



# Casuarina Steiner School

Inspiring the Head, Reaching the Heart

## Annual Report 2016

## Table of Contents

1.	MESSAGE FROM KEY SCHOOL BODIES	3
1.1	Chairperson of the Board	3
1.2	Principal's Report	4
2.	CASUARINA SCHOOL	6
2.1	School Context	6
2.2	Our students (characteristics of our student body)	6
3.	STUDENT PERFORMANCE IN NATIONAL TESTS	7
4.	PROFESSIONAL LEARNING AND TEACHER STANDARDS	7
4.1	Professional Learning	7
4.2	Teaching Standards	8
5.	WORKFORCE COMPOSITION 2016	8
6.	STUDENT ATTENDANCE	9
6.1	Average Attendance Rates	9
6.2	Management of Non-attendance	9
7.	CASUARINA STEINER SCHOOL ENROLMENT POLICY	10
8.	SCHOOL POLICIES	17
9.	SCHOOL-DETERMINED IMPROVEMENT TARGETS	19
9.1	Achievement of priorities identified in the school's 2015 Annual Report	19
9.2	2017 Priorities — Areas for improvement	20
10.	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	21
11.	STUDENT, PARENT AND TEACHER SATISFACTION	22
12.	SUMMARY FINANCIAL INFORMATION	24

# 1. Message from Key School Bodies

## 1.1 Chairperson of the Board

### **Chair's Report for the Annual Report 2016**

It is my pleasure to write this report for 2016 on behalf of the board of directors at Casuarina Steiner School. The board directors are representative of families' present and past as well as past teachers. The school leadership team including the Principal, Business manager and Chair of College, attends each meeting. The school accountant attends every second meeting and keeps us well informed about the financial status as well as our statutory requirements. We are always looking for members of the community to join our board and contribute to the governance of the school. We meet on the third Monday, each month at 4.00 p.m. If you would like any more information about this, please speak to the principal.

The current board met fifteen times in 2016 including on three separate Saturday mornings. The role as board member is voluntary and I would like to take this opportunity to thank everyone for his or her dedication and contribution of time necessary for overseeing the governance of our wonderful Steiner school.

Whilst we are primarily involved with the business of governance we also hold the vision of our school and its rich history deep within our hearts. I think I can speak for all when I say that we are committed to creating a strategic plan that ensures our school deliver the wonderful pedagogy of Rudolf Steiner well into the future.

The theme of 2016 was to create stability and strive for excellence in education. These goals were attained primarily by the leadership team closely supported by the board resulting in the creation of sustainable and dynamic processes that will continue to deliver excellent outcomes for students, staff and families over time.

In 2017 we are hoping to broaden our reach in the local community and continue to promote our school and philosophy of education. In these unpredictable times young people need to adapt to rapidly changing circumstances. We need creative thinkers with a strong sense of ethics and leadership to navigate the world they inherit. The board is committed to ensure that Casuarina Steiner School will continue to offer an education that creates these qualities in young people and that as a community we remain relevant, viable and strong.

Thank you.

Rowena Bianchino  
Board Chair

## 1.2 Principal's Report

Looking back over my first year in the role of the principal of Casuarina I feel humbled by the amount of support and goodwill the school community has expressed towards me. It was a year of orientation, learning and growing into my new role. It is of great importance to me to maintain and build a relationship with all students, staff and parents at our school.

It was also a year of significant staff changes both in administration and education.

After many years of working with us our front office staff member moved on at the end of last year. We wish her all the best for her new endeavors. We warmly welcomed our new admin staff member who has taken to the new role very quickly.

Our new Language teacher was appointed and started teaching Italian this year. He brings a wealth of experience in linguistics and teaching languages as well as a committed and enthusiastic personality. During the year he applied for the class one position 2017 and was appointed.

The school year started without our Learning Support Coordinator, who had taken a year's leave and subsequently resigned from her position as Assistant Principal and Learning Support Coordinator later in the year. I express my heartfelt gratitude for all her dedication and commitment to our school and the learning of the children in our care over the years of her employment at Casuarina.

After initially filling the Learning Support Coordination position in an interim role the position is now again permanently covered.

The unexpected death of a music tutor here at Casuarina overshadowed term one. During his long connection with Casuarina School he contributed to the growth of our school as music and eurythmy teacher, administrator, educator and general supporter of the Steiner pedagogy. Before he passed away he taught private music lessons at Casuarina. In a community celebration of his life his many contributions to our school were honoured.

All staff started the school year with a retreat in Bellingen. After teaching staff and learning assistants worked collaboratively on aspects of their respective roles, the rest of staff joined us for a shared meal. This gave us an opportunity to start the school year together with a shared impulse, time to spend together discussing and planning aspects of the coming year and refreshing our connection to our vision:

*At Casuarina we endeavor to nurture the children in the spiritual, artistic and intellectual environment of Rudolf Steiner Education. We endeavor to educate head, heart and hands in every child so that a harmony in all three may be achieved as the 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.*

Our vision is reflected in the Steiner curriculum that addresses all faculties of a child, is anchored in the understanding of stages of child development and a phenomenological approach to the world. It is always a highlight to walk through

the school and see these principles in action, to watch the children grow based on intrinsic motivation to learn and succeed.

In 2016 our school was invited to take part in the AIS funded project 'Inclusive Schooling'. Through surveys with many stakeholders a status quo was evaluated and areas of focus for further exploration and learning identified. This project has a focus on how to meet a variety of educational needs better. 'Educational needs' are defined not only as academic achievements but also by social emotional and welfare needs. Enhanced exchange and peer learning opportunities for teachers and other educational staff are in planning for 2017 with the aim to create an embedded culture of teamwork for the benefit of our students. This project ties into the 'Teaching and Learning' Pillar of the Embedding Excellent.

One of our long standing and well respected class teachers will be on Long Service Leave in 2017 after having taken two groups of students from class one through to class seven and class six respectively. I thank her for her excellent work and commitment to our school over these last 13 years and look forward to her return after leave.

I would like to finish my report with a heartfelt thank you to all our dedicated staff from teachers, to support staff in education, garden and maintenance as well as in the administrative corner of our school. Their daily commitment to the education of the children in our care make a difference.

Many thanks also go to all parents and carers who support our educational approach in so many various ways. A school is a complex organization with many people working together with a vision of a better future for our children. This interdependence is very well expressed in the notion of '*You are therefore I am*'.

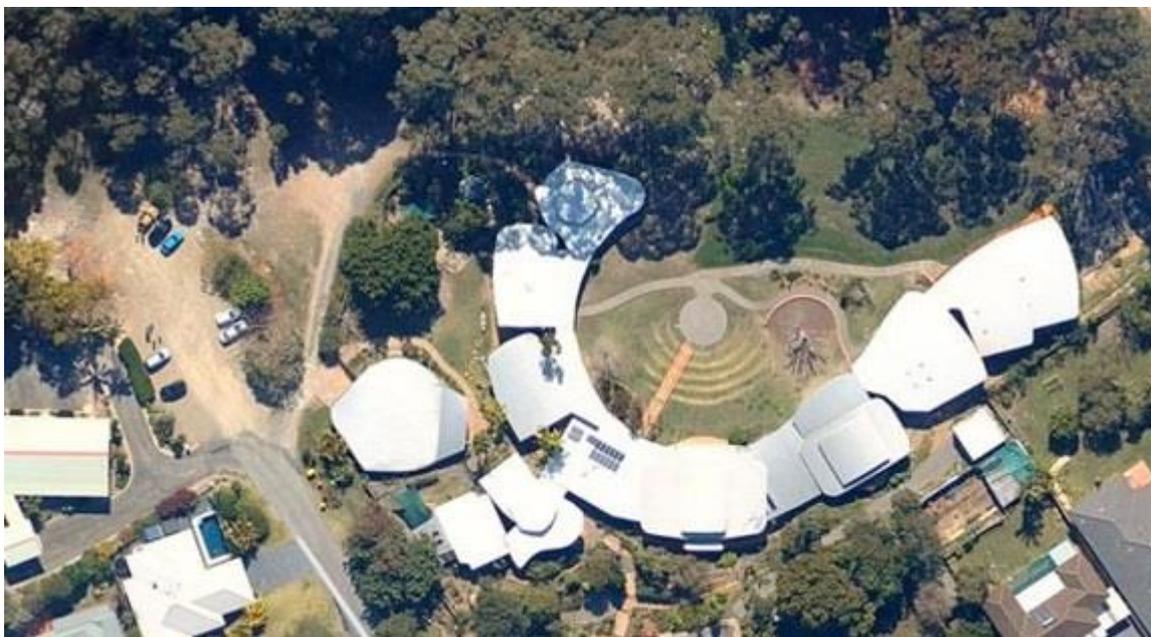
Elsbeth Haenggi  
Principal

## 2. Casuarina School

### 2.1 School Context

Casuarina Steiner School is a Non-Government Primary school, registered with the Board of Studies N.S.W. Kindergarten to class 6. 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.



### 2.2 Our students (characteristics of our student body)

Average enrolments across 2016 were 129 students, K-6. For further student information please see the My Schools website: <http://www.myschool.edu.au>

### 3. Student Performance in National Tests

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 2016 the following professional development activities were undertaken:

Description of the Professional Learning Activity	No. of Staff
<b>School Internal</b>	
<b>Retreat at the beginning of school year:</b> Aspects of the Steiner Pedagogy and Philosophy were discussed and deepened.	15
<b>Weekly College meetings:</b> Pedagogical topics are discussed on a weekly bases. 'Child development and the curriculum', 'The Right to play', a review of the Casuarina music curriculum and its implementation were some overarching topics apart from festival preparations, student welfare discussions and other regular topics.	9
<b>AIS</b>	
NCCD refresher workshop	1
Principal Induction Course (annual course)	1
AIS briefing for Boards & Staff (1/2 day)	1
Inclusive Schooling (ongoing)	15
<b>Steiner PD</b>	
GLAM Conference (2 days)	2
SEA Bursars Conference (1 day)	1
SEA ELF (Educational Leadership Forum)	1
SEA Teachers Conference (4 days)	1
Glenaeon Class Teacher Curriculum Intensives	1
SEA Delegate Conferences – 2 days	1
Steiner Regional Leader's meeting (1 day)	2
Peer learning/exchange at other Steiner School	1
<b>Other</b>	
'Impulse control and distractibility' Webinar	1
SMART (Strategies for Managing Abuse Related Trauma) 6 hours	1
Trauma-Informed Care and Practice (2 days)	1
Sand Therapy	1
MHPN 'Working together to recognise and treat complicated grief' Webinar	1
'Making it a Success' Teaching and Behaviour strategies for students with ASD	2
Mental Health first aid training (2 days)	1
Institute of Multi-Sensory Linguistic Education (1 week)	2

## 4.2 Teaching Standards

Category	No. of Teachers
(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	10
(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	1
(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.	0

## 5. Workforce Composition 2016

In 2016 the school was led by Elsbeth Haenggi (Principal). She worked in close collaboration with Taja Steinbeck (Business Manager), Rowena Parkes (Interim Learning Support Coordinator) and with the College of Teachers. Teaching staff comprises class teachers and specialist support including Learning Support, language and music.

The Principal Executive (Principal and Business Manager) was supported by the Book-keeper and the Office reception.

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

Teaching Staff	13
Full Time Equivalent Teaching Staff – Primary/Secondary	9.3
Non-teaching Staff	12

Full-time equivalent non-teaching staff – Primary/Secondary	5.5
---	-----

## 6. Student Attendance

### 6.1 Average Attendance Rates

Class	Average Attendance Rate
Kindergarten	86%
Class 1	93%
Class 2	88%
Class 3	88%
Class 4	93%
Class 5	92%
Class 6	92%
<b>Total School Average attendance rate for 2016</b>	<b>90%</b>

### 6.2 Management of Non-attendance

Rhythm and form are intrinsic to the school day, and punctuality which engenders a healthy respect for work and study – is considered very important. Students should be at school with enough time to feel relaxed and ready when classes begin. The continuity and rhythm of lessons from day to day and from week to week are important and require attendance from beginning to end. If a student arrives late to class, they must wait for permission from the teacher before entering so as not to disrupt the lesson in progress.

- It is essential that all students arrive at school on time
- It is essential to the curriculum and the class that all students experience the opening of the day together.
- It is expected that students attend school except in cases of illness.
- It is expected that the students complete the full school term with their class before going on vacation.

Attendance is monitored by the Class Teacher and Office Staff. Parents/Guardians will be contacted by the school via phone or SMS on the day of an absence without notice.

Attendance is taken daily at the beginning of the school day by the Class Teachers and the school office is notified where attendance is recorded in the school's database. Reports are generated regularly and provided to the Principal and Executive for review. Any students in danger of falling below the required attendance level are referred to their Class Teachers for follow up.

We require at least two weeks' notice in writing where possible for special leave to be approved. Parents are to complete the Application for Exemption from Attendance at School, available from the office and returned for authorisation by the school principal. Approval may be granted by the Class Teacher in respect of absences not exceeding two days and in other cases by the Principal.

## 7. 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

## **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.
- 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).
- 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:
  - previous school or preschool reports, noting current achievements and areas of need
  - psychologist's report documenting functional skills and recommended strategies for working with the student
  - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
  - occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
  - medical specialist reports identifying issues which need to be considered by the school
  - 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.
  - 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

## 8. School Policies

Policy	Changes in 2016	Access to full text
<p><b>Student Welfare</b></p> <p>Casuarina Schools approach to student welfare is detailed in the Student Welfare and Discipline Policy. The purpose of this document is to outline how the school seeks to provide a safe and supportive environment to support the mental, physical and emotional well-being of all students at all times. It is designed to promote learning and build positive relationships in the Casuarina School community.</p> <p>The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment.</p> <p>Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Student Welfare at Casuarina and based on principles of procedural fairness.</p>	<p>While routine review was made of the policy in 2016, no changes were made.</p>	<p>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></p>
<p><b>Discipline</b></p> <p>The school prohibits the use of corporal punishment in disciplining students attending the school. The school doesn't not explicitly or implicitly sanction the administering of corporal punishment by non-school</p>	<p>While routine review was made of the policy in 2016, no changes were made.</p>	<p>Casuarina's Discipline policy is detailed in the Student Welfare and Discipline Policy document. This can be accessed through the School Office, from the</p>

<p>persons, including parents, to enforce discipline at the school.</p> <p>Behaviour management actions are based on procedural fairness. Parents are involved in the processes of procedural fairness when sanctions result in suspension or expulsion of a student. Disciplinary actions do not include exclusion.</p>		<p>Principal and is available online at <a href="http://www.casuarina.nsw.edu.au">www.casuarina.nsw.edu.au</a></p>
<p><b>Bullying and Harassment</b></p> <p>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.</p>	<p>While routine review was made of the policy in 2016, no changes were made.</p>	<p>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></p>
<p><b>Complaints or Grievances Resolution</b></p> <p>Casuarina School values the diversity within the school community and it is our intention to work together to achieve harmony and consensus. Our school believes that a strong grievance procedure is one of many mechanisms for achieving harmony and consensus amongst a diverse group of people.</p> <p>It is not always possible to achieve perfect harmony amongst people of different views. Acceptance, however, of those differences and demonstrating a willingness to work collaboratively are important characteristics of a member of a Steiner School community.</p> <p>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.</p>	<p>No changes were made to this policy in 2016.</p>	<p>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></p> <p>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.</p>

## 9. School-Determined Improvement Targets

### 9.1 Achievement of priorities identified in the school's 2015 Annual Report

Due to the retirement of Toni Wright-Turner and hand over to Elsbeth Haenggi some of the priorities had to be changed or delayed.

Area	Priorities	Achievements
<b>Strategic Planning</b>	Policy review <ul style="list-style-type: none"> <li>➤ Review staff code of conduct</li> <li>➤ Review Welfare &amp; Discipline Policy</li> </ul>	Policy reviews are in progress or planning phase.
	Implement external staff appraisals.	Up to two teachers were scheduled to be externally appraised this year. One teacher was appraised externally this year.
	Continue working on strategic plan (EE) under the 4 key Pillars of Leadership, Teaching & Learning, and Sustainability & Community with a focus on Teaching & Learning and Leadership.	Work continued on the strategic plan with a focus on re-vitalising the community Pillar and the teaching and Learning Pillar.
<b>Teaching &amp; Learning</b>	Continue to strengthen support for teachers and students with additional learning needs through inclusive education practices and integrated aids support program.	Participation in the AIS funded program 'Inclusive Schooling'. This project initially surveyed our practices and identified areas of strength and challenges. One of the areas identified was the systematic collection of data for, as and of learning. This will be a main focus of College work in 2017.
	Pedagogical studies within the College of Teachers with a termly topic to allow for depth of study.	Weekly Collegiate meetings throughout 2016 provided the opportunity for collegial discussion of pedagogical and student matters. A set amount of time was defined for artistic work and pedagogical focus discussions. The College of teachers has worked on the following topics: Child development and its

		reflection in the Steiner Curriculum, 'The right to play', a review of the music curriculum amongst other smaller topics.
	Implement and review evaluation and professional development plans with teachers.	Teachers attended PD relevant to their identified professional needs.
	Review and embed teaching and learning strategies for a differentiated class room	Differentiated class room strategies are being reviewed and a structure for time release planned that allows for peer learning/coaching.
<b>Curriculum</b>	Review and determine school wide approaches to programming	Program builder as a programming platform was looked at and the majority of teachers have adopted working with Program Builder.
<b>Governance</b>	Pre 2004 School Teacher Accreditation Review governance structures and practices at Casuarina school and implement improvements in line with new regulatory requirements introduced in September 2014	Pre 2004 School Accreditation is on track.

## 9.2 2017 Priorities — Areas for improvement

Area	Priority
<b>Strategic Planning</b>	<ul style="list-style-type: none"> <li>➤ Embed the EE framework of strategic planning and continue working under the four key Pillars of Leadership, Teaching and Learning, Sustainability and Community</li> <li>➤ Policy reviews and updating of staff handbook in preparation for registration in 2018</li> <li>➤ Strengthen the work of the College of Teachers</li> <li>➤ Further improve communication channels throughout the school</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>➤ In the framework of the Inclusive Schooling project enhance understanding and skill sets relating to data collection and differentiated teaching</li> <li>➤ Release structure that supports and enables peer coaching (teaching staff)</li> <li>➤ Familiarise all staff but in particular pre – 2004 teachers with the Professional Standards for Teachers</li> </ul>

<p><b>Curriculum</b></p>	<ul style="list-style-type: none"> <li>➤ In the framework of the Inclusive Schooling project enhance understanding and skill sets relating to data collection and differentiated teaching</li> </ul>
<p><b>Governance</b></p>	<ul style="list-style-type: none"> <li>➤ Preparation for registration in 2018</li> </ul>

## 10. Initiatives promoting respect and responsibility

At Casuarina Steiner School, we want all students to recognise they are valued and integral parts 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.

Care for the environment is promoted through our Environmental Education Policy as well as initiatives such as No Waste Wednesday and being part of the Water Wise School network.

Respect for Aboriginal and Torres Strait islander people is promoted through the curriculum, events with Aboriginal Elders, Welcome to Country, songs, stories and cultural activities.

Programs such as the Peer Support programs, Life Education Van, Buddy 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.

## 11. 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.

Our Casuarina Newsletter is distributed to all parents and other relevant stakeholders weekly via email and if this is not possible, a hardcopy is available through the Office.

The Casuarina Chronicle provides a regular (termly) window into pedagogical topics and 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 seeing sharing in classroom activities across the classes 1-6 at the Main Lesson Sharing held in Week 5 each 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 2016 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 individual interactions between parents and the principal 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 – not surveyed – add anecdotal see 2016**

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.

## **Teacher Satisfaction**

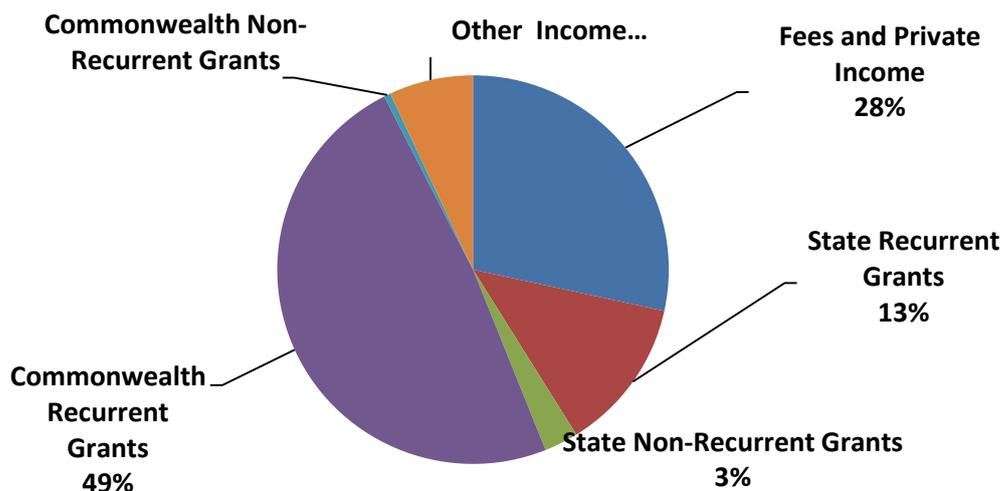
At Casuarina we have a generally high teacher retention rate. Teachers are highly committed to the school, its values and curriculum and contribute many hours to extracurricular activities.

Teachers had the opportunity in weekly meetings to discuss issues or concerns with their peers or could arrange to speak with the Principal, Executive or individually with Executive members to address more personal concerns. In 2016, the Board met once 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 and Executive indicates during 2016 staff were generally satisfied in 2016.

## 12. 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

