

Parent Handbook 2020



The Armidale Waldorf School
and Boongaiai Preschool
FOR RUDOLF STEINER EDUCATION



“Receive the children in
reverence, educate them
with love and send them
forth in freedom.”

Rudolf Steiner

Contents

Our Vision	05
Background and Philosophy	06
Organisation of the School	08
Curriculum	10
Important School Information	24
School Rules	30
School Policies	
- Parental Code	32
- Behaviour Management Policy	33
- Complaints and Grievances	39
- Serious Incidents and Emergencies	40
Frequently Asked Questions	42



Our Vision

The Armidale Waldorf School provides a comprehensive education for young students, covering the years from preschool through to secondary school, which, working out of a clear grounding in Anthroposophy, provides children with a foundation for life and inspires them toward fulfilment of their individual destinies. It is a school where students are educated to take their place in the world in a meaningful way that contributes to humanity, secure in their earthly existence, their souls nourished and their creative spirits liberated.

This living approach to education permeates every aspect of school life, with students, teachers, parents and friends all being recognised and valued as the unique beings they are. All that is happening in the whole school community nourishes and supports this vision. The school has clear structures and processes to facilitate trust, objectivity and communication.

"We empower each other with the mandate to take responsibility for the tasks identified, and work together with an attitude of openness, honesty and trust.

We, the school community of students, teachers, parents and friends, interact with the world with courage and love.

Truth, beauty and goodness stand as an inspiration for all."

We acknowledge that our School stands in the Country of the Anaiwan people. We respect and acknowledge that, here, people are surrounded by a sense of belonging, both ancient and contemporary, bestowed on us by one of the world's oldest living continuing cultures. We will share in caring for this Country together with the Anaiwan, Gumbaynggirr, Kamilaroi, and Dhunghutti Nations. We would like to pay respect to the Elders, past and present, of these Nations, and to those who are yet to come.

Ilaan nyaka raakya-ti-na kyunta Anaiwan

Today we stand on Anaiwan ground

Niitika ayitika nakutika ruunpa ilaan

Let's sit, look and listen well today

Rudolf Steiner and the Origins of Waldorf Education

Rudolf Steiner (1861 -1925) was a visionary Austrian philosopher, humanitarian, scientist and educator who addressed and was able to offer detailed practical help, in many different fields including medicine, agriculture, architecture, the arts, social organisation, economics and education, both for able-bodied children as well as children with physical or intellectual special needs.

Steiner founded the first Waldorf School in Germany in 1919. His intention was to found a school movement, based on spiritual wisdom and a deep understanding of human nature, renewing the art of education so that modern children could develop the full range of their capacities and become free thinking, self-reliant individuals capable of contributing fresh insights and cultural initiatives to the world. The curriculum of his first school remains relevant today.

This first school was started at the request of Emil Molt, a German industrialist with unusual vision and humanitarian aims, who, along with Steiner, was concerned with social renewal after the chaos of World War 1. The school was called the Free Waldorf School and was opened for the children of the employees of Molt's Waldorf Astoria (cigarette) Company

of Stuttgart. This school was a great success and very soon Waldorf schools began to spring up in other countries: the first in England in 1925, America in 1928 and Australia in 1957. Our own school will be celebrating 35 years of Waldorf education in Armidale in 2020. The Waldorf School movement has become a prominent and growing force in the sphere of education all over the world with more than 1050 schools in over 60 countries, and around 50 of these in Australia.

Giving freedom to teachers to manage the pedagogical affairs of their school enables them to realize this impulse and to feel fully responsible for the work to which they have dedicated themselves. The world-wide extension of Rudolf Steiner schools has resulted entirely from individual initiatives, without any political or denominational connections. A movement of this scope and achievement is of interest not only to education, but also to society as a whole. The first Waldorf school, and all of those that have started since, are for the purpose of educating children to become creative, independent thinking, moral individuals.

“Our highest endeavour must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives”. Rudolf Steiner.

Educational Philosophy

“It certainly is the greatest ideal of Waldorf education to work for the full unfolding of the human spirit”.

Kit Wyndham, founder of The Armidale Waldorf School. (TAWS)

Rudolf Steiner developed the Waldorf curriculum as a means of nurturing the unfolding human spirit, to allow fully for the development of three essential aspects of the child's being: willing, feeling and thinking, thereby learning about the world and becoming active in it in a healthy and constructive way.

He observed the first seven years of life as a time of doing, of willing and learning by imitation as well as a time of movement. The Preschool and Kindergarten child learns best by imitation; they are active and want to do things. It is a time of imitating the activities of the adult, especially practical and playful activities around the home and in the pre-school/kindergarten setting. It is also a time of fantasy, so their imagination has full play. During these years fairy tales and seasonal stories, which contain much wisdom are used and music, singing, painting and crafts are brought to the children in beautiful surroundings. Instruction is oral so the children get a feeling for the melody, the cadence of the language. The transition from the imaginative world of the little child to the abstract thought of later years is a gentle, unrushed process in a Waldorf School.

From seven to fourteen, the child lives strongly in his or her feeling life. They learn and remember best whatever has stirred their feelings. For this reason, Steiner encouraged teachers to teach children of this age through an artistic presentation of every subject, which engages a wide range of feelings. Children can learn more if the teacher speaks and acts in this way than they would if the content is presented in a dry, intellectual manner. Most important for the child to experience at this age, is a love; reverence and wonder for the world, and the teachers strive to impart these qualities by their own example. The child's thinking becomes active during this time as well, but is still strongly coloured by the feelings. It is a time for truth, beauty and goodness. All through the years before puberty, the children long with all their hearts and souls for an authority they can trust. In the Waldorf School the class teachers, provide this secure relationship and occupy a position of trust. In our small school, where we feature composite classes, we currently aim

for our class teachers to stay with their class area enabling them to deepen their understanding and familiarity with the curriculum. It also enables each child to have an experience of two years with each teacher in the school and for all teachers to know each child.

During this time, the child's consciousness is developing. Up to age 12, there is largely a pictorial and imaginative consciousness. From the age of 12 onwards the element of reason develops. Until age 12, the Waldorf curriculum works with the child's imagination, proceeding from fairy tales, legends and fables through Bible stories and ancient mythology. In the third and fourth grades (ages 8-10), the transition is made to actual history and science. From then on, without losing its imaginative and artistic elements, the curriculum is presented in a more scientific manner, increasingly relying on direct observation, objective description and reflection in all subjects.

From ages fourteen, the young person gradually unfolds his or her powers of thought and independent judgment. Their teacher needs to guide them particularly in the task of thinking and can help best by providing challenges where they can develop their analytical powers, their idealism and the ability to consider issues from several points of view. The curriculum in a Waldorf school thus follows these three major steps – willing, feeling and thinking – as the children mature.

“Where does one find teachers of the calibre to undertake such a program? That is not easy. They have to be continually finding themselves, learning, growing, advancing from stage to stage with the help of others. There is no repetition of last Class; every Class is a new adventure, an exploration, not easy, but in its effect a life renewing process, a life of growing, maturing, and discovering in intimate working with one's colleagues, a life of dedicated service to the child becoming an adult”.

Kit Wyndham, founder Armidale Waldorf School.

“The need for imagination, a sense of truth, and a feeling of responsibility. These are the three forces which are the very nerve of education”. Rudolf Steiner

Organisation

Structure of the School

The Armidale Waldorf School is an independent educational organisation, limited by guarantee, and run not for profit.

The College of Teachers is responsible for its educational and philosophical direction, the School Council is responsible for governance, and the Management Team is responsible for the overall management. Families, through the Friends of Waldorf (FoW), are integral to the structure. The Friends of Waldorf provides substantial support on many practical levels including the social life of the school and engages in active fundraising in order to maintain and improve current facilities. Together, these bodies make up the organisational structure of the school.

The College of Teachers

The College of Teachers is comprised of a group of experienced and committed teachers responsible for carrying the educational and philosophical impulse of the school, including regular study, educational and curriculum work and child study. The collaborative collegiate process ensures a conscious striving for the spiritual, academic and physical wellbeing of the students.

The Faculties

The Early Childhood faculty, is open to all staff from Preschool and Kindergarten, and must be attended by the Kindergarten teacher and the Preschool director. The Primary faculty is open to all teaching staff in the primary school, and must be attended by all class teachers. The faculties function as a Supportive Learning Community (SLC) where the curriculum and teaching practice is supported in a collegial manner.

The Management Team

The Management Team consists of the Education Director and the School Manager. Together they are responsible for all areas of management in the school including policies, all government educational requirements, staff management, and business and finance management. To get in contact with the Management Team please email education@waldorf.nsw.edu.au or business@waldorf.nsw.edu.au.

The School Board

The School Board carries the legal responsibility for the school, monitors its economic and strategic performance, and cares for the development and maintenance of its physical assets. Membership consists of current parents as well as community members who are elected by the school's company members (parents, teachers and community members) each year at the Annual General Meeting.

The Board is also the management committee for Boongaiai Preschool and has several mandated committees: Finance and Compliance, Governance and Leadership and Preschool. All committees have at least one representative on the Board. To contact the Chair of the Board:

board_chair@waldorf.nsw.edu.au

Or the Board in general: board@waldorf.nsw.edu.au.

Administration

Administration manages the day-to-day operation of the school and consists of the Education Director, School Manager, Receptionists and Accounts. All enquiries regarding both educational and non-educational aspects of the school come through administration including, but not limited to, enrolments and school tours, applications for fee relief and special needs assistance, enquiries regarding Boongaiai Preschool or PlayTime, maintenance, correspondence for College and Board, workplace health and safety issues and newsletter contributions.

The Friends of Waldorf

The Friends of Waldorf (FoW) is the vehicle by which the parent body contributes its time, energy and support to the teachers and students. All parents are automatically members of the Friends of Waldorf. Participation is welcomed and encouraged at many levels and in various ways, such as class parents, school functions, festivals and fundraising events such as the annual Spring Fair, as participants in working-bees and classroom helpers for reading and craft. This group nurtures the social and community realm of the school.

Reconciliation Action Plan (RAP)

Reconciliation Action Plan working group was formed in 2017. This is an active ongoing group which is working towards creating respectful relationships and meaningful opportunities for members of the Aboriginal and Torres Strait Islander people. So far, the group has introduced the Anaiwan language into the curriculum, developed a bush food area in the garden, purchased school signage in the Anaiwan language and arranged professional learning to support cultural awareness within our community.

Boongaiai Preschool and PlayTime

Boongaiai Preschool is a Steiner Preschool within the school grounds, and the beginning of the journey for many of our students. Boongaiai Preschool operates 5 days a week.

PlayTime, which is a Steiner playgroup for small children aged 0-5 years and their parents, operates in the garden outside the school kitchen on Tuesday and Wednesday morning and Wednesday afternoons for older children 3-5yrs.

Tax Deductible Funds

The Grace Newberry-Dupé Therapeutic Education Trust (The Gracie Fund)

The Grace Newberry-Dupé Therapeutic Education Trust is a Trust Fund established in memory of Grace Newberry-Dupé, a much loved former student of our preschool, who passed away in 2003. The trust has been established to reflect the school's commitment to equity, and of the unique gift, which each child and each family bring to the school community, irrespective of their financial circumstances or level of ability. Applications for bursaries, recommended therapies & additional support to provide equitable access to the curriculum are supported via the fund, and parents are welcome to make donations to it through the school.

TAWS Building Fund

This fund helps contribute to many of the building activities at the school. **Each year every family is charged a \$250 Building Fund fee that is optional.** If you do not wish to make this contribution please contact business@waldorf.nsw.edu.au and request that it is taken off your account. If you choose to make the donation a tax deductible receipt will be issued to you at the end of the financial year.

TAWS Library Fund

Our library, like all libraries, strives to keep up with a strong contemporary selection of books for the students. Contributions to this fund are welcomed.



Curriculum

Many elements are involved in the curriculum throughout early childhood and primary classes including the following:

- Physical exercises, which develop spatial orientation, balance, coordination and the sense of rhythm.
- Exercise of the will through the completion of age-appropriate physical, artistic and academic tasks.
- Deepening of the feelings through story, drama and practice of the arts.
- Step by step development of thinking from simple, concrete sequencing to abstract reasoning.
- Gradual exposure to the wonders of the natural world and the cultural history of mankind.
- Affirmation of the child's innate goodness and creativity.
- Development of the basic human values, including mutual respect, courtesy, cooperation with and service to others, and the proper use of our language.

Outline of the Main Lesson Curriculum:

At The Armidale Waldorf School we have composite classes where the curriculum content is spread over two years. One important part of how the curriculum is delivered is the 'Main Lesson'. For the first two hours of every day one subject is presented as a block. This in depth study continues for three to four weeks. Then the subject changes: the rest of the morning is used for revision and expansion on these themes and academic skills; the afternoons for physical education and art and handcrafts.

Our school curriculum is designed to meet the needs of the students as they grow developmentally. It is approved by ACARA (the national curriculum body) and by NESA (NSW Education Standards Authority). It is delivered in such a way to capture the imagination, and for the children to learn what is age-appropriate. The social tone of the school, the designed buildings and the nature of the environment combine to provide an extra-ordinary place for children to thrive.



| PlayTime & Preschool

PlayTime

- Imitation, learning by example
- Imagination – awakening of the consciousness
- Rhythm Routine & Repetition – creating confidence, experience, and consolidation
- Open ended inside & outside free play
- Baking, singing, stories and hand-gesture games
- Social experience for parent and child
- Craft

Preschool

- Expanding on Imitation, learning by example
- Imagination – awakening of the consciousness
- Rhythm Routine & Repetition – creating confidence, experience, and consolidation
- English – introduction with spoken word & rich language - nursery rhymes, nature stories, folktales and fairy tales
- Maths – introduction with games, patterns, concepts and physical experiences
- Drawing, watercolour painting, beeswax modelling, baking, crafts
- Singing, hand-gesture games, circle work including games, dance and Eurythmy
- Open ended inside and outside free play



Kindergarten

- English – pictorial introduction of the alphabet and writing
- Maths – pictorial introduction to numbers
- Form Drawing and free drawing
- Fairy tales, seasonal/nature and Aboriginal stories
- Watercolour painting, Finger and French knitting, baking, beeswax modelling and gardening
- Singing and circle work including hand-gesture games, dance and Eurythmy
- French

The kindergarten child works through imitation and the teacher leads with example working deliberately and consciously. The kindergarten is a big household with cooking cleaning, singing, gardening, making of crafts, all activities ready for any child to take up. Play takes on the essence of purposeful occupation. The toys in the room are tools for creation. A piece of wood becomes a doll and disc cut from a tree limb becomes bread.

English

The children have a rich experience of literacy throughout every day. The pictorial element of verses in morning circles, hand gesture verses and told stories, enables the child to create inner pictures. The use of imagination in forming picture images is a young child's training for when he becomes older and imagination is replaced by thinking. The more active and healthy the imagination is the more active and mobile the thinking will become.

Traditional Aboriginal dreamtime stories are told and aspects of the culture experienced. Fairy tales and folk tales are told in the traditional oral story telling way where the teacher uses puppet props or has learnt the stories off by heart to tell to the children. Picture book and chapter book stories are also read daily.

The morning literacy circle comes to life with songs, rhymes and movement. Conscious movement and careful articulation invigorate both speech and play.

The children are involved in phonological activities where rhyming words, syllables and sounds in words are explored and later in the year phonics are introduced where the child comes to know the form and characters behind each letter of the alphabet. Handwriting then begins.

Hand gesture games are played where children use their hands to sculpt the meaning of words they use in verses. The gestures found out of the words and the rhythmic pulse in the flow of speech and melody are experienced in a creative artistic way. They mold the organism of the child and form the basis for creative, imaginative play with language.

Mathematics

Mathematics is experienced initially through a pictorial element and then through the will. The children sing, stamp, skip, and manipulate materials to experience counting and later in the year the children begin to write the numbers 0-20.

Science and Technology

The differences in seasons are experienced through our weekly bush walks, and our seasonal table, songs and stories. Weekly bushwalks open up the discovery of many qualities found in nature. Natural treasures are found and adored.

Daily gardening of digging, planting, fertilizing, mulching, watering, weeding and harvesting are participated in. Daily feeding and care of the chickens develops understanding of their characteristics and needs.

PDHPE

Play is a big part of each day where gross and fine motor skills are used, social skills are employed and creative expression is displayed in varying types of play activities. Outdoor games are a favorite part of each day and the environment supplies equipment to challenge and nurture skills. Morning circles are abundant in movement and dance experiences.

Creative Arts

The children participate in doing handwork every day. Each term there is a different project with extension projects for those early finishers. Pure wool is used in making items from finger knitting and French knitting. Embroidery and stitching are used to adorn projects.

Painting involves the children getting a feeling for each colour and learning how to blend the primary colours to get secondary colours.

Crayons and paper are available throughout the day for use. Drawing is developed through observation of the teachers drawings and their own creative expression of life around them.

Modeling with bees wax enables the children's fine motor skills and visualization skills to blend together to create various 3 dimensional shapes.



| Class 1 and 2

Class 1:

- English (revise the alphabet and continue developing writing, simple spelling and the beginnings of reading)
- Maths (revise numbers, including Roman Numerals, addition, subtraction, multiplication and division: 4 processes)
- Fairy tales, Dreamtime and nature stories
- Form Drawing
- Watercolour painting, knitting, weaving, baking, beeswax modelling
- Gardening
- Descant recorder, singing, extra lesson exercises, Eurythmy and circle games and dances
- French

Class 2:

- English (spelling, reading and writing simple stories)
- Maths (practice of the 4 processes, maths facts and tables)
- Animal Fables, Legends of the Saints, Folk Tales, Dreamtime and nature stories
- Cooking, purl and plain knitting, modelling beeswax
- Gardening
- French
- Music – including singing, recorder and percussion
- Movement exercises

Classes 1 and 2 combined:

Cultural History ... studies of the epochs

A unique feature of Steiner education is storytelling. Rudolf Steiner saw a parallel between the young child's developing self-awareness and their relationship to the world, as it changes from infancy to adolescence, and the evolving consciousness of civilization through history.

From Class One through to Class Eight the stories change from fairy tales, folk tales to mythological stories from ancient cultures to present day and recent history. The teachers often learn these stories by heart so the children hear them in the ways of old. Oral traditions are quite different from hearing a story read from a book. In Class One the young child is in a dreamy magical consciousness. Fairy and folk tales are told each day.

In Class Two the children hear Celtic stories, like 'The King of Ireland's Son', Aesop's Fables, and stories of the Saints. A mixture of a range of undesirable characteristics and the striving for high ideals. The children are developing an awareness of right and wrong.

Literacy

Our whole approach to reading is different. For many of the children this is in contrast to the pressures that often happen in other schools. With storytelling the children are able to retell the stories and build a faculty for constructing the tale. They also learn the letters of the alphabet through imaginative stories and learn to write using these letters. Their reading begins as they read what they have written. This approach is slower than what is the norm but builds a very solid foundation in sounds and letters that enables the children to use writing as a tool for communication and reading to follow as a way to build strong pictures with words. Their first readers are ones they have made themselves.

Numeracy

Similarly the approach to number work comes out of concrete operations and imagination. The tables are learned through clapping, chanting, stamping and singing. They become automatic. A tool for subsequent years. The children are introduced to the four processes of arithmetic. This work deepens in the second year.

Science

Science comes very much out of experience and study of the world around them. The changes of the seasons, gardening and cooking.

Drama

Much of the work the class do is in the round. They speak, sing, act out within the circle. At the same time as this allows them to speak in front of others it also is secure in that they are within the realm of their teacher and their classmates.

Library

The library is well stocked with books for the little ones.

Music

Recorder is the first instrument the children learn to play. The notes are made by placing their fingers over the holes. They learn to control their breath and playing by ear to recreate tunes.

Handcraft

Skills develop that require ability with your hands. Sewing, weaving and knitting mean the children are able to make things they will continue to use each year.

Art

The teacher is striving to make their whole approach artistic. Aesthetics is in the design and the decoration of the classroom. Art comes in to Maths, reading and many of the subjects. The children learn to paint with water colours. Form Drawing helps them to be accurate with lines.

French

This starts in the Kindergarten. We hope with the early introduction to another language the children will hear the sounds of the language and learn how to converse.

Gardening and cooking

Everyone takes part in the maintaining of our large and productive school garden. Each week in tuck shop a meal is produced using, where possible, organic food that we have grown.

Physical activities

Games are a large part of these years. Classes go for regular bush walks. There are special festivals for swimming and athletics. Where possible, children attend swimming lessons each year in town.

School Festivals

We celebrate the changing of the seasons Spring, Autumn, and Winter. Many ex students and families return for those days. We also celebrate traditional Christian Festivals (Easter and Christmas). Individual classes may also recognise other events in the calendar year that may be a festival for their class.

Camps

In the early years our programme begins to help the children feel confident and open to adventure. Usually the first camp is 2 nights not too far from school. Teddy Bears welcome.

Extra Lesson

Movement and Learning (Extra Lesson) is an innovative and dynamic program designed to develop the child's physical, intellectual, and emotional wellbeing. Movement and Learning has been successfully adapted to a group setting, where the emphasis is on participation and enjoyment of 'brain enhancing' activities, such as copper rods, beanbags, balancing, floor exercises, painting, and drawing games. Each movement game combines with spoken poetry, rhymes, and tongue twisters.



| Class 3 and 4

Class 3:

- English (basic elements of grammar, spelling, reading, cursive writing and beginning composition)
- Maths (practice of the 4 processes, maths facts and tables)
- Old Testament Stories
- House building, Farming and Crafts
- Crochet
- Music – singing, recorder, violin or cello
- French
- Aboriginal Myths and Legends
- Local geography/history
- Eurythmy
- Gardening and baking
- Extra lesson

Class 4:

- English (spelling, reading, grammar and composition); history of writing
- Maths (fractions introduced and practice of all operations), Geometric drawing
- Local Geography including mapmaking
- Australian discovery sea voyages
- Aboriginal perspective of white settlement
- Human and Animal study
- Norse Myths
- Cross stitch, embroidery, crochet, modelling with clay, choir/ensemble, Eurythmy
- Music – singing, recorder and violin or cello
- Gardening and baking
- Extra lesson

Classes 3 and 4 combined:

Cultural History ... studies of the epochs

At nine or ten years children go through significant developmental changes. A developing sense of themselves as individuals is present, at the same time as they start to question many aspects of the world around them. Many things they previously took for granted. Now they may become less certain, more questioning, even insecure and anxious. The curriculum for these years responds to the need for reassurance. Self-confidence can grow out of the practical. The children learn about work people do in the world. They learn how to build a house, a shelter, about farming and gardening.

Literacy

For the Class three child Creation stories from the Old Testament and indigenous tales are particularly relevant. The nine year old is pondering beginnings. How did life begin? What is this world and how does it work? From these stories they hear about many rich characters, many trials and tribulations. What is right and what is wrong? They see people who demonstrate leadership and yet maintain a trust in the authority of God.

The Class Four children love the drama and adventures of the Norse myths. These reflect the growing individuality of the ten year old, their growing self confidence. In these stories there is not one God but many. Each has their own unique personality. They sought danger, were constantly challenged, made mistakes, and were sometimes incredibly naughty but ultimately learned how to live in social harmony.

The basic elements of grammar, spelling, reading, cursive writing and the beginning of composition, and in Class Four the History of Writing, and introduction of the fountain pen.

Numeracy

Mathematics now can be understanding and using different scales of measurement, work reinforcing their understanding of the four operations and in Class Four the introduction of Fractions. Geometric drawing sees the children doing/ experiencing geometry and making and shaping forms before they approach theorems in any way.

Science

A study continuing and deepening of the world around them. In Class Four the children study Animals and the Human Being.

Music

Singing, recorder, violin or cello. In Class 3 the descant recorder becomes the vehicle for the introduction of reading music. This is further supported by the beginning of the String Programme (violin or cello) in Class 3, which runs for three years. Each student uses a school violin or cello and has 8 lessons either an individual or shared lesson per term. In Class 4 or 5 the children continue these individual lessons but also play together as a class group in the Viking Ensemble. In Class 4 the children may also wish to join Fiddlers' Club, which is an ensemble that runs after school for keen strings players from Class 4 –Class 8. Each year Class 3 and 4 go on a three-day music camp.

Drama

Each year the children prepare and perform a play based on the content of their lessons. There could be a play from the Old Testament stories, or from the Norse Mythologies. These are always events for the whole class

Library

Focus on reading in these two years and regular trips to the school library.

Handcraft

Sewing practical articles ... things the children can use: a lined music bag, decorative stitching. Knitting a beanie, learning to crochet and making a soft toy, doll or seat cushion.

Art

The children work with crayons, pencils and paints to recreate the stories and illustrate aspects of Main Lesson work.

French

From the simple songs they started with, speaking, listening and writing in another language the children work more with vocabulary and grammar. How does one say this in French? How does one write it?

Gardening and cooking

The vegetable garden is flourishing each year, and the children are now in a position to work together, supported by parents, to prepare food for the school.

Physical activities

In all our games and sports we encourage aspiration and skill development over competition. There is a weekly extra lesson exercise session as well as school swimming and athletic carnivals and cross country. In the fourth term all the students travel to town for swimming lessons.

Camps

The children are now independent enough for 4-5 day school trips and camps. These are often to a bio-dynamic farm or a zoo exploring themes from the curriculum: farming, house-building, animal studies.

Extra Lesson

Movement and Learning (Extra Lesson) is an innovative and dynamic program designed to develop the child's physical, intellectual, and emotional wellbeing. Movement and Learning has been successfully adapted to a group setting, where the emphasis is on participation and enjoyment of 'brain enhancing' activities, such as copper rods, beanbags, balancing, floor exercises, painting, and drawing games. Each movement game combines with spoken poetry, rhymes, and tongue twisters.



| Class 5 and 6

Class 5:

- English (vocabulary, grammar and composition, reading and poetry)
- Maths (decimals introduced and practice of all operations)
- Local History: exploration of Australia from Sydney to Armidale
- Botany
- Ancient Myths of India, Persia, Egypt and Greece
- Ancient Greek history and Olympic training
- Music: singing and treble recorder
- French

Class 6:

- English (vocabulary, grammar and composition, reading and poetry)
- Maths (percentages introduced and practice of all operations)
- Geometry
- Physics of sound, light and heat
- Astronomy
- Australian geography and exploration
- Roman and Ancient Greece
- Music: singing and treble recorder
- French

Classes 5 and 6 combined:

Class Five for the children is a golden time.

The insecurities experienced by the nine year old have been overcome, and the turbulence of adolescence has not yet begun. The balance and harmony of the Greek provides a theme that resonates with this age group.

Class Six sees the starting signs of puberty.

Physical changes, challenges to authority, searching for fairness and justice are all part of this and can come as a surprise to parents. There is a wider interest in the world at large. This age group now hears the stories of Ancient Rome and about the development of justice and a formal code of law and order.

Cultural History ... studies of the epochs.

In these years the children hear the mythologies and stories from Ancient civilizations of India, Persia, Egypt, Greece and Rome. These are the foundation blocks of many aspects of our culture. Each provides something towards the stages the children are experiencing in their own life and helps them to grow through these stages.

Literacy

Moving from reading for enjoyment the children awaken to the use of the library as a means of research. Much of the work in these years involves constructing their own written pieces: describing experiments, what have they seen, writing a précis of a story, an account of a culture, recall of an historical event. There is also recitation of poetry, learning lines for a play

Numeracy

Fractions expand to a study of percentages and decimals. These are three different 'languages of mathematics'. This develops into an appreciation of commercial Maths, calculation of interest, algebra and geometry now of more and more complex forms.

Science

Now begins in a new way. In Class Five a study of Botany follows the work on Zoology in Class Four. In Class Six the students begin studying physics: heat, light, sound, electricity and magnetism. A study that involves looking to see what is taking place and then to see what we can learn from what we have observed.

Drama

A play based around the curriculum of stories from the different epochs: India, Persia, Egypt, Greece or Rome. These are whole class plays. There are parts for everyone and everyone has a part. Each year it is always extraordinary to see who takes what part and how many surprises come out of the wonderful performance and what the working together has achieved.

Music

The treble recorder is the principal class instrument for all Class 5 and Class 6 children. Music reading is consolidated and extended with music that has several different parts. Many of these children join Fiddlers' Club for an extension of their skills and the fun of playing in a band.

Library

The library is well stocked with books to enjoy, books to gaze at reference books to consult for projects.

Handcraft

This now involves more specialized skills and challenges. There are 'soft' crafts and 'hard' crafts. The children might be learning dry felting of wool or wood, bone and stone carving.

Art

Much of the study of ancient cultures can be through art. Egypt from studying hieroglyphics, and painting on papyrus, sculpting clay tablets and seals, (Mesopotamia), mosaics (Rome).

French

Time for serious study. Grammar and vocabulary.

Gardening and cooking

More work in the garden and at this level the class is able to plan, budget, measure and prepare and cook lunches (two course) for the whole school. This includes the serving and cleaning up. It is worth coming on a Friday just to see what a remarkable feature of the school life this is.

Physical activities

Still our focus is on aspiration and skill development and inclusion over competition. The children learn about the Greek Olympics (running, jumping, wrestling, javelin, discus) and often take part in games with other schools.

School Festivals

The children now take a strong part in the organisation and activity of the festivals. Now they provide the accompaniment to the singing as well as singing.

Camps

Class camps serve a social need and extend the children in many ways. There is the social growth away from home and as the member of a team, and there are the physical challenges of hiking and other skills. They also are a means of illustrating main lesson content and for the children to study astronomy, to look at rock formations as a part of their geology studies, to look at local flora and fauna. One thing most children recall and commend later in life is the time they have spent on camps.



| Class 7 and 8

Class 7:

- English (vocabulary, grammar and composition, reading, poetry)
- Maths (powers and roots, signed numbers and practice of all operations)
- Algebra
- Geometry
- Physics (mechanics)
- Physiology (the organs and systems)
- Chemistry (acids, bases and salts)
- Geography of Africa and the Middle East
- Renaissance and Reformation history
- Music - Class room music plus descant, treble and tenor recorder
- French

Class 8:

- English (vocabulary, grammar and composition, revision, review, editing, reading, poetry)
- Maths
- Algebra - Geometry
- Physics (electricity and magnetism)
- Anatomy (the organisation of the body, the human eye)
- Food Chemistry (acids, bases and salts)
- Geography (exploration and tribal societies)
- Revolutions and contemporary history
- Music - Class room music plus descant, treble and tenor recorder
- French

Classes 7 and 8 combined:

Cultural History ... studies of the epochs

From ancient mythologies the students now learn about more recent events. The Renaissance, the Age of Discovery, the Industrial Revolution up to the present day when historical stories can be drawn from the headlines of the newspaper.

Literacy

Vocabulary, grammar, composition, reading and poetry. Much of these two years is developing skills and enjoyment of creative writing. Novels and plays are studied and time set aside for recreational reading.

Numeracy

Competency in number work extends to Algebra and Geometry. The children also learn about Maths in the world learning about book keeping and tax returns. Maths (powers and roots, signed numbers and practice with all operations).

Science

As always from observation of phenomena now includes anatomy, health and nutrition, chemistry, and physics (mechanics, sound, light, magnetism and electricity).

Drama

The plays that have been a feature of every year culminate in these classes with a major production, often a Shakespearean play for the whole community.

Music

The students are now proficient on recorders (descant and treble, some on tenor). Many still also play a stringed instrument in one or two ensembles. This is one of the highlights of our programme.

Library

As well as using the library for recreational reading and research the children are also now using the Internet for research and presentation of projects.

Handcraft

Could involve excursions out of school. There are also classes in leather work and textiles where simple garments are made.

Computer Studies

Students use computers for research work, also learning keyboard skills and editing techniques towards the compilation of a school magazine.

Art

Students engage in studies in black and white and drawing in perspective. In anatomy the students learn to capture as accurately as possible the beauty of the bones.

French

Continues from Kindergarten to Class Eight. Exchanging information – me and you; family and pets, eating and drinking, school life, restaurants. Cultural studies of France.

Gardening and cooking

Lunches are made for tuck shop using produce from the garden. Seeds are planted for sale as seedlings at the school fair.

Physical activities

Extend beyond school to specialists in swimming, lifesaving and gymnastics and fitness programmes at UNE.

School Festivals

As a community we celebrate the seasonal as well as traditional Christian festivals. Senior strings, and Fiddlers' Club and choirs from the senior students augment these celebrations. The work in playing increases in challenge combined with 'senior' responsibilities.

Camps

In the senior levels extend their skills, resilience and resourcefulness. The camps are longer and ask for more from the students. It could be a journey over two weeks involving canoes and river crossings, or extensive bush walking.

Language and Music

French

Beginning in Kindergarten, the children experience French language and culture through songs, verses, stories and games. Gradually conversations, the written language and its grammar are introduced, culminating in reading and writing in the upper classes.

Music

Music underpins the curriculum throughout the school. In Kindergarten the focus is on singing, with songs about the seasons, festivals and the activities that happen each day. In Class 1 instrumental music commences alongside singing. The children begin with descant recorder classes in which simple pentatonic tunes are introduced by ear and imitation. Class 2 continues with both singing and recorder.

In Class 3 the descant recorder becomes the vehicle for the introduction of reading music. This is further supported by the beginning of the String Programme (violin and cello) in Class 3, which runs for three years. Each student uses a school violin or cello where available and has 8 lessons per term either an individual or shared lesson. In Class 4 the children also play together as a class group in the Viking Ensemble. In Class 4 the children may also wish to join Fiddlers' Club, which is an ensemble that runs after school for keen strings players from Class 4 –Class 8. Each year Class 3 and 4 go on a three day music camp.

The treble recorder is the principal class instrument for all Class 5 and Class 6 children. Music reading is consolidated and extended with music that has several different parts. By Class 7 and Class 8 the children are able to play in 3 and 4 part recorder ensembles using Descant, Treble, Tenor and Bass recorders. Singing continues to develop in complexity as do the classroom music activities that involve percussion and other instruments. Private music lessons are available on a variety of instruments during the school day from Class 5 onwards. Fiddlers' Club plays at most school festivals, community events and goes on several camps each year.



Meeting the Educational Needs of all students

We believe that it is the right of every child to participate in learning programmes that match their developmental needs and accommodate their individual learning journey.

Working out of our special character, Waldorf pedagogy, we aim to help every child to achieve to his or her full potential. Students with special learning needs may be:

- Individuals experiencing frequent absences of a legitimate nature (e.g. prolonged illness);
- Individuals identified as being highly emotionally vulnerable;
- Individuals identified as being significantly below the developmentally appropriate academic expectations
- Individuals experiencing sensory difficulties, poor fine or gross motor skills, or other challenges of a physical or medical nature which are interfering with their ability to participate in classroom programmes;
- Individuals identified with Specific Learning Difficulties (SLD);
- Individuals with limited English language skills who have English as a second language (according to ESOL register definition);

Wellbeing:

The School has a Wellbeing Coordinator who guides children and young people to realise their full potential. The Wellbeing Coordinator liaises between students and staff and has a close working relationship with those with key roles in Education Services and Pastoral Care. This provides a valuable resource for not only students but also assist teachers in supporting better classroom and playground behaviours and environment.

Methods for Identifying Students' Special Needs

Class Teachers and Learning Support Coordinator conduct on-going monitoring and assessment of all the students, using class/age appropriate methods and acknowledging special character developmental considerations.

Assessments include:

- Formative/summative curriculum-based assessments
- Twice yearly numeracy and literacy screening
- Class Teachers' observations, complemented by Learning Support Teachers' observations
- Individual and class-wide norm-referenced assessments
- Assessment by the Learning Support Teacher
- Information received from parents
- Where appropriate external assessments, e.g. behavioural optometrist or osteopath (parental responsibility)

Following any of these, teachers will discuss any concerns with parents and, in collaboration, decide on further steps.

Responses to Identified Special Needs

A variety of supplementary resources and strategies to support the classroom programme can be explored. These include the following options:

- An individualised education programme (IEP) provided by the Class Teacher (at times in liaison with the Learning Support Coordinator) which can be supported by the parents at home. Such a programme is designed in collaboration by teachers, parents and specialists (where appropriate) in an IEP planning meeting.
- In-class support by a Student Learning Assistant
- Learning Support sessions, either one-on-one or in a small group

An integral component of the success of these processes and any subsequent programmes is the effective three-way dialogue between the Class Teacher, the parent/caregiver, the Learning Support Coordinator, and any external therapists throughout all stages.

Individual Education Programmes

An IEP is an Individual Educational Programme or course of action for a particular student. Specific learning needs and actions will be discussed, agreed to and recorded at IEP planning meetings. These meetings can involve the Class Teacher, the parents/caregivers, the Learning Support Coordinator, Student Wellbeing Coordinator and any external therapist or medical professional who have an interest in the child.

The implementation of the IEP becomes a partnership between school and home, with each supporting and informing the other.

NAPLAN

NAPLAN testing will be held in Week 3 of Term 2 for Class 3, 5 and 7 students. Letters regarding NAPLAN tests will be sent out to all families in Class 3, 5 and 7. If you wish to withdraw your child from this testing please contact the school by the end of term 1. The School is charged a small fee of approximately \$45 which is then passed on to families who wish to sit the NAPLAN test.

Important School Information

Dress Code

The Armidale Waldorf School students do not wear uniforms, but a standard of dress that is sensible, modest and appropriate is required, and we ask that parents fully support it.

The ideal clothing for school is plain-coloured and warm clothing - including singlets - in winter and sun-protective in summer. Shoes should be close fitting and good for running and moving freely. Thongs and slip-on shoes are not appropriate.

Thin-strap singlets, bare midriff tops, low-cut blouses and shorts and skirts shorter than halfway down the upper leg are, at the very least, a WH&S issue and must not be worn to school. We also ask that children do not wear T-shirts with aggressive, large or graphic pictures or written messages, or clothes that are in any way ripped, torn, holed or shredded.

The school assists in the availability of protective clothing by selling broad-brimmed hats, which are available from the Office. The school also provides an opportunity to purchase t-shirts and hoodies with the school logo, approximately twice a year.

School Hours

School hours are from 9.00am until 3.00pm.

For the safety of our students, we ask that drop-off and collection is as close to these times, as possible. We have rostered staff on duty, from 8.30am until 3.30pm each day. Whilst there may be staff "around" outside of these times, these staff members are not responsible for the supervision of students.

It is also important to have clear instructions for your child, so they know how they are to get home each afternoon. If travel plans change often, a daily note in the child's lunch box is a nice way to help them remember if they are on the bus or getting picked up.

We also ask parents to please talk with their children about what to do if they miss the bus. If a child misses the bus, they should come directly to the office so that the school may contact the parent/carers and arrange alternative transport home. Under no circumstances should adults offer to take children home, or should children accept lifts home with friends without first confirming with the office.

Pick Up Times and Routine

School finishes at 3pm and parents are asked to pick up their children at that time. Kindergarten and Preschool children are supervised within their gardens, while the older students are supervised in the logs waiting area down the hill, so you will need to park and collect them from those areas. For safety reasons they may not walk out to the parking area without an adult. Buses will leave at times advised by the bus company and a teacher will supervise the students going up the hill and getting on the bus. If your child is going to be catching the bus, either regularly or intermittently, please let the teacher know or place a note in your child's lunch box, so everyone is aware of any changes in the child's arrangements.

Parking

It is important to keep the car park as safe as possible. We ask that on arrival you drop your child at the drop-off point, or park and walk with your child into the playground rather than pause to let them out and risk accident or injury. The same parking request applies in the afternoon so we do not have children running from the waiting area into the car park. The children will wait in the pick-up area until their parent collects them. In the Kindergarten the adult must accompany the child to the Kindergarten veranda.

Bus Travel

The Armidale Waldorf School is part of a whole city and out of town network of schools serviced by several bus companies. One bus comes out to our school to pick up and deliver students, and it connects with all of the other buses at a special supervised Waldorf bus stop adjacent to the Bruce Browning Oval (near the Ben Venue School turning circle).

There is a shelter where our students wait with a supervisor, morning and afternoon, to ensure their safety. All children catching the bus must have a bus pass which can be applied for via the School Student Transport Scheme:

<https://apps.transport.nsw.gov.au/ssts/updateDetails>

Out of town buses will connect at NEGS bus shelter in the mornings, before continuing to TAWS. (and then going to the Bruce Browning Oval). The Bruce Browning bus shelter is supervised by a staff member, both morning and afternoon.

Late Arrivals and Early Departures

To avoid an unexplained absence being recorded, a reason must be provided in the student sign in/out book if a student arrives late or leaves early. For students in years 1 to 8, if your child arrives at school after 9am it is important that parents go to the office and advise the administration staff of their arrival and sign in before children go to the classroom. Similarly, any student leaving early must advise the administration staff of their departure before leaving and must be signed out in the office by the parent/carer. This is an important part of our recording process, but also immensely important in the event of an evacuation and your cooperation in helping to keep everyone safe and accounted for is greatly appreciated.

Absentees

If your child is going to be absent from school, it is vital that you call or email the office, ideally by 9am, or otherwise as soon as possible. A message can be left on the school answering machine if you call before 8.30am or if the line is busy. Please email **office@waldorf.nsw.edu.au** any absent or late notes. The school needs to be kept advised in regard to absence, whether due to ill health or other special circumstances, in order to ensure your child is safe and their whereabouts known.

Students who are sick for more than 3 days will require a Medical Certificate.

Extended Vacations

If students are required to be absent for special circumstances an Application for Extended Leave Form (available at the office) will need to be filled in and returned to the school.

Visitors Signing In/Out

All visitors and staff on school premises, for any reason; including helping with classes, preparing Tuck-shop or attending a birthday celebration must sign in and out of the Visitor's Book at the office. This is immensely important in the event of an evacuation and your cooperation in helping to keep everyone safe and accounted for is greatly appreciated.

Parents or carers dropping off or picking up children during normal drop off and collection times do not need to sign in.

Fire and Emergency Evacuations

The school has a well-practiced emergency evacuation procedure which we will follow in the event of an emergency. We are continuously monitoring the Rural Fire Service (RFS) website and when fires are close, we are in direct contact with the RFS, who will provide us with current information. The school will follow directions given by the RFS in accordance with our Fire and Emergency Evacuations Procedures. Please be assured that should we need to evacuate we will do so quickly, with the best interest of all students, staff and visitors to the school in mind.

If we are experiencing an emergency, we request that parents and carers do not call the school, as we need to keep our phone lines free for emergency services; and to refrain from driving out to school, unless asked to do so, as this will congest the roads and potentially hinder our evacuation.

The school will communicate with families during an emergency via email and text, so it is vital that you have provided up-to-date contact details. If your child/ren's main carer is away, please email the office (office@waldorf.nsw.edu.au) with the email address and mobile phone number of the person/s caring for your child/ren. This information will be printed and stored with our evacuation folder and available to us should we evacuate.

We understand that parents and students may feel anxious about fires and evacuations, however we wish to assure everyone that we have practiced our emergency plan with students and staff. If we experience a real emergency, the closer our evacuation process feels to our practice sessions, the faster and safer it will be for everyone. We appreciate your cooperation and trust in our procedures for keeping your children and our staff/visitors safe.

Morning Tea and Lunch

In Kindergarten and Preschool morning tea is provided, but not lunch.

In the primary school, children must bring their own morning tea and lunch. Morning tea is from 11:00am to 11.25am and lunch is from 1pm to 1.40pm. We ask that the children bring healthy food to complement the wholesome rhythm of their day and in the interests of maintaining their good health. We therefore ask that processed food and foods high in sugar, salt and commercial fats and pre-packaged snack foods do not come to school, and suggest a wholemeal/wholegrain sandwich/es or other nutritionally similar item, with fruit and a water bottle. Food needs to be kept in a lunchbox which can also be kept cool in the warmer months and we ask that lunchboxes be plain rather than having pictures on them.

Tuckshop

Most Fridays our generous parents concoct healthy cooked lunches, making good use of our school vegetable garden. Notice of tuckshop and the menu is always given in the newsletter. The cost is \$4 per child, and parent helpers are always welcome. A tuckshop roster is placed in the school kitchen at the beginning of each school term by the Tuckshop coordinator, we ask all parents to volunteer at least once a term as a helper or running tuckshop. If you have any questions or need support regarding tuckshop please call the office.

Student Learning Assistants

Student Learning Assistants, are part of the Learning Support and Student Wellbeing team and contribute to the quality education of the Armidale Waldorf School by providing additional support to students in and outside the classroom.

Performances and events

Families are advised that unfortunately due to privacy requirements performances and events held at the school cannot be recorded or photographed. This includes the use of private devices- phones, cameras etc. This is an opportunity for you to be present and enjoy the experience of a live performance.

Important School Information

Freunde

When possible the school hosts young visitors from Germany who are spending a gap-year doing volunteer-work abroad. These are our Freunde ("friends" in German). The Freunde are hosted by families from within the school community and they spend 4 weekdays performing various duties around the school – they may be assisting in a classroom, working in the garden, repairing desks and chairs or helping on a class camp. For their 5th weekday they spend this with their host family assisting the family. The program is an invaluable part of the school's life and we are very grateful to be a part of it. If you are interested in hosting a volunteer please contact the School Manager.

Working Bees

Every term our school has a working bee; it is usually the third Saturday of each term. This is where the school community, parents, children and teachers work side by side to garden, mulch, weed, and paint and maintain the school. Lunch and morning teas are provided. This is where you can work off the maintenance levy that is charged to your school account in term 1.

Health

Students with symptoms of illness need to be cared for at home. A good rule of thumb, for not catching the next bug going around, is keep them at home till they are better, and then for one day more. Parents will be asked to collect their child from school if they feel too unwell to be there or have symptoms of fever, vomiting, excessive coughing, runny nose, irritated eyes or other symptoms suggestive of conjunctivitis, or open sores resembling impetigo ("school sores"). All students should be free of such symptoms for at least 24 to 48 hours before coming back to school. If your doctor has prescribed an antibiotic for open skin lesions or conjunctivitis, your child should be kept home for a minimum of 24 hours after starting the antibiotics.

Where an outbreak of a contagious condition occurs within the School, the School will adhere to advice and guidelines available from the NSW Department of Health.

Emergency Contact Details

All students must have up to date information on file in the office, including all contact details, Medicare numbers, parenting arrangements, allergies and regular medication. It is essential if at any stage this information changes that the office is informed. Annually the school will send out a copy of information currently held by the school for verification.

Special Medical Needs

If your child has an illness that requires a medical action plan, you must bring them to our attention upon enrolment and provide regular updates to your child's teacher and the Office. If your child has a Medical Action Plan a copy will need to be provided to the Office.

Medications

Students must not carry medications, nor keep them in their possession during the school day. In the Kindergarten all medication must be given to the teacher, and in the primary and 7 and 8 medication is to be kept in the Office, and the office informed in writing, with an Administration of Medication Form signed by the parent/carer explaining how and when the medication is to be administered.

You must also speak to the class teacher about all medication coming to school to be given during school time. All medication must come to school in a professionally labelled bottle. The school will not administer any non-prescription medicines by mouth, including paracetamol without a signed Administration of Medication Form. If medication is ongoing, the school will continue to administer medication as per the signed Administration of Medication Form, until we are advised of changes in writing.

Lice Prevention

Parents are asked to check their children's hair for signs of lice at least once a week and will be expected to take responsibility for removing head lice or nits (eggs) if they are detected before returning to school. Researchers have recently reiterated the benefit of regular, frequent fine tooth combing with conditioner as being effective in the prevention of head lice outbreaks.

Immunisation

The school must hold a current Immunisation History Statement, whether or not your child has received any, none or all of the Department of Health recommended vaccinations. This statement is available online by logging into Australian Department of Human Services My.Gov website.

If a student does not have an Immunisation History Statement on file or is unvaccinated and there is an outbreak or a suspected outbreak of a vaccine-preventable disease, under the Public Health Regulations, the student will need to be excluded from school for a time prescribed by the Department of Public Health.

School Supplies

The school happily provides most supplies, and the students need to bring a school bag or back pack, a plain lunchbox, water bottle and hat and purchase a pair of indoor shoes or slippers.

All necessary crayons, pencils and a fountain pen will be supplied at the appropriate stage of the student's schooling, and these stay at school. These are all high quality materials. If parents want to purchase extras for home or presents please contact the school office.

All worn down pencils are replaced, but lost pencils and pens must be purchased anew. In the older classes your child will need to purchase specialist equipment for example compass sets or Derwent pencils for schooling. A note will be sent home to the parents from the teacher.

Toys, skateboards, bicycles, scooters and electronic devices

Students should not bring any toys or electronic devices to school. In the event they do come to school, they will be taken away from your child and an arrangement made for their return home. Mobile phones may be brought if you feel it is absolutely necessary, but must be handed into the Office during the school day. If found being used at school, they will be confiscated.

Riding to school is encouraged for students in the upper classes. Bikes and scooters must be walked into the school grounds and parked in the rack provided at the school. On no account are bicycles to be ridden in the school or through the car park. Scooters may not be taken on the buses. Skateboards may not be brought to school.

Bags

Bags and backpacks are hung on hooks outside each classroom.

Birthdays

Each child has a class birthday celebration, which is a very special event for them (and for you). The parents are asked to supply a cake (in Kindergarten baked at school) as a treat for the class to have during the celebration, which is planned for in advance in consultation with the teacher. Please speak to your child's teacher leading up to your child's birthday.

Lost and Found

We strongly urge parents to label all clothing, which then will always find its way home. Unlabelled clothes are usually kept in the classroom, and there is a basket in the administration building as well. Please check both places if you have lost items. When the boxes reach overflowing there is no other choice but to give the clothes away to charity at the end of each term.

School Outings

You may be invited to chaperone and/or drive on school outings or class trips, and your support is most appreciated. Paperwork is required if you are driving, and the class teacher will ensure you complete this and leave on file at the office. All parents and guardians of children in the school are asked to apply for a Working with Children number and give a copy to the Office before going on excursions. The Working with Children number will last for five years and will be at no cost if it is only as a volunteer. Please go to the website for more information www.kidsguardian.nsw.gov.au/working-with-children/working-with-children-check.

As appropriate, teachers will take emergency forms and first aid kits with them on class outings.

Class Fundraising

Teachers may arrange fundraising events for class camps or other causes related to areas of study or causes identified by the class as needing their assistance. Any help you can give to these events will be most appreciated and adds to the experience for the children.

School Photographs

The school arranges for class photographs for each child and Class group. School photo dates will be advised in the Newsletter.

Animals at School

From time to time teachers may have pet days for their own class, and they will send a note home to let parents know the guidelines. Otherwise, pets should not be brought to school, as we value the grounds as a protected place for natural fauna.

Important School Information

Withdrawal Notice & Fee

The school requires a minimum of one terms' written notice of your intention to withdraw your child. When the full one terms' written notice is given, a family will incur no additional fees beyond what they would normally pay for that term. However, if less than one terms' notice is given, a pro rata withdrawal fee of \$500 will be payable. (For example, if you give notice of your intention to withdraw at the end of week 3, then you will be charged an additional 30% of the total withdrawal fee. Or, if you give notice in the final week of term that you will not be returning at the start of the following term, the withdrawal fee will be the full \$500).

The notice required relates to term time only and does not include any term break time.

Additionally, for those students intending to withdraw at the end of their school year, the school requires written notice of withdrawal by the last day of Term 3, to give the school a clearer picture for planning in our high school classes. The School reserves the right to charge a withdrawal fee of \$500 if the student is withdrawn without receipt of this advice.

Any variation to this implementation of this policy is at the discretion of the Education Director and/or the School Manager.

Fees

The Armidale Waldorf School receives funding from both the State and Federal governments based on the number of students enrolled at particular points throughout the year. As an independent school, this funding does not cover all of our expenses, so to maintain our viability, it is important that the school charges fees.

Please refer to the Fee Schedule and Fee Information documents available on the website or contact the School for more information.

Camp Fees

The fee schedule incorporates the budgeted amount for camps, combined with local excursions and performances. This cost is charged over terms 1-3 to assist breaking the cost down into more manageable amounts. In the event that a camp costs more than the billed amount, the School reserves the right to charge an additional one-off fee of up to 10% to cover the costs of the camp. The school will notify parents as soon as it becomes aware of the potential additional cost.

Holding Fee

Due to the demand for places in some of our classes, we may be unable to hold a place for an extended period of time. Under certain circumstances, an absence of up to one term may be considered, and a holding fee of \$600 per child may be charged.

The holding of the student's place is subject to all outstanding amounts being paid in full, including the Holding Fee. The place will be held for the amount of time specified and may be altered by agreement with the Education Director.

Newsletter/Bulletin

The school produces a regular newsletter to keep parents informed of what is happening in the school, coming events and special activities for the children and community. The newsletter is our main form of communication and will contain regular class articles and intermittent updates from the Teachers, the School and Administration, the FoW and other committees. Parents may recommend articles, or place advertisements in the newsletter for a small cost, providing they are in line with the ethos of the school. We send all newsletters via email unless advised differently.

School Environment

The school strives to operate at all times in an environmentally conscious way. In order to do this, we need the cooperation of everyone at the school. We only clean with cloths and water in the majority of cases, and where a stronger cleaner is required we use a researched product with the least harm to the cleaner and the environment. We garden organically and bio-dynamically, compost all possible waste and recycle, and our gardens are mulched to reduce our water needs. We also utilise solar power, harvest rain-water for our drinking needs and endeavour to use environmentally friendly paints and finishes where possible. We strive to create a place of beauty, and for this reason our buildings are designed from Steiner's architectural indications to nurture the children, and the gardens created to complement the entire environment.

Smoking is strictly forbidden anywhere in the school grounds.



School Rules

Kind Hands, Kind Words, Kind Deeds, Kind Thoughts.

School begins and ends in the car park, or at the Waldorf bus stop, and within these parameters the students are expected to behave in a manner that will make everyone feel proud to be a part of this school. School rules apply in the car park, at the waiting logs, at the Waldorf bus stop, on the bus, in the playground, in the classroom and on all school excursions, camps and organised activities, so that school is a safe and enjoyable place for all.

Whenever a teacher is speaking, or raises their arm for silence and attention, students must stay silent and still until the teacher has finished speaking, whether in the classroom, playground, bus line or bus stop.

Respect For Others, Property and the Environment:

We expect both physical and emotional respect for all people, and respect for the property of other students, adults and the school. Wilfully broken equipment shall be paid for, or repaired by the person responsible and/or the parent. All equipment borrowed is to be returned daily. Students must remain within school boundaries at all times, unless accompanied by a teacher or other authorised adult.

- Only equipment necessary for school work is to be brought to school.
- Appropriate footwear and hats are to be worn during outside time.
- Bikes are not to be ridden or used on school grounds during the school hours of 8.30am to 3.30pm. Students riding bikes to school are to enter and leave via the top entrance and walk their bikes to and from the entrance and the bicycle rack.
- Students not in the care of their Parents/Carers or carers are to vacate school grounds by 3.30 pm.
- Trading cards, electronic games, any type of portable media device, roller blades, scooters and skateboards are not to be brought to school.
- If mobile phones or iPods are required after school, they must be left at the Office during school hours. Failure to do so will result in confiscation and Parents/Carers needing to collect them from the office.

- The following behaviour is unacceptable at our school: harassment, bullying, hitting, swearing, dangerous behaviour such as throwing sticks, stones or any other heavy or sharp object, violence, verbal and physical abuse, and uncooperative and insolent behaviour.
- Students are not allowed the following items at school: any type of violent or pornographic material, any type of blade, aerosol sprays, lighters, matches, cigarettes, alcohol, chemicals, poisons and illegal drugs. Should a teacher suspect such items to be a student's bag, the teacher may request the student to empty the bag. Should the student refuse, the bag will be watched by an adult at the school until the parent arrives to open it.

Playground rules

1. Follow duty teacher's instructions and respond respectfully.
2. Boisterous games, running and ball games (except handball) must be played in the playgrounds, away from the classrooms, verandas and paved area.
3. No running, chasing or tip games in the soft-fall areas or the castle area.
4. Out of bounds to be adhered to – ask teacher's permission to retrieve balls, etc.
5. Broad brimmed hat to be worn all year.
6. Under and behind the buildings is out of bounds.
7. Tree climbing is not permitted.
8. Tackling and branding games are not permitted.
9. Sticks should not be run with or used as weapons. Always carry them safely.
10. Verandas are designated quiet areas – no running.
11. No food to be eaten in the playground when playing.
12. Shoes must always be worn outside.
13. To ensure safe use of swings:
 - one person at a time on each swing
 - no standing on swing, somersaults, back flips or jumping off while swing is moving
14. Back flips and somersaults are not permitted from any climbing equipment
15. No shaking the nets or ropes with students on them or pulling students who are on the apparatus.

16. Half flips with hands holding onto the bars are allowed from the parallel bars. Standing on the parallel bars is not allowed nor are more than 3 students at a time.
17. No standing on the three green cross pieces.
18. Classrooms are out of bounds, unless supervised, or approved by class teacher.
19. Students are not to play on equipment or in the playground after school unless directly supervised by their parent. They must wait in the designated log waiting area with the class teacher until collected by their Parents/Carers before 3.30pm.
20. Primary school students may not go into the high school area at break times without the permission of their teacher. High school students may go into the primary area, as long as they abide by the rules of that playground.
21. The duty teacher reserves the right to decide appropriateness and safety of all behaviour as the need arises.

Bicycle Riding to and from school Rules

Cyclists should heed all signs on the school property and the cycleway, paying particular attention to the following:

- Give way to pedestrians on the shared path and sound your bell from well behind a pedestrian in front of you.
- Give way to traffic entering and exiting the school, as signposted.
- Only cycle in the direction of one way signs on school roads.
- Slow to the indicated speed of 10 kph.
- Dismount and walk when on footpaths or roads within the school gates. There is no cycling permitted on the school grounds within the gated areas.
- The school car parks are gravelled and can tend to be loose surfaces. These can be a hazard to cyclists and care should be taken if negotiating them.

Bus Rules and Behaviour at the Ben Venue Bus Stop

For students travelling to/from school by bus including the bus to/from the bus transfer points at Ben Venue and NEGS:

At all times students are to:

- display considerate and polite behaviour towards others
- use appropriate and respectful language
- remain seated unless insufficient seats to make that possible

Strictly not permitted:

- the use of electronic equipment
- Moving around the bus
- Any part of their body to protrude outside of the bus

Students under the supervision of the School Bus stop Co-ordinator are required to comply with the School's Behaviour Policy and co-operate with any reasonable directive from the supervisor. They are required to board and get off the bus in an orderly manner, treating others with respect and not pushing or shoving.

All students must stay inside the bus shelter. Within the shelter they are not permitted to turn on or touch the gas barbecue plates. Use of mobile phones is only permitted if approved by the bus stop supervisor.

As per the School Behaviour Policy the following behaviour is unacceptable at the school bus stop including Ben Venue and NEGS: harassment, bullying, hitting, swearing, dangerous behaviour such as throwing sticks, stones or any other heavy or sharp object, violence, verbal and physical abuse, and uncooperative and insolent behaviour. Students are not allowed to use any of the following items at the bus stop: trading cards, electronic games, any type of portable media device, roller blades, scooters and skateboards. They are not permitted to have in their possession any type of violent or pornographic material, any type of blade, aerosol sprays, lighters, matches, cigarettes, alcohol, chemicals, poisons and illegal drugs.

School Policies

Full copy of all policies available at the office

Parental Code

This Code has been developed so that parents and those with parental responsibilities are aware of and meet the School's expectations with regard to their interaction with the School, its teachers, other parents and students. Adherence to this Code is important to promote positive and productive relationships within the School community.

Role of the School Generally

The School is responsible for establishing and administering the policies, procedures and rules which govern the day to day operations of the school. It is important that parents recognise and respect this; adhere and have their children adhere to the School's requirements, and support these decisions.

Behaviour Management

The School expects students to comply with its rule and not engage in behaviour which is harmful to others or is contrary to the ethos and philosophy of the School. Parents are expected to support the School in relation to its Behaviour Management Policy and not do anything which undermines its authority. It must be understood that in the case of minor disciplinary matters, the School will be the arbiter of what is a fair punishment and will not engage in debate about the appropriateness of the punishment.

In relation to more disciplinary matters which may result in suspension or expulsion the School will inform parents of the matter which will be dealt with in accordance with the School's Behaviour Management Policy. While parents will be consulted, the final decision will be the School's.

Interaction with Staff

The School conducts regular meetings between staff and parents at which the student's progress can be discussed. There may be other times when a parent or staff member requests a meeting to discuss particular issues that may arise during the course of a student's schooling.

If a parent wishes to meet with a staff member, they should make an appointment so that a mutually convenient time can be arranged. This can be done through the school office.

Parents should never attempt to contact a staff member at their home, unless the staff member requests this.

Parents also can make an appointment to see the Education Director about any particular concerns they may have relating to their son or daughter.

It is important that parents show respect for staff and not publically criticise them or seek to undermine their authority. If a parent has a particular concern about a member of staff, they can raise it with the staff member concerned or with the Principal, however when doing so, they should observe the general rules of conduct set out in this Code.

The School has a duty of care towards all staff and for this reason any aggressive or abusive behavior will not be tolerated.

Communication and Complaints

We believe in compassionate and clear communication that is transparent. Communication is a critical part of creating trusting, caring, and effective relationships together and in creating a supportive educational environment for our students.

Communications whether verbal or in writing with other members of the school community whether teachers, administration staff, other parents or students should:

- show respect, courtesy and consideration;
- not harass or bully another person;
- not use intemperate language; and
- not be confrontational.

Social media should not be used to criticise or denigrate others in the school community.

If a parent has a complaint about an issue, then the *Complaints or Grievance Policy* procedures which are summarised in this handbook should be followed.

Separated Parents

The School is aware that some students have parents that are separated or divorced. In these cases, parents should not attempt to involve the School in any parental dispute that may arise. The School is not able to make judgments on the merits of claims made by one parent against another and should not be asked to do so. Nor should it be asked to take any action which is designed to disadvantage one party. The School will of course, observe any orders made by a Court in relation to a student or communications with parents.

Failure to Observe this Code

If a parent fails to observe this Code after being warned about a breach, the School may:

- limit access to a teacher or teachers;
- limit access to the school premises or sporting or other school events; or
- terminate the enrolment of the student.

Behaviour Management Policy

The Armidale Waldorf School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour and enables students to have a healthy confident self-esteem.

The school also strives to maintain a culture of respect, co-operation and individual achievement in harmony with community values.

Students can reach their full educational potential only when they are happy and where they feel supported in a positive school environment. This interdependence between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education.

The management of student behaviour is encompassed in the teaching and learning process. The school aims to create a positive learning environment which;

- promotes pro-social behaviour and positive social interactions amongst staff members and students;
- provides opportunities for students to learn and practice appropriate social behaviours and self-discipline;
- encourages appropriate and fair sanctions for students who display inappropriate behaviours

Procedures

The Student Welfare Policy references codes of conduct for students which outlines the rights and responsibilities of students and staff within the school community. Students are informed of these rights and responsibilities, the school rules and school expectations about behaviour by their teachers at regular times throughout the year. Parents are informed of this Policy and its' Procedures via a summarised version in the Parent Handbook which is distributed to Parents/ Carers at enrolment and also at the beginning of each year, a copy of the handbook is also on the school's website. Information is provided on the school website that the policy can be accessed via the Education Director.

This table clarifies the corresponding consequence and procedure recommended at the various levels of behaviour/

The Armidale Waldorf School has procedures in place to manage the behaviour of students in the school that are based on the principles of procedural fairness and prohibits the use of corporal punishment of students. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including Parents/Carers, to enforce discipline at the school. The Armidale Waldorf School does not prevent student's admission to any other school (exclusion).

misdemeanours from positive encouragement of student's behaviour to warnings of minor misdemeanours to time out, behaviour forms, behaviour contracts to address repeated unwanted behaviours and suspensions and expulsions for unimproved repeated or serious behaviours. Suspension is a temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time. This may include in-house suspension or suspension off-site. Expulsion is when a student's enrolment is terminated with the school.

Where there are concerns around the consequences given, students and/or parents are to contact the Education Director. The Education Director will review and follow the procedures set out in the *Complaints and Grievance Policy*.

School Policies

Full copy of all policies available at the office

The following procedures, actions and consequences are a guide for dealing with behaviour related incidences.

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
1	<p>Student adheres to school rules. Student respects the rights of self and others.</p> <p>Student is co-operative and self-controlled.</p>	<p>Positively reinforce behaviour with appropriate comments and specific feedback and in regular in-class restorative justice circles.</p>	<p>Teachers encourage children's positive behaviour.</p>
2	<p>Basic respect of rules and the rights of others, but is involved in 'one-off' isolated minor disruptions (e.g. rough play, unfair play, exclusions, teasing, bus reports)</p>	<p>The aim here is to make student/s conscious of misbehaviour and redirect into appropriate behaviour</p> <ul style="list-style-type: none"> • warning, reminder, expression of disapproval or disappointment • clarify rights/rules about safety, respect and care; Kind hands, kind words, kind deeds, kind thoughts. • ask child "What will you do to make good?" • listening to both sides of the conflict, helping students to resolve it themselves e.g. student excluding, to find way of including other • what you can do that will satisfy each other • verbal apologies e.g. for name-calling • remove from play; stay with duty teacher for a time • clarify consequences of continued breach of appropriate behaviour (this would accompany any strategy) • filling out <i>Behaviour Form</i> 	<p>Teachers make students conscious of misbehaviour and if necessary fill in a <i>Behaviour Form</i>. These will be filed in the classroom in teachers own file.</p>

NOTE: There is discretionary use of these levels beyond Level 2 for Classes 1 to 3.

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
3	<p><i>Persistent</i> infringement of the rules and rights of others e.g. repeated rough/unfair play, teasing, exclusion, fighting or rudeness to other students or staff, bullying, intimidation or harassment.</p> <p>Repeated rudeness to teachers</p>	<p>At this level the child must face the consequences of actions and learn again the responsible, respectful ways to interact.</p> <p>Time out (less than a full day) from the playground or classrooms may be decided at the discretion of the duty or classroom teacher. This will be in-house and supervised.</p> <p>In the case of rudeness to teachers there will be:</p> <ul style="list-style-type: none"> • a written apology • "time out" and • a possible Behaviour Contract. <p>On receipt of a second form the teacher warns the student and notifies the parents, that third form will result in a meeting with parents for a Behaviour Contract .</p>	<p>The teacher or duty teacher will fill in the teacher section of the Behaviour Form. The student will bring the form to the ED. The ED will discuss with the student what has happened and hear the student's point of view. The Ed will then determine the approach and if necessary the ED will assist the child in filling in the rest of the <i>Behaviour Form</i> and decide on any further action. The ED will record a <i>Behaviour Report</i> on SchoolPro and the <i>Behaviour Form</i> will be filed in the student's file.</p> <p>Other possible actions;</p> <p>Parents contact by class teacher or ED</p> <p>College and/or faculty may decide to undertake a child study where a group of teachers discuss in detail the child's behaviour and ways that the school can assist with their behaviour.</p> <p>External mentoring or counselling may be suggested to parents or arranged by the school.</p>
4	<p>Serious and regular breaches of the rights of others e.g. verbal or physical assault, intimidation, defiance, bullying and harassment etc.</p> <p>Isolated serious breaking of rules.</p>	<p>When students have received a third Behaviour Form in a term then Level 4 procedures will be followed.</p> <p>Removal from playground, classroom, bus or bus stop until issue can be resolved.</p> <p>Meeting between student, teacher and parents.</p> <p><i>Behaviour Contract</i></p>	<p>ED will devise a Behaviour Contract in consultation with Teacher and/or College/Faculty.</p> <p>ED and teacher will meet with Student and Parents to discuss the matters relating to the behaviour and discuss the consequences of going onto a Behaviour Contract. Following this there will be an implementation of Behaviour Contract . The teacher checks the student every day for a week, to ascertain that the 2 intentions are being fulfilled, and marks the contract accordingly. Failure to maintain the intentions for a week will result in another meeting with the parents, and a new contract being drawn up. Should the second contract also fail, suspension is a serious alternative.</p>
	Physical Assault	<p>In the case of Physical Assault the <i>Incident Form</i> must be used.</p> <p>Time away from school for the student involved (see <i>Suspension Procedures</i> below). It is important for the children to learn that physical aggression is not tolerated in the school, and for everyone else that safety is what they can expect in the school environment.</p> <p>Consistent approach to any such incidents. For this procedure to be effective the children must see that the rules are consistently applied.</p>	<p>Incident form to be completed by witnessing teacher and returned to the ED who will follow the <i>Suspension Procedures</i>. <i>Incident Report</i> filed in <i>Behaviour Folder</i> in ED office and on students file. Ed will record a <i>Behaviour Report</i> in Schoolpro.</p> <p>Parents of offender and parents of victim are contacted by the ED via phone and a letter. If appropriate other parents may get a letter providing an overview of the incident with respect to privacy considerations and explaining the Behaviour management procedures that were followed.</p> <p>Re-integration of student with class after a suspension needs to be agreed upon before returning, between the ED, student and parent. With older students this may be in the form of a <i>Behaviour Contract</i></p>

School Policies

Full copy of all policies available at the office

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
5	<p>Serious and/or continual violation of the rights of others.</p> <p>Showing insufficient signs of change despite all efforts at seeking a resolution to the inappropriate behaviour as outlined in the behaviour policy.</p>	<p>Education Director to implement suspension (see <i>Suspension Procedures</i>)</p>	<p>Incident form to be completed by witnessing teacher and returned to the ED who will follow the Suspension Procedures.</p> <p>Parents of offender and parents of victim are contacted by the ED via phone and a letter. If appropriate other parents may get a letter providing an overview of the incident with respect to privacy considerations and explaining the Behaviour management procedures that were followed.</p> <p>Resulting action will be filed on students' file and ED will create a Behaviour Report on Schoolpro.</p> <p>Re-integration of student with class after a suspension needs to be agreed upon before returning, between the ED, student and parent. With older students this may be in the form of a <i>Behaviour Contract</i>.</p>
6	<p>In extreme circumstances expulsion will occur (such as but not limited to Drug taking, bringing knives to school)</p>	<p>1. After three suspensions, serious consideration will be given to questioning the student's continued enrolment.</p> <p>2. In cases of extreme behaviour (eg) these will result in expulsion and withdrawal of enrolment.</p>	<p>ED to discuss with parents and student, the matter and the consequences and give them the opportunity to withdraw the student.</p> <p>ED will discuss this with College/ Faculty.</p> <p>ED will then notify parents via a letter of decision either way. Letter to be kept on students' file and ED will create a Behaviour Report on Schoolpro.</p> <p>If parents want to appeal the decision they are to contact the Chair of the Board in writing.</p>

Suspension, Expulsion and Appeals Procedures

Steps	Action	
1	Education Director (ED) is notified by teaching staff of serious behaviour incident involving a student (Level 4 or above see Behaviour Management Policy)	
2	ED interviews student and notifies student of allegation, providing the student with the opportunity to respond to the allegation.	
3	ED gathers information and keeps a record of all information gathered from staff or students as appropriate.	
4	ED makes a determination as to whether the incident is serious enough to warrant suspension or expulsion.	
5	IF	THEN
	<p>ED determines the incident does not warrant suspension or expulsion</p> <p>ED determines the incident warrants suspension see point 6 or expulsion see point 7</p>	<p>Parents are informed of this decision verbally and in writing in relation to the Behaviour management procedures.</p> <ul style="list-style-type: none"> • ED contacts parents and notifies them of preliminary decision to suspend the student. • ED informs student of preliminary decision. • ED provides parents with a letter outlining details of the incident, the preliminary decision and offering an opportunity to request a review of the decision.
6	The student is given an in-house suspension	<ul style="list-style-type: none"> • Class teachers are notified • The student attends school for the period of detention. • The student is segregated from other students and provided with other work to do. • The student is asked to reflect on the behaviour and incident leading to the suspension. • The student must meet with the ED prior to return to normal classes to discuss the behaviour and any reflections. • The student may be placed on a behaviour contract. • The student may be asked to undertake restorative action at the discretion of the ED. • A record of suspension may be placed on the student's file. • Note that if this is the student's third suspension in a year, the process for expulsion will begin as per Step 1 above.
	The student is given an at home suspension.	<ul style="list-style-type: none"> • The ED notifies the Class teacher. • The student must stay home for the period of suspension. Duty of Care for the student rests with the parents/ guardians for this period. • The student must meet with the ED prior to return to normal classes to discuss the behaviour and any reflections. • The student may be placed on a behaviour contract. • The student may be asked to see a member of the Student Welfare Team. • The student may be asked to undertake restorative action at the discretion of the ED. • A record of suspension may be placed on the student's file. • Note that if this is the student's third suspension in a year, the process for expulsion will begin as per Step 1 above.

School Policies

Full copy of all policies available at the office

Steps	Action	
	IF	THEN
7	<p>In the case of Expulsion Parents request a review of the preliminary decision</p>	<ul style="list-style-type: none"> • Parents make written application for a review to the ED and submit any information they want considered during the review process. • Alternatively, parents may also wish to withdraw their students from the school. The school reserves the right to terminate the enrolment however; following the procedures below • The ED considers the information provided by the parents and reviews the decision. • The ED may seek advice from staff or College • The ED either confirms the preliminary decision as final decision or amends the preliminary decision based on the additional information provided. • ED notifies the parents of the outcome of the review. • If the ED decides expulsion is warranted; • The ED notifies the Class teacher. • The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property. • Administration staff processes the termination of enrolment. • All fees and charges become immediately payable, final statement is sent to the parents. • A record of expulsion is placed on the students file and also the school's enrolment register.
	<p>Parents do not request a review of the decision</p>	<ul style="list-style-type: none"> • The ED notifies the Class teacher. • Alternatively, parents may also wish to withdraw their students from the school. The student is given the opportunity to pick up any personal belongings from the school and return any resources/school property. • Administration staff processes the termination of enrolment. • All fees and charges become immediately payable, final statement is sent to the parents. • A record of expulsion is placed on the students file and also the school's enrolment register.

Complaints and Grievances

The Armidale Waldorf School acknowledges that those receiving services from the school may sometimes have a complaint or concern about a decision, behaviour, act or omission that they feel is unacceptable. It is expected that complaints are made in good faith and are not vexatious or malicious.

This policy provides the processes by which parents, students and the wider school community raise a complaint and how the alleged complaint is responded to. It is expected that most complaints can be resolved through direct discussion between the parties, however there may be instances in which this is not possible.

Complainants will be advised of the complaints resolution process and the complaint will be responded to within a reasonable amount of time. Complaints will be dealt in a procedurally fair way.

The school review process provides opportunities for parents and students to respond and have the decision reviewed and the school's processes reviewed prior to the final decision.

Raising Concerns and Complaints

Procedures for Students

Students are made aware by teachers at the beginning of each term that if there are matters they wish to raise they use the procedures below;

- Students are initially encouraged to speak directly with the person they may have a concern with – with a support person for example another student, teacher or parent.
- If the student is not satisfied with the outcome, then he/she is encouraged to come to the Education Director who will decide who is the best person to investigate the concern.

Responding to the Complaint

What will the School do if a complaint is raised?

The Education Director or School Manager will acknowledge receipt of the complaint in writing as soon as possible after receipt. The Education Director/ School Manager will then determine the most appropriate method of dealing with the complaint.

The school is committed to the following principles in seeking resolution to complaints;

- Complaints will be investigated in a timely, fair and impartial manner
- The person about who the complaint is being made is entitled to know an overview of the substance of the complaint and have an opportunity to respond
- Complaints will be handled as confidentially as possible
- The complaints process will be conducted in a manner that is respectful of all parties.
- Persons making a complaint will not be victimised

Where a complaint relates to child protection, the processes to be followed are outlined in the school's Child Protection Policy and Procedures. Where the complaint relates to other criminal allegations then these will be referred to the relevant authority.

Procedures for Parents

Parents will be informed via the Parent Handbook of the procedures for raising a complaint.

When a concern relates to;

- Individual students, class situations or teaching and learning should first be directed to the class teacher.
- Casual or specialist teachers or other matters beyond the classroom situation, are to be raised with the Education Director
- Financial /administration issues should be directed to the School Manager
- Education Director then the Chair of the Board may be advised of the matter of concern in writing via email **board_chair@waldorf.nsw.edu.au**
- It is preferable to discuss the issue/concern with the relevant person to endeavour to reach a resolution.
- If a person feels unable to approach the relevant person directly, or not be satisfied by their response then it is directed in writing to;
- the Education Director who may deal with the complaint directly or facilitate the appropriate meetings between the two parties.
- the School Manager, if the concern or complaint is of a financial or facilities nature.

School Policies

Full copy of all policies available at the office

Serious Incidents and Emergency

The Armidale Waldorf School recognises the impact that a serious incident or emergency can have and is committed to acting with concern and compassion, to minimise the risk of harm and the impact on all involved. The Armidale Waldorf School is committed to providing a safe and secure environment for the welfare of students.

The school has a Serious Incident and Emergency Policy (a full copy is available via the Education Director) which includes procedures for Evacuation and Lock-Down/Lock-out Procedures. There is Evacuation and Lock Down information displayed in all buildings throughout the school.

Annually at the staff in-service days, staff are refreshed upon the Emergency Procedures. Students are regularly told by teachers what they are to do in an Emergency. During each year staff and students have drills in following the emergency procedures for Evacuation and Lock Down.

In the event of a serious incident or emergency

- The event must be reported immediately to the School Manager or Education Director.
- The School Manager or Education Director needs to ascertain the facts and determine whether emergency services need to be called.
- School Manager/Education Director/ Authorised Delegate / Emergency Personnel (eg Fire Warden) will contact the relevant Emergency Services and one of these people will be available onsite to assist Emergency Services.
- The School Manager or Education Director will contact the Serious Incident Team and also advise other staff members onsite of what will be done
- As soon as is practicable and necessary parents will be informed
- If there is an evacuation parents will be contacted and informed to collect children from The Armidale Visitors Information carpark.



FAQs

What is the philosophy behind Steiner education?

Consistent with his philosophy, anthroposophy, Steiner designed a curriculum responsive to the developmental phases in childhood and nurturing of children's imagination. He thought that schools should cater to the needs of children rather than the demands of the government or economic forces, so he developed schools that encouraged creativity and free-thinking.

What is Anthroposophy? (an-thro-pos-ophy)

The term 'anthroposophy' comes from the Greek "anthropo-sophia" or "human wisdom".

Steiner expanded an exacting scientific method by which people could do research into the spiritual worlds. The investigation, known also as Spiritual Science, is a complement to the Natural Sciences we have come to accept. Through study and practised observation, one awakens to one's own inner nature and the spiritual realities of outer nature and the cosmos. The awareness of those relationships brings a greater reverence for all of life.

Steiner and the many individuals since have applied this knowledge in various practical and cultural ways in communities around the world. Most notably, Steiner or Waldorf schools have made a significant impact on the world. Curative education, for mentally and emotionally disabled adults and children, has established a deep understanding and work with people who have this difficult destiny. Biodynamic farming and gardening have expanded the range of techniques available to organic agriculture. Anthroposophical medicine and pharmacy are subjects of growing interest.

It should be stressed that while anthroposophy forms the theoretical basis to the teaching methods used in Steiner schools, it is not itself taught to the students.

"Anthroposophy has its roots in perceptions into the spiritual world. Yet these are no more than the roots. The branches, leaves, blossoms, and fruits of anthroposophy grow into all the fields of human life and action."

Rudolf Steiner

What is Steiner Education?

Steiner education is a unique and distinctive approach, to educating children, that is practised in Steiner schools worldwide. Steiner schools collectively form the largest, and possibly the fastest growing, group of independent schools in the world. There is no centralised administrative structure governing all Steiner schools; each is administratively independent, but there are established associations, which provide resources, represent schools as a body where necessary, publish materials, sponsor conferences, and promote the movement.

What is unique about Waldorf Education?

Probably the most appropriate overall statement on what is unique about Steiner education is to be found in the stated goals of the schooling:

"To produce individuals who are able, in and of themselves, to impart meaning to their lives".

The aim of Steiner schooling is to educate the whole child, "head, heart and hands".

The curriculum is as broad as time will allow, and balances academic subjects with artistic and practical activities. Waldorf teachers are dedicated to creating a genuine love of learning within each child. By freely using arts and activities in the service of teaching academics, an internal motivation to learn is developed in the students.

Some distinctive features of Steiner education include the following:

- Academics are de-emphasised in the early classes of schooling. There is no formal learning in the Waldorf Kindergarten experience, although there is a great deal of cultivation of pre-academic skills. A solid laying of vital foundations.
- During the primary school classes the students ideally have a teacher who stays with the same class, although this is more difficult to maintain with composite classes.
- Certain activities are central to Waldorf schools: art, music, gardening and foreign languages, to name a few. In the younger grades, all subjects are introduced through artistic mediums, because the children respond better to this liveliness than to dry lecturing and rote learning.

- There are no “textbooks” as such in the early grades. All children have “Main Lesson books”, which are their own workbooks, which they fill in during the course of the year. Upper grades use textbooks to supplement their main lesson work.
- All children begin to learn violin in Class 3. This often includes one-on-one tuition as well as orchestra.
- Learning in a Waldorf school is a non-competitive activity and our method of reporting, within the boundaries of government requirements, reflects that.

Why should I send my child to a Waldorf school?

Waldorf education has a consistent philosophy of child development underlying the curriculum.

- All subjects are introduced at the age-appropriate stage.
- Waldorf schools honour and protect the wonder of childhood.
- Every effort is expended to make Waldorf schools safe, secure and nurturing environments for the children.
- Waldorf schools produce graduates who have an enthusiastic and eager approach to learning that serves them throughout life.

How is reading taught in a Waldorf school? Why do Waldorf students wait until 2nd grade to begin learning to read?

Our approach is to lay a solid foundation for oral language first, and then to introduce the letters slowly through picture, story and movement. Story then writing, then reading build strong foundations. This establishes a strong connection with the unique character and quality of each letter, and confusion of letters is less likely. By the age of 9 or 10 most children will be reading at or above the level required by the State, and the richness of their vocabulary and strong literary sense stands them in good stead to enjoy reading and writing as they mature. They know what can come from reading. They know that we can decipher these words to build huge imaginative pictures.

Waldorf schools also prepare the children very thoroughly for reading and writing, both through the emphasis on speaking and listening, and with fine motor activities such as craft, movement work developing spatial orientation and gross motor skills, and ‘form drawing’. Form drawing starts with the introduction of the children to straight and curved lines and then gets more and more complex.

We also have Learning Support and movement/Extra Lesson programs to identify and assist children with particular needs. It is important that all of these activities are seen as part of the approach to literacy, and are supported by practice at home.

Why is so much emphasis put on festivals and ceremonies?

Seasonal festivals serve to connect humanity with the rhythms of nature and of the cosmos. The festivals originated in ancient cultures, and have been adapted over time. To join the seasonal moods of the year, in a festive way, benefits the inner life of the soul. Celebrating is an art, and there is joy in the anticipation, the preparation, the celebration itself, and the memories. Many past pupils and parents come back to our school especially for these festivals.

Why do Waldorf Schools discourage TV watching and use of computer games?

The reason for this has as much to do with the physical effects of the medium on the developing child as with the questionable content of much of the programming. Electronic media are believed to seriously hamper the development of the child’s imagination – a faculty, which is central to the healthy development of the individual. Waldorf teachers are not alone in this belief. Several books have been written in recent years expressing concern about the effects of electronic media on young children. See, for instance, *Endangered Minds* by Jane Healy, *Four Arguments for the Elimination of Television* by Jerry Mander, or *The Plug-In Drug* by Marie Winn.

FAQs

What kind of training do Waldorf teachers have?

All teachers have university teaching qualifications and are registered with NESAs. In addition they may have done either Steiner Teacher Training – which – includes practice teaching in a Waldorf school under the supervision of experienced Waldorf teachers, or many weeks of Steiner teaching professional development during their teaching time, which generally takes place during the school term breaks.

All new teachers have a mentor.

Rudolf Steiner, speaking in Oxford in 1922, defined “*three golden rules*” for teachers: “*to receive the child in gratitude from the world it comes from; to educate the child with love; and to lead the child into the true freedom which belongs to [the hu]man.*”

Why do Waldorf students stay with the same teacher for two years of primary school?

Between the ages of seven and fourteen, children learn best through acceptance and emulation of authority, just as in their earlier years they learned through imitation. In primary school, particularly in the lower grades, the child is just beginning to expand his or her experience beyond home and family. The class becomes a type of “family” as well, with its own authority figure “the teacher” in a role analogous to parent.

With this approach, the students and teachers come to know each other very well, and the teacher is able to find over the years the best ways of helping individual children in their schooling. Our teachers will have each group for two years. As the class moves through the school class one children will be junior to the group, and then with the same teacher the next year, the senior class in the group.

How are personality conflicts between students and teachers handled?

This is a very common concern among parents when they first hear about the “Class Teacher” method. However, in practice, the situation seems to arise very rarely, especially once the teacher has been able to establish a relationship with the class right from the first grade. Incompatibility with a child is infrequent, as understanding the child’s needs and temperament is central to the teacher’s role and training – the striving to understand the children at their deepest level lifting the thoughts above the subjective and personal. If the teacher does not have likes and dislikes it is rare for the child to have them. When problems of this sort do occur however, the College

as a whole works with the teacher and the family to determine and undertake whatever corrective action would be in the best interests of the child and of the class. If you think it is an issue please discuss it with the Education Director.

What is the attitude toward discipline in TAWS?

Discipline in a Steiner school is neither rigid in the traditional sense nor free in the progressive sense.

The discipline aimed at is one, which arises out of the human understanding between teacher and student – a caring concern met by affectionate regard. The ongoing Class Teacher relationship allows time for this understanding to develop. Discipline has two elements – the maintenance of outer order whilst helping the children to master themselves. Always the foundation is safety, then respect, then engagement. We want everyone to be safe and to feel that they are safe.

Therefore, ideally any discipline should be both constructive and therapeutic. All Steiner schools have Behaviour Management Policies, which clearly state their approach to discipline and outline the steps involved in finding the balance.

Are Waldorf schools religious?

Waldorf education is non-sectarian, and works to inspire a true morality through the development of gratitude, reverence, and love for the world. While the study of the history of civilizations acquaints the children with spiritual leaders of humanity such as Buddha, Christ, Moses, and others, the school leaves the question of religion strictly to the family. We do celebrate the Christian festivals at Easter and Christmas, but there is an openness to look at other celebrations throughout the year.

How do Waldorf children fare when they transfer to “regular” schools?

Generally, transitions to government or other schools, when they are anticipated, are not problematical. The most common transition is from a Class Eight Waldorf school to a more traditional high school, and usually takes place without significant difficulties. For the Class Eight students each year we will dialogue with the schools they are going to so we can find the smoothest transition. This involves social aspects as well as literacy, numeracy and ICT.

Similarly, children transferring from a non-Steiner school quickly adjust. Whichever way the child is transferring, their teacher will help them in the areas that they need.

How do Waldorf schools deal with students that are not so strong academically? Is there any learning support at TAWS?

Waldorf schools hesitate to categorise children, particularly in terms such as “slow” or “gifted”. A given child’s weaknesses in one area, whether cognitive, emotional or physical, will usually be balanced by strengths in another area. It is the teacher’s job to try to bring the child’s whole being into balance.

A child having difficulty with any material might be given extra help by the teacher or the parents. Correspondingly, a child who picked up the material quickly might be given harder problems of the same sort to work on, or might be asked to help a child who is having trouble. Teachers today need to consider all their classes in terms of ‘differentiation’. That is how does this group break down in terms of what they can do? Who needs extra help and who needs extension?

How well do Waldorf graduates do on standard tests? How well do Waldorf high school graduates do in tertiary education?

Some studies have been done on these questions showing that Waldorf students do 10 to 15% better than students from other schools, 48% received Distinction and above in their results (Bill Woods, South Australia). Up to date research is available on the SEA (Steiner education Australia) website. Anecdotal evidence collected from various sources suggests that Waldorf graduates tend to score toward the high end on standardised examinations. As far as higher education goes, Waldorf graduates have been accepted as students at, and have graduated from, some of the most prestigious colleges and universities in the world.







"The greatest gift we can give the students
in our uncertain world is their human heritage:

To be able to enjoy life and contribute to it -

To find meaning in existence and to
solve problems - and to persevere
cheerfully through adversities."

Rudolf Steiner



The Armidale
Waldorf School
and Boongaia Preschool
FOR RUDOLF STEINER EDUCATION

278 Rockvale Road, Armidale NSW 2350
School: 02 6772 8876 | Preschool: 02 6772 0028
office@waldorf.nsw.edu.au | www.waldorf.nsw.edu.au

 The Armidale Waldorf School