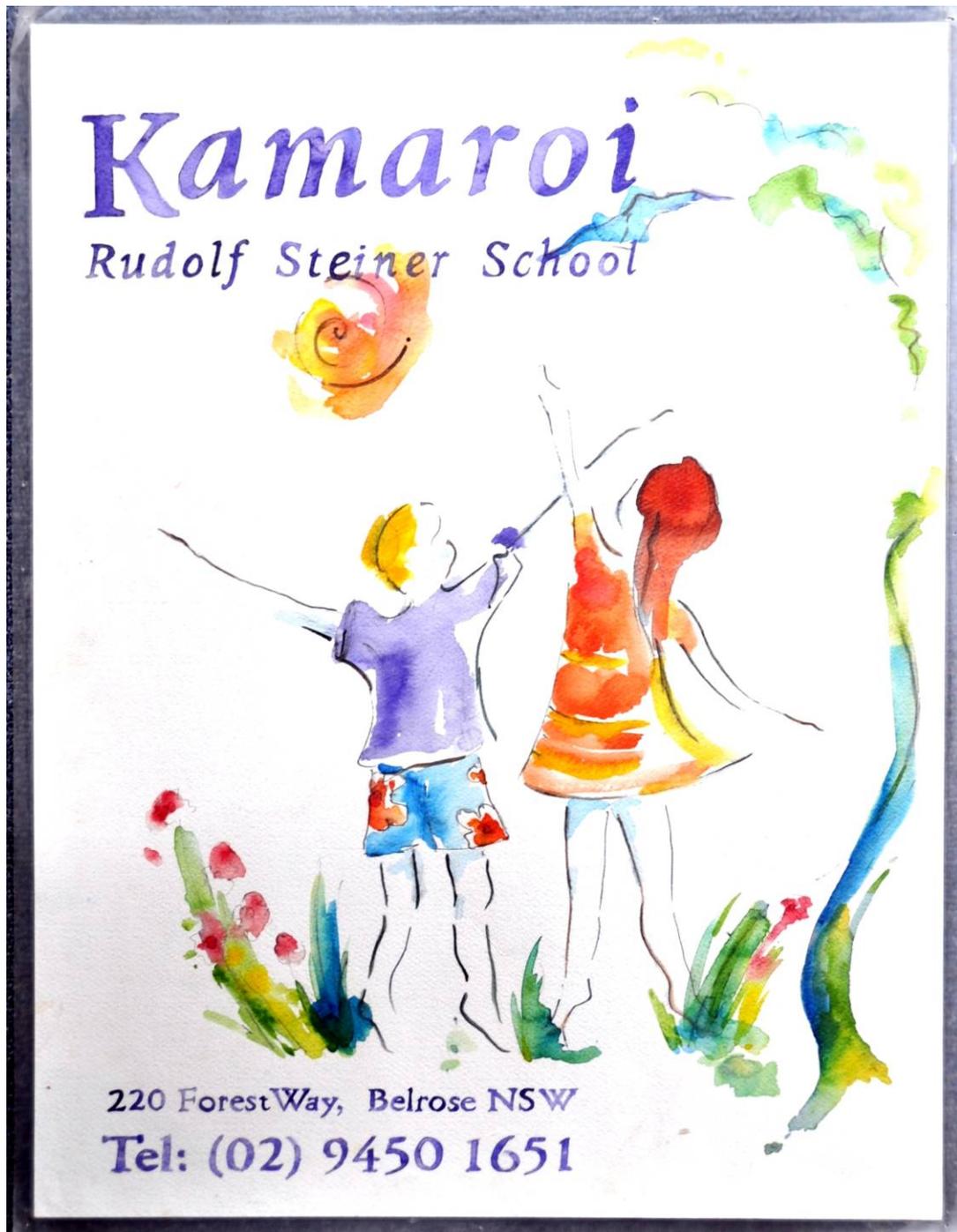


Kamaroi Rudolf Steiner School Annual  
Report 2011



## Message from the Chairperson

Kamaroi School enjoyed a successful 21<sup>st</sup> birthday year in 2011 and has only strengthened its reputation and presence in the local and Steiner communities.

We remained almost full in all classes, with strong wait lists in the early years. Our enrolment and waiting list success has been achieved by reliance only on regular school tours and strong word of mouth endorsement.

Kamaroi's net asset position improved in the 12 months to the end of 2011 by some \$874,000 to \$7,282,280. This improvement is the result of another healthy surplus and the Commonwealth Government's final economic stimulus package (schools components) payments.

Virginia Moller's leadership as Principal is highly valued. Virginia continues to live our core values of initiative, imagination and connection in her leadership style. John Forman has done a superb job as Business Manager. Virginia and John work closely with the leadership team which includes David Rodely and Lisa Smith, both highly regarded as Steiner teachers. In addition to what they bring to their roles at Kamaroi, Virginia and John contribute to the Steiner Association on a wider scale. During 2011, Virginia successfully concluded the project management of stage 1 of the National Steiner Curriculum and John has performed the role chairperson for Steiner Education Australia.

At the core of Kamaroi are our highly competent staff who lovingly educate and care for the needs of our children. I'd like to thank all staff for the unique attributes they bring to Kamaroi and for their commitment to the school.

The dedicated work of our staff was acknowledged in 2011 by the NSW Board of Studies, during their registration inspection, which resulted in a maximum permissible 5 years extension of Kamaroi's approval.

At Board level, a substantial amount of work has been done on policy formulation and review.

Our Commonwealth funded school hall "Nanga mai" was completed and officially opened in 2011. It was with mixed feelings that one of its first official functions was the memorial service for Stuart Gentle, a founding director and life member of Kamaroi. Stuart's service was a sad but beautiful honouring occasion and his passing marked a milestone in our history.

The Finance Committee has again worked closely with management over the past year. I'd like to thank Murray West and Warwick Brown (Finance Committee Chairpeople) and Stephen Rickwood for their commitment to the Finance Committee and the competence that they bring to their roles.

To all Directors, I would like to offer my gratitude for what you have brought to our school over the past year and the commitment you make to Kamaroi. We are fortunate to have a diverse range of professional and cultural backgrounds represented on our Board all of which contribute to healthy discussion. We can be rightfully pleased with the level of board retention and its continuity of purpose and standards.

The board continues to work closely with PAFA - the PAFA President attends Board Meetings. I would like to thank the PAFA Office Bearers for their tireless contributions to the school community through PAFA.

Kamaroi's strong school community is our greatest asset. I'd like to thank every parent, staff member and student for the contributions they make to the strength of our community.

On the strength of 21 years successes we can look forward to the future in which Kamaroi can continue to grow in influence and provide high quality education.

Kate Jenkins  
Board Chairperson



2011 Christmas festival

## Message from the Principal

In 2011 Kamaroi celebrated its milestone 21<sup>st</sup> year. During the year there were many significant and very successful events which highlighted the school's prosperous journey to the present.

Whilst it is very important to keep clear focus on the future which is coming towards us, it is equally important to take from the past what is valuable and valued as we move forward. In the 21<sup>st</sup> year it was time to celebrate one of our most valuable assets of all, and the signature feature of the school over the 21 years - the strong sense of community spirit. The school, of course, has grown from its humble beginnings but the growth has not diminished Kamaroi's core value of connection.

It is not likely to either - no matter what any future growth of Kamaroi may look like. This is because of the key strategies we continue to put in place to sustain that sense of belonging for teachers, children and parents alike. For leadership and management at Kamaroi it is the clear focus on strategic recruitment and prioritising of projects within our core values of *connection, imagination and initiative* - we focus on what matters at Kamaroi; For teachers it is the strong professional, collegial environment built on trust and support within a clear leadership and management structure - teachers find meaning and purpose in their work at Kamaroi; for children it is through our clear focus not only on high quality teaching, but on consciously integrating social and emotional development and creative arts into our academic program - optimal learning occurs when relationship is strong; for parents that sense of belonging comes from the provision of community building activities such as parent education, craft group, class community activities, and a strong and successful working together of Board, PAFA and management.

Once again we see in the 2011 parent satisfaction surveys that the sense of belonging and provision of community building activities is overwhelmingly rated in the excellent range.

Most importantly we have over the 21 years of the school, strategically invested in the human and physical resources to help ensure teachers are supported and children experience an optimal learning environment to meet their developmental needs. From this have flowed continuing solid enrolments and a very sound financial position.

Such a great foundation from which to view our positive future.



Adam Hill performing



Indian Dancing



## Key achievements of this very busy and productive year

Most of the work Business Manger John Forman and I do is driven by the school's 2011-2014 strategic plan at the heart of which are the core values of *imagination, connection* and *initiative*. The strategic plan is a wonderful expression of these values in action. It is so satisfying to work with this inspiring document and the following are highlights of our achievements:

- Key celebrations in our 21<sup>st</sup> year were a huge success. These celebrations included the opening of Nanga mai hall on the 1<sup>st</sup> April. We warmly thank architects Baxter and Jacobsen for another outstanding design and builders Construction Remedial for high quality building work. We were honoured to have Commonwealth Government Senator Kate Lundy present as well as State MP Jonathon O'Dea, AIS representatives and representatives from the Aboriginal community. A key highlight was the Aboriginal Smoking ceremony and the performances by renowned didgeridoo player Adam Hill accompanying an Aboriginal dancer. It was a superb opening which showcased not only our magnificent hall but the calibre of our school and how far it has come over the 21years. Particular thanks must go to long time staff member Joy Day for her dedication and hard work to help ensure these key events were a success.

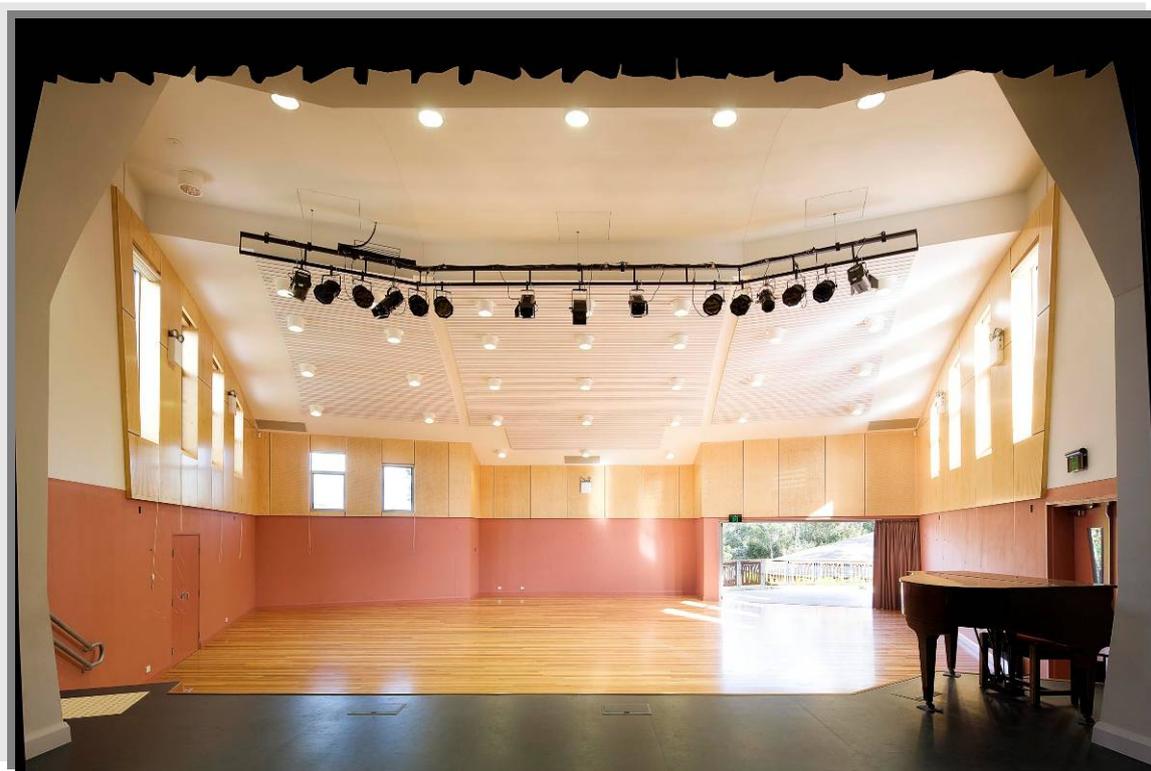


Kamaroi students performing at Nanga mai opening

- Other key 21<sup>st</sup> birthday events were the Spring Festival which was a joyous bush dance celebration and our 21<sup>st</sup> birthday party which also included a community art show. To see the past Kamaroi students and families reconnecting so warmly was very moving. Past students spoke passionately about what Kamaroi meant to them – affirming what we already know: that a child's primary school experience is a foundational one which significantly influences future pathways. We now have past Kamaroi students having children of their own ...and putting names down on our waiting list. We intend building on the momentum of the 21<sup>st</sup> year through maintaining Facebook

connections, keeping our now extensive alumni database up to date and establishing 'where are they now' information - what sorts of fields our past students are entering into - on our website

- The new Kamaroi school hall, Nanga mai, has proven that in addition to being a beautiful space it is an enormously versatile and successful events and performance facility. Already in 2011 it has accommodated activities for the school and broader community, including class plays, art show, story telling events, music and eurythmy performances, yoga, bush flower therapies workshops and a memorial service for our founding Board Chair and enthusiastic advocate for Kamaroi, Stuart Gentle who passed away in 2011.



Our wonderful Nanga mai hall

- Other building projects completed in 2011 included the Kamaroi kitchen, music practice room, toilets, and beautiful new grassed area outside class 1 which also accommodates expanded class vegetable gardens.
- As part of our strategic plan we will also complete our permanent craft room and a pavilion style classroom which will primarily serve woodwork and gardening classes, but will no doubt be used for many sheltered outdoor classroom and performance activities.
- Aboriginal perspectives also took prominence in 2011 with 2 key exciting initiatives. In 2011 we began the '*Landscape Journeys*' project, which will enhance our Aboriginal education studies, inform landscape design and outdoor art forms and authentically conserve, promote and increase understanding of Aboriginal heritage in the local area and beyond. We aim to eventually open up Kamaroi's indigenous program resources to the broader community, the local indigenous community and other schools. Kamaroi feels a responsibility to have the local stories living on site for the benefit of all. We aim to have art work in the undercroft area, which was

begun in 2011, telling the Aboriginal history of the area; the flow form completed; native gardens as well as story telling firepit as a focal point for gathering. We have applied for funding from the Department of the Prime Minister and Cabinet - Office for the Arts for this project and hope to receive news of funding application success in 2012. If we do not receive the funding, we will stage the project over a longer period.

Another significant initiative in 2011 has been Class 6 involvement in a book making venture. The book, to be published in 2012 and widely distributed through Indij Readers, has the broad theme of '*Perspectives*'. During 2011, the idea of perspectives was explored through conversations and sharing of stories class 6 students experienced with Aboriginal Elders who visited Kamaroi. The title of the book will be *Guwanyi Nura* from the Sydney language group which we interpret as 'telling about place/country'.

To help with the book illustrations, children were mentored by renowned children's illustrator and author Kim Gamble. Kim is also creating an illustration for the book which encapsulates the journey the participants – children and Aboriginal Elders – have taken during their time together.

It was an honour for the children to be entrusted by the Aboriginal Elders to tell their stories and perspectives of what it is like to be an Aboriginal person today.

A very positive connection was also established with the Warnum Aboriginal Community which suffered a disastrous flood, destroying the school library. Kamaroi Students raised money to help restock the library and we hope to keep the connections going in 2012.

I wish to acknowledge the significant support Kamaroi Aboriginal parents Jenni Ridley and Charles Davison have given to the school in helping to increase the quality, integration and extent of programs which promote Aboriginal perspectives across the curriculum and throughout school life.

- A key aspect of the strategic plan is, of course, in the area of teaching and learning, our core business. The chief aim is to develop a learning community where new and expansive patterns of thinking are nurtured and where people learn to see the whole together. The Aboriginal initiatives mentioned above are a great example of this aim in action. Other core achievements in 2011 include:
  - Significant enhancement of the school's music program: the aim is for every child to be learning a musical instrument at Kamaroi and this goal was rapidly being achieved through various initiatives in 2011. The year's string program is now being conducted in class 2; children have a choice in class 3 of continuing strings or taking up another instrument for which there are tutors available on site. Children now have the opportunity of not only joining the string ensemble in class 4, but in 2011 a brass and wind ensemble was established. Wednesday afternoon music groups commenced in 2011 for classes 4-6, during which time children not involved in music lessons or ensembles can participate in advanced percussion and recorder activities. In 2011 Class 5 and 6 also participated magnificently, and to much acclaim, in the Independent Schools' Performing Arts festival at the Town Hall.

To enable this expansion to happen and to help facilitate increased participation and performance in the broader sphere we have

increased our music personnel, creating the position of instrumental coordinator.

- A very significant initiative in teaching and learning has been the enhancement of the culture of critical enquiry as the basis for Kamaroi's professional learning community. It is essential that the Steiner Curriculum continues to evolve through research based critical reflection incorporating Steiner based as well as broader educational research. As part of a 'critically reflective practitioner ethos', having a *school based* model for gathering research evidence for Steiner teaching practice is an ideal vehicle for building up part of that reliable and valid research base. To facilitate this, we successfully applied for an *Australian Government Quality Teaching Program* grant which has partly funded action research projects undertaken by teachers. To help sustain the project and to support teachers we have a Steiner academic Bronwen Haralambous working alongside teachers. This project which commenced in 2011 will continue through 2012. Projects include: researching homework strategies within the Steiner context; narrative based strategies for teaching dyslexic children; how the development of a teacher's moral intuition enhances a student's capacity for integrated learning both in handcraft and in the classroom.
  - Also a wonderful achievement for Steiner Education Australia was the recognition in 2011 by ACARA of our Australian Steiner Curriculum in English, Mathematics, History and Science– an alternative to ACARA's Australian Curriculum. We can also be proud of Kamaroi's involvement in this achievement as I undertook the project management of the task and John Forman helped facilitate and support the process as SEA Chairperson. Full implementation will occur in 2014 and a smooth implementation process is very much part of the school's strategic priority.  
Parents can have access to the Australian Steiner Curriculum through Steiner Education Australia website: [www.steinereducation.edu.au](http://www.steinereducation.edu.au)
  - It was pleasing to see Woodwork for class 6 commencing at Kamaroi during 2011 and we look forward to the dedicated woodwork pavilion being constructed during 2012. Having qualified carpenter and maintenance person Robert Scali conducting the sessions under supervision of craft teacher Vanessa Snaith has been highly successful.
- 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:
    - Successful trial in the December 2011 holidays of a school holiday program based at Kamaroi. Most of the participants were not existing Kamaroi students and feedback was very positive. This will continue during 2012.
    - Establishment of a playgroup at Kamaroi has been a resounding success. In 2011 playgroup operated 2 mornings a week and expanded into 3 mornings upon relocation to the newly constructed PAFA room in 2012. Waiting lists are long and most playgroup families do not currently have children attending Kamaroi.

- o Significant action the schools' new website occurred in 2011 with launch at last occurring in 2012. Visit [www.kamaroi.nsw.edu.au](http://www.kamaroi.nsw.edu.au) to have a look!
- o Continuing investigation has occurred in 2011 on ways to take up apparent excess demand for Steiner education locally, including pre schooling and double streaming.

### Other key areas of accomplishment in this rather full year

- Achievement of the full 5 years registration period from the NSW Board of Studies. This is a compliance inspection by the Board of Studies and we ticked all the boxes in the areas of management and operation of the school, staffing, curriculum, premises and buildings facilities, safe and supportive environment, discipline, attendance and educational and financial reporting. We were also commended by the Inspectors with the high standard of our teaching and learning. They were impressed that we have such structured programs as guided reading and a well functioning and structured phonics program which lies underneath and integrates well into the imaginative and creative aspects of the literacy curriculum. As part of the registration process Kamaroi was also audited by the NSW teachers' Institute and we meet all legislative requirements. With regard to compliance we also underwent an OHS audit by the AIS as well as having our child protection policies scrutinised by the AIS child protection team to ensure compliance in these complex areas.
- In 2011 the school achieved very pleasing NAPLAN results. The school was substantially above state schools' averages in all areas – reading, spelling, grammar and punctuation and numeracy. Kamaroi is also above 'like' schools (independent schools of similar size and demographic) in reading and grammar and punctuation and have similar scores to like schools in spelling and numeracy. At Kamaroi most class 5 students tend to participate in the NAPLAN testing and we view it as a low key event - one small aspect of assessment as part of a much bigger and more meaningful picture. As it turns out, and on average over the 4 years of testing, Kamaroi class 5 students have performed well in relation to 'like schools'. The tests when analysed are also helpful in highlighting general trends. What is not working in the broader educational sphere is the huge discrepancy between what educators know is important in primary education which they must ultimately let go of in the curriculum in order to focus on scoring well in NAPLAN.

Finally I wish to acknowledge our teachers and staff at Kamaroi. 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. 2011 was a wonderful year but also very demanding of everyone's time and energies. The huge amount of activity was only possible to get through because everyone helped and supported each other. I particularly wish to acknowledge long time Kamaroi teacher Joy Day who retired at the end of 2011. Her dedication to Kamaroi's well being was second to none and she has been instrumental not only in the success of our 21<sup>st</sup> year, but in many aspects of Kamaroi life.

Another key ingredient is the continued productive and positive working relationship of the leadership team comprising John Forman, Lisa Smith, David Rodely and myself. It is a great team which continues to ensure we remain focussed on what matters at Kamaroi.

The Kamaroi Board of Directors has continued in 2011 to provide vision, support and guidance and I thank the Board for their generosity of time and expertise. In particular I once again thank Kate Jenkins for another year of positive, productive and open working together as Board Chair and Principal.

And of course what would Kamaroi be without the highly supportive and productive Parents' and Friends' Association. Without the support of parents we

simply could not achieve all that we do and I thank parents for being so dedicated to supporting their child's education at Kamaroi.

Virginia Moller  
Principal  
28<sup>th</sup> May 2012

## Contextual Information about Kamaroi

Kamaroi School is a thriving non-denominational K-6 independent primary school of over 210 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.



Gardening Program



Craft Program



Curriculum



Performing Arts

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 conflict resolution/social skills program, as well as a schools service program are part of this rich and broad curriculum.

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 engages 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. 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 17% of students with a language other than English and a number of students with special needs. Of the 211 students 106 are girls and 105 are boys. SES is 119.

## Student performance in national and state wide tests

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

### STUDENT PERFORMANCE IN THE 2011 NAPLAN

All year 5 students completed the 2011 NAPLAN tests.

No child scored below Band 4 in any subtest. There was only one student who scored in Band 4 in Numeracy, Spelling and Grammar and Punctuation. Two students scored in Band 4 for Reading. All other scores were in Band 5 and above.

On two of the seven subtests our mean scores were on a par with other NSW AIS schools. On the remaining five, we were well above. All mean scores were well above the State.

### READING

More than 70% of our students scored in Bands 7 and 8. This is more than double that of the previous year and our scaled score for Reading is significantly higher than that of both NSW AIS (Independent schools) and all State schools.

### WRITING

No child scored below Band 5 in this subtest. The median score was Band 6 with almost one quarter of the cohort scoring in Bands 7 and 8.

### SPELLING

There has been over the 4 years of NAPLAN been a general improvement in spelling results. Last year only 3 students scored in Bands 7 and 8 while this year 13 were placed in these bands collectively. This equates to almost one third of the cohort. This specific result is particularly pleasing as we have been making a prioritised effort as a school to improve our spelling performance.

### GRAMMAR AND PUNCTUATION

These results are the highlight of our 2011 performance with one third of the students scoring in Band 8. The boys in particular have improved by 62 scale scores from the 2010 data in this aspect and are 65 scale scores above the state average.

### NUMERACY

In 2010 our results were just below all NSW AIS Independent Schools and this year we are graded just above them although well above the State average. Just under half of our students scored in the top two bands, while most of the remaining students are in Band 6. This marks a considerable improvement from the previous year when one quarter of the students scored in Band 5.

**SUMMARY OF YEAR 5 NAPLAN RESULTS FOR 2011- COMPARISON OF PERCENTAGES IN THE TOP TWO BANDS**

	<b>BAND 7</b>		<b>BAND 8</b>	
<b>READING</b>	<b>SCHOOL</b> 40%	<b>STATE</b> 19.2%	<b>SCHOOL</b> 33.3%	<b>STATE</b> 15.6%
<b>GRAMMAR &amp; PUNCTUATION</b>	<b>SCHOOL</b> 26.7%	<b>STATE</b> 24.8%	<b>SCHOOL</b> 43.3%	<b>STATE</b> 16.3%
<b>NUMERACY</b>	<b>SCHOOL</b> 26.7%	<b>STATE</b> 13.7%	<b>SCHOOL</b> 20%	<b>STATE</b> 15.4%

In Year 3 2011 standards based assessments in Mathematics 85% 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.

### 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)	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 2011 the key focus remained on in house critical reflection as the driver for professional development as part of the culture of research and enquiry which exists at Kamaroi School. This helps 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 an 'academy' where teachers, by sharing experience and knowledge and learning from each other, grow an organism of 'living higher education'.

To this effect, in 2011 teachers began action research projects two of which are funded by the Australian Government Quality Schools Program. This will continue to form the focus for professional development into 2012.

Other key highlights include:

- In 2011 class teachers attended the Steiner class teacher intensive in January; in-house mentoring of new scheme teachers occurred; consultants visited the school to work on gifted and talented education and Non violent Communication; In house sessions on spelling and early reading continued.
- Continuation of leadership training in coaching with the aim of embedding a coaching culture as an integral part of professional development and leadership succession.

- Class teachers also attended the first ever AIS/ Institute of Teachers accredited course specifically for Steiner teachers on the topic of assessment.

## School based professional development participation 2011

Date	Course	Facilitator(s)
2 sessions term 4 2011: Oct 13/Nov 17. To continue during 2012 as the main focus of professional development. <b>Number participating :</b> all teachers	Action research /reflective enquiry - commencement of university /school partnership. Stage 1: introduction to action research in the Steiner context. Formulating research questions.	Bronwen Haralambous – Canberra University
8/9/2011 <b>Number participating:</b> all teachers	Talk matters – empathy in the classroom	Shari Macree NVC educator
1/9/2011 <b>Number participating:</b> all teachers	Differentiating the curriculum - gifted and talented ( session 3)	Tiffany Roos AIS and Katherine Woodburn class teacher
28/7/2011 <b>Number participating:</b> all staff	OHS training	Maree Townsend AIS Compliance Unit
21/7/2011 <b>Number participating:</b> all teachers	Reflective enquiry : critical reflection and discussion on the morning circle	Florian Olswald - head of the Pedagogical Section at the Goetheanum in Switzerland.
02/06/2011 <b>Number participating:</b> all teachers	Revealing Gifts and Talents (Session 2)	Tiffany Roos AIS
26/05/2011 <b>Number participating :</b> All teachers	Behaviour Management	David Rodely Kamaroi student welfare coordinator
18/5/2011 <b>Number participating:</b> all teachers	Assessment strategies for HSIE and Science	Lisa Smith Kamaroi curriculum coordinator
26/5/2011  All teachers	Spelling sharing strategies	Tracy Cohen Kamaroi Learning Support teacher
03/03/2011 All staff	Anaphylaxis Workshop	Maria Said ( anaphylaxis trainer)
3/2/2011 All staff	Child Protection: code of Conduct refresher. Reporting Allegations refresher.	Virginia Moller Principal

Date	Course	Facilitator(s)
25/1/2011 3 kindy teachers	Kindergarten Scope & Sequence and Assessment Procedures.	Kamaroi Kindergarten Teachers
24/1/ 2011 All teachers	The Heart of the Classroom (Session 2)	Felicity Grace consultant /educational psychologist

## Workforce composition

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

<i>Staff</i>	<i>Number</i>
<i>Teaching staff</i>	20
<i>FTE teaching staff</i>	14
<i>Non teaching staff</i>	7
<b>FTE non teaching staff</b>	4.7

The school currently has no indigenous staff.

## Student attendance

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 rate %
Year 1	93
Year 2	94
Year 3	93
Year 4	90
Year 5	95
Year 6	94

Ninety three per cent of students attended school on average. This was similar to attendance in 2010.

### 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 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.

### **Progression to Class One**

At Kamaroi we prefer children to have turned five before 1<sup>st</sup> 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. 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 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 212 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. Please also refer to My School website: <http://www.myschool.edu.au>

## School Policies

### A. Student Welfare

#### Overview of policies

##### Support

1. Kamaroi Rudolf Steiner School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and teachers should respect each other and not engage in conduct, which undermines this mutual trust and support, and also respect the philosophy and ethics of the School. The School encourages consultation between all members of the School community in matters which affect them.

##### Security

2. Kamaroi Rudolf Steiner School will implement measures designed to promote the safety and wellbeing of students, particularly having regard to its professional judgment as to what is required and will include in its consideration such matters as:

- a) appropriate levels of supervision;
- b) security of buildings;
- c) procedures in case of fire;
- d) use of grounds and facilities;
- e) travel on School-related activities; and
- f) other appropriate matters.

The implementation of these requirements and procedures will be monitored for compliance from time to time.

##### Supervision

3. Appropriate measures will be taken by School staff to seek to ensure that all students are adequately cared for and supervised while undertaking both onsite and off-site activities, bearing in mind the type of activities and age of the students involved.

##### Conduct

4. The School will put in place a Code of Conduct for staff and students which may be supplemented from time to time by specific rules and directives.

The Code of Conduct will include such matters as:

- a) the rights and responsibilities of students and staff within the School community;
- b) behaviour management;
- c) the management and reporting of serious incidents.

5. The School will establish and implement appropriate behaviour management practices for students, consistent with the philosophy of the School and with other aspects of this policy.

##### Complaints and Grievances

6. The School will have in place processes for dealing with complaints and grievances raised by students and/or parents. These processes will incorporate, as appropriate, principles of procedural fairness.

## Pastoral Care

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

## Communication

10. The School will provide both formal and informal mechanisms to facilitate communication between those with an interest in the student's education and well-being. This may include communications between some or all of the following: student; parent or guardian or other significant family member of the student; teacher; counsellor; Principal, representative of an appropriate government, welfare, health or other authority.

All student welfare policies were reviewed in 2011.

<i>Policy</i>	<i>Changes in 2011</i>	<i>Access to full text</i>
<b>Child Protection Policy encompassing</b> <ul style="list-style-type: none"> <li>• Definitions and concepts</li> <li>• Legislative requirements</li> <li>• Preventative strategies</li> <li>• Reporting and investigating "reportable conduct"</li> <li>• Investigation processes</li> <li>• Documentation</li> </ul>	Revision and update of all Child protection policies occur annually in line with policy review processes. Minor changes only as there was a thorough review and audit of all child protection policies by AIS Compliance Unit in 2010.	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.
<b>Security Policy encompassing</b> <ul style="list-style-type: none"> <li>• Procedures for security of the grounds and buildings</li> <li>• Use of grounds and facilities</li> <li>• Emergency procedures</li> <li>• Travel on school-related activities</li> </ul>	Emergency procedures updated annually. Fire evacuation plans reviewed and updated in 2011. Hire of Facilities agreement included as part of Security Policy	Full text in staff handbook Bushfire procedure advertised in newsletter. Excerpts of policies in Parent Handbook.

<p><b>Supervision Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Duty of care and risk management</li> <li>• Levels of supervision for on-site and off-site activities</li> <li>• Guidelines for supervisors</li> </ul>	<p>No change</p>	<p>Full text in Staff Handbook Excerpts in Parent Handbook. Copy of full text available from Principal.</p>
<p><b>Codes of Conduct Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• Code of conduct for staff and students</li> <li>• Behaviour support</li> </ul>	<p>Change to school rule consequences in behaviour support policy incorporated into policy and procedure.</p>	<p>Full text in Staff Handbook Excerpts in Parent Handbook.</p>
<p><b>Pastoral Care Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• The pastoral care system</li> <li>• Availability of and access to special Services</li> <li>• Accident procedures</li> <li>• Critical incident policy</li> <li>• Homework policy</li> </ul>	<p>No change to homework policy</p> <p>Accident policy update to include accident register.</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><b>Communication Policy encompassing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Revised to include the whole school 'Talk Matters' program and update on current procedures.</p>	<p>Full text contained in Staff handbook. Excerpts in Parent Handbook. Copy of full text available from the Principal.</p>

## 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. There was a major review undertaken in 2010 to incorporate the following existing policies and procedures into one overarching document: school behaviour support, bus behaviour, classroom behaviour support and dealing with bullying behaviour. In 2011 further revision occurred in relation to school rules and consequences.

### **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 2010 Annual Report have been achieved. These achievements include creation of Kamaroi School 2011 – 2014 Strategic Plan; review of KLA Curriculum documents; continued review of spelling practices; review of assessment practices; revision of the suite of behaviour support policies ; near completion of the BER Hall project, costume room, props storage, learning support room, new administration area.

The following are Kamaroi's key targets for 2011 drawn from the Kamaroi Rudolf Steiner School 2011-2014 Strategic Plan.

<i>Area</i>	<i>Priorities</i>	<i>Achievements</i>
<p><b>Learning Community</b></p> <p>To utilise Kamaroi core values as the foundation for curriculum prioritising and program planning to create a learning community ethos where new and expansive patterns of thinking are nurtured and where people learn to see the whole together.</p>	<p>Implementation of expanded music program where every student is learning a musical instrument other than recorder</p> <p>Increase the quality, integration and extent of programs which promote Aboriginal perspectives across the curriculum and throughout school life</p> <ul style="list-style-type: none"> <li>• Action research as a focus for professional development to give teachers opportunity to monitor teaching practices and to creatively research new methods and strategies.</li> <li>• procedures /strategies for gifted and talented students</li> <li>• Plan , resource and implement a woodwork program at Kamaroi</li> </ul>	<ul style="list-style-type: none"> <li>• Music Tutors now available on site; music ensembles increased – string, wind and brass and guitar ensembles. Goal of every child learning a musical instrument rapidly being achieved. Kamaroi School participation in the Independent Schools' performing Arts Festival.</li> <li>• Aboriginal Season scape project begun with Commonwealth grant applied to complete landscape and artistic work on site to authentically conserve, promote and increase understanding of Aboriginal heritage in the local area and beyond; Class 6 book project with Aboriginal Elders.</li> <li>• Action research projects begun in term with consultant academic working with teachers. To continue in 2012.</li> <li>• Whole staff sessions with AIS consultant and trialling of strategies in the classroom.</li> <li>• Woodwork commenced for class 6.</li> </ul>
<p><b>Community outreach</b></p> <p>Goal: to</p>	<ul style="list-style-type: none"> <li>• Kamaroi 21<sup>st</sup> birthday celebrations</li> <li>• Increase services for families.</li> </ul>	<ul style="list-style-type: none"> <li>• Hall opening; Spring festival ; art exhibition; 21<sup>st</sup> birthday including alumni</li> </ul>

<p>promote Steiner education and Kamaroi School values in the broader educational community.</p> <p><b>Facilities</b></p>	<ul style="list-style-type: none"> <li>• Introduction of holiday care program</li> <li>• Introduction of playgroup at Kamaroi</li> </ul> <ul style="list-style-type: none"> <li>• To complete Kamaroi master building plan. To ensure we maintain and develop facilities and play space needs which enable our children to receive a quality education in line with our values and mission</li> </ul> <ul style="list-style-type: none"> <li>• 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 playspace ; increase to class vegetable gardens.</li> </ul>
<p><b>Organisational sustainability</b> To continue to strengthen the school's financial security and independence and to encourage innovative thinking to support sound strategic financial planning.</p>	<ul style="list-style-type: none"> <li>• Begin implementation of 2011 – 2014 strategic plan.</li> <li>• Board of Studies registration process</li> </ul> <ul style="list-style-type: none"> <li>• New website near completion</li> <li>• Reintroduction of playgroups at Kamaroi</li> <li>• Implementation begun of Kamaroi strategic plan.</li> <li>• Very successful Board of Studies registration process. Full 5 years registration period attained.</li> </ul>

## 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 one – 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 2011 we had exciting initiatives occurring. Firstly we had the very moving opening ceremony of our hall, *Nanga mai* – the name of which means 'to dream' in the Sydney language. We had Aboriginal Elders present at the opening, an Aboriginal smoking ceremony and didgeridoo player Adam Hill performing.

During the year we also has class 6 involved in exchanging ideas, experiences and perspectives with Aboriginal Elders who visited Kamaroi. These ideas and perspectives, along with illustrations from the children and renowned illustrator Kim Gamble (who also attended the sessions with the Elders), are currently in the process of being published through Indij Readers publishers.

The school has also commenced a large project which integrates the school environment, landscape and the arts to encourage and promote respect for our rich Aboriginal heritage and the original inhabitants' strong connection to the land. The envisaged project will engage in appropriate form, style and representation of the many local sites, stories, songs, dance, art and traditional culture of the Guringai, bringing to the forefront for the school and broader community much of what is present at their doorstep but currently unknown by so many.

In addition a large fundraising drive occurred to restock the library of the Warnum community in the Kimberleys which was destroyed by floods.

Much support and fundraising occurred to support our Japanese community who were so affected by the 2011 earthquakes.

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

2011 was the first year the quantitative parent satisfaction survey was conducted online and as a result there was an increase in response rate to 41% which ensured results were a fair reflection of community sentiment.

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

Trends in the 2011 survey results served to reinforce previous years' results. the school's key strengths were again 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 appreciated that we have a comprehensive, rigorous, balanced program of assessment which informs, not detracts from what really matters - a whole person approach to education.

Specifically, in terms of quality of teaching a pleasing 87% were extremely - very satisfied. As teaching and learning is our 'core business' and we prioritise the support of quality teachers and teaching, this is most affirming. In the area of student welfare it was very pleasing to note that nearly 90% of respondents felt that students were treated very - extremely fairly and 74% of respondents felt that the school was extremely - very helpful when a child is bullied. 16% felt the school was moderately helpful. Over 90% of respondents felt that teachers had excellent - good effectiveness in dealing with social issues in the class.

All the results in the area of student welfare were affirming to the school as we continue to place much resourcing into ensuring the all important areas of social inclusion, dealing with conflict between students and reducing the incidents of bullying are managed to a very high degree of effectiveness.

85% of respondents felt that the school was extremely - very prompt in handling issues. Whilst there is always room for improvement this is a very good result indeed - which does reflect the high priority we place on communication with parents within a 'school/parent partnership' ethos.

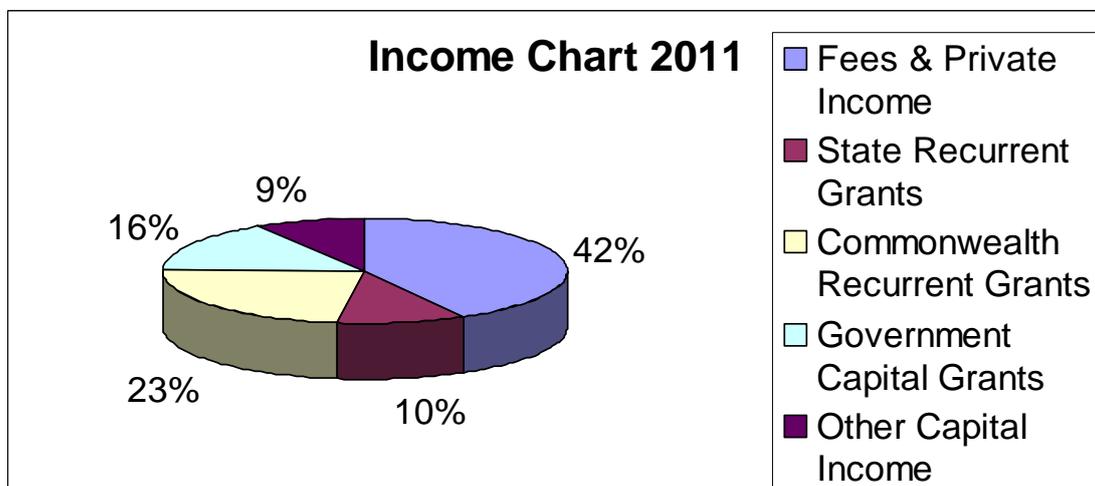
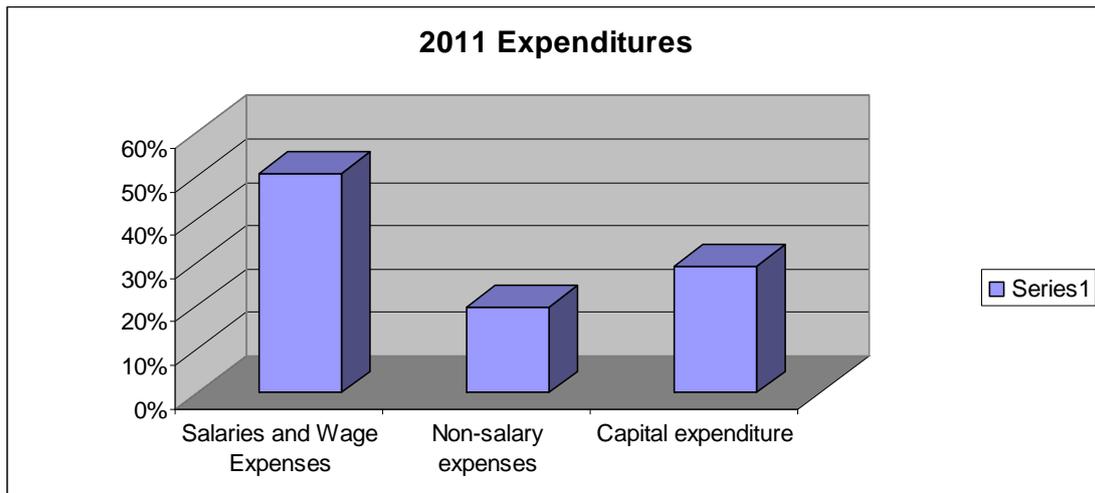
A key Kamaroi value is 'connection' and developing a strong sense of community and belonging is a top priority. It is therefore very pleasing that 90% of respondents were extremely - very satisfied with the school's encouragement and fostering of a sense of community.

With regard to staff 'how has it been in 2011' survey, there was feedback that 2011 was a huge year as the school had registration in addition to significant events celebrating 21 years of the school and the finalisation of the BER building project. There was a feeling that so much had been achieved and we needed to consolidate during 2012 - with direct focus on working together on pedagogy.

## Summary of Financial information

2012 BoS Report - 2011 Data

<i>Fees &amp; Private Income</i>	42%	1481824
State Recurrent Grants	10%	367653
Commonwealth Recurrent Grants	23%	819673
Government Capital Grants	16%	550000
Other Capital Income	9%	315900
		<u>3535050</u>
Salaries and Wage Expenses	51%	1912562
Non-salary expenses	20%	749184
Capital expenditure	29%	1106328
		<u>3768074</u>



### Expenditure Chart 2011

