CASUARINA STEINER SCHOOL

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Our School's Vision

The vision of Casuarina Steiner School is to nurture the children in the spiritual, artistic and intellectual environment of Rudolf Steiner Education. We endeavour to educate head, heart and hands in every child so that a harmony in all three may be achieved as a foundation for balanced and free human beings. The children are encouraged to be innovative and are guided towards self-responsibility while being mindful of the rights of others.

A Steiner education provides the foundation from which our children will be able to meet the challenges of adolescence, high school, further studies and modern life.

Mission Statement
To nurture a positive learning environment where children are empowered and inspired to be inquisitive, innovative and caring.

Values

About these Guidelines
This series of guidelines, ratified by the College of Teachers and the Board of Directors, describes how Casuarina Steiner School aims to operate. The guidelines form the basis of the contract to be entered into by the school and a family when a child is enrolled, and are developed for the benefit of the school community. Any questions relating to these guidelines should be addressed to the Executive Team or your child’s teacher.

Families are asked to please read the guidelines carefully.

Note: In all statements, please read ‘parents’ to mean primary care-givers.

The School Constitution
Casuarina Steiner School was incorporated in 1989 and its aims are:

1. To base the school on the educational principles developed by Rudolf Steiner which:
   a) emphasise the harmony of nature
   b) respect the individuality of the child
   c) foster self-determination in the child
   d) develop the child’s creative and critical abilities
   e) stress co-operation rather than competition
   f) stress active involvement of learners in a wide range of educational situations.

2. To maintain high academic standards.

3. To respect and safeguard the professional status of teachers.

4. To strive for co-operation between teachers, other educators, parents and children and to provide regular educational and social opportunities for close relationships to be
formed between teachers, pupils and parents and to involve parents in aspects of the
day-to-day work of the school.

5. To allow for pupil participation in the affairs of the school and to encourage involvement
in the community outside the school.

6. To apply the latest findings from education, psychology and related fields as the Co-
operative shall consider relevant to the improvement of learning within the school.

School Organisation

Casuarina Steiner School is a registered non-profit Co-operative. A brief description of
Casuarina’s administering bodies is as follows.

The College of Teachers, which governs the spiritual and educational aspect of the school, is
comprised of teachers committed to initiating and implementing effective educational
policies. This group carries and strengthens the educational impulse for Casuarina. Matters
of curriculum, students' progress (child study), enrolment, and studies of Rudolf Steiner’s
indications in education, the school calendar and student records are specific areas of the
College's responsibility. The College meets once a week during the school term. The
Executive Team, consisting of the Principal, Assistant Principal and College Chair, works
closely with the College of Teachers.

The School Board is responsible for the administrative and financial affairs of the school and
meeting the cooperative’s objects. It works closely with the College in supporting its
policies. There are eight members of the Board which are elected in accordance with the
Cooperative’s rules at the AGM by the Co-op members. The College of Teachers and the
Board hold joint meetings throughout the year. The Executive Team and the Finance
Administrator attends Board meetings so the Board is informed about fundamental issues of
education, administration and finance.

Board Directors may hold positions on a number of Board Subcommittees or Working
Groups. These also meet regularly (usually once a month). Reports, proposals and
recommendations from the Working Groups are made, via their Board member, to the
Board. Decisions from the Board can then be carried out by members of the Working
Groups who are essentially parents interested in volunteering their expertise to the school
in specific areas. In this way small groups can concentrate on areas such as Landscaping and
Building etc. The Board is responsible for all employment in the school and delegates this
responsibility to the Executive Team.

The Board is defined by the Constitution of Casuarina School Co-operative Limited.
Membership of and participation in the Co-op is open to all members of staff, parents,
guardians and members of the wider community who complete an application form for
membership and fulfil membership criteria. These forms and copies of the Constitution are
available from the school office. Membership of the Association is a prerequisite for anyone
wishing to serve on any of the official school bodies. Parents are encouraged to join and to
be active in this area of the school's life.

The Principal carries out specified tasks as required by the Board, reporting to the Board on
the school’s operation. Essentially the Principal is the educational leader of the school. At
Casuarina it is the Principal’s responsibility to direct and monitor all the activities within the
school – academic, non-academic and cultural and be the person, in conjunction with the
College of Teachers, who holds and maintains the ethos of the school. The Principal oversees the daily routines within an educational setting and provides guidance for both teachers and students and leadership for the whole school community.

In addition to providing supervision in the school itself, the Principal will also engage with outside agencies. This involves academic as well as extracurricular activity needs.

Class Carers are volunteer parents, usually one per Class, who support the Class Teacher, typically with communication and coordination within the parent group for that Class. They have a key role during festivals and the Spring Fair. Class Carers are a special resource within our school, and are particularly valued for the welcome they can offer to new families.

Casuarina Parents and Friends (‘P&F’) works for the tangible benefit of current students and their families and friends. This is achieved by strengthening our school community via social events and fundraising to support purchases and activities additional to the school’s core needs. Several social events are held each year, with the Spring Fair being the major fundraiser. All parents are welcome to join the P&F.

**Annual Report**

As required by the NSW Board of Studies, Casuarina Steiner School will prepare an annual report to its school community, available on the school website and hard copy in the School Office.
DATES AND TIMES

2015 Term Dates

Term 1  
02/02/2014 to 02/04/2014

Term 2  
21/04/2014 to 19/06/2014

Term 3  
14/07/2014 to 18/09/2014

Term 4  
07/10/2014 to 09/12/2014

See the school newsletter and website for school calendar events.

www.casuarina.nsw.edu.au

Daily Timetable

8.30 am  
Teacher on duty – students not to be at school until this time

9.00 am  
Main Lesson begins

11.00 am  
Morning Tea

11.30 am  
Middle Lesson

1.00 pm  
Lunch

1.45 pm  
Afternoon Lesson

2.45 pm  
Job time

2.55 pm  
Verse and bus – early bus students must be waiting by 2.55pm

3.00 pm  
School day ends
# STAFF ROLES

## Executive Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIGHT-TURNER, Toni</td>
<td>Principal</td>
</tr>
<tr>
<td>JOHNSON, Sharaine</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>STEINBECK, Taja</td>
<td>Business Administrator</td>
</tr>
</tbody>
</table>

## Administration

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>STEINBECK, Taja</td>
<td>Business Administrator</td>
</tr>
<tr>
<td>BURGESS, Lee</td>
<td>Bookkeeper &amp; Front Office Manager</td>
</tr>
<tr>
<td>RYNKIEWICZ, Kelly</td>
<td>Front Office Trainee</td>
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</tbody>
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## Teaching Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>BARBARESCO, Pierina</td>
<td>Early Childhood Teacher – Rose Room</td>
</tr>
<tr>
<td>BARNES, Danielle</td>
<td>Early Childhood Teacher – Grey Gum</td>
</tr>
<tr>
<td>MAYER, Linda</td>
<td>Class 1 Teacher</td>
</tr>
<tr>
<td>KIRBY, Michael</td>
<td>Class 2 Teacher</td>
</tr>
<tr>
<td>BIRCH, Nino</td>
<td>Class 3 Teacher</td>
</tr>
<tr>
<td>THOMAS, Julie</td>
<td>Class 4 Teacher, Student Welfare and Discipline Co-ordinator</td>
</tr>
<tr>
<td>BURKE, Linda</td>
<td>Class 5 Teacher</td>
</tr>
<tr>
<td>HAENGGI, Elsbeth</td>
<td>Class 6 Teacher</td>
</tr>
<tr>
<td>JOHNSON, Sharaine</td>
<td>Literacy, Numeracy &amp; Integration Co-ordinator, Learning Support Teacher</td>
</tr>
<tr>
<td>DAN, Mitsuharu</td>
<td>Japanese Teacher</td>
</tr>
</tbody>
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### Music Program

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
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</thead>
<tbody>
<tr>
<td>MACKENZIE, Kirsten</td>
<td>Choir and Music Teacher</td>
</tr>
<tr>
<td>VENEZIANO, Jessamin</td>
<td>Violin Teacher and Relief teacher</td>
</tr>
<tr>
<td>CHODKIEWICZ, Marek</td>
<td>Music Teacher</td>
</tr>
</tbody>
</table>

### Teaching Assistants

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DENHAM, Frances</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>HALL, Sarah</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>KEMP, Mary</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>LIBAUDE, Isabelle</td>
<td>Literacy &amp; Numeracy Support</td>
</tr>
<tr>
<td>CHIVERS, Donald</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>STEINBECK, Christoph</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>HENDERSON, Courteney</td>
<td>Teaching Assistant</td>
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</tbody>
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### Library

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
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<tbody>
<tr>
<td>PLUMMER, Helen</td>
<td>Librarian</td>
</tr>
</tbody>
</table>

### Playgroup

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
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</thead>
<tbody>
<tr>
<td>HENDERSON, Courteney</td>
<td>Playgroup Co-ordinator</td>
</tr>
<tr>
<td>JACOBS-CASH, Sandra</td>
<td>Playgroup Facilitator</td>
</tr>
<tr>
<td>SAVARIS, Wendy</td>
<td>Playgroup Facilitator</td>
</tr>
</tbody>
</table>

### Maintenance

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position:</th>
</tr>
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<tbody>
<tr>
<td>CHIVERS, Donald</td>
<td>Gardener</td>
</tr>
<tr>
<td>MORRISON, Natalie</td>
<td>Cleaner</td>
</tr>
<tr>
<td>CORLETT, Andy</td>
<td>Maintenance</td>
</tr>
<tr>
<td>PANGILINAN, Kris</td>
<td>Cleaner</td>
</tr>
</tbody>
</table>
Education

Lavender Cottage Parent and Child group

Casuarina Steiner School Parent and Child group is a child-centred activity, providing an opportunity for parents to spend some quality time with their child. It aims to introduce parents to the importance and means of caring for the child’s senses in today’s hectic, modern world. It allows parents to model behaviours such as respect and reverence during a time when the young child learns so much through imitation.

It can also be a time for parents to connect socially with other parents, although this will always be secondary to the child’s experiences in the Parent & Child Group.

Our facilitators are responsible for providing the space, materials and the rhythm of the morning. Parents are responsible for the health, safety and welfare of their child/ren, in other words, the supervision, of their child/ren during Parent & Child Group. It is a condition of Parent & Child Group that children can’t be given over to the care of another person during Parent & Child Group.

The Parent and Child groups are aimed at children between the ages of one and five, but younger siblings are naturally welcome.

Peach Blossom and Kindergarten

Education is centred upon meeting the needs of the 4-6 year old child’s developing will. A caring environment provides many possibilities for sensory and will activities so children can express themselves and make sense of the world, through activity and play. The vital and purposeful activity of the 4-6 year old child imitates and explores the world through play. The programs for these children are focused around guided activity and play, in a colourful, homelike environment equipped with natural, basic materials. The children’s faculty for imagination is given scope to develop as they call up from within themselves the pictures and experiences they are absorbing from life.

In these years, children also experience a dynamic social environment, guided by their teachers, which is in tune with their stage of development. The next step from Kindergarten, into Class 1, requires readiness to focus in group lessons which demand more participation in structured tuition.

Classes 1-7

The primary phase of schooling commences in the year the child turns seven, when the first important phase of growth and development is completed. Emerging independent capacities of memory and imagination are now ready to be called upon and exercised. Through emphasis on rhythmical and musical activities, the developing feeling or emotional life of the child can be educated.

Rhythms in lessons within each day, week and year, various artistic activities, stories of nature, myth and metaphors concerning life, all work to strengthen the child’s inherent forces of a feeling, imaginative nature. They are nourished with knowledge that ‘lives’ for them.
The teacher guides the child with loving authority. A feature of primary education in Steiner schools, such as Casuarina, is that the class teacher moves with the children as they journey through the years to strengthen relationships and gain an in depth understanding of the class, each individual student and the families.

Class teachers engage students in movement, speech, drawing, painting, modelling, storytelling, creative writing, music and in-depth lesson content, in order to cultivate the feeling life of the child. It is recognised that during the primary phase there is a burgeoning imaginative thinking ability which flourishes and is exercised in an environment filled with creative endeavour. Casuarina Steiner School meets the child’s developmental phases with appropriate tasks and content.

The Class Teacher period is currently completed at Class 7 at Casuarina when the students are 13 years of age and moving into the developmental phase of puberty. From here, students attend local High Schools, entering at Year 8.

**Education and Curriculum**

The curriculum at Casuarina Steiner School has been developed in accordance with Rudolf Steiner’s indications and meets NSW Board of Studies and Federal requirements for registration of a primary school. Other characteristics are:

- Individual assessment and testing will be conducted, where appropriate. State and Commonwealth tests must be offered in accordance with legislation. Parents may elect for their child to be withdrawn from these tests.
- Sequential and developmental learning processes in all major subjects.
- A striving for balance between thinking, feeling and willing.
- A striving at all times to stimulate imaginative cognition and to transform fixed concepts into living ideas.
- Teachers strive for both creativity and academic excellence.
- Teachers endeavour to foster positive self-images.
- Children are grouped for various activities from time to time in a flexible manner so as to promote educational, social, emotional and physical abilities and so as to create a positive learning environment.
- Our curriculum supports a multi-cultural approach, encouraging families from all cultures to participate in associated learning.
- Languages and immersion in cultures will be part of the learning programme.

Teachers plan their lessons, defining their aims and expected learning outcomes in accordance with the Casuarina Steiner School Curriculum Documentation and the NSW Board of Studies requirements. Detailed Curriculum information is available from the School Office, the NSW Board of Studies [www.boardofstudies.nsw.edu.au/](http://www.boardofstudies.nsw.edu.au/) and Steiner Education Australia [www.steinereducation.edu.au/](http://www.steinereducation.edu.au/).
**Class Sizes**

Casuarina Steiner School uses current research to aid and guide the Executive Team and the College of Teachers on appropriate class sizes.

Because class sizes also affect the financial viability of the school, the decision-making process of class numbers involves the Teacher, College of Teachers and the Principal. The needs and considerations of the whole class and the school at large are to be taken into account.

Each class is viewed as an individual space with individual needs so class numbers may vary because of individual circumstances. The Executive Team reserves the right to determine the class numbers in consultation with the Teacher and can offer no guarantee to parents regarding class size.

**Environmental Education**

Casuarina Steiner School accepts the responsibility of working in harmony with the natural world. We advocate ecological sustainability. That is:

- Balancing the environmental, economic and social impacts of our human activity in order to achieve sustainability.
- The need to take a long-term rather than a short-term view when making decisions and determining actions for sustainability.

Steiner education aims to instil a reverence for our natural world. Through our curriculum our children:

- learn about the environment;
- develop skills to investigate and solve issues in their environment;
- acquire attitudes of care and concern for the environment;
- adopt behaviours and practices which protect the environment; and
- understand the principles of ecologically sustainable development.

Our school aims, through responsible use of resources, and the design of our school buildings and grounds, to:

- reduce our ecological footprint upon the earth;
- adopt behaviours and practices which protect the environment; and
- protect and enhance biodiversity.

**Homework**

**Rationale**

The objective of homework is to provide revision and practice of work learnt in class, assisting and improving learning, strengthening skills and assisting students to learn responsibility for a set task and time management. Homework should be within the student’s capability. It should not create stress or conflict between parents and child. Homework should not dominate the child’s free time after school, but be a small part of the day.
Homework should supplement and reinforce students’ learning experiences, and foster students’ initiative, independence, study habits and responsibility.

It is the teacher’s responsibility to provide homework that is within the student’s capability (to modify homework for students with special needs), to collect, mark and provide feedback to students.

It is the student’s responsibility to complete homework neatly and to their best ability and to hand in completed work by the due date.

It is the parent’s responsibility to support and encourage the child by providing a quiet study area away from distractions, with good lighting, seat and desk, a specific time period each day to set up a rhythm and to praise the things your child does well, not dwell on shortcomings. If your child is having difficulty with homework, ask them to stop immediately and contact your child’s teacher to set up a meeting. Communication between parent, teacher and child is vital.

Watch for signs of difficulty, check your child’s study habits and discuss work that has been completed. Encourage your child to talk about schoolwork and to share ideas. Make sure your child has enough time, understands directions and works carefully.

It is well known that reading at home supports literacy. It allows family involvement in the child’s learning. Parents should be guided with techniques such as “pause, prompt, praise”. Reading at home should be a regular rhythm with your child, especially when just beginning a home reading program. Parents should check that their child is borrowing books regularly and bringing them home to read.

Homework Expectations

Homework in Class 2, may be reading practice, times table practice or spelling practice and should not exceed 10 minutes per day.

In Classes 3 and 4, homework may be reading, spelling, and maths e.g. times tables or revision. It must be within the student’s capabilities and not exceed 15 minutes per day.

In Classes 5 and 6, homework may be individual projects, book reviews as well as revision work. It is important that homework is returned on the due date as this sets up good time management practices for high school. Homework at this level should not exceed 20-30 minutes per day. Students should have a good study place so they can concentrate well as good habits should be fostered in preparation for high school. Due dates are important and consequences can occur if work is not completed on time.

In Class 7, homework may be increased as work may need completion outside class time, projects and research may be set, as well as revision. Students at this level will need to be prepared for the increased level of homework when they move into year 8 at high school, so homework may be set that may take up to 30-45 minutes per day. Again, it should be within the student’s capability and parents and students should advise their teacher of any difficulties. Due dates are important and consequences can occur if work is not completed on time.

At all ages it is important that parents advise the teacher if the student is not coping for any reason, as homework should not be a creator of stress in the family.
Camps/Excursions

Class camps are very valuable contributions to the education of children. By affording children the opportunity to live and learn together, in an outdoor atmosphere, they can develop a sense of responsibility, cooperation and the ability to relate to one’s peers. The “Camp society” demands that each child accepts the rights of the others; that he/she learns to adjust to the opinions of others that differ from his or her own and that he/she develops the ability to co-operate with others to achieve the goals that have been set.

The rewards that each child (and teacher) may receive from camp are many and varied, according to challenges set and activities participated in. Camps are essential to the social fabric of the class and important life skills such as teamwork, organising, problem solving, cooperating, coordinating, leadership and confidence are developed.

Camp programs are related to many outcomes of the Key Learning Areas, but especially in Personal Development, Health and Physical Education (PDHPE), Science and Technology and Human Society and Its Environment (HSIE). Activities depend on the type of camp planned and destination, but some may include orienteering, archery, canoeing, skiing, bushwalking, water safety, surfing, swimming, fishing, camp cooking, natural science, storytelling, games, singing, visits to places such as museums, art galleries, aquaria, observatories, mines, etc. The list is as imaginative as the Class Teacher.

Expectations

It is expected that each class will go on one camp a year. The destination and duration of the camp is decided by the Class Teacher. It is usually a ‘pebble in the pond’ effect and each year it is expected that the camp is longer and the class travel further afield, similar to the Geography strand. Class 1 may have a School Sleepover, but if the Teacher feels the class is ready a camp is possible! (However, a Sleepover at school is usually undertaken first).

Camps are usually thematic in accordance with the developmental age of the class and may be related to a lesson studied, e.g. Aboriginal Keeping Place (Cultural activities), Farm Stay (Agriculture), National Parks (Science and HSIE), Marine Parks, Heritage Area, etc.

There is a general expectation for Classes to fundraise towards the costs of the class and there is a request for parents to support the fundraising efforts of other Classes.

Assessment and Reporting

Reporting at Casuarina Steiner School is done to support the child reaching their own potential in an atmosphere of striving. Children’s on-going work is assessed, used as a guide to lesson planning, and as a diagnostic tool. Progress is reported to parents each semester via a written report and at parent - teacher interviews.

When a teacher moves with the class through the grades it enables them to know and understand each child extremely well. Each class teacher recognises a child’s strengths and weaknesses and strives to understand the whole child in all aspects of their development.
Reporting
For every student, parents will receive a first semester report by the end of Term 2, and second semester report by Week 7 of Term 4 which give an accurate and objective assessment of the child’s progress and achievement (both academic and non-academic learning).

Each Key Learning Area will be assessed, reporting student achievement in 5 Grade Scales according to each year level: 1. Needs Support, 2. Working Towards, 3. Satisfactory, 4. Accomplished, and 5. Working Beyond as per Federal Government legislation from 2006.

The Child at School

Attendance

Requirement to attend school
It is essential that all students attend classes to maximise learning. The Education Act states the following:

Compulsory schooling
It is the duty of the parent of a child of or above the age of 6 and below the age of 17 to cause the child:

(a) to be enrolled at a government school or registered non-government school and to attend the school at all times when the school is open for the child’s instruction or participation in school activities, or

(b) To be registered for home schooling under Division 6 of Part 7 and to receive instruction in accordance with the conditions to which the registration is subject.

Offence to fail to send child to school
The parent of a child of or above the age of 6 and below the age of 17 is guilty of an offence if the parent:

- Fails to cause the child to attend any such school at all times when the school is open for the child’s instruction

With the aim of safeguarding students, Casuarina Steiner School will contact families of absent children when there has been no notification from parents to the Teacher or the office.

Purpose:
1. To ensure that school attendance is effectively monitored.
2. To respond appropriately to attendance problems.

Guidelines:
1. Parents must inform the school prior to 9.00 am to advise if their child is absent. A written explanation note must be provided to the class teacher when the child returns to school.
2. The Teacher/Office needs to be advised on / before each day of absence.
**Exemption from Attendance at School**
The state government has mandated that extended leave for students must be requested via written application. If students are required to be absent from school for three or more days (other than sick leave), parents/guardians must complete an ‘application for exemption from attendance’ form which can be obtained from the front office or found on our school website.

**Lateness Policy**

**Rationale**

Parents or guardians of students of compulsory school age have a legal duty to ensure that their children receive efficient, full-time education by punctual attendance at school.

It is the responsibility of parents to ensure that their children attend school punctually so that their child may start the day with their peers, shake hands with their teacher and be prepared and ready for the day. It is essential to each child to begin each day feeling organised, on time and ready for the morning circle activities.

High levels of lateness have a direct negative impact upon educational attainment, disturb the rest of the class, disrupt the lesson for the teacher and the child concerned often feels uncomfortable or nervous joining into their class which is already in progress.

Students who have a high regard for punctuality develop good organisational habits and develop positive attitudes and skills that will benefit them in their teenage and adult lives.

Casuarina Steiner School is committed to a positive policy of encouraging punctuality among its students. In partnership, the school will work with students and parents agencies to reduce instances of lateness to school.

To ensure children’s safety the school is committed to maintaining an efficient system to register attendance at the beginning of each day. Late arrivals at school disrupt this process. If a child is habitually late, the teacher will follow the school’s Lateness Policy, copies of which are available from the School Office.

*If your child arrives after 9.00am, they must be signed in through the Office.*

**Dropping Off/Collecting Children**

Child safety is always a priority. There is a drop-off area outside the bus lane for dropping off or collecting children from school if you are not accompanying your child into the school. If you park in the upper car park, a pathway around the perimeter has been provided for child safety.

Children are supervised from 8:30am - 3:00pm. Classes start at 9.00am and lateness is to be avoided as it breaks the rhythm.

*If you are late collecting your child (after 3.10pm) she/he will be placed in Out of School Hours Care and fees will apply accordingly.*

Please ensure records are kept up to date regarding persons nominated to/restricted from collecting children on your behalf. (Please notify the School Office of any Court Orders in place relating to your child).
Car Parking is available at both top and bottom car parks. Please be aware that this is very limited in the peak hours of 8:30am-9:00am and 3:00pm-3:30pm.

Please be mindful of:

- not parking on neighbours’ lawns;
- not parking in the bus lane;
- the No-parking zones on Gentle Street.

**Food and Meals**

Steiner education emphasises our relationship with nature. Our School prefers that children eat a balanced diet of natural foods, and consume a minimum of processed foods. Children are to bring food for morning tea and lunch each day. We ask parents to ensure that every child has fresh and nourishing food for a full, active day at school. If children are attending Out of School Hours Care, they should bring a piece of fruit to share.

We request that pre-packaged or processed foods such as chips, sweets, chewing gum, cordial, lollies and chocolates are not included in the children’s lunch boxes.

**No Waste Wednesdays**

As part of our Environmental Education we ask all community members to support ‘No Waste Wednesdays’. This means children should bring their lunch in reusable containers without any disposable wrappers. Please avoid packaged food as much as possible on other days too.

**Allergies**

Allergies experienced by students are a matter of serious concern to Casuarina Steiner School. It is the responsibility of parents to advise the school about serious allergic conditions affecting their child. The School then aims to take cautionary actions as advised by parents and medical specialists.

Due to severe allergies experienced by children in the school, the following products are not to be brought to school, including as spreads on sandwiches:

- peanuts/peanut butter; and
- hazelnuts/Nutella

**Guidelines**

Parents must advise the school if children have or develop any serious allergies. This is generally done during the enrolment process with the completion of the Child Details form. Parents of children with serious food allergies need to ensure that those people preparing food for children are aware of their child’s allergy or advise the child not to eat any foods prepared at the school. The class teacher will be advised by being provided with a copy of the Child Details form. If an allergy is identified or develops after enrolment, an updated
Child Details form should be completed by parents and a copy provided to the child’s class teacher.

Children’s allergies are recorded on the Emergency List held in the office for quick access.

**General Food Policy Measures**

- There should be no trading and sharing of food, food utensils and food containers.
- It is ideal that children with severe food allergies should only eat lunches and snacks that have been prepared at home.
- Bottles, other drinks and lunch boxes provided by the parents for their children should be clearly labelled with the name of the child for whom they are intended.
- The use of food in crafts, cooking classes and science experiments may need to be restricted depending on the allergies of particular children.
- Food preparation personnel should be instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food. Examples would include the careful cleaning of food preparation areas after use and cleaning of utensils when preparing allergenic foods.
- The risk of a life threatening anaphylaxis from casual skin contact, even with highly allergenic foods such as peanuts, appears to be very low. On occasions casual skin contact will provoke multiracial reactions (hives). Simple hygiene measures such as hand washing and bench-top washing are considered appropriate.

**Food Policy Measures Specific to School Age Children**

Casuarina Steiner School seeks to minimise the risk to children with severe allergies by implementing the following strategies where a child/ren has an identified allergy to nuts or other specific substance (reference to ‘nut’ should be replaced with any other item to which any child enrolled in the school has a severe allergy).

- Avoidance of use of items with the relevant nut as an ingredient and of those foods labelled ‘may contain traces of nuts’ in Breezeway, including education of those preparing food by posting a notice in the food preparation area and providing general notices in school literature from time to time.
- Asking parents to avoid the relevant items in children’s packed lunches.
- The above measures apply to all official school events, including camps and excursions.
- Provide on-going education to fellow students to preventing bullying of children with food allergies by other children, including with the allergenic food.

**Food Policy Measures Specific to Peach Blossom and Kindergarten Children**

Where meals are brought from home:

- Measures will be taken to remove highly allergenic foods where transfer from one child to another is likely (such as whole eggs or egg containing foods and peanut products)
Parents will be asked not to send meals containing highly allergenic foods such as egg and nut products to Peach Blossom if there is a child at risk of anaphylaxis to these foods in the group.

It is realised that it is not possible to eliminate all food products such as milk products in bread or margarines from the foods brought to preschools or childcare centres.

In some circumstances it may be appropriate that a highly allergic child does not sit at tables where the food to which they are allergic is being served.

Dress code for Kindergarten to Class 7

We work hard at Casuarina Steiner School to provide an environment that is supportive of the unfolding child. Clothing can have an impact on this environment. Clothing may have a distracting or counter-productive influence on our children’s educational experience at school. Clothes can become an arena for peer pressure, fashion trends, advertising and messages and slogans. This is one reason why many schools have uniforms. Casuarina prefers not to have a uniform, rather a dress code of common sense and simplicity.

School is a place of learning and culture. One way we can support children to respect this, is to ensure that the way they dress for school is appropriate.

Tidy, clean, comfortable, well-fitting clothing suitable for outside play and all activities and weather conditions should be worn.

What is appropriate?

Children must wear flat-soled shoes, boots, or strong sandals with back straps to school - thongs or scuffs are unacceptable. Rubber boots and wet weather gear are suited to the condition of our school grounds in wet weather. Inside shoes are also requested to be worn all year for all classes K-7. Plain indoor slippers are suitable, and may be purchased from the School Office.

Consistent with sun-protection guidelines, hats and shirts with sleeves are to be worn outside throughout the year to protect skin and minimise sunburn and sunstroke. Singlet tops, tank tops are not suitable to be worn at school. Clothing with motifs, slogans or obvious brand names are also unsuitable.

Please consider modesty in your child’s clothing, avoiding bare midriffs and bellies, miniskirts, very short shorts and backless/low-backed tops. Such clothing can awaken a more adult self-consciousness that is not appropriate for children in kindergarten, primary and early secondary school. Let us allow our children to enjoy the innocence of childhood in the time they have to be children.

Where possible, dress the children in natural fabrics which allow the body to breathe and are more comfortable against the skin. In respect for colour aesthetics, and the mood that black can create, black tops are not to be worn in junior classes. Simple jewellery is acceptable but not big earrings, nose rings or jewellery which compromises safety issues.

If children attend school in unsuitable clothing, their parents will be advised and the children may be required to wear a t-shirt or jumper supplied by the school for the day if they have no suitable clothing to wear.
Restricted items

What not to bring to school:

- IPods, MP3 players
- Computer games
- Aerosol products
- Drugs or alcohol (except for prescribed medication – separate procedure)
- Glass, knives or other dangerous items
- Plastic toys
- Fragile items

Please note that any of these items that are brought to school will be held in the office until the end of the day.

Mobile Phones

The school accepts that students may have mobile phones for many reasons. There is a need however, to set clear guidelines and limit their use during the school day, in particular, to avoid unnecessary interference with teaching and learning. The use of these phones is based on common sense and good manners and the following rules apply to their use:

- In normal circumstances, parents or guardians wishing to leave messages for their children do so by telephoning the school. Front office staff will ensure that messages are passed on. Front office staff will also assist students who need to contact family or other persons in an emergency.
- Parents wishing their child to have a mobile phone at school (to be left in the office) are asked to write to the Principal outlining the need of their child to have a mobile phone while at school.
- **Students must not use mobile phones during school hours.**
- The owner of the mobile phone has the responsibility of handing his/her phone in to the School Office on arrival at school.
- Whilst the school will secure the phones, we do not accept responsibility for the misuse or theft of a phone while at school.
- Mobile phones with camera function may not be used at school unless teacher permission is given.
- Any student found not handing their phone in, can expect that a staff member will take possession of the mobile phone and deliver it to the Principal.
- It is the student’s responsibility to collect their mobile phone from the School Office at the end of the school day.
- Students attending After School Care collect their phones from the School Office on the completion of school but then hand them to the After School Co-ordinator on arrival at After School Care to be collected again on departure.
• Text messaging between students outside of school hours is subject to the normal expectations of courteous interaction that apply in face-to-face conversation. Where a student uses a mobile phone, email or any other form of communication technologies to send an offensive message to another student outside of school hours, the school will actively intervene to protect the wellbeing of the student concerned.

**General Parent Information**

**Library**

The School Library has been established as a resource for students, parents and teachers. As the Library Fund has a tax-deductible status, the library is also open to members of the public.

**Procedures**

1. The School Library has a computer-based management system. All children enrolled in the school are issued with a library card. Parents may also seek their own library card, as there is a substantial and ever-growing parent/adult section in the Library.
2. Membership cards are kept in the library to safeguard against loss or damage.
3. The terms and conditions are that:
   - All borrowers (child or adult) must complete a declaration accepting the terms and conditions that apply to library membership. These forms are available from the school Office.
   - Parents/Guardians are financially responsible for any losses or damage to library material borrowed.
   - If books are overdue, restrictions to borrowing will apply.
   - Public opening times are limited to Wednesday 10.00am – 4.00pm. Students may access the library with their teacher in special library sessions.
4. Borrowers of books are encouraged to use library bags to help keep books in prime condition.

**Library Acquisitions**

Library acquisitions are made by College in accordance with curriculum and library acquisition plan. Donations of books to the library from the school community are welcomed and will be vetted by the College.

**Parent/Visitor Code of Behaviour** (also see Parent Code of Conduct Policy)

Our school is a very special place. It exists as a place within the broader community; however it has a certain set of values that may not be the same set as those acted on in the broader community. The aim is for our school to be a place of **Truth, Goodness and Beauty.**
At the core of our values is the respect we each hold for each other, recognising that distinctive relationships exist and that the rights and responsibilities of each party in these relationships must be safeguarded at all times.

**As a basic right, all children, staff and parents at our school have the right to feel safe and to be in an environment free from harassment.**

**We also respect:**
- our school as a place of beauty; and
- the human-made resources it holds as being the result of much effort on the part of members of our school community, both past and present.

**This code of conduct compliments other school guidelines that include:**
- Suitable behaviour by students and our dress code;
- Parent-teacher meeting process;
- Complaints/grievance process;
- Requirements of parents going on camps; and
- Parent and Child Group parent responsibilities.

**Staff Time**

Please speak to individual class teachers about the best time to catch up on any issue.

It is **important** not to speak about general matters to a teacher when she/he is on duty in the morning, during breaks and on bus duty.

Please respect the teacher’s time before class each day and their need to prepare for their day, prepare their classroom and have time to greet the children without parent interruption.

Parents, visitors and volunteers present at the school between 9.00 am and 3.00 pm are required to sign the visitors’ or volunteers’ book in the front office.

**Communication within and outside the school community**

Casuarina seeks to ensure that people seeking information about the school have ready access to suitable sources. The information to be made available includes:
- the school’s philosophy about child development; and
- our current Newsletter.

This information is made available through the school website.

**Community Noticeboard**

Members of the school community are welcome to display notices of interest on the school noticeboard, after gaining approval from the Executive Team.
Promotional Material

Members of the school community should provide to the Executive Team material they wish to be distributed. The Executive Team, in consultation with the College and the Board as appropriate, will then consider the material in the light of the School Policy and determine whether and when the material will be forwarded/displayed.

Hire of School Facilities

Casuarina Steiner School is operated by a Cooperative so school property legally belongs to the members of the cooperative for the purposes of operating the school. Some of our facilities, however, can be hired by others as a means of raising funds for the school as well as being loaned as an act of goodwill to the broader community. Such arrangements should never disadvantage the School. Please enquire at the office.

Visiting Pupils

Casuarina Steiner School welcomes school age children seeking to spend short periods in our school where it is in the best interest of the children and the classes involved.

The process is as follows:

- Parent approaches Class Teacher with proposal.

- If it is for one day, the Class Teacher is authorised to make the decision and advise the family.

If it is for more than one day, the request is put to the Principal for approval.

Parental Involvement

There are many ways that parents can become active community members of our school. Individual Class Teachers will often appreciate parental input for craft, cooking and other class activities, in addition to the formal Class Carer role.

This is also necessary in the case of class/school excursions. Teachers will seek parent volunteers to ensure a safe ratio of adults:children on special events. (Parents/friends offering the use of their vehicle for events will need to produce evidence of current comprehensive vehicle insurance and NSW Driver’s licence).

If cooking is more your talent, there will be MANY occasions where this would be useful, please let your Class Carer know.

The P&F always welcomes new members and is very active in the school. Ask the Executive Team, teacher or your Class Carer of ways you can get involved.
**Volunteers – Rights and Responsibilities**

Volunteers have a right to:

- Receive adequate training, orientation and support.
- Have an individual duties statement.
- Tasks which best suit their skills, interests and capabilities.
- Information about the school’s principles, objectives, functions, guidelines and procedures.
- Be treated with respect at all times.
- Participate in the evaluation of the volunteer program and the quality of individual work.
- Know it’s okay to say no to requests outside of their duties statement.
- Voice queries, concerns, feedback and complaints to the appropriate staff.
- Have their confidential and personal information dealt with in accordance with the principles of the Privacy Act 1988.
- Work in an environment that complies with the OH&S Act.
- Work in an environment that complies with equal opportunity and anti-discrimination legislation.

**Volunteers must:**

- Demonstrate respect for people’s PRIVACY and school CONFIDENTIALITY;
- Be mindful of personal safety and the safety of others, at all times;
- Comply with the safety precautions according to OH & S Guidelines;
- Contact the school as soon as possible if they will be absent on a given day; and
- Seek assistance when needed. If unsure at any time, ask.

**Parent/Teacher Meetings**

Casuarina Steiner School encourages open communication between Parents and Teachers. It is important to have healthy communication between both parties so please see your child’s teacher if you have any issues, questions or concerns. Please ask to make an individual parent/teacher appointment rather than disturb the teacher at the beginning of the day.

Class meetings are held every term for parents to gain more understanding of the class curriculum, expectations and events for the term. Parents are expected to attend.

Effective communication is not always easy, especially when dealing with expectation and criticism. Time also can be wasted in lengthy discussions that have little or no clear direction. Procedures have been developed to support the needs of the school, the Parents...
and the Teachers in communicating with each other thereby having effective outcomes for the children.

**Parental Permission, Privacy and Confidentiality**

On enrolment, parents complete a form seeking permission on various matters. This form provides the school with instruction on important matters such as whether a non-custodial parent has access to a child. Permission is also sought for families’ phone numbers and addresses to be circulated to other parents.

If these details change it is important to complete a new form at the office. There may be a change in custody arrangements, or a person may be given permission to collect a child. Perhaps your views on your child receiving emergency medical attention have changed.

**General privacy principles**

Under today’s Privacy laws and guidelines, personal and business information:

- can only be **asked for if it is needed**;
- can only be **used for the reason it was collected**; and
- can only be **seen by people who need to see it**.

This means that each individual owns their personal information and that others require permission to access it.

The School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act 1988. This means:

- Parent/child contact and other information provided to the school may only be used by the school for school business (Including Debt Recovery), or provided to Commonwealth or State Governments as required to comply with funding agreements.
- Information about staff is only accessible by Administrative staff, and only for purposes associated with their employment.
- Information about fee accounts is only accessible by authorised staff.
- Information about contractors employed by the school is also restricted.
- Discussions about children should always be held **in-confidence** and only amongst people who ‘need to know’.
- We need to have good communication systems through which people are able to share the information that is available while observing all requirements of the Privacy Act.

Privacy requirements do not in any way undermine the desire and responsibility of the school to operate in an open manner or meet expectations and requirements of accountability.
Breaches of privacy are serious. If you have been authorised to access certain information, you have a legal obligation to limit your use of the information to that authorised by the person who owns it. Allegations of breaches of privacy will be taken very seriously and investigated thoroughly.

**Complaints or Grievances**

Casuarina Steiner School values diversity within the school community and it is our intention to work together to achieve harmony and consensus. Our school believes that a strong grievance procedure is one of many mechanisms for achieving harmony and consensus amongst a diverse group of people.

It is not always possible to achieve perfect harmony amongst people of different views. Acceptance, however, of those differences and demonstrating a willingness to work collaboratively are important characteristics of a member of a Steiner School community.

The Grievance Procedure adopted by the Casuarina Steiner School is based on Natural Justice, which allows all parties to be heard and to hear claims being made.

**What is a grievance?**

A grievance is an expression by an individual or group of dissatisfaction with their treatment by others. A grievance is about how guidelines have been applied, rather than what the guideline is. (Concerns about guidelines *per se* are better discussed with the Executive Team, who can explain the guidelines in question, their history and aims, and can take action on proposals for change).

The first step is always to take your grievance to the party concerned in a constructive way. If this is not possible, or you feel your grievance has not been dealt with appropriately, the next step is to see the Executive Team.

**ICT Advice to Parents**

Please take the time to help your child use ICT safely:

At **Casuarina Steiner School** we:

- Have a cyber-safe and responsible use program across the school and reinforce the values of the school code of conduct and ICT user agreement when students use technology and the internet.

- Provide supervision and direction in internet activities for learning.

- Use mobile technologies for educational purposes (e.g. photos from excursions).

- Work towards setting tasks that ask your child open questions, so they can’t copy and paste all answers from the internet.

**Casuarina Steiner School** believes the teaching of cyber-safe and ethical online behaviour is essential in the lives of students and is best taught in partnership between home and
school. 21st Century students spend increasing amounts of time online learning and socialising. These online communities need cybercitizens who do the right thing by themselves and others online, particularly when no one is watching. The school recommends that students 13 years of age and under should not be participating in social networking sites like Facebook, MySpace, Twitter etc.

Safe and ethical behaviour online is explicitly taught at school and support at home is requested. It is important to note that some online activities are illegal and as such will be reported to police. This includes harassment of others and publishing of inappropriate images.

**Bridging the gap between home and school**

At school the internet is only used to support teaching and learning. At home, however, it is often used differently. Not only is it a study resource for students, but it is increasingly being used as a social space to meet and chat.

If you have the internet at home, encourage your child to show you what they are doing online. At home we recommend you:

- Find out how your child uses the internet and who else is involved in any online activities.
- Have the computer with internet access in a shared place in the house – not your child’s bedroom.
- Look up cyber bullying websites and get informed so that you can help your child.
- Ask questions when your child shows you what they are doing, such as:
  - How does it work and how do you set it up?
  - Who is else is sharing this space or game? (do you know them or did you ‘meet’ them online?)
  - Can you see any risks or dangers in the activity?
  - What are you doing to protect yourself or your friends from these potential dangers?
  - When would you inform an adult about an incident that has happened online that concerns you? (Discuss why your child might keep it to themselves.)

Statistics show that students will not approach an adult for help because:

- They might get the blame for any incident.
- They don’t think adults “get” their online stuff.
- They might put at risk their own access to technology by either:
  - admitting to a mistake or
  - highlighting a situation that might lead a parent to ban their access.

**Protecting personal privacy rights and those of other students**

Students like to publish information about themselves and their friends in spaces like MySpace, Facebook and blogs, but in doing so they can make themselves more vulnerable to being approached, groomed or bullied online. The school recommends that these sites are inappropriate to children 13 years and younger. Safe practices such as the following should always be used on online sites:
• Don’t use their own name, but develop an online name and avatars.
• Don’t share personal details including images of themselves or their friends online.
• Password protect any spaces or accounts they have.
• Don’t allow anyone they don’t know to join their chat or collaborative space.
• Are reminded that any image or comment they put on the internet is now public (anyone can see, change or use it) so no full names should appear in reference to individuals in any image, movie or sound recording.
• ALWAYS make the space private so that they can control who sees their space and can communicate with them.

Did you know?

Facebook should not be used by children under 13. The Facebook website states:

No information from children under age 13
If you are under age 13, please do not attempt to register for Facebook or provide any personal information about yourself to us. If we learn that we have collected personal information from a child under age 13, we will delete that information as quickly as possible. If you believe that we might have any information from a child under age 13, please contact us through this help page.

Parental participation
We strongly recommend that minors 13 years of age or older ask their parents for permission before sending any information about themselves to anyone over the Internet and we encourage parents to teach their children about safe internet use practices. Materials to help parents talk to their children about safe internet use can be found on this help page.

Using appropriate language when talking to and working with others online
Being online can make students feel that they are anonymous and sometimes students may say things online that they would never say to someone’s face. The web space or online chat environment that they use in leisure time might also have explicit language and they may feel they have to be part of it. When at school students need to be reminded that their behaviour online must fall in line with the school’s ICT user agreement.

Using equipment and resources properly for educational purposes as directed by teachers
Students may often see the internet as “free” but just looking at a page on the internet incurs a download cost. By just taking care with the equipment, and thinking carefully about printing and downloading from the internet students can save time, money and the environment.

Keeping away from violent, racist or pornographic material
In school settings, internet service providers set up filters to block out a lot of inappropriate content, but these filters are not always foolproof. Students who deliberately seek out inappropriate content or use technology that bypasses filters will have their internet access suspended and their parents will be immediately informed.
Following copyright procedures
All music, information, images and games on the internet are owned by someone. A term called copyright is a legal one and has laws to enforce it. By downloading a freebee you can risk bringing a virus or spyware to the computer or system. These can destroy a computer system or provide hackers with details such as passwords and bank accounts. Remember, if an offer is too good to be true, the chances are it is.

Evaluating and using content on the internet carefully
Not everything on the internet is true, accurate or unbiased. Particularly for young people, it can be more complex to assess the veracity of online material in which sources, referencing and viewpoint are not explicit. The school is working to teach information literacy skills to enable students to locate, evaluate, and use information effectively in hard-copy texts as well as on the internet. Direct copying and pasting information from the internet is not recommended as it makes it difficult for the student to use their own thoughts and language to express what they have learnt. Any website accessed should be referenced by the web address as well as the date accessed.

Not interfering with or circumvent network security, the data of another user or attempt to log into the network with a user name or password of another student
Computer facilities are for the use of all students so due care should be taken at all times when using these resources. Students are responsible for everything done using their accounts, and everything in their home directories. To this end students need to keep their password secret and not gain access to other students’ login details.

Seeking teacher assistance
The internet has some flashy and tricky ways to lead users into some websites they never meant to visit. It is easy for us all to get distracted. We want students to ask for help in locating the information they need, and clarifying the task they have been set. Unfocused clicking through websites can lead to inappropriate content.

We also want the whole school community to keep their internet environment as safe as possible so we ask your child if they see a site they think should be blocked to turn off their screen and let a teacher know.

Open communication between parents, teachers and students is the best way to keep students safe.

If you have any concerns about the school’s ICT Student User Agreement, please contact your child’s Class Teacher. If you have any concerns about internet safety in general, phone NetAlert, Australia’s internet safety advisory body on 1800 880 176, or visit:

www.cybersmart.gov.au
www.staysmartonline.gov.au
Student Welfare and Discipline

The School’s Student Welfare and Discipline Policy aims to promote learning and build positive relationships in the Casuarina Steiner School community.

The policy is premised on the right of all students to learn effectively and feel safe whilst in the care of the school. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Casuarina Steiner School Welfare and Discipline Policy.

When parents enrol their children at Casuarina Steiner School they enter a partnership with the school. This partnership is based on the commitment to provide students with opportunities to learn and grow within the framework outlined by the school Constitution.

Before enrolment parents must read this policy in full and agree to support the school in its processes regarding student behaviour, rules and responsibilities.

Values
At Casuarina Steiner School we believe that:

- All individuals are to be valued and treated with respect.
- All individuals have rights and responsibilities with regards to their behaviour.
- Self-esteem is crucial to the positive development of all individuals.
- A commitment to pastoral care exists for both staff and students.
- Positive relationships create safe, harmonious and co-operative working environments.
- The school’s preferred behaviour management practices are meaningful and consistent and based on fair treatment.
- Behaviour management is the responsibility of the whole school community.
- Discipline is understood as discipleship rather than punishment.
- Education needs to address the whole child.
- The process of thinking about behaviour and making appropriate choices, leads to the promotion of self-discipline.
- Bullying and harassment will not be tolerated at any level.

The full policy is available from the School Office.

Discrimination

Direct Discrimination occurs when a person is treated less favourably on the grounds of a personal characteristic, such as gender, religion, race, age or disability.

Indirect Discrimination occurs when a policy or procedure which appears to treat everyone equally has the effect of disadvantaging certain groups and the requirement is not reasonable.

Various pieces of State and Federal legislation are in place with the aim of:

- eliminating, as far as possible, discrimination against persons on the ground of Race, Religion, Disability, Gender, Age, Medical record; and
- ensuring, as far as practicable, that all people have the same rights to equality before the law as the rest of the community; and
promoting recognition and acceptance within the community of the principle that all people have the same fundamental rights.

Both the Board and the School are obliged to comply with the Acts and Standards. These laws also apply to students and members of the School community.

Our School will not tolerate discriminatory behaviour, either direct or indirect, by any member of our School community and our educational programs will encourage students to value diversity and to support those with disabilities whenever possible.

Children attending our school are to be treated equally and with respect. A variety of activities will be provided and all children will be encouraged to participate. Equal encouragement will be given to each individual child. Stories that reflect co-operation and participation, with a community spirit, will be provided. Children will be encouraged to appreciate and have reverence for all human kind.

Language
The School will not tolerate the use of any language that is offensive, defamatory or threatening on school grounds, or while attending school camps or excursions.

Substance Use
The school will not tolerate any illegal substance use on school grounds or camps/excursions. The school grounds are non-smoking zones. Consumption of alcohol by adults only on school grounds requires the permission of the Executive Team.

Health & Safety Management
Management Responsibilities under OH&S Act 2000
The promotion and maintenance of occupational health and safety is primarily the responsibility of the School Executive. The Board, the College of Teachers, and the Executive Team are required to contribute to the health and safety of all persons in the workplace. To this end, it is the responsibility of management to develop, implement and keep under review, in consultation with its employees, the School’s OH&S Management Plan.

The health and safety of all people employed within the School, students and those visiting the School are considered to be of utmost importance. Resources in line with the importance attached to occupational health and safety will be made available to comply with all relevant Acts and Regulations, particularly OHS Act 2000, OHS Regulations 2001 and Work Health and Safety Act 2011.

First Aid
Casuarina Steiner School aims to provide a safe and healthy environment for children. Play and school equipment are designed to minimize injury should an accident occur. All rooms are supplied with a first aid kit which can also be taken on excursions/camps. A person with a current First Aid certificate must be accessible for children at all time, including on short
term excursions and camps. It is currently a requirement of all permanent teachers to have a current First Aid certificate.

Casuarina Steiner School responds to injury on the basis of Certified First Aid training. This means that Teachers/First Aid person should give First Aid as far as possible.

Parents are consulted at enrolment about the action they want taken in case of an accident. These preferences will determine what action is taken if the injury is minor or serious and who is to be called if the parents are not available. The School also complies with Insurance guidelines requirements to maximize school/family entitlements under our liability insurance.

Due to legal ramifications, a teacher cannot administer medication (oral or topical) without the express direction of the parent or guardian except in the case of an emergency, e.g. EPIPEN. It is not the school’s intentions to shift the responsibility of alleviating a child’s discomfort however, teachers cannot assume that they are aware of allergic reactions which may result from administration of medications.

In the event of major injury only teachers and staff who hold a current First Aid certificate are qualified to administer First Aid. If serious injury, the school will call an ambulance.

**Playground**

At Casuarina we value play highly as part of the school rhythm. Play provides opportunities for learning about and developing personal skills and social behaviours. Our play areas are designed to provide a balance of opportunities for challenge with safety considerations. We seek to minimise injury of all children while not ‘wrapping them in cotton wool’ to protect them from any unpleasant occurrence.

Our beautiful grounds and gardens are a strong and definite feature of our school and its ambience. They reflect the overall culture of the school.

People with a child in their care need to respect Out of Bounds areas of the school playground so as to maintain children’s safety to the highest degree possible. These areas include:

- Behind the Library, Hall and Administration buildings.
- Over the bridge on the path to the car park or in the waterway.
- West of Class 1 classroom.
- North of our planted perimeter near Orlando Street.

**Please note that outside of school hours, child supervision is a parent’s responsibility. This includes times such as festivals and other out of school hours events, unless the School advises specifically that supervision will be available for that event.**

**Non-school aged siblings are the responsibility of parents at all times, either on school grounds or attending other school events.**

**Children Out of School Hours**

The School takes responsibility for children during school hours and school excursions only. At all other times parents / guardians are required to ensure that their children are adequately supervised. The school can take no responsibility for ensuring the appropriate
behaviour of children on school premises outside normal school hours, including evening or weekend festivals and similar events.

All children on the school premises outside of the above school hours, whether they attend the school or not, are the responsibility of parent/guardian at these times. All children must be supervised by a responsible adult at all times.

This guideline relates to children who are in the care of parents or visitors while on the school premises, such as visiting children or enrolled children at school out of school hours; for example (but not limited to):

- Prior to 8.30am and after 3.00pm weekdays;
- Pre-schoolers visiting with parents, friends;
- Festivals, working bees, school-related meetings or extra-curricular activities.

Please remember: Parents/Guardians are responsible for the appropriate behaviour of children in their care (that is, outside school hours), including obeying all school rules and the common law and statutory duty of care requirements in relation to safety.

Immunisation and Infectious Diseases

Immunisation

Casuarina Steiner School, including the Out of School Hours Care Service, observes the Public Health Act which requires that all parents provide schools with documented evidence of the immunisation status of all children enrolling in schools. The notification takes the form of an Immunisation Certificate which can be issued by

- Community Health Staff
- Doctor (General practitioner)
- Medical Officer of health of the local Public Health Unit

This does not mean that immunisation is compulsory. Parents always have the right to choose. However, in the event of an outbreak of a vaccine preventable disease, the Department of Health will advise the school when unimmunised children will be required to remain at home for the duration of the outbreak.

Parents are asked to advise the school if their child’s immune system is more vulnerable than is usual.

A list of immunisation status is held by the school.

Parents will be advised in writing where a child is excluded.

Sick children at school

Casuarina Steiner School provides classes for children able to participate in learning activities. Children who are unwell are generally not able to participate effectively in class activities. They can also bring infections that will cause other children and staff to become ill. Children suffering from conditions such as colds, ear infections, toothaches and stomach upsets will usually find that they are unable to remain in class and will seek permission to leave the class and rest. The School does not have the facilities to provide extended care for
It is important for parents/guardians to be aware that a sick child should remain at home until s/he is assessed as being able to participate effectively in class. If symptoms present after a child has come to school, it is expected that s/he be taken out of school and cared for by his/her parent.

**Breezeway**

**General guidelines**

- **Use no nuts or nut products** due to life threatening allergies experienced by members of the school community. Please check all ingredients, including oils or pastes, carefully before using them.

- To minimise risks to all parties, parents using the Breezeway with volunteer groups or meetings are asked to carefully supervise their pre-school children at all times and be aware that their pre-school children should not be in the kitchen, in thoroughfares or unsupervised in any other part of the school. It is important for our students’ concentration that younger children remain well away from classrooms or any other educational activity.

- If you haven’t used Breezeway before, try to start off with the guidance of an experienced parent and please follow the Breezeway Guidelines, available in the Breezeway.

**Australian Food Standards**

Parents are asked to please follow the following guidelines when preparing any food for School activities.

**Temperature Control**

Food standards specify that potentially hazardous foods must be stored, displayed and transported at safe temperatures/periods.

Potentially hazardous foods:

- Raw meats, cooked meats and food containing meat such as casseroles, curries and lasagne.
- Dairy products and foods containing dairy products.
- Seafood and food containing seafood.
- Cooked rice and pasta.
- Processed foods containing eggs, beans, nuts or other protein rich food such as quiche and soya bean products.

**Storing food**

Potentially hazardous food should be kept at 5°C or colder or 60°C or hotter wherever possible. Food can be safely kept between these temperatures for less than 4 hours. The following provides a guide for ready-to-eat potentially hazardous food:
<table>
<thead>
<tr>
<th>Total time limit between 5°C and 60°C</th>
<th>What you should do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hours</td>
<td>Refrigerate or use immediately</td>
</tr>
<tr>
<td>Between 2 and 4 hours</td>
<td>Use immediately</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>Throw out</td>
</tr>
</tbody>
</table>

**Transporting food**

When you are transporting food you need to consider two main food safety issues: temperature and contamination.

- Observe the food storage temperature/time guidelines above.
- Use an insulated container with a tightly fitting lid or cling wrap covering.
- Fill containers quickly and close containers as soon as they have been filled.
- Keep closed until immediately before food is needed.
- Keep away from items such as chemicals, pet food, fuel and paint.

**Preparing and cooking food**

Before preparing food, make sure that hands, clothes, equipment and kitchen surfaces are clean. They need to be kept clean throughout food preparation. Some other recommendations:

- If using gloves in food preparation they can be used for only one task, e.g. breaking up chicken for use on sandwiches. A new task requires fresh gloves.
- Never use the same utensils for raw food as for foods that are ready to eat unless they have been thoroughly cleaned, sanitised and dried. Sanitising must be done with very hot water. Drying must be done with a clean tea towel.
- Cooked and other prepared food should be placed on clean, dry serving dishes.
- Always cook food thoroughly – do not partially cook food and then warm it up later.
- Always try to cook food immediately prior to serving it. Cooking on site is better than bringing cooked food.
- If food is to be pre-cooked and then cooled, it must be cooled quickly – to 5°C within 6 hours.
- Cold food that is to be served hot needs to be quickly and thoroughly heated until it is steaming hot and then kept hot until it is served. It is best to reheat food to a temperature of 70°C and hold the food at this temperature for at least 2 minutes.

**Health and Hygiene for food handlers - Health requirements**

If you are ill or have an infection you can easily transfer harmful bacteria or viruses to food.

**Do not handle food if:**

- You are ill with vomiting, diarrhoea, fever or sore throat; or
- You doctor has diagnosed that you have or carry a food borne illness; or
You have infected sores on your hands, arms or face, or any discharges from your ear, nose or eyes (such as a cold).

You can continue to handle food provided that you take extra precautions to prevent food being contaminated, e.g. cover the skin sore or take medication to dry up the discharge.

**Hygiene requirements**

You are required to have clean hands at all times. Hands are to be cleaned:

- Whenever your hands are likely to be a source of contamination of food;
- Immediately before working with ready-to-eat food after handling raw food;
- Immediately after using the toilet;
- After coughing, sneezing, blowing nose, eating or drinking;
- After touching hair, scalp, mouth, nose or ear canal; and
- After handling rubbish and other waste.
- Avoid handling ready-to-eat food – use tongs or other implements.
- Wear clean outer clothing.
- Make sure bandages and dressings on exposed parts of your body are covered with waterproof coverings.
- Do not eat over uncovered food or equipment and utensils.
- Do not sneeze, blow or cough over uncooked food, or equipment or utensils.

**Washing Up**

Although the students rinse and wash their own utensils and crockery in tubs provided, it is **ESSENTIAL** that parents rewash all used items in hot soapy water and rinse clean, either air dry or use clean tea towels and pack away in correct places.

**Social**

Breezeway is the hub of the informal socialising for the school community.

Teas, coffee, sugar and milk are provided in the Breezeway, and it is requested that parents a pay 50 cents per cup to assist in covering these costs. This is done entirely on an honesty system. The donation tin is above the hot water unit. Please wash and store the cutlery and crockery you use, and always leave the Breezeway clean and tidy when you finish.

**Financial Terms and Conditions**

**Terms and Conditions of Enrolment**

Fees and charges are reviewed by the Board annually.

**Holding Fee/Leave of Absence**

Children who need to be absent for more than half a term due to serious illness or travel are eligible for a 50% reduction in fees payable for the period of absence. Application will need to be made to the Principal.
For absences of over a term no school fees are applicable, but the school will require advance payment of $150 (per child) per term (or part thereof) to hold a position in a class.

**Withdrawal**

One term’s notice of withdrawal of a student from the school must be given in writing. In the absence of such notice, the equivalent of four weeks fees will be charged. Any other outstanding fees must be settled prior to the child’s departure date.

**Methods of Payment**

In person payable at school office – EFTPOS, credit card, Cheque, or cash.

Phone – by credit card - Visa, MasterCard and American Express.

Direct debit – from Cheque or savings account - can be set up for weekly, fortnightly or monthly payments and payment in full to be made by end of the school year. A direct debit form can be collected from the school office. Alternatively, discounts may be offered for full payment in advance.

**Late/Non Payment of Fees**

**Responsibility for paying fees**

As all families with children attending our school are required to pay school fees, non-payment of fees may result in cancellation of enrolment. All signatories to the Enrolment Form are jointly and severally liable for the payment of all fees and charges incurred on behalf of the students. For any change to this arrangement the school needs to be notified in writing by all signatories on the Enrolment Form and the school agrees to this variation, in writing.

**Late Payment**

Unless pre-payment or monthly direct debit payment arrangements are in place Term Accounts are due and payable by Day 1 of Week 3 of each term. In cases where circumstances prevent timely settlement of fees, alternative payment arrangements must be made with the Principal/Financial Officer as soon as possible.

Accounts outstanding after the due date will be considered delinquent and, if not settled two weeks following the due date will attract a penalty of 10% per annum of the outstanding amount, calculated on a daily basis, which will be added to the account each month. A $5 fee will be charged to the parents per debt collection letter. Debt Collection agents will be used if payments are not received as undertaken and any Debt Collection fees incurred as a result will be billed to the debtor.

**The school may, at its discretion, suspend a student pending settlement of an outstanding account.**
**Fundraising**

Fundraising, from both within and outside of the school community is an essential component of the school’s budget. The school will strive to ensure that all fundraising activities are commensurate with our stated Values and Constitution.

Whilst participation in fundraising events and activities is voluntary, a level of support is expected from all families. Support is not necessary financial – there are always lots of opportunities to help out by offering your time or special skills.

The main fundraiser of the year is the Spring Fair. This is run by a voluntary group, involving the College, the Board and the P&F. All families are expected to contribute to their Class-run stalls. Contributions may be of goods and services, or labour in advance or on the day. A contribution to the plus the major cafe stall is also expected. Class Carers have a key role in leading the success of the Class stalls and will ensure that everyone can take part.

**Voluntary Contributions**

If you are able to make a tax deductible donation to our school's Building Fund or Library Fund, your assistance would be greatly appreciated.

These Guidelines have been prepared by Casuarina School to help foster good communication and to build strong school community where our children will flourish. Clarification and further details are available from your Class Teacher, the School Office or the Principal.