



Samford Valley Steiner School

Primary School Handbook





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A message from the Primary School Directors

Samford Valley Steiner School is a place where children are met with calm, purposeful teaching and a strong sense of community. Our education is grounded in Steiner pedagogy and shaped by practical learning, creativity and our bushland environment. We work in partnership with families to support each child's growth, wellbeing and developing sense of self.

Welcome to the Primary School at Samford Valley Steiner School.

The move into Primary is a meaningful step. Children arrive ready for deeper learning, more structure and new challenges that meet them at the right developmental moment. The imagination and confidence built in Early Childhood don't fade; they evolve into richer learning through story, movement, practical work and steady teacher relationships.

A strong home–school partnership sits at the centre of our approach. We keep communication open, respectful and direct, and we ask the same in return. This handbook explains how to contact teachers, how concerns are handled, what we ask of parents and how we support learning, behaviour and wellbeing.

Our Primary School is guided by three core values that shape our teaching, our expectations and our work with families. They reflect who we are today and our commitment to each child's growth.

We look forward to walking alongside your child through their Primary School journey.

With warmth
Melinda Johnson

Primary School Faculty Director

Our school respectfully acknowledges Traditional Custodians of the land on which our school lives, we also acknowledge a continuous connection to land and culture for all Aboriginal and Torres Strait Islander peoples and pay our respects to Elders past, present and emerging.



Our values

Authentic Connection

We build relationships with presence, clarity and consistency. We partner with families in ways that support each child's learning and wellbeing.

Sacred Wonder

We honour the beauty of childhood, the rhythms of nature and the learning that unfolds when children feel inspired, safe and seen.

Courageous Integrity

We act with honesty, steadiness and moral responsibility. We meet challenges with clarity and uphold boundaries that protect children and the community.



Our Partnership with Families

A strong partnership between home and school helps children feel secure, confident and supported.

What you can expect from us

At Samford Steiner, we are committed to building strong, respectful and honest relationships with families. You can expect us to:

Teach with purpose and care

Learning is imaginative, rigorous and guided by our Teaching and Learning Framework. We adapt teaching where needed and monitor children's progress and wellbeing closely.

Communicate clearly and consistently

We provide timely updates through Parent Lounge / Parent Orbit, newsletters and direct teacher contact.

Hold safe and supportive learning environments

We uphold the Child Protection, Social Health and Wellbeing and Student Bullying Policies. You can expect us to:

- create predictable rhythms and routines
- address concerns early
- use restorative processes where appropriate
- act clearly and firmly when safety or behaviour is identified
- communicate with you when your child needs extra support
- involve leadership or Learning Enrichment where further support is needed

Respectful response to concerns

Your Class Teacher is your first contact. If more support is needed, the Primary Faculty Director or School Leadership Team may step in, following the Complaints Resolution Policy.

Partner with you in your child's development

We share observations about your child and value information that helps us support them.



What we ask of Parents and Carers

Communicate respectfully and directly

Bring questions or concerns to the appropriate staff member. Please avoid discussing issues widely or on social media. The Parent Code of Conduct guides expectations

Follow communication pathways

Short chats at drop-off/pick-up are fine for simple matters, but sensitive issues need a scheduled conversation. Email your Class Teacher for a meeting. Administrative queries go to the Office.

Support attendance and punctuality

Arriving on time, notifying absences and avoiding unapproved extended travel in term time are legal requirements and essential for learning.

Respect classroom boundaries

Parents are asked to wait outside classrooms before and after school to help teachers maintain a calm learning environment. Teachers will invite families into classrooms at specific times such as class meetings, celebrations or open sessions

Uphold the school's values and boundaries

We ask families to demonstrate the same Authentic Connection, Sacred Wonder and Courageous Integrity we model at school. This includes:

- respectful communication
- constructive problem solving
- supporting restorative processes
- helping children learn from mistakes
- avoiding gossip or online conflict
- supporting agreed behaviour expectations and routines

Partner with teachers in supporting learning

Healthy sleep, predictable rhythms, low screen use on school nights and careful reading of class communications help your child settle and flourish.



Respect the rhythm of the school day

Note that playground supervision commences at 8am, collect promptly at pick-up and follow campus movement and parking guidelines. Contact the school if you are going to be late.

Raise concerns constructively

If something isn't working, please let us know. Use the appropriate pathway, trust the process and allow staff reasonable time to respond.

Media use and privacy

Avoid photographing other children and honour each family's media consent choices.

Communication

Clear, consistent communication helps families stay connected to school life. We use a combination of Parent Lounge (and its companion app Parent Orbit), direct email, and face-to-face conversations to ensure important information reaches you reliably.

Parent Lounge and Parent Orbit

Parent Orbit is the mobile app linked directly to Parent Lounge. Both provide the same functionality. Through these platforms, families can:

- notify absences
- update contact and medical details
- access school calendars
- view reports
- manage permissions
- receive class and whole-school notifications

New families receive a login email from Administration with setup instructions.

If you need support accessing Parent Lounge or the Parent Orbit app, please contact the Office.

How we communicate with you

Communication type	Where to find it	What it includes
Whole school updates	Parent Orbit app (linked to Parent Lounge)	Important notices, events, term information, urgent alerts
Class updates	Parent Orbit and Class Teacher emails	Weekly updates, reminders, class-specific information
School calendar	Parent Lounge / Parent Orbit	Term dates, events, excursions, festivals
Reports and academic information	Parent Lounge/Parent Orbit	Semester reports, academic records
Direct contact from teachers	Email or phone	Behaviour, wellbeing or learning concerns, follow-up conversations
Office / Administration	Phone or email	Absences, changes to pick-up, general enquiries, forms and permissions

WhatsApp Class Groups

Many classes choose to have a parent-run WhatsApp group to support community connection and practical coordination (carpooling, reminders, lost property and similar).

To support accuracy of information:

- a staff member is included in each WhatsApp group in a light-touch monitoring role
- WhatsApp is not an official school communication channel
- all important or urgent updates will always come through Parent Orbit, Parent Lounge or direct email

WhatsApp is a community tool, not a platform for raising concerns, giving feedback to teachers, or discussing student issues.



Class Carers

Each class has two volunteer Class Carers who support community life. Their role includes:

- helping welcome new families
- assisting teachers with practical coordination around festivals or class events
- sharing reminders or logistics on behalf of teachers (never new information or policy)
- supporting a positive and inclusive class culture

Class Carers do not manage concerns, complaints or issues about teaching, learning or behaviour. These must be directed to the Class Teacher through the standard communication pathways

Ways to Get Involved

- Help create classroom resources or toys.
- Volunteer for our termly festivals or class events.
- Attend parent meetings and education evenings.
- Join our Parents and Friends Association (PAFA) You can contact PAFA by email: svsspafa@gmail.com.

School Community Offerings

- Wednesday Craft Group – 9am–12pm, Kitchen Garden
- Community Singing – Thursday 8:45–9:30am, Eurythmy Room
- Community Eurythmy – Thursday 9:00–10:30am, Eurythmy Room



The Primary Years at Samford Steiner

Primary School brings growing capability, curiosity and social awareness. Learning remains imaginative and experiential while becoming more conscious and structured.

Our Approach to Primary Learning

Steiner education meets the whole child. Learning engages thinking, feeling and doing so children can build confidence, empathy and healthy learning habits. Rhythm is central. Predictable routines help children feel secure and ready for learning, and each day balances focused work, movement, artistic activity and time in nature.

In the early Primary years, the Class Teacher plays a central role. They guide the Main Lesson, support social development and build a deep understanding of each child. Specialist teachers in craft, music, language, physical education and eurythmy add breadth and richness to the learning week.

Imagination remains a vital bridge to understanding. Story brings ideas to life. Artistic work, movement and hands-on practice help children connect emotionally and intellectually with what they learn. As children grow older, structured literacy and numeracy lessons build fluency, confidence and steady progress.

Nature is part of classroom life. Our bush campus supports learning through gardening, bushwalks, seasonal activities and environmental observation. This time outdoors supports resilience, physical wellbeing and a strong sense of place.

For more detailed information on starting primary school and the Class One journey please refer to the Supplementary Information at the end of this document



The Weekly Rhythm

The school day follows a rhythm that helps children feel grounded and ready to learn.

Daily Timetable

Time	Monday – Friday
8.30-10.30	Main Lesson
10.30-11.15	First Break
11.15-12.00	Period 1
12.00-12.45	Period 2
12.45-1.15	Second break
1.15-2.00	Period 3
2.00-2.45	Period 4

Main Lesson

Each day begins with the Main Lesson, a three-to-four-week block that explores a curriculum area in depth through story, discussion, drawing, movement and hands-on learning. This immersive approach allows children to form a deep, memorable relationship with the content.

Practice Lessons

Throughout the week, practice sessions build essential literacy and numeracy skills. These lessons are structured, lively and designed to meet children where they are. Tasks are adjusted to ensure each child experiences appropriate challenges and support.

Specialist Lessons

Specialist subjects add breadth, skill and variety to the learning week.

Craft

Children work with natural materials to create purposeful, beautiful items. Craft develops fine motor skills, perseverance, creativity, and practical capability. Projects become more complex as children grow.

Eurythmy

Eurythmy supports balance, coordination, rhythm and confident movement. Lessons connect movement with music and language in ways that strengthen focus, spatial awareness and class cohesion.



Music

Children sing daily and learn through songs, rhythm and listening. From Class Three, students learn a string instrument and rehearse as a class ensemble. Performance opportunities occur through festivals, assemblies and concerts. Extension groups are available for highly motivated students.

German and French

German is taught in Classes 1-3 and French thereafter. Language at Samford Steiner is taught through rhythm, song, story and conversational practice. Children develop early language awareness and confidence in listening and speaking.

Physical Education

PE supports fitness, coordination and teamwork through games, movement and skill development. PE commences in Class Five.

Outdoor Learning

Outdoor learning is woven through the week. Gardening, bushwalks, environmental observation and seasonal activities help children develop resilience, physical wellbeing and a strong connection to place.

Swimming Program

In Term One Classes Two to Four participate in a weekly swimming program. In Term Four, Classes One to Three participate in a weekly swimming program. The swimming lessons take place in Samford led by a qualified swimming instructor. By the end of Class Four students have completed six blocks of swimming in preparation for our Camps program.

Technology Expectations

Digital technology is not part of the Primary School learning program. Families can support this by keeping screen use low on school days to allow children time to rest, imagine and recharge.

Camps and Excursions

From Class Three onwards, camps become an important part of the curriculum. They give children opportunities to develop independence, resilience and teamwork in real-world settings. Excursions throughout the Primary years deepen learning through hands-on experiences connected to Main Lesson themes.



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Teachers will communicate all camp and excursion details ahead of time.

Assessment and reporting

Assessment in the Primary years is practical, ongoing and informed by observation, conversation and student work. Teachers assess learning through classwork, practice tasks, Main Lesson books and small-group or individual activities.

Families receive two written reports each year, supported by parent–teacher conversations. Teachers will contact families early if additional support or extension is recommended

Homework

Homework in the lower Primary years is intentionally minimal. Children need time for rest, play and family life after school. As students move into the middle and upper Primary years, small amounts of homework is introduced.

Teachers will communicate expectations clearly so families know what is required and why.

Festivals and Celebrations

Festivals are an important part of school life. They mark the turning of the seasons, build community and strengthen children's sense of gratitude and connection.

Throughout the year, students participate in seasonal festivals, class plays, community gatherings and ceremonial moments such as the Class One transition and the Class Seven leaving celebration.



Practical Information

This section gives you the essential day-to-day information you need.

School Hours

Item	Time
School starts	8.30am
School finishes	2.45pm
Office hours	8.00am to 3.30pm
Early Finish (Class 1 Term 1 only)	12.45pm on Wednesdays

Arrival 8.00–8.30am. Teachers supervise playgrounds from 8.00am. Notify the Office if running late for pick-up as there is no supervision in the playground after 2:45pm.

Break times

These are consistent across the Primary School

Break	Time
First break	10.30am to 11.15am
Second break	12.45 to 1.15pm

Drop-Off and Pick-Up

Drop-off

- Students go directly to their classroom or designated morning area.
- Parents are asked to wait outside classrooms to support calm beginnings.
- Short, practical conversations with teachers are fine, but sensitive or complex matters need a scheduled meeting.

Pick-up

- Students are dismissed at 2.45pm
- If someone new is collecting your child, please notify the Office in advance.



Absences

Report through Parent Orbit / Parent Lounge before 9am. Extended leave or travel requires approval. Please ask for a application for extended leave at the front desk.

What to bring each day

- School hat with corresponding coloured class band (required for all outdoor play)
- Water bottle
- Packed morning tea and lunch (nut-aware; check class communication for specific restrictions)
- Weather-appropriate clothing
- Any class-specific items communicated by the Class Teacher
- Please label all belongings clearly.

Lunch Guidelines

Simple whole foods encouraged. No sharing food due to allergy risks. Limit single-use plastics.

Dress Code

Primary students do not wear a formal uniform, but clothing must be practical, comfortable and safe for active, outdoor learning. Our dress code supports sun safety, freedom of movement, participation in all learning environments and a calm, focused school atmosphere.

If a child arrives in clothing that does not meet the dress code, they may be asked to change into spare clothing or turn an item inside-out if appropriate. Parents will receive a reminder email.

Primary School Dress Code Standards

- Sun-safe: tops must cover shoulders and stomach; shorts and skirts must be mid-thigh or longer
- Comfortable and practical
- Images and logos: clothing free of slogans, logos, licensed characters and advertising
- Colours: plain colours or simple patterns preferred
- Condition: clean, neat and not ripped or torn
- Shoes: enclosed shoes required every day
- Hair, make-up and nail polish:



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- hair longer than shoulder length must be tied up
- hair dye, makeup and nail polish are not permitted
- Jewellery: minimal, safe and unobtrusive; small studs or sleepers are acceptable
- Smart watches: not permitted unless approved by the School Director for medical/safety reasons
- Hats: wide-brimmed school hat in class colour must be worn for all outdoor play

Student Wellbeing, Behaviour and Support

The Primary years are full of growth in independence, emotional maturity and social understanding. Our approach to wellbeing and behaviour is relational, consistent and grounded in our values of Authentic Connection, Sacred Wonder and Courageous Integrity. These values guide how we support children, how we respond to challenges and how we partner with families.

Our practices are aligned with the Social Health and Wellbeing Policy, the Student Bullying Policy and the Child Protection Policy.

Wellbeing and Classroom Support

Teachers take a proactive, relational approach to wellbeing. Predictable rhythms, clear boundaries, purposeful movement and warm relationships help children feel secure and ready for learning. When concerns arise, teachers act early and communicate with families.

Parents are encouraged to share relevant information or reports that help us understand a child's needs.

Restorative Practice

Restorative practice helps children understand the impact of their actions, repair relationships and learn healthier ways of responding.

Restorative processes may include guided conversations, reflective questions, support to repair harm and agreements about next steps. Restorative practice is not permissive. Clear boundaries remain in place, and unsafe, repeated or serious behaviour is managed with the appropriate level of support and leadership involvement.



Behaviour Expectations

We expect students to act with respect and care, follow teacher instructions, keep themselves and others safe, engage positively with learning and treat people, property and the environment with respect.

When behaviour does not meet expectations, teachers respond calmly and proportionately. Responses may include redirection, support to repair, supervised reflection or loss of a privilege. Serious or repeated behaviour is escalated, and parents are contacted early.

Bullying

Bullying is not tolerated.

Bullying is defined as repeated, intentional behaviour that causes physical, social or emotional harm. It may be verbal, physical, relational or online.

If bullying is reported or observed, we investigate promptly, speak with all students involved, communicate with families, support the student harmed, address behaviour with the student responsible and agree on monitoring and next steps.

Safety and Child Protection

The school has legal obligations under Queensland child protection legislation. All concerns about the safety of a child are managed through the Child Protection Policy and mandatory reporting procedures.

Parents can expect:

- clear communication when safety concerns arise
- privacy and respect
- collaboration where appropriate
- adherence to legal requirements at all times

Learning Enrichment

Learning Enrichment supports students who may benefit from additional help with learning, wellbeing or participation in school life. Class Teachers work closely with the Learning Enrichment team to identify needs early, plan adjustments and review how each child is progressing. Families are encouraged to share relevant information or reports that help us understand a child's needs and support their learning.



Support may include:

- classroom adjustments
- short-term small-group work
- social and emotional skill-building

If more structured support is needed this will be communicated with you and the Learning Enrichment Team. A support plan will be created outlining areas and level of support needed. This may include an IEP which is developed with families and outlines goals, strategies and supports. All Support plans are reviewed annually as part of school policy and the National Consistent Collection of Data.

Boombana

Boombana is a staffed support space in the Primary School designed to help students regulate, reset and re-engage with learning. It is supervised by a teacher and support staff and provides short-term or programmed assistance for students who benefit from a quieter or more structured environment before returning to their classroom.

Students may spend time in Boombana when they need support to calm, regain focus or complete specific learning tasks with additional adult guidance. Time in Boombana is planned, purposeful and reviewed regularly. The goal is always to support the child to return successfully to class learning.

Boombana is a flexible learning space which responds to the needs of individual students. Boombana runs a variety of programs to assist children with regulation, fine and gross motor skills, social emotional skills and at times access to curriculum in a quiet environment. If a child needs ongoing or significant support, the Learning Enrichment team will work with families to develop a documented plan, such as an IEP, to ensure any adjustments are coordinated and aligned with the child's development.

If your child is accessing a specific Boombana program your class teacher will inform you. Boombana is open during break times as a quieter space for students. In class 1 this is always in consultation with the teacher. The Rest and Re-set program may be used incidentally to support students during times of emotional distress and/or dysregulation.

Boombana is a safe space for all students in our school and operates in collaboration with the class teacher's indications and understanding of your child.



When We Will Contact You

Families will be contacted when behaviour is unsafe or repeatedly disruptive, learning or wellbeing concerns emerge, support or an IEP is recommended, or a significant incident occurs. Teachers will explain what happened, how it was managed and any next steps.

When Children Need to Be Collected

We may ask a parent to collect a child if they are unwell, unsafe, unable to re-engage after multiple attempts or at risk to themselves or others. This is used to ensure safety and allow the child to reset with family support.

Working With Families

Children thrive when home and school work together. We ask families to communicate concerns early, support restorative processes, model respectful behaviour, maintain routines that support wellbeing and avoid involving children in adult conflict. Concerns are managed through the Complaints Resolution Policy.

Supporting Friendships

Friendships evolve throughout Primary School. Teachers support children through class agreements, social learning activities, restorative conversations and calm adult guidance. Parents can help by keeping communication open, avoiding taking sides, encouraging empathy and avoiding social media for resolving interpersonal issues.

School Rules and Student Conduct

A safe, calm and respectful environment helps children learn and thrive.

These guidelines summarise the school rules and conduct expectations for students in Classes One to Five, based on the school's Student Conduct Policy and Class 1–5 Rules and Consequences. Class 6–12 Rules and Consequences are shared separately.

Our Approach

We guide behaviour through warm relationships, clear boundaries and restorative practice. The focus is always on helping children learn positive habits, repair difficulties and experience themselves as valued members of their class community.

We work in partnership with families and keep you informed if concerns arise.

Whole School Expectations

All Primary students are expected to:



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- act safely and move in ways that keep themselves and others safe
- speak and behave with respect and kindness
- follow instructions from teachers and staff
- look after their belongings, school property and the environment
- participate positively in learning
- contribute to a calm and inclusive class and playground

Class teachers develop age-appropriate class agreements that reflect these principles.

Positive Behaviour Support

Teachers use a range of proactive strategies, including:

- consistent routines and expectations
- clear instructions and modelling
- movement, rhythm and predictable transitions
- opportunities to practise social skills
- encouragement and acknowledgment of positive efforts
- restorative conversations when harm occurs
- support from Learning Enrichment if needed

Unacceptable Behaviours

Some behaviours need clear adult response. These include:

- disrupting learning or play
- aggression or physical harm
- bullying or intimidation
- repeated refusal to follow instructions
- damaging property
- leaving supervised areas without permission
- inappropriate language or gesture

How Behaviour is Responded To

Level	Who is Involved	What May Happen	When is it used
Step 1 – Classroom Response	Class Teacher	<ul style="list-style-type: none"> • reminders and redirection • logical consequences • short reflection time • restorative conversation • teacher monitors patterns 	Everyday classroom behaviour issues; early signs that a child needs support
Step 2 – Collaborative Support	Class Teacher, Parents, Faculty Director, Learning Enrichment (as needed)	<ul style="list-style-type: none"> • parent contact • monitoring over time • joint problem-solving • behaviour and/or support plan • additional restorative or social-emotional support • meeting with parents 	When behaviour is repeated, escalating, or affecting learning or safety
Step 3 – Leadership Response	School Leadership Team	<ul style="list-style-type: none"> • removal from class or playground • meeting with Leadership • formal safety/behaviour plan • suspension in line with policy • family contacted promptly 	Serious, unsafe behaviour or behaviour that continues despite earlier support

Non-Negotiable Safety Rules

Some behaviours carry immediate and serious consequences, including:

- possession or use of drugs, alcohol, tobacco or vapes
- possession of weapons or dangerous items
- serious physical violence
- behaviour that places others at significant risk



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These matters are managed under the relevant policies and may require external authorities to be notified.

Documentation and Communication

Behaviour and communication with child and parents is recorded in Teacher Kiosk and shared with relevant staff.. Families are informed in a timely, respectful way and are involved in next steps as appropriate.

Health Safety and wellbeing

This section summarises key safety expectations and procedures that help keep children safe at school. Full policies are available on request.

Illness, First Aid and Medical Needs

- Please keep your child home if they are unwell, have a fever, vomiting, diarrhoea, or a contagious illness.
- If a child becomes unwell at school, staff will contact parents to collect them.
- First aid is provided by trained staff. Parents will be notified of any injury requiring attention beyond minor first aid.
- For serious injuries or head knocks, parents will be contacted immediately and an Incident Report will be completed.

Medication at school

Medication can only be administered when:

- an Administration of Medication form has been completed
- medication is provided in original pharmacy-labelled packaging
- Children can keep their emergency medicine in their own bag, or, for younger children, with their class teacher. Additional EpiPens and asthma puffers can be left at the office if parents choose to

Allergies and Anaphylaxis

The school follows the Allergen and Anaphylaxis Policy to minimise risks.

Families are asked to:

- inform the school of any allergies or medical plans
- avoid sending nuts or nut-based products



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- support safe practices around food (no sharing of food, cutlery or containers)

Accidents, Incidents and Notifications

We follow a consistent procedure for accidents and incidents:

- minor injuries: first aid and treatment in sick bay, logged in Parent Lounge and children return to class when content.
- moderate injuries: parent phone call and written report
- serious injuries or critical incidents: immediate contact, Incident Report and activation of the Critical Incident Management procedure if required

If your child experiences repeated concerning behaviour, a wellbeing concern or an incident requiring higher-level support, staff will contact you to discuss next steps in line with the Social Health and Wellbeing Policy.

Emergency Management and Bushfire Safety

The school maintains emergency procedures for fire, lockdown, severe weather and bushfire. Students participate in regular drills. Parents should note:

- in bushfire conditions, the school follows its Bushfire Risk Management Plan
- if a “Do Not Travel” or “School Closure” directive is issued, updates will be communicated through Parent Orbit, text and email
- during emergencies, phone lines may be diverted or used only for essential communication

Sun Safety

The school is a sun-safe campus.

Students must:

- wear their wide-brimmed school hat with class-coloured band outdoors
- have shoulders covered
- bring sunscreen (if required)

Wet Weather, Heat and Outdoor Play

- Outdoor play continues in light rain; ensure your child has a named raincoat.



- On extreme heat days, outdoor time is modified based on our Heat and Sun Safety procedures.
- Creek walks and bush play occur regularly; enclosed shoes are required every day.

Transport, Parking and Movement on Campus

- Follow all signage and staff directions when driving or parking on campus.
- Use designated pedestrian paths when walking through the school.
- Speed limits apply at all times, including during festivals and events.

Playground Before and After School

Staff are rostered in Class 1 playground and lower primary playground from 8am. Staff are not rostered to supervise playgrounds after 2.45pm and therefore parents are asked not to remain on school premises after this time.

Lost Property

Lost clothing, lunchboxes and water bottles are stored in the Lost Property area near the Office. Please label all items; unclaimed items are donated at the end of each term.

Phones and Personal Devices

Primary students may not use phones, smart watches or personal devices during school hours unless required for medical reasons

Dogs on Campus

Dogs are not permitted on campus unless:

- they are approved for educational purposes
- they are service animals

Please do not bring pets to drop-off, pick-up or school events.

Early Collection, Late Arrival or Change of Routine

For safety and attendance records:

- Late arrivals must sign in at the Office before going to class
- Early departures must be signed out by a parent/carer
- If another adult is collecting your child, notify the Office in advance



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- Changes to routine (bus, carer, OSHC) must be communicated through Parent Orbit or directly to the Office

Outside School Hours Care (OSHC)

OSHC is available before and after school Families should contact OSHC directly for enrolments, fees and operating hours.



Supplementary Information - Starting Class One

Class One is a big step. Children are leaving the familiar world of Early Childhood and entering the more formal rhythms of Primary School.

The Class One child

Around age seven, children begin to shift from learning mainly through imitation and play to being ready for more conscious learning. At the same time, they still live strongly in imagination and feeling. Class One teaching meets this by:

- working with rich stories, images and nature experiences
- using movement, song and rhythm to support language and number work
- introducing letters and numbers through story and picture, so symbols carry meaning before they become abstract
- balancing focused work with play and creative activity

The aim is not to rush children into abstract thinking, but to give them a warm, secure start that builds healthy habits for later learning.

How the transition from Early Childhood works

Moving from Kindergarten to Class One is carefully held. Early Childhood and Class One teachers work closely together to support a thoughtful transition for each child. This typically includes:

- sharing detailed handover information between EC and Class One teachers
- opportunities for children to visit the Class One rooms before the start of the year
- gentle experiences that introduce new rhythms while keeping familiar threads from Kindy life
- attention to friendship groups and cohort dynamics as classes are formed

You will receive separate communication about transition visits, teacher introductions and key dates for your child's cohort.

The Rose Ceremony and the first day

The first day of Class One begins with the Rose Ceremony on the first Wednesday of the term which marks the transition from Early Childhood into Primary School. Families receive a specific invitation with date, time and details ahead of the new year.



On the first day:

- you and your child bring their school bag to the Class One room and settle it on the bag rack
- families then go to the Hall for the Rose Ceremony
- after the ceremony, children leave with their teachers to begin their first morning in Class One
- parents are invited to share morning tea with Class Twelve parents, who host the morning tea as a gesture of welcome (Class One families are not expected to bring a plate)

On this first day, children finish at the usual Wednesday Class One finish time outlined in the School Hours section.

Class One daily rhythm

The general Primary timetable applies to Class One, with Main Lesson each morning followed by breaks, practice lessons and specialist subjects.

- The day begins with a short Morning Circle that may include movement, singing, verse and later in the year, recorder
- Main Lesson follows, where core literacy and numeracy foundations are built through story, drawing, movement and practical work
- the day alternates between “breathing in” (focused learning) and “breathing out” (play, creativity, movement and outdoor time)
- across the week, Class One children also take part in specialist lessons in music, German, craft and eurythmy, as outlined in the Primary learning program

What to bring for Class One

Class One children will need:

- school bag kept on the bag rack outside the classroom
- water bottle
- spare clothes (kept in the school bag)
- wet bag or plastic bag for soiled clothing
- small classroom snack (for example, fruit or vegetable sticks) in a clearly labelled container
- morning tea
- lunch (except early-finish Wednesdays in Term 1, if advised otherwise)

Please label everything clearly.



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Social dynamics and behaviour in Class One

Class One is where children begin to experience themselves as part of a class community. Teachers work intentionally with:

- building kindness, responsibility and respect for others
- supporting children to listen, take turns and participate in shared work
- avoiding unnecessary competition and instead fostering cooperation and appreciation of differences
- using rhythm, clear boundaries and restorative approaches to guide behaviour

Free play remains an important part of the Class One curriculum. Through play, children deepen social skills, emotional regulation and their understanding of the physical world.

When social issues arise, teachers model positive problem solving, help children find words for their experiences and judge when to step back so children can practise resolving difficulties themselves.

If your child is upset about something at school

As a first step, it usually helps to:

- offer a listening ear and calm presence
- provide food, rest and time for play before asking too many questions
- reassure your child that the adults at school and at home are working together

If you are worried or a concern persists, contact your Class Teacher.

How you can support your child's transition

You can make a big difference to how your child experiences their first year of Primary School by:

- keeping morning and evening routines simple and predictable
- allowing plenty of rest and unstructured play after school
- keeping screen use low on school days
- talking about school calmly without over-probing
- saying a clear, confident goodbye at drop-off
- letting the teacher know about significant changes at home that may affect your child, ie moving house, sibling unrest, sleeping or eating challenges or loss in the family



Samford Valley
Steiner School

Supplementary Information Contacts and quick links

Contact Information

If you need support, the quickest way to reach the right person is below. We keep communication clear so concerns are addressed early and constructively.

Primary School Office

07 3430 9600

email: info@samfordsteiner.qld.edu.au

For attendance, early pickups, general enquiries, first aid, messages to students.

Primary School Faculty Director

Name: Melinda Johnson

Email: mjohnson@samfordsteiner.qld.edu.au

For curriculum, class placements, educational concerns, serious wellbeing issues.

Class Teacher

Email provided at the start of the year

For day-to-day questions related to learning, routines, small issues, or clarifications.

Learning Enrichment Team

Name: Jackie Cox-Taylor

jcox-taylor@samfordsteiner.qld.edu.au

For learning support enquiries, assessments, or if you have concerns about your child's progress or behaviour.

Enrolments & Admissions

enrolments@samfordsteiner.qld.edu.au

For enrolment changes, sibling waitlists, or transition enquiries.

Finance Office

accounts@samfordsteiner.qld.edu.au

For fee statements, payment arrangements, or account queries.



Key Policies and Information

All current policies are available on the Parent Portal. The most commonly accessed policies for Primary School include:

[Child-Protection-Policy-Sept-2025.pdf](#)

[Child-Risk-Management-Strategy-2025-1.pdf](#)

[Complaints-Resolution-Policy-2025-1.pdf](#)

[Gender-Diversity-Policy-2025-1.pdf](#)

[Privacy-Policy-2024-1.pdf](#)

[Student-Bullying-Policy-2025-3.pdf](#)

The full list of official documents can be found on our website: [Official Documents - Samford Valley Steiner School](#)

Direct links will be provided on the Parent Portal under Primary School Resources.