



Candlenut
Steiner School

Peace Protection Enlightenment

CANDLENUT STEINER SCHOOL

PROSPECTUS

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INTRODUCTION

Rudolf Steiner defined three golden rules for teachers: "to receive the child in gratitude from the world they come from, to educate the child with love; and to lead the child into the true freedom which belongs to man."

Rudolf Steiner founded the first Waldorf School in Stuttgart, Germany in 1919. Schools in other parts of the world followed in quick succession. Steiner Schools have now earned an enviable reputation world wide as warm and caring institutions that produce creative, socially aware, free thinking and motivated adults. Steiner graduates enter all walks of life but generally do so with great energy, self confidence and commitment towards their chosen goals.

As a result, the Steiner school movement is now the fastest growing independent schools movement in the world. There are currently around 1000 schools, 1400 kindergartens and 31 teacher training centres in 60 countries. In 2005, there were approximately 8500 students enrolled in Australian Steiner Schools, with new school initiatives forming all the time.

WHO WAS RUDOLF STEINER?

Rudolf Steiner (1864-1925), an Austrian scientist, humanitarian and philosopher, was a man ahead of his times. He developed a new approach to many essential aspects of life including medicine, architecture, agriculture, the arts, social science and education. He ventured beyond the study of humans as merely creatures of intellect and physical form, to acknowledge the importance of human spirit. He viewed the world holistically as well as spiritually and foresaw both the problems arising in our modern world as well as perceiving insightful solutions. His work is having an increasing impact in many countries around the world.

Anthroposophy, meaning 'the wisdom of man', is the name given to the philosophical perspective underpinning Steiner's work. It is not a religion. Steiner's writings may be studied by anyone according to interest and inclination. There is no compulsion and no dogma and Steiner's ideas are not actively promulgated within schools. They merely provide a perspective from which the teachers can deepen their understanding of children and develop their teaching craft so that they can nurture their students in more meaningful ways.

WHAT IS STEINER EDUCATION?

Steiner education endeavours to educate the whole child. It addresses equally the areas of academia, artistic experience and practical skills along with a nurturing of the human spirit. Educating head, heart and hands is regarded as important so as to produce well rounded, capable adults. Through this balanced approach students develop clarity of thought, a sensitivity of feeling, and a constructive strength of will, forming a foundation for balance in thought, feeling and action as adults.

The Steiner method removes competitive pressures. It prefers to see each child reach his own full potential and express his own uniqueness and individuality. This individuality can unfold in a creative, nurturing, stress free, peaceful and respectful environment. It is inhibited where children are required to compete against each other to achieve externally imposed goals. Steiner education prefers motivation and direction to come from within the depths of each human being. It is the teacher's role to kindle the spark through creative, caring and inspired teaching. The teacher then allows the individual in freedom, to unfold that which lies within him.

Steiner education uses the arts as a medium through which learning can take place. The teacher may introduce drawing, painting, modelling, drama, music or poetry to any lesson content, be it language work, maths, history, geography, science and so on. These arts balance intellectual achievement and allow for aesthetic self expression and a depth of feeling experience. They act as a healing and nourishing force.

Steiner education divides childhood into three distinctive seven year cycles. Each cycle has its own work, needs, expressions and defining features. Teachers actively work to provide curriculum content, tasks and experiences that harmonise with the age and stage of development of the child. The theory of childhood cycles arises from Steiner's insights into human nature. It does not depend on popular modern theorists who focus on external behavioural milestones. The human being in his totality and depths is acknowledged and encouraged.

THE CANDLENUT STEINER SCHOOL

History and Planning

Cairns Rudolf Steiner School grew out of a perceived need for a genuine educational alternative in our local community. In 1997, Nila Chambers, an experienced Steiner teacher from Melbourne, began planning for the school. The school subsequently opened its doors in 2002 with 25 children accommodated in a small house in Stratford. A 40 acre bush property in Kuranda was purchased six years later, as a permanent school site. The property is a beautiful, tranquil place traversed by walking tracks and seasonal creeks, with a 10 minute walk to the lovely Barron River. After the move to our permanent site in 2008, the school was renamed Candlenut Steiner School. The Candlenut tree is a native bush tucker tree found in the area and, in its simplest form, means 'seed of light'. In mythology, the Candlenut tree symbolises enlightenment, peace and protection.

Up until 2010, the school offered kindergarten and preschool through to Class Seven. In November 2010, the school received accreditation to also offer Classes Eight to 10.

In 2011, our first Class Eight class started, in 2012, Classes Eight and Nine are available and in 2013, the school will offer Classes Eight, Nine and 10.

Kinder/Prep

In a Steiner school we seek to cultivate an atmosphere of love, wholesomeness, and respect. This is expressed in the way children are spoken to, the materials the children are given to work with, the class room arrangements and equipment, the activities the children are involved in and the food available within the school. Everything is considered from a perspective of seeking to nurture and care for the child in the best possible way.

Our school begins with a kinder/prep programme for children turning five and six. In an environment that is more like a home and less like a classroom, a warm, secure and calm atmosphere is created where, surrounded by beauty, the young child's imaginative play and creativity can unfurl.

Every feature of the kindergarten from the choice of colours to the design of the wooden furniture has been carefully chosen to provide the optimum mood to allow a young child's consciousness to unfold.

The children are not introduced to an academic programme. They are simply allowed to be children. A great deal of what they need to learn at this age can be achieved through their own rich and rewarding world of self directed play, with the watchful presence of loving adults.

The children are also free to join the teacher in a range of wholesome, home based activities, artistic pursuits and music. They may be involved in baking bread for morning tea, working in the garden to grow vegetables that we can make into soup for lunch, growing flowers for flower garlands or fairy rings, sweeping and mopping, washing tea towels or doll's clothes and hanging them out to dry, building cubby houses, weaving or sewing, painting or claywork, singing and ring dancing.

Each day the children have circle time when they come together for verses, songs, finger plays and action dances. Later in the day they all "meet" again for story time where they are exposed to traditional folk and fairytales with their layers of meaning and inner truths.

The year is also enriched with the celebration of various festivals. The children spend much time preparing for these and the excitement mounts as the day approaches. The school celebrates a harvest festival, a music and drama festival, a festival of lights, and our major focus is the annual Rainbow Fair and Open Day.

The Primary Years

The children usually enter Class One in the year they turn seven. All academic work in the primary years is taught in an artistic and holistic way. In Class One; for example, the children learn the alphabet through traditional tales in which strong images occur. The story is told, the images are drawn out of the story, and the children find in the images, the letters of the alphabet. A mountain might unfold into the letter "M", or through the image of a valley they might discover "V". They might paint the letters or draw them, model them or sew them. In Class Six science they might paint the different types of galaxies or dance the different types of planets. In Class Five history they might act out being citizens of Athens debating in the forum. Academic learning is never dry and abstract; rather it is a living, breathing, creative process.

The children are also given grounding in practical skills. They are involved in gardening and cooking, furniture making and building, looking after animals and maintaining school grounds. In craft they make things they will need to use including recorder bags, book bags and pencil cases. These diverse skills assist in producing well rounded, practical adults.

All children are involved in music and the arts. They may be involved in acapella singing groups, recorder ensembles, orchestra or drumming groups. From Class One, all children learn recorder and from Class Three or Four they are encouraged to take up a stringed instrument. They are also involved with the dramatic arts, with each class performing one play each year. Other activities might include creative dance or eurythmy, an art form performed only in Steiner schools.

The sport's programme in our school is often linked to other work spheres. In Class Five for example, the children study ancient China and in sport they will do a block of Tai Chi. They also study ancient India and would be offered yoga classes. When ancient Greece is being studied, athletics is offered and this may culminate in a classical Olympic games. Australian history might be linked to horse riding or survival skills such as swimming and orienteering. There is a strong emphasis placed on the non-competitive aspects of sporting achievement. Team work, individual effort and mateship are highlighted instead.

Computers are not introduced in the primary years as they deaden the child's creative potential. These skills are introduced in Class Eight and since children easily catch on to computer technology, the later introduction is no disadvantage.

The Class Teacher

One Class Teacher guides the children's learning throughout the primary years. The Class Teacher is supported by specialist teachers, including foreign language, sports or music teachers. The classroom is therefore like a small country school in atmosphere and the teacher is more akin to a parent who is intimately connected to the class. They grow together over the years.

The teachers are involved in ongoing studies of Steiner education to unfold their own potentials and capacities. They have standard teaching qualifications and receive ongoing specialist Steiner teaching training through the school's Professional Development Programme.

The Main Lesson and Lesson Blocks

The day is divided into three teaching periods. The first lesson, or main lesson, extends for two hours in the morning. The day begins with rhythmic body work to ground and centre the children. This is followed by recorder work to tone and harmonise. The academic work is then presented in an artistic manner and there is enough time for the children to become engrossed in a holistic task.

There are no textbooks in the primary years. Instead the children develop their own individual work books as they record what they have learnt in each main lesson block.

The main lessons are worked into blocks that may extend over a 2-4 week period. The content of the blocks will vary across class levels. Maths and language work are taught from class one onwards. Additional subjects such as science, history, geography etc are introduced over time.

Following main lesson, storytelling will feature along with revision activities, foreign language work and reading.

The afternoons are devoted to non academic pursuits: art, craft, music, drama, dance and movement, sport and practical life skills (gardening, cooking, building projects).

The High School Years

From the age of around 14 years, students are taught by specialists in their field as they are challenged to awaken their capacity for discerning thinking and independent judgement. The curriculum, building on and extending the subjects covered in the primary school, unfolds a rich panorama of world and life through the sciences, arts, humanities and practical subjects.

Understanding arises through students wrestling with the questions they confront in the study of the different subjects. This calls upon their independent judgement and stimulates original thinking. With their inner activity aroused in this way, students find their place in the world as they learn to know and work into it. This is what gives them their ground for independence and frees them to follow a path into life that allows them to grasp and shape their future.

THE SCHOOL COMMUNITY

The methods and intentions of a Steiner School are deep and far reaching. A home life that embraces similar values, activities and mood as the school allows your child to receive maximum benefit from a Steiner School education. We seek to work alongside parents to ensure that together we can offer the children the very best. School and home are seen as two elements that create a whole. Both must be working harmoniously towards the same goals for a successful outcome.

The families forming our school community have the opportunity to share in the rich cultural life of the school in festivals and celebrations, concerts and plays, excursions, fundraising, craft and study groups.

Community Hours Contribution Scheme

Parents also participate by contributing community hours each year. These hours can be used helping out at the tuckshop or in the library, attending working bees or becoming a class carer. By participating in the life of the school not only do parents become involved in the evolving school community, but gain a greater insight into the workings of the Steiner Philosophy.

The scheme forms part of the enrolment contract each family signs when entering the school. Each family is expected to contribute 20 community hours per year. Families who are unable, or unwilling, to fulfil a 20 hour work commitment will be charged a fee of \$400 (\$20 per hour) in lieu of work hours not completed. Single parent families are required to work one half of the standard commitment (i.e. 10 hours or \$200). Please note that a single parent family is defined as one where only one parent is actively engaged in parenting the child/ren enrolled at the school - where parents are separated but share caring responsibilities, each parent is required to do 10 hours or pay \$200.

QUALITY ASSURANCE

Candlenut Steiner School is committed to delivering a high quality Steiner education experience. This commitment begins a detailed and thorough recruitment process. Staff appointments involve not only an interview but also a practical classroom demonstration of skills. Our staff must have the right personal qualities as well as professional qualifications to

join the school. Once the right person has been appointed, we support them with a mentoring system where more experienced teachers can support those with less experience. Finally, all of our teachers receive ongoing specialist Steiner teaching training through the school's Professional Development Programme.

THE STRUCTURE OF THE SCHOOL

Candlenut Steiner School is a **not for profit company** with a **Board of Directors** who oversee the long term planning, legal and financial management of the school. The board is comprised of dedicated teachers who are supported by legal and financial advisers.

The day to day running of the school is guided by the **College of Teachers**, a democratic body who collectively make educational and philosophical decisions based on insights gained from the study of Rudolf Steiner's works. The teachers elect a **Head of College** for a specified term. This teacher liaises with outside organisations, the Board, the administration and school parents.

The office is the first point of contact for all general inquiries. The office is manned from 8am-3.30pm, Monday to Friday, and the telephone number is 4093 8809.

SUPPORTING THE ETHOS OF OUR SCHOOL

As mentioned, the methods and intentions of a Steiner school are deep and far reaching. When you enroll in a Steiner school you are asked to support the ethos of the school. A home life that embraces similar values, activities and mood allows your child to receive maximum benefit from a Steiner School education. The Parent Handbook provides detailed explanations of the themes underpinning the school, however, several important areas are outlined below:

Testing/Exams

Like walking and talking, children learn at their own pace. We honour this process and seek to maintain the self confidence and self-esteem of each child. The testing and ranking of children is not in accord with our school ethos. Such tests can feed the egos of some, erode the confidence of others and eat into valuable teaching time as teachers must prepare

students to sit tests. Non invasive methods of assessment are used throughout your child's education and teachers will give you feedback at meetings and in school reports.

Protecting the Meadow of Childhood

We believe that the beauty and innocence of childhood is under siege in our modern world. Children are often encouraged to dress, behave, speak and understand in adult ways. As a result, the natural "soul mood" of the child can be distorted or harmed and problems can emerge later on. This may not only affect the child concerned, but it can affect other children, the class and the whole tone of a school. The sources of disturbance and harm include the pervasive negative influence of television, videos, movies, computer games (especially **excessive, unsupervised and inappropriate exposure**) unsuitable toys; food with high levels of sugar, preservatives, additives and pesticides; clothes designed to promote juvenile aggression or sexuality; inadequate quality and quantity of sleep; lack of quality parenting time to nurture close bonding; lack of guidance in good manners and appropriate social skills. The school will actively promote an ethos that seeks to protect and nourish childhood and parents who join the school must agree to support these values.

Supporting the College of Teachers

Decisions concerning the day to day running of the school are made by the College of Teachers. These decisions include all matters concerning curriculum, staff appointments, timetabling, holidays, discipline issues, and reporting. On a daily basis the teachers are assessing and reassessing the best way for the school to run effectively and harmoniously. While the College of Teachers values feedback and input from parents, and seek to work collaboratively with the whole school community where possible, there will sometimes be confidential matters that lie behind decisions that are made. When the College of Teachers has made a decision we expect that parents will abide by the decision and trust that the College is working for the good of the school as a whole.

CANDLENUT STEINER SCHOOL FEES AND CHARGES INFORMATION FOR 2012

	Kindy 4 year old	Kindy 2 day	Kindy 3 day	Preschool	Primary School (Classes 1 to 7)	High School (Classes 8 & 9)
Yearly Tuition Fees per student	\$600	\$1240	\$1850	\$2600	\$2700	\$3200
Yearly Materials Levy per student (+GST)	\$200	\$200	\$400	\$400	\$400	\$400
Capital Works Levy per family (+GST)	\$400	\$400	\$400	\$400	\$400	\$400

The **Yearly Materials Levy** includes all books, hat, school bag, crayons and crayon bag, chair bag, lyras, pencils, handcraft materials art and music materials.

The **Capital Works Levy** is a compulsory fee **per family** to support the capital development works of our school for current growth now and into the future.

Holding Fee:

If your child will not be attending for a term (or more) and you wish your child's place to be held at the school, there is a Holding Fee of \$200 per student, per term applicable.

Tuition fee family concessions

Whilst the costs of educating students remains the same, our school recognises that school fees can be more difficult for larger families. Fee concessions are offered to families with more than one child. The eldest child in the family that is enrolled at our school is considered the first child in every case.

- A second child is eligible for a concession of 20% off the **tuition fees only**
- Third and subsequent children are eligible for a concession of 50% off the **tuition fees only**

Payment Options

At the beginning of the year each family will receive an account for the total fees due for the year. This account will give you two payment options:

1. Pay the total invoice balance within two weeks of receipt and receive a **10% discount** off the year's **tuition fees only**; *or*
2. Pay the account over 10 months using the payment plan option. If you wish to use this option please contact the school office to complete a payment plan application form within the first two weeks of the school year, prior to your account being due. First payment scheduled first week of February 2012.

Our preferred payment option is Electronic Funds Transfer. Our bank account details are National Australia Bank BSB 084472 Acct # 872704574 for Electronic Transfers or National Australia Bank BSB 084472 Acct # 872097372 for over the counter deposits. PLEASE MARK ANY DEPOSITS CLEARLY WITH YOUR FAMILY NAME AND INVOICE NUMBER.

We now also offer credit card and eftpos facilities at the school, as well as a Direct Debit Payment system. Please note, if you use your credit card, a 1.5% credit card surcharge applies.

Please contact the office or Majella (majella@candlenutsteinerschool.qld.edu.au) if you have any queries regarding fee structures or need to arrange a payment plan.

Terms of Payment

- All fees are due and payable within the first two weeks of the school year
- Fees outstanding after the due date, without an approved payment plan, will incur a **\$50 late fee per term**
- Enrolments may be cancelled if any fees are outstanding at the end of a year
- Payments can be made by cheque, direct deposit, money order, cash
- A full term's notice, in writing, is required for any change to your child's attendance. Failure to give a term's notice will result in the parents being billed for one term's fees in lieu thereof. Special consideration may be given in some circumstances, but this must be requested in writing.
- Should a child be expelled or suspended from school the current term's fees remain payable.
- Excursions, camps and extra-curricular activity fees will be charged as they arise on a per student basis

Please contact the office or Majella (majella@candlenutsteinerschool.qld.edu.au) if you have any queries regarding fee structures or need to arrange any necessary payment plan.

ENROLMENT PROCEDURES AND CONDITIONS

1. To apply for a place we require:
 - A completed **enrolment** form
 - A completed **behavioural lifestyle** form
 - Copies of the most recent **school report** (where applicable)
 - **\$50** non-refundable application fee
2. The forms will go to the respective teacher who will contact the parents to arrange an interview.
3. The parents will be notified in writing when your child has been formally offered a place.
4. To be eligible for the place offered, the **Acceptance form** needs to be returned within 14 days, along with the acceptance fee of **\$100**
6. Parents need to complete an enrolment contract prior to their child commencing at the school.
7. Entrance to the school is at the discretion of the College of Teachers. College reserves the right to terminate a student enrolment if it considers such action to be in the best interest of the school.
8. Parents are expected to support the school in matters of discipline, teaching programme, attendance, homework, prompt payment of fees and levies, College decisions and policies and the school's philosophy.