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Message from Key School Bodies

1.1 Chairperson of the Board

Chair’s Report for the Annual Report 2014

Statement from the Board 2014

The 2014 school year was one of consolidation for Casuarina School. Facing a downward trend in enrollments, student numbers were down by 10% from 2013 and the school needed to carefully budget for the year. Recurrent budget was considerably up on predicted budget by an amount of $212,000. This was mainly due to Commonwealth funding. However, wages and salaries were up on budget by $119,000.

The 2014 school budget was based on 115 students for planning purposes and at the end of December 2014 there were 117 students enrolled. The budget for the year with depreciation and advertising was a loss of $166,227. The actual management loss was -$48,617, after accounting for non-cash items such as depreciation, doubtful debts, long service leave provision and annual leave provision.

Importantly, our Liquidity Ratio remained above 1:1 with overall ratio Current Assets / Current Liabilities being $832961/$683557 = 1.218568

Staffing/School structure

Three new teachers were recruited to commence in the 2015 school year. Danielle Barnes, Linda Mayer and Nicholas Birch were recruited in Term 4 2014. All teachers have considerable experience in Steiner schools and have since settled wonderfully into their respective classes, Grey Gum Kindergarten, 1 and 3.

The upper classes 5&6 were run as a composite class in 2014. In July the Principal requested to reduce to 0.8 FTE, to which the Board agreed.

Projects

One of our most significant projects for the year was the Embedding Excellence program, which facilitates the development of a Strategic Plan. This work continued on from the foundations laid in 2013. Additional support has been made available from the AIS for the continuation of this work. It was planned to have completed this work by end 2014, however this has not eventuated. Further support from AIS will see this process complete in 2015.

Future developments

Boosting enrolments continues to be a key priority for the School. The 2014 school year saw the introduction of a part time marketing role and an expansion of the school’s media coverage into the use of social media such as Facebook. In the face of a tight economy, the school is prioritising the development of a marketing strategy to ensure that information about the benefits of Steiner education is accessible to the wider community.

Sally Townley, Chairperson
1.2 Principal’s Report

A major achievement for 2014 was establishing a new program at Casuarina School to work collaboratively with the local Gumbaynggirr community through respected elder Aunty Shaa Smith. After some important introductory work in Term 1, Aunty Shaa commenced regular work in Term 2 as an indigenous cultural facilitator supporting teachers, students and the broader School Community to deepen and enhance their understanding and appreciation of indigenous history and culture. Her work has woven through the curriculum throughout 2014, with participation in Main Lessons, artistic and craft activities, gardening and environment lessons, festivals and community events. The Gumbaynggirr program also offered the 4-day Gumbaynggirr Dreaming program facilitated by local elders including Aunty Shaa for our School community – teachers, support staff and parents attending with their families for the 4-day residential retreat. The inaugural Casuarina Gumbaynggirr Dreaming program was offered in July 2014 with 14 adults and 13 children participating.

Casuarina School proudly continued to expand and deepen our work as an inclusive school in 2014. Highlights of this work includes reviewing and refining the Learning Support Framework developed in 2013 for the benefit of all students in the School. In July 2014 Casuarina hosted the Learning Support conference for Steiner Education Australia. This 3 day conference was attended by around 80 participant from Schools around Australia and New Zealand and included presentations on “Universal Design for Learning”, “Individual Education Planning”, “Sand play Therapy”, “Mindfulness”, “Mental Health in Schools” and “Movement based Therapeutic Eurythmy for the classroom”.

In Term 4 2014 the School received confirmation of $75,000 Mobility Access funding from the Federal Government to upgrade pathways in the kindergarten and at the School Hall and to install a lift to provide undercover access to all areas of the Primary School. This work will be completed in 2015.

The Embedding Excellence program commenced in 2013 continued across 2014. School teams comprising teachers, management, support staff and parents planned and commenced implementation of the first Action Plans for Leadership, Teaching and Learning, Sustainability and Community. The Embedding Excellence program provides an ongoing framework for review and improvement at Casuarina School and we look forward to the continuing enhancement of our educational programs this will bring.

Toni Wright-Turner, Principal

Local Gumbaynggirr Elder, Aunty Shaa, conducting the Welcome to Country for the Steiner Education Australia Learning Support conference at Casuarina School in July 2014
2 Educational and Financial Reporting Policy

The school will maintain the relevant data and will comply with reporting requirements of the NSW Minister for Education and Training and the Commonwealth Department of Education, Employment and Workplace Relations. This reporting will include public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

2.1 Procedures

2.1.1 Annual Report

Procedures for implementing the policy include:

> The Principal or appointed coordinator is responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.

> The Principal or appointed coordinator will identify the staff responsible for the collection, analysis and storage of the relevant data for each reporting area and for providing the relevant information to the coordinator for inclusion in the report.

> The Principal or appointed coordinator will determine the specific content to be included in each section of the report and review this each year to ensure ongoing compliance, relevance and usefulness.

> The Principal or appointed coordinator will ensure the Annual Report is prepared in an appropriate form to send to the Board of Studies.

> The Principal or appointed Co-coordinator will set the annual schedule for

  ● delivery of information for each reporting area to the Principal or coordinator
  ● preparation and publication of the report
  ● distribution of the report to the Board of Studies, DEEWR, school website and other stakeholders
  ● provision of information for My School website as requested

2.1.2 Requests for additional data

From time to time the Commonwealth Government, through the Minister for Education, Employment and Workplace Relations and the NSW Government, through the Minister for Education and Training, may request additional information. To ensure that such requests are dealt with appropriately, the Principal will identify the staff member responsible for coordinating the school’s response. This person is responsible for the collection of the relevant data and for ensuring it is provided to the Board of Studies in an appropriate electronic form.

2.1.3 DEEWR Annual Financial Return

The Principal will identify the staff member responsible for completing the questionnaire. This person is responsible for the collection of the relevant data and for ensuring it is provided to DEEWR in an appropriate form.
2.2 School Context

Casuarina Steiner School is a Non-Government Primary school, registered with the Board of Studies N.S.W. for Kindergarten to class 7. It is located in the sub-tropical beachside city of Coffs Harbour on the Mid North Coast of New South Wales, approximately halfway between Sydney and Brisbane, with easy access via the Pacific Highway, State Rail and Coffs Harbour Airport. The school has beautiful, architecturally designed buildings set amongst landscaped gardens and is close to natural bush-land. The school integrates a student centered learning environment that develops the heart, mind and hands by encouraging and supporting the child to fulfill their highest potential and be a valuable contributor to the life of the local and wider community.

The vision of Casuarina School is to nurture the children in the spiritual, artistic and intellectual environment of Rudolf Steiner Education. We endeavour to educate head, heart and hands in every child so that a harmony in all three may be achieved as a foundation for balanced and free human beings. The children are encouraged to be innovative and are guided towards self-responsibility while being mindful of the rights of others. We also endeavour to develop a curriculum that supports and nurtures the physical, emotional, social and intellectual growth of the child whilst at the same time fulfilling Federal and State government requirements.

Average enrolments across 2014 was 118 students K-6, as there were insufficient enrolments to run C7 in 2014. For further student information please see the My Schools website: http://www.myschool.edu.au

2.2.1 Value Added

The beautiful stone and timber facilities continued to serve the learning needs of the school in 2014. The ongoing maintenance to a high standard of the 9 purpose-built classrooms, the Library, Music room, Woodwork room, the Hall for daily learning activities as well as school and community events, the carefully landscaped grounds and improved playground facilities in both Primary and Early Childhood areas reflect Casuarina School’s commitment to providing the highest quality learning environment, filled with natural and man-made beauty, for our students. Significant improvements in 2014 included assessment and upgrading of mobility access throughout the school, including the successful application for a Federal grant of $75,000 to upgrade pathways in kindergarten to improve playground access, improvements in access to the main hall and the installation of a mobility lift to provide covered access between all areas of the Primary School. This work will be completed in 2015.
Student Performance in National Tests

NAPLAN Results

Student performance on NAPLAN is documented on the My School website: http://www.myschool.edu.au

4. Professional learning and teacher standards

4.1 Professional Learning

In 2014 the following professional development activities were undertaken:

<table>
<thead>
<tr>
<th>Description of the Professional Learning Activity</th>
<th>No. of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AIS</strong></td>
<td></td>
</tr>
<tr>
<td>Advanced Communication</td>
<td>1</td>
</tr>
<tr>
<td>2050- Schools Odyssey</td>
<td>1</td>
</tr>
<tr>
<td>Leadership Coaching (2 day)</td>
<td>1</td>
</tr>
<tr>
<td>ATSI Culturally Responsive Framework (3 days)</td>
<td>1</td>
</tr>
<tr>
<td>Senior Executives in Steiner Schools</td>
<td>2</td>
</tr>
<tr>
<td>AIS briefing for Boards and Staff</td>
<td>2</td>
</tr>
<tr>
<td>Effective Classroom management</td>
<td>1</td>
</tr>
<tr>
<td><strong>Steiner PD</strong></td>
<td></td>
</tr>
<tr>
<td>GLAM conference</td>
<td>2</td>
</tr>
<tr>
<td>Early childhood conference</td>
<td>1</td>
</tr>
<tr>
<td>Glenaeon Intensives</td>
<td>1</td>
</tr>
<tr>
<td>Regional Leadership Conference x 3</td>
<td>2</td>
</tr>
<tr>
<td>Weekly instrumental music lessons — 4 terms</td>
<td>1</td>
</tr>
<tr>
<td>Steiner Education Australia Delegate Conferences — 4 days</td>
<td>2</td>
</tr>
<tr>
<td>Steiner Education Australia Learning Support Conference</td>
<td>12</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
</tr>
<tr>
<td>Student Wellbeing – Regional network x 3</td>
<td>3</td>
</tr>
<tr>
<td>Embedding Excellence Mentor sessions x 3</td>
<td>6</td>
</tr>
<tr>
<td>ASD and Aspect courses</td>
<td>4</td>
</tr>
</tbody>
</table>
4.2 Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Teachers having teacher qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</td>
<td>10</td>
</tr>
<tr>
<td>(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, or</td>
<td>1</td>
</tr>
<tr>
<td>(iii) Teachers not having qualifications as described in (i) and (ii) but having successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to 'teach' in NSW before 1 October 2004 and worked as a teacher during the last five years in a permanent, casual or temporary capacity.</td>
<td>0</td>
</tr>
</tbody>
</table>

4.3 Workforce Composition 2014

In 2014 the school was led by Toni Wright-Turner (Principal). She worked in close collaboration in Executive leadership with Taja Steinbeck (Finance Officer). Teaching staff comprises class teachers and specialist support including Learning Support, language and music.

The Principal and Executive leadership were supported by the Book-keeper and the Office reception.

The remaining of the workforce consists of Teacher Assistants, Librarian, Maintenance, Gardener and Playgroup staff.

<table>
<thead>
<tr>
<th>Teaching Staff</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent Teaching Staff Primary/ Secondary</td>
<td>7.2</td>
</tr>
<tr>
<td>Non-teaching staff</td>
<td>13</td>
</tr>
<tr>
<td>Full-time equivalent non-teaching staff Primary/Secondary</td>
<td>6.9</td>
</tr>
</tbody>
</table>
5 Student Attendance

5.1 Average Attendance Rates

<table>
<thead>
<tr>
<th>Class</th>
<th>Average Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>99.14%</td>
</tr>
<tr>
<td>Class 1</td>
<td>97.85%</td>
</tr>
<tr>
<td>Class 2</td>
<td>96.83%</td>
</tr>
<tr>
<td>Class 3</td>
<td>97.14%</td>
</tr>
<tr>
<td>Class 4</td>
<td>97.87%</td>
</tr>
<tr>
<td>Class 5</td>
<td>97.38%</td>
</tr>
<tr>
<td>Class 6</td>
<td>96.55%</td>
</tr>
<tr>
<td><strong>Total School Average attendance rate for 2014</strong></td>
<td><strong>97.50%</strong></td>
</tr>
</tbody>
</table>

5.2 Management of Non-attendance

The school implements policy and procedures for the management of non-attendance. A phone call is made to parents of students who are absent past roll-call daily. The School follows up where explanation of absence is not received from the parents. Absences are monitored and parent and student conferences are held to resolve non-attendance where required. Mandatory reporting procedures apply where absences are extended or the student may be at risk.
6. Casuarina Steiner School Enrolment Policy

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be flexibly applied to suit the circumstances of each application.

The school aims to treat all children as individuals and respond to each child’s individual needs and abilities within these Guidelines and also Guidelines for Enrolment of Students with Additional Needs.

The enrolment process aims to

- Provide in depth information about the school, its culture, educational offerings and school guidelines to enable parents to make informed decisions about enrolment of their child(ren) at the school
- Provide teachers with information about the child and the family’s goals and expectations to enable the school to make informed decisions about proceeding with enrolments
- Provide initial support to integrate families into the school, especially those new to the area
- Link families into the community to participate in the life of the school

Enrolment Guidelines

Parents contacting the school regarding possible enrolment will be given:

1. Prospectus and other background documents about the school, including academic courses and the school’s philosophy.

2. Application form and conditions of entry into the school. The family will be informed that making an application for enrolment does not guarantee acceptance into the school.

3. Interested families contact the Principal (or nominee) where they will be invited for an initial visit of the school. The Principal (or nominee) will seek to better understand the goals and expectations of the families seeking enrolment and give further information about the school. The Principal (or nominee) will also gain detailed information about the child (ren) and their family.

4. At this visit it should be established if the expectations of the parents can be met.

5. Principal (or nominee) will arrange interview with relevant teacher(s) and the family.

6. Teacher and family has interview according to Interview Guidelines.

7. If the student has additional needs, the Guidelines for Students with Additional Needs must be followed before a decision is made.

8. If a family seeks enrolment for more than one child into the school, all interviews and processes for all children must be completed before the family is informed of the decisions.

9. If both parties agree, a letter of offer of enrolment will be given to the parents, which contains the conditions of entry to the school.

10. The parents accept the offer, agreeing to the terms.

11. The Principal (or nominee) ensures the following has been completed and advises teacher of the date the student will enrol into their class.
• Arrange for explanation and the completion of the relevant paperwork including enrolment form, fee agreement, birth certificates, immunisation status, parent skill register, permission forms, and grievance procedure
• Ensure payment of enrolment fee is made prior to start
• Pass paper work onto the office for filing
• Enter the child details into the register
• Notify teacher when this process is complete

The school may accept children for enrolment when it considers that:

• It is in the best interest of the child
• The school is able to meet the educational needs of the child (including children with special needs) within resources available
• The family understands and is prepared to actively support the ethos of the school, including signing a letter of offer of enrolment which contains the conditions of entry into the school
• The teacher considers they are able to develop a working relationship with the parents and the child
• There is a vacancy in the class in accordance with waiting list practice

The school may not accept children for enrolment when it considers that:

• The school is not able to meet the educational needs of the child. This decision can only be made after guidelines have been followed for students with additional needs. (See guidelines)
• Families do not support and/or embrace the school ethos and policies
• The enrolment is part-time
• The enrolment is short-term
• The class is full

Contents of Documentation

• History, philosophy and ethos of the school
• Academic courses
• Enrolment procedures
• Application form
• Conditions of entry

Information

Areas to be covered during the initial visit by Principal (or nominee) include:

• Overview of enrolment process and clarify that acceptance is not inevitable
• Overview of Steiner education
• Conditions of entry into the school
• Physical tour of the school
• History of school
• Legal structure and parent participation
• Participation in the Cooperative
• Working Bees
• Address concerns and myths about Steiner education
• Relevant policies (Student Welfare & Discipline, nutrition, clothing, TV,
• Adult education and parent library
• Overview of school’s fees and systems
• Give the family a child information sheet for completion
If the family indicates that they wish to continue the process the Principal (or nominee) will:

- Arrange an interview with the relevant class teacher
- Provide the family with Prospectus and Handbook and ask them to read before interview, highlighting relevant policies
- Brief the teacher on family and child information
- Provide the teacher with recent child reports and samples of work prior to interview
- Ensure that parents complete a child information sheet for parents to bring to the teacher interview
- Attend the interview as second person for the teacher or arrange nominee to attend if required

**Teacher Interview Guidelines**

If a family seeks enrolment for more than one child all interviews should be arranged as close as possible to each other so that a decision on all children can be made and conveyed to parents at the same time.

**Teacher should explain the following:**

- Teaching Philosophy
- Overview of curriculum for the year
- Structure of the School day
- Three week cycle and daily/seasonal rhythms
- Parent, Teacher, Child Triangle
- Expectations of parents to support TV minimisation, especially no TV before school, nutritious lunches, dress code (Parent Handbook)
- Importance of festivals, camps and excursions and parent involvement
- School Welfare & Discipline Policy, explaining behaviour agreement

**Interview Questions**

See Parent Interview Questions sheet.

These questions must be uniformly asked at **every** interview.

**Observations**

- If the child is entering school in an upper primary class, the teacher will seek to understand how this child will affect the existing class and how this class will affect the child. The teacher may ask the child to write/draw/read to ascertain ability level.
- The teacher will observe the child’s physical features, speech, posture, walk, and ability to concentrate or listen.
- The teacher will ask the child what his/her likes/dislikes are about school, hobbies, sport etc. to try and gain a picture of the child.
- Jump drawings and coordination exercises may be given

**Follow-up**

In the weeks following enrolment the Principal (or nominee) will maintain contact with new families to assist in their integration into school life. In particular the Principal (or nominee) will:

- Arrange Parent handbook and follow-up letters
- Introduce the family to other families in the school
- Organise New parent orientations as appropriate
- Connect the family with the class carers
Teacher may find a buddy parent to help the family integrate into the school

**Age of entry**
Children are graded according to their age at the time of entry to the school
Children turning:
- **Five** are eligible for entry into Peach Blossom
- **Six** are eligible for entry into Kindergarten
- **Seven** are eligible for entry into Year One
- **Eight** are eligible for entry into Year Two
- **Nine** are eligible for entry into Year Three
- **Ten** are eligible for entry into Year Four
- **Eleven** are eligible for entry into Year Five
- **Twelve** are eligible for entry into Year Six
- **Thirteen** are eligible for entry into Year Seven

**Priority can be given to**
- Teachers’ children
- Siblings of enrolled children
- Families who have actively participated in the school for example through playgroup, festivals, adult education
- Children transferring from other Steiner Schools

All children irrespective of religion, race, gender or socio-economic circumstances, ability or disability may seek enrolment at Casuarina School.

**Guidelines for Applications for Enrolment of Students with Additional Needs**

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be flexibly applied to suit the circumstances of each application.

When considering any application for enrolment, the school will consider whether the school is able to cater for the student’s individual needs (including any special needs). This will be achieved by working through the individual planning process to identify any reasonable adjustments and think laterally about the school’s ability to meet the student’s needs.

Where a child is considered to have additional needs as perceived by the parents, Principal (or nominee) or Teacher, or a diagnosed disability, these will be explored and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified by consultation with the student and/or their associate in the interview process, contact with previous school (if appropriate) and available reports.

If the decision is taken to enrol a student with a disability, any strategies which need to be put into place to accommodate the student’s additional needs – including ongoing needs – should be identified before communicating/announcing the enrolment decision.

The teacher should be supported throughout this process by the Principal (or nominee).

**Individual Planning Process**

Document that the following has been completed:

- Listen to the family’s views and demonstrate that the school is seriously considering relevant issues in regard to their child’s enrolment.
o Identify student’s additional needs or disability – this should be a collaborative approach with the family and school and possibly relevant experts (may seek AIS advice and consultation).

o Request the family to provide information about the student’s needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
  o previous school or preschool reports, noting current achievements and areas of need
  o psychologist’s report documenting functional skills and recommended strategies for working with the student
  o speech pathologist’s report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
  o occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
  o medical specialist reports identifying issues which need to be considered by the school
  o vision and hearing reports documenting level of functioning and recommended strategies

- The teacher and Principal (or nominee) will prepare a detailed analysis of the student’s additional needs for the initial years of the student’s schooling and consider potential needs in the years following enrolment, being flexible and thinking laterally about solutions to potential difficulties.

- Request feedback and suggestions from relevant staff in the school and external special educators about the possible impact of the student’s enrolment on the school and possible adjustments.

- If the school makes an enquiry of a third party, care will be taken to protect the privacy of the applying student and their family. Parental permission in writing will be sought if needing to speak to preschools, other schools or specialists.

- Identify the adjustments necessary for the student to access and participate in the school before determining what is reasonable. Advice from an independent expert may be obtained.

- Developing a reasonable adjustment requires an informed judgement using input from the student, student’s specialists, school staff and possibly special education advice to support the school.

- Objective notes and records will be taken of all discussions and interviews with parents, and kept on file. Documentation will be kept outlining the people involved in the process, the issues raised, objective notes on possible adjustments, agreed actions and a timeline.

- The family will be kept informed about the progress of the application.

- As part of the planning process, it is possible to consider all options available to the student. This could be sensitive and is best addressed through the planning process by the collaborative team.

- After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student’s education, the school’s Principal (or nominee) will decide, in consultation with teacher and relevant experts, whether to make the adjustment. A school does not have to make a reasonable adjustment if by doing so it would impose an unjustifiable hardship on the school.

- Provide the adjustment within a reasonable time. The school is entitled to ask for relevant information in considering a reasonable adjustment. This should be provided by the family in a timely manner.

o If the school accepts the enrolment, an ongoing process will be implemented to manage issues which might require further adjustments. The ongoing use of a collaborative team approach will be used.
It will be determined if the student meets the requirements for Integration Funding from AIS.

Determining whether there is an unjustifiable hardship involves a similar balancing process and should be done in consultation with AIS advice.

If the school considers that it may have to decline the enrolment, the Principal will be involved, seeking advice from AIS and communicate the preliminary decision to the family. The school must be able to demonstrate that it is unable to meet that student’s needs without unjustifiable hardship, having regard to the student’s current condition and prognosis.

Before making a final decision about adjustments to be made, or declining an application for enrolment, the Principal must have communicated the preliminary decision to the family and invite their input to the school.

Any final decision and communication will be made by the Principal.

Definitions:

Adjustments are measures/actions that identify the type and level of support required by the student with a disability or additional needs to access and participate in all aspects of school life.

An adjustment is reasonable if it balances the interests of all parties affected. Issues which are relevant to the balancing exercise include:

- the impact of the disability itself on the student
- the views of the student or associate (this includes parents/guardians) of the student
- the effect of the proposed adjustment on the student
- the effect of the proposed adjustment on others including students and staff
- the costs and benefits of making the adjustment
7 School Policies

The purpose of all policies at Casuarina Steiner School is to promote student learning and well-being and to build positive relationships in the Casuarina School community.

Casuarina School believes in the right of all students and teachers to engage in a healthy, nourishing and inspiring learning and teaching environment.

Collaboration and respect between school staff, students and parent(s) or carer(s) are an important feature of Casuarina Steiner School and the education we offer to our community.

When parents enrol their children at Casuarina School they enter a partnership with the school. This partnership is based on the commitment to provide students with opportunities to learn and grow within the framework outlined by the Casuarina School Curriculum. Casuarina School’s policies uphold this framework.

<table>
<thead>
<tr>
<th>Policy</th>
<th>Changes in 2014</th>
<th>Access to full text</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Welfare</td>
<td>While routine review was made of the policy in 2014, no changes were made.</td>
<td>The full text of this policy can be accessed through the School Office, from the Principal, from the School’s website at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></td>
</tr>
<tr>
<td>Disciple</td>
<td>In 2014 the Levels of Behaviour Support in this policy were reviewed and refined by the Student Welfare Coordinator, the Learning Support coordinator and the College of Teachers. No changes to the policy were made.</td>
<td>Casuarina’s Discipline policy is detailed in the Student Welfare and Discipline Policy document. This can be accessed through the School Office, from the Principal and is available online at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></td>
</tr>
<tr>
<td>Bullying and Harassment</td>
<td>Complaints or Grievances Resolution</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
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<td></td>
</tr>
<tr>
<td>Bullying and harassment will not be tolerated at any level at Casuarina School. The School policy provides processes for responding and managing allegations of bullying, including instances being reported as soon as possible to the Principal and recorded via Incident report. This record is kept and parents are informed to ensure a collaborative and effective resolution of the problem</td>
<td>Casuarina School Anti-Bullying Policy and Procedures are detailed in 'Whole School Anti-Bullying Approach' in the Student Welfare and Discipline Policy document. This can be accessed through the School Office, from the Principal and is available online at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>The 2014 review of the levels of Behaviour Support in the SW&amp;D policy included review of management of Bullying and Harassment procedures by the Student Welfare Coordinator, the Learning Support coordinator and the College of Teachers. No changes to the policy were made.</td>
<td>The full text of this policy is available through the School Office, from the Principal and on the School's website at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></td>
<td></td>
</tr>
<tr>
<td>Casuarina School Anti-Bullying Policy and Procedures are detailed in 'Whole School Anti-Bullying Approach' in the Student Welfare and Discipline Policy document. This can be accessed through the School Office, from the Principal and is available online at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></td>
<td>It is provided to staff via the Staff Handbook. Parents receive this in the Parent Handbook upon enrolment with updates provided and reminders in the school newsletter.</td>
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<td>The Grievance Procedure adopted by the Casuarina School is based on Natural Justice, which allows all parties to be heard and to hear claims being made.</td>
<td>It is provided to staff via the Staff Handbook. Parents receive this in the Parent Handbook upon enrolment with updates provided and reminders in the school newsletter.</td>
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# School-Determined Improvement Targets

## 8.1 Achievement of priorities identified in the school's 2013 Annual Report

<table>
<thead>
<tr>
<th>Area</th>
<th>Priority</th>
<th>Achievement</th>
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| **Strategic Planning**| • Develop 5 year strategic plan addressing all levels of activity in the School including leadership, teaching, students, parent community, engagement with our local community, and facilities.  
• Develop and implement staff performance appraisals and link with professional development plans  
• Identify and develop key goals to support positive engagement of parent and broader community | • Developed Strategic Intent supported by 4 Pillars of Leadership, Teaching and Learning, Sustainability and Community. Action plans were developed for each pillar and included the Clarification and development of leadership skills at Casuarina, establishing a best practice mentoring framework for teachers, embedding a sustainable financial framework and clarifying and enhancing parental engagement in the School and broader community  
• A new Teacher performance appraisal framework was developed with staff with an implementation plan across 2015, commencing with a Self-Evaluation questionnaire in Term 1 2015. |
| **Teaching and Learning** | • Continue to strengthen support for teachers and students with additional learning needs through inclusive education practices  
• Review professional development plans with teachers | • Conducted Learning Support conference based around Universal Design for Learning and Inclusive education principles, attended by class teachers and aids  
• Embedding Excellence T&L action team Commenced research into best practice mentoring and coaching systems to advise Principal and College regarding this. |
| **National Curriculum** | • Continue support for the SEA in their development of the National Steiner Curriculum including integration with BoS NSW curriculum requirements | • Ongoing involvement and liaison with Steiner Education Australia through delegates meeting, briefings and participation with regional Steiner leadership regarding registration and curriculum |
| **Marketing and Communication** | • Implement strategies to further develop the school's profile  
• Update website to enhance user access  
• Enhanced communication to all stakeholders | • Principal participation in AIS based research by Deloitte Access Economics into trends in Independent Education in NSW til 2050  
• Principal commenced formal Companion Mentoring program with AIS NSW  
• Appointed part time Marketing specialist, developed and implemented an annual marketing and engagement program.  
• Ongoing review and improvement of website and other media promotion including Face book and online calendar |
### 8.2 2015 Priorities — Areas for improvement

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<tr>
<th>Area</th>
<th>Priority</th>
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</table>
| Strategic Planning  | • Implement the action plan developed across 2014 through the Embedding Excellence program addressing all levels of activity in the School under the 4 key Pillars of Leadership, Teaching and Learning, Sustainability and Community.  
                              • Implement staff performance appraisals and link with professional development plans  
                              • Implement key goals to support positive engagement with stakeholders                                                                 |
| Teaching and learning | • Continue to strengthen support for teachers and students with additional learning needs through inclusive education practices and integrated aids support program throughout the school.  
                              • Continue to enhance pedagogical studies within the College of Teachers  
                              • Implement and review evaluation and professional development plans with teachers                                                                 |
| Curriculum          | • Continue support for the SEA in the roll out of the National Steiner Curriculum in line with the roll out of the Australian National curriculum including integration with BoS NSW Curriculum requirements |
| Governance          | • Review governance structures and practices at Casuarina School and implement improvements in line with new regulatory requirements introduced in September 2014. |

### 9. Initiatives promoting respect and responsibility

At Casuarina Steiner School, we want all students to know they are valued and integral members of the school community with parents and staff providing the care and support students need. We provide and promote activities that engender self-esteem, mutual respect and responsibility. The school fosters an atmosphere of reverence and respect through many practices on a daily, weekly and seasonal basis. Casuarina implemented an ongoing Peer Support program in Term 3 2014. This program will be run annually to build and enhance respect and responsibility throughout the school.

Care for the environment is promoted through our Environmental Education Policy as well as standard practices in the school including gardening, composting, and recycling and being part of the Water Wise School network.

Respect for Aboriginal and Torres Strait islander people is promoted through the strong Gumbaynggirr components of our curriculum, which includes having an indigenous cultural advisor working with students, teachers and families throughout the year in classes and with Acknowledgement and Welcome to Country as part of assemblies and events, and through celebrating Gumbaynggirr and other indigenous songs, stories and cultural activities throughout the year.

Programs like Life Education Van, Buddy and Peer Support Programs, and Festival celebrations enhance and promote school values and ethos. Harmony Day celebrates cultural diversity and difference. Older students are encouraged to look after their younger "buddy" both in the playground as well as in structured buddy activities. Older classes help to organise school events such as Main Lesson Sharing, festivals and sporting activities.

Class Camps are greatly valued as an opportunity for students to live and learn together in an outdoor atmosphere, developing strategies for co-operation, responsibility and working as part of a team. On camp students must learn how to problem solve, be resilient and flexible, respecting the needs of others at all times. The senior classes run regular camp fundraising events that promote and encourage community. They interact with the parent body and learn to take responsibility for the planning, preparing and holding of community events.
10. Student, Parent and Teacher Satisfaction
Casuarina Steiner School strives to be an engaged and positive part of the wider community that is open to all students, parents and staff. We have a wide variety of communication within our community and in this way make our community open and available to all.

The Casuarina Chronicle was distributed in 2014 to all parents and other relevant stakeholders fortnightly via email and if this is not possible, a hardcopy is available through the Office. The Chronicle provides a regular window into activities at all levels of the School and community. All feedback is welcomed.

Parents are able to be involved in and give feedback to the School in a variety of ways, including Parent and Friends, Craft Groups, Class-carers Group and the Spring Fair group to name a few.

Parents are also encouraged to share the educational experiences with their children. Parents can attend weekly assemblies on a Monday morning, as well as experiencing classroom activities across the school at the Main Lesson Sharing held 2-3 times per term. These sessions are times for parents to see their child/ren present aspects of their current lessons as well as to see what other classes are doing.

Parents also join classes for craft, reading and other specialist activities. Class meetings are held each term and parent-teacher interviews are available each semester.

Parent Satisfaction
Parent satisfaction in 2014 was gauged through formal and informal feedback sought and provided through parent meetings, parent discussions with management and staff and through the various parent activity groups like P&F, class-carers, craft group and involvement in the Embedding Excellence sessions held across the year. The constructive and honest feedback received was used to inform key areas of development and practice in the School. The majority of parents expressed satisfaction with their child/ren’s education at Casuarina.

Student satisfaction
In informal conversations with students of all age groups there was a common consent that students enjoy being at school and are excited to learn new things. They are very engaged in learning and enjoy the wide range of activities offered. Students are confident to approach teachers and other staff with their questions and issues and feel heard and cared for.

The Class Teacher model used at Casuarina School, where at teacher stays with a class group across Classes 1-7, supports communication and assessment of student satisfaction through the trusting and mutually respectful relationships which develop over time.

Teacher satisfaction
At Casuarina we have a generally high teacher retention rate. Teachers are highly committed to the school, its values and curriculum and contribute many hours to extracurricular activities.

Teachers had the opportunity in weekly meetings to discuss issues or concerns with their peers or could arrange to speak individually with the Principal or Executive to address more personal concerns. In 2014, the Board met 2 times with the College of Teachers to support communication and identification of any issues around satisfaction with the staff. Formal and informal feedback from teachers and discussions with the Principal, Executive and members of the Collegiate indicates during 2014, while there are identified areas for improvement to enhance the educational services we provide, staff were generally satisfied in 2014.
11 Summary financial information

The following charts show income and expenditure percentages and are a representation of the information provided to the Commonwealth as part of our NSW State reporting requirements and in accordance with our agreement with the Commonwealth.

(a) Recurrent/capital income represented by pie chart

(b) Recurrent / capital expenditure represented by pie chart