Cape Byron Rudolf Steiner School

HIGH SCHOOL PARENT HANDBOOK

Last updated 2009
Attachments

Teachers, Staff, Guardians, School Council Members and Parents & Friends
Fee Schedule

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HIGH SCHOOL EDUCATION 5

STEPPING OUT OF CHILDHOOD 5
HOW IS HIGH SCHOOL DIFFERENT FROM EARLY CHILDHOOD EDUCATION AND PRIMARY SCHOOL EDUCATION? 5

HIGH SCHOOL TIMETABLE AND SUBJECTS [CLASSES 7 TO 12] 7

SUBJECTS TAUGHT IN CLASSES 7 TO 10 8
PRELIMINARY COURSES [CLASS 11] OFFERED IN 2009 11

SCHOOL STRUCTURE 12

MISSION STATEMENT 13
VISION STATEMENT 13
APPROACH TO SUSTAINABILITY 14
THE COLLEGE OF TEACHERS 15
THE ALL STAFF MEETING 15
PRIMARY AND HIGH SCHOOL FACULTIES 15
SCHOOL COUNCIL 15
THE PARENTS & FRIENDS COMMITTEE 15
CLASS PARENT COORDINATORS 16
WHOLE SCHOOL MEETINGS 16

LEARNING NEEDS RULES – AT LEAST SOME 16

ATTENDANCE 16
NEW ENROLMENTS – TRIAL PERIOD 17
CODE OF CONDUCT 17
WHAT HAPPENS IF THE CODE OF CONDUCT IS NOT FOLLOWED? 20
HIGH SCHOOL DRESS CODE 21
EQUIPMENT RESTRICTIONS 22
DIARIES 23
HOMEWORK 23
NEWSLETTER AND NOTICEBOARD 26
MEETING WITH YOUR CHILD’S CLASS GUARDIANS 27
PARENT INFORMATION NIGHTS 27
RESOLVING DIFFICULTIES 27
EDUCATIONAL MATTERS 27
GENERAL MATTERS 28
OC upational Health and Safety 28
STUDENT SERVICES COORDINATOR 28

HEALTH 30

MEDICAL CARE 30
CHILDREN WITH ASTHMA AND ALLERGIES 31
MEDICATION 31
SUN PROTECTION 31
NOTIFIABLE INFECTIOUS DISEASES AND EXCLUSION PERIODS 31
Table: Notifiable Infectious Diseases 31
SCHOOL PROCEDURE - HIGHLY COMMUNICABLE INFECTIONS 33
HEAD LICE 33
CHILD AND FAMILY HEALTH NURSE 33
ORAL HEALTH 33

LIBRARY 33

PARENTS’ BORROWING 33
LIBRARY TIMETABLE 34

TRAVEL 34

TRAFFIC RULES 34
SCHOOL CAR PARK SAFETY 34
NOTIFICATION OF CHANGES TO YOUR CHILD’S TRAVEL ARRANGEMENTS

TRAVEL BY BUS
- Arranging Bus Travel
- Dual Bus Passes
- Travel and Bus Safety
- Bus Code of Conduct:
  - Additional Bus Safety Guidelines for Students
  - Bus Safety Guidelines for Parents
  - Bus Services ~ Contact Details

CAR TRAVEL SUBSIDY

EVENTS IN THE SCHOOL YEAR

SPRING FAIR – A CELEBRATION OF CREATIVITY
OPEN DAY - EXHIBITION OF STUDENT’S WORK
FESTIVALS
CLASS CAMPS
EXCURSIONS
END OF TERM
WORKSHOPS, TALKS AND ARTISTIC WORK
MUSIC AND DRAMA PERFORMANCES
CHRISTMAS MARKET
THE SCHOOL SHOP & MARKET
  - The Friday Market
  - The School Shop
High School Education

Stepping out of childhood

What started in 1988 with 13 children and one kindergarten teacher in a pavilion at the Bangalow Showground reached its completion in 2000 with the first 8 students graduating with their Higher School Certificate. In 2007 the seventh HSC examinations were held with 17 students completing it and gaining their HSC.

The step from primary to secondary education was not always an easy one. Now in 2009 Cape Byron Rudolf Steiner School (CBRSS) has a strong K-12 school reaching out to advise and support smaller schools. Academic results on the whole are above average and exceptional results are becoming common in the upper High School. Each year satisfaction grows as the community witnessed the transformation from 12/13 year olds into mature young adults.

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How is High School different from Early Childhood Education and Primary School Education?

Rudolf Steiner noted that the growing human being asks different questions at different times of growth:

- After wanting to know “if the world is good” during preschool years,
- “is the world a beautiful” in the primary years
- the question during the high school years “is the world a truthful place?”

Teenagers want to know the truth – the truth of their own feelings and the truth in answers adults are giving them. They are very sensitive to any attempt to replace honesty and truth with simple authority or rules for rules sake.

It is known that the world is not always a transparent and truthful place. Advertising, media hype and claims of instant gratification are relentless in their attempt to transform children into cynical and at times desperate and insecure consumers. As a school community, the teachers can give an example of human truthfulness.

In the High School all subjects are taught by teachers who know their subject well; who are passionate about it. The teachers are also are willing to engage in honest discussions about issues that stir and affect the students.

Discipline issues are solved not only with the authority of respected teachers and class guardians, but also with the consistent reminder to students that they are the ultimate source of moral and appropriate action. Rules are necessary and are accepted by students in a process that reflects their attempt to understand their own actions and feelings – and that of others as well.

High School years can be emotional and sometimes turbulent years; the inner workings of puberty, peer group dynamics, conflicts with parents and other adults can cause disruption; and sometimes students withdraw from the learning situation. The teachers have considerable experience in dealing with such situations and as a high school faculty
the teachers consult and collaborate helping to find the right person(s) to enable the young person to find a way through these turbulent times.

High school students are taught by many teachers. The variety of personalities they encounter is a fruitful lesson in itself. The high school teachers discuss situations that have occurred in classes with each other to make sure that no student is forgotten; that ‘challenging’ students receive an appropriate response and that positive developments in behaviour and attitude are noticed and supported.

Parental involvement with school issues can change significantly in the High School. Sometimes students are not very forthcoming with information about their day at school. The educational process is a more personal experience and can be much harder to share than it was previously in the primary school. For the student it is often not easy to find the right person with whom to talk.

One purpose of this handbook is to fill in gaps in information and to encourage parents to contact the school (Class Guardian, High School Coordinator (Rachel Knight), Senior School Coordinator (Katie Biggin) or the Principal (Janet Molloy) when there are questions or concerns.

Class parent meetings for each class are held twice a year. Parents are also invited to discuss student reports twice a year.

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Teachers in schools for Rudolf Steiner education work with the three main faculties of humans - thinking, feeling and willing - in a conscious and organised fashion.

In the High School the teachers are working with ‘thinking, feeling and willing’ - in main lesson time where the thrust is ‘academic’ in the practice lessons (literacy, numeracy, artistic, dramatic, poetic when ‘feeling’ is paramount and then in the physical afternoon lessons (Design and Technology, Photography, Drama, Visual and 3D art, when the students are ‘doing’. These three aspects are noticeably present and when they work in balance with each other, the students are healthy and “well-balanced”. They then have the ability to perform thoughtful actions – to form worthy ideas, and to bring these into the world creatively so that others will benefit.

Each and every act of education at this school aims to develop a healthy relationship between these three faculties. Each activity, each day, each week, each term, each semester and each year endeavours to create a balance between the head, the heart and the hand. CBRSS develops not only the students’ academic learning and intellectual training but it also nourishes their physical and emotional maturing.

Profiles describing child development through the High School years are available from the High School Coordinator. Email hadmin@capebyronsteiner.nsw.edu.au - please indicate the age of your child in years and their Class level, and whether you would like to receive hard copy or electronic.

****
High School Timetable and Subjects [classes 7 to 12]
Changes to previous schedules are in italics.

As in the Primary School the timetable is made up of Main Lesson (the thinking part of the day); Practice Lessons (the feeling and rhythmical part of the day) and an Afternoon Lesson (the willing part of the day).

<table>
<thead>
<tr>
<th>Time</th>
<th></th>
<th>Main Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>-</td>
<td>11:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>[includes a verse and roll call with one of the Guardian Team]</td>
</tr>
<tr>
<td>11:00</td>
<td>-</td>
<td>11:15</td>
</tr>
<tr>
<td>11:15</td>
<td>-</td>
<td>12:15</td>
</tr>
<tr>
<td>12:15</td>
<td>-</td>
<td>1:15</td>
</tr>
<tr>
<td>1:15</td>
<td>-</td>
<td>1:45</td>
</tr>
<tr>
<td>1:45</td>
<td>-</td>
<td>2:45</td>
</tr>
<tr>
<td>2:50</td>
<td>-</td>
<td>4:45</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>After School Lesson [class 11 and 12 only – various days]</strong></td>
</tr>
</tbody>
</table>

The class 11 and 12 timetable requires that some lessons are scheduled after regular school hours. About 2/3 of the content – not the delivery – of lessons for classes 7 to 10 is prescribed by the syllabus documents for each subject, written by the NSW Board of Studies. This 'prescribed' content occupies roughly the Main Lesson and Period time of each day. The remaining third of the time – mostly the Afternoon Lessons – is filled with a unique Elective Program, where students from different classes join to follow one of their passions or learn skills that do not come into play during the rest of the day.

**Main Lessons in our High School** are delivered for 5 days a week in Classes 7, 8, 9 and 10 in blocks of 2, 3 or 4 weeks, depending on the length of term. There are 15 Main lessons per class – 13 in class 10 plus a block of work experience. The core Main lesson subjects are English, Mathematics, Science, History and Geography.

As well there are **Main lessons in** Design & Technology [C8, 9 and 10], Art History [C 9 and 10], History of Music [C 9] and History of Religion [C 9].

The 2 Periods are dedicated to the practise of the subjects learned in Main lessons and other subjects:

- Personal Development and Physical Education [PDHPE],
- Music,
- French and
- Visual Art

Details of possible subjects can be found on the following 2 pages. **English and Mathematics practice periods are scheduled for each week of the year for C9 and 10.**

The Electives scheduled in the afternoon timeslot allow students a choice - to be either creative or physically active (at all times the electives offered are educational. Details of subjects for 2009 are listed on the following pages. The number of Electives offered depends on the number of students in C 9 to 10, but is not less than 10 i.e. 2 elective choices for each afternoon. Some subjects are offered on several afternoons with 'different flavours'.
While the Elective program changes slightly every year, there are some 'perennials' such as Drama, Photography, Design and Technology, Music and Music Technology, Painting and Drawing, Sculpture and Ceramics. Sport is compulsory from Classes 7 – 10.

Other courses may not be offered each year but would possibly be offered over the period of 4 years e.g. Yoga, Naturopathy or Dance.

While each student has to select one elective for an afternoon – some such as Drama come in pairs – they have to commit to their choices for a full semester. This way each student has the experience of up to 10 electives per year. Some electives such as photography may be offered according to experience.

In Class 7 and 8 the afternoon lessons are compulsory, offering the students a taste of music, design & technology, painting, sculpture sport, drama and singing.

At this stage C 11 and 12 do not have Main lessons, periods and afternoons as such. Instead their week is divided according to course lesson in their chosen subjects which now stay the same for these 2 years. Courses offered from C7 to C 11 2009 are listed below.

**Subjects taught in Classes 7 to 10**

<table>
<thead>
<tr>
<th>Class 7 Subject</th>
<th>Taught in Main Lessons</th>
<th>In Periods</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education and Personal Development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 8 Subject</td>
<td>Taught in Main Lessons</td>
<td>In Periods</td>
<td>Afternoon</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History [including History of Religions]</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td></td>
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</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music including computer applications, choir, orchestra</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art (various)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education and Personal Development</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surfing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 9 Subject</th>
<th>Taught in Main Lessons</th>
<th>In Periods</th>
<th>Afternoon</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History [including History of Music]</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music including computer applications, choir, orchestra</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design and Technology</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art (various)</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education and Personal Development</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Ceramics</td>
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<td></td>
<td></td>
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<tr>
<td>Sculpture</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Taught in Main Lessons</td>
<td>In Periods</td>
<td>As Elective</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td>English</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music including computer applications, singing, orchestra</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Visual Art (various)</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Physical Education and Personal Development</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sculpture</td>
<td>✓</td>
<td></td>
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</tr>
</tbody>
</table>
Preliminary Courses [class 11] offered in 2009

The minimum number of students per subject choice is usually 4. Minimum number of units for HSC: 12 in C11 and 10 in C12

<table>
<thead>
<tr>
<th>COURSES TITLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>English standard [2 U] *</td>
</tr>
<tr>
<td>English advanced [2 U] *</td>
</tr>
<tr>
<td>English extension [1 U] *</td>
</tr>
<tr>
<td>[this choice is only for those who have English advanced]</td>
</tr>
<tr>
<td>General Mathematics [2 U]</td>
</tr>
<tr>
<td>Mathematics [2 U] *</td>
</tr>
<tr>
<td>Physics [2 U]</td>
</tr>
<tr>
<td>Biology [2 U] *</td>
</tr>
<tr>
<td>Ancient/Modern History [2 U] *</td>
</tr>
<tr>
<td>Business Study/Legal Studies [2 U] *</td>
</tr>
<tr>
<td>Design and Technology [2 U] *</td>
</tr>
<tr>
<td>Music 1 [2 U] *</td>
</tr>
<tr>
<td>Drama [2 U] *</td>
</tr>
<tr>
<td>Visual Art [2 U] *</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education [2 U] *</td>
</tr>
<tr>
<td>Photography and Digital Imaging [2 U] *</td>
</tr>
</tbody>
</table>

Distance Education
The school provides supervision for each subject from the list of Distance Education subjects [popular for languages]. E.g. Italian, Spanish, German, Software Development and Early Childhood Studies

TAFF
E.g. Hospitality Operation [2 U], Construction [2 U] either as UAI course or as non UAI course

Courses in Italics are non-UAI courses and do not contribute to a University Admission Index; all other courses are UAI courses.
Class Guardians are responsible for the pastoral care of the students in their guardian class - this is a role similar to the role of a Class Teacher in the Primary School. One of the Guardian Team meets with their class at 9 each day for a verse, roll call and housekeeping. The guardians do not necessarily teach their own class every week. It is considered important however that Guardians are timetabled with their own class as often as possible. One of the constraints to this is the preference of the School management for teachers to teach the subjects they know best.

Dual guardianship was introduced in 2006 for all classes; one class guardian is always on campus and available.

In Class 7 to 12 Class Guardians have a time tabled Guardian period each week with their own class. Also during roll call at least one of the Guardians meets the class and during this time is able to observe the changing dynamics in their class and to observe the individual students.

Every teacher in the High School is expected to supervise and monitor the welfare of all students.

Class Guardians call parent meetings and conduct interviews with prospective parents. They are usually the first point of contact for parents to ask questions and share concerns or observations.

Class Guardians work closely together with the Principal in all matters of involving students experiencing problems adhering to the High School Code of Conduct.

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SCHOOL STRUCTURE

**Cape Byron Rudolf Steiner School** is a Registered Independent School and operates as a not-for-profit business under the articles of its Association. A copy of the Constitution of the Cape Byron Rudolf Steiner School Association is available from the Front Office staff on request. All parents are members of this Association after enrolment of one child.

**The School Council** holds the legal and financial responsibilities of the School.  
**The Principal** attends to the day to day running of the school  
**The College of Teachers** holds the educational responsibilities of the School.  
**The Parents & Friends Committee** assists the school on a voluntary basis by organising fundraising and cultural events.

Cape Byron Rudolf Steiner School was established in 1988. The present site was generously donated by the McKellar family.

The School receives funding from the State and Federal Governments in addition to fees from you, the parents.
The various bodies within the school work together with the common aim of delivering quality Rudolf Steiner Education in the light of the following Mission and Vision statement.

**Mission Statement**
The aim of the Cape Byron Rudolf Steiner School is to provide a learning environment that mirrors the needs of the developing human being and is enlivening to their soul forces of thinking, feeling and willing, so that each individual develops the skills and abilities to realise their potential and contribute to the life of the local and wider community.

**Vision Statement**
A thriving, full school, founded in the philosophy of Rudolf Steiner, Anthroposophy, which keeps alive the integrity of the human spirit and which delivers a programme of excellence to the children who attend. To support this aim we will:

- Strive to put into practice Rudolf Steiner’s indications for understanding child development - through study, observation and collaborative working between teachers and parents
- Develop and implement a curriculum that supports and nurtures the physical, emotional, social and intellectual growth of the child and young person - inspired by our understanding of child development, and in accordance with the requirements of the Federal and State Governments
- Continues to invest in the professional development of our teachers, enabling them to deliver to all our students a holistic education that is as much about building our students spirit as it is transferring skills, knowledge and the thirst for learning
- Create a place of goodness, beauty and truth that inspires teaching and learning
- Nurture and preserve the natural environment and take care of the resources
- Encourage creative expression and enthusiastic participation in all aspects of community life – in our school and beyond
- Welcome, encourages, guide and supports all members of our community by embracing the universal shared values of freedom, equality, democracy, peace, human rights, responsibility, pluralism, diversity, mutual respect, human dignity and individual worth
- Create and celebrate social occasions to ensure a balance between conscientious working and light-hearted enjoyment.

Cape Byron Rudolf Steiner School aims to educate within the principles of Rudolf Steiner Education and within the requirements of the New South Wales Board of Studies. The High School curriculum fulfils the school’s obligations to both. It has received the maximum years of accreditation and registration possible and is recognised as one of
Australia’s most established Rudolf Steiner Schools, delivering Rudolf Steiner education to 300 students from Kindergarten to Class 12.

The School also has a commitment to good environmental practices, including solar panels, composting toilets and waste-water recycling, composting for the school gardens and tree planting, and each room is fitted with equipment to measure daily energy usage. As such the site itself is an environmental education tool.

**Approach to Sustainability**

From its inception as an educational facility in 1988, the School has held firm to the belief that a *sustainable and caring approach to the environment* is of the utmost importance.

To this end the school has been **Solar powered** from its beginning - gradually adapting and expanding its solar technology as the school has grown and changed. Its need for power has expanded with the growth to a K-12 school. As a response to this and increasing reliance on a diesel generator back up and the associated effects on the environment of diesel use - the school has taken the option of connecting to the **mains electricity grid**. However it has maintained and expanded its existing solar array and it is now feeding solar power back into the grid (through Grid Interactive Inverters) during its low power consumption periods e.g. School holidays and weekends. As long as the sun is shining the school is contributing power to the national electricity grid. The system generates about 5.4 Kw/ peak

**The school also treats all its grey and black water onsite and reuses it.** It has a number of different systems onsite, such as composting toilet systems, waterless urinals and extremely low flush toilets with attached reed bed filter fields and sand filter and subsurface irrigation to native forest plantings. The waste fluids from our High School photography course are collected and taken to a local photography laboratory for filtering to remove and reuse the heavy metals such as silver. Water from the Art and Science rooms is filtered through filter bins and reed beds before being released to garden beds. The school has nine 1100 litre rainwater tanks for drinking purposes. It is looking at expanding its rainwater catchment for use in toilet flushing.

All food and vegetative scraps are composted and or used as mulch onsite. All prunings are chipped and reused as mulch; almost eliminating the need to purchase mulch. The school has a small worm farm. Organic farming practices are used in the care of the extensive onsite gardens. It has a considerable number of fruit trees onsite, with over 20 different varieties represented. This allows the students to wander around the school throughout the year and harvest fruit for consumption. Paper and cardboard are collected and recycled. The use of throw away food and other containers is discouraged, but those making their way onsite are collected and recycled wherever possible.

In an initiative with a neighbour, the school has undertaken the restoration of cleared and degraded swamp land surrounding the school. This has involved the clearing of all weed infestation and the replanting of endemic plant species. All this has been done by the students, parents and staff.
In the use of products onsite, including in the classrooms, the school endeavours wherever possible to research and use the least toxic products and to use local products wherever possible e.g. Organoil for most timberwork (produced locally).

In all these initiatives the students are educated in the reasoning behind and functions of the various components, according to their age level. The school’s aim is that by the end of class 12, the students will have a reasonable knowledge of how to live in a healthy, caring and sustainable relationship with the environment.

**The College of Teachers**
The College of Teachers consists of experienced teachers who commit themselves (for no less than one year) to collectively holding the educational responsibilities of the School. The Principal attends meetings of the College as an ex-officio member.

The College meets weekly on Thursday after school, working on educational and philosophical issues facing the school. As well it plans school events and teacher development days. The College of Teachers is the body responsible for overseeing teacher development and evaluation, student management and enrolment.

The College of Teachers also commits itself to the study of Anthroposophy and its relation to Rudolf Steiner Education. The College is advised by the Primary and High School Faculties, the Business Manager and the School Council. The College meets with the School Council usually once per term. The College chooses 3 delegates to participate as members of the School Council.

**The All Staff Meeting**
All staff members (teachers and administration) meet fortnightly on Wednesdays to share relevant information and to discuss matters of concern to all staff.

**Primary and High School Faculties**
The High School teachers and Primary School teachers meet in Faculties after the All Staff Meeting and on every other Wednesday to manage the various aspects of delivering education to the different areas of the School and the care of the students in those areas. The faculties report to the Principal.

**School Council**
The School Council is comprised of three Parent members and three College members and is advised by the Principal and the Business Manager. The Parent members are elected by the members of the Association at the AGM which is held in April of each calendar year. The College members are appointed by the College at the beginning of each school year. The School Council is responsible for legal matters and ensures that all the school’s policies are adequate, that the School remains financially viable and that all requirements laid out in the Commonwealth Funding Agreement (2004) are complied with. The School Council also secures funding from government agencies and applies for block grants for new buildings in the school.

**The Parents & Friends Committee**
The Parents & Friends Committee is made up of parents and friends of the school who assist the school by organising cultural, artistic and fundraising events for the School. The Parents & Friends manage The Friday Market, The School Shop, The Spring Fair, School
Calendar and other events as they arise such as catering at School events. Funds raised by the Parents & Friends support the school in many ways. Without the generous donation of time and skills by the Parents and Friends of Cape Byron Rudolf Steiner School it would not be the school it is today. The Parents & Friends represent the parents, the staff and other friends of the school.

**Class Parent Coordinators**
At the beginning of each school year Class Guardians ask for parents to volunteer as Class Parent Coordinators. These coordinators liaise with the P & F especially at Spring Fair time and also collaborate with teachers to keep the parents of the class informed of class events and activities related to the class.

**Whole School Meetings**
These occur from time to time to allow consultation and parent input into current concerns/ issues or to allow input into the future direction of the school. Your attendance is encouraged and feedback appreciated.

### Learning needs rules – *at least some*

**Removal of Hindrances (Rudolf Steiner)**

“Our rightful place as educators is to be removers of hindrances … each child in every age brings something new into the world from divine regions, and it is our task as educators to remove objects out of the child’s way; to remove hindrances so that the child’s spirit may enter, in full freedom, into life.”

Our school has more than 200 policies and guidelines. The essence of some that are particularly relevant and important to the High School students and staff are outlined below. If you want to know more, please ask and policies or guidelines will be forwarded to you and/or discussed in detail with you.

**Attendance**

Students must attend school and any non-attendance must be explained by parents in a written and signed note, stating the date and the reason for the absence. These notes have to be handed in as soon as possible, but not later than on the first day after an absence.

**In the interests of safety the School requests that you inform the Front Office staff by 9.15am if your child will not be attending school that day. Formal notification can be a phone call, a signed note, email or Fax and has to include the reason for absence i.e. leave or sickness**

If you have not informed the School by that time the Front Office staff may phone you or sms text message to ask for formal notification.

It is important that lessons start on time and be conducted until 2:45 each day. Obviously some appointments necessitate early pick-up, but where possible please arrange appointments after 3pm.

All lessons are important throughout each day. Main Lessons continue for 2, 3 or 4 weeks and irregular attendance interrupts a student’s education. There is little time to review
and repeat topics. The Board of Studies requirements stipulate mandatory teaching hours for most subjects, e.g. 400 hours for English, Mathematics and Science in classes 7 to 10. If students miss too many of these hours, the award of a School Certificate at the end of class 10 is in jeopardy.

For classes 10, 11 and 12 special attendance rules are in place as set by the Board of Studies. Absence of more than 2 days requires a Doctor’s Certificate. Parents of students in these classes receive a special leaflet informing them of this at the beginning of classes 10 and 11.

While it is rare that students leave home and do not attend school, it does happen. If the reason for an absence is not known or clear the teachers’ duty of care requires them to contact parents of absent students for an explanation.

If a student is absent (for any reason) for 3 or more weeks during term time, you will be asked to attend a re entry interview with your child’s Class Guardian(s).

A Legal Guide for Schools (1) informs Schools that the law imposes upon parents a duty to educate their children. If parents do not ensure attendance at school and fail to provide the school with a reason for any absence within a set number of days, the School is required to report non-attendance to the Education Department. Board of Studies inspectors inspect our attendance registers.

New Enrolments – Trial Period
The school policy states that all students enrolled at the school are accepted on a provisional basis for one term. This gives parents and teachers the opportunity to see how the student settles in and whether or not this school meets the educational and other needs of the student. If in this term serious problems arise that cannot be resolved then further enrolment may not be offered.

Code of Conduct
Student behaviour in the High School is guided by a ‘Code of Conduct’. The text is printed below. The aim is to instil and reinforce a sense of responsibility in the students - responsibility for themselves, for others and their environment.

If a student has difficulties accepting and implementing this code, the High School teachers will remind the student of what is appropriate and what is not. Inappropriate behaviour leads to formal warnings, detention and finally to a contract. Contracts are formulated with the help of the student, detailing the behaviour that is appropriate and expected in future and signed by him/her, parents and Class Guardian(s).

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1 The Hands On Guide © 2007 CCH Australia Ltd
CAPE BYRON RUDOLF STEINER SCHOOL
CODE OF CONDUCT – HIGH SCHOOL

Cape Byron Rudolf Steiner School is committed to providing a safe, caring and harmonious environment that fosters respect for others and individual differences.

Cape Byron Rudolf Steiner School is an inclusive environment where diversity is affirmed and individual differences respected. Learning and working needs are met in a secure, ordered and supportive environment enabling students to learn and grow with confidence and staff to work free of bullying, intimidation or harassment.

Cape Byron Rudolf Steiner School provides a range of effective programs to ensure a safe and secure environment promoting personal growth and excellence in all students. The teachers aim to develop confidence and self esteem in the students and to empower students to take responsibility for themselves and their actions.

At Cape Byron Rudolf Steiner School staff and students are expected to care for each other.

Every student has the right to learn in a secure, ordered and supportive environment.

High School age students have the capacity to take responsibility for their own behaviour.

High School students will:

TREAT ALL PEOPLE RESPECTFULLY
This includes teachers, staff and all other people on the school’s premises or participating in camps, excursions, events and other activities.
- Follow all reasonable requests made by teachers.
- Abide by procedures and rules of the School.
- Speak politely to all adults and other students.

The following behaviours are not acceptable:
- swearing
- stealing
- lying
- bullying - bullying behaviour can be:
  - verbal e.g. name calling, teasing, abuse, putdowns, sarcasm, insults, threats, making fun of someone because of their appearance, physical characteristics or cultural group or making fun of someone’s actions
- physical e.g. hitting, punching, kicking, scratching, tripping, spitting, making someone do something they don’t want to do, forcing others to hand over food, money or something that belongs to them

- social e.g. ignoring, excluding, ostracizing, alienating, making inappropriate gestures

- psychological e.g. spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of cameras, camera phones, websites, chat-sites or the internet.

**COMPLETION OF SCHOOLWORK**

*All students are expected to participate positively in their education. In order for this to happen, all students are expected to:*

- Co-operate with all class activities.
- Put the best possible effort into their work and to complete all tasks in a timely manner (see Use of Diaries Guideline)
- Complete homework when required and hand it in on time (see Homework Guidelines).
- Be punctual to all classes equipped with the relevant work and materials e.g. library books, projects, sport clothing, stationery

**CARE FOR ENVIRONMENT**

*The environment of the School is beautiful and well kept. It is important that all staff and students are able to enjoy it.*

*Students are asked to:*

- Keep the classroom for learning, study and work
- Keep the classroom and lockers clean and tidy.
- Walk inside the classrooms.
- Respect the property of the School, the staff and students.
- Have respect for the school grounds, taking care not to litter or damage plants.

**PERSONAL BELONGINGS**

*All students in high school are expected to participate in their own education by:*

- Bringing appropriate equipment stipulated by the teachers at the beginning of each year/term e.g. stationery, exercise books or folders etc.
- Leaving at home all items that distract from the learning process or social integration. Items such as mobile phones are for emergency use only at break times. Computer games, iPods etc are not appropriate school items.
- Leave skateboards, roller blades and bikes in staff room at beginning of day to maintain a safe environment

**TRAVELLING TO AND FROM SCHOOL BY BUS**

- Display well-mannered orderly conduct on the bus.
- Remain seated when bus is in motion.
- Comply with bus regulations re food, drink and noise.

**IF BEHAVIOUR IS NOT CONSISTENT WITH THE CODE OF CONDUCT**
DISCIPLINARY ACTION WILL BE TAKEN.

ADDITIONAL GUIDELINES – parents please note

- **Food** - Ensure that food brought to school is healthy with minimal packaging.
- **Attendance** – If a student will not be attending school that day please notify the school by 9.15am. All half or full day absences require a note on return to school. Please notify the school prior to any long term absences.
- **Illness** – please notify school of any infectious diseases and exclude student from school for the appropriate time.
- **Punctuality** – school begins at 9.00a.m. and finishes at 2.45p.m.
- **Check your child’s hair for nits and lice regularly** - they flourish in the hair of teenagers as well as the primary child.

WHAT HAPPENS IF THE CODE OF CONDUCT IS NOT FOLLOWED?

Disciplinary action will be taken. The discipline is related to the nature of the breach, the age of the student and any previous related breaches. For serious breaches parents will be contacted immediately and may be asked to attend a meeting.

The following actions are used in the High School for the disciplining of students:

- **Speaking with the student** about their behaviour; helping the child to seek solutions to enable them to abide by the school’s rules; asking the child to modify their behaviour.
- **Speaking to the class** about behaviour and expectations of behaviour.
- **Two warnings** with explanation.
- **A third warning will result in a lunch-time detention with the Student Manager.** A note will be sent home with the student for the parents to sight, sign and return to the class guardian. Parents are asked to speak to their son/daughter about this behaviour.
- The student may also be asked to leave the classroom if their behaviour is disrupting the learning of others.
- Extreme behaviour can result in an **instant lunch time detention.** In the case of very extreme behaviour or refusal to follow the directions of a teacher parents may be asked to come to school and take the student home. A Guardian will then request an interview with parents.
- **Second detention.**
- **Third detention.**
- If after this point **no significant and lasting improvement** is made in the student’s behaviour, parents will be asked to come in for an interview with the Principal and Class Teacher/Guardian.
- Depending upon the age and nature of the student, and the type of problematic behaviour being displayed, they may be offered a **Conduct Card.**
- **The 5 Day contract** requires parents and students to agree to and sign a document agreeing to modify behaviour for that period. A significant and lasting improvement must be made to avoid future contracts.
A **second or third contract** may be issued if the student reverts to unacceptable behaviour.

**Extreme language or actions** may constitute an **immediate contract**. A note will be sent home for parents to sight, sign and return to the class teacher. The teacher will **request an interview** before the student returns to school.

The school may also recommend parents **seek professional counselling** for the student in order to ascertain any underlying problems.

If the contract is not effective and a breach of the agreement occurs, the **parents may be asked to take the student home** for the remainder of the day. The school will request an interview with parents before the student returns to school.

The School may also choose to **send a student home** if they refuse to respond to a reasonable direction or are out of control or being abusive.

If a student is issued with a **third contract** and after this period shows no **significant and lasting modification** of the unacceptable behaviour, the student will be asked to **leave the school**.

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**NOTE: This document is subject to regular review and amendment.**

Breach of contract can result in the school asking the student to leave. Parents will be invited to participate in each step leading to such an action.

If a student’s behaviour is dangerous to others or themself the School’s Duty of Care requires that that the parents are notified immediately and that they are asked to remove them from school premises until satisfactory arrangements have been made to ensure the safety of all.

It is well recognised that domestic issues can have an enormous influence on students. It is expected that parents will inform the Class Teacher/Guardian(s), or the Principal in cases where issues arising at home have or may have an effect on a student.

Cape Byron Rudolf Steiner School has a Student Services Coordinator, who is available to help students when the need arises. The needs may arise out of behavioural or learning difficulties. Student support services and referrals to appropriate agencies are available. Teachers may refer a student to the Student Services Coordinator for informal discussion or an independent assessment if they are concerned about atypical behaviour. Confidentiality is respected at all times, but disclosure to parents and/or other essential parties will occur where a student is perceived to be at significant risk to themselves or others. Parents may request referral as well. Students can also self refer. For inquiries regarding the service or to make an appointment please contact the Front Office, staff or leave a message for the attention of the Student Services Coordinator.

**High School Dress Code**

Clothing worn in the High School is required to be suitable for the day's activities; and it needs to be appropriate clothing for a school setting. Moderation in clothing and hairstyle is requested. All clothing must be modest and non- provocative – i.e. not too revealing.
Inappropriate or offensive logos or designs are not permitted. Students may be requested to turn their T-shirts inside out if they are deemed inappropriate or offensive.

Shoulders and midriffs must be covered at all times. Shoulder free clothing is not permitted at break or sport time. Sleeveless tops need to have over-shirts for any outdoor wear including sport times. Bra straps must be covered by clothing at all times.

Student's pants must be above the buttock line.

Girls must wear t-shirts or shirts that cover their décolletage and midriff.

Trousers, shorts, skirts and dresses must allow full freedom of movement at all times and provide adequate cover to arms, legs and bodies.

Torn clothing is not appropriate for school wear.

Clothing needs to be weather appropriate.

Sensible protection from the sun is expected. Hats are essential at break times. Given our ‘sunburned’ country and the growing number of reported melanomas in the Australian community – the School has a duty of care to notify you of the requirements in relation to clothing, including hats. Shoulders also need full protection. Long or short sleeved tops prevent sunburn.

Some lessons and activities require specific clothing. These include covered shoes in science, sport and PE and lessons such as D&T. Subject teachers will provide information about such dress requirements to both parents and students. The School’s duty of care and insurance regulations require students to attend lessons wearing shoes that cover the whole foot and which have a protective surface e.g. in case a tool or chemical being dropped or spilled. It is essential for a pair of solid shoes to be kept at school - the school has provided a locker for each student. Locks are available from Front Office staff ($10).

Please note that for all PE and sport classes, runners and clothing appropriate for activity are required - jeans and some other long and baggy trousers; and skirts and dresses are not appropriate. All students will be required to wear a hat for sport during the summer months. Students who do not bring their own will have to use one from the school. Sunscreen will be made available to those who wish to use it however it is not considered an alternative to a hat.

Thongs or backless sandals are not appropriate shoes for school. It is not permissible that students are barefoot at school. These are Occupational Health and Safety requirement.

Equipment Restrictions
Cars, scooters, bicycles are not to be used on the school grounds. The same rule applies for skateboards, roller-blades or other similar form of transport.

Students are expected not to bring associated equipment to school. If they do so they are required to store it in the staff room with the permission of the teachers.

Devices such as 'Walkman' and I-pods cannot be used between 8.30 in the morning and until catching the bus in the afternoon.
The use of plugged in earphones is not permitted at school, except in specific lessons. Research indicates the potential overuse of this practice - leading to damaging the sense of hearing (resulting in deafness in some adolescents) but also contributing to social isolation.

**Mobile phones** are not needed at school – there is a blue phone for the students' use. If they are brought for emergency use after they leave the school premises, it is essential that they are kept in their bags or lockers. They must be switched off during school time.

The School reserves the right to confiscate any inappropriate technology or any technology used inappropriately.

**Diaries**

**Rationale:**
Parents and teachers recognise that the use of diaries is as an important link between home and school allowing parents the opportunity to be aware of homework that their child is expected to be doing and to be aware of events and activities in which the particular class or student may be involved and any equipment, money or other requirements that may be needed.

The regular use of the diaries supplied to the students by the School, allows the student, with the help of a parent to further develop their skills in organisation, time management and the meeting of deadlines.

It is seen as important that students develop good habits in relation to research, study skills in literacy and numeracy, time management and consolidation of skills learnt at school. It is especially important that the diaries are used to track homework and assessment requirements, events and other matters as required by the high school teachers.

**Specific Guidelines:**
- The class Guardians will be responsible for regularly teaching the effective use of diaries. Guardians will record the absence or presence of diaries once a week. All teachers are expected to use them and to reinforce their use and value.
- Parents will be notified if their child is not bringing their diaries on a regular basis. Homework will be accompanied by an explanation of the assessment criteria to be used.
- Teachers are available at school for assistance to students in the use of diaries.
- Homework and any other assessment deadlines are expected to be met. Failure to do so will be noted and penalties may result. The use of diaries is of paramount importance in this regard.

**Recommendations:**
- That parents monitor the use of the diaries and notify the Guardians of any difficulties.

**Homework**

**Rationale:**
Parents and teachers recognise homework as an important link between home and school allowing parents the opportunity to be aware of homework that their child is expected to be doing, when it is due and the assessment criteria that will be used to mark it. Regular homework allows the opportunity for parents to help their child further develop their skills in organisation, time management and also allows for one on one help when needed.

It is seen as important that students develop goods habits in relation to research, study skills in literacy and numeracy, time management and consolidation of skills learnt at school. It is especially important that meaningful homework and the related skills of study and research and time management is undertaken and skills acquired before students reach the Preliminary /HSC stage of their education. Good habits are developed when homework is given regularly and has clear assessment criteria attached to it.
Specific Guidelines:

- Home work will only be given when the teacher checks the Homework board in the High School staffroom to ensure that homework given is not exceeding an equivalent of ½ hour per night for 4 nights of the week across all subject areas.
- Homework will be set generally in blocks of 3 or 4 weeks and will usually include a research component OR a creative component OR a practical component.
- Written feedback will be given when the homework is returned and will be considered in the semester reporting for that subject.
- Homework will be accompanied by an explanation of the assessment criteria to be used.
- All teachers will focus on the literacy levels of all students’ work and there is the opportunity for parental involvement in ensuring that all corrections are done at home. For your information, here is an agreed protocol for indicating literacy errors that all teachers will use:
  - Exp Clumsy expression
  - S, S Sentence structure
  - Sp Spelling error

- Teachers are available at school for assistance to students. Students are expected to arrange these times with the teachers in advance – this assistance is sometimes available during the lunch break.
- Subjects in which homework is given in any one term will be those that arise out of Context Periods that term, i.e. where these are being taught for 2 – 3 periods a week, or Electives that have a theory component (e.g. Design and Technology)

For example, in Term 2 the main Context Periods are:
Class 7: Math Prac, English, History, Geography, PDHPE and Visual Arts
Class 8: Maths Prac, English, French, Science and PDHPE
Class 9: Maths Prac, English, Music, PDHPE and Humanities
Class 10: English, Geography, Science, Maths and PDHPE

These will change every term and students / parents will be able to check the relevant Context Periods on the timetable that is distributed to students in the first week back at school.

- For research work there will an emphasis on quoting / paraphrasing / using more than one source, etc. It is important that sources are not “plagiarised”. There must be a bibliography.
- Homework and any other assessment deadlines are expected to be met. Failure to do so will be noted and penalties may result.

Homework may be given for:

- Main Lesson: homework that builds on the morning main lesson work may be set and expected back the next day. This homework may be the result of a student being off task during the lesson.
- Context-Periods and some Electives, e.g. the production of a Design and Technology folio may be set over a semester or another amount of time.

Recommendations:
That parents supply their son/daughter with differently coloured display folders in which to keep the different subjects’ instructions and assessment criteria and current work. These can be kept at home until the day the work is due at school.

That students create and maintain a consistent and regular routine in regard to the doing of homework e.g. for Class 9 the routine of homework could be Main Lesson homework every night: plus Humanities on Mondays, Maths on Tuesdays, PDHPE on Wednesdays, Music and English on Thursdays.

That the students have a quiet study place, and work in a media-free environment

That students without a computer at home need to organise Internet access in school with consultation with their subject teacher or access the internet at the local Library or at a friend’s house if a research component requiring Internet usage is set. To access the internet at school both parent and student need to sign the Computer Usage Agreement (attached).

Newsletter and Noticeboard
The newsletter is compiled fortnightly and is distributed to families via the students. If you do not receive a copy please ask your child to bring one home for you or collect one from the Front Office. Alternatively you may wish to have the newsletter emailed to you by emailing newsletter-subscribe@capebyronsteiner.nsw.edu.au. If you have more than one child in our school usually the youngest one will be given the newsletter to bring home for your family.

Please remember – the newsletter is the main means by which teachers and staff can communicate with you – please make sure you get your fortnightly copy and take the time to read it.

In it you will find all the news and notices relating to classes as well as a “What's On” section keeping you informed about ongoing and one-off events within the school. There may be glimpses into one or two classes in each issue or a thought-provoking article on a relevant topic.

Space permitting, contributions of parent and community announcements, news or advertisements are welcomed. Discretion rests with the editor. Please email copy to the school at news@capebyronsteiner.nsw.edu.au. The deadline is noon on Mondays.

You may also wish to communicate to the school community using the community noticeboard situated on the wall outside the Front Office. Front Office staff will regularly refresh the noticeboard – items older than three weeks, undated items and items not deemed suitable by the school may be removed. The school has sole discretion about what remains on the board.

Please note some contents of the newsletter or noticeboard may not necessarily reflect the views of the school.

Teacher and Class Meetings
Meetings between the Class Guardians and parents are an essential part of the school's educational philosophy. Your attendance at these meetings is considered vital to understanding and promoting the educational wellbeing of your child. Please let your child’s Class Guardian know if you cannot attend a scheduled teacher/parent meeting.
They also provide a chance for you to:

- learn about the work your child and the class is doing;
- share ideas about behaviours, expectations and needs of your child;
- understand what you can do to assist with the education of your child;
- discover more about the educational philosophy and teaching methods of the school; and
- become informed of any planned events involving your child’s class.

Each class generally has two meetings each year. Sometimes a group of classes has a shared meeting. It is important to note that Class meetings are held to inform and discuss issues that concern the class as a whole and are never a forum to discuss individual students. You will be notified of the dates of these meetings by letter.

**Meeting with your child’s Class Guardians**

You may like to meet with the Class Guardian(s) of your child or the teacher or the Student Manager may ask you to meet to discuss issues in relation to your child. If you would like a meeting with a teacher, leave a message at the Front Office and a time for a meeting can be agreed on. Teachers need time for preparation before discussing your child - to gather information from other teachers and review the educational or behavioural history of previous events and so the School discourages impromptu meetings.

If a teacher or the Student Manager wishes to meet with you, you will be contacted to make a meeting time.

**Parent Information Nights**

These evenings are set by teachers in response to parent interest in aspects of Rudolf Steiner education and the curriculum.

**Resolving Difficulties**

It is beneficial for all parties that issues are clearly stated to facilitate resolution expeditiously and to minimise personal pain. It is the desire of all staff at the school to work compatibly with everyone, however it is recognised that conflict does arise and needs to be handled positively and with due process. The following guidelines are recommended.

**Educational Matters**

Please follow these procedures when you have concerns or difficulties that you may encounter:

**Step 1.**

If you have a concern regarding your child’s education contact your child’s Guardian(s) via the Front Office staff or the High School Administrator (hsadmin@capebyronsteiner.nsw.edu.au) and ask them to facilitate a meeting with the teacher concerned.
If the matter is of whole class nature, arrange to meet with the Guardian(s) who may be able to resolve the concern for you or you may like to ask if the matter can be put on the agenda for the next Parent/Teacher meeting.

Step 2.
If the matter has not been resolved to your satisfaction request a meeting with the Principal. You can do this by leaving a message at the Front office requesting to meet with the Principal. You may also choose to have a Parent Representative from the School Council present to support you, or another adult.

Step 3.
If your difficulty remains unresolved, or you feel the issue needs further exploration please write to the Principal. You will be contacted by the Principal to facilitate the next course of action.

Please note that it is always preferable to bring matters directly to the person concerned at the earliest possible convenience. A copy of the School’s Grievance Policy and Procedure is available on request from the Front Office staff.

General Matters
The concern or difficulty may be of a more general or non-educational nature and you may want to bring it to the attention of the Principal, the College of Teachers and/or the School Council formally. Write to the Principal asking that your letter is directed to the appropriate body. The Principal will respond to you at the earliest possible time. The Principal can be contacted through the Front Office or by email at principal@capebyronsteiner.nsw.edu.au.

The College of Teachers meets weekly on a Thursday and is responsible for the educational functions of the School.

The School Council meets monthly on a Monday and is responsible for the legal and financial aspects of the School. You may like to contact a parent representative on the School Council to present your issue at their next meeting.

Your matter may be of a social, cultural or fundraising nature in which case you may ask the Parents and Friends to consider it. The P&F meets monthly, also on a Monday and may be contacted by leaving message at the Front Office.

Occupational Health and Safety
The School Management requests that if you notice anything while you are on the school site which you think is dangerous or potentially dangerous please contact the Front Office staff and/or fill in an Occupational Health and Safety Report. Your vigilance and attention to this could prevent an accident.

See Attachments for School Council Parent Representative, Faculty, College and Parents & Friends lists of members.
**Student Services Coordinator**

Cape Byron Rudolf Steiner School has a Student Services Coordinator, who is available to help students when the need arises. The needs may arise out of behavioural or learning difficulties. Student support services and referrals to appropriate agencies are available. Teachers may refer a student to the Student Services Coordinator for informal discussion or an independent assessment if they are concerned about atypical behaviour. Confidentiality is respected at all times, but disclosure to parents and/or other essential parties will occur where a student is perceived to be at significant risk to themselves or others. Parents may request referral as well. Students can also self refer. For inquiries regarding the service or to make an appointment please contact the Front Office staff or leave a message for the attention of the Student Services Coordinator.
Health

Medical Care
Though every care of children will always be taken, accidents sometimes happen. Therefore a set of procedures has been formulated and is included here. All teachers have a basic awareness of how to treat an illness or accident with the remedies and equipment at hand. Our Front Office staff is trained in First Aid and has current First Aid Certificates as do many of our teachers.

Procedure for Accidents and Illness:
If a child has an accident or is injured at school or at camp appropriate emergency first aid treatment will be administered. Minor injuries are usually cared for by staff, usually with homeopathic and natural remedies.
When any injury continues to give pain after a short time, causes a limp (injury to leg, foot, or back) or any other compensation of movement, any abnormal behaviour (such as drowsiness or irritability) or abnormal physical reaction (vomiting or dilation of pupils) or visible signs of shock (trembling or paleness) then the School staff will try, and will continue to try, to reach the parent(s) or a parent-nominated emergency contact person to inform them of the situation. This enables the parents to have an active role in deciding whether medical advice should be sought and in the planning of further first aid treatment. Parents may be asked to collect their child and take him/her to a doctor or hospital.

In the event of a student displaying alarming symptoms due to illness, the School staff will try to contact the parent(s) or nominated emergency contact person immediately to discuss the matter and seek instructions.
If, in the perception of a school staff member that a student's health continues to deteriorate due to either injury or illness, s/he may elect to call for medical transport to take them to the nearest emergency treatment centre. The school staff will continue to try to contact the parent(s) because the student cannot be admitted for treatment without parental consent.

The school has taken out Student Accident Insurance for all students on behalf of parents. The small annual fee is included in the table of fees. A schedule of accident cost-recovery limitations is available on request from the office.

The insurance policy “provides cover for injury only, which is defined as a physical injury caused by violent, external and visible means.” It follows from this that ambulance costs are covered within the definition of an injury but are not covered when distress is caused by illness.

The School keeps an Accident Report Record of any accidents deemed to be of a serious nature, for example, a suspected fracture or concussion. The class teacher or the high school teacher on duty is responsible for completion of the form.

*Health related issues point to the importance of keeping contact details up to date. If your contact number is not correct, there could be a delay in reaching you.*
Important Notice
If you or your emergency contact(s) change address, telephone number (landline and mobile) or place of work then you must inform the school as soon as possible so that your child’s records can be updated.

Children with Asthma and Allergies
Please let the school know if your child is prone to asthma. All details of medication and treatment need to be given in order to ensure adequate treatment in case of an asthma attack. Also please advise if your child is allergic to bee stings or has any other allergies.

Medication
Please ensure a note accompanies any medicine your child brings to school.

Sun Protection
The School has adopted a document titled “Risk Management – Sun Protection”, which incorporates guidelines for sun protection for all people on site. It recommends appropriate clothing as the best measure for prevention of sunburn. The document is available for viewing by request at the Front Office.

Broad brimmed hats and clothing that covers shoulders, back of neck and arms is requested.

The School neither recommends nor disapproves of sunscreen. Parents may provide sunscreen for their children.

Sun protection and safety are included in the health and physical education programs as part of the school’s curriculum.

Notifiable Infectious Diseases and Exclusion Periods
The National Health and Medical research Council (NHMRC) provide ‘Recommended minimum periods of exclusion from school, pre-school and child care centres for cases and contact with infectious diseases’. If your child has contracted one of the diseases listed below, please inform the school and please do not send him/her to school under any circumstances unless you can satisfy the conditions under ‘exclusion of cases’.

<table>
<thead>
<tr>
<th>Table: Notifiable Infectious Diseases</th>
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<tbody>
<tr>
<td>CONDITION</td>
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<tr>
<td>Chickenpox</td>
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<tr>
<td>Conjunctivitis</td>
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<tr>
<td>Diarrhoea (including Amoebiasis, Campylobacter and Salmonella)</td>
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<tr>
<td>Diphtheria</td>
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<tr>
<td>German Measles (Rubella)</td>
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<tr>
<td>Hand, Foot and Mouth disease</td>
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<tr>
<td>Condition</td>
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<td>-----------------------------------</td>
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<tr>
<td>Haemophilus type b (Hib)</td>
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<tr>
<td>Hepatitis A</td>
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<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
</tr>
<tr>
<td>HIV Aids Virus (Human Immune. Deficiency Virus Infection)</td>
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<tr>
<td>Impetigo (school sores)</td>
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<tr>
<td>Influenza &amp; influenza-like illnesses</td>
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<tr>
<td>Leprosy</td>
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<tr>
<td>Measles</td>
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<tr>
<td>Meningitis (bacterial)</td>
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<tr>
<td>Meningococcal Infection</td>
</tr>
<tr>
<td>Mumps</td>
</tr>
<tr>
<td>Pediclosis (lice)</td>
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<tr>
<td>Poliomyelitis</td>
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<tr>
<td>Scabies, Ringworm, Trachoma</td>
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<tr>
<td>Scarlet Fever</td>
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<tr>
<td>Septic Sores</td>
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<tr>
<td>Streptococcal Infection</td>
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<tr>
<td>Tuberculosis</td>
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<tr>
<td>Typhoid Fever (including Paratyphoid Fever)</td>
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<tr>
<td>Whooping Cough</td>
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<tr>
<td>Ailment</td>
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<tr>
<td>-------------------------------</td>
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<tr>
<td>Worms (intestinal)</td>
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</tbody>
</table>

The above table lists **minimum** exclusion times. If your child is still looking pale or feeling weak it is suggested that you allow him/her plenty of time to get their full strength back. Consult with your child’s Guardian(s) (educational) and your family practitioner if you have any doubts.

Please note the above information may be changed from time to time by the NHMRC. While the school makes every endeavour to ensure the table remains accurate at the time of printing, it refers parents to the website for the latest version.

**School Procedure - Highly Communicable Infections**

Some infections are highly communicable. If it is noticed that your child has such a condition while at school, you will be asked to pick your child up from school and treat this condition before the child returns.

**Head Lice**

We ask that you check your child’s hair regularly for head lice. Please treat the lice immediately, removing all lice and eggs before the child returns to school.

If a child is found to have head lice while at school, you will be contacted to take him/her home or a note will be sent home asking that your child’s hair is treated before returning to school.

**Child and Family Health Nurse**

Parents are encouraged to contact the Child and Family Health Nurse or community nurses if there is anything they wish to discuss, including hearing and eyesight tests.

Northern Rivers Health Service -
Byron 6685 6254  Bangalow 6687 0000  Mullumbimby 6684 1677

**Oral Health**

A free dental care service is offered to children of school age by the Northern Rivers Area Health Service through the public dental clinics. For further information on the School Dental Assessment program please phone 130065 1625.

- **Don’t forget!**
- Notifying change of address and phone number is vital.

**Library**

**Parents’ Borrowing**

Parents of children at the school are eligible to be members of the school library, as is all staff of the school. Parents may borrow at any time the library is ‘Open’ outside of class times (see current timetable). There is a parents’ section with books on parenting, craft, health etc.
The Parents and Friends have supplied the parents’ library with many books including 15 copies of ‘An Introduction to Steiner Education’ by Francis Edmunds. It is recommended that you make some time to borrow and read this book to gain a greater understanding of Steiner Education and therefore an understanding of what our school and its teachers are offering towards your children’s education.

- **Parents may borrow five books each at a time for a period of four weeks.** Books may be renewed or reserved over the phone.
- Parents may bring younger children (class 2 and younger) to the library for borrowing or may borrow for them.
- Books which become irreparably damaged or lost will need to be replaced or paid for at replacement cost.
- Failure to respond to overdue notices may result in the cost of the non-returned books being added to school fees.
- Books may be returned at any time through the slot in the library door. It is requested that parents take responsibility for ensuring their children’s books are also returned or renewed by the due date. Children’s borrowing periods are weekly.

**Library Timetable**
A library timetable is available from the Front Office and is displayed on the library noticeboard.

Teacher Librarian - **Catherine Dunham**  *(librarian@capebyronsteiner.nsw.edu.au)*

**Travel**

**Traffic Rules**
The speed limit for the school access road is 40km/h. The school access road starts at the top of the hill at the end of Balraith Lane and is marked by the school sign. While the road is sufficiently broad for two lanes of traffic, extreme caution should be exercised at all times.

The School Management requests that every driver drives slowly and carefully on McGettigan’s Lane and Balraith Lane for the safety of the residents and the children who walk or ride along the road. Horses and toddlers have been known to gallop or toddle onto the road! The speed limit is 50km/h. It is suggested that your speed reduces to 40 km/h from the first speed hump in Balraith Lane all the way to the School as the road becomes very busy at school starting and finishing times. Parts of Balraith Lane are quite narrow - please allow buses to pass through these areas ahead of you.

Let courtesy prevail - be mindful of the comfort and safety of all road users.

**School Car Park Safety**

**Please do not park in the marked bus areas at any time.**

If you pick up or drop off your child at school please escort them safely through the car park.

Please note the School car park is a **one way area.**
Notification of Changes to Your Child’s Travel Arrangements
For the safety and well being of your child we request that you notify us when there are changes to your child’s travel arrangements, preferably in writing as soon as possible before the change is effective.

It is understood that sometimes circumstances may dictate a change of arrangements through the course of a day. The Front Office staff will take a verbal message in this instance for passing on to the class teacher or High School Coordinator before 1.00pm.

Changes to travel plans after 1.00pm should be for emergencies only.

Travel by Bus

Arranging Bus Travel
When you want your child to start using a bus service or when you have a change of address you will have to collect a bus application form from the office. The bus companies can’t accept students for travel without these details. The bus companies will issue each student with a bus pass which has to be shown to the bus driver.

Dual Bus Passes
If the parents of a child(ren) are living separately and wish their child(ren) to have a bus pass for both homes it is required by the Department of Transport that you supply them with a Statutory Declaration. A letter explaining this procedure can be obtained from the Front Office staff along with the bus forms.

Travel and Bus Safety
Most of the students travel to school and from school by bus. The state in which they arrive at school after this journey has a great impact on their educational learning and social behaviour at school.

The bus companies have a code of conduct (see below) to ensure children’s safety and the comfort of all passengers. This is full supported by School Management and the teachers. Any infringements of this code are dealt with by the bus driver, who gives a warning and then may suspend the child from bus use for a certain period of time. The bus company informs the school and the parent of this.

Bus Code of Conduct:
The following Code of Conduct is taken from School Student Transport Scheme – a manual for schools published by Transport NSW in August (2004)

• behave safely at all times
• respect the needs and comfort of other passengers
• behave appropriately at all times (e.g. no use of offensive language, fighting, spitting, placing feet on seats or throwing things in or from the bus)
• protect bus property and report any vandalism
• show their travel passes or tickets to the driver on boarding and when requested
• only use the travel pass for its intended purpose
• maintain possession of the travel pass at all times

- 36 -
follow the driver’s instructions about safety on the bus (e.g. instructions on where to sit)
adhere to the law that bans smoking on buses
only eat or drink (other than water) on the bus with the written permission of the bus operator
keep arms, legs and other parts of their bodies inside the bus
only attract the attention of the driver in the case of an emergency

Additional Bus Safety Guidelines for Students
In addition to the above, or by way of additional explanation, the school also recommends the following practices for students:
• Stand well back from the curb while waiting for the bus (at least 1 metre)
• Smaller children get on and off last.
• No ball games, chasing etc. while waiting for the bus.
• Sit down in the bus and do not change seats while the bus is moving.
• Talk quietly to those close by - loud noises distract the driver.
• Stay seated until bus has stopped - don't rush to get off.
• Walk - do not run - when disembarking from the bus.
• When off the bus, stand well back until bus departs and all approaching cars can be seen.
• When crossing the road, look to the right, left, then right again. Remember cars come closer from the right.

Please go over the above lists with your child to ensure that appropriate bus behaviour is understood.

Bus Safety Guidelines for Parents
For Parents and Carers, the following guidance is offered for safe practice associated with bus travel by your children:
• Go through the code of conduct with your child to ensure they understand what is required of them.
• Never beckon your child from the opposite side of the road. Cross over and get them.
• Wait at the bus stop with your child. A responsible adult can make all the difference.
• Give your child a note for the bus driver if he or she is to set your child down at other than their normal bus stop - the bus companies are bound by their own requirements to provide notification in writing of changes in set down points for children.

Please encourage your child to be courteous to the bus driver and other passengers. Don’t hesitate to speak to the driver or the Front Office staff if the need arises. The safety of all children is the driver’s concern and responsibility.

For a more complete understanding of the school bus management protocols you may refer to the document Guidelines for Managing School Students’ Behaviour on Buses (A Code of Conduct for students and procedures for bus drivers, operators, school principals and parents/carers) which is available from the Front Office staff.

Bus Services ~ Contact Details
Bangalow Bus Lines 6685 6533
Blanch’s 6686 2144
Brunswick Valley Coaches  6685 1385  
Kirklands  6622 1499  
Bruce Crump  66877179  
Beaumonts  66841318  

**Car Travel Subsidy**

If the distance between your home and the nearest school bus route is more than 1.6 km then you may be eligible for Private Vehicle Conveyance Subsidy to that bus stop. For further details and forms see staff at the Front Office.
Events in the School Year

**Spring Fair – a celebration of creativity**
The Spring Fair is the year’s major fundraiser and a joyous colourful event that provides valuable funds for equipment, musical instruments, tools, books and much more. It is usually held on the third Saturday of September. Each year Class T3 coordinates the Spring Fair. Class 3 parents are called on towards the end of Term One to form a committee to begin preparations for this annual event. The group will then meet regularly.

Class 3 will organise, promote and hold the Spring Fair with the assistance of the Class 3 teacher; and the inspiration of parents, teachers, staff and students from across the school plan. The Spring Fair Committee works under the guidance and with the financial assistance of the Parents and Friends Association.

We ask you to think about what you can offer to the Spring Fair – hand made items, time and expertise, quality second hand goods and helping out with stalls on the day. You can offer to help with set-up, promotion, raffle-ticket selling, administration and organisational activities. A craft group works together to prepare soft toys and other items. You may like to join this group or offer to make things at home. New ideas are welcomed to ensure that our Fair is renewed, fresh and interesting. Contact the Spring Fair Committee if you have any suggestions or offers of help through the P&F - David Hanrahan ([david@inspiredworld.com](mailto:david@inspiredworld.com)). Contact your child’s class teacher or Guardian to offer assistance in setting up the Exhibition of students work (K-12) for the Spring Fair.

**Open Day - Exhibition of Student’s Work**
The School Open Day is a day in which the school and wider community are invited to see the students’ work displayed in all its beauty and academic brilliance. It is also a day in which the wider community can witness our curriculum outcomes. Through visual displays of student’s work and musical performances, everyone can follow the journey of growth and development of a child (and a class) from Kindergarten to Class 12. Open Day is held in Term 2 of each year during Education Week.

Teachers may need help from parents to set up the classroom displays. The school newsletter will inform you of open day dates and details of how you can help.

**Festivals**
Throughout the year the four seasons, Easter, Christmas and other festivals are celebrated with the students to focus on the rhythms within nature, within us and in the outer world. The celebration and reverence for the festivals weaves through the students’ work. Parents, grandparents and friends are invited to share in these celebrations.

**Class Camps**
Class Camps take place each year for all classes in the High School. *These events are not optional* as they are an important part of the curriculum and main lesson work. They help the individual development of each child as well as enhancing the social fabric of the class. The Class Camps are carefully planned and integrated with the curriculum to promote learning and a greater awareness of each other and the environment.

There will be at least one teacher and three or four parents or other supervising adults on camp, depending on the number of children and nature of the camp.
The cost of Class Camps is included in school fees as a levy and it is assumed that the whole class will participate. The class teacher will outline the dates and details of the Class Camp well before the event, and ask for assistance from parents to help prepare the camp and/or to attend the camp.

Your child’s teacher will notify you of these in advance and you will be asked to sign and return a note acknowledging your child’s participation in the camp/trip. This will need to be returned to the class teacher (noting the deadline) before the event.

Sometimes a teacher may like to take the class on a camp which has extra costs. The teacher/Guardians will present this to the parents as a possibility and discuss with the parents whether extra fundraising can be achieved to cover the extra costs.

Excursions
Excursions, like camps are not considered optional and may occur up to three or four times a term and are covered by your school fees as a levy. Your child’s teacher will notify you of these in advance and you will be asked to sign and return a note acknowledging your child’s participation in the excursion. This will need to be returned to the class teacher (noting the deadline) before the event.

End of Term
All classes continue until 2.50 on the last day of the term.

Workshops, Talks and Artistic Work
Teachers, visiting speakers and members of the community will offer various workshops, discussion groups, craft days and picnics. These events will be advertised in our school newsletter.

Music and Drama Performances
With the school’s rich music and drama programs, a variety of performances will unfold throughout the year including class plays and High School drama performances. Occasionally these events will be complemented by recitals from the Cape Byron Steiner School community choir. If you enjoy singing in your bathroom, that is qualification enough to join.

Christmas Market
The Christmas Market is an opportunity for the community to gather at the end of the school year.

Each year on the second last Friday of Term 4, the Class 2 parents, under the guidance of the Parents & Friends Association, organise a Christmas Market. The Christmas Market has stalls run by the Parents & Friends as well as other individuals, selling quality gifts and food. The funds raised at the Christmas Market go to the Music Program and the Strings Program in the Primary School. If you or a friend wishes to have a stall at the Christmas Market, obtain a Christmas Market Stall Application form from the Front Office staff. Applicants will be notified by the Christmas Market Coordinator if their application has been successful.
The School Shop & Market

The Friday Market
Members of the school community and their friends are invited to be stall holders with the understanding that 10% of all takings at the Friday Market will go to the Parents & Friends Association. The School welcomes handmade goods, produce and quality food. Anyone interested in having a stall at the markets is invited to fill in a Market Stall Application form which can be obtained from the Front Office staff. You may proceed with your venture when your application has been approved by the Market Coordinator. The Front Office staff is able to give you the phone number of the current Market Coordinator. Don’t hesitate to come along to the markets on Friday afternoons from 2.30pm – 3.30pm and enjoy the warmth of community spirit.

The School Shop
This operates as part of the Friday Market. It offers a wide range of crafts and craft materials. The P&F aims to provide the best quality at the lowest prices. The School Shop functions as a co-op, run by volunteers, with any profits going back into more stock and to sponsoring craft workshops and craft sets for the classes. The School Shop also sells any handmade craft remaining from the Spring Fair. There is also a selection of art and craft materials stocked such as pencils, crayons, wool and knitting needles.

You will find the School Shop in operation on the last Friday of each month during term time, from 2.30 - 3:30pm. If you would like to volunteer to assist with the School Shop please leave a message at the Front Office.