

**Blue Mountains Steiner School
ANNUAL EDUCATIONAL AND FINANCIAL REPORT
2014**



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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2014 Reporting Area 1

A message from key school bodies

School Council / The Board of Directors 2014:

Council Members (March 2014 – March 2015)

Robin Jaworski (Chair)	Non teacher - parent
Kaori Shimmyo- Goers (Secretary)	Non teacher - parent
Sean Howells (Treasurer)	Non teacher - parent
Lisa O'Donnell	Principal – teacher representative
Olga Nielsen	Teacher representative
Francine O'Dea	Teacher representative

Council met formally 10 times between March 2014 and March 2015.

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

2014

2014 was characterized as a year of needing to strengthen our foundations in all areas of the school. We did this by focusing and capitalising on our strengths and working closely together as a team.

We completed the process of creating a strategic plan. This plan is looking ahead into the next 5 years, as well as providing us with clearly defined goals for the next 2 years. The 4 major prongs within the plan are to: strengthen the education we bring to children, improve the sustainability of the school, and continue to make Steiner education affordable and relevant to the community.

Employment

The Council would like to thank the staff and teachers of the school for their immense efforts and contributions in 2014.

It is always with regret that we must say goodbye to the outstanding individuals who have contributed so much to the school but are moving on. Council would like to express gratitude to Brett Dennis for working so hard at the school for the past 12 years and Isabella Jaworski for her contribution to the school as both a Eurythmy teacher and pre-school educator.

We are very fortunate to welcome Jill Gannon and Beth Adams in the pre-school staff.

We also welcomed Jess McCann onto a 0.2 Class 1/2 teaching load, for the final 12 weeks of the year.

As funding was continued for the Social Welfare Worker role Martin Buckmaster continued this role in the school, whilst maintaining his position as Literacy and Numeracy Support teacher.

Council would also like to thank the following people:

- Playgroup leaders, Amy Johnston and Diva Perez. Diva has also been instrumental in holding together the parent craft group;

- Prem Love who has transformed the student instrumental ensemble into the school orchestra;
- The parents who lead and contribute so much to the Parents Association, and all the parents who volunteer their time to enrich the school in so many ways.
- Susanne Evans for leading the school parent choir, who so willingly contribute to each of our school events.

Financial

As outlined in the Treasurer's Report, the school made a loss of around \$65,505.41 for the 2014 calendar year. This was an improvement from the previous year. In the last 2 years Council has focused on improving its financial processes, especially fee collection and improved reporting. Strategically making the decision to have a professional accountant on council has made a marked difference in our understanding of processes that need to be improved and how we can improve these processes. We also accepted the AIS grant offer to have a professional body (Grant Thornton), come in and conduct an independent financial health check within our school. The concerns that they highlighted of the school's financial sustainability will be addressed by making a major staff reduction in 2015 as well as setting up monthly reports to the bank. In 2014 we continued our focus on improving financial processes, reviewed sustainable teacher-to-student ratios and encouraged an all-school approach to promotions and retention. The school needs to aim for a student body of 80 or more to accommodate fluctuations in income and avoid losses of this kind.

Other Council activities

1. The school went through its 5 yearly registration process in August 2014 and was once again granted another 5 years of registration.
2. In addition to the annual governance and management activities, Council had committees working on the strategic plan and on creating a comprehensive review of the school bus and the feasibility of providing children with transport to and from school.
3. We have purchased new school administration software which will make many administration tasks more efficient and improve reporting to regulatory bodies.

After a decade of being on the school council we must say good-bye to Robin Jaworski will be leaving at the end of this year. Robin has been instrumental in solidifying council, starting the school choir and helping Lisa to get the school strategic plan into action. It has been a pleasure and inspiration to work with Robin over the years. We will miss her very much.

I would also like to thank all of the council members for their assistance and expertise throughout the year.

Kaori Shimmyo
Council Chair

Principal/ College Report

2014: 2014 was a significant year in which we needed to focus on building strong foundations in all areas of school life.

Leadership Team: Principal (Lisa O'Donnell), College Chair (Olga Nielsen) and Council Chair (Robin Jaworski). This remained an effective model for whole school decision making and this was particularly highlighted during a sudden staff changeover in mid- Term 2.

College: The 3 major goals of College were: Strengthening our pedagogical practice(particularly in the area of literacy), Identifying our points of difference from other schools, ensuring that the work we do continues to be relevant.

Pre-school: Pre-school started at 3 days and went to 4 days in Term 3 with 2 groups each running for 2 days. Children were also given the option of going for 4 days. Pre-school welcomed in Jill Gannon and Beth Adams and said farewell to Isabella Jaworski.

Kindergarten: The kindergarten had a healthy group of 17 students and continued with Anna Randall and Kathryn Tang as assistants.

Primary: We began the year with Class 1/2 participating in split Main Lessons by a shared teaching team of Brett Dennis and Julie Humphreys. Due to decreased enrolments in the class at the start of Term 2, we changed the model to a shared teaching team in which each teacher held a 0.6 teaching load. By the end of term 2 we went back to having 1 full-time teacher on the class.

We worked extremely closely together in Primary all year to support student welfare. Sue Cairns from AIS came to the school on 4 occasions to help us with our planning and implementation of this student support.

Our Principal, Lisa, began the Principals as Literacy Leaders course to ensure a whole school consistent approach to literacy. This study and research helped us to work more consistently across the classes and undergo a whole school approach. It also prompted us to start collecting more data to check-in all of our teaching methods.

We kept the increased playground duties and the new Class 5/6 area. Martin and Lisa ran more Outdoor Education trips for classes 3/4 and 5/6, with benefits right across the curriculum.

Staff: Brett Dennis resigned from the school towards the end of Term 2 and Julie Humphreys went to a 1.0 load to carry the class. Towards the end of Term 3, Julie went to a 0.8 load on Class 1/2 and Jess McCann went to a 0.2 load.

Jill Gannon was employed as a Pre-school educator in Term 4 to replace Isabella Jaworski .

New Programs: Our Japanese program continued to be a huge success with a pen-pal program starting between a sister Tokyo school and ourselves.

We continued the new specialist teaching model between the primary classes with teachers swapping between the classes to teach their specialist subjects. This new model has teachers doing their own craft.

Lisa continued the new Outdoor Education program in 2014, working closely with Martin to assist with leadership, relationships and building resilience. This is an integrated program that focuses on developing a greater understanding and appreciation of the Blue Mountains as well as a deeper understanding of self and others. It also teaches many of the science/ geography and history areas of the curriculum firsthand.

Our Buddy Reading and Leadership program, in which the Class 5/6 children work with Kindergarten and Class ½ continued and will continue.

Olga and Martin introduced a specific Class 5/6 Leadership program not only to grow strong leaders in the school but to help transition them to high school. We began adopting the new English curriculum ready for 2014.

The school orchestra continued for all children in Years 3-6 and the orchestra performed 7 times during the year.

Eurythmy: Staff members continued working with Annika Andersdotter for Term 1 and 2.

Professional Development: Lisa commenced a 10 day Principals as Literacy Leaders course. K-6 continued the Introductory Key Word Signing Work, and also updated asthma/ anaphylaxis/ CPR/ child protection training and using fire extinguishers. Lisa and Robin attended the SEA Governance Leadership and Management Course. There was also individual PD throughout the year. John Alison came for 2 days at the beginning of 2014 which included a Governance session for council members as well as 2 days working on many teaching facets with the K-6 teachers.

Adult Education: Pre-School Director, Alima Clarke held 2 extra education evenings last year for the whole school community. We held a joint community Shakespeare play night with Kindlehill. We had Ebba Bodame come to the school to talk on the qualities of Christmas. We hosted Lou Harvey- Zara, as well as Lisa Devine and Lisa spoke on Literacy at our annual Open Day talk.

Registration: We received the highest pass for registration and were granted another 5 years of registration, with glowing reviews.

School Festivals: We received extremely positive feedback on our 4 school festivals for 2014.

Strategic Planning: The leadership team completed the school's Strategic Plan to a working document.

National Curriculum & Australian Steiner Curriculum Framework (ASCF)

ACARA has approved the Geography Curriculum and the first stage of the National Curriculum, the English Syllabus was implemented in 2014. Our newly merged curriculum was inspected during our registration visit, and received high praise. Tracey Puckeridge, CEO of SEA continues to meet with the BOS to assist with mapping our Steiner Curriculum to the NSW BOS Curriculum to ensure a smooth transition to the National Curriculum in all the curriculum areas.

Special Programs & New Initiatives

The LOTE program continued through 2014, with Japanese being taught from Kindergarten through to year 6.

The strings program, taught by Jess McCann, continued from the second half of 2014. This has been supported by parent contribution.

Martin Buckmaster continued as School Chaplain in 2014, whilst maintaining his position as Literacy and Numeracy Support teacher. The School Welfare program offers enormous support to all of the classes and the individuals within. It also strengthens our relationships with families of students.

Student Leadership roles for the class 5/6 students continue to be strengthened with Martin's guidance, as part of his Welfare role, especially through peer support activities and the continuation of our new Outdoor Education program. Connections that have been formed between the older and younger students through activities and the continuation of this program; has seen older children helping to sort out playground difficulties and it has also helped with a smooth transition from the kindergarten to the primary playground.

Forward planning: Our strategic plan has focused on introducing the Stage model for 2015. As we are strengthening our academic results within the school, the Stage model matches teaching strengths to each stage, and as a teacher remains on a Stage they can become experts on that stage.

Early Childhood

With Blue Mountains Steiner 'Wattle Glow Preschool' having completed 3 years we are now focusing on it becoming more viable financially. This decision means that it will start off at 2 days a week in 2015, and will only move to more days when the enrolment numbers are large enough for the extra days to pay for themselves.

National Curriculum & Australian Steiner Curriculum Framework (ASCF)

ACARA has approved the first four phase 1 topics of the ASCF; English, Mathematics, Science and History, Geography as well as the SEA Steiner schools' position on ICT. Phase 1 topics are now implemented alongside the National Curriculum equivalent of these subjects and Creative Arts and Languages are currently being implemented. The transition so far has been fairly seamless.

Parent Community

Parent choir and coffee shop are continuing in a vibrant and healthy way. A parent ensemble began in Term 1 of 2014, but did not continue into Term 2.

Parent members of the School Council executive have been a great team who have served for many years. There will be a few changes to the School Council in 2014.

School Staff

Our small but growing body of staff members continued to work well together. Our school staff during 2014:

- Lisa O'Donnell, Principal
- Karen Perry, office administrator & promotions
- Sandra Killelea, senior clerical officer
- Francine O'Dea, kindergarten teacher
- Anna Randall, kindy assistant
- Kathryn Tang, kindy assistant
- Alima Clarke, preschool teacher/director
- Catherine Clucas, preschool assistant
- Catherine Clucas, preschool leader
- Saffron Waddick, preschool assistant
- Christine Hill, preschool assistant
- Isabella Jaworski, preschool assistant
- Brett Dennis, class teacher for 1/2
- Steph Cassin, class teacher for 3/4
- Olga Nielsen, class teacher for 5/6
- Julie Humphreys, class 1/2 teacher
- Jill Gannon, preschool assistant
- Beth Adams, preschool assistant
- Jess Mc Cann, class 1/2 teacher
- Prem Love, music tuition
- Sayoko Yanai, Japanese teacher
- Martin Buckmaster, literacy & numeracy support, and School Chaplain
- Wayne Murphy, minibus driver
- Ian Woodham, maintenance

Sally Weymouth and Robin Jaworski, who have both served the School extensively on School Council, work in the office from time-to-time to fill in for Karen, while Karen works on promotions or when a casual is needed. Sean, Kaori and Robin, (all from School Council) make up the finance team alongside our Senior Clerical Officer, Sandra. We are most grateful for this support from active Board Members.

Amy Johnston continues to lead 'Little Sprouts Steiner Playgroup', affiliated with the School and operating privately on the School grounds. Playgroup is very popular and usually runs with a waiting list. We would still like to see permanent housing for playgroup on the School grounds as part of our master plan due to playgroup being an essential element of our Early Childhood Centre.

Special Programs & New initiatives

The Indigenous Culture day, with a visit from Wayne Brennan went very well, and many parents attended an assembly to hear a story told by Wayne.

The strings program, that continues is a very wonderful musical development that enriches the school on many levels. Our strings teacher took leave in Terms 1 and 2 and returned in Term 3, 2014.

Our strings teacher, Jess McCann ran a 4 week capoeira program, which gave the students new skills and confidence and culminated in a performance for the parents.

Prem Love, the conductor of our School Orchestra, commenced extra music tuition classes for instruments other than the strings. This was also popular with the parents and the children performed at the end of year assembly.

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. In 2013 Olga initiated a "buddy" reading program with the Class 5/6 students and kindergarten students and this continued throughout 2014.

In 2014 we strengthened our leadership model, by keeping in place the same Leadership team. This is made up of the Principal, College Chair and Council Chair and proved to be extremely effective during all major decision making in the school.

The College of Teachers

Blue Mountains Steiner Wattle Glow Preschool Directors report for 2014

2014 saw the preschool continue two 2-day programs as well as the 4 day program. The Sugar-Gliders on a Monday and Tuesday, and the Possums on a Wednesday and Thursday. The Sugar-Gliders catered to the older preschool child (transition to school age) and the Possums catered to children attending 4 days of preschool and younger preschool children.

Numbers

Sugar-Gliders started with 16 children and progressed to 19 children. Possums started with 11 children and progressed to 18 children.

The lower numbers starting in Possums and then growing throughout the year is a standard enrolment trend.

Staffing

Catherine Clucas continued to work as a diploma trained educator working 4-days per week. This included 2-days as assistant in the Sugar-Gliders group and two days as group leader of the 2-day Possums group. Catherine was a Certified Supervisor on a Wednesday and Thursday.

During 2014 Alima Clarke continued to be the preschool director working Monday to Wednesday. Isabella Jaworski, Jill Gannon, Beth Adams and Christine Butler-Hill worked as a Certificate 3 trained Educators in assistant roles.

Three educators were employed for full days on all the days we ran preschool in 2014.

Staff Development

Alima Clarke continued her Early Childhood Degree bridging course (Macquarie University) to bridge between her current early childhood qualifications and her primary school teaching qualifications so as to have the correct qualifications for the projected 2016 early childhood qualification requirements. A mandatory practicum was required during 2014, and Alima completed her practicum in a local child care centre. All of the other staff members completed their asthma/ anaphylaxis/ CPR/ and child protection training.

Nominated Supervisor

The Nominated Supervisor for the service during 2014 was Lisa O'Donnell in her capacity as school Principal. A service can only have one Nominated Supervisor and approval for this position is granted to whoever is the school principal. People who were previously Approved as Nominated Supervisors based on their role as principal, lose this status once they leave the role as school Principal.

We thank the school board and staff for so generously supporting Wattle Glow Preschool during its growth.

Alima Clarke (Preschool Director)

Blue Mountains Steiner School Parents Association 2014:

Executive Positions

Facilitator – Susanne Evans

Secretary – Kirsty Fisher

Treasurer – Liz Howells

Main Events

- Primary Open Day and 2 x Early Childhood Open Days –organised coffee and cake for both events.
- Bunnings BBQs
- Christmas Carols – easily organized event. PA ran a coffee cart and supplied gingerbread and a gingerbread house raffle.

Finances

2014 expenditure - \$ 18 664.78

Total Income - \$ 16 042.93

Total Loss - \$ 2 621.83

PA has committed to including School Council and the school Principal in our meetings. This has improved the quality of our meetings and assisted in the flow of information between all bodies of the school. PA looks forward to continuing this relationship in 2015.

Special interest groups

- Parent craft group – Diva Perez stepped into this role.
- Parent Choir
- Library committee – cataloguing, covering, shelving books and managing library
- Gardening club – Ann Sharrock

Process improvement

- treasury
- New communications and meeting trials – using Facebook BMSS Parent site, virtual meetings and virtual voting using Survey Monkey tool
- Updating constitution
- Working on process for prioritizing fundraising requests
- Agenda out before the meeting and working through agenda items at the meetings

Adult Learning Group 2014

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 Amanda Bonney, our Educational Coordinator. 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:

Adult Education Articles published in our fortnightly newsletter included:

- Talking back and what to do about it
- The impact of technology on the developing child
- Celebrating Quiet – calmness in the home
- The Importance of Warmth
- Why the Brain Prefers Paper
- Frequently Asked Questions About Steiner Education
- Canoeing down the Murray
- Creating resilient Children
- Formal Learning research
- Naplan research

Workshops and courses advertised in the Hazelnut:

- 17/11/2014 Preparing Your Child for Christmas Workshop by Ebba Bodame
- 9/11/2014 'Making a Nativity Scene' Parent Craft Workshop
- 8/11/2014 Michael Burton Speech Workshop
- Term 3: Doll-making workshop by Alima
- 13/9/2014 The Silk Brocade performance at Kindle Hill
- 11/9/2014 Talk by Lisa 'How Steiner Education is Different'
- 24/5/2014 Talk by Lisa 'Addressing Contemporary Literacy Issues'
- 22/3/2014 Talk by Lisa Devine 'Reclaiming Beauty – What is the Source of our Self-Esteem?'

- 29/5/2014 Talk by Lisa 'What Happens in our Primary School'
- Term 1 John Allison Parent talk 'Restorative Justice Framework and Conflict Resolution Skills'

Regular items

- A Parent Choir met to sing once a week during school terms, usually 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.

Lisa O'Donnell, Principal
On behalf of Adult Learning

2014 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 Family and Community Services (to become DEC in 2012). 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

2014 Reporting Area 3

School performance in national and state-wide tests and examinations

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

2014 Reporting Area 4

Senior secondary outcomes

N/A

2014 Reporting Area 5

Professional learning and teacher standards

Professional Learning

Professional Learning (or Professional Development / PD) continued to be given a budgeting priority for 2014 after a successful year of PD during 2013. The PD budget for 2014 was \$9 000. The College is very appreciative of the School's Board of Directors, for their recognition of the importance of PD for staff members. The PD 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 2014, Blue Mountains Steiner School's permanent employees included: 3 full-time class teachers, 1 full-time kindergarten teacher, 1 kindy assistant (0.6 + full-time in 1st term), 1 Principal (0.8 FTE), 3 specialist teachers (each on 0.2 FTE), 1 school chaplain (0.3), 1 Literacy/ numeracy teacher (0.2) 1 preschool teacher / Preschool Director (0.6 FTE), 2 preschool assistants (0.4 FTE), 1 full-time Office Administrator, 1 Senior Clerical Officer (0.2 FTE), 1 Maintenance Person (0.2 FTE), and 1 Minibus Driver & 3 Cleaning Staff.

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 (inc. the Principal) attended weekly professional development. This also included regular webinars. 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 Activity Topics covered throughout 2014:		
Date	Activity	Attended by
24 Jan	John Allison: Restorative Justice Workshop and Conflict Resolution Skills	All staff, teaching staff & assistants
25 Jan	John Allison: Social Discipline	Teaching staff & assistants
11 Mar	Restorative – Whole School Meeting Led by Lisa O'Donnell School Principal	school community attendance
27 Mar	Evacuation Practice & Evaluation	9 staff + playgroup
16 Mar	Creative Discipline by Lou Harvey Zahra	Wider & school community attendance
5 Apr	Creating Fleece Flowers for Seasonal Tables – Afternoon Workshop	Wider & school community attendance

2 May	Spotlight on Programs	5 staff
10 May	Child Protection Awareness Training	All staff
15 May	Literacy in our School 3.30-5.30pm	All staff &
22 May	Welfare & Behaviour Plans Dialogue	5 staff
24 May	Open Day Talk "Addressing Contemporary Literacy Issues" Lisa O'Donnell , Principal 1 hour	Wider & school community attendance
May	Staff Appraisals – internal appraisals	7 staff
2 Aug	Reading in Focus – working with Class 1/2 parents at parent night	Teacher and Parents
12 Aug	AIS Literacy Consultant visit with Class Teachers	4 staff
13 Aug	AIS welfare consultant: Behaviour Intervention Plans	6 staff
22 Aug	Eurythmy	all staff
29 Aug	Shared Meeting - Creative Thinking with Early Childhood and Primary Staff 3.30 – 4.30pm	12 staff
3 Sep	Lock Down Practice & Evaluation and whole school fire drill to evacuation point	12 staff, 3 Council members, playgroup
15 Sep	Indigenous Culture Day	Whole school
3 Oct	Cyber Safety – Information evening for Teachers and Parents	Teachers and Parents
19 Oct	Olga reporting back from Board of Studies Meeting	6staff
6 Nov	Combined parent night with Kindlehill School – "Shakespeare" – Michael Burton	Wider & school community attendance
8 Nov	Speech Workshop – Michael Burton	All staff
13 Nov	Evacuation Practice & Evaluation	9 staff + playgroup
21 Nov	Eurythmy	All staff
	<i>4 staff socials (end of each term) throughout year (integral for team building)</i>	

Individual Teachers	Professional Learning (excluding group PL)
Lisa O'Donnell Principal / College member 0.8	<p>May 13 2014 – June 2015</p> <p>Principals as Literacy Leaders(AIS) 10days</p> <p>6 May: Australian Law and Education workshop.</p> <p>7-10 May: Steiner Education Australia : “The Business of Culture, The Culture of Business: ” Governance Leadership and Management Conference held by SEA in partnership with AIS NSW 2 days</p>
Olga Nielsen College member / class teacher	<p>23-24 Jan Restorative Justice Workshop and Conflict Resolution Skills John Allison</p> <p>10 May Child Protection Awareness Training</p>
Julie Humphrey College member / class teacher	<p>23-24 Jan Restorative Justice Workshop and Conflict Resolution Skills John Allison</p> <p>10 May Child Protection Awareness Training</p>
Stephanie Cassin Class Teacher	<p>13-17 Jan Glenaeon Steiner Teacher Training Seminar, Class 4 Steiner Curriculum Intensive, 5 days</p> <p>23-24 Jan Restorative Justice Workshop and Conflict Resolution Skills John Allison</p> <p>10 May Child Protection Awareness Training</p> <p>11 June IEU'S Teach Survive Thrive – Classroom Dynamics</p>
Francine O'Dea College member / kindy teacher	<p>23-24 Jan Restorative Justice Workshop and Conflict Resolution Skills John Allison</p> <p>10 March Early Childhood Regional Meeting – Kamaroi Steiner School 10am – 3pm.</p> <p>9 May Child Protection Awareness Training</p> <p>17 Nov Preparing your child for Christmas Ebba Bodame</p>

Teaching Standards

For 2014

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	9 (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

2014 Reporting Area 6

Workforce composition, including Indigenous

At any one time the workforce composition in 2014 consisted of 8 teaching staff (a full time equivalent of 5.8), 1 teaching staff/administration staff (Principal - a full-time equivalent of 0.8), 2 administrative staff (a full-time equivalent of 1.2) and 7 non-teaching support staff (a full-time equivalent of 2.9 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.

2014 Reporting Area 7

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

Student attendance rates

During 2014 the average student attendance rate (across the grades K-6) for the year was 93.6% which is slightly higher than the daily attendance for 2013. 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	92.5
Class 1	96
Class 2	94.7
Class 3	94.9
Class 4	94.9
Class 5	93.4
Class 6	89.2

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 students 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 the 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

2014 Reporting Area 8

Post school destinations (for secondary schools only)

N/A

2014 Reporting Area 9

Enrolment policies and characteristics of the student body

Student Population

- During 2014 Blue Mountains Steiner School had up to 119 students enrolled from Preschool and Pre-Kindergarten (Sessional Kindergarten) through to Class 6 over the year (72 +students in K-6, and by the end of 2014, 37 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 2014, there have been a number of students enrolled with differing special needs and two 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. We are currently waiting for our new enrolment policy to be ratified by the school council.

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.

Enrolment Administrative Procedures – Years 1-6

1. *With the exception of Open Day and the Indigo Fair, most enquiries come via the telephone. In response to the initial call, the Office Administrator will enter details of family and child's name, child's date of birth, family contact details and how the enquirer heard about the school on the data base. An information pack is sent out within 48 hours comprising brochure/prospectus, DVD, fees, application for enrolment form and information on activities associated with the school.*
2. *Upon receipt of completed application form, including an agreement to the Conditions of Enrolment, and application fee (\$55.00), an appointment for an interview will be made. (NB if no response from information package, Administration may choose to follow up with a phone call).*
3. *Interviews can take one of two forms:*
 - 3.1 *A 2-step process. Firstly a general "walk and talk" interview and tour of school – it is recommended that this would be parents/caregivers only. The "walk and talk" would be conducted by the Office Administrator or the Educational Coordinator (or member of College standing in for EC). Upon completion of this, parents are invited to contact the school the following day to arrange a second interview, this time with the Class Teacher and with the child in attendance.*
 - 3.2 *A one-step process. In some cases, e.g. where parents already have an experience of and or knowledge of Steiner Education, an interview with the Class Teacher would be all that is needed.*
 - 3.3 *The Class Teacher will make a recommendation to the Educational Coordinator as to the child's enrolment in the school. A position is generally not promised or confirmed at the interview.*

When the child is accepted into the school, the Class Teacher will notify the parents in writing and at that point the parents/caregivers are then required to pay the enrolment deposit as billed. The child's place in the school is dependent upon payment being received within the timeframe specified in the written advice to the parent/caregiver.

If a teacher considers declining an enrolment, it must be done in consultation with Educational Coordinator and College.
 - 3.6 *If the parent/caregiver fails to pay the enrolment deposit within the specified time frame and without negotiation for an extension of time, the child's place will be forfeited.*
 - 3.7 *If a child is due to begin school after a term has commenced, the start date will be negotiated between the class teacher and the family and advised in the letter of enrolment offer.*

Kindergarten

The higher volume of applications for kindergarten places leads to a slightly different enrolment process:

1. *The parent/care giver files a written and signed application for enrolment, including an agreement to the Conditions of Enrolment.*
2. *The kindergarten teacher/s conduct interviews with **all** applicants, and apply the enrolment criteria, prior to forwarding recommendations to the Educational Coordinator.*
3. *The remaining process is as outlined in points 3.3 – 3.7 above.*

If an enrolment application is made for a kindergarten child after school has commenced for the year, the process outlined above (3.7) will apply.

Appeals process

If parents/caregivers wish to appeal the School's decision:

- 1. Parent/caregiver puts concerns in writing to the School Council*
- 2. The Council will consider written application and will write to the Educational Coordinator to request written clarification regarding the decision to decline enrolment*
- 3. Consider all the information that has been presented. The Council may call for further information.*

In the event that the Council calls the applicant/Educational Coordinator/Teachers to appear before it

- 1. The Council will hear formal presentations from the relevant party*
- 2. The Council may ask questions to clarify the information that has been presented to date*
- 3. No discussion will be entered into*
- 4. The Council will make a decision within 2 weeks. All parties are to be advised in writing*

Conditions of Enrolment

- 1. Fees are due by the end of the first week of the term. A \$25.00 overdue fee will be charged to the fee account if payment is not made by the due date or if prior contact or arrangements have not been made with the administrative staff.*
- 2. A non-refundable Registration Fee of \$55 is payable on application for enrolment.*
- 3. A non-refundable Enrolment Fee of \$400.00 per family (for children concurrently enrolled) is payable upon acceptance and before a student commences.*
- 4. Four weeks notice (during term time) of the withdrawal of a student from the school must be given in writing. In the absence of such notice (& in addition to the terms fees) one weeks fees for each week's notice not given are payable in lieu thereof.*
- 5. Continuing enrolment of a student is dependent upon adherence to the school's Student Code of Behaviour and Discipline Policy and other relevant behaviour policies.*
- 6. Continuing enrolment is dependent upon the school's ability to meet a child's needs.*
- 7. Continuing enrolment of a student is dependent upon the payment of school fees.*

Notes for staff on the enrolment procedure

The following description is to break down the procedure for staff members in note form.

Inquiries

Initial inquiries made through the office admin staff. Admin staff to take down names and details and send out information packages. Admin staff to enter details onto the computer.

'Call backs'

Recommended 'call backs': eg. If interested families have received an information pack and have not called back themselves or made an appointment to see the Educational Coordinator or the class teacher, the Office Administrator may follow up by making a call back to the family or by making a recommendation to the Principal to call back.

Appointments

Admin staff can make the initial "walk and Talk" or "tour around the school" appointment Principal.

Note: class teachers need to advise the Administration and Principal whether parents/guardians on tour of the school can look in their classrooms depending on what class is preparing for or working on at any given time. If Admin is not informed they will presume applicants are welcome to 'look in'.

OR

In the case of families with experience of Steiner education, an interview can be booked with the relevant class teacher. The Office Administrator may pass the details on to the relevant teacher so they can book their own interview or times to be advised by the class teacher.

Care must be taken not to book too many people at once. If the Principal is required the P can see one person during the hour.

Interviews

Once the parents/guardians have visited the school and expressed an interest in enrolment, an interview can be made with the class teacher and another member of the teaching staff from College. Class teachers are to be given details of applicant to arrange the interview time (Class teachers to organise second member of teaching staff/College to be present at interview with them) and in case they want to meet the family by phone before the interview date.

Enrolment

Class teachers will inform families of successful placement or unsuccessful application in writing (important: see Enrolment Admin Procedures – 3.5) and start official enrolment. Class teachers need to report on the results of an interview by leaving a note in the Principal's pigeonhole.

2014 Reporting Area 10 School policies

Policies for

- Student welfare
- Discipline
- Reporting complaints and resolving grievances

A. Policies for Student Welfare 2014

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 2014.

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 Positive Behaviour 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.

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 Principal.</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 2012 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><i>2003.</i></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 • what is a relevant employment proceeding? 	<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 2014.</i></p> <p><i>Procedures updated with staff training and child protection investigation training 2014.</i></p> <p><i>Procedures updated with child protection investigation training refresher 2014.</i></p>

<ul style="list-style-type: none"> • 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 Documentation</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 2014.</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 2009</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 health and nutrition as well as respect for the environment 	<p><i>2004.</i></p> <p><i>Revised 2014.</i></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> <i>Revised 2014.</i></p>

B. Policies for Student Discipline 2014

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.

During 2004 and 2005 the school's discipline policies and procedures were reviewed as part of the review of Pastoral Care in the school. The discipline policy implemented in 2005 contained revised processes for disciplinary action based on procedural fairness.

In 2007 the Student Code of Behaviour and Discipline Policy was revised and staff underwent training regarding bullying behaviour that resulted in a review of our Bullying Behaviour policy to include a "No Blame Approach" and "Restorative Justice" emphasis.

In 2008 the School's bullying policy was reviewed and re-drafted according to the staff PD undertaken during the previous year.

The Student Code of Behaviour and Discipline Policy was last revised in 2009 along with several other supporting policy documents. In addition, during 2010, a new social diary for each class and subject teacher was introduced as a supporting document. The social diary is for recording a teacher's observations of student behaviour, peer relations and welfare.

During 2011, new social diaries were distributed for the 2011 and review process was begun in preparation for updating the discipline related policies in 2014. Staff worked through 'Restorative Solutions for Schools – An introductory resource book' at pedagogical meetings to further deepen knowledge on the subject and come to a consensus as to whether to implement more of the restorative practice into the School's discipline policies when under review.

In 2014, we revised the school's discipline policy again with latest research on the benefits of using Positive Behavior in schools. Our policy is now called a Positive Behavior Policy.

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 Lisa O'Donnell (as of March AGM).</i></p> <p><i>Drafted in 2007 & updated delegation 2014.</i></p>
<p>Student Code of Behaviour and Positive Behaviour 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. Policy reviewed 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 2012.</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 2004.</i></p> <p><i>Reviewed 2005.</i></p> <p><i>Last Revised 2012.</i></p> <p><i>School Minibus Driver also given a '2012 Social Diary' to share with College Member with Transport & Minibus Delegation.</i></p>

C. Policies for Complaints, Grievances & Resolution 2014

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 2014. The 'Student Grievance Policy', drafted in 2005 and last revised in 2012, 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 2014 were last reviewed for registration in August 2014.

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.

2014 Reporting Area 11
School determined improvement targets

AREA	PRIORITIES	ACHIEVEMENTS
<p>Curriculum and Programme Development</p>	<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 2013 and continuing with this process during 2014 for all teachers to ensure best practice. Principal to work on appraisal process. Peer coaching to be introduced in 2014.</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 2013 the preschool opened for four 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 2014 for four days per week and all sessions were full by the end of the year.</p>
<p>Staff Development</p>	<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 WHS requirements.</p> <p>Playground upgrades being planned in the Primary School.</p>	<p>Ongoing during 2014. Attended to in terms of priority.</p> <p>Planning redesign of particular playground areas during 2014.</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 2014 as a priority area. Ongoing.</p> <p>Continuing throughout 2014 as a priority area.</p> <p>Website designer redesigned website, in use during 2014.</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 and Positive Behaviour Policy.</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>New Leadership model in the school, with a Principal. Executive Leadership team being made up of Principal, College Chair and Council Chair.</p> <p>Review leadership framework and how the staff accept the new leadership model.</p>	<p>After careful consideration and planning the position is being expanded to part-time 4 days/week. The school has grown and now includes a pre-school. The role of a Principal ensures ongoing compliance and increases accountability across different spheres within the school community.</p> <p>Continued review of management/governance with school leadership team and school council.</p>

2014 Reporting Area 13

Initiatives promoting respect and responsibility

Our school desires that all students should feel safe and valued members of the school community. Being a school based upon a philosophy that values the importance of educating children from an understanding of their developing nature and needs, we aim to provide the care and support that engenders self esteem, mutual respect and responsibility.

Waldorf Education 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), AIS courses as well as in our Child Study work at pedagogical meetings. Teachers also aim to complete a Child Study on each child in their care by the time the children reach Class 6.

We are continuing to work on behaviour management strategies to monitor and support students who have a tendency to become involved in interpersonal conflicts or potentially unsafe behaviour. 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. In Waldorf Education, 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.

We have employed a Welfare officer 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 school has organised and run a Peer Support program for the last six 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 Better Buddies program, through the Alannah and Madeline Foundation 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 program has been strengthened this year through our new Outdoor Education program. This program fosters resilience, initiative and responsibility. It has enabled the children to lead with strength and clarity. We are also working more closely this year with Restorative Practice' as we find that we have needed to teach more explicitly the wording for people to be able to deal better with their own conflicts.

Lisa O'Donnell
On behalf of the College of Teachers

2014 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.

The school Principal attends PA meetings and class meetings.

The introduction of the Principal has helped parents to better understand the grievance process. Parents have appreciated a clear person to go to and have certainly made use of the Principal's time. Parents had grievances in regards to behaviour and literacy concerns in the transition from Kindy to Class One. 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. We have an annual parent and student survey focusing on different areas of the school. 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 and community orchestra performances.

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.

Teachers

In 2014, the focus for teachers was to work with the new Leadership model and strive to identify collaboratively our points of difference, whilst strengthening our teaching across the stages, and stabilising the school. For the teachers, this made for both a challenging and rewarding year of review, focusing on our strengths and collaborative strategic planning to take the school into the future.

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;
- Support on the Class 1/2 composite;
- Working collaboratively alongside skilled colleagues;
- An understanding that we can work through issues, collegially and with the school community;
- Outstanding outdoor education and music program;
- Working towards a whole school consistent curriculum – pre-school – 6. We began this really effectively with literacy this year.
- The opportunity for skills and welfare sharing with colleagues;
- A meaningful appraisal process that provides opportunity for celebration of teaching successes that also follows the NSW BOSTES requirements
- High quality early childhood centre and staff;
- A beautiful school and classroom environment.

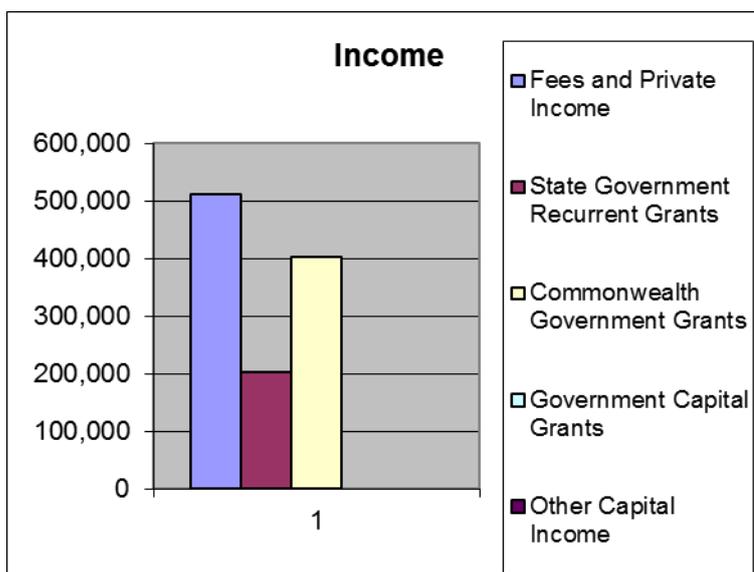
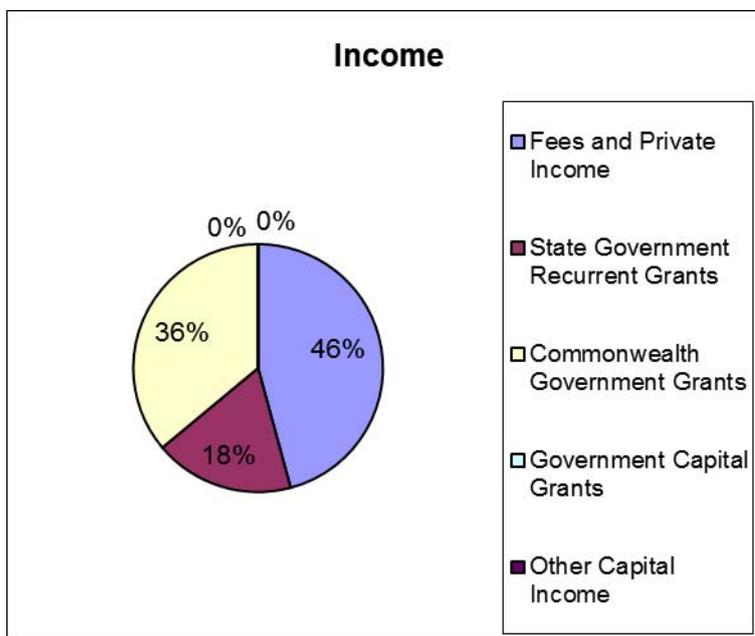
The Teachers felt that the procedure for handovers between classes that are re-compositing is being clearer. Teachers commented that they were looking forward to the new Australian Steiner Curriculum Framework (ASCF) to be implemented (alongside the National Curriculum) as they felt that this would also 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 final level of satisfaction at the end of the school year, from members of school community was quite high in 2014.

2014 Reporting Area 14 Summary financial information

Recurrent Income

Fees and Private Income	511,935	45.81%
State Government Recurrent Grants	202,398	18.11%
Commonwealth Government Grants	403,237	36.08%
Government Capital Grants		0.00%
Other Capital Income		0.00%
	<hr/>	
	1,117,570	100.00%
	<hr/>	



Expenditure

Salaries, Allowances and Related Expenditure	935,076	79.04%
Non-Salary Expenditure	247,999	20.96%
Capital Expenditure		0.00%
	<u>1,183,075</u>	<u>100.00%</u>

