

**Blue Mountains Steiner School
ANNUAL EDUCATIONAL AND FINANCIAL REPORT
2016**



Blue Mountains Steiner School endeavours to provide a balanced and purposeful educational environment that inspires a love of life-long learning

Blue Mountains Steiner School is an established, independent, non-denominational school founded in 1983 and situated on six acres of beautiful bush-land in Hazelbrook, in the Blue Mountains, west of Sydney. Our particular ethos is based on the teachings of Dr Rudolf Steiner, an Austrian scientist and philosopher, who lived between 1861 and 1925. Blue Mountains Steiner School is an SEA (Steiner Education Australia) member school. This means that although we are an independent school, we are affiliated with other Rudolf Steiner / Waldorf Schools throughout Australia.

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2016 Reporting Area 1

A message from key school bodies

Council Report

Council Members

Sean Howells (Treasurer)	Non-teacher - parent
Kaori Shimmyo-Goers (Chair)	Non-teacher - parent
Martin Buckmaster	Teacher/Chaplain/Operations Assistant
Olga Nielsen	Teacher
Lisa O'Donnell	Principal/Teacher

Council met formally 8 times between March 2016 and March 2017.

Council discussed, considered and made decisions on many issues relating to the management and governance of the school.

2016-2017:

We have restructured Early Childhood section of the school to enable more collaboration between Preschool and Kindergarten.

Employment

Staff for the period were:

Lisa O'Donnell (Principal)
Alima Clarke (Preschool Director)
Karen Perry (Office Administrator)
Francine O'Dea
Olga Nielsen
Steph Cassin
Julie Humphreys
Sayoko Yanai
Martin Buckmaster
Kathryn Tang
Anna Randall
Catherine Clucas
Wayne Murphy
Beth Adams
Sandra Killelea
Kirsty Fisher
Gillian Gannon
Diva Perez
Juliet Macken
Suzy Corcoran
Prem Love
Meredith Cadd

During this period, some of the staff have left the school. Council would like to express our gratitude for the outstanding contributions made by Catherine Clucas, Anna Randall, and wish them best of luck for the future.

Council would also like to thank the following people:

* Prem Love for leading the orchestra

* Susanne Evans for leading parent choir and playgroup.

We have introduced a new music program from this year with Prem as a part-time permanent employee to strengthen our orchestra. We have also recruited Meredith Cadd to assist music education in Class 1 and 2.

I would like to thank all Council members for their contributions to the school.

Financial

The school made a profit of \$34,732 for the 2016 calendar year. We continue to work towards running the school account without the need for the overdraft in the future.

Treasurer's Report 2016

The following Treasurer's report has been based on information from the 2015 Audit Financial Statements, the Auditor's report for 2015 and workings from the finance committee.

The school operated at a profit of \$94,532 for the 2015 Calendar year, compared with \$65,505 loss for 2014. After adjusted for non-cash items (Depreciation, provision for doubtful debts etc) the profit was \$90,791. The budget for 2015 had anticipated a profit for 2015 of \$66,097. The increase in the profit of \$24,694 is mainly due to the following;

- Fee revenue fall by roughly \$32,000 (2% drop on 2014).
- Fee income was roughly \$13,000 less than budgeted.
- Grant income increased from the budget by \$156,000.
- Increases in the staffing costs of roughly \$126,000 to the budget, this was mainly offset by the additional grant income. Payroll is 7.2% less than in 2014.

Other items of interest for the school are as follows;

- Fees outstanding at the yearend are \$138,997. This represents a decrease of \$21,572 (13.4%) from the same time last year. This will still remain a focus of the school to have this amount reduced even further in 2016.
- The bank balance was overdrawn by \$79,850, compared to \$200,434 from the prior year. This decrease of \$120,584 is directly attributable to the profit for 2015 and decreases in debtors.
- 2016 will see the school being in a much better financial position than the start of 2015. 2016 has been budgeted for a profit of \$106,000. With opportunities for the overdraft to be paid out. Doing so will take significant financial pressure off the school.
- Managing the school's payroll expenditure
- Managing the school's student numbers
- Improving the accounts receivable

College Report 2016

2016 continued to be a year of consolidation, moving positively towards change and fine tuning our practice with the key focus being to bring our School Improvement Plan altogether.

Leadership Team: The Leadership team consisting of - Teaching Principal (Lisa O'Donnell), College Chair (Olga Nielsen) and Operations Assistant (Martin Buckmaster), remained the same. This remained an effective model for whole school decision making and was particularly necessary due to Lisa juggling the Principal and Teaching load.

College: The 3 major goals of College were: Consolidating our pedagogical practice through a consistent curriculum, growing our points of difference from other schools, reaching our School Improvement Plan targets.

Pre-school: Pre-school started at 2 days and went to 4 days in Term 3 with 2 groups running. Children were also given the option of going for 4 days. Pre-school farewelled Catherine Clucas and welcomed in Jill Gannon as the leader of the Wed/ Thurs preschool group.

Kindergarten: The kindergarten ran without a kindy assistant.

Primary: We continued to have a large Class 1/2 which was supported by 2 teachers – Olga Nielsen and Julie Humphreys. We fare welled Anna Randall from the role of teaching assistant in Term 2. We continued to keep Steph Cassin on Class 3/4 and Lisa O'Donnell on 5/6 supported by Martin Buckmaster.

We continued to work extremely closely together in Primary all year to support student welfare and met with our School Chaplain weekly, to strengthen relationships and our Positive Behaviour Model.

We kept the increased playground duties and the new Class 5/6 area. Martin and Lisa continued to run Outdoor Education trips for classes 5/6, and Martin worked with Steph, Olga Julie and specialist outdoor education staff to run carefully crafted excursions for Class 1/2 and 3/4.

Staff:

Julie Humphreys took on the Class 1/2 teaching team as well as Craft Teacher.

Special Programs & New initiatives - 2015

Our Japanese program with Sayoko Yanai continued during 2016 across classes from K-6 with great success, and the relationship with our Tokyo sister school also continued to grow, and included the whole school pen-pal program and gifts of artwork and craft from our school community sent to Japan to build community connections during times of celebrating seasonal festivals.

Class 5/6 enrolled in a Skype Chinese language program for a term and we also welcomed some Chinese exchange students to the school for a day.

The specialist teaching model continued, with some primary teachers working collaboratively to deliver art and craft lessons across the school, as well as bushwalking with mixed social groups, whole school singing and mixed class sport.

The Outdoor Education program continued in 2016. Lisa and Martin worked together conducting wilderness camps and also specific skills based and fitness initiatives. This

specifically supported the Stage 3 children's transition to high school by building up key emotional, relationship and collaboration skills. This is an integrated program that begins in Kindergarten and focuses on developing a greater understanding and appreciation of the Blue Mountains wilderness area as well as a deeper understanding of self and others. It also creates an experiential platform for learning about local science/ geography and history.

Our Buddy Reading and Leadership program, in which the Class 5/6 children work with Kindergarten and Class 3/4 improved their reading skills by buddy reading with Class 1/ 2.

The school orchestra continued for all children in Years 3-6 and the orchestra performed during the year.

The strings program, taught by Rachele Wildmare, continued throughout 2016. This has been supported by parent contribution.

Martin Buckmaster continued as School Chaplain in 2016. The School Welfare program continues to offer enormous support to all of the school community. It also offers support to at risk students and provides support for class teachers when running restorative justice circles.

Forward planning: Our strategic plan/ School Improvement Plan focused on: ILPs for every student, building a whole school learning community, improving student academic outcomes on targeted areas of literacy/ numeracy, presenting a challenging curriculum that promotes healthy choices, a safe school and always building strong parent and community relationships. We were really happy with our progress in each of these areas and will be able to move onto additional foci in 2017, with our new School Improvement Plan/ strategic plan focusing on the next 5 years.

Early Childhood

Council are still working hard for our Wattle Glow Preschool to be a viable option within the school. In 2016 Term 1, our preschool opened for 2 days a week to ensure that the classes would be full for these 2 days. In Term 2 it grew to 4 days a week and stayed at 4 days/ week for the remainder of the year.

Alima, the preschool director worked hard on the Quality Improvement Plan as well as growing partnerships with Aboriginal elders and organisations.

The pre-school and kindergarten also worked together to plan vertical play sessions for the 2016 school year.

National Curriculum & Australian Steiner Curriculum Framework (ASCF)

Phase 1 of the Australian Steiner Curriculum Framework, which have been granted recognition by ACARA include English, Mathematics, Science, History and Geography.

Phase 2 subjects currently being approved by ACARA include the Arts, health and Physical Education, and Technologies.

Steiner education Australia (SEA) has ensured all ASCF documents meet NSW requirements.

From 2016 BMSS has implemented all of the new BOSTES syllabuses according to NSW requirements.

The Australian Steiner Curriculum Framework was developed in response to an invitation from ACARA to put forward an alternate curriculum framework for recognition, in order to protect the integrity of Steiner education pedagogy while at the same time our school, along with other NSW Steiner schools, delivers the course content in all subject areas thematically, in accordance with the current NSW syllabuses. At BMSS we teach 12 main lesson topics (integrated thematic morning blocks) to each stage every year, and support children's learning with daily practice lessons developing a deeper understanding of concepts introduced during the year.

Parent Community

Parent choir continues in a vibrant and healthy way.

Parent volunteers help with our school library, class activities, reading, craft, cooking, gardening and working bees as well as with daily reading.

Community reading sessions happen three mornings a week.

School Staff

Our small but growing body of staff members continued to work well together. Our school staff during 2016:

- Lisa O'Donnell, Teaching Principal
- Karen Perry, office administrator & promotions
- Sandra Killelea, senior clerical officer
- Francine O'Dea, kindergarten teacher
- Anna Randall class 1/2 assistant
- Kathryn Tang, class 1/2 assistant
- Alima Clarke, preschool teacher/director
- Catherine Clucas, preschool assistant
- Catherine Clucas, preschool leader
- Jill Gannon, preschool assistant
- Jill Gannon, preschool leader
- Beth Adams, preschool assistant
- Olga Nielsen, class teacher for 1/2
- Julie Humphreys, class teacher for 1/2
- Steph Cassin, class teacher for 3/4
- Lisa O'Donnell, class teacher for 5/6
- Julie Humphreys, craft teacher
- Martin Buckmaster, class teacher for 5/6
- Rachele Wildmare, music tuition
- Prem Love, music tuition and orchestra conductor
- Sayoko Yanai, Japanese teacher
- Martin Buckmaster, Operations Assistant, and School Chaplain
- Susanne Evans, Playgroup Coordinator
- Wayne Murphy, minibus driver
- Adam Nelson, maintenance

Special Programs & New initiatives

The Indigenous Culture day, with a visit from Jo Clancy from Wagana dance troupe. Not only was this a concert for students and parents but a workshop for all of the students. Chris Tobin, our local Dharug elder also came to do teachings and workshops with all of

the students. We also had a visit from Lee Trew of whom also presented workshops for students and parents.

The strings program, that continues is a very wonderful musical development that enriches the school on many levels led by Rachel Wildmare.

Prem Love, the conductor of our School Orchestra, continued extra music tuition classes for instruments other than the strings. This was also popular with the parents and the children performed 6 times during the year including at the Love Lawson festival.

Student Leadership roles for the class 5/6 students continued to be strengthened with Martin's guidance, especially through peer support activities and connections are formed between the older and younger students through activities and the continuation of the Buddies program.

The College of Teachers

Wattle Glow Steiner Preschool Directors report for 2016

Overview

2016 saw Wattle Glow Preschool continue to run two split, two day programs Monday and Tuesday and Thursday and Friday, as well as a 4 day program Monday till Thursday. The service trading hours were 9am till 3pm.

Preschool also undertook their National Quality Framework Rating assessment. The Service was deemed as 'Meeting' the National Quality Standard for their overall rating. In finer detail the following are the rating for each quality area on the framework assessment;

Quality area 1 Educational program and practice: Meeting

Quality area 2 Children's health and safety: Meeting

Quality area 3 Physical environment: Exceeding

Quality area 4 Staffing arrangements: Meeting

Quality area 5 Relationships with children: Meeting

Quality area 6 Collaborative partnerships with families and communities: Exceeding

Quality area 7 Leadership and service management: Meeting

Numbers

Wattle Glow attendance numbers continued to sit at 60% to 70% capacity throughout the year. The following are the numbers for February attendance and December attendance;

February 2016

Monday – 16

Tuesday - 17

Wednesday - 14

Thursdays - 12

Total Families enrolled = 30

December 2016

Monday – 15

Tuesday - 15

Wednesday - 19

Thursdays - 18

Total Families enrolled = 33

Staffing

- Permanent staff - Jill Gannon, Beth Adams, Alima Clarke, Catherine Clucas
- Casual staff – Kirsty Fisher, Christine Hill and Diva Perez
- Catherine Clucas left the service to expand her career in May 2016. Catherine was replaced with Diva Perez.
- Alima Clarke continued as Wattle Glow Preschool Director and Lisa O'Donnell continued as Nominated Supervisor for the service.

Staff development

- Alima and Francine attending the vital year's conference together.
- Beth enrolled in the Diploma of Children's Services for completion in 2017.
- Francine enrolled and completed the Certificate III in Children's Services

Wattle Glow Preschool kindly thanks the school board and staff for their continued support in 2016.

Nominated Supervisor

The Nominated Supervisor for the service during 2016 was Alima Clarke.

Blue Mountains Steiner School Parents Association 2016:

In 2016 there was no active PA in the school. However, the school raised \$3,204.25 at the Trivia Night and \$793.90 from Ettin Con.

Adult Learning Group 2016

Our school strives to be, not only a place for our students to learn but a whole community of learners, that includes teachers, parents and other community members as well.

The Adult Learning Mission Statement:

Our aim is to create an information and events centre for the Blue Mountains Steiner School area, so that the cultural life of the Blue Mountains Steiner School (BMSS) can flourish and reflect transparently, the philosophy of the curriculum and Rudolf Steiner.

This in turn, can support and nourish adults on their paths of self-development and in particular, sets an example of parenting as a vocation in our present time.

Adult Learning provides a link between the School and the wider community, as the School places itself as a 'community learning centre'.

The School offers a parent leadership role in this area to coordinate Adult Learning activities alongside Lisa O'Donnell, our Principal as well as the College of Teachers. At present there is no parent Adult Learning Initiative Coordinator for the School and this volunteer position is open.

Adult education articles were published in our fortnightly newsletter, "The Hazelnut" and included:

- Tips for Parents to reduce 'small screen time'.
- The Calendar of the Soul
- Two Little Birds
- The True Meaning of Christmas
- The Importance of Warmth
- Quest – The Soul's Search for the Spirit
- Let's talk growing Up
- Managing sad or distressing news in the media.

Other workshops and courses advertised in the Hazelnut were:

- Creating Tears from laughter –Lou Harvey Zahra
- Nurturing for Teachers
- Parent Craft group
- Weaving workshops
- Rites of Passage for our young people
- Holiday Art workshops
- Afternoon art classes
- Bushfire Information session for the local community
- Local Productions
- Let's Talk Growing Up

- Hemp Building Workshop
- Ettin Con
- The School Parent Choir met on Tuesday mornings. Their beautiful harmonies often resonated through the school as they practised and they participated in the cultural life of the School by bringing their music to various school events, including seasonal festivals, during the year.

The Adult Learning Group has given the name of 'school godparents' to adults associated with the Blue Mountains Steiner School who have either been founding parents or practising for some time within the Anthroposophical movement; either through therapies, education, curative education, farming etc.

Lisa O'Donnell, Principal
On behalf of Adult Learning

2016 Reporting Area 2

Contextual information about the school

Blue Mountains Steiner School endeavours to provide a balanced and purposeful educational environment that inspires a love of life-long learning.

'Inspiring a Love of Learning', the Blue Mountains Steiner School caters for early childhood and primary school education. The School provides Kindergarten to Year 6, including a transition to school programme, with a Steiner curriculum that aims to both meet and exceed Board of Studies syllabus requirements. Wattle Glow Preschool, for children from age 3 years is registered with NSW Department of Education. Little Sprouts Steiner Playgroup is run independently on school campus. We are an established (1983), independent, co-educational, non-denominational, SEA (Steiner Education Australia) and AIS NSW registered school in a beautiful bushland setting. We are inclusive of culture, race and spiritual or religious beliefs.

Steiner inspired education is a fine art concerned with the unfolding of each unique human being. We endeavour to provide a balanced and purposeful educational environment and view all areas of a child's development as integral to a healthy and balanced life: academic, creative and spiritual, physical, technical and cultural, social and moral.

As a Steiner school we encourage:

- the nurturing and preservation of childhood
- independent thinking
- educational principles that support long-term health and wellbeing
- self-expression and embracing differences
- intrinsic motivation for life-long learning
- social and environmental awareness
- commitment to high standards of work
- self-reliance, self-respect and respect for others

We provide an education for life by meeting each stage of a child's development with sequential, integrated programs that offer challenges and stimulation through richness of content.

Please refer to the My School website: <http://www.myschool.edu.au> for further information.

Lisa O'Donnell, Principal

On behalf of The College of Teachers

2016 Reporting Area 3

School performance in national and state-wide tests and examinations

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

2016 Reporting Area 4

Senior secondary outcomes

N/A

2016 Reporting Area 5

Professional learning and teacher standards

Professional Learning

The College of Teachers is very appreciative of the School's Board of Directors, for their recognition of the importance of PL for staff members. The PL budget for 2016 was \$9,000. This is an increase in our spending on PL for our staff in order to maintain PL and high teacher standards. The PL budget was allocated to both school in-service professional learning, open to all staff, and to teaching staff for external courses, on an FTE (full-time equivalent) basis.

During 2016, Blue Mountains Steiner School's permanent employees included:

1 Principal/teacher (0.8 FTE), 2 full-time class teachers, 1 full-time kindergarten teacher, 2 part-time class teachers (0.7 FTE) & (0.2 FTE), 2 class one assistants, 3 specialist teacher - Japanese teacher (0.2 FTE), Craft teacher (0.1 FTE) & Numeracy and Literacy Support teacher (0.2 FTE), 1 Preschool teacher / Preschool Director (0.45 FTE), 3 Preschool educators (0.5 FTE), (0.3 FTE) & (0.1), 1 school chaplain (0.5), 1 full-time Office Administrator, 1 Senior Clerical Officer (0.2 FTE), 1 Minibus Driver.

In-service Professional Learning Activities were open to all school staff. During term time the school ran or facilitated special workshops/talks as well as PL at the start of pedagogical meetings. The weekly PL sessions varied from short briefings up to 45-minute sessions. Generally, all full-time teaching staff attended weekly learning. Board members, part-time teachers, support staff and other staff members both casual and part-time were also welcome. Board members, part-time and casual staff attendance varied between being regular, or in line with their FTE hours or compliance requirements (depending upon the staff members interest in PL & the topics offered).

Group Professional Learning Topics covered throughout 2016:		
Date	Activity	Attended by
27 Jan	Whole staff meeting and planning -led by school principal Lisa O'Donnell	Most teaching staff & assistants
1 Feb	'Supporting your child through their preschool years' with Alima Clarke, Preschool Director Blue Mountains Steiner School	preschool parents and staff
24 Feb	Spotlight on Programs	5 staff
29 Feb	Lou Harvey Zara - Parenting Guidance - Parent / Teacher Education	Whole school
March	Tracey Puckeridge Visiting from SEA meeting with school Council	School Council
16 Mar	Welfare & Behaviour Plans Dialogue	All teaching staff
23 Mar	Olga to guide curriculum development session	All teaching staff
11 May	Martin working with Class teachers to aid remedial support and development in the classroom	Class teachers
18 May	Review of Behaviour Policy - developing flow chart and clear guidelines	All teaching staff
1,8, 15 June	Planning and visioning for the school. Focus on visioning.	All teaching staff
9 June	Dr Pri Bundera - "The Dangers of Wi-fi on Children's Health"	Whole school Community

20 July	Weekly Meetings - "Study of Man" Study and analysis Chapters 1& 2 Preparation for end of term gathering at Glenaeon.	All teaching staff
4 Aug	Lock Down Practice & Evaluation	12 staff, 3 Council members, playgroup
15 Aug	Chris Tobin Indigenous Educator and local Dharug man	Whole school community attendance
23 Sept	Regional Teacher's PL Gathering at Glenaeon Rudolf Steiner School - Whole day study and workshops	Teaching staff
Oct/Nov	Staff Appraisals – internal appraisals and mentoring	6 staff
19 Oct	Feed back and instruction on using Edumate. Inservice conducted by Karen for teaching staff	Teaching staff
27 Oct	Fire Evacuation Practice & Evaluation	9 staff + playgroup
2 Nov	Program sharing and discussion	Class teachers
	<i>4 staff socials (end of each term) throughout year (integral for team building)</i>	

Individual Teachers	Professional Learning 2016
Lisa O'Donnell Principal (0.8)	6 -9 May – Governance Leadership and Management 5 th July Wilderness First Aid 23 Sept - Glenaeon Rudolf Steiner School - Whole day intensive and workshops 7 th Nov – Child Protection Awareness Training
Olga Nielsen College member / class teacher	11-13th March SEA Conference 11 Oct - Edumate course Glenaeon Rudolf Steiner School - Whole day intensive and workshops 13th Nov - Child Protection Awareness Training
Stephanie Cassin College member / class teacher	9th March Working Mathematically UWS 23 Sept - Glenaeon Rudolf Steiner School - Whole day intensive and workshops 4th Nov - Anaphylaxis Training 5th Nov - Child Protection Awareness Training 9th Nov - Asthma First Aid
Julie Humphreys Class Teacher (0.7)	9th March Working Mathematically UWS 30th March - What beginning readers need to know 23 Sept - Glenaeon Rudolf Steiner School - Whole day intensive and workshops 28th Oct - Child Protection Awareness Training 5th Nov - Anaphylaxis Training 9th Nov - Asthma First Aid
Francine O'Dea College member / kindy teacher	March 2016 - Undertaking Cert 3 studies Early Childhood Education and Care 30th March - What beginning readers need to know April Early Childhood Regional Meeting – Sydney 10am – 3pm. 16th April - First Aid in an education and care setting 5th - 9th July -Vital Years Conference with the Australian Association for Rudolf Steiner Early Childhood Education 23 Sept - Glenaeon Rudolf Steiner School - Whole day intensive and workshops Oct Early Childhood Regional Meeting – Sydney 10am - 3pm. Teacher Supervisor for 1 student, completing studies in Early childhood Rudolf Steiner College 2 Nov - Child Protection Awareness Training 14 Nov - Cool Little Kids - Anxiety Program for parents and educators working with young children
Martin Buckmaster Chaplain (0.5) & Numeracy and Literacy Support (0.2)	June - Foundations of Literacy - Sue Stacey 4th Nov - Anaphylaxis Training 5th Nov - Child Protection Awareness Training 9th Nov - Asthma First Aid
Sayoko Yanai Japanese Language teacher (0.2)	5th Nov - Child Protection Awareness Training

Teaching Standards

For 2016

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	8 (including preschool teacher)
Teachers who have qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

Lisa O'Donnell
Principal

2016 Reporting Area 6

Workforce composition, including Indigenous

At any one time the workforce composition in 2016 consisted of 8 teaching staff (a full time equivalent of 5.6), 1 teaching staff/administration staff (Principal - a full-time equivalent of .8), 2 administrative staff (a full-time equivalent of 1.2), 5 Preschool staff (a full-time equivalent of 1.8) and 6 non-teaching support staff (a full-time equivalent of 2.7 non-teaching support staff). None of the school's staff members have reported being of indigenous origin.

Please refer to the My School website: <http://www.myschool.edu.au> for further information on workforce composition, including Indigenous.

2016 Reporting Area 7

Student attendance (and retention rates in secondary schools – N/A)

Student attendance rates

During 2016 the average student attendance rate (across the grades K-6) for the year was 93.6% which is slightly lower than the daily attendance for 2015. It has been noted that attendance is lower across most of the grades in Term 2 (our Winter term). This could be attributed to the area the school is located which experiences marked seasonal changes and extreme changes in temperature particularly going into the winter season.

Individual Class Attendance figures:

Year Level	Attendance Rate %
Kindergarten	93.3
Class 1	93.2
Class 2	94.2
Class 3	94.4
Class 4	92.8
Class 5	93.9
Class 6	93.8

Management of non attendance

The school implements policy and procedures for the management of student non attendance. Parents/carers of students who are absent are requested to notify the school to explain the absence and parents are reminded of the procedure via the school newsletter. The school follows up where an explanation of the absence is not received from the parents. Absences are monitored and where there is an attendance issue (unsatisfactory attendance) the school will meet with parents/carers to resolve the issue. Mandatory reporting procedures apply where absences are extended or the students may be at risk.

Blue Mountains Steiner School

Student Attendance Policy

Introduction

We attempt to bring continuity to lessons from day to day and from week to week, so there may be difficulties if children are absent from school. It is expected that children attend school daily except in case of illness, and that children do not begin holidays before the end of school term, nor return from holidays after the first day of the new term.

Policy

1. The School maintains a register of enrolments.
2. The School monitors the daily register for each class, of students.
3. Students' absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class.
4. Unexplained absences from classes of the School are followed up in an appropriate manner with the student and/or their parent or guardian.
5. The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance.
6. Where unsatisfactory class or School attendance is identified, the absence issue and any action taken are recorded, as appropriate, on the student file.

Procedures

School Attendance Records

The school's attendance records will include:

1. The Register of Admissions that must be permanently retained.
2. Records of Student Transfer.
3. Notes from parents or care-providers that explain absences. These must be retained for 1 year from the date received.

On enrolment, the Office Administrator is responsible for collecting (Enrolment and MCEETYA parent background forms) and recording (data base and student file):

- students name, age and address;
- names and contact telephone of parent/guardians;
- date of enrolment
- student information (including MCEETYA background information);
- information on previous school/pre-enrolment for a student older than 6 years.

On a student leaving the school, the Office Administrator is responsible for collecting:

- Information on the destination of student under 17 years of age leaving the school and notifying the HSLO at DET if the destination of the student of mandatory school age is unknown.
- Date of leaving

Class Roll

Each class teacher must maintain a roll book for their class, as documentary evidence of a student's presence or otherwise at the time the roll is marked. Class roll books must be

collected from the School office each school morning prior to 'bell time' – 9am. School Attendance begins at 9am at 'bell time' and the roll should be marked immediately after bell time. This should be marked in black ink and initialed by the class teacher at the beginning of each school day. Any special medical information pertaining to individual students should be noted clearly in this book for the attention of relieving teachers. The roll book should be readily accessible and returned to the Office Administrator (School office) directly after roll marking each school day.

Recording Daily Attendance

Manual Roll Marking

The "exception method" (marking absences only) will be used at this school. The following symbols are to be used by class teachers when marking the manual roll using the common code approved by the Minister:

- X** To denote the first day and last day that the student attends for each term.
- a** To denote the student was absent at the time of marking the roll
- A** To denote an unjustified absence. This symbol is written above the "a" in cases where:
 - a. no notice is provided by parents or care-providers within 7 days of the occurrence of the absence (this is seen as a red X on the database when marking the roll)
 - b. the absence is explained, but the reason provided is not accepted by the Principal and/or College of Teachers (eg., shopping, hairdresser's appointment etc).
- S** To denote an absence due to sickness. The symbol is written above the "a" where the medical certificate or notice provided by the parent or care-provider is a reasonable explanation of the student's sickness. In cases where the sickness is in excess of four school days, the teacher may request a medical certificate detailing the nature of the sickness and the duration of the sickness. Absences for visits to dentists, optometrists, physiotherapists, or other specialist services are to be dealt with on the same basis as absence due to sickness.
- L** To denote leave approved by the Principal. This symbol is written above the "a" for situations as specified in the Act:
 - 1. Misadventure and unforeseen events eg. fire, floods.
 - 2. Industrial disputes (absences recorded as leave in this situation should not affect a student's attendance record).
 - 3. Participation in special events eg., Eisteddfod etc.
 - 4. Family holidays that cannot be taken within the normal school vacation period.
 - 5. Domestic necessity which may include serious illness or death of an immediate relative or care-provider, moving residence, arrival or departure of an immediate relative from overseas, recognised religious holidays and festivals or ceremonial occasions.

- E** To Denote that the student was suspended.
- P** To denote an absence for part of the day. Partial absences are recorded by placing the “P” next to the “a”. When the reason is determined, either an “E”, “A”, “S” or “L” is placed above the “Pa”. The school may request a written notice from a parent or care-provider if the student is absent for part of the day. With the exception of a student who is absent for a substantial part of a day (ie. more than 3 hours) the student should be counted as present.

If industrial action prevents the school from being open for a half day, the roll is to be marked for the half day the school is open. Students who are absent for the half day the school is open should be recorded as “Pa”.

Electronic Roll Marking

The Office Administrator will enter all absences into the school database (Edumate) from the rolls when they have been returned. When absence has been advised by parent/guardian as below (Absenteeism), one of the reasons for absence is entered into the database for the child’s absence:

Absent To initially denote an absence

Sick where the medical certificate or notice provided by the parent or care-provider is a reasonable explanation of the student’s sickness. In cases where the sickness is in excess of four school days, the teacher may request a medical certificate detailing the nature of the sickness and the duration of the sickness.

Sick – Medical Appointment Absences for visits to dentists, optometrists, physiotherapists, or other specialist services.

The Leave reason is used for any of the following and can include misadventure and unforeseen events, eg fire, floods; Industrial disputes (absences recorded as leave in this situation should not affect a student’s attendance record); Participation in special events eg, Eisteddfod etc; Family holidays that cannot be taken within the normal school vacation period; Domestic necessity which may include serious illness or death of an immediate relative or care-provider, moving residence, arrival or departure of an immediate relative from overseas, recognised religious holidays and festivals or ceremonial occasions.

Leave – appointment

Leave – family business

Leave – School authorised holiday

Leave – Other (give reason)

Running late – When a student is late to school by a short period of time

Suspended from School

Back up of Electronic Rolls

As we access Edumate from the “Cloud”, all back ups are managed by Edumate directly. Access to our Edumate database, including attendance data, is web-based and can be viewed

from any computer or device with internet access.

The register of daily attendance (including roll books) must be retained for at least 7 years.

Absenteeism

If a child will not be attending school, the parent must ring the school before 9.00am on the day. A message on the school answering machine is adequate advice. This will be noted in the Absent Student Book held in the office, which shows the date, the child's name, the class and the reason for the absence.

Each morning the roll is returned to the school office along with any other information teachers have been given in regard to absent child/ren (if class teachers have been notified of a student's absence and the reason for absence this must be passed on to the Office Administrator with the class roll). This information is to be taken directly to the office to be checked against the Absent Student Book. If a child is absent and the office or class teacher has not been notified then the parent of that child must be contacted to ensure the child is at home (ie has not gone missing) and to find the reason for the absence. However it is the parent's responsibility to contact the school to advise of their child's absence.

If your child is absent from school it is a legal requirement for the parent/guardian to send a note with the child to the class teacher on the day the child returns to school, giving reason for the absence. These absence notes are to be kept by the school for a 12 month period, after which they can be destroyed.

Late Arrival or Early Departure

Students who arrive after 9am must report to the office (if accompanied by an adult the adult should report to the office also) to obtain a late note and explain their reason for lateness. The late note must be handed to the class teacher to join the class. Teachers (or their class assistant) should send students straight to the office if they arrive late to class without a late note from the office. Class teachers may choose to send a class companion to accompany them.

Parents/Guardians who are collecting students before the end of the school day (3pm or 1pm on Fridays for Kindy and Class 1) must report to the office to obtain an early departure note and give an explanation prior to picking up their child from their class. Teachers (or their class assistant) should not release a child from the class without an early departure note from the School office.

Parents/Guardians should also inform the office ahead of time of their plans for late arrival or early departure to assist the office to process student attendance (there may be short periods when the office may be closed from time to time and this will assist us to prevent any unnecessary inconvenience).

Shared parenting / Parent child living with / Parent child spending time with / Different arrangement for collecting students from school

Parents or Guardians with any special custody arrangements should inform the school of those arrangements. Any Court orders involving custody or information regarding a child's safety should be supplied to the school to update student files as soon as orders become applicable.

The school should be informed of any arrangements for children leaving the school premises other than with their known parent/guardian/step-parent/carer etc.. Parents etc. must give consent for others to pick up their child from school.

As we are a primary school we also request that the Office Administrator is informed of public transport arrangements.

In the case where school staff have concerns for a student's safety or arrangements are unclear, students may be supervised in the school office until access arrangements or pick up arrangements have been appropriately clarified.

Removal of Names from the Class Roll

When a student transfers to another school and the enrolment at the new school is confirmed, the student's name may be deleted from the roll. The student's name can also be removed if a Certificate of Exemption has been granted, if enrolment at a registered school has been advised or if the student has been expelled. To remove a child's name from the class roll a red line must be ruled through every page of the book on the line pertaining to the child whose name is being removed.

Principals:

1. Must provide clear information to students and parents regarding attendance requirements and the consequences of unsatisfactory attendance
2. Or their delegates will undertake all reasonable measures to contact parents promptly and within two school days of an unexplained absence occurring
3. Are responsible for ensuring that attendance records are maintained in an approved format and are an accurate record of the attendance of students
4. Must ensure that school staff are provided with information on attendance requirements and their obligation to monitor and promote regular attendance at school
5. Have the authority to grant:
 - a. sick leave to students whose absences are satisfactorily explained as being due to illness
 - b. an exemption from school attendance for periods totaling up to 50 days in a 12 month period for any one student
 - c. part-day exemptions from school for periods totaling up to 50 days in a twelve month period
6. Will notify BOSTES through RANGS online in reference to any changes in attendance

Habitual Non-Attendance (including late attendance or early departure)

If it becomes apparent that a student is not attending school regularly and this is not due to illness the following steps should be followed:

1. The Principal is to contact the parents to discuss the reason for the irregular attendance at school.
2. The parents and student may be asked to come to an interview with the class teacher (the class teacher may also request the presence of the Principal).
3. A Home Liaison Officer may be contacted by the school and the Home Liaison Officer may make contact with parents of the student and formulate a plan to ensure the child attends school regularly.

School Development Days (Pupil Free), College Days, Optional Attendance

On School Development Days the roll should show in the column for that day a broken line and the notation "School Development Day". College Days or Optional Attendance Days should also be noted on the class roll. These are days when their class teacher is being relieved from class to perform other duties and where parents with students with specific difficulties may choose for their child not to attend (specific difficulties may include, for example, behavioural issues or medical conditions that parents are comfortable with the class teacher managing but not a relief teacher). Parents should still inform the School or class

teacher ahead of time and provide the school with a note for their child's absence.

Off-Site School Activities

Students involved in school-organised educational excursions, sporting and other visits are to be marked present.

Important Information

Requirements of the *Education Act 1990 No 8*

Government legislation requires students between the ages of six and seventeen to be enrolled at a government or registered non-government school and to attend school on each day that instruction is provided.

Under Part 5 'Attendance of children at school', section 22 "Compulsory Schooling":

(1) It is the duty of the parent of a child of compulsory school-age to cause the child:

(a) to be enrolled at, and to attend, a government school or a registered non-government school, or

(b) to be registered for home schooling under Part 7 and to receive instruction in accordance with the conditions to which the registration is subject.

(2) That duty is satisfied if the child receives instruction of a kind referred to in section 23 (2).

(3) Schooling required by this section is referred to in this Act as compulsory schooling.

It is the duty of the parent or care-provider of these students, under the *Education Act 1990 No 8*, to ensure that these obligations are fulfilled.

The act outlines justifiable defences for non-attendance. In summary these defences area:

1. The student is attending a school in another State or Territory.
2. The student has been expelled from a government school.
3. A Certificate of Exemption has been granted.
4. The student is enrolled in and is fulfilling the requirements of a recognised Correspondence School.
5. The student is prevented from attending as a result of sickness, danger or infection, infirmity, misadventure or unforeseen event.
6. The student has not been absent on more than 3 days in the last 3 months that the school was open.
7. The absence was by reason of the student's disobedience rather than neglect or default by the parent or guardian.
8. The student is participating in a program established by the Minister.
9. The student is registered for home schooling.

The Act specifies that absences must be explained within 7 days of the occurrence. It is Departmental policy to retain such notes from parents or care-providers for 12 months from the date received. All schools must maintain a record of enrolments (Register of Admission) and a record of daily attendance.

See Section 23, "Offence if parent fails to send child to school", of the above Act for further clarification of details.

The school may also advise parents or care-providers of attendance requirements from time to time (best practice would be at the beginning of each school year). This will normally be done through the School's fortnightly newsletter.

Certificate of exemption from attending school (Section 25)

(1) The Minister may grant a certificate exempting a child from the requirement of this Part that the child be enrolled at and attend a government school or registered non-government school or be registered for and receive home schooling, if the Minister is satisfied that conditions exist which make it necessary or desirable that such a certificate should be granted.

(2) A certificate of exemption under this section may be given subject to conditions and may be limited in its operation to a period specified in the certificate.

(2A) A certificate of exemption under this section may be limited to exemption from the requirement to attend a school during the times specified or referred to in the certificate.

(3) A certificate of exemption under this section may be cancelled by the Minister

Other policies/documents that may be relevant:

- Sick Children Policy and Procedures
- Enrolment Policy and Procedures
- Enrolment Form
- Exit Questionnaire



Blue Mountains Steiner School

A.B.N. 51 002 522 232
83 Clearview Parade, Hazelbrook, NSW, 2779
PO Box 149, Hazelbrook, NSW, 2779
Telephone: (02) 4758 6044
Fax: (02) 4758 9109
www.bluemountainssteiner.nsw.edu.au
Email: admin@bluemountainssteiner.nsw.edu.au

Date:

Dear Parent/Guardian,

Your childhad an unexplained absence on

.....

For our records, we need to have reasons for absences explained. We apologise if you have given an explanation that we have not received.

Please advise the reason for the absence below within 7 days.

.....

.....

SIGNED

.....

DATE

2016 Reporting Area 8

Post school destinations (for secondary schools only)

N/A

2016 Reporting Area 9

Enrolment policies and characteristics of the student body

Student Population

- During 2016 Blue Mountains Steiner School had up to 111 students enrolled from Preschool and Pre-Kindergarten (Sessional Kindergarten) through to Class 6 over the year (78 students in K-6, 4 students in Pre-Kindy and by the end of 2016, 33 in preschool). As it is a comprehensive school and inclusiveness is part of the school's philosophy, the students come from a range of backgrounds, including low socio-economic backgrounds. The school aims to keep an even balance between the ratio of girls and boys though this is not always possible. During 2016, there have been no students enrolled with differing special needs and seven students of Indigenous Australian origin. Please refer to the My School website: <http://www.myschool.edu.au> for further information on the characteristics of the student body.

Enrolment Policy & Procedure

The following document is a full copy of the school's enrolment policy. This enrolment policy was originally drafted during 2003 and was redrafted in the light of changes to 'Disability Standards for Education 2005'. The current version was revised for school registration in 2014.

Please read below for an introduction to our school:

Blue Mountains Steiner School

Enrolment Policy and Procedure

Policy

This Policy has been set as a guide to help make the choice of sending one's child to the Blue Mountains Steiner School as conscious as possible for the prospective parent or guardian and the school.

Blue Mountains Steiner School is a non-denominational, co-educational, Pre-Kindy & K-6 school providing an education underpinned by the principles, pedagogical recommendations and philosophy of Rudolf Steiner while meeting Board of Studies curriculum requirements and operating within the policy guidelines of the NSW Board of Studies. We are a small school that has composite classes & aims for single stream classes as numbers allow. The classroom teacher is responsible for the day to day running and guidance of the class, currently under the direction of the College of Teachers. Specialist teachers work in consultation with the classroom teacher. Class sizes are limited to a maximum of 18 in the Kindergarten and 26 in the Primary School; variable depending on the recommendations of the class teacher and the College of Teachers (for a composite primary class the enrolment limit may be lower) and allocated assistant/support teaching hours.

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 to maintain the enrolment.

Enrolment Criteria

Priority for enrolment of children is given to:

Families with connection to the philosophy of the school.

Connection with the philosophy of Steiner education is evident when or during:

- *Initial interview with class teacher/member of enrolment committee*
- *They are siblings of children who are currently in this school, or have been previously enrolled (siblings do not automatically have priority on the waiting list)*
- *They are children of current BMSS staff*
- *They are children whose parents attended this school*
- *They are children who are transferring from other Steiner schools*
- *They are children attending Steiner based Family Day Care Centres/Playgroups*

Order of applications

- *chronological order of application for enrolment (this is taken from the date that the written and signed application and registration fee are received by the BMSS)*

Behavioural considerations

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

Consideration for enrolment of all children is also informed by:

- *gender balance in the relevant classroom*
- *school's duty of care to existing students*
- *school's ability to meet the needs of the individual child within the classroom context and the school environment*

- *age in Kindergarten - priority given to children aged 5 – 6*

Procedures

1. All applications should be processed within the school's enrolment policy.
2. 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.
3. Identify any strategies that need to be put into place to accommodate the applicant before a decision regarding enrolment is made.
4. Inform the applicant of the outcome.

Term Review

All enrolments are subject to review at end of the first term. If at this time parents and/or school decide that the child should be withdrawn, the normal term's notice will be waived.

Progression to Class One

At Blue Mountains Steiner School we prefer children to have turned five during the year prior to them commencing Kindergarten (Pre-Kindy is for those who have not turned 5 by the 1st of January). Our preference is for children to be turning seven during class one. Children are assessed for their class one readiness towards the end of the Kindergarten year and progression to class one is at the discretion of the kindergarten teacher and the College of Teachers.

Related documents

AIS Guidelines to assist schools to consider an enrolment application for a child/student with a disability.

Disability Standards for Education www.dest.gov.au/schools/publications/index.html

AIS Guidelines to assist schools to consider an enrolment application for a child/student with a disability/special needs.

General procedure

Recommend processing 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. (Implications for staff include correct terminology and non-discriminatory comments.)
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.

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

2016 Reporting Area 10 School policies

Policies for

- Student welfare
- Discipline
- Reporting complaints and resolving grievances

A. Policies for Student Welfare 2016

Blue Mountains Steiner 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 programmes that develop a sense of self-worth and foster personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were in place during 2016.

To gain a full understanding of policies for student welfare, it is essential to look at the following policies along with those listed under 'Policies for Student Discipline' as there is a cross over between providing students with an environment that assists them with appropriate conduct. For example, teacher supervision of students is covered in our school's "Student Code of Behaviour and Discipline Policy".

The full texts of the school's policies for student welfare and associated procedures are available to all members of the school community via:

- The School Office (hardcopies are available from the school office)
- The policy folders kept in each classroom/school building
- e-mail (contact the school office admin@bluemountainssteiner.nsw.edu.au)

Full texts of the school's policies are also distributed to the school community from time to time through the fortnightly school newsletter.

Blue Mountains Steiner School

Pastoral Care and Positive Behaviour Policy

Wisdom in the spirit
Love in the soul
Strength in the will
These shall guide me
These shall hold me
In them I trust, to them
I give my life
Rudolf Steiner

Compliance

The College of Teachers has developed these procedures to comply with section 105 of the *Education Act 2004*. These are to give clear directions to staff on the following:

- roles and responsibilities of staff and parents under specific circumstances relating to suspension, exclusion and transfer.
- Requirements for supervision and re-entry
- Alternatives for continuing the child's education

A copy of the policy and procedures are to be made available to children and parents of the school community.

Introduction

This verse encapsulates the spirit of our attitude towards ourselves as teachers and towards the children in our school.

The aim of the Pastoral Care and Positive Behaviour Policy is to give the children a clear understanding of how we believe they should act towards themselves and others.

This is achieved by stating the rights and responsibilities we have for ourselves and for others as well as the rules of behaviour to be followed.

Appropriate and acceptable behaviour is that behaviour which supports mutual rights, safety and fair treatment of others.

"The challenge in discipline is that you have to represent both grace and justice at the same time" (S Levy, 1996). The child should not be shamed in front of others but inspired to act in an appropriate manner while ensuring in the eyes of others that justice has been done.

The aim of Blue Mountains Steiner School is to promote the discipline of self-control, cultivate virtuous qualities and acting for the welfare of others.

Discipline is a response to individuals and situations in such a way as to lead to the development of skills that promote responsibility and accountability. Such responses are different at differing age levels. What is appropriate in the Kindergarten will be different in the Primary school. Through recognition of the implications of the stages of child development (as given by Rudolf Steiner) certain forms and rhythms are set in place so that the individuality of the child is protected and safety is ensured. The rhythms that are established may include the

daily and weekly rhythms of the timetable, the monthly Main Lesson subject, the seasonal celebrations or how many times per day the teacher shakes students' hands. Form may include the school's accepted social manners and etiquette, the structure of sitting in a circle at the beginning of the school day, attendance, type of food brought to school, the act of shaking the teacher's hand or the way the school day begins and ends (things that uphold the school's ethos and social form). These rhythms and forms encourage the progression from outer discipline (as in Kindergarten, where through imitation the child is enfolded in a form totally conceived by the teacher) to inner (self) discipline as the child matures, culminating in adulthood.

Kindergarten – in these years, the child is most imitative and open and lives in an implicit confidence of goodness and love. The child models his/her behaviour on those adults most central or significant to his/her life. The adult, therefore, strives to be worthy as example – in thought, word and deed.

Primary – in these years, the authority of the teacher (adult) is fundamental. The child is disciple, (related to the root sense of discipline), and the teacher is author, (related to the root sense of authority). At heart, all children at this age naturally seek the security of this relationship.

The discipline between teacher and child will best operate if the teacher inspires a rich appreciation of the wholeness and beauty of the world i.e., if a reverent and artistic dimension to life is nurtured. The imparting of knowledge and the inspiration for learning should be thought of as an art in themselves. Also, in Steiner Education, the teacher should have an unquestioned authority that arises quite naturally and is developed over years with his/her class. This authority is not expressed in a fixed way, but is creative and mobile, changing to meet new situations as the child grows older.

The forms and rhythms created by the Class Teacher provide a sense of security (students know what happens when) that protects and nurtures the child while allowing spontaneity and expression of individuality.

Policy Position Statement

- It is the expectation of the School that all students will adhere to the School's code of behaviour and all the rules stated in this document.
- Non-compliance with the School code of conduct and rules will be addressed in accordance with procedure laid down in this document.
- *Corporal punishment is prohibited. Staff (this includes volunteers and parents on school grounds or involved in any school activities both on or off site) must not, under any circumstances, use any form of discipline or behaviour management that involves corporal punishment or engage in any form of behaviour that could constitute the physical or emotional abuse of students.*

Rights

Teachers have a right to teach in a friendly, safe and satisfying school which is supported by the school community.

Children have a right to learn, play and work in a friendly, safe and helpful school.

Parents have the right to feel welcome and know their children work, play and learn in a friendly safe and helpful school.

Everyone has the right to:

- feel safe
- be treated with honesty
- be spoken to and treated with respect and dignity.
- be treated fairly
- be touched only in a respectful way.
- personal space.
- say “no” to physical contact.
- expect others to hear and respect individual feelings.
- have gender, culture, religion and differences accepted.
- co-operative participation in school activities.
- a safe and clean environment.
- have property treated with care.

Out of the above flows a need to be aware of the responsibilities we have to each other and our school.

Responsibilities

Responsibility is being aware of our conduct and being accountable for it.

Teachers have the responsibility to consistently implement the behaviour code and to reflect in their behaviour the values that are expected from others.

Children have the responsibility to be co-operative.

Parents have the responsibility to be supportive of the Steiner philosophy, the teachers and the policies of the school.

Everyone has the responsibility to:

- allow others to feel safe.

- be honest
- speak and treat others with respect and dignity
- treat others fairly
- touch others only in a respectful way.
- accept the personal space of others.
- respect the feelings of others.
- respect the gender, culture, religion and differences of others.
- participate co-operatively in school activities.
- help maintain a safe and clean environment.
- treat their own and other people's property with care.

How Parents can Support Teachers

To achieve giving the children a Steiner Education, the teachers at our school would like parents to acknowledge that they are aware of, and support these expectations:

- ensure punctuality
- support us to get specialist help or diagnoses outside of school where it is required
- ensure that children have enough sleep and come to school rested – no late nights on Monday, Tuesday, Wednesday, Thursday and Sunday
- ensure that children have a healthy diet
- TV, videos and computer games to be minimized, none before school and to be kept age appropriate (the school has plenty of educational resources on the effects that TV, videos and computer games can have on the developing child – please ask).
- no violent movies, videos or computer games
- follow through with agreements made with teachers
- support children's home duties and homework
- discuss the School's Code of Behaviour and Discipline policy with your child/children.
- contact with the class teacher if problems occur
- where grievances arise follow the 'Grievance Policy'

Our school does not have the resources to provide counselling and other services. We ask parents to seek outside help for their children if needed. The school is there to assist in this

process if required. Please see our 'Student Welfare Communications policy'.

How Teachers can Support Students

Teachers can support students by clearly explaining school rules and expectations, being good role models, being organised, consistent and respectful and engaging in a process of self-evaluation (see lesson checklist).

The following information will help teachers to understand their duties, find links to other relevant policies and guide students.

Blue Mountains Steiner School Chaplaincy Programme School Chaplain – Martin Buckmaster National School Chaplaincy and Student Welfare Program Guidelines

School chaplains are responsible for supporting the spiritual, social, and emotional wellbeing of their students. School chaplains in particular, have a key role in supporting the spiritual wellbeing of students, regardless of faith or beliefs. School chaplains must be able to provide support for a range of day to day matters affecting the school community and communicate effectively with a diverse group of people. They can become involved in a wide variety of issues including health, social and values education and emotional support. It is expected that school chaplains support and work with the School Principal, the school's student wellbeing staff or equivalent to refer students to appropriate services where required. To assist in facilitating this, school chaplains should have or develop an appropriate and suitable external network of professional groups working with the community.

Chaplains should also be aware of current student wellbeing, anti-bullying and cyber safety strategies such as the National Safe Schools Framework. The School Principal is ultimately responsible for the welfare of students within their school. In interactions with students, school chaplains must adhere to existing school operational requirements and report to the School Principal or his/her nominated project leader (as per Section 2.4) where required. School chaplains and student welfare workers must ensure that all services that are delivered are:

- approved by the School Principal
- have the appropriate prior parental/guardian consent, where relevant, as per existing school policy or as per Section 5.2
- have the voluntary consent of students who participate. Where parents/guardians have demonstrated that they accept the school is faith based and they agree to the values of the school by enrolling their child in a religious school, additional consent for general chaplaincy services is not required, beyond current education authority or school arrangements. School chaplains must also:
 - abide by the Program Guidelines
 - observe communication protocols as required in the Service Agreement at Attachment D, including complaints reporting requirements as per Section 7
 - assist the School Principal in notifying students/ parents about all aspects of the chaplaincy service, including the voluntary nature of the Program and the need for consent forms to be signed prior to participation in services, as appropriate
 - report on services relating to the Program and participate in any monitoring and/or evaluation strategies as determined by the Department and outlined in the Funding Agreement
 - avoid theological terminology and language that assumes that those with whom they speak

share their beliefs. School chaplains should ensure that any faith based statements are presented as personal beliefs rather than as factual assertions

- ensure that they take responsibility for, and obtain prior approval from the School Principal for, any external people the school chaplain invites onto school premises to provide student activities such as musical shows or lectures or to assist in providing chaplaincy/student welfare services. School chaplains/student welfare workers must vet any content to ensure that these external people do not proselytise, distribute biased material or undertake any activities as detailed at Section 3.1.2
- deliver services in a way that respects the range of spiritual views and cultural traditions in the school community, and also respects the stated views of parents/guardians to ensure the spiritual and moral education of their children is in line with their own convictions.

What do school chaplains do? While the key tasks of a school chaplain will vary depending on the needs of individual school communities, they could include:

- working closely with, and/or as part of the school wellbeing committee or team to plan for and deliver student resilience and wellbeing services
- providing students, their families and staff with support and or appropriate referrals, in difficult situations such as during times of grief or when students are facing personal or emotional challenges
 - supporting students who express a desire to explore their spirituality. This may include providing guidance about spirituality, values and ethical matters and/or appropriate referral of questions of faith/spirituality.
 - providing services with a spiritual content (excluding religious education) including facilitating discussion groups and lunch time clubs if approval and consent for the activities as per Sections 3.1 and 5.2 have been obtained
 - developing relationships with, and referring students/parents/carers to specialist services within the school as appropriate or externally under the direction of the School Principal if there are existing state/territory or school referral policies
 - organising one-on-one or group sessions with students, parents, staff and other members of the school community as requested and required by the school community
 - running breakfast clubs
 - delivering peer leadership and support programs
 - participating in school activities such as sport, camps, gardens etc
 - contributing to school newsletters
 - reporting to school community organisations on service provision within the school community
 - attending Parents & Citizens' or equivalent parent body meetings to provide details of the Program and the services that are available
 - facilitating activities connecting students with other members of the community
 - mentoring/coaching
- providing support and/or appropriate referral in times of grief and other critical events
- facilitating community partnership programs between the school and the wider community.

What don't school chaplains/student welfare workers do? When delivering services under the Program, school chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct (Attachment A). As outlined in Section 3.1, religious schools are exempt from any additional consent requirements for the provision of religious services/rites and faith discussions. Services provided during Program funded hours must not include:

- providing religious education in their schools. The decision on whether non Program funded religious education is delivered by the same person who is employed with Program funding is to be determined by schools and Funding Recipients. However, to avoid potential role confusion, best practice recommends that these roles be conducted by different persons. Where this is not a school preference/not possible, schools need to ensure they take all necessary steps to delineate the roles, including on the school website as per Section 6.5

- attempting to convert students to a religion or set of beliefs through proselytising/evangelising. School chaplains/student welfare workers must not – coerce students to attend activities that have religious content/focus – ask or encourage students to proselytise/ evangelise within the school – deliver activities/services that promote a particular view or religious belief without prior approval and consent as per Sections 3.1 and 5.2 – put students in a position of feeling manipulated or intruded upon by intense persuasive conversation.
- initiating faith discussions with a view to coercing or manipulating students to a particular view or spiritual belief. While recognising that an individual school chaplain/student welfare worker may respond to questions and in good faith express views and articulate values consistent with his or her own beliefs, a school chaplain/student welfare worker must not take advantage of his or her privileged position to proselytise, evangelise or advocate for a particular view or spiritual belief
- attempting to undermine students' religious or other beliefs
- using other methods such as social media - blogs and facebook, or newsletters and school websites, to proselytise/evangelise to students within their school, in their role as a Program funded school chaplain/student welfare worker
- providing professional support services, for example counselling or legal or medical advice, unless: – appropriately qualified to do so – consistent with relevant state/territory policies and procedures.
- providing support to students who have indicated that they do not wish to access the services of a school chaplain/student welfare worker, or where an appropriate consent process has not been followed
- performing religious services/rites (such as worship or prayer during school assembly etc), without the appropriate prior consent as per Sections 3.1 and 5.2
- expressing views that are discriminatory or biased on the grounds of religious ideology, beliefs or sexuality. Regardless of individual school chaplain/ student welfare workers' personal/spiritual views, they must treat all students with dignity and respect. School chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct at all times and not participate in activity in a private capacity that might impact or be perceived to impact on their delivery of the services under the Program. For example, a school chaplain should not make public comments which could be perceived as compromising their capacity to fulfil their duties in accordance with the Code of Conduct. This could include, but is not limited to, using methods such as social media, including blogs and facebook, in a private capacity to proselytise/evangelise, targeting students from the funded school. 3.2

School communities/ governing bodies

School communities are expected to demonstrate their support for chaplaincy/student welfare services by:

- affirming support for the chaplaincy services, including the suitability of the role and/or religious affiliation of the school chaplain/student welfare worker (this can be done via a combination of methods including surveys, questionnaires, Parent and Citizens' body meeting minutes etc) which must be done annually at a minimum as per Section 5.3
- if required, providing and maintaining cash and/or in-kind assistance through activities such as fund raising to ensure that the chaplaincy/student welfare service remains viable
 - assisting the School Principal in monitoring and reviewing the nature and role of the school chaplain/student welfare worker, including the service being provided. 3.3

School Principals/ project leaders

The School Principal or nominated project leader has a lead role in coordinating and managing all aspects of the chaplaincy/student welfare services within the school. In order to assist

School Principals and Funding Recipients to work together collaboratively under the Program, a Service Agreement that outlines the roles and responsibilities of each party must be entered into prior to the commencement of the school chaplain/ student welfare worker, and should be renewed on an annual basis. If any changes occur, a revised Service Agreement should be signed by the parties. Details of the minimum requirements for Service Agreements are at Attachment D. 13 A Service Agreement is not required if a non-government school as a legal entity, is accepted by the Department as a Funding Recipient and is a signatory to the Funding Agreement. The school retains overall duty of care for all students attending the school during the school day. The School Principal, working within education authority/system rules, is ultimately responsible for students within the school setting and therefore is responsible for:

- undertaking and/or coordinating ongoing consultation with the school community at a minimum on an annual basis, to assess the demand, support for, and nature of chaplaincy/student welfare services as per Section 5.3
- checking that all school chaplains/student welfare workers/Funding Recipient personnel who may come into contact with students in their school comply with all legislative, policy and other requirements and permissions necessary to have access to and work on the school premises as per Attachment B. School Principals are not responsible for arranging child protection checks and Australian Federal Police (AFP) criminal record checks for school chaplains/student welfare workers engaged by the Funding Recipient unless they are acting as the Funding Recipient. making every effort to inform all parents and students of the voluntary nature of Program participation
- ensuring that sufficient procedures are in place for students and their families to consent to the voluntary service, as outlined at Section 5.2 of these Program Guidelines.
- completing, endorsing, and submitting the school's application for funding
- endorsing the choice of school chaplain/student welfare worker/s prior to employment, and ensuring formal ongoing endorsement of the service by the school community in accordance with the annual consultation requirements in Section 5.3
- in consultation with the Funding Recipient and school governing body, agree to and sign off on a school chaplain/student welfare worker work-plan as required by Attachment D

Blue Mountains Steiner School Peer Support Groups participate each week in a program using the following modules:

Peer Support Australia - The Peer Support Program:

- is a peer led, skills based, experiential learning program
 - empowers young people to support each other and contribute positively to society
 - provides students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing
 - develops key skills in resilience, assertiveness, decision making, problem solving and leadership
 - utilises a whole school approach to support positive cultural change
 - provides authentic leadership opportunities for Peer Leaders
 -
-
- Stronger Together – Anti-bullying
 - Making Friends – Relationships
 - Living Positively – Optimism
 - Moving Forward – Resilience
-
- Promoting Harmony – Values

How does the Peer Support Program work?

- Key teachers attend a one day Implementation Workshop. The Workshop provides Coordinating Teachers with all the information needed to implement and maintain an effective Peer Support Program, and confidently train their Peer Leaders.
- Teachers facilitate 2 days of Peer Leaders' Training with their Peer Leaders at school. In primary schools, trained Year 6 Peer Leaders facilitate sessions with multi-aged groups of about 8-10 students from Kindergarten to Year 5.
- Peer Leaders facilitate sessions from one of the 8 session modules.
- Supervising Teachers provide support to the Peer Leaders through training, briefing, debriefing and supervision during the sessions.

How does the Peer Support Program support other initiatives?

- Outcomes of the Peer Support Program have links to curriculum areas, especially Health and Physical Education, English and History.
- Supports the development of General Capabilities within the Australian Curriculum.
- Enhances complementary initiatives such as student welfare, pastoral care, 'MindMatters', 'KidsMatter', National Safe Schools Framework, National Framework for Values Education, buddy programs and anti-bullying.
- Contributes towards the development of positive school culture.
- Emphasises the adoption of a whole school approach to include teachers, parents and students.

School Rules

General

Children are to:

- speak to each other respectfully
- keep hands and feet to themselves (this rule will be enforced by the school according to lessons, play, age and gender appropriateness)
- look after school and personal property
- follow instructions given by staff
- act and move safely
- be in the right place on time
- use internal pathways
- participate in an environment of “it’s ok to tell” along side the guidance of their teachers

Children are not to:

- be in the classrooms without a teacher
- bully other children
- go out of bounds or climb trees
- display inappropriate, exclusive or overextended physical contact or affection (this rule is age and gender specific)

Play Areas

- Kindergarten - only in Kindergarten
- Paved areas and veranda’s in front of classrooms 1 & 2 (Eucalypt and Angophora Buildings) – classes 1 & 2
- Paved areas and veranda’s in front of hex buildings (Banksia and Hakea Buildings) - all classes
- Breezeway - all classes
- Amphitheatre – all classes
- Court for Classes 3,4,5,6 on roster basis
- Bush area for classes 2,3,4,5,6 on a roster basis
- Cubbies must be dismantled at the end of each term. Disputes over cubby materials should be referred to the duty teacher. Wood only.

Out of Bounds

- Paved area in front of classes 1 & 2 for all other classes
- Car park
- Knoll area
- Blackberry / bush areas (behind amphitheatre fence)
- Mini oval
- Behind or under class rooms
- Areas to be determined for special events and events out of school hours

Bell Times: Monday – Thursday

9.00 a.m. Inside time – Morning Circle and Main Lesson

11.30 a.m. Inside time – Middle Lessons

1.45 p.m. Inside time – Afternoon Lessons

1. Eating time for morning tea 11.00am to 11.10 am - eating in classroom with class teacher
 2. Eating time for lunch 12.55 to 1.05 – eating in classroom with class teacher
- During morning tea and lunch eating times, play areas out of bounds.
 - If classes have extended play-time, the class teacher is responsible. The teacher should have children within his/her sight. The play needs to be away from classrooms.
 - Teachers need to be on duty by 11.10 am and 1.05 pm
 - If children arrive late to class after morning tea and lunch, class teacher follows up with consequences
 - No children in classroom during recess and lunch unless supervised by a teacher additional to the rostered duty teacher.

Friday Bell Times and break times are different. See Duty Timetable.

Wet Weather

- Annual duty allocated to **class one teacher** for 'wet weather' decision – teacher to send runner to other classes to advise of wet weather.
- Children to play under cover area closest to their classroom.
- Children can only go into classroom for quiet activities (no running around) if supervised by a teacher.
- Teachers supervise their own class.

Hats

- Hats to be worn outside at all times.
- No hat, no play – one reminder only - children put on hats before going out to morning tea, lunch.
- If no hat, then must stay on breezeway.
- Shoes must be worn at all times.
- See 'Clothing Policy' and 'Sun Protection Policy'.

Food

- See 'Food Policy'

Bullying Behaviour

- 'Behaviour – Our Approach to Bullying Policy'

Violent and Aggressive Behaviour

- 'Violent or Aggressive Behaviour Policy and Procedures'

Transport (mini bus, bus and train)

- 'Transport Policy'

Supervision of Students / Duty

- 'Duty Guidelines for Teachers'
- Duty Roster for current term
- Duty of Care – Information Sheet for AIS NSW Member Schools
- Attachment 1 to Code of Professional Practice – Code of Conduct for the Care and Protection of Children

Levels of Behaviour Management

Teachers in our school seek to encourage positive behaviour. Appropriate or acceptable behaviour is that behaviour which supports mutual rights, safety and fair treatment of self and others.

Teachers must at all times reflect in their behaviour, the values that are expected of students to be courteous and respectful to all others.

Teachers must consistently implement the school's behaviour code and follow through on all breaches promptly and with procedural fairness.

Procedures for fair disciplinary action at any level require staff to:

- Conduct investigations without undue delay
- Ensure that they do not decide a case in which they have a conflict of interest
- Act fairly and without bias
- Outline the alleged behaviour
- Allow the student to respond (the student may be allowed put their case orally or in writing)
- Consider the response
- Make reasonable inquiries or investigations before making a decision
- Indicate the school's view and likely action to the student, parents / guardians
- Consider any further comment or appeal particularly in relation to suspension, expulsion or exclusion
- Make a final decision

Use the “**Behaviour Incident Report / Statement form**” for reporting incidents and the “**Unacceptable Behaviour Report Form**” according to the level indicated on the following tables. For incidents that involve ‘bullying’ use this policy in conjunction with the ‘Behaviour – Our Approach to Bullying Policy’.

In the following tables, levels of behaviour have been defined, which apply to the breakdown of the rights and responsibilities as discussed above. The emphasis here is on leading, guiding, encouraging and instructing.

The following proactive strategies will be implemented by staff to encourage acceptable behaviour:

- lesson and classroom management planning (see ‘Behaviour Management Lesson Checklist’ for teachers)
- punctual supervision
- encouraging children to see that alerting a teacher to problems in the play area is not 'dobbing' but helps to create a positive social environment through communication
- using discussion, stories, role plays in class to explore the effects of bullying and or other forms of violation. Additionally, the class curriculum should reflect the importance of peer respect and support, good communication skills and problem solving
- clear rules communicated in class and through assemblies about what kinds of games can be played where, play ground boundaries etc

Levels of Behaviour Management Related to the Classroom

Level	Student Behaviour	Teacher Action, Consequences and Strategies	Extra Support
0	<p>Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.</p>	<p>The aim here is to encourage and acknowledge the student.</p> <p>Positively reinforce behaviour with appropriate comments and specific feedback.</p>	<p>Involve colleagues in recognition of student's achievements</p> <ul style="list-style-type: none"> • assemblies • positive behaviours noted
1	<p>Is involved in minor disruptions of low intensity and frequency.</p> <p>For example: Distracting others Finger tapping Off task Calling out Out of seat Passing note Not following instruction Not participating Not keeping hands to self</p> <p>Note: If any of these behaviours persist or are displayed at a higher intensity see next level.</p>	<p>The aim here is to make child/ren <i>conscious</i> of error and redirect into appropriate behaviour</p> <p>Active Options: Start with warning or reminder – 3 only. Questioning and clarification “Is there something I can do to help?” Expression of disapproval or disappointment. Clarify rights/rules about safety, respect and care. Consequences of behaviour outlined. Clarify consequences of continued breach of appropriate behaviour. After 3 warnings: Loss of playtime – 5 mins starting point. Deprived of privileges. Sent to another Class. Write down or ask what has been done and what could be done better. Ask child “What can you do to resolve the situation?” e.g. written apology Use Behaviour Incident Report form.</p> <p>In case of a dispute between students, listening to both sides of the conflict is important and this may involve addressing the situation during break time so as not to disrupt the class. Note the discrepancy and inform the students that it will be addressed later.</p>	<p>Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents.</p> <p>Consult with College or other colleagues for feedback in handling certain situations if support is needed.</p> <p>A specialist or casual teacher should notify class teacher depending on the severity of the infringement. NB: This will help to identify those children who need support before situations escalate.</p> <p>A child study may be carried out at a pedagogical level at the indication of the class teacher.</p>
2	<p>Infringes the rules and rights of others or displays behaviours at a</p>	<p>At this level the child must face the consequences of their actions and learn again the responsible, respectful</p>	<p>Duty/Specialist teacher discusses with class teacher behaviour of child.</p> <p>Class teachers to work with</p>

	<p>higher frequency or intensity than level 1. e.g. Teasing Talking back Throwing things Rudeness Disrespect of others in class Disrespect of teacher or other staff member Not following instruction or class rules Distracting or disrupting other class members</p>	<p>way to behave in class. Options: Loss of privileges. Automatic "time-out" and where applicable, complete "Unacceptable Behaviour Report Form" (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of behaviour</p> <p>Copy of Report form given to Class Teacher (if not observer).</p> <p>Copy of Report form to be given to the Principal.</p> <p>Parents to be informed.</p> <p>In the case of rudeness to staff or another class member there will be a written apology as well as "time out" and the child will most likely go on a Behaviour Plan with parents informed.</p>	<p>children "What's the Problem?" (older children can discuss or write about the problem, younger children can draw a picture; collect and kept in student files).</p> <p>Completion of 3 'Unacceptable Behaviour Report forms', warrants a suspension. A report is to be made by the class teacher and copies given to Parent/s and to College to be filed. A Child Study may occur at pedagogical meeting.</p> <p>If behaviour is continuous the child will go on a Behaviour Plan</p>
<p>2a : If three parent/teacher interviews regarding the same type of behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.</p>			
3	<p>Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity or behaviour is continuous e.g. Verbal or physical assault Intimidation. Swearing Defiance Isolated serious breaking of rules Damaging property Disrupting class members to a level where their learning is effected Continued Disobedience Acting in a way that threatens the good order of the school or the safety or wellbeing of another</p>	<p>As above, at this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.</p> <p>Child/ren automatically lose playtime (ensure appropriate break). Classroom removal Play time will be spent on time out appropriate to age & behaviour. Duty teachers to be notified. Instant suspension for verbal or physical assault or swearing. Behaviour plan to be devised by Class Teacher, College member, Parent and Child (see Behaviour Plan)</p>	<p>10 minute weekly 'touch base' meeting with a College member and the Principal (for term)</p> <p>The parent will need to commit to specialist support for child outside of school, by relevant nominated professional.</p>
4	<p>Seriously and continually violates other's rights Violent behaviour, verbal</p>	<p>Fifth report may result in Immediate suspension for three</p>	<p>Meeting called between Class Teacher, Principal, Parent and Child.</p>

	<p>or physical assault. Swearing. Disrupting class to a level where learning is regularly effected. Vandalism. Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management policy. Continued Disobedience</p>	<p>days. Exclusion from particular class or activity may also be considered.</p> <p>Sixth report will result in Suspension for five days</p> <p>See suspension procedures</p>	<p>Parents must seek outside support eg Counsellor, Therapists Anthroposophical Doctor.</p> <p>Student can also be referred to 'Child and Adolescent Team' – Katoomba Hospital</p>
5	<p>In extreme circumstances expulsion will occur</p>	<p>See Suspension and Expulsion procedures.</p>	

Levels of Behaviour Management Playground

Level	Student Behaviour	Teacher Action/Consequences	Extra Support
0	Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.	Positively reinforce behaviour with appropriate comments and specific feedback	Involve colleagues in recognition of children's achievement <ul style="list-style-type: none"> • assemblies • positive behaviours noted
1	Involved in minor disruptions of low intensity and frequency. For example: rough play unfair play pushing out of bounds exclusion teasing put downs	The aim here is to make child/ren <i>conscious</i> of error and redirect into appropriate behaviour Active Options: Start with clarification of situation, include all students involved. Use warning or reminder – 3 only expression of disapproval or disappointment. clarify rights/rules about safety, respect and care consequences of behaviour outlined. clarify consequences of continued breach of appropriate behaviour loss of playtime – 5 mins starting point write down or discuss what has been done and what could be done better ask child “What can you do to resolve the situation?” e.g. verbal or written apology	Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents. Consult with Principal in handling certain situations if support is needed. Duty, specialist or casual teacher should notify class teacher depending on the severity of the infringement. NB: This will help to identify those children who need support before situations escalate.
2	Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1 e.g. teasing, exclusion, cliques, continual fighting, throwing sticks, stones, verbal abuse, rudeness, rudeness to teachers and staff, swearing	At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave in the playground Options: Automatic "time-out" and where applicable, complete “Unacceptable Behaviour Report Form” (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of behaviour	Duty/Specialist teacher discusses with class teacher behaviour of child Class teachers to work with children "What's the Problem?" (older children can discuss or write about the problem, younger children can draw a picture, collected and kept in student files) Completion of 3 report forms, warrants a letter to parents requesting a meeting with class teacher, parents and child. At this point the child will be

	damaging property	<p>Copy of Report form given to Class Teacher (if not observer).</p> <p>Copy of Report form to be given to College.</p> <p>Parents to be informed.</p> <p>In the case of rudeness to staff or another class member there will be a written apology as well as "time out".</p> <p>In case of damaging property, student may be asked to provide restitution through a job plan (also see fee policy).</p>	<p>suspended.</p> <p>From this meeting agreements are made regarding future conduct and consequences.</p> <p>A report is made by the class teacher and copies given to Parent and to College to file.</p> <p>A Child Study may occur at pedagogical meeting.</p> <p>The parent will be given a mandate in which they will need to seek outside support.</p>
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2a If three parent/teacher interviews regarding the same behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.

3	<p>Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity than level 2. e.g. lower level verbal or physical attack, kicking and hitting, intimidation, intentionally disrupting other children's play, defiance, swearing, throwing sticks and stones at people, isolated serious breaking of rules vandalism acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of others</p>	<p>As above, at this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.</p> <p>Child/ren automatically lose playtime, sit with duty teacher. Parents notified may be asked to collect child immediately Play time will be spent on time out (as long as there has been a break – food, toilet etc). Duty teachers to be notified. Fourth report to be filled out and filed. Principal will decide on suspension. Behaviour plan to be devised by Principal, Class Teacher, College member, Parent and Child (see Behaviour Plan Appendix)</p>	<p>10 minute weekly 'touch base' meeting with a College member and Principal (for term)</p> <p>The parent will need to commit to specialist support for child outside of school, by relevant nominated professional by the school.</p>
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4	<p>Seriously and continually violates other's rights Violent behaviour, verbal or physical (see Violent & Aggressive behaviour policy). Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management</p>	<p>Fifth report may result in Immediate suspension for three days. Exclusion from particular class or activity may also be considered.</p> <p>Sixth report may result in Suspension for five days</p> <p>See suspension procedures.</p>	<p>Meeting called between Class Teacher, Principal, Parent and Child.</p> <p>Parents must seek outside support by Professionals nominated by the school.</p> <p>Student can also be referred to 'Child and Adolescent Team' – Katoomba hospital</p>
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	policy		
5	In extreme circumstances expulsion will occur	See Suspension and Expulsion procedures.	

Kindergarten Behaviour Policy Guidelines

In the Kindergarten, most behavioural difficulties will be worked within the classroom. The Steiner Kindergarten teacher works mostly with a creative approach to discipline. The main tool is a very strong rhythm and an imaginative approach to introducing any change throughout the day, eg all transition periods are carried by verses and songs.

Another tool to resolve behavioural difficulties is to bring a strong message through a story told by the teacher for a whole week.

If difficulties persist after taking these approaches, the following steps will be in place:

Note: These procedures are attachments to the Behaviour Management Policy developed by the College of Teachers.

The young child lives in the present and doesn't understand consequences.

One needs to respond to a disruptive action immediately in a clear and simple way. Explanations and justification often create confusion in the child and place undue burden on them, entering them into the adult world of responsibility before their time. If a child hurts someone else, he/she should be encouraged to care for that person.

How Kindergarten Teachers respond to an unacceptable behaviour or action.

1. Redirect the child's energy e.g. encourage the child to play with someone else, give a job (sweeping).
2. Keep the child with them.
3. Remove the child from the playground or room for a certain time (with supervision).
4. If behaviour continues, meet with and speak to parents.

STEP 1

Bring child close to the teacher to ensure other children are safe.

STEP 2

Find more appropriate tasks for the child

STEP 3

Inform parents – arrange a meeting to discuss further approach

STEP 4

In rare cases, it might be necessary to send a child home, eg if other children are endangered.

Teacher will discuss difficulties in pedagogical meetings to seek support. In some cases, the support of Extra Lesson might be beneficial or the referral to other Specialists outside of the School.

Behaviour Intervention Plan (BIP)

Student Name: _____ School: Blue Mountains Steiner School Grade: _____ Date: _____

A. Behavior(s) of Concern: 1. _____
2. _____

B. Baseline Data/FBA Results/Observation Info/Office Referral/Etc.: _____

Baseline data indicates _____

C. Goal(s) (Stated Positively):
1. _____
2. _____

D. Intervention Plan/Strategies for success:
1. _____
2. _____
3. _____
4. _____

E. Reinforcement/Consequences:
I. What happens when desired behaviors are demonstrated?
1. _____
2. _____
3. _____
4. _____

II. What happens when undesired behaviours are demonstrated?
1. _____
2. _____
3. _____
4. _____

F. Data Collection System:

1. _____ Teacher records / accounts / scatter plot. _____
2. _____

G. Other Pertinent Information: _____

H. Contributing Team Members:

_____	(Principal)	_____
_____	(class teacher)	_____
_____	(student-welfare)	_____

I. Review Date: _____

Behaviour Plan

What is a Behaviour Plan? A Behaviour Plan is a plan of action that is drawn up to assist a child who is experiencing difficulty with their behaviour.

The purpose of a Behaviour Plan is to empower a child rather than punish the child.

A Behaviour Plan is made after a child has reached level three of the “LEVELS OF BEHAVIOUR MANAGEMENT” table.

A Behaviour Plan is drawn up in consultation with Class Teacher, College member, Parents and child and support person at parent discretion.

It is the Class Teacher's responsibility to ensure all relevant staff are informed when a care plan is in place.

A Care Plan will consist of:

- date of meeting
- who was present at the meeting
- behaviours needing change
- strategies for changing those behaviours
- date of next meeting
- duration of the plan
- names of teachers to be in weekly meetings
- outside agency support if sought

A behaviour plan may turn a child around or it may not.

If a behaviour plan is not successful then further strategies (counselling and other outside assistance) should be used.

Regular parent interviews are essential.

If, after all the above are implemented and there is little change, then suspension and possible expulsion may occur.

Procedures concerning Suspension, Expulsion and Exclusion of Students

Definitions *Registered and Accredited Individual Non-government Schools (NSW) Manual, 3.7.1*

Suspension: temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time

Expulsion: permanent removal of a student from one particular school

Exclusion: the act of preventing admission to a number of schools.

In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

The definition of exclusion above is different to the usual meaning of exclusion in our school context – meaning being excluded from a particular class or activity which may be the result of behaviour, duty of care, WHS or a parent/guardian being unwilling to pay for an activity, for example.

As a Steiner school we are part of an association rather than a system and therefore the Non-government Schools (NSW) Manual's definition of exclusion is not applicable, as we do not apply this form of exclusion to students. It is important to note however, that for a student with a history of violent behaviour, we would supply information on receipt of a request from another school's principal or proprietor in regards to that student's behaviour.

General Principles

The Blue Mountains Steiner School makes every effort to ensure that education is a rewarding and relevant experience for all students.

The School promotes good discipline in order to ensure effective learning.

It is essential that suspension, expulsion or exclusion are strategies to be used only in extreme cases of misbehaviour and that any suspension, expulsion or exclusion of a student is at the conclusion of a process of steps including 'procedural fairness'.

It is the responsibility of the Principal to ensure that the students, parents and staff are fully aware of these procedures.

The Class Teacher is to seek early and positive support from parents or caregivers in resolving discipline and behaviour problems.

A student who is extremely insolent, persistently disobedient, and disruptive or continually harasses other students or staff may be suspended from school. Suspension provides a period when all parties can seek a positive resolution to the problem. For younger children our school may be call this a "send home".

Note that it is important to consider individual circumstances and in some cases being excluded from particular activities or the students own class may be more effective. The aim should be to educate the child so as to prevent the behaviour from reoccurring and jeopardising the safety of others.

Violent behaviour must be dealt with swiftly and may result in immediate suspension or 'send home'. Staff must still ensure that there has been a process of 'procedural fairness'. A student may need to be removed from other students within the school while a non-biased procedurally fair process is conducted, prior to any of the three defined actions above.

Parents are to be formally notified, in writing, of the serious breach to the school rules or discipline code that has resulted in suspension or consequences at this level. A meeting will take place. The Class Teacher, Parent(s) and child to formalise a Behavioral Plan to support

the child's return to school. 'Send home' may also be part of a Behaviour Plan for a student who has specific difficulties where an agreed longer term support plan is in place that involves support both internally and externally to the School.

Detailed records (Unacceptable Behaviour Form/ Behaviour Plan) must be created and maintained in relation to any serious student misbehaviour particularly where that misbehaviour may lead to suspension, expulsion or exclusion.

Any action by a student that could constitute a criminal offence must be reported to the police.

The Principal will ratify any suspension decisions. The Principal and two Board members are needed to ratify expulsion or exclusion.

Procedures

Urgent circumstances

In circumstances where violence has occurred, or where for some reason the safety of students or staff is considered to be at risk, the College may immediately suspend the student, following steps for 'procedural fairness and pending determination of the appropriate action to be followed. (see, Violent or Aggressive Behaviour Policy and Procedures and this Behaviour Management Policy Levels).

If a student's behaviour is threatening to other students or staff, the Principal or College may call the police.

Non-urgent circumstances

Except in the case of immediate suspension in extreme circumstances, before suspension is considered the Principal should:

1. ensure that all appropriate school student welfare strategies and discipline options have been applied and documented and that personnel that may contribute to student welfare have been involved (see Student Welfare Communication Policy);
2. discuss with the student and parents or caregiver the unacceptable behaviour, consequences and clear expectations of what is required; (this may include a Behaviour Intervention Plan);
3. Follow steps for 'procedural fairness';
4. record action taken.

Suspension Procedures (see Levels Behaviour Management Plan)

In cases of suspension - both short and long - the Class Teacher and Principal should:

1. Give the student the opportunity to express his or her view of the incident(s). This view must be taken into account before a decision is made to suspend, (see steps for procedural fairness).
2. Inform the student of the precise grounds upon which suspension is being considered.
3. Notify the parents or caregiver in writing of:
 - the suspension;
 - the date and duration of the suspension;
 - the reasons for the suspension;
 - the expectation that the student will continue with studies at home and what these should be;
 - the expectation that the student will be looked after in their absence from school;
 - the importance of their assistance in resolving the matter;
 - the need to involve outside support eg counsellor, Doctor, therapist.

- their responsibility for the care and safety of the student while under suspension
 - includes the opportunity to request a review of the decision
 - any intention to proceed to expulsion;
4. Convene a meeting of the Principal and College, Class teacher, Parents and child to discuss appropriate action in the interests of the student and of the school, before re-entry.
 5. Conditions for re-entry into the school are clearly stated.
 6. Follow up interviews with parents and student should occur within a month.
 7. Record action taken.

Long suspension - five days

1. If a short suspension has not resolved the problem or the behaviour is so serious as to warrant a long suspension, the Principal will advise the School Council or Council Chair.
2. The Principal will ensure that all relevant documentation is retained on file at the school, for review by the Leadership Team and College who will make recommendations for further action. This also must include a record of a process of 'procedural fairness'.
3. The Class Teacher and/or College member will offer to develop, with the student and parents or caregiver, an agreed study program to be undertaken by the student during the period of suspension.
4. No more than two long suspensions will be imposed on an individual student in any one calendar year without the approval of the College, Principal and School Council.
5. If after two long suspensions the matter has not been resolved, alternative strategies must be considered, including alternative educational programs or expulsion.

Expulsion Procedure

1. In extreme circumstances the Principal, College and School Council may recommend expulsion. In these cases the student will be immediately suspended pending their decision.
2. Expulsion may be recommended following violent behaviour or the bringing of weapons or drugs to school, irrespective of any police action taken or continued cases of serious misbehaviour. (see Level 5 Behaviour Management Policy)
3. The College will consider the responses given by the parents/care giver and student prior to a final decision. Again a process of 'procedural fairness' must be in evidence.
4. Final decision of expulsion lies with the Principal, College of Teachers, and representatives of School Council.
5. Notification of expulsion shall be given via hand delivered letter and follow up phone call on the same day.
6. A follow up interview will be offered to parents/student.

DRUGS

Possession of or use by students of any illegal drugs at any time at Blue Mountains Steiner School, on school excursions, at functions, or en-route to and from school may result in immediate suspension and may be taken as grounds for possible expulsion.

- a) Possession of or use by students of alcohol or tobacco at any time at Blue Mountains Steiner School on school excursions, at functions, or en-route to and from school may lead to immediate suspension with a view to expulsion.
- b) Students who are on prescribed medication must follow the Prescribed Medications Policy. The School will query any medication in possession of or used by students who do not have a medical agreement form at any time on school excursions, at functions, or en-route to and from school.

Parents Request a Review of Suspension or Expulsion

- Parents make written application for a review to the Principal and submit any information they want to be considered during the review process.
- The Principal considers the information provided by the parents and reviews the decision.
- The Principal may seek advice from the College Chair, student welfare officer, School Council or AIS.
- The Principal either confirms the preliminary decision as final decision or amends the preliminary decision as final decision based on the additional information provided.
- Principal notifies the parents of the outcome of the review.
- If the Principal decides suspension or expulsion is not warranted, the process ends here.
- If the Principal decides a suspension or expulsion is warranted, the steps for suspension or expulsion are to be followed.

If the Student is Expelled from School

1. The Principal notifies the class teacher and College chairperson.
2. The student and their parents are offered information about alternatives for continuing their education after the expulsion.
3. The student is given the opportunity to pick up any personal belongings from the school and return any resources/ school property.
4. Administration staff, process the termination of enrolment.
5. All fees and charges become immediately payable, a final statement is sent to parents.
6. A record of the expulsion is placed on the student's file.
7. This process ends.

UNACCEPTABLE BEHAVIOUR REPORT FORM
To be incorporated with Behaviour Incident Report/Statement (attached)

REPORT MADE BY _____

DATE _____ TIME _____

LOCATION OF INCIDENT _____

PARTIES INVOLVED _____

OBSERVER _____

WITNESSES _____

VICTIM _____

PERPETRATOR _____

BEHAVIOUR DISPLAYED _____

IS THERE A HISTORY RELATING TO THE INCIDENT? YES / NO

EXPLAIN _____

ACTION TAKEN _____

CLASS TEACHER INFORMED _____

PARENTS OF VICTIM INFORMED _____

PARENTS OF PERPETRATOR INFORMED _____

CONSEQUENCES _____

TIME OUT _____

SUSPENSION _____

COLLEGE ADVISED _____

COUNCIL ADVISED _____

CHECK LIST VICTIM OK _____

PERPETRATOR OK _____

FURTHER ACTION TAKEN BY _____

WHAT FURTHER ACTION WAS TAKEN _____

REVIEW DATE _____

ABBREVIATED POLICIES/DOCUMENTS

<p>Student Welfare & Behaviour Delegation of Responsibility, Authority & Accountability</p> <ul style="list-style-type: none"> • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability 	<p><i>Leadership support document delegating responsibility, authority & accountability in this area to the College of Teachers.</i></p> <p><i>Drafted in 2007 & updated in 2014 delegation 2014.</i></p>
<p>Child Protection Delegation of Responsibility, Authority & Accountability</p> <ul style="list-style-type: none"> • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability 	<p><i>Leadership support document delegating responsibility, authority & accountability in this area to the Educational Coordinator.</i></p> <p><i>Drafted in 2007 & updated in 2014 delegation 2014.</i></p>
<p>First Aid Officer Delegation of Responsibility, Authority & Accountability</p> <ul style="list-style-type: none"> • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability 	<p><i>Leadership support document delegating responsibility, authority & accountability in this area to the Office Administrator.</i></p> <p><i>Drafted in 2007 & updated in 2014 delegation 2014</i></p>
<p>A Safe and Supportive Environment Policy</p> <ul style="list-style-type: none"> • Policy Principle • Support • Security • Supervision • Conduct • Complaints & Grievances • Pastoral Care • Communication 	<p><i>Drafted from AIS NSW 2006 sample policy. Revised in 2014.</i></p>
<p>Administration of prescribed medicine policy encompassing:</p> <ul style="list-style-type: none"> • Action to be taken prior to administration of prescribed medicines at school • Action by parents • Special cases: Allergies, Diabetes, behaviour modification, non-oral medication • Procedures for administration of prescribed medicines (oral) at school (both regular & intermittent) <p>Policy link to Medical Treatment for Students – Information Sheet for AIS NSW Member Schools, AIS 2005</p>	<p>2003.</p> <p><i>Attachment added 2005: Medical Treatment for Students, Information Sheet for AIS NSW Member Schools</i></p> <p><i>Revised in 2014.</i></p>
<p>Child Protection Policy and Procedures encompassing:</p> <p>General Introduction</p> <ul style="list-style-type: none"> • educational philosophy • child protection & duty of care philosophy • role of non-government school sector <p>Definitions & Indicators</p> <ul style="list-style-type: none"> • indicators of abuse & neglect • setting the context • what is an allegation? • What is the definition of reportable conduct? • types of reportable conduct • what is misconduct? • what is procedural fairness? • who is the head of agency (HOA)? • who is the PSOA? • conflict of interest 	<p><i>Policy redrafted in light of changes to legislation during 2003.</i></p> <p><i>All staff attended a child protection and mandatory reporting course in 2006. This is updated and teachers taken back through regulations every 6 months. Last updated July 2012.</i></p> <p><i>Procedures updated with staff training and child protection investigation training 2007.</i></p> <p><i>Procedures updated with child protection investigation training</i></p>

<ul style="list-style-type: none"> • what is a relevant employment proceeding? • what is a class or kind agreement? • risk assessment/risk management <p>Legislative Requirements</p> <ul style="list-style-type: none"> • abbreviations • reporting responsibilities of teachers & others in the school • delegation of responsibility for reporting to external agencies • when does mandatory reporting apply? • 'reasonable grounds' • information exchange • policy procedures • prohibited employment • pre-employment screening • freedom of information provisions • working with children background check - relevant criminal records & relevant apprehended violence orders • exemptions from reporting • current legislation <p>Best Practice Prevention Strategies</p> <ul style="list-style-type: none"> • staff recruitment • curriculum • working practices – strategies • protective behaviours/practices • protective factors that reduce risk of harm <p>Investigation Processes – flow charts</p> <p>Documentation</p>	<p><i>refresher 2014.</i></p> <p><i>Re-drafted in 2008 following advice from AIS NSW and sent to AIS NSW for feedback. AIS feedback incorporated.</i></p> <p><i>All staff attended a child protection and mandatory reporting course 'identifying & responding to risk of harm' in 2009.</i></p> <p><i>Revised in 2014 to incorporate changes to legislation and school staff briefed on 'Keep Them Safe – A shared approach to child wellbeing'.</i></p>
<p>Clothing Policy encompassing:</p> <ul style="list-style-type: none"> • Policy statement • Dress code (including hats & footwear) • Steps if dress code not followed 	<p><i>Redrafted in 2003 from dress code 2002. Revised in 2014.</i></p>
<p>Student Attendance Policy encompassing:</p> <ol style="list-style-type: none"> 1. Introduction - opening statement of school's expectations regarding attendance 2. Policy 3. Procedures <ol style="list-style-type: none"> 1. School attendance records 2. The class role 3. Recording daily attendance 4. Absenteeism 5. Late Arrival or Early Departure 6. Shared parenting / parent child living with / parent child spending time with / different arrangement for collecting students from school 7. Removal of names from the class roll 8. Habitual non-attendance (including late attendance or early departure) 9. School development days (pupil free), College days, optional attendance 10. Off-site school activities <p>Important Information of the <i>Education Act 1990 No 8</i></p>	<p><i>2003.</i></p> <p><i>Revised in 2012</i></p> <p><i>Updated again in 2014</i></p>
<p>Duty Guidelines for Teachers</p> <ul style="list-style-type: none"> • Introduction • General Duty of Care • Procedures <p>Link to Duty of Care – Information Sheet for AIS NSW Member Schools, AIS 2005</p>	<p><i>2004.</i></p> <p><i>Attachment added 2005: Duty of Care, Information Sheet for AIS NSW Member Schools.</i></p> <p><i>Revised in 2014.</i></p>
<p>Food Policy encompassing:</p> <ul style="list-style-type: none"> • Policy statement on school's values regarding good 	<p><i>2004.</i></p> <p><i>Revised 2014.</i></p>

<p>health and nutrition as well as respect for the environment</p> <ul style="list-style-type: none"> • Acceptable food guidelines (including drinks) • Unacceptable food guidelines • Peanuts policy • Birthday cakes guidelines • Food share policy • Cooking policy • Friday Fares • School picnics, festivals, pizza nights, Culture Days, Open Days, Class 6 Farewell dinners etc. 	
<p>Sick Children Policy and Procedures encompassing:</p> <ul style="list-style-type: none"> • Sick children Policy • Procedures • Immunisation • Infectious diseases requiring exclusion from school 	<p>2003.</p> <p><i>Reviewed 2005.</i></p> <p><i>Revised in 2014 and changed from Illness Policy to Sick Children Policy and Procedures.</i></p>
<p>Student Welfare Communication Policy encompassing:</p> <ul style="list-style-type: none"> • Policy • Definition of personnel • The curriculum • Communication processes • Procedures for teachers, parents/guardians & other personnel • Links to other policies • Attachment - Student observation checklist 	<p>2005.</p> <p><i>Reviewed 2009.</i></p> <p><i>Revised in 2014.</i></p>
<p>Sun Protection policy encompassing:</p> <ul style="list-style-type: none"> • Rationale • Aims • Implementation: general skin protection strategies, how the school will support the policy & when enrolling a child 	<p>2003.</p> <p><i>Reviewed 2009.</i></p> <p><i>Revised in 2014.</i></p>
<p>Missing Child/ren Procedures – School Grounds: Flow chart for classroom walls</p>	<p><i>Drafted / Introduced Oct 2011.</i></p>

B. Policies for Student Discipline 2016

Blue Mountains Steiner School's Policies related to student discipline reflect the school's aim to give children a clear understanding of how the school believes they should act towards themselves and to encourage and develop self-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. In a Steiner school, staff may take into account welfare issues that may contribute to a student's behaviour and consider this within a whole approach to student discipline. Where disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. *Corporal punishment is not permitted under any circumstances.*

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

The full texts of the school's policies for student discipline and associated procedures are available to all members of the school community through:

- The School Office (hardcopies are available from the school office)
- The policy folders kept in each classroom/school building

- e-mail (contact the school office admin@bluemountainssteiner.nsw.edu.au)

Full texts of the school's policies are also distributed to the school community from time to time through the fortnightly school newsletter.

ABBREVIATED POLICIES

<p>Student Welfare & Behaviour Delegation of Responsibility, Authority & Accountability</p> <ul style="list-style-type: none"> • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability 	<p><i>Leadership support document delegating responsibility, authority & accountability in this area to the College of Teachers.</i></p> <p><i>Drafted in 2007 & updated delegation 2014.</i></p>
<p>Transport & Minibus Delegation of Responsibility, Authority & Accountability</p> <ul style="list-style-type: none"> • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability 	<p><i>Leadership support document delegating responsibility, authority & accountability in this area to College Member James Goodlet (as of March AGM).</i></p> <p><i>Drafted in 2007 & updated delegation 2014.</i></p>
<p>Student Code of Behaviour and Discipline Policy encompassing:</p> <ul style="list-style-type: none"> • Introduction & policy position Statement • Rights • Responsibilities • How parents can support teachers • How teachers can support students • School rules; general, play areas, out of bounds, bell times, wet weather, hats, food, bullying behaviour, violent & aggressive behaviour, transport, supervision of students / duty • Levels of behaviour management: in class and playground • Kindergarten behaviour policy and guidelines • Behaviour plan • Behaviour plan form • Procedures concerning suspension & expulsion of students: definitions, general principles, urgent circumstances, non-urgent circumstances, suspension procedures, long suspension (5 days), expulsion, drugs • Behaviour incident report/statement • Unacceptable behaviour report form • Behaviour Support Lesson Checklist for Teachers 	<p><i>Revised in 2007 to be a more practical, workable document while fitting in with the school's ethos and linking to other areas that may influence a student's behaviour.</i></p> <p><i>This document is linked to both welfare and student discipline and includes areas such as staff supervision of students.</i></p> <p><i>Reviewing this document is ongoing as it is worked with.</i></p> <p><i>Last revised 2009.</i></p> <p><i>2010 Teacher's 'Social Diary – for behaviour, peer relations & welfare' trialled as supporting document.</i></p> <p><i>2012 Teacher's Social Diary Day Book redistributed and Restorative Practice review & workshops in preparation for policy review in 2014</i></p>
<p>Behaviour 'Our Approach to Bullying' Policy:</p> <ul style="list-style-type: none"> • Introduction • Aims • What is bullying? • The age of the child and the stages of development • What are the effects of bullying? • What can we do about it? • Towards a whole community approach to Restorative Practices 	<p><i>Redrafted in 2003 from 2002 document. Reviewed 2007.</i></p> <p><i>Staff training undertaken in 2007 with a focus on "No Blame Approach" and "Restorative Justice" as part of the National Safe Schools Framework (NSSF).</i></p> <p><i>Reviewed & re-drafted 2008</i></p> <p><i>Reviewed 2014</i></p>
<p>Violent or aggressive behaviour policy: This policy is attachment to the student</p>	<p><i>Drafted in 2004 and linked to both welfare and student discipline.</i></p>

code of conduct and discipline policy. It includes: <ul style="list-style-type: none"> • Policy statement • Procedures (inc basis steps for procedural fairness) 	<p><i>Reviewed in 2005 to include guidelines for procedural fairness and restorative justice practices.</i></p> <p><i>Last revised 2014.</i></p>
<p>Transport Policy (including excursions) encompassing:</p> <ul style="list-style-type: none"> • Policy • Travel behaviour code for pupils • Procedures • Consequences for disregard of safety & courtesy rules • Changes in travel arrangements • Transport orientation session 	<p><i>Reviewed & Redrafted in 2009.</i></p> <p><i>Reviewed 2009.</i></p> <p><i>Last Revised 2014.</i></p> <p><i>School Minibus Driver also given a '2014 Social Diary' to share with College Member with Transport & Minibus Delegation.</i></p>

C. Policies for Complaints, Grievances & Resolution 2016

Our policies for the management of grievances include a set of guidelines that support the application of procedures that deal with concerns raised by parents and/or students. This includes steps that address procedural fairness.

Policies for complaints, grievances and resolution include: 'Anti-Racism Policy', 'Equal Employment Opportunities and Anti-Discrimination Policy and Procedures', 'Grievance Policy and Procedures: Parents', 'Student Grievance Policy' and 'Grievance Policy and Procedures: Staff'.

The 'Grievance Policy and Procedures – Parents' was last revised in 2009. The 'Student Grievance Policy', drafted in 2005 and last revised in 2009, is written to be easily accessible to primary school age students. It can be used in conjunction with the 'Grievance Policy and Procedures – Parents'. All of the above mentioned policies and procedures in place for 2012 were last revised in 2009.

The full texts of the school's policies for complaints, grievances and resolution and associated procedures are available to all members of the school community through:

- The School Office (hardcopies are available from the school office)
- The policy folders kept in each classroom/school building
- e-mail (contact the school office admin@bluemountainssteiner.nsw.edu.au)

Full texts of the school's policies are also distributed to the school community from time to time through the fortnightly school newsletter.

Grievance Policy and Procedures: Parents

Policy Principle	Our school community is a place where individuals should feel safe to express their points of view openly, honestly, constructively and in a spirit of co-operation and respect. At times concerns regarding educational, behavioural or school management issues may arise.
Policy Statement	We are committed to fostering a productive, equitable and harmonious relationship with parents. We aim to ensure that parents concerns and grievances are managed promptly, impartially and fairly.

Definitions

Parent

This means the person/s responsible as carer of a child that may include a guardian, foster parents etc.

What is a grievance?

A grievance is any school related problem, concern or complaint raised by a parent for resolution by the school. As well as genuine concerns, this may also include false, mischievous or vexatious claims.

What grievances are covered by this policy?

Concerns and complaints from parents about:

- Educational/child welfare issues
- School management issues

What is excluded from this policy?

This policy **DOES NOT** apply to:

- **Child protection issues** (reportable conduct, harm, abuse)
- **Discrimination**
- **Criminal matters.**

Grievances of this nature must be referred to the Principal immediately and the relevant policy followed. Where the Principal is unavailable, contact should be made with the College Chair or School Council.

Other policies that may be relevant

Student Grievance Policy
Student Code of Behaviour & Positive Behaviour Policy
Behaviour – ‘Our Anti - Bullying’ Policy

Violent or Aggressive Behaviour Policy and Procedures
Transport Policy
Privacy and Confidentiality Policy

Raise the grievance as soon as possible after it arises.

Raise all grievances early because:

- It is easier to investigate and resolve concerns if reported early.
- It causes less disruption to parent/school relationships.
- It is less likely to escalate into a more complicated problem.

Confidentiality

Grievances will be kept as confidential as possible when applying this policy while taking into account legal obligations and responsibilities.

Communication

Communication should be open and honest, focusing on the issue and not the person. This includes listening carefully and respectfully while the other person is talking, and exercising responsibility and mutual respect: respect by staff for parents' special relationships with their children; respect by parents for staff as professionals.

If communication is not effective or respectful when following procedures, the process can be halted and resumed at a future time or the matter referred to the School Council or Principal.

Conflict of Interest

In a school community of our size and nature it is not uncommon for a conflict of interest to exist that can affect the resolution of a grievance. All conflicts of interest should be considered and declared at an early stage. Where this fails to happen Council will consider appropriate action.

Applying the Policy

There are two different procedures to be followed dependent on whether the concern is about:

- Educational/child welfare issues OR
- School management issues

Once this is decided, follow the procedure below under the appropriate heading.

It is important to take into account the exclusions to this policy noted on page 1.

Educational/Child Welfare Issues

Talk to the class teacher

Where possible the parent should make every effort to resolve the issue or concern by speaking to the child's class teacher. This should occur at the time the issue arises.

A meeting should be arranged. This can be done by leaving a message for the teacher at the school office or by approaching the teacher after school to arrange a meeting time.

Inform the Principal

If the parent has been unable to resolve the issue or concern with the child's teacher within a reasonable time they should communicate the grievance to the Principal who will take appropriate action to resolve the matter.

In the first instance, if the grievance is straight-forward, it may be raised verbally and as soon as possible.

Write it down

If the parent is not satisfied with the outcome at this point it is necessary to write down the grievance stating the outcome that is sought. A meeting with the Principal and College representative will be arranged with the parent. At this meeting, attention will be paid to the principles and statements that form the basis of this policy document ie. communication, confidentiality etc.

A support person may attend this meeting with the parent. Notes of this meeting should be taken. These notes will be read and signed by all people in attendance.

Where the grievance remains unresolved.

If the grievance remains unresolved then it will be referred to the College of Teachers by the Principal. Previous correspondence and the notes from the previous meeting will be tabled. The parent will be given the opportunity to speak to College about the grievance before it is determined. A support person may attend with the parent if requested. The parent will be informed of the outcome of the meeting within a reasonable period of time.

If the parent wishes to take further action.

If the matter remains unresolved, because the parent is not satisfied with the outcome of the action of College, the matter will be referred to the School Council by the Principal.

All documentation of the grievance will be made available to Council.

The parent will be given the opportunity to respond to the decision of College prior to a final decision being made by Council. This may be in the form of a meeting that can be attended by a support person or by providing a letter outlining the nature of the appeal and the outcome that is requested.

The parent will be informed of the outcome within a reasonable period of time.

At the discretion of the Council an independent mediator may be engaged to assist in resolving the grievance.

Student Grievance Policy

Children have a right to learn, play and work in a friendly, safe and helpful school. They have a right to be respected, treated fairly and their concerns taken seriously.

It is normal that problems happen in a school. It is helpful to talk about problems so that somebody else may be able to help.

What to do:

- **Talk to your teacher first. Most problems can be sorted out this way.**
- **If you can't talk to your teacher you can go to the office and ask to speak to the Principal. Alternatively, you can speak to the School Welfare Officer.**
- **If you need more help tell your parent/carer about the problem. They will be able to talk to the teacher or Principal.**

Other relevant policies for parents/carers to guide students:

- Grievance Policy and Procedures Parents
- Behaviour – 'Our Approach to Bullying' and Anti - Policy
- Student Code of Behaviour and Positive Behaviour Policy
- Violent or Aggressive Behaviour Policy and Procedures
- Transport Policy
- Child Protection Policy and Procedures
- Student Welfare Communication Policy

Grievance Policy & Procedures: Staff

Policy Principle	Our school community is a place where staff should feel safe to express their points of view openly, honestly, constructively and in a spirit of co-operation and respect. Within this workplace concerns regarding management or educational issues can arise.
Policy Statement	We are committed to fostering a productive, equitable and harmonious relationship with staff. Staff have a responsibility to act on concerns and contribute to the positive development of our school including relationships with parents, community and other staff members. We aim to ensure that staff concerns and grievances are managed promptly, impartially and fairly.

Definitions

Staff	This includes teaching staff, ancillary staff and casual and contract staff.
What is a grievance?	A grievance is any school related problem, concern or complaint involving a staff member where a resolution is required.
What grievances are covered by this policy?	Concerns and complaints related to: <ul style="list-style-type: none">• Conflict between staff• Staff issues relating to management
What is excluded?	This policy does not apply to: <ul style="list-style-type: none">• Staff performance• Child protection issues• Criminal matters <p>Grievances of this nature must be referred to the Principal as soon as possible. Where the Principal is unavailable, contact should be made with the School Leadership Team</p>
Other policies that may be relevant	<ul style="list-style-type: none">• Staff Performance Policy and Procedures• Child Protection Policy and Procedures• Code of Professional Practice• Grievance Policy and Procedures: Parents• Student Grievance Policy• Staff appraisal documents, eg. Teaching Framework for BMSS• AIS & IEU Agreement: Settlement Procedure• EEO & Anti-discrimination Policy and Procedures

Raise the grievance as soon as possible after it arises.

Raise all grievances early because:

- It is easier to investigate and resolve concerns if reported early.
- It causes less disruption to parent/school relationships.
- It is less likely to escalate into a more complicated problem.

Confidentiality

Grievances will be kept as confidential as possible when applying this policy while taking into account legal obligations and responsibilities.

Communication

Communication should be open and honest, focusing on the issue and not the person. This includes listening carefully and respectfully while the other person is talking, and exercising responsibility and mutual respect.

If communication is not effective or respectful when following procedures, the process can be halted and resumed at a future time or the matter referred to the Principal or Leadership Team.

Conflict of Interest

In a school community of our size and nature it is not uncommon for a conflict of interest to exist that can affect the resolution of a grievance. All conflicts of interest should be considered and declared at an early stage. Where this fails to happen Council will consider appropriate action.

APPLYING THE POLICY – CONFLICT BETWEEN STAFF

Talk to the person

Where possible the staff member should make every effort to resolve any issue or concern with the other staff member in an informal way. It is important that this occurs at the time the issue arises or as soon as possible after. Any approach to another person should be done in an appropriate manner with consideration given to the time, place and manner of contact and the schools duty of care responsibilities.

Inform the Principal

If staff have been unable to resolve the issue or concern through discussion within a reasonable time they should communicate the grievance to the Principal who will take appropriate action to resolve the matter.

If the Principal determines the issue relates to work performance then '**Applying the Policy - Staff Performance**' must be followed from this point.

If the grievance is straight-forward it may be raised verbally as soon as possible.

Write it down

If the grievance is more complex and/or the staff member is not satisfied with the outcome at this point it is necessary to write down the grievance stating the outcome that is sought.

The Principal will inform Council of the grievance and advise of any action taken to date. This will occur regardless of the staff involved (teaching or non-teaching).

If the conflict involves teaching staff, the College Chair will be informed by the Principal that a conflict exists and that the grievance policy is being followed.

Resolving the grievance

If the grievance is straight-forward, The Leadership Team may determine appropriate action to resolve the matter.

If the grievance is of a more complex nature, Council should immediately consider the range of options available as a matter of urgency and inform staff of the time frame involved. Every effort should be made for action to occur within one week.

Action may include:

- Consultation with relevant bodies
 - Arranging a meeting/mediation and engaging an outside mediator or facilitator.
- (see attached resource list)

Supporting staff

Conflict and the grievance process can be difficult.

It is the Council's responsibility to implement strategies to support staff and minimise disruptions to the school.

Staff are encouraged to look at self care options.

Leadership Team appointed Coordinator

The Leadership team must appoint an appropriate person to coordinate the grievance process including liaison with external agencies/individuals and staff. This will also include preparation and distribution of a meeting agenda.

Meeting/Mediation structure

Meetings will be formal with an agenda and minutes taken. The agenda and a list of attendees must be made available to those involved 48 hours prior to the meeting. Attendees may include a staff support person or representative/s appointed by Council, which must be notified to the Principal prior to the 48 hour notice period.

In all communication about the grievance, attention must be paid to the principles and statements that form the basis of this policy document i.e. Confidentiality, respectful communication, conflict of interest, code of professional conduct.

Following any meeting, minutes will be read and signed by those in attendance within one working day.

Staff involved will be informed in writing of the outcome.

The Coordinator appointed to the grievance is responsible to ensure participants involved are kept informed throughout the process.

If the grievance is unable to be resolved

It is acknowledged that some grievances may not be resolved. If the grievance has not been brought to resolution by this time Council will determine final action.

RESOURCE LIST

Association of Independent Schools	Ph: 9299 2845
Department of Industrial Relations	Ph: 131 628
SEA	Ph: 02 94112579
Independent Education Union	Ph: 9202 2600
Blue Mountains Community Resource Network (for referral to individuals contracting mediation services)	Ph: 4759 3599
Community Justice Centre (Govt. mediation service)	Ph: 4732 1933

School Management Issues

Talk to the Principal

Bring the concern to the Principal who will direct it to the appropriate person or school body.

In the first instance, if the parent has a straight-forward concern, it may be raised verbally. This should be done as soon as possible.

The Principal will inform the parent of any school policy relevant to the concern and/or any action taken.

Write it down

If the issue has not been resolved in a reasonable time the grievance should be put in writing to the School Council stating the outcome that is sought. This will be referred to Council by the Principal.

The parent will be informed of the outcome of Councils consideration within a reasonable period of time.

If the parent wishes to take further action

If the parent is not satisfied with the results of Councils consideration they should contact the Council Chairperson.

The parent will be given the opportunity to respond to the decision of Council. This may be in the form of a meeting that can be attended with a support person, or by providing a letter outlining the nature of the appeal and the outcome that is requested.

If a meeting is held, attention will be paid to the principles and statements that form the basis of this policy document ie. communication, confidentiality etc.

The parent will be informed of the outcome within a reasonable period of time.

At the discretion of the Council, an independent mediator may be engaged to assist in bringing the grievance to a resolution.

Issues Remaining Unresolved

If the above processes have not led to resolution

A joint meeting of Principal, College and Council may be called to review the grievance, all processes to date and to decide on employing any other unexplored options to find a resolution.

2016 Reporting Area 11
School determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
Curriculum and Programme Development	<p>Continued working as a team to develop our documents to ensure ongoing compliance with NSW BOS. All teaching staff beginning to study new BOS syllabuses and documents.</p> <p>Internal appraisals conducted in 2012 and continuing with this process during 2013 for all teachers to ensure best practice.</p> <p>Continue to develop links and understanding between Steiner Curriculum and key areas for new National Curriculum.</p> <p>Early Childhood Centre expanding. In 2012 the preschool opened for three days a week, working alongside playgroup, pre-kindy & kindergarten.</p>	<p>Further developed and implemented our integrated curriculum. All teaching staff using the National Steiner Curriculum Framework as support documents for lesson planning within the context of the overarching BOS syllabuses.</p> <p>The teachers continued to have scheduled times to share work samples from Main Lessons and in-depth feedback sessions, concentrating on areas where further development was needed.</p> <p>Two staff members continued to participate in Steiner Education Australia's national association discussions to complete the preparation of an Australian Steiner Curriculum Framework (ASCF) to align with the National Curriculum. Development of other areas of the curriculum in progress with a working team from various Steiner Schools.</p> <p>Wattle Glow Preschool opened in 2015 for four days per week and all sessions were full by the end of the year. Plans to open for four days per week in 2016.</p>
Staff Development	<p>Continuing to increase Steiner teacher training.</p> <p>Continue mentoring of teachers: internally & externally.</p>	<p>Some class teachers participated in intensives at Parsifal College in Sydney. Staff members have attended various other training opportunities including a Governance and Leadership conference mid-year.</p> <p>All teaching staff working very closely and giving each other support in specific areas. Support from AIS staff in the areas of literacy, numeracy and behaviour management. Mentoring of New Scheme teachers continuing.</p>

Facilities and resources	<p>Continuing to improve specific areas of maintenance targeted for compliance with WH & S requirements.</p> <p>Playground upgrades being planned in the Primary School.</p>	<p>Ongoing during 2015. Attended to in terms of priority.</p> <p>Planning redesign of particular playground areas during 2015.</p>
Financial	<p>Continue to work with tight budgetary restraints in order to maintain a healthy financial position.</p> <p>Continuing planning and management to ensure the school remains in a solid financial position.</p> <p>Consolidation and building of enrolments to support school viability within a competitive environment and continual developments in accountability.</p> <p>New website live providing a better online view of the school.</p>	<p>Continued throughout 2015 as a priority area. Ongoing.</p> <p>Positive results returned in 2015 clearing a lot of debt.</p> <p>Continuing throughout 2015 as a priority area. Teacher/student ratio continues to be healthy due to composite classes. Ongoing.</p> <p>Website designer started to redesign website.</p>
Policies	<p>School policies continue to be reviewed, checked and updated for compliance with new legislation. Behaviour Policy due for review, working on implementing increased restorative justice.</p>	<p>Achieved and ongoing. Continuing to work on the student welfare policy, establishing new levels and ensuring consistency.</p>
Management and School Leadership	<p>Position of Teaching Principal</p> <p>Review leadership framework and plan updates according to the current needs of the school.</p> <p>Team building through careful selection process during interviews with potential new staff members.</p>	<p>Teaching Principal on 0.8 to carry Class 5/6 0.8 load and Principal</p> <p>Continued review of current leadership structure. The interim changes to the management structure of the school implemented in September 2012.</p> <p>Comprehensive interview processes. All staff employed by the school in 2011 continued in roles from previous years.</p>

Lisa O'Donnell

2016 Reporting Area 15

Initiatives promoting respect and responsibility

Blue Mountains Steiner School wants all students to feel happy, safe and valued members of the school community. We are a school based upon a philosophy that values the importance of educating children in the context of building positive healthy relationships with peers, teachers and community members. Our student needs are met by a community that respects and acknowledges the developmental stage of the child. Our community has a strong appreciation of process, context and school narrative which supports a student's journey in reaching developmental milestones. This understanding of our student's developing nature and needs underpins the care and support required for the development of a positive self-concept, self-esteem, mutual respect and responsibility in our students.

Blue Mountains Steiner School encourages students to develop a sense of their place as an individual within a group. Because we recognise that the child develops this awareness of individuality slowly (becoming strong at around nine years of age), teachers must be aware of the general 'age culture' belonging to the children in their care, as well as the specific needs of their students. This awareness of child development is studied and discussed in pedagogical meetings and Teacher Training Modules through Sydney Rudolf Steiner College and Glenaeon School (our teachers are involved in this further training). Teachers also aim to complete a Child Study on each child in their care by the time the children reach Class 6.

We are always working on developing student to student and student to teacher relationships which enhance self-regulation in our learning environment. Behaviour management strategies used at the school always aim to assist the child become more empowered in resolving conflict which recognises relationships as the cornerstone of our personal growth. A focus on the growing awareness of the child's development enables us to continually improve the way we approach our discipline and behaviour policies. At Blue Mountains Steiner School there is awareness the growth in the child's consciousness leading to a change towards individuation around nine years of age. This is reflected in the way we deal with interpersonal conflicts between students and the way in which we discuss these issues with parents.

Prior to this 'nine year change', we tend to view interpersonal conflicts as largely developmental. That is not to say they cannot create problems, just that we would not automatically use the label, "bullying" but rather age-related and inept behaviour. We would guide the children by modelling more appropriate behaviour and monitor the situation including looking for patterns of behaviour. We would also approach the parents with this consciousness. This has supported us in terms of dealing with the individual child within the context of school policies. After the 'nine year change', we believe the children are becoming more conscious of themselves being separate from the world around them and therefore gradually becoming more conscious of not only their own behaviour but also the consequences of this behaviour, not only for themselves but for others. With ages eleven to fourteen years being the optimal and integral time to develop a real and deep understanding of consequences related to ones actions.

The restorative justice model we have adopted continues to be used, particularly in the context of choices the children are making. Some of the values embedded in this approach that fit particularly well with our school philosophy are those that value relationships and seek to engage people in restoring relationships damaged by conflict, as well as learning that helps promote the development of self-discipline. Circle work which focuses on the issue and not personalities is used to develop our students understanding of compassion and empathy.

We have a School Chaplain to support the students in our school. The role includes liaising with teachers regarding the needs of individual students, providing activities to supplement

current playground activities, observing playground dynamics and involvement in class social activities (including boys and girls groups and class camps). The Blue Mountains Steiner School outdoor education program forms an integral part of our school leadership program. The importance of a comprehensive understanding of the natural world is crucial to the development of the child's spiritual world.

The school has organised and run a Peer Support program for the last nine years. Class 5 and 6 students take groups of children from the cross section of Classes 1 to 4 through activities aimed at engendering mutual respect and cooperation. The activities range from 'getting to know you games' to discussions, to active cooperative games. We have continued to use the Peer Support Australia modules as a resource for our Peer Support Program. This program focuses on the skills needed to initiate and maintain friendships and acknowledges the importance of the Class 5/ 6 children in developing and maintaining a friendly support student community. We have also extended the focus into Class 5/6 Leadership which works effectively through our Peer Support Program. This has been extended to include other cross-grade activities including playground related matters such as walking the boundaries of the playground together and discussing appropriate activities for various playground areas. We are undergoing staff training with the Peer Support Foundation to provide a clearer impulse and structure for our school program. This will be under the direction of our School Chaplain.

Martin Buckmaster
School Chaplain

2016 Reporting Area 13 Parent, Student and Teacher Satisfaction

Parents

Blue Mountains Steiner School welcomes and encourages parent involvement, and views the whole school community as participating in an inspiring teaching and learning environment. There are roles taken up by parents in many spheres of the School, from leadership on School Council and parent committees, to being involved by assisting in the classroom, at event days, working bees or with the Festival Parent Choir. The parents enjoy connecting with the life of the school, which is in turn nurturing for the family and the whole school community.

The parents are supportive of the work of the school staff, and encourage us to continue to strengthen the ethos of the school to differentiate from mainstream education. Parent education articles in the school newsletter, and talks at event days and information evenings assist in this way.

From time to time, parents wished to report behavioural issues during the school year. These issues were standard behavioural issues that can occur in the playground. Parents have both formal and informal check-ins with the appropriate staff member as necessary, and any issues are resolved quickly. Students with specific social issues and behavioural plans continued to be monitored and parents of children with behavioural plans were kept informed and involved in their child's plan. Issues were investigated and addressed as needed.

Generally, the parent community as usual was very vibrant and supportive.

Students

Student feedback is encouraged both within the classroom, during playtimes and at Assembly. From both staff observation and student feedback, the children are highly

engaged in academic, creative and social learning in both the classroom and the playground. The children report especially valuing the many movement-based, creative and interactive activities, such as ball games, art work, Cross Country Run, camps, excursions, baking, bushwalks, and event days such as festivals and Harmony Day. In addition, the Swimming and Gymnastics lessons, as well as Language (Japanese), Craft, and participating in local community events such as the Carols evening.

Our students feel comfortable to make suggestions, and know that they are heard. They also enjoy being enabled to assist in the improvement process following their suggestion, as far as possible.

Many parents tell us that their child dislikes having to stay home when experiencing illness!

Teachers

The Teaching Staff have noted the following as some of the strengths of our school which make for a rewarding workplace:

- Teachers being able work creatively with the children in the classroom;
- The opportunity to offer children both breadth and depth in curriculum in a creative manner;
- Working collaboratively alongside skilled colleagues;
- An understanding that we can work through issues;
- The opportunity for skills sharing with colleagues;
- A meaningful appraisal process that provides opportunity for celebration of teaching successes;
- High quality early childhood centre and staff;
- A beautiful school and classroom environment.

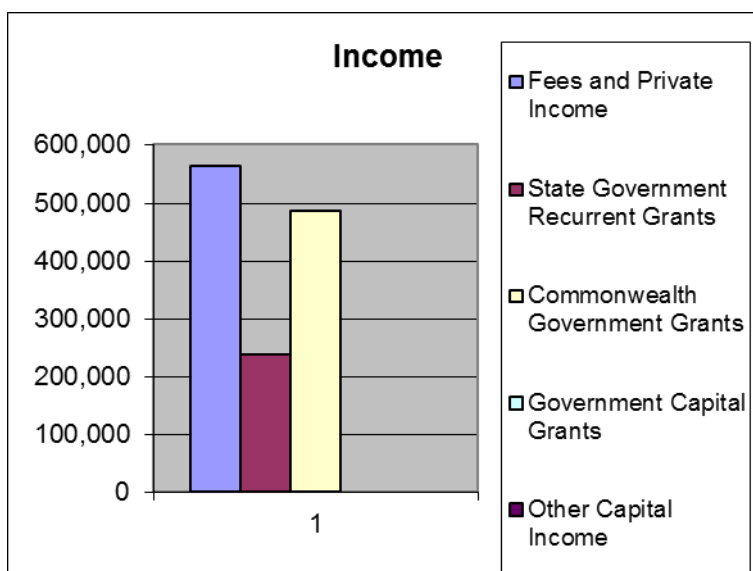
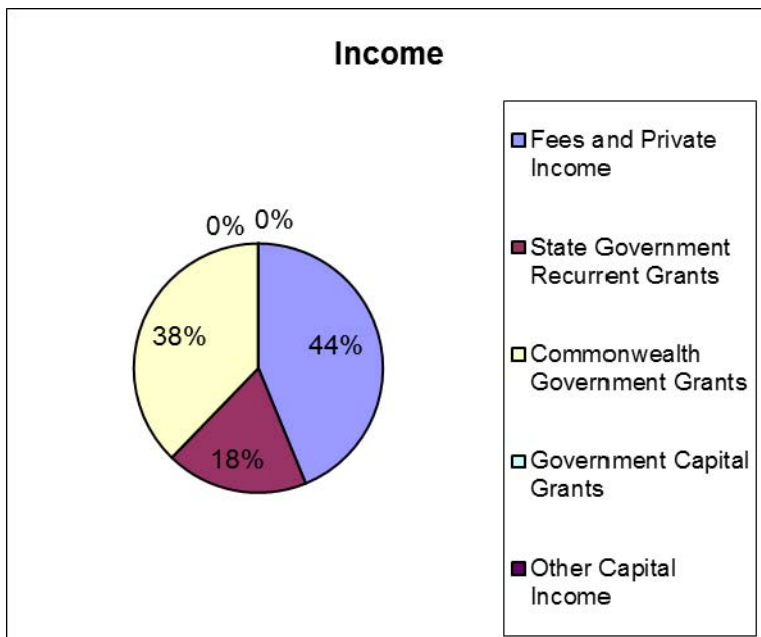
The Teachers felt that the procedure for handovers between classes that are re-compositing is being clearer. Teachers commented that they were looking forward to the new Australian Steiner Curriculum Framework (ASCF) to be implemented (alongside the National Curriculum) as they felt that this would also be a great support in regards to both articulating what the teachers are striving to achieve with the students, and in a feeling of working alongside other Steiner Education Australia (SEA) schools.

Overall, the level of satisfaction from members of school community was quite high in 2016.

2016 Reporting Area 14 Summary financial information

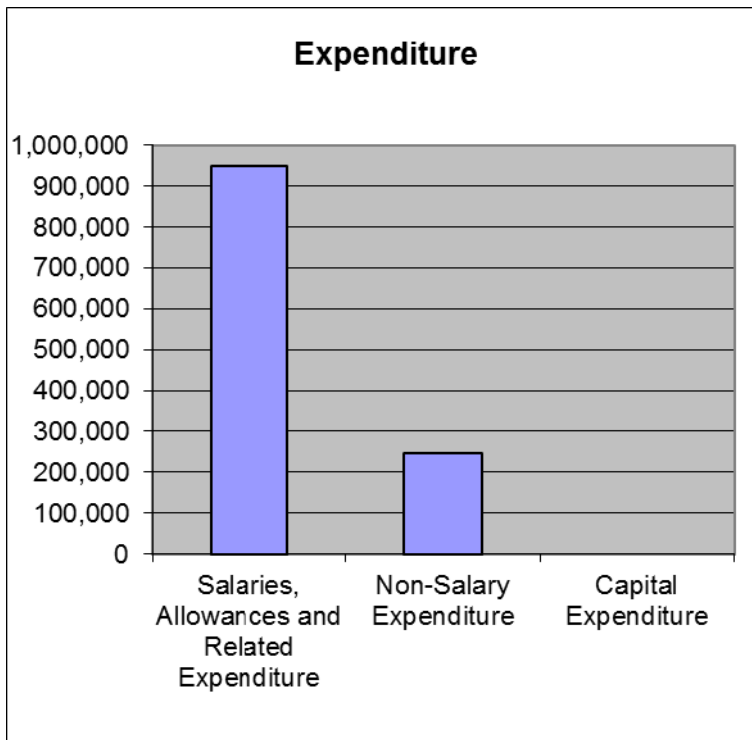
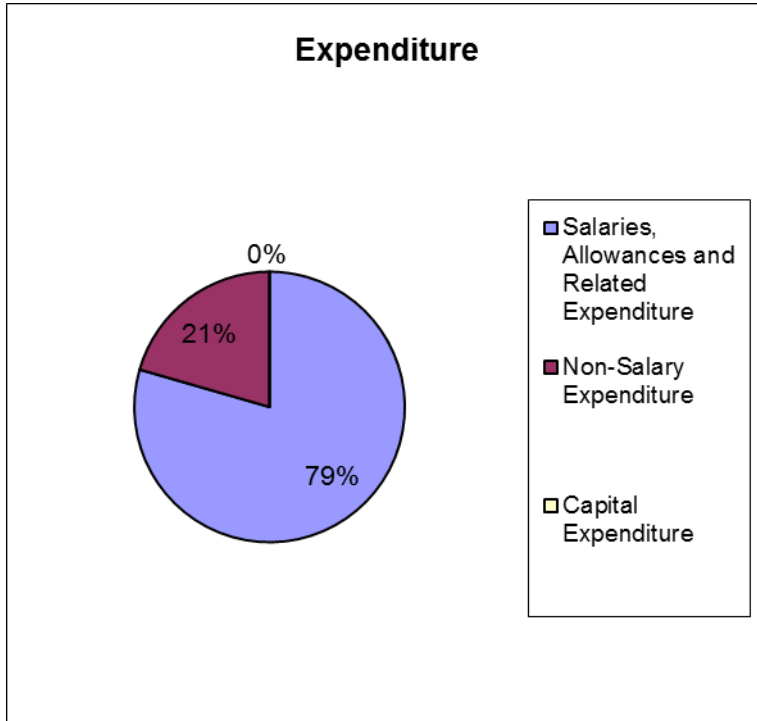
Recurrent Income

Fees and Private Income	565,029	43.80%
State Government Recurrent Grants	237,980	18.45%
Commonwealth Government Grants	486,927	37.75%
Government Capital Grants		0.00%
Other Capital Income		0.00%
	<hr/>	
	1,289,936	100.00%
	<hr/>	



Expenditure

Salaries, Allowances and Related Expenditure	950,002	79.47%
Non-Salary Expenditure	245,491	20.53%
Capital Expenditure		0.00%
	<u>1,195,493</u>	<u>100.00%</u>



Sandra Killelea
Senior Clerical Officer