



FOSSIL BAY
school & kindergarten

Parent Handbook for School



Fossil Bay School - Parent Handbook

Educating the head, the heart and the hands

Welcome

Dear Parents and caregivers,

Welcome to Fossil Bay, School & Kindergarten. The school is a member of the Federation of Rudolf Steiner Schools in New Zealand and our approach is based on the philosophy of Rudolf Steiner.

We believe in order for a child to develop into a resilient and rounded individual all aspects of the child need to be developed in a gentle and non-competitive way. We teach in small classes, ensuring the needs of each individual student can be met.

We believe children do best in the early years without technology and that children thrive when given lots of opportunities to experience movement, arts, creativity and the natural world around them. The skills of creative thinking, collaboration and problem-solving are given more importance than memorising information.

We also believe that the future generations will look better after our planet if they spend a lot of time in nature. That is why our beautiful outdoors become our classroom for the day every Friday on top of daily outdoor activities.

Overwhelming evidence shows the shift in what the workforce needs is already underway. Yet, in most schools you visit today, you see teachers teaching the exact same subject matter as they taught in 1918: English, math, science and history. Back in the days the students were being prepared to be servants to the industrialisation, where a few managers were required along with many workers. The kids performing well academically in science and maths were labeled clever and almost guaranteed a successful career. We don't rank the importance of arts lower than maths. We believe each child is a genius and that it is our job to bring that out in each one of them. Our children are nourished to help find their individuality, inner source of creativity and strength.

Although the Steiner curriculum is 100 years old, we believe it is a curriculum of the future, not just of the past, simply because it focuses on exactly bringing out the genius in every child. The curriculum grows with the developing child, skilfully meeting the celebrations and challenges of each age.

We encourage people to learn more about Steiner philosophy. On joining the school you will have had an opportunity to meet with your child's teacher and to hear more about our educational approach. We also have a small library of books on Steiner Education in the office which is available to everyone. You are invited to learn more through discussions with the teachers, particularly through attendance at parent information evenings.

Fossil Bay is at present a self-funded school mainly by fees paid by families. Fundraising by the school community plays a crucial role in the success of the school, and all families are expected to make their contribution.

This handbook provides an overview of the curriculum but also gives practical information concerning schedules, policies, lines of communication, and parent involvement in our school. Please take time to read this handbook carefully. If you have any questions, suggestions, or concerns, please let us know so that we are all working together for the good of each child and the good of the whole community.

Iris Richter, General Manager



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Who we are

We are a community of teachers, parents, and whānau here on Waiheke Island who are committed to creating a better future through the education of our children. We are passionate about Steiner-based education; an approach that provides holistic education, helping to develop well-rounded people who can think creatively, compassionately and independently.

"Receive the child in reverence

Educate him in love

Let him go forth in freedom"

Rudolf Steiner (1861 – 1925)

Fossil Bay School

Children can enter Playcircle at Fossil Bay Kindergarten at birth which caters to young children and their parents. Children then spend around three years in kindergarten laying the foundation, preparation and enthusiasm for learning at school. School classes are offered from Class 0 up to Class 3 (year 4 in mainstream schools). As there is no other Steiner School on Waiheke, children may make the transition to the local School at this stage. Some families may choose their children to be further educated at Michael Park school in Auckland.

Our School

- Embraces the whole child through educating the head, the heart and the hands.
- Embeds a culture of collaboration, while honouring the child's autonomy and individuality.
- Encourages children to be resilient, imagine new ideas, solve problems in creative ways and see the world in a fresh light.
- Values the cultural and artistic expression of music, art, drama, literature, creativity and innovation.
- Embodies Waiheke Island's special character and embraces te reo and tikanga Māori.
- Utilises Waiheke's unique environment as a stimulating and rich outdoor classroom experience, and a place to learn about kaitiakitanga/guardianship.
- Cultivates learning from real experiences and integrates learning from the many talented people on Waiheke.
- Supports children to develop into well-balanced young adults, who have a strong sense of who they are and their place within the community, as well as the wider world.



Our purpose is to create and sustain a nurturing environment of inspired children, teachers and parents in order to provide a modern anthroposophical based education in a physical and emotional environment that facilitates the unfolding of each child's full potential. The community will be built on strong values, clear communication and respectful partnership.

*"Our highest endeavour must be to develop
free human beings who are able of themselves
to impart purpose and direction to their lives" - Rudolf Steiner*

Special Character

'Special Character' is a term used in New Zealand to describe the differences between a secular state school and schools that have a philosophical or religious basis for their education. It relates to the style, the delivery and the content of the education; and the structure of the school (within the legal parameters set by the Crown).

Steiner/Waldorf education is based on the ideals and practices of education described by Rudolf Steiner and the continuing research of Steiner teachers and other compatible pedagogical approaches. This is then localised and informed by the unique context of Aotearoa, New Zealand.

The Steiner curriculum aims to support and enhance the healthiest possible development for each student. The curriculum aims to nurture the physical, emotional, and intellectual aspects of the child, requiring specific learning experiences to be brought to students at particular times and in certain ways. Steiner Education aims to support the development of the whole child and this principle guides teaching and learning in every class. The active study and observation of children is at the heart of teacher development and is, therefore, at the heart of curriculum development and delivery.

All those connected with Fossil Bay School have a responsibility to uphold the Special Character. This includes Fossil Bay Trust, the College of Teachers, management, whānau and children.

Steiner education rests on a concept of the universal pattern of child development. While there are trends in common, each child is an individual and has their own destiny to pursue.

Essential Features of Education at a Steiner School

- The threefold nature of the human being and the development of the child in relationship to the teaching. Age 0-7 learn through example and imitation; 7-14 learn through inner engagement; 14-21 learn through free or independent thinking.



- The main lesson. This runs for 1 $\frac{3}{4}$ - 2 hours every day, during the child's most awake time in the morning. Main lesson block goes for 3-4 weeks and allows real depth of learning.
- Experiential learning. Child has the experience first, then conceptualises it later.
- Education is teacher-led.
- The place of rhythm.
- Integration of the artistic into all lessons.
- The spiritual dimension to education.
- The College of Teachers.
- Parent commitment.

Steiner education has the healthy development of the individual child as its central impulse. The curriculum aims to support and enhance the healthiest possible development for each student.

The curriculum gives equal importance to nurturing the physical, emotional, and intellectual aspects of the child, requiring specific learning experiences to be brought to students at particular times and in certain ways. Steiner education aims to support the development of the whole child and this principle guides teaching and learning in every class. The active study and observation of children is at the heart of teacher development and is, therefore, at the heart of curriculum development and delivery.

The Special Character is not confined to any single aspect of the school's activity. It is expressed in educational aims, curriculum content and teaching methods, organizational structures, as well as details of the social and physical environment of the school. It is essentially an integrated approach with all aspects interconnected in a mutually supportive way. The education is free of dogma or sectarianism, and includes the celebration of spiritual, seasonal and cultural festivals.

All subjects are seen to have equal importance within the curriculum, and all contribute to a complete and balanced education. Content in each subject is tailored to meet the developmental stages of the children at each year level.

High value is placed on teaching and learning through the arts and movement, not only as stand-alone subjects but also as an integral part of all learning experiences. These activities activate the will and feeling life of the child and support the development of flexible and creative thinking. All subjects, as far as possible, are brought in an artistic way, or through practical experience where doing precedes understanding. Wherever possible, practical activity paves the way for discovery and enquiry, which in turn leads to the formation of concepts.



The New Zealand Steiner Schools are part of a global education movement. There are currently over 1,000 Steiner/Waldorf Schools and 1,600 Kindergartens in 60 countries worldwide. The principles that are fundamental to Steiner/Waldorf Education are accessible to, and are able to be adapted to, the needs of different ethnicities, cultures, and religions. Curriculum content allows for the exploration of a wide variety of cultural traditions and world views.

Vision

Our vision is to offer holistic education that nourishes our children, enriches our community and inspires innovative learning and creativity.

Mission

We offer Steiner education to children from 3-8 years of age in small classes in an unhurried and screen free way in a natural setting.

Strategic Pillars

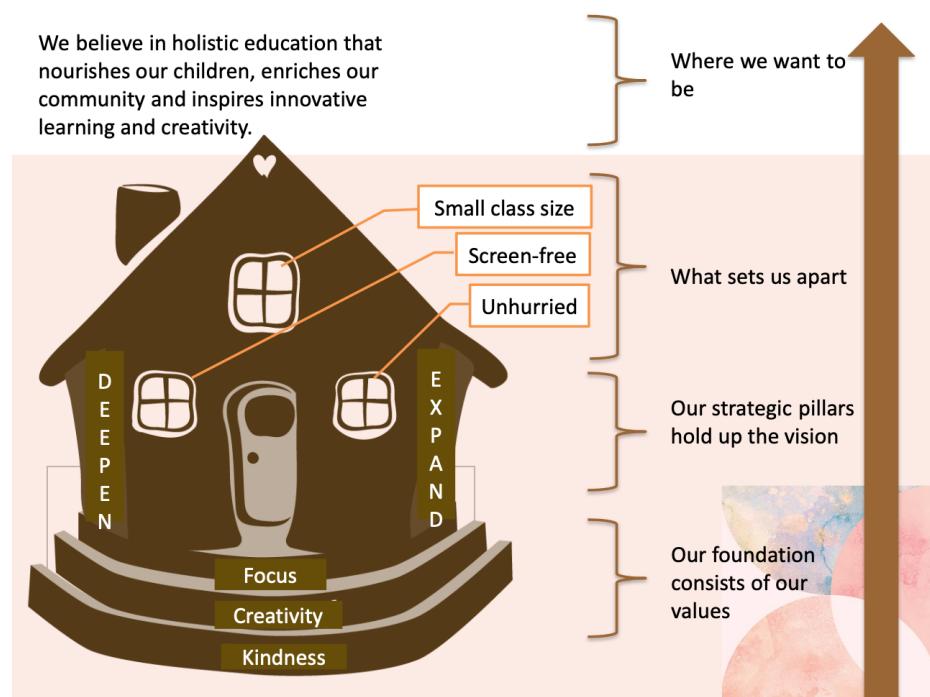
Our strategy outlines that in order to achieve our vision we need to stay true to our values and balance our strategic pillars. Our strategic pillars are to DEEPEN the education offered while we EXPAND the offering to more students and families. The balance between the two must be maintained at all times.

Values

Our values are the foundation of who we are and how we act. They were defined by our trustees in 2019 and are kind, creative and focused. These values guide us when recruiting for our teams and when faced with decisions. We always want to ensure we stay true to our values.

- Kind
- Creative
- Focused

Strategy in a picture





Curriculum

All subjects are seen to have equal importance within the curriculum, and all contribute to a complete and balanced education. Content in each subject is tailored to meet the developmental stages of the children at each year level. High value is placed on teaching and learning through the arts and movement, not only as stand-alone subjects but also as an integral part of all learning experiences. These activities activate the will and feeling life of the child and support the development of flexible and creative thinking. All subjects, as far as possible, are brought in an artistic way, or through practical experience where doing precedes understanding. Wherever possible, practical activity paves the way for discovery and enquiry, which in turn leads to the formation of concepts. An essential aspect of our Special Character is the use of ICT. There is no digital technology at Fossil Bay School.

Primary school students learn best through engaging, experiential, creative lessons. A media-free classroom environment supports exploration, imagination, self-confidence in intellectual skills, and the development of strong social connections. Our classrooms are places of creativity and human interaction, teachers and students in the community. Through the years, a Steiner education gives children space and time to develop into free and independent young adults with initiative to become the next writers, scientists, engineers, entrepreneurs, and innovators of the tech world.

Teachers in a Steiner School strive to recognise and work with the unique individuality of each child, to foster their abilities and to help them overcome their difficulties. In a mixed ability class, children learn from each others' contributions, and the curriculum subjects offer great scope for extension of the individual child's abilities.

Steiner schools recognize three broad phases of development in childhood, 0-7 years, 7-14 years and 14-21 years. The curriculum and teaching methods are designed accordingly. The themes that underlie these phases are 'Goodness' (0-7 years), 'Beauty' (7-14 years), and 'Truth' (14-21 years). We carry a loving respect for the individuality of each child and a recognition of each child as a being of intellect, feeling and will.

Fossil Bay School Curriculum is inspired by the Te Rā Curriculum. The curriculum is not, nor ever was intended to be, fixed and unalterable. Instead it relies on each teacher's curriculum knowledge, teaching skills, creative faculties, and love and understanding of the children. For the teacher, the curriculum is a vehicle for an unfolding of capacities in a timely way so that each child develops harmoniously to her or his fullest potential capacities.

Accompanying the Steiner Curriculum is He Reo Puawai, a Te Reo Maori Curriculum that gives guidelines with suggested approaches and tools for application of te reo and kaupapa Maori teaching in Rudolf Steiner schools in Aotearoa. The school follows a traditional Steiner School structure to the day which may look something like this:

- Mornings - Morning Circle and Main Lesson
- Mid Session – Practice lesson - literacy and numeracy, music, languages and arts lessons.
- Afternoons - Handwork, Games, Physical education, Gardening, Instrumental Music, Art.



Seasonal Events and Festivals

Seasonal Events and Festivals are also part of the special nature of Steiner Education and is an integral part of the school's curriculum. The school's festivals include seasonal celebrations, Māori festivals, and other significant points of the year. This is done through drama presentations, concerts, shared meals and other community activities. Festivals in the year involving the parent community may include the Harvest Festival in term 1, the Lantern Festival and Matariki in term 2, Spring Festival in Term 3 and Advent in Term 4.

Dates for these events are advertised in the school newsletter and on the website.

The education of the whole child through daily intellectual, artistic and physical activities is the aim of the school curriculum. The indications of Rudolf Steiner for each year are used as the basis of the teachers' planning.

Main Lesson Themes and Overview for Class 0-3

Class 1 Overview

Story Curriculum: Fairy Tales; Folk Tales; Nature Stories

Kaupapa Māori: Te reo; Waiata; Waiata-a-ringa; Karakia; Pakiwaitara

Main Lessons: Form Drawing: Straight Lines and Curves; Simple Vertical Symmetry

English Language: Speaking, Writing, Reading – Letters, Sentences

Mathematics: Numbers; 4 Processes

Science: Home Surroundings

Subject Lessons: Movement: Body Geography & Coordination Exercises; Circle

Dances & Games; Balance, Lifting & Stretching Exercises; Skipping; Gross- and Fine Motor Skills Exercises; Beanbag / Ball Exercises

Music: Within the Pentatonic Scale - Singing; Introduction to Pentatonic Flutes

Art: Guided Drawing; Wet-On-Wet Painting; Crafts

Drama: Informal Plays

Maori: Waiata; Karakia; Basic Greetings and Introductions; Parts of the Body; Colours; Numbers 1-20



Class 2 Overview

Story Curriculum: Fables; King of Ireland's Son; Stories of the Saints

Kaupapa Māori: Te reo; Waiata; Waiata-a-rings; Karakia; Pakiwaitara, Patupaiarehe

Main Lessons: Form Drawing: Symmetry & Reflection; Forms in Transformation; Running & Rhythmical Form

English Language: Speaking, Writing, Reading – Simple Spellings; Short Compositions

Mathematics: 4 Processes; Place Value; Multiplication and Division

Science: Home Surroundings

Subject Lessons: Movement: Body Geography & Coordination Exercises; Integrating the Vertical Midline; Circle Dances & Games; Skipping; Gross- and Fine Motor Skills Exercises; Beanbag / Ball Exercises

Music: Within the Octave - Singing; Introduction to Diatonic Recorders

Art: Guided Drawing; Wet-On-Wet Painting; Crafts

Drama: Class Play to School; Puppets; Informal Plays

Maori: Waiata; Karakia; Classroom Language and -Objects; Extended Mihimihi; Vocabulary of the Living World Around Us; Numbers 1-100

Class 3 Overview

Story Curriculum: The Old Testament (Hebrew Creation Stories); Maori Creation Stories

Kaupapa Māori: Te reo; Waiata; Waiata-a-rings; Karakia; the Whare and Kainga; Mātauranga Māori – farming, fishing, astronomy

Main Lessons: Form Drawing: Circle Divisions; Expansion and Contraction; Complex Forms

English Language: Speaking, Writing, Reading; Grammar: The Parts of Speech; Reading

Mathematics: 4 Operations; Measurement: Length, Weight, Volume, Time; Money

Science/Technology/Social Studies: Farming; House Building; People at Work

Subject Lessons Movement: Expansion and Contraction; Circle Dances & Games;

Skipping; Beanbag / Ball Exercises; Bothmer Gym

Music: Simple Rounds – Singing and Recorder; String Programme (if available)

Art: Drawing – Illustrations; Wet-On-Wet Painting; Crafts

Drama: Class Play to School; Puppets; Informal Plays

Maori: Extended Mihimihi; Simple Dialogue; Te Pāmu; Te Wharenui; Vocabulary of Time and Money; Prepositions and Pronouns



Class Structure at Fossil Bay

Based on current and projected student numbers, children will be taught in one mixed aged class, 5-8 year olds. It is well documented that a mixed aged environment becomes less competitive as the pace of learning is individualised. The children develop a sense of family with their classmates as they mimic family and neighbourhood structures. Our magical festivals bring the community together in a very special and unique way. The minimum number of students is 9, while the maximum is currently 15. The focus of the primary school will remain on education for 5-8 year olds for the foreseeable future or until the organisation has organically grown to take the next step. We can focus on doing our job of being a small school well, without pressure to grow. A small class also suits the social needs of most younger children.



Parent / Guardian Commitment

There are a number of commitments required from parents/caregivers:

- Ongoing demonstration of a connection with the Special Character, aims and purposes of the school.
- Prompt payment of fees, either in a lump sum payment at the beginning of each term, or by weekly automatic payment.
- Attendance at parent/teacher evenings, to be held once per term.
- Attendance at working bees, to be held once per term.
- Commitment to supporting your child's education in the home by recognising the adverse developmental impact inherent in exposing young children to the range of electronic technologies (TV, computer, ipad, smartphone, etc.)
- Help with fundraising events - our school relies on regular fundraising events. All families are expected to help out at our fundraising events.

Parent Responsibilities

It is important as a pioneering independent school that all parents in our community help in the efforts to grow our school. Over the last five years, parents have worked extremely hard to get to the school where it is today. We are aware that parents need plenty of notice to help out in our community. We have therefore created a parent responsibility document to clearly communicate the minimum amount of participation each family needs to undertake. Your participation is essential to ensuring that our school runs smoothly. Without your volunteering hours, our school would not be cleaned, our building and gardens could not be maintained and our children's outdoor Fridays would not be possible. We thank each and every parent in our community for your hard work and dedication. Without you, our school would not be possible.

- **Four Working Bees per year** - One in each term, please find dates on the school website. For those unable to attend certain dates please follow up with our School Administrator to do a job outside the working bee hours. Each working bee will be 4 hours. Total 20 hours per year.
- **Cleaning Classrooms** - once a year (per child) approx 1,5 hours. This can be completed at any time between 1:30 pm Friday and Sunday night. Details of what is required are posted in the bathrooms and can also be found at the bottom of the cleaning roster. If a parent is unable to fulfill their cleaning on their rostered date it is the parent's responsibility to swap with another parent, or to find someone else. Any changes must be advised to the Parent Volunteer in charge of the Cleaning Roster. Please add your name to the Roster via link that can be found on our [website](#).



- **Fundraisers** - Fundraising is an important aspect for our school. The amount raised goes directly to essential resources for our children's learning. We have two main fundraisers per year:

- **Harvest Fair - March** - We will require every parent to participate in the running of the Harvest Fayre. We will also need 3 parents each from school and kindy who will help coordinate the festival.
- **Sparks and Strings - October** - We will require every parent to participate in the running of the event. We will also need 2-3 parents each from school and kindy who will help coordinate the dance.
- **End of year clean and pack up of the classroom.** All parents are required to participate

Dates and times

2024 Term Dates

Our term dates follow recommendations from the Ministry of Education. The term dates for 2024 are as follows:

Term dates FB 24	From	To
T1	Wed, 7 February	Fri, 12 April
T2	Mon, 29 April	Fri, 5 July
T3	Mon, 22 July	Fri, 27 September
T4	Mon, 14 October	Wed, 18 December

Our full calendar can be found on our [website](#).

School operational hours

8.45am - 2.45pm, Monday - Thursday

8.45am - 1.30pm, Friday

Enrolment Procedure

Families considering enrolment of children into the school are encouraged to read and discover the principles which rest at the heart of the Waldorf/Steiner curriculum and the methodology.

If Steiner education seems like the right option for your child(ren), please contact the school on info@fossilbay.co.nz to receive a link to the school Application form.

1. **Tour:** When a space becomes available in the school, the parents / caregivers will be contacted for a tour with the Teaching Principal.
2. **Interest confirmed** by family: if you are interested to continue the enrolment process please provide the information below and contact the office to book a biography interview.
 - a. Please send at least 2 school reports from your previous schools prior to the meeting
 - b. Please provide contact details for the child's current / previous teacher(s).
3. **Biography interview:** A meeting between two teachers, parents and the potential student will be arranged to talk about 1) this education and school and 2) the child's biography, needs and readiness. The objective of this meeting is to identify whether we see a match and to ensure we can meet the needs of the child(ren).
4. **Temporary decision:** the teachers will make a recommendation on whether they feel there is a good fit for both parties. This will be decided after the meeting.
5. **Trial:** if both parties decide in favor, a start day will be decided. The first week of school is considered as a trial week
6. **Final enrolment:** the final enrolment will be confirmed after the trial week.

The enrolment process for children entering the school is managed by the Teaching Principal, Administrator, General Manager and Teachers.

Please bring official identification for your child e.g. Passport or Birth certificate to be sighted.

Priority Groups

If there are more applicants than there are spaces available, the following groups will take priority when accepting applicants:

- Children of families who are part of the community that has actively contributed to the establishment of Fossil Bay, School and Kindergarten.
- Students from Fossil Bay Kindergarten, Waiheke Island.
- Children of permanent staff.
- Siblings of current Fossil Bay School students.
- Students who are currently enrolled at other Steiner Schools or Kindergartens in New Zealand or overseas.
- Students who have had more than half of their education at a Steiner school in New Zealand or overseas.
- Other preference applicants, e.g. home-schooled with a Steiner Curriculum.



Withdrawal

When withdrawing your child from the school, whatever the reason, it is good for us to have feedback and an understanding of your decision. Acknowledgement of the departure is an important process for both the child leaving and also the friends they are leaving behind, and will be marked in an appropriate way for the child.

In the event your child leaves Fossil Bay School we ask for six months of notice before stopping payment of fees. This notice period is to ensure a continuity of funds for paying essential costs such as teacher salary and rent.

Long term absences

If parents intend to remove their child for an extended time, the school requires advanced notice and that the absence is discussed with the child's teacher. Fees are payable despite the extended absence.

School Attendance Fees

Fossil Bay is operating as a private/independent school. Government funding is limited. The prompt payment of fees is critical to the success of the school.

The fees will be reviewed annually. They have been set at a level to ensure the success of the school, while also aiming to uphold the school's vision of accepting all students who are committed to the special character of the school, regardless of their financial situation.

Fees from families

- 2024 annual school fee: \$7300
- Parents are asked to commit to a payment for the year to cover tuition (teacher salaries), school resources and rental and maintenance of facilities and admin.
- Support and tuition beyond the standard provision will continue to be charged for, as will other additional charges such as class trips and transport.
- We offer families with 2 children a 5% discount of fees and families with 3 children or more a 10% discount.
- When withdrawing your child from the school, whatever the reason, we ask for six months of notice before stopping payment of fees. This notice period is to ensure a continuity of funds for paying essential costs such as teacher salary and rent. This commitment from all class families ensures financial stability to the remaining families.

Donation request

- 2024 annual school donation request: \$1500

You can claim a full 33% tax rebate on any donated amounts. For those who cannot afford the full donation request please give to the best of your ability over and above the fee. There is no need to apply for a financial adjustment if only the donation portion cannot be paid, but please let us know on the form. If you can afford more, please indicate what you are willing to give on the form.

Fundraising

Fundraising continues to be an important source of income for all schools. They also help promote our school. Upon enrolment all families commit to supporting such activities.

Cleaning of the school

The school classrooms get cleaned by parents every weekend. Each student's family will be rostered 3-4 times a year to do so. While some families enjoy cleaning the classroom, others would rather pay additional for the service. In 2024 we will offer families the option of an annual cleaning fee of \$350.

Enrolment Confirmation

Families who are applying who aren't directly enrolling from Fossil Bay Kindergarten will be asked to confirm their enrolment within 14 days, by making the following one-off non-refundable payment:

- \$370 per child for first child
- \$200 per child for subsequent children



Payment to be made to: Waiheke Island Rudolf Steiner Education Trust Account Number: 38-9018-0403175-00. Please use your child's name as reference and enter "enrolment" in the particulars.

Failure to confirm enrolment within 14 days will mean that the place may be offered to the next eligible student. A new date of application will then be applied. Please note that this is a non-refundable one-off payment.

Other Costs

While there may be occasional other one-off costs, for example for Class Camps, we aim for additional costs to be kept to a minimum.

Hardship Discounts

To uphold our commitment to the education being available to all families who show a connection to the school's special character, there is the possibility to apply for a hardship discount. A family in genuine financial hardship is encouraged to apply for a financial adjustment if they are not able to contribute the school fees requested. We have been donated a fund towards this important cause. The process is confidential and discounts are reviewed annually. Please make an appointment with the General Manager to find out more information.

School Policies

Fossil Bay uses the School Docs platform for all its policies and procedures, which have all been approved by the trust. Please see the office for login details.

Concerns and Complaints

The health of our community depends on establishing and practising open lines of communication. This involves trust and taking care that issues come in a constructive way for discussion. We strongly encourage all parents to approach their teacher first with a concern or complaint. It is normal for issues to arise from time to time, and very often a quiet chat, at a time when the teacher can listen fully without responsibilities for the care of the class, is all that is needed to set minds at ease. If you feel that no progress has been made, then your concerns should be communicated in writing to the General Manager who will meet with the college of teachers to discuss the issue.

Playground Rules

We love people connecting and using the school playground before and after school to do so. We would like teachers and parents to be consistent in following the playground rules.

- We follow school rules at all times on the school grounds
- We stay inside the fenced area and within the boundaries
- We stay out of the water
- We take our belongings home
- We put equipment away
- We climb no further than the strings
- We respect the plants and leave living things to grow



- Parents actively supervise children outside school hours
- We keep the stream free of objects
- We stay clear of our animals and watch from a distance
- We provide good role modelling to others
- We don't use bikes on school grounds and surrounding roads for other than transport

Please note that the playground is not supervised before and after school and parents are asked to actively supervise their children.



Home and School

This section deals with aspects of life both at home and at school that are necessary for the children's happiness and the smooth daily functioning of school life.

Clothing

Many parts of the School day involve the children in movement, dance and exercise, so functional and comfortable clothes that allow for active play are required. We recommend that children wear clothing made of natural fibres such as wool and cotton for warmth and breathability. Wet weather gear such as raincoats are required in poor weather. In winter children need to be warm, providing soft warm close fitting slippers for indoor wear in winter helps achieve this.

Please avoid clothing with slogans or inappropriate media images (advertisements, violence, cartoons, and horror). A change of clothing may be useful in your child's bag.

The following are not considered acceptable for School: nail polish, makeup, face paint, hair dyes, body glitter, tattoo stickers, platform shoes, commercial dress-ups, slippers with lights and strong smelling perfumes.

Sunhats are compulsory in terms 1 and 4.

Walking bus / Public Transport

Fossil Bay School is committed to a sustainable transport approach to ensure minimum impact on the physical environment, the neighbouring property owners and also to support the Rudolf Steiner philosophy of children connecting with nature and being fresh and grounded, ready for the school day. To this end, we encourage families to consider alternatives to bringing their own car each day. We encourage walking (for example, from Oneroa or Owhanake) or cycling to school, or car pooling with other families.

Parking and road safety

Parking around the school is limited. There is no school parking in the Kindergarten carpark. School teachers park on the roadside outside the school/kindergarten premises, as do parents. Care must be taken when parking and turning in this area. Parents must supervise whenever children in their care are crossing the road.

School entrance ways must be kept clear at all times to allow access by emergency vehicles.

Lunches and Snacks

Children's bodies need wholesome, nourishing foods. Foods such as wholemeal or wholegrain bread, fruit, vegetables, nuts and seeds, dried fruit, homemade cakes and biscuits form a good basis for lunches. Please avoid commercially pre wrapped foods including chocolate, chips, sticky fruit roll-ups, muesli bars and sweet drinks. Children need to bring a full water bottle every day. A labelled, sealable lunch box is needed to keep your child's lunch in a palatable state. Please remember that we do not refrigerate lunches so everything provided will be stored at room temperature until lunchtime.



Toys

At times children may wish to bring marbles or skipping ropes to School. All other toys should be left at home.

Family Lifestyle

Children are happiest and do best when their lives are ordered and rhythmic. In school we follow an established daily, weekly and seasonal rhythm, which builds security and inner strength in the child. At home regular times for rest, play, meals, bath, and sleep help the child to relax, feel secure and be less inclined to argue and refuse to comply. Your child's teacher can advise and recommend reading material on this subject.

Rest and Sleep

Children expend tremendous energy during the school day. A period of quiet time after school and an early bedtime provide the child with adequate rest to ensure a happy day at school. Children require 10 to 12 hours sleep a night. Overtiredness is a major cause of poor performance, unhappiness and uncooperativeness. One overtired child can affect the mood of the entire class. Because of the children's need for rest and rhythm it is in their best interest to save parties and sleepovers for the weekends. These generate much excitement and it is difficult for the child to come down from the heights of their excitement. They need a quiet day at home to recover.

TV and Computers

Childhood is a time for learning through activity - a time for playing, for interacting with others, for experiencing the wonders of nature, for using the imagination to create all kinds of wonderful worlds, and for using bodies to become strong and adept. When these activities are replaced by the passive act of watching, the child's ability for creativity and imagination is markedly diminished. Television, DVDs and computer games create a passive response to the environment in your child.

Their natural instinct to actively seek knowledge is stunted. The child experiences a programmed response instead of being able to create a unique, imaginative response. The School's ideal is for the young child to see no television and take part in no computer games; parents are asked to censor and strongly limit their child's exposure to television and computer games. Parent evenings are a place where you may wish to explore how to make the transition to a more media-free home life.

Before School

To help your child have a happy, successful day please ensure they have a good breakfast and no TV or computer games. Waking your child up early enough so they do not have to rush and having a set morning rhythm will help create smooth, hassle-free mornings.

Extra-curricular Activities

The curriculum in the Steiner school is rich and varied. The children are involved daily in academic, physical and artistic activities. After school time to simply "be", to internalise the day's experience, is important. Please support your child's need for balance by limiting the number of extra-curricular activities.



Health

Dental Service

A free service is offered through Te Huruhi School. Please call 3721033 to make an appointment if your child needs treatment.

Vaccination

The school respects the right of parents to choose, but we are required by law to maintain a register with evidence of vaccination or non vaccination for children in the school.

Head lice

This is a recurring problem at every school. Please check your child's head regularly for nits or lice and if detected do not send your child to school until the head lice have been treated. If lice or nits are discovered at school, the parents will be called in to take their child home for treatment.

Illness and Absence

Please do not send unwell children to school. It is unfair both to the child and to the other class children.
Please notify the school in the morning when your child will not be attending by texting 021 174 2445.

The School needs current and correct phone numbers so that we can reach you in the event of an illness or emergency. When a child has had diarrhoea, conjunctivitis, vomiting or other contagious illness parents are asked to ensure that their child does not return to the School for at least 48 hours after the symptoms have ceased.

Medication

Please inform your child's teacher if she/he is on medication. Any medication must be given to the teacher and a form needs to be completed to give permission to the teacher to administer it to the child.



Introduction video

We highly recommend the Fossil Bay movie on our [website](#).

We also recommend this 15 minute video for an introduction to Waldorf/Steiner education.

https://www.youtube.com/watch?v=wfec6eF4I_4&t=3s

or go to www.youtube.com and type in “Waldorf 100 - The film”.

Recommended Reading List

- The Genius of Play – Celebrating the Spirit of Childhood, Sally Jenkinson
- You are Your Child’s First Teacher, Rahima Baldwin
- Free to Learn – Introducing Steiner Waldorf Education, Lynn Oldfield
- The Parent and Child Group Handbook - A Steiner Waldorf Approach, Dot Male
- Heaven on Earth – A handbook for parents of Young Children, Sharifa Oppenheimer
- Adventures in Steiner Education, Brien Masters
- An Introduction to Steiner Education, Francis Edmunds
- Understanding Waldorf Education, Jack Petrash
- The Developing Child, Willi Aeppli
- Waldorf Parenting Handbook, Lois Cusick
- Questions and Answers in Rudolf Steiner Education, Roy Wilkinson
- Steiner Education in Theory and Practice, Gilbert Childs
- School as a Journey, Torin Finser
- Waldorf Schools - Upper Grades and High School, Ruth Pusch (ed.)
- Between From and Freedom, Betty Staley
- Adolescence, Betty Staley,
- Simplicity Parenting, Kim John Payne