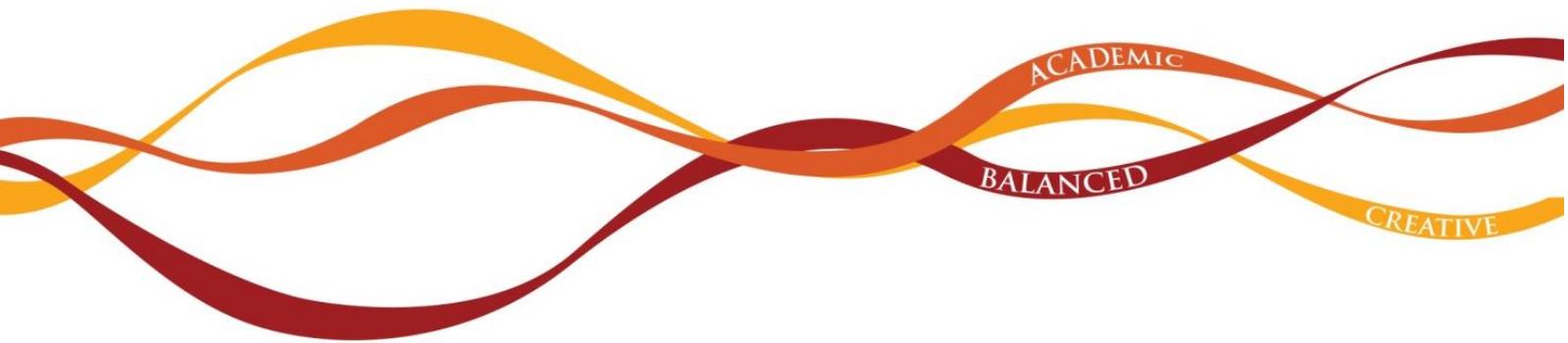


Noosa Pengari Steiner School



High School HANDBOOK

2019

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Morning Verse

I look into the world
Wherein there shines the Sun
Wherein there gleam the stars
Wherein there lie the stones.
The plants they live and grow
The beasts they feel and live
And human beings to Spirit give

A dwelling in their soul.

I look into the soul
That living dwells in me
God's Spirit lives and weaves
In light of sun and soul
In heights of world without
In depths of soul within.

Spirit of God, to Thee

I seeking turn myself
That strength and grace and skill
For learning and for work
In me may live and grow.

Term Dates 2019

Term 1	10 weeks	Tuesday 29 January – Friday 5 April
Term 2	9 weeks	Tuesday 23 April – Fri 21 July
Term 3	10 weeks	Wednesday 17 July – Friday 20 September
Term 4	9 weeks	Wednesday 9 Oct – Friday 6 December

Daily Timetable (Classes 8 – 12)

9:00am – 10:30am	Main Lesson
10:30am – 11: 00am	MORNING TEA
11:00am – 11:40am	Lesson 1
11:40am – 12:20pm	Lesson 2
12:20pm – 1:00pm	Lesson 3
1:00pm – 1:40pm	LUNCH
1:40pm – 2:20pm	Lesson 4
2:20pm – 3:00pm	Lesson 5

Parent Teacher Interviews and Class Meetings

Individual Parent Teacher Interviews are held in Term Three each year to discuss any concerns about semester reports. Students in Classes 11 and 12 are welcome to attend the interviews. In addition, class meetings, organised by the Class Guardian, are held at least once per semester. Additional meetings may be called to discuss important events such as camps and projects. These evenings are for parents and Guardians only.

Parents are encouraged to contact their child's class teachers and Guardian at any point throughout the year to discuss concerns.

High School Calendars

Parents will be emailed a High School events and assessment calendar at the beginning of each term. This calendar will provide information to parents and students about important events in the school. Teachers will notify parents and students of any significant changes to proposed dates provided in the calendars.

Student Materials Checklist

Students in Classes 8 – 12 are required to have the following items:

- Fountain pen and ink cartridges (blue or black)
- Lead Pencils
- Coloured Pencils – 12 Set Minimum (recommend Lyra or Derwent)
- Fineliners – 1 x Black 0.3mm and 1 x Black 0.5mm
- Clear Plastic Ruler 30 cm
- Eraser
- Glue stick
- Calculator – Casio fx-82AU PLUS II (available from Officeworks)
- Compass - Staedtler Comfort Quickbow (available from Officeworks)
- Set squares & Protractor
- Paint Brushes, round and soft bristle, sizes 2, 4, 8, 12.
- Visual Arts Diary – A4 Spiral Bound
- USB Memory / Flash Drive – 2Gb Minimum
- A4 exercise books x 5
- School Diary

The school will provide textbooks for students. Books issued and not returned or returned in an unusable state will be charged to the student.

Novels and plays used for High School English change from time to time and thus students may be requested to purchase their own books.

Festivals

Festivals mark important changes in the seasons and punctuate the end of every school term. They are an opportunity for the whole school to come together and acknowledge these special times in ways that reflect the nature of the season. The High School students play an important role in every festival that occurs. Often, special events that contribute to the success of each festival will be planned and prepared by the teachers and students. As such, student attendance at festivals is compulsory.

High School Dress Standard

All students, together with their Parent/Guardian, are required to read and sign the separate High School Dress Standard Agreement and return it to the office.

Noosa Pengari Steiner School does not require students to wear a uniform. However, we have an accepted standard of clothing that meets our Sun Care and Workplace, Health and Safety standards. The school is committed to protecting students from the damaging effects of UV rays when outdoors. Sensitive areas such as the face, ears, neck and shoulders must be covered. For the students' comfort, clothes made from natural fibres are preferred. We ask students to wear clothing appropriate for each day's activities, and that as a minimum standard their dress is appropriate for a work environment. Students are to observe the guidelines below.

- Shirts must cover the shoulders and upper arm, the midriff (when arms are held up above the head), and all cleavage.
- All shorts, skirts and dresses must reach to at least the end of the fingertips when arms are held extended down at the sides of the body with relaxed shoulders. Underclothing must never be visible.
- All shoes and footwear must have closed toes to meet current health and safety requirements. In practical classes i.e. science, physical education, manual arts, art and outdoor education, teachers will designate an appropriate (if different), safety standard for footwear.
- Hats must have a full brim. Caps are not acceptable.
- Jewellery and accessories are permitted. Simple studs and sleepers in the ear and a small nose stud are acceptable. Any accessory that impedes writing or the use of equipment, such as multiple bangles or large rings, is not accepted. Teachers of practical classes may ask that any accessories/jewellery be removed for the duration of the class.
- Discreet, natural looking makeup is allowed.
- Clothing and hair are to be clean and tidy. It is expected that hair longer than shoulder length will be tied back and that extreme styles of hair or dress will be avoided.

ALL CLOTHING will ideally be plain or have a simple pattern, but must be free from offensive* logos, writing or images. Revealing items must not be worn.

Students and families choosing to attend this school and enjoy its non-uniform dress standard accept that in all circumstances of discrepancy, it is the School Director or designated staff member who shall determine the acceptability of dress and appearance. The same standards apply for travel to and from school, during school events and excursions. Non-compliance with the dress standard will be considered a deliberate act of disobedience and direct consequences will follow. Students not adhering to the dress code will be asked to wait at the office until suitable clothing is brought from home.

Non-Compliance Procedures

Students not adhering to the Dress Code will be asked to wait at the office while parents bring suitable clothing to school. Students may return to classes when suitably dressed. Parents will be contacted to advise them of any breach of dress standard that leads to the non-compliance procedures being utilised.

**Offensive can include political, militant, sexual/sexist, racist, or religious logos, writing, or images. If there is any dispute about the appropriateness, staff will make a ruling on it, and explain their reasons to the student. The decision of staff is final.*

Attendance

Noosa Pengari Steiner School regards rhythm and form as essential to the development of the adolescent. These two qualities permeate the daily, weekly and long-term lesson plans, and are carefully considered in each teacher's planning. Rhythm and form provide students with a reliable and solid foundation to work from and help to strengthen the children's will forces.

Punctual attendance at school and at all scheduled lessons is required for the students to cover the content of the subject and receive instruction. Students should arrive at school between 8:30am and 8:55 am. Classes in the High School begin at 9:00am.

Students are required to attend a minimum of 80% of a unit (including Main Lesson) of work. If a student fails to meet the minimum attendance requirement it may result in the student being deemed UNASSESSABLE. The School Director will be informed of any students who are absent for 20% or more of their studies.

The consequences of inconsistent attendance are manifested in:

The academic realm:

- When the individual student begins to experience gaps in knowledge, which are continually compounded by further absence.
- When the progress of the class is held back as a result of the academic progress of several students dictating the level of achievement of the whole group.

The social realm:

- When students begin to experience academic difficulties, this can lead to difficult behaviour
- When continual absence makes it difficult for students to feel safe and comfortable in their peer group.

Absences and Leave Requirements

All days or part thereof that students are not physically at school must be explained.

Absent: When a student is absent, parents must phone or email the school with a brief message before 8:45am. Parents will be contacted if an absence is unexplained.

Late Arrival: When a student arrives after 9.00am, they must collect a LATE SLIP from the office before going to class.

Early Departure: When a student leaves school prior to 3pm, the parent/guardian collecting the student is required to sign the student out at the office. Parents are able to pre-arrange to meet their child at the office or collect them from class.

Attendance at school is compulsory except in the case of sickness or special circumstances with prior approval from the school. It is the legal obligation of the parent/guardian to send students to school and the school to report any unexplained absence.

Students will be deemed to be excused from attendance when they are absent from school due to:

- Illness
- Medical/Dental appointments
- Other appointments deemed excusable by the school (i.e. counselling appointments, internal (in school) functions or appointments, interviews for Tertiary study, etc.)
- A school approved activity/excursion.

When a student has missed school due to the above, they will be provided the opportunity to catch up on any missing course work and instruction.

Students wishing to be absent from school for reasons other than those stated above, including unavoidable long-term absences, must seek permission from the High School Faculty. To apply parents must provide a written request to the faculty stating the duration of the absence, and the reason for it well in advance of the commencement of the leave period. We ask that activities such as holidays be planned so they do not intrude on school time.

Unexcused absences or absences for reasons other than the above will be deemed unauthorised and will reported to the School Director. Exceptional circumstances that affect a student's attendance will always be considered.

The Grading System

Academic Achievement

Descriptor	Explanation
A	The student consistently demonstrates a very high level of knowledge, skills and understanding, and is able to apply them independently in a wide range of contexts.
B	The student consistently demonstrates a high level of knowledge, skills and understanding, and is able to apply them independently in most contexts
C	The student consistently demonstrates a sound level of knowledge, skills and understanding, and is able to apply them with guidance in most contexts
D	The student consistently demonstrates limited knowledge, skills and understanding, and is able to apply them with support in some contexts
E	The student consistently demonstrates very limited knowledge, skills and understanding, and is able to apply them with a high level of support
N	Not assessed

Personal Qualities

Descriptor	Explanation
1	The student consistently demonstrates this quality
2	The student frequently demonstrates this quality
3	The student sometimes demonstrates this quality and requires a little guidance to develop it further
4	The student seldom demonstrates this quality and requires some guidance to develop it further
5	The student requires a high level of guidance to develop this quality further
N	Not assessed

Assessment Submission

- This policy applies to all students in Classes 8-12.
- All assessment items, including homework, must be submitted on the due date.
- If a task has not been submitted during the lesson, the teacher will insist on a rough draft or alternative to be submitted by 3pm on the due date. Late submissions will not be accepted.
- Where an assessment task is not submitted by the due date, grades will be based on work evidence available on or before the due date.
- Where an assessment task is not submitted by the due date and there is no work evidence available which meets the grading criteria, a student will receive a grade of not assessed.
- Where a student is absent on the day an assessment is due, a note from a parent with a valid reason explaining the absence must be submitted. The assessment task must be submitted along with the note on the first day the student returns to school.

Applying for an Extension

Students wishing to request additional time to complete School Assessed Coursework must do so by completing an Extension Application Form (available from the subject teacher). This form must be received a minimum of 24 hours prior to the due date. Reasons that may be considered for providing an extension include: lost, stolen or damaged work, or compassionate circumstances. Extensions that are granted will be conditional on the following:

- Completion of work and its assessment taking place within the deadlines for reporting results
- The nature of the task
- The assurance that the work can be authenticated
- The reason for request is not the result of misuse, abuse, or failure to take reasonable steps to ensure the integrity of the work.

Special Provision Request Procedure

Special Provision Requests are requests for extensions of time to complete a course of study and its course work due to special conditions. These conditions include:

- Illness, factors relating to personal environment, impairment or disability including learning disabilities, other serious causes.

Students must be able to complete all of the work related to satisfactorily completing the unit's outcomes. Further, they are still subject to the school's authentication procedures. Students wishing to request Special Provisions for school assessed coursework, School Assessed Tasks and unit completion must submit a written request to the High School Faculty. In most circumstances corroborating evidence is required. Provisions provided by the school can include:

- Rescheduling an assessment task
- Allowing extra time to complete a task
- Setting a substitute task of the same type
- Replacing a task with a different kind
- Using technology, aides or other arrangements to undertake the assessment task
- Assessing other authenticated work.

Plagiarism and Authentication Requirements

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own
2. A student must acknowledge source material
3. A student must not receive undue assistance from another person in the preparation and submission of work
4. A student must not submit the same piece of work for assessment in more than one study
5. A student who knowingly assists other students in a breach of rules may be penalised

Plagiarism

Plagiarism is to take and use another person's ideas writings or inventions as one's own. Students presenting work, or a part of that work, that is found to be plagiarised will be subjected to disciplinary measures. These measures include:

1. Reprimanding
2. Automatic failure of the work and the requirement to resubmit new work within the original deadline, or
3. Automatic failure of the work or part of the work and not accept a resubmission
4. Refusal to accept the work and the submission of a result of not assessed for the unit, should the breach be deemed by the faculty to warrant it.

Authentication

In order to ensure that a student's work is their own, teachers are required to have measures in place to substantiate that course work submitted is the original work of the student. This requires that all, or the majority, of the assessment tasks is completed in class and/or under direct teacher supervision. Work submitted that cannot be authenticated by a teacher cannot be accepted for assessment.

Methods of authentication include:

- Submission of planning documents, drafts, sketches, notes, verification of student work by other teachers

Class 8 Independent Project

One of the most important requirements of this milestone year is for the students to undertake a period of independent research and creativity and present it to their peers, teachers and parents. The Class 8 Project is an Independent Research Project (IRP), completed over two terms, on a topic chosen by the students. The Class 8 project facilitates the development of a range of new skills and encourages students to develop their growing sense of independence. The chosen project should be one which opens up a whole new world of discovery and will encourage the development of new skills and knowledge. Students may follow an area of interest which they have already established, or may wish to explore an area which is completely new to them.

There are five elements to the project:

Artefact

The artefact is a physical representation of the student's learning journey through the IRP. The artefact is an object that they can be displayed to the school community on presentation day.

The journal

Is a record of the processes the student followed to complete the project.

The essay

In approximately 1200 words (±200 words) the student create a simple written piece to describe their learning journey.

Display

The display will usually include the artefact, related objects used in the construction and photographs showing the process of making it.

Presentation

Each student will have up to 5 minutes to relate to the audience the same elements as in their written essay.

Class 12 Independent Project

Each year students of Class 12 in Steiner Schools around the world are challenged to undertake a project of their own devising. These projects range from the purely artistic, creating a body of work in sculpture or paint, to the highly academic via research. The choice of topic is as individual as the student undertaking it. As a school, we have seen the benefits students gain from taking on these projects. We trust the work involved will push and pull the students in many directions both educationally and personally and in this way the Class 12 project is as much a personal journey as it is a school based learning experience. The project is comprised of four elements:

Artefact

This is the practical component of the project and is the vehicle for most of the learning and skill development: Creating, developing, or researching. In general terms, the artefact is a tangible thing created by the student over the course of the year.

Process (written component)

The student keeps a Journal detailing the process taken throughout the year. It is a documentation of the research, planning, envisioning, the creative process, problem-solving and self-reflection undertaken.

Display

A space is given to students to create a visual display of their project which represents the stages of the project. It is open to the public on the day(s) before and during the presentation weekend. It is expected the artefact, where physically possible, is part of the display.

Presentation

This is the final component of the project. Each student is given 20 minutes on stage to talk to the general public about their experience during their year working on the project. This is a reflective presentation where the focus is on what inspired the project, what was learnt along the way, and how the inevitable hurdles that occurred during the year were overcome.

High School Outdoor Education Program

In the High School, students engage in a sequenced camp program that enables them to develop the skills and experience required to build healthy relationships with themselves, others and the natural world. This is a continuation of the Primary school program. A brief summary follows.

Exploration

Class 8 students venture out in their own backyard; the Noosa hinterland. Exploring both physical and personal terrain beyond their comfort zones, they travel by mountain bike, canoe, and on foot.

Independence

In Class 9, students are at perhaps one of the most tumultuous times of their life with emotional, physiological and social factors all influencing their journey into adulthood. Students in Class 9 will be immersing themselves in a journey of personal and group discovery over the year, with four camps. The camps focus on taking responsibility of their own and others' basic needs and developing resilience to changing and challenging situations. As the level of difficulty and duration of the camps increase, so does the level of responsibility taken by the students.

Adventurous Journeys

Students engage in two very different camps in Class 10. The maths curriculum and outdoor education program come together and a practical, hands on approach meets the students as they join students from Samford Valley Steiner School on a Surveying Camp. The students work alongside the University of Queensland to map a fossil sight in Chinchilla. The second camp connects students to the ocean, the land and each other as they venture south for a Cultural & Surf Camp.

Local Action

Linking in with studies in idealism and values, students in Class 11 will focus on making a difference and exploring relationships with people and communities. Using the skills and experiences from previous years, students undertake a camp to the centre of Australia, working together with indigenous youth.

Self Determination

Students in Class 12 will have an opportunity to synthesise all they have learnt till now in their final school camp. This camp is student led and parallels their personal project; focusing on inter-personal relationships and teamwork.

As our Outdoor Program continues to grow and evolve, changes to the above programs may occur.

High School Instrumental Music Program

The Instrumental Music Program at Noosa Pengari Steiner School is committed to musical excellence. We have a great team of enthusiastic and passionate music specialists teaching a variety of instruments. Lessons are held on a weekly basis during the school day. Where possible, lessons are rotated to minimise disruption to classroom work. There are a limited number of lessons available before and after school and during morning tea and lunch. Priority for these lessons is given to Senior Secondary students and students learning more than one instrument.

Instrumental Music Lessons

Students may enrol in up to two instruments. To enrol your child in the program, parents are asked to complete a High School Instrumental Music Agreement.

Each student will receive a 30 minute lesson per week and must commit to the program for a minimum of one term, although students are strongly encouraged to commit for a year. Timetables will be issued to students at the beginning of each term and will be displayed on the High School notice board. Students are expected to attend lessons as timetabled with all necessary equipment. At times variations in the timetable will occur due to special school events. Students are also expected to attend extraordinary lessons, ensemble rehearsals and planned performances, in which they may be involved.

Students should not miss a music lesson due to another school activity unless they are off-site or the specialist has been informed in advance. Parents must notify the specialist 24 hours prior to any planned absences (eg: excursions, camps, illness). In the event a student is unexpectedly absent on the day of their lesson, specialists must be notified via email prior to 8am that day. Specialists are not required to give catch up lessons missed without prior notification. When due notification is received specialists will offer up to one a make-up lesson per term. Each student will receive an instrumental music report at the end of each semester.

Parents will receive their child's Instrumental Music Specialists' email address or phone number at the start of tuition for communication regarding music, practice requirements and absentees.

Instrument Choices

The following instrumental lessons are being offered in 2019: **Violin, Cello, Guitar, Bass Guitar, Saxophone, Flute, Clarinet, Drum Kit, Piano and Voice.**

Tuition Fees

The cost of lessons, as per the High School Instrumental Music Agreement, are invoiced on a yearly basis in Term One. Charges will appear on the school fees. The school requires four week's term time notice, in writing to the School Office, if you decide to discontinue your child's tuition.

Although the school has a very limited supply of hire instruments, it is expected High School students will provide their own instrument wherever possible. If you are unable to provide an instrument, please discuss the matter with the Music Co-ordinator.

High School Elective Program

The High School offers eight elective arts choices to students in Classes 8-11. The elective classes occur twice each week and culminate in a Showcase event at the end of each semester. The inclusion of an Elective Arts Program enables students to work with different media to express their creativity. Some courses may not be open to Class 8 students. Details of available electives will become available at the start of each semester. Currently, the elective classes on offer are:

Music (Compulsory for Class 8 students)

The Music elective is available to all students from Classes 9 - 11. The program has a strong performance focus and students are encouraged to form and be part of various bands and select songs to perform at the end of Semester Showcase.

Photography

Students learn to use a digital SLR camera. Photos are selected and edited by students to be exhibited at the Showcase event.

Kitchen Garden

Students engage with the principles of permaculture, apiary and nutrition. Collectively, the class prepares delicious meals that they share together amidst their beautiful vegetable patch. The Kitchen Garden students prepare all the meals at the Showcase event.

Film and Media

Students learn to film, direct and edit scenes using specialised camera equipment and computer software. The film and media students work on individual film projects over the course of the semester.

Textiles

Students in classes 9 and 10 learn to use a sewing machine and cut out patterns and fabrics to create various clothing items. A range of techniques are implemented.

Dance

Students choreograph and perform short dance routines in small groups.

Drama

Students learn script writing, speech and performance skills, as well as set and costume design.

Pengari Press

Students learn various book editing techniques to self-publish literary works.

Electronic Devices and Mobile Phones

All students, together with their Parent/Guardian, are required to read and sign a Electronic Devices and Mobile Phones Agreement and return it to the office.

As a Steiner school, we do not recommend excessive exposure to electronic devices, media or digital entertainment. Our teachers will make use of electronic devices during certain lessons in a thoughtful and carefully planned manner to enhance the students' learning experience. When this takes place, the school will provide devices such as cameras, projectors and computers to the students for their educational use.

Students who bring mobile phones or similar devices to school must switch them off when they enter the school property. Mobile or other privately-owned electronic devices may not be used at any time during school hours (8.30am to 3.00pm) or whilst on excursions, camps or at sporting activities. Where students need to contact their parent, they may use the office phone.

Class 11 and 12 students may bring laptops to school at the discretion of their teachers.

Persistent misuse of electronic devices is a behavioural issue and treated as such.

When a student is noncompliant a teacher may:

- Informally (i.e. verbally) remind the student of the requirements.
- Formally remind the student of the requirement and confiscate the device.
- Formally warn the student that s/he is non-compliant, confiscate the device, inform parents/guardians of the warning and ask for their assistance to ensure compliance.

Cybersafety

All students, together with their parent/guardian, are required to read and sign a Cybersafety Agreement and return it to the office.

Access to e-mail and internet services (school services) at Noosa Pengari Steiner School are provided to students in order to support their educational needs. These school services are necessary educational tools and **must be used in a responsible manner**. These guidelines cannot anticipate all possible advances and uses of technology and therefore students who are unsure about their usage should seek clarification from a teacher.

These guidelines are intended to inform parents and students of our school's expectations when students are using the services provided by the school and when using their personal equipment to communicate to or about members of the school community. If a student acts in a way that is against the contents of the agreement, he or she will be subject to consequences according to the school's Behaviour Management Procedure.

The school reserves the right to capture, store and review all internet browsing and emails across our school network.

The guidelines address the particular use of these technologies that has come to be referred to as '**Cyberbullying**' (Refer Point 4 below). The school will investigate and take action where this kind of bullying occurs in school **and** outside of school when it causes significant harm to the relationships between students and/or teachers or is criminal in nature.

1. When using the school services **students will**:

- Ensure that communication through internet and email services is related to learning.
- Use passwords that are not obvious or easily guessed and keep them confidential.
- Log off at the end of each session to ensure nobody else can use their e-learning account.
- Keep personal information including names, addresses, photographs, credit card details and telephone numbers, of themselves or others, private.
- Promptly tell their teacher if they suspect they have received a computer virus or spam (i.e. unsolicited email) or if they receive a message that is inappropriate or makes them feel uncomfortable.
- Seek advice if another user seeks excessive personal information, asks to be telephoned, offers gifts by email or wants to meet a student.
- Ensure that copyright permission is gained before electronically publishing the works or drawings of others.
- Always acknowledge the creator or author of any material published.
- Ensure that school services are not used for any unauthorised or unlawful purpose.
- Acknowledge that any privately-owned ICT devices (eg laptop, mobile phone, USB/portable drive) brought to school is covered by this Agreement. Any images or material on such equipment/devices must be appropriate to the school environment.

2. When using school services or personal equipment **students will not:**
- Disable settings for virus protection, spam and filtering that have been applied by the school and not attempt to evade them through use of proxy sites.
 - Allow others to use their personal accounts.
 - Deliberately use the electronic identity of another person to send messages to others or for any other purposes.
 - Enter 'chat' or 'social networking' internet sites without the permission of a teacher.
 - Use unauthorised programs or intentionally download unauthorised software, graphics or music that are not associated with the learning activity as directed by a staff member.
 - Damage or disable computers, computer systems or networks.
 - Disclose personal information about another person (including name, address, photos, phone numbers)
 - Distribute or use information which is copyrighted without proper permission.
 - Take photos or video of members of the school community without their consent.
 - Connect any ICT device to school ICT, or run any software (eg USB/portable drive, camera or phone) without the permission of the teacher. This includes all wireless/Bluetooth technologies.
3. When using school services **students will never knowingly** initiate or forward emails or other messages containing:
- A message that was sent to them in confidence.
 - Inappropriate or offensive images.
 - A computer virus or attachment that is capable of damaging recipients' computers.
 - Chain letters and hoax emails.
 - Spam, eg unsolicited advertising material.
4. When using school services or non-school services **students will never** send or publish either through internet sites, e-mail or mobile phone messages:
- Unacceptable or unlawful material or remarks, including offensive, abusive or discriminatory comments.
 - Threatening, bullying or harassing material or make unreasonable demands.
 - Sexually explicit or sexually suggestive material or correspondence.
 - False or defamatory information about a person or organisation.
 - The school name or logo or other identifying feature, without the written permission of the School Director.

Students need to be aware that all use of internet and email services can be monitored and traced to the accounts of specific users. The misuse of school services may result in disciplinary action which includes, but is not limited to, the withdrawal of access to services.

This information will be updated as necessary. All attempts will be made to adhere to the above, however particular circumstances (such as technological advancements) may require the School Director to depart from the stated agreement.

Drugs: Legal and Illegal

A drug may be defined as any substance which affects physical or mental functions. As such, drugs include a range of materials, many of which are legal in our culture although prohibited from use at school. These include alcohol and tobacco products. Smoking, alcohol and other drugs are not permitted at school, in the areas surrounding school or during school activities e.g. excursions, camps or work experience.

Administration of Prescription Medication to Students

Parents may request office staff to administer prescribed medication during school hours. All requests MUST be referred to the School Office and the following procedures are to be followed:

1. The student's parent/guardian must complete a **Student Medication Form** which includes instructions for administration of the medication, and any special needs of the student.
2. The medication must be presented in its original container labelled by a health care professional or pharmacist, showing:
 - The name of drug
 - Use by date
 - Name of medical practitioner prescribing the drug
 - Name of student
 - Dosage
 - Frequency of administration

Medication which is not labelled as above will not be administered.

3. Non-prescription medication such as analgesics can only be administered by school staff where parental consent has been obtained.
4. All medication is kept in a lockable cupboard.
5. All unused medication is returned to parents when the medication is no longer needed or is past the use-by date.
6. Any unauthorised medication in possession of a student will be confiscated and the parent/guardian notified.

Use of Legal Drugs

There are clear legal sanctions governing the sale to and use of alcohol and cigarettes by minors. These legal sanctions will apply at the School as in the rest of the community. Students are prohibited from using alcohol and/or tobacco on or around the school property or at school functions and activities.

- If, at a school function alcohol is served, it is the responsibility of accompanying parents and the school to ensure the school policy and the law are observed.
- Staff at school camps and excursions will refrain from drinking alcohol or smoking. This observation is in keeping with the legal duty of care incumbent on all school staff and with the acknowledged need to model appropriate behaviour for students.

- Students who are found to have brought alcohol, tobacco, cigarettes, matches or smoking materials to school, school events, camps or excursions will face the following consequences: loss of the prohibited product, parents/guardians will be contacted, the student/s will be offered counselling and a possible period of suspension will take place. Repeat offenders will be subject to consequences according to the school's Student Conduct and Behaviour Support Procedure.
- Glue, solvents and other inhalants will be treated in the same way as alcohol. That is, their use at school is prohibited and their use will attract similar penalties.

Use of Illicit Drugs

In any case involving the possession, use or distribution of illicit drugs, the school will contact the parents/guardians of students involved as soon as is practicable. The law makes it mandatory for police to be called if a student is found in possession of or using an illicit substance at school. Furthermore, students will be subject to consequences according to the school's Behaviour Management Procedure.

It should be noted students who are 17 years or older are regarded, in the eyes of the law, as adults. An incident involving an adult is very likely to result in court action. Where a student is considered an adult there is no requirement for another adult to be present at the formal interview and parents do not have to be advised.

Student Vehicle and Driving

Students who wish to drive to and from school are required, together with their parent/guardian, to read and sign a Student Vehicle and Driving Agreement and return it to the office.

The Noosa Pengari Steiner School recognises the safe transport of students to and from school is the joint responsibility of the school and the parents/guardians. Any student that holds a valid Driver's Licence who intends to drive to school, either on a regular basis or occasionally, must comply with the guidelines below and is required to complete a Student Vehicle and Driving Agreement Form.

Student Vehicle and Driving Guidelines

- Students are required to adhere to all road rules and drive in a safe and responsible manner
- Speed, direction and safety signs within the school are to be observed.
- Students are only to use their car for travelling to and from school. Students are not permitted to drive from the school grounds during the day unless consent from a parent is given.
- Students may only park at the far end of the Hall Carpark. Students may not park in the carpark which services the Preschool and Primary School.
- The vehicle is to be accessed only for transport to and from school at the beginning and end of the school day.
- Students are not permitted to carry other students as passengers to and from school without the written permission of their parent/guardian and the passenger's parent/guardian.
- Once at school, students are not permitted to transport other students in their vehicles, to and from any school program or event.
- Student drivers, a parent/guardian and, if relevant, the parent/guardian of any passenger, must sign the Student Vehicle and Driving Agreement.

Behaviour Management Procedure

The premise of behaviour management at the Noosa Pengari Steiner School is that every student has the right to learn and every teacher has the right to teach in a calm, harmonious classroom environment.

The following guidelines are enforced at the school as their primary purpose is to ensure the safety, well-being and effective education of the students:

1. Students will treat themselves, others and property with respect, care and safety at all times.
2. Students will remain within the supervision of a teacher between the hours of 8.30am and 3.30pm whilst at school.
3. All students will respect their fellow students' right to learn and their teachers' right to teach in a calm, harmonious classroom environment.
4. Students will adhere to the dress code, classroom expectations and boundary rules at all times.

Failing to be accountable to these will result in immediate consequences.

Behaviours not acceptable at the School include but are not limited to:

- Offensive language
- Harassment
- Physical violence
- Intimidation
- Teasing
- Bullying
- Stealing
- The use of illicit drugs, alcohol, and other illegal and addictive substances
- Behaviour which disrupts the learning environment of a class
- Rudeness and bad manners
- Damaging of school or personal property.
- Persistently late and unprepared for class
- Persistent disregard for the Student Code of Conduct or disobeying instructions, lateness or being unprepared for lessons

Consequences of Problematic Behaviour

The teachers at the Noosa Pengari Steiner School are committed to a behaviour procedure that focuses on the development of human dignity and positive relations. The use of Restorative Practices in dealing with disruptive or challenging behaviour assists students to understand the impact of their conduct on others and guides them in modifying their behaviour. A restorative chat or conference is the first step when dealing with any issue.

1. A restorative solution will be sought. This may be a restorative chat and/or a full conference with parents, teachers, High School Coordinator and/or School Director, depending on the severity of the transgression. The Restorative Conference follows a strict format and is used all over the world, as a step to allow participants to take responsibility for their actions and to understand who has been impacted by their behaviour. Restorative consequences that are linked with the misdemeanor will be agreed upon. An agreement is reached and signed by all parties. This usually resolves the issue.
2. If a restorative agreement is broken, further consequences will come into play. The teacher, and/or School Director will notify the student and parents and a meeting will follow. Depending on the severity of issue, the School Director may decide on:
 - **In-school suspension**
 - **External suspension**
 - **Expulsion**

Formal Suspension Process

A Student can be formally suspended only by a decision of the School Director. A suspension will not normally last for longer than one week.

The School Director may decide to suspend a student internally. The student would attend school during normal school hours but would be isolated from his/her class and an alternative program arranged.

If a student is suspended the Faculty will discuss the student's situation and see if there are any changes that could be implemented to help support the student and meet his/her needs better in the future. This may involve a recommendation for counselling.

During a formal suspension a student is given work to do at home and is asked to consider his/her situation at the school. The student will be required to give written answers to certain questions. For example:

What do you find difficult at school?

What kind of relationship would you like to have with your teachers and with fellow students?

What would make a difference to you?

What could the other students do to make this a better school to be at?

What could you do to make this school a better place to be at?

Before returning to school and/or normal classes, the student will meet with their Class Guardian, Wellbeing Officer and the School Director to talk about the situation and to submit answers to the above questions. If the School Director is satisfied that the student's responses are genuine, the student is asked to return and may be given an additional task to show his/her good intentions.

After a second suspension the student is placed on a probationary period and the School Director will review the student's place in the school. If, in the opinion of the School Director, there is little or no improvement, or prospect of improvement, the School Director reserves the right to cancel their enrolment at the school.

In exceptional circumstances, where in the opinion of School Director the good order of the school is being threatened (e.g. drugs, violence etc), the school reserves the right to exclude a student without going through a suspension process.

Exclusion can be issued when a student:

- Abuses or threatens any member of the school community or school property.
- Behaves in such a way as to constitute a danger to the health of any staff member, student or any other person assisting in the conduct of school activities
- Commits an act of significant violence or causes significant damage or destruction to property, or is knowingly involved in the theft of property
- Possesses, uses or deliberately assists others to use illegal drugs or substances.
- Fails to comply with any reasonable and clearly communicated instruction of a teacher
- Consistently behaves in a manner that interferes with the educational opportunities of any other student or students
- Behaves in a way that threatens the good order of the school's program or facility
- Engages in unacceptable discriminatory behaviour (including harassment) toward another person based on sex, race (including colour, nationality and ethnic or national origin), marital status, the status or condition of being a parent/guardian, the status or condition of being childless, religious beliefs, political beliefs, or physical or mental disability or impairment, or gender preference.

Resolving Student Difficulties

The Noosa Pengari Steiner School understands students may, at times, need assistance in resolving a range of difficulties they might be experiencing. These include issues of:

- Harassment and Bullying
- Health and Safety Concerns
- Dissatisfaction with conditions
- Dissatisfaction with a grade/mark
- A general complaint

There is a best practice approach for all the above areas of concern as listed below. Please bring your concern to one of the following people as soon as possible.

Harassment or Bullying

- Your Class Guardian
- The Wellbeing Officer
- The High School Coordinator
- The School Director

Health and Safety Concerns

- Your Classroom teacher or Duty teacher
- Your Class Guardian
- The Office

Facilities or School Equipment

- Your Class Guardian
- The High School Coordinator
- The Office

Dissatisfaction with a grade/mark

If, as a student, you have received a mark you feel is unfair, please follow these steps:

1. Ask your teacher for an appointment to discuss the grade. Ask for explanation of why the grade was given, and if this has not clarified it for you, present your reasons for why the work should be reviewed. At this juncture the teacher may choose to either:
 - Let the mark stand
 - Reassess the work
 - Have a colleague assess the work (informal moderation)
 - Bring the issue to the High School Faculty for moderation.
2. If Step 1 has not resolved the issue, you may bring the issue to the High School Coordinator. To do so you need to submit the following in writing:
 - The original work and assessment
 - A statement explaining your reasoning for requesting a reassessment, and
 - A reason why Step 1 was not a satisfactory outcome.

The High School Coordinator will review your submission and either bring the issue to the High School Faculty for moderation or explain to you why your submission will not be presented to the Faculty.

If an issue is brought to the faculty for reassessment, the decision of faculty will be deemed final, and non-negotiable.

If you feel that you have not been fairly treated through this process, you can address your complaints to the School Director.

General Complaint

If you have a general complaint, please consider the nature of your complaint. If it reasonably fits into one of the above categories, follow those steps first. If your complaint is of a different nature please consider the following:

“How should I complain?”

It is best to start with the person most closely concerned with the issue – for example, to raise educational matters with your Class Teacher, music concerns with the Music Teacher, be as clear as possible about what is troubling you. Members of staff will be happy to help. However, you may prefer to take the matter to another member of staff. If this is the case, please bring it to the attention of your Class Guardian and the Wellbeing Officer for the High School

If the person you speak to feels they are not the right person to handle your complaint, they will suggest who you should speak to.

“What will happen next?”

In many circumstances the person you contact will need to discuss the matter with a colleague and consider it further before responding. You will be given a date by which time you will receive a response which will tell you of the outcome of your complaint. It will explain the conclusion, the reasons for it, and any action taken or proposed. If you feel that resolution has not been reached, you can make an appointment with (or write a letter to) the High School Coordinator.

The High School Coordinator/School Director may convene a meeting between the involved parties to seek resolution.

“What happens about confidentiality?”

Your complaint or concern will be treated in a confidential manner and with respect. We ask all parties involved, including the complainant, to limit the number of people spoken to about the issue as wide spread discussion of a complaint often complicates the issue and can easily generate more issues.

We cannot entirely rule out the need to make third parties outside the school aware of the complaint and possibly also the identity of those involved. This would only be likely to happen where, for example, a child’s safety was at risk or it became necessary to refer matters to the Police. You would be fully informed. While information relating to specific complaints will be kept confidentially on file, we would point out that anonymous complaints might not be pursued.

This Handbook was updated on 26 October 2018 and is subject to change.