Kinross College aims to develop inspired, ambitious and considerate adolescents who work with integrity towards excellence.
WELCOME

Kinross College opened in 2002 and prides itself on a strong pastoral care ethos and commitment to our students’ academic, social and emotional needs. As an Independent Public School we possess a broader scope in terms of authority and responsibilities which enable the College to deliver targeted innovation and support to our school community.

We offer a wide and varied curriculum and an extensive range of exciting extra-curricula activities. Many opportunities exist for our students to broaden their horizons and explore their potential. Students in Years 7 to 10 move between specialist and generalist areas. The curriculum is overseen by Heads of Department. Curriculum delivery is based on the needs of individual students with relationships and academic rigor at the centre.

Kinross College has clearly stated standards and expectations for its students in terms of dress code and work presentation; we pride ourselves on our students being our best ambassadors. Staff curriculum delivery is based on the explicit teaching framework. Our pastoral care program emphasises a restorative practice approach.

We strive to cater for our students at their point of educational need. Students with specific learning needs are supported through the assistance of education assistants and a Learning Support Coordinator. Students who excel academically have the opportunity to engage in a number of extension and acceleration programs, overseen by an Academic Extension Coordinator.

We run an innovative iPad program and promote the use of effective technology to enhance the learning program where appropriate. The College issues some devices but many students and families choose to provide their own.

Our vision for students at Kinross College is to develop inspired, ambitious and considerate adolescents to work with passion and integrity towards excellence.

PRINCIPAL
KEY ROLES AT KINROSS COLLEGE

The Executive Team – Consists of the College Principal and two Associate Principals, who provide educational leadership within the College. Their key responsibilities include:

- School Planning
- Staff Management
- Curriculum Management
- Student Management
- College and Community Interaction
- Management of College Operations and Resources and Finances
- Line Management of staff.

Head of Student Services – Oversees the pastoral care and student welfare programs within the College and contributes as a member of the College Management Team.

- Promotion of College ethos
- Promotion of pastoral care.
- Coordinating monitoring processes and actions for students who require social or academic interventions across more than one learning area.
- Providing a range of student activities to assist a student’s social and emotional development.
- Working with the Student Services Team to help students at risk in relation to the maintenance of Good standing.
- Communicating with outside agencies and stake holders concerning individuals, groups or the year group as a whole.

Year Coordinators – Years 7, 8, 9 and 10 oversee year groups, providing social and emotional support and behaviour monitoring, as well as organising “positive reward” programs. They are a member of the College’s Student Services Team and able to assist parents with concerns about their child’s progress.

Heads of Department (HOD) – Responsibility for the management of a learning area. This includes:

- Responsible for management of human and physical resources in subject areas
- Contribute to the development and implementation of whole school policies, programs and procedures
- Education leadership in the learning area.

Learning Support Coordinator – Responsibility for management of students with disabilities and learning difficulties in their regular class settings. Key responsibilities include:

- Providing support for teachers to make adjustments to their teaching style and curriculum for individual and groups of children within a class
- Coordinating the production of Individual and Group Education Plans (IEP and GEP’s).

Form Teacher - Each student also has a Form Teacher, who is a classroom teacher with special responsibility for their Form. The Form Teacher also assists parents with concerns about their child’s progress and should be the first point of contact for parents. The Form Teacher also takes on the role and responsibility of Mentor to each of the students within their form class. The Form Teacher is responsible for monitoring the attendance of students in their form. Parents should provide a note to the Form Teacher following a student absence.

The Business Manager is responsible for the financial administration and business management of the College. In collaboration with the Principal, this includes overseeing building repairs, maintenance and responsibility for the management of non-teaching staff and leadership of the School Officers who work in the College Administration Office and Information Access Centre.

Education Assistants (EA’s) are responsible for supporting classroom teachers and students to improve the outcomes of all students with a specific focus on students with higher needs.
Psychologist - School Psychologists apply their psychological and educational expertise to support students to achieve academic success, psychological health and social and emotional well-being. This is achieved through the delivery of preventative and point of need services directly to students, parents and teachers and through consultative processes and program delivery for schools and regional systems.

Confidential assistance is available for students in relation to their personal development and behaviour which affects educational progress. Referrals are made through the Associate Principal or Student Services Manager after consultation with relevant staff. Parents will be informed if students access the School Psychologist.

Chaplain - The College Chaplain is trained in youth and social work. Confidential assistance is available for students in relation to their personal development, emotional well-being and general progress. Referrals are made through the Associate Principal or Student Services Team after consultation with relevant staff.

Nurse - The College Nurse’s main responsibility is to organise educational health programs, offer advice to staff, parents and teachers and coordinate the health care needs for students with medical conditions. Referrals are made through the Associate Principal or Student Services Manager after consultation with staff.

ASSEMBLIES

Assembly dates are published in our Calendar of Events and reminders appear in our newsletters and e bulletins. There is an assembly at the end of each term where certificates are awarded to the deserving students in each learning area. Parents and community members are encouraged to attend.

ABSENCES

Please phone the College on 9306 6000 to explain all absences. Following an absence, parents should provide a note to the Form Teacher.

- The SMS message service operates 24 hours a day. Parents are asked to keep messages brief, include student’s name and the date for which the child will be absent. As SMS messages are not an official form of notification of absence, they must be followed up by a note or a phone call from the parent on the student’s return.
- A SMS message is sent to parents of students with an unexplained absence / late at 10.30am daily.
- Students arriving late to school must report to the Student Services counter for a Late Note.
- Students are not permitted to go home for lunch or leave the school grounds.
- If students need to leave the school during the day without a parent/guardian, they will need to get a Leaver’s Pass. Parents must provide a note or make contact with the school prior to this happening.
- In the event of a planned holiday or extended leave from the school, parents must provide written notice of this to the office, before the event.

BICYCLES AND SCOOTERS/SKATEBOARDS

A secure, fenced area has been provided for student bicycles, scooters/skateboards. All bikes, skateboards and scooters must be stored in this area. The bike rack is locked from 8.40am – 3.00pm.
Students are not permitted to use their bikes during the day. The College cannot accept responsibility for lost or damaged bicycles, scooters/skateboards so it is advisable to use security chains or padlocks.

**BOOKS AND EQUIPMENT**

Texts are made available to students as required, through the learning area departments.

A recommended list of materials (including calculator, stationery) is provided to parents, prior to the start of the year. Some items are mandatory.

A separate list available from the Business Manager explains the arrangements for the payment of voluntary contributions, claims for Secondary Assistance and uniform.

**CAMPS AND EXCURSIONS**

Camps and excursions are an important part of the educational experiences of our students. In most cases the camp or excursion will be an integral part of the learning program.

Specialist camps are offered across the College.

It is our policy to obtain parent permission and updated medical information for all camps and excursions. When attending camps or excursions, students are expected to abide by the College rules and wear school dress, where appropriate.

Projected costs have been outlined in our Additional Charges sheet.

**CAFÉ**

The Kinross College Café operates throughout the school year. Students are encouraged to order food before school for collection at lunchtime.

**COMMUNICATION**

We are very keen to keep our community informed about everything that is happening at our school. We hope to achieve this by encouraging parents to:

- Speak to Form Teachers, Year Coordinators, Heads of Department, Associate Principals, or Principal by calling the school and making an appointment.
- Read our fortnightly e bulletins and regularly view our website.
- Attend our assemblies at the end of each term and witness first hand the terrific achievements made by our students.
- Attend P&C meetings to ask questions and make suggestions that may make Kinross College a better place for all of us. Your input is highly valued.
- Make contact with the learning area teachers and come in and see what is happening.

Please ensure that we have your latest address, phone number, email address and emergency contact details.
CONTRIBUTIONS AND CHARGES

We encourage parents to pay the Voluntary Contributions so that we can provide the highest standard of service to our students. We request payment to be made by Week 6 of Term 1.

*Voluntary Contributions:* Years 7 – 10: $235

The voluntary contributions charge directly funds the general learning program for your child. There are additional charges and other cost options which some students may be required to pay during the year. This will be dependent upon their involvement in various activities, excursions, camps, special programs or general school involvement such as in-term swimming. These extra costs will be covered on a user-pays basis. Some charges may be invoiced to parents.

CURRICULUM

Students at Kinross College have the opportunity to demonstrate achievement in all eight learning areas described in the curriculum framework:
- Arts (includes Dance, Drama, Media, Visual Arts)
- English
- Health & Physical Education
- Language Other Than English (French)
- Mathematics
- Science
- Society & Environment
- Technology and Enterprise (includes Woodwork, Metalwork, Technical Graphics, Food, Fashion & Textiles and Information Technology)

DRESS CODE

The College has in place a student dress code, which was implemented after wide consultation with parents, teachers and students. This dress code is vigorously supported by the School Board and has become part of the culture of the school.

Parents and students are informed of the requirements of the dress code prior to their child being enrolled. Acceptance of enrolment at Kinross College is an agreement between the school, the parent and the enrolling student, that the student will conform to the College Dress Code.

Why do we have a Dress Code?

Fosters and enhances the public image of the school.
- Assists in building a sense of team spirit and community.
- Ensures students are safely dressed for specific school activities.
- Encourages equity among students, minimising competition to wear popular designer labels.
- Enables the early identification of unauthorised persons on the school site.
- Assists in preparing students for work with a number of work places requiring a standard of dress and safety codes.

Presentation standards

**Clothing**
- Dresses are to be worn at an appropriate length - no more than 5cm above the knee.
- Girls’ cuffed shorts are not to be rolled up or shortened.
- Jumpers, cardigans and jackets must have the KC logo.
- Only KC track pants are to be worn - others are not acceptable.
• Navy tights only, (navy stockings/pantyhose and patterning are not acceptable).
• All students are expected to wear clothing items displaying a Kinross College logo.

The following are not acceptable dress:
• Any item that does not possess a form of the Kinross College logo or is not part of the current College dress code.
• Skirts are NOT ALLOWED in any capacity.
• Wearing of PE clothing other than when participating in PE (shorts & top).
• Visible clothing underneath uniform.
• Beanies and bandannas.
• Any form of leggings

Please be aware that only Kinross College uniform items of clothing are to be worn to school as of the 2015 school year. All items are available from our uniform supplier.

Student uniform items

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
<th>Physical Education (Unisex)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• KC dress</td>
<td>• KC cargo shorts</td>
<td>• KC PE top</td>
</tr>
<tr>
<td>• KC polo top</td>
<td>• KC polo top</td>
<td>• KC shorts</td>
</tr>
<tr>
<td>• KC cuff shorts</td>
<td>• KC track pants</td>
<td>• KC track pants</td>
</tr>
<tr>
<td>• KC cardigan (ribbed edge)</td>
<td>• KC bomber jacket</td>
<td>• White sports sock</td>
</tr>
<tr>
<td>• KC cardigan (straight edge)</td>
<td>• KC jumper</td>
<td>• Sports shoes (mainly white)</td>
</tr>
<tr>
<td>• KC jumper</td>
<td>• KC navy stripe/white sport sock</td>
<td></td>
</tr>
<tr>
<td>• Navy tights</td>
<td>• Plain white sport sock</td>
<td></td>
</tr>
<tr>
<td>• KC navy stripe/white sports sock or Plain white sports or ankle sock</td>
<td>• KC hat</td>
<td></td>
</tr>
<tr>
<td>• KC hat</td>
<td>• KC knit scarf or</td>
<td></td>
</tr>
<tr>
<td>• KC polar fleece fringed scarf or Plain navy gloves</td>
<td>• KC polar fleece fringed scarf</td>
<td></td>
</tr>
<tr>
<td>• KC knit scarf</td>
<td>• Plain navy gloves</td>
<td></td>
</tr>
<tr>
<td>• Plain navy gloves</td>
<td>• Sports shoes (mainly white)</td>
<td></td>
</tr>
<tr>
<td>• Black leather school shoes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sports shoes (mainly white)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>* Sports shoes recommended to be worn with shorts option</td>
<td>*Sports shoes recommended to be worn with dress option</td>
<td></td>
</tr>
<tr>
<td>*Black leather school shoes recommended to be worn with dress option</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Jewellery

Students are allowed to wear:
• A watch and one bracelet/wrist adornment.
• One plain style ring on each hand.
• One small sleeper or stud in each ear.
• Small necklace/chain as long as it is concealed under clothing and removed for practical subjects.

Students are not to wear:
• Any visible body piercings whilst at school.
• Pointy spiked earrings, as they are not considered to be stud earring.
• Spacers are not deemed safe and therefore not suitable to be worn at school.

Hair
• Shoulder length hair must be tied up neatly.
• Clean shaven presentation for boys.
• All hair colours should be natural looking. Excessive styles and colours are not acceptable for school.
• Headbands, if worn, must be plain and comply with school colours.
• Plain hair accessories to be worn and only if needed.

Uniform Shop Information:
Uniform Concepts
Maxine Griffiths
Operations Manager
Telephone: 1300 640 446 or (08) 9270 4660
Unit 3, 86 Winton Road, Joondalup WA 6027
E-mail: Joondalup@uc.nellgray.com.au
Other

- Makeup is to be kept to an absolute minimum, needing to be inconspicuous.
- Coloured nail polish is not to be worn; only clear and French polishes are accepted.
- Handbags are not to be brought to school.
- Visible tattoos are unacceptable.
- Appropriate protective eye-wear (safety glasses), are required to be worn in some Science and Design & Technology classes.

All additional items/accessories are now available from the College Uniform Shop

- Navy tights (high quality microfibre long-lasting)
- Plain navy knit gloves
- Navy KC knit scarf
- Navy KC polar fleece fringed scarf
- KC hat
- KC navy stripe/white sports sock
- KC duffle bag
- KC school back pack
- KC rain jacket
- Hair tie

Non-compliance

Students not following the Dress Code Policy will receive:

- Counselling from a designated staff member on the requirements of adhering to the College Dress Code. The student will be provided with a clean uniform loan item for the day. It is expected that the correct uniform will be purchased as soon as possible. If this is an issue for any family, please contact the Associate Principal, Ms Dale Beaton.
- Infringements will result in sanctions, eg, letter to parents, detention and/or possible loss of Good standing.

Exemptions:

On application to the Principal an exemption may be provided for a defined period based on: health, religious beliefs or cultural background.

ELECTIVES – YEARS 8, 9 & 10

Students in Years 8, 9 and 10 choose a variety of Elective subjects which incur a compulsory charge. Elective selections are made in Term 3 of the preceding year and will not be accepted without a minimum payment of 50% of the total charge due. The remainder is due in full by the end of week 2 in Term 1. Those students who have not paid for their Electives will not be able to participate in the chosen subject and will be given an alternative program.

To give your children the benefit of such a variety of choices, it is dependent upon payment in full to enable us to run these special courses. Please consider this when your child chooses their subjects and you sign off the disclosure agreeing to make payment in full by the due date. Subject choices will not be accepted without the signed agreement and 50% deposit.

If you envisage difficulties with payment of voluntary contributions and/or electives charges, please contact the Finance Assistant as soon as possible to make arrangements for a payment plan. Note that payment plans must be finalised by the end of Term 1. No discrimination is made if you choose this option, rather it is appreciated that you are making the effort.

FORM

Each student at Kinross College is a member of a Form.

As part of our pastoral care structure, each student is assigned to a Form. Each Form comprises approximately 28 students and one teacher. The teacher gets to know the students in their form very well.
There are daily meetings between the teacher and their Form so that any issues that are affecting the individual, or the group, can be addressed.

Form Teachers are the first point of contact for parents wishing to discuss their child’s progress, family or social issues.

GOOD STANDING PROCEDURES

Good standing procedures are designed to support and acknowledge students who meet behavioural expectations, attend school regularly and make appropriate academic effort. In doing so, it will support students to develop responsibility and professionalism for future study and employment. Students who maintain their good standing are allowed access to regular school reward activities. Good Standing Procedures also assist teaching staff to monitor students who are at academic risk and to intervene early.

Good standing procedures integrate the whole school behaviour management procedures and restorative approach. A student’s good standing record may be incorporated into school references received at the end of Year 10.

Maintaining good standing requires students to:

- Complete classwork and assessments.
- Behave in a way that is respectful of staff and students rights (as indicated in the Behaviour Management Plan).
- Maintain satisfactory attendance (80%) and punctuality. Satisfactory attendance is deemed to be full time attendance at school, or in the event of an absence, a satisfactory explanation of the absence. See attendance procedures.
- Adhere to Kinross College dress code.
- Adhere to the College ICT procedures (as indicated in the Behaviour Management Plan).

Consequences for the loss of good standing:

Loss of good standing may lead to school sanctions. These may include:

- Participating in the good standing restorative process.
- Loss of privilege’s to attend excursion, incursions, or receive token reward prizes
- Loss of classroom privilege’s such as not allowed to leave the classroom
- Loss of access to ICT facilities (school iPads/computers) or be required to leave personal devices at front office each day.
- College iPads or electronic devices will not be allowed to be taken home.
- Loss of access to break times, being required to do community services or attend detentions.

Good standing points system

All students begin with good standing and 10 credits points. A student must have 8 points to maintain full good standing.

Positive SIS entries (teacher reports into College student data system) = 1 credit point. Every fortnight Mentor teachers/Year Co-ordinator check student good standing points.

Credit points are given value by their use in cancelling out demerit points as well as being used in conjunction with reward tokens as part of the Student Reward system.

Negative SIS entries = 1 demerit point. Demerit points are used to determine when a student is at risk of losing their good standing (LOGS). Loss of good standing may also be indicative of on-going behavioural issues.
Four Levels of good standing

Level 1: Good standing
All students commence the year in Good standing, with 10 points. A student remains in Good standing with 8 or more credit points. This is determined by ABE (Attendance, Behaviour and Effort) and recorded on SIS by staff. Students in Good standing are allowed access to facilities, rewards and excursions.

Level 2: Probationary good standing (students with 4 - 7 credit points)
Consequences
A letter is sent home notifying parents and students that they are at risk of losing their good standing and have been placed on Probationary Good standing.

Good standing restorative process
The student and their form teacher will endeavour to develop strategies to improve their ABE thus receiving credit points (positive SIS entries by staff) before they receive demerit points and lose their good standing.

Level 3: Loss of good standing for 2 weeks - student has only 1-3 credits points or has been suspended
Consequences
1. Students follow the good standing Restorative process as negotiated with their Year Coordinator.
2. ABE monitoring card for a minimum of 5 consecutive attended school days.
3. Students are not allowed to attend excursion, incursions, or receive “Token” reward prizes.
4. Students are not allowed to leave the classroom for reasons other than medical or teacher directed examples being: for a drink, toilet, (as medically appropriate), teacher administrative job etc
5. Student may lose access to ICT facilities (school iPad’s/computers) or be required to leave personal devices at front office each day.
6. Students may lose access to break times being required to do community service or attend detentions.

Level 4: Loss of good standing 4 weeks (Student has 0 or less credit points or has been suspended while under LOGS)
Consequences
1. Students follow the good standing restorative process as negotiated with Year Co.
2. ABE monitoring card for a minimum of 10 consecutive attended school days.
3. Students are not allowed to attend excursion, incursions, or receive “Token” reward prizes.
4. Students are not allowed to leave the classroom for reasons other than medical or teacher directed examples being: for a drink, toilet, (as medically appropriate), teacher administrative job etc
5. Student may lose access to ICT facilities (school iPad’s/computers) or be required to leave personal devices at front office each day.
6. Students may lose access to break times being required to do community services or attend detentions.

Process to restore good standing
- Case management meeting organised with parents where the student participates in finding solutions and strategies to address the presenting concerns.
- Behaviour contract developed (eg: ABE card plus specific positive behaviours identified and strategies to achieve this)
- Follow up meeting with parents after 4 weeks.
- Student needs to use the ABE monitoring card 2 weeks.
- Students can earn 1 credit point per day via their classroom ABE rating
- ( a rating total of 1 or more earns the student a positive SIS entry and a credit point)
- The student needs to work their way back to 8 credit points and complete a LOGS cycle of 20 “working school days” before good standing is restored.
(ABE card can be modified or earning of credit points negotiated based on student abilities and needs, as per IBP)

If this is unsuccessful
- Student is placed on an individual behaviour management plan.
- This will detail strategies the student will use and how staff support the student to modify their behaviour.
- Expected student behaviours will be outlined along with positive and negative consequences.

HEALTH CENTRE

Our College has an excellent school health facility in the administration block.

If a student feels unwell or has personal concerns during class time, they should see their teacher for a referral to the health centre. If the school nurse is on the premises, he/she may assess the child to assist in the medical management of the student. Parents will be contacted and sick students may be collected from school. It is most important that we have the latest emergency contact details and medical up-dates for all students. Please discourage your child from using their mobile phone to notify parents without staff knowledge as this is not only a breach of the school’s Electronic Devices policy, but can cause problems if the person to collect the student is not identified on the school data base.

Please do not send sick students to school.

If, in an emergency, it is decided that an ambulance will be required, an attempt will be made to contact parents prior to calling the ambulance. The parent will be responsible for the cost of the ambulance.

Medication: Students requiring medication to be administered during school hours will need to have filled in the appropriate documentation available from the administration.

Allergies

Kinross College, like all schools, has a number of students with health conditions that can be made worse by exposure to nut products, aerosols and the like.

We expect all students to be considerate of the health needs of others – an example being – bring roll-on deodorant rather than spray.

HOMEWORK

It is important for high school students to develop independent learning skills and habits. To assist with this, students should expect to have schoolwork to complete at home. Homework will take two main forms:

Set homework

Homework assignments may be given for revision and consolidation, for extension of class work, for completion of exercises started in class or reading in preparation for class discussion and activities.

Assignments requiring a concentrated effort at home are given in almost every subject area. The student diary should be used to record this information. Parents are advised to check their child’s diary regularly. The diary provides a valuable communication tool between parent and teacher.

Study

Study (revision - not formally set). Secondary students need to learn to carefully review notes recorded in class making sure their notes are understood. A conscious effort to memorise key facts
or special terms or processes during such study time can make a great difference to a student’s success. Some students may need to systematically revise spelling lists or tables used in primary years.

**How much homework/personal study?**

This will be differentiated according to your child’s learning program. In Years 7 and 8 about 5 hours a week, in Year 9 about 7 hours a week and in Year 10 about 10 hours a week is recommended. The Year 10 figure assumes a student studying toward a tertiary entrance program in senior school.

<table>
<thead>
<tr>
<th>Essential element</th>
<th>The school’s responsibilities</th>
<th>The student’s responsibilities</th>
<th>How parents can help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Study timetable</td>
<td>- Make recommendations for time to be spent by students on homework/study.</td>
<td>- Prepare a homework/study timetable based on the school’s recommendations.</td>
<td>- Support the school’s homework/study policy and help select a suitable place for this purpose.</td>
</tr>
<tr>
<td></td>
<td>- Assist students in the preparation of a homework/study timetable.</td>
<td>- Stick to the timetable. Try to make up time missed.</td>
<td>- Encourage the preparation of a homework/study timetable that has a reasonable balance between homework/study, leisure activities, jobs around the house, part-time work and sleep.</td>
</tr>
<tr>
<td></td>
<td>- Assist students in developing sound study techniques.</td>
<td>- Ask for help with planning if necessary.</td>
<td>- Encourage making up of lost time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Find a suitable place at home for homework/study.</td>
<td></td>
</tr>
<tr>
<td>Homework Tasks</td>
<td>- Ensure that the homework tasks are clearly understood by students.</td>
<td>- Be clear about homework tasks. Ask for clarification if necessary.</td>
<td>- Show your interest by asking about homework assigned and by looking at the diary and signing it every week.</td>
</tr>
<tr>
<td></td>
<td>- Set defined dates for submission of work as required.</td>
<td>- Enter the tasks in homework diary.</td>
<td>- Be aware of actual time devoted to homework/study and relate this to the timetable.</td>
</tr>
<tr>
<td></td>
<td>- Ensure that students have time in class to enter homework tasks into their diaries.</td>
<td>- Work on the tasks over a period of time. Don’t leave them until the night before they are due.</td>
<td>- Discuss the matter if there is a large discrepancy and be prepared to apply consequences where necessary.</td>
</tr>
<tr>
<td></td>
<td>- Allow adequate time to complete homework.</td>
<td></td>
<td>- Don’t feel bad if you can’t help all the time. Encourage asking the teacher.</td>
</tr>
<tr>
<td>Non-completion of set tasks</td>
<td>- Inform parent</td>
<td>- Complete assigned work.</td>
<td>- Reinforce requirements for completion.</td>
</tr>
<tr>
<td></td>
<td>- Make adjustment to final score / task as per Assessment Schedule.</td>
<td></td>
<td>- If you have concerns contact the class teacher.</td>
</tr>
</tbody>
</table>

**ICT**

The College has a wireless network, multiple laptops and ICT equipment available for student use. Students may only use the ICT facilities to access information for educational purposes. All students are required to sign an ICT user’s policy on enrolment.
INSURANCE

a) *Education Department Public Liability Insurance*
   Students on camps, excursions and work experience within WA, approved by the Principal, are automatically covered by Insurance from the Education Department.

b) *Student Accident Insurance Scheme* - Students are **NOT** covered by insurance whilst attending school. Parents are advised to take out their own private insurance cover.

MOBILE PHONE AND ELECTRONIC DEVICE

The following is a summary of our policy:

Kinross College recognises that some students may need to use mobile phones on their way to and from College. For this reason students are permitted to have mobile phones and electronic devices in their possession at College, HOWEVER the following procedures will apply:

**Procedures:**
- Mobile phones and electronic devices (iPads etc) must be turned off and be put away – not visible whilst at school
- Electronic devices will only be used as directed by a teacher
- Staff will remind students of this

**“Off and away all day”**

**Staff will:**
- If seen, take the phone or electronic device (or direct student to take) for confiscation at Administration reception, for collection at the end of the College day.

**Sanctions:**
- Students failing to follow the teacher directed sanctions above will receive an in school detention, as this is a violation of the College code of conduct – failure to follow reasonable direction.
- Students using a mobile phone or electronic device to photograph or to record student/staff activity risk being suspended immediately.
- Students who break the College’s Mobile Phone and Electronic Device Policy on three occasions will have their phone or electronic device confiscated, and the return of the device will be negotiated through the student’s parent/guardian.

*Students who continue to offend against the College’s Mobile Phone and Electronic Device Policy will face suspension or other serious sanction under the ‘Violation of school Code of Conduct, behaviour management plan, classroom or school rules’ classification.*
RESTORATIVE PRACTICE

Relationships - Focussing on a restorative approach

What is it?
The restorative approach is an internationally recognised approach to managing conflict. It engages the principles of fair process and aims to restore and strengthen the relationships of those involved. It is a no blame approach to managing conflicts, bullying and behavioural issues. Using pre-existing relational skills, teachers move the emphasis of their interactions with students from punitive / problem focused to solution focused interactions with the goal of repairing harm.

Outcomes
Kinross College uses the restorative approach to:
- Improve problem solving and conflict resolution skills amongst students
- Reduce the occurrence of physical conflict, verbal conflict, staff-student issues and the total number of student misbehaviours recorded.
- Reduce suspension rates and re-offending

A continuum of restorative practice
In the school context there is a continuum of restorative strategies ranging from informal uses of restorative language in conversation and classroom meetings to the formal mediation. Each of these strategies shares the common theme of enhancing or restoring a sense of connection and well-being through respectful and democratic dialogue.

Restorative language
Teachers at Kinross College use relational language that demonstrates respect, care and mutual responsibility. Feelings are shared and explored through affective statements and affective questions. Conversations about misbehaviour provide opportunities for students to consider how their behaviour impacts on others and how things can be put right. Students are supported to accept responsibility for their actions. A teacher using this approach would talk through what has happened using the type of affective questions listed below.

Affective questions
- Can you explain what happened?
- How did it happen?
- How did you act in this situation?
- Who do you think has been affected by this?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again, what could you do differently?

Acknowledgement
Terry O’Connell OAM – Director Real Justice Australia.

REPORTING TO PARENTS

Kinross College uses the assessment and reporting system of the Department of Education.
This system reflects a summary of your child’s achievement, attitude, behaviour and effort as described in the Western Australian Curriculum and Assessment Outline.
Reporting to parents and information about the syllabus occurs in a variety of ways including:
- Information sessions
- Formal reports, issued twice per year
- Semester Course Outlines posted to the College website.
- Parent / Teacher evenings
RIGHTS AND RESPONSIBILITIES

Each member of our school community has *rights and responsibilities*. 

**All members of the school community have the right to:**
- be treated with courtesy and respect
- work in and enjoy a safe, secure and clean environment
- teach and learn without disruption
- achieve their educational potential
- have their property respected
- be proud of their achievements

**All members of the school community have the responsibility to:**
- show respect and courtesy to others
- keep our environment safe, secure and clean
- ensure that there is no disruption to another person’s learning environment
- develop their potential and to assist others in doing the same
- respect student, staff and school property
- ensure that their actions do not discredit the school

RULES

These rules are for the purpose of defining boundaries of student behaviour and reflect the rights and responsibilities of the College community.

**Designated student access areas:**
- Students are only permitted in designated areas of the school. Some areas are out-of-bounds to students.
- Students are only allowed in learning areas when a staff member is present or written permission is obtained.

**Leaving the school grounds:**
- Students may only leave the school grounds during the school day with parent permission and must sign out and receive a Student Leave Pass at reception.
- Students will not be permitted to go home or to the shops for lunch.

**Bicycles:**
- Students bringing bicycles to school must place them in enclosures before school, and
- walk with their bicycles on school grounds.

**Students out of class during lesson:**
- Students out of class during lesson time must carry an appropriate permission note signed by a teacher.

**Prohibited substances:**
- Prohibited substances are not permitted on school grounds. This includes alcohol, tobacco, illegal drugs and other substances that may be used for illicit purposes.
- If such substances are brought onto school grounds, parents will be contacted and the Police may be involved.

**Student compliance:**
- Students must follow the reasonable direction of teachers and College staff.

If College rules are broken there will be consequences. We are happy to discuss our Behaviour Management Policy with parents. Procedures are below in ‘Student Behaviour Management’.

Our school encourages consideration for others, cooperation and common sense. At Kinross College we aim to positively reward and acknowledge appropriate student behaviour, rather than impose sanctions.
# STUDENT BEHAVIOUR MANAGEMENT

## Quality Classrooms
A positive classroom environment where the teacher and student are working cooperatively so that quality learning and teaching can occur.

## In-Class Management
*Most issues are resolved at this level*

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Teacher Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Initial inappropriate behaviours</td>
<td>• Consideration of tasks presented</td>
</tr>
<tr>
<td></td>
<td>• Reminder of rights and responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Teacher raises awareness</td>
</tr>
<tr>
<td></td>
<td>• Class isolation or other low level sanction</td>
</tr>
<tr>
<td></td>
<td>• Consider parental contact or Student Behaviour Report</td>
</tr>
</tbody>
</table>

## External Classroom Management

<table>
<thead>
<tr>
<th>Non-compliance by student</th>
<th>Class withdrawal with Student Behaviour Report to Buddy Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Sanctions such as detentions</td>
</tr>
<tr>
<td></td>
<td>• Negotiated arrangement within learning area through HOD (subject suspension) due to previous incidents</td>
</tr>
<tr>
<td></td>
<td>• In-class behaviour management plan</td>
</tr>
<tr>
<td></td>
<td>• Details entered on SIS and Year Coordinator notified</td>
</tr>
</tbody>
</table>

## Withdrawal or Referral to Level 3 Head of Department / Student Services

<table>
<thead>
<tr>
<th>Refusal to resolve behaviour concerns with teacher</th>
<th>SIS report entered on continuing concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recurring behavioural concerns</td>
<td>• Parental contact</td>
</tr>
<tr>
<td></td>
<td>• Resolution negotiated – Head of Department/teacher/student</td>
</tr>
<tr>
<td></td>
<td>• Contract entered into SIS, information to parents</td>
</tr>
<tr>
<td></td>
<td>• Student returns to class with contract (verbal or written) and timeframe</td>
</tr>
<tr>
<td></td>
<td>• Year coordinator may elevate to case management if continuing concerns</td>
</tr>
</tbody>
</table>

## Case Conference

<table>
<thead>
<tr>
<th>Continuing concerns or inappropriate behaviour after previous interventions</th>
<th>Meeting with parent, student, teacher and administration as a result of continuing concerns/incidents or at school or parent request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student non-compliance after Case Conference or previous withdrawal to Administration</td>
<td>Behaviour plan developed – specific issues addressed</td>
</tr>
<tr>
<td>Non-compliance with behaviour plan</td>
<td>Student behaviour recorded in SIS</td>
</tr>
<tr>
<td></td>
<td>Referral to case manager/HOD/Student Services</td>
</tr>
</tbody>
</table>

## Direct Referral to Administration

<table>
<thead>
<tr>
<th>Illegal substance offence</th>
<th>Notification to parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative behaviour – other</td>
<td>Implementation of appropriate consequences</td>
</tr>
<tr>
<td>Physical assault or intimidation of other students</td>
<td>Feedback to staff concerned</td>
</tr>
<tr>
<td>Physical assault or intimidation of staff</td>
<td>Restorative Practice as required</td>
</tr>
<tr>
<td>Substance misuse</td>
<td></td>
</tr>
<tr>
<td>Verbal abuse or harassment of staff</td>
<td></td>
</tr>
<tr>
<td>Verbal abuse or harassment of students</td>
<td></td>
</tr>
<tr>
<td>Violation of school Code of Conduct, behaviour management plan, classroom or school rules</td>
<td></td>
</tr>
<tr>
<td>Wilful offence against property</td>
<td></td>
</tr>
</tbody>
</table>
### Recess and Lunch Management

*For student behaviour issues at break times*

<table>
<thead>
<tr>
<th>Student Behaviour</th>
<th>Duty Teacher Actions</th>
</tr>
</thead>
</table>
| • Initial inappropriate behaviours | • Consideration of impact  
  Noise  
  Level of appropriateness  
  Safety of others  
| | • Reminder of rights and responsibilities  
| | • Utilise consequence appropriate to concern e.g.:  
  Littering incurs yard duty/litter collection  
  Unsafe play – sitting out or accompanying duty teacher  
| | • Consider Student Behaviour Report (SIS) if warranted for awareness of Year Coordinator  

#### Escalation of behaviour

| Non-compliance by student | Referral to Duty Rover – usually Lev 3 or Year Coordinator  
| | Sanctions such as detentions  
| | Referral to administration  
| | Details entered on SIS and Year Coordinator notified  
| | Parent notification  
| | Sanctions imposed / loss of privilege  

#### Direct Referral to Administration

| Illegal substance offence  
| | Notification to parents  
| | Implementation of appropriate consequences  
| | Feedback to staff concerned  
| | Restorative Practice as required  
| Physical assault or intimidation of other students  
| Physical assault or intimidation of staff  
| Substance misuse  
| Verbal abuse or harassment of staff  
| Verbal abuse or harassment of students  
| Violation of school Code of Conduct, behaviour management plan, classroom or school rules  
| Wilful offence against property  

**Negative behaviour and verbal abuse categories typically dealt with at levels above. Referral to admin for extreme instances.**

### SCHOOL BOARD

The Board has parent, staff and community representatives. It is the ultimate decision-making group in the school and has a key role in influencing the general directions of the school. It is vital that we have strong parent involvement on the Board.
## TIMES OF THE DAY (2015)

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50am</td>
<td>School starts</td>
</tr>
<tr>
<td>8.50am</td>
<td>Form class</td>
</tr>
<tr>
<td>9:00am</td>
<td>Session 1</td>
</tr>
<tr>
<td>9.50am</td>
<td>Session 2</td>
</tr>
<tr>
<td>10.40am</td>
<td>Recess break</td>
</tr>
<tr>
<td>11.10am</td>
<td>Session 3</td>
</tr>
<tr>
<td>12.00pm</td>
<td>Session 4</td>
</tr>
<tr>
<td>12.50pm</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1.20pm</td>
<td>Session 5</td>
</tr>
<tr>
<td>2.10pm</td>
<td>Session 6</td>
</tr>
<tr>
<td>3.00pm</td>
<td>End of day</td>
</tr>
</tbody>
</table>

## TRAFFIC MANAGEMENT

Traffic management is an ongoing concern for all schools. The underpinning factor of any plan is the need to ensure student safety whilst preserving access and right of way for neighbouring residents.

Parent drop off points:

- Falkland Way and Falkland Reserve parking area
- Kinross Drive
- The College car park is restricted to staff only

### The roundabout (turning circle) on-site is not to be used for student collection or drop-off by parents. It is for emergency, bus and delivery use only.

*This is an important safety issue.*

## VOLUNTEERS

Kinross College is fortunate to attract support from a range of volunteers who work with students across all curriculum areas at the College. All volunteers submit a working with children check before commencement.