



WILD
CHERRY
SCHOOL

For Waldorf/Steiner Education

**SCHOOL
HANDBOOK
2018**

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RUDOLF STEINER

*“Receive the child in reverence,
Educate him in love,
Let him go forth in freedom”*



The philosopher and educator, Dr Rudolf Steiner, was one of the most original thinkers of the twentieth century. His writings cover a wide range of subjects and he made valuable contributions in many fields, including education, science, medicine, agriculture (Bio-dynamics), the arts and social reform. The basis of his research was the scientific investigation of the spiritual world, which he called Anthroposophy. In 1919, Dr Steiner was invited to establish a school for the children of the workers of the Waldorf Astoria factory in Stuttgart, Germany. He developed a holistic approach to education that worked towards harmonising the whole human being – thinking, feeling and willing.

WILD CHERRY SCHOOL

The vision for an independent Steiner School for East Gippsland developed from educational initiatives in place in this area over 20 years.

The education program offered embraces the works of Rudolf Steiner considering the needs of our local environment and community.

Wild Cherry offers Prep through to Class 6. We are an independent, co-educational, non-denominational school. Our curriculum is based on the Australian Steiner Curriculum Framework.

WALDORF/STEINER EDUCATION - A PRECIS

BACKGROUND

Wild Cherry School and Kindergarten is part of the world-wide educational movement known as “Steiner” or “Waldorf” schools, comprising more than 1000 schools to date.

Since the inception of the first school for children of the workers in the Waldorf-Astoria cigarette factory 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. In Australia, there are more than 40 Steiner schools; in Victoria there are ten schools, and there are also several “streams” in government schools.

THE PHILOSOPHY

Anthroposophy is a holistic view of the human being which is inclusive of body, soul and spirit. The knowledge of which supports the stages of human development through phases of approximately seven years (e.g. from ages 0 to 7, 8 to 14, 15 to 21). These developmental phases guide our teaching and are formalised through the Australian Steiner Curriculum Framework endorsed by the Australian Curriculum Assessment and Reporting Authority.

PREP

Prep provides a caring environment which abounds with many possibilities for the child to explore sensory and will activities through imaginative play. A young child's work is play and through this they express themselves and make sense of the world.

In Prep, children also experience a positive social environment guided by their teacher which reflects their stage of development.

CLASSES 1 - 6

The primary phase of schooling commences around the age of seven. Rudolf Steiner says that between the child's seventh and 14th year we endeavour to 'bring about the right relationship between the thinking and the will (or doing)'. Rich imaginative content, which is infused with feeling, is the mediator between these two aspects of the human being.

The child's developmental stage moves from one of imitation to one of respect for the authority of the teacher. The relationships are deepened as the class teacher moves with the children from Class 1 through their primary years, allowing for greater understanding between individuals and the whole class.

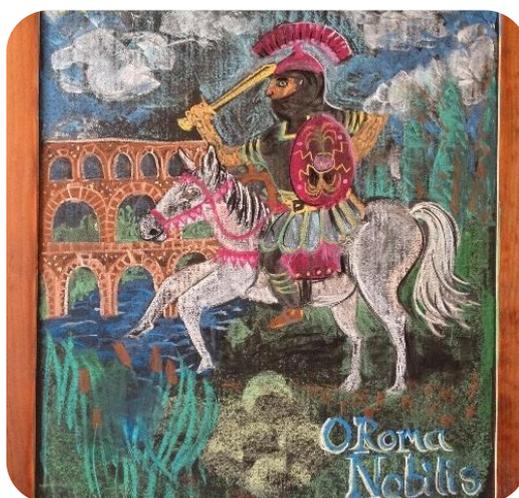
As well as working consistently with literacy and numeracy, each day is rich with movement, speech, drawing, painting, modelling, story-telling, writing and singing. We endeavour always to meet the child's developmental phases with appropriate tasks and content.

THE MAIN LESSON

The Main Lesson is held every morning and concentrates on the same subject for a block of approximately four to six weeks allowing for in-depth study of new subject matter.

The class teacher endeavours always to enliven the academic content by working imaginatively and artistically. The curriculum also focuses on the development of fine and gross motor skills, e.g. clapping times tables, recitation, rhythmical movement of geometric shapes, Celtic dances, ball games, sewing, stitching, knitting etc. It is now well-documented how this supports brain development and academic learning.

The engagement of thinking comes from a rich story-based curriculum.



DAILY RHYTHM

Rhythm underpins every aspect of the curriculum and plays an essential part of the structure of each day which helps keep the children fresh and receptive. The morning sessions are for Main Lesson work. Between recess and lunch there are practice-based sessions which build upon the children's basic skills in literacy and numeracy. After lunch, the children have different practical and artistic activities, e.g. art, painting, craft, woodwork, gardening, sports/games etc.

AN ENRICHING CURRICULUM

Stories and legends from past times nourish the children's love of language and strengthen their imagination. Each developmental stage relates to the myths and legends of an epoch. The consciousness of the class connects with and is nourished by the content of the stories.

Examples of the epochs are: fairy tales and indigenous creation stories, fables and Celtic legends and stories of holy people from different cultures around the world; Hebrew, Aboriginal and native American stories; Norse myths; Indian, Egyptian and Greek myths; and the Romans. We also source stories and myths from other cultures to provide a balanced and holistic world view.

SECONDARY SCHOOL

Steiner education at secondary levels within Victoria is currently offered by Melbourne Rudolf Steiner School and Sophia Mundi Steiner School in Melbourne, and Little Yarra Steiner School in Yarra Junction. There is also a Steiner stream at Collingwood College in Melbourne.

Children from the former Bairnsdale Steiner School successfully moved on to the local Secondary College, Nagle College, Gippsland Grammar and to Steiner schools in Melbourne. Academic levels reached at the end of the primary years equipped them more than adequately for this transition.



YOUR CHILD AT SCHOOL

IMPORTANT DATES

Events and related details in the school year are advised in the fortnightly newsletter. Here are the term dates for students, public holidays and student-free days for 2018:

Term 1

Tuesday, January 30 – Thursday, March 29

Monday, March 12 – Labour Day public holiday

Thursday, March 29 - Community Harvest Festival

Term 2

Monday, April 16 – Friday, June 22

Tuesday, April 25 – ANZAC day public holiday

Saturday, May 19 – Enrolment Information & Open Day

Monday, May 21 – Student free day – report writing

Monday, June 11 – Queen’s birthday public holiday

Thursday, June 21 – Community Evening – Lantern Walk & Winter Spiral

Term 3

Monday, July 16 – Friday, September 21

Tuesday, July 24 – Whole School Meeting

Thursday, September 20 – Community Spring Festival

Term 4

Monday, October 8 – Friday, December 14

Monday, November 5 – Student free day - Report writing day

Tuesday, November 6 – Melbourne Cup public holiday

Saturday, November 10 – Working Bee – Spring Fair Set Up

Sunday, November 11 – Open Day & Spring Fair

Tuesday, November 20 – Whole School Meeting

Thursday, December 6 – End of Year Concert & Performance

OPEN DAY AND SPRING FAIR

Our Open Day in May and Spring Fair in November this year are big events for our school. On these days we open our doors wide to our community for everyone to get to know our school, meet the teachers, and see our children's work on display. Families are expected to attend and be involved in organising these events.

FESTIVALS

Once a term the school community comes together to share one of the seasonal festivals which have become a tradition with our kindergarten and now school. Easter/Autumn, Winter, Spring and Christmas. These are times when we acknowledge and celebrate significant turning points in the rhythm of the natural world.

This engenders and supports the children's appreciation of the natural world around them. In our very busy modern life we feel it is important, not only for children, but for all of us to be aware of the recurring and changing rhythm of the seasons. The festivals are greatly enjoyed and looked forward to by the children and the whole community.

The celebration of these seasonal festivals is an essential part of our school curriculum. We warmly invite your family to participate in our festivals.



WORKSHOPS, TALKS AND ARTISTIC WORK

Various workshops, discussion groups, craft evenings and picnics will be offered throughout the year. These are advertised in our school newsletter.

ATTENDANCE

The greeting of the children and the morning verse are significant aspects of our school day. Please ensure that your child is at school on time or up to **15 minutes** before starting time.

8.45am	Morning Circle/Main Lesson
10.45am	Morning tea in classroom
11am -11.30am	Morning recess
11.30am	Practice lesson
12.45-1.45pm	Lunch (eaten in the classroom) and playtime
1.45pm	Specialist Classes
3.15pm	School is dismissed

Parents are reminded that our curriculum is carefully mapped out and presented in such a way that lessons continue from day to day and from week to week. Therefore, we rely on parents to be committed to their child's regular attendance. Most Main Lessons are presented over four weeks and if a child is away for a week or two it is possible that he/she would miss a very important area of the curriculum.

Families are also expected to attend school functions such as our Spring Fair and other festivals. These events are an integral part of the curriculum and the social fabric of the community.

It is expected that children not travelling by school bus will be picked up at 3.15pm each day.

SCHOOL POLICY REGARDING AGE OF ENTRY

Children are eligible to start Class One the year they turn seven; children with earlier birthdays will be individually assessed as to readiness for the following year.

Our experience over the years is that some children with December to April birthdays have needed an extra year at Kindergarten or Prep level. This additional year can be of great benefit to subsequent learning, self-esteem and social development.

ABSENCES

If your child is absent for any reason, it is essential that you call, text or email the office, giving reasons for the absence by 8.45am. Our school mobile number is 0490 966 541, our landline number is 03 5152 1966.

ILLNESS AND ACCIDENTS

For your child's wellbeing and your own peace of mind, please ensure that your enrolment form has any relevant health details completed and notify us of any changes. These forms need to be updated annually and initialled by parents/guardians.

If your child is hurt or becomes ill during the day we will contact, you. A child who is not well needs to be cared for in the quiet and warmth of their own home, however much they want to come to school!

Medication

If you require us to administer medication during the day, remember we are legally required to have written details to enter in the Medication Record Book.

Immunisation

All children need to present a Certificate of Immunisation status issued by Shire Council Health Departments upon enrolment or advise if conscientious objector.

Infectious diseases

Please inform us if your child contracts an infectious illness. Contact the school office for details of exclusion periods.

BEHAVIOUR MANAGEMENT

The school is committed to providing a safe caring environment and each student, staff member and parent is responsible for ensuring that this occurs.

No form of bullying is tolerated at the school. Being bullied or harassed means that someone is subjected to behaviour which is repetitive, hurtful, threatening or frightening by an individual or a group.

Incidents of bullying or harassment will be investigated by the class teacher and/or other designated teacher. The bullied student has a right to expect support, fairness and action to remedy the situation.

All students have the right and responsibility to report any incidence of bullying or harassment which they have experienced, or where they have seen it happening, to any member of staff (preferably to the Class teacher of the person/persons involved). All children involved in the incident will be spoken to individually and together. Measures to resolve any disputes and rectify the hurt/damage to the victim to all parties will be outlined, using the practice of restorative justice or circle solutions.

This is a practice used throughout the school where the following questions will be asked in all-inclusive supportive circle and in an age appropriate way to resolve the issue at hand. Questions include:

What happened?

What were you thinking of at the time?

What have you thought about since?

Who has been affected by what you have done?

What do you think you need to do to make things right?

To help those affected:

What did you think when you realised what had happened?

What impact has this incident had on you and others?

What has been the hardest thing for you?

What do you think needs to happen to make things right?

Where repeat offences by the same individual occurs, the parents will be informed, and a formal meeting with the parents, student and class teacher may take place. In some instances, counselling for the perpetrator and/or the victim may be recommended. Parents will also be given supportive feedback when there is positive behaviour from a child who has previously been having difficulties.

SCHOOL CLOTHING – DRESS CODE BOYS AND GIRLS

Colour has a powerful impact on us every day. Colour nourishes the soul and spirit. As children are so receptive to their immediate environment, we must become conscious of the effect colour has. We can be stimulated by the cheeky nature of red, enlivened by the brilliance of orange or calmed by the tranquil shades of blue. We also ask that children do not wear fluorescent colours, due to their strident and jarring effect.

Think not only of your child when they dress each morning, but of the difference they will make to everyone at school each day. It is a wonderful opportunity and a privilege to wear simple, practical clothing that also reflects the individual.

- ✓ Beautiful colourful clothing in primary and secondary colours
- ✓ Plain T-shirts, shirts, and shorts
- ✓ Dresses or skirts – no shorter than half-way between thigh and knee
- ✓ Sun-safe clothes that cover shoulders, back and midriff
- ✓ A legionnaire or broad-brimmed hat
- ✓ Strong footwear
- ✓ Stud ear rings only
- ✓ Necklaces tucked under top – for safety
- ✓ Long hair neat and tidy, off the face and tied back
- ✓ Warm plain coloured tops in winter
- ✗ No logos
- ✗ No black
- ✗ No violent/sharp images on clothing
- ✗ No thongs or floppy sandals
- ✗ No 'short shorts' with or without tights underneath
- ✗ No died or bleached hair
- ✗ No nail polish or make-up



We kindly ask parents to respect our dress code and assist their child/ren where necessary to make appropriate clothing choices.

NAME TAGS

Please label everything your child brings to school - footwear, lunchboxes, bags, jumpers, coats and anything else that comes to school regularly and may become separated from your child. Please check the lost property baskets at regular intervals. We donate all unclaimed lost property to Opp Shops at the end of each term.

TELEVISION

Regular watching of television or videos is discouraged for children of kindergarten and primary school age. We strongly believe that to benefit fully from a healthy education, children need every opportunity to develop their own creative play, to learn to occupy themselves independently, to enjoy interacting with family and friends and to learn about the world through active exploration and participation.

Children are very vulnerable to the conditioning effects of television. The teachers find that regular watchers tend to expect to be constantly “entertained”, find it hard to lose themselves in imaginative play, take a superficial and short-lived interest in creative activities and that memory is impaired. They also have difficulty settling down to concentrate on stories and songs. T.V. shows and characters often dominate their conversation and games.

This is not to deny the role of television in our modern society but to ask you to seriously consider its pervasive influence on your child and on family life and to avoid its use from Monday to Friday.

Please consider “banishing” it or strictly regulating its use while the children are young. There are many books and articles available on this subject and many families in the school who have become “television conscious”. If you would like information, advice or support, please ask.

COMPUTERS

Computers will be introduced in Class 5 and 6. By secondary school age, students are more psychologically and developmentally prepared to use this technology to their advantage.

LUNCHES

Morning tea and lunch needs to be brought to school each day. The children eat together in their class groups and although they do not share their lunches, lunchtime is very much a social and community activity.

Please keep lunches simple and healthy.

We suggest: wholemeal or wholegrain sandwiches/rice cakes/ a piece of fruit or two and some dried fruit and nuts.

Do not include lollies, packaged bars or other highly sweetened items.

The school places great importance on environmental awareness, so please be conscious of minimising the amount of throw away packaging e.g. yoghurts, cardboard drink containers.

Many parents have successfully transitioned to a rubbish-free lunch every day for their child and the school encourages rubbish-free lunch days each week.

Hot lunches may be brought to school in an unbreakable thermos. Please note teachers cannot heat food in the classroom.

Prep children usually cook each day, and other classes occasionally.



BIRTHDAYS

Each child’s birthday is celebrated in their classroom. You are welcome to bring in a healthy, low or no sugar birthday cake to school to be shared at morning-tea on your child’s birthday. For details please speak to your child’s teacher.

TOYS

Toys and book from home are not permitted at school as these usually cause social difficulties and may lead to problems if lost or damaged.

MONEY

If, for some reason, you need to send money to school please place it in an envelope marked with your child's name, amount and purpose. *Please do not send cash for fees to school with your child.*

EXCURSIONS

Excursions take place during the year for all classes. Excursions are not optional as they are an important part of the children's social development and are most often integrated with the curriculum and Main Lesson work.

In addition, the school has a Swimming program during the summer months at the Bairnsdale Aquatic and Recreation Centre. This programme is conducted by a qualified AUSWIM instructor and is offered for Class One and above and the cost is included in school fees.

TRAVEL TO AND FROM SCHOOL

AFTER SCHOOL

Children waiting for parents must wait in the Prep garden until collected. Parents are kindly asked to keep the carriageway around the rose garden clear at all times.

CAR PARKING

Please park in Ross St or McKean St.

ARRANGING BUS TRAVEL

It may be possible for your child to use the school bus service to and from school if you live more than 4.8km from the school. The bus travels from the school to the secondary college bus loop where we have a bus coordinator who meets the children each morning and afternoon. Further information and the appropriate forms are available from the office.

IMPORTANT: Any change in daily travel arrangements **must** be **TIMELY** advised to teachers or office – thank you. Please **DO NOT** send messages with your child. We can only accept changes in travel arrangement from parents, carers or guardians.

CONVEYANCE ALLOWANCE

If the distance between your home and the nearest school bus route is more than 4.8km, then you may be eligible for a conveyance allowance to that bus stop. For further details enquire at the office.

TRAVEL AND BUS SAFETY

It is important to stress to children the importance of correct behaviour around bus stops.

- Students must wait at bus stops in an orderly fashion and not approach the bus until it has stopped.
- To avoid the necessity for haste, students should ensure punctual arrival at the bus stop.
- Boarding/alighting from the bus must be conducted in an orderly fashion.
- Children must stay with and follow the instructions of the bus coordinator for the day
- Students must under no circumstances approach, run beside or attempt to touch the bus as it moves away.

BIKES

Bike riding to school is encouraged and bike racks are provided at the front of the building.

YOU AND THE SCHOOL

We endeavour to encourage positive parent participation in and understanding of their child's education through: open and transparent communications, sharing of open classrooms, parent talks and discussions, plays, celebrations and festivals.

FEES

As an independent school we receive Commonwealth and State funding to cover some of the school's operating costs. However, it is necessary to augment this with a fee structure. Fees are kept as low as possible to enable families of all circumstances to attend.

A current fee schedule is available from the office and on our website. Family discounts apply.

In cases of genuine financial hardship, please approach our Finance Manager. All Bursaries and applications are confidential.

NEWSLETTER

A fortnightly newsletter will be distributed on Fridays by email.

In it you will find news and notices relating to each class. It is our most important means of communication so please keep it for easy reference.

If you want information to go into this newsletter please write briefly and clearly and send it to the office by Wednesday.

OPEN CLASSROOMS AND PARENT TEACHER MEETINGS

Meetings between the class teacher and parents are an essential part of the school's educational philosophy. Open classrooms assist with the building of bonds between child, teacher and parent. They also provide a chance for you to:

- learn about the work your child is doing and will be doing during each term
- share ideas about behaviours, expectations and needs of your child
- understand what you can do to assist with the education of your child
- create a community within the classroom
- discover more about the educational philosophy and teaching methods of the school

Each class teacher will hold two to four class parent meetings per year.

We will notify you of the dates of these meetings through the weekly newsletter, giving you at least two weeks' notice of the meeting date. It is expected that at least one parent from each family attends these meetings; your attendance makes a vital contribution to the educational wellbeing of your child.

Parent/teacher conversations will also be held twice a year.

Teachers are available throughout the school term by arrangement.

SHARING

Whole school community Sharing is held each Monday morning at 8.45am. It's a time to come together and share our voices as we sing as well as any school news. Parents are encouraged to attend.

WHOLE SCHOOL MEETINGS

These will occur three to four times a year to allow for consultation and parent input into current concerns or into the future direction of the school. Your views are greatly appreciated and assist the school in developing strategies which reflect the needs of its community.

WORKING BEES

Working bees will be advertised through the school newsletter. Parents are encouraged to attend working bees to clean up around the school and help prepare for the new term, Spring Fair and Open Day. These days are important for the ongoing maintenance and beautification of the school and they also provide an opportunity for social gathering.

Parents please note: There is an expectation that all parents will make every effort to attend school working bees, class parent meetings and major fundraising events such as the annual Spring Fair.

SMOKING

Please note that the school and school grounds are smoke free areas.

PARENTS & FRIENDS

Parent involvement is warmly welcome at our school. There are many ways you can participate and contribute. Activities aim to nourish the needs of the parents for support, information and development of creative skills, including:

- Tuesday morning Craft Group
- Social events
- Parent Engagement Group
- Parent conversation meetings
- Gardening
- Working bees
- Help with playground and garden development
- Help with reading
- Workshops, lectures, study circles, and general information regarding Steiner Education

PARENT RESOURCES

The school has a small resource library. Parents are welcome to browse and borrow books. Please see us in the office if you want to make use of our resource library.

SCHOOL STRUCTURE

Our School is...

- A school for Steiner/Waldorf education and a member of Steiner Education Australia.
- An incorporated not-for-profit association and governed by a Board of Management.
- Funded on a per capita basis by the State and Commonwealth Governments.
- A member of Independent Schools Victoria (ISV).
- Registered and accredited with the Victoria Registration and Qualifications Authority (VRQA) for Prep to Class 6.

Wild Cherry School is non-denominational and celebrates both Christian and seasonal festivals throughout the year. In all aspects of the Governance and implementation of programs within our school we support and promote the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, environmental considerations and, the values of openness and tolerance.

Our school consists of three bodies:

College of Teachers: School and Kindergarten teachers make up the College of Teachers. Martin Poeder is College Chair.

The Board of Management: The Board is made up of community representatives with expertise in finance, management, law, and education – mainstream and Steiner – and includes a parent representative. Robyn Browne is the Board Chair.

Administration Team: Non-teaching staff make up the administration team. Uli Hasel is our School Leader, Christopher Axe our Finance Manager and Kirsty Dieveven our Admin Assistant.

Collaboration between the Board, College of Teachers, and Admin Team assures the successful operation and day-to-day management of the school.

COLLEGE OF TEACHERS

The College of Teachers is responsible for the school's educational and spiritual needs and meets weekly to discuss and consult on: educational matters, general planning, the needs of individual classes and children, reviewing the school curriculum, educational policy and methodology in the light of the teachings of Rudolf Steiner.

The teachers endeavour to provide each child with a solid academic foundation while nourishing their physical, emotional and intellectual development. This is supported daily by the practice of a precisely structured, methodical, integrated and cross curricula program. In the sharing of the children's work, through open classrooms, the arts, plays and the festivals, our broader aim is to foster a culturally rich school community which includes family and friends and extends to encompass the broader community.

Classroom teachers:

Wendy Worner – Prep

Johanna Camm & Sarah Connally – Class One

Martin Poeder - Class Two

Hilary Rigg - Class Three & Four

Ingrid Wimbury – Class Five & Six

Support teachers:

Ingrid Wimbury – Languages other than English (French)

Rachael Pollac - Craft

Sarah Connally – Health & Physical Education

Winsome Browne – Classroom Assistant/Integration Aide

Inge de Koster - Strings

Imelda Verbraak - Eurythmy

THE BOARD OF MANAGEMENT

East Gippsland Steiner Education Group Inc. is the legal body of the school and is made up of community representatives with expertise in finance, management, law, and education – mainstream and Steiner/Waldorf – and includes a parent representative. The Board is directly responsible for the governance and the constitutional function and viability of the school.

Meetings are held twice per term.

An Annual General Meeting is held each year in April/May. Each family is automatically a member of East Gippsland Steiner Education Group Inc., thereby enabling them to vote on Board membership and matters of importance to the school.

Current Board Members: Robyn Browne (Chair), Chris Walker (Assistant Chair), Debra Herbertson (Secretary), Hayden Diepeveen (Parent Representative).

Finance Committee: Uli Hasel (School Leader), Christopher Axe (Finance Manager) manage budget, review monthly expenses, prepare school financial reports in detail and report to the board.

THE ADMINISTRATION TEAM

The School administration team is comprised of: Uli Hasel (School Leader), Christopher Axe (Finance Manager), and Kirsty Diepeveen (Admin Assistant).

POLICIES AND PROCEDURES

The of the school reflect the needs of the school and the framework for action in specific circumstances. Policies include, for example child safety, emergency management, fees, enrolments, student welfare, anaphylaxis, behaviour management, anti-bullying, and more.

School policies are available from our website www.wildcherry.vic.edu.au → *School* → *Policies* or can be viewed at any time in the school office.

CHILD SAFETY

Our school is committed to child safety. We want our children to be safe, happy and empowered. We are committed to the safety, participation and empowerment of all children. We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. Our school is committed to preventing child abuse and identifying risks early and removing and reducing these risks. Our school has robust human resources and recruitment practices for all staff and volunteers.

Our school is committed to regularly training and educating our staff and volunteers on child abuse risks. We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from a culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We have specific policies, procedures and training in place that support our leadership team, staff, and volunteers to achieve these commitments.

RESOLVING ISSUES

For issues relating directly with children, and policies on behaviour management and student welfare speak directly with the child's class teacher. This first may be done informally, for minor issues, by just speaking to the teacher after school or making a time to meet. Some issues require time and thought, and a formal meeting can be organised at a mutually convenient time. A formal meeting will have notes taken so that follow up can be assured. If the issue is not resolved after talking with the class teacher please speak with the School Leader, Uli Hasel, so the issue can be followed up further.

For issues relating to fees, speak with Finance Manager, Christopher Axe. For issues relating to school environment or other administrative issues, speak with Admin Assistant Kirsty Diepeveen. This first may be done informally, however some issues require time and thought and a formal meeting can be organised at a mutually convenient time. If the issue is not resolved please contact School Leader, Uli Hasel.

If, after a formal meeting with the School Leader the problem has not been resolved, the grievance procedure should be followed, and the concern put in writing to the School Board.

ENROLMENT PROCEDURE

There are three stages to the enrolment procedure:

1. First Contact and Enquiries

Direct enquiry to the school.
Phone or visit the school. If you ring for an appointment the administration assistant can arrange for organise a full tour to see the school and meet the class teacher and School Leader.

Receive information pack.



2. Registration

Complete Application for a Place form and pay enrolment deposit, see current fee schedule for amount.

Read detailed information supplied to parents.

Make an appointment for an interview with the Class Teacher (both parents and child where applicable).

3. Enrolment

An orientation period may be arranged.

Enrolment form and fee payment plan completed and appointment with Administration Assistant regarding school handbook.

Mid-year enrolments welcome.

RECOMMENDED READING

“You Are Your Child’s First Teacher” by Rahima Baldwin, Berkley California, Celestial Arts, 1989

“Lifeways” by Gudrun Davey & Bons Voors, UK, Hawthorn Press 1983

“The Incarnating Child” by Joan Salter, UK, Hawthorn Press, 1987

“Festivals with Children” by Brigitte Barz, Edinburgh, Floris Books, 1972

“Children at Play” by Heidi Brits-Crecelius, Edinburgh, Floris Books, 1972

“Festivals, Family & Food” by Diana Carey & Judy Harpe, UK, Hawthorn Press, 1982

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