Welcome to our School Community. This School Admissions Policy & Procedure forms part of an Information Package. Please contact the office to receive the full Package. This Policy & Procedure applies to Prep and Classes 1-6.

To apply to enrol your child please complete an Application for Enrolment form and return it to the office, together with the non-refundable application fee of $50. This does not guarantee a place, but will put your child on a waiting list. You will then be invited to attend an interview with the teacher.

You are asked to bring to the interview anything that will help give a clear and full picture of your child, e.g. drawings & paintings, mathematics, writing, school reports and projects. You will be asked about your child's health and developmental history, siblings, and any significant or unusual circumstances in the family history.

The teacher will share a picture of the class with you and answer questions pertaining to curriculum and school life. She or he will consider the social balance of the class and be aware of what a new child will bring.

If the interview is mutually successful, your child may visit the class before a final decision is made. You will then be asked to complete an Acceptance Form. The form should be returned to the school office together with the non-refundable acceptance fee of $50.

Prior to commencement you will be asked to also complete a Family Data Collection form. You are also required to provide a School Entry Immunisation Certificate and a copy of your child's Birth Certificate or extract.

Refundable Bond
Upon entry a bond of $500 is payable. This bond is held in trust by the school for the duration of your child's enrolment. The bond is refundable when your child leaves the school, providing there are no outstanding fees. Families who intend to withdraw their child/ren must give a minimum of one term's written notice. If such notice is not received the next term's fees will be charged.

Special Needs
If your child has learning difficulties, an outside assessment by a specialist may be requested. A further interview or extra assessment may be necessary. If it becomes apparent that the child would require educational support beyond what the teacher can offer, another interview and assessment would take place with a Care Group consisting of: the teacher, parent, parent advocate, anthroposophical health practitioner, and other professional advisers where appropriate. This Care Group would establish in writing the needs of the child and the appropriate therapeutic and educational support needed.

The teacher would now have the opportunity to bring these findings to the College of Teachers to enable a decision to be made regarding the application for enrolment - or acceptance of Class One readiness in the case of a child currently in Prep. The Care Group will be informed of the College decision.
If the College of Teachers agrees that the child might benefit from this programme, a conditional acceptance would be offered, with a trial period and reassessment of the child's progress after a period of time. The teacher would confer with the Care Group and keep written records of all agreements and expectations with the parents.

Non-admission
If the number of applications in any one year level exceeds the number of places available, it may be necessary for the School to take some of the following factors into consideration:
- Siblings at the school or Playgroup
- Transfer from another Steiner School
- Application date
- Special circumstances

Age guidelines
Our approach has its roots in the understanding of the nature of the developing child, as indicated by the teachings of Rudolf Steiner.

Kindergarten/Prep
The young child lives in a world of "doing", of will activity. He or she needs plenty of opportunities to engage in rhythmical and domestic activities; cleaning, sweeping, digging, weeding, building, kneading... all the things that a child would see done, and wish to imitate, in an active household. For this reason the Kindergarten & Prep strive to be as little like school and as much like home as possible, with learning through imitation seen as a fundamental key to one's work with children at this stage of childhood (i.e. up to 7 years). Teachers acknowledge persistence, pre-literacy/numcracy etc.

With these things in mind, and based on the experience of many teachers, our age guidelines are as follows:

Prep – 4 days per week
Children attend fewer hours at the beginning of the year and build up to the full programme.
For children who turn 6 in the given year but before October 31st

Class One
It is important that all children should be fully ready before entering Class One. The social, emotional, intellectual and physical development of the child which takes place in the Kindergarten/Prep through play, movement, storytelling and circle os crucial to the successful further development of every child, and every child's progress is monitored for Class One readiness as the end of the Prep year approaches.

Acceptance of Prep children into Class One is not automatic. Any children whose birthdays fall between 31st October and 31st December would be considered on an individual basis. Acceptance to Class One of any child having special needs (as outlined in the Special Needs section earlier) would also be considered on an individual basis.

The Way We Operate
Committee of Management (COM)
The Committee of Management is responsible for decisions regarding administration and co-ordination of the organisation, including ratification of staff appointments, maintenance and all financial and legal matters.

College of Teachers (COT)
The College of Teachers constitutes the heart of the school. It meets regularly to discuss, formulate and review educational policy, methodology and the School curriculum, in the light of the indications given by Rudolf Steiner. Its work also encompasses the sharing of classroom
experiences, as well as the interviewing and recommendation (to COM for ratification) of all teaching staff appointments.

The College of Teachers meets as equals. The value of the group working in equality seems to the College to be the true way of working in freedom. The College of Teachers does not vote but uses consensus to reach decisions.

The whole of the work of the College of Teachers is guided by regular meditative work, and includes regular Child Studies - where the whole College looks at an individual child in light of their biography. Shared artistic activities further enrich the development of the College, carrying, as it does, the spiritual impulse of the school.

**Parent Education**

“If the parents of our children perceive that we have the will to work in such a way that we place into the decades lying before us people capable of dealing with ever increasing difficulties of life - but still having questions to ask of life - then the parents will stand in the right relationship to the school. For it is upon the parents' understanding that we must build. We cannot work protected by the state or by any other authority. We can only work supported by a community of parents who have this understanding. We love our children; our teaching is inspired by knowledge of man and love of children. And another love is being built around us, the love of the parents for the true essence of the school. Only within such a community can we work towards a future of mankind able to prosper and withstand.”

- Rudolf Steiner

An on-going parent educational programme serves the purpose of deepening parents' understanding of the educational aims of Steiner education. Information evenings/discussion groups are held throughout the year. Participation is voluntary. The teacher also organises class evenings where she or he gives an overview of child development and the curriculum for that year. Specialist teachers may be invited to these evenings to share examples of work done with the children. At least one parent from each family is expected to attend these meetings.

**Parent Responsibilities**

In a developing school there are many tasks. The full participation of all families is required to carry our school through these early years of its development. Families are asked to contribute wherever possible.

In addition all families are expected to participate in fund-raising activities, working bees, etc. Not only does this play an integral role in the running of the school, it helps families to feel involved and fosters a sense of community.

**Exit Interviews**

Families who choose to withdraw their child will be invited to attend an exit interview with the bursar and/or their teacher.

**Note: Enrolment in Playgroup or Kindergarten**

To enrol your child in Playgroup or Kindergarten please refer to the separate **Playgroup or Kindergarten Admissions Policy and Procedure.**

*July 2015*