

KAMAROI RUDOLF STEINER SCHOOL

Annual Report 2014



Kamaroi
RUDOLF STEINER SCHOOL

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Message from key school bodies

Message from the Board Chair

Kamaroi was faced with a number of challenges during 2014 from which the opportunity arose to reflect and to imaginatively work on strengthening relationships and communication between various school bodies.

We can report that our Operating Profit was 1.3% amounting to \$39,665. In terms of net Current Assets, we can report an increase of almost 34% amounting to \$177,494. Many thanks to Business Manager, John Forman for managing a year with some abnormal influences to achieve a positive financial outcome.

Essential to the success of Kamaroi are our people. As chairperson and on behalf of the board of directors, I would like to thank Virginia Moller for her continued dedication and tireless work as school Principal. Despite the challenges of 2014, Virginia has continued to move Kamaroi forward. Virginia works closely with the leadership team which included highly regarded Steiner teachers David Rodely and Lisa Smith for the majority of 2014.

The core of Kamaroi is the education and care of the children who attend our school. Our success is dependent on our highly competent and committed teaching staff who lovingly care for the needs of our children. I'd like to thank all staff for their commitment to the success of our school.

I would like to take this opportunity to thank my fellow Directors for their ongoing commitment to Kamaroi. Kamaroi Board maintains a good spread of experience and skills with an ongoing commitment to quality governance. We are very fortunate to have a high level of continuity of our Board.

During 2014, Kamaroi commenced work on a new strategic plan and was fortunate to receive funding from the Association of Independent Schools (AIS) for 'Embedding Excellence'. This funding allowed us to develop a steering group of staff members to oversee the process. We have also held a number of facilitated sessions with the school community, staff and board to ensure everyone has the opportunity to contribute to our vision for Kamaroi over the next 5 years and beyond.

Throughout 2014, we recognised the need to consciously make wise and inclusive decisions and the processes required to achieve this goal and strengthen relationships are being worked on.

Kamaroi's strength has always been our community which is made up predominantly of staff, parents and students. In 2014, we welcomed a new and dynamic group of parents who brought their children to Kamaroi and they have immediately made a positive impact to our community culture. There was also a change in the structure and name of the Parent Association. I look forward to constructively working together to reimagine the Kamaroi of the future.

Kate Jenkins
Board Chairperson

Principal Report

In 2014 Kamaroi was in its 24th year and it did prove to be a challenging one for the school in many ways. At the end of 2014, due to endeavouring to meet and work through issues with both staff and community, we had turned a corner ready to face 2015 with some renewed enthusiasm and plans for renewal underway.

This report outlines below the issues and also the achievements of 2014.

Staffing

A significant issue during 2014 was the implementation of the recommendations of the administration review conducted in 2013, details of which were reported upon in the 2014 AGM. One of the recommendations of the review involved the restructure of secretary /enrolments position into 2 positions. These were Registrar/Marketing and front office administration / reception. In the 2014 implementation this change proved extremely difficult and not without continued upset for many, as the employee who chose to take a redundancy, had been at Kamaroi almost since the beginning of the school.

This brought up larger questions for staff on decision making processes at the school and role of leadership. For parents issues were similar with questions around the role of parents in the life of the school and how parents can be authentically engaged. These were certainly challenging questions to face and work with over 2014 and as a result of much work by all bodies of the school , processes have been put in place and will continue to be worked on to ensure greater communication flow and clarity . These processes include more regular joint sessions with staff and Board; leadership team member attending Board meetings; Board director attending staff meetings on occasion; more regular updates given to staff regarding Board matters; Board /parent meetings have also occurred in 2014. There is also a reigniting of and positive investigation into the role of the College of Teachers. A College of teachers has commenced in 2014 with much fruitful discussion on its role and function occurring to be continued in 2015.

In addition Vanessa Gardiner stepped onto the Leadership team during 2014 as an observer and staff liaison role which proved very successful. At the end of 2014 , David Rodely stepped down from his role on the Leadership Team to concentrate on his final year on class 6. David has provided much wisdom and experience as part of the Leadership group over many years and he will be greatly missed. We thank David very much for everything he has contributed over this time.

The new marketing position created has proven to be successful with Pauline Shuttleworth adding much value to the school. Pauline has already established positive connections within the staff and community. Frances Kelly has also successfully transitioned into the front office role.

The shared teaching arrangement for class 1 in 2014 was reported upon in the 2014 AGM. I am pleased to report that the arrangement worked very well during 2014 and continues in this vein in 2015. I conducted a class 1 parent survey during the year the results of which highlighted very high levels of satisfaction with the shared teaching arrangement. This was reinforced in a meeting of class 1 parents as a follow up to the survey.

Teaching and learning

It is testimony to the strength of our teaching staff that quality teaching and learning continued during a difficult year for the school organisation. This was echoed in the term 3 parent surveys, which were

in a different format in 2014 due to our involvement in the Association of Independent Schools (AIS) Embedding Excellence program which I expand upon further in the report. The AIS analysed the results and provided a comprehensive report for the school.

All parents received a report on the results of the surveys. In addition I held a session for parents to further talk through results and to gain further input which all helped to inform our Embedding Excellence processes.

Most pleasing were the very positive results in the domains of 'Expert teaching team'; 'Effective Pedagogical Practice' and 'Systematic Curriculum Delivery.' Key issues percolating to the top of parent comments revolved around the need for clear and consistent communication between Board/ leadership / staff and parents which is known to all.

Following is a small snapshot of teaching and learning events during 2014.

- Renewal of Harvest festival

In term 1 there was an extraordinary working together of teachers in the planning of the inaugural Harvest Pageant which involved all classes combining to perform the story of St Michael and the Dragon. It was very healing event for the whole school. It was also a great way for parents to work together on this sustaining project. Many thanks to parent Emmie Collins and other parents who created a dragon masterpiece for the pageant and helped support this very significant festival

- Intergenerational storytelling

Class 6, under the expert guidance of class teacher Lidija Juka , experienced many significant achievements throughout the year . One particular highlight was the participation in an 'Intergenerational Storytelling Project' which was facilitated by renowned storyteller Anna Conomos. The students connected with residents of a retirement village and collected their life stories. After storytelling workshops with Anna the students then re-enacted the biographies in front of a highly appreciative audience of elders.

- Music program

Our music program continues to thrive, with many thanks to instrumental coordinator Karen Leimbach and music/ choir teachers Altenai Turker and Evan Sanders for their expertise and enthusiasm in bringing this program to fruition. Many thanks to the PA for its generous and continued support of the program.

Teachers were also fortunate to experience the expertise and wisdom of visiting consultants such as Bronwen Haralambous who acted as external mentor to class 1 teachers particularly in relation to child study practices and who also worked with teachers on meditative /inner work / journaling which help inform teaching practice. Lisa Romero also provided guidance and support to teachers on meditative aspects of their work.

Work also continued on evolving professional learning practices which helped to meet our state and federal teacher performance and review requirements. Peer coaching , yearly reviews utilising coaching principles, and incorporation of child study practices as part of 'gathering evidence ' to inform teaching and learning, are all part of Kamaroi's response to mandates .

Embedding Excellence

A highlight of the year has been the Embedding Excellence process. In 2013 we successfully applied for AIS (Association of Independent Schools) 'Embedding Excellence 'grant totalling \$20,000. In 2015 we also received an extra \$10 000. 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 was 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 have been 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 had a shaky start in 2014 as it intersected with emotion due to the administration changes which occurred in term 1. Mid- way through the year as issues were being worked through with the Board, community and staff, the process resumed with outside facilitator Jen St Clair. To help build capacity within Board/staff / leadership, Jen facilitated sessions with all groups separately and together in the lead up to a highly successful Community Visioning Day held in November.

During the time in the lead up to November we were also grateful for the support of Lisa Devine who worked tirelessly in sessions with staff, parents, and in meetings in the interests of all parties feeling heard.

The Community Day represented a significant turning point upon which we continue to build in 2015.

By August /September 2015 our aim is to complete the framework of strategic intent including our goals and actions for the next 5 years. This work also meets current Australian Government legislation (Australian Education Act 2013) which refers to all schools having a publicly available evidence based school improvement plan in place by January 2016. More importantly it has provided a way into authentically engaging with key bodies in the school as we imagine into Kamaroi's growth and development.

I wish to thank the Board of Directors for the huge amount of work they put in, with many meetings and consultations occurring way 'beyond the norm' in 2014. In particular I wish to thank outgoing Board Chair Steve Rickwood and current Board Chair Kate Jenkins for their dedication to the school and for the practical and constant support to me.

The Leadership Team comprising John Forman, Lisa Smith, David Rodely and Vanessa Gardiner have been through a difficult year and I thank them deeply for all the work, consideration and plain hard work that helped ensure positive outcomes.

I wish to also thank many parents for their efforts and support in helping to work through issues and concerns during the year. We finished in a much healthier place at the end of the year thanks in part to parents' dedicated efforts.

Finally, I wish to thank the amazing staff at Kamaroi for taking the time, energy and commitment to work together in the interests of creating a positive future for Kamaroi.

Virginia Moller

Principal

Contextual information about the school and characteristics of the student body

Kamaroi School is a non-denominational K-6 independent primary school situated in beautiful bushland surrounds. The curriculum is based on the internationally recognised educational philosophy of Rudolf Steiner.

The school's mission is 'Foundation for Life' - acknowledging that the first twelve years of a child's life are foundational to the child's development as a healthy, responsible human being who loves learning and who imparts purpose and direction to life. In today's complex world and with the many challenges our young people will be facing, it has never been more important that children experience a balanced curriculum - one that places great importance on imagination and creativity and fully engages a child's feelings, will and intellect. A curriculum that instils confidence in self and a sense of social and environmental responsibility. By building these foundations we can empower young people to see a more positive future which they believe they can help create.

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

A unique characteristic of Steiner education is that the class teacher usually 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; a very strong sense of community. Parents also appreciate that we have a balanced program of assessment which informs, not detracts from what really matters - a whole person approach to education. Whilst students do take the NAPLAN tests, 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 opportunities for the future and to further develop gardening ,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.

Characteristics of the student body

Kamaroi School has 193 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 2014 there were 98 girls and 95 boys. Please also refer to Myschool website: <http://www.myschool.edu.au>

Student outcomes in standardised national literacy and numeracy testing

All year 5 students participated in 2014 NAPLAN testing. Even though a small sample size of 29 students, results have reliability. In class 3 all parents bar one chose to withdraw their child from NAPLAN testing.

LITERACY

Reading

In the previous year there were students who scored in Bands 4 and 5. With this cohort, no student scored below Band 6. Close to 70% of all students achieved in the top two bands as opposed to 33% of state students. 51% of statistically similar schools scored within these top two bands.

Grammar and Punctuation

No students scored below Band 6, with 83% of Kamaroi students scoring in the top two bands. In comparative schools, 58% scored within the top two bands. If all Australian schools are considered, that percentage drops to 36% within the top two bands.

Spelling

Whole school spelling results are improving as we continue our focus on this area to help ensure results reach the very pleasing levels of reading and grammar and punctuation. No student scored below Band 5 and there were more students in Band 8 than in the past two years. 14% of students

achieved Band 8 compared with 19% of statistically similar schools. 2012-2014 NAPLAN spelling average is at Band 6 which is same as statistically similar schools.

Persuasive Writing

Persuasive writing does not fit into the Steiner curriculum in class 5 as it is introduced at a later date. Our students have little or no exposure to it. Results are relatively low, with 66% of students scoring in Band 5. No one scored below the national minimum standard. 2012-2014 NAPLAN average for Kamaroi students is Band 5 with statistically similar schools at Band 6 average.

NUMERACY

2012-2014 NAPLAN average is Band 7 compared with Band 6 for statistically similar schools. No students scored below Band 5 and 93% scored band 6 or above. This compares with statistically similar schools which placed 74% of pupils in Band 6 or above. In this category, Australian schools achieved 54%.

44% of Kamaroi students achieved Band 7 or 8 in the Number, Patterns and Algebra section while 24% achieved Band 7 or 8 in these two bands in the Data, Measurement, Space and Geometry .

Teacher qualifications and professional learning

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

Qualifications

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

Professional learning

Throughout the year teachers worked on developing peer coaching skills and there was also a continued focus on meeting teacher performance and development needs within the Steiner context. The Principal completed her formal coaching accreditation with Growth Coaching International and knowledge and skills in coaching is continuing to support the peer coaching program and teacher review processes in relation to the national teaching standards.

A continued theme was meeting the learning needs of all children through differentiating the classroom.

Date	Course	Facilitator(s)
12/1/14 – 17/1/14 Class teachers	Teacher intensive on the Steiner Curriculum	Various
23/1/2014 ; 28/1/2014; 3/5/2014 All teachers	Use of meditative practice to inform teaching and learning	Lisa Romero
20/3/2014 ; 20/8/2014 All teachers	Using journaling as tool for teacher research	Bronwen Haralambous
12/5/2014; 20/8/2014; 30/10/2014 All teachers	Inclusivity in the classroom : meeting needs of all learners	Sue Cairns AIS consultant
1/9/ 2014 ; 2/9/2014	Steiner based maths / working in classrooms with maths	Greg Noakes Steiner teacher and consultant
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 2014

STAFF	Number
Teaching staff	22
FTE teaching staff	14.8
Non teaching staff	8
FTE non teaching staff	4.5

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

The school currently has no indigenous staff.

Student attendance rates

Level Description	Attendance
Year 1	95 %
Year 2	95 %
Year 3	97 %
Year 4	94 %
Year 5	96 %
Year 6	94 %

The average rate of attendance was 95% for 2014 which is similar to previous years.

Management of non-attendance

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.

Kamaroi enrolment policy

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

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

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

Families with connection to the philosophy of the school

Connection with philosophy of Steiner education is evident:

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

Siblings of current children

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

Order of completed applications received (with application fees PIF)

Transfers from other Steiner schools

Behavioural considerations

Procedures

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

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

Progression to Class One

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

Enrolment policy : 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 the enrolment decision is made.
3. If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person.
4. Ask the parents to articulate the student's special needs and what they expect from the school. Consider social, academic, sport and co-curricular areas. Invite the parents to provide further information from their child's specialists.
5. Identify the students special needs
 - Request information and documentation from parents to assist the processing of the enrolment application. The parents will have numerous reports, which could be of assistance. Of these, the following current reports would be particularly helpful:
 - Previous school reports and current school achievements
 - Psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications), if relevant
 - Speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom, if relevant
 - Occupational and physiotherapy reports documenting self help skills and mobility, if relevant
 - Medical specialist reports, if relevant
 - Vision and hearing reports, if relevant
6. Seek information on possible levels of Commonwealth funding based on the reports and access to other support services.
7. Seek advice from an external special education consultant on reports. This person should recommend if/where further information should be sought. It may also be important to invite the parents and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc) to the school to consider specific needs arising from the reports or other information.
8. Involve an external special education consultant to assist school to examine options for how the school could meet the student's needs and the parents' expectations. Determine a preliminary view of the school's position and possible options.
9. Discuss possible options with parents.
10. With all the information the school determines the enrolment decision. This decision must be able to be justified.

Other school policies

Student Welfare

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 policies and procedures are in place and are reviewed on an annual basis. In 2014, reviews occurred in the area of levels and consequences in the management of behaviour. In addition playground supervision was altered after a playground risk assessment review. Student attendance processes were revised to include clear procedures and documentation for families applying for extended leave- travel in term time.

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 2014 there was a review of procedures related to consequences and behaviour 'levels' as mentioned above. 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 is also available through Kamaroi School website: parent password protected 'School Policy' area.

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, which are included in the overarching behavior support policy, is provided to all members of the school community through

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

The school's behaviour support policies and procedure are reviewed annually in accordance with the school's policy review process. In 2014 a review of suspension procedures was conducted with short and long suspensions clarified.

Policies for Complaints and Grievances Resolution

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

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

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

The Grievance Policy was renamed 'Issues Resolution' and a flow chart added to clarify processes for parents.

School determined priority areas for improvement

Key priorities as outlined in the 2013 Annual Report achieved

- 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 processes ;
- Establishment of Kamaroi benchmarks in spelling and reading as the basis for setting improvement targets in spelling achievement across the school;
- More targeted programs for gifted and talented; differentiation of the curriculum; Continued expansion of school music program; more performance opportunities for ensembles; participation in the Independent Schools' Performing Arts Festival;
- 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;
- Administration review completed to meet present needs of the school and into the future.
- Funding from AIS 'Embedding Excellence' program to facilitate formulation of 2015-2020 strategic plan during 2014;
- Expanded uses of recently purchased land for sport/ gardening / storage/play.

2014 Priorities

Area	Priorities
Teaching and learning	<ul style="list-style-type: none"> • Development of a coaching culture which has impact on student learning outcomes • Implementing the Australian Steiner Curriculum • Implementing teacher performance and review processes
Student welfare	<ul style="list-style-type: none"> • Development and implementation of whole school goals for student well being
Organisational sustainability	<ul style="list-style-type: none"> • Implementing Embedding Excellence process to develop evidence informed and clearly defined school action plan 2016 – 2020. • Implementing administration review including new registrar/marketing position.
Facilities and resources	<ul style="list-style-type: none"> • Create more imaginative playspaces for younger children • Use of extra land purchased for play space/ gardening / curriculum based activities

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 2014 there was a reimagining of the Harvest Festival which involved all classes working together to create a Harvest pageant. The aim of the pageant was for children and the whole community to absorb the image of ‘seeds of renewal’ representing a powerful and positive picture of possibility.

During the year class 3 built a wonderful cubby house for the playground out of recycled materials. The strong sense of community was fostered as parents and children worked together to create the structure which is highly popular with children for creative play.

In 2014 the class 6 leadership program focussed on students working in collaborative groups to fund raise on chosen charities ; becoming buddies to class 1 students ; as well as involvement in an ‘Intergenerational Storytelling Project with elderly residents in a nearby retirement village. This was a very inspiring and invaluable experience for the children in bridging the divide in intergenerational understandings. The students were involved in collecting oral histories from the residents. They were then coached by an international storyteller on the skills of storytelling, after which they worked in teams on creating a storytelling script and performing the biographies for the residents. The experience was moving for both students and residents alike.

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.

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.

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

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

Parent, student and teacher satisfaction

In 2014 the annual survey was connected to data gathering for the AIS Embedding Excellence process mentioned earlier in this annual report. The AIS provided a comprehensive survey report which consisted of response data from 62 completed and 11 partially completed surveys to 34 questions addressing the 9 domains of the National School Improvement Tool as well as 2 general questions:

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

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

The nine domains to which parents responded were:

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

Ratings in the 9 key domains are overall very positive. Our core activity is teaching and learning and it is good to see best results in the domains of '*Expert teaching team*'; '*Systematic Curriculum Delivery*'; and '*Effective Pedagogical Practices*'. Relatively lower rating on '*An Explicit Improvement Agenda*' related to lack of clarity on the use of the word 'improvement' with many parent comments reflected this.

In the domain, '*A Culture that Promotes Learning*', individual statements rated very well, especially responses to the statements '*my child is actively engaged in learning*' and '*the school places a high priority on student well-being*'.

Key areas percolating to the top in the parent comments for improvement mostly revolve around clear communication channels between all bodies of the school; clear articulation of whole school approaches to, for example, learning support and discipline procedures; and clearer articulation of school improvement strategies.

Students and staff were also surveyed using the AIS survey tool. Most frequent words students used to describe Kamaroi was: 'fun, creative, colourful, educational, helpful, positive, good, friendly.'

Main words teachers used to describe the school was ‘vibrant, passionate, community, caring, committed, nurturing’. There was particularly strong agreement with the statements: ‘the school staff are committed to improving teaching and learning throughout the school’; regularly engage in collegial conversation around student assessment and data concepts at a sophisticated level’; ‘the school promotes a culture of innovation and inquiry’.

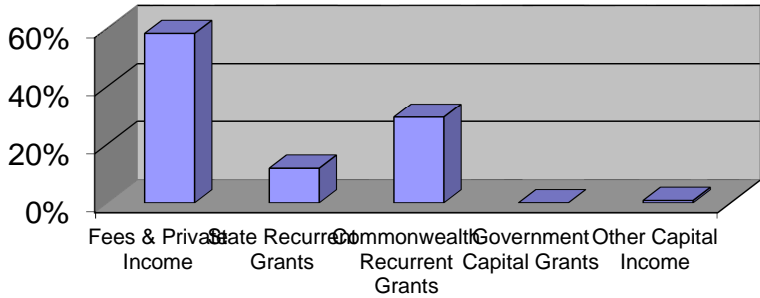
Main comments from teachers for improvement centred on the need for clear decision making processes and structures. Areas also noted by teachers through the survey include: more work on setting explicit improvement targets in line with our Steiner ethos; dealing more effectively with data within the Steiner context; more focussed support to help meet needs of a diverse group of students.

Summary financial information

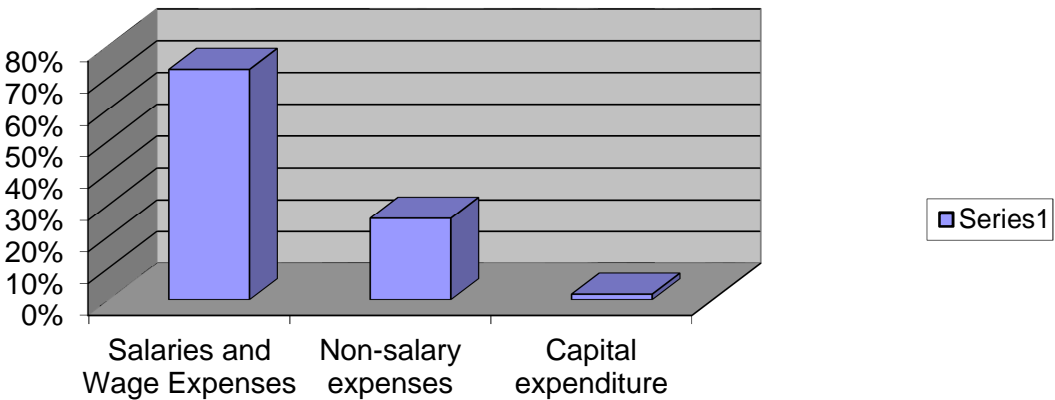
2014 Data

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

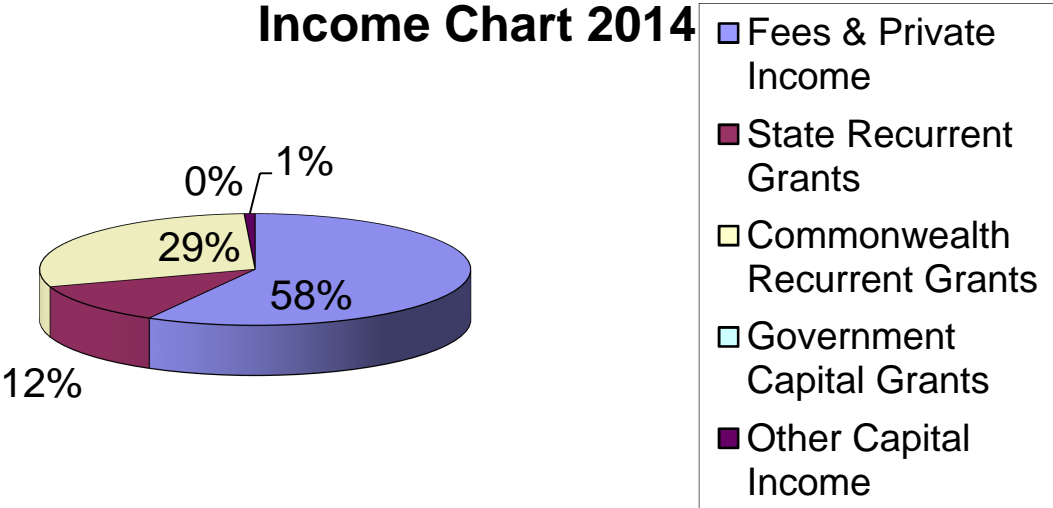
2014 Income Sources



2014 Expenditures



Income Chart 2014



Expenditure Chart 2014

