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Introduction

Casuarina Steiner School has a series of guidelines, ratified by the College of Teachers and the Board of Directors, that describe how it aims to operate. These guidelines form the basis of the contract to be entered into by the school and a family when a child is being enrolled. These guidelines are developed by and for the school community and, should you have suggestions to make about them, can be discussed with Board members, Teachers and the Education and Business Administrators.

The staff booklet contains procedural directions. These are not generally available to people other than staff. Some detailed procedures for guidelines have been provided in the booklet for Families where it is likely that most parents will need or want to know about them. Families are asked to please read the guidelines carefully.

Note: In all statements, please read “parents” to mean primary care-givers.

Our School’s Vision

The vision of Casuarina School is to nurture the children in the spiritual, artistic and intellectual environment of Rudolf Steiner Education. We endeavour to educate head, heart and hands in every child so that a harmony in all three may be achieved as a foundation for balanced and free human beings. The children are encouraged to be innovative and are guided towards self-responsibility while being mindful of the rights of others.

A Steiner education provides the foundation with which our children will be able to meet the challenge of adolescence, high school, further studies and modern life.

The School Constitution - Objects

The Casuarina School for Rudolf Steiner Education was incorporated in 1989 and its aims are:

1. To base the school on the educational principles developed by Dr. Rudolf Steiner which:
   a) emphasis the harmony of nature
   b) respect the individuality of the child
   c) foster self determination in the child
   d) develop the child’s creative and critical abilities
   e) stress co-operation rather than competition
   f) stress active involvement of learners in a wide range of educational situation
2. To maintain high academic standards consistent with the preceding object
3. To respect and safeguard the professional status of teachers
4. To strive for co-operation between teachers, other educators parents and children and to provide regular educational and social opportunities for close relationships to be formed between teachers, pupils and parents and to involve parents in aspects of the day-to-day work of the school.
5. To allow for pupil participation in the affairs of the school and to encourage involvement in the community outside the school.
6. To apply such of the latest findings from education, psychology and related fields as the Co-operative shall consider relevant to the improvement of learning within the school.

Student Responsibilities (School Rules)

The school is subject to National and State laws.

We seek for our students and staff to act responsibly towards each other and the premises at all times. If this general premise is contravened, the appropriate measures will be taken.

Bearing in mind the above, the ‘rules’ are kept to a minimum and address specific taboos within the school which might not be obvious to the students. These rules should be read out to the students in senior classes at least twice per term and they should be readily available for student perusal.
Children at Casuarina School are required to:
1. apply themselves to the learning task set for them
2. allow others to apply themselves to learning tasks uninterrupted
3. show respect for others and their property and school property
4. show due respect for teachers and follow their instructions
5. show courtesy to other children and adults, and behave safely, during school hours and on buses to and from school
6. resolve conflicts peacefully
7. be honest
8. stay within school boundaries and avoid ‘out of bounds areas’
9. complete homework, at an appropriate standard, by the due date
10. not use violence - they must not push, hit, poke, trip, elbow, kick, bite, throw or spit at anyone.
11. not use discrimination, harassment or intimidation
12. not bully others i.e., repeated verbal, physical, social or psychological abuse like name calling, threats, insults, intimidation, hurting, annoying, damaging or taking others’ possessions, excluding or ignoring others, spreading rumours, giving dirty looks or stalking
13. not bring potential weapons, other dangerous items or illegal drugs, alcohol or tobacco to school

Parent Responsibilities
1. Children arriving at school and classes on time
2. Contacting the school to explain absences
3. Children being dressed as required by the clothing policy
4. Children bringing suitable food to school per the food policy
5. Communicating any concerns about their child to the Class Teacher
6. Complying with parent behaviour code

Steiner Education
Casuarina School is part of the world-wide educational movement known as “Steiner” or “Waldorf” schools. There are over 700 schools worldwide.

Since the inception of the first school in Stuttgart in 1919, Steiner schools have been established all over the world. In middle Europe, Steiner Schools draw the greatest numbers of independent school enrolments. Scandinavia, Great Britain, North and South America, Asia, New Zealand and Australia all have numerous Steiner Schools, many of which offer education from pre-school to Class 12.

THE PHILOSOPHICAL BASIS
Steiner Schools share a common philosophy called Anthroposophy. The philosophy developed from the work of Rudolf Steiner (1865-1923).

Anthroposophy understands the human being as comprising of spirit, soul and body and outlines stages of child development in seven year periods; from ages 1 to 7, 8 to 14 and 15-21.

The curriculum is designed to support and strengthen development at each of these phases.

Resources are available through the school’s parent library for parents to increase their knowledge and understanding of Steiner education

School Organization
Casuarina School is a registered non-profit Co-operative. A brief description of Casuarina’s administering bodies’ follows.

The College of Teachers, which governs the spiritual and educational aspect of the school, is comprised of teachers committed to initiating and implementing effective educational policies. This group carries and strengthens the educational impulse for Casuarina. Matters of curriculum, students’ progress (child study), enrolment, educational staff, and studies of Rudolf Steiner’s indications in education, school
calendar and school records are specific areas of the College’s responsibility. The College meets once a week during the school term.

The School Board is responsible for the administrative and financial affairs of the school and meeting the cooperative’s objects. It works closely with the College in supporting its policies. There are eight members of the Board which are elected in accordance with the Cooperative’s rules at the AGM by the Co-op members. Some teachers are also Directors. The College of Teachers and Board also hold joint meetings once a term. Through this cohesiveness, the College of Teachers can keep the Board informed about its work as well as be in touch with fundamental issues of administration and finance.

Nominated or elected members of Board hold positions on a number of Board Subcommittees or Working Groups. These also meet regularly (usually once a month). Reports, proposals and recommendations from the Working Groups are made, via their Board member, to Board. Decisions from Board can then be carried out by members of the Working Groups who are essentially parents interested in volunteering their expertise to the school in specific areas. In this way small groups can concentrate on areas such as Finance, Landscaping, and Building etc. The Board is also responsible for all employment in the school.

The Board is defined by the Constitution of the Casuarina School for Steiner Education. Membership of and participation in the Co-op is open to all members of staff, parents, guardians and members of the wider community who complete an application form for membership and fulfil membership criteria. 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.

Two senior administrative positions exist to advise and support the College and Board, carry out specified tasks, report to the Board on the school’s operation and act on the Board’s and College’s directions. These are the Education Administrator (part-time) and Business Administrator. The following diagram shows the inter-relation of the various organs of the school and cooperative and how they interact.

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**OUR SCHOOL WORKING TOGETHER**

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**Teachers and other staff have the following broad sets of responsibilities:**

**College of Teachers:** Responsible for:

- the admission of students
- development of curriculum in line with Steiner indications and Board of Studies requirements
- advice to Board on school guidelines and procedures
- advice to Board on school development; implementing School guidelines
- liaison with and report to parents on children’s progress

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• maintain accountability through peer review of each others work
• reflective criticism of teaching practice
• continual training and development of teachers
• working cooperatively with other parts of the school to achieve the published objects
• provision of spiritual and pastoral care of students
• referral of students to specialists when it’s determined that support is beneficial
• organising festivals and inter-class activities of a cultural variety as well as excursions and annual camps
• on-going evaluation of the educational experiences offered both in and out of the classroom
• giving indications on the aesthetic development of the school for such things as design and materials for buildings, fittings and furniture for classrooms and landscaping
• creating an Anthroposophical focus and striving to deepen our knowledge and share it with the school and wider community

**Business Administrator:**

• Health and safety
• financial management/accountability, accounts, purchasing and budgets
• supervision of non-teaching staff
• maintenance of non-education guidelines and procedures
• communication with school community on non-educational matters
• maintenance and security of school buildings and grounds
• provide administrative support to teachers and families
• provide support to College and Board
• recruitment of non-educational positions
• seeking fund-raising options
• Government and inter-school liaison
• special development projects
• work cooperatively with other parts of the school to achieve the published objects
• contact person for some grievances
• reporting to DoCS

**Education Administrator:**

• manage and develop the enrolment process
• supervision of teaching, Playgroup and OSHC staff
• give school tours and initial interview as part of enrolment process
• Government and other liaison on education requirements and developments
• provide support to College and Board
• facilitate communication between Board and College
• Teacher recruitment
• manage Teacher appraisal
• record-keeping on student attendance
• education guidelines and procedures
• manage *teacher experiencing difficulties* program
• promote and publicize the school
• special tasks delegated by the Board
• work cooperatively with other parts of the school to achieve the published objects
• reporting to DoCs, NSW Ombudsman’s Office
A Teacher’s Thought for the Children
Rudolf Steiner

You who out of heaven’s brightness
Now descend to earthly darkness
Thus through life’s resisting forces;
   Spirit radiance to unfold
   Spirit warmth to enkindle
   Spirit forces to call forth-
Be warmed through by my love
   Radiant thinking
   Tranquil Feeling
   Heaven willing-
That in spirit’s height well rooted
And in earth’s foundations working
You may servants of the Word become
   Spirit illumining
   Love evoking
   Being strengthening.
Peach Blossom and Kindergarten

Education is centred upon meeting the needs of the 4-6 year old child’s developing will. A caring environment provides many possibilities for sensory and will activities so children can express themselves and make sense of the world, through activity and play. The vital and purposeful activity of the 4-6 year old child imitates and explores the world through play. The programs for these children are focused around guided activity and play, in a colourful, homelike environment equipped with natural, basic materials. The children’s faculty for imagination is given scope to develop as they call up from within themselves the pictures and experiences they are absorbing from life.

Peach Blossom and Kindergarten encourage the appreciation of the unique individual characteristics and spirit of:

- Children
- Families
- Communities
- Countries
- The world environment
- And the Universe

In these years, children also experience a dynamic social environment, guided by their teachers, which is in tune with their stage of development. The next step from Kindergarten, into class 1, requires readiness to focus in group lessons which demand more participation in structured tuition.

Classes 1-7

The primary phase of schooling commences in the year the child turns seven, when the first important phase of growth and development is completed. Emerging independent capacities of memory and imagination are now ready to be called upon and exercised. Through emphasis on rhythmical and musical activities, the developing feeling or emotional life of the child can be educated.

Rhythms in lessons within each day, week and year, various artistic activities, stories of nature, myth and metaphors concerning life, all work to strengthen the child’s inherent forces of a feeling, imaginative nature. They are nourished with knowledge that “lives” for them.

To the extent that the teacher is the one who brings such experiences into the child’s daily life, this is the phase of authorship or authority in a guiding sense. A feature of Primary education in Steiner schools, such as Casuarina, is that the class teacher ideally moves with the children from Class 1 to 7 and therefore has an in depth understanding of the class and its members.

Class teachers engage classes in movement, speech, drawing, painting, modelling, story-telling, creative writing, singing as well as lesson content, in order to cultivate the feeling life of the child. 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. Steiner Schools meet the child’s developmental phases with appropriate tasks and content.

The Class Teacher period is currently completed at Class 7 at Casuarina when the students are 13 years of age and moving into the developmental phase of puberty.

The Child at school

Allergies

Allergies experienced by students are a matter of serious consideration by Casuarina School. It is the responsibility of students’ parents to advise the school about serious allergic conditions which their child has or develops. The School then aims to take cautionary actions as advised by parent and medical specialist.
Guidelines

The School must be advised by parents if children have or develop any serious allergies. This is generally done during the enrolment process with the completion of the Child Details form. Parents of children with serious food allergies need to ensure that those people preparing food for children are aware of their child’s allergy or advise the child not to eat any foods prepared at the school. The class teacher will be advised by being provided with a copy of the Child Details form. If an allergy is identified or develops after enrolment, an updated Child Details form should be completed by parents and a copy provided to the child’s class teacher.

Children’s allergies are recorded on the Emergency List held in the office for quick access.

THE FOUR STEPS IN THE PREVENTION OF FOOD ANAPHYLACTIC REACTIONS IN CHILDREN AT RISK IN SCHOOLS, PRESCHOOLS AND CHILDCARE CENTRES

(i) Obtaining medical information about children at risk by school personnel.
(ii) Education of those responsible for the care of children concerning the risk of food anaphylaxis.
(iii) Implementation of practical strategies to avoid exposure to known triggers.
(iv) Age appropriate education of children with severe food allergies.

(i) Obtaining medical information

The initial step should be that schools, preschools and childcare centres ask for medical information at the time of enrolment of children. Following identification of children with allergies, the next step is the provision of documentation by parents, such as an ASCIA Anaphylaxis Action Plan, which has been provided by a registered medical practitioner and includes the following:

- Clear identification of the child (photo)
- Documentation of the allergic triggers
- Documentation of the first aid response including any prescribed medication
- Identification and contact details of the doctor who has signed the action plan.

Concerning identification at schools, preschools or childcare centres, a signed anaphylaxis action plan containing photo identification of the child is considered sufficient. The identification of children by Medic Alert bracelets or other forms of distinction is not considered mandatory.

(ii) Education of carers

Recognition of the risk and understanding the steps that can be taken to minimise food anaphylaxis by all those responsible for the care of children in schools are the basis of prevention.

Important topics that need to be addressed in the educational process are:

- What is allergy?
- What is anaphylaxis?
- What are the triggers for allergy and anaphylaxis?
- How is anaphylaxis recognised?
- How can anaphylaxis be prevented?
- What should be done in the event of a child having a severe allergic reaction?
- Instruction on EpiPen® use.

Ideally, education of all staff on these topics should be provided by appropriately qualified professionals such as allergy nurse educators, doctors or qualified first aid trainers and reinforced at yearly intervals.

(iii) Practical strategies to avoid exposure to known triggers

Avoidance of specific triggers is the basis of anaphylaxis prevention. Appropriate avoidance measures are critically dependant on education of the child, his/her peers and all school personnel. The measures that are appropriate will depend on the nature of the institution, the possible routes of exposure to food allergens and the age of the child. As a general principle it is not recommended that children in schools with a food allergy be physically isolated from other children.

1 From ASCIA guidelines published June 2004
(iv) Age appropriate education of children with severe food allergies
Whilst it is primarily the responsibility of parents that the child is taught to care for themselves, the school also has a role to implement the care plan and reinforce appropriate avoidance and management strategies. As children mature they are able to take more responsibility for their own care.

GENERAL FOOD POLICY MEASURES
• There should be no trading and sharing of food, food utensils and food containers.
• It is ideal that children with severe food allergies should only eat lunches and snacks that have been prepared at home.
• Bottles, other drinks and lunch boxes provided by the parents for their children should be clearly labelled with the name of the child for whom they are intended.
• The use of food in crafts, cooking classes and science experiments may need to be restricted depending on the allergies of particular children.
• Food preparation personnel should be instructed about measures necessary to prevent cross contamination during the handling, preparation and serving of food. Examples would include the careful cleaning of food preparation areas after use and cleaning of utensils when preparing allergenic foods.
• The risk of a life threatening anaphylaxis from casual skin contact, even with highly allergenic foods such as peanuts, appears to be very low. On occasions casual skin contact will provoke urticarial reactions (hives). Simple hygiene measures such as hand washing and bench-top washing are considered appropriate.

FOOD POLICY MEASURES SPECIFIC TO SCHOOL AGE CHILDREN
Casuarina School seeks to minimise the risk to children with severe allergies attempting to use the following strategies where a child/ren has an identified allergy to nuts or other specific substance (reference to “nut” should be replaced with any other item to which any child enrolled in the school has an severe allergy):
• Avoidance of use of items with the relevant nut as an ingredient and to those foods labelled “may contain traces of nuts” in Breezeway, including education of those preparing food by posting a notice in the food preparation area and providing general notices in school literature from time to time.
• Asking parents of classmates not to send nut spreads on sandwiches if a class member in early primary years (Kindergarten to 7 year old) has nut allergy. This is due to the higher risk of person-to-person contact in younger children.
• On school camps where there are children with severe nut allergy, avoid, where possible, foods containing nuts
• Provide on-going education to fellow students with a view to preventing bullying of food allergic children by other children with food to which they are allergic.

FOOD POLICY MEASURES SPECIFIC TO PRESCCHOOL AGE CHILDREN
Where meals are brought from home:
• Measures should be taken to remove highly allergenic foods where transfer from one child to another is likely (such as whole eggs or egg containing foods and peanut products)
• Parents of all children should be asked not to send meals containing highly allergenic foods such as egg and nut products to Peach Blossom if there is a child at risk of anaphylaxis to these foods in the group.
• It is realised that it is not possible to eliminate all food products such as milk products in bread or margarines from the foods brought to preschools or childcare centres.
• In some circumstances it may be appropriate that a highly allergic child does not sit at tables where the food to which they are allergic is being served.
Procedures prior to and on Enrolment
The following steps describe how to manage a child at risk of anaphylaxis at school.

1. Seek information from the parent about allergies that affect their child as part of health information at enrolment or as part of regular health updates.

2. Where the information from the parent indicates that their child has allergies, Education Administrator provides a copy of Students with Severe Allergies (Form 1) to the parent for completion in consultation with their child’s medical practitioner.

3. Business Administrator determines whether the information provided by the parent on the Students with Severe Allergies (Form 1) indicates the need for further discussion with the parent. If the form indicates the student has an allergy/s or has either been hospitalised or prescribed an EpiPen2, a meeting should be organised with the parent. If not, add the form to the student’s records.

4. BA to meet with the parent and:
   a. provide the parent with the sheet ‘Information for Parents and Carers’ (Form 2) and ‘Emergency Response Plan’ if required
   b. seek written permission to contact the medical practitioner and to share information about the student’s condition with staff Authorisation to contact medical practitioner (Form 3)
   c. request that the parent arrange for the completion and return of the ‘Dear doctor’ letter (Form 4).

5. Distribute written information received from medical practitioner to class teacher.

6. Teacher and BA or EA develop an interim plan (which in rare cases where a student is seeking enrolment, may include delaying the student’s enrolment until consultations have occurred with staff and satisfactory arrangements have been made).

7. Teacher to conduct an assessment of potential exposure to allergens in the student’s routine and of issues to be addressed in implementing an emergency response plan. Consider:
   • routine classroom activities, including lessons in other locations around the school
   • non-routine classroom activities
   • non-routine school activities
   • before school, recess, lunchtime, other break or play times
   • sport or other programmed out of school activities
   • excursions, including overnight excursions and school camps.

8. BA/EA, Teacher develop an Individual health care plan (Form 6) in consultation with other relevant staff, the parent and student to incorporate:
   • Strategies to avoid allergens (Form 8) for avoiding the student’s exposure to allergens
   • medical information provided by the child’s medical practitioner
   • emergency contacts.

9. BA/EA develops an implementation strategy that addresses the training needs of staff, including casual teachers and school canteen managers, and communication strategies for relevant aspects of the individual health care plan, including with other parents and students.

10. BA/EA implement the strategy.

11. BA reviews the individual health care plan annually at a specified time (e.g. beginning of the school year) and at any other time where there are changes in:
    • the student’s health needs
    • staff, particularly class teacher, year coordinator or adviser or any staff member who has a specific role in the plan
    • other factors that affect the plan, for example, when an allergic reaction or anaphylactic event occurs.

12. In the event that the student enrols in another school, provide the parent with a copy of the current individual health care plan and encourage them to provide a copy to the new principal. This will assist the process of health care planning in that school.
Assessment and Reporting
Assessment at Casuarina School is based on progression rather than competition, with a view to the child reaching their own potential in an atmosphere of striving. Children’s on-going work is assessed, used as a guide to lesson planning, as a diagnostic tool and progress is reported to parents. We aim to focus on what the child can do and needs to do.

When a teacher moves with the class through the grades it enables them to know and understand the children extremely well. Each class teacher recognises a child’s strengths and weaknesses and strives to understand the whole child in all aspects of their development.

Assessment
The assessment of learning is a continuing process. The teacher endeavours to draw up a detailed profile, of each student that conveys a picture of the child’s learning and behaviour in the practical, emotional and cognitive realms. The teacher seeks to understand and develop each child’s skills, capacities and faculties. This is done through:

- Work in lessons – is assessed during lesson time in a variety of modes and recorded and used to build-up individual student profiles. This information is used to compile School Reports. The information included in the personal profile is used to define points of progression, intervention strategies or appropriate remedial strategies.
- Assignments – these are on going and arise out of work covered or introduced in classroom presentations (Classes 1-7). Projects, essays, tests, lesson work, hands on activities and artistic practical tasks indicate the range of assignments given.

Teachers plan their lessons, defining their aims and expected learning outcomes in accordance with the Casuarina Steiner School Curriculum Documentation and the Board of Studies requirements.

Reporting
For every student, parents will receive a first semester report by the end of Term 2, and second semester report by Week 7 of Term 4 which give an accurate and objective assessment of the child’s progress and achievement (both academic and non-academic learning).


The explanation of each Grade Scale is as below:

<table>
<thead>
<tr>
<th>Grade Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Accomplished</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this in new situations.</td>
</tr>
<tr>
<td>4. Satisfactory</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills.</td>
</tr>
<tr>
<td>3. Working Towards</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>2. Needs Support</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
</tbody>
</table>

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The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Each Class Teacher will prepare the following:

**Kindergarten and Peach Blossom**

1. Verbal reports
2. Ongoing communication with parents and teachers
3. Parent/Teacher interview requested by either party – minimum 1 per year
4. Annual Reports (for Kindergarten children))
5. Artistic presentation from teacher to child
6. Class One Readiness Checklist (for Kindergarten children)

**Class 1/2/3**

1. Verbal reports
2. Ongoing communication with parents and teachers
3. Parent/Teacher interview requested by either party - minimum 1 per year
5. Second Semester Report includes:
   - Class overview of child development stage
   - Overview of the main lessons and other special events over the year.
   - Report of KLAs – academic and non-academic learning including achievement levels in 5 Grade Scales
6. End of year artistic presentation and verse to the child

**Class 4**

1. Verbal reports
2. On-going communication with parents and teachers
3. Parent/Teacher interview requested by either party - minimum 1 per year
5. Second Semester Report includes:
   - Class overview of child development stage
   - Overview of the main lessons and other special events over the year.
   - Report of KLAs – academic and non-academic learning including achievement levels in 5 Grade Scales
   - Outcomes based assessment sheets for each of the 12 main lessons in the year, comprising teacher assessment and parents’ comments. Outcomes are linked with the Board of Studies requirements and the Casuarina Steiner-based curriculum.
6. End of year artistic presentation and verse to the child

**Class 5/6/7**

1. Verbal reports
2. On-going communication with parents and teachers
3. Parent/Teacher interview requested by either party - minimum 1 per year
4. First Semester Report
5. Second Semester Report includes:
   - Class overview of child development stage
   - Overview of the main lessons and other special events over the year.
   - Report of KLAs – academic and non-academic learning including achievement levels in 5 Grade Scales
   - Portfolio including samples of student’s work and marking sheets for projects/novel studies, etc

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• Outcomes based assessment sheets for each of the 12 main lessons in the year, comprising
teacher assessment, student evaluation and parents’ comments. Outcomes are linked with the
Board of Studies requirements and the Casuarina Steiner-based curriculum.

6. End of year artistic presentation and verse to the child
Amended reporting guideline ratified by Board 13.6.06

Attendance
Requirement to attend school
It is essential to have all students attend classes to maximise learning. We also, as a school funded by the
government, have a responsibility to meet the guidelines of the Education Act, which states the following:

22 Compulsory schooling
It is the duty of the parent of a child of or above the age of 6 and below the age of 15 to cause the child:
(a) to be enrolled at a government school or registered non-government school and to attend the school
at all times when the school is open for the child’s instruction or participation in school activities, or
(b) to be registered for home schooling under Division 6 of Part 7 and to receive instruction in
accordance with the conditions to which the registration is subject.

23 Offence to fail to send child to school
(1) The parent of a child of or above the age of 6 and below the age of 15 is guilty of an offence if the parent:
(a) fails to cause the child to attend any such school at all times when the school is open for
the child’s instruction

24 Register of enrolments and attendances
(1) The principal of a government school or registered non-government school must keep a register, in a form
approved by the Minister, of the enrolments and daily attendances of all children at the school.
(2) The register must be available for inspection during school hours by a Board inspector or other person
authorised by the Minister, who may require the principal of the school to furnish a copy of the register or any
part of it.
(3) When required to do so by the Minister, the principal of a government school or registered non-government
school must furnish to the Minister information, within a time and in a form approved by the Minister,
concerning the enrolment and attendance of children at the school during a specified period.
(5) A principal of a government school or registered non-government school who, without reasonable excuse,
fails to comply with a requirement imposed by or under this section is guilty of an offence.

With the aim of safeguarding students, Casuarina School will contact families of absent children when there
has been no notification to the Teacher or the office.

Purposes:
1. To ensure that school attendance is effectively monitored.
2. To respond appropriately to attendance problems.

Guidelines:
1. Parents should contact the school (teacher, or office) to explain short absences of their child/ren on the
day of absence (sickness, doctor appointment, etc).
2. The Teacher/Office needs to be advised if the absence is continuing.

School guidelines on student absences:
• Attendance at school will be monitored daily.
• The Class Teacher is responsible to ensure that patterns of absence are identified and appropriately dealt
with.
• Only teachers take the Roll/Register.
• The Roll/Register must be kept in the drawer of the teacher’s desk, so that it can be found in an
emergency.
• The Roll/register must be taken by 9.10 am.

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• Contact will be made with parents for all unexplained absences and a notice provided to the Class Teacher.
• Every term, the teacher must present the register to the Education Administrator for checking.
• Each class teacher is responsible for obtaining written reasons why a pupil has been absent. These letters should be kept in an envelope and handed in to the Education Administrator with the Roll at the end of each term.

Late Arrival
In order for a Steiner School to function it requires the commitment of the Teacher and the Parent to work together in the best interests of the child. Rhythm is one of the cornerstones to the Steiner Educational Philosophy, without it the education lacks the support that it needs to be delivered with integrity. When a child enters late into the classroom it disrupts the mood and rhythm of the room and disturbs ALL of the children and the Teacher. For this reason Casuarina Steiner School views lateness as a serious matter.

School Starting Time is 9.00am; the class teacher is on duty from 8.45am. Should a child arrive after 9.00am the following procedure applies.

PROCEDURE:
1. For children arriving late often, the Class teacher will notify the parent that lateness creates classroom difficulties.
2. If lateness persists, a meeting between the Class Teacher and the parent will be arranged to resolve matters further.
3. If lateness continues college will be informed and a letter will be sent

School Finish –Time and Student Release
Casuarina Steiner School finishing time is 2.55 pm for all students, from Peach Blossom to Year 7. To minimize risk to their health and safety, children are to be in the care of:
• the Teacher rostered on bus duty,
• their parent/guardian/authorized person or
• after school care
at all times following the dismissal of class by the class Teacher

Procedure
1. Children will remain on the verandah with their class teacher until 3.15 unless they are collected by an authorized adult or are travelling by bus. The children will only be released to either a parent/guardian or any other adult for whom specific arrangements have been made with the teacher of the office.
2. The Teacher on bus duty assumes responsibility for all children travelling by bus their bus has left.
3. Children who haven’t been picked up by 3.15pm will be taken to the Office and booked into to after school care.

Camp/Excursion
Aims of school camp:
Class camps are very valuable contributions to the education of children. By affording children the opportunity to live and learn together, in an outdoor atmosphere, they can develop a sense of responsibility, cooperation and the ability to relate to one’s peers. The “Camp society” demands that each child accepts the rights of the others; that he/she learns to adjust to the opinions of others that differ from his or her own and that he/she develops the ability to co-operate with others to achieve the goals that have been set.

The rewards that each child (and teacher) may receive from camp are many and varied, according to challenges set and activities participated in. Camps are essential to the social fabric of the class and important life skills such as teamwork, organising, problem solving, cooperating, coordinating, leadership and confidence are developed.
Camp programs are related to many outcomes of the Key Learning Areas, but especially in PDHPE, Science and Technology and HSIE. Activities depend on the type of camp planned and destination, but some may include orienteering, archery, canoeing, skiing, bushwalking, water safety, surfing, swimming, fishing, camp cooking, natural science, storytelling, games, singing, visits to places such as museums, art galleries, aquariums, observatories, mines, etc. The list is as imaginative as the Class Teacher.

Expectations:
It is expected that each class will go on one camp a year. The duration of the camp and destination is dependant on the Class Teacher. It is usually a ‘pebble in the pond’ effect and each year it is expected that the camp is longer and the class travel further a field, similar to the Geography strand. In Class 1 they may have a School Sleepover, but if the Teacher feels the class is ready a camp is possible! (However, a Sleepover as school first is advised.

Camps are usually thematic in accordance with the developmental age of the class and may be related to a lesson studied, eg, Aboriginal Keeping Place (Cultural activities), Farm Stay (Agriculture), National Parks (Science and HSIE), Marine Parks, Heritage Area, etc.

Procedure
Responsibility and Accountability
The class teacher presents details of the camp to the College of Teachers for approval well before the camp is to be held. This will include a Risk Assessment form. Before each camp a class meeting is held with parents at least 3 weeks in advance to discuss itinerary, costs, fundraising and aims of the camp. The school aims for the adult/child ratio is adequate for supervision (preferable 1:5) and that both male and female adults are available on camp. Each volunteer must have completed a declaration that they are not a Prohibited Person before attending a camp and must sign a camp volunteer policy (See Survival Guide for Parents on Camp). Permission notes must be signed and handed in to the office before a camp departs. All camp monies must be sent into office and receipted. Receipts for all expenses must be kept by the class teacher and returned to the office with an account of expenditure upon return.

NB: Never sign an indemnity form if presented with one by a supplier of a service to the camp. This includes playground or activity centre managers or any other service provider. (These people can be insistent about the need to sign, but the school cannot indemnify a supplier for faults attributable to them.)

Child Protection
Casuarina School has a duty of care to protect children from abuse. The procedures followed must be in accordance with all relevant legislation, practices and guidelines aimed at the protection of children. The school’s guidelines and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations. Current legislation and the Memorandum of understanding (October 2005) require that:

1. Members of staff of the school are required to report (Part 2 2.5 on page 16) to the Business Administrator, or Education Administrator any situation where:
   a. there has been disclosure by a child that they have been abused; or
   b. they have formed a belief on reasonable grounds (Part 1, cl.2.7 at page 8) that a child is in danger of being abused (Part 1, cl.2.2.2b at page 6) or
   c. there is a risk of harm to a child (Part 1, cl. 2.2.3 at page 6).

2. If the matter relates to behaviour by an Administrator, it must be reported to that person’s supervisor, that is, the Board of Directors

3. The Administrators/Board are required to report to Dept of Community Services (or the Ombudsman’s Office if the allegation involves a staff member):
   a. any disclosure by a child of abuse – all types

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b. if they have formed a belief that a child is being abused or is at risk of harm

4 Matters of abuse are not discussed with any other parties, including parents, if there has been a disclosure of abuse by a child.

5. All people employed by the school must undergo a check to ensure that they are a suitable person to work with children.

6. All volunteers must make a declaration that they are not a person prohibited from working with children

It is important to realise that failure to report allegations of child sexual abuse or a suspicion of abuse of a child who is under 16 years of age, based on reasonable grounds, is an offence under Section 316 of the NSW Crimes Act.

Also important to note is that the facility to report through the Administrators does not prevent the staff member from reporting directly to DoCS/Ombudsman’s Office.

The school places a very high priority on its efforts:
• to protect children in its care from abuse; and
• to protect staff from mischievous and false allegations

Your compliance with the requirements of these guidelines will assist in the school’s efforts to achieve these important objectives.

**Discrimination**

Direct Discrimination occurs when a person is treated less favourably on the grounds of a personal characteristic, such as gender, religion, race, age or disability.

Indirect Discrimination occurs when a policy or procedure which appears to treat everyone equally has the effect of disadvantaging certain groups and the requirement is not reasonable.

Various pieces of State and Federal legislation are in place with the aim of:
• eliminating, as far as possible, discrimination against persons on the ground of Race, Religion, Disability, Gender, Age, Medical record; and
• ensuring, as far as practicable, that all people have the same rights to equality before the law as the rest of the community; and
• promoting recognition and acceptance within the community of the principle that all people have the same fundamental rights

Both the Board and the School are obliged to comply with the Acts and Standards. These laws also apply to students and members of the School community.

Our School will not tolerate discriminatory behaviour, either direct or indirect, by any member of our School community and our educational programs will encourage students to value diversity and to support those with disabilities whenever possible.

Children attending our school are to be treated equally and with respect. A variety of activities will be provided and all children will be encouraged to participate. The staff will be open-minded, selective and aware when speaking to not place a sexist bias on comments, ie, “all boys are rough” ”girls should only wear pink!”. Equal encouragement will be given to each individual child. Stories that reflect co-operation and participation, with a community spirit, will be provided.

*Children will be encouraged to appreciate and have reverence for all human kind.*
Dress code for Kindergarten to class 7

We work hard at Casuarina School to provide an environment that is supportive of the unfolding child. Clothing can have an impact on this environment. Clothing may have a distracting or counter productive influence on our children’s educational experience at school. Clothes can become an arena for peer pressure, fashion trends, advertising and messages and slogans. This is one reason why many schools have uniforms. Casuarina prefers not to have a uniform, rather a dress code of common sense and simplicity.

School is a place of learning and culture. One way we can support children to respect this, is to ensure that the way they dress for school is appropriate.

Tidy, clean, comfortable, well fitting clothing suitable for outside play and all activities and weather conditions should be worn.

What is appropriate?

Children must wear flat-soled shoes, boots, or strong sandals with back straps to school - thongs or scuffs are unacceptable. Rubber boots and wet weather gear are suited to the condition of our school grounds in wet weather. Inside shoes are also requested to be worn all year for all classes K-7. Plain indoor slippers or happy shoes are suitable.

Consistent with sun-protection guidelines, shirts with sleeves and hats are to be worn outside throughout the year to protect skin and minimise sunburn and sunstroke.

Please consider modesty in your child’s clothing, avoiding bare midriffs and bellies, mini skirts and backless/low-backed tops. Such clothing can awaken a more adult self-consciousness that is not appropriate for children in kindergarten, primary and early secondary school. Let us allow our children to enjoy the innocence of childhood in the time they have to be children.

Where possible, dress the children in natural fabrics which allow the body to breathe and are more comfortable against the skin. In respect for colour aesthetics, and the mood that black can create, black tops are not to be worn in junior classes. Simple jewellery is acceptable but, no big earrings, nose rings or jewellery which compromises safety issues. Singlet tops, tank tops are not suitable to be worn at school. Clothing with motifs, slogans or obvious brand names are also unsuitable.

If children attend school in unsuitable clothing, their parents will be advised and the children may be required to wear a tshirt or jumper supplied by the school for the day if they have no suitable clothing to wear.

Ratified by Board: 13.6.06

Procedure

If a student is regularly wearing unsuitable clothes, Teachers are to forward the following letter informing parents.

Dear Parents,
We work hard at Casuarina Steiner School to provide an environment that is supportive of the unfolding child. Clothing can have an impact on this environment. Although there is no specific uniform at Casuarina we do have a dress code setting out what is appropriate for young, primary and early secondary school children. It is the responsibility of the parents to dress their children in accordance with these recommendations.

Today your child was not dressed appropriately (details listed below). Please give the teachers your future support in upholding the dress code. It will be very much appreciated by us all.

Kindest Regards
College of Teachers

DETAILS OF INAPPROPRIATE ATTIRE.
Environmental Education
Casuarina’s school policy integrates environmental education into many aspects of the curriculum. Our aim is to instil a reverence for all living things by protecting them and attempting to minimise the human negative effect on nature. In our teachings we identify the earth as a living being upon which everything has an impact.

Procedures
We recycle our paper, compost our food scraps and mulch our gardens to minimise water loss from the soil. Each class has its own garden area and they are responsible for propagating, mulching and composting, weeding and watering.

The children give thanks to the trees before they use good quality paper for drawing and painting. When mistakes are made, children are encouraged to use mistakes as an opportunity to create something anew rather than throw the paper away. In everything waste is minimised and nature is revered.

First Aid
Casuarina School aims to provide a safe and healthy environment for children. Play and school equipment are designed to minimize injury should an accident occur. All rooms are supplied with a first aid kit which can also be taken on excursions/camps. A person with a current First Aid certificate must be accessible for children at all time, including on short term excursions and camps. It is currently a requirement of all permanent teachers to have a current First Aid certificate.

Casuarina School responds to injury on the basis of Certified First Aid training. This means that Teachers/First Aid person should give First Aid as far as possible.

Parents are consulted at enrolment about the action they want taken in case of an accident. These preferences will determine what action is taken if the injury is minor or serious and who is to be called if the parents are not available.

The School also complies with Insurance guidelines requirements to maximize school/family entitlements under our liability insurance.

Due to legal ramifications, a teacher cannot administer medication (oral or topical) without the express direction of the parent or guardian except in the case of an emergency, eg, EPIPEN. It is not the school’s intention to shift the responsibility of alleviating a child’s discomfort however, teachers are not always privy to medications which may, or may not, result in a reaction by the child

In the event of major injury only teachers and staff who hold a current First Aid certificate are qualified to administer First Aid.

Food and meals
Suitable and Unsuitable foods to bring to school
Steiner education emphasises our relationship with nature. Our School prefers that children are eating a balanced diet of natural foods, consuming a minimum of processed foods. Children are to bring food for morning tea each day and lunch when they are not buying a cooked lunch. We ask parents to ensure that every child has fresh and nourishing food for a full, active day at school. If children are attending Out of School Hours Care, they should bring a piece of fruit to share.

Every Friday, a healthy lunch is provided at a cost of $3.00 from our Breezeway kitchen. The money raised goes to our class camps. Parents are rostered to take turns to prepare these delicious meals. On some other days parents or others may provide a meal for sale for the same cost. We request that pre-packaged or processed foods such as chips, sweets, chewing gum, cordial, lollies and chocolates are not included in the children’s lunch boxes. In consideration of the environment parents are asked to avoid packaged food as much as possible.
Due to severe allergies experienced by children in the school, the following products are not to be brought to school including as spreads on sandwiches:

- Peanuts/peanut butter
- Hazelnuts/Nutella

Items not to bring to school
A school day in our school provides children with the opportunity to draw on their own or the school’s resources to meet their needs, both in class and in play. For this reason, for security over valuables and for safety, various products are not permitted to be brought to school.

What not to bring to school:
- Mobile Phones
- Walkmans or radios, CD players or tape players, Ipods, MP3 players
- Computer games
- Aerosol products
- Drugs or alcohol (except for prescribed medication)
- Glass, knives or other dangerous items
- Plastic toys
- Fragile items
- Scooters or skate boards. Any bicycles ridden to school should be secured with a lock during school hours. (Keys can be held in the Office for security.)

Please note that any of these items that are brought to school will be held in the office until the end of the day.

Out of School Hours Care
To support school community families, Casuarina School offers an after school care service. The School aims to provide an alternative to existing services where children can be cared for on the School grounds, using the facilities developed for the School and experiencing rhythms and activities consistent with Steiner education. Care will be provided by a capable carer from 3-6 each school day. After School Care services are available for children up to 12 years.

- There will be a limit of 15 children on any day unless prior bookings permit getting additional staff.
- Users of After Care will need to be registered for Child Care Benefit to gain a rebate
- If numbers permit, After School Care is available to families attending class, or teacher, meetings with a view to improving the capacity for parents to focus on the matters under discussion and to keep children safe. Children attending OSHC for this reason should still bring a piece of fruit to share and be booked in before the day so that sufficient staffing can be organised.

Student Welfare and Discipline
At Casuarina School we are committed to educating the whole child, to the best of his or her ability; encouraging him or her to lead a happy, healthy and fulfilling life while treating themselves, others and the world with care and respect.

Our welfare discipline guidelines aim to ensure that all children have equal opportunities to play, learn and benefit from the education we offer in a safe, caring, nurturing environment.

When the behaviour of any child impacts on the rights of another member of the school community, appropriate action must be taken.

There must be a partnership between parents, teachers and students to teach and promote socially responsible behaviour. Parents are expected to support the school in the application of its Student Welfare and Discipline Guidelines to ensure the school remains safe and harmonious for all.
The School recognises that it critical that all teachers that will take a class or a playground supervision duty be aware of any medical conditions suffered by students that can affect them and because of which the student may not be able to participate in certain activities.

**Strategies to Promote Good Discipline & Effective Learning**
Casuarina School is committed to:

- providing a quality Steiner curriculum to meet the needs of each child while also meeting required Board of Studies outcomes
- helping children feel safe and to achieve success in learning
- developing a small number of easily understood rules which are fair, clear and consistently applied
- discussing with parents their role in promoting acceptable student behaviour and learning
- allowing teachers to attend training and development programs
- providing, or recommending, appropriate support programs for children with special needs or children experiencing difficulties

**Procedures**
Casuarina School aims to develop an understanding within each child:

- of the need for rules and routines
- that when rules are broken there are consequences
- that with rights come responsibilities
- that we are all responsible for our own actions

**Students Can Expect to:**

- feel safe and happy
- be treated fairly and with respect
- be allowed to learn without unnecessary interruptions
- receive a quality Steiner education according to the school’s curriculum

**Practices to Recognise and Reinforce Student Achievement**
Casuarina School encourages positive behaviour by:

- staff modelling consistent, caring behaviour
- ongoing, regular contact with parents by phone, letter or meetings
- discussing school rules with children regularly
- congratulating children on improved behaviour or commenting on displays of acts of kindness or particular good manners
- allowing children to show their successes to class-mates, other classes or the wider school community at ‘Main Lesson Sharing’ each three weeks, Open Days and at other times

**Strategies For Dealing With Unacceptable Behaviour**
Teachers will, as far as possible, attempt to prevent unwanted behaviours using preventative measures. However, when incidents of unacceptable behaviour do occur, the consequences may include any one or more of the following:

- teacher keeps child close
- relocate desk
- a curative story
- a reprimand
- time-out (time out is given to allow the situation to diffuse and for children to regain their self control.)
- loss of privilege (including excursion or camp)
• ‘make-up’ time to complete unfinished work (school work will not be used as punishment unless it is unfinished work to be completed)
• completing a behaviour planning sheet – senior classes (to be kept by teacher as a record)
• a verbal or written apology
• completing a ‘good deed’ for the victim of the offence to make amends
• spending time in another class or the office
• logical consequences (these should be the natural result of an action.)
• child study & discussion with College.

Teachers will treat the children involved fairly and with respect. Under no circumstances will corporal punishment be used. The use of such punishment by a staff member will result in instant dismissal.

Student Responsibilities (- School Rules)
Children at Casuarina School are required to:
1. apply themselves to the learning task set for them
2. allow others to apply themselves to learning tasks uninterrupted
3. show respect for others and their property and school property
4. show due respect for teachers and follow their instructions
5. show courtesy to other children and adults, and behave safely, during school hours and on buses to and from school
6. resolve conflicts peacefully
7. be honest
8. stay within school boundaries and avoid ‘out of bounds areas’
9. complete homework, at an appropriate standard, by the due date
10. not use violence - they must not push, hit, poke, trip, elbow, kick, bite, throw or spit at anyone.
11. not use discrimination, harassment or intimidation
12. not bully others i.e., repeated verbal, physical, social or psychological abuse like name calling, threats, insults, intimidation, hurting, annoying, damaging or taking others’ possessions, excluding or ignoring others, spreading rumours, giving dirty looks or stalking
13. not bring potential weapons, other dangerous items or illegal drugs, alcohol or tobacco to school

Parent Responsibilities
14. Children arriving at school and classes on time
15. Contacting the school to explain absences
16. Children being dressed as required by the clothing policy
17. Children bringing suitable food to school per the food policy
18. Communicating any concerns about their child to the Class Teacher
19. Complying with parent behaviour code

More Serious, or Patterns of, Unacceptable Behaviour
Teachers must take immediate action to stop bullying, and other behaviour that poses a safety risk to children, adults or animals; or that which may damage property. Teachers must record all such incidents on an Incident Report form (see sample at end of this section) and after three instances the teacher meets with students’ parents to discuss strategies and enlist other support.

In the case of more serious, or patterns of unacceptable behaviour, such as bullying, suspension may be imposed. The procedure to be followed in such cases is as follows:
1. Bullying, (see school rule # 12) or other serious or repeated cases of misbehaviour, must be reported to the college as soon as possible.
2. Teachers are required to document all such incidents of misbehaviour, describing the child’s behaviour and the teacher’s actions. These reports will be presented to the College until the child’s behaviour is no longer a concern.
3. If the behaviour is still occurring the class teacher will then arrange a meeting with the child’s parents.
4. If class teacher has met with parents and behaviour is still a serious concern a letter will be sent to the child’s parents, or a phone call made, requesting a meeting with the class teacher and/or college (as the college considers is appropriate) to discuss the unacceptable behaviour and the consequences of that misbehaviour.
5. At the meeting, between the child’s parents and the college, specific requests will be made of the parents with regard to school’s need for parents to support the school rules and their role in the discipline of their child. The college will explain their concerns and suggest relevant strategies or remedies to the parents.

Suspension, Exclusion and Expulsion

- Should the unacceptable behaviour continue after this meeting the College, or
- if a child will not accept a reasonable direction of a staff member, or
- if any student has intentionally caused injury, threatened serious violence against a child or teacher, is in possession of a weapon or using or threatening to use any object as a weapon

A staff member may elect to suspend the child for between one and five days. Suspension indicates the unacceptability of the child’s behaviour and the parents’ responsibility for remediation of that behaviour. The school will notify the parent in writing should a suspension occur:

- description of the behaviour resulting in suspension
- the duration of the suspension
- requirements for the child’s return to school

and will work with parents to assist the child rejoin the school. However, if the child’s behaviour remains unacceptable, after three suspensions, the student’s continued enrolment will be in jeopardy and the college may ask that the child be withdrawn from the school.

The relationship between the child and teacher should be based on mutual respect. Students who are persistently disobedient, insolent or engage in verbal harassment or abuse towards staff are to be suspended. If behaviour is criminal or there is evidence of a suspected crime, the Police will be notified by the school.

Health & Safety Management

The health and safety of all people employed within the School, students and those visiting the School are considered to be of utmost importance. Resources in line with the importance attached to occupational health and safety will be made available to comply with all relevant Acts and Regulations, particularly OHS Act 2000 and OHS Regulations 2001, and to achieve the aim that the workplace is safe and without risk to health.

Management Responsibilities under OHS Act 2000

The promotion and maintenance of occupational health and safety is primarily the responsibility of the School executive. The Board, the College of Teachers, the Education Administrator and the Business Administrator are required to contribute to the health and safety of all persons in the workplace. To this end, it is the responsibility of management to develop, implement and keep under review, in consultation with its employees, the School’s H&S Management Plan

Specific Responsibilities

1. **School Executive (Board)**
   
The Board is required to ensure that these guidelines and the H&S Management Plan are developed and effectively implemented and to support Chair of College and Business Administrator and hold them accountable for their specific responsibilities.

2. **Business Administrator, Education Administrator and Chair of College of Teachers**
   
   These are responsible, and will be held accountable, for taking all practical measures to ensure that:
• H&S Program compliance in their area of responsibility and employees are supervised and trained to meet their requirements under this Program
• employees are consulted about issues which affect their health and safety and any concerns they may have referred to management

3. Teachers & employees
All employees are required to co-operate with the H&S Guidelines and Management Plan to ensure their own health and safety and the health and safety of others on School grounds.

4. Contractors
All contractors engaged to perform work on the school’s premises or grounds are required, as part of their contract, to comply with the health and safety guidelines, procedures and programs of the School and to observe directions in health and safety from the Business Administrator and/or the Chair of College. Failure to comply with or observe a direction will be sufficient grounds for termination of the contract.

Health & Safety Management Plan
In order to implement the general provisions of these guidelines, a program of activities and procedures has been set up, continually updated and effectively carried out. The Plan relates to all aspects of health and safety including:
• H&S training and education
• work design and standard work methods
• changes to work methods and practice, including those associated with technological change
• emergency procedures and drills
• provision of H&S equipment, services and facilities
• workplace inspections and evaluations
• reporting and recording of incidents, accidents, injuries and illnesses, and
• provision of information to employees, contractors and sub-contractors

Immunisation and Infectious Diseases

Immunisation
Casuarina School, including the Out of School Hours Care Service, observes the Public Health Act which requires that all parents provide schools with documented evidence of the immunisation status of all children enrolling in schools. The notification takes the form of an Immunisation Certificate which can be issued by
• Community Health Staff
• Doctor (General practitioner)
• Medical Officer of health of the local Public Health Unit
This does not mean that immunisation is compulsory. Parents always have the right to choose. However, in the event of an outbreak of a vaccine preventable disease, the Department of Health will advise the school when unimmunised children will be required to remain at home for the duration of the outbreak.
Parents are asked to advise the school if their child’s immune system is more vulnerable than is usual.

Immunisation - preventable diseases are as follows:
• Diphtheria
• Tetanus
• Poliomyelitis
• Measles
• Mumps
• Rubella
• Hib
Infectious Diseases

National Health and Medical Research Council guidelines are observed by the school. These require children to be excluded from the school according to the following schedule:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of Cases</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba Histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylocacter</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chickenpox</td>
<td>Exclude for at least 5 days after the spots first appear and until all blisters have formed scabs</td>
<td>Any child with immune deficiency should be excluded for their own protection. Otherwise no exclusions. Pregnant women should seek medical advice</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus</td>
<td>Exclusion not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (rotavirus, campylobacter, cryptosporidium, shigella, salmonella etc, see also Giardia)</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until two negative swabs, the last at least 72 hours after stopping antibiotics</td>
<td>Exclude family/other contacts until cleared by public health authority</td>
</tr>
<tr>
<td>Slapped cheek</td>
<td>Not excluded</td>
<td>Pregnant women should seek medical advice</td>
</tr>
<tr>
<td>Erythema infectosum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giardia</td>
<td>Excluded until treatment given and diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever</td>
<td>Not Excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus type b HIB</td>
<td>Exclude until medical certificate of recovery is received</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, Foot &amp; Mouth Disease</td>
<td>Until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head lice/Nits</td>
<td>Excluded until a treatment has been performed and all lice and eggs removed</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes – Cold sores</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hookworm</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immune-</td>
<td>Exclusion is not necessary unless the</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

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| Deficiency virus infection (HIV AIDS) | child has a secondary infection | | | |
|--------------------------------------|---------------------------------|---------------------------------|-------------------------|
| Impetigo - school sores              | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded | | |
| Influenza & influenza like illnesses | Exclusion is not necessary | Not excluded | | |
| Leprosy                              | Exclude until approval to return has been given by an appropriate health authority | Not excluded | | |
| Measles                              | Exclude for at least four days after onset of rash | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school | | |
| Meningitis (bacterial)               | Exclude until well | Not excluded | | |
| Meningococcal infection              | Exclude until adequate carrier eradication therapy has been completed | Not excluded if receiving rifampicin | | |
| Molluscum contagiosum                | Exclusion not necessary | Not excluded | | |
| Mumps                                | Exclude for nine days or until selling goes down (whichever is sooner) | Not excluded | | |
| Parvovirus (erythema infectiosum fifth disease) | Exclusion is not necessary | Not excluded | | |
| Poliomyelitis                        | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate or recovery | Not excluded | | |
| Ringworm, scabies, pediculosis (lice), trachoma | Re-admit the day after appropriate treatment has commenced | Not excluded | | |
| Ruebella (german measles)            | Exclude until fully recovered or for at least four days after the onset of rash | Not excluded | | |
| Salmonella, Shingella                | Exclude until diarrhoea ceases | Not excluded | | |
| Streptococcal infection and scarlet fever | Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well | Not excluded | | |
| Tuberculosis                         | Exclude until a medical certificate from an appropriate health authority is received | Not excluded | | |
| Typhoid fever & paratyphoid fever    | Exclude until approval to return has been given by an appropriate health authority | Not excluded unless considered necessary by public health authorities | | |
### Whooping cough

<table>
<thead>
<tr>
<th>Exclude for 5 days of a 10 day course of erythromycin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 10 day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics) Not excluded</td>
</tr>
</tbody>
</table>

Note: The NHMRC recommends that children who are physically unwell should be excluded from attending school, pre-school and child care centres.

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### Worms (intestinal)

| Exclude if diarrhoea present | Not excluded |

A list of immunisation status is held by the school.

Parents of excluded children are advised in writing about exclusion

Immunisation Certificates are passed on to new schools when children transfer.

### Playgroup parents

Casuarina School Play group is a child-centred activity, providing an opportunity for parents to spend some quality time with their child. It aims to introduce parents to the importance and means of caring for the child’s senses in today’s hectic, modern world. It allows parents to model behaviours such as respect and reverence during a time when the young child learns so much through imitation.

It can also be a time for parents to connect socially with other parents, although this will always be secondary to the child’s experiences in Playgroup.

Our coordinator is responsible for providing the space, materials and the rhythm of the morning. It is a condition of the Playgroup coordinator that they have no child in their care during Playgroup.

Parents are responsible for the health, safety and welfare of their child/ren, in other words, the supervision, of their child/ren during Playgroup. It is a condition of Playgroup that children can’t be given over to the care of another person during Playgroup.

### Playground

At Casuarina we highly value play as part of the school rhythm. Play provides opportunities for learning about and developing personal skills and social behaviours. Our play areas are designed to provide a balance of opportunities for challenge with safety considerations. We seek to minimise injury of all children while not ‘wrapping them in cotton wool’ to protect them from any unpleasant occurrence.

### Sick children at school

Casuarina school provides classes for children able to participate in learning activities. Children who are unwell are generally not able to participate effectively in class activities. They can also bring infections that will cause other children and staff to become ill. Children suffering from conditions such as colds, ear infections, toothaches and stomach upsets will usually find that they are unable to remain in class and will seek permission to leave the class and rest. The School does not have the facilities to provide extended care for children who are unwell. Nor does it have the expertise to diagnose the seriousness of symptoms reported by children.

It is important for parents/guardians to be aware that a sick child should remain at home until s/he is assessed as being able to participate effectively in class. If symptoms present after a child has come to school, it is expected that s/he be taken out of school and cared for by his/her parent.

Also important for parents is to know that the office and teaching staff are not qualified to assess if a child is actually ill. Every attempt is made to discourage reports of illness that are not accurate; however, a child must be taken at their word if they persist. Judgements about the veracity of reports by children can

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subsequently be made by parents and parents will take their own action with their child if the report is proved to be false.

**Procedure**

For all of the above reasons, a child who presents to the class teacher or administrative staff as unwell and unable to participate in class will be referred by the Class Teacher to rest for a short while in the office.

- If the child is presenting with obvious symptoms of illness, for example, a temperature, a bad cough, a flushed or pallid complexion, an ear or tooth ache, a significant skin irritation, on direction by the Class Teacher the office staff will contact a parent and ask that the child be taken home.
- If the symptoms are less apparent, the child may remain in the office either seated or on a sick bed for a longer period. This gives the administrative staff an opportunity to view symptoms over a period of time which can assist them determine the severity of the reported illness. It also allows the child to assess their own ability to participate in class activities. (Children often report that they are able to return to class after a short rest.)
- If the child reports over time that the symptoms are persisting and the office staff are unable to make an assessment of their actual condition based on presenting symptoms, on the advice of the Class Teacher, the parent will be contacted to allow her/him to make an assessment of action.

Ratified By Board: 12.9.06

**Supervision Duty**

(Before school, recess, lunch, bus duty)

The College provides supervision of students between 8.30 am and 3 pm with a view to safeguarding students in their transition to and from the school environment. Supervisions is provided during school breaks to ensure the safety and well being of students while in the care of the school. Supervision allows teachers not on duty to take uninterrupted breaks and/ or to perform other duties related to their teaching duties. The supervision of students is a duty of care requirement of the College.

**Parents and the School**

**Children Out of School Hours**

The School takes responsibility for children during school hours and school excursions only. At all other times parents / guardians are required to ensure that their children are adequately supervised. The school can take no responsibility for ensuring the appropriate behaviour of children on school premises outside normal school hours, including evening or weekend festivals and similar events.

All children on the school premises outside of the above school hours, whether they attend the school or not, are the responsibility of parent/guardian at these times. All children must be supervised by a responsible adult at all times. This does not include older children who may be siblings or friends.

This guideline relates to children who are in the care of parents or visitors while on the school premises, such as visiting children or enrolled children at school out of school hours; for example (but not limited to)

- Prior to 8.30am and after 3.00pm weekdays
- Preschoolers visiting with parents, friends
- Festivals, working bees, school-related meetings or extra-curricular activities

Please remember: Parents/Guardians are responsible for the appropriate behaviour of children in their care (that is, outside school hours), including obeying all school rules and the common law and statutory duty of care requirements in relation to safety.
Complaints or Grievances

Casuarina School values the diversity within the school community and it is our intention to work together to achieve harmony and consensus. Our school believes that a strong grievance procedure is one of many mechanisms for achieving harmony and consensus amongst a diverse group of people.

It is not always possible to achieve perfect harmony amongst people of different views. Acceptance, however, of those differences and demonstrating a willingness to work collaboratively are important characteristics of a member of a Steiner School community.

The Grievance Procedure adopted by the Casuarina School is based on Natural Justice, which allows all parties to be heard and to hear claims being made.

What is a grievance?
A grievance is an expression by an individual or group of dissatisfaction with their treatment by others. A grievance is about how guidelines have been applied, rather than what the guideline is. (Concerns about guidelines in place are better discussed with Board Members or the Business or Education Administrators, who can explain the guidelines in question, its history and its aims and can take action on proposals for change.)

Why lodge a grievance?
Employment involves responsibilities. Each employee and, for that matter, elected official, has a duty of care to carry out their duties as effectively as possible. Our work is about people, not machines. This adds an additional level of responsibility about how we deliver our services. Having access to a Grievance process is a means whereby employees of Casuarina School can be accountable to the people who receive our services. Lodging a grievance is a formal feedback mechanism which seeks resolution of a problematic situation. Many problems can be resolved in an informal manner. Efforts to resolve a problem should precede the lodgement of a grievance.

Procedure
How to lodge a Grievance
It is useful for all parties to a grievance that the aggrieved person put their concerns in writing. If writing about a grievance presents difficulties for the aggrieved person, then making an appointment with the appropriate person to handle the grievance is the best option. At this point, a statement of the grievance will be prepared. Grievances lodged anonymously will not be actioned unless under exceptional circumstances as the objective of lodging a grievance is to reach a resolution which is acceptable to all parties. A Grievance register will be held which records the:
- date of lodgement
- name of the person lodging the grievance (originator)
- name of the person who will take action on the grievance (Action Officer)
- date of the finalisation of the grievance
- the signatures of the originator and the Action Officer

The Grievance Register will be held in a secure location by the Business Administrator.
How we respond to a Grievance

Processing a grievance draws on the principles of natural justice. This requires that both/all parties to the grievance are able to know exactly what has caused the grievance to be lodged and that their views are heard. Generally this is achieved by the person with whom the Grievance is lodged (Action Officer) speaking with both parties and witnesses, usually separately. The findings of this process are documented and the Action Officer makes a preliminary decision about the school’s response to the grievance. The person/s about whom the complaint was made is advised about the preliminary finding and provided with the opportunity to bring additional information that might affect the finding. The Action Officer then provides the documented findings to both parties and determines any disciplinary action that is required. The following process applies:
Family Contact List
Casuarina facilitates families making social contact outside school hours. At all times the school observes the requirements of the Privacy Act (Privacy Act 1988) (Cth) and amendments made to it by the Privacy Amendment (Private Sector) Act 2000 (Cth).

Process
Consistent with the school’s obligations under the Privacy Act, permission is sought from each family at enrolment to provide their contact details, including the student’s date of birth, to other families in the school for school contact. Where the permission is provided, the details are published in a Contact List that is distributed to all school families and staff.

Please tell us if you would prefer some details to remain confidential, for example, mobile phone numbers

An up-to-date copy is kept in the office and a revised list is issued to the school community from time to time, usually once or twice a year, depending on the level of demand and change.

Ratified by Board: 8 March 2005

Homework
Rationale: The objective of homework is to provide revision and practice of work learnt in class, assisting and improving learning, strengthening skills and assisting students to learn responsibility for a set task and time management. Homework should be within the student’s capability. It should not create stress or conflict between parents and child. Homework should not take over the child’s free time after school, but be a small part of the day.

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Homework should supplement and reinforce students’ learning experiences, and fosters students’ initiative, independence, study habits and responsibility.

It is the teacher’s responsibility to provide homework that is within the student’s capability (to modify homework for students with special needs), to collect, mark and provide feedback to students.

It is the student’s responsibility to complete homework neatly and to their best ability and to hand in their completed work by the due date.

It is the parent’s responsibility to support and encourage the child by providing a quiet study area away from distractions, with good lighting, seat and desk, a specific time period each day to set up a rhythm and to praise the things your child does well, not dwell on shortcomings. If your child is having difficulty with homework, ask them to stop immediately and contact your child’s teacher by phone, note or set up a meeting. Communication between parent, teacher and child is vital.

Watch for signs of difficulty, check your child’s study habits and discuss work that has been completed. Encourage your child to talk about schoolwork and to share ideas. Make sure your child has enough time, understands directions and works carefully.

It is well known that reading at home supports literacy. It allows family involvement in the child’s learning. Parents should be guided with techniques such as “pause, prompt, praise”. Reading at home should be a regular rhythm with your child, especially when just beginning a home reading program. Parents should check that their child is borrowing books regularly and bringing them home to read.

Homework Guidelines
Homework in class 2, may be reading practice, times table practice or spelling practice and should not exceed 10 minutes per day.

In classes 3 and 4 homework may be reading, spelling, maths eg. times tables or revision. It must be within the student’s capabilities and not exceed 15 minutes per day. Projects will be modelled in class time and not given for homework until Class 5.

In classes 5 and 6 homework may be individual projects, book reviews as well as revision work. It is important that homework is returned on the due date as this sets up good time management practices for high school. Homework at this level should not exceed 20-30 minutes per day. Students should have a good study place so they can concentrate well as good habits should be fostered in preparation for high school. Due dates are important and consequences can incur if not completed.

In class 7, homework may be increased as work may need completion from class time, projects and research may be set, as well as revision. Students at this level will need to be prepared for the increased level of homework when they move into year 8 at high school, so homework may be set that may take up to 30-45 minutes per day. Again, it should be within the student’s capability and parents and students should advise their teacher of any difficulties. Due dates are important and consequences can incur if not completed.

At all ages it is important that parents advise the teacher if the student is not coping for any reason, as homework should not be a creator of stress in the family.

Library
The School Library has been established as a resource for students, parents and teachers. As the Library Fund has a tax-deductible status, the Library is also open to members of the public.

Procedures
1. The School Library has a computer-based management system. All children enrolled in the school are issued with a Library Card. Parents may also seek their own Library Card, as there is a substantial and ever-growing parent/adult section in the Library.
2. Membership cards are kept in the Library to safeguard against loss or damage.
3. The terms and conditions are that:
• For any person (child or adult) to have borrowing rights, a declaration that they accept the terms and conditions that apply to Library membership is to be returned. These forms are available from the Office
• Parents/Guardians are financially responsible for any losses or damage to library material borrowed
• If books are overdue, restrictions to borrowing will apply
• Public opening times are limited to Fridays 9.30-1.00. Students may access the Library with their teacher in special library sessions
• Borrowing Limits are as follows:

<table>
<thead>
<tr>
<th>Class or Types</th>
<th>Books</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>1</td>
<td>1 week</td>
</tr>
<tr>
<td>Class 2</td>
<td>2</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Class 3</td>
<td>2</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Class 4</td>
<td>3</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Class 5</td>
<td>3</td>
<td>2 weeks</td>
</tr>
<tr>
<td>Class 6</td>
<td>4</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Class 7</td>
<td>4</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Parents/Family</td>
<td>4</td>
<td>3 weeks</td>
</tr>
<tr>
<td>Community</td>
<td>2</td>
<td>2 weeks</td>
</tr>
</tbody>
</table>

4. Borrowers of books are encouraged to use library bags to help keep books in prime condition.

Parent/Visitor Code of Behaviour

Our school is a very special place. It exists as a place within the broader community; however it has a certain set of values that may not be the same set as those acted on in the broader community. The aim is for our school to be a place of:

**TRUTH, GOODNESS AND BEAUTY**

At the core of our values is the respect we each hold for each other:

- staff-student, student-staff, staff-parent, parent-staff,
- visitor-staff, staff-visitor

recognising that distinctive relationships exist in all of these combinations and that the rights and responsibilities of each party in these relationships must be safeguarded at all times.

As a basic right, all children, staff and parents at our school have the right to feel safe and to be in an environment free from harassment.

We also respect:
- our school as a place of beauty; and
- the man-made resources it holds being the result of much effort on the part of members of our school community, both past and present.

This code of conduct compliments other school guidelines that include:
- suitable behaviour by students and our dress code
- parent-teacher meeting process
- complaints/grievance process
- requirements of parents going on camps
- playgroup parent responsibilities

Staff Time:
Please speak to individual class teachers about the best time to catch up on any issue.
It is important, however, not to speak about general matters to a teacher when s/he is on duty in the morning, during breaks and on bus duty. A roster is available in the Breezeway to inform you of teacher supervision responsibilities each term.

The Business Administrator is available Friday 10-12 am to raise any matter and at other times by appointment. The Education Administrator is available Thursday and Fridays by appointment. Contact the EA to make an appointment.

**Breezeway:** Is the hub of the informal socialising for the school community & visitors.

Teas, coffee, sugar and milk are provided with a '50c/cup' as a guide to an appropriate donation to assist in covering these costs. The donation tin is above the hot water unit. Please wash and store the cutlery and crockery you use.

On one or more advertised days per week, lunch is available to be purchased for a low price. On these days please consider that the kitchen will generally be required from mid-morning until early afternoon for food preparation and serving and to plan your food preparation around these times.

On Friday mornings each 3 weeks the Breezeway kitchen may also be required for the serving of morning tea after main lesson sharing.

*When involved in preparation/serving of food:*

- safe food handling practices must be followed, (including having hair tied back)
- do not use any nut products or products with traces of nuts
- familiarise yourself with any other food allergies/intolerances of children in the school
- no children younger than school age are permitted in kitchen area
- all sharp knives to be collected/returned to school office

**Outside Environment/Playground:**

Our beautiful grounds and gardens are a strong and definite feature of our school and its ambience. They reflect the overall culture of the school.

People with a child in their care need to respect Out of Bounds areas of school playground so as to maintain children’s safety to the highest degree possible. These areas include:

- Behind the Library, Hall and Administration buildings
- Over the bridge on the path to the car park or in the waterway
- West of Class 1 classroom
- North of our planted perimeter near Orlando St

Anytime outside of school hours (before 8.30 and after 3.10), child supervision is a parent’s responsibility. This includes times such as festivals and other school events.

Non-school aged siblings are the responsibility of parents at all times, either on school grounds or attending other school events.

Tree climbing is permitted on one tree in upper school playground, and one in early childhood area of school. Please check with a staff member if you’re not sure which one is safeguarded with softfall.

**Dropping Off/Collecting Children:**

Child safety is always a priority. There is a drop-off area beyond the bus lane for dropping off or collecting children from school if you are not accompanying your child into the school. If you park in the upper car park, a pathway around the perimeter has been provided for child safety.

Children are supervised from 8:30am - 3:00pm. Classes start at 9am, and lateness is to be avoided as it breaks the rhythm. Refer Late Arrival

*If you are late collecting your child (after 3.10pm)s/he will be placed in Out of School Hours Care and fees will apply accordingly.*

Please ensure records are kept up to date regarding persons nominated to/restricted from collecting children on your behalf. (Please notify office if any court orders in place relating to your child.)

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Car Parking is available at both top and bottom car parks. Please be aware that this is very limited in the peak hours of 8:30am-9:00am & 3:00pm-3:30pm.

Please be mindful of:
- Not parking on neighbours’ lawns
- Not parking on concrete bus lane
- No-parking zones on Gentle St

**Substance Use:**
The school will not tolerate any illegal substance use on school grounds or while attending school camps.
(also refer Camp guidelines) Social events: The school grounds constitute a non-smoking zone. Alcohol may be served/consumed at certain events that include adults, at the discretion of College.

**Language:**
The School will not tolerate the use of any language that is offensive, defamatory or threatening on school grounds, or while attending school camps or excursions.

**Parental Involvement:**
There are many ways that parents can become active community members of our school. Individual class teachers will often require parental input for craft, cooking and other class activities.

This is also necessary in the case of class/school excursions. Teachers will seek parent volunteers to ensure a safe ratio of adults: children on special events. (Parents/friends offering the use of their vehicle for events will need to produce evidence of current comprehensive vehicle insurance.)

If cooking is more your talent, there will be MANY occasions where this would be useful. Breezeway is conducted on a weekly basis and involves parents of classes1-7 supplying nutritious and delicious meals for lunch, on a roster system. Kindy parents are required to provide morning tea after main lesson sharing. These activities all serve to raise funds for the classes.

There are also many committees that would welcome new members. These are:

<table>
<thead>
<tr>
<th>Committee</th>
<th>Meets</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casuarina Board of Directors</td>
<td>2nd Tuesday each month 4.30</td>
<td>Secretary – Sarah Hall</td>
</tr>
<tr>
<td>Fund raising</td>
<td>From time to time</td>
<td>Lana Risi</td>
</tr>
<tr>
<td>Parents &amp; Friends</td>
<td>1st Friday each month, 2pm</td>
<td>Sally Hudson, Bronwyn Bellemore, Tracey Dylan</td>
</tr>
<tr>
<td>Fees</td>
<td>Approximately 3 times per year</td>
<td>School Principal, Board Treasurer</td>
</tr>
<tr>
<td>Spring Fair</td>
<td>Scheduled by P&amp;F</td>
<td>Sally Hudson, et al</td>
</tr>
<tr>
<td>Gardening/Grounds</td>
<td>From time to time</td>
<td>Donald Chivers</td>
</tr>
</tbody>
</table>

Other regular meetings include:
- College of Teachers each Thursday
- individual class meetings to be expected each term

**School Shop**
Located at the office, it offers range of clothing, art & craft products, Weleda products and many more. For any purchases you can pay cash/cheque, eftpos or credit card.

**Parent/Teacher Meetings (called for a specific purpose)**
Casuarina School encourages open communication between Parents and Teachers. Effective communication is not always easy especially when dealing with expectation and criticism. Time also can be wasted in
lengthy discussions that have little or no clear direction. The school also has legal rights and responsibilities that need to be met in documenting and upholding a consensus-based result for all parties. Procedures have been developed to support the needs of the school, the Parents and the Teachers in communicating with each other thereby having effective outcomes for the children.

**Procedure:**

1. Once a parent requests a meeting, set a date and a time frame for the meeting. It is recommended that you allow at least 1/2 hour to 1 hour for this process to be effective. It is recommended that you have the support of another teacher present with you (this is highly recommended for any new teacher).
2. Inform the parent of the date and time frame and who will be present at the meeting, should you have a colleague present. Ask the parent to list their interests in writing and bring them to the meeting.
3. Bring the attached template to the meeting and fill in all the details either during or after the meeting.
4. Ten minutes before the meeting is scheduled to end you will need to begin to define some outcomes for the meeting. These are actions that the teacher or the parent may need to complete to help resolve the situation. They might be as simple as the teacher providing the parent with some reading material on topics, or more detailed, for example, the teacher writing a special homework program for the child.
5. Once the meeting is over and the template is completed, the outcomes are documented with dates and agreed upon by both parties, then both the parent and the teacher need to sign and date the form.
6. Once the meeting form is completed the teacher take two copies of the template: one for the parent, one for your mentor/supervisor and the teacher keeps the original for actioning in their diary. Once all the outcomes for this meeting have been met then the teacher files the correspondence in the child’s class folder for later reference.

This is a sample form that should be completed where needed

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Who is responsible</th>
<th>Date to be achieved by</th>
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</table>

Signed: Teacher: ____________________________

Parent/s: ________________________________

**Permission from parents**

On enrolment, parents complete a form seeking permission on various matters. This form provides the school with instruction on important matters such as whether a non-custodial parents has access to a child.
There is also permission sought for families’ phone numbers and addresses can be circulated to other parents (see Contact List above).

If these details change it is important to complete a new form at the office. There may be a change in custody arrangements, or a person may be given permission to collect a child. Perhaps your views on your child receiving emergency medical attention have changed. A copy of the form is provided;

Privacy and Confidentiality

General privacy principles

Under today’s Privacy laws and guidelines, personal and business information:

- can only be asked for if it is needed
- can only be used for the reason it was collected
- can only be seen by people who need to see it

It means that each individual owns their personal information and that others require permission to access it.

The School is bound by the National Privacy Principles contained in the Commonwealth Privacy Act 1988. Within our school community, this means that, for example:

- Parent/child contact and other information provided to the school may only be used by the school for school business (Including Debt Recovery), or provided to Commonwealth or State Governments as required to comply with funding agreements
- Information about staff is only accessible by Administrative staff, and only for purposes associated with their employment
- Information about fee accounts is only accessible by authorized staff
- Information about contractors employed by the school is also restricted
- Discussions about children should always be held in-confidence and only amongst people that “need to know”
- We need to have good communication systems through which people are able to share the information that is available while observing all requirements of the Privacy Act.

Some of the channels of information flow are:

- Board minutes or
- Board briefings of school community
- The Newsletter
- Private discussions with Teachers or Administrative staff about your own matters.

Privacy requirements do not in any way undermine the desire and responsibility of the school to operate in an open manner or meet expectations and requirements of accountability.

Changes in the way privacy is protected can seem a bit overdone. They came about, however, because many individuals were concerned that many organisations were collecting information they didn’t need, not guarding information properly and using or selling it for commercial purposes without the permission of the owners of the information.

Having developed the rules, Governments decided that they should apply to everyone:

- Governments Departments
- Non-government organisations
- Businesses
- Individuals

If you have authorized access to information, it places a Duty of Care on you. You need to ensure that the information you access is protected physically, as well as less tangibly.

Although the guidelines can cause inconvenience from time to time, good privacy practices can allow free and honest discussion and provide a sense of personal security.
Breaches of privacy are serious. If you have been authorized to access certain information, you have a legal obligation to limit your use of the information to that authorized by the person who owns it.

**Proven breaches of privacy will involve serious penalties, which will extend to dismissal of staff, termination of contract of sub-contractors.**

Allegations of breaches of privacy will be taken very seriously and investigated thoroughly.

**Your privacy is important**
The School may, from time to time, review and update these Privacy Guidelines to take account of new laws and technology, changes to Schools’ operations and practices and to make sure it remains appropriate to the changing school environment.

**School Fees**
To communicate a view on fees for students in a Steiner school, it is important that there is an understanding about some fundamental concepts and how they apply to operating a school.

The first is Steiner philosophy’s concept of threefoldness. Each person is a threefold being, with the head, the heart and the hands. Threefoldness exists in all parts of our world and can, for example, be recognised as the cultural, political and economic spheres in which we operate everyday. Education of children, as we know it today, is part of the cultural sphere. It is a cultural activity, something shared within a community which can’t be bought or sold.

The threefoldness also applies to the ways we exchange money. There is the purchase transaction which we all know. Here, goods or services are given in exchange for money. Another way is the loan transaction. Here money is forwarded from one person or institution to another with the expectation of repayment in one form or another over time. A third way is the gift, where money is given without any conditions or expectation of return.

For Casuarina School to operate and provide the education required by Government and the Steiner philosophy, it needs funds in addition to those it receives from Government. Some of those funds, like the enrolment fee, pay for the activity of enrolling the child and providing them with the things they need for class. That is a straightforward exchange of money for goods and services.

In the case of school fees, a gift-type relationship is in place. Those families whose children are being educated in the Steiner tradition in our school are required to pay money to the school. This allows the school to meet needs in all spheres of the school’s operation: the cultural, political and economic.

As Steiner didn’t believe that labour could be bought or sold, we pay our teachers and they apply their skills to help pupils realise their potential. The nature of this transaction is that of gift. We give money so that teachers are released from other responsibilities and are available to give their skills for the development of our young people.

These concepts can seem irrelevant in our world today. In a Steiner School, however, they are not. They provide the foundation of relationships within our school community. Looking from this perspective, teachers contribute to the maintenance of the culture of our community through the individual development of pupils. They play a part in the political sphere by cultivating awareness of rights amongst pupils and empowering them. Administrators contribute to the culture by supporting the entry of parents open to the Steiner philosophy into the school community, as well as supporting Teachers. They participate in the economic sphere by meeting the material needs of teachers and pupils as the pupils move through the stages of realizing their potential. In the political sphere, they attend to the rights and obligations of all school community members. Pupils then give back to the community as fully functioning members by developing innovations for the economy and sustaining the cultural and political spheres in the future.

The following Terms and Conditions represent the financial agreement parents and the School reach to allow Casuarina School to deliver Rudolf Steiner education to the children who are part of our School community.
Terms and Conditions of Enrolment
Fees and charges are reviewed by the Board annually in November for the following calendar year and will be communicated to parents in December each year.

Billing Cycle
Fees are billed four times a year prior to the commencement of each term Fees must be paid within 21 days of the issue of the invoice unless alternate payment arrangements have been made as detailed below.

Enrolment Fee – Australian Residents
A non-refundable enrolment fee of $175.00 per student or $300 per family to cover administration costs and the costs of setup and supplies is due once the child or children have been accepted to Casuarina School. This fee is payable before the child/children commence school. Until the enrolment Fee is paid, a child is not guaranteed a place in the school.

Waiting lists
The school maintains waiting lists when either the child is too young to be assessed for enrolment or the relevant class has no vacancies.

An $80 per child non-refundable fee will apply for placement on the waiting list. This does not entitle the child to enrolment. Assessment of the enrolment must still occur when the child is of age or a place becomes available.

School Fees: Kindergarten to Year Seven

Tuition Fees
Tuition Fees are inclusive of most school work expenses, including a set of crayons/pencils, pens, compasses, lesson books and craft materials. (Tuition fees do not cover the purchase of musical instruments or the cost of national testing programs.)

Activity Fees
Students will attend special learning or sporting activities organised by the Class Teacher during the year. These will be billed to the families account and parents can expect that these will cost around $120 per student per year and should adjust their regular payment amounts accordingly.

Overseas Students
Tuition Fees for non-residents are $12000 per year (39 weeks tuition) or $308 per week. Enrolment fee for each non-resident child is $200. There will be no refunds of fees paid.

<table>
<thead>
<tr>
<th>No. of Children in Family</th>
<th>Per Year* K-7 2008</th>
<th>Activity Costs Yr 1-7 2008 Estimated</th>
<th>Per Term (x4)</th>
<th>52 weeks (direct debit)</th>
<th>1 child in Kinder</th>
<th>Yearly Maintenance Levy per Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>$3321</td>
<td>$120</td>
<td>$860</td>
<td>$66</td>
<td>$64</td>
<td>+ $60</td>
</tr>
<tr>
<td>Two (discount 15%)</td>
<td>$5645</td>
<td>$240</td>
<td>$1471</td>
<td>$113</td>
<td>$110</td>
<td>+ $60</td>
</tr>
<tr>
<td>Three (discount 30%)</td>
<td>$6974</td>
<td>$360</td>
<td>$1834</td>
<td>$141</td>
<td>$138</td>
<td>+ $60</td>
</tr>
<tr>
<td>Four on more children in K-7</td>
<td>$6974</td>
<td>$120 per child</td>
<td></td>
<td></td>
<td></td>
<td>+ $60</td>
</tr>
</tbody>
</table>

* Fees may be adjusted each year

Music Program
Instruments will be required as follows:
Class 1  Pentatonic Recorder (approx $70 new or second hand options available from time to time)
Class 3  Standard Recorder (approx $60)
Class 3-7 Strings Program

2 Prices of instruments can vary significantly from year to year. Please check with the office for current prices.
S:\BusinessAdmin\Guidelines\Policy 2008\AA GuidelinesProceduresFamiliesApril 08.doc 41
10/04/2008
New violin: $200 plain, $220 coloured
Used violin $130 (if available)
Cello $ price on application
Rental: Violin $55 per year, $50 deposit
Cello $55 per year, $50 deposit to use Cello at school, $250 to take Cello home

National Testing Programs
The School is required to offer national testing programs under an agreement with the Commonwealth Government. The charge incurred by the School will be charged to the accounts of families electing that their child sit these tests. In 2008 the costs per student will be:

STo be advised ($41.50 in 2007) Basic Skills (Classes 3 & 5)
SNot applicable in 2008 ELLA/SNAP (Class 7)

Maintenance
An annual Maintenance Levy of $60 will apply to each family.

School Fees: Peach Blossom
Preschool for children turning five, attending part-time $23.00* per day

After School Care
$13 per child per session (only available for children aged 5-12)

Playgroup
Closed Playgroup: $9.00 per session for a family with 1 child + $1 for each additional child, payable for the full term, in advance, at the beginning of the term (there are 3 terms of 10 weeks and 1 of 9 weeks)

Holding Fee/Leave of Absence
Children who need to be absent for more than half a term due to serious illness or travel are eligible for a 50% reduction in fees payable for the period of absence. Application will need to be made to the Business Administrator.

For absences of over a term no school fees are applicable, but the school will require advance payment of $150 (per child) per term (or part thereof) to hold a position in a class.

Withdrawal
One term’s notice of withdrawal of a student from the school must be given in writing. In the absence of such notice, the equivalent of four weeks fees will be charged.
Any other outstanding fees must be settled prior to the child’s departure date.

Payment Options:
1. Annually: Invoice amount payable by the last week of Term 1.
2. Quarterly: Fees may be paid quarterly by the fourth week of each term as invoiced, or 4 payments by direct debit arrangement into the bank account of Casuarina Steiner School commencing the second week of term 1.
3. Monthly: 12 monthly payments by direct debit arrangement into the bank account of Casuarina Steiner School commencing the second week of the calendar year.
4. Fortnightly: 26 fortnightly payments by direct debit arrangement into the bank account of Casuarina Steiner School commencing the start of the calendar year.
5. Weekly: 52 weekly payments by direct debit arrangement into the bank account of Casuarina Steiner School commencing the first week in the calendar year.

EFTPOS and credit card payments are accepted - Bankcard, Visa, MasterCard, American Express

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10/04/2008
**Late/Non Payment of Fees**
As all families with children attending our school are required to pay school fees, non-payment of fees may result in cancellation of enrolment. In cases where circumstances prevent timely settlement of fees, alternative payment arrangements must be made with the Business Administrator as soon as possible.  
**In the absence of alternate arrangements, late payment of fees will incur interest charges at 0.5% per month. A $20 fee will apply to all dishonoured cheques. Debt Collection agents will be used if payments are not received as undertaken and any Debt Collection fees incurred as a result will be billed to the debtor.**

**Voluntary Contributions**
If you are able to make a tax deductible donation to our school’s Building Fund or Library Fund, your assistance would be greatly appreciated.  
While no donation is too small, we suggest each family may like to budget for a tax deductible Building Fund or Library Fund contribution of up to $400 per year ($100 per term). Amounts above or below this are of course welcome and regular payments of donations can also be made through direct credit arrangements. As we would like to acknowledge your generous support, please advise us if you wish your donation to remain anonymous.

**Survival Guide for Parents on camp**
Camps are meant to be fun and they are always hard work. Sometimes camps bring back memories of our experiences when we were children and some times they are a welcome relief from our daily lives. Unfortunately, parents can unwittingly forget that the camps are for the children and so we have put together this survival guide to assist parents in gaining an understanding of their responsibilities as a volunteer camp parent.  
As camps are an integral part of the Casuarina curriculum parents are often invited to assist in a volunteer capacity. Parents play an essential role in these camps and are greatly valued. It is a great opportunity for the partnership between teacher, children and parents to develop. It is a wonderful opportunity to contribute to the enrichment and development of the individual children as well as the class as a whole.  
We trust that the following guidelines are aimed at ensuring a successful and safe camp experience for the children, teacher and parents.

**Expected Volunteer Role of Camp Parents**
- Parents participate in camps voluntarily  
- Parents must have previously signed a “Working with Children Check”  
- Volunteer parents are expected to be prepared to attend for the duration of the camp  
- Volunteers assist and support teachers in their professional role as class teacher and camp leader. A primary reason for this support and assistance is to increase the level of safety for all participants. Teachers will naturally guide volunteers in this area.  
- Volunteers are expected to provide practical assistance such as applying sun screen, washing up, cooking and other tasks as required by the teacher.  
- Teachers have the ultimate responsibility over the organisation and running of the camp including all participants (children and adults). This responsibility brings a level of authority that must be acknowledged and respected by all. It is essential for volunteer parents to understand that they are asked not to discipline children on class camps. Any discipline issues must be referred to the teacher as this comes under the teacher’s ultimate authority. Parents may remind children of safe and polite behaviour expected of them, but it is the teacher’s role to deliver consequences. Parents may intervene in a situation which they feel is unsafe.  
- To ensure that the camp has enough adult supervision at all times, it is requested that parents do not leave the camp without first liaising with the teacher
• To ensure the safety of the children, children cannot leave the camp group with any adult unless authorised by the class teacher.
• As parents may have to use their own vehicles, they will be asked to have current comprehensive vehicle insurance

Important items –
• **Never sign an indemnity form if presented with one by a supplier of a service** to the camp. This includes playground or activity centre managers or any other service provider. (These people can be insistent about the need to sign, but the school cannot indemnify a supplier for faults attributable to them.)
• The consumption of alcohol or cigarettes is not permitted at any time.
• If a teacher believes a volunteer is not meeting the guidelines, the parent may be asked to leave the camp.

If you wish to attend a school camp at Casuarina we ask that you sign to acknowledge that you are aware of these expectations and return to the office before departure.

**Use of private vehicles**
Any vehicle being used on any school business must be comprehensively insured and a copy of the current insurance policy provided to the office. This is to prevent a claim against the school should the vehicle be damaged in an accident while being driven for a school activity/ requirement. All laws applying to children in vehicles must be carefully observed by drivers.

**Process:**
Parents/family members/friends/staff whose car is sometimes used or likely to be used for school business bring in their renewal of comprehensive insurance. The office will copy the renewal and advise the teacher/BA as appropriate that the vehicle may be used on School business.

**Ratified by Board:** 8 March 2005

**Visiting Pupils**
Casuarina School welcomes school age children seeking to spend short periods in our school where it is in the best interest of the children and the classes involved.

**Process:**
• Parent approaches Class Teacher with proposal
• If it is for one day, the Class Teacher is authorised to make the decision and advise the family
• If it is for more than one day, the request is put to College, which will nominate who is to advise the outcome to the family

**Television viewing for young children - a statement**
While accepting that television or that of computers or video games is an integral part of the world communication network, its impact on young people is of concern to us as educators. The early years of a child’s development are extremely important to its future. Everything that the child under 7 absorbs bears an indelible impact on his/her being and physical development for the rest of his/her life.

An Anthroposophical understanding of human development takes into account twelve senses and all these need to be catered to in a contained way in the developing child. All of these senses, including movement and balance, are engaged in play, especially play in a natural environment. These experiences (such as climbing a tree or traversing a rocky beach) establish foundation patterns of understanding which serve us for the rest of our lives. Scientists recognize that the establishment of such patterns educate the synapses between the brain cells, which without exercise could atrophy. These movement/play-created patterns are applied in later life to the more refined activities of thought , organization and problem solving.

Over exposure to television limits human functions to a narrow range of activity. The stress to the eye, for example, in processing the 625 lines of a TV image together with 800 dots appearing at 25 times per second, induces straining and eyestrain. Research conducted in the early 1980's at the National Research Council revealed that this build up of visual fatigue was due to a low level of visual acuity and contrast sensitivity. The television viewer these days are not only exposed to one visual format, but often have to shift between formats. Thus, it is essential for us as educators to carefully consider the impact of television on young children and their development.
second, is unnatural. The rapid change of camera angles, image content and quick cuts, designed to hod
attention create unnatural suspense and tension. In normal circumstances our eyes do not operate at this
speed. Real life, by comparison, becomes ‘boring’. Added to this is the often-distressing content to which
the children are exposed-violence, cynicism, ugliness and coarse language, even in “children’s”
programmes.

Exposure to television for children under seven is unnecessary and inappropriate. In the early
primary school years over-exposure conflicts with our teaching. TV before school particularly interferes
with the children’s learning, as does their “off-loading” of unwanted TV imagery and electronic and ugly
sounds.

The same apples to Game-Boy Play station, and Nintendo computer games. The content of these
games is more often than not violent-killing, elimination, destroying. All that is exercised is hand-eye
coordination.

In addition the ‘addictive’ quality of these mediums can cause social and physical problems due to
lack of practice. For older primary students, long hours of late-night viewing are not recommended.
Content guidance is strongly advised. Many primary-aged children spend more time watching a TV or
computer screen than they do at school in a given week. Please encourage your child to use his/her
recreation time wisely and encourage an appropriate balance of active and passive, social and solitary,
obligatory and ‘free-choice’ activities.

**Working in Breezeway**

Our school offers the kitchen facilities for both educational and fund raising purposes. Users of the kitchen
preparing food for the consumption by others are to comply with the National Food Preparation Standards
(FANZ). The school arranges for the regular cleaning of the space and tea towels and the maintenance of the
equipment.

**General guidelines**

Cooking in the Breezeway kitchen can be one of the great pleasures of our school. Providing nutritious food
to the students is a rewarding activity and sustains their connection with the wider school community.
Here are some guidelines and suggestions:

- **Use no nuts or nut products** due to life threatening allergies experienced by members of the school
  community. Please check all ingredients, including oils or pastes, carefully before using them.
- To minimise risks to all parties, those parents working in Breezeway are asked not to bring pre-
  school children. If you need to bring your child, please bring a carer who is supervising the child at
  all times. **For their own and others’ safety, pre school children should not be in the kitchen, in
  thoroughfares or unsupervised in any other part of the school.** It is important for our students’
  concentration that younger children remain well away from classrooms or any other educational
  activity.
- For consistency with our food policy, parents preparing food for Breezeway sales are asked to keep
  the use of processed food to a minimum. Our children are usually accustomed to food with plenty
  of vegetables. Some of them are vegetarian, as are some teachers, so always prepare a vegetarian
  option if you are planning some food with meat of any kind.
- If you haven’t cooked often or at all in Breezeway before, try to be paired with an experienced
  parent-cook on your rostered day to help you with menus and quantities. It is not recommended to
  cook on your own as it is a big job to cook and serve for 50 or more people. If you are alone or
  uncertain, remember to contact your class carer and get some help.
- Give yourself plenty of time as large quantities can slow cooking times significantly. It’s better to be
  able to take a break between cooking and serving.
- Make up as many servings of food before lunch time as possible. It is not desirable for children to be
  waiting longer than 15 minutes to be served.
- Breezeway lunches on Fridays raise funds for class camps. Parents can decide if they want to recoup
  their costs on ingredients fully, partially or not at all.
• Donated morning teas are provided for each main-lesson sharing by the Kindergarten families and this is to raise funds for Kindergarten expenses.

Australian Food Standards

Temperature Control

Food standards specify that potentially hazardous foods must be stored, displayed and transported at safe temperatures/periods.

Potentially hazardous foods:
• Raw meats, cooked meats and food containing meat such as casseroles, curries and lasagne
• Dairy products and foods containing dairy products
• Seafood and food containing seafood
• Cooked rice and pasta
• Processed foods containing eggs, beans, nuts or other protein rich food such as quiche and Soya bean products

Storing food

Potentially hazardous food should be kept at 5°C or colder or 60°C or hotter wherever possible. Food can be safely kept between these temperatures for less than 4 hours. The following provides a guide for ready-to-eat potentially hazardous food:

<table>
<thead>
<tr>
<th>Total time limit between 5°C and 60°C</th>
<th>What you should do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 hours</td>
<td>Refrigerate or use immediately</td>
</tr>
<tr>
<td>Between 2 and 4 hours</td>
<td>Use immediately</td>
</tr>
<tr>
<td>More than 4 hours</td>
<td>Throw out</td>
</tr>
</tbody>
</table>

Transporting food

When you are transporting food you need to consider two main food safety issues:
• Keeping the food protected from contamination
  o Use an insulated container with a tightly fitting lid or cling wrap covering
  o Fill containers quickly and close containers as soon as they have been filled
  o Keep closed until immediately before food is needed
  o Keep away from items such as chemicals, pet food, fuel and paint
• Observing the food storage temperature/time guidelines above

Some transport considerations:
• Pack food as your last task before leaving and storing food at the appropriate temperature the first task on arriving
• Keep the journey as short as possible
• Unless food is being transported in a container with a tightly fitting lid, vehicles should be clean eg, vehicles that carry pets or dirty equipment should be thoroughly cleaned and lined.

Preparing and cooking food

Before preparing food, make sure that hands, clothes, equipment and kitchen surfaces are clean. They need to be kept clean throughout food preparation. Some other recommendations:
• If using gloves in food preparation they can only be used for one task, eg, breaking up chicken for use on sandwiches. A new task requires fresh gloves
• Never use the same utensils for raw food as for foods that are ready to eat unless they have been thoroughly cleaned, sanitised and dried. Sanitising must be done with very hot water. Drying must be done with a clean tea towel.
• Cooked and other prepared food should be placed on clean, dry serving dishes
• Always cook food thoroughly – do not partially cook food and then warm it up later.
Always try to cook food as close to the time that you will be serving it. Cooking on site is better than bringing cooked food.

If food is to be pre-cooked and then cooled, it must be cooled quickly – to 5°C within 6 hours.

Cold food that is to be served hot needs to be quickly and thoroughly heated until it is steaming hot and then kept hot until it is served. It is best to reheat food to a temperature of 70°C and hold the food at this temperature for at least 2 minutes.

Health and Hygiene for food handlers

Health requirements
If you are ill or have an infection you can easily transfer harmful bacteria or viruses to food. **Do not handle food if:**

- You are ill with vomiting, diarrhoea, fever or sore throat; or
- You doctor has diagnosed that you have or carry a foodborne illness

If you have:

- infected sores on your hands, arms or face, or
- any discharges from your ear, nose or eyes (such as a cold)
you can continue to handle food provided that you take extra precautions to prevent food being contaminated, eg, cover the skin sore or take medication to dry up the discharge.

Hygiene requirements
You are required to:

- have clean hands at all times. Hands are to be cleaned:
  - whenever your hands are likely to be a source of contamination of food
  - immediately before working with ready-to-eat food after handling raw food
  - immediately after using the toilet
  - after coughing, sneezing, blowing nose, eating or drinking
  - after touching hair, scalp, mouth, nose or ear canal; and
  - after handling rubbish and other waste
- avoid handling ready-to-eat food – use tongs or other implements
- wear clean outer clothing
- make sure bandages and dressings on exposed parts of your body are covered with waterproof coverings
- not eat over uncovered food or equipment and utensils
- not sneeze, blow or cough over uncooked food, or equipment or utensils

Quality Teaching

Education and Curriculum
The curriculum at Casuarina School will meet NSW Board of Studies requirements for registration of a primary school. Other characteristics are:

- Individual assessment and regular testing will be conducted, where appropriate, of children but there will be no competitive examinations (apart from State and Commonwealth processes and parents may elect for their child not to participate in some of these).
- Each Class Teacher shall draw up in writing a programme of work for a given year consistent with the curriculum that contains the overall view of the school. These programmes are to contain the short terms aims and objectives of the Teacher for the Class and be submitted to the College of Teachers on request. The programme will ensure:
  - Sequential and development al learning processes in all major subjects
  - A striving for balance between the three soul forces of thinking, feeling and willing
  - The construction of the order of the day includes main, middle and afternoon lesson
A striving at all times to stimulate imaginative cognition and to transform fixed concepts into living ideas
Wherever possible, Teachers introduce a creative element into lesson content
- The varied activities of the kindergarten programme are structured at the discretion of the Kindergarten Teacher
- The teacher will endeavour to foster positive self-images
- Classes are created based on chronological age where possible
- Children are grouped for various activities from time to time in a flexible manner so as to promote educational, social, emotional and physical abilities and so as to create a positive learning environment
- Eurythmy will be taught in the school when availability of a Eurythmist allows.
- The school encourages parent/teacher education through in-service workshops, class meetings, lectures and study groups
- There should be a gradual broadening of variety of teacher in each class during the primary years
- An attempt should be made to establish a balance of gender of teachers in any one class
- Our curriculum will support a multi-cultural approach, encouraging families from all our cultures to participate in associated learning. The multi-cultural dimension of curriculum includes songs, stories, poems and customs
- Languages and immersion in cultures will be part of the learning programme

Library Acquisitions
Library acquisitions are made by College. Donations of books to the Library from the school community are welcomed and will be vetted by the College.

Mentoring and Supervision
Mentoring involves the development of relationships with the specific aim of providing support, feedback and encouragement to enable teachers to provide the highest quality of teaching. Mentoring provides a mechanism to facilitate the ongoing professional development of teachers.

Goals
- To support new teachers to make smooth transition into the profession of teaching
- To support teachers to reflect on and improving their practise as teachers
- To assist teachers who are facing particular challenges

Procedures
- Mentoring Is compulsory for new teachers at Casuarina for the first year of employment
- Mentoring can be requested by any teachers in any year of service. Such requests are made to the educational supervisor
- May be recommended in any year of service by the educational supervisor or appraiser. Teachers would be expected to act on such advise
- The Mentor will be a person acceptable to the mentored
- The teacher may request a suitable mentor from either inside the school or external to the school.
- Resources (funding) beyond the compulsory year may be limited.
- The educational supervisor shall prioritise the allocation of resources should the request exceed the funding available.

Ratified by Board: 1.6.07

Professional Development for Teaching staff

Rationale
All teaching staff employed at Casuarina are entitled to Professional Development support whether they are full time, part time, casual or specialists.
The Educational Administrator is responsible for managing the Educational Professional Development Budget within the following Guidelines:

- PD may be internal or external, Individual or school-wide. It may benefit the individual teacher be or for the School’s benefit
- Teachers put in a request to the Educational Administrator for their PD, where possible by the end of Term 1 of the year in which the PD will occur. On the request form is listed (if known) the name of the course/workshop/conference, who provides it and the cost of the course, any release needed and travel/accommodation costs to be met by the school. An explanation is provided about why the applicant wants to participate in the PD and how it will either help them in their teaching or benefit the school.
- The EA takes into account all requests and, determining what can be met within the allocated budget, establishes the PD timetable. The EA will leave some budgeted funds unspent for needs and opportunities that may arise during the year. The EA will consider the most cost effective options for meeting PD needs, eg, providing a school-based workshop that will provide access the a wider group.
- A request may be partially funded. The EA may also take into account personal situations and needs.
- The EA may reject a request if she believes it is excessive or inappropriate. If agreement can’t be reached between a teacher and the EA on a particular PD option it can be referred to College for consideration
- At the beginning of Term 3 the EA advises College about residual funds and they jointly determine if/how the remaining funds are spent to benefit the maximum number of staff.
- The EA and College confer on the PD needs for the following year to develop the PD input to the budget process.

Ratified by Board: 28.5.07

Supervision and Requirements of Casual and Specialist Teaching Staff

Employment of casual teaching staff will always be a feature of Casuarina School, both to manage unexpected absences of permanent staff and to enrich the students’ experience by drawing from the wider community people with skills and commitment to teach to young people. The following procedures seek to support the Casual and Specialist Teaching Staff at Casuarina and ensure they understand the expectations they can have of the school and the school will have of them.

Expectations:

- That they are clear with their role and purpose.
- That they are familiar with the Student Welfare and Discipline Policy
- That they receive a School Policy Handbook from the Office and familiarise themselves with it.
- That they arrive on time prepared for classes concerned.
- That they keep documentation of their program and content taught and give a copy to the class Teacher. For those employed on a regular basis, program can be given at end of each term for Class Teacher’s own records.
- That they report to College when requested.
- That they can initiate a meeting with College.
- That they communicate regularly with the Class Teacher/s concerned re any difficulties or incidences, or changes in expected program.
- That they follow advice and directions of the Class Teacher/s and liaise with content.

- For specialist teachers it is required that they keep records of students’ progress and give copy to Class Teacher for each student (from Class 5) upwards to assist with end of year reporting.
For Specialists under Grant Programmes, Evaluations need to be filed at end of each year with Student Outcomes clearly established. This would be done in liaison with the College member assigned to that particular grant application. The Specialist Teacher would need to be familiar with the Grant Application and its Program Outline.

That if required to perform Duty such as Playground or Bus Duty, that they are on time, clearly visible and available to students. Any injuries must be dealt with by a staff member with a current First Aid Certificate (any College member). Any incidences are to be recorded on the forms available from the office. It is expected that Duty of Care be taken seriously. Children waiting for buses or parents are to wait in the Breezeway and not at the top of the path.

That any problems are conveyed immediately to a College member who will support the teacher and advise.

That hours be recorded on staff sheets in the office.

That confidentiality of students be maintained and any concern for a student be discussed with the Class Teacher, not the child’s parents. If required, a meeting between casual/specialist teacher and the student’s parents can be arranged, but only at discretion of Class Teacher and only with the Class Teacher present.

All casual (including specialist) teaching staff will be required to sign the following statement:

I have read and understand the College expectations of my employment at Casuarina.

Signed:__________________________Date:________

Witnessed by_____________________Date:________

**Teacher Evaluation**

All teachers should evaluate themselves and maintain a written record of their reflections which is reviewed and updated once a year. These self-evaluations will be kept in the office personnel files.

All teachers should have, as a required part of their schedule, time, to observe other teachers and to discuss their observations and questions with the teacher visited. Each teacher will have at least one such visit scheduled per year.

Outside observers – master teachers – will be invited to observe and evaluate the teachers and discuss their findings with them, based on at least two visits in the classroom. Records of these meetings should be presented to the Education Administrator who will determine if any further action is necessary. Outside observers – either class or specialist teachers – will be invited in alternate years.

Teachers should share their self-evaluations in the College of Teachers at least once a year. Everyone in the college is free to comment on these presentations in the spirit of mutual growth, affirming strengths and helping to improve weaknesses.

The College of Teachers is the form for evaluating teacher competence. Significant problems which raise doubts about the competence should be presented in the college in the presence of the teacher concerned. An evaluative discussion should follow; whether or not the concerned teacher remains for that discussion should be left to the free decision of all. Either the teacher may decide to leave, or a College member may ask that he leave; otherwise, he will take part in the discussion. A written record should be kept of recommendations and decisions, and these should be communicated to the teacher if he was not present for the discussion.

Parents and /or teachers wanting to raise questions about teacher competence should address them to the College or a College member, who will then arrange for a discussion to occur. Parents have this avenue to raise questions.

Ratified by Board: 18.6.07
Teachers experiencing difficulties with their performance
Mentoring and appraisal are two mechanisms for supporting teachers in their day-to-day work and in achieving their developmental and career aspirations. Even with these mechanisms in place, it can occur that a teacher can experience difficulties with their performance. It may become apparent to themselves, to their colleagues and/or to students and families that their performance in one or more areas is below an acceptable standard. To allow the School to deal with such circumstances in the most positive manner, procedures have been developed to provide support to any teacher experiencing difficulty with their performance.

Teacher Release Time
Casuarina School recognises that every teacher needs time away from face to face teaching. There is no specification in the Teachers’ award governing amount of release time teachers are entitled to so the school attempts to balance the desirable amount with budgetary and individual requirements of teachers.

Because the school employs specialist teachers to cover such areas as music, eurythmy and L.O.T.E it may happen that some teachers, because of the roster structure, have more release time than others. If this happens, from time to time the school may request a teacher to take on an added duty during this time. This is to be agreed upon by both parties and a written contract draw up clearly stating what is required and what outcomes are to be achieved.

Administration and Governance
Animals in School
Animals may be part of the learning experience. When working with Animals in the school, Casuarina School observes the Animal Welfare Guidelines for Teachers published by the NSW Department of Education and supported by the AIS NSW. Ratified by Board: 20.08.07

Board of Directors
Under the rules of the Casuarina School cooperative Limited, Directors are elected by the Cooperative membership from time to time. Casuarina School Cooperative limited complies with the requirements under the Education Act 2004.

Class Sizes
The Steiner Philosophy to Education has no benchmarks for effective class numbers. Because of this, Casuarina Steiner School uses current research on this matter to aid and guide the College of Teachers and Management within this area.

Because class sizes also affect the financial viability of the school, the decision-making process of class numbers involves the Teacher, College of Teachers and the Board of Directors. The needs and considerations of the whole class and the school at large are to be taken into account.

Each class room is viewed as an individual space and each teacher as having individual capabilities. So class numbers may vary because of individual circumstances. Because of this the College of Teachers reserve the right to determine the class numbers in consultation with the Teacher and the Board and can offer no guarantee to parents to a firm or final number.

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Communication within and outside the school community
Casuarina seeks to ensure that people seeking information about the school have ready access to suitable sources. The information to be made available includes:

- The school’s philosophy about child development
- Our current Newsletter
- To be finalised by Board

Process:
Information is made available through its website. The site will include and through regular newsletters to school community members. Information is also disseminated via the 3 weekly school newsletter and the weekly notes

Ratified by Board:

Compliance with Government Requirements
Casuarina School complies with all requirements of government legislation, regulations and agreements.

Government regulations for schools are specified in several documents, including:

- Registered and Accredited Individual Non-government Schools (NSW) Manual (Board of Studies)
- Funding Agreement between the Commonwealth of Australia and the School Cooperative
- NSW Interest Subsidy Scheme for Non-government Schools

and in many Acts of parliaments.

Annual Report
As required by the NSW Board of Studies, Casuarina School will prepare an annual report to its school community, making available copies to the Board of Studies, to school community members and to prospective parents. As a minimum, the annual report will provide the information specified for inclusion by the Board of Studies.

Board of Directors
Under the rules of the Casuarina School cooperative Limited, Directors are elected by the Cooperative membership from time to time. Casuarina School complies with the requirements under the Education Act 2004 as it relates to the qualification of Directors and management staff.

Ratified by Board: 17.09.07

Debt Recovery
Casuarina School will actively recover debts owed to it, for fees and other expenses incurred by a family. As outlined in the Fees Terms and Conditions, Debt Collection agents will be used if payments are not received as agreed and any Debt Collection fees incurred as a result will be billed to the debtor.

Procedures
DEBT RECOVERY ACTION SCHEDULE

All actions carried out by Book-keeper. Decision to commence interest charge or refer for Debt recovery taken in consultation with BA

- Fee invoice issued during holidays before term
  - Are there other expenses on the account, eg OSHC?
    - Yes
      - Send an Activity Statement for year-to-date check message on template
    - No
      - Is payment of term fees overdue > 3 weeks?
        - Yes
          - Bookeeper rings to discuss payment of account
        - No
          - Have payment or repayment agreement been received by 21 days?
            - Yes
              - Send letter warning about Debt Recovery referral
            - No
              - No further action

- Have payment or repayment agreement been received?
  - Yes
    - Notify commencement of Interest charge for overdue amounts
  - No
    - Agreement
      - Yes
        - Refer to Charter Mercantile
      - No
        - Have payments been received on acceptable schedule?
          - No
            - No further action
          - Yes
            - Refer to Charter Mercantile
Employment
Casuarina School values its staff members, whether they are employed part-time, full-time or as casuals (for the release/relief of other staff on leave or undergoing training). It seeks to provide a healthy and safe working environment and recognises the importance of support, through supervision, professional development and clarity with regards to the employees’ rights and responsibilities. Employment at the School is under Federal Agreements for all staff. With the introduction of the Work Choices legislation the Board has elected not to use AWA’s for the employment of most staff. (Determined 5.12.06) On being engaged to work at the School, employees are provided with an offer of employment or contract. On signing this, the School’s offer and the individual’s acceptance are binding.

Enrolments
Casuarina School enrols new students when the enrolment is considered by the school likely to be successful, that is, beneficial for the child, the family and the school.

The school aims to treat all children as individuals and aims to respond to each child’s individual needs and abilities within the constraints of available resources including staff expertise.

The enrolment process aims to
- Provide in depth information about the school to enable parents to make informed decisions about enrolment of their child (ren) at the school
- Provide teachers with information about the child and the family’s goals and expectations to enable the school to make informed decisions about proceeding with enrolments
- Protect and nurture the integrity and well-being of the existing classes
- Provide initial support to integrate families into the school, especially those new to the area
- Link families into the community to participate in the life of the school

Age of entry
Children are graded according to their age at the time of entry to the school

Children turning:
- Five are eligible for entry into Peach Blossom
- Six are eligible for entry into Kindergarten
- Seven are eligible for entry into Year One
- Eight are eligible for entry into Year Two
- Nine are eligible for entry into Year Three
- Ten are eligible for entry into Year Four
- Eleven are eligible for entry into Year Five
- Twelve are eligible for entry into Year Six
- Thirteen are eligible for entry into Year Seven

Priority can be given to
- Teachers’ children
- Siblings of enrolled children
- Families who have actively participated in the school for example through playgroup, festivals, adult education
- Children transferring from other Steiner Schools

All children irrespective of religion, race, gender or socio-economic circumstances, ability or disability may seek enrolment at Casuarina School.
Enrolment Contract

Enrolment is conditional on a contract being signed between the school and the family.

Environment

Our School recognises that there are complex changes rapidly occurring to the world’s natural systems. Industrial and urban waste and the degradation of agricultural land have all placed stress on the environment. The results of environmental stress are increasingly apparent in such effects as global warming, soil salination, air and water pollution, the contamination and degradation of land and ozone depletion.

*Agenda 21*, the Global initiative that was drawn up at the United Nations Earth Summit in 1992 provides the policy framework for international action on the environment. Underlying *Agenda 21* is the principle of ecologically sustainable development, that is “a pattern of activities that meet the needs of the current generation without prejudicing the ability for future generations to meet their needs”. Ecologically sustainable development relates to those human activities that compromise the balance between economic, environmental and social forces.

Environmental education seeks to achieve the level of competence and citizenship in all students that will enable them to contribute to the achievement of sustainable societies. Casuarina school has a program of environmental education to meet this aim.

Waste Management

Casuarina School recognizes the importance of sustainable energy, water and waste practices as well as cultivating local flora. This means that we seek to:

- Use energy efficient building design and means of operation
- Conserve water
- Minimize waste generation
- Re-cycle waste (through composting, council re-cycling and paper re-use)
- Source materials locally wherever possible to minimize transport
- Use natural products for cleaning and pest control wherever possible
- Vegetate our site and use local plant species wherever possible
- Eliminate exotic weeds

Grounds & Gardens

The physical environment of a Steiner School is an important component of the education experience for students. For this reason, certain guidelines are observed when planning for and working on school grounds:

- As little as possible, even weed material, is removed from the site, with mulching and other methods used to recycle as much vegetation and other matter as possible
- All declared noxious weeds are removed from the site on identification
- Biodynamic garden practices will be employed as much as possible in all parts of the grounds
- Gardens will be eclectic (that is local and other native and exotic species), in terms of species planted, but planned
- Garden design will be informed by Anthroposophical learning
- Gardens, and therefore plant species, will generally be self sustaining after they are established (ie, able to survive weather extremes), with the exception of special gardens (such as herbs and vegetables)
- Plantings near buildings, especially of trees will take into account the likelihood of falling vegetation and root behaviour
- Trees planted in playground areas will not include species that ‘self-prune’, ie, drop branches other than in storms
A weed management plan is developed and maintained, using annual garden audits to develop work plans for the ensuing year

**Families or students leaving the school**
Casuarina school considers all students and families part of our School Community. We like to welcome new families and students and also like to farewell those that have to leave us, regardless of the reasons.

**Financial Administration**

**Principles for Setting the Annual Budget**
The board is responsible for setting the budget. The Board has determined that the following principles will normally be applied when preparing the annual budget of Income & Expense, including capital expenses:

- All staff have input into the annual budget preparation process through consultation
- College, EA BA and Board provide educational, operational and developmental priorities to Budget Committee
- The Recurrent Accounts budget (Profit and Loss) will be balanced, that is, estimated Expenses, including Capital items, should never exceed estimated Income
  - If, due to extenuating circumstances, there is a special need for a deficit in any year due to, the Board will need to seek alternative funding, including accessing reserves
- The estimated income from fees and government grants will be based on the enrolments on 31 October of the current year
- The school aims to attain a position of a 5% surplus each year to be placed in reserve, for extenuating circumstances, eg:
  - A physical disaster (earthquake, fire, severe vandalism)
  - Sudden drop in enrolments in any year
  - Special requirements to be met for a student/staff member
and for development. The achievement of this position will be incremental over the next 5 years, commencing with 1% in the 2006 budget with an aim of achieving 5% in 2010. The total reserves being held and the amount to be set aside each year is to be reviewed annually. Any expense of funds from the reserves must be approved by resolution of the Board.
- That an amount equivalent to the expected grant be added to the expense for Special Needs Children, that is children eligible for Special Integration funding. An additional amount be budgeted for supporting other children with short or longer term special needs. (Amount to be specified as a percentage of annual commonwealth per capita income when College advises the % of children generally requiring special assistance and the likely cost in a full year). (This provision does not apply an upper limit as the school will deal with each special need child on a case by case basis.)
- The Teaching Materials category is related to the number of children.

Sufficient funds, around 5% of recurrent income, are allocated to maintenance to ensure the preservation/replacement of the school’s assets and the following be guidelines to replacement schedule:

**Hire of School Facilities**
Casuarina School is operated by a Cooperative so School property legally belongs to the members of the cooperative for the purposes of operating the School. Some of our facilities, however, can be hired by others as a means of raising funds for the school as well being loaned as an act of goodwill to the broader community. Such arrangements should never disadvantage the School.

**Fee Schedule of Room Hire Costs**
*Room Hire includes use of school Kitchen facilities also*

- Use of Room for a day $50

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Naked Flames (Candles)
Candles are often used in the School’s classrooms. They form part of the environment created by Class Teachers in each class room. They are also associated with specific activities of the class including some seasonal festivals. The School has developed procedures that will minimise the risk of using candles in the school. As with other Health and Safety procedures, all staff will be advised of the procedures and required to put them in place.

Ratified by Board:

Pets and other animals in school
For health and safety reasons, pets, including dogs, are only permitted be on school premises after written application and approval by the Board, or for a special event organised by a Teacher.

Animals, such as domestic fowls, may be part of the learning experience. When working with Animals in the school, Casuarina School observes the Animal Welfare Guidelines for Teachers published by the NSW Department of Education and supported by the AIS NSW.

Promotional material
With the advent of mountains of junk mail (electronic and tangible), Casuarina School monitors the type of material being forwarded to school community members, particularly to parents of current students. The nature of material sent will be consistent with the teachings of Rudolf Steiner, our student population and our broader school community.

Some parents have expressed a desire that the School be a haven - free from glossy commercial material, even if there is an opportunity to raise funds for the School. Promotional material distributed will relate to one of the following:
- Child development
- Adult education
- Issues of general public interest

Procedure
Members of the school community should provide to the Business Administrator material they wish to be distributed. The Business Administrator, in consultation with the College and Board as appropriate, will then consider the material in the light of the School Policy and determine whether and when the material will be forwarded/displayed.

Recruitment - Staff and Contractors
Casuarina School operates on the basis of natural justice. Natural justice ensures that all parties to a decision have an opportunity to hear about all factors contributing to a decision and to be heard.

Casuarina School seeks to achieve fairness and transparency in its administration. Employment of staff and contractors are areas where the application of these standards is particularly important as they are areas where there can be competition for scarce opportunities. A third objective of the school is to gain best value for money in any commercial transaction, whether that be hiring staff or sub-contractors.
Salary Packaging
Salary Packaging is available to permanent staff. The facility means that you can purchase “Certain Work-Related Items, Other Benefits not subject to FBT & Otherwise deductible expenses”. The latter are allowed as tax deductions for you. Claim lodgement opportunities are in July and January (not including emergency expenses). Claims should be lodged the early in the school holidays.
The items that the Board has approved for salary packaging are:
- Portable computers (Laptop)
- Briefcase
- Subscription to a professional journal
- Business related software
- Electronic diaries
- Relevant self-education expenses
- Compassionate travel
- Emergency assistance due to exceptional event

Student/Family Information
Commonwealth and State Governments require the collection of data additional to that required by the school to facilitate a successful enrolment. The government requirements are:
- Student surname, given name, preferred name,
- Scholastic year
- Gender
- Indigenous status
- Country of birth
- Main language spoken at student’s home
- Immunisation status
- Copy of birth certificate
- Nearest cross street of residential address
- Student address if student travels by bus
- Parent occupation/s
- Parent educational levels
- Parent main language spoken at home

For each data collection exercise, Governments make undertakings that the data will only be used for specified purposes and that it will be protected from access by unauthorised people/organisations.
The school collects and holds this data securely and only uses it for the purpose for which it was collected.

Ratified by Board:

Volunteers – Rights and Ground Rules
Volunteers have a right to:
- Receive adequate training, orientation and support
- Have an individual duties statement
- Tasks which best suit their skills, interests and capabilities
- Information about the schools principles, objectives, functions, guidelines and procedures.
- Be treated with respect at all times.
- Participate in the evaluation of the volunteer program and the quality of individual work.
- Know it’s okay to say no to requests outside of their duties statement.
- Voice queries, concerns, feedback and complaints to the appropriate staff.
- Have their confidential and personal information dealt with in accordance with the principles of the Privacy Act 1988.
- Work in an environment that complies with the OH&S Act.
- Work in an environment that complies with equal opportunity and anti-discrimination legislation

**Some ground rules**
- Demonstrate respect for people’s PRIVACY and school CONFIDENTIALITY. People’s right to privacy and confidentiality is important.
- Be mindful of our personal safety and of those around us, at all times.
- Compliance with the safety precautions according to the Casuarina schools H & S Guidelines.
- Follow the schools guidelines in relation to H&S, complaints, use of school resources, etc.
- The school will rely on a volunteer’s participation. If a volunteer is unable to attend as planned, please contact the school as soon as possible.
- Seek assistance when needed. If unsure at any time, ask.
- If you can’t attend as planned, notify the staff member you were scheduled to work with.