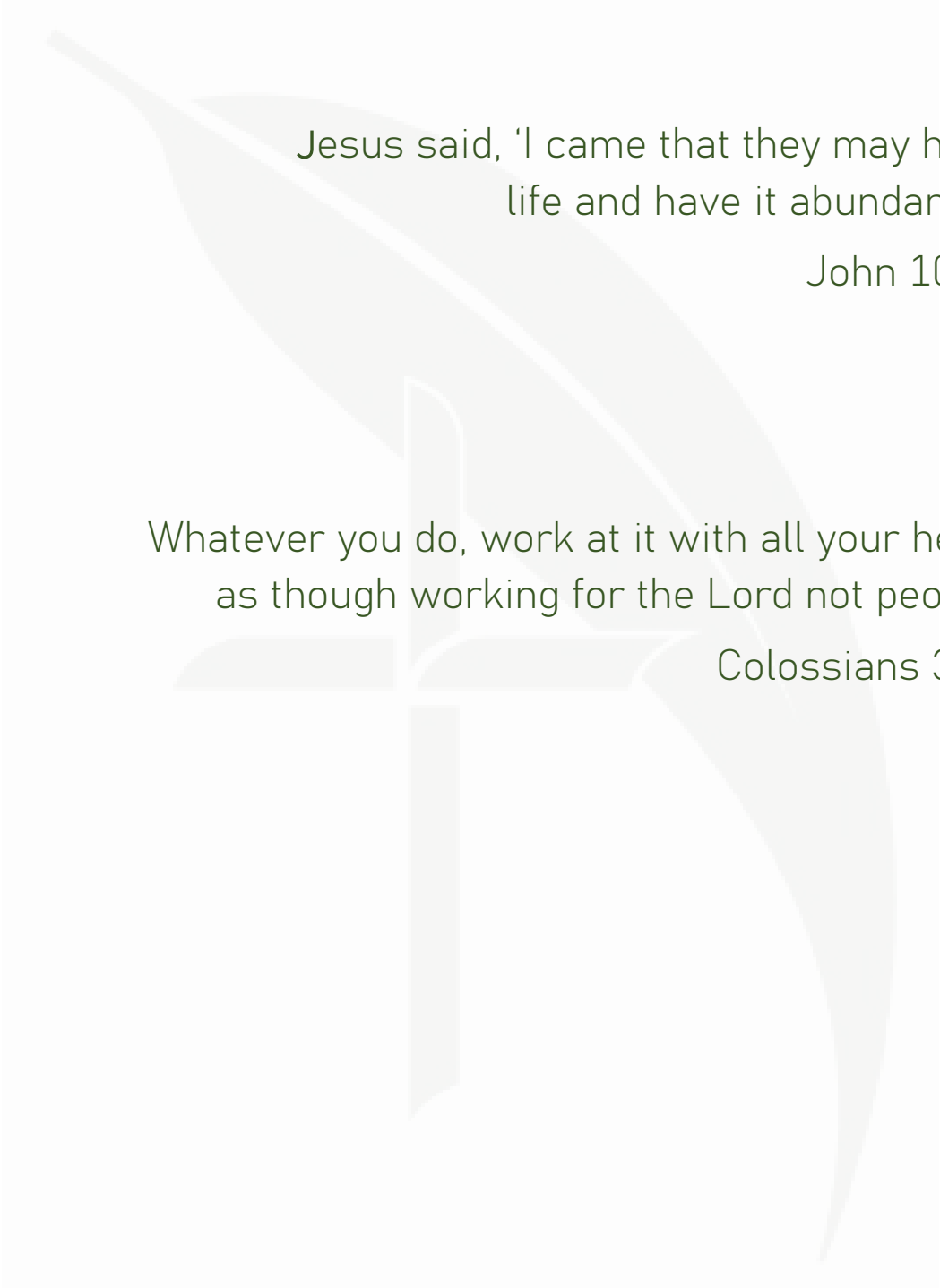




College Handbook 2025

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

John 10:10

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

Colossians 3:23

From the Principal

Welcome to Dunsborough Christian College for the 2025 school year.

As we continue to grow as a learning community, our focus remains on cultivating a holistic, Christian and evidence-informed education. As a Christian school, our beating heart is the gospel message; namely, the good news of God's love and grace, revealed through the life, death, and resurrection of Jesus Christ, offering salvation, forgiveness, and eternal life. This news has vast implications, transforming lives by offering hope, purpose, and a restored relationship with God, while calling individuals to live in love, grace, and service to others.

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

This year, we are placing a special focus on fostering self-discipline within our students. Self-discipline is more than rule-following—it is about building the internal motivation to make wise choices, act with integrity, and pursue excellence. By nurturing habits of resilience, accountability, and self-regulation through our Positive Behaviour Support (PBS) framework, engaging programs, and deeper engagement with the Bible, we aim to equip students with skills that will serve them well now and in the future.

We welcome our new families and staff members to our school community. As a vibrant school community, we actively encourage collaboration between parents, students, and staff, recognising the crucial role that partnerships play in a student's educational journey. Together, as staff, families, and a community, we can empower our students to reach their full potential and make meaningful contributions to the world around them.

This handbook is your guide for the year ahead, filled with important information about our policies, procedures, and expectations. Please take the time to familiarise yourself with its contents as we work together to create an exceptional year of learning and growth.

Thank you for partnering with us in this important mission.

Blessings

David Mullender



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Staff Team

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

Principal	David Mullender
Administration (Registrar and Compliance)	Naomi McGregor
Administration (Finance and Library)	Sharon Scott
Kindergarten - Pre-Primary	Sonya Norris & Heidi Mullender
Years 1 - 2	Shannon Dixon
Years 3 - 4	Sascha Haagensen & Cindy Heyes
Years 5 - 6	Jeremy Chappell
Year 7 - 8	Kiran Gibbon & David Mullender
Physical Education	Kiran Gibbon
Performing Arts	TBC
Visual Art	Larissa Ashton
Language (French)	Mark Fitzpatrick
Education Assistants & Learning Support	Karen Kirkham & Lyndel Lane



History

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

In 2016, the Dunsborough campus was opened to provide a Christian education to the Dunsborough region. Local resident's, George and Win Burt generously donated 6.5 hectares of prime Quedjinup bushland to the school. Today, the well-appointed, modern campus hosts a diverse Christian educational program from Kindy to Year 8 with approval to expand to Year 12 in coming years.

Governance

Dunsborough Christian College is a school that is owned and managed by Christian Community Ministries (CCM). Christian Community Ministries manages 14 Christian Schools in Australia. CCM has a board of directors that are responsible for the strategic planning and direction of the College, and a central office in Brisbane that provides administrative support to our schools.

Christian Education

Education is the process of teaching and learning, fostering students' spiritual, intellectual, social, and physical growth while seeking the truth about life. At Dunsborough Christian College, we believe that God, who created and sustains all things, gives every person dignity and worth as they are made in His image. God reveals Himself and seeks to reconcile humanity to Himself through His Son, Jesus Christ.

Our mission is to honour God in education by keeping Christ at the centre of all we do. The Bible guides our faith, truth, and actions, shaping the school's life and learning through a Biblical Christian perspective. Students participate in activities that honour Jesus, such as Bible teaching, prayer, singing, and serving others. We also celebrate Christmas and Easter, marking Jesus' birth, death, and resurrection.

Our goal is to build confidence—confidence in Christ and confidence to engage with the world responsibly and purposefully. By learning across subjects like the Bible, history, geography, and science, students grow in wisdom, maturity, empathy, and service.

Aligned with the Melbourne Declaration on Educational Goals for Young Australians, we encourage students to pursue excellence through effort and set high standards for themselves. As a Christian school, we work closely with parents, who hold the primary responsibility for their child's upbringing, to support their education. This partnership is built on trust, communication, and a shared commitment to help each child become who God created them to be.

Throughout the year, the school and local churches offer opportunities to learn more about Jesus and the Bible. Details will be shared via our usual channels, but feel free to contact your child's teacher, our administration, or the principal with any questions about Christianity.

Learning Culture & Expectations

At Dunsborough Christian College, we believe that students thrive in their learning when they feel a sense of belonging and are supported in a caring community. Our staff understand each student's unique qualities and work to create an environment that nurtures learning. Students are encouraged to build respectful friendships and seek support when facing challenges.

We foster a learning culture where students develop essential skills, such as asking thoughtful questions, listening, reasoning, and expressing ideas with confidence and respect. They are encouraged to take risks, learn from mistakes, and persevere through challenges, all while being guided by teachers who set clear expectations and provide constructive feedback.

Students who grow in character and learning contribute positively to their communities. At Dunsborough Christian College, we encourage students to share their knowledge, time, and talents generously, treating others with respect and recognising the inherent value in every person. They strive to make their communities better through responsibility, courage, and compassion.

We hold high expectations for student character, conduct, and attitude. Students are expected to manage themselves responsibly, interact respectfully, set personal goals for learning and personal development, and work both independently and collaboratively. Wearing their uniform with pride reflects their connection to the school community, and they are expected to be courteous and use manners which are instilled at home. Regular active participation in school and community service is a vital part of our culture.

Routines

Bell Times

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

Classes commence on 8.40am. All students are expected to be ready for the day and respond immediately to the bell. While we recognise that students may be late on some occasions, continual lateness causes disruption to classes and routines and diminishes the value of preparation and punctuality of others. Please ensure your child arrives to school to allow sufficient time to prepare for the school day. Students that arrive late must report to the office before going to class so they can be signed in. **Frequent late arrivals will be followed up with a meeting between parents and the principal.**

Friday Fellowship

Primary classes combine for our weekly Friday Fellowship. During this time, students learn from the Bible, and have the opportunity to pray, and sing together. Positive Behaviour Support (PBS) lessons often occur during this time as well as sharing updates around the school, celebrating birthdays and special occasions.

Guided Bushwalks

With the campus situated on picturesque bushland, there are opportunities for students to explore and engage in the bush. Informative bushwalks are scheduled regularly throughout each term, providing all classes with hands-on learning experiences in the natural environment. Where possible, teachers creatively incorporate the surrounding bushland into various learning areas, enriching students' education with interactive, nature-based activities.

Wednesday Wheels

'Wednesday Wheels' remains a popular activity for our students during recess and lunch. It's a great way for students to be active



and enjoy the use of their scooter, bike, skates, and/or skateboard. Students are to wear their own helmet and any additional safety gear and abide by the safety rules.

Students must:

- Walk their wheels on the footpaths before or after pick-up and drop-off times.
- Only bring scooters, skates, and bikes to school only on Wednesdays (unless using their bike to ride to and from school)
- use the sealed path around the grassed area
- wear a helmet for ALL wheels.

Students must NOT:

- use their wheels before or after school anywhere on the campus.
- use wheels in the gym, on the verandah or in the car park.

Fitness and Fruits breaks

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

Key Dates

Office Hours

Monday 20 January to Friday 24 January 2025 (8am – 4pm)

Standard office hours resume Tuesday 28 January 2025 (8am – 4pm)

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

Meet & Greet

Families are welcome to attend the College on Tuesday 4 February anytime between 2pm to 3.30pm. This is an opportunity for parents and students to visit the class, meet the teacher and drop off student stationery.



Term Dates

2025	Start Date	End Date
Term 1	Wednesday, February 5	Friday, April 11
Term 2	Tuesday, April 29	Friday, July 4
Term 3	Tuesday, July 22	Friday, September 26
Term 4	Tuesday, October 14	Wednesday, December 11

Swimming Lessons

Swimming lessons are scheduled to occur from the first day of school for Pre-primary to Year 6 students at Old Dunsborough Beach. If your child has undertaken and passed VacSwim swimming lessons over the holidays, please email a scan/photograph of their achievement so we can advise the Swimming Supervisor. Information and consent will be emailed out in the lead up to Term 1.

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

Students **must** pack:

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

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

School Calendar

The school calendar is published to the [College App](#).



Educational Programs

Our literacy program is grounded in the science of reading, an evidence-based approach that integrates decades of research on how children learn to read. This foundation guides our teaching of oral communication, spelling, reading, and writing, ensuring students build the skills necessary for lifelong literacy. Our methods are endorsed by the Dyslexia-SPELD Foundation, reflecting our commitment to research-based best practices.



Oral Language and Phonics

Oral language development begins in Kindergarten, where students learn to identify individual sounds, a crucial step in the reading process. Our systematic, phonics-based spelling program is taught daily, enabling students to link sounds to correct written representations. Using Talk for Writing, students engage in meaningful and creative text exploration and production.

Reading

Reading should be an enjoyable and empowering experience. By applying the science of reading, we reduce barriers and foster a love for literature. Our approach focuses on three interconnected components:

- **Word Recognition:** Students practise reading decodable texts aligned with their phonics knowledge. These texts build confidence by reinforcing learned sound-spelling patterns and minimising errors. As students progress, they tackle broader texts, applying their growing skills independently.
- **Fluency:** Daily fluency practice improves reading accuracy, pace, and expression, enabling students to focus on understanding. Early learners practise with decodable texts, while older students incorporate subject-related materials to enhance fluency in different contexts.
- **Comprehension:** Students deepen their understanding through diverse media integrated with engaging topics in science, history, and geography. Teachers use read-alouds, discussions, and interactive activities to model effective reading strategies and foster critical thinking.

Supporting Your Child's Language Development

Parents play a vital role in their child's literacy journey. Reading aloud daily exposes children to thousands of words, enhancing their vocabulary and comprehension.

- **Embrace read-alouds:** Discuss new words and ideas in the text. Talk about settings and characters in fiction or connect non-fiction to maps, images, or historical events.
- **Reinforce classroom strategies:** Encourage your child to use phonics and decoding methods from school. If needed, teachers can provide tips and guidance.
- **Maintain consistency:** Align learning approaches at home with those taught at school to avoid confusion and frustration.

In line with our culture of learning excellence, all Dunsborough Christian College students are expected to read regularly outside of school. Your child's teacher can inform you of the expected reading times and texts.

With regular reading and support at home, students can encounter over 2 million words a year, laying the foundation for academic success and a lifelong love of learning. Together, we can empower every child to thrive.

Numeracy Development

In the early years, students focus on recognising and representing whole numbers through counting, ordering, quantifying, and measuring with tangible items and familiar objects. They explore patterns, describe shapes, positions, directions, and probabilities, and regularly practice basic mental calculations, including addition and subtraction.

As students progress to middle primary, they deepen their understanding by using models, pictures, and symbols to represent mathematical concepts. Tangible objects and everyday items continue to support their learning, particularly for unfamiliar topics. Key skills like understanding place value, working with large numbers, fractions, and decimals, practicing times tables, and employing mental strategies to solve problems become a regular part of their learning experience.

Across all year levels, programs such as Bond Blocks and Mathletics are integrated with real-world and hands-on activities to enhance learning in areas like currency, time, measurement, geometry, statistics, and probability.

In the secondary years, students transition to more abstract mathematical concepts, building on the solid foundations of earlier learning. They creatively apply established principles to tackle complex ideas, represent numbers in diverse ways, and develop an understanding of algebra, geometry, measurement, and data analysis. They also explore methods for making predictions based on observations and interpreting data in various forms.

Mathematics in secondary school emphasises the connection between theoretical concepts and real-world applications. Lessons are designed to be meaningful and engaging, aligning with topics that are relevant and of interest to this age group, fostering motivation and deeper understanding.

Assessment and Reporting

At Dunsborough Christian College, we use a variety of assessments across learning areas to ensure students can demonstrate their knowledge, understanding, and skills in line with the Western Australian Curriculum for their year level.

Purpose of Assessment

Assessment information is collected to:

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

Assessment Practices

1. Diagnostic Assessments

- Provide a snapshot of current knowledge, understanding, or skills before starting a topic.
- Help teachers plan lessons that meet individual and class needs.

2. Formative Assessments

- Monitor student progress during learning.
- Allow teachers to adjust teaching strategies to improve outcomes.

3. Summative Assessments

- Measure achievement at the end of a lesson or unit.
- Inform students of their progress and provide constructive feedback for future learning.

We use a variety of methods such as tests, assignments, projects, observations, work samples, and presentations to assess different learning dimensions. Some tasks may require preparation at home.

Reporting Practices

Student progress is shared through:

- **Formal Reports:** Issued at the end of each semester, these highlight achievements, strengths, areas for improvement, and next steps.
- **Parent-Teacher Conferences:** Held in Term 1 to discuss progress and address concerns.
- **Ongoing Feedback:** Provided through various channels throughout the year.

Reporting Schedule

- **Term 1:** Parent-Teacher Conferences
- **Term 2:** Semester 1 Academic Report.
- **Term 4:** Semester 2 Academic Report.

Keeping Safe: Child Protection Curriculum

Starting this term, your child will participate in the *Keeping Safe: Child Protection Curriculum (KS:CPC)*. This program, delivered by trained teachers, is part of the Department for Education's responsibility to ensure all children have access to effective abuse prevention education.



While parent permission is not required under the *Education Act 1972*, we encourage you to reach out with any questions or share relevant information about your child to address any concerns.

The KS:CPC is based on evidence and best practices and focuses on two main themes:

1. **We all have the right to be safe.**
2. **We can help ourselves stay safe by talking to trusted people.**

These themes are explored through four key areas:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

The curriculum aligns with the Health and Physical Education area of the Australian Curriculum and may be integrated into other subjects.

For more details, visit the [KS:CPC website](#) or contact your child's teacher with any questions.

Character Development

God created humanity to live in harmonious relationship with Him, with one another, and with the environment. Jesus summarized this beautifully: *"Love the Lord your God with all your heart and with all your soul and with all your mind, and love your neighbour as yourself."*

At Dunsborough Christian College, our approach to classroom management and character development stems from a heartfelt desire to follow Jesus' call to love God fully and to love others as we love ourselves. We nurture a culture of mutual respect for the environment and each other, fostering an atmosphere where shared activities help cultivate authentic, lifelong relationships and friendships.

Personal discipline, understood as the development of self-control and personal responsibility, is a cornerstone of character formation. It not only enhances learning opportunities and cooperation but also establishes a safe, orderly, caring, and supportive environment. Recognising that individuals may need varying levels of support as they grow, our staff works closely with students to mediate strategies that promote self-regulation and positive re-engagement when challenges arise.

Our teachers exemplify excellence by providing clear routines and high expectations while tailoring their teaching to the unique needs of each student. They foster meaningful relationships through attentive listening, regular feedback, and close collaboration with families, creating an engaging and supportive learning journey for every child.

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

Dunsborough CHRISTIAN COLLEGE

Students are active contributors to our school’s positive culture. They engage actively in their learning, demonstrate respect through their words and actions, and take responsibility for their choices. Whether maintaining tidy workspaces, managing distractions, or taking initiative in problem-solving, students embody a sense of ownership and accountability that enriches our vibrant community.

Informed by the Positive Behavioural Interventions & Supports (PBIS) framework, we take a proactive approach by encouraging, modelling, and explicitly teaching expected behaviours. This ensures a school-wide ethos where every individual is valued and respected.

These behaviour expectations are positively stated and promoted across the school. They are explicitly taught in developmentally appropriate lessons, allowing students to practise and understand appropriate and inappropriate behaviours across multiple school settings. By doing so, students develop essential social and behavioural skills that contribute to a harmonious learning environment.

Dunsborough Christian College's mascots—Tully the Tawny Frogmouth, Quinn the Quenda, and Pippa the Ringtail Possum—represent key values of responsibility, active learning, and respect. Tully embodies vigilance, dedication, adaptability, and patience, teaching students to make wise choices and care for others. Quinn inspires curiosity, adaptability, persistence, and reflection, encouraging students to actively engage in their learning journey. Pippa symbolizes harmony, gentle communication, empathy, and community contribution, fostering respect for others and the environment. Together, these mascots guide students in developing essential life skills and creating a positive, supportive school community.



Recognising and celebrating positive behaviour is central to our approach. Students receive frequent, specific, and positive feedback for demonstrating expected behaviours. Our school employs four primary methods to acknowledge these efforts:

- 1. Individual Positive Feedback:** Students are recognised in a ratio of 5:1 for expected behaviours, through verbal praise, class certificates, or strategies like "You Rock!" or high-fives.
- 2. Parent Communication:** Teachers provide positive feedback to parents via class certificates, letters, or emails.

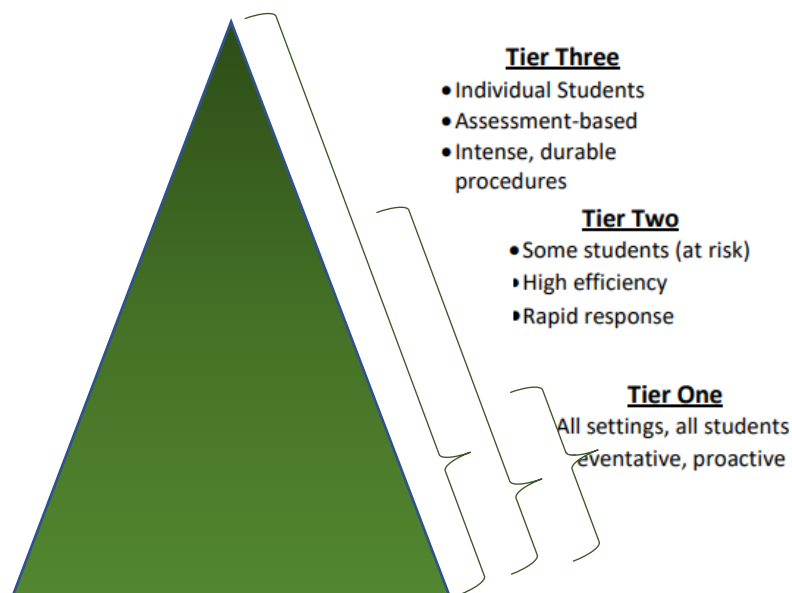
3. **Formal School Recognition:** Students demonstrating exemplary behaviour are awarded a PBS certificate during whole-school recognition events.
4. **Whole-Class Recognition:** Classes collectively earn rewards through strategies such as "You Rock!" or Marble Jar activities, leading to celebratory class activities.

Together, we aim to nurture a culture where every individual feels valued, supported, and empowered to grow in character, self-discipline, and care for others, while developing lifelong relationships built on trust and respect.

Negative Behaviour Process

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

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



Tier 3	Intensive practices and systems for students whose behaviours have been documented as unresponsive at Tiers 1 and 2. Individualised to the specific needs and strengths of the student. Individual Behaviour Support Plan (BSP) developed in conjunction with family members, Inclusive Education Support personnel, special educators, educational psychologists, counsellors, behaviour interventionists and/or other allied service providers.
Tier 2	Targeted support is developed to provide more specialized and intensive supports for students who demonstrate low to no responsiveness to Tier 1 practices and systems. Individual Behaviour Support Plans (BSP) with personalised Highway Heroes support and goal setting.
Tier 1	Practices and systems for all students and staff implemented consistently and efficiently across the school and includes: 1) Positive Behaviour Matrix 2) Positive Behaviour Recognition 3) Negative Behaviour Process

Behaviour Error Matrix and Solution-Focussed Corrective Strategies

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

College Wide Policies

Organisational policies that apply at Dunsborough Christian College can be found at [Policies and Procedures | Dunsborough Christian College](#)

Policies concerning daily student life at Dunsborough Christian College can be found at [Parent and Student Policies | Dunsborough Christian College](#). These include:

- Uniform Policy
- Student ICT Policy
- Attendance Policy
- Behaviour Policy

Getting involved

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

If you would like to contribute by volunteering, please speak to your class teacher or ring the College Office. All volunteers (including parent volunteers) must complete the Volunteer form available from the College office. All volunteers who are NOT parents or carers of DCC students must hold a Working With Children Check (WWCC). Upon arrival, all parent helpers and volunteers need to sign in at the admin office and complete any required documentation for classroom participation.

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

College Community Collective

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

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

If you are keen to be involved, please speak with David Mullender or the administration team.



Communication

College App

The College app is used for most college and class-wide communication. *News posts* are posted to the News Feed regularly and the College calendar can be viewed for upcoming events. To ensure you receive notifications, you may need to adjust your phone and in-app settings.



GETTING STARTED WITH OUR NEW COLLEGE MOBILE APP

Dunsborough Christian College uses the Carer Orbit App to help keep parents and carers informed and connected with the College.

STEP 1 - INSTALL

Scan the QR Code or use the [link](#) to download the Carer Orbit App from the Apple App Store or Google Play Store.



STEP 2 - SCHOOL CODE

If prompted, enter the school code dunsb to connect the app to Dunsborough Christian College.

STEP 3 - SIGN IN

Sign in using your parent account. You can also login with Apple, Google or Microsoft accounts, provided they use the same email address recorded by the college.

Sign in with your parent account

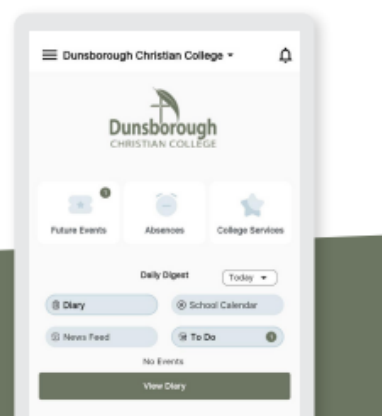
[I forgot my password.](#)

Remember me

Sign in

STEP 4 - STAY CONNECTED

Receive the latest updates, links to school services, and respond to information and requests from the College.



An additional step may be required for iOS and Android devices. In device settings, ensure your app notifications for the Dunsborough Christian College app is switched on.

Parent Connect News is a digital newsletter that provides reflections, several updates and photos of class and/or campus happenings.

SMS is only sent as a reminder of upcoming events or for emergencies.

Class specific emails and news

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

Social Media

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

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

Photos and Media

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

Uniform

Uniform Standards

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

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

Kindy – Year 2 Uniform

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

Years 3 - 8 Uniform

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

Mondays	Tuesdays	Wednesdays	Thursdays.	Fridays
Sports	Formal	Sports	Formal	Sports

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

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

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



FORMAL UNIFORM

YEAR 3+



ZIP JACKET



DRILL SHIRT



BUCKET HAT



NAVY CREW SOCK



BLACK OR BROWN ANKLE BOOTS



SKIRT WITH BIKE PANT



CARGO SHORTS



CARGO TROUSER

FORMAL UNIFORM DOES NOT INCLUDE:
 POLO SHIRT
 SPORT SHORTS
 SNEAKERS
 ALTERNATIVE SOCKS
 ALTERNATIVE HAT



SPORT UNIFORM



ZIP JACKET



POLO SHIRT



BUCKET HAT



NAVY CREW SOCK



PLAIN BLACK, WHITE OR NAVY SNEAKER



SPORT UNIFORM DOES NOT INCLUDE:
 DRILL SHIRT
 CARGO SHORTS
 SKIRT WITH BIKE PANTS
 BOOTS
 ALTERNATIVE SOCKS
 ALTERNATIVE HAT



TRACKPANT



MICROFIBRE SHORTS

Sports Uniform (all students)

College polo shirt
 College navy shorts
 College navy track pants with padded knees (non-padded knees from Years 3+)
 College sports jacket
 College hat
 College navy crew socks
 Predominately navy, white, or black sneakers (Velcro or lace up)

Sports Shoes

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

Formal Uniform (Years 3-8)

College sand cotton drill shirt sleeves may be rolled halfway up or down.
 College navy cargo pants/cargo shorts/skirt
 College sports jacket
 College hat
 College navy crew socks
 Black or brown ankle boots with an elastic side heel height to be a maximum 3 cm.

Formal Shoes

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

Sandals (optional)

A **plain black, navy or dark brown** leather or leather look sandal may be worn with the **formal** uniform for **primary students only**. The sandal must have a rear strap and be secure on the child's foot. The sole must be black, navy or tan in colour. Socks are NOT to be worn with the sandal. High school students are not permitted to wear sandals as some subjects require safety standards to be maintained.



Black, navy or dark brown leather or leather look sandal with rear ankle strap and black, navy or tan sole.



NO beach sandals, multi strap colours, soles containing colours other than black, navy or tan, sandals with bling or patterns, sandals with high heels or sandals with thin or more than three straps.



Gumboots

All year round, we love to explore the bushland and make new discoveries about the flora and fauna. During winter, we love to splash about in the mud. To participate in these activities, students need to bring a pair of gumboots to leave at school. They can change into their own gumboots during the day to keep their usual shoes clean. Before purchasing new boots, speak with your child's teacher or school families as there may be outgrown spares from previous years or opportunities to swap or trade.



Seasonal Hat Use

Students are required to wear hats during the months that contain the letter 'r' (January, February, March, April, September, October, November, December).

Hair Styles

Students are expected to maintain neat and tidy hairstyles.

- Hair longer than the collar must be tied up using navy, black, white, or green hair ribbons, ties, or scrunchies. Fringes should not exceed the student's eyebrows.
- Hair clips and headbands should reflect the student's natural hair colour or school colours.
- Headbands must not cover any part of the student's ears or forehead.
- Prohibited Styles: Dreadlocks, shaved heads (less than a blade 2), mohawks, mullets, and razor lines are not permitted.

Snake Awareness and Safety

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

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

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

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

Should a snake bite occur:

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

Stationery

It is important that all students commence school with the correct stationery and book items. Booklist order forms were sent out at the end of last year and are available on the College website. If you are unable to order specific items on the list, please contact your child's teacher. If any items were sent home with your child last year, they may be relevant to this year's booklist items and may save you from making a repeated purchase. For mid-year intakes, before purchasing booklist items, please speak with the class teacher to find out what may be required for the remainder of the school year.

Personal items

Toys, games, and cards

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

Fiddle and Fidget Objects

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

Food

Lunchboxes

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

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

Water bottles

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

Food intolerances

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

Nut Awareness

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

Library

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

School Fees

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

Attendance and absences

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

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

Long Term Absence

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

Arrival and Departure

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

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

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

Late Arrivals

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

Early Departure

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

Parents on campus

For safety and accountability, all visitors to the campus during school hours (with the exception of usual drop-off and pick-up times) are required to sign-in; this includes parents. Parents are unable to freely wander around the campus or gain access to classes unless it is within the usual drop-off and pick-up times. Parents who need to speak with their child or drop off items during the school day must do so via the school office.

Parents who need to collect their child for any reason during school hours need to sign their child out at the front office. Administration staff will then escort parents to their child's class for collection or send a request for their child to meet at the office.

Illness & Hygiene

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

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

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

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

Student Wellbeing

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



Students will experience a range of emotions and encounter various academic and social challenges during their learning journey. On most occasions, we do not prevent students from encountering these experiences or challenges. Instead, our staff assist students to develop and utilise various skills and strategies to work through difficult times. These may include strategies such as assertive communication, seeking assistance, understanding other perspectives, reading scripture, praying, using Growth Mindset language, reporting a concern or complaint, personal reflection and journaling etc

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



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

Consent2Go

The College utilises the interactive platform, Consent2Go to manage student excursion/event permissions, updates to student medical information, parent contact information and emergency contact information. Parents are asked to review and update their child's information in Consent2Go as changes occur. The accuracy and management of your child's health record is a critical process for the College.

Inclusive Education

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

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

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

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

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

Educational Psychologists

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

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

Medications

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

Stay in touch

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

Concerns and Feedback Process

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

The College's *Complaints Policy* outlines the requirements for complaints made regarding services provided by the College, or against College staff members, which includes employees, contractors, and volunteers.

The policy aims to ensure that student, parent, carer and staff complaints and disputes are dealt with in a responsive, efficient, effective and fair way and to prevent negative unplanned and unproductive alternatives (e.g. threats, defamation, breaching privacy) that can inflame matters leading to a breakdown of relationships.

If, at any time, you have a concern or complaint regarding the College, please refer to the *Complaints Policy* and *Complaints Process Guide* which can be found in the Policies and Procedures page of the College website.

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



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