HOT WEATHER

BACKGROUND:

A healthy balance of exposure to the sun is important for health. Too much of the sun’s UV can cause sunburn, skin and eye damage and skin cancer. Overexposure to UV during childhood and adolescence is a major factor in determining future skin cancer risk. Too little exposure to the sun, however, can lead to low vitamin D levels. Vitamin D is necessary for the development and maintenance of healthy bones and muscles, and for general health.

AIMS:

This Policy has been developed to:

1. Ensure that all children and staff maintain a healthy UV exposure balance.
2. Encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
3. Work towards a safe outdoor environment that provides shade for children and staff at appropriate times.
4. Assist children to be responsible for their own sun protection.

IMPLEMENTATION:

1. The School will ensure that there is adequate shade, from verandahs, trees and shade structures, to accommodate shaded play in hot weather.
2. Shade and protection from excess UV light will be considered in the planning of excursions and other off school events.
3. On days of high temperature, a full program will continue to be offered in all Classes, however there will be a gentler, less demanding program in the afternoons.
4. During terms one and four or at the discretion of the teacher, all students must wear a sun hat when outside the classroom. If a student does not have a hat which protects the face and neck from the sun, then that student must stay under the shade of the verandahs during recess and lunch breaks, and during outdoor lessons.
5. School hats will be worn, which protect the whole of the face and neck, and also shade the ears. It is also required that children wear loose, long-sleeved cotton tops with collars to protect their necks and arms from the sun.
6. Sunscreen will be made available to all students and staff during the summer months.
MUSIC POLICY

BACKGROUND:
In a Steiner School music is viewed as a central part of the curriculum. Music is not a subject on the timetable; it is a state of mind.

AIMS:
Music is incorporated throughout the curriculum because:
1. Music, as one of the 8 Multiple Intelligences (Gardner) deepens all other work;
2. Music increases the ability to be socially harmonious;
3. Music helps promote a balance in perception of self worth and worth of others;
4. When playing instrumental music, the powers of thinking, feeling and willing are always engaged in the most wonderful harmony, more so than in virtually any other activity, because of the necessity for a great manual skill, which is the result of concentrated thinking, and both of which are always woven together by musical feelings.
5. The process of practicing a musical instrument strengthens the powers of will, concentration and determination in children and can, in their later life, provide benefits that outwardly appear to have nothing to do with music at all.
6. As a member of an orchestra/choir an understanding of the self being important to the whole and we realising all others are equally important is developed.

IMPLEMENTATION:
1. All students from classes 3-6 participate in our string music program on an individual or small group basis.
2. Student in classes 7 & 8 may chose another instrument from the range on offer by our music teachers, including piano, guitar, clarinet, voice and percussion.
3. Children are expected to participate in concerts, open day or other festivals upon the recommendation of the music teacher.
4. All students are expected to co-operate with the music teacher by:
   a. Following suggestions made by the teacher during the school lesson time.
   b. Practicing at home frequently and regularly, daily is ideal.
5. Parents should assist with the goals by positively encouraging practice habits.

HOMEWORK

BACKGROUND:
We seek to find a balance for the needs of the child: to enjoy and extend their learning experience, skills and knowledge, and to have time for rest and recreation. With this in mind we have established these formal guidelines.

IMPLEMENTATION
1. Setting homework
   a. All homework should have a clearly defined purpose and linked to the curriculum.
b. All teachers will create a homework plan for the year which will outline the content, expectations and due dates for all homework, and will include a calendar.
c. Homework should not be set over the weekend; this is a time for family, relaxation or sporting activities.
d. Any students having difficulty with completing homework need to be referred to Numeracy/Literacy Teacher for extra support.

2. Procedures for non-completion of homework
   a. Should students, for whatever reason, have difficulties with the completion of their homework or projects in time, please contact the student’s class teacher.

GUIDELINES

1. Class 1 and 2:
   a. Reading or informal tasks.

2. Class 3 and 4:
   a. Instrument practice and reading with some spelling words.
   b. No more than 2 projects per year to complete at home.

3. Class 5 and 6:
   a. Instrument practice.
   b. No more than one project per term. No more than 3 projects per year
   c. Maths and English sheets may be given weekly – Handed out on Monday and collected on Friday.
   d. Follow up work from homework sheets needs to be done as a class.
   e. Any difficulties are to be referred to the Literacy and Numeracy teacher.

4. Class 7 and 8:
   a. Instrument practice.
   b. No more than one project per term.
   c. Class 8 students have a year long major project.
   d. Specialist teachers must consult with the Class Teacher before setting any homework.
   e. Maths and English sheets may be given weekly – Handed out on Monday and collected on Friday.
   f. Follow up work from homework sheets needs to be done as a class.
   g. Any difficulties are to be referred to the Literacy and Numeracy teacher.

5. Projects
   a. All projects must be linked to the current main lesson.
   b. All projects must be accompanied by a list of clear instructions to follow.
   c. Projects should not extend beyond the period of the relevant main lesson.

DRESS CODE

1. School is a place of learning and culture. One way that we can support children to respect this is to ensure that the way they dress for school is appropriate. The way we dress is an important factor as to how we regard ourselves and relate to others.
2. Appropriate dress for school is clothing that is tidy, clean and comfortable, is warm in winter, cool in summer and allows for relaxed physical activity.
3. Clothes can also be an arena for peer pressure and fashion trends to dominate. This is not appropriate at school. Some schools have uniforms. The Mansfield Rudolf Steiner School and Kindergarten does not have a uniform, but requires that all students dress in simple, plain clothes - e.g. plain T-shirts.
4. Clothes that are not appropriate are those with bright fluorescent colours, motif T-shirts/windcheaters or black T-shirts/windcheaters. If a student is deemed to be inappropriately dressed, the teacher will require the child to swap the inappropriate clothing for a plain item from the office. The child’s item will be returned when the school item is returned to the office washed and folded.

5. In summer months children must wear "sunsmart" clothing, that is clothes that are cool, yet protect young skin from the sun. Shoe-string straps and crop tops are not suitable. Hats are required, and appropriate hats will be supplied by the school. These should be left at school, for wearing at school.

6. Parents are also asked to ensure that children wear shoes to and from school every day. Please see that students wear shoes that are appropriate for physical activity and support young growing feet. Runners are most appropriate, otherwise leather lace up shoes. In summer, sandals that are enclosed at the back and have a strap across the top of the foot are appropriate.

7. Removable items need to be named (or colour-tagged for the younger children). Please encourage your child to be responsible for their clothes. Clothes in lost property which are unclaimed at the end of each term will be given to the op shop.

8. Parents are also asked to make sure their children are dressed warmly in winter e.g. thick woolen socks, jumpers, and hats. Where possible, dress the children in natural fabrics which allow the body to breathe and is more comfortable against the skin.