




The Armidale
Waldorf School
and Boongaia Preschool
FOR RUDOLF STEINER EDUCATION

Parent Handbook



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

Rudolf Steiner

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Our Vision

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

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

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

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

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

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

Ilaan nyaka raakya-ti-na kyunta Anaiwan

Today we stand on Anaiwan ground

Niitika ayitika nakutika ruunpa ilaan

Let's sit, look and listen well today

Rudolf Steiner and the Origins of Waldorf Education

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

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

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

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

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

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

Rudolf Steiner.



Educational Philosophy

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

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

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

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

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

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

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

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

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

Kit Wyndham, founder Armidale Waldorf School.

Organisation

Structure of the School

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

The School Board

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

To contact;

The Chair of the Board: board_chair@waldorf.nsw.edu.au

The Board in general: board@waldorf.nsw.edu.au

The College of Teachers

The College of Teachers is comprised of a group of teachers and general staff who support and encourage the Steiner impulse which is the wellspring and impulse of the school. The College's work includes regular study, educational and curriculum work and child study.

School Leadership

The Education Director and the Business Manager have carriage for the implementation of the Board strategic plan and for the operational integrity of the school. Together they are responsible for all areas of management in the school including policies, all government educational requirements, staff management, and business and finance management. Within this framework, a regular administration meeting and education meeting ensure that the school remains compliant and current with pedagogy and the raft of financial and legal matters that an Independent school is required by virtue of registration with the New South Wales Education Standards Authority (NESAS).

To contact;

The Education Director: education@waldorf.nsw.edu.au

The Business Manager: business@waldorf.nsw.edu.au

The Faculties

The school has faculty meeting for the three areas of school life – Early childhood, primary and high school. The focus of the faculty work is to ensure that communication about teaching practise, student welfare and logistical matters can be addressed in a manner which is consistent with child development from a Steiner and general perspective.

The Friends of Waldorf

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

Reconciliation Action Plan (RAP)

Reconciliation Action Plan working group was formed in 2017. This is an active ongoing group which is working towards creating respectful relationships and meaningful opportunities for members of the Aboriginal and Torres Strait Islander people. So far, the group has introduced the Anaiwan language into the curriculum, developed a bush food area in the garden, purchased school signage in the Anaiwan language and arranged professional learning to support cultural awareness within our community. In 2019 our RAP was approved by Reconciliation Australia and we are striving for our school to be a culturally safe and welcoming place for all members of our community. The school acknowledges and celebrates National days of cultural significance.

Boongaiai Preschool and *PlayTime*

Boongaiai Preschool is our Preschool within the school grounds, and the first taste of formal education for many. Our aim is to encourage students to join in Preschool and wend their way through into the kindergarten to commence their educational journey. Boongaiai Preschool operates 5 days a week.

PlayTime, which is a Steiner playgroup for small children aged 0-3 years and their parents, operates in the garden outside the school kitchen on Wednesday and Thursday mornings.

Tax Deductible Funds

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

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

TAWS Building Fund

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

TAWS Library Fund

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



Curriculum

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

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

Outline of the Main Lesson Curriculum:

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

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



| PlayTime & Preschool

PlayTime

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

Preschool

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



Kindergarten

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

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

English

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

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

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

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

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

Mathematics

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

Science and Technology

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

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

History and Geography

The children are given the opportunity to share their stories with the class and reflect on their own histories. Cultural stories are shared with the children allowing them to engage with Australian Aboriginal and Torres Strait culture. The children hear stories from many different cultures often focussing on farming and the seasons which they then dramatise in morning circle activities.

PDHPE

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

Creative Arts

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

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

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

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



Class 1 and 2

Class 1:

- **English** (phonics and the revision of the alphabet, developing writing, simple spelling and the beginnings of reading)
- **Maths** (revise numbers, including Roman Numerals, addition, subtraction, multiplication and division: 4 processes)
- Fairy tales, Aboriginal Dreamtime and nature stories
- Form drawing, watercolour painting, knitting, weaving, baking, beeswax modelling
- Gardening, bushwalks and nature study
- Descant recorder, singing, extra lesson exercises,
- Eurythmy, circle games and dances
- Outdoor games and personal development circles
- French

Class 2:

- **English** (spelling, reading and writing simple texts)
- **Maths** (practice of the 4 processes of arithmetic; maths facts, times tables, number patterns and place value)
- Animal Fables, Legends of the Saints, Folk Tales, Celtic legends, Aboriginal Dreamtime and nature stories
- Cooking, purl and plain knitting, modelling beeswax
- Gardening, bushwalk and nature study
- French
- Music: including singing, recorder and percussion
- Movement exercises and personal development circles

Classes 1 and 2 combined:

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

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

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

Literacy

With storytelling the children are able to retell the stories and build a faculty for constructing the tale. They also revise the letters of the alphabet through imaginative stories and learn to write using these letters. These experiences are reinforced with regular phonological awareness and phonics activities. Their reading develops as they read what they have written. This approach is slower than what is the norm but builds a very solid foundation in sounds and letters that enables the children to use writing as a tool for communication and reading to follow as a way to build strong pictures with words. Their first readers include ones that they have made themselves, followed by simple decodable texts. In Class 2 the students develop their writing skills, sentencing and vocabulary, creating more descriptive writing. They begin to read more widely, including their own writing and class readers.

Numeracy

Similarly the approach to number work comes out of concrete operations and imagination. The tables are learned through clapping, chanting, stamping and singing. They become automatic - a tool for subsequent years. The children are more formally introduced to the four processes of arithmetic. This work deepens in the second year. The children learn to count flexibly forwards and backwards 0-100 and develop strategies to apply the four processes. They use concrete materials to experience numbers and break them apart.

In Class 2 strategies for adding and subtracting are experienced and used. Through number stories they look at place value and use this understanding to solve problems, explore number patterns and revise times tables facts.

History and Geography

The children explore their local natural environment and discover ways they can care for and nurture it. Regular gardening and bushwalking sessions facilitate a strong connection with the natural environment. The children listen to dreaming stories and learn about traditional Aboriginal and Torres Strait Islander cultures. They explore their family history and look at aspects of local history.

Science

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

Drama

Much of the work the class do is in the round. They speak, sing, act out within the circle. At the same time as this allows them to speak in front of others it also is secure in that they are within the realm of their teacher and their classmates. Each year the class performs a play based on a story that they are familiar with.

Music

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

Handcraft

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

Art

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

French

With the early introduction to another language the children will hear the sounds of the language and learn how to converse.

Gardening and cooking

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

Physical activities

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

School Festivals

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

Camps

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



| Class 3 and 4

Class 3:

- **English** (basic elements of grammar, spelling, reading, cursive writing and beginning composition)
- **Maths** (practice of the 4 processes, maths facts and tables)
- Old Testament Stories
- House building, farming and crafts
- Crochet
- **Music:** singing, recorder, violin or cello
- French
- Aboriginal Myths and Legends
- Local geography/history
- Eurythmy
- Gardening and baking
- Movement exercises and personal development circles

Class 4:

- **English** (spelling, reading, grammar and composition). Explore the art of language and poetry, developing the ability to communicate through a wider range of texts
- **Maths** (fractions introduced and practice of all operations), Geometric drawing
- Local Geography including mapmaking
- **Australian history:** First contacts history through an Aboriginal perspective
- Human and animal study
- Norse Myths
- Cross stitch, embroidery, crochet, modelling with clay, choir/ensemble
- Eurythmy
- **Music:** singing, recorder and violin or cello
- Gardening and baking
- Movement exercises and personal development circles

Classes 3 and 4 combined:

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

Literacy

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

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

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

Numeracy

Mathematics now can be understanding, developing strategies, and using different scales of measurement. Work reinforces their understanding of the four operations, and in Class Four the introduction of fractions, factors and mapping. Geometric drawing sees the children doing/ experiencing geometry and making and shaping forms before they approach theorems.

Science

A study continuing and deepening of the world around them. In Class Four the children study Animals and the Human Being as well as the seasons and related farming practices. The relationship between the measurement of time and the natural world is investigated as the students learn of the connection between the phases of the moon and the movement of the sun to the measurement of time.

Gardening, bushwalk and farming excursions provide ample opportunity for the children to observe and explore their natural world and reflect on sustainable ways to care for it. Regular baking activities using food from the school garden supplements the gardening program.

History and Geography

In class 3 and 4, the students investigate local history and geography and begin to make maps of their surrounding environment. Aboriginal and Torres Strait Islander cultural perspectives are explored through both a local and more general point of view. Gardening and farming practices become a learning focus and building practices from a range of environments and cultures are studied.

Music

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

Drama

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

Library

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

Handcraft

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

Art

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

French

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

Gardening and cooking

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

Physical activities

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

Camps

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



| Class 5 and 6

Class 5:

- **English** (vocabulary, grammar and composition, reading and poetry)
- **Maths** (decimals and geometry introduced, fractions revised, and practice of all operations)
- **Local History** exploration of Australia from Sydney to Armidale. This includes the perspectives of Aboriginal and Torres Strait Islander People
- Botany
- Ancient Myths of India, Persia, Egypt and Greece
- Ancient Greek history and Olympic training
- **Music:** singing and treble recorder
- French

Class 6:

- **English** (vocabulary, grammar and composition, reading and poetry)
- **Maths** (geometry, percentages introduced and practice of all operations and all previously taught mathematical strands)
- Astronomy
- Geology and mineralogy
- Physics of sound, light and heat
- Electrostatics and magnetism
- **Geography:** Australia and the world beyond
- **History:** Australian history, exploration, and federation history. Roman and Ancient Greece history.
- **Music:** singing and treble recorder
- French
- Gardening, horticulture

Classes 5 and 6 combined:

Class Five for the children is a golden time.

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

Class Six sees the starting signs of puberty.

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

Cultural History ... studies of the epochs.

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

Literacy

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

Numeracy

Fractions expand to a study of percentages and decimals. These are three different 'languages of mathematics'. This develops into an appreciation of Maths, measurement of more complex forms, problem solving and applying processes to different contexts including commercial maths, calculation of interest, algebra and geometry.

Science

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

History and Geography

The students study geology and explore the mineral world reflecting how we can engage with sustainability.

Geography looks at climate, landforms, river systems, vegetation and natural resources and how these relate to populations in Australia and other parts of the world.

The exploration of Australia and its impact on Australian Aboriginal and Torres Strait Islander cultures is examined. Through the study of ancient cultures (Greece, Rome, India Persia and Egypt) the children reflect on the relationship between ancient cultures and present-day life.

Drama

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

Music

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

Handcraft

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

Art

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

French

Students conversational skills expand and studies become focussed on grammar and vocabulary.

Gardening and Cooking

Gardening sessions foster respectful engage with the natural environment where students learn sustainable management practices. At this level the class is able to plan, budget, measure and prepare cooked lunches (two course) for the whole school. This includes the serving and cleaning up.

Physical Activities

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

School Festivals

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

Camps

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



| Class 7 and 8

Class 7:

- **English** (vocabulary, grammar and composition, revision, review, editing, reading, poetry)
- **Maths** (algebra, geometry, mathematics in nature)
- **Physics** (mechanics, electricity and magnetism)
- **Biology** (cells and organisms)
- **Chemistry** (acids, bases, salts and the lime cycle)
- Geography (water in the world; human impacts on the environment).
- **History** (the Middle Ages; the Polynesian expansion; colonisation and contact histories)
- **Music** (instruments of the orchestra; medieval and Australian music; composition)
- **French** (students continue their studies)

Class 8:

- **English** (wide reading of a variety of texts; writing and editing skill development)
- **Maths** (Algebra, geometry, mathematics and its use in society)
- **Physics** (flight)
- **Biology** (human anatomy)
- **Chemistry** (from alchemy to industry)
- **Astronomy** (studies of the earth and space)
- **Geography** (landscapes and landforms; geographical regions)
- **History** (investigating the ancient past)
- **Music** (jazz and blues, classical music, electronic music)
- **French** (intensive year of French)

Classes 7 and 8 combined:

English Main Lessons

In Year 7/8, English Main Lessons seek to empower students and their emerging voice to develop their passion, self-expression and desire for dissent and discussion, in order to remake the world for the better. "The Power of the Word" examines the history of the English language and the techniques of persuasive speech, while "Wish, Wonder and Surprise" inspires their creative writing forces. Two Main Lessons, "The Renaissance" and "King Arthur", harness the excitement of the birth of ideas, identities, cultures and codes of living. The study and performance of the plays *A Midsummer Night's Dream* and *A Canterbury Tale* broaden their perspective beyond their own experience to worlds that are vastly different and yet somehow similar to their own.

History and Geography Main Lessons

History and Geography often intertwine, as students connect their own broadening inner world to the exploration and discovery of the world in history and through the study of geography. Main Lessons include "The Middle Ages", "The Age of Discovery" (movement of peoples), "The Lay of the Land" (landscapes and landforms) and "The Southern Hemisphere" (geographic contrasts and connections). A return to the study of ancient history, in particular archaeology, considers the intersection of place and people in another light and asks them to return to old subjects with a questioning eye.

Science Main Lessons

In Year 7/8 Science Main Lessons offer a range of topics, including "Mechanics, Combustion and The Lime Cycle", "The Diversity of Life", "The Human Body", "From Alchemy to Industry" and "The Physics of Flight". Central to the teaching of all is the power of the student's own observations, so that they are directly participating rather than simply receiving information. The Main Lesson "Connections and Birthing", which also addresses the intent of the PDHPE curriculum, introduces students to the biology of reproduction, through researching and sharing their own "birth stories" and listening to the stories of others. This brings an awareness of the responsibility for conception/contraception, the physical and emotional impact of pregnancy, the process of birth and the care of the baby. The Main Lesson "Caring for Our Life Processes" also addresses the intersection of science and PDHPE, and educates students on how their bodies work and what they can do to care for them.

Maths Main Lessons

Maths Main Lessons explore how the practical and the perfect (idealism and pragmatism) intersect. This is undertaken through studies in "Maths in Nature", "Money in Society", "Measurement and Geometry", "Pythagoras and Algebra" and "Mapping and Maths". At this stage of development, students seek to know the "why" of learning something, and these maths Main Lessons seek constantly to show connections between the realm of "pure thought" and practical application.

Studies undertaken in Year 7 and 8 have been developed in accordance with the NSW Education Standards Authority syllabus for each subject. As such, students at the Armidale Waldorf School will be eligible for the award of the Record of School Achievements (RoSA) in Year 10 upon full completion of the course.

The study of Technology is split into three strands:

- Digital Technology

Digital Technology (ICT) is focused on developing skills and capabilities to prepare students for the digital world, while learning to be responsible users of technology.

- Agriculture and Food Technology

The agriculture plot, high school laboratory and school kitchen provide a hands-on base for investigating sustainable practices, managed systems and permaculture. This subject is also supported by an excursion program to visit local producers.

- Material Technology

Material Technology builds on handwork and crafting skills learned in the primary school, with two terms of woodwork in our purpose-built facility building, and two terms of sewing and crochet. Students work on projects of increasing complexity according to their needs and abilities.

French

In Years 7 and 8, students continue to learn conversational French and have the additional focus of French as a global language. French is also taught through the lens of other subjects such as geography, history, art, English and technology. This approach supports the Main Lesson and provides an integrated learning environment.

Creative Arts

All students participate in the creative arts program of drawing, painting, music and drama. Annual class plays give every student the opportunity to explore their interest in self expression. Students attend weekly visual arts classes as well as individual instrumental music tuition, and art is incorporated into every main lesson to foster emotional and aesthetic engagement.

Personal Development, Health and Physical Education

In weekly lessons, students investigate the impact of transition and change on identity and evaluate strategies to manage these changes. Students also explore the self-management and interpersonal skills required to promote their own and others' health, safety and wellbeing. Puberty and reproduction are covered sensitively, with a view to positive family relationships, in the main lesson "Connections and Birthing", while health choices and irks taking receives special attention in the main lesson "Caring For Our Life Processes."

The TAWS Sports and Movement Program

This program includes learning traditional Aboriginal games, ball sports at school, regular visits to SportUNE to utilise courts and fields, an annual fire performance, and a robust hiking and camping program. The high school has a court on its grounds for basketball, volleyball and other games, and a fitness and callisthenics exercise station, all of which students can use during break times.



Class 9 and 10

Class 9:

- **English:** Biography and Autobiography, Australian Literature, Tragedy and Comedy (including Shakespeare's Romeo and Juliet), novel and film studies
- **Maths:** number and algebra, measurement and geometry, statistics and probability
- **Science:** The Periodic Table and Chemical Reactions; Applied Physics and Chemistry (STEM); Human Biology; Astronomy; Personal Interest Project
- **Human Society and Its Environment (HSIE):** The Making of the Modern World; Australian History to the Modern Era; Ecosystems and Human Culture (Part 1); The Human Community; fieldwork on camps
- **Personal Development, Health and Physical Education (PDHPE):** Health, Wellbeing and Relationships; Healthy, Safe and Active Lifestyles; Movement, Skill and Performance (including extended camps, visits to Sport UNE, school sports and fire performance)
- **Broad-based curriculum:** clay sculpture, cooking, drama, woodwork, painting, silversmithing, graphic novels

Class 10:

- **English:** Sagas and Epics, Fantasy and Science Fiction, Media Studies, Aboriginal Texts (film, poetry, aural stories), Shakespeare's Macbeth
- **Maths:** number and algebra, measurement and geometry, statistics and probability
- **Science:** The Earth in Movement; Organic Chemistry; Electricity and Communications Technology; Renewable Energy; Applied Physics (STEM); Biology and Ecology
- **Human Society and Its Environment:** The Rise of India and China; The Modern World and Australia; Ecosystems and Human Culture (Part 2); Sustainable Biomes; fieldwork on camps
- **Personal Development, Health and Physical Education (PDHPE):** Health, Wellbeing and Relationships; Healthy, Safe and Active Lifestyles; Movement, Skill and Performance (including extended camps, visits to Sport UNE, school sports and fire performance)
- **Broad-based curriculum:** drama, community-service, short-film making, photography, leather work

Classes 9 and 10 combined:

English

Students in Year 9/10 stand at the edge of a new reality, considering how to navigate the seas of excitement, danger and responsibility presented before them. The themes of loneliness and existentialism in the "Australian Literature" Main Lesson resonate with the inner experience of students. In the "Tragedy and Comedy" Main Lesson, students learn the art of riding the emotional roller coaster. Plays, novels, film and short fictional works offer examples of catharsis, humour and heroes who struggle with the dark and light aspects of themselves. The strong drama component of the curriculum presents opportunities for role play and experimentation with their emerging sense of self. English lessons focus on the skills of oral and written argument, novel studies, essay writing, debating, grammar and proofreading. Finally, the "Sages and Epics" Main Lesson focuses on 'the hero's journey' in literature, which mirrors the human experience as we move through cycles in our own lives between periods of calm, struggle, personal growth and a subsequent return to peace or safety. Students study Shakespeare's 'Romeo and Juliet' and 'Macbeth' in alternate years with the opportunity to perform them as well in the yearly class play.

Maths

As the capacity for rigorous logic awakens within the Year 9/10 students, mathematics provides an excellent forum for the application of structured, logical thinking to make judgments based on observation and understanding rather than emotional response. Students engage with topics that kindle interest in the world around them. Mathematics begins to encompass technology, and students learn to appreciate technology as a cultural creation of human beings. Emphasis is placed on working with accuracy. Studying sequential processes and algorithms develops objectivity and clarity in thinking. Students are asked to make increasingly more theoretical judgements, to explore how general laws with predictive power can be applied in the world.

Science

The curriculum in Year 9/10 contains a robust range of topics that expand the "seeming smallness" of individual existence into the context of the greatness of the world. Students study the formation of Earth and its place in the Universe, as well as the functioning of organisms and the extraordinary inner workings of their own bodies. The class will engage in a number of science, technology, engineering and mathematics (STEM) projects related to topics of study, to emphasise the interconnection between these subjects and their use and power in the world. Continuing the theme of active learning, students will study chemistry in the lab, with depth studies on the transformation of plant substances and salt chemistry. Students may be invited to attend a weekly extension science class, according to interest and diligence, which will deepen their knowledge of the Main Lesson classwork and offer an additional hands-on component.

History

Modern History covers the broad range of ideas that motivated change and shaped the world we live in today. Students will study major events and turning points from the beginning of the 19th century to the present-day in Australia and internationally. They examine current world issues and trace their historical roots from multiple sources and perspectives. Depth study topics include the Industrial Revolution, World Wars I and II, changes to civil and human rights with particular reference to Aboriginal and Torres Strait Islander peoples, and the rise of China and India as global powers in the late 20th and early 21st centuries.

Geography

Geography increasingly becomes a study in how human beings can balance their own success with the thriving of others and of the environment. Food production, urbanisation and sustainability, variations in human wellbeing, and environmental change and management are all considered in this overarching theme. These topics draw on students' learning from past years in the disciplines of Science, Geography, Citizenship and History. Students consider deeply the problems and opportunities that exist today locally, nationally and internationally.

Broad Based Curriculum Subjects (BBCs)

All students participate in a carefully curated Electives Program designed to extend their capacities and nurture new interests, with an emphasis on project-based learning. The program covers many subjects, which offered to the whole class as a group. Offerings include art, drama, music, carving in wood and lino, sculpture with clay and stone, website development, animation, textiles, digital and film photography, writing and shooting a short film, community service, journalism, silversmithing and jewellery-making. Students wishing to continue studying French will have the option of pursuing this as an alternative stream within the BBCs.

Camps

A highlight of the school calendar, camps in these senior years foster a deep sense of personal responsibility and teamwork. Locations are selected to evoke a sense of deep appreciation for the beauty of the world around them; to challenge them to live simply and in the present, without the distraction of technology; and to foster trust in themselves, their fellow students and their teachers. Destinations include Lady Musgrave Island, Myall Lakes and local national parks.

Studies undertaken in Year 9 and 10 have been developed in accordance with the NSW Education Standards Authority syllabus for each subject. As such, students at the Armidale Waldorf School will be eligible for the award of the Record of School Achievements (RoSA) in Year 10 upon full completion of the course.

Language and Music

French

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

Music

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

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

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



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

Meeting the educational needs of all students

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

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

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

Wellbeing:

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

Methods for Identifying Students' Special Needs

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

Assessments include:

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

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

Responses to Identified Special Needs

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

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

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

Individual Education Programmes

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

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

NAPLAN

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

Important School Information

Dress Code

We believe a student's clothing should support their learning environment and personal development. We do not have a uniform, but do require students to wear clothing that is appropriate for an educational environment, unbranded plain-coloured, weather appropriate and suitable for the bush campus. We appreciate parent's cooperation in adhering to these guidelines to maintain a conducive educational atmosphere.

In winter it is important to clothe your child in extra layers, and in summer with sun-protective clothing. Sturdy closed-in shoes suitable for running and moving freely are required. A broad-brimmed hat must be worn when outside.

Items of clothing that are not suitable for school; thongs, slip-on shoes and similar; clothing with logos, graphics, aggressive or written messages; clothing that is not sun protective, thin strap singlets, low cut/midriff tops, shorts/skirts shorter than halfway of upper leg; clothes that are in any way ripped, torn, holed or shredded.

If students do not comply with the dress code they will be reminded of the dress code and provided the opportunity to correct, repeated failure to follow the dress code will result in a discussion with parent/guardian to rectify, and for high school students they may be required to sit out recess/lunch and perform internal school service.

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

School Hours

School hours are from 9.00am until 3.00pm.
High school hours are from 8.45am until 3.00pm.

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

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

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

Pick Up Times and Routine

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

Late Arrivals and Early Departures

To avoid an unexplained absence being recorded, a reason must be provided in the student sign in/out book if a student arrives late or leaves early. If your child arrives at school after 9am for primary students, or after 8.45am for high school students. It is important that parents go to the office and advise the administration staff of their arrival and sign in before children go to the classroom. Similarly, any early departures must be advised to the reception in writing (note provided in morning or via email reception@waldorf.nsw.edu.au) and must be signed out in the office by the parent/carer. This is an important part of our recording process, but also immensely important in the event of an evacuation. Your cooperation in helping to keep everyone safe and accounted for is greatly appreciated.

Parking

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

Bus Travel

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

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

apps.transport.nsw.gov.au/ssts/updateDetails

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

Absentees

If your child is going to be absent from school, it is vital that you call or email the office, ideally by 9am, or otherwise as soon as possible. A message can be left on the school answering machine if you call before 8:30am or if the line is busy. Please email reception@waldorf.nsw.edu.au any absent or late notes. The school needs to be kept advised in regard to absence, whether due to ill health or other special circumstances, in order to ensure your child is safe and their whereabouts known.

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

Extended Vacations

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

Visitors Signing In/Out

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

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

Fire and Emergency Evacuations

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

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

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

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

Morning Tea and Lunch

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

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

Tuckshop

Most Fridays a tuckshop coordinator cooks healthy cooked lunches, making good use of our school vegetable garden. Notice of tuckshop and the menu is always given in the newsletter. The cost is \$6 per child, and parent/carer helpers are always welcome. We encourage parents to volunteer at least once a term as a helper or running tuckshop. If you have any questions please contact reception.

Student Learning Assistants

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

Important School Information continued...

Health

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

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

Emergency Contact Details

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

Special Medical Needs

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

Medications

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

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

Lice Prevention

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

Immunisation

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

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

School Supplies

The school happily provides most supplies. Students need to bring a school bag or backpack, a plain lunchbox, water bottle, broad-brimmed hat and purchase a pair of indoor shoes or slippers.

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

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

Toys, skateboards, bicycles, scooters and electronic devices

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

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

Bags

Bags and backpacks are hung on hooks outside each classroom.

Birthdays

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

Lost and Found

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

School Outings

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

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

Animals at School

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

Class Fundraising

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

Withdrawal Notice & Fee

Please note where variations occur, the latest fee schedule (available on website) will apply, and otherwise supersede policies summarised below.

Should you intend to withdraw your child, the school requires a minimum of one full term's written notice to the Education Director education@waldorf.nsw.edu.au. Failure to provide adequate notice, will result in a full term's fee being levied, which will be payable prior to the last day of enrolment. When one full term's written notice is given, families will not incur additional fees beyond what they would normally pay for that term. The notice required relates to term time only and does not include any term break time. All arrears will require payment in full prior to the last day of enrolment.

Students intending to withdraw at the end of the school year, will require the same notice period i.e., notice provided by end of Term 3.

Any variation to this policy will be at the discretion of the Education Director and/or the Business Manager.

Fees

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

All fees are required to be paid in-full by the second Friday of each term, or otherwise as provided on the fee statement. Please refer to the Fee Schedule and Fee Information documents available on the website or contact the School for more information.

Notwithstanding family law and other provisions, parents nominated on school enrolment forms will be held jointly and severally responsible for all fee payments.

Holding Fee

Where places are limited in certain classes, the school may require a holding fee of \$600 per student. Students may, with the written agreement of the Education Director, take extended leave from the school for family travel and other purposes. In these instances a similar fee of \$600 per student will apply.

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

Bursary and Tuition Fee Support

The school has a proud history of social inclusivity and provides fee relief and bursaries in accordance with fee policies. Families who are interested should enquire about these options via the Business Manager (business@waldorf.nsw.edu.au).

Important School Information continued...

School Photographs

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

Working Bees

Participating in a nominated working bee enables you to receive a reduction in the maintenance levy fee. Working bees are a great way to participate in the life of the school, upkeep this extraordinary school campus and enjoy a delicious lunch. Working bees also offer the opportunity to reduce your maintenance levy fee.

Photos at Performances and Events

Families are advised that unfortunately due to privacy requirements performances and events held at the school cannot be recorded or photographed. This includes the use of private devices- phones, cameras etc. The school will endeavour to have a member of staff available to take photos of the event, which can be requested post-event, to ensure photo privacy is respected. This gives you the opportunity to be present and enjoy the experience of a live performance.

Newsletter

The school produces a fortnightly newsletter, sent via email, to keep parents and the community informed of what is happening in the school, upcoming school and community events, special activities, classroom updates, and intermittent updates from the Teachers, the School, the Library, Administration and other committees etc.

Parents may recommend articles or events for inclusion in the newsletter, provided they are in line with the ethos of the school.

Bulletin

On alternate weeks to the newsletter, we will send a bulletin to parents via email. Bulletins will focus on important reminders and administration updates.

For any photo requests or enquiries regarding the newsletter or bulletin please contact

communications@waldorf.nsw.edu.au

School Environment

We are proud to be Eco-School Green Flag Accredited, and strive to operate at all times in an environmentally conscious way. In order to do this, we need the cooperation of everyone at the school.

We garden organically and bio-dynamically, compost all possible waste and recycle, and our gardens are mulched to reduce our water needs. We also utilise solar power and harvest rain-water for our drinking needs.

We strive to create a place of beauty, and for this reason our buildings are designed from Steiner's architectural indications to nurture the children, and the gardens created to complement the entire environment and finished in environmentally paints and finishes wherever possible.

We use reusable cloths wherever possible and limit the use of cleaning products, where a cleaning product is required we use a researched product with the least harm to the cleaner and the environment.

Smoking is strictly forbidden anywhere in the school grounds.



School Rules

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

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

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

Respect For Others, Property and the Environment

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

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

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

Playground rules

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

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

Bicycle Riding to and from school Rules

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

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

Bus Rules and Behaviour at the Ben Venue Bus Stop

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

At all times students are to:

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

Strictly not permitted:

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

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

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

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



School Policies

Full copy of all policies available at the office

Anti-Bullying Policy

The Armidale Waldorf School does not tolerate any behaviour which can be considered to be of a bullying, harassing, cyber-bullying or violent nature.

All staff at the Armidale Waldorf School are responsible for identifying bullying, violent or harassing behaviours and to report any incidents to the Education Director. Students and their parents are encouraged to report bullying, harassment and violence to the Education Director, so that appropriate support can be provided.

Behaviour Management Policy

The Armidale Waldorf School aims to provide a safe, secure and stimulating learning environment that fosters positive student behaviour and enables students to have a healthy confident self-esteem. The school also strives to maintain a culture of respect, co-operation and individual achievement in harmony with community values.

Students can reach their full educational potential only when they are happy and where they feel supported in a positive school environment. This interdependence between student wellbeing and student learning is fundamental to students' positive and successful engagement with their education. The management of student behaviour is encompassed in the teaching and learning process. The school aims to create a positive learning environment which;

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

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

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

Where there are concerns around the consequences given, students and/or parents/carers are to contact the Education Director education@waldorf.nsw.edu.au, as per the Complaints and Grievance Policy. The Education Director will review and follow the procedures set out in the Complaints and Grievance Policy.

Behaviour Management Procedure

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
0	<p>Student adheres to school rules. Student respects the rights of self and others.</p> <p>Student is co-operative and self-controlled.</p>	<p>Positively reinforce behaviour with appropriate comments and specific feedback and in regular in-class restorative justice circles.</p>	<p>Teachers encourage children's positive behaviour.</p>
1	<p>Basic respect of rules and the rights of others, but is involved in 'one-off' isolated minor disruptions.</p> <p>For example;</p> <p>Rough Play Unfair Play Exclusions Teasing Bus Reports Put Downs Out of Bounds Pushing Not Following Playground/Classroom Rules Distracting Others Calling Out Not Following Instruction Not Participating Not Keeping Hands to Self Inappropriate/Offensive language</p>	<p>The aim here is to make student/s <i>conscious</i> of inappropriate behaviour and redirect into appropriate behaviour</p> <ul style="list-style-type: none"> • warning, reminder, expression of disapproval or disappointment • clarify rights/rules about safety, respect and care; • ask child "What will you do to make good?" • remove from play; stay with duty teacher for a time • clarify consequences of continued breach of appropriate behaviour (this would accompany any strategy) • conduct restorative justice process (See Attachment B) 	<p>Teachers make students conscious of misbehaviour and reminded of consequences (Level 2) if the behaviour continues.</p>
2	<p><i>Persistent</i> infringement of the rules and rights of others.</p> <p>For example;</p> <p>Repeated Rough/Unfair Play Exclusion Fighting Rudeness Bullying Intimidation or Harrassment Damaging Property Teasing Talking Back Throwing inappropriate thing Not following instructions or class/playground rules Distracting or disrupting other students Inappropriate/offensive language Not participating in class Unsafe behaviour OR One off serious incident</p>	<p>At this level the child must face the consequences of actions and learn again the responsible, respectful ways to interact.</p> <ul style="list-style-type: none"> • Consequences; • Community Service in the playground, garden or other classrooms • Time out from the playground or classrooms may be decided at the discretion of the duty or classroom teacher. This will be in-house and supervised. • Apology to people involved • Behaviour Form (Attachment C) for Class 5 onwards. 	<p>The teacher or duty staff will fill out an <i>Incident Form</i>. The form is given to the ED. The ED will monitor and if there are multiple Incident Reports received the ED will discuss with the student to hear the student's point of view. The ED will then consult with the class teacher to determine the next steps which could include the following;</p> <ul style="list-style-type: none"> • Meeting with parents • Wellbeing session to support strategies to manage behaviours • Behaviour Form (Attachment C) • Behaviour Contract (Attachment D) • Faculty or College Child Study • External Mentoring or Counselling suggested to Parents/Carers <p>Any action decided on will be communicated to the Parents/Carers by the ED and also to Staff in Staff Meeting.</p> <p>The Incident Reports are filed in the Incident Folder and the <i>Behaviour Contract/Forms</i> are filed in the <i>Behaviour Folder</i> in the Finance and Payroll Office and also recorded on registers.</p>

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

Level	Student Behaviour	Teacher and ED Actions and or Consequence	Procedures
3	<p>Serious and regular breaches of the rights of others.</p> <p>For Example;</p> <p>Lower Level Violence</p> <p>Verbal attack</p> <p>Kicking and Hitting</p> <p>Intimidation</p> <p>Intentionally disrupting other students' play</p> <p>Defiance</p> <p>Throwing Sticks and Stones at people</p> <p>Threatens the safety and wellbeing of other students</p> <p>Bullying and harassment</p> <p>Inappropriate/offensive language</p> <p>Damaging Property</p> <p>Disrupting class members to a level where their learning is affected</p> <p>Continued disobedience</p> <p>Out of school grounds</p> <p>Unsafe behaviour</p> <p>Isolated serious breaking of rules.</p>	<p>Removal from playground, classroom, bus or bus stop until issue can be resolved.</p> <p>Meeting between student, teacher, ED and Parents/Carers.</p> <p><i>Incident Form</i></p> <p><i>Behaviour Contract (Attachment D)</i></p> <p>When students have received numerous Behaviour Forms in relation to a similar behaviour in a term then Level 4 procedures will be followed.</p>	<p><i>Incident Form</i> for isolated or serious incidents by teacher or duty staff</p> <p>Parents/Carers of offender and Parents/Carers of victim are contacted by the ED via phone and a letter or email.</p> <p>ED and teacher will meet with Student and Parents/Carers to discuss the matters relating to the behaviour and discuss the consequences of going onto a Behaviour Contract. Following this there will be an implementation of Behaviour Contract (Attachment D). The teacher checks the student every day for a week, to ascertain that the 2 intentions are being fulfilled, and marks the contract accordingly. Failure to maintain the intentions for a week will result in another meeting with the Parents/Carers, and a new contract being drawn up. Should the second contract also fail, suspension is a serious alternative.</p> <p>ED will devise a <i>Behaviour Contract (Attachment D)</i> in consultation with Teacher and/or College/Faculty.</p>
4	<p>Serious and/or continual violation of the rights of others.</p> <p>For Example;</p> <p>Violent Behaviour</p> <p>Verbal or Serious Physical Assault</p> <p>Disrupting class to a level where learning is affected</p> <p>Showing insufficient signs of change despite all efforts at seeking a resolution to the inappropriate behaviour as outlined in the behaviour policy.</p>	<p>Education Director to implement suspension (see <i>Suspension Procedures</i>)</p>	<p>Incident form to be completed by witnessing teacher and returned to the ED who will follow the <i>Suspension Procedures</i>.</p> <p>Parents/Carers of offender and Parents/Carers of victim are contacted by the ED via phone and a letter. If appropriate other Parents/Carers may get a letter providing an overview of the incident with respect to privacy considerations and explaining the Behaviour management procedures that were followed.</p> <p>Resulting action will be filed on the Student's file and in the <i>Incident/Behaviour Folder</i>.</p> <p>Re-integration of student with class after a suspension needs to be agreed upon before returning, between the ED, student and parent. With older students this may be in the form of a Behaviour Contract (Attachment D).</p>
5	<p>In extreme circumstances expulsion will occur (such as but not limited to Drug taking, bringing knives to school)</p>	<p>1. After three suspensions, serious consideration will be given to questioning the student's continued enrolment.</p> <p>2. In cases of extreme behaviour (eg) these will result in expulsion and withdrawal of enrolment.</p>	<p>See Suspension, Expulsion and Appeals Procedures below</p>

Suspension, Expulsion and Appeals Procedures

Full copy of all policies available at the office

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

School Policies continued...

Full copy of all policies available at the office

Child Protection Policy

The safety, protection and welfare of students is the responsibility of all staff members and encompasses:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students which could reasonably have been foreseen
- obligations under child protection legislation

Procedures for Reportable Conduct of Staff

Parents, carers and community members are encouraged to report any conduct that is in their view inappropriate, reportable or criminal conduct to the Education Director or their delegate. This may involve their child or children from another family in the School. All such reports will be dealt with in accordance with the School's Complaint Handling procedures.

Complaints and Grievances Policy

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

A complaint or grievance is an expression of dissatisfaction made to the school about an educational and/or operational matter relating to services provided by the school or the behaviour or decisions of a staff member, contractor or volunteer, including misconduct.

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

- complaints will be responded to in a timely, procedurally fair and impartial manner (Appendix 1)
- the person about who the complaint is being made is entitled to know an overview of the substance of the complaint and have an opportunity to respond
- complaints will be handled as confidentially as possible
- complainants will be advised of the complaints resolution process
- the complaints process will be conducted in a manner that is respectful of all parties
- persons making a complaint will not be victimised

The full policy provides the processes by which parent(s)/carer(s), students and the wider school community raise complaints, how the alleged complaints will be responded to and how to have the decision reviewed and can be requested from the school.

Procedures for Parents Raising a Complaint

When a concern relates to:

Allegations of Staff misconduct or reportable conduct;

- the complaint should be raised directly with the Education Director, preferably in writing via email **education@waldorf.nsw.edu.au** or if they are unavailable the Business Manager **business@waldorf.nsw.edu.au**. Emails at these addresses are considered secure and confidential
- If the complaint is about the Education Director and/or Business Manager or there is an obvious conflict of interest the complaint must to be put in writing to the Chair of the Board via the secure email **board_chair@waldorf.nsw.edu.au**. If provided by letter it should be enclosed in a sealed envelope marked Private and Confidential, Attention the Chair of the Board and posted to the school address or handed in at the school office.
- It is important that raising an allegation or complaint is done confidentially. If the allegation is provided by letter it should be enclosed in a sealed envelope marked Private and Confidential, Attention Education Director/Business Manager posted to the school address or handed in at the school office.
- The Education Director/Business Manager/Chair of the Board will acknowledge in writing as soon as is practicable receipt of the complaint including identifying that the school will consider the complaint to determine how it will be responded to. No time frame can be given as all cases are treated individually.
- Complaints of serious sexual or physical assault will immediately be referred to the Police and Family and Community Services. Further investigations by the school will not occur until the Police and Community Services (FACS) advise the school it is safe to continue investigations.
- If an investigation needs to take place the timeframes for handling allegations and complaints relating to staff misconduct/reportable conduct may be substantially longer than those for general complaints.
- If the complaint is investigated the Education Director/ Business Manager/Chair of the Board may periodically update the complainant on the school's progress if deemed appropriate. Under the Ombudsman's Act and privacy legislation there may there may be limitations regarding disclosure of information about an investigation and the outcome of an investigation.

All other concerns;

- Individual students, class situations or teaching and learning it should first be directed to the class teacher, class, specialist and casual teachers or the Business Manager. Other matters beyond the classroom situation are to be raised in writing with the Education Director via email to **education@waldorf.nsw.edu.au**
- Financial /administration issues should be directed to the Business Manager **business@waldorf.nsw.edu.au**
- The Education Director the Chair of the Board is to be advised in writing via the secure email **board_chair@waldorf.nsw.edu.au**

It is preferable to discuss the issue/concern with the relevant person to endeavour to reach a resolution. However, if a person feels unable to approach the relevant person directly, or not be satisfied by their response the complaint should be directed in writing to the Education Director.

Privacy Policy

Full copy of all policies available at the office

This Privacy Policy sets out how The Armidale Waldorf School manages personal information provided to or collected by it. The School is bound by the Australian Privacy Principles contained in the Commonwealth Privacy Amendment Act 2012. In relation to health records, the School is also bound by the New South Wales Health Privacy Principles, which are contained in the Health Records and Information Privacy Act 2002. The School may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to the School's operations and practices and to make sure it remains appropriate to the changing school environment.

What kinds of personal information does the School collect and how does the School collect it?

The type of information the School collects and holds includes (but is not limited to) personal information, including health and other sensitive information, about:

- students and parents/guardians before, during and after the course of a student's enrolment at the School
- job applicants, staff members, volunteers and contractors
- other people who come into contact with the School
- photographs and other digitally recorded images of students

- a) Personal Information provided: The School will generally collect personal information held about an individual by way of forms filled out by parents/guardians or students, face-to-face meetings and interviews, emails and telephone calls. On occasions, people other than parents/guardians and students provide personal information.
- b) Personal Information provided by other people: In some circumstances the School may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.
- c) Exception in relation to employee records: Under the Commonwealth Privacy Amendment Act 2012 and Health Records and Information Privacy Act 2002 (NSW), the Australian Privacy Principles and Health Privacy Principles do not apply to an employee record. As a result, this Privacy Policy does not apply to the School's treatment of an employee record, where the treatment is directly related to a current or former employment relationship between the School and employee.

Privacy Policy continued...

Full copy of all policies available at the office

How does The Armidale Waldorf School use the personal information it receives?

The School will use personal information it collects for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected by you, or to which you have consented.

a) **Students and Parents/guardians:** In relation to personal information of students and parents/guardians, the School's primary purpose of collection is to enable the School to provide schooling for the student. This includes satisfying the needs of parents/guardians, the needs of the student and the needs of the School throughout the whole period the student is enrolled at the School.

The purposes for which the School uses personal information of students and parents/guardians include:

- to keep parents/guardians informed about matters related to their child's schooling, through correspondence, newsletters and magazines;
- day-to-day administration of the School;
- looking after students' educational, social and medical wellbeing;
- seeking donations and marketing for the School; and
- to satisfy the School's legal obligations and allow the School to discharge its duty of care.

b) In some cases where the School requests personal information about a student or parent, if the information requested is not provided, the School may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity. This is to ensure the safety of all.

c) **Job applicants, staff members and contractors:** In relation to personal information of job applicants, staff members and contractors, the School's primary purpose of collection is to assess and (if successful) to engage the applicant, staff member or contractor, as the case may be. The purposes for which the School uses personal information of job applicants, staff members and contractors include:

- in administering the individual's employment or contract, as the case may be;
- for insurance purposes;
- seeking donations and marketing for the School; and
- to satisfy the School's legal obligations, for example, in relation to child protection legislation.

d) **Volunteers:** The School also obtains personal information about volunteers who assist the School in its functions or conduct associated activities, such as alumni associations, to enable the School and the volunteers to work together and the School to fulfill its legal obligations and to discharge its duty of care.

e) **Marketing and fundraising:** The School treats marketing and seeking donations for the future growth and development of the School as an important part of ensuring that the School continues to provide a quality learning environment in which both students and staff thrive. Personal information held by the School may be disclosed to organisations that assist in the School's fundraising, for example an alumni organisation or, on occasions, external fundraising organisations. Parents/guardians, staff, contractors and other members of the wider School community may from time to time receive fundraising information. School publications such as newsletters and magazines, which include personal information may be used for marketing purposes.

Who might the School disclose personal information to and store your information with?

The School may disclose personal information, including sensitive information, held about an individual to:

- another school
- government departments
- medical practitioners
- people providing services to the School, including specialist visiting teachers, counsellors and sports coaches
- recipients of School publications
- parents/guardians
- the school's student accident insurance provider
- anyone you authorise the School to disclose information to
- anyone to whom we are required to disclose the information to by law

Sending and storing information overseas:

The School may disclose personal information about an individual to overseas recipients, for instance, to facilitate a school exchange. However, the School will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases this consent will be implied); or
- otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

The school, as set out below in the procedures, will not permit IT contractors to store backup copies of school data on overseas servers.

How does the School treat sensitive information?

In referring to 'sensitive information', the School means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices or criminal record, that is also personal information; health information and biometric information about an individual. Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of the sensitive information is allowed by law.

Management and security of personal information

The School's staff are required to respect the confidentiality of students' and parents/guardian's personal information and the privacy of individuals. The School has in place steps to protect the personal information the School holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records.

The School will also ensure that contractors and software suppliers that have access and/or store backup copies of data containing students, parents/guardians and staff personal information are made aware of the School's Privacy Policy and also the requirement to advise the school of any possible Data Breach as set out in the Procedures for Data Breach found below. The Data stored by external servers is also to be encrypted to minimise the risk of being hacked.

Access and correction of personal information

Under the Commonwealth Privacy Amendment Act 2012 and the Health Records and Information Privacy Act 2002, an individual has the right to obtain access to any personal information which the School holds about them and to advise the School of any perceived inaccuracy. Students are able to access and update their personal information through their parents/guardians

There are some exceptions to these rights set out in the applicable legislation.

To make a request to access or update any personal information the School holds about you or your child, please contact the School in writing. The School may require you to verify your identity and specify what information you require. The School may charge a fee to cover the cost of verifying your application

and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the School will advise the likely cost in advance. If we cannot provide you with access to that information, we will provide you with written notice explaining the reasons for refusal.

Consent and rights of access to the personal information of students

The School respects every parent/guardian's right to make decisions concerning their child's education. Generally, the School will refer any requests for consent and notices in relation to the personal information of a student to the student's parents/guardians. The School will treat consent given by Parents/guardians as consent given on behalf of the student, and notice to Parents/guardians will act as notice given to the student.

Parents/guardians can indicate on the Permission to Publish Form provided at enrolment if they wish to refuse permission for photographs or digital recordings of their child(ren) to be used in publicity material of all types including on social media.

Parents/guardians may seek special access to personal information held by the School about them or their child by contacting the Education Director. However, there will be occasions when access is denied. Such occasions would include where release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the School's duty of care to the student.

The School may, at its discretion, on the request of a student grant that student access to information held by the School about them, or allow a student to give or withhold consent to the use of their personal information, independently of their parents/guardians. This would normally be done only when the maturity of the student and/or the student's personal circumstances so warranted.

Enquiries and complaints

The School has appointed two Privacy Officers, the Education Director and the Business Manager who are responsible for Privacy compliance within the school.

Further information about the way the School manages the personal information it holds can be provided by the Privacy Officers. Should a concern arise about a possible breach of the Australian Privacy Principles please contact the Privacy Officers. The School will investigate any complaint and will notify you of the outcome in relation to your complaint as soon as is practicable. The School also has a Complaints and Grievance Policy which is available via the office.

Difference of 2 Squares

$$(x-7)(x+7) = x^2 - 49$$
$$x \cdot x = x^2 \quad x+7 = 7x \quad -7 \cdot x = -7x \quad -7 \cdot 7 = -49$$

$$(7+6p)(7-6p) = 49 - 36p^2$$
$$7 \cdot 7 = 49 \quad 7 \cdot -6p = -42p \quad 6p \cdot 7 = 42p \quad -6p \cdot -6p = 36p^2$$

$$(9x-2y)(9x+2y) = 81x^2 - 4y^2$$
$$9x \cdot 9x = 81x^2 \quad 9x \cdot 2y = 18xy \quad -2y \cdot 9x = -18xy \quad -2y \cdot 2y = -4y^2$$

Perfect Squares $(a+b)^2 = a^2 + 2ab + b^2$

$$a) (x+9)^2 = x^2 + 18x + 81$$
$$x^2 + 18x + 9^2 (81)$$

$$b) (7y+8)^2 = 49y^2 + 112y + 64$$
$$7y^2 + (2 \cdot 7y \cdot 8) = 112y + 64$$

$$c) (m-3)^2 = m^2 - 6m + 9$$
$$m^2 - 2 \cdot m \cdot 3 + 3^2$$



2) factorize
a) $\frac{4r+12}{-1-2r}$ $\frac{-4r+5}{-1-2r}$

FAQs

What is the philosophy behind Steiner education?

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

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

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

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

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

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

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

Rudolf Steiner

What is Steiner Education?

Steiner education is a unique and distinctive approach, to educating children, that is practised in Steiner schools worldwide. Steiner schools collectively form the largest, and possibly the fastest growing, group of independent schools in the world. There is no centralised administrative structure

governing all Steiner schools; each is administratively independent, but there are established associations, which provide resources, represent schools as a body where necessary, publish materials, sponsor conferences, and promote the movement.

What is unique about Waldorf Education?

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

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

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

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

Some distinctive features of Steiner education include the following:

- Academics are de-emphasised in the early classes of schooling. There is no formal learning in the Waldorf Kindergarten experience, although there is a great deal of cultivation of pre-academic skills. A solid laying of vital foundations.
- During the primary school classes the students ideally have a teacher who stays with the same class, although this is more difficult to maintain with composite classes.
- Certain activities are central to Waldorf schools: art, music, gardening and foreign languages, to name a few. In the younger grades, all subjects are introduced through artistic mediums, because the children respond better to this liveliness than to dry lecturing and rote learning.
- There are no "textbooks" as such in the early grades. All children have "Main Lesson books", which are their own workbooks, which they fill in during the course of the year. Upper grades use textbooks to supplement their main lesson work.
- All children begin to learn violin in Class 3. This often includes one-on-one tuition as well as orchestra.
- Learning in a Waldorf school is a non-competitive activity and our method of reporting, within the boundaries of government requirements, reflects that.

FAQs continued...

Why should I send my child to a Waldorf school?

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

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

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

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

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

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

Why is so much emphasis put on festivals and ceremonies?

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

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

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

What kind of training do Waldorf teachers have?

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

All new teachers have a mentor.

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

How are personality conflicts between students and teachers handled?

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

What is the attitude toward discipline in TAWS?

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

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

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

Are Waldorf schools religious?

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

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

The Armidale Waldorf School now offers education through to Year 12, which allows students to complete their full schooling within a stable Steiner setting. If students do choose to transition to a non-Steiner school, in our experience this happens without significant difficulties. Similarly, students transferring from a non-Steiner school quickly adjust.

Whichever way the child is transferring, their teacher will support your child through this transitional period.

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


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

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

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

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



A scenic view of a forest with a metal railing and a wire fence in the foreground. The railing is on the left, and the fence is in the middle ground. The background is filled with lush green trees and foliage. The text is centered in the upper half of the image.

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

To be able to enjoy life and contribute to it -

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

Rudolf Steiner



The Armidale
Waldorf School
and Boongaia Preschool
FOR RUDOLF STEINER EDUCATION

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 The Armidale Waldorf School

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