



Annual Report 2012

Message from the Chairperson: Kamaroi School Board of Directors

Kamaroi School had another successful year in 2012. Success is measured in many ways. It's always easier to use numerical measures, but the numbers are only half the story. The school continues to do what it set out to do in its charter and vision: to provide excellent Steiner-based education to as many students as possible while continuing to cultivate a vibrant and supportive community. When I attribute this success to 'the school' what I mean is the team of people, the staff, that work relentlessly and diligently to create a great environment and happy children.

At the end of 2012 profit was \$123,558 and our assets were valued at \$7,405,838. Although it is worth noting that the profit was not as great as the previous year, the reduction can largely be attributed to a decrease in government capital grants of over \$½ million, the loss of interest being paid on cash at bank once the property at 224 Forest Way was purchased and the depreciation on capital improvements. Despite this, the school remains in a very stable financial position.

With government funding trending downward and overall costs inevitably increasing, the ensuing years will bring challenges. By continuing to select and work well with the right people that show courage and persistence, I'm confident that Kamaroi will maintain its record of success.

Stephen J Rickwood
Chairperson Kamaroi Rudolf Steiner School

Principal's statement

2012 was another very successful year at Kamaroi. In its 22nd year, Kamaroi has now established itself as a very well respected school in the general community as well as in the Steiner and broader educational sphere.

We see in the 2012 parent satisfaction surveys that 97% of parents are satisfied to extremely satisfied with the overall quality of teaching at Kamaroi. This continues the trend over many years of excellent parent response and we work very hard to keep it that way. Maintaining the high quality of teaching and learning is core business at Kamaroi - it is what drives us - and initiatives in 2102 outlined below continued to add value and depth to what we offer.

In the 2012 parent surveys we also see the sense of belonging and provision of community building activities overwhelmingly rated in the excellent range. For parents that sense of belonging comes, for example, from the provision of activities such as parent education, craft group, our fledgling parent garden group and class community activities. Connection is also one of the core Kamaroi values underpinning our curriculum and we continue to work on strategies to ensure this value is deeply embedded in all that we do. More on specific initiatives below.

In relation to connection, 2012 also saw a continuation of the strong and successful working together of Board, PAFA and management. One of the key strengths of Kamaroi is this close working partnership to ensure the realisation of our key aim to offer affordable schooling, whilst ensuring sufficient surpluses are generated maintain quality teaching and staff, improvement of facilities, and to ensure the school can continue to thrive into the future. PAFA continues to actively work with management supporting our educational programs - from music to sports to parent education, general equipment and practical support to class teachers. This generosity of time, energy and, of course, finances cannot be underestimated in contributing to Kamaroi's success story.

The picture above represents a solid foundation upon which to enter the next exciting phase of Kamaroi history which began to unfold in 2012 with the purchase of 224 Forest Way and the decision for Kamaroi to embark on an exciting double streaming program. The aim is, through slow and steady growth, to have a school of 380–400 students by 2020.

These decisions were taken in the context of many years of deliberation and planning. At the core of the decision is Kamaroi's vision of offering a Steiner education to as many children as possible. It is a fact that a larger Kamaroi will give the opportunity to expand the influence of the school in the broader community whilst also enhancing the range of what we can offer in terms of programs and resources to support our educational program. Dual streaming is also a deliberate strategy to ensure long term sustainability of Kamaroi. Audited financial projections produced in 2012 as part of the investigation stage of dual streaming clearly demonstrated that double streaming will help ensure Kamaroi's continuing viability into the future against a backdrop of significant reduction in government funding expected over time.

In addition, and most importantly, decision making by the Board was supported by the fact that the school had a 2011–2014 strategic plan at the heart of which are the school's core values of *imagination*, *connection* and *initiative*. It was clear that the purchase of extra land and the move towards growth of the school supported those values.

We do face many challenges on the road to double streaming, which has included delay in our planned commencement of a third kindergarten in 2014 due to planning issues related to recently heightened bush fire safety regulations. A disappointing consequence of this was that the privately operated Steiner preschool would not be able to commence in 2013 as planned on 224 Forest Way. However Kamaroi is well placed in terms of skills and resources to work through these issues. Delay also provides opportunity to further consolidation in terms of strategically reviewing and planning for future staffing and resource needs to support the double stream program implementation and this is continuing through 2013.

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* as mentioned above. It is so satisfying to work with this inspiring document and the following are some highlights of our achievements in our 'core business' area of teaching and learning:

- The chief teaching and learning goal at Kamaroi is to develop a learning community where new and expansive patterns of thinking are nurtured and where people learn to see the whole together. What better way to encapsulate that ideal than through the year long action research professional development which focuses on teacher reflexive practice. A highlight of the process was the publication of research conducted by two teachers on the effects of a teacher's inner development on student engagement in learning and student learning outcomes. Research conducted by a third teacher on 'what effect teacher has on student learning outcomes in reading' was also published as part of the Australian Government Quality Teacher Program. This reflexive teaching ethos will continue into 2013 with on-going support of Steiner based academic and researcher.
- The Kamaroi music program has blossomed throughout 2012. The week long whole school music intensive facilitated by Judith Clingan and the Wayfarers in term 2 was a highlight. Our ensemble program was strengthened with the introduction of the Wind and Brass ensemble. We are very grateful to PAFA for so generously making the decision to subsidise the ensemble program and the result of this has been a huge increase in participation. We are also grateful to PAFA for supporting the production of our Music at Kamaroi booklet which is an invaluable resource for parents to navigate through all that we now offer in our music program.
- Purchase of 224 has opened up new options for teaching and learning activities and a highlight of the year was the class 4 Aboriginal cultural awareness camp which occurred on our new land. It was such a significant experience for the children to have Aboriginal Elders guiding them through dance, art, environmental activities in order to deepen the children's understandings of Aboriginal Peoples' relationship to the land. Some sport sessions began to occur on 224 in the year with an increase in sport and gardening/environmental activities anticipated in 2013. The Steiner playgroup is now successfully housed in 224.
- Nature club continued successfully in the first part of the year and we hope to extend this and other environmental programs at Kamaroi.

- Our Grant application was completed for the Aboriginal heritage project 'Landscape Journeys' but was unfortunately unsuccessful. Implementation has been budgeted for 2013 commencing with development of a water feature which captures the essence of historical Aboriginal land use in the local area.
- We are thrilled with the completion of the craft room in the undercroft area. This significant improvement to facilities for handcraft adds considerable value to what we can offer in this crucial component of our integrated curriculum.

Promoting Steiner education and Kamaroi School in the broader community is a key strategic priority as is optimising our potential as a strong and influential school. Key achievements in this area include:

- Playgroup at Kamaroi has been a resounding success expanding into 3 mornings upon relocation to 224. Waiting lists are long and most playgroup families do not currently have children attending Kamaroi.
- Our parent education program under the expert guidance of coordinator Katie Orton has gone from strength to strength with very good attendance at sessions by parents from the broader community. We are attempting to offer more curriculum based workshops and talks so parents can gain a deeper understanding of our educational approach and pedagogy.
- In 2012 our website was at last completed and received many favourable reviews. We are especially thrilled with the Kamaroi film which is on our home page. This 7 minute film, produced by School Films from the UK, truly encapsulates the spirit and vibrancy of the Kamaroi school community and the quality of teaching and learning which occurs here.
- Continuing success of our Holiday Care program, attracting children from the broader community.
- 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.

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. It is a great team which continues to ensure we remain focussed on what matters at Kamaroi.

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. 2012 was a wonderful year but also very demanding of everyone's time and energies in light of the huge amount of activity around the purchase of land and the proposed double streaming project. With goodwill and dedication to the Kamaroi vision and core values we continue to achieve so much together.

Virginia Moller
Principal

Contextual information about Kamaroi

Kamaroi School is a thriving non-denominational, single stream K-6 independent primary school of 207 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 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, 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. A whole-school social skills program, as well as a schools service program for class 6 are part of this rich and broad curriculum. 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, 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 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.

Students come from a range of backgrounds with 23% of students with a language other than English and a number of students with special needs. Of the 207 students 101 are girls and 106 are boys. SES is 119.

Student performance in national and state wide tests and examinations

Please also refer to <http://www.myschool.edu.au> for details of NAPLAN results.

Student Performance on the 2012 Naplan Year 5

The outstanding highlight of this year's class 5 cohort is the improvement in Reading, specifically the boys, who improved by 29 scale scores from the 2011 data. This places them at 88 scale scores above the state average. This continuing trend of scores well above state average in reading is good confirming data for our formal reading program which, in line with the Steiner curriculum, commences in class 2.

The area of persuasive writing was the weakest result for the students as a whole. This can be attributed to our curriculum which does not place focus on expository writing until class 6.

As always, our sample size is small and results are therefore more cohort dependent than with a larger sample size so these scores cannot indicate confirmed statistics but rather a generalised trend.

Literacy

Reading

- 54% of Kamaroi students scored in Band 8 (the top Band)
- 21% of NSW Independent Schools (AIS) students scored in Band 8
- 13% of all state school students scored in Band 8
- No student at Kamaroi scored below Band 5
- All students at Kamaroi, bar 2, scored in Band 6 or above.

Spelling

- No scores below Band 5
- Only 2 students scored in Band 5
- In 2010, 12 Kamaroi students scored in Band 5
- In 2011, 6 Kamaroi students scored in Band 5
- 92% of students scored in Band 6 or above

Grammar and Punctuation

- 50% of students scored in Band 8
- 30% of NSW AIS students scored in Band 8
- 20% of all State school students scored in Band 8
- No students scored below Band 5
- All students bar 1 scored in Band 6 or above
- In 2010, 7 students scored in Band 5 or lower
- In 2011, 3 students scored in Band 5 or lower

Writing

- The majority of students scored in Band 5 (54%)
- One child scored below the national minimum standard

Numeracy

- No students scored below Band 5
- 78% of students scored in Band 6 or above
- In 2010 and 2011 there were students who scored in Band 4
- 43% of both NSW AIS students and Kamaroi students scored in Bands 7 and 8

Percentage in Bands for all students in Overall Numeracy

	Band 5	Band 6	Band 7	Band 8
State	24%	28%	15%	16%
NSW AIS	19%	30%	20%	23%
Kamaroi	22%	35%	30%	13%

Percentage in Bands for all Students in Reading

	Band 5	Band 6	Band 7	Band 8
State	23%	25%	22%	13%
NSW AIS	19%	24%	26%	21%
Kamaroi	8%	8%	29%	54%

In year 3 parents chose to withdraw their children from the testing.

Standards based assessments in Mathematics revealed 75% of students were achieving at stage level or above with 30% of these students in high/outstanding achievement bands.

In English, 80% of students were achieving at stage level or above with 20% of these students in the high/outstanding achievement bands.

Professional learning and teacher standards

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)	19
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 2012 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 idea of professional learning communities developed through critical enquiry and participatory action 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*.

During 2012 three teachers had research published as part of funding the school received as part of the Australian Government Quality Teacher Program. The research project topics involved:

- An investigation into the role of teacher's inner development having an effect on students' engagement and student learning outcomes in handcraft lessons
- What effect will feedback have on student learning outcomes in reading?

During the year all teachers were involved with the Steiner based academic, who visited the school on a regular basis. Whole staff development on stages in the action research cycle and how this applies in the Steiner context also occurred. As well as the AGQTP funded research mentioned above, teachers explored topics ranging from use of narrative based strategies with children experiencing difficulty in reading development to effective homework strategies which promote engagement in learning.

Other key highlights include:

- In 2012 class teachers attended the Steiner class teacher intensive in January; in- house mentoring of new scheme teachers ; curriculum based painting sessions with Steiner based artist; participation in workshops on the power of storytelling; continuation on the differentiated curriculum

Date	Course	Facilitator(s)
17/1/12 – 20/1/12 Class teachers	Teacher intensive on the Steiner Curriculum	Various
24/1/12; 25/1/12 All teachers	Curriculum based painting	David Hatton
Throughout the year 2 teachers	In- house professional development on Steiner curriculum	Teacher trainer and staff member Diane Tatum
Various dates in the year - 5 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
10/5/12; 21/6/12 ; 19/6/12 Number participating : all teachers	Classroom management sessions	David Rodely - student welfare coordinator
6/6/12 Number participating: all teachers	Differentiating the curriculum - gifted and talented following on from work in 2011	Katherine Woodburn class teacher
23/8/13 ; 29/8/13; 8/11/13 Class teachers	Mathematics : the 4 processes	Anthony Downs learning support/extension teacher mathematics and Tracy Cohen learning support teacher
8/10/12; 9/10/12 All teachers	Power of storytelling workshop	Horst Kornberger
30/8/12 All teachers	Using observation in the classroom	Barbara Baldwin

Workforce composition

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

Staff	Number
Teaching staff	20
FTE teaching staff	14
Non teaching staff	7
FTE non teaching staff	4.0

The school currently has no indigenous staff.

Student attendance in 2012

For information on whole school attendance rates please refer to the school's data on the My Schools website.

<http://www.myschool.edu.au>

Year Level	Attendance
Year 1	90 %
Year 2	94 %
Year 3	93 %
Year 4	94 %
Year 5	92 %
Year 6	92 %

Ninety three per cent of students attended school on average. This was similar to attendance in 2011.

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 according to the principles as espoused by Rudolf Steiner 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/member of Enrolment committee
- When applicant is transferring from another Steiner School
- If parent(s) undertaking anthroposophically-based course
- If child(ren) have previously attended Steiner playgroup

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

- An ability to work with self-discipline. (This is ascertained through school reports, recommendations, previous schools "checks", Doctors and psychologists reports, etc)

Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider the applicant parents' supporting statement/interview responses regarding their ability and willingness to support the schools ethos.
3. Consider each child'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 child 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.

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 at the end of the kindergarten year, and progression to class one is at the discretion of the kindergarten teacher and the Principal.

Enrolment: Related Documents

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 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. 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 student's 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) 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.

Student population

Kamaroi School has 207 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 106 boys. Please also refer to Myschool website: <http://www.myschool.edu.au>

School Policies

A. Student Welfare

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:

Overview of policies

All student welfare policies were reviewed in 2012.

Policy	Changes in 2012	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>Revision and update of all Child protection policies occur annually in line with policy review processes. In 2012 Incorporated changes from Ombudsman on defining reportable conduct. Checked content against AIS child protection policy. Included more explicit definitions of types of reportable conduct.</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 2012. 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 no change.</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 	<p>No changes</p>	<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>Accident procedures and documentation updated to include WHS legislative changes to do with responsibilities of persons conducting business on school premises. Homework policy reviewed. No significant changes. Critical incident policy reviewed by consultant as part of critical incident training. No significant changes.</p>	<p>Full text in staff handbook Text of homework policy in Parent Handbook Learning Support guidelines in Parent Handbook Critical incident in Parent Handbook 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>No change</p>	<p>Full text contained in Staff handbook. Excerpts in Parent Handbook. Copy of full text available from the Principal.</p>
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B. 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

The school's behaviour support policies and procedure are reviewed annually in accordance with the school's policy review process.

C. 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.

The full text of the school's policy and processes for complaints and grievances resolution is provided in the Staff Handbook. An appropriate outline of the policy and processes is also provided in the Parent Handbook. 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.

School determined improvement targets

Key priorities as outlined in the 2011 Annual Report have been achieved. These achievements include:

Implementation of expanded music program where every student is learning a musical instrument other than recorder; Increase in the quality, integration and extent of programs which promote Aboriginal perspectives across the curriculum and throughout school life; action research as a focus for professional development to give teachers opportunity to monitor teaching practices and to creatively research new methods and strategies; procedures/strategies for gifted and talented students; implementation of a woodwork program at Kamaroi; Completion of stage 2 and 3 of the Hall project: completion of Nanga mai hall; Kamaroi kitchen; new learning support space; toilets, music practice room; improved flat play space ; increase to class vegetable gardens.

The following are Kamaroi's key targets for 2012 drawn from the Kamaroi Rudolf Steiner School 2011-2014 Strategic Plan which is available on the school's website www.kamaroi.nsw.edu.au

Area	Priorities	Achievements
Learning Community	Professional development focus on action research to improve student learning outcomes.	Highly successful. Outstanding research reports finalised as part of the AIS <i>Australian Government Quality Teacher Program</i> grant.
	Continue to embed whole school music program into the life of the school	Development of Kamaroi wind and brass ensemble and guitar ensemble as part of expansion of music program Week long, whole school music festival intensive. Development of a PAFA funded Music at Kamaroi booklet to inform parents of music offerings and opportunities at Kamaroi.
	Increase Aboriginal Cultural awareness	Outcomes achieved with Class 4 Aboriginal Cultural Awareness camp involving Aboriginal Elders visiting and partaking of activities with the children on school's new property. Organised and coordinated by Aboriginal parents in the class.

	Establish Kamaroi benchmarks for spelling and reading from class 2 – class 6. Using data to set whole school targets for improvements.	Review and revision of whole school sequential phonics program commencing in class 1 and commencement of quantifying the success of its implementation.
Facilities	Completion of specialist craft room	Completed
Organisational sustainability	Investigate ways to take up excess demand for Steiner education locally, including investigation of double streaming and preschool.	Board decision to go ahead with plans to double stream if enrolment numbers and other Board agreed parameters are met.

Initiatives to promote 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.

Before the children learn to knit they take raw fleece, clean and wash this, card it, hand spin it and dye it. They go through the process of transforming raw natural resources, and experience how it becomes something they can use to make beautiful and useful things. They also make their own knitting needles. They sharpen and sand dowel sticks, rub them with the raw greasy wool which varnishes them, and glue gumnuts on the end which they find in the school grounds. The young child

absorbs this deeply as a connection to the world around them – and a sense of responsibility for the environment builds.

Programs and activities to encourage and promote respect for our rich Aboriginal heritage and the original inhabitants' strong connection to the land continue to embed into the life of the school. During 2012 we had an Aboriginal Cultural awareness camp on our new property two doors up from the school. Aboriginal Elders led workshops and activities to promote cultural understanding, acceptance of and respect for each other.

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.

The fact that the class teacher generally stays with the same class from class 1-6 promotes and fosters a strong sense of connection - to self, to the teacher, 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 Satisfaction Survey

There were similar pleasing results from the 2012 online quantitative parent survey as was the case in 2011.

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.

It is very pleasing to note that parents overwhelmingly continue to highly rate the overall quality of teaching at Kamaroi with 95% of respondents satisfied to extremely satisfied. This is also a key factor in the high student retention rates at the school.

It is also pleasing to note that 96% of parents are likely to extremely likely to recommend Kamaroi to other families.

With regard to student welfare, 90% of respondents indicated that the follow up to issues of bullying/social issues were helpful to extremely helpful. As we put many resources into ensuring that any bullying issues are dealt with fairly, promptly and are monitored consistently it is good to see parents' perceptions reinforce this.

Parents remain happy with the school's general encouragement and fostering of building and maintaining a strong sense of school community with 91% of

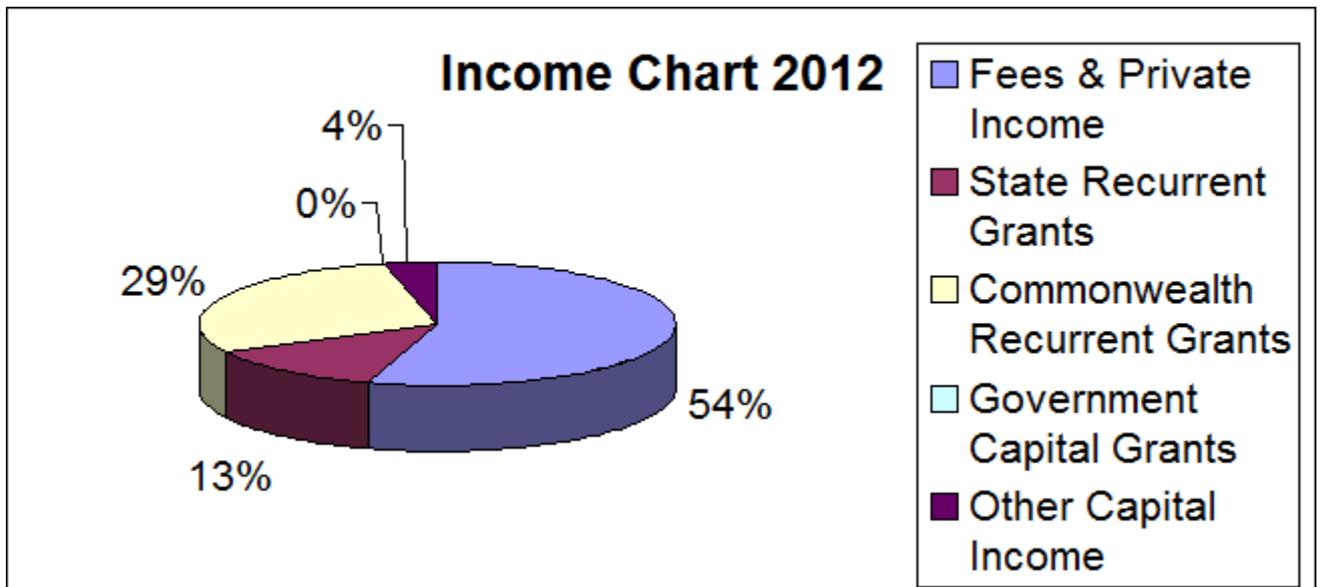
respondents satisfied to extremely satisfied. One of our core values is connection and we constantly strive to ensure a strong and supportive learning community exists at Kamaroi.

2012 was a year of considerable change, with the purchase of extra land and the decision to go ahead with double streaming. It is therefore pleasing that 89% of respondents were very to extremely satisfied with the leadership and direction of the school.

Staff also responded to a yearly survey and results form that indicated that there is much positivity on the focus on pedagogy and meaningful sharing on teaching and learning in staff meetings. Staff highly 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

Fees & Private Income	55%	1583982
State Recurrent Grants	13%	367167
Commonwealth Recurrent Grants	29%	834440
Government Capital Grants	0%	0
Other Capital Income	4%	102850
		<hr/>
		2888439
Salaries and Wage Expenses	41%	1982687
Non-salary expenses	16%	782195
Capital expenditure	43%	2068114
		<hr/>
		4832996



Expenditure Chart 2012

