

# Golden Hill Steiner School

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# Section One - Philosophy and History

## Steiner Education in Denmark

The Golden Hill Steiner School was started in 1988 with a kindergarten. It now offers a full primary school programme. The school is located on its own property on the outskirts of Denmark, 2kms from the town centre, on 11 acres of beautiful land with specially designed buildings. Our school and curriculum is recognised by the federal and state governments and audited and funded accordingly.

## Professional Associations

The school is a full member of the Association of Independent Schools in Western Australia, Steiner Education Australia, the Australian Association for Early Childhood Education and the International Rudolf Steiner Kindergarten Association.

## Who was Rudolf Steiner?

Rudolf Steiner (1861 - 1925) was an Austrian scientist, artist and philosopher. He believed that science, religion and art had taken different paths. Science was becoming coldly factual, art too personal and religion too often academic. He realised that, if a new culture was to arise, science, art and spiritual experiences needed to be brought together so that their qualities would affect and help each other positively. The effect of this is that science would become more morally creative, art more universal and spiritual experiences more real. This would then result in positive benefits to society in general as it would be based on an up-swelling of concern by individuals for the welfare of others. Through his own insight and disciplined research into the spiritual nature of man and the universe, Steiner spent the last 25 years of his life bringing a new understanding of man to the world. This understanding is called Anthroposophy (“the Wisdom of the Human Being”). Steiner shared his living experience with thousands of others and in response to requests, gave new impulses to those working in drama, speech, movement, architecture, sculpture, painting, music, education, medicine, agriculture, astronomy, economics, politics and sociology.

## Origins of Steiner Education

During the chaotic aftermath of the First World War Rudolf Steiner was asked by the Managing Director of the Waldorf-Astoria Company, in Stuttgart, to found a school for the workers’ children. The school opened its doors in September 1919 and quickly became the model for the hundreds of Rudolf Steiner or Waldorf schools that are now found through-out the world today. With over 600 schools and over

1000 kindergartens in 40 countries, it is the largest non-sectarian, independent school movement in the world. In Australia alone there are over 35 Steiner schools and within Western Australia, there are schools in Yallingup, Bibra Lake, Nollamara, Parkerville, Denmark and a Steiner influenced school in Geraldton.

**“The advent of the Waldorf/Steiner schools was in my opinion the greatest contribution to world peace and understanding of the century.”**

**WILLY BRANDT**

Former Chancellor West Germany, Waldorf/Steiner parent,

1971 Nobel Peace Prize Laureate

## **Basic Philosophy**

Steiner education arises out of Anthroposophy - a wide ranging and comprehensive view of life. The word itself is made up out of two Greek words: Anthropos (Man: the human being) and Sophia (knowledge, wisdom), so that Anthroposophy can be translated as: the knowledge of the human being. Anthroposophy itself is not taught to the pupils, nor do parents have to accept the findings of Anthroposophy in order to enrol their child at a Steiner school. The work of the teachers however is firmly rooted in spiritual science. They refer to Steiner's and other researchers' work to deepen their understanding of the education, its methods and approaches. Private study of anthroposophical authors as well as main-stream educational finding (psychology, education department's research, etc.) go hand in hand to develop the best possible ways to meet the educational needs of the growing child.

Steiner education is an approach to children's schooling that is based firmly on the needs of the developing child. All aspects of the school: the curriculum, teaching methods, the school organisation, for example, exist to further the child's education. The schools are seen as developing communities, where both teachers and parents take joint responsibility for the child's development. The approach to education in every Steiner school arises out of an attempt by the teachers to see the human child being in as complete a way as possible, taking into account the physical, emotional, intellectual, social, moral, creative and spiritual aspects. In fact, it is this latter aspect, the spiritual, which is seen to be at the core of what the human being is. Childhood is thus seen to be the gradual development and self-discovery of what each individual, truly, is. Such an enlarged view of the human being demands an art of education that can satisfy the requirements of that view. Reverence for all life is central to the daily rhythm. There is no denominational or dogmatic approach to religion or culture.

## The Curriculum

The central aim of Steiner education is to develop and integrate the faculties of thought, feeling and willing in the child, so foundations may be laid for initiative and moral strength in adult life. The child is seen to have physical, emotional and spiritual needs as well as intellectual ones, and the teaching and curriculum together seek to nourish all these aspects. The curriculum endeavours to meet the inner needs of the children at the different stages of their development, not only with a change in style and method of teaching, but also with careful choice of teaching material.

In order to achieve this aim, the teacher ideally stays with the children throughout their schooling in the primary school years. This has the advantage that the teacher knows each child individually and is more able to meet the needs of each child out of an insight into their strengths and weaknesses. Unfortunately, this is not always possible in a small school but it is something towards which we strive.

The child's development grows from an early sense of wonder, to intellectual awakening and a thirst for knowledge. As the child moves from kindergarten through the primary years, the curriculum is designed to present one subject at a time and in a way that will best awaken the child's powers. The teacher shapes the subject matter to suit the experience, abilities, and individual qualities of his or her particular class. Whatever the subject of the lesson, the teacher's art is to make it come alive.

All subjects are introduced in "main lessons" during the first two hours of the morning. The intention is to portray the subject material in a vivid and memorable fashion. Then the underlying literacy and numeracy skills can be consolidated in later practice sessions. Other lessons in the middle of the day will, where possible, also be dedicated to the artistic subjects such as painting, drawing, music and foreign languages. The afternoons will be dedicated to craft, sports, games and other subjects that involve physical activities. Thus the day is divided into three parts, each enabling a particular aspect of the child's being to be addressed: the academic/intellectual part in the morning when the child is still fresh and able to concentrate; the middle part of the day to the artistic subjects that appeal more to the feeling/rhythmical aspects of the child; and the afternoons to the practical activities that involve the will. Thus the child has had to develop capacities in each part of his/her being, thereby developing as a whole human being.

As in any school, the children face tasks of increasing difficulty as they grow from year to year. In Steiner schools, the children also meet particular subjects, topics and cultures according to the development of their thought and being. At the completion of their schooling, the children will have studied many cultures, both of East and West, ancient and modern. Each culture and each topic will

have reflected something growing in the child. This brings the child closer to the wholeness we are seeking.

For example, science teaching is based on close observation of the local environment and of natural forms and explores the relationships between the human being and the natural world. The local environment is also expressed in some of the artistic themes of music, painting, drawing and drama.

# Section Two - Our Approach

## Primary School

Each day has a carefully planned rhythm of morning, middle and afternoon activities. Typically the morning begins with rhythmical, focusing movements, warming songs and awakening verses, which gather the children's attention and bring them together into the school day. These verses may include the individual birthday verses, which are written by the teacher and presented to each child as part of his or her birthday celebration. Often the early morning routine includes a brief practice of recorder playing and rhythmical practice of multiplication tables as a prelude to the 'main lesson'.

The main lesson concentrates on a theme in one of the academic areas of mathematics, language, social studies or science. This theme is treated in depth for a period of 3 or so weeks, thereby fostering lively interest and enthusiasm in the children's learning. All subjects are imbued with imagination and artistic expression and especially in the early years there is an emphasis on oral skills and movement.

In Cl.1, the children are introduced to the letters of the alphabet in a pictorial, imaginative way. As they move towards words and rhyming verses, their main lesson books become their first readers, and they illustrate these with vivid story drawings. Similarly in mathematics, concrete materials such as shells, gum nuts and crystals are used to develop number concepts, which are then recorded in main lesson books. In Cl.2 and 3 the children create more of their own text in main lesson books. From Cl.3 onwards, more opportunity to design layout and provide text is provided with an emphasis on self-editing passages for spelling and grammar.

Woven into the main lessons are the great stories, myths and legends of human history. These stories are powerful vehicles for language development and social studies, and are a great help to the children as they experience their social development and increasing self-knowledge. The changes and struggles which the children undergo as they grow and mature are reflected in the struggles and discoveries of humankind through the ages. As the children grow so their understanding of literature matures and specific topics emerge from within the fundamental elements of the Steiner curriculum. These topics are:

Class One -	Fairy Tales
Class Two -	Fables and Stories of Saints
Class Three -	Stories of Heroes and Heroines of the Old Testament
Class Four -	Norse Mythology
Class Five -	Persian, Indian, Egyptian and Greek Mythology
Class Six -	Roman Mythology and Middle Ages

In the mid-morning lessons the focus is given to practice. This is when rhythmical daily consolidation of previously learnt skills is given attention. If perhaps the main lesson of the morning had been a topic in mathematics, it would be typical for the practice time to be given to English. It is also during this time of the day that the subjects of the heart or feeling realm have a priority. Painting, music, clay sculpture or wax modelling, speech and drama, drawing, foreign languages and form drawing are scheduled on certain days at this time. Some of these subjects may have been incidentally included as part of the main lesson, but it is in the mid-morning that specifically identified new skills are introduced. Cl.5 and 6 students also undertake woodwork lessons once a week in this period.

Class music with singing and recorder playing is an integral part of the Steiner school curriculum. Children are encouraged to explore and experience playing musical instruments with accomplished musicians. Private tuition is offered by instrument teachers on the school premises during school hours. A list of private instrumental teachers' contact details is available from the school office.

No less important is the time the children spend in the playground. The opportunity to stretch limbs and spend time in the realm of free play lends a natural flow into the afternoon. Lessons scheduled for the afternoon are designed as 'hands on' lessons. Craft and other practical activities such as biodynamic gardening, or building engage the children. On other days, physical education and games bring focus to co-operative play and social development. The day ends with cleaning, a farewell verse and a handshake with the teacher.

## **Participation in School Life**

A Steiner school is intended to be a modern version of a village. It is good for the children to see real work in action and engaged, enthusiastic adults working together. Effective education also requires the parents and teachers to work together to support the educational work. Part of this work is the communication between school and home. It is very helpful if the teacher is invited to come for a home visit as this strengthens the links between the child, their home and the school. Parents also need to inform the teacher of any changes in the home life that may affect a child's behaviour - parent's absences, serious illness in the family, the need for medication, or other such information.

The teachers endeavour to keep parents informed by:

- Parent class meetings are a forum for the teacher to share what they are doing with the children and discuss their plans for the coming terms.
- Parent interviews are encouraged, especially at the end of Semester 1. The teacher will write a full characterisation of the student's progress at the end of the year.
- Attend study groups when they are arranged.
- The school library provides a valuable resource for further information. Most of the books for background reading about Steiner education and parenting issues are located either in Karri kindergarten or in the school office. A nominal fee is charged to cover wear and tear of library resources and the purchasing of new books. There is a borrowing book for registering which books have been taken home.

By participating in the life of the school not only do parents become involved in the evolving school community, but also gain a greater and practical insight into the working of the Steiner philosophy. There are many ways for parents to be involved in our school depending on their skills and interests:

- The support of parents for school functions is vital to our community. This includes parent education workshops and lectures, social gatherings, open days and the festivals.
- Four or more Busy Bees are organised at the school. They are organised by the grounds-person and advertised in advance in the weekly newsletters.
- Every class has a parent representative. This person acts primarily as the communication link between the class teacher and the parents of that class. Usually, this will involve helping to coordinate activities focussed around the class or classroom, for example parent transport for an excursion, beautifying the room, sewing bean bags or other tasks. Finally it involves coordinating assistance for parents who find themselves in temporary need – perhaps providing meal roster when a new baby arrives.
- The school regularly has need for volunteers to complete ad hoc jobs. These are often mentioned in the newsletters and at parent class meetings.
- A special way to participate in the life of the school is to help with fundraising. There are a number of community orientated fundraising projects which happen as part of the school year and parents are encouraged to volunteer and participate in these events and discover a unique and rewarding way to help with the growth of the school.

The school has developed a Parent Involvement scheme with the intention of allowing all parents to contribute in an equal way.

## **Evaluation of Children's Progress**

### **How parents can evaluate their child's progress**

The school conducts an annual open day during which much of the children's work is on display, performances are given by the children and teachers are available to share information.

Parent class meetings are held once a term to enable the parents and teacher to discuss the class as a whole. The teacher will share what work is being done with the children and describe the curriculum for the year. Also, a broad sketch of the children's learning processes at their current state of development and a picture of the class dynamics is given. These meetings are important. To miss them is to miss a vital link in the understanding of your child's education and stage of development. They are a chance to know parents of the other children in the class. For the children, their parents' participation is a sign of their involvement and support. At these meetings it is important that individuals are not the focus but each child's work will normally be on display.

The children's academic and artistic work is carefully stored at school and sent home at various times. At the end of Terms 2 and 4, the parents receive a report detailing aspects of their child's development, areas of progress, strengths and potential for the future. With the first report there is an invitation to parents to attend a class conference on an individual basis. Parents can bring their insights and ask questions about changes their child may be undergoing. Should parents wish a meeting on a more one to one basis, all of the teachers invite parents to telephone and arrange a meeting. If it is important, a parent may visit a class as a guest and observe the lessons by prior arrangement.

### **How the children are evaluated by the school**

In the kindergarten, assessment is predominantly by teacher observation and work samples. In the primary school the development of the children's skills is assessed through the main lesson books, class work, oral presentations and reviews. Reporting to parents is through mid-year individual parent/teacher meetings for all the children and written reports which are given twice a year. The report at the end of Term 2 is a brief summary of progress while the end of year report characterises the challenges faced and overcome over the whole year.

# Section Three – School Life

## The School Calendar

In general, the school follows the same school year as the state school. In term 2 however, we have an additional week of vacation during which the teachers attend Steiner school conferences. The school newsletter publishes term dates each term and an annual plan is published well in advance..

## School hours

Playgroup: 9.00 - 11.00am, Thursdays

Silver Birch Kindergarten  
Karri Kindergarten and  
Primary:

8.45 - 2.55pm, Monday to Friday.

Children are supervised from 8.30 am until 3.00 p.m. only. Children are not to arrive at the school before 8.30 am, when supervision of children begins.

## Communication

The office is open from 8.00am to 4.00pm every day. Written or telephone messages may be left at the office. The school phone has an answering machine that is cleared throughout the day if your call cannot be answered. Communication for teachers or Board members may be left at the office.

## Music Programme

**“By beginning musical instruction with song, but leading on more and more to instrumental playing, we develop the element of will in the human being. This musical instruction is not only a means of unfolding the child’s artistic qualities, but also their purely human qualities, especially those of the heart and the will.”**

**Rudolf Steiner**

Creating music is a major focus at all Steiner schools – especially during the primary years. Golden Hill Steiner School has a string program which offers violin tuition to students from Cl.3 to 6 once a week. A specialist teacher is responsible for teaching the students. This is a compulsory part of the curriculum. The aim of the program is to give all children the opportunity to explore their musical potential and the wonderful experience of playing together in class, as an individual and as a performer in school festivals and events.

Rudolf Steiner indicated that the violin begins in Cl.3 because of the way the violin is held and played. The bowing movement across the chest as the child plays helps stimulate and open the heart forces. This is important because the 9 and 10 year old child is in the middle of a period of education that is centred on developing their “feeling life”. String instruments, too, are not “fixed pitch” so this demands that the child accurately develops their own sense of pitch. The children will experience minute differences in pitch by slightly different finger positions and learn to hear when the note is perfectly in tune.

The students use the school violins if they do not want to purchase one of their own. If a violin is taken home for practising, a bond is paid in case of damage. Private lessons are available during school hours and after school, if parents want their children to participate in further tuition. The payment for these lessons is in accordance with the specialist teacher’s fees. Groups of students or individual students are taken out of class when appropriate. Parents are asked to support regular violin practise at home.

## School Supplies

In the kindergarten and prep classes, the school provides the following at no additional cost to parents: crayons, paper, painting material, craft materials and a nutritious morning tea to supplement their fruit. In the primary classes, the amenity fee covers cost of all classroom resources. Recorders are ordered by the school and one issued to each primary school child. The cost is invoiced with your first term’s

fees. From time to time you may be required to purchase other small items e.g. fountain pens, coloured crayons and pencils. Please wait until the class teacher discusses this with the parents before purchasing class resources as often s/he will have a particular resource in mind.

All children are encouraged to have indoor shoes and a cup at school.

## **School Lunches**

Parents are encouraged to provide a healthy and wholesome lunch for their child, comprising savoury food and fruit. Chocolate, lollies and ‘party’ food is to be saved for the appropriate occasions and not included for school lunches.

## **School Bus**

The school is served by all existing Denmark school bus routes. The service is currently free. Parents need to contact School Bus Services and fill out an “Application for Transport Assistance” form before children can catch the bus. Sometimes there is a waiting list for some buses.

If your children are further than 4km from a suitable bus stop, you may be eligible to claim transport expenses. You are then required to also fill out a “Conveyance Allowance Claim” Form. Online forms and further information can be found at [www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au) (see parents’ online forms) or by calling the Transport Liaison Office for Denmark on 9236 2483.

All Denmark school bus routes conclude each morning and commence each afternoon at the Denmark Primary School bus shelter on Offer St. There is a separate bus leg that transports children to/from Golden Hill Steiner School. All bus children will need to transition buses in the Denmark Primary School Bus Shelter. There is a staff member present at our school bus stop each morning and afternoon.

## **Camps and Excursions**

These events take place every year. They are not optional, but seen to be part of the classes’ social development and are usually integrated with curriculum and main lesson work. Every teacher who has taken a class on a camp observes the changes that occur in students through their experience. Social difficulties are often resolved and students see aspects of each other and their teachers, which can only arise through really living together. By Cl.3, students will have spent a night in tents at the school and each year after that, camps will be chosen that become successively more adventurous in terms of distance and time spent away from home. The class teacher and a pre-determined roster of parent helpers are present for the duration of the camp.

At times, parents are requested to assist with providing transport or other logistics for excursions. Parent help in such areas is called for and determined well in advance. Usually it is not possible for all parents who wish to come on camps to have these wishes met. The class teacher is solely responsible for choosing the combination of parents that meet the particular medical needs of the students and the demands of the camp. It must be emphasised that the camp is for the benefit of the students and the teacher/student relationships. It is not for parent/child bonding and it is easy for parents, with the best intentions, to interfere in the classes' social processes.

Though every care of students is taken, accidents sometimes happen. A permission slip is always issued well before each excursion. This permission slip requests that any medical concerns are highlighted for the teacher in charge and, if an emergency does occur, that the parent gives the teacher the right to make the best decision for the students affected – at that time. Parents must complete this form otherwise we are not allowed to take those students on the excursion. Students without permission slips will be asked to join other classes for the duration of the excursion.

Some camps are also quite expensive. The class teacher will indicate at least a term in advance if an expensive camp is proposed and seek feedback from the parents. Once a camp has been agreed to by the appropriate parent meeting (usually a termly class meeting), all parents become liable for the camp costs. This money must be paid before the camp commences and unpaid camp costs may mean that the child may not be allowed to attend the camp. However, financial hardship should not be a reason for a student not attending a camp. If the proposed cost is unaffordable, parents are asked to discuss the issue with the liaison parent as soon as possible. Alternative solutions include: class fundraising, making financial arrangements with the principal or requesting that the trip be changed.

## **Television**

Regular and adequate sleeping hours, a sound diet and exercise are essential to the life, health and learning process of the child. Exposure to television, videos, and other visual and sound recordings, including computer games, can significantly interfere with the educational work of the school. While television may have a justified place in the life of an adult, television viewing for the child saps strength and creative energy, interferes with healthy social development, and weakens academic performance. It is important for small children not to watch television at all; the younger the child, the more harmful the effects. Watching television and playing electronic games can be likened to eating junk food. On one level it is 'food' but it never compares with the real 'food' provided by interacting with an enthusiastic adult.

## **Parking**

The school has limited parking space and parents are required to use the allocated parking zones. Kindergarten and staff parking is allocated opposite the office. Primary school parking is allocated in front of the Performing Arts Hall. Cars should be reversed into parked spaces for the children's safety. The bus parking zone is to be left clear. Please note the school speed limit of walking pace.

## **Lost Property**

Parents are encouraged to label their children's belongings and are requested to check the lost property box for missing items. Please ask at the office.

# Section Four - Policies

## Duty of Care

Golden Hill Steiner School's policy for the care of the students follows closely the guidelines of all Steiner Schools in Australia and takes into serious consideration the general guidelines for government schools.

## Supervision of Students

It is the policy of the school to provide supervision of students whilst they are on the school grounds. This supervision is effective between 8.30am and 3.00pm. Some events (especially festivals and market events) are held outside these hours and within these timeframes parents are fully responsible for their children on school grounds.

Students may only leave the grounds with a written request from a parent, for essential messages or for appointments (medical, dental, etc.). With the possible exception of students who travel on the Scotsdale Road bus, students are not to arrive at the school until 8.30am. Students are to be collected promptly after school, but if you are unable to do this, please inform the office about any changes.

## School Rules

Sweets, chewing gum, etc. are not permitted in school. Sweets at camps and excursions are up to the teacher's discretion. War toys, rollerblades, valuable items, skateboards, electronic toys (e.g. computers, radios, walkmen, hand held games, mobile phones, watches that 'beep') comic books, 'Yu-Gi-Oh' cards or similar, knives, matches and firecrackers are not to be brought to school, camps or excursions, etc. They will be confiscated and returned at a time that the teacher deems appropriate. The content and process of entertainment brought into the school (e.g. puppets, theatre, etc) are screened by the teacher. Students must remain in the school grounds at all times. Money not needed for a particular purpose is better left at home.

Students are not permitted to smoke cigarettes or other substances, drink alcohol or illegally use any form of drug or intoxicating substance. In the event of any student being found to be in the possession of any alcohol, drug or accoutrement (smoking pipes, etc.) they will be automatically suspended from school for a week, during which time an investigation will be carried out. Whether the student may return to school or be expelled, will be at the discretion of the Principal and dependent upon the seriousness of the issue.

## **School Grounds**

During recess and lunch breaks, students may play only in areas that are supervised by the teachers on duty. Whilst the school has no fences around the primary school area, all students are clearly instructed on the boundaries of the school and expected to remain within the general boundaries of the school at all times. The teacher on duty encourages children to respect property and their environment. The school does not allow the students into the car parking areas unless accompanied by their parents. The teacher on duty during recess and lunch breaks, are active in their supervision of the children. Any serious incidents are recorded and the class teacher informed for follow up. Extreme incidents or accidents are also noted and signed by the teacher on duty in the Incident Book held at the office, and if necessary, an accident form filled in.

## **Care of Property**

The school encourages respect for and care of property and the school environment. This includes individual possessions, another's possessions and school possessions and equipment. In the classroom, this applies to school books, work books, desks, chairs, library books, crafts and the classroom space itself. Students are also encouraged to treat with respect anything belonging to another student or teacher. In the school yard, students are encouraged to care for their environment, especially taking care not to litter or damage property. Students who damage or deface school property will be asked to repair any damage they have caused and where it is not possible, they will be asked to pay for the damage to be repaired.

## **Dress Code**

Although we do not have a uniform at Golden Hill Steiner School, we do have a dress code which all students are required to adhere to. This is very important, not only for the well-being of our students, but also for our image in the wider community. Please read the following carefully and ensure your child is dressed according to the code each day. A student who arrives at school inappropriately dressed will be loaned more suitable attire for the day or the parents contacted to bring suitable clothing to school.

Colour is a central theme in our education and is incorporated in our dress code. Students are asked to wear plain coloured or patterned (e.g. spots, stripes, floral or checked) clothing. Clothing with slogans or illustrations or 'logos' that cover the clothing and are larger than the size of the student's fist are inappropriate in this environment and please avoid clothing which is torn or in disrepair. While

sleeveless tops are acceptable we ask that shoestring straps are not brought to school. Please avoid black clothing. Revealing shorts should be avoided. As a guideline, the shorts should reach further down the thighs than the child's natural with his/her fingertips. Midriffs should always be covered by clothing.

Jewellery should be kept to an absolute minimum (eg "sleepers" or studs may be worn in ears, but no dangly earrings). Nail polish, make-up and fake tattoos are also not appropriate.

All students will be expected to wear shoes while at school; covered shoes in the winter and protective shoes in summer. Backless sandals, platform heels and thongs are not suitable for school wear. Sporting gear is required for sports afternoons. Woodwork lessons require covered footwear otherwise the student will be asked to go to another class.

Students are to wear hats with an all-round brim for adequate protection. The "no hat, no play" rule applies in our school. Beanies may be substituted in Terms 2 and 3.

In wet weather, a raincoat and suitable footwear is required for children to play outside.

## **Absenteeism**

Each class teacher completes an attendance sheet as documentary evidence of a student's presence. This roll is marked in ink at the beginning of each school day and after lunch and sent back to the office. All unexplained absences will be followed up by Administration via SMS for an explanation.

The rhythms of daily, weekly, and seasonal cycles are important to the well-being of the child. In our school subjects are taught in blocks and are often built one upon the other, so that the experiences missed are not easily made up at another time. If there is any important need for absence other than for medical reasons, early consultation with the class teacher is essential. Every attempt is made to bring continuity to lessons from day to day and from week to week, so there may be difficulties if students are absent from school. It is expected that students attend school except in cases of illness, and that students do not begin holidays before the end of school terms, nor return from holidays after the first day of the new term. It has recently been proven that there are long term educational effects of even a 10% absence rate (5 days per term). Parents play a big role adjudicating when a student is genuinely sick, this must be weighed up against the student's educational needs.

If a student will not be attending school, the parent must ring the school office before 9.00am on the day, and, by law, must send a note with the student to the class teacher on the day that he/she returns to school, giving reasons for absence.

When a student has been absent for three days, and the reason for the absence is unexplained, the class teacher will contact the student's parents.

## **Medical Attention for Students**

Sick or injured students must report to the class teacher during class time, or the teacher on duty during recess and lunch breaks. The teacher will make all decisions as to whether the student will receive first aid, be taken to the doctor or hospital, or be taken home. The school will make arrangements for contacting parents in the case of sickness.

If an injury requires hospital attention, we seek to inform the parents immediately but, if parents cannot be contacted, the office manager or another parent may accompany the injured child to hospital.

It is important that parents keep the administration office up to date with their emergency contact numbers and pertinent details of their child's health e.g. allergies, emotional crises and medication.

Head lice are not a health threat, but they are very difficult to eradicate. Therefore, when evidence of head lice is found on a student, a note will be sent home with all the students in the class. It is requested that the child only returns to school when lice are no longer present.

## **Behaviour Management - 'Towards Self-discipline'**

In the healthy development of the child over the years, there has been a steady movement of authority, from outer to inner. For this healthy development it is necessary to, at times, provide definite modelling of authority that is steeped in personal discipline. This discipline should be being displayed by teachers, staff and colleagues in the school community and is an adjunct to that we hope to be found in the home, the heart of children's development.

GHSS recognises that behaviour management within the school is critical to the school's success and supports professional development to build upon and expand upon work already carried out in

identifying and dealing with bullying or other issues with self-discipline. A copy of the behaviour management policy is available upon request, from the office.

## **Behaviour Management Records**

Each teacher maintains written records of incidences of misbehaviour by children. All observations and records are a part of any discussions of disciplinary decisions among the teachers. Inappropriate playground behaviour is recorded daily. If a child needs to be noted three times for minor offences in the playground then the parents will be notified and encouraged to participate in working out the solution.

## **Reproduced Images**

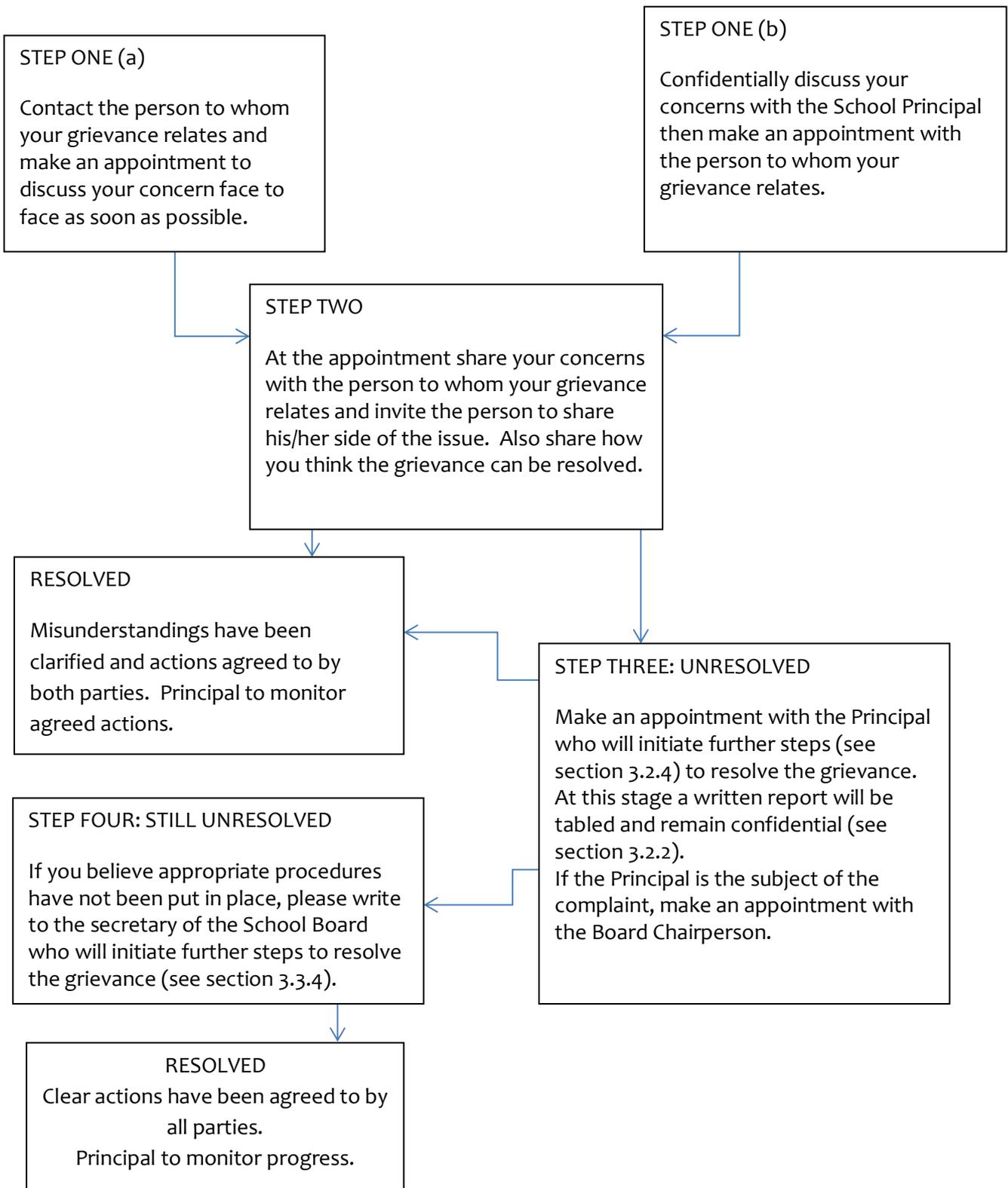
Your child's picture may be taken at school or school events and reproduced in school newsletters or in promotional materials such as school display boards, local newspaper articles and the school website. Permission slips requesting parental consent are part of the enrolment pack and kept on file in the school office.

## **Complaints and Grievances**

From time to time parents may have questions, concerns or grievances related to the teaching or other matters. Whenever there is a problem, it is best to talk directly to those concerned. Honesty, constructive suggestions and offers of help are appreciated.

Classroom matters should be discussed with the class/kindergarten teacher first. If a parent does not feel comfortable with this, he or she should approach the Principal for an initial discussion. This person will attempt to find an appropriate support mechanism so that the matter can still be shared between the parent and teacher. This sharing is seen as a vital first step. If it does not resolve the issue, the parent should formally approach the School Coordinator or Council's parent advocate. This person will organise a special meeting or process according to the wishes of the parent and the needs of the situation. Should the issue fail to be resolved in this manner, the person may write a letter to Council. A summary flowchart of this procedure is included below. The full grievance policy is available upon request, from the office.

# Reconciliation – Flow Chart for Parents



# Section Five - Administration

## Financial Commitment of Parents

Every Steiner school strives to serve all families who desire Steiner education for their children. As the government grant pays only a portion of our operating costs, a financial responsibility rests with the parents.

Prompt payment of fees is essential to the operation of the school. Fees are due and payable at the commencement of each term or you can negotiate a payment plan with the Principal. Parents who assist the school by paying fees for a year in advance are given 10% discount. Each family enters into a fee payment contract that indicates any particular arrangements. Adherence to these arrangements enables the school to manage its cash flow. The School Board makes a concerted effort to keep school fees affordable.

Fees are not waived for absence during school terms. Term dates are published in advance and parents are able to make holiday arrangements accordingly. A full term's notice in writing is required for every child prematurely leaving the school. Children who are leaving this school to attend another school or be home-schooled face an extended waiting period if they wish to re-enrol.

# Section Six - Suggested Reading

## Education

The following is a very short introductory list for people new to Steiner education.

Edmunds, L.F. *Rudolf Steiner Education and the Developing Child*. Hudson, New York, Anthroposophic Press.

Finser, T.M. *School as a Journey, The Eight-Year Odyssey of a Waldorf Teacher and His Class*. New York, Anthroposophic Press.

Harwood, A.C. *The Recovery of Man in Childhood; a Study in the Educational Work of Rudolf Steiner*. Sydney, Hodder and Stoughton.

Howard, A. *You Wanted to Know ... What a Waldorf School is ... And What it is Not*.

Koetzsch, R.E. *The Parents' Guide to Alternatives in Education*.

Pusch, R. (ed.). *Waldorf Schools, Volume I and II*.

Schwartz, E. *Millennial Child; Transforming Education in the Twenty-first Century*.

Spock, M. *Teaching as a Lively Art*.

Wilkinson, R. *Common sense Schooling*.

## Television, Computers and Technology

The authors of the titles in this section are not involved in Waldorf education, yet the evidence they cite from the most recent research into brain development is fully supportive of the Waldorf school curriculum based on the insights into human development introduced by Rudolf Steiner almost a century ago.

Armstrong, A and Casement, C. *The Child and the Machine: Why computers may put our child's education at risk*.

Buzzell, K. *The Children of Cyclops; The Influence of Television Viewing on the Developing Human Brain*.

Healy, J. *Failure to Connect; How Computers affect our Children's Minds for Better or Worse*

Large, M. *Who's Bringing Them Up? How to Break the T.V. Habit*.

Winn, M. *The Plug in Drug; Television, Children and the Family*.

## Parenting and Family Life

Some of the following are written from the perspective of Anthroposophy and Waldorf Education, whilst others are by authors with similar outlooks.

Baldwin-Dancy, R. You Are Your Child's First Teacher.

Coplen, D. Parenting a Path through Childhood. Parenting for a Healthy Future.

Davy, G and Voors, B. Lifeways; Working with Family Questions.

More Lifeways; Finding Support and Inspiration in Family Life.

Elkind, D. The Hurried Child; Growing Up Too Soon.

Haller, I. How Children Play.

Healy, J. Endangered Minds; Why Children Don't Think and What We Can Do About It.

Jones, N. In Search of Home; Women Working, Caring, Sharing.

Kane, F. Parents as People.

Patterson, B.J. and Bradley, P. Beyond the Rainbow Bridge; Nurturing our Children from Birth to Seven.

Pearce, J.C. Evolution's End; Claiming the Potential of Our Intelligence.

The Magical Child.

The Magical Child Matures.

Querido, R. The Wonder of Childhood.

Salter, J. The Incarnating Child, Mothering with Soul, Raising Children as Special Work.

Saunders, B. A is for Ox; The Collapse of Literacy and the Rise of Violence in an Electronic Age.

Von Heyderbrand, C. Childhood; A Study of the Growing Child.