



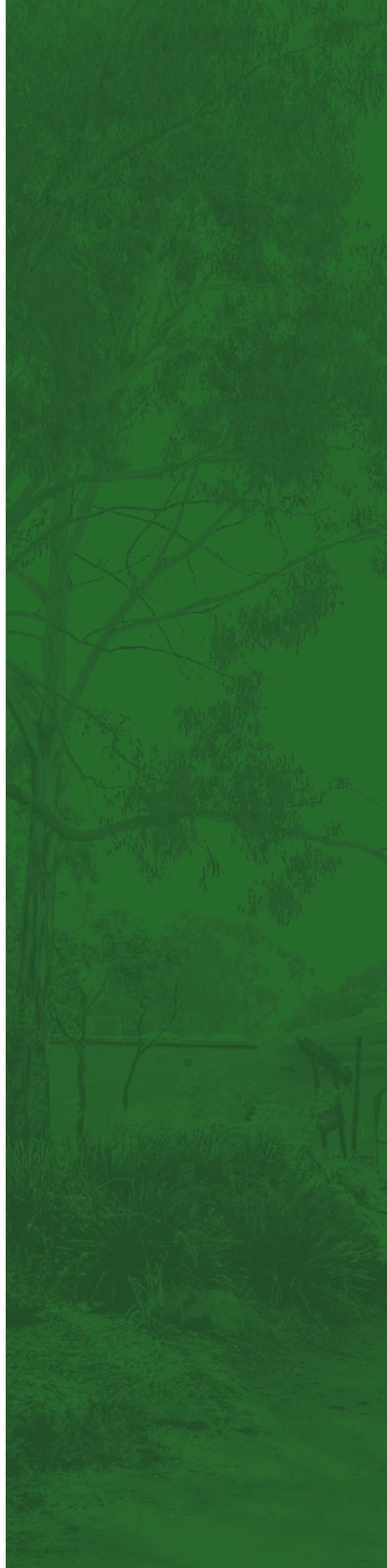
**Grana**  
STEINER SCHOOL



# Primary School Handbook

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# Vision

**Our highest endeavour is to provide a purposeful education that will inspire our students to achieve to the best of their individual ability, to work creatively and to become aware of themselves as spiritual beings who will contribute positively to global social change.**

At Orana Steiner School we value individual difference. We believe in self responsibility and in the values needed to become connected and contributing citizens. We seek to support our students to be capable of personal endeavor and community involvement. The education we provide develops creative and imaginative thinking and aims to instill in our students a love of learning, a sense of wonder, an appreciation of beauty and a connection to the world.

## Guiding Principles

We work within the school's vision to:

- Encourage a lifelong love of learning
- Respect the growing child and their stages of development
- Provide a supportive environment for spiritual development
- Strive for a balance between academic, artistic and practical learning experiences
- Foster an understanding of the human being as informed by Rudolf Steiner
- Foster self-confidence in the students
- Inspire a healthy respect for and responsibility toward themselves, each other and the environment.

## Overview

Set in 16 hectares of beautiful, natural surroundings, Orana is an independent, co-educational and non-denominational school offering children a seamless Pre-School to Year 12 education, recognised by the Assessment and Reporting Authority (ACARA).

We provide a balance of the academic, artistic and practical, so that children are fully prepared for life. Through this comprehensive approach, students come to know the complex diversity of the world, allowing them to confidently find their place in the world.

Knowledge and skills are brought to the learner through rich, relevant contexts while upholding the importance of the curriculum, and supporting experiences that develop heads (thinking), hearts (feeling) and hands (willing and doing).

The unfolding individual human being is at the heart of our education and each individual's gifts, cultural and language affinities, and needs, are valued. We believe that building relationships and connectedness are paramount for wellbeing and resilience. The social and emotional learning of all students is a major focus of our school. Student leadership and community service expectations support personal and social development.

Our students will live and work as adults in a constantly changing environment. Consequently, our curriculum, activities and pedagogy are designed to help students to develop practical skills and the will to identify and meet challenges and opportunities.

Our education is delivered in an environment that promotes an interest in and commitment to spiritual life, nature and our surroundings. Through environmental education and an outdoor classroom program, we encourage everyone to acquire the necessary skills, attitudes, values, awareness and understanding, to enable us all to participate and act to improve our natural environment.

We aim to ensure that our graduating students are enthusiastic about their place in the world and have the capacity and motivation to connect and contribute to their community, now and in the future.

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We provide a balance of the academic, artistic and practical, so that children are fully prepared for life

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# A Global Education

**Orana Steiner School was established in Canberra in 1981 and is part of the world-wide educational movement known as "Steiner" or "Waldorf" Schools. The first Steiner school was established in Stuttgart, Germany in 1919 and today there are over 1,200 Steiner schools across five continents and more than 1,600 Steiner kindergartens in 60 countries. In Australia, there are over 40 Steiner schools, with Orana one of the largest in terms of enrolment numbers.**

## First Steps in Primary School

While some children starting Kindergarten may have progressed from our Early Childhood program, for others it may be their first introduction to school. With this in mind, the transition to Kindergarten at Orana is a gentle one, characterised by strong relationships with teachers and a calm and nurturing environment. The Kindergarten day is designed around a predictable rhythm to provide children with structure and security.

Set in beautiful, architecturally designed classrooms and gardens, which provide play areas that embrace our natural bush landscape, Orana's Kindergarten promotes real rather than virtual experiences, with an emphasis on self-initiated play with natural and nature-based play materials as the essential 'work' for young children.

Artistic activities such as storytelling, music, drawing, painting and rhythmic games help to nurture imagination and creativity, while predictable rhythms throughout the day provide security and a sense of the interrelationships and wholeness of life. Seasonal and other festivals are celebrated according to our cultural and geographical surroundings, fostering in children our connection to and custodianship of the natural environment.

Orana's Kindergarten teachers are qualified and experienced in Steiner philosophy and pedagogy and follow the ACARA-approved SEA Curriculum Framework, blended with age-specific pre-literacy and pre-numeracy skills, consistent with the best of early learning education.

As children progress through Kindergarten they will develop the skills and confidence to help them thrive as they move into the next steps of Primary School at Orana.

## The Class Teacher Period

The primary phase of schooling commences around the age of seven when the first important phase of growth and development is completed. A feature of Primary education in Steiner schools such as Orana is that, where possible, the Class Teacher moves with the children from Year 1 through to Year 6 and therefore develops an in-depth understanding of the children, both as individuals and as a class group.

Class Teachers engage classes in Literacy, Numeracy, movement, speech, drawing, painting, modelling, storytelling and singing. It is recognised that during the primary phase there is a burgeoning imaginative thinking ability which flourishes and is exercised in an environment filled with creative endeavour. A Steiner education meets the child's developmental phases with appropriate tasks and content at every stage.

## Specialist Teachers

In addition to Class Teachers, Specialist Teachers are employed where appropriate in the following subject areas:

- German and Japanese
- Physical Education
- Music
- Handwork
- Art
- Library
- Woodwork and Design Technology
- Mathematics
- Outdoor Classroom (from Year 3)
- Science.

At the discretion of the Principal and the College of Teachers, some of these subjects will be taught by the class teachers, especially in the Lower Primary years.



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At Orana, Music is a vital part of the curriculum and of the school community's life.

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# Classroom Music

**At Orana, Music is a vital part of the curriculum and of the school community's life. Children in Years 1 to 6 sing, move and play recorder every morning as part of the morning circle work with the Class Teacher.**

Primary School classes also receive classroom Music lessons. These are conducted by specialist Music Teachers and cover the basics of music literacy and recorder-playing as appropriate to the developmental stage of the child. The different recorders – pentatonic, descant and treble – are billed to parents' accounts in Years 1, 2 and 5.

## String Program

The String Program, which begins halfway through Year 3 and concludes halfway through Year 4, aims to introduce the students to playing the violin and cello. The children learn the fundamentals of violin or cello technique and the basics of music-reading as applied to these instruments in small group classes. Through the String Program, the children get a taste of stringed instrument playing and are encouraged to continue with individual lessons on an ensemble instrument after the Program finishes. This enables students to participate effectively in the compulsory ensemble programs between Years 5 and 10.

During the course of the String Program, cello and violin students are encouraged to have individual cello and violin lessons (See Peripatetic Music). Regular practice and completion of homework is an essential part of the String Program and ensures that children consolidate their classroom learning. Students who enter the school mid-way through the String Program are required to have individual violin lessons. A year's instrument hire fee will be charged to parents unless parents are able to provide an appropriate instrument for their child.

## Peripatetic Music

Children are encouraged to seek private tuition in Music for a specific chosen instrument, to supplement their work in orchestral groups. As support for and extension of the curriculum Music Program, children can take individual private Music tuition for specific instruments. Individual instrumental lessons are available on a variety of instruments. Experienced Instrumental Teachers visit the school on a weekly basis. Parents can request individual lessons by emailing [info@oranaschool.com](mailto:info@oranaschool.com). The Instrumental Teachers will then contact parents and Class Teachers to arrange a suitable time for the student to come to the individual lesson. This is a private financial arrangement between parents and the Peripatetic Music Teachers and is not included in normal tuition fees.

# Dates and Times

## After School Care Program

The Orana Before and After School Care (BSC / ASC) program aims to provide a high quality, safe environment for the care of children that is compatible with the Steiner approach to education offered at Orana Steiner School.

The program operates within the school grounds, and cares for children from 7:30 to 8:45am and from 3:00 to 5:45pm Monday to Friday.

Bookings are essential as places are limited. Families may be eligible for a child-care rebate from Centrelink. For more information, please go to <https://www.extend.com.au/school/orana-steiner-school/>

## Term Dates

Term dates are set each year by the school administration in consultation with the College of Teachers to coincide broadly with ACT Government School terms, although there may be exceptions to these dates. Standard public holidays (e.g., Canberra Day, Easter, and Queen's Birthday) are observed. Term dates are available from the School Office and also the School website.

## Pupil Free Days and Staff In-service Training

Staff in-service training is undertaken at a four-day conference held at the end of January. Other training takes place during the school year in school time and may be taken as pupil-free days. These days are used as opportunities for professional development for the teachers. Please note, however, that the days may change from year to year and will be confirmed through School publications and on the website. Parents will be given advanced notice of these days.

## School Tours

School tours are conducted regularly, providing interested families with the opportunity to gain an overview of education at Orana and to observe classes in progress. Current Orana families are very welcome to attend these tours too. Special High School tours are arranged for existing Year 6 families each year. Bookings for all tours are essential and can be made through the school website or via [admissions@oranaschool.com](mailto:admissions@oranaschool.com)

## The School Day

Kindergarten students commence school at 9:00am and finish at 3:00pm.

The hours for Years 1 to 6 are as follows, although there may be some variations to accommodate Specialist- Teaching timetables. There is outside supervision from 8:30am.

8:50am - 10:50am - Main Lesson (Lessons 1,2,3)  
10:50am - 11:10am - Morning Tea, including Supervised Eating (10 minutes)  
11:10am - 11:50am - Lesson 4  
11:50am - 12:30pm - Lesson 5  
12:30pm - 1:10pm - Lesson 6  
1:10pm - 1:50pm - Lunch  
1:50pm - 2:30pm - Lesson 7  
2:30pm - 3:10pm - Lesson 8

Lunch and Recess breaks for Years 1 and 2 may be extended at the teacher's discretion as long as Specialist Teaching times are observed.

## Office Hours

The school office is open during term times between 8:30am and 3:45pm Monday to Friday.



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Students ... learn to recognise strengths and limitations, plan tactics and strategies, evaluate and make informed decisions to improve.

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# Punctuality, Attendance and School Information

Parents are asked to ensure that children arrive at school before 8:50am in time for the commencement of classes.

Teachers are on duty from 8:30am to 3:30pm each day. Please do not leave your child/children unattended at the school outside of these times.

Parents are requested to notify the office by 8:45am if their child is absent from school. This can be done by either phoning 6288 4283 and choosing Option 1 to record a student absence or sending an email to [info@oranaschool.com](mailto:info@oranaschool.com). When using the email option, please copy in your child's Class Teacher. The school has to ensure that students travel safely from home to school and if no contact is made with the school, the school administrative staff will send a text to check on your child's absence. If a student is away for three days or more, please provide a written note or medical certificate explaining the absence. This note is a legal requirement and remains the property of the Registrar of Non-Government Schools.

## Late Arrival Slips

Accurate roll records of absences are required to be kept by the school. Teachers mark the rolls at the start of the day. If your child will be late due to an appointment or other commitment it would be appreciated if you could advise administration staff of this either via phone or by email as outlined above. Students who arrive late will be asked to fill out a "late arrival slip" to give to the teachers so that the roll can be adjusted. Rolls are also marked in the afternoon. Late slips can be filled in at the School Main Reception.

## Early School Departures

The following procedure is to be followed when taking your child/children out of school before the end of the day:

- A parent or guardian needs to sign Primary School students out at the School Main Reception/ Front Office
- Admin staff will provide the parents/ guardians with a 'blue slip' when the student is signed out
- The parent or guardian will need to show this slip to the Class Teacher or duty staff when collecting the student. Parents must hold on to the blue slip until they leave the school grounds.

If your child is returning to school that same day, they will need to be signed back in at the School Front Office.

## Illness

Parents will be contacted to take their child home if they become ill while at school or suffer any kind of head injury. Trained staff will administer first aid as needed. Any prescribed medicine which is to be taken at school should be given to the office staff for storage. You will be required to complete the necessary forms with clear details about dosage. Parents will be contacted to provide verbal permission to administer paracetamol or anti histamine, if necessary, during the school day.

The school must be notified immediately if a child is diagnosed with an infectious condition. A full list of infectious conditions requiring a period of exclusion from school can be obtained from the ACT Department of Health ([www.health.act.gov.au](http://www.health.act.gov.au)). Some examples of infectious conditions are head lice, chickenpox, measles, whooping cough, ringworm, German measles, measles, mumps, conjunctivitis and impetigo. Students with these conditions must be kept at home until they are no longer contagious. For more information visit [www.health.act.gov.au](http://www.health.act.gov.au).

An absence that is three days or longer will require a note, email or medical certificate.

The office has a list of exclusion periods for each of these illnesses. Please advise the office or class teachers of any special medical conditions your child may have.

Parents whose children have acute conditions such as asthma, diabetes, severe allergies or anaphylaxis, are required to provide the school office with an Action Plan and necessary medication to assist staff in implementing the appropriate care for their child.

## Food and Meals

In Kindergarten we provide three meals each day: morning tea, lunch and afternoon tea. We use wholegrain organic and biodynamic fresh ingredients of the highest quality where possible. Our lunches are simple, wholesome and nourishing and include fresh vegetables with hummus for morning tea and platters of chopped fruits for afternoon tea. We endeavour to cater for all children, so if your child has allergies or special dietary requirements, please speak to his/her teacher. The cost of the ingredients is included in the fees and families are asked to contribute fruit and vegetables each day for the shared vegetable and fruit platters.

The school canteen is available for students in Years 1 to 12 to purchase healthy lunches and morning teas. Alternatively, students will need to bring food for morning tea and lunch each day. Lollies, carbonated drinks, chewing gum, chocolates and highly processed and packaged food should not be brought to school. Please ensure that your child has fresh and nourishing food for a full, active day at school. Individual teachers may also provide additional advice about children's food. Parents are also asked to note Orana's Anaphylaxis Procedure (available from the school office); we ask that parents do not allow children to bring any peanut products to school.

## Parent/Teacher Meetings

Class Teachers will organise regular (minimum of two per year) parent/teacher evenings for their class. These are significant opportunities for parents to hear the teacher speak about the current stage of development of the children in their class and hear an outline of the curriculum plan for the school year.

Often specific class issues are raised and discussed at these meetings, so it is important that parents attend. There is also an important social aspect to these meetings, which helps to build the class community.

## Homework

Teachers at Orana may provide homework for the purpose of completing unfinished work, to practise concepts taught in class and to develop a routine of having schoolwork that is done at home.

Homework may be introduced from Year 3 onwards; the content and frequency of this is decided by individual teachers according to their perception of class needs.

Reading practice and Music practice at home is not seen as formal homework. Teachers may encourage parental assistance with this through the week.

## Fairs, Festivals and Social Activities

During the year the school observes and celebrates seasonal and Christian festivals, e.g., Harvest, Easter, Midwinter, Spring and Christmas. On many occasions the whole school community is invited to join in these celebrations.

Other social and fund-raising activities (e.g., Community Markets), are organised throughout the year by the Parents & Friends Association (P&F) with the help of particular classes in the school. The Spring Fair, as well as being a major fundraising event, is also an important social event in our annual calendar. This is held annually, in November.



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Orana invites students to engage their head, heart and hands as they approach and understand Arts and Design technologies.

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# Code of Conduct for Parents and Visitors

Parents and visitors to the school shall:

- Behave responsibly and safely at all times
- Respect the needs and rights of other members of the school community
- Respect school property by not marking, removing or damaging it
- Show courtesy and politeness to all members of the school community
- Refrain from having dogs on school property
- Respect the decision to have a "smoke-free" school
- Speak to a teacher if you are concerned about a child other than your own
- Drive with caution on the school grounds and adhere to the parking signs.

For more information on this Code of Conduct please see the Orana website.

## Dress Code

Orana is a school community catering for very young children through to Senior College. There is an expectation that all students will dress in a manner that reflects a respectful attitude to our learning community.

We are conscious of the rights of our students to express their individuality, and our dress code aims to consider both the emotional and physical needs of the child. We believe that the students should wear colourful clothing designed for comfort, active play and sun safety. As such, we ask that you respect the dress code and, where necessary, assist your child to make appropriate choices about the clothes they wear to School.

Ultimately, clothing worn to school must be safe, practical and age-appropriate for the range of activities in the school day. In developing these guidelines, consideration has been given to:

- SunSmart ACT recommendations and Cancer Council guidelines (we are a SunSmart School)
- Workplace Health and Safety
- Suitability of clothing for a broad range of movement
- Age-appropriateness, and
- The underlying philosophy of our education.

In the Primary School, throughout the curriculum and the grounds, we aim to promote an aesthetically beautiful environment and we feel this should be reflected in what we wear.

For our complete Dress Code Policy, please refer to our website.

## Guidelines for the Use of Electronic Equipment

In line with the school's ethos to educate the 'whole child', Orana Steiner School aims to establish a school environment that will allow its students to experience minimal exposure the pressures of social media and other addictive aspects of personal devices.

Orana Steiner School endeavours to ensure the safe, respectful and constructive use of ICT at the school. Staff and students must adhere to the school's expectations in relation to the acceptable use of ICT. Members of the wider school community are also urged to be mindful of the school's expectations, especially in setting examples for students.

For further information on our mobile phone policy, please refer to the parent portal on our website.

## Behaviour Management

At Orana we approach behaviour management with the view that patience, care and structure are needed to deal with inappropriate behaviour whilst fostering an appreciation of others' gifts and shortcomings.

By setting parameters that balance, heal, curb excesses and strengthen weaknesses, we gradually work towards the time when each student's individuality can emerge, ready to be able to take charge of its own self-direction and self-discipline.

### Aims

1. To create a social environment within the school that allows each individual to have the freedom to learn and develop a sense for beauty, goodness and wisdom.
2. To promote active participation in the life of the school that develops respect for and interest in others and fosters a sense of belonging within the school community.
3. To develop the ability to think and have an awareness of the ramifications of our actions on others in our School community.

### Class rules

All rules, within the classroom and outside on the playground, cover SAFETY, RESPECT, SELF RESPONSIBILITY and PARTICIPATION. These rules are made in consultation by teachers with their students, particularly with older students. Rules are to be written in a positive way e.g., we put our hands up when we wish to speak. All rules are discussed with children so that they are thoroughly understood and become points of shared understanding. Rules will be fair and follow-ups to breaches will be certain.

Classroom rules will cover such areas as the following:

- Talking and communication e.g., hands up when we wish to speak
- Learning e.g., how to get attention and help, cooperation in class
- Movement e.g., the way we move about our spaces

- Treatment e.g., the way we treat each other, use of manners
- Resolution of problems e.g., the way we resolve problems between students
- Safety e.g., safe behaviour, use of equipment.
- Consequences of breaches of the rules

### School rules

School rules cover areas such as movement around buildings, appropriate clothing for outside activities, and safe behaviour on the playgrounds, to name a few. These are basic rules that ensure the safety of students and Teachers, helping to maintain the Orana Steiner School environment as a positive and safe place. They also help to guide children's membership, participation and enjoyment of social groupings.

### Respectful behaviour is expected at all times

These aspects of respectful behaviour are to be discussed at class level:

- Use appropriate language at all times
- Respect for others physically and emotionally. Hitting, swearing, bullying and name calling are unacceptable
- Respect for others' property i.e., no stealing, wilful damage of other children's or school property. Property should never be left to lie around at night. Broken equipment is to be paid for
- Respect for the environment i.e., always put litter and compost in correct bins. Walk around, not through, gardens. Keep desks and walls clean of writing and drawing.

### Children must remain within boundaries at all times

The 'out of bounds' rule applies to:

- All children: any child out of bounds must be accompanied by class teacher
- Climbing up trees is out of bounds
- The School Office is out of bounds unless the child has an Out of Class Note from a teacher
- Building development sites on the grounds are out of bounds
- Classrooms are out of bounds outside class hours unless accompanied by a teacher.

### Only equipment necessary for School work is to be brought to School.

This rule applies to:

- Toys that are brought to school as they may be lost or broken and are better left at home
- Board games and indoor games are only to be brought in at the discretion of the class teacher
- Sports equipment as approved by teachers.

### Bikes, roller blades, scooters and skateboards are not to be ridden or used on school grounds at any time. Footwear and 360° hats to be worn every playtime.

- Hats must be worn at all times when outside, even if students are sitting in shaded areas. These may be replaced by beanies in winter, in accordance with the Cancer Council recommendations.

### Boisterous games, running and ball games (except handball) to be played on playgrounds, or ovals, away from classrooms.

### Cubby rules:

- Boundaries are to be no further than 2 metres away from edges of cubby
- Cubbies may not be taken over without negotiation
- Cubbies must only use the materials that are at school, not brought from home.

### Other aspects of rules:

- Individual classes may have their own rules as well
- This list of rules for children may have additions and deletions as may be considered necessary by the school.

### The following are not acceptable at School:

- Riding skateboards, rollerblades, scooters or bikes in the school grounds
- Graffitiing on any school property, including desks or textbooks
- Littering and/or not using the recycling bins appropriately
- Electronic equipment
- Offensive language

- Aerosol products
- Chewing gum
- Spitting
- Intentionally causing physical harm to other or threatening to do the same
- Bullying.

### Policies

Orana Steiner School has a detailed set of policies relating to its operations. These policies apply across the school and are available on the website.

Our policies are reviewed regularly, and parents are notified of any modifications and/or additions that may relate to them or their children.

### Withdrawal of Students

Please refer to the current *Fees and Charges Handbook* for information regarding withdrawal fees. This document can be located on the website or obtained from the Finance Office. Parents must notify the Admissions Officer of the intention to withdraw their child/children within the time frames specified if they wish to avoid late notice fees.

### Lost Property

Lost clothing, footwear, bags and lunch boxes are kept in the Lost Property Cupboard near the school office. Small, precious lost items such as keys and glasses will be kept in the school office. Unnamed items that have not been collected by the end of term may be donated to charity.

### Transport

Transport Canberra (ACTION) currently provides buses to and from Orana for children living in North Canberra, Woden, South Canberra and Tuggeranong. Please contact Transport Canberra (ACTION) or the school office for details of these services. Teachers are rostered on bus duty every afternoon to supervise children at the School bus stop.

QCity Transit provides a service to and from Queanbeyan and from Griffith and to Yarralumla. Transborder buses provide a service to and from Yass. Details are available from the School Office. For your information the School policy for behaviour on buses is printed below:

### Students' Behaviour on Buses

For the benefit of all, students' behaviour on buses must be considerate, cooperative and not impinging on others. Intimidating behaviour is not acceptable.

Any student who feels threatened on the buses is invited to report complaints. The following procedure will ensue:

1. Student complains to any teacher
2. The complaint will be recorded with the Primary School Deputy Principal
3. The Deputy Principal will clarify the situation with the students involved as soon as possible
4. An offender will be warned that his/her behaviour is unacceptable and told why this is the case. The offender will be asked to offer alternative responses and will be coached in this. The warning will state that any similar complaints within the next 2 weeks will lead to his/her being kept off the bus for up to one week. Parents will be phoned and the situation fully reported
5. A further verified report within the fortnight (above procedure) means that the student's parents will be phoned, and the student is not allowed to travel on the bus for 1 - 5 days.

Please note that most bus companies have their own codes of behaviour and the right to uphold these requirements. Please ensure you and your child/ren are familiar with their expectations. Many parents organise carpools to transport their child/ren to and from School.

### Parking

#### Amphitheatre classroom carpark

- Do **not** leave vehicle when using short stay pick up/set down car park area (western side of the Amphitheatre)
- Please use parking bays for long term parking
- **No** parking in any Staff Only parking area
- Do **not** park close to the pedestrian crossing or bus turning areas
- Staff Only car park is not for the dropping off or picking up of students.

#### Hill Campus

- Car parking is available in the carpark at the top of Unwin Place
- Please do not park on lawn areas
- Do not leave vehicle when using the pick-up/set down area.

**When driving elsewhere in the vicinity of the School grounds drive slowly and with great care.**



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... building relationships and connectedness are paramount for wellbeing and resilience.

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# Communications

## Parent Library

Books and articles relating to education, parenting, child development and the work of Rudolf Steiner are available for parents to borrow from the School Library in the Parent Library Section.

## P&F School Shop.

Items such as modelling wax, crayons, pencils, paints and indoor slippers are among some items available for purchase from the Orana P&F Shop located on the Hill Campus.

## School Communications

The school uses a number of means to communicate with the parent body including a fortnightly school bulletin called the Leaflet and the quarterly Orana Seasons Magazine, Schoolbox, Annual School Report, class notes, the school office notice board, Parent/Teacher Meetings, P&F Meetings, the AGM of the Canberra Rudolf Steiner School Association (CRSSA), school website (oranaschool.com), Orana's Facebook and Instagram pages.

### Publications and noticeboards

The school produces a termly publication called Orana Seasons and a fortnightly school newsletter called The Leaflet. These publications are sent to all parents via email and contain information for parents from the School Board, the Principal, Heads of School, the College of Teachers, the Site Team, Parents and Friends Association (P&F) and other members of the school community. The deadline for notices or advertisements for The Leaflet is 12 pm on the Thursday prior to publication.

There are community noticeboards located in the Amphitheatre, Hill Campus and the Senior Resource Centre. Prior approval must be sought from the School Office staff before displaying notices on these boards.

## Individual communications

The following guidelines are to facilitate clear communication between staff and parents and complement the regular, informal communications that already take place between members of the school community. Parents are encouraged to speak with their child's class teacher to clarify any questions relating to the curriculum, activities, or the culture of their class. Parents are also welcome to contact the Principal if they have any questions in relation to the running of the school. When difficulties are not resolved in relation to the school generally, or between teachers and parents, the Grievance Procedure should be followed.

Parents are asked to make interview times rather than request an on-the-spot interview at the classroom.

1. Teachers are requested to invite a colleague or another faculty member to be present at the interview.
2. During the interview, one teacher present will take notes. A summary of the main points of discussion is to be forwarded to parents. At the end of the interview, those present should agree on appropriate steps to be taken, if appropriate.
3. Should further interviews be required towards resolution, the Deputy Principal will be notified of any difficulty and act accordingly.
4. Parents are to be encouraged to deal directly with the teacher, should they have a concern relating to their child's progress or development.
5. Parents may invite a support person to be present at any interview.

# Camps, Excursions and Special Performances

## Camps

Camps are generally held from Year 3 onwards. The camps fulfil many educational purposes – extending educational resources, social development, life skills, outdoor education - and are a compulsory part of the curriculum.

There is usually one camp per class per year, although this can vary. From Year 6 onwards, classes participate in outdoor education camps as well as curriculum-based camps, so that Year 9 may have up to three camps per year. In general camps do not exceed a week's duration.

Students should not be excluded from camps through the demonstrated inability of their parent(s) to afford them. Similarly, parents accompanying classes on camps, where appropriate for them to attend, are not expected to meet all their own direct costs of food, accommodation, etc.

The location of camps is not fixed. Subject to costs, class size, season, student safety, availability of parental or other transport and success or otherwise of a particular location in previous years, camps may be held anywhere but will usually be within a day's drive of Canberra. Camps may be linked to the theme of a particular main lesson (e.g., Geology in Year 9), with appropriate locations chosen.

Before departing on a camp, a permission note and medical record must be obtained for every student attending. Every student will receive a list from the teacher of what to take on the camp. Where possible both male and female adults will accompany each class on camp and volunteer parents must sign a child protection form.

## Camp fees

From Year 3 to Year 11 there are compulsory class camps, which vary in cost. The fees for the class camps are evenly distributed over the four terms. Parents will normally pay one quarter of the camp fees each term.

Please refer to the Fees and Charges Schedule that is published each year and available from the School Office or available on the School website.

## Excursions and Special Performances

Buses are used for excursions and camps that are more than one hour from Orana with the cost built into the camp budget. However, there may be circumstances where buses cannot access certain sites and teachers will make alternative school-approved arrangements.

There is no requirement for any teacher to take their class on a minimum number of excursions each year. No excursion is ever undertaken unless the educational benefits are judged to warrant the time and cost involved.

The total cost of excursions for any student will be limited to keep costs to a minimum. This includes any costs for special performances (see below). In the Primary School it is the Class teacher's responsibility to ensure this limit is not exceeded. The cost will be charged to fee accounts at the start of the following term.

Parents who assist with transport will not generally be reimbursed for petrol costs associated with local excursions, but payment may be warranted in the case of day excursions further afield or in cases where a particular family is frequently assisting with transport for the class. Wherever possible the burden of transport should be spread across the whole parent body in a class as equally as possible. Parents who assist with transport will need to provide the school with a copy of their driver's licence and current car insurance.

## Performances at Orana

A number of performances are held annually at Orana. These include music, dance, plays, storytelling etc. For performances involving all or most of the school, allowance is made annually in the budget for these to be sponsored by the school. Before such performances are arranged, they must be agreed to by the appropriate Teacher faculties. Annual costs in excess of this amount, or costs for performances involving attendance by only a few classes will be considered to be excursions and charged to parents' accounts as additional costs.

## Out of School hours activities

Students will be asked to participate in compulsory school activities out of usual school hours in some areas of the curriculum such as camps, excursions, performing arts and play rehearsals and performances. On the few occasions when this is required, students and parents will be given adequate notice and will only be asked to participate out of educational necessity.



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... each individual's gifts, cultural and language affinities ... are valued.

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... supporting experiences that develop heads (thinking), hearts (feeling) and hands (willing and doing).

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# School Organisation

Orana Steiner School is a registered non-profit Association (Canberra Rudolf Steiner School Association Inc). The Orana Steiner School Board is the overall governing body of the school. Its responsibilities include overseeing the management of the school's financial and other resources, administration, communications, enrolments and staffing. The members of the Board are: three nominated by the College of Teachers, three elected by the School Association, the Principal, a representative of the P&F and two advisory members nominated from the College of Teachers. Additional members can be co-opted by the Board itself.

**The Principal** is responsible for all aspects of management. There are two Heads of School who are also Deputy Principals, one for the Primary School and one for High School and Senior College. They manage the school according to the Board policy, as well as the educational, spiritual and philosophical directions of the College of Teachers, and in accordance with external governance boards and directorates. They are the point of contact for the Board with the school community. The Deputy Principals may be contacted with questions or concerns about educational matters that cannot be resolved between the teacher and parent. Buildings, grounds, community hours and safety matters are managed by the Site Co-ordinator.

The **College of Teachers** carries and strengthens the educational and spiritual impulse for Orana. The College meets regularly throughout the term and various subgroups and working groups are formed to support the workings of the College.

**Staff faculty meetings** are also held once a week. These meetings can be attended by any employee at Orana and other people may be invited to attend on occasion. Study of Rudolf Steiner's indications in education is shared, coordination and organisation of routine school business attended to, and curriculum work and child studies take place.

The College of Teachers and the Board are defined by the Constitution of the **Canberra Rudolf Steiner Schools Association Incorporated**. Membership of, and participation in, the Association is open to all members of staff, parents, guardians and members of the wider community who complete an application form for membership. These forms and copies of the constitution are available from the school office. Membership of the Association is a prerequisite for anyone wishing to serve on any of the official school bodies. Parents are encouraged to join and to be active in this area of the school's life.

**The Parents and Friends Association (P&F)** is a separate entity from the school association with its own constitution. It exists to support the teachers' work through fundraising, social and community building activities. All parents of children at Orana are members of the P&F and are welcome to attend meetings. Meeting dates are advertised in the school Leaflet and on the website [www.oranaschool.com](http://www.oranaschool.com).

The Parents and Friends Association also support the Craft Group, which meets weekly at the school. All parents, grandparents and friends are welcome to come along to learn new skills and make beautiful items that are sold at the annual Spring Fair. No experience is needed, as the Craft Group leaders can teach you all you need to know.

# Recommended Book List

1. **Baldwin**, Rahima, 1989  
You are your child's first Teacher.
2. **Carlgren**, Frans, 1976  
Education towards freedom.
3. **Childs**, Gilbert, 1991  
Steiner education in theory and practice.
4. **Cusick**, Lois, 1992, 3<sup>rd</sup> rev.ed  
Waldorf parenting handbook.
5. **Edmunds**, Francis, 2<sup>nd</sup> ed 1992  
Rudolf Steiner education: the Waldorf School.
6. **Elium**, Don, 1994  
Raising a daughter: parents and the awakening of a healthy woman.
7. **Elium**, Don, 1992  
Raising a son: parents and the making of a healthy man.
8. **Finsler**, Torin M, 1994  
School as a journey: the eight year odyssey of a Waldorf Teacher and his class.
9. **Harwood**, A.C, 4<sup>th</sup> ed, 1967  
The way of a child.
10. **Healy**, Jane, 1990  
Endangered minds: why our children don't think.
11. **Healy**, Jane, 1998  
Failure to connect: how computers affect our children's minds, for better and worse.
12. **Healy**, Jane, 1994  
Your child's growing mind: a guide to learning and brain development from birth to adolescence.
13. **International Conference on Education of UNESCO**, 1994  
Waldorf education exhibition catalogue.
14. **Koepke**, Hermann, 1989  
Encountering the self: transformation & destiny in the ninth year.
15. **Large**, Martin, 1980  
Who's bringing them up? – television and child development.
16. **Lifeways, working with family questions: a parent's anthology**, 1983  
Edited by Gudrun Davy and others.
17. **More lifeways: finding support and inspiration in family life**, 1997  
Edited by Patti Smith.
18. **Patterson**, Barbara J, 2000  
Beyond the rainbow bridge: nurturing children from birth to seven.
19. **Salter**, Joan, 1987  
The incarnating child.
20. **Spock**, M. 2<sup>nd</sup> ed, 1985  
Teaching as a lively art.
21. **Von Heydebrand**, Caroline, 1975  
Childhood: a study of the growing child.
22. **Wilkinson**, Roy, 1975  
Common sense Schooling.
23. **Wilkinson**, Roy, 1964  
Questions and answers on Rudolf Steiner education
24. **Wilkinson**, Roy, 1996  
The spiritual basis of Steiner education: the Waldorf School approach.
25. **Wittig**, Ruth, 1979  
A child's work.
26. **Staley**, Betty, 1988  
Between form and freedom: a practical guide to the teenage years.



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Orana respects the essential nature of childhood, enabling children to develop their strengths in a structured and child-sensitive environment.

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**Orana**  
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