



NOOSA PENGARI
STEINER
SCHOOL

ACADEMIC
BALANCED
CREATIVE

INC NO 1A15569

Handbook for Parents

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Please note: For Preschool and High School families this Handbook should be read in conjunction with the relevant supplement.

Table of Contents

1	ABOUT THE SCHOOL.....	4
1.1	FOUNDING.....	4
1.2	SCHOOL SITE.....	4
1.3	SCHOOL TOURS.....	5
2	EDUCATIONAL PHILOSOPHY.....	6
2.1	THE CURRICULUM.....	6
2.2	STEINER (WALDORF) EDUCATION WORLDWIDE.....	7
2.3	STEINER (WALDORF) EDUCATION IN AUSTRALIA.....	8
2.4	ANTHROPOSOPHY.....	8
3	SCHOOL GOVERNANCE AND STRUCTURE.....	9
3.1	THE NOOSA PENGARI STEINER SCHOOL ASSOCIATION INCORPORATED.....	9
3.2	THE BOARD.....	9
3.3	THE PRINCIPAL.....	9
3.4	COMMITTEES AND WORKING GROUPS.....	9
4	PARENTAL INVOLVEMENT – OUR SCHOOL COMMUNITY.....	10
4.1	COMMUNITY CODE OF CONDUCT.....	10
4.2	PARENTAL SUPPORT.....	12
4.3	PLAYGROUP.....	13
4.4	FESTIVALS.....	13
4.5	PARENT EDUCATION.....	13
4.6	SUGGESTED READINGS.....	13
4.7	NEWSLETTER.....	13
4.8	NOTICEBOARD.....	13
4.9	FUNDRAISING IDEAS.....	13
5	SCHOOL PROCEDURES.....	14
5.1	SCHOOL HOURS.....	14
5.2	DAILY RHYTHM.....	14
5.3	ARRIVAL.....	14
5.4	DEPARTURE.....	14
5.5	LIMIT TO SCHOOL HOURS.....	15
5.6	CONTACT WITH TEACHERS.....	15
5.7	SUSPENSION OF SCHOOL - SEVERE WEATHER WARNINGS.....	15
5.8	ATTENDANCE.....	15
5.9	VISITORS.....	15
5.10	PARENT LOUNGE.....	15
5.11	PHOTOGRAPHIC AND VIDEO IMAGES.....	16
5.13	CLOTHING.....	16
5.14	SHOES.....	17
5.15	SUN SCREEN.....	17
5.16	LOST PROPERTY.....	17
5.17	CLASSROOM PROVISIONS.....	17
5.18	FOOD.....	17
5.19	BIRTHDAYS.....	17
5.20	TRANSPORT.....	17
5.21	BUS SERVICE.....	17
5.22	TRAVEL CONVEYANCE ALLOWANCE.....	18
5.23	HOME VISITS.....	18
5.24	WELLBEING PROGRAMME.....	18
5.25	RESOLVING DIFFICULTIES.....	18
5.26	COMMUNICATION PATHWAYS.....	20
5.27	BEHAVIOUR SUPPORT.....	21
5.28	CHILD PROTECTION STATEMENT.....	21
5.29	ANTI-BULLYING GUIDE.....	21
5.30	FIRST AID.....	23

5.31	NOTIFIABLE ILLNESS	23
5.32	HEAD LICE.....	23
5.33	ADMINISTERING PRESCRIBED MEDICATION	24
5.34	IMMUNISATION.....	24
5.35	SCHOOL DENTIST.....	24
5.36	TELEVISION, COMPUTERS AND ELECTRONIC MEDIA.....	24
5.37	MUSIC PROGRAM.....	24
5.38	EXCURSIONS AND EXTRA-CURRICULAR ACTIVITIES.....	24
5.39	CAMPS.....	25
5.40	SNAKE STATEMENT	25
5.41	HEALTH, SAFETY AND MAINTENANCE	25
5.42	CHILDCARE BENEFIT ALLOWANCE	25
5.43	SMOKING POLICY.....	25
5.44	DOG POLICY.....	25
5.45	DRUGS AND ALCOHOL.....	25
5.46	LONG SERVICE AND SABBATICAL LEAVE FOR STAFF	25
6	FINANCIAL SUPPORT, FUNDRAISING AND ETHICAL INVESTMENT AND LOANS.....	26
6.1	DONATIONS	26
6.2	FUNDRAISING.....	26
6.3	ETHICAL INVESTMENTS.....	26
7	PARENTS AND FRIENDS ASSOCIATION	27
7.1	PARENTS' LIBRARY	27
7.2	THE TREASURE HOUSE	27
7.3	CRAFT CIRCLE.....	27

1 About the School

1.1 Founding

In 1991, the Noosa Pengari Steiner School Association, comprising of parents, teachers and friends of the School, was incorporated as a non-profit organisation. Since then, the Association has been active in gaining community support for Steiner (Waldorf) Education, a holistic, independent schooling, in the Noosa region. This was accomplished mainly through children's playgroups, adult study groups, public forums and library resourcing.

The Non-State Schools Accreditation Board, Queensland, has accredited the school for pre-school, primary and high school education.

The Noosa Pengari Steiner School was registered with the Department of Education as an independent non-State school in late 1995. In 1996, the school began with a Preschool and a composite Class 1/Class 2. Currently there are approximately 300 children enrolled from Preschool to Class 12, with waiting lists in most classes.

The School employs State registered teachers who are further trained in the unique approach of Steiner Education. (Some exceptions may be made for specialist subject teachers, or teachers in their training, who have embraced the principles of Steiner Education).

1.2 School Site

The original block of 16 hectares of land on which the primary and pre-school is located was donated by a very generous patron to the school, along with the two "Queenslander" buildings which were relocated to the site: Possum Place, which had been the station master's residence at Cooroy Railway Station, now used by the school as music room, Playgroup room and Treasure House; and Peppermint Cottage, which was the Cooroy State School Principal's residence, currently housing Administration and the School Library.

The school is very fortunate to have had such an auspicious start to its development.

Work began on the grounds and Pre-School buildings shortly afterwards, with much involvement by all members of the school community in very regular working bees. The Pre-School building was built in 1997 and officially opened in 1998 and the school added the Class 1 building (Banksia) in 1998. The Melaleuca building (currently Classes 3 – 5, and Learning Support) was relocated and upgraded in 1999, and Casuarina building (currently classes 6 and 7, and the Primary Hall) was relocated in 2000.

In 2002, work began on the Class 2 extension of the Banksia building, the all-purpose area known as "The Playce" as well as the car park.

In 2003 and 2004, the school purchased two additional adjoining blocks of land, with the assistance of patrons, staff and parents of the school community. The block adjacent to the school had a small residence which was rented out for some years until we received approval to begin our high school in 2008, when this building was first renovated and used for high school classes.

In 2007, the school extended Peppermint Cottage to centralise the administration of the school in preparation for the extension to High School. This new building also incorporates the school library, meeting room and a staff area.

2009 saw the school secure Federal Government funding for a purpose-built library, a hall and a eurythmy building.

2011 brought further refurbishment of the high school cottage so the space could accommodate larger class sizes.

In 2012, the school received funding for the building of purpose-built high school classrooms and offices.

The total land parcel now amounts to approximately 16 hectares of native Noosa hinterland. This land holding has many environmentally unique features, including rare plants and a lagoon abounding in native birds and wildlife.

A master plan has been generated for the ongoing development of school facilities in order to meet the needs of future students. We are implementing the strategies for the realisation of the plan in line with a curriculum goal of fostering harmony between the human kingdom and the natural world.

I.3 School Tours

School tours are held monthly during school term time, with the starting times varying to accommodate the needs of different families. Although these tours are primarily for families not yet enrolled at the school, current parents are also welcome to join. The tours are a great opportunity to see other parts of the school, classrooms and student work. Tour dates are published in the School Website Calendar & the School Newsletters.

2 Educational Philosophy

*"Receive the child in Reverence,
Educate him in love,
Let him go forth in freedom."
Rudolf Steiner*

Our teachers are inspired by the work of Rudolf Steiner, which encourages them to assist their children to develop a life-long love of learning, a reverence for life and courage to live fully.

Rudolf Steiner schools, also known as Waldorf schools, endeavour to educate equally the areas of academia, artistic experience and practical skills (the head, heart and hands) in integrated ways. Through this balanced approach students are helped to develop clarity of thought, a sensitivity of feeling and a constructive, disciplined will.

Teachers work creatively to generate, not only a genuine inner enthusiasm for the world in each individual, but also a wonder-filled, creative mind. They also cultivate the child's moral life by teaching them respect for themselves and others. The social education of the children is enhanced through deepening their relationships with peers and teachers with whom (ideally) they work and grow for a number of years, developing an atmosphere of support, co-operation and commitment. A central part of the teacher's task is to intimately understand the needs of each child, and to nurture the development of a real spirit.

Steiner Schools are co-educational, non-sectarian and non-denominational and allow all students, regardless of gender, race or religion, a broad educational experience.

2.1 The Curriculum

Pre-school

Up until the seventh year, physical development of the child takes precedence. Physical and human environments have a direct impact on the health of the internal organs and the development of the senses. Therefore, care is taken to ensure the senses; particularly those of touch, life, self-movement and balance are nurtured and allowed to develop healthily. The school strives to create an environment in which the imagination, creativity and inner will of the child flourishes.

Young children learn through imitation, and, with this in mind, the Pre School creates a warm and loving homelike environment with rhythmic repetition where children feel secure. Each child can grow, develop, play and socialise through movement and a variety of sense experiences. Creative play involves raw and natural materials to foster their imagination, which strengthens independent thinking for their later life. Language development and physical co-ordination occur through singing, movement, poetry, stories, puppet plays and festivals. In addition, the children have an opportunity to experience a foreign language. The Morning Circle forms an important part of the day. The children recite verses, songs and nursery rhymes and participate in ring games, finger games, puppetry and play-acting, which provides repetition for early language learning. Children also have the opportunity to enjoy domestic tasks such as baking, washing and gardening as well as outdoor and indoor creative play, LOTE (Languages Other Than English) and music.

In pre-school the school offers:

Pre Prep – a 5-day per fortnight programme for children the year they turn 5.

Prep - A 5-day per week programme for children the year they turn 6.

Primary School

The **Primary School** firstly respects the essential nature of childhood and the child's imagination. Our curriculum, the ACARA approved Australian Steiner Curriculum Framework, balances the academic achievements, artistic experience and practical skills. In educating the head, heart and hands the curriculum addresses the whole human being, allowing students to experience rather than simply receive information. "With the intellect nature is understood," says Rudolf Steiner, "Only by artistic feeling is nature made a living experience." The curriculum emphasises a love of nature. It also emphasises art as an educative force and values creativity as an integral part of human endeavour.

Our curriculum is based on the conviction that schooling does not stop with the passing of exams and that individuals who have learned at school to love learning, will develop the maturity, interest and enthusiasm to direct their own lives in the future. Our curriculum outcomes are in line with the Queensland Studies Authority outcomes for Literacy and Numeracy and nationally it is recognised that children leaving a Steiner school at Class Seven are at least as academically as advanced as their state school counterparts.

Main Lesson

Each class begins the school day with movement, gesture, recitation, singing and counting activities which strengthens the children for the day's task.

Main Lesson, which is an integrated, multi-sensory approach to a topic spanning 3 or 4 weeks, is designed to deepen, enrich and unify the child's learning experience. The topic is approached through a variety of means perhaps through stories, painting, recitation, a physical group project, or a game until the children have made some connection to it with every part of themselves. Literacy, numeracy, social studies (including contemporary geography, world history and nature studies) and science objectives are taught as Main Lesson topics.

Curriculum

Curriculum Areas offered at Noosa Pengari:

Maths	Technology	Speech
English	Art	Gardening
Science	Craft	PE and Health
Drama	Music	Italian
Form Drawing	Studies of Society and Environment	

Children's Library

The school has a growing library to support our children's reading experience. The library is funded through Commonwealth Government Grants, P and F support, various fund-raising events and through generous donations. Library classes are held each week for the Primary classes.

Learning Support

The Learning Support unit assesses children who are facing learning challenges. Our Learning Support team works closely with the Class teachers and guardians and offers extra support to children in class or in the Learning Support room, individually or in a group.

As part of our Learning Support facilities, the school also offers Extra Lesson, Painting Therapy and consultations with an Anthroposophical Practitioner. The school doctor, Dr Lakshmi Prasanna, visits twice a year.

Therapeutic

We employ a part-time wellbeing officer who is available for psychological and emotional support.

THE PEDAGOGICAL WORK OF THE TEACHERS

Steiner teachers are familiar with Anthroposophy and their work is inspired by it, but do not teach anthroposophy to the children. They avoid indoctrination of all kinds and seek to open children's minds so that as adults they may think for themselves.

The teachers meet weekly and before each term begins to discuss pedagogical and administrative issues and to undertake in-depth studies of individual children. They also share and study the works of Rudolf Steiner and undertake a range of professional development activities in these meetings.

Class teachers offer a meeting for parents of their class once a term to discuss the progress of the class, curriculum matters and artistic activities. Notice of parent/teacher nights is given in the school newsletter and it is expected that at least one member of the child's family attend these meetings.

Individual parent-teacher interviews are held each semester to give parents the opportunity to discuss the written reports. Parents are encouraged to meet with the class teacher at these interviews to discuss their child's progress. Personal interviews and parent/teacher nights are an integral part of the evaluation and reporting process for each child.

2.2 Steiner (Waldorf) Education Worldwide

Steiner Education has been recognized and respected in Europe as a highly effective form of education for over 90 years. At present, there are around 2500 Steiner schools, kindergartens, universities and institutes of higher learning established world-wide. Steiner education has taken a foothold in countries as diverse as Russia, Romania, Hungary, Israel, Egypt, India, Brazil, Vietnam, Thailand and the Philippines.

Studies conducted in Germany have shown Steiner-school graduates to be highly adaptable, confident and productive members of society. A high proportion of graduates excel in craft, art and music fields, with many achieving international

renown. Additionally, a further independent German study of former Waldorf students showed that eligibility into tertiary institutions was around three times higher for Waldorf graduates than mainstream school graduates and twice that again for students who had passed their entire scholastic life within the Waldorf movement (Bonn Department of Education, Der Spiegel, 1981.)

2.3 Steiner (Waldorf) Education in Australia

Steiner education was first established in Australia in 1957 with the opening of Glenaeon School in Sydney. Currently there are 45 Steiner methodology schools dispersed in every state and territory of Australia, many of which offer high school facilities and teacher training.

Australia also boasts Steiner Curative Education and Social Therapy centres, a wide variety of art schools and around 20 Adult Education facilities offering courses ranging from Certificate Courses in Music Therapy and Creative Arts to Graduate Diploma Courses in Curative Education. Further information about adult learning courses and professional development for teachers and health practitioners can be found on the Steiner Education Australia website: <http://www.steinereducation.edu.au/>

2.4 Anthroposophy

Anthroposophy is a living, heart-imbued knowledge that is developed through research into not only the visible aspects of life, but also the invisible; that which is commonly known as soul or spirit consciousness. This is the gift that Rudolf Steiner brought to modern-day humanity. Anthroposophy enables a person, when properly prepared, to investigate and know the forces that affect us in our life and work in the world. Anthroposophy is not part of our classroom teaching, but something that Steiner (Waldorf) teachers work out of. Through the teachers' embracing and artistically working with anthroposophy, especially that of a child's soul development, the teachers' understanding of their pupils deepens.

In 1919, following the war, Emil Molt approached Rudolf Steiner to develop a school for the families of his company, Waldorf-Astoria. Molt asked Steiner to develop an education which would awaken a social and moral awareness in young people. Steiner used his insights to develop the educational direction for the children and co-founded the first Waldorf School. A curriculum was then established to bring subjects, at their right time and in the right manner to the child, depending on their age/soul development.

3 School Governance and Structure

3.1 The Noosa Pengari Steiner School Association Incorporated

Noosa Pengari Steiner School Association Incorporated is an incorporated non-profit organisation.

Membership to the Association is available to all parents, staff, grandparents and friends of the school who want to add their efforts to the Association. The Association Board deals with applications for membership. All members are invited to the Association's General Meeting, held once a year during May.

3.2 The Board

The Board is the governing body of representatives appointed by members of the school association and is legally responsible for the School's administrative, legal and financial affairs.

The Board is an elected body of people who are more separate from the everyday life of the school. It 'listens-out' into the wider community and reflects back into the school those aspects which the school, as a living, growing, changing organisation, needs to take cognisance. It also has a role to promote, question and challenge changes and any new direction that may be emerging from within the school.

The Board, out of necessity, will include members who have a living relationship with Anthroposophy or at least recognise the Anthroposophical foundation of the school. The Board members will be active within themselves and in society towards the promotion of the school. The members will have a broad range of life experience, personal and professional skills that can be applied as a wisdom and knowledge to guiding the school.

The Board is an elected body consisting of Community (except staff) members. Their role is to Govern the legal compliance in the school and guide its direction. The Board members each hold a 3-year tenure in order to maintain continuity and stability and each Board member takes a governing portfolio in one or more areas.

The Board is the employer of the Principal, who is directly accountable to the Board's Chair.

The Board's "blueprint" for its operation is the Constitution of the Association. The Board is responsible for formulating, with the Principal, the Strategic Plan and the Policies, both of which are widely consulted prior to ratification.

The Board bears responsibility for the school's mission and direction. This includes strategic planning and the development of processes that will enable the school's plans to be achieved, and for the school to flourish. The Board delegates these responsibilities, on a day-to-day basis, to the Principal who is accountable to the Board.

Board meetings are held each month.

3.3 The Principal

The authority and responsibility for educational direction rests with the Principal.

At Noosa Pengari, the day-to-day management of the school has been delegated by the Governing Body (The Board) to the Principal who is responsible for managing all of the school which the Board governs and to whom the Board delegates responsibility to keep the school compliant and viable in all areas. The Principal's role is to work within the confines of the Strategic Plan and the Policies as defined by the Board. As well as having the Board as guide, adviser and governor, the Principal is currently assisted by the administration team, external financial services and the many willing teachers keen to hone their administrative, leadership and management skills.

The Principal is responsible for all staffing matters in the school and acts as the employer for the Board. All staff and contractors are directly accountable to the Principal.

3.4 Committees and Working Groups

Permanent and temporary committees of staff and/or parents, work on specific issues, as required.

4 Parental Involvement – Our School Community

The close association and interaction among teachers, pupils, parents and friends who make up our school community is actively encouraged.

In addition to the Board, Principal, Faculty of Teachers, Sub-committees and Parent and Friends Association who directly support school operations, there are numerous groups affiliated with our school who provide parents and supporters with opportunities for learning and fellowship, including: Craft Groups, Painting Therapy, Introductory Anthroposophical Study Groups, Treasure House Shop, Parent Library and Festivals.

4.1 Community Code of Conduct

1. Policy Statement

Noosa Pengari Steiner School is a place which promotes values that are in keeping with the School's Purpose. All students, parents, teachers and staff have the right to be safe, and feel safe in their school community. With this right, comes the responsibility to be law-abiding citizens and to be accountable for actions that intimidate or put at risk the safety of others or oneself. This includes behaviour that may be considered anti-social.

For the purpose of this Code of Conduct "School Community" comprises the Board, Principal, staff, coaches, parents, guardians, step-parents, relatives, friends, supporters, carers and invitees of the School, who attend at the School, or elsewhere, for the purposes of visiting, viewing, participating, supporting or being present for any official, sporting or social activity held by or for the benefit of the School and its students.

The School Community Code of Conduct sets clear standards of behaviour, which are expected of members of the School Community. It specifies the consequences for any member of the School Community who does not comply with those standards of behaviour, whether those persons are on the School's property, in transit, or at another location for the purpose of any School-authorized events or activities.

2. Background

The following are the principles, which provide the framework for this Code of Conduct:

- a) All members of the School Community are to be treated with respect and dignity.
- b) Responsible citizenship involves appropriate participation in the civic life of the School Community. Active and engaged members are aware of their rights but, more importantly, they accept responsibility for protecting their rights and the rights of others.
- c) Members of the School Community are expected to use Restorative Practices means to resolve any conflict.
- d) Insults, disrespect, and other hurtful acts disrupt learning and teaching in the School Community, and are a direct contradiction to the School's Values. Members of the School Community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterised by respect and civility to all others.

Parents play an important role in the education of their children and have a responsibility to support the efforts of School staff in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- a) Show an active interest in their child's school work and progress.
- b) Communicate regularly with the School.
- c) Help their child be neat, appropriately dressed and prepared for School.
- d) Ensure that their child attends School regularly and on time.
- e) Promptly report to the School their child's absence, late arrival or early departure.
- f) Become familiar with the School Community Code of Conduct.
- g) Encourage and assist their child in following rules as set out in the Parent Handbook; and
- h) Work with School staff in dealing with disciplinary issues.

3. Standards of Behaviour

As a minimum, all members of the School Community are expected to behave with respect, civility and in the manner of a responsible citizen.

As a minimum, all School Community members must:

- a) Respect and comply with all applicable Commonwealth and State laws.
- b) Demonstrate honesty and integrity.
- c) Respect differences in people, their ideas and opinions.
- d) Treat one another with dignity and respect at all times, and especially when there is a disagreement.
- e) Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- f) Respect the legal and moral rights of others.
- g) Show proper care and regard for School property and the property of others.
- h) Take appropriate measures to help those in need.
- i) Respect persons who are in a position of authority; and
- j) Respect the need of others to work in an environment of learning and teaching.

4. Scope

The Noosa Pengari Steiner School Community Code of Conduct is intended to provide members of the School Community with guidelines for the effective development of positive relationships within the School Community and, as expressed in the introduction, to assist in promoting the values that are in keeping with the School's Purpose and Values.

This document is then essentially a guide for all members of the School Community about the standards of behaviour which are acceptable in the School environment or when attending any official, social or sporting function or activity of, or relating to, the School or in any location at which the School is represented.

Although guardians, step-parents, relatives, friends, supporters and carers of students at the School are not a party to the School's Enrolment Contract, this School Community Code of Conduct is a guide for them about expected standards of behaviour.

5. General Conduct

School Community members are expected to:

- a) Support the School's Policies and Procedures.
- b) Acknowledge that the Principal has the ultimate responsibility to implement these Policies & Procedures.
- c) Work with the School teaching staff to deal promptly with areas of concern.
- d) Treat all members of the School Community with respect and courtesy, and
- e) Request or be directed to a Restorative Practices conversation when hurt or damages are perceived.
- f) Acknowledge and affirm success in individual and School achievement.

6. Physical Safety

In particular, all School Community members must not:

- a) Use any object (whether as a weapon or otherwise) to threaten or intimidate any other person or
- b) Cause injury to any person by the use of any such object.

All School Community members must not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs at any school function or on the school site. All Queensland school sites are deemed smoke-free environments.

All School Community members must:

- a) Not cause, inflict or encourage others to verbally abuse, threaten or inflict bodily harm on another person by any physical aggression or
- b) Seek staff assistance, if necessary, to resolve conflict peacefully (through Restorative Practices).

7. Co-curricular Activities

This part of the School Community Code of Conduct deals specifically with attendance at co-curricular activities. The following are statements of principle with which School Community members are expected to comply:

- a) Remember, young people are involved in co-curricular activities principally for their enjoyment.
- b) Students should always be encouraged to play by the laws and rules.
- c) Young people should be taught that honest effort is as important as victory, so the results of each game are accepted without undue disappointment.

- d) Turn defeat into victory by helping young people work towards skill improvement and good sportsmanship. Never ridicule or yell at any student for making a mistake or losing a game.
- e) Remember that young people learn best by example.
- f) Do not publicly question the referee or game official's judgement and never his/her honesty.
- g) Support all efforts to remove verbal and physical abuse from co-curricular activities.
- h) Recognise the value and importance of volunteer coaches, managers and referees. They give of their time and resources to provide recreational activities for all students.
- i) Do not approach a referee or game official any stage during or immediately after a fixture.

8. Responsibility for other Community Members

Any parent or School Community member who invites a relative, friend, support, carer or other person to be present at any official event or social activity held by or for the benefit of the School and its students must, at all times, be responsible for that person and ensure they act at all times in a manner consistent with this Code of Conduct.

9. Breach of this Code of Conduct

The consequences to a member of the School Community for breaching this Code of Conduct will be as determined at the Principal's absolute discretion. These consequences include any one or more of the following:

- a) In the first instance a Restorative conversation will be requested, then facilitated by a qualified facilitator.
- b) The School may ban any member of the School Community from being on the School grounds in general.
- c) The School may direct that any parent may only communicate with members of teaching staff through a nominated School representative.
- d) In the case of extreme or prolonged breach of this Code of Conduct by a parent, the School may terminate the enrolment of the child of that parent.
- e) The School may take such other steps as it may in its reasonable discretion determine appropriate according to the nature of the breach.

4.2 Parental Support

The school flourishes when parents and teachers work co-operatively together to bring about the health and progress of the children. It is expected, therefore, that parents take an active interest in their children's classroom and the broader school.

Parental participation is not only welcome; but is a vital part of a thriving school in a physical and social way. There are as many avenues for parental involvement as there are needs including:

- Active membership of the Association and its committees.
- Groups organised at class, Parents and Friends or school community level to assist teachers and/or students with the multitude of tasks that arise in daily class life.
- Working bees.
- Social activities.
- Craft groups
- Financial support and ethical investments.
- Fundraising.
- Ensuring students' optimal attendance.
- Supporting the school ethos at home.

Throughout the year parent-teacher evenings, education-related talks and workshops are held. An aim of the School is to work in harmony with the child's family. Therefore, we ask that at least one member of the child's family attend these events.

Parents need to become familiar with and support the ethos of the school.

Many of the underlying principles of Steiner education can be cultivated in the development of social life outside of school. For example, Steiner educational principles can be nurtured at home. Story-telling, reverence for meal-times, establishing rhythm and routine into each day and season can all serve as a means to healthy living in a child's home.

Electronic media are believed by Steiner teachers to seriously hamper the development of the young child's imagination - a faculty that is believed to be central to the healthy development of the individual. We discourage the watching of television and use of computers by our children. We want them to experience their childhood.

We do not have a uniform but expect children to comply with our dress requirements, details of which can be found in the Clothing Statement.

We have a Healthy Eating policy in school and ask that any food brought to school by the children follows our food guidelines, details can be found in the Food Statement Section. We rely upon communication through the regular school newsletters for many organisational matters.

4.3 Playgroup

The aim of our Steiner Playgroup is to offer a haven where children feel a sense of wonder and beauty in their play, and where parents can learn to enfold their child with peace and reverence. The children are nurtured in a rhythmic and joyous environment, together with other families who are also striving for a wholesome and quality space for their children. The activities include stories, circle games, bread baking and songs.

Playgroup is currently available to children and parents on Friday mornings. Please contact the school for enquiries.

4.4 Festivals

(Not to be confused with the P and F's Children's Festival – see P and F Section 7)

The School celebrates various festivals throughout the year. The festivals reflect the seasons and rhythms that the year brings. The activities that are shared reflect a deep respect for nature, the spiritual world and our fellow human beings. This sense of reverence for festival themes is also enhanced throughout the curriculum. Parents and friends are invited to share at least part of these celebrations with the children.

4.5 Parent Education

Throughout the year a number of Parent Education Talks and Workshops are held at the school. These provide an opportunity for parents to learn more about the school and the underlying philosophy which governs it. Topics which may be addressed include: Steiner Curriculum, High School Information, Parenting, Anthroposophical Medicine, Biodynamic Gardening and Festivals. All Parent Education opportunities are advertised to the school community via the school newsletter and require parents to RSVP.

4.6 Suggested Readings

The School works to educate children in conjunction with the child's family. One can further their understanding of Steiner education, (what your child does at school and why it is done in this way), through obtaining literature available from the parent library which is run by the P and F, attending class parent evenings and the regular Parent Education that the school runs.

Here are a few suggestions of the many titles available:

Piening and Lyons,	Educating as an Art
Harwood, A.C.,	The Way of the Child
Baldwin, Rahima,	You Are Your Child's First Teacher
Steiner, R.,	The Four Temperaments
Elkind, D.	The Hurried Child
Salter, J.	The Incarnating Child

4.7 Newsletter

The school produces a newsletter that is distributed fortnightly and includes all forthcoming individual class and school events. In addition, Class Teachers may distribute a newsletter of information relevant to his/her class.

4.8 Noticeboard

A community noticeboard, located at the entrance to our school, provides an opportunity for the school community to communicate with one another. There is a community section where parents are able to display notices, which must be clearly dated, to help keep the information on the board current. The P and F have a section where coming meetings, events and notices are displayed for the general community. Children's Festival committee have display sections also. *Please note: Articles published on the Noticeboard may not necessarily reflect the opinions or values of the school.*

4.9 Fundraising Ideas

Fresh and innovative ideas to raise funds for the school are always welcome. Please share your ideas, in writing, addressed to: The Chair, Parents and Friends Association - 86 Nyell Road, DOONAN QLD 4562, or hand deliver to the schools Administration Office or email: pandf@noosasteiner.qld.edu.au

5 School Procedures

5.1 School Hours

Pre-prep	8.30am – 2.55pm, Monday to Friday (5 days per fortnight)
Prep	8.30am – 2.55pm, Monday to Friday
Primary and High School	9.00am - 3.00pm, Monday to Friday
Teachers	8.30 am - 3.30pm, Monday to Friday
Administration	8.00am – 4.00pm Monday to Friday

5.2 Daily Rhythm

Please Note: Class teachers may feel the need to change this from time to time.

Preschool

The hours are from 8.30am until 2.55pm Monday to Friday. The main focus is play and imitation for the children. Activities include painting, drawing, wax modelling, baking, gardening and a variety of craft activities. (See Pre School Handbook for more information)

Primary School

9.00am to 11.00am	MAIN LESSON
11.00am to 11.40am	MORNING TEA
11.40am to 1.00pm	MIDDLE LESSON
1.00pm to 1.50pm	LUNCH (CLASSES 1 TO 3)
1.00pm to 1.40pm	LUNCH (CLASSES 4 and UP)
1.50pm to 3.00pm	AFTERNOON LESSON

High School

High school lesson times are contained in the High School Handbook.

5.3 Arrival

Primary and High school begin promptly at 9:00 am and it is VITAL that your child be at school by 8:55 am for the start of Morning Circle or Main Lesson. Late arrivals interrupt the flow of the morning for both the child who has missed something and feels it, and for the class and their teacher, as stop/start disruptions break into their enjoyable activities.

Students who arrive at school after 9.00am need to go directly to the school office to receive a late slip to give to their class teacher.

Bag-hooks and racks are located outside of classrooms. Unless parents are performing a function within the classroom, we ask that goodbyes be said outside the room so that the children can settle into the school routine. We understand that occasionally situations arise and lateness cannot be helped. However, it is important to set an example and support our children in learning the respectful habit of punctuality.

CHILDREN ARE NOT TO ARRIVE AT SCHOOL BEFORE 8.30AM.
TEACHING DUTY COMMENCES AT 8:30AM

5.4 Departure

It is part of school policy that children do not play in the playground after school. Therefore, collecting children promptly at 3.00 pm is expected, unless the student is involved in school sanctioned activities with parental approval. Children should be collected from their classroom. Class 1 children will remain with their teacher outside of their classroom. **While every care is given, no responsibility is taken for children on school premises after that time.** Inform the office or class teacher if you have arranged for someone else to pick up your child, particularly if the class teacher does not know that person.

Parents and guardians are required to come to the office to collect an “Early Departure Note” which they then hand to the Teacher when collecting their child from the class room before 3pm.

5.5 Limit to School Hours

The school accepts responsibility for children in its care between 8.30am and 3.30pm during school days. Where children are on site at school for any reason beyond these hours (eg. meetings, working bees, social gatherings), children must be under the supervision of their parent or guardian. The School accepts no responsibility for children on site out of school hours. If you are on site for any reason out of hours, you must ensure that any children you bring on site are adequately supervised.

5.6 Contact with Teachers

Please be aware that the period prior to commencement of school each day is a time when teachers are preparing for their day with the children. If you require time with a teacher, please consider this and make arrangements for a more appropriate time. Parents are asked to leave a note with the teacher or reception staff, requesting the teacher to call them either to discuss the topic or to arrange a time for a meeting. Teachers will respond within 24 hours.

5.7 Suspension of School - Severe Weather Warnings

On rare occasions, when the area is forecast to experience severe weather conditions, the school will send written advice home to parents suggesting that students be kept at home on particular days. The school WILL NOT be closed on these occasions and staff will be on hand for students who do come to school.

If rain is continuous and there is a concern of the road flooding, notices will be posted on the school's website, announcement broadcast on local radio stations, texts and email messages sent to inform parents. Parents need to take into consideration local conditions and make their own decisions regarding their child's safety and whether or not they send their child/children to school in adverse weather conditions.

5.8 Attendance

The curriculum provides for a continuity of lessons from day to day and from week to week. Therefore, it is expected that children attend school, except in times of ILLNESS.

In the event that a child is absent from school for any reason, it is important for the parent to **notify** the school of the absence, at the earliest opportunity on the day. Parents must either leave a message on the answering machine, before or after office hours, or email through to the office enquiries@noosasteiner.qld.edu.au before the commencement of school. Parents may also wish to inform their class teacher.

The school is required to keep a record of all absences and any late arrivals or early departures by the Queensland Studies Authority. The school has an obligation to report this information to government departments as part of its funding compliance - it is important that parents inform the school otherwise the absence is recorded as **unauthorised**.

5.9 Visitors

It is a very important Workplace Health & Safety & Child Protection issue that the school knows who is on the school site at any given time. Therefore, it is vitally important all visitors to the school sign in and out at the school office before commencing any business on school grounds. Along with being a consideration in the case of an emergency this is also an important measure the school takes in regard to child protection. If you are visiting a class as a helper, participating in a workshop, attending a meeting or a P & F event please remember to sign in at the office. All adults on site between 9.15am and 2.45pm who are not staff are considered visitors.

5.10 Parent Lounge

The Parent Lounge is an area of our administration system where you can logon to access various services and information. These include:

- Academic Reports
- Parent Directory
- Student Records
- Contact Details
- Tours and Excursions (including camps)
- School Links to documents and websites
- School Fees Account

Parent Lounge contains other features that we are not implementing at this time, however, will be activated as and when applicable. Individual family logons details for Parent Lounge will be sent to parents at commencement of enrolment.

5.11 Photographic and Video Images

All photographs and video images of children and staff alike are classified as personal data. This means no image can be used for display or for school publicity unless consent is given by or on behalf of the individual concerned.

All parents /guardians will be asked to sign a consent form allowing their child to be photographed or videoed while taking part in school activities (camps, excursions, performances etc) and for the image to be used for display or school publicity.

All pictures taken will be appropriate, and will show children properly clothed for the activity they are engaged in. The school will show due sensitivity in the choice and composition of images.

Parent Use

Photographs and videos taken at school events are for personal use only. Any such photos and videos must not be sold and must not be put on the web/internet. Photographs and videos must never be taken during performances. The teacher will allocate one person as 'photographer' if they feel this is required. At the conclusion of such events time will be made available for parents to photograph their child/ren. For other events, the school will decide if photography and videoing will be permitted and staff will inform parents at the beginning of the event. Children must never be photographed changing for performances or events. These conditions also apply to other persons who may be present at school events (e.g. Grandparents or family friends).

Student Use

At times students will be required to take photos as part of the curriculum. Photographs and videos must be used for educational purposes only and not displayed or published on the internet. Once an image has been used for its intended purpose they will need to be deleted.

Media

At times local media may visit the school to follow up a news story, generally relating to the achievements of a student or group of students. In this situation, where children's images might be made public, the school will inform parents and carers of the event in advance and allow them to withdraw their child from the event if they wish.

5.12 School Photographs

A professional school photographer comes to the school once a year to take photographs of all classes and individuals from Pre-prep to Class 12. Information regarding the date and payment options is published in the school newsletter.

5.13 Clothing

Our school does not require a uniform, however, we do have an accepted standard of clothing that meets current Sun Care and Work, Health and Safety standards. Children should also wear clothing and footwear appropriate to the season.

We recognise the importance of ensuring that the children in our care are dressed appropriately for the Queensland climate. Noosa Pengari Steiner School is committed to protecting students and staff from the damaging effects of UV rays. We adopt a policy of teaching children the importance of preventative strategies when outdoors. Sensitive areas such as the face, ears, the back of the neck and shoulders must be covered. For the comfort of children, clothes made from natural fibres are preferable. On days when the children participate in movement or games/sport, we ask that they please wear clothing that allows freedom of movement.

- School clothing is designed to protect students from the sun. As a minimum standard, T-shirts with sleeves that cover the shoulders are to be worn.
- Shorts, skirts or dresses must be of a length that reaches to the tops of the knees.
- Children are required to wear suitable hats for outside play. Legionnaires, or wide brimmed with a brim of at least 8cm are most suitable.
- Teachers will enforce a "no hat no play" procedure.
- Staff will, at all times, endeavour to be role models by wearing appropriate hats and clothing when outdoors.

CLOTHES WITH PRINTED MESSAGES, SLOGANS, BLACK-COLOURED, FLUORESCENT COLOURS, SHOES STRING STRAPS, HALTER NECK, MIDRIF OR CLEAVAGE BARING STYLES ARE NOT ACCEPTABLE. Hair dyeing, make-up and nail polish are also not acceptable for children. For safety reasons jewellery must not be worn to school. Earrings are considered a safety risk.

PLEASE NOTE: Clothes and hair are to be clean and tidy. Hair should be off the face. Extreme styles such as mohawks and dreadlocks etc are simply expressions of a popular culture and are inappropriate for the developing child. Parents are asked not to encourage extremes of fashion in their children.

5.14 Shoes

Whilst shoes will normally be worn throughout the day, teachers may permit shoes to be taken off in certain circumstances. (One exception: – while climbing on the adventure playground). It is recommended that indoor shoes be of the comfortable slip-on type. Shoes must enclose most of the foot especially providing protection around the toes. Slip on shoes need to have a strap that wraps around the heel preventing the shoe from slipping off. On days when children have sport, appropriate sport shoes are essential. Please note: Thongs, slip-on shoes without a heel strap, wedge or high-heeled shoes, or heavy, time-consuming lace-up boots are also not acceptable.

In wet weather, properly fitting rain gear (footwear and coats) is advisable for outside wear.

5.15 Sun Screen

'Be Sun Smart': The school provides sunscreen for children, placed in and available in all classrooms. If you have an objection to its use on your child, please let the school know by addressing a note to the office.

5.16 Lost Property

Marked clothing is quickly restored to its owner. Lost items will be held for a short period only, in the *Lost Property Basket*, and placed on the *verandah outside the office for inspection and retrieval*. Unclaimed clothing will be given to charity at the end of each term.

5.17 Classroom Provisions

At the school children are provided with general classroom materials and library/reading books as part of the tuition fees. Where an item is lost or damaged, it is the parents' responsibility to replace at their own expense.

5.18 Food

The teachers ask for parental assistance in providing your children with nutritious lunches. We encourage a diet of wholemeal products and fresh fruit and vegetables. Filtered tank water is available for drinking; or parents may supply their own. Please do not send lollies, chips, chocolates, cordials, fizzy drinks, juices (eg: poppers) or processed foods with a high-sugar content.

The School tries to keep rubbish to a minimum and recycle or compost wherever possible. Please send water and food in re-useable containers. Wrappings and all uneaten lunch will be returned home. Classes may include baking or cooking as part of the curriculum. Please notify the teacher of any special dietary requirements relating to your child.

5.19 Birthdays

Birthdays are an important part of a child's life. Celebrations outside of school are private and the responsibility of the parents – please do not send personal/private invitations to school.

5.20 Transport

Transport of children to and from school is the responsibility of each family. Parking for Pre-school and Primary school parents is in the main car park at the very end of Nyell Road. High school parent parking is in the car park at the Hall (visitor) entrance. From time to time it may be necessary for parents to make alternative arrangements for their children's transport during the day. **Reliance on the office staff to facilitate such arrangements should only be by last resort, and must be notified prior to the 1.00pm lunch break. Between 2.30pm and 3.15pm is a VERY HECTIC time in the office and if you expect messages to get to their destination at this time, you may be disappointed.**

Please observe signage in the car park - the speed limit, No Parking - bus parking terminal and Drop-off Zone only and please do not park anywhere near the crossing. It is a very busy area at peak times, and the safety of the children is paramount.

5.21 Bus Service

A bus service is available for school students, provided by Barry and Caroline Giles of Hinter Coast Transport. All Hinter Coast buses are fitted with seat belts and ALL passengers must, by law, be seated and wearing seat belts.

If you wish to use the bus and would like to know about the timetable and routes, please check the school noticeboard or contact: Barry and Caroline Giles on 5473 5411; or check the website www.hinter-coast-transport.com

The State government provides support to families whose children attend independent schools and use a bus service, through a rebate scheme. Rebates on bus fares are paid twice a year in June and December. More information regarding this is available from the school office. For more information www.schooltransport.com.au

This is a very important service to some parents in our community, and parents are encouraged to make full use of the bus service in order to ensure its financial viability. (USE IT OR LOSE IT!)

5.22 Travel Conveyance Allowance

A Conveyance Allowance for transporting children to school is available from Queensland Transport for families who transport students themselves and travel more than 3 kilometres to school. Applications are available at www.transport.qld.gov.au/qt/PubTrans.nsf/index/assishome.

5.23 Home Visits

During the early primary years teachers aim to visit every child at their home to help form a bridge between the school and home. New children in the older classes may also have this privilege.

5.24 Wellbeing Programme

The school receives funding from the Federal Government for the National School Chaplaincy & Student Welfare Program, the official name. This program has nothing to do with religious education or any other special programme but allows the school to offer support to students, families & staff in the form of having counsellors available. The role of the Wellbeing at the school is the same as "Pastoral Care" or "Guidance Support". Counsellors work with groups of children as well as individual students, always in consultation with parents. Parents are required to sign a Wellbeing Consent form to have access to this support.

5.25 Resolving Difficulties

Our School welcomes suggestions and comments from parents and takes seriously complaints and concerns that may be raised. A complaint will be treated as an expression of genuine dissatisfaction that needs a response.

We wish to ensure that:

- Parents wishing to make a complaint know how to do so.
- We respond to complaints within a reasonable time and in a courteous and efficient way.
- Parents realise that we listen and take complaints seriously; and
- We take action where appropriate.

"How should I raise a concern?"

When you contact the school; be as clear as possible about what is troubling you. Members of staff will be happy to help.

Start with the person most closely concerned with the issue – for example, to raise educational matters with your Class Teacher. If the complaint concerns a Specialist Teacher, the parent is encouraged to take the concern to that teacher, having also informed the Class Teacher.

They may be able to sort things out quickly, with the minimum of fuss.

"What will happen next?"

If you raise a complaint face-to-face or by telephone it may be possible to resolve the matter immediately and to your satisfaction.

If you have made a complaint or suggestion in writing, we will contact you within five working days, to respond to your concerns and explain how we propose to proceed.

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

If you feel that resolution has not been reached, you can make an appointment with (or write a letter to) the Principal. This will ensure that the mentoring system is followed and that review is made of progress in dealing with the concern. It is the duty of the Class Teacher to provide such information as is required, to allow the Principal to exercise their responsibilities in dealing with the concern.

The Principal will provide timely feedback to the parent, as regards progress.

The Principal may convene a meeting between the involved parties to seek resolution. The parent may choose to involve a neutral party to be present at such meetings.

Parents will be listened to and appropriate action taken to ensure that the issues are seriously addressed.

“What happens about confidentiality?”

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

We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it became necessary to refer matters to the Police or Child Protection. While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued.

Any action needing to be taken under staff disciplinary procedures as a result of complaints, would be handled confidentially within the school and may not be reported back to parents.

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

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

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

If the meeting does not bring about a resolution, the Principal will appoint an independent mediator to help the parent review the concern and arrive at a resolution. Both parties need to agree on the appointment of the external mediator.

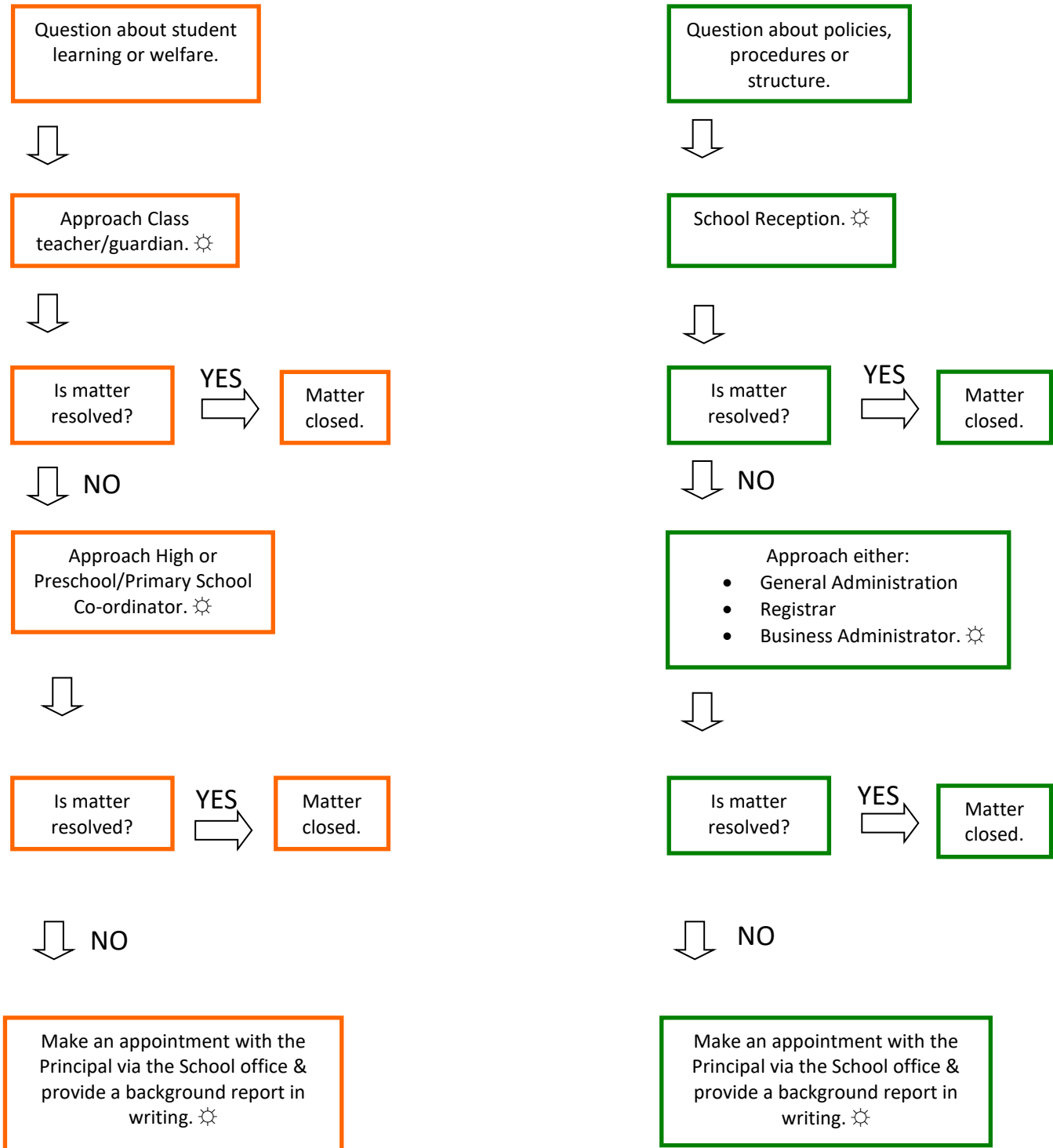
At this point the Principal will inform The Board of the nature of the complaint and the appointment of a mediator.

You will be asked if there are any papers you would like to have circulated before the mediation meeting. As with the Chairperson’s meeting, you will be invited to bring a friend with you. *The Principal will accept responsibility for making any final determination on the matter and will report that determination to the Board.*

The school recognises and acknowledges your entitlement to share concerns and we hope to work with you in the best interests of the children and young people in our care.

5.26 Communication Pathways

Noosa Pengari Steiner School
Communication Pathways For Parents
 What is the nature of your question?



If issues are unresolved at the end of this process, they can progress to the School Board.

☀ Feel free to bring a support person.

5.27 Behaviour Support

The premise at the Noosa Pengari Steiner School is that every student has the right to learn and every teacher has the right to teach in a calm, harmonious classroom environment.

There are a few main guidelines that are enforced at the school. These are important because their primary purpose is to ensure the safety, well-being and effective education of the students:

1. Students will treat themselves, others and property with respect, care and safety at all times.
2. Students will remain within the supervision of a teacher between the hours of 8.30am and 3.30pm whilst at school.
3. All students will respect their fellow students' right to learn and their teachers' right to teach in a calm, harmonious classroom environment.
4. Students will adhere to the dress code, classroom expectations and boundary rules at all times.

Failing to be accountable to these will result in immediate consequences.

Consequences of Problematic Behaviour

The teachers at the Noosa Pengari Steiner School are committed to a behaviour procedure that focuses on the development of human dignity and positive relations. The use of Restorative Practices in dealing with bullying, disruptive or challenging behaviour assists students to understand the impact of their conduct on others and guides them in modifying their behaviour. A restorative chat or conference is the first step when dealing with any issue.

STEPS:

1. **A restorative solution will be sought.** This may be a restorative chat and/or a full conference with parents, teachers and principal, depending on the severity of the transgression. The Restorative Conference follows a strict format and is used all over the world, as a step to allow participants to take responsibility for their actions and to understand who has been impacted by their behaviour. Restorative consequences that are linked with the misdemeanor will be agreed upon. An agreement is reached and signed by all parties. This usually resolves the issue.
2. If a restorative agreement is broken, **further consequences** will come into play. The teacher, and/or Principal will notify the student and parents and a meeting will follow. Depending on the severity of issue, the Principal may decide on:
 3. **In-school suspension.**
 4. **External suspension.**
 5. **Expulsion.**

5.28 Child Protection Statement

Our Child Protection Policy is available to view on the school's website and also in the Policies and Procedures folder available at reception.

5.29 Anti-Bullying Guide

Extracted from full Anti-Bullying Statement

The basic beliefs underlying the policy are:

1. Every individual has value in a community.
2. Every individual has the right to feel safe from those using those using bullying behaviours or harassment in all its forms.
3. Every conflict can be resolved. The target of bullying behaviours and those using them both need help to solve conflict.
4. Every individual in a community is responsible for the safety of other individuals in that community.
5. Every individual in a community is responsible for ensuring that other individuals in that community can reach their potential in a supportive and non-threatening environment.

Bullying behaviour is **repeated** oppression, psychological or physical, of a less powerful person by a more powerful person and occurs when someone, or a group of people, upset or create a risk to another person's health and safety, or their property, reputation or social acceptance. Bullying behaviours involves a desire to hurt + hurtful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and a sense of being oppressed on the part of the the target of bullying behaviours.

Bullying IS:

- **Direct physical bullying** e.g. hitting, tripping, and pushing or damaging property.
- **Direct verbal bullying behaviours** e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- **Indirect bullying behaviours** - This form of bullying behaviour is harder to recognise and often carried out behind the target student's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying behaviours includes:
 - lying and spreading rumours
 - playing nasty jokes to embarrass and humiliate
 - provoking a food-allergic reaction
 - mimicking
 - encouraging others to socially exclude someone
 - damaging someone's social reputation and social acceptance
 - cyber-bullying behaviour, which involves the use of email, text messages or chat rooms to humiliate and distress.

Cyber-bullying behaviours, or e-bullying behaviours, involve the use of information and communication technologies such as email, (mobile) phone and text messages, instant messaging (SMS), chat rooms and video internet sites e.g. YouTube. It can be particularly harmful because it can happen anywhere and at any time. Thus young people who are the target of cyber-bullying behaviours have no place where they feel safe. If the bullying behaviour is of a serious and threatening nature then obviously it becomes a legal issue and students and parents should seek advice by reporting the matter to the police.

Bullying IS NOT:

Bullying behaviour is different from ordinary teasing, rough-and-tumble or school yard fights. What makes it different is that the incidents are ongoing, and there is usually a real or perceived imbalance of size, strength and power between the students involved. In formulating an effective approach to dealing with those using bullying behaviours, it is helpful to note what bullying behaviour is **not**.

Bullying is not:

- **Mutual conflict** where there is an argument or disagreement between students but not an imbalance of power. Both parties are upset and usually both want a resolution to the problem. However, unresolved mutual conflict sometimes develops into a bullying behavior situation with one person becoming targeted repeatedly for 'retaliation' in a one-sided way.
- **Social rejection or dislike** – It is not feasible to think that every student must like every other student.
- **Single-episode acts of nastiness or meanness, or random acts of aggression or intimidation are certainly NOT condoned but do not constitute bullying. The difference is that bullying behaviour is, by definition, action that happens on more than one occasion.**

PARENT RESPONSIBILITIES:

- Take an active interest in their child's social life.
- Watch for signs of distress in their child, such as; unwillingness to attend school, a pattern of headaches or stomach aches, equipment that has gone missing, request for extra pocket money, damaged clothing or bruising. Early contact is essential at this point.
- Report to the school staff if they know, or think, their child is being bullied.
- Keep a written record if bullying behaviour persists: Who, What, Where and When?
- Advise their child to tell a trusted teacher.
- Tell their child that there is nothing wrong with them.
- NOT to encourage their child to hit back or respond verbally.
- Ensure they do not model bullying behaviour in interactions they have with anyone but especially the school staff.
- Be vigilant and carefully monitor your child's use of internet-capable technology.
- If you think your child is being bullied do not approach the other parent or child.

STUDENT RESPONSIBILITIES:

- Report all incidents of bullying behaviours, including e-bullying to a trusted senior student, teacher or other staff member
- Actively support students they know are being bullied.
- Refuse to become involved in bullying behaviours, including as a bystander.

Our School's Restorative Practices process will be employed to help both parties to resolve their issues.

CONSEQUENCES OF BULLYING BEHAVIOUR

- Official warnings to cease offending (Restorative Practices employed).
- Exclusion from certain areas of the school premises.
- Internal Suspension.
- Major fixed term suspension.
- Seek help from qualified counsellor.
- Permanent exclusion.

WHO TO SPEAK TO:

- Your Child's Teacher
- Principal
- Primary School or High School Co-ordinator
- Wellbeing Officer

5.30 First Aid

While every care is taken, accidents sometimes happen. The School is equipped to provide basic first aid for minor ailments/accidents. Unless parents have indicated to the contrary on the *Student Information Form*, we will apply the following homeopathic remedies as required:

- Apis Mel tincture - for insect bites/bee stings.
- Arnica homoeopathic drops - for shock and bruising.
- Arnica cream - for bruising.
- Calendula cream and tincture - for cuts and grazes.
- Urtica cream - for rashes and bites.
- Rescue remedy - for cases of distress and trauma.

In some circumstances, eg illness, infectious disease or injury, parents may be contacted to collect children from School.

All head injuries, including seemingly minor bumps on the head, will be reported to parents.

In the case of more serious injury, we will contact parents immediately. In order for this to happen it is vital that an up-to-date contact be on school files at all times. An ambulance will be called if the school deems it warranted in the circumstances. ➔ **It is important to advise the office of changes of contact details.**

5.31 Notifiable Illness

What to do if your Child has an Infectious Disease

Parents of children with rashes, skin infections or any symptoms of infectious diseases should consult their GP for a diagnosis and treatment, when necessary, to find out if the child should be excluded from school. The school office must be notified immediately of any positive diagnosis of a childhood illness. We also ask, that if children have a **highly communicable infection**, such as head lice, herpes or school sores, they be **kept at home**, until the condition has cleared up.

Notifiable Infectious Diseases and Exclusion Periods

For recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases parents may refer to the National Health and Medical Research Council:

The NHMRC recommends that children who are physically unwell should be excluded from attending school.

More information may be obtained by visiting the following website:

<http://www.health.qld.gov.au/cdcg/index/>

5.32 Head Lice

Head lice are a continuing occurrence in the primary school and the preschool. Keeping your children's hair lice free requires constant vigilance as they can spread rather rapidly from head to head. If your child is found to have head lice eggs (nits) an email will be sent home to the whole class to inform you that you need to check your child's hair and comb out eggs and treat where necessary.

If live lice are found you will receive a phone call from the office informing you to pick your child up and keep him/her at home until you have treated and removed all lice and eggs.

5.33 Administering Prescribed Medication

Medical Practitioners, Prescriptions and Medication:

1. Parents or guardians must make a written request to the school.
2. The child's medication, with the pharmacist's written instruction on the original container, must be lodged with the school office for security purposes (asthma puffers and epipens excepted).
3. An adult staff member designated by the school will carry out administration of the medication.
4. NON-PRESCRIBED MEDICATIONS, SUCH AS PARACETAMOL, SHOULD NOT BE BROUGHT TO SCHOOL AND WILL NOT BE ADMINISTERED BY SCHOOL STAFF.

5.34 Immunisation

1. We respect the right of parents to make their own choices in relation to vaccinating their children.
2. Please note further that a significant number of parents in the school choose not to vaccinate or fully vaccinate their children. Should an outbreak of any vaccine-preventable disease occur within the locality, we will inform all parents via the newsletter or email. Parents will then have the option of keeping their non-vaccine protected children at home until the outbreak has passed.
3. While the school will endeavour to provide parents with full information as available in the event of an outbreak of a vaccine preventable disease parents may wish to contact Queensland Health. The general switchboard number for *Queensland Health* is: 13 43 25 84.

5.35 School Dentist

A free Government dental service is offered to children of preschool and primary school age. A mobile dental clinic operates in the area; however, due to high demand the van does not visit every school. If you would to use this service, contact the school office for details.

5.36 Television, Computers and Electronic Media

The Pre and Primary School curriculum does not include television viewing and electronic media because of the effects these media have on children's' development, i.e. behaviour, imagination and breathing and development of the senses – eg. Sight, hearing.

There are a number of articles and studies on electronic games, television and child development which are available in the P and F parent library, including:

- | | |
|-----------|-------------------------------|
| Healy, J. | <i>Endangered Minds</i> |
| Large, M. | <i>Who's Bringing Them Up</i> |
| Winn, M. | <i>The Plug In Drug</i> |

5.37 Music Program

Music is a very important part of the school's curriculum. As we work with the imagination and creativity of the children in all of their learning, by working artistically we directly affect the inner life of the child so that all things they do are living experiences.

In addition to classroom music, each child starts learning violin or cello in Class three and continues with this instrument until the end of Class four. The student then has the option to choose a different instrument until the end of Class seven. Instrumental music is compulsory at the school from Classes three to seven and costs are included in the school fees. Information regarding the High School music program is available in the High School Handbook.

5.38 Excursions and Extra-Curricular Activities

Throughout the year off-site activities are organised for students in Classes 1 to 12. Information for these activities is made available to parents and consent must be given electronically via the Parent Lounge prior to the day of the activity. Where consent is not received for a student that student will remain at school and join another class for the duration of the activity.

5.39 Camps

Camps are an integral part of the school curriculum and are a much-anticipated event by the children. Camps enhance classroom learning as well as promoting social bonding and team building skills. They create opportunities for each child to find their independent place within the class through activities such as bush walking, high ropes courses, canoeing, endurance, or simply taking their turn at cooking and washing up. As an integral part of the school curriculum, camps must be attended by all children unless medical reasons prohibit participation.

While younger classes (Classes 1 and 2) do not usually sleep away, older classes may sleep away for up to a week. Parents will be notified of the camps and a list of what students will need to bring. Parental permission is required for all camps and costs are included in the fees. Occasionally camps will incur additional costs which parents will be informed of prior. Additional adults on camp will be by invitation from the teacher.

5.40 Snake Statement

We take seriously the risk of snakes in our rural environment, particularly in the warmer months. We take precautions to minimise this risk, including the educating of children and adults in snake safety. In the event that an incident involving snakebite occurs, first aid will be immediately rendered and an ambulance summoned on the assumption that the snake is potentially poisonous. In the event of a parent finding a snake or snake nesting areas, please contact the office immediately.

5.41 Health, Safety and Maintenance

We take the health and welfare of staff and children very seriously. If you have any questions or concerns regarding health or safety issues, please discuss them school administration. Any damaged, broken or abandoned property on site should be reported to the office.

5.42 Childcare Benefit Allowance

Childcare Benefit rebates are available from the Family Assistance Office for eligible parents of pre-prep students. Parents will need to register with the Family Assistance Office, contact telephone: 13 61 50. You will need to ask the school office for a receipt in the approved format.

5.43 Smoking Policy

Smoking is not permissible anywhere on school grounds at any time.

5.44 Dog Policy

Dogs, with the exception of guide dogs, are not permitted on the school grounds at any time due to the schools Workplace Health and Safety Policy.

5.45 Drugs and Alcohol

Non-prescribed drugs and alcohol are prohibited from ALL areas of the school at ALL times. Please do not enter the school grounds while under the influence of illicit drugs or a blood-alcohol level of .05 or more.

5.46 Long Service and Sabbatical Leave for Staff

The objectives of the school is to:

- Minimise disruption to the school community and to the school life of the students by encouraging staff to take Long Service Leave in natural breaks and flows in the schools running.
- Encourage staff to spend time in an environment other than the school environment to replenish and revitalise and enrich their life experiences.
- All staff members are entitled to Long Service Leave in accordance with school policies and are also entitled to apply for a sabbatical.

6 Financial Support, Fundraising and Ethical Investment and Loans

The Noosa Pengari Steiner School was born through the efforts and financial resources of the local community. The burden of bank charges on capital projects stifles the growth and development of the school organism. We endeavour to encourage members of the school and local community to support the school through donations, fundraising activities and ethical investments.

6.1 Donations

Donations are always welcome and are gratefully accepted. Donations to the school's Building Fund are tax deductible in accordance with S78 (1) (a) (XV) of the Income Tax Assessment Act and an official receipt will be issued to the donor.

6.2 Fundraising

Fresh and innovative ideas for raising funds for the school are always welcome. Please share your ideas, in writing, addressed to: The Chair, P and F Assoc, 86 Nyell Road DOONAN QLD 4562.

6.3 Ethical Investments

Investments or loans to the school are normally repaid in full when the child or children leave the school, provided that no school fees are outstanding. See the Principal for details of new investment opportunities.

7 Parents and Friends Association

The *Noosa Pengari Steiner School Parents and Friends Association* is an unincorporated association established to assist the School in areas such as fundraising, cultural and community activities, working bees, catering for functions and support generally of the School, the children, the parents and staff.

The *Parents and Friends Association* is a vital and integral part of our School. The Association assumes many important roles within the school community. The *P and F* as an organization is financially independent of the School, but works closely with the management and teachers to support each other toward our mutual goal of providing a strong, caring environment for our children to learn and grow throughout the years. To achieve this, the School needs and encourages the participation of all parents. Involvement in the *P and F* can take various forms to suit the varied roles of the *P and F*.

Fundraising is an important part of the work, to provide funds for equipment for children and teachers, such as parent education, library, play equipment and additional education items. An equally important aspect of the *P and F* is their function as a social group, helping to bring parents and friends of our school together and to extend a welcoming hand to the general community.

The *P and F* has developed an extensive parent library. Various workshops and craft groups, (eg doll making, felting, etc.) are held regularly throughout the year. The craft groups hand make and supply quality products to the school's shop, the Treasure House. The group is open to everybody regardless of skill or ability.

The *P and F* meet regularly, details of which will be published in the school newsletter and on the community noticeboard. Please feel welcome to come along and take part in these meetings and/or Coffee Mornings.

The *P and F* also support and encourage all parents to participate in study groups and parent education that they fund and organise.

The *Children's Festival* is held annually. The festival is a "whole of school" and the major fundraising event for the year which requires all parents to participate. Each class will have a festival committee representative who will contact parents in regards to how they can contribute to the festival.

7.1 Parents' Library

A library exists for parents and friends who wish to explore or enliven their knowledge of Steiner Education or Anthroposophy, on which it is grounded. The Parent Library is situated in the Treasure House.

7.2 The Treasure House

The shop stocks beautifully handcrafted toys and gifts, (a large amount of which is lovingly made by members of the school community), along with musical instruments, hats, art and craft materials, head-lice treatments, shoes, shirts and unusual gift ideas. Purchases can be paid for by cash and using the School's EFTPOS facility. For opening times please check the noticeboard, newsletter or office.

7.3 Craft Circle

Craft Group meets during school term time, every Wednesday 9.15am to midday on the verandah of Possum Place (behind the Treasure House).

Come join our crafting circle each Wednesday morning, share a cuppa and learn some simple felting and sewing skills. We have started with a simple Autumn gnome - perfect for absolute beginners. The space will be lovingly held by several mamas at the school who are excited to share with you.