



PARENT HANDBOOK 2022

WANJOO! WELCOME!

Our school community recently voted to change our name from Spirit of Play Community School to Kwoorabup Nature School in 2022. 'Kwoorabup' is the Noongar place name for the river we are located on. 'Kwoor' is the brush-tailed wallaby that once lived along the banks of the river. The new name highlights what is most unique about our school and we are grateful that Elders have given us permission to use the Noongar place name. We look forward to working together as a community, continuing to provide outstanding nature-based education for our students, under our new name in 2022.

At Kwoorabup Nature School we deliver the WA curriculum with an approach that is creative, playful, grounded in nature and connected to the community. Guided by research-based approaches to education we aim to nurture our children's innate curiosity. We support them to be confident and self-aware learners, who are respectful and caring of others and our shared environment, and face the world with knowledge, courage, compassion and creativity.

We welcome you to our school and invite you to learn more about the inspiring education we offer.

SCHOOL MOTTO:

NATURE ~ NURTURE ~ KNOWLEDGE



BOODJA ~ MOORT ~ KAATIJIN

OUR MISSION

Our **mission** is to:

- Nurture children to grow in confidence, courage and knowledge
- Encourage children at our school to be respectful, self-aware and empathetic
- Deliver the WA curriculum with an approach that is creative, playful, grounded in nature and connected to the community

Our key strategy is providing a supportive and engaging learning environment that ensures every child can fulfil their unique potential. We do so by offering:

- A school site that integrates indoor and outdoor learning and engages children directly with nature every day.
- Flexible, multi-age groupings with high staff to student ratios.
- A holistic approach that supports the innate curiosity and desire to learn that is present in each child, with a strong emphasis on social and emotional development
- A model school that stretches the concept of sustainable education and nourishes the next generation of adults to become creative, connected and capable of meeting future challenges.
- An approach to learning that is child-centred and inquiry-based, and incorporates learning through music.
- A nature-based Indigenous seasonal interpretation of the Western Australian curriculum and a weekly Walkabout program.
- Specialist staff who deliver key aspects of our curriculum.
- A commitment to Indigenous reconciliation and learning with Noongar people

OUR VISION

Kwoorabup students are confident and self-aware learners, who are respectful and caring of others and our shared environment, and face the world with knowledge, courage, compassion and creativity.

OUR VALUES

Learning for life

We value education that enables each child to fulfil their academic, emotional, ethical, and creative potential as confident and life-long learners, and active and informed citizens.

Learning with nature

We value nature as a teacher and cultivate a school community that understands and cares for the life around us.

Learning together

We value the inclusive, collaborative and respectful relationships that connect our students, school, and wider community.

These relate to the core values that we teach our students across the school:

Care for Self, Care for Others, Care for Environment



PEDAGOGICAL FRAMEWORK

At Kwoorabup our teaching is based on a holistic approach that recognises each child's innate capabilities and seeks to develop the whole child, with a strong emphasis on the social and emotional development of children as well as supporting the innate curiosity and desire to learn that is present in each child. Children are encouraged to discover and extend their own strengths and are given support in the areas where they feel less confident.

The three key elements of our pedagogy are:

1. **NATURE:** Nature based seasonal interpretation of the WA curriculum
2. **NURTURE:** Nurturing the development of the whole child
3. **KNOWLEDGE:** Inquiry based learning that inspires life-long learners

1. NATURE BASED SEASONAL INTERPRETATION OF THE WA CURRICULUM

“There is nothing that can be done inside, that can't be done outside. Better.”

- Marc Armitage, international 'PLAYworker'.

At our school, we fully embrace this concept. Much of the education at Kwoorabup takes place outdoors in the school grounds and surrounding areas, including one whole day per week from PrePrimary to year 6 with our acclaimed 'Walkabout Program'. We are guided by the principles, values and outcome statements of the Early Years Learning Framework and the WA Curriculum, delivering inspirational learning for each child with an emphasis on the natural world around us.

At Kwoorabup we have a strong emphasis on environmental awareness and the values inherent in the Noongar Indigenous custodianship of this Country or Boodja. These two aspects have been melded together to create a unique "Kwoorabup Seasonal Curriculum" where key seasonal themes are integrated across all subject areas. Students are engaged through real life and purposeful learning that is driven by the students' interests and experiences.

Teachers utilise the environment as "the third teacher" wherever possible which includes bringing nature into the classroom in the form of a regularly revised nature table, living creatures (plant and animal) available for study, an emphasis on natural history, and natural materials used wherever possible as teaching resources. The local Denmark community and township forms part of our broader environment and hands-on learning in conjunction with local community groups and businesses is also encouraged.

Teaching outside is also encouraged and facilitated by a blanket permission slip signed at the beginning of the year which allows spontaneous adventures into the bushland and river/inlet areas close by to the school.

2. NURTURE THE DEVELOPMENT OF THE WHOLE CHILD

At our school we recognise the diverse strengths that all children have. Given our small class sizes, teachers have the opportunity to develop relationships with their students and to discover each child's interests and capabilities. Nurturing of these capabilities takes place through differentiated teaching, specialist programs and the School's focus on the social and emotional development of students.

Specialist programs

Our specialist programs are designed to provide opportunities for children to develop strengths and resilience in areas other than the core curriculum. In 2021 we will offer:

- **Walkabout** - for all years run by the Walkabout specialist teacher and the classroom teachers. Class teachers work with the specialist to develop a program that integrates what is happening in the world around them with the WA curriculum. Students engage in carefully planned outdoor experiences that build their understanding of and connection with the natural world, connections with the community, and challenge and extend their personal and social skills through teamwork, adventure activities and camps.
- **Music** - for all classes weekly sessions are run by the Music specialist teacher; Kindy students will be supported by the class teacher.
- **Sports** - weekly program for years 1-6 run by our PE specialist
- **Noongar language** - for Years 1-6 facilitated by the Language specialist teacher and incorporating visits of local Noongar Elders and leaders at least three times per term.
- **Digital Technologies** - for Years 3-6 run by specialist teacher

Social and emotional development

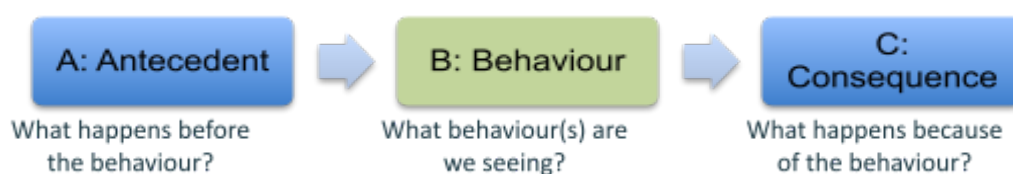
The social and emotional development of each child is seen to be of key importance at our School; recognising that excellence in academics and other areas will flow naturally from a sense of self confidence, resilience and a nurtured curiosity of the wider world. Our aim is to develop well rounded adults who understand themselves and how to interact with others to create a harmonious and thriving community.

→ **Behaviour regulation**

Our 'behaviour regulation and classroom management policy' uses evidence-based practices, and aims to support students to behave in ways that promote optimal learning. The framework is to guide student behaviour, and to manage the classroom environment to enable everyone to feel safe and engage in their learning to their full potential. Rather than aiming to make students simply comply with rules, we aim to teach students skills and strategies that support the development of self-regulation and create a positive school culture and climate that fosters connection, inclusion, respect and value for all.

We provide clear boundaries and expectations around behaviour to allow our students to develop the skills required to behave in positive ways. Behavioural expectations and emotional and social skills need to be taught, just as we teach any other skill.

Self-regulation is a developmental process which depends upon learning and maturation, is influenced by temperament and occurs within a context of relationships. 'Self-regulation' does not exist in most school-aged children. The teacher's job therefore is to co-regulate with their students.



All behaviours occur for a reason. Problematic classroom behaviours are often caused by stress. Common classroom experiences of stress:

- **Boredom: mastery, low personal relevance, lack of autonomy/agency**
- **Frustration: repeated failures**
- **Embarrassment: mistakes, being different, language challenges**
- **Relationships: challenging or unsupportive relationships student:student and/or student:teacher**
- **Physical: sickness, tiredness, growth, hormonal, hunger**

We approach every student with the underlying assumption: If a student CAN engage and behave pro-socially, a student WILL. The bulk of our work is around developing engaging lessons, teaching skills and strategies that support student engagement and pro-social behaviours, and preventing stress and behavioural escalations. The following list includes strategy and skill development, and environmental scaffolds:

Positive class environment

We build a positive class environment that enables each student to engage and participate positively. We focus on student-teacher relationships, a caring and welcoming classroom, classroom layout and resources, structured instruction, routines, pre-corrections, and active supervision.

Zones of Regulation

We use the 'Zones of Regulation' as a framework to help students think about and manage feelings and states.

Regulation Station / Cool down space

Each learning space has a designated regulation station / cool down space, to allow children to calm down when they are managing big emotions.

MindUp!

We use the 'MindUp! Curriculum' to help students to develop strategies to build their focus, their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life.

Class expectations using school values

Students and teachers co-create clear Classroom Agreements. These are based on 3 values: Care for Self, Care for Others and Care for Environment. These are displayed in the classroom, referred to regularly and reviewed each term. Classroom Agreements are shared with the parents of that group and also any specialist teachers that work with the students. They use positive language, rather than stating what we don't do e.g. "we walk inside" "we listen to others" "we help each other to learn".

Teaching behavioural expectations

We explicitly teach the behaviours we expect to see in our students.

Emotion coaching, or co-regulation

We use Emotion Coaching to support students to develop their understanding of emotions and regulation, and to reflect on their behaviour. Teacher/adult modelling is key in this.

Step 1: Recognise, empathise, and sooth to calm: "I understand how you feel" "You're not alone"

Step 2: Validate the feelings and label them: "This is what is happening, this is what you are feeling"

Step 3 (if needed): Setting limits on behaviour: "We can't always do what we want" "We can't hurt people when we are angry"

Step 4: Problem-solving together: "We can sort this out"

→ Seasonal groups and Leadership

Seasonal Groups are a means of dividing the children up into multi-age factional groups based on the time of the year in which they were born. There are six seasonal groups which relate to the six Noongar seasons. These are:

- Bunuru** (late summer; February and March)
- Djeran** (autumn; April and May)
- Makuru** (winter; June and July)
- Djilba** (first spring; August and September)
- Kambarang** (second spring; October and November)
- Birak** (early summer; December and January)

Older and younger children within seasonal groups are “buddied up” in pairs each term. This allows for strong relationships between the ages to be nurtured and is a key component of the care between children that is fostered at this School.

Children will also compete in their seasonal groups for the Kambarang Sports Carnival (Term 4).

Parents may wish to familiarise themselves with the six Noongar seasons and are encouraged to learn some Noongar language and culture. One fantastic resource for this is the free EdX course run through Curtin University: <https://www.edx.org/course/noongar-language-and-culture-0>

Leadership

Upper Primary students, and particularly Year 6’s, are seen as leaders within the School community. Older students are repositories of knowledge when it comes to seasonal festivals and events and are expected to take turns MCing at festivals and other public forums.

3. KNOWLEDGE THROUGH INQUIRY BASED LEARNING

Inquiry based learning is a key element of our teaching as it promotes creativity, curiosity and initiative in young learners. By holding ownership of the area of focus for their learning children become enthusiastic and purposeful drivers of academic investigations. Students in the early years ask questions, research with experts in the community, analyse and present their learning, while in the older years students extend their critical thinking skills and their ‘learner assets’ through focussed lessons using tools developed by Harvard University.

→ Students learning journey and balance between explicit and inquiry based teaching

While the School has a strong emphasis on child centred learning we do also recognise that in teaching the breadth of the WA curriculum a balance between explicit teacher directed learning and child led inquiry based learning is necessary. This balance is constantly shifting and will vary between classrooms according to each teacher’s experience and the children’s needs.

Our Kindergarten and Pre-Primary classes are primarily play-based with the gentle introduction of explicit literacy and numeracy at each child’s own pace; alongside the development of early inquiry skills. Children are given a ‘hands on’, seasonally integrated framework for the beginning of their learning journey.

In Lower Primary there is a greater emphasis on the development of key literacy and numeracy building blocks to ensure children are well prepared for the next stage in their learning journey. This approach is based on research published in the second [Gonski report](#) (2019) specifically Recommendation 6 which outlines the need to prioritise the acquisition of foundational skills in literacy and numeracy by the age of 8.

Play and Inquiry based learning remain as key elements of the program in these early years with a 'stretching' of children's inquiry skills to give them confidence as independent learners. Teachers continue to integrate the seasonal themes and to utilise nature as the third teacher; providing 'hands on' practical and purposeful real life learning experiences for the children as much as possible.

Middle Primary provides an opportunity for children to begin to develop their own journeys of inquiry, scaffolded by the general themes provided by the teacher and working mostly in small groups. Research skills and the use of digital technologies to support deeper learning are developed in this class group.

Upper Primary students are expected to take on greater responsibility for their own learning and are provided with opportunities to develop individual research projects and to deepen their understanding of areas of their own interest and passions. We see a great diversity of ideas and subject areas being tackled in a multidisciplinary format by the end of Year 6. Children are also encouraged to take on leadership roles and given the opportunity to develop planning, budgeting and other key life skills.

SEASONAL RHYTHMS

Each term the School celebrates the changes in seasons through whole school Festivals.



BUNURU

Our beach festival on a school day early in Term 1 makes the most of the beautiful sunny weather and ties in with our 'Oceans' focus for this season. We beach comb, fish, swim and play games on the sand.

DJERAN

At the end of Term one we celebrate nature's bounty with our Djeran festival which focuses on the harvest from our vegie gardens and the return of the salmon to our shores.





MAKURU

Held on a Saturday evening at the end of Term 2, our Makuru festival is a highlight for most families. With shared songs, a forest lantern walk and storytelling by the fire it is a special occasion for the community to come together to ward off the winter cold.



DJILBA

In Djilba we are so happy to see the wildflowers blossoming and the birds nesting and our festival at the end of Term 3 reflects this with a hand built nest for the whole school to fit in beautifully decorated with flowers.



KAMBARANG

The Kambarang Sports Carnival is our unique take on the traditional sports day, with seasonal activities, a dance party and the much anticipated rainbow run!

BIRAK

In Birak we celebrate with an open day at the end of Term 4, which is held on a Saturday with live music, fun events and great food made by the children.



Each class will take on the responsibility of organising one festival at the beginning of the year with the support and assistance of their parent body. Parent assistance will include helping with setting up, serving food to the School community, and packing away at the end of the festival.

OTHER ANNUAL EVENTS

The annual Denmark Festival of Voice is also an important event in the School calendar with students from Years 3-6 performing on the Friday evening to the public alongside students from other local schools. This will be held on the June long weekend, and all parents and community members are warmly invited to come and watch the performance.

Our Graduation ceremony for our departing Year 6 cohort is the final whole school event for the year and all families are encouraged to come and farewell our graduating class. This is scheduled for the last day of the School year and the Year 4 and 5 parents are expected to provide lunch for the graduating Year 6 children and their families; and the rest of the school provides a shared morning tea.

OUR PARTNERSHIP WITH YOU

We are a small school that relies on tight bonds and collaboration between families and staff. With this in mind, we ask families to be actively engaged. This particularly relates to communication and things happening around the school as we always welcome feedback from parents on how to improve the way things are run.

The school will do everything it can to communicate what is happening in the school to families, and we need families to be responsible for checking communication regularly. Check the **Sentral** communication system, read our regular **newsletters** and **emails**, check the **noticeboard** when you are at school, and if you are in doubt - **speak** to your child's teacher or the Administration team in the office.

When it comes to work around the school or things you notice that need doing - please be aware that things take time to organise and day-to-day operations take priority - so as a community school, we are open to offers for members of our community to contribute to projects to make them happen faster. If you have expertise in an area and can volunteer your time to make our school run better - please don't be shy in offering your help.

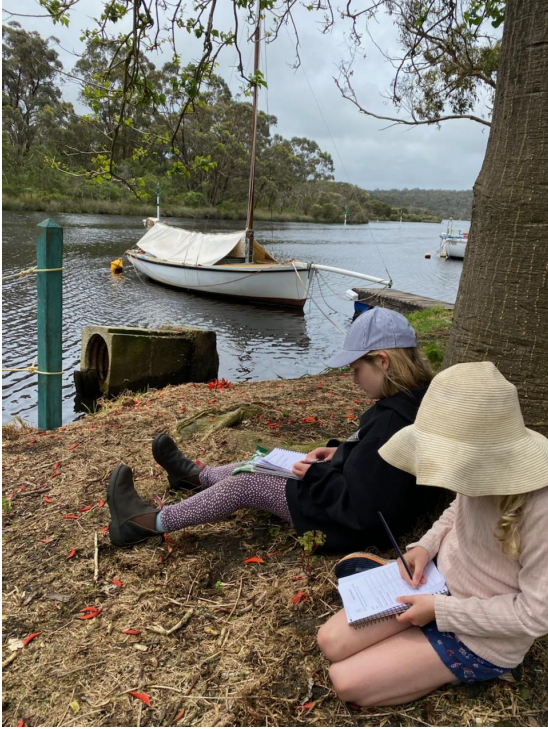
SCHOOL COUNCIL

The Kwoorabup Nature School is a not-for-profit organisation. Unlike a Government school, our School Council is a fully-fledged governing body in charge of the school's running and future planning. The School Council is accountable under Government legislation for all operations in the school and tends to focus on the strategic direction of the school.

While the School Council is involved with the governance, the Principal is employed to implement the strategic direction set by the Council and to manage the day-to-day operations of the school.

The School Council is elected at the Annual General Meeting and meets monthly to review the budget, make policy decisions, conduct strategic planning and review curriculum outcomes via reports from the Principal.

OPEN COMMUNICATION

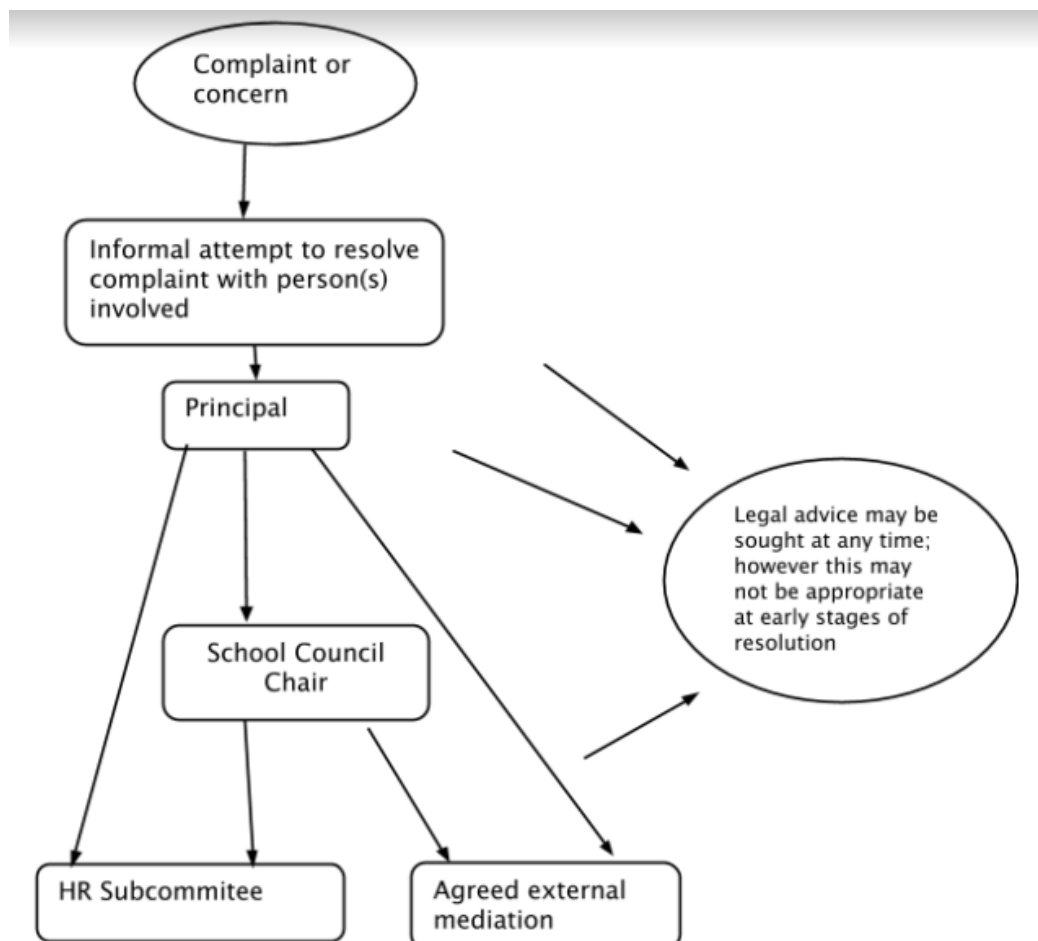


We value open communication from families at all times. As a community, we are continually reassessing and developing our school - so all input is helpful.

If at any time you are not completely satisfied with a school matter, we appreciate your prompt communication through the relevant channels:

1. **Your child's teacher** - matters related to class program, environment, educational progress or behaviour.
2. **The Principal** - matters relating to the educational program of the entire school; your child's wellbeing; behaviour; volunteers; conduct of the School Council; or as an escalation of an issue.
3. **The Administration team** - matters relating to administration, maintenance, buildings and grounds and school policy.
4. **The School Council** - matters relating to governance, overall budget issues, policy issues, or an escalation of an issue.

Kwoorabup Nature School has a Disputes and Complaints Policy. A copy is available upon request from the office or can be found on our website and Sentral. The following flowchart outlines the school's process for dealing with any issues of concern or complaints:



ENROLMENT INFORMATION

We invite you to contact the school and arrange a time to visit with your child. You will be shown around the school by the Principal or Administration team, and your child can explore the school and meet other children. This is a good time to meet the teachers, ask any questions that you may have, and chat with other parents.

After you return your Expression of Interest Forms, we will contact you to make an appointment to have an interview with the Principal. This two-way interview will help determine whether our school is the right 'fit' for your child and family.

If your child is offered a place at Kwoorabup, you will then be asked to return the Enrolment Form and other documentation.

IMMUNISATION STATUS

From 2019, all schools are required to record the vaccination status of all new enrollees across the school in our Enrolment Register. We ask families to confirm their child's immunisation status with the office on enrolment so this information can be properly recorded. In line with the new laws we are unable to enrol students in Kindergarten unless they are immunised; on a 'catch up' schedule or a member of one of the Health Department's exclusion categories. Please check with the office if you are unsure or visit ww2.health.wa.gov.au/immunisationenrolment

SCHOOL TERM DATES 2022

Term 1	Monday 31 January - Friday 8 April
<i>Break</i>	<i>Saturday 9 April - Monday 25 April</i>
Term 2	Tuesday 26 April – Friday 24 June
<i>Break</i>	<i>Saturday 25 June – Sunday 17 July</i>
Term 3	Monday 18 July - Thursday 22 September
<i>Break</i>	<i>Friday 23 September - Monday 10 October</i>
Term 4	Monday 10 October - Thursday 15 December

ATTENDANCE AND SESSION TIMES

School hours: 8.30am – 2.50pm

Families are welcome to come in and settle their children in the morning. They will be invited to join in our daily Morning Circle under the direction and discretion of our teachers.

- **KINDERGARTEN:** children attend up to 3 days per week on Monday, Tuesday and Thursday.
- **PRE-PRIMARY - YEAR 6 :** children attend 5 full days per week.

BUS TRANSPORT

Bus transport is available for Kwoorabup. Please express your interest by logging on to www.schoolbuses.wa.gov.au.

PUNCTUALITY

School begins at 8.30am each morning and finishes at 2.50pm. The teachers request families to be on time for each school day. Please assist the teaching staff and your child's natural rhythm by adhering to the school starting and closing times.

FEES

Class Level	Term Fee	Additional Fees (annual)	Total for year
Kindergarten	\$538	\$25 stationary; \$20 excursion levy	\$2197
Pre-Primary	\$696	\$45 stationary; \$50 excursion levy	\$2879
Lower Primary	\$696	\$45 stationery and \$50 excursions levy	\$2879
Middle Primary	\$696	\$75 stationery and \$100 excursions levy	\$2959
Year 5	\$696	\$75 stationery and \$140 excursions levy	\$2999
Year 6	\$696	\$75 stationery and \$140 excursions levy \$40 Leavers Jumper levy	\$3039

DISCOUNTS AND BURSARY RELIEF:

A 5% discount is applicable if an entire years fees are paid prior to the end of Week 3, Term 1

Family discounts:

2nd sibling 25% discount on Term fees (levies still apply in full); 3rd sibling 50% discount on Term fees (levies still apply in full)

Low income discounts:

Health care card holders entitled to 10% reduction on Term fees (levies still apply in full)

Pensioner concession card holders entitled to 20% reduction on Term fees (levies still apply in full)

Payment plans available on request and limited bursary relief may be available in times of financial need - please contact the office for further information.

PAYMENT OF FEES

Fees are a critical part of how we operate the school and provide us with the ability to provide a higher standard of education, build new classrooms, upgrade facilities and improve our school grounds.

Fee invoices will be sent to families in the second week of term and payment should be made by Week 3, unless an alternative arrangement has been made. Payments are preferred via bank transfer and Centrepay can be arranged by request. Other methods can be provided upon request.

We are committed to improving access to our school for all families and encourage families who are struggling to pay fees, to contact the Principal to discuss their situation. The Principal will discuss adjusted payment plans, bursary relief or other arrangements to ensure that families aren't excluded from our school due to financial circumstances. Bursary relief is considered temporary and we encourage **early and ongoing communication** with the Principal.

Please note that one full term written notice is required if you intend to withdraw your child from the school, or the next term's fees will be charged and payment will be required.

FAMILY INVOLVEMENT

Kwoorabup is a community school. Family input is vital and comes in many different forms. Not every family can volunteer hours of classroom time, but a little bit of help goes a long way. We ask all families

to consider how they can contribute to the school in terms of volunteer contributions, but do not impose a charge on families that cannot volunteer regularly for the school.

We believe that the smooth transition between home and school can best be supported when the school community becomes an extension of the family. A strong network of trusted friends grows quickly when we work together to help create and maintain a beautiful and nurturing environment for our children. Sharing the enjoyment of creative and engaging activities with our children helps to foster their love of learning.

We are grateful for the commitment shown by every single person at Kwoorabup. We are all at different stages in our lives - sometimes we have more time and energy and other times we have less. We appreciate any help you can offer.

Here are just some of many other ways that volunteers help out at our school:

- cooking meals
- reading to kids/listening to kids read
- helping in classrooms
- fixing toys
- getting involved in extra spring cleaning of the school
- fund raising
- organising a busy bee
- promoting the school
- taking photos
- building community connections
- being part of festivals
- developing school grounds
- sharing skills
- joining excursions
- donating resources

Involvement in these activities builds a great foundation for a strong community and is essential in keeping our fees to a minimum.

CLOTHING, EQUIPMENT AND FOOD

As the children engage in outdoor play, nature walks and craft activities, practical clothing and appropriate footwear are required. Please **label** all items of clothing, shoes and water bottles.

We request that your child bring along each day or leave at school:

- Change of clothes (underwear, a t-shirt, shorts, jumper, pants, socks)
- Wide-brimmed sun hat
- Gumboots and raincoats - we request that these are left at school for spontaneous play and exploration
- Full bottle of clean water
- Food - a substantial **healthy lunch** (e.g. no packets of chips, lollies or chocolate) and a snack for morning tea. Many classes also have a "Crunch and Sip" session in the morning and children should bring some fruit or vegetables if directed by the teacher. Active children get very hungry while playing and learning hard and need lots of healthy fuel for their growing bodies and brains.



SCHOOL STREAM AND GOOGLE CALENDAR

The majority of communication between the School and families takes place via our School Stream app. This can be accessed by downloading the app from the Google Play or App store on your device. Simply search "School Stream" and once the app is downloaded search within the app for "Kwoorabup". You will be required to enter a phone number or email address to create an account. This allows the School to restrict access to the information held within the app to School community members.

The School Stream app has a number of very handy features including:

- Absentee forms
- Changes to School Bus details form
- Anonymous feedback form
- Permission slips for events
- School newsletters
- Access to all School Policies
- Information on specialist programs
- Information about School Council

You may access the information via a web browser on your computer. The web address of the app is: <https://spiritofplay.myschoolstream.net/?style=embed> and you will need to enter a passcode to access the information. Please contact the office for this code.



Please ensure you have notifications for your child's class switched on and keep a regular eye out for events. Notifications of events are sent out a week in advance, however the entire year's calendar is also embedded in the app if you require more time to plan.

School staff endeavour to keep the calendar up to date however it is possible that events may arise or change spontaneously during the year. Those families who use a Google calendar system may also link to the Kwoorabup Community Calendar - please ask at the office and we can send you an invitation to join.

CLASS MEETINGS

Class information sessions are held up to once per term. These sessions give families an overview of the themes for the term, types of activities planned and also provide an understanding of how all areas of the curriculum will be met. Families will be provided with ideas for how they can support their child's learning at home, and any queries or suggestions can be brought forward.

TEACHER INTERVIEWS

Mid-year teacher interviews are offered to families of Pre-Primary and Primary students to discuss the ongoing development of each child after the first Semester reports have been sent home. Interviews are available on request for families of Kindergarten children.

For any other matters concerning you or your child, please arrange a discussion time with your child's teacher or the Principal.

REPORTING

Families may request a personal meeting with the teachers to discuss your child's progress at any time throughout the school year. A report is written for each child and distributed to families at the end of each semester. We also report back to families in all sorts of informal ways: quick catch-ups, emails and more.



SCHOOL OFFICE

The office is open Monday to Friday from 8.15am until 3.15pm. For payment of fees, returning forms, other administrative issues, or to make an appointment with the Principal, speak with our Administration team. The Principal is available to talk with staff, families and kids at regularly-scheduled meetings or at appointments made in advance.

LONG TERM ABSENCE FROM SCHOOL

Many of our families have extended family overseas. We believe that there can be significant learning from travel and it is very important to maintain family connections. We do, however, encourage families to take any extended travel during the school holidays. As a school we are bound by legislation to ensure that we do everything in our power to ensure that our students maintain a high level of attendance. We do understand that travel during school holidays is not always possible and encourage families to provide educational opportunities and to continue to engage with the school during any extended period of absence. More information on attendance can be found in our Enrolment and Attendance Policy, available from the office.

HEALTH ISSUES

In order to minimise the spread of illness and to keep all our families healthy, please keep your child at home if they are unwell and/or have a contagious illness. Detailed Health and Wellbeing policies are available from the office upon request.

BUSY BEES

Busy Bees are usually held on a weekend prior to the start of Terms 1, 2 and 4. Busy Bees run on family involvement and on a needs basis. Kwoorabup tries to keep the number of Busy Bees to a minimum as, while we know families love to help our school, we understand families are very busy themselves. If you have seen the need for a Busy Bee - please come forward to help organise it at a time that suits your fellow families!