



BPCS HANDBOOK



BoldPark
COMMUNITY SCHOOL

www.boldpark.com

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Our class learning tumbles out into the world with students exploring the need to go beyond what's confined inside the classroom walls but even more, they begin using the world to learn. Our students feel engaged while achieving their goals and accomplish character development when exposed to learning outside the school borders. We believe in educating creative, entrepreneurial students and that we should provide environments that build on students' strengths and give them a format where their talents flourish and take shape.



Bold Park Community School respectfully acknowledges the Whadjuk Noongar people as the traditional owners and custodians of the land on which our school stands. We acknowledge their ancestors, who for many thousands of years gathered on this site to live, learn and grow. We are committed to honouring the Noongar people and their heritage by building our young people's connection to this land by including Indigenous knowledge and perspectives in our pedagogy.



PRINCIPAL'S WELCOME

Dear Families

We are delighted to welcome you to the Bold Park Community School family!

As you will discover, Bold Park Community School is an intimate, caring and progressive environment, catering for children through our Playgroup, Early Childhood, Primary and Adolescent Middle School and College Programs.

We pride ourselves in offering a unique educational choice between mainstream and established alternative schooling. We cater for families looking for a nurturing environment that supports latest research and best practice across ages and stages of child development.

This Parent Handbook has been designed to help you know what to expect as your family embarks on a learning journey with us and also to help you understand why things may look slightly different than your previous school experiences.

In 2021 we opened our new campus in Maylands; which houses our Year 10-12s. The Maylands' site was gifted to us in 2018 which affirmed the excellent work of our educators and the progressive, foundational philosophy of our school village. This new campus provides us with the physical resource to expand opportunities and offerings for our students and provide surety for the students 'coming through'.

It is our goal that Bold Park Community School will continue to be a model of excellence for the 21st century. Our emphasis is on developing skills and understandings to create a community where children respect and value their families and the society in which they live, where children know and value themselves and are comfortable with the challenges that lie ahead.

As our Founding Principal Gillian McAuliffe says, "To seek to keep the light alive in children's eyes."

Kind regards

Paul Whitehead
Principal

ABOUT US

Bold Park Community School was launched in 1998, starting from two classrooms in the empty high school buildings of City Beach. Named after our third, and most preferred classroom of the time, the natural surrounds of neighbouring Bold Park bushland. Our school emerged from the shared desire of educators and families to reimagine the kind of place a school could be. Through their vision our unique approach to schooling emerged. Bringing a fresh approach to schooling in Perth we have now expanded to two campuses and offer education from the early years through to college.

BPCS is designed to be a school that sustains a joyful and playful approach where learning is relevant and engaging to our students. We are a place where our children and young adults develop a sense of belonging and agency to not only shape their own learning journey, but to also be a positive influence on the world around them.

Our school equips our students with the skills and attitudes needed to deal with the complexity, challenge, or uncertainties, that are part of life. We are a school that does not isolate thinking from emotion but acknowledges the role that both can play in creating meaning and understanding. Founded on the democratic principle of mutual respect, healthy social relationships are nurtured through the upholding of rights, responsibilities, and valuing of diversity. We are a school where all participants can feel valued for their unique self and their contribution to world. Creating a school that feels less like an 'institution' and more like a village.

Over many years our families and educators have continued to work together to sustain this vibrant schooling environment. The strength of this collaboration is reflected in our governing body, made up of both family and staff representatives. A leadership group committed to our strategic objective to put the 'child at the centre' of everything we do. From key elements in the design of our teaching and learning framework through to our day-to-day interactions we are proud to be a school that is not afraid to do things differently to enable our young people to find their voice and flourish in the complex and dynamic world of today.

Nicole Hunter
Pedagogista

STRATEGIC PLAN (2021-2023)

OUR PURPOSE

We reimagine what a school can be, by cultivating a community of learners who positively influence their worlds.

OUR VISION

Our Strategic Plan makes visible the value of a BPCS education that evolves self-confident, self-aware and socially responsible citizens.

STRATEGIC PRIORITY ONE

Child at the Centre

Empowering children as self-regulated individuals with influence through growing our culture of collaboration and mutual respect.

STRATEGIC PRIORITY TWO

Philosophy in Practice

Advancing our dynamic educational practices, identity and reach.

STRATEGIC PRIORITY THREE

A Caring and Connected Community

We show through our culture and actions how we care for people and our earth.

STRATEGIC PRIORITY FOUR

Financial Strength

Using our resources to improve the outcomes of our community.

Scan the QR Code to access BPCS Strategic Plan



TEACHING & LEARNING FRAMEWORK

BPCS's innovative approach to teaching and learning allows us to respond to these strategic objectives of our community, while also delivering the requirements of the Western Australian Curriculum.

Each of the innovations detailed below are aimed at maximising the ability of our educators to know their students and design an experiential learning program that responds to who we have in the classroom. Our educational programs are relevant and engaging but also designed to nurture key character attributes that are known to promote successful learning and healthy social relationships. In order to achieve this, we have committed to growing the creative and professional practice of our teaching teams.

TEACHING TEAM STRUCTURE

The basic unit of every classroom teaching team consists of a lead educator and a co-educator. The value of having more than one teacher in the room should not be underestimated. The generous teacher student ratio allows us to really know our students. It increases our perspective on students' interests, strengths, and challenges, helping to strengthen classroom relationships and culture. The energy and knowledge that each adult contributes also broadens the type of learning experiences we can offer to the group. It increases flexibility in the pacing of learning through targeted small group or one on one learning. It expands our capacity for observing and evidencing progress and supporting the development of key attributes associated with successful learning. Our staff utilise multiple viewpoints to carefully monitor each student's progress in both general curriculum outcomes, as well as social and emotional wellbeing. Through this holistic view, we aim to support each student's growth both as a person and as a learner.

LEARNING ATTRIBUTES

The way in which students, approach their thinking, self-management and social relationships are among the most important attributes they will develop during their time at school. Research has now identified the types of attributes that are considered vital to the process of successful learning. These include behaviours such as curiosity, focus or empathy, for example. By encouraging behaviours associated with successful learning, our staff can deliberately expand each students' capability as a learner. To support the development of these specific behaviours, we have made very deliberate choices in 'how' we approach teaching. For example our regular use of small collaborative groups where students develop their capacity to co construct ideas and work together towards a common goal. Or, the strategies we use for guiding student behaviour which are based on building empathy, communication skills and restorative practices. Skills that students will take with them outside of the classroom and into their lives.

Nature-based and arts-based pedagogies are also central to our teaching and learning approach. The complexity inherent in nature and the arts provides multiple ways for our students to engage with learning and the world around them. By harnessing the vitality of these contexts, we give further shape to the 'how' of our teaching and learning framework.

ENVIRONMENTS: NATURE BASED & ARTS BASED

Natural world and arts-based environments can holistically engage us through our senses, intellect, and emotions, linking thinking and feeling. Very often, it is through the arts or nature that the spark and motivation emerges to drive a yearlong learning project. The shared objectives of these deeply integrated projects enliven the classrooms, unite the group, and bring meaning and purpose to curriculum learning. With nature-based or arts-based pedagogies providing both experiential and real-world learning opportunities we can also support learning that promotes creativity, focus, resilience, or reasoned risk-taking. They also allow students to exercise influence on the direction of the learning and perseverance in achieving their desired outcome.

LEARNING IN THE OUTDOORS

From the very beginning, learning out in nature has played a leading role in the Bold Park approach. We regularly utilise outdoor learning spaces from our gardens, our Wildspaces, Galup (Lake Monger), to our local communities. The Wildspaces on our Wembley campus provide for deep play and adventurous opportunities from hut building, fire lighting through to tool work.

Once our students reach Middles School and College they embark on the Outta Boundz program. This takes them out and about into our local community on a weekly basis for a wide range of experiences such as surfing, woodwork, through to skateboarding or learning the ukulele!

CAMPS

Our camps program scales up from an overnight sleepover around the campfire in Wembley, to longer and further afield adventures for our older students. These outdoor experiences and our Outta Boundz program are designed to connect students to the world and community around them as well as promoting learner attributes such as responsible risk taking, resilience, curiosity and perseverance.

WILD KITCHEN

The WILD Kitchen is an initiative that permeates throughout the school, not only serving as a designated community hub but also providing an opportunity for students to participate in community service initiatives such as the *5000 Meals* project, whilst also learning real world culinary and café skills. The learning is authentic, feels good and builds not only life skills but also a great sense of community and belonging.



Bold Park Community School intentionally challenges the status quo of education by re-thinking and re-imagining what a school can be. We recognise that the future we will inhabit is shaped by the values we live today. We are a collaborative initiative between teachers and families and we have designed our approach around how children really learn.

TEACHING & LEARNING FRAMEWORK

SPECIALIST TEACHERS

To leverage the power of arts-based and nature-based learning, we have a team of highly skilled specialists who we ‘embed’ into our classrooms. These specialists work alongside classroom teachers to co-design playful and creative learning opportunities that are responsive to our students. Through these embedded sessions we promote collaborative and creative practices across subject areas or within classroom projects. Our team includes specialist teachers in areas such as music, drama, design and technology, visual arts, media as well as culinary and outdoor learning.

From Middle School our team of curriculum subject area teachers collaborate to and look for common themes and crossovers in their subjects areas, as well as community-based learning opportunities. Developing projects that connect learning across subject boundaries and beyond school, keeping learning relevant to our students and to the world outside of school.

This way of thinking continues into our College as students connect with real world projects and opportunities through their Certificate IV in Design.

COMMITMENT TO DEVELOPING OUR TEACHERS

All of our teachers are supported and mentored by their area Team Leader, the Pedagogista and the Principal. As such, each learning program in the school is enhanced by the frame of reference and expertise that comes from this multi-layered team approach to teaching and learning.

This high level of collegial collaboration is only possible due to the deliberate restructuring of the weekly timetable that occurred very early on in the school’s development. Recognising that if we want to create opportunities for learning to be interdisciplinary and designed around the knowledge, capability and interests of our students, then we must provide educators time to regularly come together to plan, evaluate and reflect. For this reason, every Wednesday, our students finish school at lunch time. This provides our staff with a full afternoon, each and every week, in which they can engage in collaborative planning, mentoring, professional learning and reflection all together.

This is perhaps, the most innovative and outstanding feature of our educational setting. Through this professional learning structure, we have been able to create a whole school approach that is responsive to the contemporary context, adapts to new research, and fulfills the objective of our community to reimagine what a school can be.

INCLUSIVE EDUCATION

Our school prides itself on valuing individuals and their educational and personal rights. If there is a concern in any area, we can enact extra learning support through our Learning Intervention Framework. We also have an Inclusive Education Coordinator (IEC) who further assists teachers to create optimal learning environments for all students. This may include assisting teams in developing a range of teaching strategies or sourcing resources to support particular learning requirements. It may also involve guiding families to seek external professional support and working with external professionals towards successful outcomes for a student.

CURRICULA AND FRAMEWORKS

Bold Park Community School fully engages with the Western Australian Curriculum and learning frameworks specified by the Department of Education and the Schools Curriculum and Standards Authority (SCSA). These form the basis for our learning programs and student assessments and are outlined in the table below.

Area of Schooling	Western Australian Mandated Curriculums
Pre-Kindergarten and Kindergarten	Western Australian Kindergarten Guidelines Early Years Learning Framework Keeping Safe: Child Protection
Pre-Primary to Year 2	Western Australian Curriculum Early Years Learning Framework Keeping Safe: Child Protection
Year 3 to 6	Western Australian Curriculum Keeping Safe: Child Protection
Year 7 to 9	Western Australian Curriculum Keeping Safe: Child Protection
Year 10 to 12	Western Australian Curriculum Keeping Safe: Child Protection Certificate II Visual Arts Certificate IV Design

COMMUNITY

BPCS has become what it is today through the energy and commitment of its staff and parent body. The very nature of a community school is where all families pitch in and take responsibility for the successful running of the school. Education is a team effort and we continue to seek your input and assistance across the school to promote and foster the community aspect of our unique school.

RELATIONSHIPS WITH FAMILIES

Each child is unique, along with each parent and each educator and this is celebrated at BPCS. How a parent engages in their child's learning and builds relationships with educators, influences development and learning. All educational contexts function best when families and staff work together in the common goal of supporting children and young adults on their learning pathway. Our educators actively and intentionally work on developing open and trusting relationships with all families.

We provide many and varied opportunities for you to engage with our educators and the school community as a whole. We encourage you to participate because these opportunities enable you to more fully understand your child's educational experience at BPCS.

HOW CAN PARENTS GET INVOLVED?

At our school we truly embrace the 'village' in educating and supporting our children, and we value the role that volunteers play in our community. We love your involvement, it is beneficial to the school and also to your children by way of role modelling and creating school networks. Whether you have a small amount of time to give occasionally or a few hours on a regular basis, you can be involved in our school in the following ways:

- consider becoming a Class Coordinator for your child's class at the beginning of the school year. You will get to know the wider school community as you help to coordinate the many and varied social and community events on offer throughout the year.
- if you prefer a governance role, and have experience and skills in finance, business, human resources, marketing etc, consider joining the BPCS Board. Each year at the Annual General Meeting new members are sought and applications are welcome.
- we have a Reconciliation Action Group and a Sustainability Action Group committed to developing our school's impact in these areas, please contact nicole@boldpark.com if you would like to participate in either of these.

- perhaps you have a specific skill set that you can share with the community on a voluntary basis e.g.: construction, architecture, design, maintenance, gardening, sewing, cooking etc.
- from time to time classes look out for volunteers for specific class project: building a frog pond, felting, construction. Let your teaching team know what you can offer!
- in our younger years you might like to help out with class projects or the reading support roster.
- perhaps you can use your skills to coordinate the staff lunch roster, help manage the lost property, or nurture our potted plants.
- don't forget our regular busy bees! These are a wonderful way to not only contribute to the school but to meet with other families and strengthen our community spirit.

PARENT CLASS COORDINATORS

At the start of the year, staff may call for parents to volunteer to be class coordinators for their child's class. Class coordinators assist the school with the following:

- information flow
- social and community activities
- promoting of the Bold Park Community School philosophy

This role is an important link in communication across the school. Consider taking on the role for your class at the beginning of each school year, or alternatively supporting your class coordinator.

BUSY BEES

Each year all families are asked to commit to one busy bee. Busy bees are scheduled throughout the year and you attend the busy bee allocated to your child's class. They generally run from 9:00am - 11:00am on a Saturday. If you are unable to attend your allocated busy bee, you are able to attend an alternate busy bee during the year. As a small community school we rely on families to contribute to this important element of the school. We ask that if it is not possible to attend any of the busy bees, you contact your class teachers to discuss options of helping with some tasks at home such as covering library books, sewing cushions etc.

SCHOOL COMMUNICATIONS

From time to time, parents have questions and concerns regarding their child and the management of the school. To ensure that all queries can be dealt with quickly by the appropriate staff, use the following plan so that you know who to contact.

Individual queries regarding your child's class/education should be directed to the following staff:

1. Classroom Teaching Team

Your child's teaching team are the first point of call for the day-to-day needs of your child.

2. Team Leader for the Appropriate Learning Area

Each teaching team has an area Team Leader who is responsible for the leadership of their area of the school. If a student moves through Wave One Learning into Wave Two or Three your area Team Leader will become a more direct support, both with advice and as a presence at meetings.

If you require further help ask for the advice of either:

3. the Principal and/or Business Manager

Other queries regarding your child's education at Bold Park Community School may be directed to the following staff:

- **School Educational Philosophy**
Team Leader, Pedagogista or Principal
- **Educational Administration**
Team Leader or Principal
- **Parental Support**
Team Leader or Principal
- **WACE/VET Information and Assistance**
Middle School/College Team Leader
- **Inclusive Education Support**
Classroom Teacher, Inclusive Education Coordinator, Team Leader

NEWSFLASH

Newsflash, is Bold Park Community School's newsletter communication to parents. Newsflash is sent via email to parents dependent on information that needs to be disseminated. The Newsflash is sent from the email newsflash@boldpark.com. To assist your email software in knowing that receiving our newsletters is OK, we suggest you add this email to your contacts. If you don't receive the Newsflash, we suggest checking your junk mail, clutter and spam. The Newsflash is also added to the resources section of EDUCA and can be searched using the word Newsflash.

EMAIL

On enrolment at BPCS, the enrolling parent's emails are added to our communication's list. Your child's teacher and administration staff will, throughout the year, email you with information on things like class excursions, fees, and upcoming special events.

It is important that we have your correct details. If you change your email, please ensure you notify us of the amendment by downloading the Update Details Form found in the Resources tab in EDUCA, completing it and emailing it through to office@boldpark.com.

WEBSITE

The BPCS website is a wealth of information for prospective and current parents. Programs, events, before and after school care activities as well as term dates can be found on our website. All events, classroom excursions, some incursions, term dates, public holidays as well as anything else that families would need to know is updated on the BPCS Calendar. This can be found on the website under the 'What's On' tab or directly through this link <https://www.boldpark.com/whats-on/>. You can also directly access the calendar at the bottom of each Newsflash.

SOCIAL MEDIA

We encourage families who use Facebook and Instagram to follow our pages. You can find us by searching @boldparkcs.

Our social media platforms allow us to capture moments and stories from the wider Bold Park school community and to give you "eyes" on the bigger story. Many parents have expressed their desire to see "what's next" in their child's educational journey. These platforms can help parents connect with the exciting things that happen in our whole school community.

BPCS ensures that engagements on our social media platforms are of an edifying nature in line with our Mutual Respect Policy. Queries can be directed to marketing@boldpark.com.

SCHOOL COMMUNICATIONS



EDUCA

EDUCA, which links from our website is an essential tool for current families. EDUCA is one of the main communication hubs of the school and all families need to access it regularly to keep up-to-date with the school's happenings. EDUCA serves as the community-only section of the website and requires a login and password, which we will give to you at the beginning of the school year.

Policies

Some school policies are available on the website; however, as a general rule the policies are accessible to parents by clicking on the 'School' tab then 'Policies' in the sub menu within EDUCA. As a default, the policies will be listed out in full. To find the policy you are after, click on the button 'Policy List View' and you will then see an alphabetical list of the policies to select from.

<https://boldpark.educa.co.nz/centre/policies>

Resources

Resources is another tab under the 'School' tab that is useful to parents. Items are added throughout the year and include Newsflashes, update medical forms and change of details forms.

PUBLICATIONS

All BPCS publications are available through administration.

MEETINGS

Sometimes a parent teacher meeting may need to occur. To ensure these meetings are effective, at our school they are carried out using the "BE HEARD" principles:

- **B**est intentions assumed
- **E**mphasis on learning
- **H**ome-school collaboration
- **E**xamples and evidence
- **A**ctive listening
- **R**espect for all
- **D**edication to follow-up

Prior communication is required from both families and teachers that include an indication of the subject to be discussed. We request that you are mindful that teachers are in team planning and preparation before and after school. Meetings may be scheduled from 8:00am to 8:25am and from 3:30pm to 3:55pm. You can share a quick relay of urgent information with a teaching team member from 8:30pm to 8:40pm. Further details may then be communicated by email.

ABSENCES

School absences are a part of educational life with sickness and medical appointments being the main reasons. Under section 23 of the School Education Act 1999, it is a legal requirement that all students attend school from the ages of 5 to 17 on the designated contact days. You need to be aware that you are legally not allowed to permit your child to stay home from school without reasonable cause, for example; illness.

You are required to email absences@boldpark.com or phone 9387 5050 if your child is:

- going to be absent for an appointment. Please notify the School ahead of time or on the morning of the appointment.
- unwell and unable to attend school. Please contact the School prior to the commencement of the school day.

ARRIVING LATE & DEPARTING EARLY

Students arriving late for school must sign in at the Administration office via the sign-in station (iPad). Primary School students should be accompanied by a parent / guardian when signing in.

Students departing early should be signed out by their parent or the school notified guardian / carer at the front office.

BEING MINDFUL OF OUR ENVIRONMENTS

Parents and families are an integral part of our community and essential to supporting our school environment after hours (e.g. Wednesday afternoon and after-school). Here are some points you will find helpful in this endeavour:

- please be aware that after-hours times are a vital part of our teaching staff's planning, preparation and meeting times.
- you or your child's guardian is responsible for the supervision of your own children in the outdoor spaces after hours.
- the Early Childhood Wildspace is ONLY available for use by teaching teams and students during school hours.
- the Outdoor Provocation Specialist's shed, Mud Hut, Fire Pit and Wildspace outdoor surrounds are not to be accessed after school hours.
- the playground climbing equipment in the Primary School Playground is age appropriate for the students in primary school. Adult supervision is required at all times for all ages but we do not recommend the use of this equipment by any child under the age of five years.
- in the interest of security, families are required to vacate the school grounds by 3:50pm, unless your child is involved in an after-school activity that does not finish until after 4pm. All gates are locked at 4pm with the exception of the staff car park access gate.

- please supervise and make sure your children clean up the areas they have used after school hours. For example, pack away the basketballs and sandpit toys before you leave.
- some areas of the school, such as the tennis court/ undercover area are booked by external providers for after-school activities. These areas are not available for meetings, gatherings or other activities while these services are occurring.

CANTEEN

Our school lunch service – provided by LOCAVORA – where our school lunch orders are made fresh on the day of delivery in their West Perth kitchen using ingredients that are packed full of flavour.

Our school lunch order service will be available for Pre-Primary to Year 9 students at our Wembley Campus on a TUESDAY, THURSDAY AND FRIDAY.

All items on our school lunch menu are nut free, although it is important to note Locavora staff operate in a kitchen that contains nuts for their retail sector, therefore we can't guarantee there will be no 'traces of nuts'. However, they follow strict measures to prevent any cross contamination where possible.

The same applies to their 'Low Gluten' and 'Low Dairy' items. These ingredients are utilised in their kitchens; therefore, they can't guarantee there will be no traces of gluten or dairy in the lunches. For this reason, we have classified items as Low Gluten and Low Dairy

THE CUT OFF TIME

Orders MUST be placed by 8am on the day of delivery, 8pm on a Thursday for Friday order. The school is not able to process any orders on your behalf.

HOW DO I PLACE MY ORDER?

Visit <https://locavora.com.au/>, register your family and then follow the prompts to choose your lunch selection and place your order. You will need to register before you can view the menu. It only takes a minute or two to register and is very simple.

SHARING LUNCHES & BEING NUT AWARE

The Student Health Policy found in EDUCA, sets out the no-shared lunch policy for students. In addition, the school works with individual families to address any life-threatening health conditions in order to minimise their risk. To this end, the school is not deemed a nut-free environment; however, there are times when we ask families to work with us in minimising individual children's risk by eliminating certain foods from children's lunches.

ON CAMPUS

WHAT TO BRING

Your child will require both a labelled hat and roll-on sunscreen that can remain in class for the year. Please have your child apply sunscreen at home **before** they come to school. This allows us to get straight into our program for the day.

Your child will also require a school bag, water bottle and a lunch box with a cooling brick of some sort.

As students engage in outdoor activities they may require a change of clothes. A set of spare clothes are to be kept in their bag.

In addition your child's teacher will let you know what clothing is best for the Wildspace days - usually bathers, rashie and hat for hot days or rain wear and warm clothes in the winter months. On rainy days pack a raincoat so play can continue unhindered.

Please ensure that all your child's items are clearly labelled with their name.

LIBRARY

Our library is housed in five collections across the school. Each year, new students receive a login to our library system via their class teacher and continuing students use their existing login.

Once your child has their login, they can search the school library catalogue (either Oliver or Orbit - links at the bottom of the page) and check availability and their loans and borrowing record. There are also handy links to other resources such as the State Library of WA, The Australian Museum and other school-related websites.

We encourage the children to regularly use our library and acknowledge the fundamental importance of reading and talking about books. We aim to build a community that reads for pleasure.

Oliver Orbit (Early Years)

<http://library.boldpark.com/oliver/junior.do>

Oliver (Middle Primary to College)

<http://library.boldpark.com/oliver/libraryHome.do>

STUDENT FREE DAYS

We schedule student free days for important and extra professional development for staff. We may take up to four (4) student free days a year. Student free days are communicated through the School Calendar located on the "What's On" page on the website.

The school acknowledges the wonderful support our families give to enable this program to continue and develop.

BEFORE & AFTER SCHOOL CARE

BPCS partners with Mulberry Tree Kid's Club to provide a before and after-school care program for our students.

Mulberry Tree Kid's Club is a family owned and managed Western Australian company, who have been providing care for children of all ages since 1995. Their Kid's Club Centres are licensed for children from 4 to 12 years of age, providing before school, after school and an exciting holiday program full of fun experiences, projects and outings into the local community.

For more details or to enrol in this program visit our website at <https://www.boldpark.com/our-programs/> or contact Mulberry Tree Kid's Club Manager on 9383 7145 or email wembley.kidsclub@mulberrytree.com.au.

MEDICATION AT SCHOOL

If at any point students are required to take medication at school and during school hours, you must complete an 'Authority to Give Ongoing Medication' form. A copy of this can be downloaded through the resources section in EDUCA.

The form must be presented to the applicable classroom teacher(s) along with the described medication (labelled with the child's name) in a zip lock bag.

STUDENT HEALTH & DATA UPDATE FORM

Every year, families are required to provide a Student Health and Data Update Form for each child in the family. This is so that our records are accurate in the event of an emergency. This is provided in the information pack you receive at the end of each year. We encourage you to provide as much information as possible regarding your child's medical needs. For instance, if your child suffers from asthma, please include on the form the severity and the medication required in the event of an attack etc. If your child has a particularly life-threatening medical condition, a more comprehensive form can be completed to detail the medical action plan to be used in an emergency.

HEALTH & SAFETY

If you notice something out of place, broken or in need of maintenance that could lead to an injury for someone on our school grounds, please let us know. Come into administration or email office@boldpark.com as soon as possible.

AFTER SCHOOL & SCHOOL HOLIDAY ACTIVITIES

Each year, BPCS offers a host of after-school activities. Some activities are run internally, while others are accessed through external providers. A full list of these activities is updated on the website at the beginning of the year and each term. To view activities being offered please visit our website, click on the Programs tab and then click on After-School Activities.

PARENT INITIATED “POP-UP” EVENTS

Parent initiated Pop-Up Events including fundraisers are a regular occurrence at Bold Park. To help us maintain a calendar that has a good flow for our community we ask that any parent initiated events being advertised for or through the BPCS, must have an approved Pop-Up Events Form before planning begins. To access this form visit EDUCA Resources and complete the form.

MUSIC PROGRAM

We offer a range of music tuition through external tutors. This is offered on a sign-up basis directly with the tutor. Tuition occurs at our Wembley campus and is 30 minutes for individual tuition and 45 minutes for group tuition. Details on the tutors and the instrumental offerings is updated on our website. Any changes to the program are communicated to parents either through direct email from our music teacher/tutor, Newsflash or EDUCA. For more details on the Music Program please visit our website and click on the Programs tab.

UNIFORM

School uniform is strongly encouraged for all full-time students, and optional for part-time students. However, we do recommend that children attending part-time have a school polo shirt, windcheater and a school hat for use on excursions so they are easily identified.

Our uniform is designed with the student in mind. The uniforms have a relaxed comfortable feel with options of colour for Early Childhood and Primary students to choose from.

School uniform items can be purchased online from the School website. <https://www.boldpark.com/about/uniform-shop/>

You are asked to ensure you clearly label all uniform and property that is brought to school with your child's name.

Hats must be worn when outside. Appropriate footwear is required for Blueearth, Kitchen Garden, Science Lab, and lake walks.

LOST PROPERTY

All unnamed property that cannot be returned to the owner is placed into lost property.

Wembley campus: lost property storage containers are located outside the administration building in a cupboard.

Maylands campus: is stored within a box in the administration area.

Once or twice a term, tables are set-up outside the administration building and the lost property is put out for collection. Following this, any uncollected property is given to charity or added to the school's secondhand stocks.

STOLEN PROPERTY

Personal property, in particular items of value, must be taken home at the end of each day. Bicycles need to be secured and locked within the school grounds during the day and must be taken home at the end of each day. If items are stolen, our insurance excess can prevent us from lodging a claim.

We strongly encourage you not to leave computers, phones, keys, bags, wallets or purses in your car, even if you are just popping in and out. Our car park area is sometimes targeted by quick-fingered thieves!

VIDEO SURVEILLANCE

As part of the school's strategy to keep staff and students safe and to protect school assets, Bold Park Community School makes use of a video security system. This system will be in operation outside of normal school hours (4pm – 8am on school days), weekends and holiday breaks. Signs are placed at entry points to inform the community that the School has operational video camera surveillance and a video surveillance policy has been developed and is available via EDUCA.

The cameras at the main entry gate, Principal's Office and Counsellor/Youth Worker's Office (note: there is no microphone active in the Youth Worker/Counsellor's Office) operate 24 hours a day, 7 days a week.

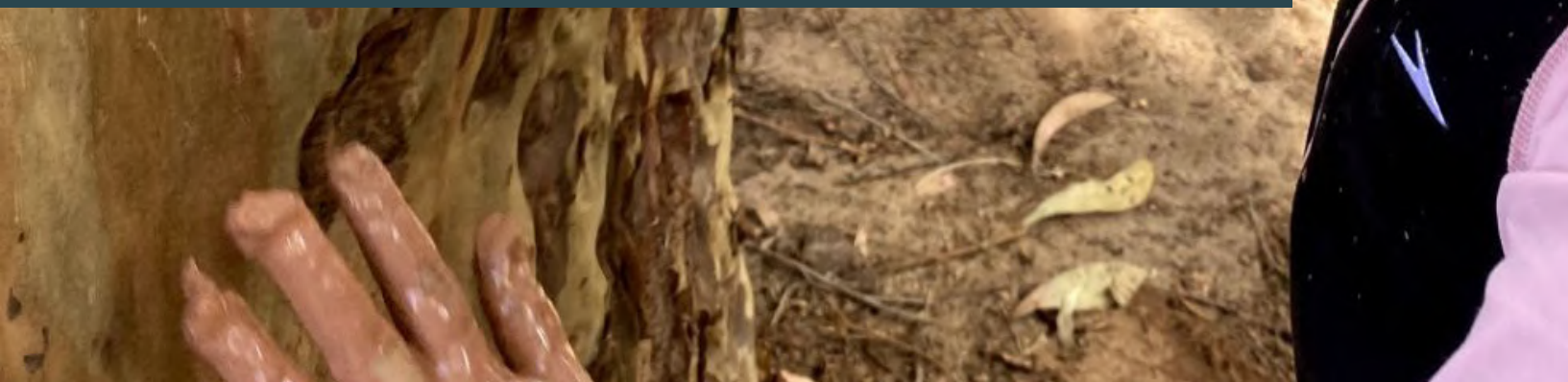
MAGPIES (KOORLBARDI)

During spring, we will often receive reports from our community of swooping koorlbardi (magpies). To read the suggestions for reducing risk and protecting yourself on the way to and from school follow this link:

http://www.ehp.qld.gov.au/wildlife/livingwith/magpie_safe



We aim to become the school of choice for families seeking a nurturing, child-centred, research and evidence based education that helps to develop confident, resilient, creative, collaborative, responsible and respectful children capable of thriving in our ever-changing world.





ON CAMPUS

ARRIVALS & DEPARTURES

Staff are rostered as a physical presence in the car park areas at the front of school at the start and end of each school day. As well as offering security, they enjoy welcoming and farewelling students and families each day. A few quick reminders in relation to arrivals and departures in our car park:

- follow all road signs when you drive into the Lake Monger Reserve car park.
- follow drop off / kiss and drive procedures (located on EDUCA)
- 20km p/hour is the speed limit for our car park.
- be aware of cyclists who enter from multiple locations around Lake Monger.
- please do not park at the front gate for drop off or pick up because the children walking in front of your vehicle to cross the road will not be visible to the other drivers behind you.
- students arriving at school by bike or skateboard are reminded that a helmet needs to be worn. A bike and skateboard rack is located behind the staff car park.
- please ensure the school's entry gate closes after your entry or exit.

GIFTS FOR TEACHERS

Your generosity and gratitude for our wonderful staff is both warming and appreciated! It is important to say that gifts are not expected. We know that many classes organise a 'class gift'. If your class have organised a little surprise we only ask that you are careful about the size of the contribution being requested from families who may not feel they can say 'no'.

In 2017, the school introduced a "Staff Code of Conduct". A portion of this agreement requires staff to be mindful of gifts received. The general guideline for schools (across WA) is that gifts of over \$50 value should be declared and more sizable gifts may need to be respectfully declined. Class gifts and special celebrations (e.g. farewells) are a noted exception. A copy of the "Code of Conduct" appears on our school's website if you wish to know more.

EXCURSIONS & CAMPS

Excursions are any learning activity organised by the school, that is conducted away from the school premises for educational purposes. We incorporate excursions into our educational programs through all years of the school to enhance student learning.

You always receive communication notifying you of upcoming excursions and any associated costs and requirements. Before the excursion you can pay any costs at administration. For more information on payments of excursions please see the 'Other Charges' section within the Fee Schedule. This can be accessed in EDUCA under the Resources tab.



Bold Park Community School's innovative educational philosophy seeks to consider the whole child in the context of a community of learners. We strive to provide a learning environment that promotes mutual respect, shared learning, creativity, imagination, problem solving and participation in the life of the community.



FEES & CONTRIBUTIONS

FEES

BPCS fees and levies are set out in a schedule that is provided to parents after the end of Term 4 each year. The fee schedule covers information such as tuition, infrastructure, resources, and payment methods.

For new enrolments, an application fee accompanies all admission applications. This fee covers administration costs and is non-refundable. When you receive a written offer of a place at our school, you pay an endowment fee, which is also non-refundable. This fee assists with the ongoing provision of capital infrastructure.

The Bold Park Community School Advisory Board approves the annual fees. The infrastructure levy assists us to pay for the lease of our site and maintenance of the buildings and grounds. Parents are not required to supply books and stationery; however, a fee for portfolios and/or book resources used in the school program is included in the first instalment of fees. In addition, family discounts on tuition fees are available for siblings of students already enrolled at the school.

There are a range of payment options for the fees and levies, for more information, please email business@boldpark.com

NOTICE OF WITHDRAWAL

Written notice must be provided by the **last day of the previous term prior** for the student leaving in order to withdraw a student; that is, one full term plus school holidays written notice must be given. The dates for when written notice is required are in each year's Fee Schedule. If an endowment fee has been paid and in default of this notice, one quarter of the annual fee will be payable. If enrolment was prior to 2017, a deposit system was in place (which no longer applies for students enrolled from 2017). For these families, failure to provide written notice as outlined under 'Notice of Withdrawal' in the fee schedule will result in the forfeiture of the deposit.

EDSTART

The School is working with Edstart to help give you greater flexibility with your school fee payments. With Edstart, they will pay the school on your behalf and you can spread your repayments in weekly, fortnightly or monthly instalments. Middle School and College families can also reduce their repayment amount by extending their education costs beyond the current school year.

To apply, visit edstart.com.au/boldpark or contact business@boldpark.com for more information.



EARLY CHILDHOOD



OD

EARLY CHILDHOOD

For some children, coming to school may be their first experience of venturing outside the family unit. As such the BPCS Early Childhood programs seek to provide a gentle transition for children from the home into a group setting. Our priority is to ensure that each child feels safe, secure and supported. The Teaching Teams work carefully and intentionally towards establishing trusting and mutually respectful relationships with the children, families and within the group as a whole.

DAYS & TIMES

PRE-KINDERGARTEN

We have two Pre-Kindergarten sessions that run throughout the school terms. Below is a breakdown of the days and times.

Days	Commencement Time	Conclusion Time
Tuesday and Friday	8:50am	3:10pm
Monday and Thursday	8:50am	3:10pm

KINDERGARTEN

Days	Commencement Time	Conclusion Time
Monday, Wednesday and Thursday	8:50am	3:10pm; 11:50am Wednesday
Tuesday, Wednesday and Friday	8:50am	3:10pm; 11:50am Wednesday

SUPERVISION

Staff supervise Pre-Kindergarten and Kindergarten students from 10 minutes before the official class commencement time, to 10 minutes after class conclusion time each day. These times are from 8:40am to 3:20pm on all days except Wednesday which is 8:40am to 12:00pm. Supervision outside of these times is the responsibility of parents and the school cannot supervise students who arrive or depart outside of these times.

To learn more about the Early Years Learning Framework for Australia, scan the QR Code.



At BPCS we value childhood and believe it is a time for curiosity, exploration and discovery. Instead of hurrying children through this stage, we want to give them the opportunity and time to develop their emotional intelligence and a love of learning in the present, rather than viewing education as purely preparation for the future. We deeply value the unique and important phase of life that is childhood.







PRIMARY SCHOOL

PRIMARY SCHOOL

Primary classes follow a 'flow of the day' that includes:

- class meetings to begin the day (it is important to be prompt as these are an integral element in the Bold Park Community School learning).
- visual timetables to inform transitions.
- whole class concept/skill development sessions.
- explicit skills or crafting sessions in literacy and numeracy, usually with small groups rotating through both teacher led and independent tasks.
- project-based and integrated learning sessions, focusing on communication, collaboration, creativity and critical thinking.
- whole class and small group reflective / wondering meetings.
- morning tea and lunch breaks.
- opportunities for a flow of in depth learning not interrupted by bells or sirens.
- specialist teaching in integrated arts, outdoor learning, physical education (Bluearth), library and languages.

DAYS & TIMES

PRE-PRIMARY TO YEAR 6		
Days	Commencement Time	Conclusion Time
Monday, Tuesday, Thursday and Friday	8:40am	3:20pm
Wednesday	8:40am	12:00pm

SUPERVISION

School supervision of students is available 10 minutes before official class commencement time and 10 minutes after the conclusion time. This is from 8:30am through to 3:30pm on Monday, Tuesday, Thursday and Friday each week during school term times and on Wednesday from 8:30am through to 12:10pm. Supervision outside of these times is the responsibility of parents and the school cannot supervise students who arrive or depart outside of these times.





We recognise that education is the right of ALL children and that our students also have the right to be seen as strong, competent and capable. In making these rights visible, we encourage our community to see children as capable of everyday tasks such as carrying, packing and unpacking their school bag, locating their home practice folders and remembering their hats, shoes and water bottles. This encouragement is a way that we can all boost their independence and demonstrate to our children that we consider them strong and competent.





MIDDLE SCHOOL

MIDDLE SCHOOL

At BPCS, all ‘intelligences’ are valued and celebrated. The belief that children are able to express these intelligences in ‘100 languages’ is a core value that underpins the school’s educational philosophy and is strongly reflected in the practices and procedures of classroom life.

DAYS & TIMES

YEARS 7 to 9		
Days	Commencement Time	Conclusion Time
Monday, Tuesday, Thursday and Friday	8:40am	3:20pm
Wednesday	8:40am	1:00pm

SUPERVISION

The supervision of students is available from 8:30am through to 3:30pm on Monday, Tuesday, Thursday and Friday each week during school term times and on Wednesday from 8:30am through to 1:00pm. Supervision outside of these times is the responsibility of parents and the school cannot supervise students who arrive or depart outside of these times.

MIDDLE SCHOOL PROGRAMS

Scan the QR Code to view an overview of the Middle School programs on offer.



At BPCS we keep in tune with different modern and believe that education should materialise community’s values and our experience with class learning tumbles out into the world with need to go beyond what’s confined inside the more, they begin using the world to learn.



Modern approaches to learning
rely heavily on our
ability to adapt to
the well researched trends. Our
focus is on working
with students exploring the
boundaries of the
classroom walls but even



COLLEGE



COLLEGE - MAYLANDS CAMPUS

Bold Park Community School offers College students diverse educational and vocational experiences in their senior years.

DAYS & TIMES

YEARS 10 to 12		
Days	Commencement Time	Conclusion Time
Monday, Tuesday, Thursday and Friday	8:40am	3:20pm
Wednesday	8:40am	1:00pm

SUPERVISION

The supervision of students is available from 8:30am through to 3:30pm on Monday, Tuesday, Thursday and Friday each week during school term times and on Wednesday from 8:30am through to 1:00pm. Supervision outside of these times is the responsibility of parents and the school cannot supervise students who arrive or depart outside of these times.

LUNCHES

College students are permitted to leave campus twice a week to take advantage of the food establishments within our community. In order to access this privilege, students are required to sign a conduct agreement, they must sign out and sign back into campus. In addition, local businesses, Council and police are made aware of the days and times that students will be off campus.

OFFERINGS

In addition to the General WACE units in English, Media, Mathematics, Integrated Science and Health Studies or Physical Education Studies (on a rotational basis), we are pleased to offer students a choice of vocational and ATAR courses.

CERTIFICATE IV DESIGN

This nationally recognised two year course is designed to give students a solid foundation in Design. Emulating design processes in industry, units are designed with links to real projects and allow students to personalise tasks to their own career interests wherever possible. Possible pathways include entry into degree or other higher education courses at most universities and TAFEs in; Game Design, Product Design, Graphic Design, Visual Communications, Interior Design, Media, Jewellery, Fashion & Textiles, Photography and Visual Art.

CERTIFICATE II VISUAL ARTS

The Certificate II in Visual Arts allows participants to develop the basic creative and technical skills that underpin visual arts practices. This one year course provides a pathway to a wide range of other qualifications in visual arts and craft, as well as building skills for the Certificate IV in Design at BPCS and, more broadly, the relative industries.

VOCATIONAL EDUCATION and TRAINING DELIVERED to SECONDARY STUDENTS (VETDSS)

School based Apprenticeships, and VET courses can be considered as part of an individualised learning program in consultation with the Pathways Coordinator; carefully considering the student's individual interests balanced with the impact on the student's core coursework and schedule.

WORK EXPERIENCE

As part of the College program, students wishing to pursue work experience opportunities should make an appointment with the Pathways Coordinator. Experiences can range from in-house arrangements with BPCS staff, through to external work placements in the industry of their choice.

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

This award is recognised around the world as a premier youth development program. It provides opportunities for personal and social development for 14 – 25 years old. Students are encouraged to interact with the broader community through the areas of; developing a new skill, volunteering, physical activity and adventurous journey. We provide many opportunities for students to achieve the necessary hours to complete the award, which is recognised as one WACE unit for the Bronze award and two WACE units for the Silver.

SCHOOL of ISOLATED and DISTANCE EDUCATION (SIDE)

The courses at SIDE complement the program at Bold Park Community School. This is a good option for students who wish to enter into a university where a particular course requires a pre-requisite not available through the offerings at Bold Park Community School. Parents will need to check the associated costs and requirements of students. Please refer to the College Handbook for more details.

COLLEGE - MAYLANDS CAMPUS

COLLEGE HANDBOOK

Scan the QR Code to view the College Handbook.



Yr 11 & 12 Course & Subject Offerings

Scan the QR Code to view the College Course and Subject Offerings





BoldPark
COMMUNITY SCHOOL

REIMAGINING
WHAT A SCHOOL CAN BE

www.BOLDPARK.com