

A photograph of several people kayaking on a calm lake during sunset. The sky is a mix of blue, yellow, and orange. The kayakers are wearing life jackets and using yellow paddles. The water is dark blue with some ripples.

High School Handbook 2026

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Philosophical Background

The aim of Steiner education is to place into the world balanced and well-rounded young people with a depth of understanding about themselves, their relationships with others, and the society and times in which they live.

The curriculum and philosophy of Dr Rudolf Steiner (1861-1925) focuses on the education and nurturing of the whole child by combining the humanities, arts and sciences to give children an integrated 'human-centred' picture of the world and their place in it.

One fundamental premise of our curriculum is an emphasis on connectedness and integration – between, for example,

human beings, communities, disciplines, society and the natural world. It provides a balanced range of learning experiences; experiences that are academic, artistic, and practical.

From Kindergarten through to Year 12, the education of the child and young person is fully supported by a unique thirteen-year curriculum that is designed to meet and nourish the needs of each stage of development, as well as providing appropriate knowledge and skills.

The aim of Steiner education is to place into the world balanced and well-rounded young people with a depth of understanding about themselves, their relationships with others, and the society and times in which they live.

Vision

Our highest endeavour is to provide a purposeful education that will inspire the students to achieve to the best of their individual ability, work creatively, and become aware of themselves as spiritual beings who will contribute positively to global social change.

Guiding Principles

We work within the School's vision to:

- Encourage a lifelong love of learning
- Respect the growing child and their stages of development
- Provide a supportive environment for physical, emotional and spiritual development
- Strive for a balance between academic, artistic and practical learning experiences
- Foster an understanding of the human being as informed by Rudolf Steiner
- Foster self-confidence in the students
- Inspire a healthy respect for and responsibility toward themselves, each other and the environment

Objectives

The vision will be achieved in harmony with our values as the following five key objectives are realised:

- A strong Steiner-based curriculum and culture
- Students actively engaged in learning
- An involved and supported community
- Quality facilities, integrated with the curriculum
- Effective governance and administration

Curriculum

Orana Steiner School follows both the Australian National Curriculum and the Australian Steiner Curriculum Framework.

Assessment and reporting procedures reflect the requirements of the Australian National Curriculum.

The Australian National Curriculum can be accessed online: <https://www.australiancurriculum.edu.au/>

For more detailed information on our High School curriculum please contact High School deputy, Kelly Armstrong, kelly.armstrong@oranaschool.com

MAIN LESSON

Teaching through the Main Lesson approach is unique to Steiner Education. Each Main Lesson explores a broad theme, focussing principally on one subject area and allowing integration of many others.

The Main Lesson period runs for two hours each morning, with each topic being studied for around three weeks, after which time the class will move on to their next Main Lesson topic. This allows a daily review and deepening of the theme and its principal questions.

MATHEMATICS AND SCIENCE

In each year level, the Main Lessons cover the core Steiner curriculum indications for developmentally appropriate content in Mathematics and Science.

Science

The study of Science allows students to explore working scientifically by identifying and constructing questions and problems to be investigated both individually and collaboratively. It involves applying broad conceptual understandings to make sense of the world around us. Skills that are required to study Science include the art of questioning, conducting investigations, collecting and interpreting data and decision making. In each year of High School, students complete three Science Main Lessons. In each of these High School years, each Main Lesson focusses on distinct aspects of Biology, Chemistry and Physics. Students also cover aspects of Earth Science in selected humanities Main Lessons. As well these periods of in-depth study of specific scientific areas, students partake in weekly science classes to ensure that all aspects of the ACARA curriculum are covered.

Mathematics

Alongside studying the Mathematics Main Lessons shown in the above table, students participate in weekly Mathematics classes, in which they develop and practise their mathematical skills. New concepts are introduced, developed and practised on a regular basis. Textbooks and calculators are used, and students are given the opportunity to develop their skills in problem solving and organisation of work through completing regularly set tasks.

	Maths - Main Lesson	Science - Main Lesson
Year 7	- Algebra - Geometry	- Physiology - Chemistry of Combustion - Simple Machines
Year 8	- Language of the Universe - Platonic Solids	- Anatomy – Structure & Movement - Food Chemistry - Physics of Fluids
Year 9	- Choice & Chance - The Conic Sections	- Human Bio – Rhythms & Balance - Plant Chemistry - Physics of Transport & Communication
Year 10	- Trigonometry - The Cartesian Plane	- Human Bio – Nervous, Endocrine & Reproduction systems - Salt Chemistry - Physics of Motion & Rest

HUMANITIES

The Humanities area includes the subjects of English, History, Geography, Civics and Economics. Humanities subjects are taught through both Main Lessons and specialist lessons.

In each year level, the Main Lessons cover the core Steiner curriculum indications for developmentally appropriate content in English, Geography and History: Alongside the Main Lessons, the English specialist classes reinforce specific literacy skills, such as academic essay writing, and ensure that students are continually building on their ability to communicate and respond to texts.

Students study novels, short stories, and multimodal texts. Class texts can vary based on the needs of the class and

may range from dystopian stories such as Lowis Lowry's *The Giver* to Marjane Satrapi's autobiographical graphic novel *Persepolis*. Through the English curriculum, we continue to develop the imagination through literature, and to forge links to the students' moral understanding, through reading about the experiences of others.

In Years 9 and 10, History is also taught as a specialist lesson, covering such Units as "Japan under the Shoguns", the Spanish conquest of the Aztecs and Incas, World War 1 and the Russian Revolution, World War 11 and the Cold War.

	English - Main Lesson	History/Civics - Main Lesson	Geography - Main Lesson
Year 7	• Arthurian Tales • Wish, Wonder, Surprise	• The Middle Ages • The Age of Exploration	• Geography of the World
Year 8	• Intro to Poetry • Shakespeare	• The Industrial Revolution • Developing Nationhood	• East and West
Year 9	• Biography • Australian Literature	• Political Revolutions • French & Russian Revolutions	• Agriculture • Geomorphology
Year 10	• Epic Poetry • Lyric Poetry	• Rights and Freedoms • Ancient Civilisations	• Climatolog/Oceanography

LANGUAGES

From Year 7 to Year 10, Orana offers three language streams. Continuing German and Continuing Japanese are offered for those students continuing their language studies from Primary School, and Beginning German is offered for students who are new to the language.

At Orana, Languages are primarily taught through experiential activities that allow for considerable differentiation within the classes.

There is always a broad range of abilities within language classes, so the curriculum is designed to allow for extension of more advanced students, whilst also offering consolidation of the fundamentals for other students.

In Years 7 and 8, students explore topics relating to family, homes, sports and hobbies, school life, and cuisine. The students also explore the geography and culture of the country, including biographies of significant inventors, artists or sportspeople. They become familiar with

informative, instructive and creative text types and learn to interpret, respond to and create texts in a variety of genres.

In Years 9 and 10, the focus is on travelling and local customs, as well as exploring music and cinematography in the language studied. As their language skills mature, the students are challenged to communicate on more complex topics, including personal experiences, life events, preferences and ideas about the future. Creative projects, including story-writing and game-design, are a practical way of demonstrating their growing mastery of the language.

From Years 9 to 12, in-country experiences are offered and supported as a way for the students to build a genuine, lived connection to the language and culture. Through the International Exchange Program, students are able to spend 3 months in a Steiner school in either Germany or Japan. Overseas tours (of 2 – 3 weeks) to both Germany and Japan are offered every 2 – 3 years where circumstances permit.

Curriculum

ARTS, DESIGN AND TECHNOLOGIES

In each year level, the Main Lessons cover the core Steiner curriculum indicators for developmentally appropriate content in The Arts and Technologies. In addition to the Main Lessons, students also study the following curriculum areas: Drama, Music, Visual Arts, Food Technology, Digital Technology, Textiles Technology and Wood Technology.

YEARS 7 AND 8 CREATIVE ARTS SUBJECTS

THE ARTS

Drama

Students develop an understanding of dramatic conventions and performance skills such as role, movement, voice, and space. They collaborate to create and present performances, exploring ideas, issues, and perspectives. Through rehearsal and reflection, students build confidence, creativity, and the ability to communicate meaning through dramatic action.

Music

Students explore the elements of music and develop skills in listening, composing, and performing. They engage with notation and develop instrumental and vocal techniques, working individually and in ensembles. Through performance and reflection, students learn how music conveys ideas and emotions and consider its role across cultures and contexts.

Visual Arts

Students apply the elements and principles of design to communicate meaning and develop ideas. They experiment with a variety of art forms and techniques, such as drawing, painting, sculpture, and printmaking, while building skills in observation, representation, and visual literacy. Students also examine the role of artists and artworks in society and across cultures.

THE TECHNOLOGIES

Digital Technology

Students develop foundational digital skills, including computational thinking, coding, and the use of common software applications. They learn how digital systems operate and represent information and apply design thinking to create user-centred digital solutions.

Food Technology

Students explore nutrition, food preparation, and the relationship between food, health, and wellbeing. They apply safe and hygienic practices when using tools and equipment, plan and prepare meals, and evaluate food choices in relation to sustainability and nutrition.

Textiles Technology

Students learn skills in sewing, construction, and embellishment, alongside an understanding of fibre properties and fabric performance. They design and produce textile items that combine function and aesthetics, while considering sustainability in the use of materials.

Wood Technology

Students apply design processes to plan and construct timber products. They develop woodworking skills through safe use of tools, equipment, and techniques, learning both traditional and contemporary methods to create functional and aesthetic outcomes.

ELECTIVE SUBJECTS IN YEAR 9 AND 10

In Year 9 and again in Year 10, students select two Arts and Technologies elective subjects from the offerings each semester. This structure enables students to pursue areas of personal interest while broadening and deepening their knowledge and skills. To provide a wide range of options, some Year 9 and 10 classes are combined. At the beginning of each semester, students receive outlines of the elective units available in each subject to guide their choices. The following subjects are offered across Years 9 and 10, with the exception of Food Technology, which is available only in Year 10.

THE ARTS

Drama

Students extend their understanding of dramatic conventions, including role, character, movement, and voice. They explore both scripted and devised performance, working collaboratively to develop, rehearse, and present drama. Reflection and evaluation of performance support the development of confidence, creativity, and critical interpretation.

Music

Students explore the elements of music through listening, performing, and composing. They develop skills in instrumental and vocal performance, ensemble work, and music analysis. They also investigate how music communicates meaning across different contexts, genres, and cultures, and reflect on its role in society.

Visual Arts

Students refine their artmaking skills through experimentation with a range of techniques and processes in drawing, painting, printmaking, and sculpture. They create artworks that communicate personal and social ideas, while extending their visual literacy through responding to and interpreting artworks from diverse times and places.

THE TECHNOLOGIES

Digital Technology

Students deepen their skills in digital systems, coding, and computational thinking. They design and implement digital solutions, learning how data is represented, structured, and managed. Problem-solving and user-centred design approaches are applied to develop increasingly complex digital products.

Food Technology (Year 10 semester unit only)

Students explore food preparation and nutrition through the theme of Café Culture. They investigate the cultural and social significance of food and hospitality, applying the design process to plan, trial, and refine café-style foods. Emphasis is placed on safety, hygiene, sustainability, and consumer expectations, with attention to aesthetics and current food trends.

Metal Technology

Students engage with the design process from ideation through to the production of functional and aesthetic metal products. They develop competence in shaping, joining, and finishing techniques while testing and refining their designs. Safe and responsible use of tools, machines, and materials is emphasised as part of producing high-quality outcomes.

Textiles Technology

Students investigate how textile products are designed and constructed, examining fibres, fabrics, and product lifecycles. They apply the design process to generate, develop, and evaluate textile projects, while building skills in a range of techniques including surface decoration and embellishment. Sustainability and cultural/historical perspectives are considered in both design choices and material use.

Wood Technology

Students apply the design process to plan, model, and construct timber products. They refine woodworking techniques using both hand and machine tools and evaluate their work against design criteria. Traditional and contemporary approaches to production are explored, with safe and effective use of equipment emphasised throughout.

	The Arts - Main Lesson	The Technologies - Main Lesson
Year 7	The Renaissance	
Year 8	Pre History to Ancient Greece	- Leonardo's Workshop - Digital Technologies
Year 9	Late Renaissance to Romanticism	
Year 10	Romanticism, Modern to the Post Modern	

Curriculum

PHYSICAL EDUCATION AND HEALTH

PE and Health is a mandatory subject for all students in Years 7 to 10. It provides students with opportunities to explore issues that are likely to impact on the health, safety and wellbeing of themselves and others, both now and in the future. Students also participate in physical activity, improving their ability to move with skill and confidence.

Students develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Physical Education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. The curriculum provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Orana hosts and participates in a number of organised sporting events throughout the year. These include, but are not limited to:

Swimming

- Orana Swimming Carnival, Years 5 to 12, Term 1
- SSACT Interschool Swimming
- Secondary Combined Regions Carnival
- ACT Swimming Championships (12&U and 13&O)

Track and Field

- Orana Track and Field Carnival, Years 5 to 12, Term 1
- SSACT Interschool Track and Field
- Secondary South Region Carnival
- ACT Championships (12&U and 13&O)

Cross Country

- Orana Cross Country Carnival, Years 5 to 12, Term 2
- SSACT Interschool Cross Country
- Secondary Combined Regions Carnival
- ACT Championships (12&U and 13&O)

Netball

- Orana Steiner School is associated with the Arawang Jets, Years 5 to 10

Rowing

- Terms 1 and 4, training with Daramalan Rowing Club, Years 7 to 12

Snow Sports

- Two-day Snow Sports Trip, Term 3, Years 9 to 12



“I abs



absolutely loved my time at Orana and the connections
I made with friends and teachers there are priceless.”

“My memories of school are full of warmth, colour, adventure and imagination.”



Curriculum

COCURRICULAR & EXTRACURRICULAR ACTIVITIES

At Orana Steiner School we offer a wide range of activities to complement classroom learning and extend student experiences. Our co-curricular programs, such as Music ensembles, build on subject learning, while our extra-curricular programs, such as sports, provide opportunities for wellbeing, teamwork, and enrichment.

At Orana Steiner School we offer a range of cocurricular and extracurricular activities, including:

Sports

- Netball
- Soccer
- AFL X (7/8)
- AFL 9's (9/10)
- Equestrian
- Futsal
- Ultimate Frisbee
- Oztag
- Softball
- Football
- Tennis
- Mt Biking
- Basketball
- Rowing

Music

There are several voluntary music groups that Orana students can join. These are extension activities for students particularly interested in performing and in further building skills and experience. These include:

High School Choir

This vocal ensemble rehearses on Friday lunchtimes in the Hill Music Room.

Repertoire is varied with some songs chosen by students. Emphasis is on developing vocal skills and on ensemble technique. Songs may be acapella or accompanied.

High School Performance Group

This is a group of dedicated instrumentalists who rehearse one morning a week from 8am. This is a flagship group that performs at special events, for festivals and for concerts. They have also toured interstate to provide and participate in concerts, workshops and camps with other schools.

Repertoire for this group varies from popular to classical. Sometimes the group performs as a large orchestra and sometimes small sub-groups will play together as bands or accompaniment for singers, choirs, etc.

High School Volos

The High School Volunteer Orchestra ("Volos") rehearses on Wednesday lunchtimes in the String room. This is an extension group for string players and is an opportunity to explore exciting and challenging repertoire. The group performs for school and community events.

CAMPS

Camps play a key role in Orana's curriculum; attendance and participation are a requirement. The school will provide all reasonable adjustments to enable every student to participate without discrimination.

Our camps are designed to foster connections within cohorts, providing shared experiences through challenging activities which enhance resilience, personal achievement and group cohesion while encouraging critical thinking relating to environment, social justice and global issues.

Our annual camps are:

Year 7 – ALI, Bungara Lodge, Jindabyne, 4 days. Includes hiking, navigation, river sledding, mountain biking

Year 8 – ALI, Bungara Lodge, Jindabyne, 4 days. Includes cross country & downhill skiing, snow shoeing, bush survival skills, teamwork & leadership skills

Year 9 – Ingelara Farm Stay, 5 days. Includes conservation in action, mixed & dynamic farming, awareness of social and health benefits of farming

Year 10 – ALI Bungara Lodge, Jindabyne, 5 days. Includes bushwalking, navigation, abseiling, rock climbing, mountain biking

Student Services

PASTORAL CARE IN HIGH SCHOOL

At the core of student wellbeing is connectedness. Teenagers are social creatures; to remain healthy they need close relationships and a community to which they feel a sense of belonging.

Students who are part of a community feel connected, have a sense of being cared for and loved, experience greater self-esteem and, perhaps most importantly, feel they can seek support in times of need, whether that be socially, emotionally or academically.

Relationships are a vital protective factor for the wellbeing of all young people.

At Orana we know our students. We are interested in the young people we teach, and our smaller cohort and class sizes allow us to develop a deep understanding of individual students both socially and academically.

The High School Pastoral Team (consisting of Guardians and the Pastoral Coordinator) works collaboratively with our Inclusive Education Team and subject teachers to foster the development of capable, self-assured and creative young people who are well positioned to pursue whatever path they choose in life.

Each year group is appointed two Guardians, who will develop a deep knowledge of students in their year group as they move together through High School. Guardians are the first point of contact for students and parents when extra support or consideration is needed for academic,

social or personal concerns. Guardians liaise regularly with the Pastoral Coordinator to implement support plans and access additional supports, such as the School Counsellor or relevant external agencies.

“In the Upper School Classes the process of cultivating and developing discipline continues and the focus now shifts towards conscious self-discipline, taking responsibility for one’s actions and accepting the consequences for one’s behaviour. The real task of a Waldorf Upper School is to work with adolescents in such a way that they can ask: What do I need to do in order to be useful in society? Rather than asking: What do I need to do to get what I want?”

The young people must:

- Become familiar with the World and the tasks it sets them
- Develop a range of skills that equip the individual to be creative and be adaptable in fields beyond what they specifically learned
- Discover their own individuality
- Develop powers of judgement and discernment
- Develop a moral and ethical will, based on insight.”

Rawson, M and Richter, T. (2000) ‘The Educational Tasks and Content of the Steiner Waldorf Curriculum’ Steiner Schools Fellowship Publications.



Inclusive Education





Recognising and valuing the individual differences of each student, the Inclusive Education Team works to identify specific student needs and implement effective adjustments to support their engagement and achievement. Diversity is accepted and appreciated throughout the school community, in personal, social and academic development.

Student needs may include -

- Cognitive or developmental needs
- Physical challenges or disabilities
- Social / emotional or mental health challenges
- Sensory sensitivities
- Complex personal / family situations
- Range of diagnosed disabilities

Student needs may be identified by parents, teachers, school staff or external support professionals and should be shared with teachers and the Inclusive Education Co-Ordinator to discuss appropriate next steps.

ILP REFERRAL AND DEVELOPMENT

ILP (Independent Learning Plan) development is a collaborative process between parents, students and specialist school staff to ensure that needs are clearly identified and strategies are implemented with care and consistency. Agreement and consent are important factors in this process, as we seek to provide inclusive support measures to enhance educational and personal development experiences. ILPs will be reviewed and progress assessed at least once per year.

Assessment and Reporting

PRINCIPLES

The purpose of assessment is to improve learning, inform teaching, help students to achieve the highest standards they can and provide meaningful reports on students' achievement

Definition

- Students are assessed against the Achievement Standards from the Australian National Curriculum (ACARA). Achievement Standards describe the quality of learning (depth of understanding, extent of knowledge, and sophistication of skill) expected of students at each year level from Kindergarten to Year 12.
- Assessment can be both a formative and summative process.
 - ▶ Formative assessment is used to provide feedback to students and teachers to promote further learning.
 - ▶ Summative assessment contributes to the judgement of student learning for reporting and certification purposes.

TEACHERS' GUIDE TO ASSESSMENT

- Teachers embed in their practices recommendations from the Teachers' Guide to Assessment from the ACT Education Directorate:
- Marked work should be returned to students as soon as is practicable and certainly within 10 days of the student submitting the work.
- Where more than one class follows the same course of study, standardization procedures are used to ensure consistency across the department. These may include the use of common tests and moderation processes.

UNIT OUTLINE

- At the beginning of the Term or Main Lesson, students are given a course outline¹ which explains the components, weightings and deadlines of the assessment for each subject including in the Main Lesson one.
- Students must complete all tasks unless exempted. For exemptions, see below.

ASSESSMENT: EXEMPTIONS, STATUS, PRO-RATA

- Students might be exempted if they meet one of the following criteria:
 - ▶ Approved absences
 - ▶ Agreed Student Support Plan (disability, illness, pastoral care, behaviour concern)
- Parents/carers will refer to the students' support procedure to check eligibility for a Student Support Plan
- When a student has been absent and his/her absence has been documented and approved by the Deputy Principal, the following provisions will be made:
 - ▶ for approximately a third or more of the Main Lesson, they are to be graded 'S' for status (un-assessable)
 - ▶ In Year 8-10, depending on the length of the absence and the nature of the tasks, the student will be assessed pro-rata
 - ▶ If the student is unable to meet the 70% rule, they may apply for special consideration or be granted status.

As a general rule, pro-rata should be sought as the first option rather than status.

LATE OR ABSENCE OF SUBMISSION

- Teachers will inform the parents/carers as well as their Curriculum Leader if a student is at risk of not completing the assignment on time.
- A late penalty of 5% of the possible mark per calendar day will apply for an assignment submitted after the due date. This includes weekends and public holidays.
- Students may apply for an extension by submitting in writing a request to the teacher.
- The teacher will inform the student if the extension has been approved or not within 24 hours.

BREACH IN CODE OF HONESTY PRACTICE

- Plagiarism, copying and cheating is discouraged at Orana.
 - a. Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgment of sources and presenting this as your own work. This includes whole or part of any kind of material which is someone else's work, including written texts, digital, sound, design or photographic images.
 - i. Students are required to acknowledge the source of all material that is incorporated into their own work.
 - b. Copying is not acceptable except when the teacher agrees to it (because of a student's absence).
 - i. Students are to be told that copied work or work jointly written without permission, will be failed.

- ii. When copying is permitted, acknowledgement is to be provided.
- c. Cheating is seeking to obtain an unfair advantage in a test or assessment item.

Students breaching the Code of Honesty practices will be reported by the teacher to the Curriculum Leader and Deputy Principal

- The penalty, depending on the nature of the breach will be:
 - a reprimand,
 - An alternative arrangement for the assessment, assessment marked without the material subject to the breach being considered

YEAR 10 CERTIFICATE

All students graduating from Year 10 receive a Year 10 Certificate in accordance with

the requirements of the ACT Department of Education and Training. Grades for all courses completed during Years 9 and 10 are listed on this Certificate. For the purpose of the Certificate, the results for all classes falling under one subject area will be combined, i.e., the grades for Semester 1 English and the English Main Lesson will be combined to form an overall English grade for Semester 1.

Communications

SCHOOLBOX

Schoolbox is Orana's Learning Management System and is a secure site that students, teachers and parents can access from school or home.

Access to Schoolbox

All teachers and parents have access to Schoolbox. Students from Year 6 to Year 12 have access to Schoolbox, which can be accessed through the Orana website via the parent portal.

Logging in

Teachers and students use their school username and password to log on to Schoolbox; parents will be emailed login details individually. Parents who have not yet been given login details may contact the school to request a username and password.

What is SchoolBox Used for?

Schoolbox can be used for all forms of communication in the school. Individual classes have a class page for their teachers to post all the details of a course including course outlines, course content, assessment tasks, news, important dates, images, and links to resources and marking rubrics.

The aim of the canteen is to provide healthy and interesting low-sugar food in an environment created to support the building of independence in the children.

Teachers may also set up a forum for students to contribute to, or a collaborative document to which students can add. Students may also be required to submit work on Schoolbox.

Year Coordinators can post news on the Year Coordinator pages to keep students and parents informed of upcoming events.

Extra-curricular groups can be set up on Schoolbox, for example, choir or sporting groups. These pages can be used to post information to the group.

Parents can view their children's pages to see what is happening in their courses and extra-curricular activities. Parents can also email teachers via Schoolbox.

More Information

There is information on how to use Schoolbox for students, teachers and parents on the Schoolbox wiki at http://wiki.schoolbox.com.au/index.php/Main_Page.

THE ORANA APP

The Orana App is a central point of reference for information and events across Orana. The Orana App links with SchoolBox but is also used for important communications and information for parents and carers. You can also access the School Calendar, links and other important or useful information.

The App can be downloaded from the Google Store or Apple App Store by searching for 'Orana Steiner School'.

EMAIL COMMUNICATIONS

The school uses email communications alongside the Orana App to communicate important information about the school, events, and the community to keep families informed as much as possible.

THE LEAFLET NEWSLETTER

The school publishes a bi-termly newsletter called the Leaflet which is usually published in Week 3 and Week 8. The Leaflet helps share the stories of what classes and students have been learning and participating in throughout the weeks leading up to it.

Attendance Procedure

ATTENDANCE REQUIREMENT

In accordance with the Education Act, “it is the parents’ responsibility to ensure that the child:

- attends school on every day, and during the times on every day, when the school is open for attendance, and
- attends every activity of the school, (including attendance at an approved educational course) that the school requires the child to attend.”

Record of attendance:

- High School Students attend roll call at 8:50am each day
- The parents of an absent student will be informed after 9:30 am by a text message or a phone call by the High School Admin office
- Every lesson, rolls are marked electronically
- Students absent without initial approval will be treated as truancy
- Teachers keep up-to-date rolls for each of their lessons

UNEXPLAINED ABSENCES

Parents will be asked to explain their child’s absence via email or phone to info@oranaschool.com

PROLONGED ABSENCES

Please contact the school office and Guardians for absences of 3 or more days. It is important that teachers can support your child during this time.

REQUEST FOR APPROVED ABSENCES

- For long term leave please inform the Deputy Principal.
- Approval will be granted on the following grounds:
 - ▶ Medical
 - ▶ Family
 - ▶ Court
 - ▶ Career Path
 - ▶ Exceptional event participation
 - ▶ others

EXEMPTION TO FULL-TIME ATTENDANCE

Students may be exempted from attending school on a full-time basis based on the following conditions:

- Medical
- Family
- Court Order
- Alternative education such as apprenticeship

SUPPORT PLAN FOR PART-TIME STUDENTS

- Special consideration or provisions will be granted for part-time students
- A meeting will be organised with parents/carers, the Pastoral Coordinator, Guardians, where relevant the Deputy Principal and the Inclusive Education Coordinator, to agree on a support plan.
- The support plan will be approved by the Deputy Principal.
- Assessment adjustments for part-time attenders
- Students absent for:
 - one day are expected to catch up all work
 - two to three days are expected to negotiate with the teacher over the work to be caught up. If no agreement is being reached, the Curriculum Leader will decide.
 - more than five days: the Guardian, Pastoral Coordinator or Inclusive Education Coordinator will organise a meeting with parents/carers to agree on catch-up, extensions, exemptions and support. The agreement will be approved by the Deputy Principal in consultation with the Curriculum leaders
- A medical certificate or other official documentation will be required after three days of absences.
- Studying out of school:
- When a student is on approved* leave but can still work from home or other facility such as a hospital, the Guardians will inform teachers so that work can be made available on Schoolbox or sent via email.

**supplied confirming that the student is able to work from home/ medical facility.*

PUNCTUALITY BEFORE CLASS START

- Students are expected to arrive at 8:50am for the roll call.
- Students arriving late must sign in at the High School Admin office
- Students are required to supply the school with a note from a parent/carer explaining any lateness.

PUNCTUALITY TO CLASS

- Students are expected to be on time to all their classes.
- Students who are late to their classes must provide their teacher with a late note pass
- Repeated lateness incidents will be monitored by the Guardians through a meeting with the parents/carers and the student.
- All lateness is recorded and appears on the semester school report.

Homework

The school strongly encourages students and parents to set a weekly routine for homework and study.

This is an important habit to develop as students move towards study in Senior College, tertiary education and vocational training.

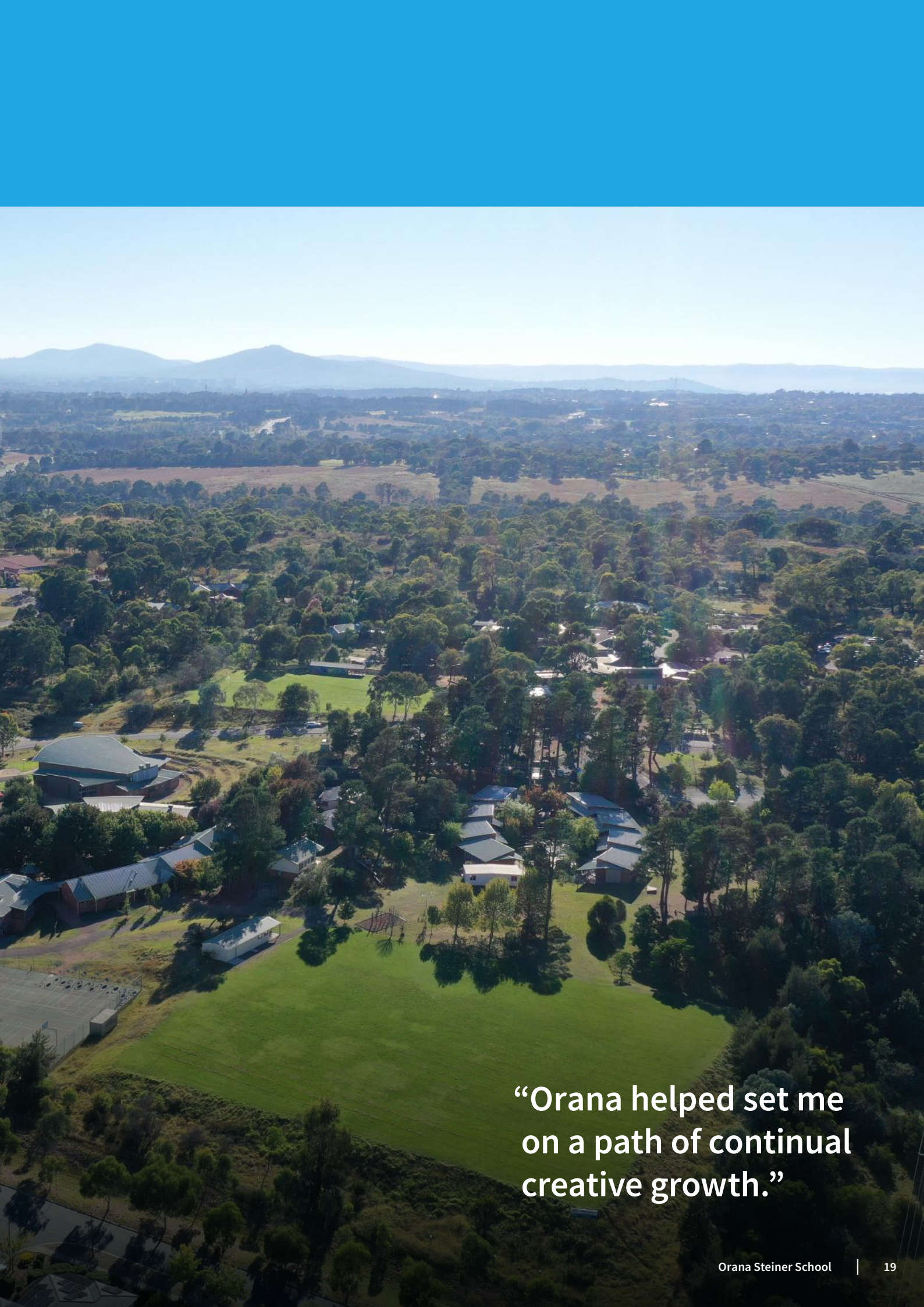
Homework serves many purposes:

- Consolidation, clarification or extension of class learning
- Preparation for the learning to come in subsequent lessons
- Management of longer-term work such as assignments
- Preparation for tests and examinations
- Development of important learning habits such as time management, organisation and independence
- Consolidation of skills such as analysing, critical thinking, writing skills and problem-solving

Orana subscribes to www.studyskillshandbook.com.au and we recommend visiting the website for recommendations in building effective home study habits for students.

Our Student Services Team can provide support to students in building home study plans which consider work, rest and social factors. Parents are encouraged to contact Guardians if support is required in this area.





“Orana helped set me
on a path of continual
creative growth.”

Behaviour

POSITIVE LEARNING AND BEHAVIOUR RATIONALE

At Orana we believe that a strong emphasis on the use of positive, proactive practices will assist students to develop the ability to accept responsibility for their behaviour, make appropriate choices and to show concern and respect for others.

In addition, we have the following beliefs about behaviour and learning:

1. responsible behaviours need to be taught, modelled, encouraged and developed
2. it is important to cater for different rates of learning and learning styles

We have processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. These protect students and ensure that student behaviour is of an acceptable standard, so that the school environment can be a pleasant, secure place for all.

Students who exhibit inappropriate behaviour are supported through a process of least intrusive to most intensive response with pastoral team support and acknowledgement when better choices are made. All staff at Orana contribute to the support of good behaviour and the maintenance of a strong and positive learning environment.

INTENSIVE BEHAVIOUR SUPPORT

Intensive behaviour support is required to support students who continually demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or of serious injury or harm to the student or to others.

INDIVIDUAL POSITIVE BEHAVIOUR SUPPORT PLANS

For these students, the development of an Individual Behaviour Support Plan is implemented through a collaborative process involving the class teacher, student, parents/caregivers and other relevant school personnel (including Senior Management).

THIS PROCESS OF DEVELOPING A PLAN EXPECTS

1. positive relationship building
2. shared responsibility (school personnel, students, parent)
3. understanding and communication of the key issues and concerns
4. consensus regarding behavioural and educational goals for the student
5. collective accountability for the outcomes and monitoring and reviewing of plan.

Further Information

Orana Steiner School highly value parents' and carers' involvement, both in supporting their child's learning and in contributing towards building a strong school community.

CLASS MEETINGS

Each semester, the Guardians of each year level will host a meeting for the parent community. These meetings include a discussion of the stage of development of the students, an overview of the year's key events, opportunities and challenges, and practical information regarding school camps and excursions where relevant. We strongly encourage all families to attend these meetings to build connections with their child's Guardians and with the class community.

PARENT TEACHER MEETINGS

Parent/Teacher interviews for the High School classes are held twice a year, mid-way through each semester. Short meetings with your child's subject teachers can be booked through our online portal in advance of the Parent/ Teacher nights. This is an opportunity to seek feedback on your child's progress and to ask any questions you may have of the subject teachers.

WORKING BEES

All parents are invited to participate in 'Working Bee' sessions which usually occur on weekends and are scheduled every term. These sessions provide the opportunity to contribute to the school's development by completing a wide variety of jobs, such as painting and gardening.

STUDENT ID CARDS

Public transport in the ACT and NSW often requires student identification. The school issues student cards on a yearly basis. Lost or damaged cards may be replaced for a nominal fee.

CANTEEN

The aim of the canteen is to provide healthy and interesting low-sugar food in an environment created to support the building of independence in the children.

Canteen hours: Tuesday – Friday 8.30am to 3.30pm for recess and lunch. The Canteen is located between the Amphitheatre and the High School area.

Menu and ordering can be accessed through [Flexischools.com.au](https://flexischools.com.au) and also over the counter during recess and lunch. The canteen accepts cash and credit card payments.

The canteen is run by Canteen Manager and former Orana parent Murray Johnstone. Murray can be reached on 0406 376 833 at any time, and he is happy to assist by getting lunch to students who forgot to pack one from home or to order from the canteen. Payment can be made by bank transfer in this situation.

Policies

For information on Orana Steiner School's policies, including the High School Dress Code and Mobile Phone Policy, please follow this link: <https://oranaschool.com/policies/>

Together We Grow



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