



**GOORA GAN STEINER SCHOOL**

## **Parent Handbook 2019**



### **Term Dates 2019**

Term 1	Tuesday 29 <sup>th</sup> January – Friday 5 <sup>th</sup> April (10weeks)
Term 2	Tuesday 23 <sup>rd</sup> April – Friday 21 <sup>st</sup> June (9 weeks)
Term 3	Monday 15 <sup>th</sup> July – Friday 20 <sup>th</sup> September (10 weeks)
Term 4	Tuesday 8 <sup>th</sup> October - Friday 6 <sup>th</sup> December (9 weeks)

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Goora Gan Steiner School

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# Goora Gan Steiner School

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## **Mission**

Goora Gan Steiner School offers a holistic educational approach, which balances academic, artistic and practical learning experiences informed by the principles of Anthroposophy set forth by Rudolf Steiner and adapted for a changing world.

## **Vision**

Goora Gan Steiner School's Vision is to educate and develop the whole child - head, heart and hands. By offering a curriculum responsive to the developmental phases in childhood, a positive foundation for a purposeful and productive adulthood is cultivated.

## **Values**

Goora Gan Steiner School offers a co-educational, non-denominational, meaningful and holistic schooling experience. The spiritual nature of each individual is supported, and this guides the way in which education is offered; respect, joy, moral strength, trust and honesty are held at the centre of all learning. The uniqueness of each and every child is nourished so that they may find their own meaning and purpose in their work and play, their individuality and community, their inner reflection and outer expression. The physical space is revered for its beauty and is held carefully to reflect goodness, peace and co-operation.

Integral to the philosophy of Steiner Education, the teacher meets each child at the physical, intellectual, emotional and spiritual levels. They do so being guided by the different developmental stages and needs of childhood offered by Rudolf Steiner.

Goora Gan is committed to providing an environment of true equity free from discrimination based on language, sexual orientation, pregnancy, gender,

culture, ethnicity, religion, health or disability, socioeconomic background and geographic location. The uniqueness of each individual within and around the community is honoured and GGSS seeks to reflect the diversity of society within the school. Community partnerships and building on local knowledge is core to GGSS as the school strives to embrace and build a community that values ethical, sustainable and joyful living and learning.

### **School Structure & Organisation**

The Goora Gan Steiner School Association Inc. (the Association) is the not-for-profit Incorporated Association which established the Goora Gan Steiner School in 2015. Membership of the Association is granted on a needs basis determined by the skills matrix required for effective Board Director succession and key stakeholder representation. Application forms and constitution are available by contacting the Board Secretary. All applications are submitted to the Association Board for consideration at the next meeting.

The Annual General Meeting of the Association is held in the first half of each year and members of the Association can nominate for positions on the Board as applicable at each AGM. Members with appropriate skills, related experiences or a particular interest in assisting the growth and stability of the School are encouraged to contact the Board Secretary directly.

Goora Gan Steiner School is a member of Independent Schools Queensland (ISQ) and also maintains a membership with Steiner Education Australia (SEA), which ensures the integrity of Steiner Education. Close working relationships with other member Steiner Schools are fostered to promote access to all available expertise, mentoring and collaborative curriculum planning.

### **The Board**

School governance is undertaken by the elected Management Committee (the Board). The Board is responsible for overseeing the effective running of the Association, including legal, strategic, financial and management matters, and for ensuring that the school meets all its statutory and regulatory compliance

requirements. The Board of Directors meet on a monthly basis and is currently comprised of:

- Board Chair - Kenton Turner
- Secretary – Richelle Jones
- Treasurer – Edward Thomson
- Director – Amanda Sawtell
- Advisory roles– School Facilitator– Melissa Thomson, Steiner Education Australia Professional Partner - Steve Klipin
- Ordinary members - Tim Lawry, Janneke Van Wjik, Jolita Burneikis, Monica (Chen Ling) Moo, David Watson, Shelley Clements, Jessica Scannell, Anita Schicker

### **School Facilitator**

The School Facilitator is responsible for the management and operations of the school and is the contact person for all matters not related to teaching.

Working closely with the Board, teachers, staff and parents to facilitate the continued growth and development of a sustainable independent school based on educational philosophies of Rudolf Steiner, the School Facilitator oversees, enacts and implements the Strategic Plan, School Improvement Plan and works with teachers to develop and resource a curriculum underpinned by Steiner's indications and meeting state and national requirements.

### **Teaching Staff**

Teaching Staff are responsible for all matters related to the teaching and learning of their own individual class, ensuring a high standard of professionalism and an effective development, delivery and assessment of curriculum. Class Teachers are the first point of contact for parents for matters related to their child's education. The Senior Teacher is responsible for overseeing curriculum planning and Educational matters and is the first point of contact in the absence of School Facilitator.

### **The College of Teachers**

College of Teachers develops as the school grows and is currently engaged by all staff members through collaborative weekly meetings regarding educational matters. Its purpose is to provide advice on educational matters to leadership and management and to facilitate conversations between staff members to deepen the understanding of the way anthroposophy informs teaching within a specific school setting. All staff members are invited to be part of the College.

### **School Hours**

Primary School: 8.30am - 2.30pm Monday to Friday

Teacher hours: 8.00am - 3.00pm Monday to Friday

### **Administration**

Administration processes are predominantly conducted by the School Facilitator and on-site meetings at Goora Gan Steiner School are by appointment only. Please contact either 4974 7734 or 0412 518 285 or send an email and you will be responded to as soon as possible.

[info@gooragansteiner.qld.edu.au](mailto:info@gooragansteiner.qld.edu.au)



# Your Child at School

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## Foundation Year (Prep)

Foundation Year students will have a partly separated morning rhythm and some designated spaces that allow for creative play and imitation, which are the focus for this age group. Foundation Year students are involved in baking, gardening, bushwalking, beeswax modelling, handcrafts and music and age appropriate movement and sport within the mixed age setting.

## Daily Rhythm for Foundation (Prep) Class

**(Please note this may be subject to change)**

8:30am	Morning circle
8:45am	Story, developmental play time/watercolour painting
9:30am	Fruit break
9:45am	Creative play time
10:30am	Morning Tea
11:15am	Middle session activity: Including but not limited to - Multi Aged Disciplines; gardening, bees wax modelling, puppet plays, painting and baking, art, craft, woodwork, walk, specialty singing sessions or movement activities
12:30pm	<b>Lunch – Preps finish at 12:30pm on Wednesdays as a transition to full days and this is subject to change based on the needs of the cohort.</b>
1:15pm	Rest & Quiet Games
1:40pm	Including but not limited to -Multi Aged Disciplines; gardening, bees wax modelling, puppet plays, painting and baking, art, craft, woodwork, walk, speciality singing sessions or movement activities
2:30pm	Home Time

## Primary School

During the foundation years of a Steiner School, multi-aged classes are a reality. Children naturally learn from each other and there are many benefits to be gained from younger and older children working together in harmony. It is a priority for staff and families to embrace and support this more flexible developing model.

### The Daily Rhythm for Class 1/2

**(Please note: Class teachers may see a need to review this from time to time)**

8:30am	Morning circle
9:15am	Fruit Break
9:30am	Main Lesson
10:30am	Morning Tea
11:15am	Middle lesson: painting, beeswax, walking, baking, woodwork, sport, excursion, singing, bushwalking
12:30pm	Lunch Break
1:15pm	Afternoon Lesson/Consolidation of bookwork, form drawing, quiet reading, assessment, painting, beeswax, walking, baking, woodwork, sport, excursion, singing, bushwalking
2:30pm	Home time

## The Daily Rhythm for Class 3/4

(Please note: Class teachers may see a need to review this from time to time)

8.30am	Main Lesson
9.30am	Morning circle, recorder
10.30am	Morning Tea
11.15am	Middle lesson: literacy/numeracy practice sessions or any of the following: painting, beeswax, walking, baking, woodwork, sport, excursion, singing, bushwalking, violin
12.30pm	Lunch Break
1.15pm	Timetabled activities
2.30pm	Home time

## Arrival

Teaching staff are on the premises by 8.00am. Children are admitted no earlier than **8.15am** through the playground gate and staff supervision will be provided from 8.15am. ***Please always ensure you are greeted by a staff member before leaving your child or entering the school grounds.*** In the case of wet weather, please arrive through the front door after 8:15am.

School begins promptly at 8.30am and it is essential that your child be at school by 8.30am for the start of their lesson. Late arrivals interrupt the flow of the joyful and reverent morning activities for both the child who has missed something, and for the class and their teacher. Students who arrive at school after 8.30am will need to be assisted quietly into the class by the teacher, please note this is not the time for discussions with the teacher.

## Departure

It is expected that children will be collected promptly at 2.30pm from the playground, except in the case of wet weather. Supervision is provided until 2:45pm and teachers are available to speak with until that time. Please inform the class teacher or administration in writing if you have arranged for someone

else to pick up your child, particularly if the class teacher does not know that person.

### **Contact with Teacher**

Please consider that the period prior to commencement of school each day is a time when staff are carefully preparing to start their day with the children. For matters requiring discussion, please contact administration to make an appointment time with the appropriate staff member. Teaching staff will always endeavour to respond in a timely manner.

### **Attendance**

The curriculum aims to bring continuity and rhythm to lessons from day to day and from week to week. Within Steiner Education, subjects are taught in blocks of 2-4 weeks, with each day building upon the previous. Therefore, it is considered a priority that parents are committed to their child's daily attendance, except in times of illness. If a child is absent from school for any reason, it is important for the parent to notify the school of the absence by 8:30am. Absences can be phoned in or emailed through to the office before the commencement of school.

The School is required to keep a record of all absences and any late arrivals or early departures. The School has an obligation to report this information to government departments as part of its funding compliance. It is therefore important that parents inform the School otherwise the absence must be recorded as unauthorised. In the case of absences in excess of five days, a meeting may be arranged with the parents and teacher to discuss the situation.

### **Music Lessons**

The music program is in a formative stage and is growing. Instruments learned throughout the school include Recorder commencing in Class 1 and a Strings program including Violin commencing in Class 3. The curriculum is rich in music with daily singing and movement.

## **Excursions**

Activities and experiences away from school enrich and enhance a child's knowledge and understanding of the world and provide opportunities for social and communal growth and learning. Local excursions are short excursions conducted throughout the year that involve walking students beyond the boundaries of the school grounds. In the interest of reducing the level of correspondence on this matter a blanket consent form is sent home at the beginning of the year requesting permission for your child to take part.

From time to time, day excursions are organised to support the curriculum content. All students are required to return a consent form signed by parent/guardian before any school excursion or outing.

## **Special Events**

A calendar outlining dates of major events is provided to all families via the school website. Open Days, Festivals, Work Shops, etc. are held during the year. Dates and further details of other events are provided in the school newsletter and parent email notices.

## **Communication**

Regular communication is essential for maintaining positive and effective relationships between the school and parents. The school may use a number of means to communicate with the parent body including email, regular newsletters, class notes or books, Parent/Teacher meetings, parent forums and the AGM of the Association.

The school newsletter is distributed three to four times per term. Please advise administration of your best contact email as this is a major way in which important information is disseminated. Newsletters contain information for parents from the Management/Administration Team, Class Teacher/s, the School Board and other members of the school community. The school also maintains a website and Facebook page, it is recommended to check these methods of communication for updates.

## **Positive Behaviour Support**

Understanding of the human being is deepened through the understanding of the child and the study of Anthroposophy as elaborated by Rudolf Steiner.

Goora Gan staff work with the individuality of each child, with its soul attributes of thinking, feeling and willing/doing, so that it will unfold harmoniously. While maintaining respect for the child's inner self, a meaningful structure is needed to deal with inappropriate behaviour. This will include fostering an appreciation of what is being expressed, by the child and what appropriate action needs to take place.

With respect the child's inherent self, the task of the educator is to recognise, protect and encourage it. Educators work to further each individual's inherent development; to remove hindrances to development, to challenge and stimulate, and to offer the resistance that it needs in order to grow independent and resilient.

Additional behaviour support may be sought where necessary through specialist support teachers or external referral services in consultation with parents and staff.

In Steiner Education, students of the same class spend most or all of the day together and as a result, they form intimate and very strong social relationships. These relationships, when healthy and trusting are one of the great strengths of Steiner Education. Conversely, when there is an element in the class, which is persistently uncooperative, disruptive and/or abusive, the class becomes a very insecure environment for many of the students. The result can be a serious decline in learning with a significant effect on the healthy development of the class as a whole. Goora Gan staff will always endeavour to do their very best to support and integrate students who are having difficulties. Some of the following routines below can greatly assist or hamper a student's functioning in the classroom on a daily basis.

### **Peaceful Sleep**

It is recommended that parents provide their children with a routine that facilitates adequate sleep. Children who are sleep deprived tire quickly during work tasks, struggle to manage their emotions and can become disruptive. A regular early bedtime on school days supports the work in the classroom. Twelve hours of sleep is desirable for young children; reducing gradually to eight hours by adulthood.

### **Home Toys**

Please ensure that home toys stay at home. This ensures that special toys do not get broken and helps avoid issues around sharing or other children seeking the same products and/or brand name items. The school ethos discourages the promotion of consumerism and children are encouraged to play with simple toys made from natural materials to allow maximum creative input from the child in their play.

### **Screen Time**

Parents are encouraged to ensure that their children are not exposed to television, movies, computer or other electronic games before school or during the school week. Today's environment is often technologically focused and television, DVD, computer and electronic games can provide parents with a much-needed break, however much literature is available on the damaging impact of these forms of technology upon young children. The negative influences of inappropriate exposure to mass media impacts not only on the exposed child, but seeps through the whole class and affects the tone of the children's play, attitudes and social interactions. Please speak with your child's teacher if you need to discuss this issue further or would like some reading on this topic.

### **Food**

It is essential as children learn and play that they are adequately nourished. There are no current canteen facilities available at the school and students are to bring nutritious, wholesome food for morning tea and lunch each day. Prep children have a short fruit break following Morning Circle each day. Please

provide one serve of fresh fruit or vegetable in a separate container or paper bag for fruit break. ***Please ensure your child has a water bottle every day.***

**Not permitted:** Packaged foods, refined sugars, Hot liquids, Juice, Cordial, Lollies, chewing gum, chocolates.

Some foods, such as nuts and eggs, are high allergy foods. Once a food allergy in a student is identified, a whole school approach will implement a contingency plan to omit that food item from the school ensuring a safe environment.

## **Teacher and Student Responsibilities**

### **Rights**

- All students have the right to an educational environment in which a Steiner curriculum can be delivered.
- All students and teachers have a right to a safe and productive learning environment.

### **Responsibilities**

- Teachers and students have the responsibility to be adequately prepared for lessons, and to engage in them to the best of their ability.
- Students have the responsibility to support a productive learning process in lessons and not to undermine the lessons.
- Teachers and students have the responsibility of maintaining an emotionally and physically safe learning environment.
- Teachers and students have the responsibility to uphold the ethos of the school.
- This implies in the classroom:
  - Care of rooms and environment
  - Punctuality
  - Following teachers' instructions promptly



- Respectful behaviour towards teachers and fellow students and equipment

### **When Behaviour is Inappropriate / Uncooperative**

If a student's behaviour is problematic, a variety of approaches may be taken depending on the behaviour. These approaches may involve meetings with teacher(s), contacting parents, and meetings between parents, student and teacher(s) aimed at addressing the behavioural problem in such a way that it changes. A contract may be entered into to help the student identify what and how in their behaviour needs to change. Appropriate behaviour will be clearly identified, and the student will be expected to make changes to any inappropriate behaviour. In cases where behaviour issues continue, then suspension, exclusion or even expulsion from school may result.

**Restorative Practice** is enacted at Goora Gan in relation to student behaviour issues where a child is hurt by someone else's behaviour including bullying. It is a process designed to: repair relationships that have been damaged, bring about a sense of remorse from the offender, and to restore any wrong doing. A staff member facilitates the process and at the foundational level, students involved are asked in front of one another: ***What happened? Who was hurt? How do we fix it?*** (Staff engage in more specific questioning process with children in relation to their age and the context of the issue at hand). Active listening is paramount to the process; only one person speaks at a time, with no interjecting or correcting, and each person involved is provided the opportunity to speak and to listen to each story (there are always many different stories and perspectives). All involved must agree on the resolution and the staff member facilitating ensures it is followed through. The ultimate aim is forgiveness, changes to behaviour and strengthened community relations.

### **Dress Code**

Clothing may be a distracting or counterproductive influence on a student's experience at school. Goora Gan Steiner School chooses a school uniform of

simplicity and functionality. In developing our dress standards, consideration has been given to:

- Queensland Health Sun Safe Policy
- Workplace Health & Safety considerations
- Suitability of clothing for a learning environment

It is the responsibility of all parents/guardians to ensure that their child adheres to the dress code outlined below. Please note that the dress code also applies during excursions. Children are encouraged to wear clothing and footwear appropriate to the season.

- Children's clothes are to be neat and clean.
- Plain material t-shirts and shorts/skirts/dresses (no images, writing, stripes, shapes)
- Natural fibres (e.g. Cotton) are recommended for the children's comfort.
- Clothing worn to school must be safe, practical and appropriate for the range of activities students take part in during the school day (i.e. No short skirts or singlets).
- School clothing is designed to protect students from sunburn. T-shirts with sleeves that reach the elbows are recommended. Polo shirts with collars are also recommended.
- Torn, transparent or ragged clothing is not acceptable.
- Shoestring straps, halter neck or midriff baring or capped sleeve styles are not acceptable.

Parents will be contacted if a breach of dress code has occurred.

### **Clothing Colours**

We encourage PLAIN CLOTHING IN ANY COLOURS OF THE RAINBOW. The dress code stipulates NO BLACK clothes and/or fluorescent colours. NO pictures/commercialised images, writing or brand names are permitted.

### **Spare Clothes**

Please provide spare clothes for your child in case they are needed. Spare clothes should be kept in your child's school bag.

**Shoes**

Students may have bare feet in the classroom and playground. Shoes must be worn for outdoor excursions and when using building materials and in this case must be sturdy and fully enclosed with a low-heel in order to provide safe footwear. Thongs may be provided for beach walks. Time-consuming laces up shoes for younger children are also inappropriate, please provide Velcro shoes for Preps. Inside shoes (or light cotton socks in summer) may be worn in the classroom.

**Hats**

All students must wear the broad brimmed Goora Gan school uniform hat available for purchase from the office.

**Hair and Accessories**

Hair dyeing, make-up and nail polish are not acceptable. Hair should be neat and tidy and long hair tied back. For safety reasons jewellery should not be worn to school except for simple studs being permitted.

**Lost Property**

The School's lost property bucket is located in the Office. It will be put outside the office at the end of each term for you to claim any lost items. All lost property not claimed will be donated to charity once a term.

**Sunscreen**

Please include in your child's bag their own supply of sunscreen for use at school. This should be labelled with your child's name.

**Insect Repellent**

The School is surrounded by bushland where in the summer months do attract mosquitoes, which can be a health hazard. Please apply insect repellent to your child prior to arriving at school. Please include in your child's bag their own supply of insect repellent for use at school. This should be labelled with your child's name.

## **Injury or Illness**

### **First Aid**

While every care is taken, accidents sometimes happen. The School is equipped to provide basic first aid for minor ailments/accidents. Unless parents have indicated in writing to the contrary, we will apply the following remedies as required:

- Band Aids
- Cold packs
- Bandages

Parents will be contacted to take their child home if he/she becomes ill while at school or suffers any kind of significant injury/incident. In order for this to happen it is vital that an up-to-date contact be on school files at all times. An ambulance will be called if the school deems it warranted in the circumstances. While staff will administer first aid as needed, this does not include medicines such as headache tablets, cough medicines etc., unless written parental consent is given.

If your child suffers from any medical conditions, please ensure that the necessary information is recorded on the enrolment form and given to administration. It is the parents' responsibility to advise administration and the Class Teacher of any new allergies or conditions.

### **Administering Medications**

Parents or guardians must make a written request to the School if prescribed medication, over the counter medication or natural remedies are to be administered during school hours. The child's medication, with the pharmacist's/practitioner's written instruction on the container must be provided to administration for security purposes (asthma puffers and EpiPens excepted). A staff member designated by the School will carry out administration of the medication in accordance with prescribed instructions.

NO MEDICATION (including PRESCRIPTION, NON-PRESCRIPTION AND NATURAL REMEDIES) WILL BE ADMINISTERED WITHOUT WRITTEN CONSENT AS STATED HERE.

**Notifiable Illnesses: What to do when if your child has an infectious disease?**

The school must be notified immediately if a child is diagnosed as having any of the following conditions: Head Lice, Chickenpox, Measles, Whooping Cough, Ringworm, German Measles, Measles, Mumps and Conjunctivitis and Impetigo. Students with these conditions must be kept at home until they are no longer contagious. Administration has a list of exclusion periods for each of these conditions. There is a specific policy and procedure regarding head lice. Please follow the link for communicable disease control guidelines <http://www.health.qld.gov.au/cdcg/index/>.

Parents of children with rashes, skin infections, fever or any other symptoms of infectious diseases should consult their family practitioner for a diagnosis and treatment when necessary to find out if the child should be excluded from School. Children experiencing fever should be excluded until the fever is no longer present. Administration must be notified immediately of any positive diagnosis of a childhood illness.

**Immunisation**

Should an outbreak of any disease occur within the locality, we will inform all parents via the newsletter or via email or text message. Parents will then have the option of keeping their children at home until the outbreak has passed. While the school will endeavour to provide parents with full information as available in the event of an outbreak, parents may wish to contact Queensland Health. The general switchboard number for Queensland Health is: 13 43 25 84.

**Severe Allergy**

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

allergies can be life threatening as they may cause a reaction called anaphylaxis. Common allergens for anaphylaxis are:

- Foods (peanuts, nuts, shellfish, fish, milk, egg, wheat products)
- Insect Bites (bees, wasps, jumper ants)
- Medications (antibiotics, aspirin)
- Latex (rubber gloves, balloons, swimming caps)
- Although death is rare, an anaphylactic reaction always requires an emergency response.

IT IS THE RESPONSIBILITY OF PARENTS TO INFORM THE SCHOOL IF THEIR CHILD SUFFERS FROM A SEVERE ALLERGY. If a parent notifies the School that their child has a severe food allergy, the School will work with the parent to develop an ACTION PLAN to accommodate the child's needs. Parents/careers must also provide:

- Emergency contact information
- Written medical documentation and instructions as directed by their family practitioner
- Information to their child regarding self-management so that their child knows:
  - Safe and unsafe foods
  - How to avoid exposure to unsafe foods
  - Symptoms of an allergic reaction
  - How and when to tell an adult they may be having an allergic reaction
  - How to read food labels, where age appropriate
  - How to administer medication, where age appropriate
- Medication that is correctly labelled
- Replacement medication when current medications have been used or have passed its use by date.

If an exposure to an allergen is thought to have occurred and the student feels unwell in any way, the student's ACTION PLAN will be followed and the parents notified. Parents will be asked to collect their child from School in order to

closely monitor for the development of an anaphylactic reaction. Any allergic students are included in all school activities provided such inclusion does not constitute an unacceptable risk. However, a student who has been prescribed an EpiPen will not be permitted to attend school or take part any school activity without providing an EpiPen and without an ACTION PLAN being established.

**Emergency Contact Details**

Please notify administration of any changes in contact details, including emergency contacts or Medicare details.

## Collaborative Home-School Relationships

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The school recognises that the relationships between staff, parents and students is essential. Throughout the year there are many opportunities for parents to enhance their understanding of Steiner Education and support their children's development. Parents are encouraged to attend education events such as talks, seminars and workshops and these events are advertised in the newsletter and on the school's website. The deeper your understanding of the principles of Steiner Education and how the school functions, the more you will understand your child's progress and the stronger will be your ability to support your child in getting the very best of what the school has to offer.

### **Parent Information Evenings and Parent/Teacher Interviews**

Parents are required to attend bi-annual Parent Information Evenings to keep you informed of the class programme and other activities, as well as for parent education in child development and other aspects of Steiner Education.

Extensive individual parent-teacher meetings are held in term two and term four each year and are also a compulsory part of your student's schooling. At any time if you have a question, concern or need an extra meeting to discuss your child's progress, please book an appointment with your child's teacher for an after-school meeting.

### **Student Reports**

Twice yearly reports will be issued to communicate with you about your child's progress. The term four report card is more extensive and includes comments, while the term two report card offers a briefer guide to where your child is achieving within Australian Steiner Curriculum Framework outcomes so far for that year.



## **Parents & Friends**

Goora Gan Steiner School currently has a number of parent groups that take on various roles within the school including a weekly craft group that makes supplies for the classroom, promotion, market days and personal craft.

The school also regularly establishes working committees within the parent community to organise social and/or fundraising events, including special seasonal and cultural events, and assist in the planning of whole school events such as parent education evenings and workshops.

## **Parent Helpers & Class Volunteers**

Parent help in class is welcomed at times and parents are asked to follow the school Parent code of conduct, specifically by; supporting school ethos and values; respecting the confidentiality of students and families at all times; refraining from conversations about student behaviour with anyone other than teachers; never approaching a student (s) in the school grounds or during a school activity to intervene in personal disputes; use the processes and procedures in the GGSS complaints policy for complaints and grievance resolution. ***All volunteers must have a current Blue Card. Please refer to the Parent Code of Conduct Policy for further information.***

## **Donations**

Donations are encouraged and gratefully accepted. Donations to the School's Building Fund are tax deductible in accordance with S78 (1) (a) (XV) of the Income Tax Assessment Act and go directly toward the construction of buildings and playgrounds. An official receipt will be issued to the donor. Please visit our website or contact the school for further information on how to donate.

# School Policies & Procedures

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Common policies for Goora Gan Steiner School can be found on our website at: [www.gooragansteiner.qld.edu.au](http://www.gooragansteiner.qld.edu.au). All other policies can be accessed via Administration. We ask that parents familiarise themselves with all school policies.

## **Resolving Difficulties – Complaints Policy**

If you or your child have any concerns regarding your child's education, you are encouraged to take the following steps:

- Step 1      Contact your child's teacher and make an appointment to meet together
- Step 2      If the matter is not resolved to your satisfaction, then approach the School Facilitator who will take further steps to enable resolution to be reached
- Step 3      If the matter is still not resolved to satisfaction, contact the Board Chair

GGSS full **Complaints Policy** can be located on our website.

## **Parent Code of Conduct**

The school has a Parent Code of Conduct to help guide parents through times of difficulty with matters related to the school. The Parent Code of Conduct is available for viewing on our website and compliance is a part of your child's enrolment requirement at our school.

## **Privacy**

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

The school from time to time discloses personal information to others for administrative and educational purposes. This might include other schools, government departments, medical practitioners, and people providing services to the school, including specialist visiting teachers and sports coaches. The school will seek consent from the student's parents if the disclosure of personal information is required and the full Privacy Policy is available on the school website.

### **School Fees**

As per the signed Enrolment Acceptance and Contract (Letter of Offer), it is required that all school fees will be paid by the due date. Term fees are due up front in full prior to the commencement of each term. If you experience difficulties in relation to payment of any fees, please contact the school facilitator prior to the due date.

Payment plan applications are welcome (for tuition fees only) and the school has limited capacity to provide Temporary Fee Assistance and Bursaries. Please address any queries regarding fees and fee policies to the School Facilitator (see invoice for contact details).

### **Withdrawal of a Student**

To obtain a refund for annual fees paid in advance, notice from the parent to the school must be received and a full term's notice in advance of your intended withdrawal date. One term's notice in the preceding term of withdrawal in writing to the School is required when advising the withdrawal of a Student from the School. (e.g. to withdraw the Student at the commencement of term three, you will need to advise at least by the last day of the previous term, which is term one).

Below is a table outlining Remaining Fee Refund Notification times, which must be adhered to, to obtain a full refund of your remaining fees.

<b>The Term you Intend to Withdraw 2019</b>	<b>Date of Written Parent Notice to School to Obtain a Full Refund of your remaining fees</b>
Term 1	No refunds of term 1 fees.
Term 2	Advise GGSS on the first day of Term 1
Term 3	Advise GGSS at least by the last day of Term 1
Term 4	Advise GGSS at least by the last day of Term 2

It is routine practice for an Exit Interview to be offered in the event of withdrawing a student, to offer a space for open communication about the situation where applicable.

### **Parking**

The school is located next to a Public Car Park and Beach Access and it is essential that parking guidelines are observed at all times. The car parking signed for Goora Gan Staff, Visitors and Drop Off Areas are to be utilised in the first instance. Close supervision of children in and around the car park areas when arriving and departing for school are the responsibility of parents.