



Inspiring a love of learning.

**EDUCATION
REPORT 2022**



**BLUE MOUNTAINS
Steiner School**

"Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives."

The need for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education."

RUDOLF STEINER

We acknowledge the Traditional Owners of this Darug and Gundungurra land upon which we create, play and learn. We recognise Aboriginal and Torres Strait Islander peoples are the land's first storytellers and we pay our respects to Elders past and present.

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1. MESSAGES FROM KEY SCHOOL BODIES

REPORT FROM THE CHAIR - ANDREEA LUPULEASA AGM MARCH 2022

I am pleased to present to you the Chair Report for this year's Annual General Meeting. As we reflect on the past year and celebrate our 40th year in the Blue Mountains, you will agree that we have come a long way and accomplished a great deal as a school community.

As we move ahead, we are excited to build on the successes of the past year and continue to work together to create a positive and inclusive learning environment for all students. We look forward to your ongoing support and collaboration as we strive to provide the best possible educational experience for our children.

Council Members

Andreea Lupuleasa, Chair

Caroline Noonan-Edwards, Deputy Chair

Dance Johnston, Treasurer

Martin Buckmaster, Principal

Francine O'Dea, Head of College

Catherine Cox, Head of Preschool

Lesley Foxwell, Teacher Representative

Xuela Sledge, Parent Representative

Progress Report

Council has continued to focus on delivering the Blue Mountains Steiner School (BMSS) Strategic Plan. To name just a few highlights, we have successfully:

- updated the Constitution to make it current and reflective of who we now are
- continued developing and updating policies and procedures
- actively managed the school's financial position
- completed the construction of the new ball court
- renovated and painted the playgroup room and kitchen
- improved communication with parents and carers
- facilitated community involvement opportunities, many of which were led by dedicated school parents and carers.

One of the actions we have taken, based on feedback, is to improve our planning for key events ahead of time and publish a public calendar to allow parents and carers to participate. This helps to make it possible for members of our community to be involved in the events that make our school a vibrant and dynamic place to learn and grow, particularly as we rebuild post-COVID.

Outlook

The school has several exciting initiatives and projects to focus on next year. One of our top priorities will be to prepare for the registration and accreditation process. This will require a significant amount of planning and preparation but is an essential step in ensuring our school meets the highest standards of education and child safety.

We will also continue to embed best practices for student academic excellence, building on the work we have already achieved over the past year. This will involve ongoing training for staff and working closely with families who volunteer to continue to create a supportive learning environment for all our students.

We will continue to develop our schooling community. We recognise our school is not just a place of learning, but also a community of families, teachers, and volunteers who are all dedicated to providing the best possible education for our children. To this end, we will explore new ways to engage with our families and volunteers, and to foster strong feelings of community spirit and involvement.

Overall, we are excited about the year ahead and look forward to working closely with our stakeholders to achieve our goals and aspirations. We thank you for your ongoing support and involvement, and we are confident that together we can continue to build a strong, vibrant, and successful school.

Acknowledgements

I want to express my deepest gratitude for the hard work and dedication that the Council members have put into our school over the past year. Your tireless efforts and commitment to our community have not gone unnoticed, and we are all grateful for the countless hours that you have volunteered to help make our school the best it can be.

Martin, as Principal, your leadership, guidance, and expertise have been invaluable in helping us to navigate the challenges and opportunities of the past year, and your support has been a constant source of strength and inspiration for our school community.

Finally, we would like to acknowledge the incredible contributions of our dedicated school parents and carers, who have led numerous community involvement opportunities throughout the year. Your tireless efforts have made a significant impact on our school, and we are grateful for your ongoing commitment to our community.

REPORT FROM THE PRINCIPAL - MARTIN BUCKMASTER AGM MARCH 2022

By 2022 we learned how to adapt to the challenges before us. We are now in the recovery stage, turning our attention to rebuilding and healing fractured practices and relationships endured through the pandemic years. This is the first year we have been able to operate without COVID restrictions since 2020, and it was very important to bring the community back into the school. We feel stronger and more resilient having learned the lessons of the past few years. We continue to be guided by the foundational work as outlined in the **BMSS 2021-2026 Strategic Plan**.

Progress Report

EXCELLENCE IN STUDENT LEARNING

- Student surveys help us to track student experience and learning outcomes.
- NAPLAN systems were established, tested, and delivered.
- Teachers continued to support students with the latest research through the Professional Learning Program.

EXCELLENCE IN STEINER PEDAGOGY IN A MODERN WORLD

- Continued development of our Professional Study Group with informative readings and lectures related to Steiner Education.
- Professional development series of lectures with Dr Michaela Glöckler.
- Martin and Kathryn attended a series of meetings on the College and its function within Steiner Schools.
- The College revised its Child Observation Studies approach and continues to prioritise this practice as an important pedagogical tool for all teachers.
- The College of Teachers continues to encourage and support teachers to attend Professional Learning and Development of all teaching staff.
- We upheld our commitment to meet weekly throughout 2022. With the direction and assistance of Kathryn Tang we started each meeting with a short painting exercise. This artistic activity provided a meditative and reflective segue into our verses and short meditation that opens our weekly meetings.

ENGAGED SCHOOL COMMUNITY

- Parent Coordinator role formalised.
- Parent Education Program launched.
- Analysis of annual parent survey in progress.
- College is delighted to welcome back the regular hosting of our seasonal festivals, Playgroup and the involvement of our parent community, back into the life of our school.

BEAUTIFUL SCHOOL ENVIRONMENT

- New pathway section completed the entire pathway around the school grounds.
- Ball Court upgraded, resurfaced and lines repainted.
- Parking was made more accessible for teachers, staff and preschool parents and carers with a new car park and designated Early Childhood parking spots for drop-off and pick-up.
- Playgroup and Kindergarten Rooms were freshly painted to help attract and retain new families.
- New PDHPE (Personal Development, Health, and Physical Education) facilities (Gaga Ball Pit, reorganised Sports Shed, new equipment).

ROBUST GOVERNANCE, RESOURCING, AND ECONOMIC SUSTAINABILITY

- Enrolments continued to be strong through 2022.
- Staff continued to support the work of Council throughout 2022, revising and reviewing policies that affect governance and the effective management of the school. We have almost completed a comprehensive review of governance procedures and policies, due to be delivered by the end of 2023.
- EAPS Program launched for staff.
- IT systems strengthened; staff trained.

Outlook

The focus remains on maintaining the progress and momentum already achieved. Milestones have been met on building and strengthening foundations, continuing to improve pedagogy, working on school beautification, governance, and capacity building. Now we turn to analysing data gathered over the past few years to develop and improve our business plan. Work needs to be done in marketing and enrolment, to attract and retain families for the school and community to ensure the school's ongoing success.



2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

ABOUT BLUE MOUNTAINS STEINER SCHOOL

Blue Mountains Steiner School (BMSS) was founded in 1983 by a dedicated group of parents, teachers and professionals. We are now an established, independent, secular school delivering high quality Steiner programs, thoughtfully adapted for the contemporary world. Our school is situated on six acres of beautiful bushland in the bustling Blue Mountains village of Hazelbrook, NSW.

We deliver excellence in Steiner education by working with the thinking, will and feeling of the child through a rich and diverse curriculum, appropriately staged developmentally, fostering curiosity for the world and a lifelong love of learning.

Blue Mountains Steiner School is a Steiner Education Australia (SEA) member school. Although we are an independent school we are affiliated with other Rudolf Steiner/Waldorf Schools throughout Australia. Blue Mountains Steiner School is registered and accredited with NESAs.

EDUCATION

Our school has delivered almost 40 years of holistic educational programs. Our core values represent the four foundational pillars of not just what, but how, we do what we do:



CARE

For self, students, community and environment.



CONNECTION

Nurturing the growth and unfolding of each child's curiosity and imagination through our shared work, hope and purpose as global citizens.



CAPACITY

Cultivating students who are positive and see the beauty in the world, are confident in themselves, thoughtful in their observation and self-expression, and who pursue these practices with enthusiasm and creativity.



EXCELLENCE

Achieving excellence through academic rigour, child-responsive teaching and a curriculum that is thematic, developmental and integrated.

Our curriculum sequence is integrated, thematic and developmental. Students draw in elements of most if not all Key Learning Areas when immersed in a Main Lesson over several weeks. Main Lessons were designed by Rudolf Steiner to meet the child at the most relevant time for their development. Within our units all NSW Education Standards Authority (NESA) curriculum components are addressed over the course of the school year.

Our school caters to the needs of families and their children from birth through to Year 6. We are an Early Learning, Child Care, Play Group, After School Care and K-6 Primary School with a strong focus on integrating creativity in learning and imaginative play. A creative approach to education assists in developing neural pathways that enhance learning. Students are able to interact, play and learn with other students across stages at various times during the week where classes are organised vertically.



Features

SEA PRINCIPLES

We follow the core principles as set out by Steiner Education Australia (SEA). These are living principles arising out of a national collaboration of Steiner/Waldorf schools.

1. The recognition of the unfolding spirit of each individual informs all aspects of the school.
2. Steiner Education fosters social renewal by cultivating individuals who serve an ethical world future.
3. Anthroposophical insights into child development guide the educational program and practice. Aspects of Core Methodology include:
 - Direct experience informs the development of living concepts, particularly as part of the phenomenological approach to scientific study
 - Teachers give an overview of the whole, then move to the parts
 - Early childhood teachers enact play-based learning, and the class teachers extending learning artistically and imaginatively
 - *Goodness, Beauty and Truth* are ideals that are embedded within the education
 - Imagination and creativity are nurtured through music, the arts and storytelling
 - Rhythm and repetition applied within the day, week and year are enhanced by a creative breathing dynamic within lessons
 - A focus on development of healthy life habits
 - Main lesson structure is employed over several weeks to facilitate deep learning
 - Observation is a key foundation for assessment
 - Individual 'Child Study' is a collegiate form of supporting each student
 - Being in Nature and using natural materials are valued experiences
 - Staff creatively strive towards ongoing deepening of Steiner pedagogy.
4. Steiner schools support creative freedom to teach within the shared agreements of the School's collegiate.
5. The conscious establishment of human relationships fosters individual and community health.
6. Spiritual development for sustaining professional growth is an ongoing activity for the collegiate of teachers and staff and is supported by the Council.
7. Collaboration and shared responsibility provide the foundations of school leadership and governance.

For more detail please see: [Core Principles for Australian Steiner Schools](#).

Facilities

Blue Mountains Steiner School comprises 9 buildings, as well as a library, a large recently-upgraded Ball Court, bush mini-oval, amphitheatre, music room, breezeway, Gaga Ball Pit, Giant Swing and organic produce garden. Students are given access to facilities according to the timetable, except during morning tea and lunch, when all students can access the playground.

Transport

Blue Mountains Steiner School is accessible by train and bus from most mountain towns. We also run a private extended bus route in the mornings and afternoons between Lapstone and Katoomba.

Outdoor Education and PDHPE

Our program offers students the opportunity to experience a range of movement-based activities and sports, including Eurythmy, dance, gymnastics, Futsal, basketball, netball and circus skills, as well as outdoor excursions, bushwalking, and other physical challenges such as obstacle courses. Students in the upper Primary years can participate in inter-school sporting events such as Futsal Gala Day, the Greek Olympics, Cross Country, and Swimming Fun Day.

Students may also undertake a structured series of outdoor adventures in our Outdoor Education Program, with annual school camps, outdoor challenges and skills and overnight camps. Primary students regularly take advantage of structured hiking opportunities in the Blue Mountains National Park, which is right on our doorstep.

Each class, from Year 2 through to Year 6, participates in an annual camp ranging from in-school sleepovers for Year 2 students, to outdoor education adventures for the remainder of primary.

Learning Support

At BMSS the Learning Support Team involves a whole school planning and support process. It is formed with the purpose of addressing the learning support needs of an individual student and groups of students through the coordination, development, implementation, monitoring and evaluation of educational programs within our school.

Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. The purpose of all education is to ensure that students gain access to knowledge, skills, and information that will prepare them to contribute to Australian communities and workplaces.

Who is involved:

A prime function of the Learning Support Team is to determine that the needs of students in the school are being met. This is achieved through the team facilitating collaborative planning between teachers, support staff, parents and students.

Membership of the Learning Support Team is determined according to local needs. However, in general, the team may include:

- Principal
- Class Teachers and Teacher's Aides
- Extra Lesson Teacher
- Literacy and Numeracy Coordinator
- College representatives
- Parents and Carers participate as necessary.

Participation will vary according to the needs and function of the team at a particular time.

LITERACY AND NUMERACY PROGRAMS

Our highly skilled Teachers' Aides are invaluable resources to our students, and each composite class has a dedicated Teachers' Aide who develops a wonderful working relationship with the students and the class teacher. They work individually with students identified with additional support needs who are receiving NCCD funding, as well as assisting and encouraging the whole class during lessons, playtime and excursions or camps.

Teachers' Aides deliver individual literacy support to develop spelling skills and reading confidence, provide concrete materials to students during mathematical work if required to deepen concept understanding, and work with the class teacher to support students with additional scaffolding and differentiation needs. They are also essential in helping to notice subtle areas of social dynamics that could benefit from support, as well as preparing and collating resources and assisting students in activities.

Movement Programs

Healthy physical development and movement supports the ability to learn. We bring movement into our classrooms through morning circles, games, finger and hand games, drama, dance, music, art, singing, craft, play and chores, as well as gardening, bushwalking, bush play and sport. This provides the foundation for all learning – cognitive, emotional and social.

In Steiner education the first seven years of the child's education focuses on nurturing and strengthening these foundations for learning. The senses of touch, balance and proprioception are essential for developing body geography, spatial awareness, fine and gross motor skills and physical coordination. These capacities mature during the primary school years along with academic learning.

We support our students through 1:1 Extra Lesson sessions, which include fine and gross motor skill development, sound therapy, and left/right body/mind integration to support the child's development of their body geography and spatial awareness.

Parent Education Program

Developed in collaboration with Glenaeon Steiner School Parent Education Initiative, our Parent Education Program offers 4-5 deeply informative online and/or in-person seminars per term, on a range of interesting and helpful topics, including child development, holistic living, self and family care, and anthroposophy. We are finding these workshops to be a wonderful way to reconnect community after the fragmented times of COVID.

Characteristics of the Student Body

In the 2022 Census, BMSS reported 87 enrolments from Kindergarten through to Year 6. The ratio of male to female students was 40 to 46 and one student identified as non-binary. Among our 87 enrolled students in 2022, 11% identified as Aboriginal or Torres Strait Islander and 0.05% came from a language background other than English. BMSS consciously cultivates a culture of inclusivity, with many conversations, circles and learning opportunities throughout the year. We endeavour to support students and their families from a wide range of cultural backgrounds. We embrace and continue to provide support for students with additional learning needs.

PLAYGROUP

At Blue Mountains Steiner School, we hold two different aged playgroups to support new parents with their journey into Steiner education. Glow Babies is a nurturing, supportive and informative space for pregnant mothers, newborns, young toddlers and their parents. Expecting parents through to parents with 2-year-olds are invited to attend.

Wattle Glow Playgroup is an educator-designed playgroup that connects parents and nurtures three essential pathways in children 2-4 years:

- Creative play to develop imagination and emotional wellbeing through meaningful stories and songs.
- Bush play and the celebration of the seasons to immerse children in the natural environment and create a sense of connection and belonging.
- Exploratory play to encourage the foundations for literacy and numeracy skills through oral and practical learning experiences.
- Our aim across all our Playgroups is to create a culture of meaningful connection and provide soul nourishment at this unique stage of new parenthood.



PRESCHOOL

Wattle Glow Early Learning is a 32-place Long Daycare for children aged 2 to 6 years old, operating Monday to Friday, 7.30am-5.30pm, 48 weeks of the year. We operate across two rooms, sharing these spaces with our three learning groups - Orchids, Banksias, and Boronias, and working alongside kindergarten.

Our daily rhythm is complemented by the seasons and nature, incorporating a rich and thoughtfully planned program comprising of songs and verses, craft, movement, creative play, storytelling and extended outdoor play sessions. All of which provide the foundation for their journey into kindergarten and the seeds for a love of learning.

Our 'homelike' and natural environment is a nurturing and nourishing space for children, offering the familiarity of home with the freedom, time and space for movement, creativity, and expression. Our teachers and educators share over 65 years' experience in early childhood education and hold a breadth of qualifications, bringing with them a deep passion for the industry and a commitment to delivering quality outcomes for children.



PRIMARY

The school has four classrooms in the Primary School housing three composite classes (Class 1/2, Class 3/4, Class 5/6), one movement room; a Library for Kindergarten and Primary Students; a Music Room and a smaller room for individual Extra Lessons or Violin Lessons. Each combined stream has its own classroom. Dependent on the timetable, classes may move in and out of teaching spaces to allow for Digital Literacy, Outdoor Education, PDHPE, Art, Music and Languages.



3. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

4. SENIOR SECONDARY OUTCOMES

Student performance on NAPLAN has previously been provided to ACARA for publication on the My School website and is available for viewing - <http://www.myschool.edu.au>.

As an Early Learning Centre and Primary School this section is not applicable to Blue Mountains Steiner School.



5. TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

PRESCHOOL

Professional Learning	Staff
Story Garden with Ebba Bodame	All staff
Biodynamics Workshop with Sandra Frain	All Staff
Vital Years Conference	All Staff
First Aid/CPR	All Staff
Fire Safety	All Staff
Sydney Steiner College Seasonal Workshops	All Staff



PRIMARY SCHOOL

Professional Learning In-service Professional Learning Activities (PL) 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 Faculty Meetings. Weekly PL sessions varied from short briefings up to 45-minute sessions. Generally, all full-time teaching staff attended weekly Faculty Meetings. 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 and the topics offered). College Meetings are also held on a weekly basis for full-time teachers where a range of pedagogical studies is undertaken.

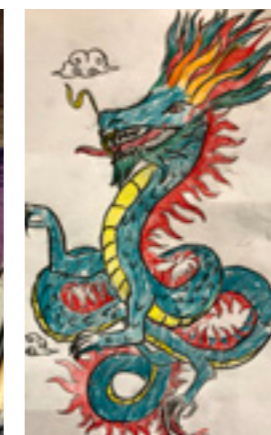
Group Professional Learning Topics

Professional Learning	Staff
Steiner Class Teacher Intensive Lecture Series (via Zoom)	All staff
Strategic Planning Meeting - Whole staff visioning and planning - led by school principal Martin Buckmaster	All Staff
Eurythmy Sessions for all staff every Monday morning with Adam Chan	All Staff
Technology Training - understanding and developing the use of Teams for all staff	All Staff
Teachers' Meeting and Planning Day - Planning, Programming and setting dates	All Teaching Staff
Mid-year Reporting - Parent/Teacher Interviews	All Teaching Staff
Teachers' Meeting and Planning Day - Planning, Programming and setting dates	All Teaching Staff
Teachers' Meeting and Planning Day - Planning, Programming and setting dates	All Teaching Staff

Individual Professional Learning Topics

Professional Learning	Staff
<ul style="list-style-type: none"> Weekly Faculty and College Meetings 2022 – Readings, lectures, pedagogical discussions and child studies Steiner Class Teacher Intensive Lecture series 2022 (via Zoom) First Aid – First Response 2022 ICT Technology Training - understanding and developing the use of Teams Study Group Steiner’s “Philosophy of Freedom” via zoom weekly meetings GLaM SEA 2022 - Business Managers’ Meeting - “Leading for Sustainability” Dr Michaela Glöckler Lecture Series on the Twelve Senses via zoom Developing the Work of the College with Peggy Day College Day – ICT Training and Policy Development Child Safety Standards Restorative Practice Workshop 	Leadership
<ul style="list-style-type: none"> Consolidating and Extending Teaching during COVID-19 Glenaeon Teacher Intensive (via Zoom) Programming and Integrated Curriculum Year 5 and 6 Music and Movement for Teachers (an extension during the Glenaeon Intensive) Weekly Faculty and College Meetings – Readings, lectures, pedagogical discussions and child studies ICT Training - understanding and developing the use of Teams for all staff Parents and Carers Information Evening First Aid – Training Renewal College Day – ICT Training and Policy Development Child Safety Standards Restorative Practice Workshop 9am - 3pm 	Teacher
<ul style="list-style-type: none"> Glenaeon Steiner teacher lecture series Weekly Faculty and College Meetings – Readings, lectures, pedagogical discussions and child studies Numeracy and Literacy NESA new outcomes PD (2 hours) Child Protection PD (2 hours) Information Communications Technology (ICT) Training - understanding and developing the use of Teams for all staff Parents and Carers Information Evening First Aid – Training Renewal Presented Parent literacy information session (1 hour) Dr Michaela Glöckler Lecture Series on the Twelve Senses via zoom College Day – ICT Training and Policy Development Child Safety Standards Restorative Practice workshop 9am-3pm Information evening for parents of children transitioning to Class 1 in 2023 Mentor teacher for 2 teaching practicums: 4 weeks (20 days, Term 2) and 10 weeks (50 days, Term 4) 	Teacher

Professional Learning	Staff
<ul style="list-style-type: none"> Steiner Class Teacher Intensive Lecture series 2022 (via Zoom) Weekly Faculty and College Meetings – Readings, lectures, pedagogical discussions and child studies ICT Training - understanding and developing the use of Teams for all staff Study Group - Steiner’s “Philosophy of Freedom” via zoom weekly meetings Parents and Carers Information Evening Story Garden with Ebba Bodame Dr Michaela Glöckler Lecture Series on the Twelve Senses via zoom First Aid – Training Renewal Vital Years Conference for Early Childhood Educators “The Essentials of Steiner Early Childhood Education” Early Childhood Regional Meeting - presented a review of Nancy Blannings’ Movement Lecture “Going to Wallpai” College Day – ICT Training and Policy Development Child Safety Standards Restorative Practice Workshop 9am - 3pm Information evening for parents of children transitioning to Class 1 Numeracy and Literacy NESA new outcomes PD (2 hours) Completed Accreditation for Proficient Teacher E-tams NESA 	Teacher
<ul style="list-style-type: none"> Steiner Class Teacher Intensive Lecture series 2022 (via Zoom) Weekly Faculty and College Meetings – Readings, lectures, pedagogical discussions and child studies Parents and Carers Information Evening First Aid – Training Renewal Dr Michaela Glöckler Lecture Series on the Twelve Senses via Zoom College Day – ICT Training and Policy Development Child Safety Standards Teaching Maths in the Steiner Schools with Master mathematics educator, Jamie York, Rudolph Steiner College Sydney Information evening for parents of children transitioning to Class 1 	Teacher



ADMINISTRATION AND FINANCE

Professional Development	Number of Staff Participating
Restorative Practices	2
First Aid, including CPR	3

EXECUTIVE

Professional Development	Number of Staff Participating
Restorative Practices in the Class and Staff Rooms	1
GLaM SEA 2022 - Business Managers' Meeting - "Leading for Sustainability"	1
Weekly Faculty and College Meetings 2022 – Readings, lectures, pedagogical discussions and child studies	1
Steiner Class Teacher Intensive Lecture series 2022 (via Zoom)	1
First Aid – First Response 2022	1
ICT Technology Training - understanding and developing the use of Teams	1
Study Group Steiner's "Philosophy of Freedom" via zoom weekly meetings	1
Dr Michaela Glöckler Lecture Series on the Twelve Senses via zoom	1
Developing the Work of the College with Peggy Day	1
College Day – ICT Training and Policy Development	1
Child Safety Standards	1

TEACHER ACCREDITATION

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	3
Proficient Teacher	6
Total number of teachers	9

Category	Number of Teachers
i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	11
ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	1



6. WORKFORCE COMPOSITION



This description of the Blue Mountains Steiner School workforce is extracted from the information published on the ACARA website from the August 2021 census.

Workforce	Total
Teaching staff	6
Full-time equivalent teaching staff	4.4
Non-teaching staff	15
Full-time equivalent non-teaching staff	8



7. STUDENT ATTENDANCE

ATTENDANCE

As a registered non-government school in accordance with *the Act* we are required to keep a register of enrolments and daily attendances of all students at the school using the minister's common code of recording. At Blue Mountains Steiner School, these registers are maintained in electronic form which has been approved by the Minister for Education.

Blue Mountains Steiner School complies with all regulatory bodies and keeps all necessary documentation on student attendance, including participating in student attendance audits.

In New South Wales, all children from six years of age are legally required to attend school or be registered for home schooling. Children are expected to attend all school activities on time. Absences are required to be explained in one of the following methods:

- A note or email to the school
- A form via the BMSS school mobile app
- A telephone call to the school
- A verbal explanation to the school

Application for Exemption from school is formally submitted to the Principal for consideration.

ATTENDANCE DATA

During 2022 the average student attendance rate (across grades K-6) for the year was 83.3%, which is slightly lower than the daily attendance for 2021. Attendance was slightly lower over the year due to mandatory exclusion from school if a child had any flu-like symptoms. In previous years, a child might still attend school if they had very mild symptoms.

Attendance is also generally lower across most of the grades in Term 2 and early Term 3, 2022 which could be attributed to the school's location, which experiences marked seasonal changes and extreme changes in temperature, particularly going into the winter season.

This attendance information is calculated for the entire school year for each grade. The whole school attendance rate for students for the 2022 school year was 83.3% and is broken down according to year group in the following graph. Leave can consist of sick leave, extended sick leave and other approved leave.

Year	Attendance Rate %
Kindergarten	77.1
Class 1	85.4
Class 2	83.2
Class 3	85.1
Class 4	85.1
Class 5	81.4
Class 6	85.8

MANAGEMENT OF NON-ATTENDANCE

The school implements policy and procedures for the management of student non-attendance. Parents/carers of students who are absent are requested to notify the school to explain the absence, and parents are regularly 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 when a student may be at risk.

[Refer to the school website for current Policies and Procedures](#)

8. ENROLMENT POLICY

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/Tour.

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 Office Administrator 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 \$75 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. all medical, psychological or other reports about the child in their possession or control, and
- g. 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

At Blue Mountains Steiner School we prefer children to have turned five during the year prior to them commencing Kindergarten.

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.



9. OTHER SCHOOL POLICIES



Please refer to the school website for current Policies and Procedures.

<https://bluemountainssteiner.nsw.edu.au/about-us/policies-and-procedures/>



10. SCHOOL-DETERMINED PRIORITY AREAS FOR IMPROVEMENT

The Blue Mountains Steiner School Strategic Plan 2021-2026 recognises existing strengths and charts a clear path forward to bolster the school and our community over the next 5 years.

VISION

Together, through a connected and supportive school community, our children grow to be resilient, creative, independent and prepared for an ever-changing world.

MISSION STATEMENT

We deliver quality Steiner education, adapted to the developmental stage and needs of the whole child. Our holistic curriculum combines Steiner pedagogy with academic excellence to immerse each child in ideas, nature and culture. This fosters in the children a lifelong love of learning, an appreciation of beauty and intellectual curiosity, as well as respect for their physical, emotional and spiritual wellness. We focus both on the individual child and the cultivation of a caring, vibrant school community where children feel seen and heard and know that they truly belong.

STRATEGIC PRIORITIES

Our strategic goals are to maintain and develop:

1. Excellence in student learning
2. Excellence in Steiner pedagogy in a modern world
3. Engaged school community
4. Beautiful school environment
5. Robust governance, resourcing and economic sustainability.

The Strategic Plan and Annual Progress Reports can be found on the website:

<https://bluemountainssteiner.nsw.edu.au/about-us/about/>



BLUE MOUNTAINS STEINER SCHOOL



Blue Gum Building
CLASSES 5/6

Lilly Pilly Building
CLASSES 3/4

Banksia Building
CLASSES 1/2

BALL COURT

Wattle Building
WATTLEGLOW
PRESCHOOL

Fuschia Building
CRAFT ROOM

LIBRARY

Tea Tree Building

Boronia Building
KINDERGARTEN

Waratah Building
OFFICE

Eucalypt Building
PLAYGROUP

Clearview Parade

11. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY



KINDERGARTEN

Circles

Kindergarten students meet and work in circles. They are encouraged to help and support each other whilst they engage in learning activities at a large table together. Gratitude practices before mealtimes, and discussions which can include restorative practices happen here too. In the Morning Circle, the children greet the day and each other with verses, songs, gestures and an Acknowledgement of Country in Darug language. These daily routines and rituals build a foundation of respect for each other.

Bush Kindy and Care for the Environment

The Bush Kindy program includes observing and participating in smoking ceremonies and cultural incursions and brings a love of country and care for the bush. Packing up and tidying the classroom, everyday chores and gardening in the playground embed caring for the environment into the curriculum and develops a capacity for responsibility. Taking the daily class roll to the office is a shared responsibility.

Buddy Reading Project

Class 4 students read to Kindergarten children, sharing their reading, oracy and book skills, building confidence, learning mentoring skills and fostering connections that support the Kindergarten children when they join the primary classes in the following year.



PRIMARY SCHOOL

Morning Circles and Assemblies

Verses connected to greetings, Morning Circle, and class activities bring respect for each other and the work of the primary school. Gratitude practices are part of mealtimes. Children share the responsibility of running weekly school assemblies and pay respect to the Darug and Gundungurra people. Whole school discussions promote respectful, caring cultures for the classroom and the playground.

Festivals

Students and teachers with the support of parents and carers, take time and care to prepare and practice for seasonal festivals throughout the year. Festivals are woven into the curriculum, along with stories, poetry, dance, and music to strengthen the children's connection to their environment and community. The content of main lessons, festivals and language lessons embeds diversity into the children's learning. The Class 6 farewell dinner and celebration is hosted by Class 5 students and families.

Caring for Country and the Environment

Bushwalks are woven into the weekly rhythms of all classes, from Kindergarten through to Class 6. Students learn about caring for country in cultural immersions and care for the school and each other by being responsible for recycling, composting, cleaning and putting out rubbish.



WHOLE SCHOOL

Incursions close to these events include smoking ceremonies, walking and connecting to country with Kamilaroi Man Paul Glass and making damper.

Uluru Statement of the Heart

We acknowledge the original spiritual sovereignty of the Aboriginal and Torres Strait Islander peoples and commit to consideration and support of their aspirations towards the future as expressed in the 2017 Uluru Statement from the Heart.

Festivals

Connecting to seasonal rhythms supports connection and respect for ourselves, each other, the world and humanity. Through art, seasonal observation and activities such as cooking and crafts, students celebrate the changes outdoors and in nature throughout the year.

Harmony Day

Harmony Week is about inclusiveness, respect and belonging for all Australians, from the Traditional Owners of the land to more recent arrivals (<https://www.harmony.gov.au>). It also coincides with the International Day for the Elimination of Racism.

At BMSS, we honour the day and the week by sharing stories to celebrate the cultural diversity of Australia.

We encourage families to initiate conversations at home with children about their own cultural backgrounds. Thinking about such questions as: where they were born, where parents grew up, where grandparents, great grandparents or ancestors were from or lived. Families may even like to share a story or experience with children, which, if they feel comfortable, they can later share with the class.

We might also encourage any child who feels comfortable to wear or bring with them traditional clothing, jewellery, household items etc. of cultural significance to them. If they do not have any we invite them to wear orange to show their support of these values. They may also wish to bring an item of food to show the class. Italian and Japanese languages and cultures are woven into cooking, craft and special celebration days.

Reconciliation Week

During Reconciliation Week classroom focus may include specific books, cultural incursions, Dreaming stories and displays.

Restorative Practice

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions.



12. PARENT, TEACHER AND STUDENT SATISFACTION



The Blue Mountains Steiner School asked our community of parents and caregivers, and their children, via an online survey, to share with us their thoughts and feedback on our recent performance.

- 37 respondents
- 62% completion rate
- 66 questions (Q1-Q17 Preschool; Q18-Q66 Primary)
- The survey was opened on 7/7/22 and closed on 11/8/22.

The survey enabled us to build upon the previous year's survey to understand how we were tracking and where we might improve. These surveys are a work-in-progress as we refine our processes. They provide us with invaluable benchmark data across five key areas – **School Environment, Teaching and Learning, Student Wellbeing, Leadership, and Community** – against which we can track our progress.

SCHOOL ENVIRONMENT

We welcome and thrive when family - parents, caregivers, grandparents, extended family – become involved in our school. We view the whole school community as a necessary and vital component of an inspiring teaching and learning Steiner education environment. Current roles taken up by parents include:

- School Councillors
- Parent Coordinator
- Volunteers
- Gardening coordinator
- Teacher support
- Classroom assisting
- Working Bees
- Festival Parent Choir
- Community-building Project
- Festival Organisers

POSITIVES

- From the feedback we received it is evident that parents and caregivers enjoy connecting with the life of the school, which also nurtures the family, as well as the whole school community.
- Overwhelmingly, families reported that both they and their children feel included, connected, and supported by staff, other parents and caregivers, and the broader school community.

LEARNINGS

- The effect of the COVID restrictions of the previous couple of years limited our ability to gather in person and in 2022 we were still working our way back to pre-COVID rhythms.
- One family was still feeling the ongoing impact of COVID and reported some disconnection

TEACHING AND LEARNING

Our teachers aim to design and deliver programs of the highest quality, grounded in the philosophy of Rudolf Steiner, adapted for a modern world, using the latest scientific research and best practice.

POSITIVES

- “The teacher quality is the biggest strength of the school.”
- Our quality programs are a strong drawcard for families seeking a more connected and nurturing educational experience.
- “My daughter loves going to school and can't wait to go each day.”
- “The small size of the school and the inclusive behaviour of teachers means all children feel worthy and safe.”
- “The very best gift you can give your child in primary school.”
- “The teachers are exceptional, and we feel blessed to have such talented and committed educators.”
- “We love the broad range of activities that their education provides and the love of nature that it encourages.”
- “I have always found any issues between children to be dealt with consciously and lovingly.”
- “I feel very strongly about restorative justice and am very pleased that it is applied in dealing with conflict.”

LEARNINGS

- Some families still feel the impacts of disconnection from the COVID years, and we endeavour to continue to find ways to encourage them and make them feel comfortable in our community.
- Some parents expressed a desire for more frequent feedback on their child, for e.g. “I get feedback on my kids at the required intervals but nothing in between unless I specifically ask. Not sure if it is because they are generally going okay or ...”
- “If teachers are outside their classroom in the mornings, it feels easier to approach them about something in contrast to if a teacher is always inside their classroom of a morning.”

TEACHER SATISFACTION

POSITIVES

- Overall, teachers are very happy with their work and the teaching environment at Blue Mountains Steiner School
- College has stabilised and continues to mature
- Ongoing Professional Development in the form of Restorative Practices continues to strengthen and support teachers
- Teachers take part in ongoing extra-curricular Steiner Pedagogical studies.

LEARNINGS

The faculty have noted some areas for ongoing improvement:

- We need to work on a whole-of-school communications plan
- Strengthen and encourage leadership capabilities within College
- Strengthening sequential and systematic literacy and numeracy programs across all stages
- More support on the ground, when dealing with difficult behaviours
- Ongoing training for skills-sharing with colleagues
- A more sustainable workload.

STUDENT WELLBEING

Involving children and young people throughout the planning and decision-making processes ultimately strengthens and improves the outcomes both for children and for the school. As the direct recipients of the education programs offered by the school, students are best placed to identify what is and is not working for them.

The school views children:

- as experts in their own experience with opinions that may differ from adults
- as key stakeholders in the strategic planning process
- as rights-holders, according to the UN Convention on the Rights of the Child
- through a strengths-based lens, focussing on what they can do
- with evolving capacities to contribute to consultations in ways that suit their preference, age and stage of development.

POSITIVES

- Both children and parents report that the children love going to school
- Most of the feedback found that families were very happy, and that the school has exceeded expectations
- “We really have no concerns about our children. Any minor concerns are easily discussed with teachers and resolved. Our children always want to go to school.”

LEARNINGS

- “As a small school, friendship groups can be difficult at times.”
- “The academic side could potentially do with some improvement, however, our views on this relate to [our daughter] who effectively lost Year 3 learning due to COVID. Some extra work to reinforce those fundamentals learned is still something we think would be helpful.”
- “I’d prefer a slightly smaller class size.”

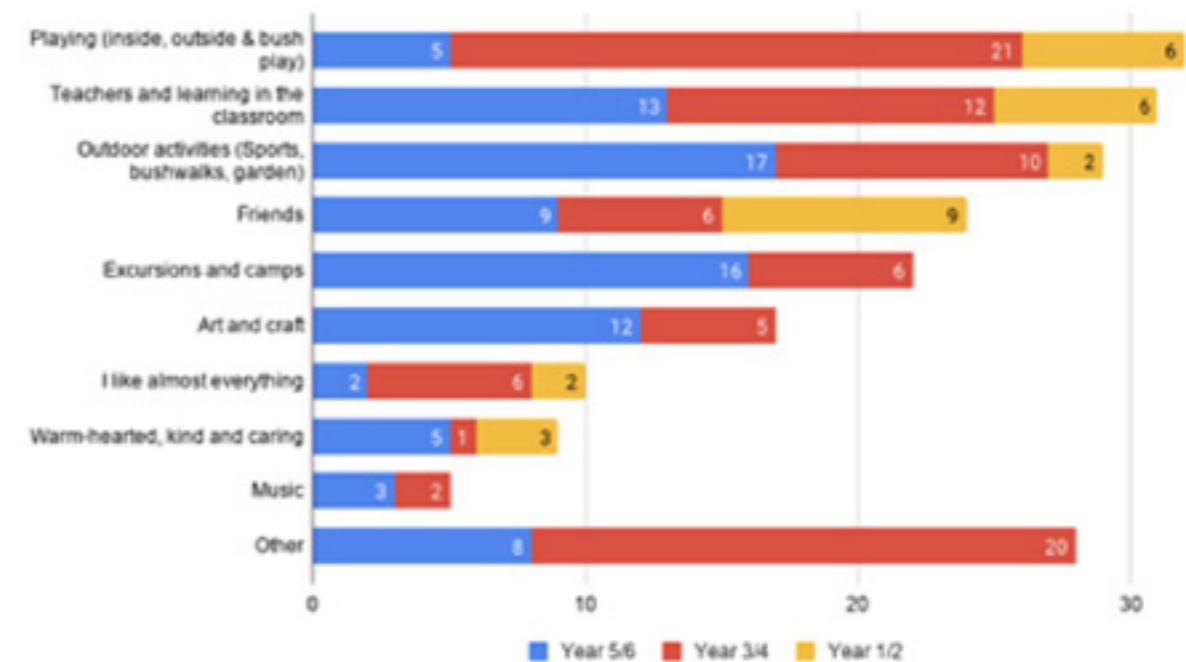
FURTHER SURVEY FINDINGS

What students like about the school

To understand what areas of the school students liked, students were given three glass beads to ‘vote’ for the area they liked most about the school amongst five categories, written on glass jars: *Outside play*, *Inside play*, *Office*, *Friends* and *In the classroom*.

Overall, *Friends* ranked as the top category that students in Class 1/2 and 3/4 liked most followed by *Outside play*. For Year 5/6 the top two were reversed with *Outside play* featuring as the category that Class 5/6 liked most followed by *Friends*. Overall, the top three themes were:

1. **Playing**, including inside, outside and bush play.
2. **Teachers and learning in the classroom**, including main lesson, specific subjects, teachers being kind.
3. **Outdoor activities**, including bush walking, sport and gardening.



WHAT CLASS 1/2 LIKED MOST ABOUT THE SCHOOL:

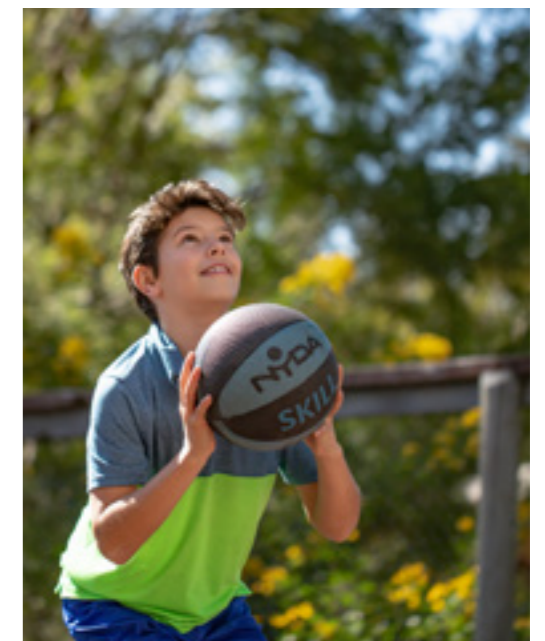
1. Friends
2. Teachers and learning in the classroom (“desk work”)
3. Playing (especially the monkey bars)

WHAT CLASS 3/4 LIKED MOST ABOUT THE SCHOOL:

1. Playing (inside, outside and bush play)
2. Teachers and learning in the classroom
3. Outdoor activities (especially gardening and bush walks)

WHAT CLASS 5/6 LIKED MOST ABOUT THE SCHOOL:

1. Outdoor activities (mainly sports)
2. Excursions and camps
3. Teachers and learning in the classroom.





“Friends”



“I love the monkey bars so much”



“I like how everybody cares for me and my friends.”



“I like my friend”

LEADERSHIP AND MANAGEMENT

Generally, our parent community has expressed great appreciation and support for the school’s leadership team and is especially grateful for skilfully guiding us out of the disruption and fragmentation caused by the previous couple of COVID years.

POSITIVES

- “We do not have any concerns and feel that teachers and leadership team are available should we need to approach.”
- “Wonderful leadership under Martin.”
- “Very happy with all the teachers. Martin is an excellent Principal and Karen is always such a pleasure to deal with.”
- “Martin and all the teachers are extremely diligent and caring. The leadership within the school seems to give all members a voice and shared responsibility.”
- “Martin is a fantastic leader and presence for both the kids and parents.”

LEARNINGS

- Council decisions could be communicated more frequently and clearly
- Council could move more quickly
- Leadership could communicate whole-of-school decisions more clearly.

COMMUNITY

POSITIVES

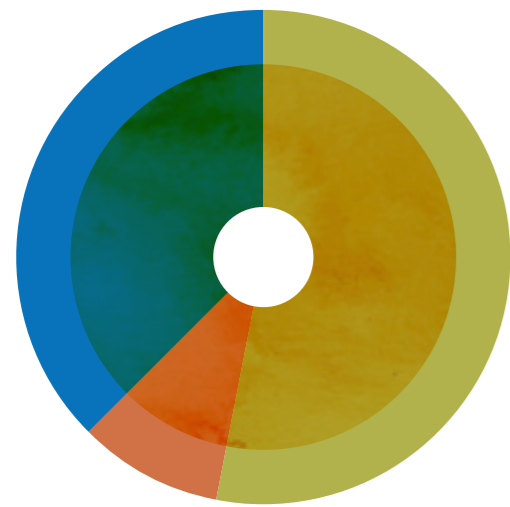
- “I think communication has improved significantly over the past couple of years. The longer-range view of things really helps with that.”
- “The class 3/4 excursion communication was a bit of a blip as we were relying on info from our kids to prepare for it and the notice re the camp was quite late but overall as I say comms are much better!”
- “Love the balance of craft, arts and physical exercise provided in ratio to ‘traditional’ academic subjects.”
- “We are very happy with all aspects of our children’s schooling.”
- “We love the school and think it is providing a very supportive and joyful environment for learning.”

LEARNINGS

- Communication protocols across and with community could be improved.
- “I would prefer a phone app where I could select what information was pushed to me and where all info was available in real time.”

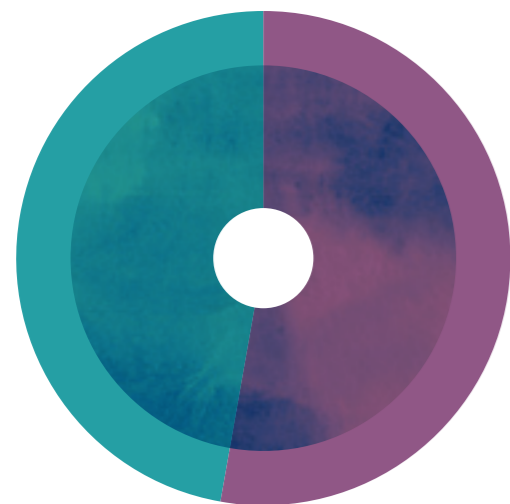


13. SUMMARY OF FINANCIAL INFORMATION



RECURRENT INCOME JULY 2021 TO JUNE 2022

Fees and Private Income	\$1,412,211	53%
State Government Recurrent Grants	\$249,974	9%
Commonwealth Government Grants	\$994,727	38%
Government Capital Grants	\$0	0%
Other Capital Income	\$0	0%
TOTAL	\$2,656,912	



EXPENDITURE JULY 2021 TO JUNE 2022

Salaries, Allowances and Related Expenditure	\$1,337,326	53%
Non-Salary Expenditure	\$1,171,691	47%
Capital Expenditure	\$0	0%
TOTAL	\$2,509,017	





"A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living."

RUDOLF STEINER



BLUE MOUNTAINS
Steiner School

Inspiring a love of learning.

PLAY GROUP | EARLY CHILDHOOD | K-6 | AFTER SCHOOL CARE

P (02) 4758 6044 E admin@bluemountainssteiner.nsw.edu.au A 83 Clearview Parade, Hazelbrook NSW 2779

www.bmss.nsw.edu.au