

Kamaroi Rudolf Steiner School 2013 Annual Report



Kamaroi
RUDOLF STEINER SCHOOL

From the Chairperson

Despite some turbulence during the year the school emerged healthy. The debates that ensued have provided an opportunity to review communication processes between the various school bodies and to revitalise the relationship with the members of the company.

With regard to the financial situation, the school has enjoyed another year of success. Profit was \$188,226 which is an increase of 52% on the previous year. This is particularly noteworthy since purchasing property at 224 Forestway, the school has held reduced cash from which interest is earned. Assets have also increased: now standing at \$7.6m.

As chairman, on behalf of the board of directors, I would like to thank Virginia for her unwavering dedication as school principal. Virginia continues to work tirelessly in her ambition to continue to build a beautiful school. The board and the staff have lodged their support in this shared endeavor.

I would also like to thank my fellow directors for the enormous level of participation this year; without the countless hours volunteered I'm sure the school would not be enjoying such a stable position. Though the board saw no additions this year we shall see a departure. Sean Panambalana has opted to step down. As Chair of the Governance Committee, Sean's skill and diligence brought about an overhaul of many of the school's policies. For all his hard work and his constant enthusiasm, on behalf of the board, I thank him. I would also like to thank John Forman. The Business Manager plays an essential role in the ongoing administrative and financial success of the school. Kamaroi school benefits hugely from the experience John garnered during his five year tenure as Chairman of Steiner Education Australia.

As is invariably the case, I write this report against a backdrop of doubt and uncertainty with regard to government funding. Though financial support from the federal and commonwealth governments is perennially mercurial, in contrast I can usually be confident in predicting that costs will increase. These remain challenges for the school but the management and board will continue to ensure that the school navigates them well.

Stephen J Rickwood

Chairperson, Kamaroi Rudolf Steiner School

Principal Report

In 2013 Kamaroi was in its 23rd year and, in many ways it was another productive, successful year with stable enrolment numbers, and continued excellent quality of teaching and learning occurring in all classes.

In the area of overall quality of teaching and learning, we continue to see in the 2013 parent survey conducted in November similar trends to previous years. Over 94 % of parents are satisfied to extremely satisfied with the overall quality of teaching and learning at Kamaroi. Maintaining high quality teaching and learning is our core activity at Kamaroi - it is what drives us. We can be justifiably very proud of our teaching staff who work so professionally, creatively and passionately in delivering our wonderful Steiner curriculum.

Key achievements in teaching and learning

Most of the work I do, supported by the Leadership Team, is driven by the school's 2011-2014 strategic plan at the heart of which are the core values of *imagination, connection* and *initiative*. It is so satisfying to work with this inspiring document and the following are some highlights of our achievements in our 'core activity' area of teaching and learning:

- Beginning the processes, procedures and support mechanisms for teachers, in line with Kamaroi values and ethos, to meet the mandatory requirements of the National Teacher Standards and the Australian Teacher Performance and Development Framework.
- Professional development focus on establishing a peer coaching model as part of the processes and procedures described above. This builds on the action research focus in 2012 and is founded on the well-researched and documented premise of the power of quality coaching conversations for developing reflective teaching practice. In 2013 teachers have had training and follow up support of an experienced coach from Growth Coaching International. This will take time to embed into the life of the school but is part of a meaningful and sustainable response to the ever increasing accountability and reporting requirements from both federal and state governments.
- Curriculum focus on implementing the Australian Steiner Curriculum in English. We need to be implementing the ASCF in English including the additional requirements from the NSW BOS from 2014.
- During 2013 there was also a wonderful focus on reimagining our child study processes, an important part of helping to inform the teacher's deeper understandings of the child and, in turn, the teaching and learning program. This process was a very positive outcome of our 2012 teacher research projects and was very ably led by Vanessa Gardiner. This will continue into 2014.
- Continued focus on differentiating the curriculum to meet children's needs, including gifted and talented students. In 2013 a group of Kamaroi children from classes 3-5 successfully participated in the Tournament of the Minds Challenge, performing their solution (along with children from many other schools) to a mathematical problem at Pymble Ladies' College. Many thanks to class teacher Katherine Woodburn for coordinating this event which certainly stimulated the creative talents of the children. Many thanks also to the parents of the children involved in supporting their children through this very worthwhile program.
- In 2013 Evan Sanders and Altenai Turker continued to collaborate on ensuring more performance opportunities for ensembles. A highlight of the year was the participation of classes 5 and 6 in the Independent Schools' Performing Arts Festival at the Town Hall. Another great initiative was the participation of the orchestra in the Northern Beaches String Festival held at Pittwater High School. Many thanks to instrumental coordinator Karen Leimbach for organising this. Our ensembles and, indeed, our music program is going from strength to strength. Many thanks to PAFA for its continued support of our music program, in particular for subsidising the ensemble program which has helped to ensure that as many children as possible are participating. When we started our expanded music program a few years ago, our intention was to have every child learning a musical instrument (other than recorder) in their time at Kamaroi and we are very close to achieving that goal.
- In the area of student welfare there was a focus on the theme of respect. We set our vision and goals for the year and for each term, and in reviewing these goals at the end of each term, could see a discernible positive change in the behaviours of children towards each other and adults in the school community. There was parent concern highlighted in the annual parent survey and in general feedback, that Kamaroi was not dealing with poor behaviour proactively and the question was 'where is the bottom line?' As a result of our own evaluations and parent response we worked very hard on fine tuning our existing behaviour support procedures to enable more clarity for students and also for parents. We are seeing

the fruits of this work in 2014 and many thanks to student welfare coordinator David Rodely for all his hard work to help ensure more timely intervention and transparency in processes.

- A particular highlight of the year for me was the working together with class 6 parents on a revision of the class 6 rites of passage/ transition into adolescence program. After consultation with parents on what has worked and not worked in previous years, the seed for a new concept came from parent Jodi McKay and it grew from there. There was much more parental involvement in the planning of the actual rites of passage day for the children and we also included a pre session for the girls on changing bodies/changing selves. This has continued even more successfully in to 2014. The mid - winter firesticks performance is also an integral part of this transition process.
- A committed group of gardening parents and teachers worked together to create our long awaited K-6 gardening program. Even though a dedicated gardening teacher is part of our staffing projections in the next few years, at the moment we do rely on parent volunteers to run our program. The program, along with more equipment and storage will go some way to creating a more cohesive approach and less planning work for parents. Plans have also been considered, for development of gardens on our 224 property as well as an 'eco potting shed' as part of a class building project and community building activity. Many thanks to parent Emmie Collins (well qualified in the environmental planning area) who is helping with the potting shed project as well as the creation of Kamaroi's School Environment Management Plan due to come to fruition in 2014.

Ongoing work on Organisational sustainability

Embedded in our 2011-2014 strategic plan is the key principle of organisational sustainability. One of the key drivers for our decision making is to offer affordable schooling whilst ensuring sufficient surpluses are generated to maintain quality teaching and staff; improvement of facilities; and to ensure that the school can continue to thrive for the foreseeable future; to optimise our potential as a strong and influential school.

During 2013 we continued to build on enacting this principle through activities such as:

- Focus on an administration review, the aim of which was to make sure we have the right skills and resources we need to meet the present and future administrative needs of the school.
- At the 2013 AGM I reported that in 2012 much work occurred in laying the foundations for more strategic marketing and enrolment strategies to take us into our new phase of growth as part of our 2011 – 2014 strategic plan. In 2013, as well as the administration review, we continued to build on more processes such as production of a Kamaroi style guide; more systematic marketing processes (such as better use of enrolment data bases) based on support and review from a marketing advisor who has worked within the Steiner context; creating the Bush Telegraph online to help ensure greater accessibility; enabling school tour bookings to occur online.
- We have successfully applied for AIS (Association of Independent Schools) 'Embedding Excellence' grant totalling \$20,000. The Embedding Excellence program is an evidence based approach to school improvement to support schools through a collaborative process of self- evaluation that involves looking inward, looking outward and looking forward. As our current strategic plan is drawing to a close during 2014, we wanted a way to involve the whole school community in evaluation of where we have been and where we are heading. Through the funding we will be supported to develop and to enact a framework of 'strategic intent' for the coming years which leads to practical, meaningful action within the Steiner ethos. This process will occur through 2014.
- As has been previously extensively reported upon, in 2012 Kamaroi purchased 224 Forest Way, a block slightly larger than our existing school campus and very suitable for

many school activities, particularly outdoor pursuits and environmental education. Although we need to overcome uncertainty as to what size of building parcel is possible for classrooms on the new block, as part of our double streaming project, it continued in 2013 to offer many immediate benefits. Apart from outdoor activities, including games, sport and gardening the new block has a great storage / workshop facility, which have also been long term issues for us. The house on 224 is occupied by a Kamaroi family on a residential lease and the occupant operates a Steiner based playgroup from the site three mornings per week.

- Part of our sustainability focus is ensuring we retain and recruit quality teaching staff for now and into our future .After an extensive process, we decided to create a shared teaching arrangement in class 1 for 2014. The announcement of the shared teaching arrangement caused much anxiety and disappointment and even anger in the community that we could have such an arrangement for class 1. We took many steps to help discuss and communicate how the shared teaching arrangement would work and importantly how it worked within our Steiner ethos. This included school meetings; letters to kindergarten as well as the broader school community; and a public meeting organised by PAFA with Steiner Education Australia CEO Tracey Puckeridge on the broader context of the class teacher period nationally and internationally. These processes were all helpful for parents and we were finally able to have a highly informative and positive 'meet the teachers' session in term 4. The shared teaching is progressing very well in 2014. Reviews as well as regular feedback from parents will be occurring throughout the class journey to help track and modify to ensure all needs are met.

Other areas of focus

- In another example of working collaboratively with parents, we had a very successful review of our communication protocols with teachers/parents. This arose from an issue for class parents who were suffering from overload in requirements to send out information via email/text, etc. Many thanks to class parent coordinator Michelle Cabena and class teacher Katherine Woodburn for leading a consultative process to help ensure both teachers' and parents' communication needs were met.
- It was wonderful to see the Kamaroi Kitchen establishing for 2 days a week ably operated by Kamaroi parent Georgia McHugh. We are very grateful to Georgia for her dedication to serving wholesome healthy food options for children and staff members alike!
- It was also great to see the 'Kamaroi Kitchen garden established by the fledgling parent gardening group. Many thanks to parents Jo Wesbury and the parent gardening group for all the dedicated work!

I would like to express my thanks and gratitude to the Board of Directors for the continuing support provided to myself, the management team and staff as we endeavour to deliver the best Steiner education possible to the children in our care.

I have already mentioned the wonderful work PAFA do to support our programs and we continue to be very grateful for that support.

Another key ingredient is the continued productive and positive working relationship of the leadership team comprising John Forman, Lisa Smith, David Rodely and myself. I thank John, David and Lisa for their continuing support and focus on our children's' interests and Kamaroi's future.

Finally I wish to acknowledge our teachers and staff. It is the dedication and skill of each and every staff member and their commitment to Steiner education which is the 'magic' ingredient of Kamaroi's continued success. 2013 was very demanding of everyone's time and energies in light of the issues

surrounding the shared teaching arrangement for 2014. With goodwill and dedication to the Kamaroi vision and core values, however, we continue to achieve so much together.

Virginia Moller

Principal

Contextual Information about Kamaroi

Kamaroi School is a thriving non-denominational K-6 independent primary school of over 200 students 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 instills 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, library and Spanish. 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. Whilst students do take the NAPLAN test in class 5, there is very little emphasis on the tests and there is no narrowing of our rich curriculum in order to focus on test preparation.

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, 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 well being of the child. Kamaroi enjoys excellent resources and facilities. The children learn in beautiful classrooms and the school is surrounded by natural bushland. In 2012 we acquired additional land which will give opportunity to expand the school and to further develop gardening and environmental programs, sport, play space and outdoor community events. With these exciting developments, Kamaroi continues to establish itself as a school which engages with the broader community - within our local area and beyond, including Aboriginal communities , diverse cultural communities and the global community.

Student performance in 2013 NAPLAN: Class 5

Please also refer to My School website: <http://www.myschool.edu.au>

The outstanding highlight of this year's cohort is the improvement in the Numeracy scores. Grammar and Punctuation scores are even higher than last year's excellent results while Spelling scores of all children who participated in the test are significantly above state average.

While our Reading results are lower than the previous year, we are still comfortably above both state and independent schools in this area. The Writing task was again an exposition, and although slightly improved on last year's cohort, this remains an area of weakness as our children have much more exposure to the narrative form, this being one of the cornerstones of our curriculum. The prescriptive stylized form of the exposition is only truly dealt with in the later years.

LITERACY

Reading

- 60% of Kamaroi students scored in Band 7 and 8
- 38% of state students scored in these two bands
- 86% of all Kamaroi students scored in the top 3 bands

Grammar and Punctuation

- 54% of Kamaroi students scored in Band 8
- 29% of students in other independent schools scored Band 8
- 20% of students in state schools scored Band 8
- Fewer than 20% of Kamaroi students scored below Band 7

Spelling

- No pupils scored below Band 5
- 70% of Kamaroi students were in Band 6 or above
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Writing

- No children scored below the national minimum standard
- More than 80% of Kamaroi students achieved Band 5 or above

NUMERACY

- 34% of Kamaroi students achieved Band 8
- 22% of students in other independent schools achieved Band 8
- 16% of students in state schools achieved Band 8
- Only one pupil scored Band 5
- 96% of pupils scored Band 6 or above, with 38% of pupils in Band 7
- These scores are a marked improvement on the previous 4 years

Percentage in Bands for all students in overall Numeracy

	Band 5	Band 6	Band 7	Band 8
State	26%	25%	12%	16%
NSW AIS	20%	28%	18%	22%
Kamaroi	4%	24%	38%	34%

Percentage in Bands for all students in Grammar and Punctuation

	Band 5	Band 6	Band 7	Band 8
State	22%	23%	24%	20%
NSW AIS	16%	24%	28%	29%
Kamaroi	8%	8%	30%	54%

Percentage in Bands for all students in Reading

	Band 5	Band 6	Band 7	Band 8
State	23%	30%	23%	17%
NSW AIS	17%	28%	28%	25%
Kamaroi	12%	26%	30%	30%

In Year 3 2013 most parents chose to withdraw their child from the NAPLAN testing. In - school standards based assessments in Mathematics revealed 71 % of students were achieving at stage level or above with 21% of these students in high/outstanding achievement bands.

In English 75% of students were achieving at stage level or above with 29% of these students in the high/outstanding achievement bands.

Professional Learning and Teacher Standards

Details of teaching Staff 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

Detail of professional learning undertaken by teachers

During 2013 the key focus remained on professional critical reflection as the driver for professional development. This is part of the culture of research and enquiry which exists at Kamaroi School helping to ensure continued school and teacher improvement. The priorities for professional development were linked to our overarching goals for the year as outlined in the school's yearly priorities.

The idea of professional learning communities developed through critical enquiry and research aligns closely with Rudolf Steiner's vision of teachers' meetings building over time a 'living higher education'. Within this collaborative professional learning environment, professionally shared targets and trust are the catalysts for raising standards. This also lies at the foundation of Kamaroi's overarching implementation plan of the Australian Institute for Teaching and School Leadership (AITSL) *Teacher Performance and Development Framework*.

The main planks of the school's response to the teacher performance and development framework are: child study; peer coaching / review linked to the teaching standards and teacher research.

In 2013 beginning processes occurred with the ultimate aim of embedding these processes into the core activities of teachers and the reflection/goal setting/ professional practice/feedback and review cycle.

To set the foundations, teachers had training from Growth Coaching International (GCI) on peer coaching; leadership team members had training in mentoring /coaching; and the Principal completed a coaching accreditation course through GCI. In addition a teacher, who is attaining her highly accomplished accreditation with the NSWIT, completed a course on instructional coaching and worked with the Principal on how this can be embedded into the school coaching ethos.

In addition, deepening child study /observation skills occurred through guided workshops from a Steiner based academic. Beginnings of use of a reflective journal as a research tool were made.

Other key highlights include:

- In 2013 class teachers attended the Steiner class teacher intensive in January; in- house mentoring of new scheme teachers ; continuation on the differentiated curriculum ;kindergarten teachers attendance at the early childhood Vital Years conference.

Date	Course	Facilitator(s)
17/1/13 – 20/1/13 Class teachers	Teacher intensive on the Steiner Curriculum	Various
24/1/2013 All teachers	Introduction to Collaborative Coaching	Kris Needham Growth Coaching International
Leadership team 3 teachers	Mentoring and coaching	Growth Coaching International
9/5/2013 All teachers	Learning support needs in the classroom	Barbara Baldwin- Steiner based speech pathologist
31/5/13 One teacher	Creating an impact school	Jim Knight /Growth Coaching International
30/5/13 ; 11/6/14; August 2103 One teacher as part of PD goals	<ul style="list-style-type: none"> • Feedback for growth • Introduction to circle solutions - relationships, resilience, responsibility • Really understanding numbers 	AISNSW
Various dates in the year - 2/5; 15/7; 31/10/13. 3 visits by Steiner academic Number participating : all teachers	Action research /reflective enquiry Involves whole staff sessions as well as individual interview.	Bronwen Haralambous – Canberra University
7-12 th July Kindergarten teachers	Vital Years Conference	Various Early Childhood educators/facilitators
16/7/13 All staff	Child protection	AIS consultant
18/7/13 One teacher - gifted and talented coordinator	Revealing gifts and talents	AIS Tiffany Roos

Date	Course	Facilitator(s)
Staff meeting session : Number participating: all teachers	Differentiating the curriculum - strategies For gifted and talented	Katherine Woodburn class teacher – gifted and talented coordinator

Workforce composition

Staff	Number	2013
Teaching staff	20	22
FTE teaching staff	14	14.2
Non teaching staff	7	6
FTE non teaching staff	4.7	3.8

This information is also available on the *Myschool* website. <http://www.myschool.edu.au>

The school currently has no indigenous staff.

Student Attendance

Attendance Data for 2013

Level Description	Attendance %
Year 1	93 %
Year 2	94 %
Year 3	95 %
Year 4	95 %
Year 5	92 %
Year 6	92 %

The average rate of attendance was 94% for 2013.

Management of non attendance

Excerpt from Kamaroi School Student Attendance policy:

Supporting the Regular Attendance of students at School

- Parents are responsible for the regular attendance of students at school. The Principal and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the **Education Act (1990)** the welfare of the student must be the focus of this consultation.
- The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Early telephone contact with parent is one means of achieving this.
Resolution of attendance difficulties may require a range of additional school-based strategies including:
 - Parent interviews
 - Reviewing the appropriateness of the student's educational programme
 - Development of a school-based attendance improvement plan
 - Support from school based personnel
 - Referral to outside agencies

Mandatory reporting procedures apply where absences are extended or student may be at risk

Enrolment Policies and Characteristics of the Student Body

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 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

Siblings of current children

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

Order of applications

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.

Related Documents:

1. **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. 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 announcing 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. As 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 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) 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.
Discuss possible options with parents.
With all the information the school determines the enrolment decision. This decision must be able to be justified.

Student population

Kamaroi School has 204 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 2012 there were 101 girls and 103 boys. Please also refer to Myschool website: <http://www.myschool.edu.au>

School Policies

Overview of policies

A. Student Welfare Policies

Kamaroi School seeks to provide a safe and supportive environment which:

- Minimises risk of harm and ensures students feel secure
- Supports the physical, social, academic, spiritual and emotional development of students
- Provides student welfare policies and programs that develop a sense of self-worth and promotes joyful learning, personal growth and compassionate interactions.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented the following policies and procedures are in place and are reviewed on an annual basis. The main review in 2013 occurred with the child protection policies which were consolidated into one document. In addition the communication protocols between teachers and parents were revised to help ensure timely and efficient communication across a range of areas.

All student welfare policies were reviewed in 2013. Refer to table below.

B. 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. In 2013 the entire suite of policies were reviewed. There were no changes to the anti – bullying policy/procedures which are based on evidence based 'methods of shared concern' and 'no blame' approach. These 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 from 2014 onwards, will be available through the school website.

C. 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.

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 is provided to all members of the school community through

- The Staff Handbook
- The Parent Handbook
- From 2014 will be available through the school's website.

The school's behaviour support policies and procedure are reviewed annually in accordance with the school's policy review process. In 2013 minor adjustments were made to the procedures in relation to behavior plans and informing parents.

D. 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 in the Staff Handbook. A summary of the policy and processes is also provided in the Parent Handbook. 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.

These policies are reviewed annually in accordance with the school's policy review process.

Summary of student welfare policies

Policy	Changes in 2013	Access to full text
<p>Child Protection Policy encompassing</p> <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating ‘reportable conduct’ • Investigation processes • Documentation 	<p>The school has adopted the AIS child protection policy which combines <i>The Care and Protection Act</i>, <i>The Ombudsman Act</i>, and <i>WWC Act</i> into one policy document.</p> <p>This policy replaces and incorporates 3 previous Kamaroi School child protection policies: <i>Child protection Policy (Responding to Allegations)</i>; <i>Child Protection: Obligations of Mandatory Reporters</i>; and <i>Working with Children Check</i>.</p>	<p>Issued to all staff and members of School Board. Parents may request a full copy by contacting Principal. Excerpts in Parent Handbook and advertised in weekly newsletter from time to time.</p>
<p>Security Policy encompassing</p> <ul style="list-style-type: none"> • Procedures for security of the grounds and buildings • Use of grounds and facilities • Emergency procedures • Travel on school-related activities 	<p>Emergency procedures updated annually. Fire evacuation plans reviewed and updated in 2013. Hire of Facilities agreement included as part of Security Policy</p>	<p>Full text in staff handbook Bushfire procedure advertised in newsletter. Excerpts of policies in Parent Handbook.</p>
<p>Supervision Policy encompassing</p> <ul style="list-style-type: none"> • Duty of care and risk management • Levels of supervision for on-site and off-site activities • Guidelines for supervisors 	<p>Revised and minor changes only</p> <p>Excursions/camps policy applications revised to include more comprehensive preplanning for camps.</p>	<p>Full text in Staff Handbook Excerpts in Parent Handbook. Copy of full text available from Principal.</p>

<p>Codes of Conduct Policy encompassing</p> <ul style="list-style-type: none"> • Code of conduct for staff and students • Behaviour support 	<ul style="list-style-type: none"> • 2012/3 version replaces Code of Conduct care and protection of Children 2011. Kamaroi has adopted <i>AISNSW Code of Conduct 2011</i> with changes made to policy names, etc. which directly relate to Kamaroi school. In addition changes have been made to the AISNSW Code of Conduct as appropriate to the school's practices and services it provides to children. • Behaviour support policies revised with additional clarity around processes to do with timeout / behaviour plans / contact with parents. 	<p>Full text in Staff Handbook Excerpts in Parent Handbook.</p>
<p>Pastoral Care Policy encompassing</p> <ul style="list-style-type: none"> • The pastoral care system • Availability of and access to special Services • Accident procedures • Critical incident policy • Homework policy 	<p>Minor alterations to reflect current circumstances and programs.</p> <p>Accident policy updated to include new accident report form which includes follow up actions.</p>	<p>Full text in staff handbook Text of homework policy in Parent Handbook</p> <p>Learning Support guidelines in Parent Handbook</p> <p>Critical incident in Parent Handbook</p> <p>Homework policy in parent handbook.</p>
<p>Communication Policy encompassing</p> <ul style="list-style-type: none"> • Formal and informal mechanisms in place for facilitating communication between the school and those with an interest in the student's education and well-being. 	<p>Revision of communication protocols regarding sending emails / use of technology in disseminating information</p>	<p>Full text contained in Staff handbook. Excerpts in Parent Handbook. Copy of full text available from the Principal.</p>

Summary of anti-bullying, discipline, complaints and grievances policies

Policy	Changes in 2013	Access to full text
<p>Anti-bullying Policy</p> <p>The school policy provides processes for responding and managing allegations of bullying.</p>	<p>Reviewed as part of review of all behaviour support policies. No changes in 2013</p>	<p>The full text of the school's anti-bullying policy can be accessed by request from the Principal, from the parent handbook and from 2014 onwards, from the school website. Staff have access through policy folders and from 2014 through the school's intranet.</p>
<p>Discipline Policy</p> <p>Kamaroi School expressly prohibits corporal punishment and does not implicitly or explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school. All behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student.</p>	<p>In 2013 review of strategies including time out / behaviour plans and communications with parents.</p>	<p>The full text of the school's behaviour support policies can be accessed by request from the Principal. From 2014 will be accessible through the school website. Also accessible through the parent handbook. Staff have access in policy folders and from 2014 on school's intranet.</p>
<p>Complaints and grievances resolution</p> <p>The policy uses, as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>Review occurred in 2013 Minor changes.</p>	<p>The full text of the school's complaints and grievance resolution policy can be accessed by request from the Principal and from 2014 from the school's website. Excerpts also included in the parent handbook. Staff have access in policy folders and from 2014 on school's intranet.</p>

School – based Improvement Targets

Key priorities as outlined in the 2012 Annual Report have been achieved.

These achievements include: Outstanding research reports completed as part of the AIS Australian Government Quality teaching program; continued development of the school's music program to include wind and brass ensembles and a week-long whole school music festival intensive; publication of the Kamaroi music booklet; class 4 Aboriginal Awareness cultural camp on the school's newly purchased land; Board decision to go ahead with plans to double stream if enrolment numbers and other Board agreed parameters are met; fit out of new craft room.

The following are Kamaroi's key targets for 2013 drawn from the Kamaroi Rudolf Steiner School 2011-2014 Strategic Plan, a summary of which is available on the school's website www.kamaroi.nsw.edu.au

2013 Priority Areas for Improvement

<p>Teaching and learning</p>	<ul style="list-style-type: none"> • Establishment of processes, procedures and support mechanisms , in line with Kamaroi values and ethos, to meet requirements of the Australian Teaching Standards and the Australian Teaching and Performance Framework • Establishment of peer coaching • Establishment of Kamaroi benchmarks in spelling and reading as the basis for setting improvement targets in spelling achievement across the school. • Implementation of the ACARA recognized Australian Steiner Curriculum : English • More targeted programs for gifted and talented: Tournament of the Minds; differentiation of the curriculum • Creation of school gardening program. • Continued expansion of school music program. More performance opportunities for ensembles. Participation in the Independent Schools' Performing Arts Festival.
<p>Student welfare</p>	<ul style="list-style-type: none"> • Processes/strategies implemented to improve the enactment of value of 'respect' in the school. • Revised class 6 'moving in to adolescence/ rites of passage' program to help ensure more sustained impact over the year. • Review of discipline procedures to ensure transparency and consistency.
<p>Organizational sustainability</p>	<ul style="list-style-type: none"> • Funding from AIS 'Embedding Excellence' program to facilitate formulation of 2015-2020 strategic plan during 2014. • Begin development of a whole school environment management plan • Administration review • Preschool investigation as an extra feeder into Kamaroi kindergarten. • Review of communication processes with parents
<p>Facilities /resources</p>	<ul style="list-style-type: none"> • Double streaming/ land: continued investigations into configuration of building in light of bush fire restrictions / expanded uses of 224 for sport/ gardening / storage/play. • Painting of undercroft 'emu in the sky mural' as part of Aboriginal Landscape project.

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 (Gidley, 2009). 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.

In 2013 there was a review of the class 6 leadership program as well as the moving into adolescence/rites of passage program to help ensure more continuity in developing increased responsibility during the year for the class 6 students. The class 6 leadership program focussed on students working in collaborative groups to fund raise on chosen charities which included: the Fred Hollows Foundation; Bush Care Heritage Australia; Marine Conservation Society and St Lucy's School for children with disabilities. Due to their successful fundraising efforts the class raised over \$5000 for these charities. The class also successfully organised a whole school sports/fun day on the school's new land to enhance interaction and cooperation between classes. In addition, the class created a ceiling mural, as a gift to the school, of the Aboriginal 'emu in the sky constellation' as part of their Astronomy Main lesson and Aboriginal studies.

At Kamaroi we have a social/emotional coordinator who helps promote healthy and productive relationships between children and between classes which enhances our capacity to engender values of respect, responsibility and valuing difference in our children. The class 6/class 1 buddy system is an example of these values in action.

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.

In 2013 there was a heightened focus on the value of respect. 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. Data collection methods were devised by the student welfare coordinator to help quantify the improvement in respect shown by students.

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, Teacher Satisfaction

There were similar pleasing results in many areas from the 2013 online quantitative parent survey as was the case in 2012.

The survey questions were the same as in previous years and covered the broad areas of: the quality of teaching; student welfare; communication; management and leadership; and school community.

In the main areas of teaching and learning very good results continued. Over 94 % of parents are satisfied to extremely satisfied with the overall quality of teaching and learning at Kamaroi. Providing a quality Steiner education to children is Kamaroi's core activity so that outcome is certainly welcome.

Whilst we have 90% of parents satisfied with discipline practices overall, and there is also 91% of parents expressing satisfaction at Kamaroi's support of children's social development, parents' satisfaction rating in relation to the way social issues/ongoing teasing/bullying is handled in some cases (79% satisfaction) points to a need for better, more consistent communication with parents when issues do arise. Many parents have expressed gratitude for the fact that we do take care when there are social situations and appreciate the resources put into resolving. Some parents have also expressed the wish to be informed sooner rather than later.

Parent feedback, in addition to the school's own review processes has led to the need for more clearly defined procedures which will be easier for parents to understand in relation to the question: what is the school's 'bottom line' with regard to behaviour – and when/how parents will be involved. Revised procedures have been communicated to parents.

Whilst a majority of parents continue to view leadership and direction favourably, it is the Board and management's strong intention to keep working on creating authentic avenues for communication/dialogue/consultation with the school community. There were issues to do with the class 1 2014 shared teaching arrangement and clearer, more proactive consultation and communication upfront would have helped alleviate the concerns of parents. In 2013 the school successfully applied for an 'Embedding Excellence' grant which is an evidence based approach to school improvement to support schools through a collaborative process of self-evaluation that involves looking inward, looking outward and looking forward. This is a well-supported and authentic way to involve the whole school community in evaluation of where we have been and where we are heading and to enact a framework of 'strategic intent' for the coming years which leads to practical, meaningful action within the Steiner ethos.

As part of the focus on respect, students were able to share their views on how the playground is working through class sharing circles and in class surveys.

Staff also responded to a yearly survey. Results indicated that while there is positivity on the focus on pedagogy and meaningful sharing on teaching and learning in staff meetings, we need also to relook at staff meeting structure and consultation in general to ensure all needs are met for input on issues. This occurred during 2013. Staff appreciated the role of the Steiner based external academic working with staff on deepening aspects of the underlying principles of Steiner education.

Summary of Financial Information

2014 BoS Report - 2013 Data

Fees & Private Income	54%	1628914
State Recurrent Grants	12%	368485
Commonwealth Recurrent Grants	29%	872236
Government Capital Grants	0%	0
Other Capital Income	4%	128790
		<u>2998425</u>
Salaries and Wage Expenses	70%	2063530
Non-salary expenses	25%	746670
Capital expenditure	5%	156747
		<u>2966947</u>

