



Primary and Middle School YEARS 1-8 Parent Information Booklet



We offer a universal education in balance and harmony with the environment, embracing Rudolf Steiner's deep understanding of child development.

We inspire life-long learning to meet the changing needs of time.

Rainbow Ridge School grew from the good will of the community, parents and teachers to create the beautiful sustainably designed timber buildings blending into the sub-tropical landscape setting. The School's property is bordered by forest at the edge of the Wollumbin caldera.

Our overarching objectives are:

- To provide children with a Steiner Education
- To provide a healthy and inspirational school environment
- To recognise the soul-spiritual foundations in all areas of the school
- To provide the community with insight, clarity and ways of exploring Steiner education and anthroposophy
- To maintain a sustainable independent school
- To facilitate healthy community relationships

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WELCOME TO RAINBOW RIDGE SCHOOL

Rainbow Ridge School began in Term 1, 1996. At present we offer Kindergarten and classes 1-8. The school is located, in a rural setting at Lillian Rock Road, 12 kilometers north of Nimbin in the Northern Rivers area of New South Wales.

INTRODUCTION

The curriculum is inspired by the educational philosophies of Rudolf Steiner. One of the views underlying Steiner education is that each child; as a developing human being, has physical, emotional, social, cultural and artistic needs, as well as intellectual and spiritual, needs. These are not separate but interweave uniquely in each child to make up the individuality and potential of the child that the teacher endeavors to understand and guide.

As Rainbow Ridge's education is based on indications drawn from Rudolf Steiner's philosophies, the pedagogy engenders enquiry. Throughout the year many possibilities are provided whereby teachers and parents, can share in dialogue and deepen the understanding of the children and their development.

SCHOOL STRUCTURE

Rainbow Ridge School is an incorporated not for profit business running as an Independent School (NSW). The School is registered by the New South Wales Education Standards Authority (NESA) and is a member of Steiner Education Australia (SEA). As an Independent School Rainbow Ridge School is a member of the Association of Independent School NSW (AIS NSW).

The Board of Directors (BoD) meets monthly and is the governing body, made up of volunteers who oversee the school's legal and financial obligations according to the Rainbow Ridge School Limited Constitution. Board meetings are also attended by the Principal and the Executive Assistant in an advisory non-voting capacity. Board members are elected each year at the Annual General Meeting. The Constitution is available for viewing at the office. Parents become members of the company by filling out the 'Application for Membership of the Company' which must be approved by the Board. Accepted members are eligible to vote at the AGM and any Extraordinary General Meetings for the duration of their child's enrolment.

The School Principal represents the School and is responsible for the overall running of the school and management of staff. The Principal reports to the Board and attends College of Teachers Meetings.

The Executive Committee (ExCo) meets weekly and is made up of the Principal, the Executive Assistant and the Financial Administrator. The Board delegates the day to day running of the School to the ExCo. The Executive Committee makes day-to-day decisions on behalf of the College of Teachers and the Board of Directors and is responsible for staff recruitment and employment.

The College of Teachers (the College) meets weekly and is made up of all Class Teachers and the Principal. The College is responsible for pedagogy, student welfare and delivery of the curriculum. The College holds a comprehensive consciousness of all matters pertaining to the school and the students. The College is instrumental in managing festivals and other all-school events and works closely with the Principal and the Board of Directors in developing and implementing policies and procedures and planning the future direction of the school.

The Finance Administrator responsibilities include fee payment process, accounts, wages, staff contracts and preparing the budget. The Finance Administrator is a member of ExCo and works closely with the Principal and Treasurer of the Board.

The Executive Assistant assists the Principal with day to day tasks and manages the running of the Front Office including reception, orders and supplies, first aid and assisting teachers with administrative tasks. The office hours are Monday to Fridays from 8.30am to 4.00pm.

The office staff are central to the communication within the school. Parents are asked to call in to the reception for messages and collecting children during school hours rather than going to the classroom. The Office staff are responsible for the weekly Diary Dates which keep families informed of regular calendar events, excursions and camps and special events.

The Parent Group contributes to the school in various ways including assisting with festivals, running craft group, support for the tuck shop and parent education. Please feel free to join the parent group. Parent Group meetings are advised in the Diary Dates. The Parent Group supports the school with fundraising and ideas for future development of the school. As with all privately funded schools, help is needed from all parents to assist in raising funds. We are grateful for your generosity in responding to requests for help when the need arises. Our big fundraiser of the year is the Spring Fair & Open Day in term 3. Help in preparation and on the day is part of the parent's involvement and will be organised by the Parent Group. At times individual classes have fund raising activities for specific purposes.

Class coordinators role is to support the teacher in a variety of ways including organising class camps and excursions, class community events, fundraising, festivals, and phone trees. Each year one or two parents from each class community volunteer to take on the role of class coordinator.

The School Community includes all students, parents, staff, volunteers and family members. Our School Community is our strength and our purpose for being here. Coming together for festivals, school plays and musical events build our community and our common appreciations.

THE STAGES OF CHILDHOOD DEVELOPMENT

Three stages of childhood development are outlined below. The educational program changes in emphasis as the child grows through these stages.

During the first phase of childhood, up to the change of teeth, the healthy growth and development of the child's physical body and the cultivation of the sense of touch, movement and balance are paramount. The Kindergarten years provide an emphasis on free play as well as other activities. These include singing, music, dance, movement, drawing, modeling, painting and many crafts. All of this takes place in a homely environment with soft colours and natural materials, taking care to protect and nurture the developing senses. This creates a gentle transition for the young child from home to school.

The Kindergarten Parent Information Booklet is a separate document giving further details.

In the middle period of childhood, up until puberty, the child's healthy development is supported by a strong sense of rhythm and the building of healthy habits for life.

Through the experience of colour, form, movement, rhythm, stories and music the child develops a rich and balanced feeling life. Through those activities an environment is provided to experience a full variety of social situations, which help to develop resilience in life.

In the third period of childhood, from adolescence to adulthood, the emphasis is now on guiding the child to fully develop his or her own powers of reasoning and judgment. The children in a Steiner school are well orientated by this stage, to deepen and expand their exploration of the various fields of knowledge.

THE RAINBOW RIDGE PRIMARY SCHOOL DAILY RHYTHM

This is based upon:

- A well-ordered daily program
- Rhythms occurring daily, weekly and seasonally
- The use of the living world to deepen the child's learning experience
- Craft/artistic activities for developing the child's senses and fine motor skills
- Movement activities to develop gross motor skills, spatial awareness and coordination

Steiner Education works with the Head, Heart and Hands and the rhythm of the day reflects this.

Main Lesson (Head)

Main Lessons are taught in 3-week blocks and the focus is on stories of the world, nature, cultural development and that of the human being. Through these themes all the subject areas of the Key Learning Areas (KLA) Mathematics, English, Science and Social Science are taught. The 3-week period allows the children to immerse themselves in the lesson in all its richness. Continuation with the same subject over a three-week period induces a mood of quiet and cumulative concentration, deepening learning and integrating knowledge.

Middle Lesson (Heart)

These lessons are generally of an artistic and imaginative nature and include Language, Music and Painting lessons and related exercises. Practice lessons to support the Main Lessons are at this time of the day.

Afternoon Lesson (Hands)

This lesson is devoted to subjects that mainly require movement, manual dexterity as well as artistic practice, such as physical education, games, gardening and handcrafts. Specialist teachers in the middle and afternoon lessons enrich the weekly program.

Camps and excursions

Day trips and class camps take place every year. They are an integral part of a balanced education. They are built into the year's learning program and bring the children the opportunity of wider experiences

To fully benefit from the education, it is expected that children participate in all school activities.

Festivals

The school community celebrates the seasons through festivals and events.

Religion

The school is non-denominational, and each family remains responsible for the religious upbringing of their children. The children learn about a broad range of religious cultures within the context of cultural studies throughout their schooling at Rainbow Ridge.

Diary Dates

Weekly Diary Dates help to keep parents up to date with the school calendar and any notices in relation to events. Families receive the diary dates as a hardcopy and email. Please take the time to read these and to make enquiries for more information if you need it.

Class meetings

These are held by each class teacher at least twice a year or whenever required. These meetings are the most effective way for parents to be kept informed of class activities, child development in relation to the curriculum, Main Lesson themes, the progress of the class, to discuss camps and excursions, issues particular to the class. They provide an opportunity to talk about child development and to deepen the understanding of children and stages of development. These meetings are to discuss the class as a whole. Parents wishing to discuss their own child can do so at individual parent teacher interviews. Childcare for school age children is provided for class meetings. Please book with the office and provide your child with a healthy afternoon snack.

Parent Teacher Interviews

If at any time parents feel it is important to meet with the teacher about their child, a time can be arranged through the school office to meet with the teacher. The meeting could be to express a concern, to inform the teacher of changing family circumstances, which may affect the child's education or welfare, or to discuss the child's progress.

Teachers may also request meeting with parents. When a child is newly enrolled the teacher will want to check in with parents to see how their child is integrating into their new school. From time to time Teachers may also need to have a dialogue with parents regarding their child's experience at school or behavior in relation to the school's Social Behaviour Policy.

Assessments and Reports

Teachers carry out continual assessment throughout the year. A mid-year report is sent to parents at the end of term 2 and an end of year report at the end of term 4. For compliance the school assesses to NSW Education Standards (NESA) requirements and the reports include grading for each student. Parents will note that reports include comments and are accompanied by a letter inviting parents to meet with the child's teacher to discuss the report; this is also the parents' opportunity to view more details.

Welfare of Students

Rainbow Ridge School aims to provide a secure social/emotional atmosphere, which enhances the health and welfare of all students through:

- Teachers being committed to developing a close understanding of each student
- Teachers fostering a relationship between home and school
- Weekly meeting of teachers to discuss programming and curriculum and the development of individual students
- Providing methods to help balance weaknesses and strengths
- Rainbow Ridge is a health promoting school with a school health program, which includes the whole school community
- The employment of a School Support Facilitator who works with the students, parents and teachers.

The class teacher makes every effort to develop each student's learning to reach his or her full potential, promoting confidence and achievement rather than competition. Students are expected to make their best efforts in all aspects of their schooling.

A high level of care and sense of community enhances a friendly social environment and the students are expected to take an active part in this. The School uses Restorative Practice to help with resolving issues that may arise at school.

The students are guided to regulate their own behavior, to act responsibly and with an appropriate level of maturity in and out of the classroom.

Rainbow Ridge has a Social Behaviour Policy, which states clearly that disruptive behaviour is not accepted. Bullying, harassment, abusive language and swearing will be followed up in accordance with the school's procedures.

The class teacher attends to any serious instances of the above immediately and where appropriate the College of Teachers will be included. Parents are kept informed if their child has any ongoing behaviour difficulties and teachers will involve parents in the process of remedial actions. Parents can book times to meet with their child's teacher if they have any concerns regarding their child's social needs and behavioural issues at school.

It is the policy of the school to attempt to integrate, where possible, a small proportion of students with special needs. There is no discrimination between students according to gender (all male and female students take part in the widest possible range of activities). There is no discrimination according to race or lifestyle.

The Social Behaviour Policy is included as an addendum to this document.

Dress Code

Rainbow Ridge School endeavours to create a child friendly atmosphere in the truest sense of the word, where children can find their expression through their inner imagination in a simple, natural and age appropriate way.

Thank you helping your child to abide by the school's dress code. School hats are available in the school office for \$10.

Hats:

- A full-brimmed plain-coloured school hat is to be worn all year.

Clothing:

- Which adequately covers the shoulders, the midriff and top half of the thigh. This is measured by the point the fingertips reach when standing upright with hands at sides.
- Children wear simple, plain-coloured t-shirts or shirts and plain-coloured dress, shorts, skirts or pants. (No logos, pictures, brands or ripped clothes please.)
- In the colder months your child needs a warm jumper at school.
- Warm underclothes are needed in colder months.
- Black is not considered to be suitable for children to wear to school.

Shoes:

- Children need shoes that allow them to run and ideally easy to take off and on
- Strong sandals (no thongs or heels) can be worn in summer and closed shoes are to be worn during the cooler months.
- Socks are to be worn in cooler weather.
- If your child cannot wear appropriate shoes to school for any reason, please send a note to the class teacher with an explanation.

Jewellery:

- Simple jewellery may be worn - one watch, one bracelet and one necklace are allowed.
- Studs or sleepers in ear piercing are allowed.
- Jewellery should not hinder the child when participating in everyday school activities.
- Valuable jewellery is to be kept at home.

Hair: Hairstyles are to be simple and natural

Rainbow Ridge School upholds a school environment that is child friendly and learning focused. The following are therefore not appropriate for school.

- Dyed hair
- Fingernail polish
- Make up
- Tattoos

Television

An anthroposophical understanding of human development considers twelve senses and all these need to be catered to in an age appropriate way in the developing child. All these senses which include touch, movement and balance are engaged in play, especially in a natural environment. Many experiences (such as climbing a tree or traversing a rocky beach) establish neurological patterns. Scientists recognize that the establishment of such patterns educates the synapses between the brain cells, which without stimulation can lack development. These movement/play-created patterns are the pre-requisites in later life to the more refined activities of thought, organisation and problem solving.

While accepting that television is an integral part of the world communication network, its impact is of concern. The early years of sense development of a child are extremely important to the child's future. Exposure to television limits human activity to a narrow selection of functions. Real life in comparison becomes 'boring'. Added to this is the content to which the children are exposed – violence, cynicism, disharmony and coarse language.

The same applies to computer games. The content of these games is often destructive, and they can become addictive. We ask that your child not be exposed to television or video games before school and ideally limited to the weekend.

Content guidance is needed for all access to T.V., video and video games.

Illness

Children with Asthma and / or Allergies

Please let the school know if your child is prone to asthma. All details of medication and treatment need to be given to the front office in order to ensure adequate treatment in case of an asthma attack. The school's enrolment procedure provides forms for documentation if your child is allergic to bee stings / ticks or has any other allergies.

Administering Medication

If your child needs medication to be administered at school the teacher must be given written notification from the parent stating very clearly the prescribed dosage and medical condition of the child. The office staff will provide you with a form for this purpose. Parents need to keep the teacher informed of any changes to their child's condition. It is preferable for parents to bring medication to school and give to the teacher, rather than sending it in with children.

Notifiable Infectious Diseases

The following is a list of notifiable infectious diseases. If your child has one of these, you can produce a medical certificate stating that the child is no longer infectious.

Highly Communicable Infections

The following infections are highly communicable. When any child is infected, we ask that they be kept at home until the condition has cleared up. If it is noticed that your child has these conditions below while at school, we will ask you to pick your child up from school and treat this condition before the child returns.

Worms	Worm infestation need to be treated immediately
Head Lice	We endeavour to have a "lice free" school and require all parents to take responsibility to check their children regularly and treat if needed

The following are minimum exclusion times. Of course, if your child is still looking pale or feeling weak give him/her plenty of time to get full strength back. Consult with your child's teacher and family practitioner if you have any doubts.

Impetigo (school sores)	Exclude until sores have completely healed, then cover.
Streptococcus Infection	Exclude until fully recovered or medical certificate is produced.
Conjunctivitis	Exclude from school until discharge from eyes has ceased.
Septic Sores	All sores must be covered by clean bandages.
Scabies and Ringworm	Exclude until all evidence of the disease has disappeared or a medical certificate is produced stating that lesions are inactive.
Whooping Cough	Exclude 3 weeks from onset of cough. The period of exclusion may be less than 3 weeks if there is no cough and a medical certificate is produced.
German Measles	Exclude at least 4 days from appearance of the rash
Chickenpox	Exclude for 7 days after the first spots appear
Mumps	Exclude for 10 days from onset of swelling
Measles	Exclude for 4 days from appearance of rash or until medical certificate is produced
Scarlet Fever	Exclude 7 days after symptoms subside or until medical certificate is produced
Poliomyelitis	Medical certificate required
Diphtheria	Medical certificate required
Hepatitis	Medical certificate required

Student Accident Insurance

The school has Student Accident Insurance for every student enrolled in the school. The policy provides insurance coverage for all students 24 hours/ 7 days for accidents occurring anywhere. Parents wishing to make a claim or see a full list of events covered by the policy should contact the school office.

Emergency Procedures

The school has individual policies for Fire and Flood. The school conducts regular drills to ensure that everyone is kept up to date with emergency procedures.

The school holds a separate policy for serious incident emergencies including 'lock-down' procedure.

Supporting your Child at School

Sleep and rest

Please ensure that your child has a regular bedtime and comes to school well rested.

Lunches and food at school

Children are most able to participate fully in their school day after a healthy breakfast and with a wholesome lunch. Morning tea and lunch should be brought to school each day. The children eat together in class groups and, although they don't share their lunches, these occasions are very much a social activity. Please be conscious of minimising the amount of disposable packaging. Please provide your child with an adequate amount of a fresh

wholesome lunch and water (in preference to packaged juices) and please - no lollies or chocolate. Chewing gum is not allowed at school.

Tuck shop

The parents and at other times classes run the tuck shop as a fundraiser, providing children with a delicious, wholesome lunch on one day of the week. The Diary Dates will inform you of the day, the cost and the menu. Children need to bring money to buy lunch on that day.

School Property

The school's buildings, facilities and furnishings are recognized to be of good quality and lasting value. Staff, children and visitors are asked to handle all resources including sports equipment and library books with care and respect. We expect the children to practice respect and a caring attitude also towards school property and surrounds.

Any damage to school property or resources due to negligence will need to be replaced or paid for by the borrower/user.

School Library

The school library is a growing resource, which supports the teachers and staff, and is accessible to students, parents and the wider community. The library is funded through school budgets, fundraising, grants and donations. To join the library and become a borrower an Application for Library Membership needs to be completed (a membership fee is required if you are not a member of Rainbow Ridge School). The library opening hours are advised through the school newsletter. Where possible the library is open at least three lunchtimes per week for student borrowing (Class 3 and up). Parents may borrow for their younger children. The library has a collection that includes picture books, junior fiction and non-fiction, parenting books, craft books and teacher reference books as well as a large collection of Rudolf Steiner's works. Donations of quality books in any of these areas are gratefully received.

Student Wellbeing

Rainbow Ridge School has an on going 'Health Promoting School Program'. The teachers work with visiting health professionals to gain a deeper understanding of the aim of the curriculum in relation to child development principles and the unfolding of healthy physiology. The education then becomes health promoting by its own inherent nature. In our School Health program, we are working towards developing methods whereby educators, health professionals, families and the wider community can contribute towards increased wellbeing of all.

The School also has a School Support Facilitator who is available to members of the school community to assist with school related issues. Please contact the school office if you would like to make an enquiry.

School Programs

In addition to the Main Lessons and the Practice Lessons that cover most of the Key Learning Areas, Rainbow Ridge School offers additional programs. At present this includes music, languages, craft, Bothmer gym (classes 3 -6), Eurythmy (class 1 & 2), library and gardening. The Strings Program is a part of the curriculum. From class 3 onwards the children can choose either violin or cello as an opportunity to learn a string instrument. Instruments can be hired from the school for a minimal fee or you can provide your own instrument.

COMMUNICATION

A clear communication system is essential to our school. Within Rainbow Ridge School there are 4 main processes of communication. These are listed below.

1. Class meetings.
2. Parent teacher meetings. Please make an appointment through the office.
3. Diary dates and notes home.
4. Written communication between parents and the class teacher/College of Teachers/Board of Directors.

At Rainbow Ridge we aim to create an effective and supportive network of communication. We want you as parents to understand the communication systems within the school and feel able to use them. It is so much better within a community to discuss an issue rather than to let it build into a bigger problem.

Positive feedback is also very important. When things are going well, it is good to let the class teacher know. Feedback like this is wonderful for teachers and helps to build good relations, while supporting the children socially and educationally.

When a parent wants to communicate with a teacher, please be aware that the beginning of the school day is not the time to do this. Written communication is always preferable or a meeting at a prearranged time. This gives the parent and the teacher the space to communicate effectively.

GUIDELINES FOR COMMUNICATION

Communication is a key element in any relationship. The school's communication processes, both formal and informal help to facilitate the children's education and wellbeing and the smooth running of the school.

New enrolment enquiries

All enrolment enquiries are forwarded to the prospective teacher/s who will make contact as soon as possible, to arrange an interview. A place is offered when the teacher has presented the enrolment to the College of Teachers and the relevant administrative procedures are finalised.

Parent Teacher interviews

If at any time parents feel it is important to meet with their child's teacher, a meeting time can be arranged through the school office. The meeting could be to express a concern; to inform the teacher of changing family matters which may affect the child's education or welfare; to view their child's work and discuss their child's progress.

Teachers may also request meeting with parents. When a child is newly enrolled the teacher will want to check in with parents to see how their child is settling into their new school. From time to time teachers may also need to speak with parents regarding their child's behavior and in relation to the Social Behaviour Policy.

Class meetings are held at least once a year or when required. These meetings help to keep parents informed of class activities, child development in relation to the curriculum, Main Lesson themes and upcoming camps and excursions.

These meetings are a venue for discussing the class as whole, rather than individual children.

School Diary Dates

Weekly diary dates help to keep parents up to date with the school calendar and any notices in relation to events. Parents receive the diary dates by email and hard copy sent home with the oldest child. Please take the time to read these and to make enquiries for more information if you need it.

Change of address and contact details

Please let the school office know at the earliest possible convenience if you change your address or contact details including emergency contact details.

Camps and Excursions

Primary classes attend a camp at least once each year and various excursions throughout the year. The camps and excursions are to support the curriculum and learning programs. As such children are expected to attend except in the case of illness or exceptional circumstances. Your child's class teacher will keep you informed of upcoming camps and excursions though email, notes home and class meetings. It is imperative that parents respond promptly to permission notes regarding camps and excursions. Sometimes teachers may ask for parent assistance with camps and excursions, when offers of help are much appreciated.

School office

The office is attended five days a week during term time, Monday – Friday 8.30am – 4.00pm. Please contact the office staff by phone with any enquiries, notifications and/or questions you may have. Please supply dated notes for any alterations to your child's travel arrangements from school. You may phone or call in to the office in person to deliver messages or make enquiries. Please notify the office of any changes to your child's travel arrangements before 2pm. Office staff can also accept fee payments by cheque.

You will find a variety of information in the office ranging from articles on Steiner education and child development to the latest school diary. The office has a range of products available for purchase – the school calendar, school hats, crayons, lyra pencils and craft items. The parent group provides these products for your convenience and for fundraising.

The office is your first port of call when arriving at school. Parents are asked to call into the office rather than going directly to the classrooms, especially if school is in progress.

Contacting teachers

School hours are between 9.00 am and 3.00 pm. Teachers are available to talk with parents by individual arrangements. It is essential that appointments be arranged, preferably through the office. Please feel free to put your questions or concerns in writing. This helps to prevent misunderstandings and to keep issues clear.

When attending the school to meet with teachers please proceed to the office first. Teachers may sometimes contact parents regarding their child or when arranging class activities. In the case of withdrawing your child's enrolment for any reason, or considering withdrawal, please

contact your child's class teacher in the first instance. A conversation with your child's teacher to inform the teacher of the reason for and time of departure is an important first step in withdrawing your child. This helps to facilitate a smooth process for your child and the class, as well as the family and the teacher.

Attendance

Steiner Education works strongly with rhythm. We immerse the students in block lessons in a subject where one day's lesson builds on the next. The methodology in teaching is health giving, therefore regular attendance of your child is beneficial to their wellbeing as well as creating the images and pathways for continual learning. At Rainbow Ridge School we have a week more holidays after every term. This started off to benefit families to have more time with their children and allows teaching staff to prepare and study sufficiently for the pedagogical work ahead.

Rainbow Ridge School has an Attendance Policy and Procedures for the legal obligation to record absences and their reasons.

Here are some exerts for your understanding:

- Parents are expected to inform the School of their child's absence on the day of or before the absence, by a written, dated note, by phone, or by coming into the office with the information.
- A student may be granted an exemption or a period of extended leave by the Educational Administrator in some circumstances. Though holidays taken by students outside of school holiday periods are considered as absence, parents may complete an Application for Extended Leave-Vacation.
- The Educational Administrator may complete a Certificate of Extended Leave, where the parents have demonstrated that the extended leave is in the student's best interest in the short and long term. There may be requirements and conditions attached.
- The application is necessary, and it is not acceptable any more just informing the office of the leave taken.
- The class teacher and/or the Educational Administrator will contact parents and invite them for a meeting in cases of leave taken without application and/or a poor record of school attendance.

We are looking forward to the joined responsibility in regard to your child's education, which is in their best interest.

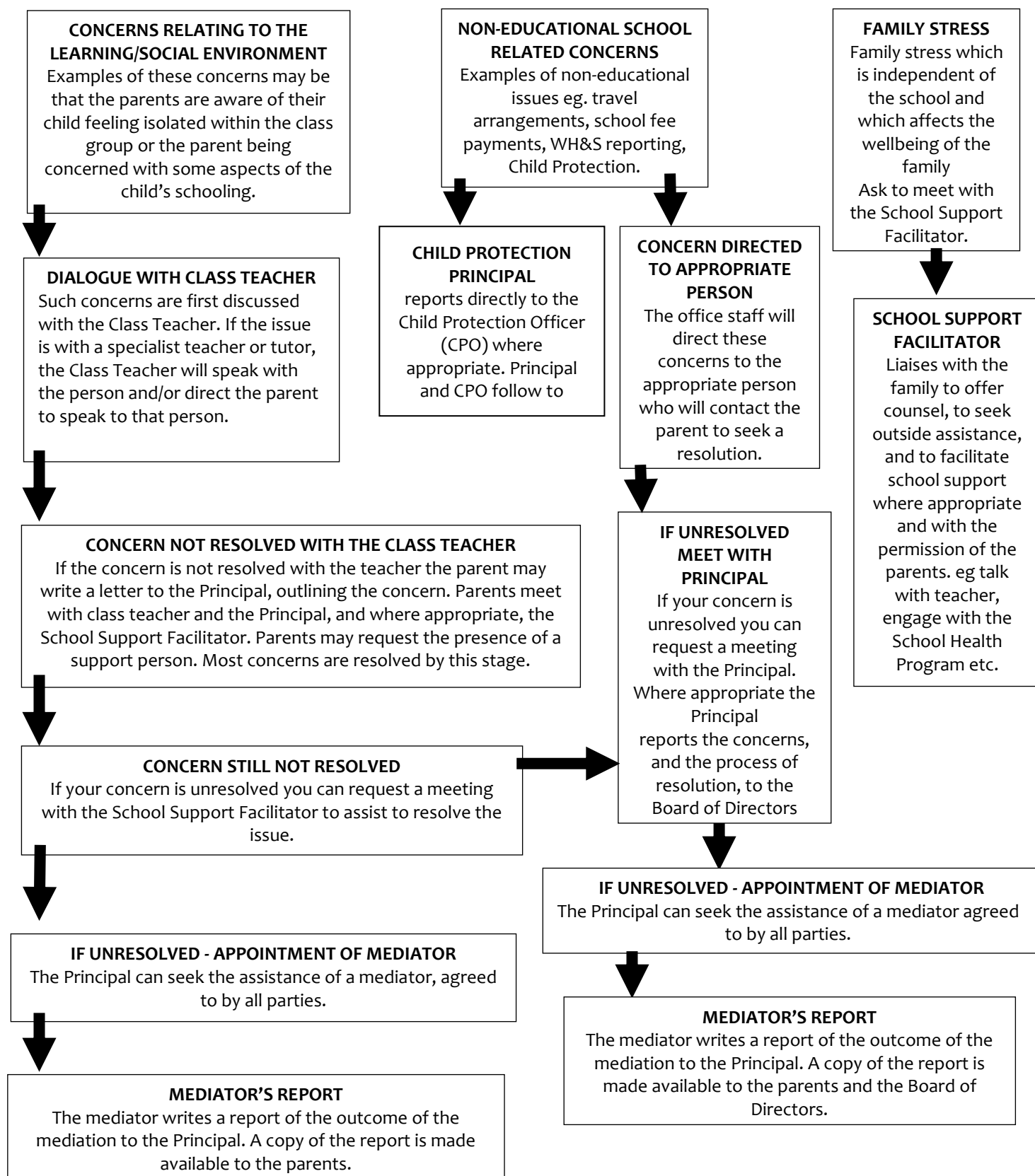
FLOWCHARTS for process of communication and resolution of concerns

To maintain harmony within our school community we endeavor to find resolutions for our concerns.

Effective communication supports and is essential to resolving conflicts.

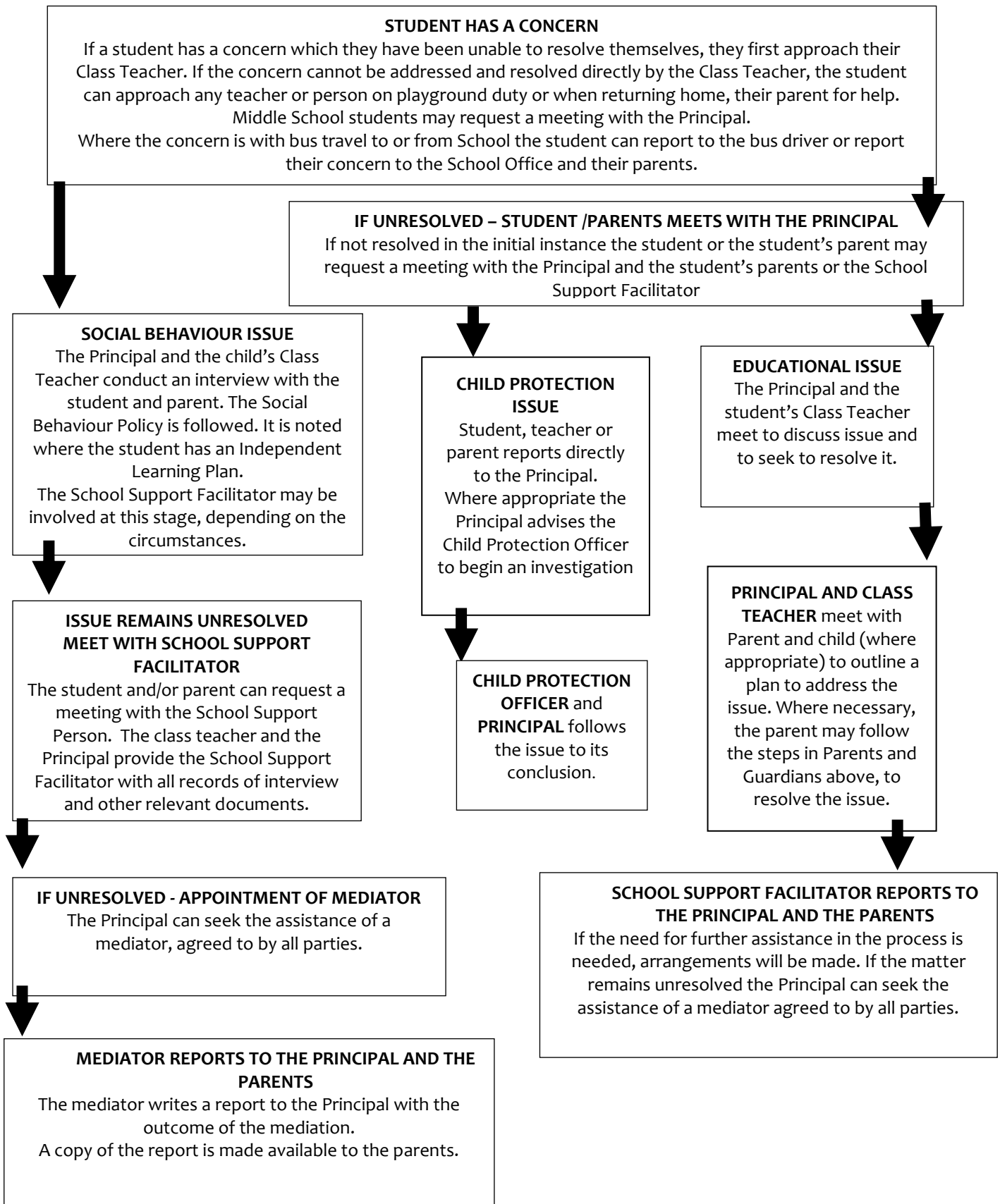
Parents and Guardians

The flow chart below is designed for parents / guardians to provide an overview of the procedures addressing any concerns / issues.



Students

The flowchart below is designed for students to provide a way of working through issues.



SCHOOL HOURS MONDAY-FRIDAY 9.00am-3.00pm

Punctuality

The school day starts at 9.00am and concludes at 3.00pm. Please help your children by getting them to school on time and if you are picking them up, to collect them by 3.15pm. For children, school starts before school, when they greet their friends and teachers, so it is helpful that the children will be at school by 8.55am. Other arrangements can be made with the office if a child comes to school before 8.45am and / or is picked up after 3.15pm.

If your child's travel arrangements for a particular day need to be changed please advise the school by phone, preferably before 12 noon and no later than 2pm.

Bus Travel

Most children travel to and from school by bus. Parents need to fill in an Application Form for Subsidised Travel. If your address changes you may need to fill in a new form. Local bus companies can give you details of bus routes and times.

Quinn's Buses	Ph. 02 6688 6240	Mob. 0427 282 138
Waller's Bus Company	Ph. 02 6622 6266	
Simes	Ph. 02 6621 5416	

The last bus leaves at 3.20pm. If your child catches the last bus it is helpful to provide an extra piece of fruit or snack.

Exiting the School

Under the current government requirements, you are obliged to sign a student exit form if your child leaves the school and we will invite you to attend an exit interview.

If your child exits the school without the appropriate paperwork, the school is legally required to report to the Department of Education.

SCHOOL STRUCTURE

THE COLLEGE OF TEACHERS

The College of Teachers consists of teaching staff who are responsible for the educational aspects of the school. The role of the College of Teachers is to hold a comprehensive consciousness of all (internal and external) matters pertaining to the school through mandated roles and tasks. The teachers meet weekly to discuss a variety of topics including curriculum, programs, pedagogy and student welfare. The College is instrumental in managing festivals and other all-school events and works closely with the principal and the Board of Directors in developing and implementing policies and procedures and planning the future direction of the school.

THE BOARD OF DIRECTORS

Rainbow Ridge School is registered as a company and is guided by the Rainbow Ridge School Limited constitution. The Board of Directors (BOD) represents the organisation and makes decisions concerning the finances and governance. Regular Board meetings are open for participation, however only elected Board members have voting rights. New Board members

are usually elected each year at the Annual General Meeting. The Constitution for Rainbow Ridge School for Steiner Education LTD is available for viewing at the office. Parents become members of the company by filling out the 'Application for Membership of the Company' form, which must be approved by the BOD. As an accepted member, they are eligible to vote at the AGM and any Extraordinary General Meetings for the duration of their child's enrolment.

THE PRINCIPAL

The principal works closely with the College and deals with all matters of the school.

THE EXECUTIVE COMMITTEE

The Executive Committee is made up of the leadership positions employed by the Board of Directors being the Principal, the Finance Administrator and the Executive Assistant. The Executive Committee makes day-to-day decisions on behalf of the College of Teachers and the Board of Directors and meets weekly.

OFFICE ADMINISTRATION

The office staff are central to the communication within the school. Office staff are responsible for the daily administration tasks such as reception, collection of fees, accounts, and office support for teachers and managing supplies.

The office hours are Monday to Fridays from 8.30am to 4.00pm.

PARENT GROUP

Parent Group contributes to the school in various ways including assisting with festivals, running craft group, support for the tuck shop and parent education. Please feel free to join the parent group. Parent Group meetings are advised in the Diary Dates. Parent Group supports the school with fundraising and ideas for future development of the school.

CLASS COORDINATORS

Each year one or two parents from each class community volunteer to take on the role of class coordinator. This role is to support the teacher in a variety of ways including organising class camps and excursions, class community events, fundraising, festivals, and phone trees.

FUNDRAISING

As with all privately funded schools, help is appreciated/required from all parents to assist in raising funds. We are grateful for your generosity in responding to requests for help when the need arises.

Our big fundraiser of the year is the Spring Fair & Open Day in term 3. Help in preparation and on the day is part of the parent's involvement and will be organized by the parent group.

At times individual classes have fund raising activities for specific purposes.

Rainbow Ridge Staff 2019

Administration Staff	
Marga Helms	Principal
Laurel Grant	Finance Administrator
Anja Hunold	Executive Assistant
Rose Shearer	Reception/Office
Class Teachers	
Katrina Ross	Kindergarten Teacher
Lauren Mitchell	Kindergarten Teacher
Deborah Rose	Class 1 Teacher
Jane Robinson	Class 2 and 3 Teacher
Theo Sison	Class 4 Teacher
Simone Weihermann	Class 5 and 6 Teacher
Lishia O'Reilly	Class 7 and 8 Teacher
Mark Piper	Class 7 and 8 Teacher
Support Teachers/Staff	
Michelle Mc Donald	Gardening Teacher
Catherine Dunham	Craft Tutor & Librarian
Camilla Warner	Music Teacher
Helen Black	Cello Tutor
XiaXa Cao	Language Tutor (Chinese)
Elenya Heart	Kindergarten Assistant
Robyn Berry	Kindergarten Assistant
Leanne Logan	Class Aide & Playgroup Co-coordinator
Sonja Kindermann	Class Aide
Pollyanna Kingsley	Class Aide
Shanna Eyres	Class Aide
Nev Stokes	Class Aide & School Support Facilitator
Patris Orange	Curative Eurythmy
Maintenance Staff	
Patrick Pembroke	School Maintenance Officer
Aaron Adlington	Maintenance Assistant
Vanessa French	Gardener
Mel Cashmore	Cleaner



Rainbow Ridge Social Behaviour Policy

*Wisdom in the spirit
Love in the soul
Strength in the will
These shall guide me
These shall hold me
In them I trust, to them
I give my life.*

Rudolf Steiner

Introduction

Rainbow Ridge School is educating children in accordance with the principles of Rudolf Steiner Education. These principles indicate that independence and freedom best arise if the child is surrounded and supported by positive and supportive environment, which includes the accepted authority of parents and teachers and orderly surroundings. When the child can feel secure within a healthy daily rhythm, a consistent and positive set of values can potentially begin to unfold.

The policy endeavours to create a positive and safe environment for the school community. This requires the teacher's ongoing sensitive, creative response to the child, based on an understanding of the nature and needs of the child, with the combined support of the parents and the school community.

Based on the phase of child development in kindergarten to class two, behaviour management is implemented through imaginative images and the principle of imitation. While the teacher endeavours to cultivate a loving and safe environment for all students, students are also given clear boundaries and firm loving reminders.

To support positive behaviour, consistent communication between parents and teachers involving discussion around home rhythms and school rhythms is imperative. If a circumstance arises where a child's behaviour is deemed unsafe, the parent is contacted to come and pick the child up. Meetings are then scheduled to address and support the modification of behaviour.

While this approach continues in the primary years, a formal approach as outlined in this policy, is also adopted. Warmth, fairness and a commitment to social harmony are present in any social behavior measure.

In regard to addressing social behaviour it is helpful to discriminate between the first two stages of childhood.

Preschool – approximately up to 7 years of age (up to the change of teeth)

In these years the child is most imitative and malleable. The child models her/his behaviour on those adults most central or significant to her/his life. The adult therefore strives to be a worthy example – in thought, word and deed.

If the child has been given warm security and has respect for the adult, she/he will imitate good behaviour. Rather than: 'You must do this or that,' the adult speaks to the child in an inclusive way 'See, we do it like this'. Goodness is nurtured in everyday activities.

Primary School – approximately from 7 to 14 years (from the change of teeth to puberty)

In these years the authority of the teacher (adult) is fundamental. The child is *disciple* (related to the root sense of discipline), and the teacher is *author* (related to the root sense of authority). At heart, all children at this age naturally seek this relationship of authority, which evolves over the years with her/his own class. This authority is not expressed in a fixed way – but is creative, mobile; changing to meet new situations, and changing as the child grows older.

Rainbow Ridge School takes a whole school approach to addressing social behaviour, leading to a consistent and supported behaviour management practice. All children and staff are aware of the expectations of behaviour and that any failure to meet the expectations will be followed up.

1. Expectations of Behaviour

- An acceptable standard of behaviour must be maintained at all times.
- The teacher's approach is for friendly but firm relationships with students. The teachers use age appropriate strategies to support a healthy learning environment.
- Individuals are expected to be safe, respectful and responsible; to speak politely and show courtesy in the school at all times. Violent acts are not tolerated. Students and staff behave with mutual respect and dignity.
- When presented with challenging behaviour, the teacher looks firstly towards him/herself in an attempt to solve the problem.
- Any major situation observed within the class or concerning an individual student is reported to the class teacher in the first instance.

2. Supervision

- 2.1. Children are supervised at all times during school hours. Students are expected to be in the classroom or with the class during class times unless otherwise directed by the teacher. On arrival students go directly to their classroom areas.
It is the responsibility of class teachers to monitor this and redirect the children when necessary.
- 2.2 Teachers ascertain who is present and who is not, at every lesson.
- 2.3 If students are sent out of a lesson, they remain the responsibility of the class teacher. Every effort is made to maintain the child's place in the social fabric of the class.
- 2.4 During school hours there is at least one teacher on duty at all times.

- 2.5 At least one teacher is on bus duty for departures.

3. Safety (including Camps and Excursions)

- 3.1. Supervision of children's safety at school and on excursion is the responsibility of the supervising teacher.
- 3.2 Students are required to stay within defined areas of the school grounds.
- 3.3 When using high-risk equipment or materials (e.g. tools, chemicals, fire), children are instructed in their use and supervised at all times and where necessary, with additional adults.
- 3.4 All dangerous equipment and materials, e.g. hazardous chemicals, tools, etc. to be locked away from children at all times when not in use.
- 3.5 On excursion supervision will be in accordance with the activity and the age of the children.
- 3.6 Students are not to be taken in private cars on school excursions without an adequate number of safety belts and the accompanying paperwork completed.
- 3.7 Teachers and other supervising adults must be aware of the presence of the students in their care at all times.
- 3.8 On outings, teachers are required to carry a first aid kit. All class teachers hold a current first aid certificate.
- 3.9 Fire drills are held regularly.
- 3.10 On camps and excursions, staff and children adhere to the safety guidelines of the off-site facilities.

The Rainbow Ridge School Social Behaviour Policy and Procedures is informed by The OH&S Act 2011 NSW, The Child Protection Act 1999, The Privacy and Personal Information Act 1998 and The NSW Education Act 1990.

Please note: these procedures are used mainly for students in class 3 and above and can be implemented for younger students if the need arises.

RAINBOW RIDGE SCHOOL SOCIAL BEHAVIOUR PROCEDURES

1. Identify unacceptable behaviour:

- (a) Classroom observations. Students with Individual Learning Plans have their plan taken into considerations when applying the Social Behaviour Procedures.
- (b) The child may be sent to another classroom or the office for 'Time Out'. 'Time Out' can be given up to twice per week.
- (c) Teachers apply strategies to assist behaviour modification.
- (d) Three reminders will result in supervised lunchtime. (See 2. below)
- (e) At any time, any teacher can give guidance to a child regarding acceptable behaviour.
- (f) At any stage parents can request a meeting with the class teacher to discuss their child's behaviour.

2. If unacceptable behaviour continues:

- (a) Supervised lunchtime and self reflection
- (b) Note home to parents (Notification of supervise lunchtime)

(c) Most behaviour is modified by this stage.

3. If unacceptable behaviour continues:

- (a) Three supervised lunchtimes **in one term** - a meeting with class teacher, parents (and child where appropriate). This meeting may also be attended by other teaching staff where appropriate.
- (b) Individual Behaviour Agreement (3 days).
- (c) Report to College of Teachers. Consultation, where appropriate.

4. If the Agreement is not successful or if a 2nd Agreement is required in one school year:

- (a) Parents may be asked to seek professional consultation to ascertain any underlying causes of their child's behaviour.
- (b) Report to College of Teachers. Consultation, where appropriate.
- (c) Meet with parents. Notification of full social behaviour procedures ie. suspension.
- (d) Second Individual Behaviour Agreement (5 days).

5. If the Second Individual Behaviour Agreement is not successful or if behaviour is still showing no improvement:

- (a) The College of Teachers will meet to make a recommendation for suspension.
- (b) The Board of Directors will be informed of a suspension.
- (c) The child will be suspended (1-3 days).
- (d) A meeting will be called with the class teacher, a College of Teachers member and the Social Welfare worker where appropriate, the parents, and the child where appropriate before the child returns. The parents may also choose to have a support person present.
- (e) If at any point behaviour warrants **immediate suspension** eg: severe abuse or violence against self, others or property - the child is, in consultation with the College, suspended immediately and returns to school only after a meeting with the class teacher, a College of Teachers member, the Social Welfare worker and parent takes place and an Individual Behaviour Agreement drawn up.

6. If unacceptable behaviour continues after all of the above, the child's enrolment will be withdrawn.

7. Rainbow Ridge School does not condone corporal punishment by any staff or non- staff members, including parents either on or off the school campus at any time.