

NOOSA PENGARI
STEINER
SCHOOL

ACADEMIC
BALANCED
CREATIVE

INC NO 1A15569

Primary School Handbook

86 Nyell Rd, DOONAN. QLD 4562

Ph: (07) 5471 0199

Email: enquiries@noosasteiner.qld.edu.au

Table of Contents

1	Education in the Primary School	3
	The Pedagogical Work of the Teachers.....	3
	Anthroposophy	3
2	Primary School Curriculum	4
	Television, Media and Screen Time.....	4
	Music Program	5
	Excursions and Extra-Curricular Activities	5
	Learning Support.....	5
	Wellbeing	6
3	School Procedures	6
	School Hours	6
	Arrival.....	6
	Departure.....	6
	Attendance.....	7
	Suspension of School - Severe Weather Warnings	8
	Contact with Teachers	8
	Visitors	8
	Transport.....	8
	Bus Service.....	8
	Travel Conveyance Allowance.....	8
	School Photographs	8
	Photographic and Video Images	9
	Clothing	9
	Shoes.....	10
	Sunscreen.....	10
	Classroom Materials.....	10
	Food.....	10
4	Health and Medical	10
	First Aid.....	10
	Notifiable Illness.....	10
	Head Lice	11
	Administering Prescribed Medication	11
	Immunisation	11
	School Dentist	11
5	Parental Involvement – Our Community	12
	Parent Education.....	12
	Teacher and Parent/Carer meetings	11
	Effective Communication	11
	Resolving Difficulties	13
	Parent Lounge	13
	Newsletter.....	13
	Noticeboard	13
	Smoking Policy	13
	Dog Policy.....	13
	Drugs and Alcohol	13
6	Student Code of Conduct	14
7	Community Code of Conduct	15
	Noosa Pengari Steiner School Interpersonal Values	15
	The Role of Parents and Carers.....	15
	Breaches of the Code of Conduct	15
	Electronic and Telephone Communication	16
	Communication Pathways.....	17

1 Education in the Primary School

*"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.

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 attends these meetings.

Individual parent-teacher interviews are held mid-year 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.

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.

2 Primary School Curriculum

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.

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 Areas offered at Noosa Pengari:

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

Television, Media and Screen Time

As in the Pre-School, the effects of the presence of the television and other media in a child's life is often clearly visible in many ways in the Primary School child. Often children are observed to speak in the tone of a certain character or machine and such children may seem "stuck" in their ideas of play, unable to play anything but a but a character from a TV show. Other children seem to lose their imagination and can't "think" of anything to play. More subtle changes may be noted in a child who cannot sit still during a story, making it a distressing time instead of a time of wonderment and delight. Due to the fast-paced nature of many media experiences, children who are exposed to significant amounts of media may equally become inattentive in a slower paced classroom – or relax into the relative stillness.

Screen Time itself affects child development regardless of the program content. Recent research shows that screen time adversely affects children's thinking, speaking, imagination, senses, physique, feelings and behaviour.

There are many well-documented effects of television/media on children, for example hyperactivity and lack of attention span or inability to complete tasks. Perhaps the greatest cost is the dimming effect it has on the child's wonderful imagination. It is the imagination which provides the foundation for learning and growth. Whilst we recognise that TV/Screen Time is in the domain of the family, we do ask though that no television is watched in the morning before school, and we feel that TV watched before bedtime is very disturbing to a child's sleep.

Even beyond the first seven years, children learn best through imitation, and we encourage families to explore alternatives to television – story telling, and physical activity and chores would ideally form a part of the home life after school.

At NPSS 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 – e.g., Sight, hearing. However, we do understand that some families choose to view media in the home environment and we strongly encourage those people to consider the ratings provided by the Australian Classification of Film and Literature <http://www.classification.gov.au/Pages/Home.aspx> The resultant ratings for these books, games, and shows have been carefully considered by a panel of independent experts and should form an important guide for parents.

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

Healy, J. *Endangered Minds*

Large, M. *Who's Bringing Them Up*

Winn, M. *The Plug in Drug*

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 5. 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.

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.

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.

Learning Support

The school has an integrated Learning Support Programme, whereby each class in the primary school has a classroom assistant from the start of the day through to lunch (as a minimum). Whilst this person provides assistance to the teacher, their primary role is to provide assistance to the students in order accommodate specific individual learning needs.

In addition to this support, we also provide a number of other programmes in place that require the students to work individually or in small groups with a specialist outside the classroom including Extra Lesson, Extra Painting, MultiLit and MacqLit.

Extra Painting may be offered to children to assist with their own personal challenges. Younger children work in the medium of 'moist on moist' water-colour painting; Older children and adults may also work with charcoal and these initial works give a starting point for a guided series of pictures. Each suggested colour and overall colour mood is carefully considered for its health-giving effect on the child. Whilst there is a therapeutic health-giving benefit to this kind of creative process, the younger children are simply told that it is 'their turn' to paint. Each person is offered 9 sessions at the school and at the end of the process parents are invited for a consultation.

The NPSS **Learning Through Movement Program** is based on Audrey McAllen's work - "The Extra Lesson" – which is based on Rudolf Steiner's indications about childhood development. It is used to assist children with developmental delays and learning difficulties. Our goal is to support all children in their learning process.

The exercises are developed to stimulate the patterns linked to neurological movement development of the first seven years of life. This development produces capacities needed for learning skills, such as writing and reading.

The Extra Lesson teacher composes weekly individual 40-minute lessons with movement exercises for spatial orientation, body geography, lifting and stretching, rhythm and breathing, speech, form drawing and some academic work. Each lesson is concluded with a lemon foot bath and a short painting exercise, in order to work the forces that were called upon by the movement exercises back into the organism of the child.

NPSS adopts research-based programs to support children with additional learning needs in specific areas of literacy. In 2017, the school implemented the Macquarie University **MultiLit Reading Tutor and MultiLit Reading Tutor Extension** programs, for individual students in upper primary and high school classes. These programs have been very successful in meeting the needs of individual children who require additional explicit teaching in learning to read and spell successfully.

In 2020, NPSS introduced the **MultiLit MacqLit Reading Program** for small groups in the middle primary classes. NPSS implements our Learning Support programs in a non-categorical approach, meaning we do not focus on the underlying cause or why a child has not made progress in the past. We simply support the child at their level of ability and scaffold their knowledge and skills from that point onward. Progress is tracked daily to ensure each individual child is moving forward in their knowledge and skills at the right pace for them.

The NPSS Learning Support Team works closely with all Class Teachers to tailor our programs to meet the needs of each individual class and each individual child. An individual student or small group may work with the class teacher or teaching assistant on a learning support program within the classroom, outside on the veranda or in a quieter area away from the classroom, depending on the type of activity and what is happening in the classroom. Students are not taken out of the classroom for learning support programs during explicit teaching and learning times.

Wellbeing

We employ a Wellbeing Officer who is available for psychological, social and emotional support for class children. The Wellbeing Officer works closely with the family and teacher in order to support the needs of the student.

3 School Procedures

School Hours

Pre-prep	8.30am – 2.55pm, Monday to Friday (5 days per fortnight)
Prep	8.30am – 2.55pm, Monday to Friday
Primary	8.50am - 3.00pm, Monday to Friday
High School	8.45 am - 3.00pm, Monday to Friday
Administration	8.00am – 3.30pm Monday to Friday

Arrival

It is VITAL that your child be at school 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.

We encourage children in the primary school to arrive at least 10 minutes prior to the bell to allow time to settle after the journey to school.

Students who arrive at school after the bell 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 8.20AM.

Teaching duty commences AT 8:20AM

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. While every care is given, no responsibility is taken for children on school premises after 3pm. 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 classroom before 3pm.

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.

If 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 notify the school via parent lounge, phone or email on the day of absence by 9.30am. 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. 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 of absences otherwise the absence is recorded as **unexplained**.

Responsibilities for school attendance

Parents of a child who is of compulsory school age must ensure that they are enrolled at school and that they attend every school day for the educational program in which they are enrolled unless the parent has a reasonable explanation.

In Queensland, a child is of compulsory school age from 6 years and 6 months until they turn 16, or they complete Year 10 whichever comes first.

When a student's attendance falls below 90% their educational attainment, academic achievement and student wellbeing can be compromised.

NPSS will monitor student attendance and punctuality and make reasonable attempts to contact both parents when the school identifies an unsatisfactory absence or when a pattern of absenteeism exists. The school will offer support and advice to families to try and encourage regular attendance and punctuality.

In circumstances whereby the parents/carers are unwilling or unable to work collaboratively to ensure their child's regular attendance at school, the student's enrolment may be terminated as a last resort.

Parents/Carers Responsibilities:

- Ensure their child attends school every school day for the program in which they are enrolled
- Provide a satisfactory explanation for daily absences via parent lounge, phone or email on the day of absence by 9.30am
- Provide a medical certificate for any absences longer than 3 consecutive days for students in Years 8-12
- Provide a medical certificate for any absences during exam periods or any absence which affects deadlines for assessment work for students in Years 10-12
- Contact the school in writing to request leave prior to any planned absences:
 - For planned extended absences of 2 weeks up to and including 10 weeks, the school requires 4 weeks prior notice in writing, full fees are to be paid during these absences
 - For planned extended absences of 1 term or longer the school requires a terms prior notice in writing, students will be unenrolled and placed on the waiting list. Full fees are payable in lieu if this notice is not provided
 - In some instances, leave may not be granted if the leave period occurs during Census, Senior Examinations or key camps
- Advise the school of any change of address or phone numbers to ensure school records are accurate

Student Responsibilities:

- Arrive at school on time and with all necessary equipment
- Remain on school grounds during school hours unless permission from parents/carers or the school has been given
- Report to the office if arriving at school after 8.50am for a late pass

School Responsibilities:

- Inform students, staff and parents/carers about the NPSS Student Attendance Procedure
- Monitor student attendance daily through marking the roll at the beginning of each day
- Notify parents/carers of any unexplained absence requesting a satisfactory explanation for the student's absence
- Discuss individual attendance with families and offer support and help to parents and students when school attendance has become an issue
- Teachers may provide work for students who are absent during term time (but are not required to do so)

School Attendance Rates

Unless under exceptional circumstances (e.g. medical reasons) the minimum attendance rate at NPSS is 90%.

Absence Management

Each week school office staff will generate a Student Attendance Report for each year level showing student absences for the week.

This report will be emailed to the Primary Coordinator for follow up with parents/carers.

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.

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.

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.

Transport

Transport of children to and from school is the responsibility of each family. Parking for Preschool 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 1pm 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.

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!)

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/assisthome.

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.

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 are NOT to be taken during a performance, play or festival, or any school event. A teacher will allocate one person as photographer if it is felt to be appropriate.

At the conclusion of an event, time will be made available for parents to take a photograph of their child. Any images taken of children are for personal use only and must not be put on the internet or sold. Children are never to be photographed changing for a performance or event. These conditions apply to ALL persons present at a school event.

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.
- Shoestring straps, halter neck, midriff or cleavage baring styles are not acceptable
- Shorts, skirts or dresses must be of a length that reaches just above the knees, no shorter. However, very short skirts and shorts can be worn with leggings underneath.
- 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.
- Shoes are required to be worn at all times outside
- Black tops, shirts and dresses should not be worn
- Clothes with printed commercial messages, logos and slogans and those with inappropriate imagery are not to be worn
- **Jewellery** – Simple studs and sleepers in the ears are acceptable, please no piercings in the nose, simple necklace and bracelets. Any accessory that impedes writing or a practical activity will be asked to be removed for the duration of the class. Multiple bangles, large rings and dangly earrings are not appropriate to be worn.
- **Hair and Makeup** - Clothes and hair are to be clean and tidy, hair should be off the face. A student may be asked to tie back their hair if the teacher deems that necessary for the activity. Extreme styles such as mohawks and dreadlocks etc are simply expressions of a popular culture and are inappropriate for the developing child. Hair dyeing, make-up and nail polish are also not acceptable for children.

In determining these matters, the decision of staff will be final.

Shoes

Whilst shoes will normally be worn throughout the day, teachers may permit shoes to be taken off in certain circumstances. Shoes must enclose most of the foot especially providing protection around the toes. Slip on shoes and sandals 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.

Sunscreen

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

Classroom Materials

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.

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 (e.g.: 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.

4 Health and Medical

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 homeopathic 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, e.g., 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. 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.

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 childcare 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/>

Head Lice

Head lice can spread rapidly within a school environment if left untreated. Please check your children regularly and notify the office if your child is found to have head lice. If lice are found at school, you will be contacted, and it is recommended that immediate treatment is applied. Following a report of head lice, a communication may be sent by the school to advise the class or parent body to check their children's heads carefully.

Administering Prescribed 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 EpiPen's 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.

Immunisation

1. We respect the right of parents to make their own choices in relation to vaccinating their children.
2. 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.

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 want to use this service, contact the school office for details.

5 Parental Involvement – Our Community

Parent Education

Throughout the year several 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. Class meetings also provide an opportunity for parents to deepen their understanding of Steiner Education. We encourage consistent attendance at class meetings.

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.

Parent Library

Parents 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

Teacher and Parent/Carer meetings

The school offers several opportunities for face-to-face communication between teachers and parents or carers:

- Formal parent/carers and teacher interviews during the year
- Regular class meetings held by the teacher
- Possibilities for other face-to-face meetings, scheduled at a mutually convenient time (appointments must be made through the office and will take place during working hours, generally outside regular teaching hours)

School staff have many demands on their time and parents and carers are reminded that a booking must be made for all meetings. The tone of all meetings should be mutually respectful, positive and solution focused.

If an issue is not able to be resolved in the first instance, parents and carers should refer to the [Noosa Pengari Steiner School Communication Pathways](#) and follow the steps which are clearly outlined.

Please do not directly approach another parent or student with grievances.

The school will employ [Restorative Practices](#) to achieve an equitable outcome to any issues which remain unresolved.

Effective Communication

Parents and Carers must follow communication guidelines set down by the school.

Please refer to the Noosa Pengari Steiner School Communication Pathways for Parents included in this document.

The school expects parents and carers to be courteous and respectful of all teachers and staff, communicating in a manner which will ensure that they can discharge their duties effectively and efficiently.

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.

Resolving Difficulties

We request that parents follow the “Communication Pathways” when they wish to raise a concern. All concerns will be responded to within 24 hours. Parents may also refer to the schools Complaints Handling Policy.

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.

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.

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 can 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.

Smoking Policy

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

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.

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.

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.

Aims:

- To create a social environment within the school where individuals can learn, grow and participate in the life of the school in safety
- To develop an awareness of the consequences of our actions on others and the environment
- Acceptable behaviour is behaviour which supports the mutual rights, safety and fair treatment of others

The stages of child development, as indicated by Rudolf Steiner, guide the Behaviour Management strategies implemented at NPSS

Rights, Responsibilities and Rules

Children have a RIGHT to learn to the best of their ability in an environment that supports their learning and development.

Children have a RIGHT to be treated with dignity and respect.

Children have a RIGHT to play and learn in a friendly, safe and caring school environment.

RESPONSIBILITY is being aware of our conduct and being accountable for it.

Children have the following **responsibilities**:

- To be cooperative (helpful, polite, punctual)
- To work to the best of their ability
- To behave with respect to others
- To work out problems in a fair manner
- To be honest
- To be attentive

School Rules

We have the right to feel safe at all times and will:

- Follow instructions and do as staff ask
- Keep our hands and feet to ourselves, be kind.
- Act and move safely in the classroom and outside
- Speak respectfully to staff and peers
- Respect and care for school property and the environment
- Be in the right place at the right time.

Resolving Difficulties

At all times the school endeavours to manage behaviours through dialogue and cooperation between the class teacher, parents and students. The school employs Restorative Practices to achieve an equitable outcome .

However, when a student's behaviour consistently infringes school rules or is very serious, extreme or unreasonable, then the support of the well-being coordinator, the primary coordinator and the principal will be sought.

7 Community Code of Conduct

Introduction

Parents and carers are an integral part of the Noosa Pengari Steiner School community, working alongside teachers and staff to maintain a safe and respectful learning environment for all pupils. The school actively encourages a close association and interaction amongst the parents and carers, teachers, pupils and staff and expects them to display standards of behaviour that will uphold a harmonious school culture.

The School Community Code of Conduct sets clear standards of behaviour, which are expected of all members of the school community. These standards apply to all school-authorised events on and off campus, including excursions and camps.

Noosa Pengari Steiner School Interpersonal Values

All members of the school community are expected to conduct themselves in a manner which:

- Values respect and dignity for each other
- Values co-operation, civility and responsibility
- Values safety and is supportive of the school's philosophical ethos

The Role of Parents and Carers

Parents and carers should act in good faith, in line with the school values. They have a responsibility to:

1. Support the ethos of the school -

Parents and Carers should support the work of all teachers and uphold the principles, values and educational philosophy which guide them.

2. Support and comply with all policies of the school -

Parents and Carers are expected to comply with school policies and reasonable directions including those related to health and safety and communications within the school community. They should actively encourage their children to follow school rules.

3. Maintain an active interest in their child's school life -

Parents and carers should work in partnership with teachers to encourage their children to be positive members of their class community, following instructions and working co-operatively with other pupils to enhance the best learning outcomes for everyone.

4. Treat all members of the school community with respect and dignity -

Parents and carers should always act in a respectful manner by supporting teachers and staff in maintaining a safe, secure and respectful learning environment for everyone. They must act appropriately on school grounds and not contribute to the inappropriate behaviour of others. Threatening behaviour and harassment of staff, students, parents and community members is unacceptable and will not be tolerated.

Parents are not to raise issues with other parents regarding their children or matters that have arisen at school. All matters to be referred to the class teacher in line with the communication pathway.

Breaches of the Code of Conduct

All parents and carers are expected to follow this Community Code of Conduct. Serious breaches of this code, or repeated breaches of a less serious nature, which constitute a breakdown in the relationship between the family and the school, may lead to a discontinuation of the enrolment.

All decisions in matters concerning the Community Code of Conduct rest with the Principal.

Electronic and Telephone Communication

When using electronic and telephone communication parents and carers should:

1. Direct all messages through the Office

Telephone calls to teachers must be directed through the office reception. Teachers must be contacted through school email address only. Teachers will endeavour to respond to emails and phone messages within 48 hours (business days).

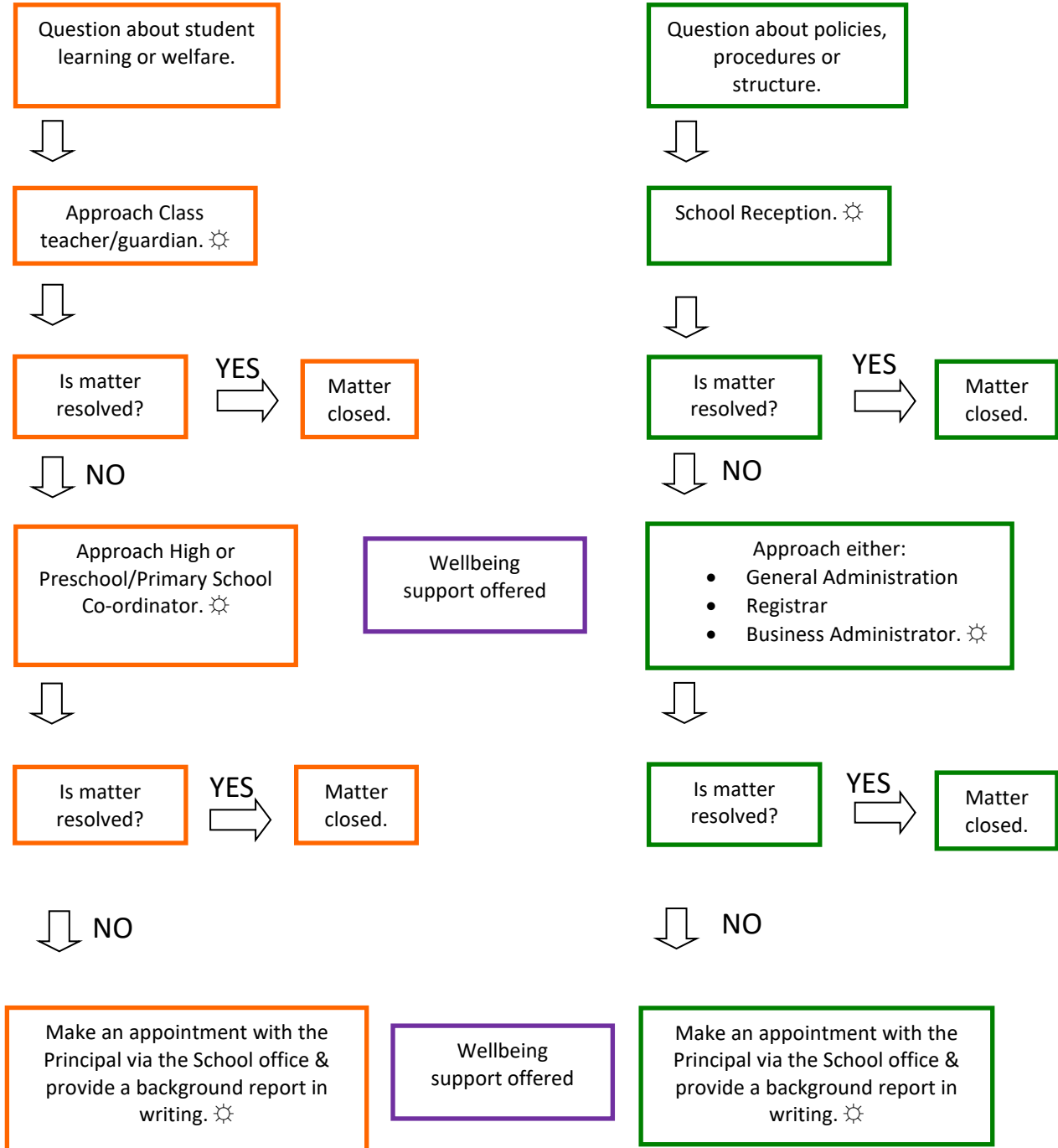
2. Ensure emails and telephone calls are respectful in tone

All emails should be sent using the school's email system. Emails should be brief, objective and informative in content. Personal or sensitive information about third parties should not be shared electronically. Teachers will endeavour to respond to all emails and phone calls as soon as possible within business hours. Urgent messages should not be made by email. They must be made by a phone call to the Office.

Please note that the school monitors messages to our Facebook account and it is not to be used as an official channel for communicating with the school or its teachers and staff. Also, any private or chat group messaging platforms which have been set up by parents are not official school channels and should not use the Noosa Pengari Steiner School name.

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.