Blue Mountains Steiner School

Annual Report
2017

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.

ACKNOWLEDGEMENT
The land on which our school is built has a history stretching back to the beginning of the Dreaming. I would like to acknowledge that our school is on the lands of the Dharug People and pay my respects to elders both past, present and future. I acknowledge the contributions of Aboriginal Australians and non-Aboriginal Australians to the education of all people on this land and in this part of country.

Lisa O'Donnell
Principal

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BMSS EDUCATIONAL AND FINANCIAL REPORTING POLICY
PURPOSE

PROCEDURES

Blue Mountains Steiner School Educational and Financial Reporting Policy

Purpose

Blue Mountains Steiner School has procedures in place to maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and the Australian Government Department of Education. This reporting includes participation in annual reporting to publicly disclose the educational and financial performance measures and policies of the school and requirements related to the provision of data to the Minister that is relevant to the Minister's annual report to Parliament on the effectiveness of schooling in the State or data that may be requested by the Minister from time to time.

Procedures

Each year the School publicly discloses its educational and financial reporting measures and policies, as identified by the Minister, in an online or appropriate electronic form and provided to NESA no later than 1st July in the year following the reporting year.

Procedures for implementing the policy include:

- The School will identify the staff member(s) responsible for co-ordinating the final preparation and distribution of the annual report to NESA and other stakeholders as required.

- For each reporting area, the co-ordinator will identify the staff member(s) responsible for the collection, analysis and storage of the relevant data and for providing the relevant information to the coordinator for inclusion in the report.

- The co-ordinator will determine the specific content to be included in each section of the report and will review this each year to ensure ongoing compliance, relevance and usefulness

- The co-ordinator will oversee the preparation of the report in an online or appropriate electronic form to provide to NESA through *RANGS Online.*

- The co-ordinator will set the annual schedule for:

  - delivery of information for each reporting area to the person(s) coordinating the report

  - preparation and publication of the report

  - providing annual report requirements in electronic form to NESA on *RANGS Online* by 30 June 2018

- public disclosure of the annual report within 6 months after the end of a year by making it available on the internet (e.g. the school website) and on request in a form accessible by a person who is responsible for a student who is unable to access the internet.

Procedures for requests for additional data

From time to time the Australian Government, through the Minister for Education, and the NSW Government, through the Minister for Education, may request additional information. To ensure that such requests are dealt with appropriately, the School will identify the staff member(s)/person(s) responsible for the collection of the relevant data/information, coordinating the school's response and for ensuring provision of data/information requested by Minister(s) through the specified authority in an online or appropriate electronic format by the due date.

2017 Reporting Area 1
A message from key school bodies

Principal's Report 2017
In 2017 we continued to use the Stage model from Classes 1-6 and keep the same structure across the school, due to specific positive feedback and results pertaining to this model. We also enjoyed the same staff team, which steered BMSS on a steady and solid path throughout the year.

Our school Council welcomed 2 new members, bringing fresh ideas and insight. Sadly, we farewelled our beloved Council Chairperson Kaori Shimmyo, at the end of 2017. We thank Kaori for the many areas of expertise that she shared with our school along with her insight and wisdom.

In 2017 we reviewed our internal assessment processes and began the discussions and work around improving student engagement as well as differentiating the curriculum. We continued our work on whether our curriculum remains relevant as well as looking at the changes needed to teaching styles in order to improve our literacy and numeracy results. As a result of these discussions around our data collection, our whole school curriculum focus for 2017 was to improve academic and creative outcomes for all of our students, through the collection of evidence based data along with strengthening our professional learning and collaboration amongst staff.

In 2017, we extended our music program to include Stage 1, which meant the inclusion of Stage 1 students in our final School Orchestra performance. Our Stage 2 and 3 string students worked with our strings teacher to compose and create EDGE; an outstanding piece of music and cinematography shot within the school grounds as well as within the Blue Mountains escarpment area.

Our school continued the School Chaplain program, which supported our Restorative Practice Work, our Circle Time, Peer Support, Social/ Emotional education along with our whole school Outdoor Education and Leadership program. These programs go from strength to strength and have become a foundation for social/ emotional development, building relationships across the school as well as for our academic work.

Our school ran 3 Sporting School programs last year (orienteering, basketball and touch football) alongside our own whole school PDHPE, morning circle routines and OE program. This support from Sporting School's Australia enabled the students to participate in at least 12 active sessions each week of the term.

Our weekly Japanese language program extended into preschool sessions and the Stage 3 students began a pen-pal program with students from Japan. We were also lucky enough to have a visit from these students in Term 1.

The Class play is a profound milestone for the students in their school year and the 2017 class performances were particularly outstanding as well as being a highlight in the school year for the students, parents and staff members.

Our students were engaged in more regular feedback sessions with our staff, leading to some positive changes in our curriculum, methodology as well as to our PDHPE programs.

In 2017, we launched our new website along with a collection of videos made by a BMSS ex-student. We embraced the world of social media and saw this as an extremely positive addition to our marketing campaign.

Our school festivals and events were well attended and received by all. By taking on and implementing the feedback from staff, students and our greater community after each festival/ event; they have become both a highlight and an outstanding point within our school calendar year.

At BMSS, we are a small school with a strong and supportive staff who try their hardest every day. It is an extremely special place to work and I thank you all for being such an integral part of our school.

Council Report 2017

Council Members

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

Council met formally 8 times between March 2017 and March 2018.

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

2017-2018:

A major undertaking was the review of our Early Childhood Education and planning in order to set a new direction for the school by providing preschool extended hours and opening five days per week by 2018. We aim to build a strong enrolment base in preschool and for students to continue their schooling at BMSS, by developing strategies to increase retention rates from preschool to the kindergarten and beyond.

Employment
Staff for the period were:
Lisa O'Donnell (Principal)
Jessica Dawson (Preschool Director)
Karen Perry (Office Administrator)

Francine O'Dea
Olga Nielsen
Steph Cassin
Julie Humphreys
Sayoko Yanai
Martin Buckmaster
Kathryn Tang
Wayne Murphy
Beth Adams
Sandra Killelea
Kirsty Fisher
Gillian Gannon
Diva Perez

Juliet Macken
Suzy Corcoran
Prem Love
Meredith Cadd
Rachele Wildmare

During this period, some of the staff have left the school. Council would like to express our gratitude for the outstanding contributions made by Kathryn Tang and Kirsty Fisher, and wish them best of luck for the future.
Council would also like to thank the following people:
* Prem Love and Rachele Wildmare for leading the school music program.
* Susanne Evans for leading parent choir and playgroup.

Financial
The school made a loss of $2,164 for the 2017 calendar year. We continue to focus on running the school accounts prudently.

Treasurer's Report 2017

The following Treasurer's report has been based on information from the 2017 Audit Financial Statements, the Auditor's report for 2017 and workings from the finance committee.

The school operated at a loss of $2,164 for the 2017 Calendar year, compared with $29,526 profit for 2016. After adjusted for non-cash items (Depreciation, provision for doubtful debts, Long Service leave etc) a profit of $16,083 resulted. The budget for 2017 had anticipated a profit of $86,137. The decrease in the profit of $70,054 is mainly due to the following;

➢ Grant income increased by $122,000 from the budget.
➢ Increases in the staffing costs of roughly $199,000 on the budget. Some of the payroll increases were covered by the increased grant income, and as such were not budgeted. The difference between Grant income and increased Payroll is $77,000.
➢ Significant maintenance during the year, had these costs $18,000 over budget
➢ Significant increase in Advertising during the period, being $14,086 over budget.

Anticipated Profit	$86,000
Less:	
Additional wages	$199,000
Additional maintenance	$18,000
Additional advertising	$14,000
Add:	
Additional Grants	$122,000
Additional Fee revenue	$31,000
Other cost reductions	$8,000
Actual Profit	$16,000

Other items of interest for the school are as follows;
➢ Fees outstanding at the end of the year are $69,204. This represents a decrease of $6,112.
➢ The bank balance was overdrawn by $30,948, compared to $33,033 from the prior year. This decrease of $2,085.

2018 will be a challenging year for the school as there have been changes in the staffing structure - Lisa moving into a principal role and the employment of a new 5/6 teacher. Also, a significant expansion of the schools preschool, to a 5 day long day care facility. The finance committee will the review the operation of the school to manage the viability of these movements.
Sean Howells
Treasurer

College Report 2017

2017 continued to be a year of improving academic and creative outcomes for all of our students and strengthening professional learning and collaboration for our staff.

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

College: The 3 major goals of College were:
1. To support strong academic and creative achievement for all of our students by providing a developmentally appropriate teaching and learning program utilizing a balance of academic, artistic and movement based learning opportunities. During 2017 teachers worked together on planning and assessment to improve spelling skills (Class 2 – 6), to increase explicit teaching of mathematics facts and skills, and to increase the provision of differentiated teaching to take into account the range of learning needs in all classes.
2. To support students to become increasingly balanced and resilient individuals within the BMSS learning community with an increased focus on pastoral care and teaching explicit pro-social skills and strategies to assist students to gain the tools and skillsets to better identify, communicate about and manage stress and anxiety. Teachers have worked together to deliver a cohesive, clearly staged program to address the personal development, wellbeing and personal safety needs of all students. This has included developing an expanded camp program (Class 2-6), which is designed to enable students to build on strengths, experience personal challenges and develop social skills in settings outside the school environment. During pedagogical meetings teachers participated in child and class studies to share in a whole school focus on supporting and improving skills to develop improved positive management of student behaviour.
3. To support teachers to increase engagement with their professional growth and development, in order to deliver excellent teaching grounded in a deep understanding of Steiner Education principles, current research and best practice.

Pre-school: Pre-school started at 2 days and went to 4 days in Term 3 with 2 groups running. Children were also given the option of going for 4 days.

Kindergarten: The kindergarten increased the 'bush kindy' program, to provide access to the 'outdoor' classroom as part of our integrated early Stage 1 program.

Primary: We continued to trial a collaborative teaching model in Class 1/2 which was supported by 2 teachers – Olga Nielsen and Julie Humphreys. We farewelled Kathryn Tang as Class 1/2 teaching assistant in Term 3. We continued to keep Steph Cassin on Class 3/4 and Lisa O'Donnell on 5/6 supported by Martin Buckmaster.

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

Special Programs & New initiatives - 2017

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

The Outdoor Education program continued in 2017. Lisa and Martin worked together conducting wilderness camps and also specific skills based and fitness initiatives. This specifically supported the Stage 3 children's transition to high school by building up key emotional, relationship and collaboration skills. This is an integrated program that begins in Kindergarten and focuses on developing a greater understanding and appreciation of the Blue Mountains wilderness area as well as a deeper understanding of self and others. It also creates an experiential platform for learning about local science/ geography and history.

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

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

The strings program, taught by Rachele Wildmare, continued throughout 2017. This has been supported by parent contribution. Rachelle and the students made and produced EDGE which can be found on the school website.

Martin Buckmaster continued as School Chaplain in 2017. The School Welfare program continues to offer enormous support to all of the school community. It also offers support to at risk students and provides support for class teachers when running restorative justice circles.

Forward planning: We have begun implementing the new School Improvement Plan/ strategic plan focusing on the next 3 years.

BLUE MOUNTAINS STEINER SCHOOL

SCHOOL IMPROVEMENT PLAN 2018 – 2020

Meeting our Future

& Inspiring a Love of Learning

Blue Mountains Steiner School

83 Clearview Parade , Hazelbrook NSW 2779   PO BOX 149, Hazelbrook NSW 2779
Phone: (02) 4758 6044   Fax: (02) 4758 9109

Our School Values

As a Steiner school we encourage:

- The nurturing and preservation of childhood
- Imaginative education
- Independent thinking
- Educational principles that support long-term health and wellbeing

- Self-expression and embracing differences
- As Intrinsic motivation for life-long learning
- Social and environmental awareness
- Commitment to high standards of work

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.

Blue Mountains Steiner School

Self – Assessment

Step 1 - Gather Evidence

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Step 2 - Analyse Evidence

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Step 3 - Make Judgements

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Step 4 - School Self-evaluation

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Step 5 - School Improvement Plan

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Step 6 - Monitor & Implement

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 NESA syllabus requirements. Wattle Glow Early Learning, for children from age 2 years is registered with New South Wales Early Childhood Education and Care Directorate, Department of Education and Communities and Little Sprouts Steiner Playgroup.

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
♦ Imaginative education
♦ 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

At Blue Mountains Steiner School 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. We strive to inspire students toward strong academic growth through social and emotional education using hands-on technique.

Please refer to the My School website: http://www.myschool.edu.au for further information.
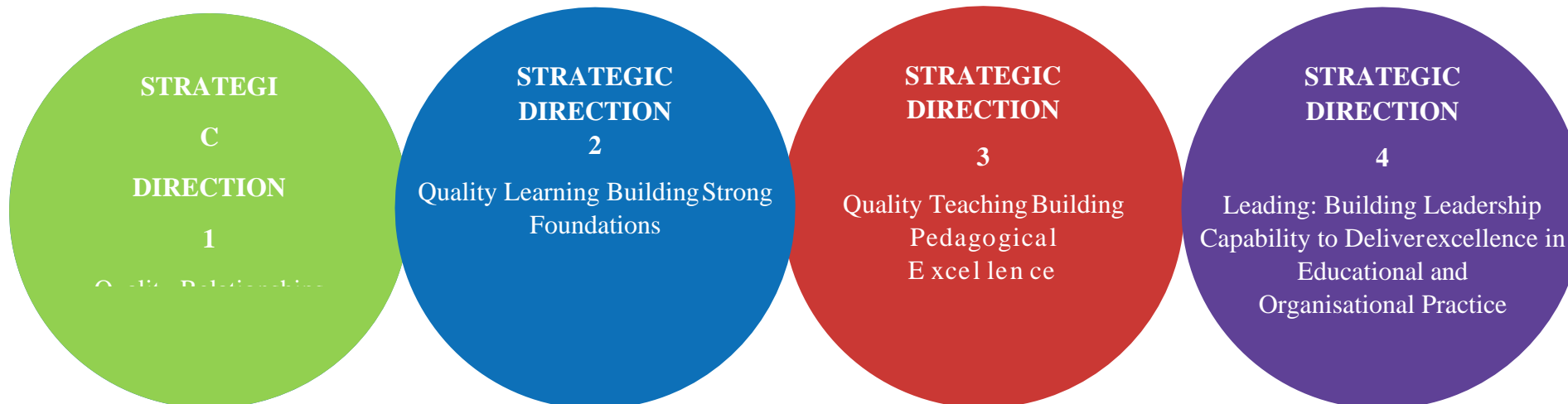
Lisa O'Donnell, Principal

On behalf of The Blue Mountains Steiner School Council

Table of Acronyms used in the School Improvement Plan

Acronym	Description
AIS	Association of Independent Schools
AITSL	Australian Institute for Teaching and School Leadership
NESA	NSW Educational Standards Authority
CT	College of Teachers
EDUMATE	School Administration Software Program
P	Principal
ETM	Effective Teacher Model
OE	Outdoor Education
ILP	Individual Learning Plan
L&N	Literacy and Numeracy
BMSS	Blue Mountains Steiner School
RAP	Reconciliation Action Plan
NAPLAN	National Assessment Program-Literacy and Numeracy
SC	School Council
PD	Professional Development
APS	Australian Professional Teaching Standards
PA	Parents Association
SCSEEC	Standing Council on School Education and Early Childhood
SIP	School Improvement Plan
TAA	Teacher Accreditation Authority
WH&S	Work Health and Safety
WHSO	Workplace Health and Safety Officer

School Strategic Directions

STRATEGIC DIRECTION 1

Quality Relationships

STRATEGIC DIRECTION 2

Quality Learning Building Strong Foundations

STRATEGIC DIRECTION 3

Quality Teaching Building Pedagogical Excellence

STRATEGIC DIRECTION 4

Leading: Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

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Purpose:

To provide a holistic approach to supporting and developing quality relationships and partnerships.

Our belief is that providing inspirational, positive, respectful and car- ing relationships, will contribute to a learning community which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

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Purpose:

To provide a whole school approach to the delivery of quality learning experiences that are focused and differentiated thereby enabling students to develop strong identities as self directed learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to an aspirational learning culture which will support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Purpose:

Passionate and skilled teachers inspiring a love of lifelong learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

Purpose:

The school improvement plan is at the centre of continuous improvement efforts, with school's vision and strategic direction evident in its main business.

Strategic Direction : Quality Relationships and Partnerships

Purpose

The school recognises the holistic nature of the development of children .

People

Students

Experience a balanced curriculum that instills confidence in self and a sense of social and environmental responsibilities.

Staff

Instilling a love of learning of learning through a child- centered curriculum based on the developmental stages of childhood.

School chaplain will implement an explicit social awareness teaching program that is specific to each developmental stage of the child.

Staff will continue studying the works and indications of Rudolf Steiner.

Relational teaching.

Teaching through imaginative creative and responsive learning techniques.

Parents/Carers

Weekly Steiner study group.

Regular parent/teacher meetings with social and emotional focus.

Working closely with the child, teachers and families to truly understand each child to help them reach their full potential.

Regular opportunities for adult education.

Leaders

Lead by example

Celebrating childhood through all areas of the school.

Leading the way with a strong social welfare program. Establish

peer coaching

Processes

Deliver quality student centred and self-regulated learning experiences which enables students to grow with confidence.

Our curriculum improvement plan is built on understanding the needs of the whole child and identifies the areas, we seek to address to ensure happy, healthy students whoa re ready to step confidently into the world.

Safe school plan implemented throughout the school.

Kinaesthetic learning, integrated learning, living classroom.

Positive education.

Self esteem and confidence building in our bush program.

Mindfulness training.

Practices and Products

Practices

ILP's specific to each child.

Child studies run by college.

Curative work run b y college.

Restorative practice work through staff, students, parent

Positive peer leadership opportunities across the stages.

Peer support Australia run by Class 6.

Seasonal whole school community festivals.

Sequential outdoor classroom and OE program to grow social/emotional learnings.

Bush kindy program with the intention of organising a National Bush Preschool Conference in 2019.

Peer mentoring.

Products

Confident children making seamless transitions to high school.

Well supported festivals that are enjoyed by the whole community.

Community winter spiral put on for the Greater Blue Mountains.

Collegial staff that enjoy

Coming to work

Staff that are able to medicate and naviagate through conflict.

Strategic Direction : Quality Relationships and Partnerships

Evaluation Plan

- Focus groups and internal surveys.

- Well–being Self –Assessment Tool.

- School survey to be analysed by school council (Term 1 & Term 4)

- Weekly staff meeting, feedback and minutes

- Teacher, parent & student surveys (Tm 3)/Internal surveys

- Evaluation of milestones

- Newsletters/facebook/website

- Evaluation of bush preschool and OE programs within the school

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Expected Outcomes

- Student engagement in learning increases.

- Maintaining and growing a healthy number of enrolments.

- Positive working relationships between staff, students and parents

- We have implemented a comprehensive pre-school to class 6 OE program which has actively engaged students in and enhanced self perception.

- Attract and maintain outstanding staff members

Strategic Direction 2: Quality Learning Building Strong Foundations

Purpose

To provide a whole school approach to the delivery of quality learning experi- ences that are focused and differenti- ated thereby enabling students to develop strong identities as self di- rected learners.

Quality learning experiences, along with positive, respectful and caring relationships, will contribute to a positive learning culture which will support the cognitive, emotional, social, physical and spiritual well-

People

Students

Articulate how they learn and why they learn and develop their critical thinking, problem solving, collaborative and communication skills to achieve their learning goals.

Staff

Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Differentiate their teaching to meet students' learning needs by providing targeted inter- vention in areas of literacy and numeracy.

Enable students to set, achieve and reflect on learning goals targeted to their needs.

Keep learning goals with student and teacher and support students in achieving those goals and re- spond.

Parents/Carers

Work collaboratively with the school staff to support student achievement in learning, engagement and wellbeing

Leaders

Establish structures and processes to identify, ad- dress and monitor student learning needs.

Processes

Curriculum and Learning

Deliver quality student centred and self– regulated learning experiences which enables students to understand how they learn and to set and achieve their learning goals.

Personalised Learning

Ensure learning is data driven and based on formative assessment prac- tices and learning progressions. Time- ly, targeted intervention and feedback for all students reflects best practice. Students access tailored support, ex- tension or enrichment setting high ex- pectations for student achievement.

Maximise the school integrated ap- proach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

Develop a user friendly evidence based assessment system for each

Practices and Products

Practices

Students and staff are involved in the continuous use of assessment data to monitor achievements and gaps in student learning and inform planning for quality and pertinent learning

Relationships between all stakeholders

Products

Collaborative Practice

Develop and implement collabora- tive processes for consistency in teacher judgement in the literacy and numeracy continua/ progressions as well as internal assessment.

A student centred learning environment exists where all students are supported, challenged and they are receiving timely and meaningful feedback on their learn-

Positive and respectful relationships across the school community underpin a productive and positive learning

Strategic Direction 2: Quality Learning Building Strong Foundations

Evaluation Plan

- All data will be analysed collaboratively:

- Stage 3 Goal Setting (Tm1 and 3).

- Focus groups and internal surveys.

- Well–being Self –Assessment Tool.

- Analyse DIBELS data.

- Ongoing review of NAPLAN and DIBELS

- Internal student assessment data

- Classroom Observation (student engagement).

- PBL data.

Improvement Measures

- Increase the proportion of students achieving proficiency in line with the Premier's Majority

- Improved levels of student wellbeing and engagement.

- Increased levels of engagement and feed-back from student representatives.

Strategic Direction 3: Quality Teaching Building Capacity and Instructional Expertise

Purpose

Passionate and skilled teachers inspire life-long learning. Our purpose is to create and maintain a stimulating and engaging professional environment for educators, supported by a positive collaborative culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of Literacy and Numeracy skills across all learning areas.

People

Students

Provide timely and respectful feedback to teachers on their learning experiences

Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise impact on student learning.

Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Teachers use the APS to measure themselves, reflect on their practice and plan, and monitor their own professional development to improve their performance.

Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

Parent teacher information nights

Parents provide timely and respectful feedback to teachers on their children's learning experiences

Leaders

Establish and improve processes which build the capacity of the school community to support and engage in evidence – based practice and planning about school improvement ,particularly relating to teaching and learning.

The school provides/facilitates PL that builds teachers understanding of effective strategies in teaching literacy and

Processes

Research Informed Pedagogy

- Draw on solid research to develop and implement high quality profes- sional learning in literacy and nu- meracy teaching practices.

- Use SA spelling for all yearlevels

- Use Mini-Lit in kindergarten

- Use Macquarie Literacy Classes 1-6

Collaborative Practice

Develop and implement collaborative processes for consistency in teacher judgement in the literacy and numeracy progressions as well as internal as- sessment. & external data.

Maximise the school integrated approach to student well–being in which students can connect, succeed and thrive at each stage of their schooling.

To build and grow our movement enriched curriculum to ensure better

Practices and Products

Practices

Continuous collaboration and action learning results in an explicit teaching approach to literacy and numeracy, which is research informed.

The use of data collection and collaborative evaluation in an embedded practice to inform decisions, interventions and initiatives in literacy and numeracy.

Systems are embedded where teachers make informed and consistent judge- ments about student progress based on deep knowledge and understanding of the curriculum ,literacy and numeracy progressions, as well as working Rudolf Steiner indications and the

Products

Structures are in place to enable regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy. As well as working with the development stages of the child and Rudolf Steiner

Teachers use data & collaborative practice to tailor programs to meet student needs. This includes weekly assessment welfare/college meeting, DIBELS, sharing of student engagement and observations.

Strategic Direction 3: Quality Teaching Building Capacity and Instructional Expertise

Evaluation Plan

- Strengthen evaluative culture and practice by establishing regular 'pause points' throughout the year and providing professional learning on the use of quality sources of data to inform future teaching and learning.

- Evaluation Plan

- All date will be analysed collaboratively:

- School survey to be analysed by school council (Term 1)

- Weekly staff meeting, feedback and minutes

- Teacher, parent & student surveys (Tm 3)/Internal surveys

- NAPLAN data (Tm 3)

- Meeting minutes

- Lesson plans/teaching programs (each term)

- Classroom observation data (each semester minimum)

- Teacher observations 7 reflections (pre & post)

- Student engagement - Data collection

Improvement Measures

- An improved learning culture that ensures all students thrive in year 7 after leaving BMSS

- Increased use of evidence–informed pedagogy by all the teachers. That is shared weekly at weekly staff meetings.

- All teachers maintaining current or accreditation standards working towards higher accreditation (HA or Lead).

Strategic Direction 4: Leading: Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

Purpose

The school plan is at the centre of continuous improvement efforts, with school's vision, values and strategic direction evident in its main business.

People

Students

Students will participate in school evaluation processes and provide input into the school improvement (term 1 & 3)

Students to take on leadership roles within the school (ie, student council, student organising fundraising events, student organised interactive

Staff

Staff will collaborate in school planning processes, support the strategic directions and identify areas for student improvement.

All staff to be encouraged to take on leadership roles within the school in areas of strength.

Parents/Carers

Parents will work collaboratively with the school to support school planning, programs and provide constructive feedback.

Parent/teacher nights, parent teacher meetings, meeting with the Principal/ Chaplain, festival feedback channels and online surveys

Leaders

Establish structures and processes to support whole school community engagement in school improvement

Processes

School Planning, Implementa- tion and Reporting

Sustain educational change through the use of evidence based strategy & innovative thinking in designing a school plan that remains a relevant learning centre.

School Resources

Integrate longer term financial plan-ning with school Strategic planning & implementation processes.

Provide equitable support and

distribution of learning opportunities.

Succession planning across the school.

Actions

Practices

Financial planning is integrated with school planning & implemen- tation processes.

Resources are equitably distributed to support the strategic directions & improve student learning outcomes

School's physical facilities are used flexibly to meet a range of student need and interests.

We maintain a sustainable financial practice.

Resources

The school uses collaborative feedback & reflection to promote & generate learning & innovation

Shared school wide responsibility & collaboration is evident through leadership, teaching, learning and community evaluations generating school improvement

Excellent physical resources. Grounds and classrooms beautifully maintained.

Strategic Direction 4: Leading: Building Leadership Capability to Deliver excellence in Educational and Organisational Practice

• Evaluation Plan

- Focus groups & surveys
- Tell Them from me
- Schools' internal & external data
- Budget /RAM/P&C funds
- Evaluation of milestones
- TDPlans
- ASR
- School Plan
- Newsletters/facebook/website
- Regular feedback/reflection processes from School Governance Team.
- Regular feedback/reflection processes from School Management Team
- Regular feedback/reflection processes from College of Teachers.
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Expected Outcomes

- Data reflects Improved levels of whole school & community collaboration & connectedness and vitality.

- Resource allocation reflects strong support for Literacy, Numeracy and innovative programs

- To sustain prudent financial management planning with continual growth and strengthen leadership as a school priority.

- A school based on community values.

- Objective analysis of current situation.

- Regular discussions with key stake holders.

- Development of framework for the future to enable clear understanding and acceptance of roles and responsibilities in the school .

- School leadership positions to hold integrity in future planning.0

- Healthy sustainable enrolments.

- Succession planning in place.

- The complete implantation of the School Improvement Plan.

<u>National Curriculum & Australian Steiner Curriculum Framework (ASCF)</u>

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

Phase 2 subjects granted recognition by ACARA during 2017 include the Arts, Health and Physical Education, and Technologies.

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

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

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

<u>Parent Community</u>

Parent choir continues in a vibrant and healthy way.

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

Community reading sessions happen three mornings a week.

Wattle Glow Steiner Preschool Directors report for 2017

Overview

2017 saw Wattle Glow Preschool continue to run programs on a Monday and Tuesday in the Wattle room and the Boronia room. During the third term Wednesday care was introduced in the Wattle and Boronia room. The service trading hours were 8.30am till 4pm.

Bush preschool was introduced to those attending on a Wednesday from third term also.

During fourth term Wattle Glow Preschool began its transition for its 2018 change to become Centre based care with longer hours, over 5 days a week and 48 weeks a year.

Numbers

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

February 2017

Wattle Room
Monday – 7
Tuesday - 7
Wednesday - 3

Boronia
Monday – 9
Tuesday - 10
Wednesday - 7

Total Families enrolled = 16

December 2017

Wattle Room
Monday – 15
Tuesday - 15
Wednesday - 6

Boronia
Monday – 8
Tuesday - 8
Wednesday - 8

Total Families enrolled = 24

Staffing
- Permanent staff - Jill Gannon, Beth Adams, Diva Perez, Jessica Dawson
- Casual staff – Kirsty Fisher, Juliet Macken, Catherine Cox, Donna Hume
- Catherine Cox entered the service after finishing her Early Childhood teaching degree from August.
- Alima Clarke finished her role as Wattle Glow Preschool Director at the end of first term.
- Jessica Dawson was hired as Preschool Director and Nominated Supervisor for the service at the end of April 2017.

<u>Staff development</u>

- Francine attending the vital year's conference.
- Beth completed her Diploma of Children's Services
- Francine completed the Certificate III in Children's Services
- Catherine finished her Early Childhood Teaching degree

Wattle Glow Preschool kindly thanks the school board and staff for their continued support in 2017.

<u>Nominated Supervisor</u>

The Nominated Supervisor for the service during 2016 was Alima Clarke (January to April) and Jessica Dawson (April to December).

Adult Learning Group 2017

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'.

Lisa O'Donnell, our Principal as well as the College of Teachers run the Adult Learning within our school.   At present there is no parent Adult Learning Initiative Coordinator for the School and this volunteer position is open.

In 2017, we held termly parent/ teacher interviews for all of the classes as well as a parent/ teacher night for each of the classes.
There is a weekly spiritual discussion group "Circle of Friends" held at the school attended by both teachers and parents.

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

- Calendar of the Soul
- Screen time and kids: What's happening in our homes?
- The Temperaments
- Imagination and the Young Child
- Steiner Curriculum Outline
- Peer Support Program

Other workshops and courses advertised in the Hazelnut were:
- eSafety Workshop
- Community Lantern Making
- Weaving workshops
- Drawing & Art classes
- Rites of Passage
- Ettin Con
- Art of Caring – For Parents and Carers of Children under Three
- School holiday activities
- Anthroposophical Health
- Meditation and Self Development
- Women's Winter Retreat
- Wagana Dance Performance and Workshop
- What would you love Retreat
- The Twelve Senses by Lou Harvey-Zahra
- Cool Little Kids
- Woodwork workshop

Articles shared on the school's Facebook page:
- What kids learn from hearing family stories
- How building your child's spoken word bank can boost their capacity to read
- Why Waldorf works: From a neuroscientific perspective
- Screentime & kids – a research paper
- The morning handshake and it's deeper meaning

2017 Reporting Area 2
Contextual information about the school

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

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

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

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

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

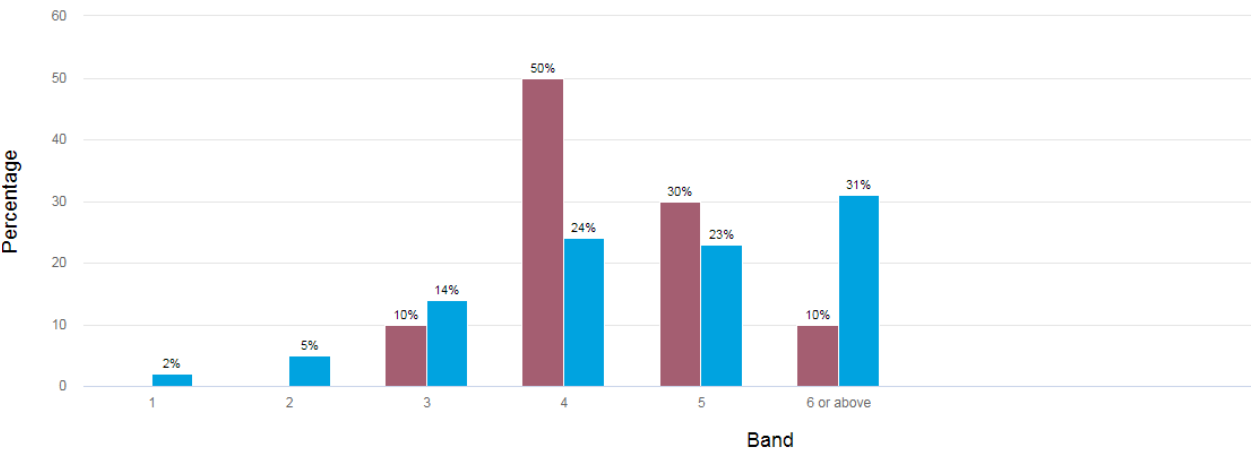Please refer to the My School website: http://www.myschool.edu.au for further information.

Lisa O'Donnell, Principal

2017 Reporting Area 3
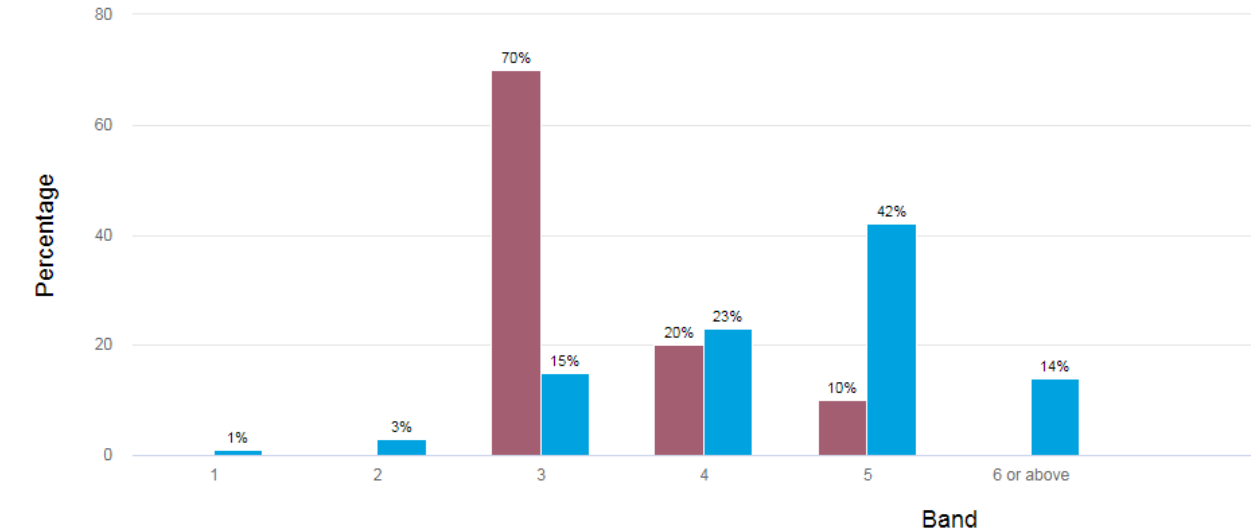# School performance in national and state-wide tests and examinations

Year 3

Reading

Writing

Spelling
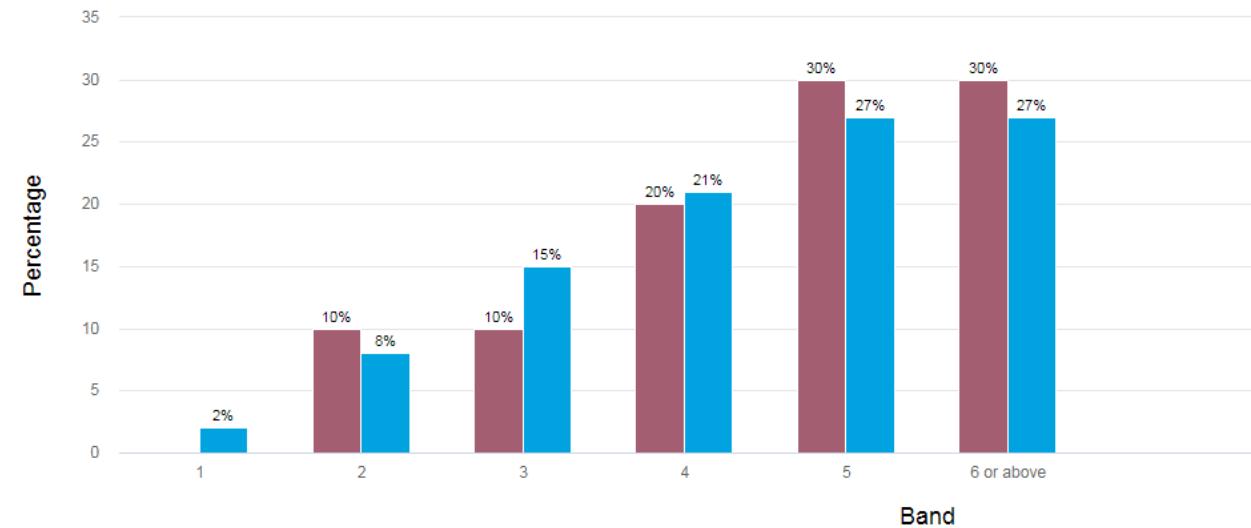
Grammar and Punctuation
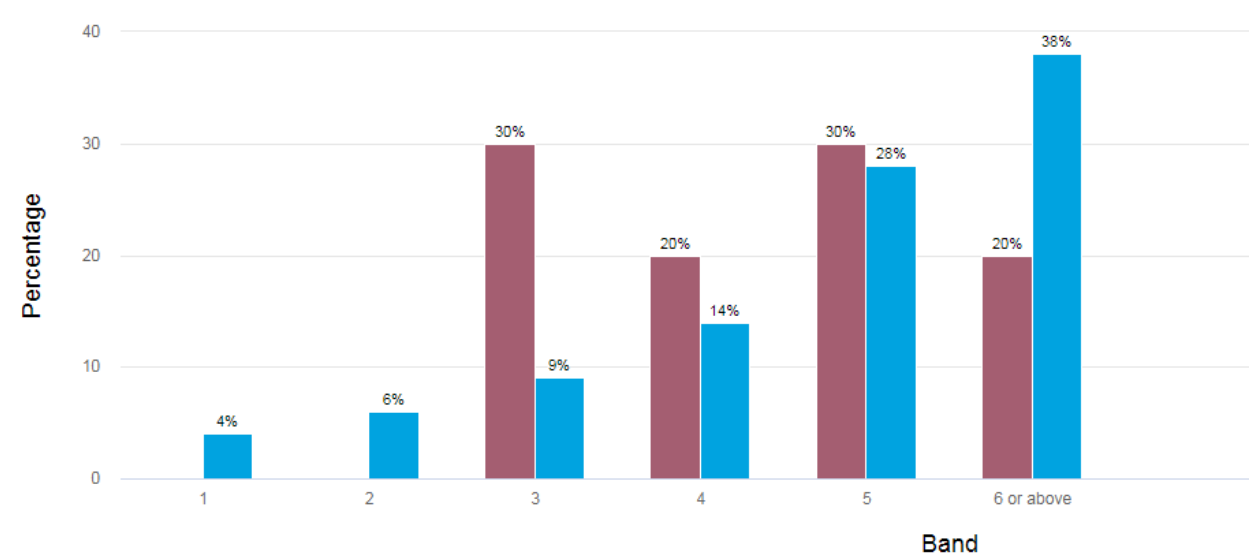
Numeracy
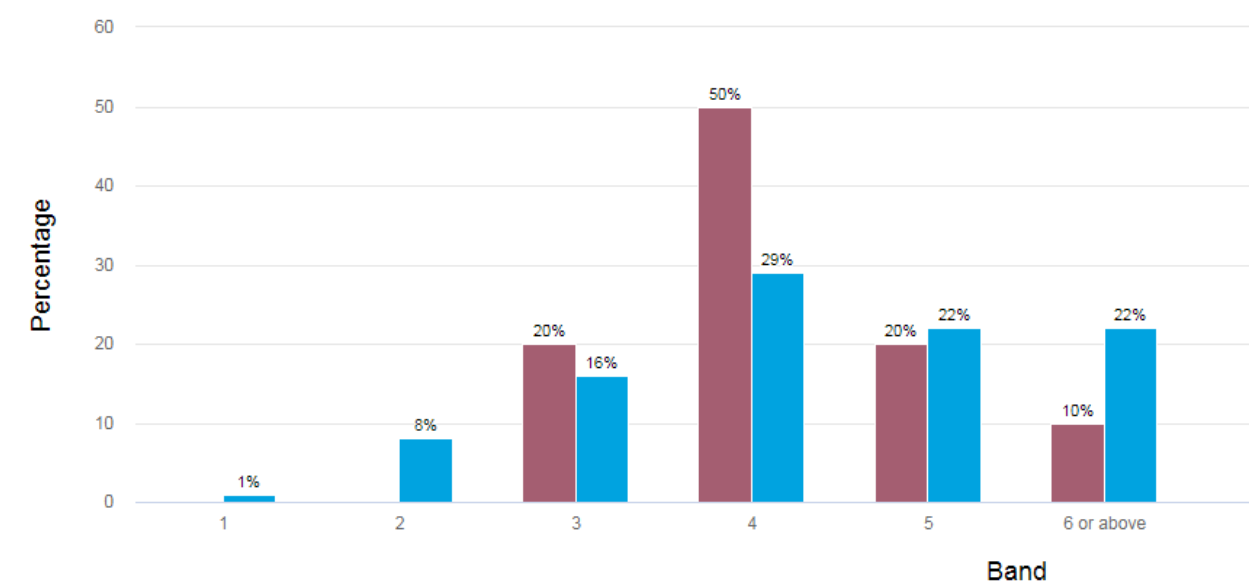
Year 5

Reading

Numeracy

Writing

Selected school's average when compared to schools with similar students

◆ substantially above
◇ above
◇ close to
◇ below
◆ substantially below
I Displays margin of error at 90% level of confidence for selected school

Spelling

Selected school's average when compared to schools with similar students

◆ substantially above
◇ above
◇ close to
◇ below
◆ substantially below
I Displays margin of error at 90% level of confidence for selected school

Grammar

For more information, please reference http://www.myschool.edu.au

2017 Reporting Area 4
Senior secondary outcomes
N/A

2017 Reporting Area 5
Professional learning and teacher standards

Professional Learning

The College of Teachers is very appreciative of the School's Board of Directors, for their recognition of the importance of PL for staff members. The PL budget for 2017 was $5,000.   . This is an increase in our spending on PL for our staff in order to maintain PL and high teacher standards. The PL budget was allocated to both school in-service professional learning, open to all staff, and to teaching staff for external courses, on an FTE (full-time equivalent) basis.

During 2017, Blue Mountains Steiner School's permanent employees included: 1Principal/teacher (0.8 2 FTE), 2 full-time class teachers, 1 full-time kindergarten teacher, 2 part - time class teachers (0.7 FTE) & (0.2 FTE), 2 class one assistants , 3 specialist teacher - Japanese teacher (0.2 FTE), Craft teacher (0.1FTE) & Numeracy and Literacy Support teacher (0.2FT), 1 Preschool teacher / Preschool Director (0.45 FTE), 3 Preschool educators (0.5 FTE), (0.3 FTE) & (0.1), 1 school chaplain (0.5), 1 full-time Office Administrator, 1 Senior Clerical Officer (0.2 FTE), 1 Minibus Driver.

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

Group Professional Learning Topics covered throughout 2017:		
Date	**Activity**	**Attended by**
30/1/17	Whole staff meeting and planning -led by school principal Lisa O'Donnell	Most teaching staff & assistants
31/1/17	Visioning/ SIP/ APS/ Peer Mentoring/ Establishing Staff Meeting protocols	All
8/2/ˆ17	Staff Code of Conduct/ Creating a Community of Professional Practice	All
15/2/17	Mandatory Reporting Compliance	All
weekly	Weekly Study – A Study of Man- in preparation for 100 years of Steiner Education 2019	All
15/3/17	Lou Harvey Zara – The 12 Senses	Francine, Steph, Lisa
10/4/17	Developing Fluency in Reading- Lisa/ Martin	All
weekly	Student Welfare	All
5/4/17	Cancer in the Workplace – Cancer Australia and Canteen	All
21/5/17	Warming the Soul: Warming Relationships	All
28/5/17	Edumate Training: New digital reporting guidelines	All
7/8/17	Restorative Practice – Retraining for staff, students and parents	All
weekly	Program sharing and discussion weekly	All
Once a term	Child Study each term led by Francine	All
Term 2 and 3	Evidence based Peer Mentoring/ Staff Appraisals/ Professional Evaluation	All
	Steiner Education Regional Meeting	All
1/6/17	Festivals in Steiner Schools	All
21/6/17 Class ¾ OE trips	Connecting to Country- RAP: Mai-lynn Elliot, Phil Foster	Martin and Lisa
3/11/17	Steiner Schools Greek Olympics	Lisa
16/11/17	Bush Trackers Program	Martin and Lisa
Class 1/2 trips	Traditional Custodian Work: Paul Glass	Martin, Julie, Olga and Lisa
28/8/17	Differentiating the Curriculum	All
	7 staff socials (end of each term and to acknowledge Birthdays) throughout year (integral for team building)	All

Individual Teachers	Professional Learning 2017
Lisa O'Donnell Principal (0.9)	GLaM Conference Melbourne, Bronze Medallion, Wilderness First Aid, AIS NCCD training, SEA Delegates Meeting – March, Governance and Leadership, Regional Steiner Conference, 12 Senses, weekly music tuition
Olga Nielsen College member / class teacher	SEA Delegates Meeting - August GLaM Conference Melbourne, National Steiner Teaching Conference, weekly music tuition
Stephanie Cassin College member / class teacher	Regional Steiner Conference, National Steiner Teaching Conference, Maths Concepts – Western Syd. Uni, Glenaeon Classroom Teacher Training, 12 Senses, weekly music tuition
Julie Humphreys Class Teacher (0.7)	Regional Steiner Conference, Maths Concepts-Western Sydney Uni, Literacy Foundations AIS, Weaving and Hand Crafts, weekly music tuition
Francine O'Dea College member / kindy teacher	4 x Regional EC Meetings, Cert III Early Childhood Certificate, Literacy Foundations AIS, Story Telling, 12 Senses,
Martin Buckmaster Chaplain (0.5) & Numeracy and Literacy Support (0.2)	First Aid, Mental Health, Lawsense, weekly music tuition
Sayoko Yanai Japanese Language teacher (0.2)	First Aid, 12 Senses, Steiner Pedagogical Practices

Teaching Standards

For 2017

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

2017 Reporting Area 6
Workforce composition, including Indigenous

At any one time the workforce composition in 2017 consisted of 8 teaching staff (a full time equivalent of 5.9), 1 teaching staff/administration staff (Principal - a full-time equivalent of 1.0), 2 administrative staff (a full-time equivalent of 1.3), 5 Preschool staff (a full-time equivalent of 1.8) and 6 non-teaching support staff (a full-time equivalent of 2.4 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.

2017 Reporting Area 7
Student attendance (and retention rates in secondary schools – N/A)

Student attendance rates
During 2017 the average student attendance rate (across the grades K-6) for the year was 90.5% which is slightly lower than the daily attendance for 2016. 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	91.1
Class 1	91.6
Class 2	91.5
Class 3	88.6
Class 4	90.7
Class 5	88.9
Class 6	90.9

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.

ATTENDANCE POLICY AND PROCEDURES

Date of review	Reviewed by:	Actions taken	Next review
July 2018	Principal	Made changes to procedures to reflect current practice. e.g responsibilities, late notes, Edumate procedures, addition procedures around Exemption from School added.	July 2020

CONTENTS

POLICY

ATTACHMENTS

POLICY

Blue Mountains Steiner School's Attendance Policy seeks to ensure that government legislation and NESA requirements in relation to student attendance at primary school are followed. This policy includes processes and procedures to support school attendance.

1. INTRODUCTION

The Education Act 1990 and the Education Amendment (School Attendance) Bill 2009 state that it is the parent or guardian's duty to ensure that their child(ren) 'attend the school at all times when the school is open for the child's instruction or participation in school activities' except when reasonable causes prevent attendance.

All parents with a child(ren) enrolled at Blue Mountains Steiner School must adhere to the rules regarding student attendance. Inconsistent attendance is considered to be detrimental to children's progress, and holidays in term time are discouraged for the same reason.

2. PURPOSE

To monitor the attendance of students at school in accordance with the provisions of the Education Act and to properly document student absences.

To set out the requirements for maintenance and retention of attendance and enrolment records.

3. ATTENDANCE & PUNCTUALITY

Routine and rhythm are considered an important part of the school day at BMSS. Punctuality, which engenders a healthy respect for work and study, is also considered very important.

Students should be at school with enough time to feel relaxed and ready for when classes begin. The continuity and rhythm of lessons from day to day and from week to week are important and require attendance from beginning to end.
- It is essential that all students arrive at school on time.
- It is essential to the curriculum and the class that all students experience the opening of the day together.
- It is expected that students attend school except in cases of illness.
- It is expected that students complete the full school term with their class before going on vacation.

Students are to report to the Front Office accompanied by a parent/carer for late notes if they arrive after bell time or later during the day. Late notes are to be handed to the Class Teacher, or to the teacher taking the class at the time of arrival.

Students who leave early for any reason, e.g. medical appointments, must be signed out by a parent or carer at the Front Office before being collected from class.

3.1 ATTENDANCE REQUIREMENTS

Under the Education Act 1990 and the Education Amendment (School Attendance) Bill 2009, attendance at school is necessary at all times while the school is open for the child's instruction or participation in school activities, except when reasonable causes prevent attendance. Reasonable causes may include:
- Illness.
- Other special leave requested from and approved by the school. Such special leave would include medical appointments or similar and other exceptional circumstances such as family emergencies.

In respect of illness, parents should notify the school by telephone, email or written note. In the case of absence for illness longer than 5 consecutive days the absence notification should be accompanied by a doctor's certificate.

Parents should be aware that if school attendance falls below acceptable levels without reasonable cause it may be necessary for the school to report the non attendance **to Family and Children's Services (FACS) under its obligations as a mandatory reporter.**

3.2   REGISTER OF ENROLMENTS/ADMISSIONS

Blue Mountains Steiner School maintains a Register of enrolments/admissions via its 'Edumate' Electronic Database System that includes the following information for each student:
- Name, age and address
- The name and contact number of parent(s)/ guardian(s)
- Date of enrolment and where appropriate the date of leaving the school and student's destination
- For students older than six (6) years, previous school or pre-enrolment situation

The register of enrolments is retained for least five (5) years before archiving and the register of attendance for a student is retained for at least seven (7) years after the last entry was made in respect of the student. Attendance archives are kept on the school database and in the archives.

3.3   MONITORING ATTENDANCE

Attendance is monitored by the Class Teacher, Front Office and School Principal. Parents/Carers are contacted by SMS on the day of any absence without notice. This includes children who arrive late to school without an explanation from a parent/carer.

Attendance is taken daily at the beginning of the school day by the Class Teacher in a roll book. (See Procedures Section: 3.0 *'Marking of Rolls*').

Absent children are recorded on an absentee slip which is returned to the Front Office where attendance is recorded in the school's database. Attendance reports are generated regularly and provided to the Principal for review. Any students in danger of falling below the required attendance level are referred to the Principal for follow up.

Where the school has unsuccessfully tried a range of strategies to help resolve a student's attendance problems the school may seek external assistance including from the Association of Independent Schools (AISNSW) to ensure the parents/carers are suitably supported to assist their child/ren to attend school.

3.4   NOTICE OF LEAVE

We require at least two weeks' notice made in writing by completing an *Application for Exemption for Attendance at School* Form (See Attachment A) for special leave to be approved. In this case, the approval of the school may be granted by the Principal and a Certificate for Exemption from Attendance of School will be provided to the parents/carers (see Attachment B).

If there has been no notification of a reason for absence, which has continued for more than one day, it is the responsibility of the Front Office to contact parents to determine the reason for absence.

The school regards non-compliance with this policy very seriously and any departure from it is to be referred to the Principal. At all times we expect students to be present during the normal hours of attendance. Absence for holidays during term time is considered unsatisfactory.

4.   RESPONSIBILITIES

4.1   RESPONSIBILITIES OF THE PRINCIPAL
The Principal will:
- Ensure structures and procedures are in place so that teachers are supported when dealing with attendance problems.
- Decide, in the case of unexplained or unjustified school absence, what form of school intervention is appropriate.
- Investigate all cases where a student has been absent without satisfactory explanation.
- Notify the parent/carer in writing where a student has a poor record of school or class attendance.
- Seek external assistance where required.

The Principal may grant exemptions from school attendance. The Principal is empowered under Section 25 of the *Education Act 1990* to grant an exemption from school attendance for periods totalling up to 100 days in a 12 month period for any one student.

Exemption from school attendance should only be granted where conditions exist which make it necessary or desirable in the view of the Principal that a Certificate of Exemption be granted. These may include:

- Exceptional domestic circumstances, including but not limited to participation in family holidays during school term subject to being satisfied that this is in the best educational interests of the child;
- Other exceptional circumstances such as health of the student where sick leave or alternative enrolment is not appropriate;
- The child being prevented from attending school because of a direction under Section 42D of the *Public Health Act 1991;*
- Employment in the entertainment industry of participation in elite sporting events for short periods of time i.e. for one or two days, and at short notice;
- Other cases not specifically referred to in the above but where an exemption appears to be in the best interests of the child.

The Principal may refer cases to the Minister for Education (State Government) in cases where the exemption is considered not reasonable.

Where a student leaves BMSS without providing a forwarding address or information about which school the student will be attending, the Principal will:

- Forward a letter by Registered Post to the last known address of the family, and
- Notify the Home School Liaison Officer at the Department of Education and Training.

4.2   RESPONSIBILITIES OF THE SCHOOL

- BMSS will monitor the daily attendance and absence of students in the school by maintaining a weekly roll sheet for each class.
- Student absences, late arrivals and early departures will be identified and recorded in a consistent manner by the class teacher and Front Office staff. *(See Procedures Section 3.0 of this policy: 'Marking of Rolls').*

- All absences including late arrivals and early departures require verbal or written notification from the parent/carer stating date and reason for absence.
- Unexplained absences from classes or school will be followed up on the same day via an SMS.
- Where unsatisfactory class or school attendance is identified, the attendance issue and any action taken will be recorded in the student's file.

4.3 RESPONSIBILITIES OF THE TEACHERS AND STAFF

Class teachers will:

- Provide an example of punctuality and responsibility in their class commitments.
- Ensure that weekly attendance sheets are filled out and sent to the Front Office in a timely manner.
- Follow up cases of inconsistent attendance with the parents concerned.
- Communicate with the Front Office in relation to recording late arrivals and early departures.
- Notify the Principal of any absence concerns as they arise.

The Front Office Staff will:
- Maintain the school's database with up-to-date information on student attendance.
- Follow up with parents/carers via SMS, email or phone asking for an explanation for absence on the day of absence.(see Section 1.3).
- Provide printed reports on student attendance as required to either parents, teacher or the Principal.

All staff are responsible for ensuring that the requirements of this policy are met and the correct procedures are followed appropriately.

The Education Manager in consultation with the Principal and the Management Team is responsible for ensuring this policy is adhered to throughout the school.

5. RELATED DOCUMENTS

Application for Exemption for Attendance at School Form
Certificate for Exemption for Attendance at School Form
AIS Sample Letters to Parents notifying them of absence
concern Student Attendance Improvement Plan
The Education Act 1990
Education Amendment (School Attendance) Bill 2009

6.0 AUTHORISATION
Principal

Name   Signature   Date

PROCEDURES

1. PURPOSE

The purpose of the attendance procedures is to facilitate the following expectations and requirements:

- To ensure that all students arrive at school on time To support the curriculum and the class by ensuring that all students experience the opening of the day together.
- To ensure that students attend school (regular classes and school activities) except in cases of illness.
- To ensure that students complete the full school term with their class before going on vacation.
- To ensure that all cases of unexplained absence are investigated promptly and appropriate intervention strategies are implemented. (e.g *Student Attendance Improvement Plan)*
- To ensure that school staff are trained to implement school attendance policies and procedures.
- To ensure that parents and students are regularly informed of attendance requirements.

2. PROCEDURES

2.1 The Attendance Roll

Rolls are provided to all Class Teachers at the beginning of each school year in a format that is in accordance with the Education Act (1990) (Section 24).

Rolls must be maintained on all days on which the school is open for instruction, including school sports days, excursions, camps and similar events.

The exception method (marking absences only) is to be followed by all teachers. Only the codes listed in the front of the Roll are to be used.

School absences must be recorded on the Roll early in the school day and absentee slips should be returned to the Office by 9.30am (only acceptable exception is when classes are away on camps or excursions. Students involved in off-site activities organised by the school must not be marked as absent.)

Staff responsible for maintaining Rolls must be acquainted with requirements of this document and correct procedures for maintaining the Roll.

The Class Teachers responsible for maintaining the Rolls are to sign the Roll each day in the place indicated.

Where an alteration is necessary on the Roll a line is to be ruled through the entry and the correct entry made above. Correction fluid must not be used.

2.2 Students who are Suspended from School

The correct attendance register code symbol for suspension is to be used to denote the absences of students whilst on (out of school) suspension, '**E**'. This symbol is to be used only for the duration of the suspension and must not be applied to students who fail to return to school following the suspension period. In such cases, the student's absence would be unjustified and recorded accordingly as '**A**'.

2.3 Security of Rolls

Rolls must be stored in a secure location within the school.

Rolls must not be removed from school premises unless removal is warranted by exceptional circumstances such as fire or flood. Teachers must not take Rolls home.

The loss of a Roll is a serious occurrence and must be reported immediately to the Front Office staff.

A new Roll should be commenced immediately. Attendance information referring to absences on occasions prior to the commencement of the new Roll must not be included.

A notice signed by the Principal must be attached to the new Roll. The notice must state the period for which the original Roll was a record of student attendance and the date from which the replacement Roll commences.

At the end of each school year the Principal must ensure that the Rolls and attached special circumstances are preserved as a complete record of student's absences for that year.

2.4 Database entry of Attendance Data
School Attendance information is entered daily into the school's 'Edumate' database.

This data entry is completed by Front Office staff who have been trained to use the 'Edumate' Attendance Module.

In weeks 5 and 10 (approx.) of every term an attendance report is generated, printed and forwarded to the Principal for review.

2.5 Follow up of Unexplained Absences
Each morning when absentee slips have been returned to the Front Office, reception staff are to make note of any unexplained absences of students. Unexplained absences are as follows:
- Absences where no phone call, phone message or email explaining the absence has been received by either the Front Office staff or by the responsible Teacher and where the student is not known to be unwell via prior recent communication.
- The student has arrived late to school and not collected a 'Late Arrival/Early Leave' slip on arrival.

In each instance of an unexplained absence Front Office staff are to contact the student's parent or carer by SMS to enquire about the reason for the absence. A written memo outlining the reason for absence is to be inserted into the Roll.

Parents are to be courteously reminded that it is their responsibility to advise the school about their child's absence from school.

If parents/carers cannot be contacted a letter should be sent to them by the Principal.

The Principal may decline to accept as satisfactory an explanation for an absence. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.

The Principal may request medical certificates or other documentation when absences explained as being due to illness are frequent or prolonged.

2.8 Approved Leave - Extended Leave - Travel Applications
The School may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence and which has been accepted by the Principal.

Additional days for students not of compulsory school age may be recorded at the discretion of

the Principal in consultation with the Management Team.

At least two days' notice in writing is required for special leave to be approved. In this case, the approval may be granted by the Principal.

2.9 Exemption from Attendance

The Principal may grant an exemption from school attendance for periods totalling up to 100 days in a 12 month period for any one student in accordance with the provisions of Section 25 of the Education Act (1990).

3.1 <u>MARKING OF ROLLS</u>

3.2 Manual Rolls

Symbols to be used where students are absent from school Symbol Meaning

a The student was absent on that day.

Pa The student was late or was absent for part of a day. The time of arrival or departure must be recorded.

Symbols to be used for explanation of student absence

Note: The following symbols should be recorded above the **a** or **Pa** symbol as appropriate

Symbol Meaning

A The student's absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence.

S The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases: a medical certificate is provided or the absence was due to sickness and the Principal accepts this explanation. The Principal may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days.

L The Principal may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has
been accepted by the Principal. Additional days for students not of compulsory school age may be recorded at the Principal's discretion. This symbol is recorded where a student's absence is due to reasons accepted by the Principal. This may be due to:

- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

E The student was suspended from school.

M The student was exempted from attending school.

B The student is absent from the school on official school business. This symbol is recorded where the Principal approves the student leaving the school site to undertake:

- school sport (regional and state carnivals)
- school excursions.

H The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis with the full knowledge and approval of the school. The symbol is recorded where a student accesses education settings separate to their mainstream school such as:

- tutorial centre and programs
- behaviour centres
- hospital schools.

3.3 Electronic Rolls
Symbols to be used where students are absent from school Symbol Meaning

W   The student was absent on that day.
P   The student was late or was absent for part of a day. The time of arrival or departure must be recorded.

Symbols to be used for explanation of student absence
Note: The following symbols should be recorded above the **a** or **Pa** symbol as appropriate

Symbol Meaning
A   The student's absence is unexplained or unjustified. This symbol must be used if no notice has been provided by parents within seven days of the occurrence of the absence.
S   The student's absence is due to sickness or as the result of a medical or paramedical appointment. In these cases:
- a medical certificate is provided or
- the absence was due to sickness and the principal accepts this explanation. The Management Group may request a medical certificate in addition to explanations if the explanation is doubted or the duration of the absence is more than four days.

L   The Management Group may record up to 15 days in a school year for students of compulsory school age who have provided an explanation of the absence which has been accepted by the Management Team. Additional days for students not of compulsory school age maybe recorded at the Management Team's discretion. This symbol is recorded where a student's absence is due to reasons accepted by the principal. This may be due to:
- misadventure or unforeseen event
- participation in special events not related to the school
- domestic necessity such as serious illness of an immediate family member
- attendance at funerals
- recognised religious festivals or ceremonial occasions.

E   The student was suspended from school.
M   The student was exempted from attending school.
B   The student is absent from the school on official school business. This symbol is recorded where the principal approves the student leaving the school site to undertake:
- work experience
- school sport (regional and state carnivals)
- school excursions.

H   The student is attending two or more education settings for a period of time (shared enrolment). This symbol is recorded where a student accesses a specialist educational setting on a sessional or full-time basis with the full knowledge and approval of the school.
The symbol is recorded where a student accesses education settings separate to their mainstream school such as:
- tutorial centre and programs
- behaviour centres
- hospital schools.

4.0   <u>RESPONSIBILITIES</u>
All teaching staff are responsible for ensuring that the requirements of this procedure are met and the correct procedures are followed appropriately.

The Principal is responsible for ensuring this policy is adhered to throughout the school.

5.0   <u>RELATED DOCUMENTS</u>
Attendance Policy

Exemption from Attendance at School Form	Certificate of Exemption for Attendance at School
Student Attendance Improvement Plan Document

## 6.0	**<u>AUTHORISATION</u>**
On behalf of The Management Team

…………………………	………………………….	……………………………
Name	Signature	Date:

Date created:	12 June 2018
Date Revised:	12 June 2020

Application for Exemption from Attendance at School
To be completed by the student's parent/carer

Please read the following information carefully.
1. Government law requires students between the ages of 6 - 16 to attend School on each teaching day.
2. Lengthy absences or inconsistent attendance can have serious consequences for children's academic, social, behavioral and mental well-being.
3. The Principal is empowered to grant exemption from school attendance for periods up to 100 days/year, but must carefully take into account the educational consequences of such leave.
4. Parents are required to apply <u>in advance</u> to the Principal for any student exemption from attendance for all circumstances other than sickness over one week.
5. Parents are strongly encouraged to organize family holidays within school holiday time.
6. **Where family holidays will result in students missing 3 weeks or more of school, parents/guardians are required to meet with the Principal to discuss how the student's educational and social needs will be addressed.**
7. Parents/guardians will be responsible for the payment of full term fees.

STUDENT DETAILS

Family name: Given name(s):

Class:

Student address: Postcode:

DATES	

Date of exemption applied for**:   /   / 20   to   /   / 20**

Number of school days absent:

REASON FOR APPLICATION FOR EXEMPTION (Please tick one)

☐ Employment reasons

☐ Exclusion under Section 42D of the Public Health Act 1991, relating to an outbreak of a vaccine preventable disease

☐ Financial Reasons

☐ Exceptional family circumstances, including family holidays

☐ Other exceptional circumstances, including special medical grounds

Please provide details about the reason for the application for exemption from attendance here:

_____
_____
_____
_____

PARENT/GUARDIAN DETAILS

Family name:_____Given   name(s):_____

Parent/guardian address:_____Postcode:_____

Contact number:_____Relationship to student:_____

As the parent/guardian of the above mentioned student, I hereby apply for a Certificate of Exemption from attendance at school, under the Education Act 1990. I understand that if the exemption is granted:

☐ I am responsible for his/her supervision and education during the period of exemption.

☐ The exemption is limited to the period indicated.

☐ I understand that I am responsible for my child/ren's school fees during their absence.

NB. Under exceptional circumstances you may be eligible for a discount of fees. If you wish to apply for this please provide supporting documentation to be considered by the Business Manager (i.e. medical certificate, proof of emergency).

Signature of applicant/s:_____

Date:_____

Signature of Principal:_____

Date:_____

Office		Principal	Bus Manager **(only if fee related)**
Enter absence in Edumate Date: Sign:	Email Class Teacher	Date: Sign:	Date: Sign:

Attachment B:

Certificate for Exemption from Attendance at School under Section 25 of the *Education Act 1990*

The student whose details appear below has been granted an exemption from attendance for the period indicated.

STUDENT DETAILS

Family name: Given name(s):

Date of birth:

Address: Postcode:

Date of exemption from:

Reason for the exemption:

Conditions of the exemption: (Note: for a part day exemption the hours of program participation must be specified, including the plan to have the student attend school full time).

As the parent of the above mentioned student, I am responsible for his/her supervision during the period of exemption. I understand that this exemption is limited to the period indicated. I understand that this exemption is subject to the conditions listed and that the exemption may be cancelled at any time.

Name of parent:_____

Signature of parent: _____

Principal: _____

Signature of Principal:_____Date:____/____/_____

This certificate has been issued without alteration and must be produced when requested by police or other authorised attendance officers

2017 Reporting Area 8
Post school destinations (for secondary schools only)
N/A

2017 Reporting Area 9

Enrolment policies and characteristics of the student body
Student Population

- During 2017 Blue Mountains Steiner School had up to 102 students enrolled from Preschool and Pre-Kindergarten (Sessional Kindergarten) through to Class 6 over the year (76 students in K-6, 4 students in Pre-Kindy and by the end of 2017, 26 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 2017, there have been no students enrolled with differing special needs and five 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 & Procedures

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.

ENROLMENT PROCESS

1. Enquiry
Initial enquiries are directed to the Office Administrator for an information pack or to sign up to attend an Open Morning.

2. Open Morning/Tour
All prospective families are encouraged to visit the Primary School for an Open Morning or Tour.

3. Application
An Enrolment Application should be submitted to the Office Administrator, to secure a position on the School's waiting list. The form must be accompanied by relevant documentation and the Enrolment Application Fee.

4. Waiting list
Once this information is received and processed, the child is placed on the waiting list.

5. Interview
Prospective families and students will be invited to attend an interview with the appropriate Head of School and undertake any appropriate standardised testing.

6. Offer of a Place
Once it has been determined that a place exists in a year group and any relevant support or enrichment programs, prospective students are formally offered a place. Parents are asked to confirm acceptance of that place by paying the non-refundable Confirmation Fee and signing the Conditions of Enrolment.

7. Orientation
Orientation events are held regularly towards the end of each year prior to entry, or when the opportunity allows for mid-year intakes.

Blue Mountains Steiner School is an inclusive, secular, co-educational K-6 primary school providing an education underpinned by the philosophy and values of Steiner education and registered by the NSW Education Standards Authority (NESA).

This policy gives guidance to those within the Blue Mountains Steiner School community and to those who would join it, concerning enrolment criteria and procedures. While the policy is as comprehensive as possible, there will inevitably be some situations which are not specifically covered. In such instances, it is the Principal's responsibility to decide the appropriate course to take in the circumstances.

Throughout this policy, unless the context requires otherwise, reference to parents includes guardians or any other person who has applied to have a child entered on the waiting list or enrolled at the School and, where the child has only one parent, means that parent.

New Enquiries
Administration will send prospective parents enquiring about the School's enrolment procedure:
- A Prospectus
- A Fee Schedule, detailing the school fees and payment options
- An Enrolment Information brochure containing:
  Information about the Enrolment Procedure and Standard Collection Notice
- An Application for Enrolment
- A copy of the Conditions of Enrolment

Waiting Lists
The Principal is responsible for the maintenance of waiting lists for entry to the School.

Entrance to the School is normally in Pre-School or Kindergarten, Entrance at other year levels is limited to vacancies which may occur from time to time. Entrance may be accommodated at any time throughout the school year depending on circumstances.

Names of children will be entered on the appropriate waiting list when their parent(s) or guardian(s) return:

a) the Enrolment Application form (signed by both parents);
b) the non-refundable Enrolment Application Fee of $55 per child;
c) a copy of the child's birth certificate or current visa confirming student citizenship or permanent residency status.
d) copies of the child's last two school reports (if existing); and latest NAPLAN results (for Years other than Pre-School and Kindergarten);
e) a copy of an up to date immunisation certificate;
f) contact details of two family referees who are not close relatives of the parents and who have known and interacted with the parents for at least five years (the references must focus on the parents themselves);
g) all medical, psychological or other reports about the child in their possession or control; and
h) other information about the child which the School considers necessary.

Failure to provide all required information may result in the School declining to enter the child's name on the appropriate waiting list or delaying such entry, and may also result in the School declining or delaying the child's enrolment.

Assessment
The School will undertake an assessment process at some time decided by the School after a child's name has been entered on the Waiting List. As part of the assessment process, the School may ask the parents to provide more information about the child.

Any assessments or reports required from non-school personnel will be at the parents' expense. In considering all prospective enrolments, the School may ask parents to authorise the Principal or his or her delegate to contact:
(a)   the Principal of the child's previous school to obtain or confirm information pertaining to the child or the child's enrolment;
(b)   any medical or other personnel considered significant for providing information pertaining to the needs of the child.

Where information obtained by the School suggests:
(a)   a profile of wilful misconduct, illegal activities or strong anti-social behaviours that indicate that the child's enrolment at the School is likely to be detrimental to other students, the staff or the School; or

(b)   the parents may not be able to meet the financial commitment required by having a child at the School, notwithstanding that the child be the sibling of a current student, the Principal may decline to proceed any further with the enrolment process.

Disability

While the School will not suit all children, there is no reason in principle that children with disabilities cannot be eligible to enrol. Indeed, the School has, since its inception, enrolled students with disabilities. Please refer to the Schedule – Disability of this policy for the School's policy regarding disability. The School will follow this policy when assessing an application for a child with a disability.

Interview

When a position becomes available, the School will at its discretion invite the parents of a child on the waiting list to attend an interview with the Principal and class teacher. At the interview, among other things, the School will:

(a)   inform the parents of their responsibility to the School in relation to fees and will ascertain their ability to afford the current fees;

(b)   will seek to establish that the expectations and commitments of the parents are consistent with the vision, values, goals, policies and resources of the School.

School reserves rights

The School reserves the right not to offer any child a place at the School or to defer the offer of a place to any child in its discretion but particularly when the parents, having been aware of their child's specific educational needs, decline to declare those needs or to withhold relevant information pertaining to their child.

The School also reserves the right to terminate an enrolment where the parents have not declared or have withheld known information pertaining to their child's needs.

The School reserves the right to determine the appropriate year of entry for each student.
School's considerations when considering making offers of a place at the School, the School gives preference to:

(a)   brothers or sisters of students already at the School; and

(b)   siblings, sons or daughters or grandsons or granddaughters of alumni of the School.

The School also considers: evidence of a place at a similar independent school elsewhere in Australia if a family relocates from interstate; a student's willingness and ability to contribute to the wider life of the School; evidence of good leadership and good character and the date of lodgement of the Enrolment Application.

Offer

At the satisfactory conclusion of the assessment process, the School may make an offer to the parents to enrol the child. To accept the offer, the parents must within 30 days of receiving it deliver to the School:

(a)   a signed copy of the Conditions of Enrolment which confirms acceptance by the parents of the then current Conditions of Enrolment;

(b)   the non-refundable Enrolment Fee of $400 (this is a per family fee).

Failure to reply within the required time may result in the position being withdrawn and re-offered to another child waiting for entry to the School.

The Enrolment Fee is additional to tuition and other fees.

Change of Year of Entry

Parents may request the Registrar to change the year of entry for a student. Such requests must be in writing and approval is at the discretion of the Principal or his/her delegate. If a change of year of entry is approved, the student's name returns to the waiting list for the new year of entry, retaining the initial application date. The assessment process, including the interview, will recommence. If the Enrolment Fee has been paid, it does not need to be paid again.

Kindergarten age of entry

Entry into Kindergarten
Children need to turn 5 on or before 30th April of the year they enter into Kindergarten. All children must undertake a readiness for school assessment. If parents have already indicated specific learning needs, an alternative and/or additional assessment process may be required.

For those who do not turn 6 until after the end of the fourth term of the proposed year of entry, and who are assessed as being not yet ready for school, the Principal may require an additional assessment process to be undertaken to determine whether or not the child has specific learning needs. Unless specific learning needs are identified, the Principal reserves the right to defer the enrolment to the following year.

In respect of any prospective enrolment, the School reserves the right to have members of its staff visit the child's preschool, early intervention centre or (with the parents agreement) the home, to more accurately assess the learning needs of the child.

Schedule – Disability
Relevant Legislation
•   Disability Discrimination Act
•   Sex Discrimination Act
•   Race Discrimination Act
•   Anti-Discrimination Act

These Acts make it unlawful to discriminate against a person on the grounds of their disability, sex, or race by refusing to enrol them at the School. The School is committed to fulfilling its obligations under the law in this Enrolment Policy.

Definition
Disability, in relation to a child, means:
a) total or partial loss of the child's bodily or mental functions; or
b) total or partial loss of a part of the body; or
c) the presence in the body of organisms causing disease or illness; or
d) the presence in the body of organisms capable of causing disease or illness; or
e) the malfunction, malformation or disfigurement of a part of the child's body; or
f) a disorder or malfunction that results in the child learning differently from a child without the disorder or malfunction; or
g) a disorder, illness or disease that affects a child's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour;
h) and includes a disability that:
    (i) presently exists; or
    (ii) previously existed but no longer exists; or
    (iii) may exist in the future (including because of a genetic predisposition to that disability); or
    (iv) is imputed to a person.

To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.

Disability Policy in the Enrolment process
Where a child has declared education support needs or a disability or other information has come to light indicating a possible need for education support services or for some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services, the School will make an initial assessment of the child's needs. This will include consultation with the child or the child's parents. In addition, the Principal may:
(a)   require the parents to provide medical, psychological or other reports from specialists outside the School.
(b)   obtain an independent assessment of the child.

Where information obtained by the School indicates that the child has a disability, the Principal or his/her delegate will seek to identify the exact nature of the child's needs and the strategies required to

address them. Having obtained this information, the Principal will determine whether the child, if enrolled, would require some measures or actions to assist the child to participate in the School's courses or programs or to use the School's facilities or services that are not required by students who do not have the child's disability. Where the Principal determines that the child would require some such measures or actions, the Principal will seek to identify whether those measures or actions required are reasonable in that they balance the interests of all parties affected. In assessing whether a particular measure or action for a particular child is reasonable, the Principal will have regard to all the relevant circumstances and interests, including:

(a)   the child's disability;
(b)   the views of the child or the child's parents about:
    (i)   whether the particular measure or action is reasonable;
    (ii)   the extent to which the particular measure or action would ensure that the child was able to participate in the School's courses or programs or to use the School's facilities or services on the same basis as a child without the disability;
(c)   the effect of the adjustment on the child, including the effect on the child's:
    (i)   ability to achieve learning outcomes; and
    (ii)   ability to participate in courses or programs; and
    (iii)   independence;
(d)   the effect of the particular measure or action on anyone else affected, including the School, its staff and other students;
(e)   the costs and benefits of taking the particular measure or action.

The School will take measures and actions that are reasonable but will not necessarily take measures or actions that are unreasonable or that would impose unjustifiable hardship on the School. In determining whether taking the required measures or actions, even though they are reasonable, would impose unjustifiable hardship on the School, the Principal will take into account all relevant circumstances of the case, including:

(a)   the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned (including other students, staff, the School, the child, the family of the child, and the School community); and
(b)   the effect of the disability of the child; and
(c)   the School's financial circumstances and the estimated amount of expenditure required to be made by the School; and
(d)   the availability of financial and other assistance to the School.

Where the Principal determines that the enrolment of the child would require the School to take unreasonable measures or actions to ensure that the child is able to participate in the School's courses or programs, or to use the School's facilities and services, on the same basis as a student without a disability, or would cause unjustifiable hardship, the Principal may decline the offer of a position or defer the offer.

2017 Reporting Area 10
School policies

Policies for
- Student welfare
- Discipline
- Reporting complaints and resolving grievances

A. Policies for Student Welfare 2017

Blue Mountains Steiner School seeks to provide a safe and supportive environment which:
- minimises risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programmes that develop a sense of self-worth and foster personal development.

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

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

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

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

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

Blue Mountains Steiner School
Pastoral Care and Positive Behaviour Policy

> Wisdom in the spirit
> Love in the soul
> Strength in the will
> These shall guide me
> These shall hold me
> In them I trust, to them
> I give my life
> <div align="right">Rudolf Steiner</div>

Compliance

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

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

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

Introduction

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

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

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

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

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

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

Discipline is a response to individuals and situations in such a way as to lead to the development of skills that promote responsibility and accountability. Such responses are different at differing age levels. What is appropriate in the Kindergarten will be different in the Primary school. Through recognition of the implications of the stages of child development (as given by Rudolf Steiner) certain forms and rhythms are set in place so that the individuality of the child is protected and safety is ensured. The rhythms that are established may include the daily and weekly rhythms of the timetable, the monthly Main Lesson subject, the seasonal celebrations or how many times per day the teacher shakes students' hands. Form may

include the school's accepted social manners and etiquette, the structure of sitting in a circle at the beginning of the school day, attendance, type of food brought to school, the act of shaking the teacher's hand or the way the school day begins and ends (things that uphold the school's ethos and social form). These rhythms and forms encourage the progression from outer discipline (as in Kindergarten, where through imitation the child is enfolded in a form totally conceived by the teacher) to inner (self) discipline as the child matures, culminating in adulthood.

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

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

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

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

Policy Position Statement

- It is the expectation of the School that all students will adhere to the School's code of behaviour and all the rules stated in this document.

- Non-compliance with the School code of conduct and rules will be addressed in accordance with procedure laid down in this document.

- *Corporal punishment is prohibited. Staff (this includes volunteers and parents on school grounds or involved in any school activities both on or off site) must not, under any circumstances, use any form of discipline or behaviour management that involves corporal punishment or engage in any form of behaviour that could constitute the physical or emotional abuse of students.*

Rights

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

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

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

Everyone has the right to:

- feel safe

- be treated with honesty

- be spoken to and treated with respect and dignity.

- be treated fairly

- be touched only in a respectful way.

- personal space.

- say "no" to physical contact.

- expect others to hear and respect individual feelings.

- have gender, culture, religion and differences accepted.

- co-operative participation in school activities.

- a safe and clean environment.

- have property treated with care.

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

<u>Responsibilities</u>

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

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

Children have the responsibility to be co-operative.

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

Everyone has the responsibility to:

- allow others to feel safe.

- be honest

- speak and treat others with respect and dignity

- treat others fairly

- touch others only in a respectful way.

- accept the personal space of others.

- respect the feelings of others.

- respect the gender, culture, religion and differences of others.

- participate co-operatively in school activities.

- help maintain a safe and clean environment.

- treat their own and other people's property with care.

How Parents can Support Teachers

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

- ensure punctuality

- support us to get specialist help or diagnoses outside of school where it is required

- ensure that children have enough sleep and come to school rested – no late nights on Monday, Tuesday, Wednesday, Thursday and Sunday

- ensure that children have a healthy diet

- TV, videos and computer games to be minimized, none before school and to be kept age appropriate (the school has plenty of educational resources on the effects that TV, videos and computer games can have on the developing child – please ask).

- no violent movies, videos or computer games

- follow through with agreements made with teachers

- support children's home duties and homework

- discuss the School's Code of Behaviour and Discipline policy with your child/children.

- contact with the class teacher if problems occur

- where grievances arise follow the 'Grievance Policy'

  Our school does not have the resources to provide counselling and other services. We ask parents to seek outside help for their children if needed. The school is there to assist in this process if required. Please see our 'Student Welfare Communications policy'.

How Teachers can Support Students

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

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

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

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

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

• approved by the School Principal
• have the appropriate prior parental/guardian consent, where relevant, as per existing school policy or as per Section 5.2
• have the voluntary consent of students who participate. Where parents/guardians have demonstrated that they accept the school is faith based and they agree to the values of the school by enrolling their child in a religious school, additional consent for general chaplaincy services is not required, beyond current education authority or school arrangements. School chaplains must also:

• abide by the Program Guidelines •
observe communication protocols as required in the Service Agreement at Attachment D, including complaints reporting requirements as per Section 7
• assist the School Principal in notifying students/ parents about all aspects of the chaplaincy service, including the voluntary nature of the Program and the need for consent forms to be signed prior to participation in services, as appropriate
• report on services relating to the Program and participate in any monitoring and/or evaluation strategies as determined by the Department and outlined in the Funding Agreement
• avoid theological terminology and language that assumes that those with whom they speak share their beliefs. School chaplains should ensure that any faith based statements are presented as personal beliefs rather than as factual assertions
• ensure that they take responsibility for, and obtain prior approval from the School Principal for, any external people the school chaplain invites onto school premises to provide student activities such as musical shows or lectures or to assist in providing chaplaincy/student welfare services. School chaplains/student welfare workers must vet any content to ensure that these external people do not proselytise, distribute biased material or undertake any activities as detailed at Section 3.1.2
• deliver services in a way that respects the range of spiritual views and cultural traditions in the school community, and also respects the stated views of parents/guardians to ensure the spiritual and moral education of their children is in line with their own convictions.

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

 What don't school chaplains/student welfare workers do? When delivering services under the Program, school chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct (Attachment A). As outlined in Section 3.1, religious schools are exempt from any additional consent requirements for the provision of religious services/rites and faith discussions. Services provided during Program funded hours must not include: • providing religious education in their schools. The decision on whether non Program funded religious education is delivered by the same person who is employed with Program funding is to be determined by schools and Funding Recipients. However, to avoid potential role confusion, best practice recommends that these roles be conducted by different persons. Where this is not a school preference/not possible, schools need to ensure they take all necessary steps to delineate the roles, including on the school website as per Section 6.5
 • attempting to convert students to a religion or set of beliefs through proselytising/evangelising. School chaplains/student welfare workers must not – coerce students to attend activities that have religious content/focus – ask or encourage students to proselytise/ evangelise within the school – deliver activities/services that promote a particular view or religious belief without prior approval and consent as per Sections 3.1 and 5.2 – put students in a position of feeling manipulated or intruded upon by intense persuasive conversation.
• initiating faith discussions with a view to coercing or manipulating students to a particular view or spiritual belief. While recognising that an individual school chaplain/student welfare worker may 12 13 respond to questions and in good faith express views and articulate values consistent with his or her own beliefs, a school chaplain/student welfare worker must not take advantage of his or her privileged position to proselytise, evangelise or advocate for a particular view or spiritual belief
• attempting to undermine students' religious or other beliefs

• using other methods such as social media - blogs and facebook, or newsletters and school websites, to proselytise/evangelise to students within their school, in their role as a Program funded school chaplain/student welfare worker
• providing professional support services, for example counselling or legal or medical advice, unless: – appropriately qualified to do so – consistent with relevant state/territory policies and procedures.
• providing support to students who have indicated that they do not wish to access the services of a school chaplain/student welfare worker, or where an appropriate consent process has not been followed
• performing religious services/rites (such as worship or prayer during school assembly etc), without the appropriate prior consent as per Sections 3.1 and 5.2
• expressing views that are discriminatory or biased on the grounds of religious ideology, beliefs or sexuality. Regardless of individual school chaplain/ student welfare workers' personal/spiritual views, they must treat all students with dignity and respect. School chaplains and student welfare workers must adhere to the Program Guidelines and the Code of Conduct at all times and not participate in activity in a private capacity that might impact or be perceived to impact on their delivery of the services under the Program. For example, a school chaplain should not make public comments which could be perceived as compromising their capacity to fulfil their duties in accordance with the Code of Conduct. This could include, but is not limited to, using methods such as social media, including blogs and facebook, in a private capacity to proselytise/evangelise, targeting students from the funded school. 3.2

School communities/ governing bodies

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

School Principals/ project leaders

The School Principal or nominated project leader has a lead role in coordinating and managing all aspects of the chaplaincy/student welfare services within the school. In order to assist School Principals and Funding Recipients to work together collaboratively under the Program, a Service Agreement that outlines the roles and responsibilities of each party must be entered into prior to the commencement of the school chaplain/ student welfare worker, and should be renewed on an annual basis. If any changes occur, a revised Service Agreement should be signed by the parties. Details of the minimum requirements for Service Agreements are at Attachment D. 13 A Service Agreement is not required if a non-government school as a legal entity, is accepted by the Department as a Funding Recipient and is a signatory to the Funding Agreement. The school retains overall duty of care for all students attending the school during the school day. The School Principal, working within education authority/system rules, is ultimately responsible for students within the school setting and therefore is responsible for: • undertaking and/or coordinating ongoing consultation with the school community at a minimum on an annual basis, to assess the demand, support for, and nature of chaplaincy/student welfare services as per Section 5.3
• checking that all school chaplains/student welfare workers/Funding Recipient personnel who may come into contact with students in their school comply with all legislative, policy and other requirements and permissions necessary to have access to and work on the school premises as per Attachment B. School Principals are not responsible for arranging child protection

checks and Australian Federal Police (AFP) criminal record checks for school chaplains/student welfare workers engaged by the Funding Recipient unless they are acting as the Funding Recipient. making every effort to inform all parents and students of the voluntary nature of Program participation

• ensuring that sufficient procedures are in place for students and their families to consent to the voluntary service, as outlined at Section 5.2 of these Program Guidelines.

• completing, endorsing, and submitting the school's application for funding

• endorsing the choice of school chaplain/student welfare worker/s prior to employment, and ensuring formal ongoing endorsement of the service by the school community in accordance with the annual consultation requirements in Section 5.3

• in consultation with the Funding Recipient and school governing body, agree to and sign off on a school chaplain/student welfare worker work-plan as required by Attachment D

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

Peer Support Australia - The Peer Support Program:
- is a peer led, skills based, experiential learning program
- empowers young people to support each other and contribute positively to society
- provides students with a supportive learning environment in which to develop the skills, understandings, attitudes and strategies to improve their mental, social and emotional wellbeing
- develops key skills in resilience, assertiveness, decision making, problem solving and leadership
- utilises a whole school approach to support positive cultural change
- provides authentic leadership opportunities for Peer Leaders

  - Stronger Together – Anti-bullying
  - Making Friends – Relationships
  - Living Positively – Optimism
  - Moving Forward – Resilience
  - Promoting Harmony – Values

How does the Peer Support Program work?

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

How does the Peer Support Program support other initiatives?

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

School Rules

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

Children are not to:
- be in the classrooms without a teacher
- bully other children
- go out of bounds or climb trees
- display inappropriate, exclusive or overextended physical contact or affection (this rule is age and gender specific)

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

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

Bell Times: Monday – Thursday
9.00 a.m.   Inside time – Morning Circle and Main Lesson
11.30 a.m.   Inside time – Middle Lessons
1.45 p.m.   Inside time – Afternoon Lessons

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

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

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

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

Food
- See 'Food Policy'

Bullying Behaviour
- 'Behaviour – Our Approach to Bullying Policy'

Violent and Aggressive Behaviour
- 'Violent or Aggressive Behaviour Policy and Procedures'

Transport (mini bus, bus and train)
- 'Transport Policy'

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

Levels of Behaviour Management

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

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

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

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

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

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

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

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

Levels of Behaviour Management
Related to the Classroom

Level	Student Behaviour	Teacher Action, Consequences and Strategies	Extra Support
0	**Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled.**	**The aim here is to encourage and acknowledge the student.** Positively reinforce behaviour with appropriate comments and specific feedback.	Involve colleagues in recognition of student's achievements • assemblies • positive behaviours noted
1	**Is involved in minor disruptions of low intensity and frequency.** For example: Distracting others Finger tapping Off task Calling out Out of seat Passing note Not following instruction Not participating Not keeping hands to self Note: If any of these behaviours persist or are displayed at a higher intensity see next level.	**The aim here is to make child/ren *conscious* of error and redirect into appropriate behaviour** Active Options: Start with warning or reminder – 3 only. Questioning and clarification "Is there something I can do to help?" Expression of disapproval or disappointment. Clarify rights/rules about safety, respect and care. Consequences of behaviour outlined. Clarify consequences of continued breach of appropriate behaviour. After 3 warnings: Loss of playtime – 5 mins starting point. Deprived of privileges. Sent to another Class. Write down or ask what has been done and what could be done better. Ask child "What can you do to resolve the situation?" e.g. written apology Use Behaviour Incident Report form. In case of a dispute between students, listening to both sides of the conflict is important and this may involve addressing the situation during break time so as not to disrupt the class. Note the discrepancy and inform the students that it will be addressed later.	Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents. Consult with College or other colleagues for feedback in handling certain situations if support is needed. A specialist or casual teacher should notify class teacher depending on the severity of the infringement. NB: This will help to identify those children who need support before situations escalate. A child study may be carried out at a pedagogical level at the indication of the class teacher.
2	**Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1.** e.g.	**At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave in class.** Options: Loss of privileges.	Duty/Specialist teacher discusses with class teacher behaviour of child. Class teachers to work with children "What's the Problem?" (older children can discuss or write about

	Teasing Talking back Throwing things Rudeness Disrespect of others in class Disrespect of teacher or other staff member Not following instruction or class rules Distracting or disrupting other class members	Automatic "time-out" and where applicable, complete "Unacceptable Behaviour Report Form" (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of behaviour Copy of Report form given to Class Teacher (if not observer). Copy of Report form to be given to the Principal. Parents to be informed. In the case of rudeness to staff or another class member there will be a written apology as well as "time out" and the child will most likely go on a Behaviour Plan with parents informed.	the problem, younger children can draw a picture; collect and kept in student files). Completion of 3 'Unacceptable Behaviour Report forms', warrants a suspension. A report is to be made by the class teacher and copies given to Parent/s and to College to be filed. A Child Study may occur at pedagogical meeting. If behaviour is continuous the child will go on a Behaviour Plan

2a : If three parent/teacher interviews regarding the same type of behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.

3	**Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity or behaviour is continuous** e.g. Verbal or physical assault Intimidation. Swearing Defiance Isolated serious breaking of rules Damaging property Disrupting class members to a level where their learning is effected Continued Disobedience Acting in a way that threatens the good order of the school or the safety or wellbeing of another	**As above, at this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.** Child/ren automatically lose playtime (ensure appropriate break). Classroom removal Play time will be spent on time out appropriate to age & behaviour. Duty teachers to be notified. Instant suspension for verbal or physical assault or swearing. Behaviour plan to be devised by Class Teacher, College member, Parent and Child (see Behaviour Plan)	10 minute weekly 'touch base' meeting with a College member and the Principal (for term) The parent will need to commit to specialist support for child outside of school, by relevant nominated professional.
4	**Seriously and continually violates other's rights** Violent behaviour, verbal or physical assault. Swearing. Disrupting class to a level where learning is regularly effected. Vandalism.	**Fifth report may result in** Immediate suspension for three days. Exclusion from particular class or activity may also be considered. **Sixth report will result in** Suspension for five days	Meeting called between Class Teacher, Principal, Parent and Child. Parents must seek outside support eg Counsellor, Therapists Anthroposophical Doctor. Student can also be referred

	Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management policy. Continued Disobedience	See suspension procedures	to 'Child and Adolescent Team' – Katoomba Hospital
5	In extreme circumstances expulsion will occur	See Suspension and Expulsion procedures.	

Levels of Behaviour Management
Playground

Level	Student Behaviour	Teacher Action/Consequences	Extra Support
0	**Student adheres to school rules. Student respects the rights of self and others, is co-operative and self-controlled**.	Positively reinforce behaviour with appropriate comments and specific feedback	Involve colleagues in recognition of children's achievement - assemblies - positive behaviours noted
1	**Involved in minor disruptions of low intensity and frequency**. For example: rough play unfair play pushing out of bounds exclusion teasing put downs	**The aim here is to make child/ren *conscious* of error and redirect into appropriate behaviour** Active Options: Start with clarification of situation, include all students involved. Use warning or reminder – 3 only expression of disapproval or disappointment. clarify rights/rules about safety, respect and care consequences of behaviour outlined. clarify consequences of continued breach of appropriate behaviour loss of playtime – 5 mins starting point write down or discuss what has been done and what could be done better ask child "What can you do to resolve the situation?" e.g. verbal or written apology	Bring parents in early while a situation is still minor. Persistent behaviour at any level should be reported to parents. Consult with Principal in handling certain situations if support is needed. Duty, specialist or casual teacher should notify class teacher depending on the severity of the infringement. NB: This will help to identify those children who need support before situations escalate.
2	**Infringes the rules and rights of others or displays behaviours at a higher frequency or intensity than level 1** e.g. teasing, exclusion, cliques, continual fighting, throwing sticks, stones, verbal abuse, rudeness, rudeness to teachers and staff, swearing damaging property	**At this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave in the playground** Options: Automatic "time-out" and where applicable, complete "Unacceptable Behaviour Report Form" (see attached). Length of time out determined according to behaviour and age of student. e.g. Age of child times minutes + consideration for level of behaviour Copy of Report form given to Class Teacher (if not observer). Copy of Report form to be given	Duty/Specialist teacher discusses with class teacher behaviour of child Class teachers to work with children "What's the Problem?" (older children can discuss or write about the problem, younger children can draw a picture, collected and kept in student files) Completion of 3 report forms, warrants a letter to parents requesting a meeting with class teacher, parents and child. At this point the child will be suspended. From this meeting agreements are made regarding future conduct and

		to College. Parents to be informed. In the case of rudeness to staff or another class member there will be a written apology as well as "time out". In case of damaging property, student may be asked to provide restitution through a job plan (also see fee policy).	consequences. A report is made by the class teacher and copies given to Parent and to College to file. A Child Study may occur at pedagogical meeting. The parent will be given a mandate in which they will need to seek outside support.
2a	**If three parent/teacher interviews regarding the same behaviour have occurred and no resolution found then consideration should be given to the adoption of the Behaviour Plan.**		
3	**Seriously and regularly breaches the rights of others or displays behaviour at a higher intensity than level 2.** e.g. lower level verbal or physical attack, kicking and hitting, intimidation, intentionally disrupting other children's play, defiance, swearing, throwing sticks and stones at people, isolated serious breaking of rules vandalism acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of others	**As above, at this level the child must face the consequences of their actions and learn again the responsible, respectful way to behave towards others.** Child/ren automatically lose playtime, sit with duty teacher. Parents notified may be asked to collect child immediately Play time will be spent on time out (as long as there has been a break – food, toilet etc). Duty teachers to be notified. Fourth report to be filled out and filed. Principal will decide on suspension. Behaviour plan to be devised by Principal, Class Teacher, College member, Parent and Child (see Behaviour Plan Appendix)	10 minute weekly 'touch base' meeting with a College member and Principal (for term) The parent will need to commit to specialist support for child outside of school, by relevant nominated professional by the school.
4	**Seriously and continually violates other's rights** Violent behaviour, verbal or physical (see Violent & Aggressive behaviour policy). Showing insufficient signs of change despite all efforts at seeking a resolution of the inappropriate behaviour as outlined in the behaviour management policy	**Fifth report may result in** Immediate suspension for three days. Exclusion from particular class or activity may also be considered. **Sixth report may result in** Suspension for five days See suspension procedures.	Meeting called between Class Teacher, Principal, Parent and Child. Parents must seek outside support by Professionals nominated by the school. Student can also be referred to 'Child and Adolescent Team' – Katoomba hospital
5	In extreme circumstances expulsion will occur	See Suspension and Expulsion procedures.	

Kindergarten Behaviour Policy Guidelines

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

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

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

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

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

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

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

STEP 1
Bring child close to the teacher to ensure other children are safe.

STEP 2
Find more appropriate tasks for the child

STEP 3
Inform parents – arrange a meeting to discuss further approach

STEP 4
In rare cases, it might be necessary to send a child home, eg if other children are endangered.

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

Behaviour Intervention Plan (BIP)

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

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

2. _____

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

 Baseline data indicates _____

C. Goal(s) (Stated Positively):

1. _____

2. _____

D. Intervention Plan/Strategies for success:

1. _____

2. _____

3. _____

4. _____

E. Reinforcement/Consequences:
   I.   What happens when desired behaviors are demonstrated?

1. _____

2. _____

3. _____

4. _____

   II. What happens when undesired behaviours are demonstrated?

1. _____

2. _____

3. _____

4. _____

F. Data Collection System:
   1.   Teacher records / accounts / scatter plot. _____

2. _____

G. Other Pertinent Information: _____

_____

_____

H. Contributing Team Members:

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

I. Review Date: _____

Behaviour Plan

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

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

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

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

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

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

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

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

Regular parent interviews are essential.

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

Procedures concerning Suspension, Expulsion and Exclusion of Students

Definitions *Registered and Accredited Individual Non-government Schools (NSW) Manual, 3.7.1*
Suspension: temporary removal of a student from all of the classes that a student would normally attend at a school for a set period of time
Expulsion: permanent removal of a student from one particular school
Exclusion: the act of preventing admission to a number of schools.
In extreme circumstances, the principal of a school may make a submission to an appropriate authority, or to other schools, recommending the permanent exclusion of a student from the registration system of which the school is a member, or from other schools.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures

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

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

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

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

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

- their responsibility for the care and safety of the student while under suspension
- includes the opportunity to request a review of the decision
- any intention to proceed to expulsion;

4. Convene a meeting of the Principal and College, Class teacher, Parents and child to discuss appropriate action in the interests of the student and of the school, before re-entry.
5. Conditions for re-entry into the school are clearly stated.
6. Follow up interviews with parents and student should occur within a month.
7. Record action taken.

Long suspension - five days

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

Expulsion Procedure

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

DRUGS

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

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

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

If the Student is Expelled from School

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

Blue Mountains Steiner School Student Incident Report Form

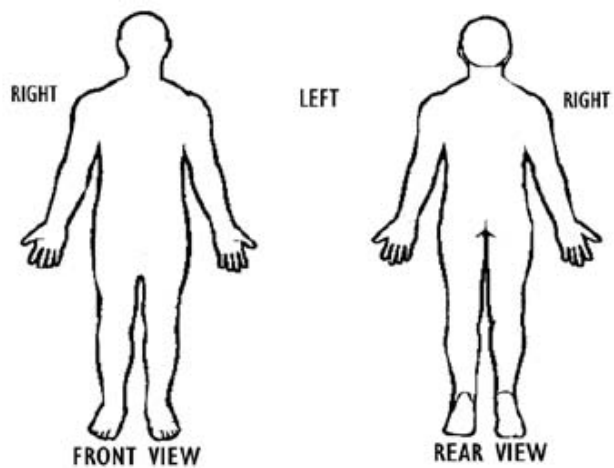**Student's Name** _____**Class**_____

Teacher _____

Date _____**Location** _____

Behaviour	Tick	Frequency	Behaviour	Tick	Frequency
Using Inappropriate Language			Inappropriate bus behaviour		
Throwing Items / Unsafe Behaviour			Inappropriate gestures		
Disrupting with noises			Using physical aggression / rough play		
Moving out of an assigned area			Talking without permission		
Teasing Classmates			Disturbing another students work		
Inappropriate attention seeking behaviours / social skills			Refusing to work / Refusing to follow directions		
Causing injury to another student			Answering back / disrespect		
Destroying property			Other		

Supporting Details

_____
_____
_____
_____
_____

Actions Taken

_____
_____
_____
_____
_____

Outcomes_____
_____
_____
_____
_____

Notes

RIGHT   LEFT   RIGHT

FRONT VIEW   REAR VIEW

ABBREVIATED POLICIES/DOCUMENTS

Student Welfare & Behaviour Delegation of Responsibility, Authority & Accountability • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability	*Leadership support document delegating responsibility, authority & accountability in this area to the College of Teachers.* *Drafted in 2007 & updated in 2014 delegation 2014.*
Child Protection Delegation of Responsibility, Authority & Accountability • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability	*Leadership support document delegating responsibility, authority & accountability in this area to the Educational Coordinator.* *Drafted in 2007 & updated in 2014 delegation 2014.*
First Aid Officer Delegation of Responsibility, Authority & Accountability • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability	*Leadership support document delegating responsibility, authority & accountability in this area to the Office Administrator.* *Drafted in 2007 & updated in 2014 delegation 2014*
A Safe and Supportive Environment Policy • Policy Principle • Support • Security • Supervision • Conduct • Complaints & Grievances • Pastoral Care • Communication	*Drafted from AIS NSW 2006 sample policy. Revised in 2014.*
Administration of prescribed medicine policy encompassing: • 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) Policy link to Medical Treatment for Students – Information Sheet for AIS NSW Member Schools, AIS 2005	*2003.* *Attachment added 2005: Medical Treatment for Students, Information Sheet for AIS NSW Member Schools* *Revised in 2014.*
Child Protection Policy and Procedures encompassing: General Introduction • educational philosophy • child protection & duty of care philosophy • role of non-government school sector Definitions & Indicators • 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	*Policy redrafted in light of changes to legislation during 2003.* *All staff attended a child protection and mandatory reporting course in 2006.This is updated and teachers taken back through regulations every 6 months. Last updated July 2012.* *Procedures updated with staff training and child protection investigation training 2007.* *Procedures updated with child protection investigation training*

• what is a relevant employment proceeding? • what is a class or kind agreement? • risk assessment/risk management Legislative Requirements • 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 Best Practice Prevention Strategies • staff recruitment • curriculum • working practices – strategies • protective behaviours/practices • protective factors that reduce risk of harm Investigation Processes – flow charts Documentation	*refresher 2014.* *Re-drafted in 2008 following advice from AIS NSW and sent to AIS NSW for feedback. AIS feedback incorporated.* *All staff attended a child protection and mandatory reporting course 'identifying & responding to risk of harm' in 2009.* *Revised in 2014 to incorporate changes to legislation and school staff briefed on 'Keep Them Safe – A shared approach to child wellbeing'.*
Clothing Policy encompassing: • Policy statement • Dress code (including hats & footwear) • Steps if dress code not followed	*Redrafted in 2003 from dress code 2002. Revised in 2014.*

Student Attendance Policy encompassing:
1. Introduction - opening statement of school's expectations regarding attendance
2. Policy
3. Procedures
    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
Important Information of the *Education Act 1990 No 8*
	2003.
	
	Revised in 2012
	
	Updated again in 2014

Duty Guidelines for Teachers • Introduction • General Duty of Care • Procedures Link to Duty of Care – Information Sheet for AIS NSW Member Schools, AIS 2005	*2004.* *Attachment added 2005: Duty of Care, Information Sheet for AIS NSW Member Schools.* *Revised in 2014.*
Food Policy encompassing: • Policy statement on school's values regarding good	*2004.* *Revised 2014.*

health and nutrition as well as respect for the environment • 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.	
Sick Children Policy and Procedures encompassing: • Sick children Policy • Procedures • Immunisation • Infectious diseases requiring exclusion from school	*2003.* *Reviewed 2005.* *Revised in 2014 and changed from Illness Policy to Sick Children Policy and Procedures.*
Student Welfare Communication Policy encompassing: • Policy • Definition of personnel • The curriculum • Communication processes • Procedures for teachers, parents/guardians & other personnel • Links to other policies • Attachment - Student observation checklist	*2005.* *Reviewed 2009.* *Revised in 2014.*
Sun Protection policy encompassing: • Rationale • Aims • Implementation: general skin protection strategies, how the school will support the policy & when enrolling a child	*2003.* *Reviewed 2009.* *Revised in 2014.*
Missing Child/ren Procedures – School Grounds: Flow chart for classroom walls	*Drafted / Introduced Oct 2011.*

B. Policies for Student Discipline 2017

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.

ABBRIEVIATED POLICIES

Student Welfare & Behaviour Delegation of Responsibility, Authority & Accountability • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability	*Leadership support document delegating responsibility, authority & accountability in this area to the College of Teachers.* *Drafted in 2007 & updated delegation 2014.*
Transport & Minibus Delegation of Responsibility, Authority & Accountability • role of the delegate • key communications • Board or College member support personnel • relevant policies/documents • relevant legislation • accountability	*Leadership support document delegating responsibility, authority & accountability in this area to College Member James Goodlet (as of March AGM).* *Drafted in 2007 & updated delegation 2014.*
Student Code of Behaviour and Discipline Policy encompassing: • 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	*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.* *This document is linked to both welfare and student discipline and includes areas such as staff supervision of students.* *Reviewing this document is ongoing as it is worked with.* *Last revised 2009.* *2010 Teacher's 'Social Diary – for behaviour, peer relations & welfare' trialled as supporting document.* *2012 Teacher's Social Diary Day Book redistributed and Restorative Practice review & workshops in preparation for policy review in 2014*
Behaviour 'Our Approach to Bullying' Policy: • 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	*Redrafted in 2003 from 2002 document. Reviewed 2007.* *Staff training undertaken in 2007 with a focus on "No Blame Approach" and "Restorative Justice" as part of the National Safe Schools Framework (NSSF).* *Reviewed & re-drafted 2008* *Reviewed 2014*
Violent or aggressive behaviour policy: This policy is attachment to the student	*Drafted in 2004 and linked to both welfare and student discipline.*

code of conduct and discipline policy. It includes: • Policy statement • Procedures (inc basis steps for procedural fairness)	*Reviewed in 2005 to include guidelines for procedural fairness and restorative justice practices.* *Last revised 2014.*
Transport Policy (including excursions) encompassing: • Policy • Travel behaviour code for pupils • Procedures • Consequences for disregard of safety & courtesy rules • Changes in travel arrangements • Transport orientation session	*Reviewed & Redrafted in 2009.* *Reviewed 2009.* *Last Revised 2014.* *School Minibus Driver also given a '2014 Social Diary' to share with College Member with Transport & Minibus Delegation.*

C. Policies for Complaints, Grievances & Resolution 2016

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

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

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

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

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

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

Grievance Policy and Procedures: Parents

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

Definitions

Parent	This means the person/s responsible as carer of a child that may include a guardian, foster parents etc.
What is a grievance?	A grievance is any school related problem, concern or complaint raised by a parent for resolution by the school. As well as genuine concerns, this may also include false, mischievous or vexatious claims.
What grievances are covered by this policy?	Concerns and complaints from parents about: • Educational/child welfare issues • School management issues
What is excluded from this policy?	This policy **DOES NOT** apply to: • **Child protection issues** (reportable conduct, harm, abuse) • **Discrimination** • **Criminal matters.** Grievances of this nature must be referred to the Principal immediately and the relevant policy followed. Where the Principal is unavailable, contact should be made with the College Chair or School Council.
Other policies that may be relevant	Student Grievance Policy Student Code of Behaviour & Positive Behaviour Policy Behaviour – 'Our Anti - Bullying' Policy

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

Raise the grievance as soon as possible after it arises.	Raise all grievances early because: • It is easier to investigate and resolve concerns if reported early. • It causes less disruption to parent/school relationships. • It is less likely to escalate into a more complicated problem.
Confidentiality	Grievances will be kept as confidential as possible when applying this policy while taking into account legal obligations and responsibilities.
Communication	Communication should be open and honest, focusing on the issue and not the person. This includes listening carefully and respectfully while the other person is talking, and exercising responsibility and mutual respect: respect by staff for parents' special relationships with their children; respect by parents for staff as professionals. If communication is not effective or respectful when following procedures, the process can be halted and resumed at a future time or the matter referred to the School Council or Principal.
Conflict of Interest	In a school community of our size and nature it is not uncommon for a conflict of interest to exist that can affect the resolution of a grievance. All conflicts of interest should be considered and declared at an early stage. Where this fails to happen Council will consider appropriate action.

Educational/Child Welfare Issues

Talk to the class teacher

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

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

Inform the Principal

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

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

Write it down

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

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

Where the grievance remains unresolved.

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

If the parent wishes to take further action.

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

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

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

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

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

Student Grievance Policy

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

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

What to do:

- **Talk to your teacher first. Most problems can be sorted out this way.**

- **If you can't talk to your teacher you can go to the office and ask to speak to the Principal. Alternatively, you can speak to the School Welfare Officer.**

- **If you need more help tell your parent/carer about the problem. They will be able to talk to the teacher or Principal.**

Other relevant policies for parents/carers to guide students:
- Grievance Policy and Procedures Parents
- Behaviour – 'Our Approach to Bullying' and Anti - Policy
- Student Code of Behaviour and Positive Behaviour Policy
- Violent or Aggressive Behaviour Policy and Procedures
- Transport Policy
- Child Protection Policy and Procedures
- Student Welfare Communication Policy

Grievance Policy & Procedures: Staff

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

Definitions

Staff	This includes teaching staff, ancillary staff and casual and contract staff.
What is a grievance?	A grievance is any school related problem, concern or complaint involving a staff member where a resolution is required.
What grievances are covered by this policy?	Concerns and complaints related to: • Conflict between staff • Staff issues relating to management
What is excluded?	This policy does not apply to: • Staff performance • Child protection issues • Criminal matters Grievances of this nature must be referred to the Principal as soon as possible. Where the Principal is unavailable, contact should be made with the School Leadership Team
Other policies that may be relevant	• Staff Performance Policy and Procedures • Child Protection Policy and Procedures • Code of Professional Practice • Grievance Policy and Procedures: Parents • Student Grievance Policy • Staff appraisal documents, eg. Teaching Framework for BMSS • AIS & IEU Agreement: Settlement Procedure • EEO & Anti-discrimination Policy and Procedures

Raise the grievance as soon as possible after it arises.	Raise all grievances early because: • It is easier to investigate and resolve concerns if reported early. • It causes less disruption to parent/school relationships. • It is less likely to escalate into a more complicated problem.
Confidentiality	Grievances will be kept as confidential as possible when applying this policy while taking into account legal obligations and responsibilities.
Communication	Communication should be open and honest, focusing on the issue and not the person. This includes listening carefully and respectfully while the other person is talking, and exercising responsibility and mutual respect. If communication is not effective or respectful when following procedures, the process can be halted and resumed at a future time or the matter referred to the Principal or Leadership Team.
Conflict of Interest	In a school community of our size and nature it is not uncommon for a conflict of interest to exist that can affect the resolution of a grievance. All conflicts of interest should be considered and declared at an early stage. Where this fails to happen Council will consider appropriate action.

APPLYING THE POLICY – CONFLICT BETWEEN STAFF

Talk to the person

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

Inform the Principal

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

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

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

Write it down

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

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

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

Resolving the grievance

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

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

Action may include:

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

Supporting staff	Conflict and the grievance process can be difficult. It is the Council's responsibility to implement strategies to support staff and minimise disruptions to the school. Staff are encouraged to look at self care options.
Leadership Team appointed Coordinator	The Leadership team must appoint an appropriate person to coordinate the grievance process including liaison with external agencies/individuals and staff. This will also include preparation and distribution of a meeting agenda.
Meeting/Mediation structure	Meetings will be formal with an agenda and minutes taken. The agenda and a list of attendees must be made available to those involved 48 hours prior to the meeting. Attendees may include a staff support person or representative/s appointed by Council, which must be notified to the Principal prior to the 48 hour notice period. In all communication about the grievance, attention must be paid to the principles and statements that form the basis of this policy document i.e. Confidentiality, respectful communication, conflict of interest, code of professional conduct. Following any meeting, minutes will be read and signed by those in attendance within one working day. Staff involved will be informed in writing of the outcome. The Coordinator appointed to the grievance is responsible to ensure participants involved are kept informed throughout the process.
If the grievance is unable to be resolved	It is acknowledged that some grievances may not be resolved. If the grievance has not been brought to resolution by this time Council will determine final action.

RESOURCE LIST

Association of Independent Schools   Ph: 9299 2845

Department of Industrial Relations   Ph: 131 628

SEA   Ph: 02 94112579

Independent Education Union   Ph: 9202 2600

Blue Mountains Community Resource Network   Ph: 4759 3599
(for referral to individuals contracting mediation services)

Community Justice Centre (Govt. mediation service)   Ph: 4732 1933

School Management Issues

Talk to the Principal

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

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

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

Write it down

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

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

If the parent wishes to take further action

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

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

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

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

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

Issues Remaining Unresolved

If the above processes have not led to resolution

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

2017 Reporting Area 11

See School Improvement Plan included in Reporting Area 1

2017 Reporting Area 12
Initiatives promoting respect and responsibility

The cornerstone of the Blue Mountains Steiner School learning community is the promotion of health and well-being in the context of positive, respectful and meaningful relationships. It is the school's endeavour to be very mindful of the social and emotional competence of our students and to make this fundamental to all of the schools pedagogical practices and programs. The incorporation of general well-being as a whole school endeavour augments benefit to our students in the realms of resilience, academic quality, general health and social capital. Student welfare is integrated into the entire life of the school as a collaborative community process.

In essence the Blue Mountains Steiner School aims to gently meet the child, explore the potential of the child's abilities, encourage personal problem solving, develop and enhance relationships and monitor the personal growth of every child in the cognitive, affective and kinaesthetic domains of learning. The Blue Mountains Steiner School offers an environment which is safe, supportive and caring and embraces inclusivity.

It is the intention of the Blue Mountains Education experience to promote and support a deep understanding of self, to build confidence and self-efficacy, offer opportunities for healthy risk taking, develop the capacity to make informed decisions, learn skills to contribute effectively in citizenship, develop the ability to set goals, practice negotiation and communication, participate in reflection, enhance the capacity for empowerment and connectedness.

Students participate in Peer Support Programs, Restorative Practice Work, Circles and Discussions, Self-esteem and confidence building in the natural environment, Adventure and Wilderness Education, Mindfulness training, Living History and Positive Education programs.

We strive to work together in close partnership with students and families to ensure the best outcomes for the students.

Educators at Blue Mountains Steiner School strive to ensure our students feel happy, safe and are valued members of our school community. We are a school based upon a philosophy that values the importance of educating children in the context of building positive healthy relationships with peers, teachers and community members. Our student needs are met by a community that respects and acknowledges the developmental stage of the child. Our community has a strong appreciation of process, context and school narrative which supports a student's journey in reaching developmental milestones. By understanding our student's nature and needs staff can provide care and support to assist them in developing a positive self-concept, growing self-esteem, confidence and mutual respect and responsibility of self and the school community.

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

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

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

We have a School Chaplain to support the students in our school. The role includes liaising with teachers regarding the needs of individual students, providing activities to supplement current playground activities, observing playground dynamics and involvement in class social activities (including boys and girls groups, formal and informal circles and class camps). The Blue Mountains Steiner School outdoor education program forms an integral part of our school leadership program. The importance of a comprehensive understanding of the natural world is crucial to the development of the child's spiritual world.

The school runs a Peer Support program based on the Peer Support Australia framework for primary students. Class 6 students lead multi-aged groups of children from classes1-5. Learning from these activities engenders mutual respect and cooperation, skills and strategies for developing friendships and practicing problem solving skills. The activities range from 'getting to know you games' to discussions, to active cooperative games. We have continued to use the Peer Support Australia modules as a resource for our Peer Support Program. We have also extended this focus into our Class 5/6 Leadership program and as a part of the schools outdoor education program.

Martin Buckmaster
School Chaplain

2017 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.

Due to the close relationship with our parent community we collect regular feedback, which is then communicated to the relevant parties with a process followed through to decide whether or not this feedback is implemented and if so, how it is implemented.

Besides specific parent online surveys our main feedback channels lie with the Principal, School Chaplain and School Council. Class teachers also take on the role and then feedback directly to the Principal.

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.

In 2017 we collected specific parent feedback on: Transition to high school, Learning methodology, our Restorative Practice program, our Stage Model, our OE and PDHPE program, our music program, our art program, effectiveness of communication, confidence in our Literacy and Numeracy curriculum and delivery, our work with additional needs, approachability of staff, festivals and events, grounds and resources.

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. Due to parent feedback we have learnt that evidence based observations to be passed onto parents regularly is effective along with the necessity to work in partnership with all carers and all involved professionals. We have also learnt that our teaching methods need to be much more explicit, even if teaching/ modelling appropriate behaviours.

Our transition to high school program has received extremely positive feedback after ensuring that the Stage 3 students are IT savvy as well as assessment task savvy. Our ability to take them through feedback many high school tasks in Class 6 has also helped their confidence in going to high school. All parents and students were also very supportive of our OE/ PDHPE/ Leadership program run by the School Chaplain and Stage 3 Teacher.

The parent and student feedback data helped us to identify the areas in numeracy and literacy that we most need to work on and the areas within the primary school journey in which the parents become the most anxious about literacy/ numeracy. The parents continue express a high level of satisfaction with our Stage Model; in particular they like the consistency of teachers and knowing they will have a different teacher each Stage of the curriculum with specific skills to each Stage.

It was highlighted that our communication with parents was effective if through emails/ or texts, otherwise information was missed or lost. Parents also feedback that parent/ teacher interviews or parent nights were much easier to attend if out of working hours.

Generally, the parent community as usual was very vibrant and supportive. The 2 most common areas to lose enrolments include financial reasons and small social groups.

Students
Student feedback is encouraged both within the classroom, during playtimes, through their Peer Support groups, through Restorative Practice sessions, in goal setting times, parent/ teacher interviews and with the School Chaplain.

In Term 1 and 2 we addressed some bullying issues within the classroom and playground due to the need arising from a student feedback survey. We also introduced more explicit social teachings through Peer Support, Restorative Practice and the School Chaplain and Principal.

The students feedback that the playground area and activities were limited and we responded by introducing more teacher led play activities such as weekly dance, soccer, touch football, drama and craft.

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. The Stage 3 students have enjoyed having the Term 4 camps separated (for Classes 5&6) and it is important for them to have social activities with other schools. We provided 4 opportunities for this in 2017. The Stage 3 students have enjoyed our new It program and they also like having ex-students come back to help us in our Transition to High School program.

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

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

Teachers
The Teaching Staff have noted the following areas to work on:
• More PL in all areas of the curriculum
• A whole school explicit literacy/ numeracy program
• More support when dealing with difficult behaviours
• A need for greater Leadership support (due to Teaching Principal)
• An understanding that we can work through issues;
• More opportunity for skills sharing with colleagues;
• More PL to understand the APS and new accreditation process
• Time to work on a better transition from Kindy to Class 1
• A more sustainable workload

Overall the teacher's feel heard and love working in our school. We maintain our staff and all existing staff have a long term vision in regards to their involvement with BMSS.

Overall, the level of satisfaction from members of school community was quite high in 2017.

## 2017 Reporting Area 14
## Summary financial information

Recurrent Income

Fees and Private Income	556,198	38.45%
State Government Recurrent Grants	324,894	22.46%
Commonwealth Government Grants	565,497	39.09%
Government Capital Grants		0.00%
Other Capital Income		0.00%
	1,446,589	100.00%
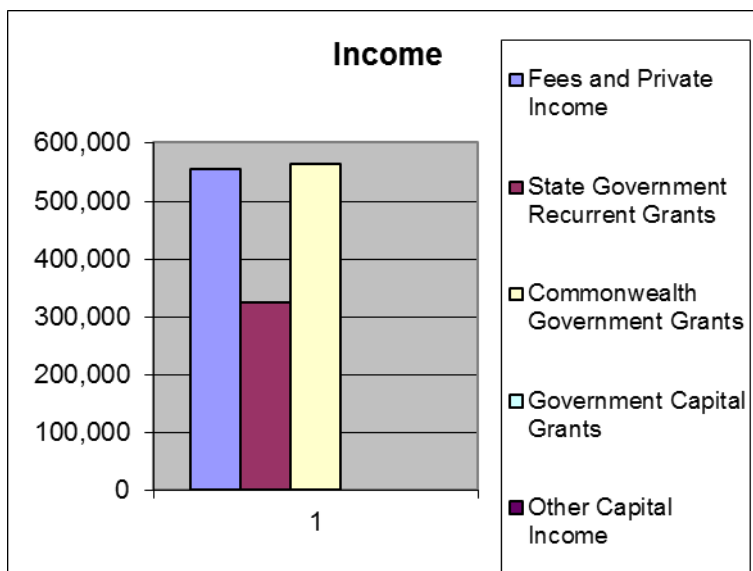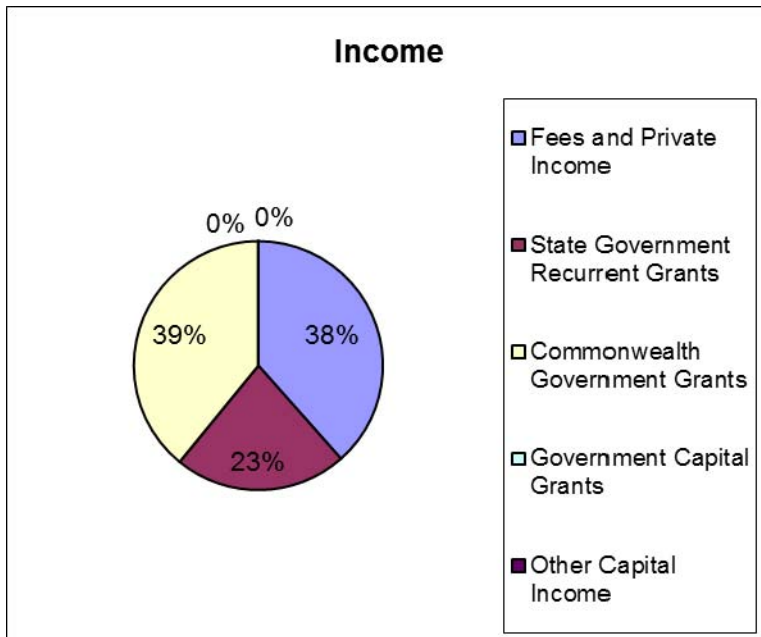
Expenditure

Salaries, Allowances and Related Expenditure	778,964	53.77%
Non-Salary Expenditure	669,790	46.23%
Capital Expenditure		0.00%
	1,448,754	100.00%
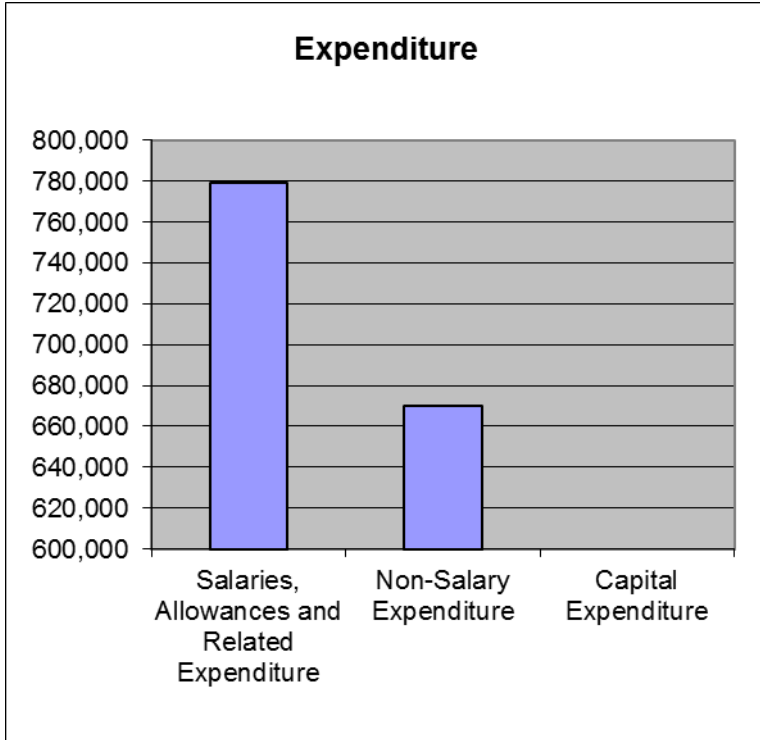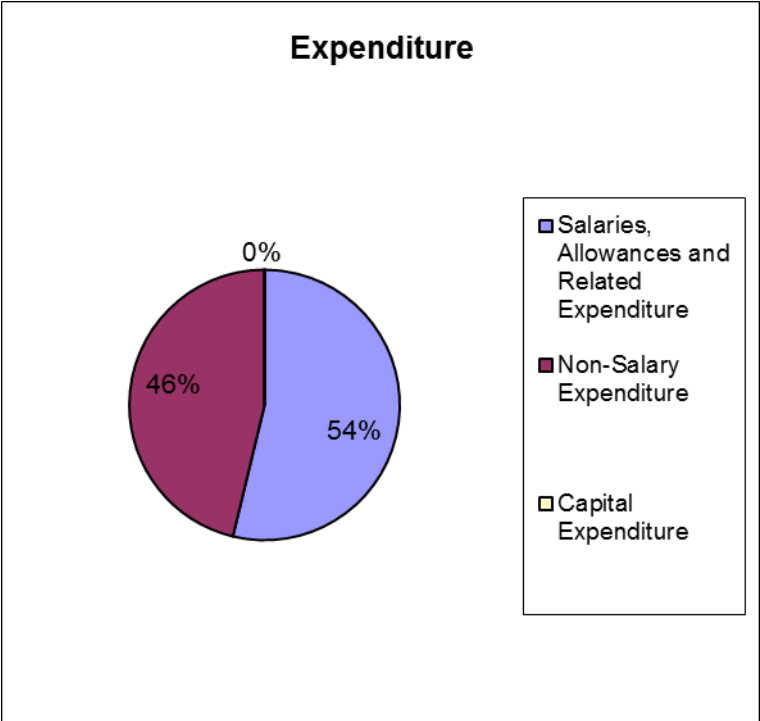
Sandra Killelea
Senior Clerical Officer