



SCHOOL HANDBOOK



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SAMFORD VALLEY STEINER SCHOOL

This handbook is to be read in conjunction with school policy documents and *The Kindergarten Booklet*.

Samford Valley Steiner School

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MISSION

To be a living and contemporary embodiment of the spiritual, cultural, and educational impulse of anthroposophy that contributes towards social renewal in the world.



OUR SCHOOL

Samford Valley Steiner School offers an inspiring and comprehensive education for children from Pre-Prep through to Year 12. Our school is located on 20 acres of leafy, natural bushland, in the semi-rural Samford Valley. This picturesque destination is approximately 24km/35 minutes' drive from Brisbane, in South East Queensland, Australia.

It is our intention at SVSS to be true to the spirit and intentions of the educational impulses and anthroposophical insights offered by Rudolf Steiner. We are continually striving to provide and develop a curriculum and learning programme that; is inspired by a deep understanding of human development; embraces and reflects the universal values of freedom, equality, peace and democracy; and values diversity and individual worth. All curriculum content and experiences offered to young people during their schooling are purposefully and consciously considered in light of how and when the activity or knowledge will best support the child's natural development. Teachers at SVSS work to create a school where goodness, beauty and truth permeate the pedagogical, physical and social fabrics.

Steiner Education is holistic in nature and at SVSS, we strive to develop equally the faculties of, willing, feeling and thinking – hands, heart and head– within each child, so strong foundations are laid for academic and social success and initiative and moral strength in adult life. We seek to bring an integrated approach to knowledge; subjects are interwoven into Main Lesson blocks, which bring to the students a holistic view of the world and allow them to establish a balanced relationship to themselves, others and the world.

At SVSS, we view ourselves as a community of learners; teachers, parents, and students, striving to achieve individual, communal and global growth and understanding.

SCHOOL STRUCTURE AND LEADERSHIP

The school structure grows out of and is formed by the principle of “servant leadership”. This concept in its simplest form suggests that leaders work with authority that grows from relationship rather than power or rank and work to serve the needs of their employees and stakeholders. Servant Leaders and Leadership Groups in our school are required to be in service to the “Will” of the school which grows out of the collective (rather than individual) higher intentions and needs of the community. This requires interest, meditation and investment in the life of the community and requires discretion to recognise the difference between true needs to be served and the wants and desires of individuals or groups.

There are four key groups within our school structure in which explicit leadership responsibilities are invested: the teaching faculties, the College of Teachers, the Senior Leadership Team, and the Board.

THE ASSOCIATION

The Rudolf Steiner Education Group Brisbane Inc. (*The Association*) is the incorporated association, which established Samford Valley Steiner School in 1987. The aims of *The Association* can be summarised by the following extract from the Associations Constitution:

- To encourage and promote the educational philosophies of Rudolf Steiner.
- To promote, establish and to run a school, pre-school, kindergarten, pre-primary services and associated services with tutorial techniques as espoused by Rudolf Steiner to be carried out at the said school.
- To encourage and maintain liaison with other educational groups, societies and associations for mutual benefit in the encouragement of wider public appreciation of the philosophies, teachings and techniques of Rudolf Steiner.
- To establish and carry out exhibitions, courses, seminars and other training programs at or by means of which persons interested in the philosophies and teaching techniques of Rudolf Steiner may obtain training and instruction by personal tuition or post or otherwise.
- To provide buildings, lectures, classes, office or, offices, lodgings and attendants and all other lecturers, clerks, employees and officers instructed or employed temporarily or otherwise by the association and afford facilities for study, research and cultivation and performance of the tasks and duties allotted to them respectively.

Membership of *The Association* is open to all current staff and parents and interested others. Application forms are available at the school office or on the school website. When completed they should be returned to the school office. All applications are submitted to *The Board of The Association* for consideration at the next meeting.

The Annual General Meeting of *The Association* is held in March each year. Members of *The Association* can nominate for positions on *The Board*. Those who have appropriate skills, related experiences or a particular interest in furthering the aims of *The Association* are encouraged to contact the school office to discuss becoming more involved. At least one teacher is encouraged to nominate for a Board position.

THE BOARD

The Board is the governing body of the Rudolf Steiner Education Group Brisbane (RSEGB). The Board works at a governance level to ensure the school delivers a quality education to students in a financially sustainable, legal and ethical manner. The Board is responsible for overseeing the legal, financial and management functions of the school and is empowered to fulfil the tasks necessary to ensure the effective running of the Association. The Board comprises both executive members and non-executive members. In its approach the Board adheres strongly to a governance model of working which enables clear separation between Board governance matters and School management and administration.

* For further information please refer to the *Governance Policy*.

LEADERSHIP TEAM

The Senior Leadership Team of the school consists of the School Director, three Education Administrators (Early Childhood, Primary and High School), the Economic Development Manager, and the Chair of College. They meet weekly to ensure the smooth operational functioning of the school. Each member of the Senior Leadership Team gathers the pictures, questions and ideas that are living in the area of the school they represent. The group then undertakes a collaborative process of identifying and actioning what is needed to manifest these imaginations, solve the riddles or determine operational improvements. The Leadership team also gives relevant advice to the Board on matters relating to finances and legalities.

The Education Administrators work collaboratively with each other and across the School to meet both the educational needs of students and the teaching and support needs of teachers, empowering the teachers individually and within their faculties to work creatively into areas of interest and need. The School Director is ultimately responsible for the day-to-day management and administration of the school and for implementing the School Improvement Plan, annual operational plan, budget, and policies and procedures and is the liaison between school operations and the fourth school leadership group: the Board.

COLLEGE

The College of Teachers is a group of staff members who have consciously made an active commitment to not only work on their specific individual tasks within the school, but to take an expanded interest in the health and development of the whole school organism. College plays a central role in the management of the school. It carries responsibility for deepening and carrying the educational impulse arising out of the Anthroposophical understanding of the developing human being. This is done through participating in ongoing reflection on curriculum questions, engaging with broader educational issues as they arise, advising and supporting the School Director, working closely with the Senior Leadership Team and generally being available to support teachers (and parents) when called on.

All staff members are invited to be part of *College*. Through sharing study and taking up responsibility for the health of the school together, individual members have an opportunity to continually renew their understanding of the spiritual foundations upon which the school and Steiner/Waldorf education are built. We see this as an all-important commitment to ensuring that the education we offer remains vital and relevant.

THE TEACHERS

Teachers lead the delivery of the educational, cultural and pastoral program to the children. They collectively and collaboratively work to determine shared agreements around how the principles of Steiner Education will practically manifest in our school on a daily basis. Within these agreed forms and shared practices, the teachers are able to exercise the freedom to determine how best to meet and serve the particular group of children in their care.

SECTION B: YOUR CHILD AT SCHOOL

SCHOOL HOURS

Kindergarten: Please refer to the Kindergarten Booklet

Primary School: 8.30am – 2.45pm (except Class 1: Wednesdays: 8.30am–12.45pm and Fridays (TERM 1 ONLY): 8.30am – 12.45pm)

High School: 8.15am – 2.45pm

Before School Care: Monday to Friday 6.30am - 8.30am

After School Care: Mon, Tue, Thu, Fri 2:30pm – 6:00pm and Wednesday 12:30pm - 6:00pm and Fridays (TERM 1 ONLY): 12:30pm - 6:00pm)

Please note that staff are not on duty after school finishes and therefore children are not to play in the playground after hours. Please ensure you collect your child promptly at the end of the school day. Any Kindergarten or Primary school children that have not been collected by 3pm will be signed into After School Care.

ATTENDANCE

Attendance at school is compulsory from 6 years and 6 months of age up to the end of Class 10 or when the student has turned 16 years of age, unless exempted by the Minister. It is the responsibility of parents to ensure their student is attending. Students of compulsory participation age between 16 and 17 years are required to be in attendance at school or a combination of school and other approved training unless exempted by the Minister.

Attendance at all lessons and the camp program is compulsory.

It is expected that children attend school except in times of illness. Similarly, it is expected that families do not organise holidays during the school term.

Kindergarten children: A parent or responsible adult must 'sign' the child in and out each day.

* For more detail please see the *Kindergarten Booklet*.

Punctuality

We regard rhythm and form as essential to our educational objectives and consider that we need to reinforce punctuality in both students and teachers for the following reasons:

- It is very disruptive to the class and the rhythm of the lesson for students to come in after a lesson has started.
- Expectations of punctuality also encourage a healthy respect for work and study.
- The model of teachers who are punctual and responsible in their commitments will encourage students to develop self-responsibility in this area.

LATE ARRIVALS/EARLY DEPARTURES

Students who are late must sign in at the office, otherwise they are recorded as absent and their parents will be notified. Persistent lateness without reasonable cause will lead to students being expected to make up for lost time and follow up by the relevant Education Administrator

ATTENDANCE AT CLASS CAMPS AND EXCURSIONS

Camps and excursions are an important aspect of every child's education and an essential and compulsory part of the curriculum. The camps are a part of the curriculum where the subject is taught in relation to the landscape. Not only do activities and experiences away from school enrich and enhance a child's knowledge and understanding of the world, but they also provide opportunities for social and communal growth and learning. All students are expected to attend and participate in camps and excursions.

All camps are planned well in advance.

ABSENTEEISM

Teachers aim to bring continuity and rhythm to lessons from day to day and from week to week. Therefore, it is considered a priority that parents are committed to their child's regular attendance.

It is recognised by us all - teachers, parents and students - that absences from school cause a significant disruption to the educational programme. We are aware that while most absences are for valid reasons, some students take time off for quite tenuous reasons (shopping, farewells, entertainment, etc.), which makes it very difficult to maintain a positive learning atmosphere.

If your child will not be attending school on a particular day, you must advise the office by leaving a message on the Absentee Line on 3430 9600 prior to 8.30am on the day of the absence. Please advise your child's name and class. If you have notified the office of your child's absence, a note to the teacher on return is not required unless you wish to advise the teacher of the nature of the absence and special care that may be necessary.

In the case of absences in excess of five days, a meeting may be arranged with the parents and teachers to discuss the situation.

For Classes 8 – 12, if the student is absent for 3 or more days the school may require a Medical Certificate. Class 12 students who have turned 18 years of age are able to sign themselves out without parental involvement, please refer to the Senior Student Policies. The number of these sign outs will be carefully monitored and any long term absences per term will be taken to faculty by the guardian and may lead to a restorative conversation that may include parents. A possible implication of excessive absence without valid cause will be a failure to pass.

** Please refer to the Attendance Policy for further detail.*

Whenever children are to be collected during school hours, the parent or the adult authorised by the parent to collect the child must first report to the office where they are required to complete a Sign-Out Slip.

In the Primary school, the collecting adult will be required to take a copy of the slip to the teacher responsible for the child at the time. During school hours, teachers will only release children to the care of another person on receipt of a completed Sign-Out Slip.

In the High School, the office staff will contact the teacher responsible for the child at that time and inform them that the child has permission to leave the class early as the parent or authorised person has signed the child out.

Parents who have been notified that their child is at sickbay complete a Sign Out Slip and collect the child and their belongings from the office.

** A separate procedure for Kindergarten applies and can be found in the Kindergarten Booklet.*

LONGER ABSENCES

Attendance at school in Qld is compulsory and parents are legally responsible for ensuring their school aged child attends school for every day the education program is being taught, unless the parent has a reasonable excuse and has notified the school. Any extended or unexplained absences of 3 days may be justified via either a medical certificate and/or approved by the School Director. Please note that approval must be sought from the School Director for any extended leave of absence for travel. Although a teacher may be willing to do so, please note that it is not the school's responsibility to provide families with educational material during extended absences and parents may be asked to fund extra tuition for the student if required as a result of an extended student absence; particularly an elected (e.g. holiday) rather than uncontrollable (e.g. illness) absence.

Absences from school for all classes will be recorded and stated in school reports. Play rehearsals, festivals and concerts, which may involve after school time, are important aspects of the school's cultural life and as such require a conscientious commitment from all students and parents.

SOCIAL WELL BEING AND APPROACH TO BEHAVIOUR MANAGEMENT

For children to develop in a healthy way there needs to be a steady and progressive movement of authority from outer to inner. The aim of our approach to student health and well-being is to support the development of a strong, inner moral compass in all students that allows them to make ethical behavioural choices as adults.

There is initially, with very young children, a need for constant and consistent positive and gentle guidance from adults who are steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more responsibility for their behaviour and actions. Teachers support this process and movement by using specific behaviour management techniques at different stages of children's development. Teachers work to support each individual's development towards their full potential by helping free the student from encumbrances; by challenging and stimulating them and by offering the resistance that they need in order to grow independent and inwardly sturdy and strong. Students learn social skills in different ways at different ages. Their individual level of skill will depend on their experience, environment and developmental maturity and the teacher's response to inappropriate behaviour needs to reflect this and be differentiated accordingly.

All teachers at SVSS understand that compliance can be driven by 3 attitudes:

1. Fear. Punishment-based models of behaviour management are grounded in fear and the intention to put pressure on to "contain" or make the individual feel smaller than they are.
2. Ambition. Praise and reward based models of behaviour management rely on ambition and seek to "inflate" or make the individual feel bigger than they are.
3. Love. Relationship based models of behaviour management rely on the cultivation of natural enthusiasm and positive feeling through authentic interaction and unconditional acceptance.

At SVSS we consciously seek to work largely out of the third model. The teacher-student relationship is vitally important.

In addition to the Principles outlined above, the following also apply:

- Children are spiritual beings and are inherently good. It is vital that the teachers are engaged in regular meditative practice to support their work and connection with the students' higher selves.
- Rarely do young children consciously "choose" to misbehave; children behave well when they can. It is the teacher's work to determine what is hindering them from being co-operative, productive members of the group and work to remove those hindrances.

- All behaviour is a form of communication.
- It is important for teachers, parents and students to work cooperatively to resolve individual behaviour issues.
- The School works with a restorative approach to support students to make amends for harm caused. However, if a student chooses to continually make the wrong choice in attitude or behaviour, meetings with parents and consequences may occur, with the child's developmental age taken into consideration.

EARLY CHILDHOOD/KINDERGARTEN

We strive to understand the nature of the young child and create a program that provides the security of a daily rhythm, an ordered environment and an appropriate balance of activities. These fundamental principles assist in promoting positive behaviour.

When issues or difficulties arise, creative strategies are used to redirect the children, e.g. time spent helping one of the adults, until they are ready to rejoin the group. Teachers reinforce ways of resolving issues among children by modelling positive examples of expected behaviour. Children are offered alternative activities when engaged in disruptive play.

If difficulties persist, a teacher will request an interview with the parents. Together the adults can then re assess the situation to find ways for the child to express them-selves in more socially appropriate ways.

Most importantly, good communication amongst adults is the most helpful approach for the children during these formative years. Parents can also be of assistance by sharing with their child's teacher any changes at home (e.g. moving house, pet has died) that may result in unusual behaviour by their child. In cases of on-going extreme, disruptive behaviour, parents may be requested to collect their child from school and further behaviour support strategies may be devised and implemented.

PRIMARY SCHOOL

Key principles of Behaviour Management in the Primary School

Our school's endeavour is to be a community that views the behaviour issues that arise as learning and development opportunities and actively works with issues by incorporating them into our curriculum. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned, and promote their growth.

1. Every student has a right to uninterrupted learning, play and social interaction at this school, which means that no student has the right to disrupt the learning, play or social interaction of others.
2. Confidence is to be encouraged throughout the learning process; as such confidence is essential for effective learning to occur. It follows from this that teachers emphasise encouragement and avoid 'put-downs' and sarcasm in their relations with students.
3. Each teacher is responsible for the decisions made in the organisation of students in his/her care. Consequently, the teacher is 'in charge', and students have no right to defy decisions, especially in regard to safety. At the appropriate time, students have the right to question the fairness of a decision and be heard, but not necessarily at the point of its implementation.
4. Some classroom behaviour problems are prevented or limited by effective teaching preparation such as ensuring variety in presentation, providing appropriate levels of work, accommodating individual learning

rates, maintaining reasonable consistency in applying discipline measures, learning students' names and in general by acting in ways which have always been and which continue to be consistent with the best teaching practice.

5. Student misbehaviour occurs for different motives: the most common being unresolved issues, attention seeking, revenge, a struggle for popularity, power and/or control, and/or a display of inadequacy. These different motives, once recognised, require different support or discipline strategies.
6. The eventual aim is always for students to develop and take responsibility for their own learning and behaviour in the school situation. Consequently, the discipline system is not expressed as a complete set of rules with consequences for breaking those rules. Instead, we expect and encourage students to act appropriately in all situations regardless of whether specific rules apply. Continued breaches of rules or expectations may require positive intervention or consequences if appropriate
7. Samford Valley Steiner School does not attempt to have a stipulated set of punishments for specified offences. Instead, the school treats each student and each set of circumstances on their individual merits, and, in considering disciplinary matters, reserves the right to take into account the student's past record, personal circumstances, degree of understanding and awareness of the nature of the offence, efforts at restitution, and other mitigating or aggravating factors. In short, a "case-by-case basis" is adopted.

If a student is consistently struggling to modify their behaviour in a positive way, the faculty will work to understand and develop a response for that individual, and together with parents will negotiate and support steps towards constructive change.

Our goal is always to achieve a healthy and productive working community characterised by trust in individuals' inherent goodness, a shared sense of responsibility, and good will.

HIGH SCHOOL

Our school's endeavour is to be a community that views the behaviour issues that arise as learning and development opportunities and actively works with issues by incorporating them into our curriculum. The goal is to allow the students to experience the impact of their actions on their relationships with other people and the outer world, and for all to learn from the experience. As a school community, we strive to work collaboratively to develop rules that we can all live by. When infractions occur, we prefer to devise solutions that take into account the soul needs of the individuals concerned, and promote their growth.

We encourage individuals to self-regulate their behaviour; however, we recognise that as adolescents they will occasionally need support in this.

Non-negotiable High School Rules

The following attract non-negotiable consequences:

1. Students found in possession of or using alcohol, tobacco or drugs will face suspension with re-entry dependent on a restorative process.
2. Any electronic devices (other than those provided by the school) must be kept in students' school bags and turned off. Items found not in school bags during school hours will be confiscated. No electronic devices are permitted on camps.

General High School Rules

The purpose of these rules is to promote and maintain a healthy, productive work and social environment

- a. **Attendance** - It is compulsory for all enrolled students to attend their lessons. Medical absences need a medical certificate. Other absences need explanation from parents. Repeated absences will attract consequences.
- b. **Dress Code** - Adherence to the dress code is required. The purpose of the dress code is threefold: to protect the students in our bushland environment; to meet workplace health and safety requirements; and to ensure students are dressed in modest clothing suitable for work. Appropriate clothing may be available for loan at the office when needed.
- c. **Healthy Social Interactions** - issues with student behaviour arising in the social realm will be approached in a way to support restoration of social health, in consultation with the students involved and through means determined appropriate to the situation. Students found engaging in behaviour identified as bullying, will be required to participate in a restorative program tailored to fit the situation and may face other consequences consistent with the school's anti-bullying policy.
- d. **Homework** - Students are expected to complete homework that is assigned by their teacher. Any questions regarding submission must be discussed with the relevant teacher. Repeated failure to submit will attract consequences.
- e. **Main Lesson and Learning Outcomes (Classes 10 – 12) Deadlines** - Students are expected to submit work by due dates. Requests for late submission must be discussed with the relevant teacher PRIOR to deadline, and may require supporting documentation. Failure to submit will attract consequences.
- f. **In the classroom** - Individual teachers negotiate expectations for their classes and sometimes even for individual students.
- g. **In breaks** - Hats and shoes must be worn outdoors, and shoulders must be covered for sun protection.

If a student is consistently struggling to modify their behaviour in a positive way, the faculty will work to understand and develop a response for that individual, and together with parents will negotiate and support steps towards constructive change.

Our goal is always to achieve a healthy and productive working community characterised by trust in individuals' inherent goodness, a shared sense of responsibility, and good will.

BULLYING

The school has a robust anti-bullying policy and works actively with students and parents to ensure that students are supported if bullying issues arise.

Suggestions for parents if they suspect their child is being bullied:

- Encourage your child to explain his/her problem to the teacher and ask for help. Tell him/her that asking for help to solve a problem is not the same as "dobbing".
- If issues are ongoing, make an appointment with the Class Teacher to discuss the problems and possible resolution strategies, preferably without the children present (at least initially). Children's understanding of issues is different from that of adults.
- Try not to discuss adult viewpoints of individuals and issues in front of children. They are not 'little adults'.

Ongoing communication and feedback between parent and teacher is important to ensure a positive outcome. It is always helpful to understand the philosophy from which the teachers work.

Parents may have their own past experiences of, and painful feelings towards, discipline or bullying. It is important to remain calm and objective and avoid becoming reactive and defensive so that the facts can be established. Listen to your child's story and show support, but remember that there are often other viewpoints. Children need help from the adults around them to project a positive, confident image and to practice good communication techniques; they need help designing a plan of action that empowers them without reacting or retaliating.

Children who are active participants in a social network cope better, so parents need to help their children develop these networks both in and out of school.

Parents need to be fully involved in teaching their children how to cope with bullying behaviour.

Remember that the bully/victim relationship is based on a power imbalance. The bully's power has limits and when the victim learns not to give away his/her power, the bully becomes powerless. Strengthening the victim by encouraging strategies such as asserting one's rights, walking away, using humour, making other friends, avoiding high-risk places, will be of great assistance.

The school's full anti-bullying policy and procedure documents are available on the school website.

DRUGS, ALCOHOL AND SMOKING

The expectation of Samford Valley Steiner School is that the school campus and any venues associated with curriculum activities are safe places i.e. places where alcohol and illegal drugs are neither available nor acceptable. In addition, the school is a cigarette-free zone. Students found consuming alcohol, tobacco or any illegal substance at school or at school events (such as festivals, fairs, socials, bush dances, camps, excursions and plays), or coming to school under the influence of alcohol or an illegal substance will be immediately suspended and parents contacted. The school reserves the right to expel students who have abused this rule. An interview will be conducted with the student and parents, and the terms and conditions of the student's re-entry will be negotiated. Although the school attempts to work actively with the principles of restorative justice in these situations, we reserve the right to expel a student for breaches involving alcohol, smoking and illegal substances.

We recognise that young people need open and honest discussion about drugs and alcohol use and ongoing discussion and information around these issues are offered through the seminar program, the Science Main Lessons, Physical Education and English programs across the high school grades. The Guardians, teachers and/or Education

Administrators are always available to discuss problems or questions with students and parents. The school has a Well-Being Officer who can also confidentially assist students and families with issues relating to drugs and alcohol.

If a student's work or behaviour shows signs of deterioration and this can be related to drug or alcohol intake outside of school time, teachers will enter into discussion/s about this possibility with the student and parents. This may include referral to a specialised agency for advice and counselling.

Wherever possible, the school will enter into a program of rehabilitation of students who are affected by the use of alcohol, cigarettes or illegal drugs in an effort to provide the necessary support to change student behaviour. Parental support is essential to this process.

Where students are prescribed drugs for a medical condition the school must be advised in writing of the dosage and frequency of administration by filling in a medication form provided by the school. Parents must leave the medication (in prescription bottle with child's name and dosage) with signed form at the school office and students can go to the office for medication administration. Medication should at no times be kept in school bags, unless part of a doctor's approved asthma plan. Epipens should be kept by Class Teacher or at the School Office, unless otherwise approved. Students must not bring to school more than the total dosage required for that day.

Whenever a student is suspended, the school will ensure that the student is given into the custody of a parent or guardian before leaving the school grounds.

Possession of illicit/illegal substances requires police to be notified under the Drugs Misuse Act.

HOMEWORK (HIGH SCHOOL)

1. It is expected that class 8 to 10 students will carry their student diary to every lesson to write down homework requirements. Students who lose or forget their diary will be issued with a new one, to be billed to parents. Class 11 and 12 students will be given access to an online diary.
2. Main Lesson homework is usually given daily. Parents are encouraged to keep in communication with main lesson teachers about how their child is managing homework, as this is an area where students manage in very individual ways.
3. It is strongly suggested that students develop a homework routine that allows them time for other pursuits such as sport, music, horse-riding etc.
4. Incomplete and late homework or assessment tasks can impact strongly on student marks.
5. Homework is minimised by application in the classroom. Lack of focus in the classroom will usually mean that there is more homework to complete after school.
6. A homework room (Cate) was established for students to complete homework in a quiet working environment. Students may voluntarily use the room in break time to complete homework. In addition, students who fail to complete homework on time will be required to spend break time in Cate to complete unfinished work.

MAIN LESSON DEADLINES (HIGH SCHOOL)

The High School Faculty has decided to implement the following procedure for the handing in of Main Lesson books.

- The Main Lesson book will be delivered *at the teacher's discretion* on the Friday or Monday at the end of the Main Lesson (or Tuesday where a Monday holiday occurs).
- The book must be handed in whether complete or not, and the missing contents will need to be noted by students.
- Should *minor* additions be required, they will need to be done in the student's own time (lunch time or that evening – *not* during other lessons).

- Where a Main Lesson finishes on the Friday before school holidays, the deadline for books to be delivered will be the same Friday at 2.45pm. The terms for negotiating any extension will be as mentioned below.
- Should the Main Lesson book not be handed in by the due date it will not be marked and an unsatisfactory will be recorded for this Main Lesson.

APPLICATIONS FOR EXTENSIONS TO MAIN LESSON WORK (HIGH SCHOOL)

It is important that Main Lesson Books are submitted on the date and time that your teacher indicates so that work may be marked promptly and returned. Any extensions on assignments and Main Lesson work will have to be applied for using the Application for Extension form which can be obtained from the teacher or the high school front desk. An adequate reason for the extension must be given and the form must be signed by the student, and a parent. If approved, a new submission date will then be set by the teacher. The extension must be applied for by Wednesday of the last week of Main Lesson.

NEW ZEALAND CERTIFICATE OF STEINER EDUCATION (CSE) (CLASS 10 – 12)

SVSS is now in the fourth year of the New Zealand Certificate of Steiner Education (NZCSE).

The New Zealand Certificate of Steiner Education (NZCSE) is an internationally recognised Secondary Schooling Qualification. It has been specifically designed to support an authentic Steiner curriculum all the way through our senior classes, 10, 11 and 12. The NZCSE is somewhat comparable to the International Baccalaureate (IB) offered by some schools. Samford Valley Steiner School is the first school in Australia to offer students the NZCSE pathway, and as a school we made this decision to stay true to our vision and task as a Steiner school.

The Certificate of Steiner Education is a New Zealand initiative, and is a NZQA approved course comparable to NCEA and therefore the QCAA Queensland Senior Certificate. Staff at the school uphold the standards established by NZQA and are accountable to them. It is the responsibility of a student to meet the course requirements and assessments.

The subject specialist teachers at Samford Valley Steiner School will do all they can to ensure all students achieve their goals towards the qualification and have a positive experience.

NZCSE expectations include full participation of Special Character Activities. This means engaging and making an effort in all aspects of the educational/cultural/social life of the school (including lessons, plays, festivals, camps, outdoor activities, community service and work experience) which contribute to the broader curriculum that supports Steiner/Waldorf education.

*“We want to work with all material things
In the light of the Spirit,
And we want to seek the light of the Spirit in such a way
That it will create warmth within us
For our practical work.”*

Rudolph Steiner

Students in Class 10 – 12 will receive a separate Handbook outlining expectations and process relating to the CSE. If your child has not received one as of yet please contact the High School office.

ELECTRONIC EQUIPMENT

KINDERGARTEN AND PRIMARY SCHOOL

No personal electronic equipment is permitted in the Kindergarten or Primary School; this applies to mobile phones, iPods, MP3 players, laptops and smart watches. If parents require their child to have access to a mobile phone they need to make arrangements for the phone to be delivered to and collected from the school office each day. Students are not permitted to keep these devices in their school bags or desks. All electronic equipment will be confiscated from students and parents will be notified and required to collect the device from the school office.

HIGH SCHOOL

High School students may bring personal laptops to school if needed **and if** approved by the appropriate teacher. These will need to be kept in the office until they are needed. Senior Secondary students may negotiate their use of personal computers at the beginning of the school year with the appropriate teacher.

MOBILE PHONES AT HIGH SCHOOL

We encourage students to leave their smart phone at home on school days and ask for parents to support us in this. We understand that many parents feel that their child having a mobile phone is important to support safety and communication. We suggest a non-smart phone is a much better option, because it does not have the associated difficulty and dependencies a smart phone brings.

1. Mobile phones **MUST** be switched OFF and placed in a school bag whilst on school grounds
2. If a student does not comply with point 1, the phone will be confiscated.
3. At 1st breach of the mobile phone rule the student will be able to collect their confiscated phone after school. Details of the breach will be noted.
4. If there is a 2nd breach the student will be able to collect their confiscated phone after school. Details of the breach will be noted, and parents notified.
5. If there is a 3rd breach the student will **NOT** be able to collect their confiscated phone after school. Parents must come to the HS EA (Delaney) and pick up the phone. A meeting will be arranged with the parent(s) and student to discuss the repeated behaviour problem.
6. Any subsequent breaches of the mobile phone rule will mean the student will be suspended for the day and must immediately go home. Parents will be asked to come to school to pick them up.

Parents are expected to support the staff with this, please don't text your child during the day, the school office can be contacted and a message passed on this way.

It should be noted that it is a criminal offence to use mobile phones to menace, harass or offend another person. Students who use their phones to engage in personal attacks, harass another person, or post private information about another person using SMS messages, taking or sending photos or objectionable images or bullying other students, or who use vulgar, derogatory or obscene language while using a mobile phone will have their phones confiscated for a period decided by the Education Administrator, and their right to have a phone at school will be revoked. Students should note that, in extreme cases, the school may consider it appropriate to involve the police.

DRESS CODE

SCHOOL DRESS CODE

Samford Valley Steiner School has in place a dress code rather than requiring students to wear uniforms.

There are specific dress requirements for students in each sector of the school; however, the overall dress code is based on the following three principles:

- ❖ Clothing should reflect an awareness of and care for the environment, and be:
 - Sun-safe
 - Appropriately protective for all curricula and extra-curricular activities/work
 - Seasonally appropriate
 - Where possible, ethically sourced and made from natural fibres

- ❖ Clothing should reflect care of self, and be:
 - Clean, neat and tidy
 - Comfortable and allow for free movement
 - Modest

- ❖ Clothing should reflect care for the other, and be:
 - Free of offensive or confronting imagery or language
 - Free of branding and logos

It is the responsibility of all parents to ensure that their child adheres to the dress standards.

KINDERGARTEN SPECIFIC REQUIREMENTS

- Plain, light coloured clothing
- Shoulders are to be completely covered for sun safety
- Clothing should allow for a full range of play movement; tumbling, running, climbing, jumping etc
- Children should have a full set of spare clothing to be left at Kindergarten in the calico draw string bag provided
- Sturdy shoes suitable for walking should be provided (please no thongs, crocs, sandals)
- Soft indoor shoes should be provided (the Kindergarten can advise how and where these can be ordered)
- Small stud earrings are the only jewellery permitted
- Nail polish and make-up are not permitted in the primary school
- Hair longer than shoulder length should be tied back
- Children are provided with a broad brimmed hat

All items should be clearly labelled with your child's name.

PRIMARY SCHOOL SPECIFIC REQUIREMENTS

- Clothing must completely cover the student's body from neck to mid-thigh for sun-safety and movement comfort (including shoulders)
- Plain, light coloured clothing. Simple patterns and small images are permitted with the exception of caricatures, brands/logos (any form of advertising) and offensive images or commentary
- Safe, sturdy enclosed footwear suitable for work and play (no thongs, crocs or sandals) must be worn at all times the student is outside, including coming to and departing from school. Teachers may require the student to have a pair of appropriate soft indoor shoes.
- Hair longer than shoulder length should be tied back and fringes that fall lower than the student's eyebrows must be pinned back. Hair dye and make-up are not permitted in the primary school
- Jewellery must be minimal and not present a safety hazard during any school activities (no smart watches please)
- Hair dye, nail polish and make-up are not permitted in the primary school
- Students are provided a broad brimmed school hat which must be worn at all times the student is outside and must remain at school at all times. Replacement hats will be at the parent's expense.

Students in Classes 1 – 3 must keep a spare set of clothing in their bags and must have all clothing items clearly named.

HIGH SCHOOL DRESS CODE

The High School dress code is determined in consultation with the students and as such, details may change from time to time. At all times the three standard principles of the dress code apply. Parents and students will be advised of any upcoming changes to the dress standard.

- Images are permitted on clothing with the exception of the following: offensive, violent or sexual imagery and text and/or brand logos and advertising
- If an item of clothing can be seen up, down or through it is inappropriate; modesty is the principle
- Shoulders must be covered at all times the student is outside. Loose singlets and muscle shirts with large arm-holes are not appropriate (as per the previous rule).
- Leggings, tights and jeggings are acceptable as pants, as long as they follow the other standards
- Enclosed, work-appropriate shoes are to be worn at all times, except when instructed otherwise by a teacher
- School provided board brimmed hats must be worn at all times the student is outside for sun safety. This does not apply to the verandas or undercover sports area.
- Natural looking and discrete make-up may be worn
- Jewellery must be minimal and not present a safety hazard during any school activities
- Hair that is longer than the shoulders must be tied up for activities where it will present a safety hazard: including but not limited to sports, hard-craft and science.

All teachers reserve the right to deem any students dress, makeup or jewellery as inappropriate by the standards of this code. Teachers are required to identify the section of the policy that is breached. If a student disagrees with this decision they can choose to take the matter to the High School EA who will make the final decision on the appropriateness of the dress, makeup or jewellery.

Students wearing inappropriate or unsafe clothing may be required to change or may be withdrawn from classes or activities for the day.

WHOLE SCHOOL/ALL STUDENTS

Teachers have the discretion to deem a student's clothing to be in breach of this code and request the student change into school provided clothing.

The student's own clothing will be labelled and kept in the office until school items are washed and returned. Parents will receive email notice advising them of the details of the breach of dress standard.

LOST PROPERTY

Primary School

The school's lost property box is located on the verandah of the Class 1/Class 2 building. Each class may also have a lost property basket. Please check these regularly. More valuable lost items are kept in the school office. All lost property not claimed, is donated to charity once a term (usually after the Working Bee).

High School

The school's lost property box is located on the veranda of the office building. All lost property not claimed, is donated to charity usually at the end of each term.

SCHOOL REPORTS

An electronic report is prepared for each Primary and High School student at the end of Terms 2 and 4. School reports convey information to both students and parents and seek to deepen the teacher's relationship with the child and their parents.

Teachers make formal parent/teacher meeting times twice per year to discuss student progress, however if at any time you have concerns about your child, please make a time to meet with the teacher

MONEY AT SCHOOL

If your child brings money to the school for any reason (e.g. tuckshop or bus) it is your/their responsibility to ensure the safekeeping of such money.

Please **do not** send cash for fees to school with your child, as the school will not take responsibility for money that does not arrive.

TELEPHONE CALLS

As the school does not have a public telephone, students will only be permitted to make calls from the office on an urgent basis. Students will not be allowed to call home to make after-school play arrangements or because they have forgotten projects, swimming gear or instruments.

MESSAGES FOR STUDENTS

We request that parents only ring the office with messages for students if the matter is urgent.

SECTION C: PARENT INVOLVEMENT

Parent participation is vital to the health of our school. The Steiner Education environment is special in many ways; one of the most important of these is the intrinsic reward that becomes available to us as participating parents. You can greatly enhance the quality of your children's education by participating in the life of the school.

A Steiner School is for those who see that the education of their children is not the school's job alone. In choosing that your children attend this school, you have created a unique opportunity to form a dynamic partnership with teachers, children and the other families of the school community. When you choose to take advantage of this, you give your children a much greater opportunity to experience the life-enhancing value of co-operative effort and personal and social responsibility.

Throughout the year, there are many opportunities for parents to enhance their understanding of Steiner Education and support their children's development. These opportunities include participation in class parent/teacher evenings that are held for each class, each term. Parents are encouraged to attend other education events such as talks, seminars and workshops. These events are advertised in the Newsletter and on the school's website. The deeper your understanding of the principles of Steiner Education and how our school functions, the more you will understand your child's progress and the stronger will be your ability to support your child in getting the very best of what the school has to offer.

CODE OF CONDUCT FOR PARENTS, GUARDIANS AND VOLUNTEERS

PURPOSE

This *Code of Conduct for Parents and Guardians* is developed on reasonable community expectations of behaviour encompassing mutual acceptance, respect and personal safety of all, with the goal of making Samford Valley Steiner School a safe and pleasant environment within the professional setting of an independent Steiner School.

OVERVIEW

SVSS is dedicated to providing a caring, nurturing and safe teaching and learning environment for the benefit of the students, staff, and parents and guardians of all our families.

SVSS expects its entire staff to deal professionally, competently and courteously with all parents and guardians, including during those exceptional transactions where parents and guardians violate the staff's inherent right to be treated with civility and respect.

Within the wider educational context and in alignment with SVSS's ethos, policies and practice, we strive for supportive and harmonious outcomes. Violation of law and non-adherence to SVSS ethos, policies and practice will not be accepted.

SVSS anticipates that parents, guardians and volunteers will:

- support the School ethos, policies, educational practice and values
- show an active interest in their child's schooling and progress
- cooperate with the school and demonstrate behaviour that achieves the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- never approach a student(s) in the school grounds or during a school related activity to intervene in personal disputes
- contribute positively to behavioural and educational support plans that concern their child

- use appropriate channels of communication for reasonable, constructive criticism for situations when parents are dissatisfied with the quality of teaching and learning, the quality and management of pastoral care, the timely follow up of issues and concerns, or the assistance and service they have received from the School.
- use the processes and procedures in the SVSS Complaints Policy and Procedures for complaints and grievance resolution as the appropriate channel of communication and refrain from using social media to voice discontent

SVSS through the School Director will however, reserve the right to:

1. Limit access to the school or any school activity.
2. Limit communication with staff.
3. Terminate the enrolment contract for those who are involved in repeated situations concerning verbal intimidation, escalating anger, abusive language or physically threatening behaviour, or if the relationship between teacher, parents and/or student has broken down and no resolution can be reached to the mutual satisfaction of all parties.

PARENTS AND FRIENDS ASSOCIATION

All parents are welcome to join the Parents and Friends Association (PAFA). PAFA aims to promote in the parent/friend body an understanding of the workings of the school community, thereby encouraging as many parents and friends as possible to be involved. They organise social and/or fundraising events, including festiValley and cultural events, and assist in the planning of whole school events such as parent education evenings and workshops.

For more information on PAFA and its activities, please go to <https://www.facebook.com/pg/SVSSPAFA/about/>.

PARENT EDUCATION

To help parents grow in their understanding of what Steiner Education offers to both children and adults, talks and workshops are held throughout the year. These are always informative, thought provoking and life enriching. Check the school Newsletter or school website for meeting dates and venues.

PARENT CRAFT GROUP

The Parent Craft Group gathers regularly to make simple toys and figures for the seasonal table and for play. You and your children are welcome to join in on either a regular or occasional basis. It is not necessary to have sewing experience as the skills you will need are taught on the day. If you are a new parent, or your children are still too young for school, we encourage you to come along. It is a great opportunity to make new friends, to learn new skills, and to make simple toys suitable for your children.

A simple toy, created for a child with love, has a great power to nurture the child and to awaken and enrich his/her imaginative play. Handmade toys have a human element, which is absent from many toys available today. They are made from natural fibres and are filled with pure wool stuffing which makes them more healthy and beautiful to feel.

It also gives them the capacity to retain warmth. Warmth is important to help young children grow, both on an emotional and physical level. We make our toys with the same warmth and love that we would wish for our children. For many of us, the actual activity and sense of purpose in creating is as enjoyable as the end result. You will make

craft items to take home and for the Parent Craft Group to sell at special school events or through The Treehouse bookshop. There is a small charge for materials.

At each meeting there is a shared morning tea. The group meets on a Wednesday morning from 9.00am.

PARENT LIBRARY

Volunteer parents run the Parent Library, which contains information in areas such as education, health, parenting, family matters, gardening, craft and philosophy. The Parent Library is housed within The Treehouse bookshop and books may be borrowed during the opening hours of The Treehouse. There is also a returns basket in the school office.

TREEHOUSE BOOKSHOP

The Treehouse bookshop is run on a voluntary basis by parents. A wide range of items is carried and you may also order books from the Rudolf Steiner Book catalogue. Opening hours are advised on the school's website under "Community".

The Treehouse has children's books, works by Rudolf Steiner, books arising from Steiner's indications on a variety of subjects: education, parenting, art, craft, music, and poetry and more. The Treehouse also stocks small items for birthdays and other special occasions. Handmade cards, toys, craft, painting kits, candle kits, crayons, Lyra pencils, watercolour paints and paper, jewellery, wool, wax, and much more can all be found there.

For more information, please contact Avril O'Brien on 0450 680 563.

VOLUNTEERS

In addition to the many parents who volunteer in the above groups, we welcome volunteers to become involved in a range of activities including:

- Working with children individually and in small groups on specific skill development in an area of need such as Language, Maths and German
- Taking games and skill development in our Physical Activity Programs
- Listening to children read
- Developing specific areas of our garden
- Assisting teachers in our craft program as children knit, crochet, carve and sculpt
- Assisting on school camps
- Assisting with specific administrative tasks.

A volunteer blue card is required for anyone who volunteers more than 10 days or goes on camp. Regular volunteers need to gain approval from the teacher and have a volunteer induction with the relevant Education Administrator.

WORKING BEES

Each term a whole school working bee is held. All parents are invited to participate and assist with repair, maintenance and improvement projects. The work includes: gardening, painting, tidying the grounds, minor landscaping and other improvement tasks.

All families are automatically charged an annual Working Bee levy as itemised on the annual Parent Contribution Schedule. This levy is refundable, via credits to your account, based on attendance at scheduled Working Bees.

SECTION D: COMMUNICATION AND CONSULTATION

Good communication and healthy community relations are the life-blood of a thriving school. Respect is required to ensure that the numerous and varied daily encounters between all members of the community are effective and every effort is made to encourage open and clear communication.

A number of times during the course of the year school community members have the opportunity to contribute their expertise and opinion towards the development of the school at community consultation events. Such events are notified in the Newsletter and on the school's website calendar.

PARENT/TEACHER COMMUNICATION

For all educational matters, your first point of contact is your child's teacher(s) or guardian. While it is sometimes possible to speak with teachers "on the run", making an appointment ensures that the teacher can give you their full attention.

Before school, teachers are focused on greeting the children, dealing with their needs and establishing the mood for the day. So please only pass on urgent information to teachers at this time. Should you wish to request an interview with the teacher please give them advance notice of the issues you wish to discuss so that they can be well prepared to assist. Please book appointments with the teacher or leave a message at the office.

Formal interviews are also arranged in Terms 2 and 4.

PARENT/TEACHER MEETINGS

Class parent/teacher meetings are held once every term from Kindergarten through to High School. Dates are advised by the teachers/guardians and reminders are printed in the Newsletter. Information, events, projects, class progress and general school information are discussed. Often information is highlighted which relates specifically to the age and developmental stage of the students in that class.

Because parent-teacher communication is considered to be an essential part of the educational life of our school, it is expected that one parent of each child attends each scheduled meeting.

Parent meetings provide a chance to:

- Learn about the work your child is doing and will be doing during each term
- Share ideas about behaviours, expectations and needs of your child
- Understand what you can do to assist with the education of your child
- Discover more about the educational philosophy and teaching methods of the school
- View the work of your child.
- In the event of both parents being unable to attend, an apology should be given to the teacher prior to the meeting.

HOME VISITS

Some teachers like to make home visits, particularly in Kindergarten and lower Primary School. These home visits provide a 'bridge' between school and home. It is a special time for your child to have their teacher's undivided attention, which strengthens the relationship between teacher and child. This visit also deepens the teacher's understanding of each child. Home visits occur at a time and date agreed between parents and the teacher.

For Kindergarten parents, please check the notice board for the home visit roster.

CLASS EMAIL

Class Teachers and Guardians may email their class parents with information about the class or upcoming activities.

The school adheres to a strict Code of Privacy and email etiquette whereby:

- All email addresses are considered confidential. No email addresses are to be passed on to members outside the class list.
- A teacher/class group list is not to be used to circulate personal emails (including advertising or humorous emails).
- A teacher/class group list is not to be used as a 'chat room' to raise discussion on school/child related issues. Any individual questions or concerns must be brought directly to the teacher or guardian.

CONTACTING TEACHERS OUT OF HOURS

Each teacher individually shares with their class/students guidelines for contacting them. Messages for all teachers may be left at the office.

CLASS CONTACTS

At the commencement of each school year, a member of the parent class-group agrees to take on the position of the Class Contact for that class. This parent (or parents) acts as a liaison between the teacher and the whole class group, helping to coordinate class activities, festivals and other classroom help. The activities of the Class Contact will vary from class to class depending on the teacher's requirements.

Class Contacts can also act as a point of reference when whole school activities are being organised and they work to ensure an enriched social life for the class.

COMMUNICATION FROM THE SCHOOL

NEWSLETTER

The Newsletter is usually distributed every second Friday in term time via email. It contains news and notices relating to all aspects of the school community. It offers glimpses of what happens in all classes through articles written by staff, as well as reminders and articles of upcoming school events. It is a most important means of communication, so please check your email.

If you do not have access to email, please see your class contact to arrange an alternative method for receiving the Newsletter.

Classified advertisements can be placed in the Newsletter at a cost of \$5 per insert. These need to be emailed to newsletter@samfordsteiner.qld.edu.au by 2pm Wednesday or left at the office by 12 noon Wednesday at the latest. No late submissions will be accepted. The school reserves the right to edit all submissions.

PARENT LOUNGE

To facilitate communication between the school and parents, we use an online portal called “Parent Lounge”. Parent Lounge enables you to access various records for your child/ren, view the school calendar, update your details, and much more.

Parent Lounge is a user-friendly system and is accessed by the link on the schools website www.samfordsteiner.qld.edu.au.

Information on how to use Parent Lounge, a *Parent Lounge User Guide* is available under the tab “School Links” -> “School Information” once you have logged into Parent Lounge.

If you need assistance with Parent Lounge, please contact Judy Morgan on 3430 9600.

WEBSITE

The school’s website address is www.samfordsteiner.qld.edu.au. The site is a good source of information on all aspects of the school and Steiner education. Policies can be found under the About Us/Publications tab

FACEBOOK

The school’s facebook page is also a good source of information on what’s happening at school, as well as general posts on Steiner education, <https://www.facebook.com/Samford-Valley-Steiner-School-106275046117815/>.

EMAIL AND SMS

The School communicates to parents via regular emails or by sending SMS messages when needed. Please ensure the School office always has your current email address and cell phone number.

SCHOOL CALENDAR

The Parents and Friends Association produce a school calendar each year detailing term dates and school activities. It is available for sale to all families at the end of the year. Please update it with school events as new dates are notified in the Newsletter.

OTHER COMMUNICATION

Occasionally the School or PAFA will have information to distribute that is in 'hard copy' only - e.g. festival invitations. These paper notices either are given to the students by the teacher or are placed in 'communication pockets' that the Kindergarten and some Primary classes use.

Please note that these pockets are for the use of Teachers and Administration to inform and notify parents of school business and must not be used for any other business e.g. personal birthday invitations.

COMPLAINTS RESOLUTION

A school is a complex organism that is based on human relationships. As such there is much potential for difficulties to arise in relationships, for disagreements to occur and for individuals to have disparate goals and views. At SVSS, all members of our community are valued and respected and we acknowledge the right of all to make complaint or attempt to address their issues and/or concerns. SVSS is committed to ensuring that all complaints are dealt with in a fair and equitable manner. We have processes and support networks in place to enable you to work through any issues or concerns you may have.

Complaints can be made:

- By telephone or making a time to meet in person (preferred)
- In writing
- Anonymously (although anonymous complaints are difficult to resolve and are therefore discouraged, anonymous complaints will be assessed upon their merit if enough verifiable information is provided). All anonymous complaints will be referred directly to the School Director.
- If a complaint is made on a person's behalf, the SVSS representative receiving the complaint will check that the person is happy for SVSS to respond directly to their representative.

To achieve an effective resolution for all parties, when making a complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner
- avoid making frivolous or vexatious complaints
- avoid using deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, in most instances, the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

Our full Complaints Resolution Policy and the procedures for making a complaint are available on the school website.

SECTION E: CHILD SAFETY

CHILD SAFETY

The school recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason, the welfare and best interests of the children within our School will always be a primary consideration. We expect our students to show respect to our staff and volunteers and to comply with safe practices, and we expect all employees to ensure that their behaviour towards and relationships with students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

The school's *Child Protection Policy* is available on the school website.

RESPECTFUL INTERACTION PARENTS AND STUDENTS

If you have an issue with a child who is not in your care or who is not in immediate danger of hurting his/herself, another person or property then you should bring it to the attention of a teacher or senior staff member. Parents are required to refrain from dealing directly with behaviour or other issues involving SVSS students occurring during school hours or on school premises unless there is an immediate safety risk to the student, others or property. Threatening or intimidating children or adults is not acceptable under any circumstances.

SECTION F: HEALTH

NOTIFIABLE ILLNESSES

The following is a list of notifiable infectious diseases (Health Department Guidelines). If your child has one of these, please do not send him/her to school under any circumstances.

Conjunctivitis	Exclude from school until discharge from eyes has ceased.
Poliomyelitis	Medical certificate required before return to school.
Diphtheria	Medical certificate required before return to school.
Chickenpox	Exclude for 7 days after the first spots appear or until spots are dried and covered by scabs.
Mumps	Exclude for 10 days from onset of swelling or up to the obvious disappearance of the swollen glands.
Measles	Children should be kept away from school until they have recovered or for at least 7 days from the appearance of the rash.
Scarlet Fever	Exclude 7 days after symptoms subside or until medical certificate is produced.
Hepatitis	Medical certificate required prior to returning to school.
Septic Sores	Clean bandages must cover all sores.
Whooping Cough	Exclude for 3 weeks from onset of the cough. The period of exclusion may be less than 3 weeks if there is no cough and a medical certificate is produced.
German Measles	Exclude for at least 4 days from the appearance of the rash.
Scabies	Exclude until all evidence of the disease has disappeared or a medical certificate is produced stating that lesions are inactive.
Ringworm	Exclude until all evidence of the disease has disappeared or medical certificate is produced stating that lesions are inactive or anti-fungal treatment has commenced and sites are covered.
Impetigo (School Sores)	Exclude until sores have completely healed (dried and covered by scabs), then cover.
Streptococcus Infection	Exclude until fully recovered or medical certificate is produced.

These are minimum exclusion times. Of course if your child is still looking pale or feeling weak give him/her plenty of time to get full strength back.

Consult with your child’s Teacher or family practitioner if you have any doubts. If it is noticed that your child has these conditions we will ask you to pick your child up from school and treat this condition before the child returns.

HIGHLY COMMUNICABLE INFECTIONS

The following infections are highly communicable. If any child is infected, we ask that they be kept at home until the condition has cleared up.

Worms	Exclude until treatment is complete.
Head Lice	Exclude until your child is completely free of nits and lice.
Herpes (Cold sores)	Exclude until dried out.

If it is noticed that your child has these conditions we will ask you to pick your child up from school and treat this condition before the child returns.

HEAD LICE IN LOWER SCHOOL

Head lice can spread rapidly within a school environment if left untreated. Please check your children as regularly and notify the office if your child is found to have lice. If lice are found at school, you will be contacted. It is recommended that immediate treatment is applied and exclusion from school until all eggs and lice are removed, is best practice.

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.

FIRST AID

Although every care of children will always be taken, accidents sometimes happen. All minor ailments or accidents at school will be treated with basic first aid principles. In the case of more serious injury parents will be contacted immediately. In order for this to happen it is essential that up-to-date emergency contact numbers be on school files at all times.

MEDICATION

If a child requires other medication, it must be handed to the office staff in its original, chemist-labelled container (child’s name and instructions for use). The medication must be accompanied by written instructions from the parent, doctor or chemist. Staff will ensure the medication is stored safely and given according to the written instructions.

Medication, except asthma medication, **MUST NOT** be kept in classrooms or school bags.

High School students need to complete a *Medication Administration Consent Form*.

EMERGENCY CONTACT DETAILS

Please update your profile in *Parent Lounge* of any changes in contact details including emergency contacts.

SEVERE ALLERGY

“Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen (such as food or an insect bite).”

Food (and other) allergies can be life threatening as they may cause a reaction called *anaphylaxis*. Common allergens for anaphylaxis are:

- foods (peanuts and nuts, shellfish and fish, milk, egg, wheat products)
- insect bites (bees, wasps, jumper ants)
- medications (antibiotics, aspirin)
- latex (rubber gloves, balloons, swimming caps)

Although death is rare, an anaphylactic reaction always requires an emergency response.

The school’s approach to allergy management is based on the principle that students with allergies and/or anaphylaxis can best be supported through school community education and allergy awareness.

The key to prevention of anaphylaxis and other adverse effects from allergy is staff, student and community:

- knowledge of the student who has been diagnosed as at risk
- awareness of allergens, and prevention of exposure to those allergens
- awareness of how to competently manage an allergy event

Partnerships and communication between school and parents/guardians are important in helping the student avoid exposure.

Individual allergy and anaphylaxis management plans are essential and aid in the development of self-care allergy management skills for the student, more than blanket food bans across the school (note: in certain circumstances an allergen ban for a particular class or the school may be identified and implemented as a strategy for management in a IAMP)

An Individual Anaphylaxis/Allergy Management Plan must be developed in consultation with the student’s parents/guardians by their medical practitioner for any student who has been diagnosed by a medical practitioner as being at risk of anaphylaxis or other significant allergic response. The plan must be updated annually and provided to the school early in Term 1.

SECTION G: GENERAL INFORMATION

School policies exist to enable the smooth functioning of the school both educationally and administratively. All approved policies can be viewed at the office or at www.samfordsteiner.qld.edu.au.

SUSTAINABILITY

The School is committed to continuously improving and embedding sustainable practices into our school operations, classroom practices, the development of our grounds and buildings and our individual and group activities. We focus on waste reduction as opposed to waste management programs and have a single-use plastic free policy across the school.

Students are asked to bring their food in reusable containers, avoiding commercial food packaging, and to bring only drinks in reusable drink bottles rather than juice boxes, cans and single-use plastic bottles.

PRIVACY

The School collects personal information, including sensitive information, about students and parents or guardians before and during the course of a student's enrolment at the School. The primary purpose of collecting this information is to enable the School to provide schooling for students.

The School from time to time discloses personal and sensitive information to others for administrative and educational purposes. This includes to other Schools, government departments, medical practitioners, people providing services to the School, including specialist visiting teachers, sports coaches, volunteers, pupils' parents or guardians, anyone you authorise the School to disclose information to and anyone to whom we are required or authorised to disclose the information to by law.

If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your child.

The School has in place steps to protect the personal information the School holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and computer access rights to computerised records. The School may use online or 'cloud' service providers to store personal information and to provide services to the School that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may reside on a cloud service provider's servers, which may be situated outside Australia.

* Further information is available in the *Standard Collection Notice* and the *School's Privacy Policy*

CHANGES IN FAMILY CONTACT DETAILS

It is essential that you update your profile in *Parent Lounge* of all changes in family and emergency contact details.

PARENT CONTRIBUTIONS

Samford Valley Steiner School is a not-for-profit organisation and all Parent Contributions and levies are used to enable the children's education and the provision of related facilities. The school endeavours to keep Parental

Contributions to a minimum affordable level commensurate with the quality of the education it provides and the actual running costs of the school.

Samford Valley Steiner School expects contributions to be paid when they fall due. If you experience difficulties in relation to payment of these, please contact the *Economic Development Manager* prior to the due date.

FINANCIAL CONTRIBUTION ASSISTANCE PROGRAM

Samford Valley Steiner School offers a Financial Contribution Assistance Program to partially address the question of accessibility for all children who wish to receive a Steiner education. We recognise at SVSS that we must, where we can, strive to address issues of financial accessibility and find ways to include children from all economic levels and circumstances in society. If our primary goal is to become a source of social change then our acceptance of a child into the school should not be limited by the financial resources of the child's family. We strive to work from the principle that if Waldorf education is truly valued by a family then insufficient financial capacity should not necessarily exclude the family and child from the opportunity to receive such an education. Current and prospective families can make application for assistance using the Financial Contribution Assistance Program Application Form.

Donations may be made by arrangement with the *Economic Development Manager* if you would like to enhance the school's ability to support families in times of need.

DONATIONS

Donations are always welcome some of which may be eligible for tax deduction. Please contact *the Economic Development Manager* you wish to make a donation.

Activities in the Name of the School or on Behalf of the School

The *School Director* must approve all activities or events held in the name of the school. Your cooperation with regard to planning and coordinating activities is much appreciated.

USE OF SCHOOL EQUIPMENT AND FACILITIES

Any school equipment that parents would like to borrow should first be accessed via the office, where availability will be determined. Any items borrowed must be formally hired, and, signed out and in at the office.

Any school facilities that parents would like to use/hire e.g. for meetings or events should be accessed through the office, where availability will be determined.

VISITORS TO THE SCHOOL

All visitors to the school must report to the office on arrival and departure to sign in as a Visitors. Visitors will be identified with a Visitor Badge. Visitors include family and friends. A Non-Visitor is either a staff member or a parent/guardian.

MOBILE PHONES

Parents and visitors are asked to turn mobile phones off when in classrooms and at all school functions. Parents who cannot avoid using mobile phones while at the school are asked to move well away from other people before accepting or making calls.

PARKING

Primary School

The larger car park on the left as you enter via the Primary School entrance is for use by all parents and visitors. If the car park is full, use the High School car park.

The area directly in front of the courtyard is the bus zone - please keep this area free, particularly during the morning drop off times and afternoon pick up times and on swimming days in Terms 1 and 4 from 10.30am until 3pm.

Limited street parking is available on Narrawa Road and Atanie Court. Areas which are not available for street parking are marked by official road signage. Please consider the school's neighbours and do not park close to their driveways. You may not park on the grass verge in Atanie Court or near the school entrance. Parking in the driveway between Kindergarten and the Class 1, 2, 3 building is also not allowed. If you see someone parking in these regulated areas, please advise them of the restrictions. For those who would enjoy a quiet bush walk with your child, you can park at the Richards Rd Council soccer field and there is a track that leads to the school. This would alleviate some of the current car park congestion.

It is imperative that you do not let your child walk through the car park unsupervised as it is very busy and we are all responsible for child safety.

High School

Parent parking for the High School is located at the end of Narrawa Road in the High School car park. Please make sure that the cul-de-sac is left clear to be used as a turn around. If you need to wait for your child longer than 5 minutes please park in a car park not in the bus zone.

If you are waiting in the carpark please do not sit with your car on for the wait time. The noise of the engine does penetrate into the classrooms.

SCHOOL BUS

Brisbane Bus Lines currently provides school buses to and from Samford Valley Steiner School. In the mornings, the bus operates from Ferny Grove railway station. Each afternoon, the bus connects with the Samford State School service, which covers most areas of Samford Valley. Subsidised bus travel and a conveyancing allowance may be available on application. Further information is available from the office.

For everyone's benefit, student behaviour on buses must be considerate and cooperative. It is expected that students will follow the both school's code of conduct and the bus company's code of conduct during bus travel. If your student travels on the bus please ensure that you are familiar with the bus company's code of conduct available from them on request.

Problems on the bus will be brought to the Class teacher/Guardian's attention or School Director and will be worked with cooperatively with the bus company and, if appropriate, the Samford State School staff. Bus misbehaviour can lead to the bus company suspending or, in extreme cases, banning a student from travel.

FESTIVALS

Intrinsic to the school year is the celebration of Festivals. Although no particular religious doctrine is taught, a sense of reverence and respect for nature and our fellow human beings is encouraged not only throughout the curriculum, but also in the recognition of the seasonal rhythms and the Christian Festivals, which accompany them. Parents and

friends are invited to share these celebrations with the children and a sense of community is often felt during these events. Joining in the seasonal mood of the Festival benefits the inner life of the soul.

Each festival, depending on the season, has a different character and expression, and celebrations vary from year to year. The achievement of a meaningful festival celebration is an art. For example, the stories that are told in the lower years give the children a pictorial understanding of the seasons and speak very deeply to them without the teachers having to explain anything. Festivals can include musical and dramatic presentations by the children, recitation, storytelling, dancing and/or community singing, quite often followed by a shared meal.

Festivals and their meanings are often discussed at parent evenings.

SECTION H: VERSES

KINDERGARTEN

A verse for the night before a child's birthday

When I have said my evening prayer
And my clothes are folded on the chair
And my mother switches off the light
I'll still be years old tonight.
But from the break of day
Before the children rise and play
Before the darkness turns to gold
Tomorrow I'll be ... years old.
... kisses when I wake
... candle on my cake.

PRIMARY SCHOOL

For Classes 1-4

The sun with loving light
Makes bright for me each day.
The soul with spirit power
Gives strength unto my limbs.
In sunlight shining clear,
I reverence, O God
The strength of humankind
Which thou, so graciously,
Has planted in my soul,
That I with all my might
May love to work and learn.
From Thee come light and strength,
To Thee rise love and thanks.

HIGH SCHOOL

The morning verse is spoken by students and staff every morning prior to the start of the day. It is required that all students join in the respectful speaking of the verse at this time. This is an extremely important part of the day and requires all students to arrive at school on time enabling them to participate. This verse is also said in the Primary School from Class 5 up.

I look into the world
Wherein there shines the sun,
Wherein there gleam the stars,
Wherein there lie the stones.
The plants they live and grow,
The beasts they feel and live,
And we to spirit give
A dwelling in our soul.

I look into the soul
That dwells within my being.
God's spirit lives and moves
In light of sun and soul,
In heights of worlds without,
In depths of soul within.

Spirit of God, to Thee I seeking turn myself,
That strength and grace and skill
For learning and for work
In me may live and grow.

To contribute to the future Handbooks please email: info@samfordsteiner.qld.edu.au