



Maharishi School

CONSCIOUSNESS-BASED EDUCATION



Maharishi School

2024 Parent & Student Handbook

"Knowledge is Structured in Consciousness"

WELCOME MESSAGE

Dear Parents,

It is a privilege and rewarding for the staff of Maharishi School to provide Consciousness-Based Education™ to the students at our school. We know that you will enjoy seeing the growth in your children each year as a result of their participation in the school's educational programs.

One of Maharishi's Fundamentals of Ideal Administration is 'communication', and it is for the purpose of communication that this Parent & Student Handbook exists. It gives details of the relevant policies, procedures and guidelines that contribute to the shared expectations to which we all commit to ensure a strong partnership between all members of our school community.

Maharishi School is committed to creating a school community where all staff and students are equally respected and valued and enjoy equity of both opportunity and outcomes. Our school is committed to child safety and gender equality. We want children to be safe, happy and empowered.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

All adults and children are responsible for promoting gender equality and modelling respectful relationships. All staff, students and visitors to the school will be held accountable if they use language and / or demonstrate behaviour that:

- Promotes unequal power relations between men and women;
- Perpetuates harmful gender stereotypes;
- Condone violence against women.

As a member of our school community, you acknowledge our commitment to Child Safe & Respectful Relationships Education and agree to be responsible for practising respectful behaviours towards all members of the Maharishi School community.

We hope the handbook will help reinforce the flow of communication that we strongly support between parents, students and teachers.

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SCHOOL PROFILE

Maharishi School was established in January 1997. During that year it gained official registration to operate as a primary school and became a member of ISV (Independent Schools Victoria).

Maharishi School is accredited through the International Foundation for Consciousness-Based Education and uses Consciousness-Based curriculum material for the Science of Creative Intelligence, Maharishi Vedic Approach to Health and Staff Training. This material has been developed by Maharishi International University and is provided by the International Office of Maharishi Schools.

AIMS AND OBJECTIVES

Maharishi School, Melbourne, is non-denominational and open to students of all cultural backgrounds. Its purpose is to offer a unique combination of academic excellence in the traditional subject areas, development of students' consciousness and creativity and a high quality of life both within the school environment and for the individual student.

We work to fulfil this purpose through a carefully structured curriculum which combines the learning goals and curriculum requirements of the Victorian Curriculum and Assessment Authority with an educational approach which:

- nurtures the happiness and inner creative genius of every student
- directly develops qualities such as learning ability, creativity, confidence, self-esteem and moral reasoning
- supports the principle of 'unity in diversity', encouraging the individual growth of each student along with growth of ideal social behaviour — tolerance, respect for others, etc.
- fosters growth in the direction of higher states of consciousness: the ability to think and act spontaneously in accord with Natural Law

MISSION STATEMENT

Maharishi School was founded to provide Consciousness-Based Education for school students in Melbourne. The purpose of Consciousness-Based Education is to offer a system of complete knowledge that promotes the full potential of consciousness in every student. The foundation of this approach is the Transcendental Meditation program, a profound and proven educational technology. Through its daily practice the students experience their own pure intelligence, pure consciousness, which develops the full potential of the individual, allowing them to enjoy and accomplish more. Recent scientific research into the practice of Transcendental Meditation in education has shown that students exhibit increased intelligence, self-development, reduced anxiety and improved behaviour as a result of positive effects on health, brain functioning and cognitive development.

The mission of Maharishi School is to offer complete education by integrating the highest quality of traditional knowledge with the development of the full creative potential of the student. The purpose of the educational program offered by Maharishi School is to create global citizens — individuals with the organising power, wisdom and self-sufficiency to achieve their desires while simultaneously promoting the well-being of society, bringing all good to themselves, their community, their nation and the entire world family.

Maharishi School supports and promotes the principles of Australian democracy, including a commitment to:

- elected government
- the rule of law
- equal rights of all before the law
- freedom of religion
- freedom of speech and association
- the values of openness and tolerance

SCHOOL STRUCTURE

SENIOR MANAGEMENT TEAM

The school's Senior Management Team in 2024 is:

Principal	Sonia Culcasi
Junior Years Coordinator (Years F-2)	Karina Aston
Senior Years Coordinator (Years 3 - 6)	Samantha Russell
Administration Manager	Suzi Haynes
Bursar	Wilma Wilson

SCHOOL STAFF

The staffing structure in place for 2024 is as follows:

The staffing structure in place for 2024 is as follows:

Pearls (Years Prep & 1)	Deb Ward & Lisa Smith
Sapphires (Years 2 & 3)	Karina Aston
Diamonds (Year 4)	Susie Burnham & Max Malone
Emeralds (Years 5 & 6)	Samantha Russell
Learning Support	Despina Roberston
Science	Raja Aston
Auslan	Raja Aston
Art	Chloe Smith
Performing Arts	Chloe Smith
Library	Classroom Teachers
PE	External Providers (onsite & offsite)

STAFF CONTACT DETAILS

Sonia Culcasi	principal@maharishischool.vic.edu.au
Suzi Haynes/Office	office@maharishischool.vic.edu.au
Wilma Wilson	accounts@maharishischool.vic.edu.au
Deb Ward	deb@maharishischool.vic.edu.au
Lisa Smith	lisa@maharishischool.vic.edu.au
Karina Aston	karina@maharishischool.vic.edu.au
Susie Burnham	susie@maharishischool.vic.edu.au
Mas Malone	max@maharishischool.vic.edu.au
Samantha Russell	sam@maharishischool.vic.edu.au
Despina Robertson	despina@maharishischool.vic.edu.au
Raja Aston	raja@maharishischool.vic.edu.au
Chloe Smith	chloe@maharishischool.vic.edu.au

SCHOOL STRUCTURE

THE SCHOOL DAY & CLASS TIMETABLES

Monday – Friday (Term 1)

9.00am	Word of Wisdom & Meditation, School Assembly (Monday) + day's overview
9.30am	Session 1 - Classroom Program
10.30am	Morning Snack and Morning Recess
11.00am	Session 2 - Classroom Program
12.00pm	Session 3 - Classroom Program
1.00pm	Lunch and Lunch Recess
2.00pm	Session 4 - Classroom Program
3.00pm	Word of Wisdom & Meditation + Classroom Pack-Up

Friday (Terms 2/3/4)

9.00am	Word of Wisdom & Meditation, School Assembly (Monday) + day's overview
9.30am	Session 1 - Classroom Programs
10.30am	Morning Snack and Morning Recess
11.00am	Session 2 - Classroom Programs
12.00pm	Lunch and Lunch Recess
1.00pm	Sports/Co-Curricular Program
3.00pm	Word of Wisdom & Meditation + Classroom Pack-Up Classroom and Specialist Programs are delivered in one-hour sessions.

Classroom and Specialist Programs are delivered in one-hour sessions. The number of sessions scheduled per week are:

5 x English

5 x Mathematics

3 x Integrated Curriculum Studies (including SCI /FoG, Ayurvedic Health, Humanities)

2 x Health & Physical Education

1 x Science

1 x Auslan

1 x Library

1 x Performing Arts

1 x Art

SCHOOL GOVERNANCE

THE SCHOOL BOARD

The purpose of the governance of Maharishi School is to support the school in offering the benefits of Consciousness-Based Education to students in Melbourne, integrated with the requirements of contemporary education in Victoria. The School's governance supports a school curriculum and environment which are conducive to unfolding the full potential of students, teachers, parents and school staff. The 2024 School Board membership is:

SONIA CULCASI

Principal;
Director (ex officio) appointed January, 2023.

DR MICHAEL KING

B Juris, LL.B(Hons), MA, Ph.D.

Director appointed July 2017;
Appointed member of the Advisory Board of the school in 2009; Magistrate, Magistrates Court of Victoria.

DR LAWRENCE CLARKE

B Ag Ec (UNE), DDA, DSCI, Dip Health (MAV), Dip Training & Assessment

Director for twenty-six years;
Past CEO from 2005–2014;
Director, Maharishi Foundation Australia Ltd.;
Co-Director of Maharishi Invincibility Centre, Melbourne;
Managing Director Maharishi Ayur-Veda Pty Ltd.

QUYNH-TRAM TRINH

B Bus, M Public Policy & Management, Cert Eng Lang Teaching, GAID

Director appointed February 2019;
Senior Strategic Advisor, Vic Dept of Education and Training;
Non-Executive Director, Initiatives of Change.

JOAN DICKENS

Teacher of Transcendental Meditation

JULIANA KENDI

SFHEA, MAAL, CELTA, BA

Director appointed August 2021.
Project Manager, University of Melbourne,
Stakeholder Advisory Group, Story is Connection

MYLES FISHER

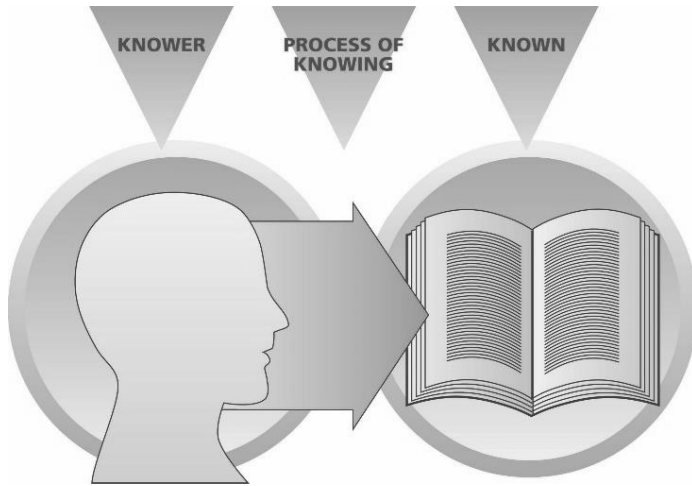
Senior Government Lawyer, Acting Chair

SCHOOL GOVERNANCE

CONSCIOUSNESS-BASED EDUCATION

Complete Knowledge

Consciousness-Based Education recognises that the education process has a three-fold structure:



- The **KNOWER** - the student
- The **KNOWN** - the curriculum that the student studies
- The process of **KNOWING** - connects the knower with the known

All three aspects of education must be fully developed in order for knowledge to be complete, and for life to be lived in completeness.

The educational process is structured in the fundamental and natural relationship between the awareness of the knower – the learner – and a specific object of knowledge. Maharishi's Vedic Science has identified the origin of this relationship within the total potential of Natural Law, the field of pure intelligence, the most fundamental level of existence. Through the practice of the Transcendental Meditation technique, the knower, the process of knowing and the known find their unified source through the experience of pure consciousness. Consciousness-Based Education allows students to understand all the different subjects as expressions of their own pure intelligence. Through regular practice of the TM program, the basis of complete knowledge becomes lively in life. Thought and action become spontaneously evolutionary, creativity blossoms, self-sufficiency grows and the ability to accomplish anything becomes possible.

DEVELOPING THE KNOWER

Consciousness-Based Education offers a systematic means of developing the full value of the knower and the processes of knowing, allowing acquisition of complete knowledge.

The quality of the students' awareness — their intelligence, creativity, and receptivity to knowledge; their sense of self and confidence in their capabilities; and their ability to comprehend both broadly and deeply — is fundamental to successful educational outcomes. Truly successful education cannot lie solely in what the students learn or in what they are taught. Ultimately the degree of success in education lies within the consciousness of each student. Whereas other methods and programs depend for their effectiveness on whatever receptivity, intelligence, creativity and neurophysiological integration the students may already have, Consciousness-Based Education directly develops these characteristics in all students irrespective of their background, attitudes, gender or abilities.

TRANSCENDENTAL MEDITATION

Transcendental Meditation is a simple, natural program that is easily and systematically learned by anyone of any age, education, religion, or background. Over 30 years of use in education, more than 700 scientific research studies performed at 250 universities in 33 countries over the past 35 years, and the personal experience of over six million people worldwide demonstrate that the Transcendental Meditation program greatly benefits mind, body and behaviour.

Each school day at Maharishi School begins and ends with group practice of Transcendental Meditation. During this practice, students directly experience pure consciousness as the simplest state of their own awareness, pure wakefulness. This daily practice provides a perfect foundation for education: development of the students' own consciousness. With this growth of pure wakefulness, creativity blossoms and intelligence and organising power become naturally strong. For education to be complete, it must include development of consciousness and the achievement of higher states of consciousness.

Transcendental Meditation is the practical aspect of the Science of Creative Intelligence (SCI). SCI studies the basic principles underlying and supporting development of consciousness, which are found throughout creation. Growth of this deep connection between the students' own consciousness and the universe around them is an integral part of Maharishi School education.

How does Transcendental Meditation Help?

- Enables a child's mind to settle down to a quiet state of restful alertness, a state of peace and inner contentment
- Transcending develops the whole brain. It is a technique that unfolds the inner potential for learning, creativity, confidence and happiness
- The integration of different parts of the brain develops greater perception, movement, thinking, learning and memory
- When you transcend, you nourish the infinite capacity of your being, enabling you to become increasingly alert and receptive, dissolving stress and becoming more balanced and calm
- TM helps to minimise anxiety in a child which is the chief barrier to learning, preventing the mind from being flexible
- As children grow, their brain becomes more coherent. Don't push too early, wait for the right time. You will see connections being made more naturally.
- Essential in awakening in students a level of consciousness which allows them to become more alert, focused and receptive to the breadth of learning they will experience
- Pure consciousness leads to a state of mind that enables someone to operate in a manner that cultivates their full potential
- Aids in connecting all the parts of knowledge. Your mind is 'trained' to make connections

Children's Transcendental Meditation Technique (Ages 5-9 Years)

The daily practice of this technique (Word of Wisdom) enhances the physiological and psychological development of young children. It strengthens their nervous system, develops greater orderliness and coherence in their thinking and behaviour and enhances their ability to focus attention. Children who regularly practise this technique are observed by teachers and researchers to be more flexible, happy, harmonious and self-confident. Culturing and strengthening every aspect of the child's functioning in this way prepares them for the direct experience of the field of pure creative intelligence when they begin the practice of Transcendental Meditation at the age of 10 years.

SCHOOL GOVERNANCE

SCHOOL ENVIRONMENT

Maharishi Vastu or Sthāpatya Veda architecture is incorporated to ensure the buildings have nourishing influences. The buildings are oriented to receive the nourishing influence of the sun, with natural and non-toxic materials with a light colour palette used internally and externally. At the centre of each building is the Brahmasthan, radiating silence and wholeness through the building, with a Vastu fence surrounding each building that defines the positive influences within.

SCIENCE OF CREATIVE INTELLIGENCE PRINCIPLES & FUNDAMENTALS OF GROWTH

Maharishi School students develop an integrated, unified vision of all aspects of life through their study of the principles of the Science of Creative Intelligence — study of the laws of nature which structure and uphold growth and progress in all of nature, including human life. Students discover the inner, more precious values of life that give rise to all of life’s outer expressions. They feel an intimate connection to these universal principles and come to understand the simple functioning of Natural Law in their own lives and in the world around them. They see that these principles are the very laws responsible for all natural phenomena in the universe: from the growth of a tiny wildflower to the growth of a great tree; from the orderly pattern in a snowflake to the orderly pattern of the seasons; from the structure of an atom to the structure of a galaxy. SCI is an interdisciplinary study which links modern science with principles of Maharishi’s Vedic Science. Veda means knowledge. Maharishi’s Vedic Science brings to light knowledge and technologies from the ancient Vedic wisdom of life for practical application in all areas of society and at all levels of education. SCI programs have been developed for students from Kindergarten to Ph.D.

The purpose of the SCI curriculum in a school is to enliven in students the understanding that there is something deep within everything — life is much more than what we see on the surface. Maharishi explains that this knowledge helps students grow in inquisitiveness and awareness of the most fundamental values of life — the universal laws of nature that are the basis of all outer growth and progress in their own lives, in nature and in the world around them.

The key value of studying SCI is that students learn the connectedness of these universal principles of creative intelligence to pure creative intelligence — their own pure consciousness, experienced in their daily practice of Transcendental Meditation. This balance of knowledge and experience creates an ideal situation for smooth and rapid growth in all areas of the students’ lives.

The SCI course has sixteen principles. Each principle is treated as a thematic unit of study but also integrated into the key learning areas of the Victorian Curriculum. The principles are repeated every year, building on the student’s knowledge and experiences. During SCI lessons, students have the opportunity to gain a deeper understanding of the experience of Transcendental Meditation and examine the value of TM in the lives of the students and society. They expand their appreciation of the SCI principle by examining it in their own lives, in nature and in the world around them.

Maharishi Schools are unique in providing every student the education for gaining the “Fruit of All Knowledge” – a happy, healthy, fulfilled life, free from mistakes and problems, spontaneously lived in harmony with Natural Law.

Maharishi School: Focusing on the holistic development of the child

“Guiding children to feel at home in the world”

“A place where I can be myself”

What sets a “Consciousness-Based Education School” apart from others?

- Maharishi’s Principles of Ideal Teaching
- Transcendental Meditation
- Science of Creative Intelligence Principles & Fundamentals of Growth
- Maharishi Vedic Approach to Health

SCHOOL GOVERNANCE

The SCI Principles and Fundamentals of Growth are taught in order, term by term each year, as follows:

Prep - 4	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • The Nature of Life is to Grow • Order is Present Everywhere • Life is Found in Layers • Outer Depends on Inner 	<ul style="list-style-type: none"> • Water the Root to Enjoy the Fruit • Rest and Activity are the Steps of Progress • Enjoy and Accomplish More • Every Action Has a Reaction 	<ul style="list-style-type: none"> • Purification Leads to Progress • The Field of All Possibilities is the Source of All Solutions • Thought – Action – Achievement – Fulfilment • Knowledge is Gained from Inside & Outside 	<ul style="list-style-type: none"> • The World Is as We Are • Opposites are Found Together • The Whole is Contained in Every Part • The Whole is More than the Sum of the Parts
5 & 6	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> • Creativity • Energy • Intelligence • Purposefulness 	<ul style="list-style-type: none"> • Rest and Activity • Orderliness • Purification • Knowledge 	<ul style="list-style-type: none"> • Integration • Stability • Adaptability • Resourcefulness 	<ul style="list-style-type: none"> • Vigilance • Insight • Foresight • Happiness

MAHARISHI AYUR VEDA – THE SCIENCE OF LIFE

Maharishi Ayur Veda is the science of life. It offers everyone a holistic approach to life. It balances the whole so that no aspect of life – the physiology, psychology, behaviour or intellect is in disorder.

Maharishi Ayur Veda teaches us how to live in harmony with Natural Law by maintaining balance in all areas of life – in our body, our mind, our feelings and our behaviour. Everything must be in perfect balance because balance is the natural state of life.

Year 1 - 2	Year 3 - 4	Year 5 - 6
<p>Theme 1: The Ocean of Consciousness Creates Three Streams of Natural Law</p> <p>Theme 2: Vata, Pitta and Kapha (The Three Streams of Natural Law)</p> <p>Theme 8: Behavioural Rasayanas – Acting in Harmony with Natural Law</p>	<p>Review Theme 1 and 2</p> <p>Theme 3: Natural Law Builds Our Bodies – Vata, Pitta and Kapha in Us</p> <p>Theme 4: The Ideal daily Routine – In Tune with Natural Law</p> <p>Theme 8: Behavioural Rasayanas – Acting in Harmony with Natural Law</p>	<p>Review Themes 1-4</p> <p>Theme 5: Ideal Seasonal Routines – Living in Harmony with Natural Law</p> <p>Theme 6: Eating for Perfect Balance</p> <p>Theme 7: Exercise for Energy, Balance and Bliss</p> <p>Theme 8: Behavioural Rasayanas – Acting in Harmony with Natural Law</p>

- The Maharishi Vedic Approach to Health
 - *Mind, Body, Behaviour, Environment and Consciousness – our “innermost life”*
- There are five elements in nature:
 - *space, air, fire, water & earth*
- Different pairs of these elements make up the three streams of Natural Law (doshas) that create and govern everything, each with its own characteristics and qualities.
 - *Vata: space & air*
 - *Pitta: fire & water*
 - *Kapha: water & earth*
- Result for us of Balanced Doshas
 - *Light movement and gait*
 - *Exhilarated with clear, alert mind*
 - *Excellent vitality*
 - *Perfect digestion*
 - *Contentment*
 - *Balanced intellect*
 - *Strength/properly proportioned body*
 - *Affectionate*
 - *Stability of mind*

SCHOOL GOVERNANCE**BEHAVIOURAL RASAYANAS**

Patterns of behaviour that enliven bliss in ourselves and in others by promoting ways of thinking and acting that are in harmony with Natural Law:

- a) Regularly practise Maharishi's Transcendental Meditation Program or Maharishi Children's Technique
- b) Be sweet-spoken
- c) Be kind and giving
- d) Be truthful
- e) Be gentle and calm
- f) Be respectful to teachers, parents and elders
- g) Be loving and compassionate
- h) Be polite and well-mannered
- i) Be positive in outlook
- j) Always follow our daily routine
- k) Observe cleanliness
- l) Be persevering
- m) Be modest
- n) Keep the company of elders

TEACHING AND LEARNING PROGRAMS

Maharishi School teachers integrate a variety of teaching methods as part of their professional practice; they employ active participation and cooperative learning, taking into consideration different learning styles.

Maharishi Schools throughout the world are characterised by the great respect and affection which students have for their teachers, by the kindness and support teachers give to their students and by the kindness and cooperation in the students' interactions with each other.

MAHARISHI'S PRINCIPLES OF IDEAL TEACHING

A body of ideal teaching principles, derived from Maharishi's Vedic Science, forms the common core of teaching philosophy and practice at Maharishi School. These principles enliven the five Fundamentals of Education: Receptivity, Intelligence, Knowledge, Experience and Expression. When these fundamentals are fully enlivened through ideal teaching, learning is effortless, joyful, successful and fulfilling.

The learning environment is structured to support and nourish all students regardless of learning style, abilities, background or gender. Primary emphasis in teaching practice is given to providing comprehensive learning experiences, for students of all ages, which allow them to move through the cycle of knowledge–action–achievement–fulfilment. Students are encouraged to work actively with the knowledge they are gaining and to share it with others in a variety of ways.

When these Principles of Ideal Teaching become enlivened in the life of our school, the hallmarks of ideal education are realised: enthusiasm for learning, thirst for knowledge, self-referral experience and appreciation for the teacher.

SCHOOL CURRICULUM

The Victorian Curriculum F-10 is the curriculum for Victorian schools and implemented by Maharishi School. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The integration of Maharishi's Ideal Teaching Principles, the SCI Principles and the Fundamentals of Growth with the Victorian Curriculum play an integral part in the studies undertaken by our students.

TEACHING AND LEARNING PROGRAMS

LEARNING AREAS AND CAPABILITIES

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum. The design of the Victorian Curriculum F–10 is set out below:

CAPABILITIES

The capabilities are a set of discrete knowledge and skills that are taught explicitly in and through the learning areas but are not fully defined by any of the learning areas or disciplines.

The Capabilities are:

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

LEARNING AREAS

The Learning Areas are a clear and deliberate reaffirmation of the importance of a discipline-based approach to learning, where learning areas are regarded as both enduring and dynamic. Their enduring nature rests in their different ways of understanding, and the associated skills they provide for students. Each of the learning areas provides and is defined by a unique way of seeing, understanding and engaging with the world. For the Arts, the Humanities and the Technologies, students engage in and through disciplines, which provide discrete content descriptions and achievement standards. The Learning Areas are:

<p>The Arts</p> <ul style="list-style-type: none"> - Dance - Drama - Media Arts - Music - Visual Arts - Visual Communication Design 	<p>The Humanities</p> <ul style="list-style-type: none"> - Civics and Citizenship - Economics and Business - Geography - History
English	Mathematics
Health and Physical Education	Science
Languages	<p>Technologies</p> <ul style="list-style-type: none"> - Design and Technologies - Digital Technologies

Respectful Relationships is the mandated Government program that came as a response to the Royal Commission into Family Violence. It is about embedding a culture of respect across the entire community and is part of the classroom program each week.

STUDENT ASSESSMENT

Assessment is a vital process to provide information about what students know and can do, and to make recommendations for their future learning. Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

TEACHING AND LEARNING PROGRAMS

PRINCIPLES OF ASSESSMENT

- The primary purpose of assessment is to improve student performance
- Assessment is based on an understanding of how students learn
- Assessment is an integral component of teacher planning
- Good assessment provides useful information to report credibly to parents
- Good assessment requires clarity of purpose, goals, standards and criteria
- Good assessment requires a variety of measures
- Assessment methods used should be valid, reliable and consistent
- Assessment for improved performance involves feedback and reflection

Main Purposes of Assessment

- Assessment for learning occurs when teachers use inferences about student progress to inform their teaching (formative)
- Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals (formative)
- Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative)

CLASSROOM ASSESSMENT

Continual assessment of each student at Maharishi School occurs using a variety of techniques including benchmark testing, observation, checklists, anecdotal records, student self-evaluation, teacher-constructed and Unit tests and peer assessment. The method of assessment used will vary depending on the subject area, the class level and the teaching and learning program being used. The school encourages parents and teachers to work closely together to monitor and assess student progress. The school uses assessment tracking software which enables us to monitor the progress of individual students across their entire primary school years and integrate NAPLAN and other assessments into the data set that is recorded for each student. Maharishi School upholds the professional integrity of its teachers to monitor and record student progress on a regular basis using methods approved by the School Principal.

Copies of Semester Reports, Individual Learning Plans and other key student assessment documents are kept in a private, central file accessible to classroom teachers. Each student's Classroom File also contains the following:

- NAPLAN (Year 3/5)
- PAT Reading
- PAT Vocabulary
- PAT SPG Written Spelling
- Spelling
- Assessment Rubrics
- Annotated Checklists
- Moderated Writing Sample
- PAT Mathematics
- PAT Grammar & Punctuation
- CARS Assessment
- Maths Unit(s) Test & Self-assessment of Unit Test
- Anecdotal Records

*PAT = Progressive Achievement Test (used to “benchmark” students to monitor growth in learning) for Year 3-6 students.

The School upholds the right to privacy of each student and their family and will discuss assessment of a student's academic progress only with their own family or approved guardians. The privacy of written records is maintained.

Please note: As a school, we value a process that measures the growth in all developmental areas. That is, we take into account the starting point for each child, as determined by benchmark assessments and teacher observations/assessments.

TEACHING AND LEARNING PROGRAMS

STUDENT REPORTS

Maharishi School aims to provide detailed and informative Student Reports to enable parents to gain an accurate measure of their child's progress at school. Our Student Reporting format is aimed to provide a succinct and accurate record of student achievement. It is the school's aim to provide parents/carers with clear, individualised information about progress against the relevant achievement standards and identify the student's progress against what has been taught and the goals in their Individual Learning Plan. Our Student Reports include an accurate and objective assessment of the student's progress and achievement using the Victorian Curriculum.

A mid-year and end-of-year written report on each student is prepared by teachers. Interviews are held in conjunction with the mid-year report, although parents have the option of requesting an interview at any time. Teachers may also request an interview with the parents at any time. Our Student Reports include:

Learning Areas

English	All year levels
Mathematics	All year levels
The Arts - Visual Arts & Music	All year levels
Health & Physical Education	All year levels
The Humanities	Years 3 - 6
Languages - Auslan	Years 3 - 6
Science	Years 3 - 6
Technologies	Years 3 - 6

Capabilities

Personal and Social Capability	All year levels
Ethical Capability	Years 3 - 6
Intercultural Capability	Years 3 - 6
Critical and Creative Thinking	Years 3 - 6

INDIVIDUAL LEARNING PLANS

Teachers at Maharishi School develop an Individual Learning Plan (ILP) to support the learning needs of each student. Formative and summative assessments are used to determine more accurately the areas in which each student would benefit by receiving targeted support. The process of formalising the ILP – implementation of the areas of need and associated strategies to be implemented into the classroom program, requires the participation of parents in the process.

Parents are invited to the school to meet and discuss the proposed ILP. During this time there is discussion about what the school is/will be doing for the student, as well as what parents are encouraged to do at home to support their child's learning. Agreement on the area(s) of focus is made at the meeting and all involved in the process are asked to sign off so the ILP can be implemented both at school and at home, in line with the shared expectations and priorities agreed to at the meeting.

HOMEWORK

The purpose of home study is to enrich and reinforce what the students are learning in the classroom. Parental guidance and support in organising time and preparing an appropriate workspace for their child are essential for the success of home study. Some homework may involve parent-student activities such as sharing a book and reading to each other.

Parents' encouragement of their children to complete their homework tasks, such as Spelling and Reading, is of great value to the students' progress. At the same time, it is also desirable to allow the students to fulfil their study requirements to the best of their ability. This gives teachers a clear understanding of the students' level of independence.

SCHOOL OPERATIONS

COMMUNICATION

Parents/Guardians should refer to the school's Communication Policy for more comprehensive information. Communicating to parents on a regular basis about the progress of their child(ren), the content of our curriculum, and events that are happening around the school, is very important. A variety of strategies are used to ensure that our parents are adequately informed.

- SCHOOL NEWSLETTER
- EMAIL - Replies are sent within 24 hours (end of next business day).
- PHONE
- PARENT/TEACHER MEETINGS – formally in Terms 1 & 3, but informally as needed during the year
- SEMESTER REPORTS – emailed to parents at the end of Terms 2 & 4
- ANNUAL MAHARISHI SCHOOL PLANNER – distributed to parents prior to the end of the previous school year
- ANNUAL STUDENT AND PARENT HANDBOOK – distributed to parents at the beginning of the new school year
- Maharishi School Portal

School Newsletter

The School Newsletter is distributed to the school community each fortnight. The newsletter informs, celebrates student and school achievements and is used to promote the many activities and events at Maharishi School. Articles are provided by the Principal, staff, students and PFA.

Emails

Teachers and our General Office will communicate with parents via email which enables the school to deliver information quickly and accurately. It is important that you provide the school with an up-to-date email address that can be used to reach you, and which is easy for you to access immediately (i.e. you are notified when an email is received).

Confidentiality, Integrity and Professionalism

Parents should treat all matters discussed at meetings with the Principal or members of staff as strictly confidential. As a nurturing and caring community, we expect all members of our school community to treat each other with respect.

SCHOOL EXPECTATIONS

There are school expectations for all students, whether in the classroom or on the school grounds, that exist to guide students towards a respectful and appropriate level of interaction with others. Students should:

- speak politely and respectfully, listen courteously to each other, and consider the opinions of others.
- actively participate in all classroom activities in a positive way, take turns and share the teacher's time.
- arrive at school on time and return to class from lunch and recess punctually.
- move safely in the school buildings and playground without disturbing others, move around the school in a sensible manner and play cooperatively, sharing classroom and playground space and equipment.
- use good manners, be considerate and understanding of others' differences and take care of school and personal property.
- try to resolve problems with others in a sensible and reasonable manner, seeking a teacher's assistance if unable to reach a reasonable solution.
- protect themselves and others from harm and use equipment in a safe way.

Students from time to time may need consequences for inappropriate behaviour. When consequences are applied, the intent is to have 'natural' consequences closely related to the inappropriate behaviour, e.g. school service, time out or writing a reflective piece of how their behaviour could have been more appropriate. These are based on the Restorative Practices Model and are also integrated with the Respectful Relationships Program.

SCHOOL OPERATIONS

SCHOOL UNIFORM

To help create harmony in the school environment and a sense of belonging, standards of dress and appearance are important. In complementing the philosophy that defines our school, it is essential to foster in the students a sense of orderliness, pride and respect for themselves and the school as a whole. Personal appearance is one important factor in reflecting the dignity of Consciousness-Based Education. Wearing the school uniform cultures a quiet form of discipline and fosters in the students a sense of respect for themselves, each other and their school.

All Maharishi School students are required to wear uniform. Students must own sufficient items so that they can wear clean, neat uniform all week. If for some unforeseeable reason students are unable to wear the uniform, parents should contact the school and/or should provide a note explaining the reason.

Hair should be neat and well-groomed in a natural, dignified style, without extremes of colour or cut. Hair that is below shoulder-length should be tied back with plain “school-coloured” ribbons, hair ties or scrunchies.

Black leather “School Shoes” (lace-up, velcro or t-bar - see images below) must be worn with Summer and Winter Uniform. Sports Shoes must only be worn with Sports Uniform on designated “sports days”. Art smocks will be provided by the school for all students for Art class. Blue or bottle-green scarves and gloves are optional and can be worn on cold days. Beanies are available from the school office.



BOYS SUMMER UNIFORM



GIRLS SUMMER UNIFORM



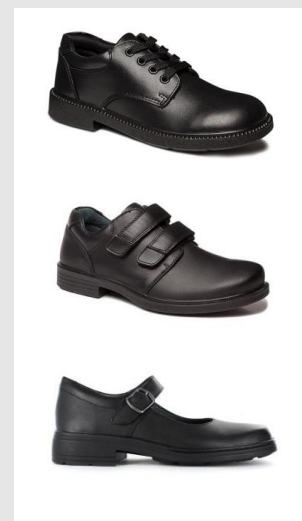
BOYS & GIRLS WINTER UNIFORM



BOYS & GIRLS SPORT UNIFORM



ACCESSORIES



BLACK SCHOOL SHOES

SCHOOL OPERATIONS

SCHOOL LUNCHES

All students eat together in a happy and settled atmosphere. Maharishi School encourages all students to bring healthy, nourishing food. We encourage students to take home any food packaging that is not recyclable.

PUNCTUALITY

Punctuality creates coherence in the class because everyone begins together. The policy of Maharishi School is that classes begin on time. Students are expected to arrive at school early enough to be in class by 9.00am. Attention to this starting time is essential when considering students' participation in an important part of the day - group practice of the TM technique. While the benefits of TM for students who are 10 years and older are well known, the children's TM technique for five-to nine-year-olds also has immense benefit. This technique strengthens and integrates the nervous system and develops greater orderliness and coherence in thinking and behaviour.

Students arriving after 9.00am need to report directly to the General Office with their parent who is required to sign their child(ren) as a "Late Arrival". Only after this process has been completed can students proceed to their classroom.

HEALTH, ILLNESS, INJURY AND ABSENTEEISM

Parents are required to call the office prior to 9.00am to inform the school and teachers if a student will not be attending school that day. A reason for their absence should be clearly explained.

Please ensure that the school is informed of any medical condition that may affect a student's ability to participate fully in all school programs. Where medication is required, parents must complete the school's "Administration of Medication" form to indicate the tablets, medicines, sprays, ointments, etc. to be administered. Under no circumstance should students carry and administer their own medication.

It is sometimes extremely difficult to ascertain the seriousness of a student's illness or injury. If a student sustains an injury whilst at school, a staff member trained in first aid will treat the student. However, school staff do not take responsibility for diagnosing injuries or ailments that are not evident upon reasonable inspection. If there is concern or uncertainty about the extent of any injury or ailment, parents will immediately be contacted so that an appropriate course of action is agreed upon regarding the treatment of the student.

It is vital that parents keep personal contact information up-to-date by notifying the school office of any changes - address, phone numbers, email, work details, emergency contact person or any changes in family circumstances.

If we cannot contact either the parent or emergency contact and we feel that the student needs medical care, the School Principal (or delegate) will take responsibility for determining a course of action for medical treatment.

PAYMENTS TO THE SCHOOL

Payments for School Tuition Fees, Fundraising Activities or Special Events can be made directly to the school via online banking. Cash will only be accepted when an Administration staff member is present and can process the payment. Any money sent to the school with a student must be placed in an envelope and sealed, with "student's name, amount enclosed and purpose of the money" written on the front of the envelope.

SUMMARY OF THE GOALS OF MAHARISHI SCHOOL

- To offer complete knowledge to students by developing the full value of the knower, the process of knowing and the known.
- To fulfil the highest ideals of education through the integration of the finest quality traditional knowledge with the development of the full creative genius of the student through Maharishi's Consciousness-Based Education.
- To provide the systematic means to develop students' intelligence, creativity, receptivity to knowledge, self-sufficiency and ability to comprehend, both broadly and deeply, through the direct experience of the field of pure intelligence gained during the practice of the Transcendental Meditation program.
- To enable students to gain the fruit of all knowledge - life free from mistakes, with the ability to know anything, do anything and accomplish anything through spontaneous right action.
- To connect the parts of knowledge to the wholeness of knowledge, and the wholeness of knowledge to pure consciousness - the deepest level of the student's experience, through the study of the Science of Creative Intelligence.
- To enliven the five Fundamentals of Education - Receptivity, Intelligence, Knowledge, Experience, and Expression - through the application of Maharishi's Principles of Ideal Teaching as the basis for teaching and learning that is effortless, joyful, successful and fulfilling.
- To culture in the students the profound concept: 'The world is my family'; and to appreciate, uphold and understand that all cultures, races and genders have the same infinite potential for creativity, happiness and success in life.
- To create ideal citizens - individuals with the organising power, wisdom, and self-sufficiency to achieve their desires, while simultaneously promoting the well-being of society. Individuals whose actions are spontaneously in accord with Natural Law bring all good to themselves, their community, their nation and the entire world family.
- To establish the School as a centre of coherence for the community through group practice of the TM and TM-Sidhi program for students and teachers.

*'Through proper education
we can accomplish anything.'*

— MAHARISHI

PRIVACY ACT

The School collects personal information, including sensitive information about students and parents or guardians before and during the course of a student's enrolment at the school. The primary purpose of collecting this information is to enable the school to provide schooling for your child(ren). This includes satisfying the needs of parents, guardians and students throughout the entire time that they are enrolled.

Some of the information we collect is to satisfy the school's legal obligations, particularly to enable the school to discharge its duty of care.

Certain laws governing or relating to the operation of schools require that certain information is collected. You may contact the school if you have a question about this.

Health information about students is sensitive information within the terms of the National Privacy Principles under the Privacy Act. We require medical reports about students from time to time. If you do not consent to us obtaining this information you must advise us.

The school, from time to time, also has to disclose certain personal information and sensitive information to others. This includes other schools, government departments, medical practitioners, publications and people providing services to the school, including specialist visiting teachers, coaches and volunteers.

If we do not obtain the information referred to above, we may not be able to enrol or continue the enrolment of your child(ren).

Parents may seek access to personal information collected about them and their child(ren) by contacting the school. However, there will be occasions when access is denied. Such occasions would include where the release would have an unreasonable impact on the privacy of others or may result in a breach of the school's duty of care to the student.

If you provide the school with the personal information of others, such as doctors or emergency contacts, you should inform them that you are disclosing that information to the school and why, so that they can access that information if they wish. The school does not disclose the information to third parties.

APPENDIX A: CHILD SAFE POLICY

RATIONALE

Maharishi School is committed to child safety. We want children to be safe, happy and empowered. We support and respect all children, as well as our staff and volunteers. Our school is committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously. Maharishi School is committed to preventing child abuse and identifying risks early and removing and reducing these risks. Maharishi School has robust human resources and recruitment practices for all staff and volunteers. Our school is committed to training and educating our staff and volunteers on child abuse risks.

We support and respect all children, as well as our staff and parent volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We have specific policies, procedures and training in place that support our leadership team, staff and volunteers to achieve these commitments. This Child Safe Policy applies to all members of the Maharishi School community.

PURPOSE

This policy is intended to empower children who are vital and active participants in our school. We involve them when making decisions (Student Leadership Program and SRC), especially about matters that directly affect them. We listen to their views and respect what they have to say. The policy's purpose and obligation are to reflect the significant issues related to this matter:

We promote diversity and tolerance in our school, and people from all walks of life and cultural backgrounds are welcome. In particular we:

1. promote the cultural safety, participation and empowerment of Aboriginal children
2. promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
3. ensure that children with a disability are safe and can participate equally.

This policy guides our staff and volunteers on how to behave with children in our organisation.

All of our staff and volunteers must agree to abide by our code of conduct which specifies the standards of conduct required when working with children.

All staff, School Board members, parents/guardians/carers and volunteers of Maharishi School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children both in the school environment (during school hours and Out of School Hours care) and outside the school environment such as excursions, sporting events, camps, etc.

From 1 July 2017, Victoria has a Reportable Conduct Scheme to oversee allegations of child abuse or misconduct towards children. This means Victorian schools must report any allegations made against their employees or volunteers.

Guidelines for Implementation:

All school community members of Maharishi School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- Adhering to the school's Child Safe Policy at all times
- Taking all reasonable steps to protect children from abuse
- Treating everyone with respect
- Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- Promoting the cultural safety, participation and empowerment of Aboriginal children and children with culturally and/or linguistically diverse backgrounds

APPENDIX A: CHILD SAFE POLICY

- Promoting the safety, participation and empowerment of children with a disability (e.g. personal care activities)
- Ensuring as far as practicable that adults are not left alone with a child
- Reporting any allegations of child abuse to the School Principal, and ensure any allegation is reported to the police or DHS - Child Protection
- Reporting any child safety concerns to the Principal
- Ensure as quickly as possible that the child(ren) is/are safe if an allegation of child abuse is made
- Encourage children to 'have a say' and participate in all relevant school activities where possible, especially on issues that are important to them

Staff and volunteers must not:

- Develop any 'special' relationships with children that could be seen as favouritism
- Exhibit behaviours with children which may be construed as unnecessarily physical (e.g. inappropriate sitting on laps. Sitting on laps can be appropriate sometimes, for example, while reading a storybook to a small child in an open plan area)
- Put children at risk of abuse (e.g. by locking doors)
- Do things of a personal nature that a child can do for themselves, such as toileting or changing clothes
- Engage in open discussion of a mature or adult nature in the presence of children (e.g. personal social activities)
- Use inappropriate language in the presence of children
- Express personal views on cultures, race or sexuality in the presence of children
- Discriminate against any child, including because of culture, race, ethnicity or disability
- Have contact with a child or their family outside of school without the Principal's knowledge and consent (e.g. babysitting)
- Have any online contact with a child or their family unless necessary (e.g. providing families with school communications)
- Ignore or disregard any suspected or disclosed child abuse

Allegations, concerns and complaints

Maharishi School takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Our staff are trained to deal appropriately with allegations.

We work to ensure all children, families, staff and volunteers know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour.

We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place.

If an adult has a reasonable belief that an incident has occurred, then they must report the incident to the School Principal.

Factors contributing to reasonable belief may be:

- a child states they or someone they know has been abused (noting that sometimes the child may in fact be referring to themselves)
- behaviour consistent with that of an abuse victim is observed
- someone else has raised a suspicion of abuse but is unwilling to report it
- observing suspicious behaviour.

Training and supervision

Training/education is important to ensure that everyone at Maharishi School understands that child safety is everyone's responsibility.

Our organisational culture aims for all staff, School Board members, parents/guardians/carers and volunteers to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns. The school is committed to training our staff and parent volunteers to identify, assess, and minimise risks of child abuse and to detect potential signs of child abuse.

APPENDIX A: CHILD SAFE POLICY

We also support our staff and parent volunteers through ongoing supervision to develop their skills to protect children from abuse and promote the cultural safety of Aboriginal children, the cultural safety of children from linguistically and/or diverse backgrounds, and the safety of children with a disability.

New employees and volunteers will be supervised regularly to ensure they understand Maharishi School's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate. Any inappropriate behaviour will be reported through appropriate channels, including the Department of Health and Human Services and Victoria Police, depending on the severity and urgency of the matter.

RECRUITMENT

We take all reasonable steps to employ skilled people to work with children. We actively encourage applications from Aboriginal peoples, people from culturally and/or linguistically diverse backgrounds and people with a disability. We develop selection criteria and advertisements which clearly demonstrate our commitment to child safety and an awareness of our social and legislative responsibilities. Our school understands that when recruiting staff and volunteers we have ethical as well as legislative obligations.

All people engaged in child-related work, including volunteers, are required to hold a Working with Children Check and to provide evidence of this Check.

We carry out reference checks to ensure that we are recruiting the right people. Police record checks (via Working with Children Check and Victorian Institute of Teaching Registration) are used for the purposes of recruitment. We do retain our own records (but not the actual criminal record) if an applicant's criminal history affected our decision-making process.

If during the recruitment process a person's records indicate a criminal history then the person will be given the opportunity to provide further information and context.

FAIR PROCEDURES FOR PERSONNEL

The safety and wellbeing of children is our primary concern. We are also fair and just to personnel. The decisions we make when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

We record all allegations of abuse and safety concerns using our incident reporting form including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, we provide updates to children and families on progress and any actions we as an organisation take.

PRIVACY

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be staff, volunteers, parents or children, unless there is a risk to someone's safety. We have safeguards and practices in place to ensure any personal information is protected. Everyone is entitled to know how this information is recorded, what will be done with it, and who will have access to it.

LEGISLATIVE RESPONSIBILITIES

Maharishi School takes our legal responsibilities seriously, including:

- Failure to disclose: Reporting child sexual abuse is a community-wide responsibility. All adults in Victoria who have a reasonable belief that an adult has committed a sexual offence against a child under 16 have an obligation to report that information to the police.
- Failure to protect: People of authority in our organisation will commit an offence if they know of a substantial risk of child sexual abuse and have the power or responsibility to reduce or remove the risk, but negligently fail to do so.
- Any personnel who are mandatory reporters must comply with their duties.

APPENDIX A: CHILD SAFE POLICY

RISK MANAGEMENT

In Victoria, organisations are required to protect children when a risk is identified (see information about failure to protect above). In addition to general occupational health and safety risks, we proactively manage risks of abuse to our children.

We have risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments (for example, any doors that can lock), and online environments (for example, no staff or volunteer is to have contact with a child from our school on social media).

DEFINITIONS

The following definitions are taken from Ministerial Order No. 870 (Child Safe Standards – Managing the Risk of Child Abuse in Schools). It is important that you understand these definitions as they clarify some key aspects of the requirements of the Ministerial Order and may have a broader scope than what many people might normally think, particularly in relation to child-connected work, child abuse, child safety, school environment and school staff.

ETR Act means the Education and Training Reform Act 2006 as amended from time to time.

Child means a child enrolled as a student at the school.

Child-connected work means work authorised by the school governing authority and performed by an adult in a school environment while children are present or reasonably expected to be present.

Child abuse includes - (a) any act committed against a child involving - (i) a sexual offence; or (ii) an offence under section 49B(2) of the Crimes Act 1958 (grooming); and
(b) the infliction, on a child, of - (i) physical violence; or (ii) serious emotional or psychological harm; and
(c) serious neglect of a child.

Child safety encompasses matters related to protecting all children from child abuse, managing the risk of child abuse, providing support to a child at risk of child abuse, and responding to incidents or allegations of child abuse.

School environment means any physical or virtual place made available or authorised by the school governing authority for use by a child during or outside school hours, including: (a) a campus of the school; (b) online school environments (including email and intranet systems); and (c) other locations provided by the school for a child's use (including, without limitation, locations used for school camps, sporting events, excursions, competitions, and other events).

School governing authority means: (a) the proprietor of a school, including a person authorised to act for or on behalf of the proprietor; or
(b) the governing body for a school, as authorised by the proprietor of a school or the ETR Act; or
(c) the principal, as authorised by the proprietor of a school, the school governing body, or the ETR Act.

Explanatory note: There is a wide variety of school governance arrangements. Depending on the way a school is constituted and operated, the governing body for a school may be the school board, the school council, or some other person or entity. The school governing authorities may share or assign responsibility for discharging the requirements imposed by the Ministerial Order, in accordance with the school's internal governance arrangements.

School staff means: in a Non-Government school, an individual working in a school environment who is:
(i) directly engaged or employed by a school governing authority;
(ii) a volunteer or a contracted service provider (whether or not a body corporate or any other person is an intermediary); or
(iii) a minister of religion.

APPENDIX B: CODE OF CONDUCT POLICY (PARENTS/GUARDIAN/CARERS)

RATIONALE

Maharishi School provides an open, welcoming and safe environment. We believe that all parents/guardians/carers play a crucial and valuable role in the effective operation of the school and in enriching the student programs that are offered.

This code of conduct for parents/guardians/carers outlines, within the context of the school environment, the type of practice we require all adults attending, working or volunteering at our school to follow. It will assist in ensuring the safety and wellbeing of children, families and staff. It does not provide all the answers but is a broad outline of behavioural principles, expectations and ideals. The school has a legal responsibility to provide a safe and happy environment for all children and staff.

PURPOSE

Maharishi School is a place of learning for young children and therefore the rights of the students and staff will be considered first and foremost.

This School is committed to:

- The wellbeing of each child having fundamental importance
- The provision, as far as practicable, of a safe and secure environment
- Providing an open, welcoming environment where everyone's contribution is valued and respected
- Encouraging parents/guardians/carers, volunteers and community members to support and participate in school programs.

This policy will provide guidelines to promote desirable and appropriate behaviour to ensure that all interaction with children and adults is respectful, honest, courteous, sensitive, tactful and considerate. Maharishi School has an obligation to ensure a safe and discrimination-free working environment for staff in accordance with relevant legislation.

The Principal needs to ensure all parents/guardians/carers, volunteers, staff, students and any other persons involved in the school, adhere to clear guidelines regarding appropriate interaction and communication with one another, and with children at the school.

It is now a school requirement for all school volunteers to have a current Working with Children Check. This will be affirmed via electronic means when signing in at the General Office. The WWC Check card must be carried on entry to the school and a copy made available to the school to be kept on file.

Guidelines for Implementation

General Guidelines

- **Safety:** Comply with all policies and procedures of the school. Be aware of emergency evacuation procedures.
- **Ethical conduct:** Always act in the best interests of children, their families and staff of the school.
- **Support:** Work in a cooperative and positive manner.
- **Communication:** Use courteous and acceptable verbal and nonverbal language. Refrain from the use of profane, insulting, harassing, aggressive or otherwise offensive language.
- **Respect:** Value the rights, religious beliefs and practices of individuals. Refrain from actions and behaviour that constitute harassment or discrimination.
- **Confidentiality:** Respect the confidential nature of information gained, or behaviour observed, whilst participating in school programs, in relation to other children and adults.

Standards of Conduct: Behavioural practices to follow:

In relation to yours and others' children

- Be a positive role model at all times
- Always speak in an encouraging and positive manner
- Listen actively to children and offer empathy, support and guidance where needed

APPENDIX B: CODE OF CONDUCT POLICY (PARENTS/GUARDIAN/CARERS)

- Regard all children equally and with respect and dignity
- Physical contact with children should be avoided unless the safety of a child is compromised (this should be reported immediately to staff)
- Inform children if physical contact is required for an activity and ask them if they are happy to proceed
- Never do things of a personal nature for a child that they can do themselves, for example, assisting them in going to the toilet or changing their clothes.

In relation to other adults (including staff)

- Use respectful, encouraging and accepting language.
- Respect the rights of others as individuals.
- Give encouraging and constructive feedback rather than negative criticism.
- Accept staff decisions and follow their directions at all times. Speak with the staff member tactfully and discretely if you have a problem complying with any directions.
- Be aware of emergency evacuation procedures.
- Discipline of children is the responsibility of staff and therefore any matters or concerns related to managing children's behaviour should be referred to staff immediately.
- Avoid approaching staff unannounced to discuss a significant matter involving your child either before/after school or during a class session. Seek an alternative time when staff are free from their duties with children. An appointment time should be made with the staff member.
- Refrain from public criticism of children and adults.
- Any issues or grievances should be raised with the Principal and as outlined in the Complaints Policy.
- Under NO circumstance should a child, parents/guardians/carers or member of staff be approached directly in a confrontational manner.

In general:

- The school and staff are responsible for the children while they are attending the school
- Adults are responsible for all non-enrolled children who accompany them onto the school grounds, such as drop off and pickup times, and ensure they do not inhibit or disrupt school programs in any way
- Staff may ask parents/guardians to remove children not enrolled nor signed into the school if they are disturbing school programs.
- When dropping off / picking up, Parents/guardians/carers are required to respect and follow road and parking rules communicated to them by the school
- Parents/guardians/carers are responsible for children's behaviour when attending other activities outside of normal school hours, for example working bees, family nights.

Responsibilities

The Principal is responsible for:

- Ensuring all parents/guardians/carers, staff, volunteers, students and visitors are provided with a copy of this policy upon volunteering, employment or enrolment.
- Implementing the standards of conduct as set out in this policy.

The staff are responsible for:

- Respecting the individual needs, cultural practices and beliefs of families in all interactions, both verbal and non-verbal.
- Working with parents/guardians/carers to provide an environment that encourages positive interactions and supports constructive feedback.
- Providing guidance to parents/guardians/carers and volunteers through positive role modelling and, when appropriate, clear and respectful directions.
- Ensuring practices and procedures are in place to ensure that parents/guardians/carers on duty, or other adults participating in school programs, are not placed in a situation where they are left alone with a child.

APPENDIX B: CODE OF CONDUCT POLICY (PARENTS/GUARDIAN/CARERS)

The parents/guardians/carers are responsible for:

- Reading and adhering to this Code of Conduct Policy
- Abiding by the standards of conduct as set out in this policy.
- Using courteous and acceptable verbal and nonverbal language.
- Refraining from the use of profane, insulting, harassing, aggressive or otherwise offensive language
- Respecting the teacher's role and ensure that they do not cause interruption to the class or in the playground while the teacher has the students in their care.

Procedure for dealing with a breach in the code of conduct:

On notification of a potential breach of the code, the Principal will investigate and recommend a course of action which may include, but is not limited to:

- A first and/or final warning/meeting/letter being issued to inform the relevant person/s of the outcome of the investigation
- A restraining order (via the legal system) being sought against the relevant person to prevent that person from attending the school to deliver or collect children or to participate in any school programs
- The withdrawal or suspension of the enrolment of a student due to the serious breach of the Code of Conduct by the parents/guardians/carers.

Emergency situations:

In an emergency situation, where it is believed that staff, children or parents/guardians/carers are at immediate risk (for example violence has been threatened or perpetrated) the staff members and/or the principal involved need to be able to act quickly and decisively. The principal or their delegate are authorised to contact the local police to advise them of the current situation.

The principal or their delegate is delegated the authority to determine suitable actions, which may include, but not be limited to:

- Applying immediately for a restraining order (via the legal system)
- Suspending the relevant person/s from attending the school until the principal has investigated and decided on an appropriate course of action. If required, notify the parents/guardians that alternate arrangements will need to be organised for the delivery/collection of their child to ensure that the suspended person does not attend the school grounds.

Background and Legislation:

This may include but is not limited to:

- Children's Services Act 1996
- Children, Youth and Families Act 2005
- Child Wellbeing and Safety Act 2005
- Disability Discrimination Act 1992
- Equal Opportunity Act 1995
- Human Rights and Equal Opportunity Commission Act 1986
- Occupational Health and Safety Act 2005
- Sex Discrimination Act 1984
- Workplace Relations Act 1996
- Charter of Human Rights and Responsibilities (Vic Act 2006)

Evaluation:

In order to assess whether the policy has achieved the values and purposes the Principal will:

- Monitor compliance with the expectations and procedures set out in the policy
- Take into consideration feedback on the policy from staff, parents/guardians/carers
- Assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy.

APPENDIX C: COMMUNICATION POLICY – SCHOOL COMMUNITY

RATIONALE

Maharishi School promotes a friendly, comfortable and cooperative relationship between parents/guardians/carers and staff through daily contact. The school works closely with the school community to foster a spirit of co-operation between the parents/guardians/carers of the children attending the school. Maharishi School supports an environment which is sensitive to the cultural, language and social background of all families.

PURPOSE

This policy will provide guidelines for communication, both formal and informal, between parents/guardians, school staff, the Principal, members of the School Board, volunteers and all other members of the school community.

Background and legislation:

- Education and Training Reform Act 2006
- Disability Discrimination Act 1992
- Equal Opportunity Act (Victoria) 2010
- Human Rights and Equal Opportunity Commission Act (Commonwealth) 1986.
- Information Privacy Act 2000 (Victorian)
- Charter of Human Rights and Responsibilities (Vic Act 2006)

Guidelines for Implementation:

The School Principal is responsible for:

- Communicating Maharishi School's philosophy, vision and values, as included in the constitution of the governing body of the school, all school-endorsed publications and the school's website.
- Overseeing the implementation of communication strategies and protocols that are clear, concise, informative and delivered respectfully for the benefit of all members of the school community
- Ensuring communication sent from the school meets the expectations of and reflects the school's values and protocols
- Providing a regular newsletter to keep the school community informed of events, changes to policies, information on the school's programs, celebrating student achievement and the sharing of relevant educational issues.
- Ensuring the school handbooks are reviewed annually and copies are available for new families.
- Ensuring a notice board is provided for the school community in the school grounds.
- Providing access to interpreters, translated materials and other resources as needed to implement this policy.
- Inviting parent/guardian/carer representatives to be a part of school policy reviews or the development of new school policies.
- Ensuring opportunities are provided for communication between parents/guardians/carers, the staff and senior administration.
- Ensuring parents and students are listened to when communicating with them.

The School Staff are responsible for:

- Communicating with members of the school community in a clear, concise, informative and courteous manner.
- Ensuring their current educational programs are promoted within the school community
- Providing opportunities for direct contact with parents/guardians/carers through email, FlexiBuzz or by phone.
- Responding to parent communication before the end of the next business day.
- Ensuring all communication with parents/guardians/carers is sensitive to the cultural and social backgrounds of each individual family, their lifestyles and their parenting practices.

APPENDIX C: COMMUNICATION POLICY – SCHOOL COMMUNITY

- Sharing details with parents/guardians/carers about the student assessment undertaken to track the development of each student
- Providing the parents/guardians/carers with opportunities for communication about their child, by appointment, and encouraging parents/guardians/carers to take up these opportunities.
- Developing strategies which contribute to a partnership approach with parents to create a two-way process and information sharing.
- Ensuring parents and students are listened to when communicating with them.

Parents/Guardians/Carers and family members are responsible for:

- Communicating with members of the school community in a clear, concise, informative and courteous manner.
- Respecting the role of the teacher and his/her responsibilities to the students
- Pre-arranging a time with the teacher prior to discussing matters regarding their child or the school
- Communicating with the school about changes in personal circumstances which may be affecting their child
- Communicating with the Principal and/or Bursar in relation to any change in circumstances affecting their financial obligations to the school
- Informing the school about any change in the Contact Details recorded at the school for their family

***Please note:** Formal channels of communication with teachers include telephone calls to the school or using the teacher's email address. Parents should not communicate with teachers via text or calls to mobile phones (as has previously been the practice at the school)

School Community Members - Reputation of the School

Members of the Maharishi School community need to be aware of how they are using social media to represent the school. The following guidelines must be followed;

- The Maharishi School logo and name must not be used unless written permission from the School Principal has been granted
- Images of Maharishi School staff, students or images relating to Maharishi School's facilities must not be used without permission
- No one is authorised to speak on the School's behalf without permission
- No one is to publicly denigrate or publish anything misrepresentative or disrespectful of Maharishi School or bring, or potentially bring, it into disrepute
- No one is to publicly denigrate or publish anything disrespectful about another member of the Maharishi School community.

Maharishi School reserves the right to request that certain subjects are avoided, defamatory posts are withdrawn, and inappropriate or offensive comments removed.

School community members who fail to comply with these expectations, having been given the opportunity by the Principal to do so, will have their child's enrolment terminated. All rights to the Holding Deposit will be forfeited while payment of school fees, that are either outstanding or due, will be payable to the school.

Evaluation:

To assess whether the policy has achieved the values and purposes for which it is intended, the Principal will:

- When appropriate, conduct a survey in relation to this policy or incorporate relevant questions within the general parents/guardians/carers survey.
- Take into account feedback from the school community regarding the policy.
- Monitor complaints and incidents regarding involvement between all members of the school community

APPENDIX D: STUDENT ATTENDANCE POLICY

RATIONALE

The monitoring of student attendance is a legal requirement. The process of recording student attendance (including late arrival and early departure) must be completed daily and checked to ensure all attendances are registered accurately.

PURPOSE

Attendance is mandatory for students and reflects the importance of ongoing engagement with teachers and peers. Punctuality creates coherence in the class because everyone begins together. It is the policy of Maharishi School that classes begin on time.

Guidelines for Implementation

Students are required to arrive at school from 8.45, when there is a teacher on duty for school yard supervision. The school day begins at 9.00am and finishes at 3.15pm. If a student arrives after the class has left the assembly area at 9.00am, the supervising carer is required to come to the General Office with the student and register their late arrival.

The teacher shall record student attendance twice daily; in the morning at 9.30am and in the afternoon after lunch. The following code will be used to define student absences:

- A Appointment
- E Early Departure
- F Family Commitment
- H Family Holiday
- L Late Arrival
- S Sickness

Attendance is recorded using the school's administration package – SchoolPro.

The Administration Manager will ensure that all students are accounted for daily by checking the teachers' recording of attendances for each day.

Parents should notify the school of their child's absence, either by phoning the school or alternatively sending an email to notify the school of an absence.

Where there is an absence recorded in the morning by a teacher, and where there has been no contact from the family, school administration personnel will contact student's parents to determine the reason for the absence.

When a student departs earlier than the designated time of dismissal (3.15pm), the supervising carer must attend the General Office to register their early departure. The student will then be called from his/her classroom with their belongings to depart school.

In cases where the student is to be collected from school by an adult other than who the parents have recorded at the school as a joint carer, the parents must make contact and inform the school of such arrangements. If no contact is made by the parents, school personnel will retain the student at the General Office until such time as contact is made with the parents and their consent is received.

Regular attendance in all classes is essential to the educational progress of the student, however students are encouraged to stay home and get sufficient rest and recovery in the event of illness.

APPENDIX E: STUDENT WELFARE POLICY

Quality of Life - Students

The purpose of education at Maharishi School is to unfold the creative genius of every student, enabling him or her to live a life free from problems, mistakes and suffering. Through the regular practice of Transcendental Meditation (TM) students grow in the ability to perform spontaneous and right action which serves the need of the individual and society simultaneously. As the students of Maharishi School grow in the values of enlightenment they naturally become more inner-directed and self-disciplined as their thoughts and actions spontaneously align with natural law.

Life Expectations

The basis for the highest quality of life is a balanced daily routine that includes the following components:

- Regular practice of the TM program (including on the weekends, holidays and during vacations)
- Sufficient rest to balance dynamic activity (reasonable bedtimes, according to the age of the child, are highly recommended).
- Regular, nourishing meals (at least one of these a day with the family)

When students structure their lives according to these simple guidelines with the help and support of their parents, they derive the greatest bliss, clarity, creativity and fulfilment from all of their experiences.

Ideal Behaviour Guidelines

Ideal behaviour is nurtured at Maharishi School through steps of positive attention and guidance, using Maharishi's Principles of Ideal Teaching as well as specific guidelines from the Maharishi Vedic Approach to Health program. We find that when students demonstrate a willingness to learn, have a lively curiosity and are balanced in their behaviour, learning is effortless and maximum. When students spontaneously honour their teachers and behave with dignity, they are an inspiration for the finest teaching.

Parents will find that many of the guidelines outlined below are ones they naturally teach in their own homes. Nurturing ideal behaviour in our students must be a cooperative activity between the home and the School environments. Ideal student behaviour will unfold more effortlessly when nourishing attention is coming consistently from the School and the home. Whenever parents notice any imbalance in the behaviour of their child, they are strongly encouraged to notify the classroom teacher – just as the teacher would contact the parents. The student will benefit most when parent and teacher work together to provide support and guidance.

While students are growing in the ability to spontaneously perform right action, outer forms of discipline also help guide their growth and progress. A disciplined life means a life that is balanced, orderly, and coherent, and is always moving towards success. Parents, the School, and society all provide boundaries through which creative intelligence can flow with fullness, purposefulness, and direction. It is the responsibility of adults to advise students on what is right and what is wrong, and to guide them in a dignified, moderate manner, full of love, respect and compassion. The purpose of rules in the School is to provide clear, consistent boundaries to help students know at all times, and in any given situation, what is acceptable and appropriate behaviour. We understand that if some inappropriate behaviour does occur, that it is a mistake based on stress and confusion, and that no one really wants to do wrong.

SCHOOL RULES

The following rules are for the benefit of the School as a whole and students are expected to observe them at all times. In addition, the student's teacher or specialist will have rules particular to his/her own classroom. Periodically throughout the year, teachers review and discuss these rules of behaviour with the students, and continually engage them in activities requiring right action. Students feel secure in knowing what is expected of them; therefore, the boundaries of appropriate behaviour are clearly presented.

APPENDIX E: STUDENT WELFARE POLICY

Rules are designed to protect our rights and to encourage responsibility. There are rules for the classroom and for the school grounds:

- We speak politely and respectfully, listen courteously to each other and consider the opinions of others.
- We actively participate in all classroom activities in a positive way, take turns and share the teacher's time.
- We arrive at school on time and return to class from lunch and recess punctually.
- We move safely in the school buildings and playground without disturbing others, move around the school in a sensible manner and play co-operatively, sharing classroom and playground space and equipment.
- Students remain within the school grounds between 9am and 3.15pm, unless they have permission to leave from a parent or legal guardian.
- We use good manners, are considerate and understanding of others' differences and take care of school and personal property.
- We try to resolve problems with others in a sensible and reasonable manner, seeking a teacher's assistance if unable to reach a reasonable solution.
- We protect ourselves and others from harm and use equipment in a safe way.

Consequences

Students from time to time may need consequences for inappropriate behaviour. When consequences are applied the intent is to have "natural" consequences closely related to the inappropriate behaviour e.g. school service, detention or writing a paper describing how their behaviour could have been more appropriate. In our system of education, however, when students are growing day by day, we do not emphasise for any length of time or with any intensity the student's wrongdoing. Usually all that is necessary is to nurture the student in love and correct them if they are wrong, thus helping them to succeed in life at all levels.

DISCIPLINE: A BROAD OVERVIEW

Maharishi School holds the view that to have a positive, vibrant and high functioning learning environment, discipline must be delivered in a consistent, gentle and firm manner. In order for students to develop responsibility, maturity, kindness and integrity, it is vital to have in place a program that allows them to understand the consequences that arise from unacceptable behaviour. This program should be made explicit to all students, staff and parents, so that the consequences delivered as a result of the behaviours, are expected and perceived as fair, just and predictable. Often it is the variation in consequences that children find so difficult to understand, and this often contributes to the inconsistency in their behaviours.

Students must feel that they are an integral part of the school and be given guidance in a supportive, reasonable and clear manner. All students should be guided and encouraged to behave in a positive manner, and in the event of a behavioural incident, will be encouraged to work towards finding a positive resolution. The boundaries that are set will be made explicit and remain consistent. Consequences shall be delivered in a calm and firm manner, throughout the school from F-6, creating an environment that is safe for students and one where they necessarily become responsible for their own actions. The expectations of behaviour will be made clear to all students and will define very clearly what is acceptable and unacceptable, allowing students to become the deliberators of their own actions. The aim here is that students shall become self-referring. Subsequently the students, should an incident arise, shall not feel surprised or hurt when consequences are delivered. This program also allows teaching staff to remain consistent with all the students, thus contributing to the coherency and cohesiveness of the school.

This program takes into account the complex nature of behaviour and understands that individual students require different approaches to developing social competence. However, it recognises that a consistent school discipline policy, in accordance with Maharishi School philosophy, is necessary to ensure that the highest standards of learning and a fully Consciousness-Based curriculum can be delivered.

APPENDIX F: MAHARISHI SCHOOL ANTI-BULLYING POLICY

Maharishi School Standards of Behaviour – What is expected of Maharishi Students

A situation where a student feels unsafe in school because of bullying is not tolerated at Maharishi School. Bullying is where either an individual or group, who have more power at the time, deliberately upset or hurt another person, their property, reputation or social acceptance on more than one occasion.

There are three broad categories of bullying:

- **Direct physical bullying** such as hitting, tripping and pushing.
- **Direct verbal bullying** including name calling, insults, homophobic or racist remarks; and
- **Indirect bullying** including lying and spreading rumours, encouraging others to socially exclude someone, and cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.

At Maharishi School, students are expected to show respect, kindness and co-operation at all times. Students are expected to listen and speak politely to teachers and peers, show good manners and move safely within the school grounds. Language and dress should be appropriate and causing purposeful physical and/or emotional harm to others is prohibited at all times. Outward physical abuse such as kicking, hitting, pushing, biting or scratching is unacceptable. More subtle forms of abuse are also unacceptable such as bullying, threatening, teasing, harassing, tormenting, embarrassing, excluding and belittling.

Prohibiting these behaviours ensures that students of Maharishi School are safe both physically and emotionally; this is of utmost priority.

If these standards are not met, and the teacher finds that the student(s) are not maintaining acceptable behaviour; then the teacher necessarily will take the following measures to ensure order and harmony are maintained in the school.

Physical and/or emotional abuse

Where a student has physically and/or emotionally injured another student, the perpetrator will be as a first consequence suspended from class for half a day. This ensures safety for the school and highlights the serious nature of the incident. Parents will be contacted immediately following an incident and where possible, will be asked to collect their child.

Upon the second incident, the student is suspended from school for a day - to be enforced as either an internal suspension or stay at home and complete all class work required. A Student Behaviour Contract will be issued, the purpose of which is to monitor specific behaviours that have been identified as the focus for the student and signed by each teacher with whom the student has contact each day for a period of up to two weeks.

Should a third incident occur; the student and parents will meet with the School Principal to review the student's continued enrolment in the school.

All parents are asked to uphold these policies for the School environment, even if they may be different from standards applied at home.

Cyber bullying

Maharishi School Principal and teachers take reasonable steps to protect students from any harm that should have been reasonably foreseen, including those that may be encountered within the online learning environment. Whilst advances in technology have created opportunities to engage students in the classroom in new and exciting ways, they also present an opportunity to be both intentionally and unintentionally misused.

APPENDIX F: MAHARISHI SCHOOL ANTI-BULLYING POLICY

Maharishi School informs all parents about safety and wellbeing implications of online environments. Students and parents are also given a “Rules for acceptable use of computer hardware, software and the internet” and a Student Computer Use Agreement to sign. (see Internet Use Policy) Maharishi School asks all parents to assist their children to use technologies safely and responsibly.

The Policy itself – A Reflective approach

The approach Maharishi School takes to discipline is in accordance with the view that it is not enough to deliver consequences; one must also encourage the student to reflect on the situation and discern what might be better practice in the future. In this sense, consequences become more about future choices, than about dwelling on the current situation. However, in order to provide the student with the time and space to reflect and to ensure the class harmony remains intact, the student involved in the disruption will be removed from the situation. In this way, any emotions ignited are diffused, and the situation does not escalate further. The student is then expected to complete required work and reflect on the incident, focusing on future decisions. In order to promote such an objective, it is protocol for a student to fill out a form that not only acknowledges the incident but asks for some reflection on what might occur in the future. The intention here is to focus on the solution, and not the problem.

Furthermore, it is necessary to maintain records on incidences, so that if an issue continues to arise, or is of a particularly serious nature, the school will arrange a meeting, where the School Principal, teachers, parents and student will work together to discuss and resolve the issue.

Conclusion

Maharishi School believes that through a school program that is consistent, cohesive and positive, all students can achieve the highest ideals. The discipline policy here ensures that students become self-referring, responsible and able to discern appropriate and positive behaviour. With this, students are able to develop their full potential and execute this potential to its full capacity. This policy is aimed at developing an open and communicative school environment with staff, students and parents meeting and talking in mutual respect and an awareness of both their own responsibilities and the responsibilities of others.

APPENDIX G: SUNSMART POLICY

RATIONALE

Our SunSmart Policy has been developed to ensure that all students and staff attending this school have some UV exposure to help with vitamin D and are protected from skin damage caused by harmful overexposure to ultraviolet rays of the sun. It is to be implemented during Terms 1 & 4.

As part of general SunSmart strategies, our school will enforce the following:

Behaviour

- require children to wear broad-brimmed or bucket hats that shade the face, neck and ears whenever they are outside (e.g. recess, lunch, sport, excursions).
- encourage the daily application of SPF30 or higher broad-spectrum sunscreen before school and prior to the lunch break (students must provide their own SPF30+ or higher broad-spectrum water-resistant sunscreen)
- encourage children to use available areas of shade for outdoor activities.
- request staff and encourage parents to act as role models by practising SunSmart behaviours.
- encourage use of wrap-around sunglasses as per Australian Standard 1067.

Curriculum

- incorporate programs on skin cancer prevention and Vitamin D requirements into the curriculum at all grade levels.
- regularly reinforce SunSmart behaviour in a positive way through newsletters, parent meetings, and student and teacher activities.
- ensure the SunSmart policy is reflected in the planning of all outdoor events (e.g. camps, excursions, and sporting events).

Environment

- provide sun protective clothing items as part of our school uniform which includes:
 - clothing that is cool, loose fitting and made of densely woven fabric such as shirts with collars and elbow length sleeves
 - longer style dresses and shorts
 - rash vests or t-shirts for outdoor swimming
- schedule outdoor activities before 11am and after 3pm daylight saving time (10am and 2pm other times) whenever possible
- organise outdoor activities to be held in areas with plenty of shade whenever possible
- schedule outdoor assemblies early in the day or in an area where all students can be in shade
- work toward increasing the number of shelters and trees so as to provide adequate shade in the school grounds

APPENDIX H: ACCEPTABLE USE OF TECHNOLOGY POLICY & AGREEMENT

RATIONALE

At Maharishi School we support the right of all members of the school community to access safe and inclusive learning environments, including digital and online spaces. This policy outlines our school's roles and responsibilities in supporting safe digital learning, as well as the expected behaviours we have of our students when using digital or online spaces.

Implementation

At our school we have

- A Student Welfare Policy that outlines our school's values and expected student behaviour. This Policy includes online behaviours;
- Programs in place to educate our students to be safe and responsible users of digital technologies;
- Educate our students about digital issues such as online privacy, intellectual property and copyright;
- Supervise and support students using digital technologies in the classroom;
- Use clear protocols and procedures to protect students working in online spaces. This includes reviewing the safety and appropriateness of online tools and communities, removing offensive content at earliest opportunity, and other measures;
- Provide a filtered internet service to block inappropriate content. We acknowledge, however, that full protection from inappropriate content cannot be guaranteed;
- Use online sites and digital tools that support students' learning;
- Address issues or incidents that have the potential to impact on the wellbeing of our students;
- Refer suspected illegal online acts to the relevant Law Enforcement authority for investigation;
- Support parents and caregivers to understand safe and responsible use of digital technologies and the strategies that can be implemented at home.

The following resources provide current information from the Department of Education & Training and The Children's eSafety Commission:

1. Bullystoppers Parent Interactive Learning Modules

(www.education.vic.gov.au/about/programs/bullystoppers/Pages/parentmodules.aspx)

2. iParent (Office of the Children's eSafety Commissioner)

(<https://www.esafety.gov.au/education-resources/iparent>)

Rules for Acceptable Use of Technologies

As part of its commitment to enhancing student learning, Maharishi School is committed to the provision and use of appropriate technologies in all classes.

When I use digital technologies, I communicate respectfully by:

- always thinking and checking that what I write or post is polite and respectful
- being kind to my friends and classmates and thinking about how the things I do or say online might make them feel
- not sending mean or bullying messages or forwarding them to other people.
- creating and presenting my own work, and if I copy something from online, letting my audience know by sharing the website link to acknowledge the creator.

When I use digital technologies, I protect personal information by being aware that my full name, photo, birthday, address and phone number is personal information and is not to be shared online. This means I:

- protect my friends' information in the same way
- protect my passwords and don't share them with anyone except my parent
- only ever join spaces with my parents or teacher's guidance and permission
- never answer questions online that ask for my personal information
- know not to post three or more pieces of identifiable information about myself.

APPENDIX H: ACCEPTABLE USE OF TECHNOLOGY POLICY & AGREEMENT

When I use digital technologies, I respect myself and others by thinking about what I share online. This means I:

- stop to think about what I post or share online
- use spaces or sites that are appropriate, and if I am not sure I ask a trusted adult for help
- protect my friends' full names, birthdays, school names, addresses and phone numbers because this is their personal information
- speak to a trusted adult if I see something that makes me feel upset or if I need help
- speak to a trusted adult if someone is unkind to me or if I know someone else is upset or scared
- don't deliberately search for something rude or violent
- turn off or close the screen if I see something I don't like and tell a trusted adult
- am careful with the equipment I use.

At school we/I have:

- discussed ways to be a safe, responsible and ethical user of digital technologies.
- presented my ideas around the ways that I can be a smart, safe, responsible and ethical user of digital technologies.

I will use this knowledge at school and everywhere I use digital technologies

*STUDENT & PARENT ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

All students and their parents/guardians must read this Agreement together. We ask that parents direct their child(ren) to print their name below as an acknowledgement within the family that they will always conduct themselves appropriately with any device or technology.

It is recommended that parents should sign below in the presence of their children to show them they are partners in this agreement. This "Agreement" does not need to be submitted to the school. It will be presumed that all recipients of this Handbook have read the contents.

Student Declaration

My parents and I have read the Acceptable Use of Technology Policy, which sets out the guidelines and conditions to be met when using any type of technology at Maharishi School. I understand the content of the policy and I agree to follow the guidelines.

Any materials that I produce will portray me as a positive ambassador for my school.

Student's Name

Date

Parent/Guardian Declaration

I have read the Acceptable Use of Technology Policy, which sets out the guidelines and conditions to be met when using any type of technology at Maharishi School.

I have discussed the content of the policy with my child(ren) and I agree that they should adhere to the guidelines and conditions as set out in the policy. I will not hold any staff member and/or Maharishi School responsible for, or legally liable for, materials distributed to, or acquired from, the school's network or broader Internet.

I understand the consequences if my child does not abide by the content of the policy and accept that such action may result in loss of the privilege to use devices and the school computer network system in addition to other sanctions deemed appropriate by the Principal of Maharishi School.

Parent's / Guardian's Name (print)

Parent's / Guardian's Signature

Date

*Please note: Parents are encouraged to adopt the relevant contents of this policy for implementation at home to encourage consistency between expectations at home and school.

APPENDIX I: FOOD AND NUTRITION POLICY

RATIONALE

The school is committed to promoting safe, healthy eating habits. We believe that childhood and adolescence are important times for establishing life-long, healthy eating habits that can benefit students.

PURPOSE

The Maharishi School Food & Nutrition Policy sets out the principles and framework governing the basis on which food and nutrition is promoted at our school. The policy should be read and understood by parents and those responsible for implementing the guidelines in this policy. Its purpose is to provide clarity to the school community about the school's position and expectation on matters of food and nutrition.

Maharishi School does not recommend nor support the banning of foods that are, or may contain, an allergen. The major allergens affecting children include cow's milk, eggs, peanuts, soy, wheat, tree nuts (such as walnuts and cashews), fish and shellfish (such as shrimp).

Banning does not succeed in creating an allergy-free zone. It is difficult to achieve a perfect ban for a variety of reasons, e.g. parents of non-allergic children may not comply with the ban, staff and students can become complacent, and other students may be compromised in their specific dietary needs where one person's allergens are another's source of nutrition.

Aims of the policy

1. That people associated with a child with a food allergy become aware of allergy-causing foods, and the child knows they must only eat their own food.
2. Provide clarity to the school community about the provision of food to other students on occasions such as birthday celebrations
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.
4. Short term: to maximise growth, development, activity levels and good health
5. Long term: to minimise the risk of diet-related diseases later in life

GUIDELINES FOR IMPLEMENTATION

Curriculum

Our teaching and learning programs integrate knowledge and activities gained from students' study of the Ayurveda Health Program, providing students with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.

THE LEARNING ENVIRONMENT

Children/students at our school:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day (water bottles allowed in the classroom)
- will eat routinely at scheduled break times
- eat in a positive, supervised, appropriate social environment with staff who model healthy eating behaviours

Our school:

- minimally provides rewards/encouragements that are related to food or drink
- teaches the importance of regular healthy meals and snacks as part of the curriculum
- encourages parents to provide healthy snacks to their children ("Food that Grows")

APPENDIX I: FOOD AND NUTRITION POLICY

FOOD SUPPLY

Provided by the school:

- encourages healthy food and drink choices for children and students
- encourages food choices which are representative of the foods promoted by the school community. That is, snacks at After-School Activities and the Student Lunch Program will only serve fruit and vegetable-based food.
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for school activities and events
- encourages a daily fruit and vegetable program to encourage a taste for healthy foods.

Provided by the parents:

- only fruit and vegetable-based foods are to be brought to school for the class on occasions of a child's birthday (please note: cakes and sweets are not acceptable nor foods that are sensitive to the range of dietary restrictions such as "gluten-free")
- children must be strictly instructed by their parents not to share any of the contents of their lunchbox with other students

FOOD SAFETY

Our school:

- promotes and teaches food safety to students during food learning activities
- provides adequate hand-washing facilities for everyone
- models, promotes and encourages correct hand-washing procedures

Food-related Health Support Planning

Our school:

- liaises with families, at times when the school offers/supplies food, to ensure a suitable food supply for students with health support plans that are related to food issues e.g. allergies, diabetes.

Working with Families

Our school:

- invites parents and caregivers to be involved in the review of our Food and Nutrition Policy
- provides information to families and caregivers on the school's Food & Nutrition Strategy in a variety of ways including:
 - newsletters
 - policy development/review
 - information on enrolment
 - pamphlet/Poster displays

COMMUNICATION OF THE POLICY

Maharishi School will provide its Food & Nutrition policy to the school community via its channels of communication, including school publications and handbooks.

POLICY REVIEW

Maharishi School staff will review the Food and Nutrition Policy, in consultation with the school community, every two years.