



School for Rudolf Steiner Education

Primary and Middle School YEARS 1-8

Parent Information Booklet



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

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

Rainbow Ridge School grew from the good will of the community, parents and teachers to create the beautiful sustainably designed timber buildings blending into the sub-tropical landscape setting.

The School's property is bordered by forest at the edge of the Wollumbin caldera.

Our overarching objectives are:

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

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WELCOME TO RAINBOW RIDGE SCHOOL

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

INTRODUCTION

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

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

School Structure

THE BOARD OF DIRECTORS

Rainbow Ridge School is registered as a company and is guided by the Rainbow Ridge School Limited constitution. The Board of Directors (BOD) represents the organisation and makes decisions concerning the finances and governance. Regular Board meetings are open for participation, however only elected Board members have voting rights. New Board members are usually elected each year at the Annual General Meeting. The Constitution for Rainbow Ridge School for Steiner Education LTD is available for viewing at the office. Parents become members of the company by filling out the 'Application for Membership of the Company' form, which must be approved by the BOD. As an accepted member, they are eligible to vote at the AGM and any Extraordinary General Meetings for the duration of their child's enrolment.

THE PRINCIPAL

The principal works closely with the College of Teachers and The Board of Directors and deals with all matters of the school with a focus on all educational areas.

THE BUSINESS ADMINISTRATOR

The Business Administrator is responsible for all financial oversight, Work Health and Safety aspects and compliance issues. The Principal and the Business Administrator collaborate in these areas.

THE COLLEGE OF TEACHERS

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

OFFICE ADMINISTRATION

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

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

PARENT GROUP

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

CLASS COORDINATORS

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

Steiner Education at Rainbow Ridge School

THE STAGES OF CHILDHOOD DEVELOPMENT

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

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

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

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

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

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

THE RAINBOW RIDGE PRIMARY SCHOOL DAILY RHYTHM

This is based upon:

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

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

Main Lesson (Head)

Main Lessons are taught in 3-week blocks, and the focus is on stories of the world, nature, cultural development, and that of the human being. Through these themes all the subject areas of the Key Learning Areas (KLA) Mathematics, English, Science and Human Science and its Environment are taught.

The 3-week period allows the children to immerse themselves in the lesson in all its richness. Continuation with the same subject over a three-week period induces a mood of quiet and cumulative concentration, deepening learning and integrating knowledge.

Middle Lesson (Heart)

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

Afternoon Lesson (Hands)

This lesson is devoted to subjects that mainly require movement, manual dexterity as well as artistic practice, such as physical education, games, gardening and handcrafts.

Specialist teachers in the middle and afternoon lessons enrich the weekly program.

Camps and excursions

Day trips and class camps take place every year. They are an integral part of a balanced education. They are built into the year's learning program and bring the children the opportunity of wider experiences. To fully benefit from the education, it is expected that children participate in all school activities.

Festivals

The school community celebrates the seasons through festivals and events. Please note that you are not permitted to take photos of other people's children at school events.

Religion

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



Assessments and Reports

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

Welfare of Students

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

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



Electronic media

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

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

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

Content guidance is needed for all access to electronic media.

Students are not permitted to bring mobile phones to school. Should your child have any special reason for having a mobile phone please request a meeting with the Principal to discuss your child's needs.

Social Behaviour Policy

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

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

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

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

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

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

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

Dress Code

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

Thank you for helping your child to abide by the school's dress code.

School hats are available in the school office for \$10.

And shorts are available for \$15 in the office.

Hats:

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

Clothing:

- Which adequately covers the shoulders, the midriff and top half of the thigh. This is measured by the point the fist reach, when standing upright with hands at sides.
- Children wear simple, plain-coloured t-shirts or shirts and plain-coloured dress, shorts, skirts or pants. (No logos, pictures, brands please.)
- We are asking for the colour scheme for Kindy and Primary school to be the colours of the rainbow.
- Middle school students (7/8) can choose to wear black pants, tights, shorts or skirts.
- In the colder months, your child needs warm clothing and a warm jumper at school.

Shoes:

- Children need shoes that allow them to run.
- The classrooms are shoes-off places and the playground, and some class activities require children to have their shoes on, so shoes that are easy to take off and on are ideal.
- Please note: Children need to have their shoes on in the playground in terms 2&3, in the bus, when they arrive at school and at the end of the school day, ready for home time. Children need shoes on to travel on the bus.
- Strong sandals can be worn in summer and closed shoes are to be worn during the cooler months. Thongs and higher heels are not allowed.
- Socks and shoes are to be worn in cooler weather.
- If your child cannot wear appropriate shoes to school for any reason, please send a note to the class teacher with an explanation.

Jewellery:

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

Hair: Hairstyles are to be simple and natural

Rainbow Ridge School upholds a school environment that is child friendly and learning focused.

The following are therefore not appropriate for school.

- Dyed hair
- Fingernail polish
- Make up
- Tattoos

Illness

Children with Asthma and / or Allergies

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

Administering Medication

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

Notifiable Infectious Diseases

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

Highly Communicable Infections

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

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

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

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

	produced
Scarlet Fever	Exclude 7 days after symptoms subside or until medical certificate is produced
Poliomyelitis	Medical certificate required
Diphtheria	Medical certificate required
Hepatitis	Medical certificate required

Student Accident Insurance

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

Emergency Procedures

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

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

Supporting your Child at School

Sleep and rest

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

Lunches and food at school

Children are most able to participate fully in their school day after a healthy breakfast and with a wholesome lunch. Morning tea and lunch should be brought to school each day. The children eat together in class groups and, although they don't share their lunches, these occasions are very much a social activity. Please be conscious of minimising the amount of disposable packaging. Please provide your child with an adequate amount of a fresh wholesome lunch and water (in preference to packaged juices) and please - no lollies or chocolate. Chewing gum is not allowed at school.

Tuck shop

The school has employed a Tuck-shop coordinator and at other times classes run the tuck shop as a fundraiser, providing children with a delicious, wholesome lunch on one day of the week. You will be informed via email about the menu of the week. The cost is \$5 per family which the children bring on the day or you can order Tuck-shop for a term for \$40 per family.

School Property

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

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

School Library

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

Student Wellbeing

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

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

School Programs

In addition to the Main Lessons and the Practice Lessons that cover most of the Key Learning Areas, Rainbow Ridge School offers additional programs. At present this includes a Chinese language program, handcraft, Bothmer gym (classes 3 -6), Eurythmy (class 1 & 2), library and in some classes gardening.

The Strings Program is a part of the curriculum. From class 3 onwards the children can choose either violin or cello as an opportunity to learn a string instrument. Instruments can be hired from the school for a minimal fee, or you can provide your own instrument.

Unfortunately, we have lost our strings tutors at the beginning of this year and have not found a replacement yet.

Communication

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

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

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

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

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

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

New enrolment enquiries

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

Contacting teachers

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

When attending the school to meet with teachers please proceed to the office first. Teachers may sometimes contact parents regarding their child or when arranging class activities. In the case of withdrawing your child's enrolment for any reason, or considering withdrawal, please contact your child's class teacher in the first instance. A conversation with your child's teacher to inform the teacher of the reason for and time of departure is an important first step in withdrawing your child. This helps to facilitate a smooth process for your child and the class, as well as the family and the teacher.

Parent Teacher Interviews

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

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

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

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

Change of address and contact details

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

Camps and Excursions

Primary classes attend camps and excursions as planned by their class teacher. The camps and excursions are to support the curriculum and learning programs. They may start with a sleep-over at school and have expanded in the past to visits to the Centre of Australia and a couple of years attending classes in a Steiner School in India. Unfortunately, in Covid time camps and excursions came to a halt for a while. Children are expected to attend except in the case of illness or exceptional circumstances. Your child's class teacher will keep you informed of upcoming camps and excursions through email, notes home and class meetings. It is imperative that parents respond promptly to permission notes regarding camps and excursions. Sometimes teachers may ask for parent assistance with camps and excursions, when offers of help are much appreciated.

School office

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

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

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



Exiting the School

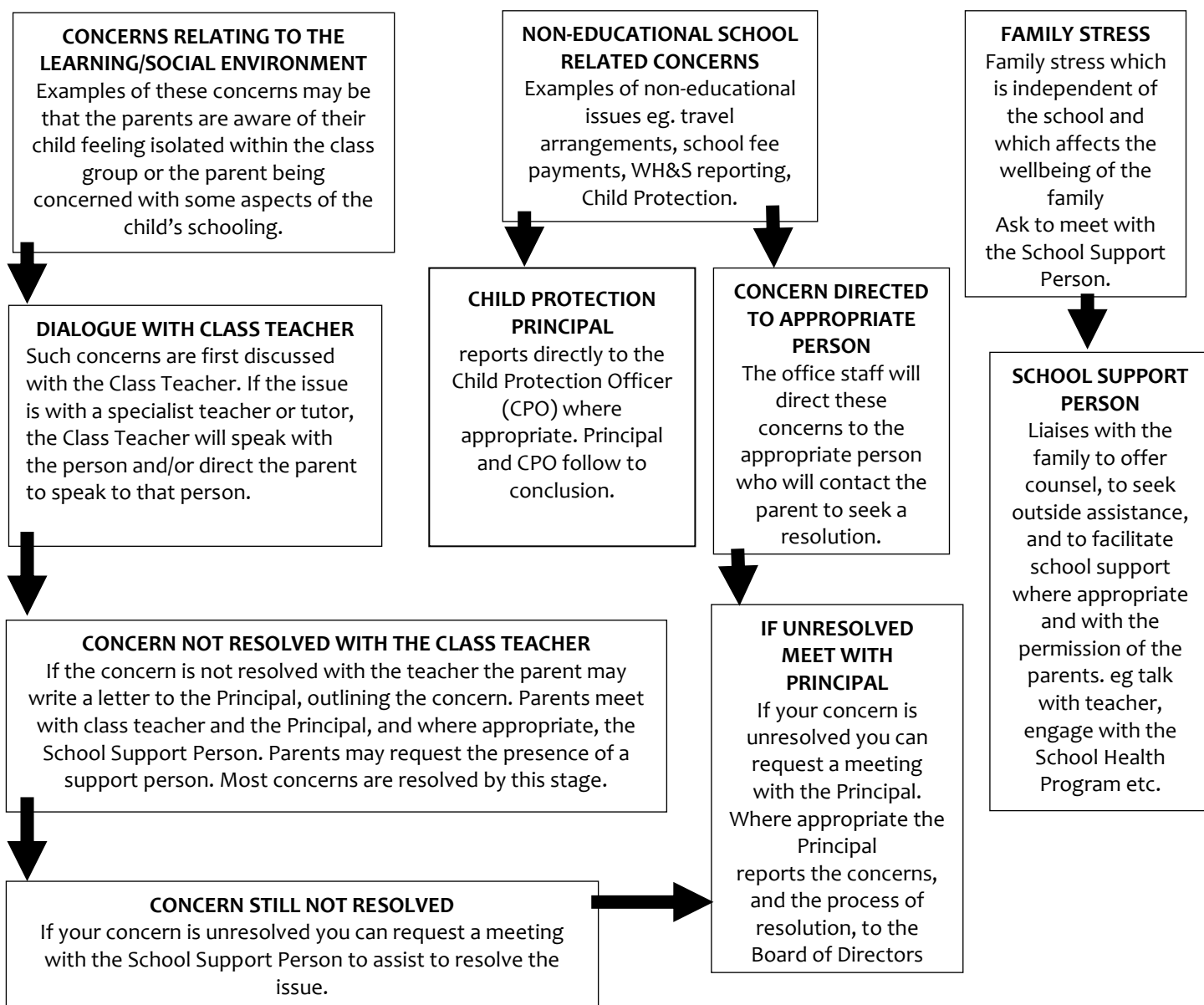
Under the current government requirements, you are obliged to sign a student exit form if your child leaves the school, and we will invite you to attend an exit interview.

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

The following pages show **FLOWCHARTS** for process of communication and resolution of concerns. To maintain harmony within our school community we endeavor to find resolutions for our concerns. Effective communication supports and is essential to resolving conflicts.

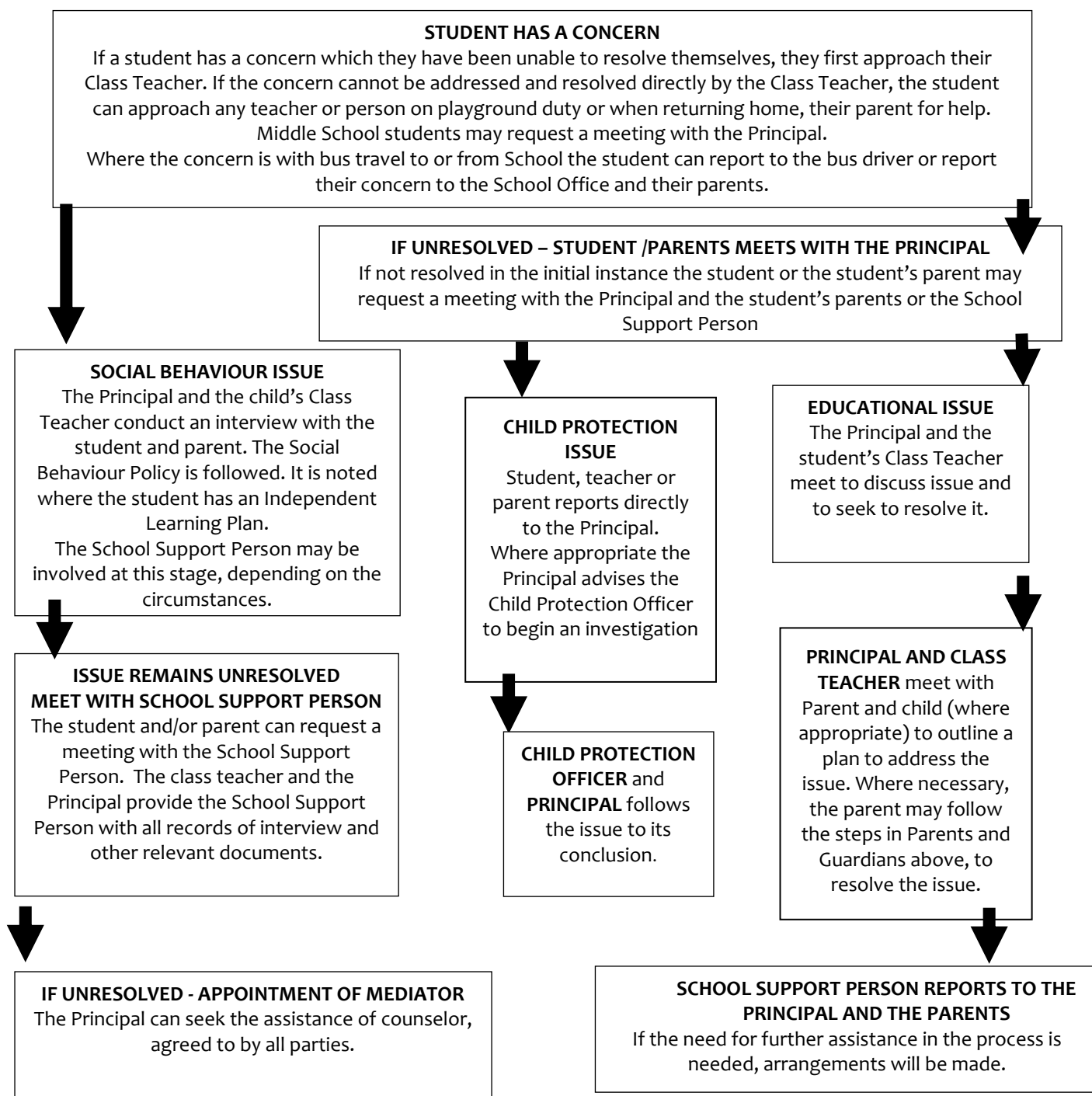
Parents and Guardians

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



Students

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



Attendance

SCHOOL HOURS MONDAY-FRIDAY 9.00am-3.00pm

Punctuality

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

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

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

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

Here are some excerpts for your understanding:

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

A shared responsibility regarding your child's education is in their best interest.



Safety at pick up and drop off

The school car park and front entrance can be a busy place. When dropping your child off please ensure they have direct access to the pathway. If not, please ensure that you escort your child(ren) across the car park to the pathway or entrance. Children are not permitted to be in the car park without close guidance of an adult. Similarly, when picking up your child(ren) please park and enter the school so that you can escort your child to the car safely. Children are not to access your car through the fence or the back entrance.

Parking

The school buses need a wide circle in the middle of the car park to enter and turn around to exit. Please be aware of this when parking your car at pick up or drop off time. Please park your car out the front or on the perimeter of the car park, to leave enough space for the buses.

Bus Travel

Most children travel to and from school by bus. Parents need to do an online application for free bus travel with NSW Transport. Ask at the office for more information.

<https://transportnsw.info/tickets-opal/ticket-eligibility-concessions/school-student-travel>

Local bus companies can give you details of bus routes and times.

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

If any problems arise for your child travelling to or from school by bus, please advise the driver and contact the school.

Northern Rivers Bus Lines	Ph. 02 6626 1499
Quinn's Bus Company	Ph. 0428 282 137/138

FUNDRAISING

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

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

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



Rainbow Ridge Staff 2026

Administration Staff	
Jane Robinson	Principal
Noah Nielsen	Business Administrator
Ariescia Matheson	Finance Administrator
Fiona Maunder	Reception/Office
Nicola Bolding	Reception/Office
Anja Hunold	Reception/Office
Class Teachers	
Lauren Mitchell	Kindergarten Teacher
Rosalie Shearer	Kindergarten Teacher
Aurelie Billot	Class 1/2 Teacher
Sari Lokollo	Class 3 Teacher
Lishia O'Reilly	Class 4 Teacher
Michelle McDonald	Class 5 & 6 Teacher
Tashi Lhamo	Class 7 & 8 Teacher
Support Teachers/Staff	
Catherine Dunham	Librarian
Elenya Heart	Kindergarten Assistant
Robyn Berry	Kindergarten Assistant
Sonja Kindermann	Class Assistant
Constanze Krammer	Class Assistant
Renee Coombs	Class Assistant
Nadja Kirton	Class Assistant
Tim Fenshaw	Class Assistant
Jazmin Fabish	Class Assistant
Catherine Lee	Learning Support Tutor
Patricia Orange	Curative Eurythmy
Sara Stephens-Huddleston	Craft Tutor
Adriana Chaparo	Craft Assistant
Simone Weihermann	School Support Person/ Art Therapist
Lisa Cameron	Cello Teacher
Elvis Callaghan	Violin Teacher
Bernard Spiller	Recorder and Music Teacher
Maintenance Staff	
Ben Robinson	Property Manager
Mel Cashmore	Cleaner and Tuck-shop Coordinator
Nadja McNicols	Gardener



Rainbow Ridge Social Behaviour Policy

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

Rudolf Steiner

Introduction

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

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

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

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

While this approach continues in the primary years, a formal approach as outlined in

this policy, is also adopted. Warmth, fairness and a commitment to social harmony are present in any social behavior measure.

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

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

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

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

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

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

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

1. Expectations of Behaviour

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

2. Supervision

- 2.1. Children are supervised at all times during school hours. Students are expected to be in the classroom or with the class during class times unless otherwise directed by the teacher. On arrival students go directly to their classroom areas.

It is the responsibility of class teachers to monitor this and redirect the children when necessary.

- 2.2 Teachers ascertain who is present and who is not, at every lesson.
- 2.3 If students are sent out of a lesson, they remain the responsibility of the class teacher. Every effort is made to maintain the child's place in the social fabric of the class.
- 2.4 During school hours there is always at least two teachers on duty.
- 2.5 At least one teacher is on bus duty for departures.

3. Safety (including Camps and Excursions)

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

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

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

RAINBOW RIDGE SCHOOL SOCIAL BEHAVIOUR PROCEDURES

1. Identify unacceptable behaviour:

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

- (f) At any stage parents can request a meeting with the class teacher to discuss their child's behaviour.

2. If unacceptable behaviour continues:

- (a) Supervised lunchtime and self reflection including Restorative Practices.
- (b) Note home to parents (Notification of supervised lunchtime)
- (c) Most behaviour is modified by this stage.

3. If unacceptable behaviour continues:

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

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

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

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

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

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

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

Rainbow Ridge School Anti Bullying Policy

This policy is made for the purpose of complying with section 47 of the *Education Act 1990* (NSW) and of the NESA for registration of the school

DEFINITION

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or on line, and it can be obvious (overt) or hidden (covert).

Bullying is repeated acts of:

- Physical aggression
- Put-down or insults
- Name calling
- Damage to a person's property
- Deliberate exclusion from activities
- The setting up of humiliating experiences
- 'Ganging up' of a group of children against one child

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Bullying is not single incidents and conflict or fights between equals, whether in person or online. However, these conflicts still need to be addressed and resolved.

Behaviour that do not constitute bullying include:

- Mutual arguments and disagreements where there is no power imbalance
- Not liking someone or a single act of social rejection
- One off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence

RATIONALE

- At Rainbow Ridge School we believe all people have the right to feel safe both physically and psychologically.
- Bullying impacts negatively on the people involved, including bystanders, interfering with their right to learn and feel secure and damaging their sense of wellbeing.
- Bullying is a systematic abuse of power involving deliberate hurtful gestures, words, or actions, which are repeated over time and can involve violence.
- Bullying includes racist and gender harassment or any other forms of discriminatory behaviour and may occur because of people's inability to accept or value differences.
- The School's anti-bullying policy and practices are congruent with our broader social behaviour policy and practices and student wellbeing practices.
- We have a responsibility to empower our school community to identify and implement strategies to eliminate and prevent bullying.
- This policy supports and is in addition to the Rainbow Ridge Social Behaviour Policy.

PURPOSE

- To provide a school environment where members of the school community are able to learn, work and socialise free from bullying.
- For our school community to understand all forms of bullying and to develop and implement effective strategies to prevent and counter bullying.

GUIDELINES

- A safe learning environment is promoted by all staff, where bullying is identified and countered.
- Members of the teaching staff develop codes of conduct in their learning environments and respond to inappropriate behaviour as and when it occurs.
- All students are taught to recognise, report and participate in the school's Social Behaviour Policy and procedures and agree to: no violence, no bullying, no putdowns, no racist harassment and no sexist or gender harassment.
- All students are involved in learning to be safe, responsible and respectful.
- Strategies to deal with the issue of bullying include prevention, intervention and post-intervention.

Prevention strategies

- Identifying and defining the difference between conflict and bullying.
- Line-of-sight in all areas of the playground.
- Planned teaching and learning linked to anti-bullying.
- Teaching for and about diversity.
- Providing professional learning for all staff about anti-bullying.
- Teaching students about problem solving, conflict resolution and anger management.
- Using the curriculum to teach about respectful relationships.

Intervention strategies

- Assisting students who have been bullied and teaching strategies to counter bullying.
- Close supervision and sufficient staffing at break times with clear guidelines for how to watch out for and intervene when bullying behaviour is observed.
- Involving parents when appropriate about bullying issues.
- Implementing consequences for those whose behaviour is bullying, as well as assisting them to deal with their issues.
- Teaching students of their responsibilities as contributors or bystanders.

Post-intervention strategies

- Monitoring situations between the students to ensure that their safety and wellbeing are maintained.
- Informing and discussing with parents strategies used to prevent and deal with bullying behaviour.
- Reviewing and evaluating the school's Social Behaviour Policy and Procedures.