



Golden Hill
Steiner School

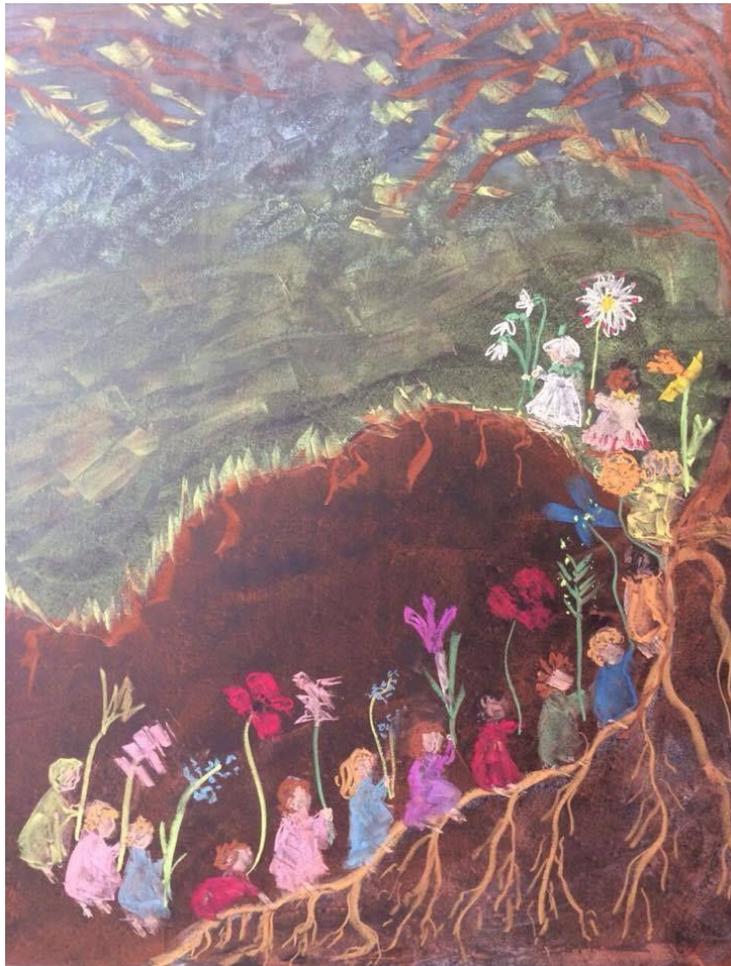
Parent Handbook

2018

Golden Hill Steiner School

Verse

This is our school
Let peace dwell here
Let the rooms be filled with joy
Let love dwell here
Love for another
Love for oneself
Love for truth
And life itself.



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Introduction

“The true aim of education is to awaken real powers of perception and judgement in relation to life and living. For only such an awakening can lead to true freedom.”

Rudolf Steiner

The principal aim of Golden Hill Steiner School is to provide a high-quality education based on the insights of Rudolf Steiner. In essence, Waldorf/Steiner education recognises the three soul faculties of the human being – **thinking, feeling** and **willing**, which emerge and develop during childhood.

Our curriculum and methodology address the unfolding of these qualities in children by providing content which parallels the developmental stage of the children. Our teaching method, by recognising that these faculties emerge in a specific sequence in a child’s life, is in harmony with the consciousness of the child. Taught this way, each subject serves to strengthen and balance these innate human qualities.

Golden Hill Steiner School aims to:

- Provide an holistic, vigorous education that strengthens and nurtures the growing human being by working in harmony with life's natural rhythms.
- Develop within each child a deep self-knowledge, resilience and a lifelong love of learning.
- Develop trust in the deep roots of beauty, truth and reverence.
- provide solid foundations for the graduating child to continue the journey toward adulthood with the freedom, integrity and courage to forge a unique path through life.

Welcome to Golden Hill Steiner School. This handbook has been compiled to answer some of your questions and make you and your child’s transition into our school a pleasant one.

Keep the handbook handy as there may be times throughout the year when you may need to refer to it.

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 are recognised by the federal and state governments and are 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 throughout the world today. With over 1092 schools in

64 countries and over 1875 kindergartens in 70 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, Geraldton and now Helena River Steiner School in Midland.

“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 findings (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.

Section Two - Our Approach

The School Day at GHSS

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.

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.

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.

Class music 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.

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:

- Termly class meetings. This is a forum for the teacher to share what they are doing with the children and discuss their plans for the coming term.
- 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.
- Arrange study groups for parents to attend.
- Maintaining a parent library that 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. 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.
- Three to four Busy Bees are organised each year at the school. They are organised by the grounds-person and advertised in advance in the fortnightly newsletters.

- Every class has a class carer. This person acts primarily as the communication link between the class teacher and the parents of that class. Usually, this will involve helping to co-ordinate activities focussed around the class or classroom, for example parent supervision for an excursion, beautifying the room, sewing bean bags or other tasks. Finally, it involves co-ordinating assistance for class community members who find themselves in temporary need – perhaps providing a 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. Better still, be a part of the P&F to help arrange these fundraising events.
- Craft group meets every Friday morning in Peppermint Cottage. All are welcome to come along and be a part of this group.

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, parents are asked to attend a Parent/Teacher interview. Parents can bring their insights and ask questions about changes their child may be undergoing.

If it is important, a parent may visit a class as a guest and observe the lessons by prior arrangement.

Section Three – School Life

School hours

Playgroup: 9.00 - 11.00am, Thursdays

Silver Birch Kindergarten
Karri Kindergarten and
Primary: 8.40 - 2.55pm, Monday to Friday

Office hours: School term: 8.15am – 4.00pm 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.

Contact details

Phone (08) 9848 1811

Email office@goldenhill.wa.edu.au

Postal address PO Box 357, Denmark WA 6333

Website goldenhill.wa.edu.au

What to Bring

- A bag which can hang on a hook.
- A hat – any colour of the rainbow, no logos or characters, broad brimmed or legionnaires style to offer ear and neck protection and that can be left at school.
- Raincoat and gum boots for winter.
- A nutritious, packaging-free lunch (no sweets or chips please) with sufficient food for morning tea.

Lunches

We ask that parents provide healthy, wholesome lunches for their child(ren), avoiding foods such as chocolate yogos and chips.

In the interest of our environment and recycling efforts at the school, we ask that lunches, as much as possible, are packed in reusable containers. Please refrain from using mini fruit and yoghurt packs and small drink cartons where possible.

Lost and Found

Items will be placed in the clothes hamper or hung up on the verandah of the office. Please check on a regular basis for missing items. Unclaimed items will be washed at the end of each term and be put out for sale at the first Gestures Café at the Kwoorabup Markets at the beginning of each term. Parents and/or students may wish to check for small and/or valuable lost items at the office.

The School Calendar

In general, the school follows the same school year as the state schools. In term 2 however, we have an additional week of vacation during which the teachers attend Steiner school conferences. This is in lieu of having Staff development days to start each of Terms 2-4. The school newsletter publishes term dates each term and an annual plan is published well in advance.

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 also be left at the office. Once the learning day has begun, teachers devote their time to the children and setting the tone for the day. If you have a message at this time, we ask that you do not disturb the class, but rather leave the message with the admin staff in the office to pass on to the teacher.

A Steiner Curriculum requires communication between parents and teachers. Should you have any queries about the school's pedagogical approach or philosophy, class teachers are happy to meet with you and answer any questions. If you have any concerns at all, no matter how small they seem, please arrange a time with the class teacher for discussion. Please abide by the teacher's request regarding suitable times to contact them outside of school hours. If you have any administrative issues, please approach the administrative staff in the office.

Please ensure that you check emails regularly as this one of the main ways that staff, the school and class carers will communicate with parents. Please add the email address of your child's teacher and the class carer to your contacts list along with office@goldenhill.wa.edu.au principal@goldenhill.wa.edu.au and bursar@goldenhill.wa.edu.au. This should assist with preventing emails going to junk or spam folders and avoid you missing out on vital pieces of information from the school.

The Quill is our fortnightly newsletter and the link to it on our website is texted to all parents once published.

Class Carers

It is essential that the role of Class Carer be filled each year by a parent volunteer (or two) from each class. The changeover in this role should occur before the end of term 4.

Class Carers support the teacher in various class and community activities and ensure that classes are represented and involved in whole school events such as P&F and their fundraisers, and the Festivals each term. More information about this role is available in the Class Carers Handbook available at the front office.

Family Participation Scheme

Parent involvement is essential for the healthy functioning of our school. The main aim of the FPS is to allow families to volunteer their time to support the school and keep costs down. Each family may choose to volunteer 10 hours per semester (two terms) or pay \$100 for the semester.

There are many ways to volunteer – baking a cake for Gestures Café at the Kwoorabup Markets, making a play costume, working in the garden and at Busy Bees, helping in the classroom or attending a camp, sitting on committees (P&F, Board) or running fundraising events. The list is endless!!

Families will be asked to sign off on their voluntary activity and at the end of each semester, families that have not signed off on their 10 hours will be billed \$100.

Parents and Friends Association

The role of the P&F Association is to support the school through fundraising and community building. Meetings are currently held fortnightly with dates and times appearing in the school newsletter, The Quill.

Festivals

Festivals are an essential element of any Steiner School. Through the celebration of Festivals we are given the wonderful opportunity to come together as a community. Golden Hill Steiner School celebrates Autumn and Michaelmas in Term 1, Winter in Term 2, Spring in Term 3 and Advent/Christmas

in Term 4 as well as acknowledging the change in seasons – including the Noongar seasons – and festivals of various cultures according to the teacher and/or curriculum. Although Steiner schools are not aligned with any particular religion, Rudolf Steiner saw spirituality as part of mankind’s evolution and history, so spiritual references exist in the curriculum and are reflected through imagery, ritual, music and so forth in the classrooms and Festivals.

Each of the four seasons offers reason for meaningful celebration together. Also at Christmas, Easter and birthdays, through the use of symbols, music and traditional foods shared together, we take the opportunity to build a quiet and reverent space in otherwise busy lives.

Each of the Festivals has its own atmosphere but common to all is the celebration of the gift of life and the earth’s gifts to us all. Each celebration has a space for wonder, gratitude and joyful participation. Notice of coming Festivals will be through the class teacher and school newsletter.

Class Camps

From Class 4 onwards students participate in Class camps. These camps are a compulsory element of the curriculum. A camp levy forms part of the fee structure of the school. Should a class camp exceed the budget, classes will fundraise for any additional costs. Parents will not be asked to pay additional funds for school curriculum camps.

A permission slip is always issued before each camp. 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.

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 CI 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 CI 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 the cost of all classroom resources. A recorder is supplied by the school, but paid for by parents. The approximate cost of \$85 will be added to your account on entry into the Primary School.

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 she or he will have a particular resource in mind.

Outside footwear is removed before entering the classroom so all children are encouraged to have indoor shoes. We also ask that children have a cup at school.

School Bus

The school is served by all existing Denmark school bus routes and the service is 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 (see parents' online forms).

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

Pick- Up Times

School finishes at 2.55pm. Please support the end of the teaching day by not creating a distraction for the children and by picking up your child on time. Children who are not collected on time will be supervised at the office after 3pm for parents to collect. If someone other than a parent or guardian is collecting a Kindergarten or Class 1 child, please notify the teacher ahead of time.

Parking

Parents are asked to use the allocated parking zones. The bus parking zone is to be left clear. Please note the school speed limit of walking pace.

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 teachers 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 and handed in at the office. If necessary, an accident form is 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.

School Governance

Golden Hill Steiner School is governed under the Constitution of Golden Hill Steiner School Inc. The constitution outlines the structures and processes to be followed by the school. The governing body of the school is the **School Board**. The board is elected at the annual AGM usually held in May.

The Board meets monthly during term time. Whilst school community members may request an invitation to attend a meeting to speak on a matter of concern or, alternatively write to the board to have a matter discussed, it must be noted that the Board follows the Complaint and Dispute Resolution procedure of the school and therefore it is expected that matters of concern have been dealt with before coming to board.

The Principal is appointed by the Board to oversee the proper day to day running of the school. The College of Teachers works with the Principal to ensure the school provides a high-quality education based on the insights of Rudolf Steiner.

Golden Hill Steiner School is registered by the WA State Government. As part of the registration process, regular reviews of the school are conducted by the Department of Education. The school meets the requirements of both State and Federal regulations in terms of curriculum, finances, school policies and governance.

Television, Films and Computers

Your decision about the use of electronic media is an important educational and health one. Notwithstanding that television is a part of our modern information and entertainment culture and can be used as an educational tool, we must be aware of the harmful effects on a developing child.

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.

Some of the effects are to do with the content which can be minimised through careful adult monitoring. The more acute and less tangible effects are to do with the medium itself. The following information is offered to help deepen your understanding of and commitment to the school's media policy.

The two major harmful effects are as follows:

- The rapid flashing of two dimensional electronic images impairs the senses, particularly sight and movement. The child's senses develop best when the child experiences the natural environment.
- Television damages or restricts the thinking, feeling and willing of the child because of the child's sense impressions directly imprint on the soul.

Thinking

By giving the child fixed images, he/she does not have to exercise his/her own imagination to create mental pictures. Research indicates that reading, comprehension and verbal skills and imaginative thinking improve when the television is put away.

Feeling

While television does not inhibit feeling responses, it does encourage the child to grow up prematurely. Children who learn about the world through the television screen can become hardened to the world – a sort of boredom and indifference with the “mundane old world” can set in.

Willing

Television watching is a passive activity and encourages passive, lethargic behaviour in children. Children who watch television have more trouble engaging their will to do and complete tasks. In short, the ideal pastimes for children are play and work, where they learn, create, imagine and move. The activity of sitting and watching television has little to do with the natural instincts of childhood.

Steiner educators are philosophically opposed to young children being exposed to television, video, cinema, iPods and computer games. Whilst not intending to discredit all types of media, it must be stated clearly that exposing children to such media is incompatible and counterproductive to the aims and methods of our education. It is developmentally inappropriate for the following reasons:

- Until the age of nine, children live very much in the world of imitation and imagination and cannot clearly distinguish between fantasy and reality. They learn about the world best through play and direct experience. Everything in a child's environment has an effect (positive and/or negative) on the development of the physical organs and therefore affects their health in later life.
- The years nine to eleven are the "Heart of Childhood". At this age children begin to differentiate themselves from the environment and think more objectively. However, their thinking is characteristically a combination of a practical and imaginary nature and they are unable to interpret sophisticated techniques used by various forms of media. It is only with the natural awakening of abstract thinking at approximately 14 years that children are able to analyse and critically view media with guidance.

Premature awakening of the abstract thinking draws life forces away from their work on the bodily nature of the child and creates disharmony in the soul life. It must also be noted that, regardless of one's age, there are physical, psychological and social stresses brought about by indiscriminate use of media.

Section Four – Policies

Please note that this is a brief summary of the main policies of which we believe parents should have an awareness. Full copies of the policies and procedures are available upon request from the front office or can be viewed on our website.

Electronic media

In light of the above statements the school recommends the following guidelines:

- Children under 9 years should not watch television, videos and cinema or play computer/video games.
- Children between 9 and 11 years may watch suitable programs during holidays but should refrain from computer/video games.
- Children 11 years onwards may watch suitable programs during the holidays, Fridays and Saturdays. No computer/video games.

Students are not permitted to bring personal electronic media devices to school for entertainment purposes. This applies to all devices of whatever form.

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.). Except for 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.

Codes of Conduct

Staff, Parents and Students at Golden Hill Steiner School all has a Code of Conduct to which they are expected to adhere. These are provided to all upon enrolment and employment and we request that they are signed to acknowledge that they have been read and understood by all parties. They are designed to ensure the safety of all parties and the smooth running of the school. Copies can be obtained from the office.

Dress Code

Although we do not have a uniform at Golden Hill Steiner School, we do have a dress code to which all students are to adhere. 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 in any of the colours of the rainbow. Clothes are to be neat, clean and well fitting. Clothing needs to be appropriate for the season, allowing the child to move freely in work and play. Please refrain from wearing fluorescent colours or black clothing. Clothing with slogans or illustrations or 'logos' that cover the clothing and are larger than the size of the student's fist is 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 worn to school. Revealing shorts should be avoided. As a guideline, the shorts should reach further down the thighs than the child's natural reach with his/her fingertips. Midriffs should always be covered by clothing.

Jewellery should be kept to an absolute minimum (e.g. "sleepers" or studs may be worn in ears, but no dangly earrings). For safety reasons, earrings (with the exception of studs), bracelets, necklaces and rings are not acceptable during woodwork or sport. Nail polish, make-up and fake tattoos are also not appropriate. **Make-up** (including nail polish) is not permitted.

Students are to wear **hats** with an all-round brim for adequate protection. The "no hat, no play" rule applies in Terms 1 and 4 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. **Long hair** is to be tied back, especially for lessons such as Woodwork and sport.

Footwear - 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. A pair of indoor shoes for the classroom is encouraged.

Attendance

Each class teacher keeps an attendance register. This roll is marked in ink at the beginning and middle of each school day and absences are reported to the office. All unexplained absences will be followed up by Administration.

The rhythms of daily, weekly, and seasonal cycles are important to the well-being of the child. Regular, punctual attendance is vital. 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).

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. In cases of attendance rates below 80% parents will need to attend a case conference and commit to improving their attendance rate or risk their enrolment at the school.

Health / Illness

The school needs to be notified of the following:

- Special diet or allergy problems
- Medication
- Any illness, accident or trauma at home

It is essential that parents advise the teachers and office of any changes to contact details. This ensures ease of contact in case of illness or injury and prevents unnecessary stress for the child.

The school office and the class teacher must be notified immediately of any positive diagnosis of a childhood illness. Where children are ill or have rashes or school sores we ask that they be kept home from school and recommend a GP visit for a diagnosis to see if the child should be excluded from school, and if so, for how long. The school reserves the right to refuse having a sick child attend school.

First Aid 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 sent 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 and emergency contacts cannot be contacted, an ambulance may be called to accompany the injured child to hospital. Parents are liable for covering all associated costs. For this reason, the school strongly recommends that parents consider ambulance insurance cover. **Due to safety and legal issues, under no circumstances will school staff transport a sick or injured child.**

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.

Administering Medication

Where possible, student medication should be administered by parents at home. If the Principal is to approve of school staff administering or supervising the administration of medication to a student, then parents must first complete an administration of medication plan with all details completed. These can be obtained from the front office.

Drugs for administration are to be delivered to the school in the care of the class teacher or office staff member. The school will store the drugs in a secure place.

All drugs should be contained in properly labelled containers showing the name of the drug, the name of the student, the student's class, the appropriate dose, frequency and the expiry date of the medication.

Head Lice

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. Treat as necessary for 10 days. **It is each parent's responsibility to regularly check their child/ren's hair.**

Behaviour Management

The teacher, with strength and purpose, aims to instil in students an appreciation of clear order and respect for others, and is committed to ensuring a safe and caring environment which promotes personal growth and positive self-esteem for all.

At all times, the emphasis is on positive behaviour and the students receive positive feedback and encouragement for following expectations and working well with the teacher and their peers. Teachers assist students towards positive communication skills that will enable them to reflect on and work through problems that arise in the classroom or the playground.

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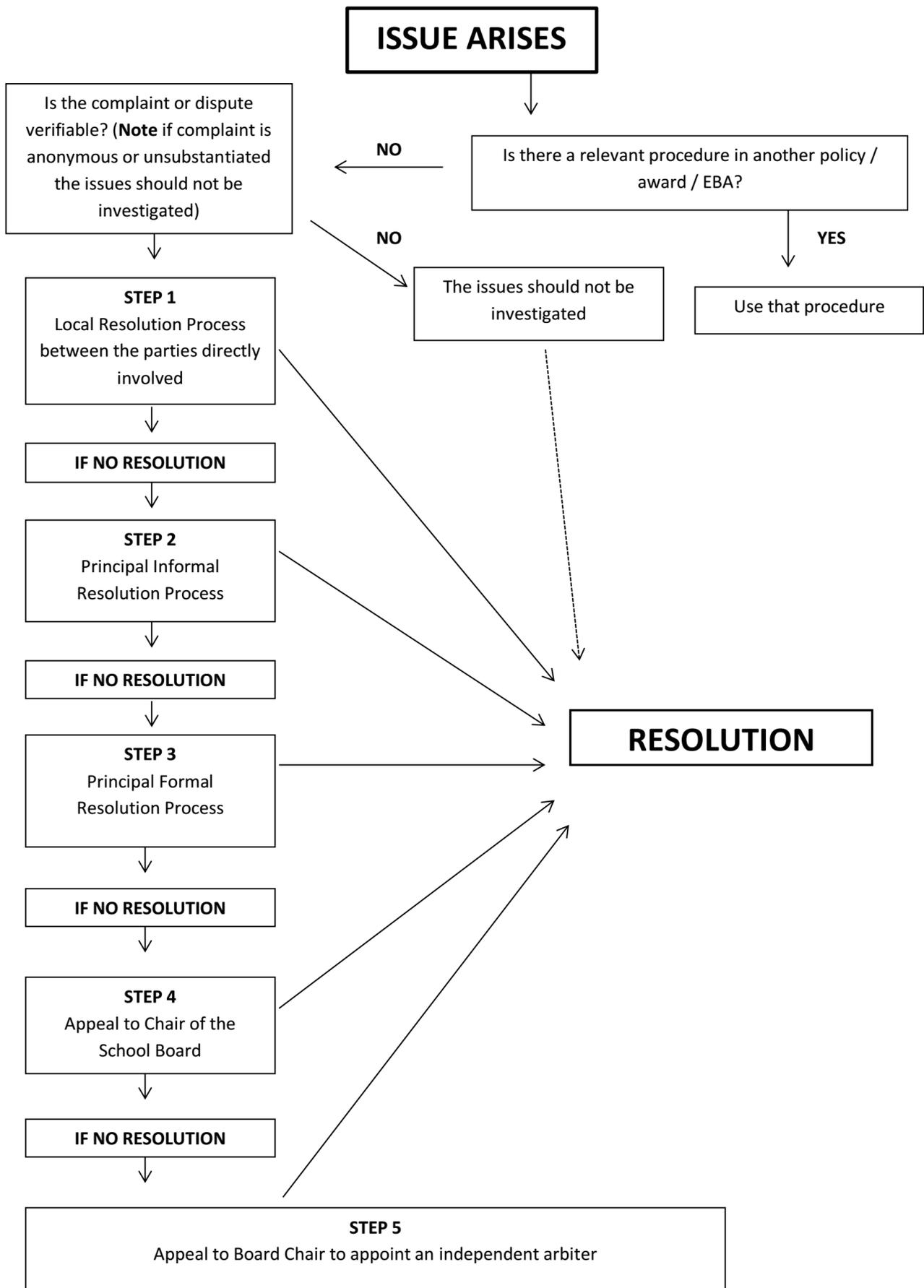
Your child's picture may be taken at school or school events and reproduced in school newsletters or in promotional materials such as school display boards, local newspaper articles and the school website. Permission slips requesting parental consent are part of the enrolment pack and kept on file in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

Complaint and Dispute Resolution

From time to time parents may have questions, concerns or grievances related to the school. Golden Hill Steiner School is committed to resolving concerns and matters raised will be followed up promptly. 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, to 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 Principal, who 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 to the Board. A summary flowchart of this procedure is included below. The full Dispute and Complaint Resolution Policy is available upon request, from the office.

APPENDIX A: Dispute and Complaint Resolution Policy Process Flowchart



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 the year by the end of Week 2, Term 1 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. Where families fall in arrears, outstanding debt may be forwarded to our debt collection agency. They will add 22% to the outstanding debt, payable by the parents.

Fees are not waived for absence during school terms. Term dates are published in advance and parents are asked 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. Failure to provide a full term's notice will result in the cost of the following term being incurred.

Children removed from the school are welcome to seek re-enrolment in the following school year. The School Board makes a concerted effort to keep school fees affordable. Please approach the school if you are experiencing difficulty before the situation gets out of hand. The years' fees must be paid in full before the commencement of the following school year. Please consult with the principal and/or Bursar as early as possible if you know you will experience difficulty in this area.

**"If a child has been able to play,
to give up their whole being to the world around them,
they will be able, in the serious tasks of later life,
to devote themselves with confidence and power
to the service of the world."**

Rudolf Steiner