

KAMAROI RUDOLF STEINER SCHOOL

Annual Report 2015





Message from key school bodies

Chairperson's Report

2015 was a busy year in Kamaroi's life with a great deal of time and energy being put into continuing work on 'Meeting our Future' as well preparing for re registration in 2016. One of the priorities in this journey has been to strengthen relationships and communication between school bodies and we have been working towards this goal with good progress.

Following a few challenging years, enrolments were lower than previous years in 2015 and we also had to manage some unexpected staff leave. Reviewing the financial position of the school, we had a small loss of \$17,392 for 2015 and current assets totalled \$1,281,948, an increase of \$114,569 in net current assets. Many thanks to Business Manager, John Forman, for meeting these challenges and minimising the financial impact to Kamaroi.

People are essential to the success of Kamaroi. I would like to thank Virginia for her ongoing hard work and dedication as school Principal. Many thanks to Lisa Smith, John Forman and Vanessa Snaith-Gardener for their work on the Leadership Team during 2015. During 2015, we saw a new way of working together with a number of groups established to develop goals and actions as part of 'Meeting our Future'. I would like to thank all staff members for their contributions in this context as well as the outstanding work they continue to do in the classroom educating our children.

One of our intentions as a board has been to work more closely with staff and this has been possible through work on 'Meeting our Future' and periodic attendance at staff meetings. Some of the specific goals the board have been involved in are communications within Kamaroi, decision making protocols and investigation of Steiner based early childhood services. We have also enjoyed working with the new look Parent Association under Jason Knight's guidance and particularly value their involvement in the Meeting our Future project.

Many thanks to my fellow directors for their ongoing commitment throughout 2015. The Governance Committee in particular has been particularly active over the past year. Much gratitude to Stephen Rickwood who is standing down at this AGM after 10 years' service, 2 years as board chair and many years on the Finance Committee. We farewelled Roger Boot earlier this year and thank Roger for his contributions over the past 3 years.

Company members of Kamaroi hold the long-term interests of the school, the critical purpose of membership being to ensure the long term stability of the school by providing a pool of potential company directors. Since the last AGM, we have welcomed John Forman as a Company member.

The Kamaroi Community is at the heart of our school. Our community is predominantly staff, students and parents. We have welcomed new community members in 2015 and appreciate their fresh ideas, enthusiasm, contribution and involvement in our school community. As we move forward into the New Year, we look forward to strengthening our community and growing our school.

Kate Jenkins



Principal report to the AGM 2016

The following is a report on the 2015 year at Kamaroi Rudolf Steiner School.

2015 could be summarised as a year of transition where much positive energy was put in to answering the question, what do we want to focus on in the next 5 years of Kamaroi's biography to improve the school? This work, which was begun in 2014 and made possible through funding and support from the Association of Independent Schools, resulted in a clear statement of intent with goals and actions to help us get there. This great work is summarised in the chart below. These goals and actions 2016 – 2020 are what will energise and inspire us in our work together as we meet the future coming towards us.

More detail of our planning process appears below, after a brief overview of staffing and budget.

Staffing and budget

- As evidenced in the audited financial reports, it is testimony to the strength of Kamaroi's financial management that we withstood an unexpected enrolment drop in 2015. In term 4 we projected an enrolment in 2016 as low as 183 but due to much hard work by management, and our enrolment /marketing person Pauline Shuttleworth we finished 2015 with a projected enrolment of 193 students. There was no pattern to the withdrawals as was evidenced in the detailed reporting on enrolments that was provided to the Board during 2015.

This enrolment dip necessitated implementation of short term and also longer term strategies to ensure our ongoing financial stability. To this effect, a thorough and consultative review process occurred to adjust the teacher student ratio to one which was sustainable for an average student number of 193 funded students. This would allow for a more balanced and strategic approach to financial decision making, forecasting and budgeting.

Teaching staff were part of the consultative process which resulted in the difficult decision to suspend the Spanish language program pending a review of languages during 2016, including how to succeed in creating a more immersive and fully integrated language program at the school. Sport was also reduced from 0.2 to 0.1FTE. The lengthy consultative processes with staff delayed announcement to the school community until November. There was some negative response to the changes and in response a meeting was held with teaching staff, myself, Board representatives and parents to clarify and expand upon the changes that were happening. Clarity surrounding our changes to learning support was also communicated, clarified and discussed.

It was a fruitful meeting with positive outcomes. A summary letter of the meeting was sent to all parents, as were details of learning support improvements via a letter to parents at the beginning of 2016 - also available on the Kamaroi website.

- At the end of 2015 David Rodely retired from teaching after a career spanning 40 years. David took 3 classes through at Kamaroi and during this time enjoyed a reputation as an outstanding teacher, highly respected colleague, and invaluable member of the school's leadership team. It was testament to just how highly David was regarded that he received a standing ovation from the community at the 2015 Carols Evening. We wish David all the best in his retirement and hope he visits us regularly and stays in contact through his continued involvement as a Member of the company.



- Our much loved music teacher Altenai Turker also moved on from Kamaroi to live overseas and we were very pleased that Evan Sanders was to step into the music teacher role in 2016.
- We welcomed new class 1 teacher Jennifer Stone who has proven to be a wonderful teacher with many skills including speaking fluent French. During 2015 she integrated French language teaching into her class 1 program and will continue throughout the 6 years. In 2016 she has begun conducting French language sessions with Jessica Evans' class 1.
- Our shared teaching arrangement went from strength to strength in 2015 with continued high level of parent satisfaction. Mandy Silversides and Nicole Wise are both outstanding teachers who have been committed to achieving the best outcomes possible for students.
- At the end of 2015 we were very pleased to be informed by the AIS that our Chaplaincy grant application had been successful. After a recruitment process, Lisa Devine was selected as school pastoral care worker and has already proven successful in her role 2016 as teachers and students alike benefit from her substantial expertise and experience. Lisa is an integral part of our strengthened learning support program, details of which I outlined in a letter to parents at the beginning of 2016 and is also available on the Kamaroi website.

Meeting our Future

During 2015 there were a number of facilitated sessions with the school community, staff and Board to ensure everyone had the opportunity to contribute to our vision for Kamaroi over the next 5 years and beyond. With continued support from the Association of Independent Schools, the data collected from parent and student surveys, as well as the November 2014 and February 2015 community visioning days, were thoroughly analysed and actively incorporated into our deliberations.

In the successful February 2015 visioning day, Jen St Clair facilitated the focus on values which underpin our plans for the future. From the rich discussion and group work the values of integrity, belonging, clarity and kindness emerged. These are included as the foundations for the Chart of Goals and Actions attached to this report.

After much hard work and consultation processes occurring in all spheres of the school, the priorities for 2015-2020 were finalised and presented at a community meeting in October 2015. There was much positive feedback from those who attended the meeting.

Groups were formed to take on the work of creating action plans for the key areas of governing and managing; teaching and learning; and community and caring. Areas overlap but for ease of documentation priorities were placed under the three priority pillars. See chart of goals and actions for detail.

Governing and managing: Communications; clarifying roles and responsibilities; 224 Master plan commencement; decision for options for early childhood; development of 224 for educational purposes.

Teaching and learning: Learning Support; Whole school writing program framework; Outdoor classroom and environmental program; and contemplative enquiry

Community and caring: Community gardens; Workshops



Importantly the Meeting our Future process has also incorporated many of the issues to do with decision making and clarity on structure of the school into its program. The key goal which straddles across all areas of school life is: 'Building capacity to make wise and inclusive decisions'. This is actively being worked on at Board and school level. Although our legal structure is clear in the school's constitution and the Board has delegated management of the school to the Principal role, a review of decision making was undertaken to help ensure there is optimum support for teachers in delivering our Steiner curriculum and clarity of, and authentic participation in, decision making processes by key stakeholders.

As part of our decision making actions an enrolment advisory group was formed (including teachers) to clarify enrolment processes which meet the needs of teachers , clarifies decision making responsibilities and ensures transparent processes, whilst also meeting legislative requirements (for example disability discrimination legislation). This was a productive working group and the resultant flow chart of the enrolment process is currently being implemented for review in late 2016.

The working groups arising out of Meeting our Future, plus the advisory groups formed around specific issues and topics (such as the budget) has enabled greater 'variety in voice' and a structure for consultation and feedback whilst maintaining clarity on final decision making responsibilities.

The Meeting our Future work also met current Australian Government legislation (Australian Education Act 2013) which refers to all schools having publicly available evidence based school improvement plan in place by January 2017. Much more importantly it provided a way into authentically engaging with key bodies in the school as we imagined into Kamaroi's growth and development.

Many thanks to the Meeting our Future steering group - Anthony Downs, Vanessa Gardiner, David Rodely, Lisa Smith, Diane Tatum and - for all the work during 2014 and 2015 to help keep everything on track.

Teaching and learning

Some activities of the 2015 year:

- We had a successful inaugural ANZAC Day commemoration at Kamaroi. Storyteller Anna Conomos told a moving, age appropriate story of the connection of the Australian ANZACS to the people of Limnos through the eyes of a young girl who lived on the island. It was very simple but fitting mark to this significant occasion. The attendance at the Hyde Park student led service by class 5 and representatives from class 6 was also very successful.
- As part of class 6 fundraising a group of Japanese students affected by the nuclear reactor meltdown in Japan as a result of the tsunami, visited Kamaroi for a great cultural exchange day. The Japanese students taught beautiful origami skills which culminated in exquisite decorations of 1000 origami cranes for the class 6 farewell evening.
- Class 6 students were involved in an inaugural Student Representative Council and after surveying students, presented requests to the PA for soccer nets and a basketball practice hoop, which were purchased and installed.
- Our music program goes from strength to strength many thanks to instrumental coordinator Karen Leimbach and music/ choir teachers Altenai Turker and Evan Sanders for their expertise and enthusiasm in bringing this program to fruition. We had several ensemble performances throughout the year which showcased the significant musical



development of the children. Many thanks to the PA for its generous and continued support of the program

- In 2015 I worked with Steiner based academic John Burnett and Sydney University academic Susan Groundwater Smith on a research grant (up to \$150000) involving authentic assessment strategies in the Steiner context which improves student learning outcomes. For teachers, there was much professional learning on assessment as part of the grant application process. Even though we were very close to success in our application we did just miss out, but were applauded by Tiffany Roos at the AIS for our outstanding work. We were encouraged to apply again.
- Teachers worked collaboratively with a new way of programming using the BOSTES online Program Builder. This was in preparation for registration in 2016. Many thanks to Mandy Silversides and Lisa Smith who led teachers so well in this new process.
- Vanessa Gardiner lead teachers in an ongoing process of contemplative enquiry - which is a use of meditative/artistic practice as a form of knowledge, with evidence of improved student outcomes shown through data analysis of reflective journals.
- Peer coaching continued during 2016 with peer observation of classes providing invaluable feedback to teachers.
- A highlight for some teachers was Positive Partnerships professional learning – working in an inclusive way with students with special needs – a course run by the AIS. Much valuable information was shared with teachers and this work continues into 2016.
- There were the usual stunning festivals, firesticks performance, amazing plays - with class 6 shining in Alice in Wonderland - camps, Greek Olympics, musical evenings, and great excitement over native bees which now live on 224.

I wish to thank the Board of Directors for the huge amount of work they put in, with many meetings and consultations occurring as part of our Meeting our Future process. In particular I wish to thank Board Chair Kate Jenkins for her dedication to the school and for her practical and constant support to me in my role as Principal.

I wish to thank the amazing staff at Kamaroi for taking the time, energy and commitment to work together in the interests of creating a positive future for Kamaroi. We finished in a very good place at the end of the year thanks dedicated efforts of staff. Whilst there is still much work to be done we have come a long way.

I would like to express much appreciation to the Parents' Association for their ongoing support of our programs – from Parent education, music ensembles and equipment - and we continue to be very grateful for that support.

With goodwill and dedication to our core values and our exciting vision for the future we will continue to achieve so much together.

Virginia Moller

Principal



Contextual information about the school and characteristics of the student body

Kamaroi School is a thriving non-denominational K-6 independent primary school situated in beautiful bushland surrounds. The curriculum is based on the internationally recognised educational philosophy of Rudolf Steiner. The school's mission is 'Foundation for Life' - acknowledging that the first twelve years of a child's life are foundational to the child's development as a healthy, responsible human being who loves learning and who imparts purpose and direction to life.

In today's complex world and with the many challenges our young people will be facing, it has never been more important that children experience a balanced curriculum - one that places great importance on imagination and creativity and fully engages a child's feelings, will and intellect. A curriculum that instils confidence in self and a sense of social and environmental responsibility. By building these foundations we can empower young people to see a more positive future which they believe they can help create.

The core values of the school which achieve these key priorities of Steiner education are Imagination, Connection and Initiative. At Kamaroi, thinking is brought to life through imaginative teaching and learning within an integrated curriculum balancing academic, artistic and practical learning experiences. Emphasis is on developing a love of and engagement in learning within a supportive learning community. There is focus on connection - with self, each other and the world. A strong emphasis on creative arts and social/emotional education is considered integral to not only academic development and achievement, but also to the development of individuals who are innovative, optimistic and resilient learners.

A unique characteristic of Steiner education is that the class teacher carries the same class group for a number of years which supports emotional stability and security within each child and promotes optimal academic development. At Kamaroi the students are also guided by specialist teachers in speech and drama, eurythmy/dance/movement, music, handcraft, sport and library. The academic curriculum is thus integrated with class plays, seasonal festivals, orchestra, wind and brass ensemble, choir, an outdoor education program as well as gardening, cooking and woodwork.

As evidenced from many years of parent satisfaction survey results, the school's key strengths are identified as the integrated curriculum; quality of teaching and strong teacher/student relationships; the high priority placed on communication between parents and school; support given to students to achieve academic standards; a very strong sense of community and strong leadership and management. Parents also appreciate that we have a comprehensive, rigorous, balanced program of assessment which informs, not detracts from what really matters - a whole person approach to education.

In this rich and integrated curriculum, the Main lesson forms the backbone. At Kamaroi, each Main lesson lasts 3-4 weeks and is studied in a two hour block at the beginning of the day. The main lesson period allows the teacher to develop a wide range of integrated activities - academic learning, movement, speech, music, story, and practical activities - all around a central theme drawn from key learning areas. Literacy and numeracy is brought through the medium of picture and story, developing imaginative thinking. Throughout the primary years, children deeply engage with the great stories of human history and culture - folk tales, myths and history of the ancient



civilizations coupled with tales of geographic exploration and scientific discovery - providing a rich tapestry of human experience, attitudes, values and beliefs.

Kamaroi School recognises that the rich cultural and aesthetic nature of the environment - natural and built - is a reflection of the Steiner educational perspectives and promotes the achievement of educational outcomes, development of aesthetic sensitivities and sense of wellbeing of the child. Kamaroi enjoys excellent resources and facilities. The children learn in beautiful classrooms and the school is surrounded by natural bushland.

Our key goals and actions for the future have been finalised in 2015 and include development of land purchased in 2012 for outdoor classroom/environmental education, early childhood, community gardens, outdoor performances and development of play spaces. There is much to look forward to as Kamaroi grows into its future.

Characteristics of the student body

Kamaroi School has 190 students from Kindergarten to class 6. It is a co-educational, non-denominational school with students coming from a range of backgrounds, including students with a language other than English and a number of students with special needs. In 2015 there were 92 girls and 98 boys. Please also refer to Myschool website: <http://www.myschool.edu.au>



Student outcomes in standardised national literacy and numeracy testing

STUDENT PERFORMANCE ON THE 2016 NAPLAN – YEAR 3

Most parents choose to withdraw class 3 students from the testing, as the timing and pacing of the Steiner curriculum at the mid-year 3 stage level does not gel with the NAPLAN content, but in 2015 we had enough students sit the test to generate results which appear on the *my school* website.

As the sample size is very small and comparison with other students in NSW AIS schools or with the general state scores would be skewed, a simple report on the Kamaroi scores follows.

Reading

50% of Kamaroi children scored Band 6, the top band

50% of Kamaroi children scored Band 4

Grammar and Punctuation

80% of students scored in the top band

Spelling

Three students scored Band 6, the top Band

Two students scored Band 3

Writing

In persuasive writing the students scored Band 4 or above.

Numeracy

The scores were spread between Bands 3 and 6



STUDENT PERFORMANCE ON THE 2015 NAPLAN- YEAR 5

Most children in class 5 participated in NAPLAN in 2015. Similar to previous years, our Reading and Grammar and Punctuation results were very pleasing. In general, the scores were higher than the previous year but not significantly so in the other areas of the curriculum.

Reading

78% of Kamaroi students scored in the top two bands

Just under half of Kamaroi students scored Band 8

25% of AIS students in NSW scored Band 8

17% of all students in the State scored Band 8

Only 5 Kamaroi students did not score in the top two bands

Grammar and Punctuation

82% of Kamaroi students scored in the top two bands

41% of Kamaroi students scored Band 8

In 2014, only 14% of Kamaroi students scored Band 8

18% of all children in the State scored Band 8

Spelling

No students scored below Band 5

76% of students scored Band 6 or above

In 2014, 62% of Kamaroi students scored Band 6 or above

Writing

14% of students scored in the top two Bands

In 2014, no students score in Bands 7 and 8

46% of students scored Band 6

In 2014, 28% of students scored Band 6

Numeracy

70% of students scored Band 6 or above

Only one student scored below Band 5

The scores are commensurate with the State average but a few percentages below NSW AIS schools



Teacher qualifications and professional learning

Please also refer to *My School* website for total teacher numbers
<http://www.myschool.edu.au>

Qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas skills Recognition guidelines (AEI-NOOSR)	21
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher Education qualifications.	1

Professional learning

Highlights of the year included:

- The joint AIS/SEA 'Creating Capacity' Leadership conference was held at Kamaroi in February 2015 for Steiner school leaders from around Australia, including those at Kamaroi.
- Class teachers benefited from the week- long Steiner Intensives at Glenaeon School in January.
- Teachers also participated in a session on assessment in June 2015 in the Steiner context with academic consultants with a view to action research on this topic occurring as part of an AIS grant funding proposal.

The following outlines key professional learning throughout the year:



Date	Course	Facilitator(s)
12/1/15 – 17/1/15 Class teachers	Teacher intensive on the Steiner Curriculum	Various
29/1/2015; 4/3/2015; All teachers	Using journaling as tool for teacher research	Vanessa Gardiner
2 teachers 12/5; 13/5;23/4;24/4	Positive partnerships	AIS special education facilitators
All teachers 23/4/2015	Myths and essentials of Steiner education	Stephen Sagarin Steiner academic
20/4/2015 ; 18/5/2015	Setting goals and using data for improvement	Tiffany Roos AIS
11/6/2015 All teachers	Assessment in the Steiner context	Susan Groundwater Smith (Syd Uni) John Burnett consultant
1 teacher – languages 6/10/2015	Differentiated assessment & learning-Knowing the learner	Karen Stapelton AIS consultant
8/7/2015 All teachers	Contemplative inquiry - journaling as data collection	Vanessa Gardiner
18/8/2015 All teachers	Journey towards adolescence	Lisa Romero Steiner consultant
7/10 /2015 All teachers	Writing	



Date	Course	Facilitator(s)
27/10/2015; 10/11/2015 All teachers	Sharing assessment strategies	Katherine Woodburn
10/11/2015	Student wellbeing :Restorative Circles	Kate Raffin/Lisa Devine



Workforce Composition

<i>Staff</i>	<i>Number</i>	
	<i>2015</i>	<i>2014</i>
<i>Teaching staff</i>	22	22
<i>FTE teaching staff</i>	14.6	14.8
<i>Non teaching staff</i>	8	8
<i>FTE non teaching staff</i>	4.5	4.5



Student attendance rates

Level Description	Attendance %
Year 1	94%
Year 2	94%
Year 3	94%
Year 4	95%
Year 5	94%
Year 6	95%
Whole School	94%

This percentage is similar to previous years.

Kamaroi enrolment policy

Kamaroi Rudolf Steiner School is a non-denominational co-educational K-6 school providing an education based on the principles of Steiner Education and operating within the policies of the NSW Board of Studies.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students and guardians are expected to support the school's ethos and comply with the school rules, policies and directions to maintain the enrolment.

When enrolment applications exceed available spaces, priorities may include the following in whatever order is determined:

Families with connection to the philosophy of the school

Connection with philosophy of Steiner education is evident:

- During initial interview with class teacher and / or Principal
- When applicant is transferring from another Steiner School
- If parent(s) undertaking anthroposophically-based course
- If child(ren) have previously attended Steiner playgroup / pre-school
- Parent(s) attended Kamaroi or another Steiner school

Siblings of current children

- In classes k-6, siblings do not *automatically* have priority on the waiting list for a class.

Order of completed applications received (with application fees PIF)

Transfers from other Steiner schools

Behavioural considerations



Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the schools ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies, which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.
6. Continuing enrolment is subject to the student adherence to school rules (see behaviour support policies) and payment of all school fees.
7. Applications to enroll siblings of current children may not proceed whilst an existing debt remains unpaid.
8. The Business Manager may halt any application until he / she is satisfied that fees can and will be paid on time.

Progression to Class One

At Kamaroi we prefer children to have turned five before 1st January of the year commencing in Kindergarten. Our preference is for children to be turning seven during class one. All children are assessed for class one readiness, which involves consultation with parents, before the end of the kindergarten year.

AIS Guidelines to assist the consideration of an enrolment application for a child/student with a disability.

General procedure

Process the student's application as per the school's enrolment policy. In order to process the application it will be important to work with the parents to collect all relevant information. This will enable the school to understand the parents' expectations of the school, the student's educational needs and implications for the school. Any issues the school wishes to raise can be discussed within this framework. External special education consultants could work with the school to consider flexible and lateral ways of addressing the student's needs within the school. The resultant statement of parental expectations and articulation of what the school might be able to offer would form the basis for on-going discussions with the parents and inform the school's decision regarding the enrolment.

Recommended actions

1. Ensure staff are aware of the following
 - This procedure should be applied within the school's enrolment policy, and
 - The school will not refuse to enrol students simply because they have special needs
2. School considers the impact on the student, other students, staff and the school community (including financial impact) before the enrolment decision is made. A range of strategies need to be put into place once the decision is made. These strategies should be developed before the enrolment decision is made.
3. If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person.
4. Ask the parents to articulate the student's special needs and what they expect from the school. Consider social, academic, sport and co-curricular areas. Invite the parents to provide further information from their child's specialists.



5. Identify the students special needs

Request information and documentation from parents to assist the processing of the enrolment application. The parents will have numerous reports, which could be of assistance. Of these, the following current reports would be particularly helpful:

- Previous school reports and current school achievements
- Psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications), if relevant
- Speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom, if relevant
- Occupational and physiotherapy reports documenting self help skills and mobility, if relevant
- Medical specialist reports, if relevant
- Vision and hearing reports, if relevant

6. Seek information on possible levels of Commonwealth funding based on the reports and access to other support services.

7. Seek advice from an external special education consultant on reports. This person should recommend if/where further information should be sought. It may also be important to invite the parents and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc) to the school to consider specific needs arising from the reports or other information.

8. Involve an external special education consultant to assist school to examine options for how the school could meet the student's needs and the parents' expectations. Determine a preliminary view of the school's position and possible options.

9. Discuss possible options with parents.

10. With all the information the school determines the enrolment decision. This decision must be able to be justified.



Other school policies

Student welfare

The Steiner teacher instils in the children an appreciation of children's rights and responsibilities to each other, to teachers and to parents. Both teacher and school are committed to ensuring a safe and caring environment which promotes joyful learning, personal growth and compassionate interactions and places the student at the centre of the education process. The school acknowledges the research backed assertion that engaged learning only occurs when the needs of teachers and students for physical and emotional safety are met.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented policies and programs are in place to support the physical, social, academic, and emotional development of students, providing for early intervention programs for students at risk, and are reviewed on an annual basis, including:

- **Pastoral care**

Students will be made aware of, and have access to, appropriate pastoral care arrangements within the school. The school will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

No changes to the policy in 2015.

- **Summary of Anti-bullying Policy**

Kamaroi School does not condone or tolerate bullying or harassment.

Kamaroi Steiner School works within the indications given by Rudolf Steiner, aiming to create a safe and caring environment which promotes personal growth and a positive self-esteem for all. Bullying behaviour in any form does not belong in such an environment where positive and assertive communication is promoted and difference is valued.

The anti-bullying policy is part of a suite of policy/procedures under the umbrella of Behaviour Support. Procedures are based on evidence informed 'methods of shared concern' and 'no blame' approach. These approaches are outlined in the policy/procedure document.

The full text of the school's anti-bullying policy can be accessed by request from the Principal and from the Parent Handbook and is also available through Kamaroi School website: parent password protected 'School Policy' area.

In 2015 changes were made to the method of shared concern support documents to make clearer and more accessible for teachers.

- **Policies for Student Discipline**

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Responses to inappropriate behaviour takes into consideration the particular situation and context, the individual circumstances, special needs and actions of the student and needs and rights of school community members.



All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The full text of the school's discipline policy and associated procedures, which are included in the overarching Behaviour Support Policy, is provided to all members of the school community through

- Staff intranet
- The Parent Handbook (available hard copy and on website)
- Password protected area on Kamaroi website for parents

Updates in 2015 included more specific procedures for time out in relation to specialists and to more effectively support whole school approach and levels of behaviour to make steps clearer.

• **Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

Complaints/concerns on management or educational issues in the school are to be dealt with efficiently, fairly and respectfully so appropriate resolutions can be achieved. The principle aim is to handle concerns effectively in a spirit of co-operation as soon after the incident(s) as practicable.

The full text of the school's policy and processes for complaints and grievances resolution is provided on the Staff intranet. A summary of the policy and processes is also provided in the Parent Handbook (which is also available from the school website) and on password protected area of website. These processes incorporate how parents raise complaints and grievances and how the school will respond. Reminders about complaints procedures appear in the weekly newsletter from time to time.

No changes have been made in 2015.

School determined priority areas for improvement

2014 Priorities

Area	Priorities	Achievements
Teaching and learning	<ul style="list-style-type: none"> • Development of a coaching culture which has impact on student learning outcomes • Implementing the Australian Steiner Curriculum • Implementing teacher performance and review processes 	<ul style="list-style-type: none"> • Peer coaching program embedded as part of teacher performance and development framework. Teachers set goals which include evidence of achievement. • Yearly teacher review process established
Student welfare	<ul style="list-style-type: none"> • Development and implementation of whole school goals for student well being 	<ul style="list-style-type: none"> • Whole school goals established and reviewed
Organisational sustainability	<ul style="list-style-type: none"> • Implementing Embedding Excellence process to develop evidence informed and clearly defined school action plan 2016 – 2020. • Implementing administration review including new registrar/marketing position. 	<ul style="list-style-type: none"> • Whole school community visioning day successful which supported and informed the creation of whole school plan in 2015 • New registrar /marketing position very successful. School marketing plan created.
Facilities and resources	<ul style="list-style-type: none"> • Create more imaginative playspaces for younger children • Use of extra land purchased for play space/ gardening / curriculum based activities 	<ul style="list-style-type: none"> • To include in 2015 actions as part of the 2016-2020 'Meeting our Future' goals and actions.



2015 Priorities

These priorities are included in greater detail on the 2015-2020 chart of goals and actions available on Kamaroi website. The focus of 2015 was on development of an evidence informed school plan, including vision, goals and actions, which answer the question: what do we want to focus on in the next 5 years of Kamaroi's biography to improve the school? This work was made possible through Association of Independent Schools' funding as part of the Embedding Excellence program.

A key goal straddling all key areas that has been formed is: 'Creating capacity to make wise, ethical and inclusive decisions'. A priority goal is the development of decision making guidelines at the Board and operational levels.

Area	Priorities
Governing and managing	<ul style="list-style-type: none"> As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Communications; clarifying roles and responsibilities; 224 Master plan commencement; decision for options for early childhood; development of 224 for educational purposes. Revision of enrolment processes to ensure maximum transparency, timeliness, adherence to disability discrimination legislation and values of inclusion are met.
Teaching and learning	<ul style="list-style-type: none"> As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Learning Support; Whole school writing program Outdoor classroom and environmental program; Contemplative enquiry Actions commence
Community and caring	<ul style="list-style-type: none"> As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Developing a community space on 224 that includes garden beds and a multi use pavilion that can house and support education programs in a broad spectrum of areas, such as woodcraft , bush regeneration, fibre craft, biodynamics, permaculture, beekeeping and meditation.



Initiatives promoting respect and responsibility

The Steiner curriculum itself offers a very rich global and historical perspective through the Main Lesson content – from fairy tales to Ancient Rome. The Main Lessons provide timeless values of respect for each other, that we are all part of humanity, we each have a place and a task and each of us, using imagination and initiative, can make a meaningful contribution to the whole.

The curriculum provides an implicit social and emotional education of children through the nurturing of a sense of reverence for life, feelings of wonder and awe and a love of learning. Students *know and understand* the content, but as their feelings have been touched by the learning process, they also *care* about the phenomenon under observation and are more likely to awaken the ethical dimension of the learning experience.

Our annual Harvest, Winter and Spring Festivals as well as specific personal development 'rites of passage' programs for class 6, Main Lessons such as Farming and Gardening and our Handcraft curriculum, all serve to support and deepen the school's emphasis on respect for self, the environment, each other and the global community. Specific activities such as building a class garden, recycling and composting form an integral part of the curriculum. In handcraft, children learn knitting in class 1 – learning about natural resources at the same time.

Our multipronged approach to behaviour support and anti-bullying processes are underpinned by a rights and responsibilities framework with the value of respect at the core. The use of sharing circles in classes, children's involvement in establishing class agreements and consequences and an active restorative justice approach to conflict resolution are examples of programs and practices which support the core values of respect and responsibility.

At Kamaroi we aim to be more values oriented rather than rules oriented. To help promote this, each class devised goals to help achieve a more explicitly respectful classroom and playground. In 2016 decision has been made to implement a Positive Behaviour Support Intervention program with the support of the AIS. This is a whole school positive behaviour support structure which more explicitly and consistently links Kamaroi's Steiner ethos and values to the way that behaviour is taught and reinforced. To further support our work we successfully applied for funding for a school chaplain as part of the Government Chaplaincy Grant program. Part of the work of the chaplain will be to work with upper primary classes on transition from primary to high school program / moving towards adolescence program for class 6, as well as student resilience programs.

In 2015 Class 6 students were involved in an inaugural Student Representative Council and after surveying students, presented requests to the PA for soccer nets and a basketball practice hoop, which were purchased and installed. In 2016 we will build on this program incorporating peer mediation. The class 6/class 1 buddy system is also an example of a program which engenders values of respect, responsibility and valuing difference in our children.

We had a successful inaugural ANZAC Day commemoration at Kamaroi. Storyteller Anna Conomos told a moving, age appropriate story of the connection of the Australian ANZACS to the people of Limnos through the eyes of a young girl who lived on the island. The flag pole is now near the piazza steps and class 6 raised the flag whilst children sang Advance Australia Fair. It was very simple but fitting mark to this significant



occasion. The attendance at the Hyde Park student led service by class 5 and representatives from class 6 was very successful.

The fact that the class teacher, (or in a shared teaching arrangement, class teachers) generally stays with the same class from class 1-6 promotes and fosters a strong sense of connection - to self, to the teacher(s), to class members and to the class and school community. This strong sense of connection or belonging in turn promotes a deep sense of care, respect, responsibility and value of difference.

Respect for our health and well-being is a central tenet of the Steiner approach. Strong school based encouragement for healthy eating as evidenced in our food code is fully supported by parents.

Parent, student and teacher satisfaction

In 2014 the annual survey was connected to data gathering for the AIS Embedding Excellence process mentioned earlier in this annual report. The AIS provided a comprehensive survey report which consisted of response data from 33 completed and 11 partially completed surveys to 34 questions addressing the 9 domains of the National School Improvement Tool as well as 2 general questions:

What are 3 words you would use to describe our school? What is one thing you would change to make our school better?

The AIS analysis of the key words from the qualitative data revealed the most frequently used words to describe the school as: nurturing; creative; strong community; holistic

The nine domains to which parents responded were:

An explicit improvement agenda; analysis and discussion of data; a culture that promotes learning; targeted use of school resources; an expert teaching team; systematic curriculum delivery; differentiated teaching and learning; effective pedagogical practices; school-community partnerships.

Bearing in mind the response rate was low, the following are key highlights of the survey:

- There has been a significant increase in respondents strongly agreeing that there is an explicit improvement agenda at the school - rising from 31% in 2014 to 50% in 2015. Overall in 2015 80% either agree or strongly agree that there is clearly articulated improvement agenda at Kamaroi up from 71% in 2014. This is great, considering that establishing one was a prime objective during the past 2 years.
- In 2015 86% of parents either agree or strongly agree that parental involvement in the school is planned or purposeful compared with 81% in 2014.
- Areas to do with teaching and learning, such as targeted use of school resources (80% agree to strongly agree), expert teaching team (76%), effective pedagogical practices and a culture that promotes learning were all similar to 2014.
- At the time of the survey, some parents out of the 33 respondents were still concerned in 2015 about discipline, learning support and communication as evidenced in the comments. In the light of this, and despite the small number of respondents, an analysis of what the school has done to address those issues shows:



1. Prioritising learning support as part our 'meeting our future' priority goals. Significant progress in putting in place structures and resources to more effectively target student needs. Detailed communication of our learning support strategy to parents.
2. As part of our learning support priority ,and in recognising that we need external assistance in developing a consistent whole school approach to student behaviour support and intervention, teachers have decided to implement a positive behaviour intervention and support program (PBIS) which would be facilitated by AIS consultants. This program helps ensure the way that behaviour is taught and reinforced is more explicitly and consistently linked to Kamaroi's Steiner ethos and values.
3. Communication, as well as clarity of roles and responsibilities in the school, is a key priority in the 'governing and managing' area of our 'meeting our future' goals .This is actively being worked on by the governance committee.
4. Communication of explicit improvement approaches is being addressed through 'meeting our future' . As articulated in the surveys, there is an improvement in parent perception of this. Many communications on 'meeting our future' such as updates, chart of goals and actions, meeting notes are available on the school's website.

Teachers and students also participated in the AIS survey. For class 5 and 6 students the main words they used to describe the school were: creative; fun; interesting; helpful and colourful. 75% of class 5 and 6 students agreed that they are actively engaged in their learning and 88% believed they were successful learners.

For teachers, improvements over 2014 survey included: 87% agree that staff are actively involved in setting priorities for school improvement; 70% believe the vision is consistently enacted; 99% agree that the staff is committed to improving teaching and learning throughout the school; 75% of teachers agree that whole school professional learning activities are based on whole school goals; 90% of teachers agree that teachers are engaged in meaningful professional learning activities.

The words that teachers used to describe the school: caring, dynamic, committed, future -oriented, dedicated teachers.

Summary financial information

2015 BoS Report - 2014 Data

Fees & Private Income	58%	1771746
State Recurrent Grants	12%	359142
Commonwealth Recurrent Grants	29%	891118
Government Capital Grants	0%	0
Other Capital Income	1%	24881
		3046887
Salaries and Wage Expenses	73%	2219539
Non-salary expenses	26%	787682
Capital expenditure	2%	53160
		3060381

