



School for Rudolf Steiner Education



THE HILLS STEINER SCHOOL

PARENT HANDBOOK

CONTACT DETAILS

Address

Address: 456-458 Old Northern Road, Dural

Post Address: PO Box 82 Round Corner 2158

Office Contact Numbers and Office Hours

Telephone (02) 9658 0700

FAX (02) 9651 1632

School days: 8.30 am to 4.30 pm

School holidays: as per announcement

Office E-mail Addresses

Enquiries info@lorien.nsw.edu.au

Financial Administration office@lorien.nsw.edu.au

Head Of School

-Educational Administration

-Operations norms@lorien.nsw.edu.au



ABN: 93000946289

Contents

Contact Details	2
Introduction	5
School Hours, Punctuality, Absences & Transport	7
Lessons, Support and Homework	10
What to bring to school (& what to leave at home)	13
Appropriate Clothing	14
Self-Moderated Behaviour	16
Safety, Supervision and Emergency	18
Health, Illness and Medicines	19
TV, Computers, Phones, Photography etc	20
Communicating through meetings, newsletters etc	22
Reports, Grading and Tests	24
Excursions/Trips and Volunteers	26
Special Days	28
Enrolment, Tuition and Withdrawal	29
School Structure	31
Additional Resources and Reading List	34





INTRODUCTION

Welcome to Lorien Novalis School and the school community. Our school has been operating for over 45 years in the Hills District of North Western Sydney and is a part of the world wide Steiner school movement that started 100 years ago.

The Steiner School movement is one of the largest non-denominational school movements in the world with over 2000 schools in over 60 countries and it offers a holistic approach to education. We believe that teaching with an artistic approach through thinking, feeling and willing will enable each individual to develop their full potential and enable them to go out into the world with confidence and self-motivation as well rounded individuals.

Lorien Novalis has seen many of our students develop the initiative and the moral strength to face the challenges of our times and the future with a positive outlook, and approach their adult life with constructive insight, balanced thought and a striving to improve their environment.

The school grounds

Lorien Novalis has been at the current location on Old Northern Road since the early 1970s. This road is an ancient pathway that has significance to our cultural heritage since Settlement and to that of the traditional inhabitants of the lands, being the path to the river or Muru Durubbin. We acknowledge an acceptance of the traditional inhabitants and we would also like all members of our school community to treat every aspect of the school environment with respect and veneration.

The school property has been developed over the past 40 years to accommodate the growing school community needs. Our architect, David Jacobson himself a student of a Steiner school, has designed all of our buildings keeping in mind the developmental and educational needs of the students. This focus on retaining the natural surrounding environment helps younger children develop imaginative forces and creative play and helps older students relate to the outer world. Environmentally, the school grounds have been developed through Steiner's guidelines of bio-dynamics for over 45 years.

Supporting your child's learning

We believe that the best outcome for your child's development and education happens when there is a cooperative and harmonious interaction between the teachers, parents and your child. With open channels of communication and an understanding of what we are trying to achieve, your child's education and wellbeing can benefit. If the child's home life is able to embrace the ethos and values of our school we find that children are more responsive in their learning and have continuity between home and school life. Please communicate with teachers any significant happenings in your child's life that will impact his/her school experiences.

Social interaction between classmates, parents and teachers continues outside of school hours at performances, open days, fairs, market days and family gatherings. We would like to encourage this type of interaction as it builds the bridges of communication and a sense of community. As a single stream school your children have the potential to be with the same classmates for 14 years and we have seen these friendships continue well into adulthood.

Supporting your child through daily rhythm and sleep

Daily rhythm (routine) and sleep time play an important part in the developing child's health and wellbeing and in their relationship to the world. Disruptive patterns have no benefit to their learning and can be detrimental to health. Regular bedtimes and mealtimes are essential, especially in the younger years.

The daily rhythms of school build resilience, courage and social standing in every student so it is very important to maintain regular school attendance. If a student misses just two days of school per month, then over the course of their schooling, they will have missed a whole year of their education.

In the teenage years where technology begins to have a greater influence on the students it is important for parents to monitor their use of these devices, particularly when they begin to invade into important sleep time.

Students that come to school tired will perform very poorly and will often disconnect completely from the lesson content at hand.

It is vital that all students get a good night's sleep if we want them to engage well in their learning.



SCHOOL HOURS, PUNCTUALITY, ABSENCES & TRANSPORT

School Hours and Morning and Lunch breaks

School hours are:

Early Childhood:	9:15am – 3:00pm
Kindy to Class 3:	9:00am – 3:00pm
Classes 4 to 6:	9:00am – 3:15pm
Classes 7-12;	8.45am - 3.15pm



Lorien Novalis has developed a lesson structure, which allows play periods that are substantial and lessons that are of sufficient duration to meet our learning requirements. Children need time to play. Our school has a philosophy, which places a high value on creative play and most importantly the children need to find time to play. Play is a very important part of their day. As a consequence, teachers, parents and children have always included these needs in their vision of the school as it grew. We have created these magnificent grounds and endeavour to give children the time to play in and enjoy them. A creative play environment is a place where children love to be.

Teachers of our school entrusted with the care of individual classes are participants or observers of playtime depending on the kinds of activities our children are engaged in. Observing children at play is of enormous benefit, for it adds to our understanding of children.

Our lesson structure is:

- Main Lessons for 2 hours each morning from 9.00 to 11am (Primary)
- Main Lesson – Middle and High School – 8.45- 11.00am
- Break time from 11.00 to 11.30am
- Middle lessons from 11.30 to 1pm
- Lunch break from 1.00pm to 1.45pm
- Afternoon lessons for Kindy to Class 3 are from 2.00pm to 3.00pm
- High school – Classes 7 – 12 (from 1.50pm – 3.15pm)

Delivery and collection of children, and supervision out of school hours

Before School

There is no playground supervision for students before 8.30am. Parents are asked to supervise children if they arrive early for school.

After school

Parents are asked to be prompt in collecting students at the end of the day.

After School Care.(OSHC)

After school care is available for Kindergarten to 12- year olds. See OSHC on the school's website for full details.

Playing after school

Please note that students are not to play on school equipment or in the school grounds after school (3.15 pm). The school's grounds are closed after 3.15pm each day.

Permission to depart early

During school hours students may only leave the grounds with a written request from a parent or guardian or with a teacher's permission. The adult collecting the student is required to sign the "Early Leaver's Book" in the office before the student leaves the school grounds.

To ensure the safety of your children, please inform the office if alternative arrangements are made for your child to be collected and that this person registers with the office on arrival.

Other people collecting your child

For children in Class 2 and below – a written note will be needed for someone who is not ‘authorised’ to collect your child.

Delivering and collecting Early Childhood children

Children in Early Childhood classes can only be collected by persons nominated by their parent/guardian, or if a specific note from the parent/guardian gives permission for someone else to collect the child.

Early Childhood children must be delivered to and collected from their teacher; they cannot walk to or from their classroom on their own.

Punctuality, attendance and absences

Regular attendance and punctuality is vital to the continuity of your child’s education and their development. Late arrivals and absences are not only disruptive for your child but also for their classmates and the rhythm of the day, so please make sure that your children are at school well before the starting times of their classes.

Late arrivals

If a student arrives late to school, they are required to go into the Office before going to class.

Notifying if your child will away

For the safety of children it is critical that we know the whereabouts of children during school hours:

- If your child is absent, please ring the office before 9am;
- If your child is late to school, they need to be signed in at the front office;
- Please note: Children may pass on absentee notes from parents, but cannot verbally pass on messages in relation to attendance of themselves or siblings.

Absentee notes

In NSW it is a government requirement that parents / carers explain the reason for their child’s absence from school. Explanations can be made via email to the Office, a written note handed to the Office or the teacher, or told verbally by a parent (not a child) to the Office.

Medical absences

If children have medical or dental appointments and need to arrive late, leave early or be absent for 1 or more days: please notify the Class Teacher / Class Guardian or the Office in advance. Note that extended medical absences require certificates from your doctor.

Records

All absences and late arrivals are recorded. We are legally required to inform the relevant educational and welfare departments when any child has significant unauthorised absences in one school year and we may do this without warning.

Extended absences

Occasionally families may wish to take their child out of school for anything from a day, up to a few months. This might be, where a child has employment in the entertainment industry, or where a child is participating in elite sporting events (i.e. at the level of international sports). In such situations, please request an “Application for Exemption from School Form” from the Office and make an appointment to meet with the Registrar.

“Application for Exemption from school” cannot be granted for family holidays. Students will be marked as ‘absent’ for these periods.

Driving, the carpark and student transport

The bus-zone

The bus zone is not a parking area. Please ensure if you use this area that you only do so for pick-up and drop-off and never leave your car unattended whilst in this area.

Speed limit

There is a strict 5 km/hr speed limit within school grounds, please observe this and be conscious of children's unpredictability.

Parking time limit

Our parking space is limited and we ask that where possible parents utilise the facility with the minimum amount of time needed.

Lower school

Please do not drive down to the lower school area to drop off children in the morning.

Early childhood parents are permitted to drive down the back, in the afternoon, for pick up only.

Student drivers

High school students are permitted to drive to school, and with the appropriate permission forms, may be allowed to transport other students in their vehicles.

Scooters, bicycles, skateboards etc

The use of scooters, skateboards and bikes are not allowed on the school property, unless they are being used in an organized lesson by the teacher.

There is appropriate storage if any of these are ridden to school. Please ask the office to direct you.



LESSONS, SUPPORT AND HOMEWORK

Through our curriculum Lorien Novalis is able to let the children develop their learning through age appropriate and relevant lessons. With a holistic approach, Steiner education works through 3-week blocks of lessons and thereby integrates cross-curricular activities and subjects to enhance lessons and learning.

The developmental stages of childhood and of human development overall play an integral part in the programming based on a universal curriculum and developed over the last 90 years of Steiner education world-wide.

Early Childhood Lessons

The approach to early childhood at Lorien Novalis is a caring and imitative one where the foundations of each child's education are laid in a creative and imaginative way. In a world where there is great pressure to push intellectual processes into younger years we try to reestablish the fundamentals of human development and learning through the process of imitation of the adults surrounding the children.

Computers and Early Childhood

You will not find computers, televisions and recorded music but might hear voices singing songs or telling stories, the children baking, painting, drawing and making handcraft or outside in the garden observing the natural environment. They are learning and developing the skills they need at the right time to enable them to better understand and use modern technology at a later developmental stage.

Primary School Lessons

Primary School Class-time at Lorien Novalis is broken up into three sections of the day: Main, Middle and Block Lessons, these being based on thinking, feeling and willing, or head, heart and hands.

High School Lessons

High School lesson structure differs slightly in that the students have the opportunity, through an elective program in years 8 -10, of extension work in various subjects for three afternoons a week.

School Library

The library has both fiction and non-fiction books available for loan to students. In addition to books used for reference and classwork, students are encouraged to borrow additional books, which may be read at home or at school.

Picture books are available for the younger students and there is a wide selection of novels and current fiction for both primary and secondary classes.

Music Lessons

The school provides music as a part of the regular curriculum. Students are encouraged to take up an instrument and time can be arranged for practice.

Private music tuition is available for a range of musical instruments on a weekly basis. For further information please contact your child's teacher.

Learning Support for children

We have learning and developmental support within the school. If you have concerns about your child please approach your class teacher or guardian. If so desired, there may be opportunities for you as a parent, to volunteer with classroom activities and learning support.

Homework Policy

As many studies have shown, there is little if any academic advantage of doing homework, however there are benefits for a student's will effort and overall engagement in the school work.

There are certainly benefits in spelling, reading and times tables for the younger students.

Homework can also be a way for the parents to engage with the work of their children. The disadvantages are that parents will tend to do the homework for the child or heavily influence how the homework is done. This is of no benefit to the child.

Lower Primary: Simple spelling and numeracy tasks may be given – with information to parents to support children. Parents read to children. Class 2 up – children read to parents. Maximum 15 minutes per weeknight.

Upper Primary: Some written tasks. At least 1 'major project' a year (3 to 4 weeks duration). Children read to parents. Musical instruments. Maximum time ranges from 20 minutes in Class 4 to 35 minutes in Class 6.

High School: Worksheets, assessment tasks, completion of work, preparation for in-class assessments, research etc. Maximum time ranges from 1 hour per night in lower High School to 2 hours per night in Senior High School.



The ideal scenario is that children love their work so much that they want to continue doing it at home and sharing their enthusiasm with their family.



WHAT TO BRING TO SCHOOL (& WHAT TO LEAVE AT HOME)

Equipment for school

The school provides many of the items needed for daily school use such as: paper, exercise books, paint, brushes, craft supplies etc. However, there will be some items that parents are expected to provide, for example, indoor shoes, Eurythmy slippers, crayons and colour pencils, recorders, geometry equipment and fountain pens. These things vary from class to class and at different times of the year depending on activities. Your Class Teacher, Class Guardian or relevant subject teacher will inform you of what may be needed and an estimation of what your expenses for the year will be. Most of these items are Steiner or school specific, and are available at the office.

Food and drink

There are 2 mealtimes during the school day and children will need to bring adequate food to sustain them during the day. In Primary School, the children eat together in class groups and, although they don't share their lunches, these occasions are very much a social and community activity. Please be conscious of minimising the amount of throwaway packaging, e.g. yoghurts, poppers, etc. A fresh wholesome lunch is preferred. Water is preferable to packaged juices.

Please no soft drinks or caffeinated drinks.

Food stalls and canteen

At various times different class groups run food stalls as a fundraiser in order to help with expenses for class trips. These class stalls are run regularly and are advertised in the school newsletter.

There is no daily canteen system in use on a regular basis.

Lollies, gum, etc

Lollies, chewing gum or bubble gum, etc are strictly forbidden.

Sun protection

Hats are essential in spring and summer. The most suitable hats provide adequate protection for the face, ears and neck. Our playground has many places that provide protection from the sun while your child can still enjoy the benefits of being outside.

Whilst sunscreens may be useful for protection, the school believes that covering up and sheltering from the sun is a more appropriate protection and the use of sunscreens is at your discretion.

Hats

Early Childhood and Primary School Students must have hats to play in full-sun areas of the school. It is preferred that hats are bucket/wide brim style. Parents are asked to send along a hat each day (with the child's name written inside).

Can animals be brought to school?

Some animals are kept by the school, or by individual classes. However, other animals are not to be brought to school, although, there may be special occasions where permission could be sought to bring an animal to school.

Please do not bring dogs to school when collecting children from school.

Aerosols

The use of aerosol cans (this includes aerosol deodorant) is strictly prohibited at school and on all excursions and trips. There are some serious safety issues with these items.

Students who use deodorant are asked to please use roll-on or other alternatives, which provide a safer use.

APPROPRIATE CLOTHING

Whilst there is no school uniform, Lorien Novalis has a school dress code that is regularly revised so that it is relevant and responsive to changing times. The dress code endeavours to address the students' and school community's safety and health standards (safety is used broadly to describe emotional, social and physical well being).

The dress code should improve the learning environment and outcomes of students so that it is supportive, positive, non discriminatory, equitable and safe. The intent is to complement and enhance an environment that reflects the ethos of a K – 12 Steiner education. Early childhood to late adolescence casts a wide span and yet within the school these worlds interact and overlap, hence the best interests of all need to be addressed in formulating a dress code.

The school values freedom of expression and individuality and this particularly emerges in High School. However, the need to foster a culture of respect for others, and the gaining of skills to enable appropriate decision making are also valuable lessons needed for High School students in preparation for the world. Cooperation and enforcement of the dress code is expected and delivered from this understanding and should never be confused with it being about personal judgments or preferences.

Dress Code

Tidy and clean hair, nails and clothing. Clothing should allow students to be physically active and allow free movement. Clothing should be appropriate for the weather.

Singlet tops are fine on hot days but midriffs should always be protected.

Jewellery needs to be kept to a minimum for safety reasons.

Hair should be a natural hair colour throughout primary school.

Inappropriate clothing

Images on clothing that are irreverent, frightening or grotesque in any way, should not be worn.

Clothing that displays or contains negative, offensive, loud and overbearing imagery should not be worn.

Clothing that contains advertising or slogans should also not be worn.

Clothing that is shredded, torn or pinned for effect should not be worn.

Thongs and sandals/slip-on shoes without a back strap and heel should not be worn.

Ugg Boots are not appropriate foot ware for school.

Please do not wear clothing that is too restrictive, too tight, too short or too revealing: this particularly applies to high school students who are role models for younger students.

Please do not wear clothing that is too loose, as it constantly needs adjusting and hinders free-movement.

Excessive makeup, dangling earrings or other piercings should not be worn.

Please make sure that your child wears appropriate clothing if clothing is inappropriate then alternative clothing needs to be found, this may be found at school, or parents may be called to the office to provide such clothing.

Warnings will be given for wearing inappropriate clothing before students are sent home.

Base ball caps are not regarded as appropriate school ware however for sports events and class trips they may be worn.

Labelling clothes

Please label everything your child brings to school: footwear, lunch boxes, bags, jumpers, coats, swimmers, hats and anything else that comes to school regularly and may be lost.

There is a lost property box next to the office.

Lost property

If your child is missing clothing, check the box as soon as possible as the contents are regularly given to the Opportunity Shop.

For Drama lessons

Students need non-restrictive, comfortable clothing for easy movement. Girls are asked to wear shorts or long pants, as there are often activities on the floor.

For physical education lessons

Students are asked to wear clothing for easy movement. Girls are asked to wear shorts and a T-shirt or polo-shirt during the warmer months, and a sweatshirt if cooler.

For Eurythmy lessons

Students need to have Eurythmy shoes with soles that grip (this is for all classes from Kindy to Class 12). Loose and comfortable clothes should be worn so students can move their arms up without their midriff showing (this is very important particularly for class 7 upwards).

For technics lessons

When students have technics lessons they should have enclosed footwear, and not wear sandals or other open-shoes for those days.

If hair is long enough to be tied back, it should be tied up (this is for safety reasons, as otherwise hair can be caught in machinery).

For swimming lessons

Swimmers and a towel are required for the Swim and Survive awards that are delivered in the summer months.

Appropriate swim wear is also required by all students for all water related sports and activities.

VET students

Vet students must wear clothing that is required by the subject that they choose, eg Construction – steel cap boots, high viz vests and so on.

SELF-MODERATED BEHAVIOUR

Lorien Novalis fosters a friendly social environment where staff and students relate to each other on a first name basis. Students are encouraged and are expected to regulate their own behaviour. We believe that the structure of our school and its pedagogy helps us with this. The Class Teacher/Class Guardian structure we have in place ensures a strong foundation of pastoral care and through this the students develop a solid bond with their teachers who in turn build a rapport with the parents. This bond between teacher, parent and child forms an essential unit, which helps with conduct and discipline.

Even from the youngest years the school expects a high level of achievement, maturity and responsibility from its students. We give students high quality materials to work with and we treat them as individuals and with mutual respect. We expect this in return. Our classroom management, relevant curriculum, stories and appropriate consequences for misbehavior all help to teach self discipline, motivation and a love for work. This tends to happen naturally as an innate sense for authority and discipline is an important and an integral part of our curriculum and is influential through all ages.

In the classroom we aim to foster mature attitudes to work and study and to prepare students to take responsibility for the path that lies ahead of them in the workplace and the wider world. Each teacher is fully responsible for the discipline in his or her classroom.

When self-regulation and immediate correction by staff breaks down, discipline guidelines are implemented.

Bullying, harassment, abusive language, swearing, disruptive behaviour and unacceptable absence are not tolerated.

Positive Behaviour Policy

This policy relates to the interaction between students, teachers and parents and deals with aspects such as mutual respect, inappropriate behaviour and bullying, the policy can be found on the Lorien Novalis School website: <http://www.lorien.nsw.edu.au/joomla/images/pdfs/positivebehaviourpolicyv2.pdf>

If there is an issue regarding your child's behavior and if you are still not satisfied with the outcome, please refer to the Communications, Complaints and Grievance Policy, which can also be found on the Lorien Novalis School website: <http://www.lorien.nsw.edu.au/joomla/images/pdfs/communicationscomplaintsgrievancepolicyv2.pdf>

1. Exclusion from the school

- a) If the Head of School, or any person deputing for the HOS, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the Head of School or deputy may exclude the student permanently or temporarily at their absolute discretion.
- b) If the College of Teachers or the Head of School believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the College of Teachers or the Head of School may require the parent to remove the child from the school.
- c) The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

Drugs, Alcohol and Tobacco

The school's grounds have been declared a smoke-free, drug-free and alcohol-free area. This applies to everyone in the school community and also to all school excursions/field trips.

On an educational level the school does not condone the use of drugs, alcohol or tobacco. Such use undermines the student's development on which the school's educational principles are based.

For details on policies regarding drugs, alcohol and tobacco, see the Positive Behaviour Policy on the Lorien Novalis School website: <http://www.lorien.nsw.edu.au/joomla/images/pdfs/positivebehaviourpolicyv2.pdf>



SAFETY, SUPERVISION AND EMERGENCY

At Lorien Novalis we believe that the children need to develop using the natural environment around them as their playground. This happens not only at school but also outside whilst on excursions and trips. Children will often push their physical boundaries and accidents may happen. These are wonderful learning opportunities and while we fully respect the need for safety these challenges also help your child develop and grow.

We like to manage these situations by assessing the risks against the benefits by way of having adequate supervision, specialised staff and correct safety equipment. Playtime at school is always supervised and any outside school activities have risk assessment plans passed firstly by the school management.

Supervision of students outside school hours

The school supervises students from 8.30 am to 3.30 pm with the exception of bus duties in the afternoon. Parents are asked to be prompt in collecting students at the end of the day.

Parents working at school after hours or attending courses are responsible for the supervision of their own children; it is suggested that parents make arrangements for children to be supervised away from the school or to book them into OSHC.

School safety

We do travel with students in our own buses and hired vehicles and follow RTA regulations and guidelines for passenger capacity and seat belting as well as driver regulations.

In the classroom safety is also of utmost importance and OH&S health and safety regulations are followed and risk assessments compiled in relation to activities undertaken by the students.

All students are insured against accidents.

If you have any concerns about safety issues please report them immediately to the office or Management.

Emergency and Lockdown

The school has procedures in place for emergencies and lockdowns. Parents will be notified if children need to be collected from school.

Child Protection Policy

In addition to providing a caring, protective and creative educational learning environment Lorien Novalis is committed to the protection of children from abuse and neglect. There are regulatory acts, procedures and guidelines that we legally have to follow with teachers and other staff having an obligation in law to notify suspected child abuse and neglect where they have reasonable grounds of suspicion.

Our staff have undergone professional development to enable them to have a better understanding of detection and procedures if any incidents should arise.

HEALTH, ILLNESS AND MEDICINES

Illness at School

Any child reporting ill while at school will be cared for either by their teacher or in the office. If the student is very sick and uncomfortable the parents will be informed and asked to pick up their child.

Medical Care

Most of our staff hold current first-aid certificates and will care for minor injuries and illnesses. With parental consent (as per forms completed at enrollment), basic homeopathic and first-aid assistance will be administered. Should the condition require further attention, parents will be contacted and requested to pick the child up from school. If the condition is considered urgent an appropriate medical practitioner will be consulted. Staff attending any injury will record the details in the Incident and First Aid Report book kept in the office.

Infectious Diseases

Children in any school environment are susceptible to various illnesses. These conditions include influenza, impetigo, conjunctivitis and head lice. It is most important for parents to be fully aware of the signs and symptoms in order to avoid these diseases being transmitted to other children.

Children who are infected must remain home from school during the infectious period of an illness and should be given adequate time to recuperate and convalesce before returning to school.

Medical Conditions and Action Plans

If your child has any ongoing medical condition please make sure that we know about it and the correct procedures for managing any situation that might arise whilst your child is at school or on trips.

Please ensure up to date Action Plans (for Asthma, Anaphylaxis, etc) are given to the Office. Notification of children suffering from extreme allergies is posted in the office and staff room. Most staff are qualified in the use of epi-pens. Please make sure that there are sufficient pens for your child and that they have a current date rating.

Medications in Early Childhood classes

No prescribed or other medication will be stored at the school.

If a student has medications prescribed by a medical practitioner, and must take this during the school day, a parent/guardian must give the medications in the original packaging, with the original instructions to the Early Childhood teacher and complete the necessary forms regarding administration of medications to children in Early Childhood.

Medications in Classes 1 to 12

No prescribed or other medication will be stored at the school.

If a student has medications prescribed by a medical practitioner, and must take this during the school day, a note signed by the parent is needed to be given to the Class Teacher / Class Guardian.

TV, COMPUTERS, PHONES, PHOTOGRAPHY ETC

Over the years we have found that there are many aspects to modern life that can be distractive for a young and developing individual. Many of these have arisen over the past 30 years with the development of digital technology.

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

The school's approach to the developing child is one that relies on the natural patterns of play, imagination and creativity being the basis of thought development, without the intervention of modern digital technology.

Television

Over-exposure to television limits human functions to a narrow range of activity. The stress to the eye, for example, in processing the 25 lines of a TV image together with 800 dots appearing at 25 times per second, is unnatural. The rapid change of camera angles, image content and quick cuts – designed to hold attention – create unnatural suspense and tension. In normal circumstances our eyes do not operate at this speed. Real life, by comparison becomes boring. Added to this is the often-distressing content to which the children are exposed – violence, cynicism, ugliness and coarse language.

Exposure to television for children under seven is unnecessary and inappropriate. In the early primary school years over-exposure to television conflicts with our teaching with its fast-paced visuals, fostering a short attention span that directly impacts the child's school experience. Morning TV before school, directly interferes with the children's learning, as does their off-loading of unwanted TV imagery and electronic sounds. This is a poor substitute for the more creative and social imaginative play that is a tenet of our education.

Exposure to commercial television may also carry additional unwanted influences.

For older students, long hours of late-night viewing are not recommended and content guidance is strongly advised.

Movies and Videos

Movies share many of the same detrimental attributes as television but can in some ways have far more impact due to the sensory overload in many theatres (large screens and surround sound). Many movies including those designed for children contain levels of drama and content that is inappropriate for certain ages yet they have a G rating. You only have to look at society's acceptance of swearing, horror and violence over the past 40 years to realise the extent this media has influenced us. With the introduction of large screens and sound systems into the home this same experience can happen with videos.

Computers and the Internet

The regulation of computer use and computer and electronic games is also advisable. Today students have ready access to computers and the Internet, many times with unregulated use. Much of the content online can be developmentally inappropriate.

With the easy access to social media websites and this happening at earlier ages the temptation to be part of this world can be irresistible to some students. There are many cases of cyber bullying, vilification and harassment that happen through this medium and we advise that parents take an active role in monitoring the use of such websites. We do not see it as the school's responsibility to deal with issues that arise through such media (as it happens after school hours) although it does have an impact at school. We will negotiate with those directly involved in such cases.

Lorien Novalis offers I.T. to older classes where the students are taught proper use of

various types of programming, as well as students' relationships to accessing the Internet.

Games

The content is more often than not, violent (killing, elimination, destroying). All that is exercised is hand-eye co-ordination and that in a limited capacity. They can be particularly objectionable because of their tendency to create obsessive/addictive behavior among users. Content guidance is strongly advised.

Mobile phones and Ipods

Mobile phones that are brought to school by students, must be turned off and left in school bags during the school day. They are not to be used at school in any way. (This includes games, cameras and messaging.)

When a student brings a mobile phone to school it must be turned off and remain out of sight until the student has left the school grounds. The school office will always pass on important messages or let students call if necessary.

If students are caught using these devices they will be taken from them and given to the office where you as parents will be able to pick them up or they will be returned to the student after 24 hours.

With the seemingly increasing dependence on mobile phones and access to music we believe that there is an educational justification to teach the students at school that there are other ways to connect and not be reliant on such technology therefore we have placed a ban on the use of such technology at school and on school related activities including class trips. Permission to use a mobile phone may be given after school hours.

The school is a wi-fi free zone and we discourage the use of mobile phones on the school property by everyone..

Photography and Video Use

Videoining and photographing plays and performances can be distracting to students. The College asks that you refrain from taking photographs or video recording. Permission may be given in cooperation with the teacher in charge of the event if prior consent is arranged.

Photographing and videoining on class trips and outings will only be done with the consent of the teacher in charge. Photography is discouraged as it is a distraction from the genuine experience.

COMMUNICATING THROUGH MEETINGS, NEWSLETTERS ETC

As parents you play an important role in the function of our school. Over the 40 years Lorien Novalis has been established we would not be where we are today without the help and support of the parent body. The volunteer work to the school and support that has been given to teachers on all levels has sustained us through hard times and has built strong bridges through good times. Above all, communication and a sense of community build a better environment for your children to be educated.

Messages for students

Please call the office.

All messages will be conveyed to the relevant student in need of emergency contact.

Parent-teacher contact

If you have any questions about your child's education, you are advised to approach his/her Class Teacher or Class Guardian. Should further consultation be required, your child's teacher may direct you to our Faculty Coordinators who will be able to organise further discussion.

We are happy to make an appointment to see you or to speak to you on the phone (please do not call teachers after 8.00PM – except in an emergency).

Please note that interviews are not generally held before school, at lunchtime or morning tea times.

Parent Meetings

All Class Teachers and Class Guardians hold parent meetings throughout the year. This is usually on a per term basis in the Primary years and bi-yearly in High School. This is an opportunity for you to learn more about your child's class, the lessons they are being taught and the trips that they will participate in.

Class meetings are a good time to ask 'general' questions about your child's education. More personalised questions about your children should be directed toward individual meetings with the Class Teacher / Class Guardian.

We hold general parent meetings during the year to introduce the teachers to the parents and talk more generally about Steiner education.

Parent Library

There is a parent library with a comprehensive range of books on Rudolf Steiner and Steiner Education generally. Ask at the office if you are interested in borrowing any books, or browsing through the collection.

Parent Classes

From time to time there are parent classes in the arts that we foster at Lorien Novalis. If you are interested please ask at the office.

Disputes

In the unlikely event of a dispute arising between staff, students and/or parents, the meeting is to be immediately postponed and reconvened as soon as possible with a mediator to work towards a harmonious solution. If this fails to occur, the matter should be brought to the attention of the Educational Administrator, who will inform the College of Teachers and arrange for further discussion and consultation to occur in the spirit of conciliation.

Interviews are not generally held before school, at lunchtime or morning tea times.

If you are still not satisfied with the outcome, please refer to the Communications, Complaints and Grievance Policy, which can also be found on the Lorien Novalis School website:

<http://www.lorien.nsw.edu.au/joomla/images/pdfs/communicationscomplaintsgrievancepolicyv2.pdf>

Accidents and Incidents

In the case of an Accident or Incident Report being made by a teacher or other staff member in relation to an accident or incident, parents may be contacted and notified of the accident or incident if deemed necessary. Depending on circumstances parents may be sent a report, asked to sign a report or asked to act upon a report.

All reports are filed by the Head of School and are available upon request.

Newsletter

The school newsletter is published every week. Newsletters are distributed via email to parents and are also available on the school website.

Website

Information about the school and downloads of documentation are available on our website:
www.lorien.nsw.edu.au

REPORTS, GRADING AND TESTS

Your child's ongoing progress is continually evaluated at Lorien Novalis and we believe this is best done in a non-competitive way through constant monitoring of every student's relationship to their work (both artistically and intellectually), social behavior and development, and a continued communication between the class teacher or guardian and you as parents thus supporting the children's educational work.

Grading and ranking students The incorporation of testing and ranking only adds to competitive pressures and stress in the learning environment and is against the philosophy of our school. We would rather use non-invasive methods of assessment that emphasise how students perform in relation to their own abilities, not rated against others in the class or even Australia wide. Grading and ranking can have a detrimental effect on both the student's self confidence and esteem; and has been shown to be a poor measure of a student's ability.

Some grading of progress is required for reporting purposes (see note on reports below).

Reports We send out a bi-yearly report at the end of each semester to outline your child's progress. It is mandatory for us to include grading in this report but at Lorien Novalis in the lower years we rate students at a mid level and give you the choice as to whether or not you want this grading included in the report. We find that the written component of the report is more informative than the grade.

Standardised tests Regulations state that each child needs to sit for national Bench-mark Testing in Grades 3, 5, 7, and 9. We provide this facility but again ask you as parents to make the decision as to whether or not you want your child to sit for this type of testing. We do not orientate our teaching toward this type of testing.

ROSA The old NSW Year 10 School Certificate has been replaced by the ROSA (Record of Student Achievement). The main change is that students are no longer required to sit for an external exam at the end of Class 10. However, the course requirements remain the same. Students will receive the ROSA provided they fulfill the course requirements, which are partly set by the Board of Studies and partly by the School. The ROSA may also be awarded to students who leave before the end of Year 12. Students who do not fulfill the course requirements, instead receive a Transcript of Study which details the courses that they have satisfactorily completed.

Non-ATAR HSC and STAT tests The HSC courses have strict assessment requirements.

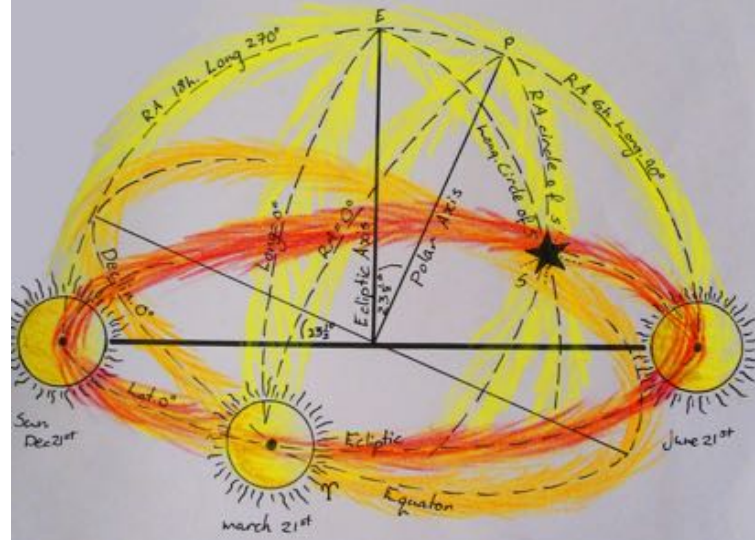
In the upper school we offer a non-ATAR HSC for which the students may register.

Many of our senior students in the past have sat for STAT test.

Pathways to Tertiary Education The STAT test which is an examination designed for a wide selection of candidates, who seek entrance to a tertiary institution. We have found that these alternatives or a combination of both, have enabled all of our students to gain university entrance over the past 15 years.

Further information about pathways to tertiary studies is available in the Senior Student Handbook.

Trigonometry main Lesson
with Leanne class 9 2005



The two ways of star Mapping

EXCURSIONS/TRIPS AND VOLUNTEERS

Lorien Novalis has a long history of providing its students with rewarding educational experiences outside of the school. This enables us to explore places and experience things first hand that we have talked about in the content of their lessons. Additionally, students are given opportunities to use facilities and to have experiences that we cannot provide within the school.

All our excursions and trips are built into the year's learning program. Excursions and trips are not optional and are an integral part of the children's education as well as a vital element in the social growth of each child and class.

Initially, Class 1 and 2 will complete an overnight camp. These excursions become more adventurous and longer in successive years.

Day trips and class trips take place throughout the year. These are not covered in the term fees but your Class Teacher or Class Guardian should be able to give you an estimation of costing of the excursions and trips they plan to do. Some day-excursions in our learning program may include activities such as: ice-skating, bushwalking, beach visits, a zoo visit, dramatic performances, museums and observatories. Other day-excursions are sport orientated such as: tennis, climbing, inter-school sport carnivals, kayaking, abseiling and sailing.

Many of our Trips have become a standard within our school, and include:

- Man and Animal – Excursions to farms and zoos
- Greek Olympics – Participating in the Steiner Olympics
- Marine biology and coastal geography – Barrier reef Trip
- Cultural Studies – New Zealand Trip
- Australian Geography and history – Central Australia Trip
- Marine Studies – Obtaining an Open Water Diving Certificate, Vanuatu
- World Geography and cultural studies – Yr 12 trip

Selection of helpers for Excursions / Class Trips

All support staff must complete the Working with Children Check Sheet.

The College of Teachers is responsible for the selection and allocation of support staff. Parents with relevant abilities e.g. nurses, first aiders, advanced drivers, Steiner teachers, etc, are encouraged to apply.

Support staff are required to attend an induction session on excursions/class trips. These are held at various times throughout the year.

The College of Teachers of Lorien Novalis School expects all support staff to support the school's policy that Excursions/Class Trips are smoke and alcohol free events.

We are constantly on the lookout for licensed bus drivers who can help on longer trips. If you think that you may be able to offer help on this level please contact us.

Class trip helper: Induction Course

Volunteers or assistants on class trips are asked to participate in our induction course before they participate on any trip. These are held at various times during the year. Please give your name to the office so that you can be contacted when the next induction commences.

Volunteers (legal checks)

Lorien Novalis School appreciates the help and assistance given by parents both in the classroom and on class trips. If you are asked to undertake any of these tasks you will have to have a Working With Children Check. Please contact the office staff for the correct procedures to enable you to assist.

Volunteers and

All visitors and volunteers must sign in at the office before venturing further into the school grounds.

visitors signing in

Visitors sign in at the front office before entering the school property.

Volunteers and visitors: insurance

All visitors and volunteers are covered by the school's insurance whilst on the school grounds or during a school related activity.

On Class Trips and excursions, approved Support Staff will be covered against accident by the School's insurance.

Emergency Contact Details for students

Please make sure that your emergency contact forms are up to date.

We send these forms out when students are going on Class Trips so that the office has up to date information and the class teacher/guardian can have the information available on the trip. Please make sure these are returned before your child goes on a trip.

Supervision on outings

Safety during out of school activities is of utmost importance to us and each trip has to be approved firstly by the College of Teachers and secondly with a risk assessment and costing by the Management Committee. The Class Teachers and Class Guardians spend a substantial amount of their own time preparing and organising the trips and we believe that all of the trips offer value for money.

Parents are sometimes asked to attend trips as well as the teacher(s) because on many occasions we need higher adult to student ratios and this is usually provided with support from the parent body whose help provides valuable assistance to ensure the safe, smooth running of a class trip.

SPECIAL DAYS

We have a number of special days at Lorien Novalis School, where the whole student body (Winter Festival) or the whole school community (all other days) gather to share in the spirit of the school.

- | | |
|------------------------------------|--|
| Winter Festival | Lorien Novalis School celebrates a winter festival each year around the winter solstice (i.e. 21/22 June). The school comes together for a lantern walk and performance, followed by a meal and an overnight stay. |
| Spring Fair | Our annual fair is held in Spring and features activities and games for the whole family. International food stalls; performances, a café and entertainment make the day a most enjoyable experience. This is the year's major school fundraiser and is enjoyed by the whole community. |
| Annual Festival of Plays | In the last term of the year, classes work towards the production of their end of year play or performance. These are usually written and produced by the teachers, drawing from the content of the four terms of the learning program. The plays are a living culmination of the year's work.

Families are warmly invited to attend. |
| Open Day and Exhibition Day | On the last weekend of the school year we have our annual Open Day where the year's work is presented in a display. This is an opportunity for the students and parents to see an overall picture of their educational year and talk with the Class Teachers and Class Guardians.

This is an important event in the school year and offers closure for the students as they progress into the next grade. They have the opportunity to see the grades above that they will be heading towards and those that they have left behind and reminisce about.

It is important that students attend for some part of the day. |
| Major Works Presentations | Another opportunity to see High School students present their work is at the Major Work presentation day and performances. These days are a highlight of the year with Class 12 presenting a culmination of their research and projects from the year. Many of the students have used their major work to gain entry into university and the diversity and quality of the work of each individual is worth seeing.

All high school students are encouraged to attend at least some of the Major Works presentations each year, in preparation for their own presentation in Class 12. |
| Market Days | Market days are held 4 times a year. There are stalls of all kinds and usually a class will run the cafe to raise funds for activities in their classes. It is a great way to participate and help. |
| Fund-raising | Our major fundraising event is our Spring Fair where all classes and parents have the opportunity to participate and contribute.

At other times we have raffles on a whole school basis, but most other fundraising opportunities are done with individual classes and include either lunchtime shops or cake stalls after school. Without the help of parents this can be a difficult task so all help is appreciated.

We also have a building fund to which all donations are tax deductible. |

ENROLMENT, TUITION AND WITHDRAWAL

School Fees

Upon enrolment of a new student in the school, one term's fees are payable in advance. Thereafter, fees are payable on or before the first day of each term. Interest will be charged and accrued on overdue fees from the due date.

Children will not be able to commence a new term until all fees from previous terms have been paid.

Please contact the Registrar to discuss options such as part-payments.

Please note – early childhood fees are required to be paid in advance of the child commencing in the pre-school or little kindergarten.

See the School's fee schedule on the Lorien Novalis website.

Building Fund Donations

All donations to the school building fund are tax deductible, and assist in building our new school buildings. All enquires should be directed to the office.

Withdrawal of child from Lorien Novalis School

One month's notice during the school term, in writing to the Registrar, must be given for the withdrawal of a pupil from the school, otherwise the usual one month's fees will be charged.

If the student is younger than 17 years old and has not completed Class 10, then before the end of the one month, evidence must be provided for one of the following:

- a) Enrollment at another registered school
- b) A Certificate of Home Schooling

If the student is younger than 17 years old and has completed Class 10, then before the end of the one month, evidence must be provided for one of the following:

- a) Enrollment at another registered school
- b) A Certificate of Home Schooling
- c) Full-time enrollment at TAFE
- d) An apprenticeship
- e) Enrollment in an approved alternative program
- f) Full time employment

If this evidence is not provided, attendance and payment of fees is to continue until the evidence is provided.

Withdrawing a child for home-schooling

If a family intends to withdraw their child from school for the purposes of home-schooling, then prior to withdrawing your child you need to:

- apply to the home-schooling office and obtain a HS Number (home-schooling number)
- complete the process for registration for home-schooling
- receive the Certificate of Registration for home-schooling and give a copy of this Certificate to the Lorien Novalis School Office

By NSW Legislation you cannot withdraw your child from attending school prior to providing the school with a copy of the Certificate of Registration for home-schooling.

The school is required to contact the Home-Schooling Liaison Officer (HSLO) to advise them of your home-schooling intention.

Withdrawing a child for TAFE, work or apprenticeship

Students who have completed Class 10, but not yet turned 17, who wish to apply to leave school to take up an apprenticeship, full-time work or full-time TAFE studies (or a combination of study and employment), need to apply for an "Exemption" from school. Please see the Office for an Exemption Form and for further information.

Holding fee for Leave of Absence

Written notice addressed to the Registrar must be handed into the office prior to your child leaving for an extended period during term time. Please discuss any intended extended period of leave with your Class Teacher or Class Guardian. A determination will be made as to a fee being payable to hold a position open in a class.

SCHOOL STRUCTURE

Lorien Novalis School for Rudolf Steiner Education LTD, is a 'Not for Profit' organisation and was established for the purpose of education. The school has many bodies that care and administer the functions of the school including education, finances and human resources. It has legal responsibilities to the State and Federal Governments with compliance regulations and obligations that it must meet.

The school is an educational enterprise for children and adults which is supported by a Governance Structure.

GOVERNING BODIES

1) **THE MEMBERS OF ASSOCIATION.** – The Members of Association are a group of individuals who hold a particular connection to the school and stand by the values and ethos that the school operates by. These individuals may be parents of the students, past parents, teachers, past teachers and others who have strong connections to the work of Rudolf Steiner. Their primary role is to protect and support the school through effective and meaningful leadership and governance in accordance with the ethos and values of the school.

2) **THE BOARD OF DIRECTORS.** The Board of Directors is comprised of equal numbers from the College of Teacher Representatives and elected Members of the Association. The Board's primary roles are to oversee School Governance, legal obligations, financial security and the support of the College and the school's leadership.

3) **THE COLLEGE OF TEACHERS.** Is a group of dedicated individuals whose primary focus is the pedagogy of the school. The work done by the College centers around the school ethos and values and how they are reflected in the curriculum and the practices of the school. The College of Teachers is the *heart* of the school.

4) **THE FACULTIES**

The school consists of four faculties.

- 1) Early Childhood.
- 2) Primary.
- 3) High School.
- 4) Novalis College.

The faculties work is the implementation of the curriculum according the principles of education given by Rudolf Steiner and meeting the outcomes and requirements of the Board of Studies, while upholding of the school's ethos and values. It s to ensure that all students are respected and cared for with due diligence and are given every opportunity to be successful students

School Leadership

Lorien Novalis School exercises a leadership model which comprises of the collaborative work of the College of Teachers, The Board of Directors, the Faculty Coordinators and the Head of School.

1) Head of School

Norman Sievers - Head of School

TAA – Teacher Accreditation Authority.

Director of Novalis College of the Arts

The key roles of the School Leader include ;-

- 'Responsible Persons' (Compliance and Governance for example: TAA, HOA, PEO, PCBU HOS)
- Manage Risk (Compliance)

- Provide strategic guidance (Governance)
- Monitor performance (Governance and Compliance)
- School promotion (Steiner education specifically)
- School Finance and budgeting(Business planning)
- Improvement Plan/ Strategic Development
- Staffing (in consultation with the Board and/or College)

2) Faculty Coordinators.

Leanne Clarke - High School Coordinator

Vivien Sievers – Coordinator—Early Childhood – Primary School



Management Group 1

Operations- Meetings 1 x per month and as needed.

- Education and Operations (Norman)
- Finance Manager (Barbara Kasper)
- Board Reps (elected by College.)
- Office Managers (Alison Sonter & Janine Loyzaga)

The role of the ‘Operations’ group is to monitor and direct all day to day functions and running of the school. The Board Reps , represent the College, and the Faculties at the Board meetings and report back from the Board to the respective groups. They are the conduit between the Board and School, conveying directives and initiatives.

Management Group 2

Education - Meetings 1 x per week and as needed.

- Norman - Head of School
- Faculty Coordinators (Leanne- High School and Vivien – Primary & Early Childhood)
 - oversee the implementation of the curriculum,
 - the wellbeing of students
 - the efficiency and effectiveness of the timetable.
 - Monitor and approve documentation for NESAs
 - Monitor and approve teachers leave
 - Enrollment process
 - Teacher/Student and Family induction
 - All other aspects relating to the education and welfare of the students.

Administration.

The administration group comprises;-

- Office Managers (Janine and Alison)
- Accounts – (Barbara and Angela)
- Norman – Head of School

ADDITIONAL RESOURCES AND READING LIST

Please make use of our parent library if you wish to borrow reading material about Steiner education and Anthroposophy. Below are some books you may find in our Parent Library, or through a book shop:

Books on Early Childhood

You are your Child's First Teacher, Rahima Baldwin; Celestial Arts, California

The Incarnating Child, J. Salter; Hawthorn Press

A Guide to Child Health, M. Glöckler and W. Goebel; Floris Books

The Genius of Play, Sally Jenkinson; Hawthorn Press

Well, I Wonder-Childhood in the Modern World, Sally Schweizer; Sophia Books

Books on Education and Child Development

Foundations of Steiner education by Rudolf Steiner

Between Form and Freedom, by Betty Staley. A practical guide to the teenage years.

Beyond the Rainbow Bridge, by Barbara Patterson and Pamela Bradley

Educating as an Art, by Piening and Lyons (Eds.) Essays on various aspects of Waldorf education. A good first book.

Education Towards Freedom, by Frans Carlgren. A survey of Waldorf education throughout the world with numerous color illustrations of children's work as each aspect of curriculum is discussed. An excellent introduction to Waldorf education.

Lifeways, by Davies and Voors (Eds.) Relating questions of practical home life - marriage, money, roles, discipline, mealtimes, etc. - to the Waldorf philosophy. Good for enriching home life and for providing a practical extension of what your child is experiencing at school.

Phases of Childhood by Bernhard Lievegoed

School as a Journey, by Torin Finser. The author describes his eight-year journey with his class. Provides valuable insight into the curriculum and the relationship between the teacher, students and families.

The Recovery of Man in Childhood, by A.C. Harwood. Discusses cycles of child-development and the Waldorf approach from early childhood through high school.

You Are Your Child's First Teacher, by Rahima Baldwin. Discusses what parents can do with and for their children from birth to age six that will enhance their development.

Finser, Torin: School as a Journey. Anthroposophic Press, New York, 1994.

Querido, René: Creativity in Education: The Waldorf Approach. Dakin, San Francisco, 1982.

Phases of Child Development, B. Lievegoed; Floris Books

Who's Bringing them Up?, M. Large; Hawthorn Press

Fool's Gold, E. Miller; Alliance for Childhood

7Encountering the Self, Hermann Koepke; Anthroposophic Press

On the Threshold of Adolescence, Hermann Koepke; Anthroposophic Press

Free your Child's True Potential, M. Rawson; Hodder & Stoughton

The Incarnating Child by Joan Salter Phases of Childhood by B.C.J. Lievegoed

Children at Play by Heidi Britz-Crecelius

Childhood by Caroline von Heydebrand

The Way of the Child by A.C. Harwood

Understanding Young Children & Rudolf Steiner Education by Francis Edmunds

School as a Journey by Torin Finser

Teaching as a Lively Art by Marjorie Spock

Waldorf Schools, Vol. I and II by Ruth Pusch

Rudolf Steiner Education and the Developing Child by Willi Aeppli

Endangered Minds: Why Children Don't Think and What We Can Do About It, by Jane M. Healy, Ph.D.

Four Arguments for the Elimination of Television, by Jerry Mander Kick the TV Habit!, by Steve and Ruth Bennett The Computer Delusion: Atlantic Monthly, by Todd Openheimer

The Plug-In Drug: Television, Children and the Family, by Marie Winn Who's Bringing Them Up? "How to Break the TV Habit!" by Martin Large You are Your Child's First Teacher, by Rahima Baldwin

Books on Family Life

You Are Your Child's First Teacher by Rahima Baldwin

Lifeways Working with Family Questions by Gundrun Davy & Bons Voors

Between Form & Freedom—A Practical Guide to the Teenage Years by Betty Staley

Seven Times the Sun—Guiding Children Through Rhythms of the Day, by Shea Darian

Who's Bringing Them Up? Television and Child Development by Martin Large Parenting, A Path through Childhood by Dotty Turner Coplen

Raising a Daughter, Raising a Son by Jeanne & Don Elium

Books on Practical Activities & Festivals

The Children's Year by Cooper, Frynes-Clinton & Rowling

Festivals, Family & Food by Diana Carey & Judy Large

Toymaking with Children by Freya Jaffke Painting with Children by Brunhild Miller

Dumbing Us Down by John Taylor Gatto

Towards Wholeness by M.C. Richards

Simple Environmental Activities for Young Children by Carol Petrash

Festivals Together—A Guide to Multi-Cultural Celebration by S. Fitzjohn, M. Weston & J.

Large

All Year Round, A. Druitt, C. Fynes-Clinton, M. Rowling; Hawthorn Press

The Children's Year, C. Fynes-Clinton, M. Rowling, S. Cooper; Hawthorn Press

265 TV-Free Activities You Can Do With Your Child, by Steve and Ruth Bennett

**Books on Steiner /
Waldorf Education**

Waldorf Education, C. Clouder and Martyn Rawson; Floris Books

Education Towards Freedom, F. Carlgren; Lanthorn Press

School as a Journey, Torin Finser; Hawthorn Press
Ready to Learn, M. Rawson, M. Rose;
Hawthorn Press