



Casuarina Steiner School

Inspiring the Head, Reaching the Heart

Annual Report 2017

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 (Contextual Information)	6
2.1	School Context	6
2.2	Our students (characteristics of our student body).....	7
3	Student Performance in National Tests	7
	NAPLAN Results	7
4.	Professional learning and teacher standards.....	8
4.1	Professional Learning	8
4.2	Teaching Standards	9
5	Workforce Composition 2016.....	10
6	Student Attendance	11
6.1	Average Attendance Rates.....	11
6.2	Management of Non-attendance	11
7	Casuarina Steiner School Enrolment Policy.....	12
8	School Policies	20
	Policy	20
	Changes in 2016	20
	Access to full text	20
	Student Welfare.....	20
	Discipline	20
9	School-Determined Improvement Targets	22
9.1	Achievement of priorities identified in the school's 2015 Annual Report.....	22
9.2	2017 Priorities — Areas for improvement	23
10.	Initiatives promoting respect and responsibility	24
11.	Student, Parent and Teacher Satisfaction.....	25
	Parent Satisfaction	25
	Student satisfaction –not surveyed – add anecdotal see 2016.....	26
	Teacher satisfaction	26
12	Summary financial information	27

1 Message from Key School Bodies

1.1 Chairperson of the Board

Chair's Report for the Annual Report 2017

It is my pleasure to write this report for 2017 on behalf of the Board of Directors at Casuarina Steiner School. We are happy to report that our school has received a sound result from the Auditors this year. The school remains strong and able to continue to deliver our core business, Steiner education. This great report is the direct result of the steady hand of our leadership team, Elsbeth Haenggi (Principal), Taja Steinbeck (Business Manager), Julie Thomas (College Chair) and Therese Sames (Accountant) all supported by Alison Hartmann.

In 2018 our school is required to complete the NESAs re-registration process, which happens every five years. Both the Leadership Team and the College of Teachers are working on reviewing and updating the policies and procedures of our school and outline the values and expertise underpinning our curriculum. We would like to thank Elsbeth for driving and coordinating this process.

This year the Board met eleven times and had two extra meetings on a Saturday morning. We also attended the AIS professional learning day at Chrysalis, where all aspects of compliance was discussed, and had our own professional development event with Therese Sames. We attended joint Board/College meetings on the third Thursday of each term and enjoyed those times, meeting with the College and sharing food. Together we were able to share ideas about our school and our roles within it, and discuss the philosophy underpinning the education. I would like to thank Marg Coutts and Lana Risi for taking up the Executive roles of Secretary and Treasurer respectively.

In 2018, we will continue to work towards broadening the reach of Casuarina Steiner School, in the local community and promote the value of our philosophy of education. The Board is committed to ensure that Casuarina continues to offer an education that creates qualities of fair mindedness, leadership, creativity and innovation in our students and is at the same time a great place to work.

I would like to take this opportunity to thank our current and past Board members for their dedication and contribution of time, which is essential for overseeing the governance of our wonderful Steiner school here in Coffs Harbour. 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. The Board is committed in its support for Elsbeth, the College of Teachers and the entire school community in delivering the wonderful pedagogy of Rudolf Steiner well into the future.

Rowena Bianchino

Chairperson of the Board

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.

Staff changes

During the year 2016 our language teacher applied for the class one position 2017 and was appointed. He started his first round as a Class teacher in 2017 and has been warmly welcomed by both staff and community.

A new Italian teacher was therefore appointed and the language continued to be taught in 2017.

Our Learning Support Coordinator (LSC) was permanently appointed after an interim period of time. In 2017 the focus of the Learning Support Coordinator and the Learning Support Team was the introduction and embedding of the Multi-Sensory Language Education (MSLE). MSLE is now both integrated in class room practice as well as part of the literacy support program.

Unfortunately our LSC left our school at the end of 2017 due to personal commitments and the position had to be advertised again in early 2018. I express my heartfelt gratitude for her dedication and commitment to our school and the learning of the children in our care during the time of her employment at Casuarina.

Our former music and choir teacher went overseas in 2017 and our strings teacher was appointed as our new music teacher.

A staff member returned after a long service break and is working in a part time capacity to allow further studies.

Teaching and Learning – highlights

Our *class six students graduated* at the end of the year – an event that was celebrated with the students, parent and staff at our Graduation Dinner. Their class teacher taught and guided the students over the last six years during which time a deep understanding of the children and a strong bond with the families could grow and develop. The class teacher was thanked wholeheartedly for her outstanding work and commitment to the students.

Our *strings and music programs* are now dovetailed allowing a further deepening of the music education at Casuarina. A strings camp was hosted at Casuarina and saw 63 students from four different Steiner Schools of the region work together. The school turned into a wonderful space where music sounded from many rooms culminating in a concert given for the school community

This was a very memorable event for all students and was only possible due to excellent coordination and teamwork between the music and class teachers of the respective schools and deserves our heartfelt gratitude.



In 2017 the College of Teachers started reviewing the Casuarina music curriculum and worked on an approach to programming with the intent to create a school wide resource. Both project are near completion.

All staff started the school year with two days of staff training. Teaching staff and learning assistants worked collaboratively on aspects of their respective roles. 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 and mission.

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 2017 our school continued working with the AIS funded project 'Inclusive Schooling'. 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. In 2017 staff worked on enhancing exchange and peer learning opportunities for teachers and other educational staff 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.

I would like to finish my report with an expressed gratitude for 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 Haengi

Principal

2 Casuarina School (Contextual Information)

2.1 School Context

Casuarina Steiner School is a Non-Government K-6 Primary school, registered with NESAs. 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 and the ocean.



At Casuarina Steiner School we believe that:

- Education is a journey, not a race
- Play is the serious work of early childhood
- Learning takes place with hands, heart and head
- By protecting the right to childhood we are creating abilities for life

Our Vision

The vision of Casuarina Steiner School is to develop creative young people with a passion for life-long learning, an understanding of the unique contribution they can make to the world and a holistic sense of care for the environment and people.

Our Mission

Casuarina School is committed to nurture the children in the spiritual, artistic and intellectual environment of Steiner Education.

We engage children through educating the head, heart and hands so that harmony in all three may be achieved as the foundation for balanced, responsible and free human beings.

We enable children to be innovative and guide them towards self-responsibility while being mindful of the rights of others.

Casuarina Steiner School provides an education that is based on a balanced approach to learning. Alongside a very high standard of academic education, our curriculum places great importance on educating the head, heart and hands, thereby educating the whole person intellectually, artistically, socially and morally, so as to develop each student's innate self-discipline and strength of body and will. Our next generation will need to be effective problem solvers, be adventurous to thrive in a changing world, strong to face the moral and ethical challenges that lie ahead and creative to bring out the beauty in the world and in themselves. Based on the Steiner principles, we offer a nurturing environment to address the changing needs and capabilities of children at each stage of their development. Our methods of teaching ensure deep and rounded learning.

2.2 Our students (characteristics of our student body)

Average enrolments across 2017 were 127 students, K-6. For further student information please see the My Schools website: <http://www.myschool.edu.au>

3 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 2017 the following professional development activities were undertaken:

Description of the Professional Learning Activity	No. of Staff
School internal	
Retreat at the beginning of school year: Aspects of the Steiner Pedagogy and philosophy were discussed and deepened 2 days	15
Weekly College meetings: 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 2.5 hours/week	9
Introduction to Multi-Sensory Language Education (MSLE)	8
Module 1 Sexual and Gender diversity - Introduction	11
Induction/mentoring for young teachers weekly session 1.5 hours	2
AIS	
NCCD making consistent teacher judgements	2
Principal Induction Course (annual course) last module	1
AIS briefing for Boards and Staff (1/2 day)	2
Child protection Investigation	1
Inclusive Schooling (ongoing)	15
Child protection legislation: reportable conduct and allegations against employees online module	36
Adaptive leadership	1
NESA registration only workshop	2
NESA Registration briefing	2
Spring into Wellbeing	1
The Principles of purposeful programming online module	1
The business of social media in schools	1
Steiner PD	
GLAM conference (2 days)	2
SEA Bursars Conference (1 day)	1
SEA ELF (Educational Leadership Forum)	1
SEA Teachers Conference (4 day)	2
Glenaeon Class Teacher Curriculum Intensives	2

SEA Delegate Conferences — 2 days	2
Steiner Regional leader's meeting (1 day)	2
Other	
Institute of Multi-Sensory Linguistic Education (1 week)	1

4.2 Teacher accreditation

Level of accreditation	Number of Teachers
Pre-2004 teachers (accreditation not required in 2017)	5
Conditional	2
Provisional	2
Proficient Teacher	5
Highly Accomplished Teacher (voluntary accreditation)	
Lead teacher (voluntary accreditation)	
Total number of teachers	14

4.3 Teaching Standards

Category	Number 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	13
(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

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	14
Full Time Equivalent Teaching Staff Primary/ Secondary	9.5
Non-teaching staff	12
Full-time equivalent non-teaching staff Primary/Secondary	6.3



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%
Total School Average attendance rate for 2017	90%

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's admin staff by 10:30 am 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 by the Admin staff and provided to the Principal and Executive for review. The Principal is notified of any students in danger of falling below the required attendance level. Minor cases are referred to their Class Teachers for follow up. More serious situations are followed up by the Principal who contacts the parents to discuss the situation, the legal requirements of attendance at school and, where indicated, implements and monitors a Student Attendance Improvement Plan.

We require at least two weeks' notice in writing where possible for special leave to be approved. Parents are to complete the Application for Extended Leave (travel) or 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 this Policy. This Policy is 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 this Policy and also 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

Policy

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.
7. If the student has additional needs, the *Students with Additional Needs Process* 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, permission forms (privacy, homeopathics, etc), 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 SchoolPro
 - 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
- 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

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.

Policy	Changes in 2017	Access to full text
<p>Student Welfare 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. The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment. 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>Routine review was made of the policy in 2017. As the school doesn't offer Out Of School Hours Care anymore this part of the policy has been removed.</p>	<p>The full text of this policy can be accessed through the School Office, from the Principal, from the School's website at www.casuarina.nsw.edu.au</p>
<p>Discipline 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 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>While routine review was made of the policy in 2017, 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 Principal and is available online at www.casuarina.nsw.edu.au</p>

<p>Bullying and Harassment 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 2017, 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 www.casuarina.nsw.edu.au</p>
--	---	---

<p>Complaints or Grievances Resolution</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 2017.</p>	<p>The full text of this policy is available through the School Office, from the Principal and on the School's website at www.casuarina.nsw.edu.au</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 2016 Annual Report

Area	Priorities	Achievements
Strategic Planning	<ul style="list-style-type: none"> • Embed the EE framework of strategic planning and continue working under the four key Pillars of Leadership, Teaching and Learning, Sustainability and Community • Policy reviews and updating of staff handbook in preparation for registration in 2018 • Strengthen the work of the College of teachers <p>Further improve communication channels throughout the school</p>	<ul style="list-style-type: none"> • The embedding of the EE framework of strategic planning has further developed with specific achievements under the pillar Teaching and Learning and community. • Policy reviews were a major focus as the school prepared for the Re-registration process. The staff handbook is on schedule and will be finalized in 2018. • In 2017 the College of teachers have strengthened their work through regular artistic activities, pedagogical studies and regular mentoring sessions as well as Collegiate Conversations.
Teaching and Learning	<p>In the framework of the Inclusive Schooling project enhance understanding and skill sets relating to data collection and differentiated teaching</p> <ul style="list-style-type: none"> • Release structure that supports and enables peer coaching (teaching staff) • Familiarize all staff but in particular pre – 2004 teachers with the Professional Standards for Teachers 	<ul style="list-style-type: none"> • Staff release structure has been implemented to support weekly Collegiate Conversation, peer observations and peer coaching • All teachers have been introduced to the Professional Standards
Curriculum	<ul style="list-style-type: none"> • Review and determine schoolwide approaches to programming 	<ul style="list-style-type: none"> • Program builder as a programming platform is now established school wide • MSL was successfully introduced and implemented in the younger classes. Staff members have undertaken training to implement and further embed MSL throughout the school.
Governance	<ul style="list-style-type: none"> • Preparation for registration in 2018 	<ul style="list-style-type: none"> • Registration preparations are all on track

9.2 2018 Priorities — Areas for improvement

Area	Priority
Strategic planning	<p><u>Teaching and Learning:</u></p> <ul style="list-style-type: none"> • A schoolwide deepening of Steiner pedagogy: artistic, the correlation between child development and curriculum • Annual planning of College work <p><u>Community</u></p> <ul style="list-style-type: none"> • Developing a strong P&F
Teaching and learning	<ul style="list-style-type: none"> • Implementing and embedding MSL throughout the school • Deepening Collegiate conversations, peer observations with a focus on quality differentiated teaching • Data collection and interpretation for learning
Curriculum	<ul style="list-style-type: none"> • Review of aspects of the Steiner Curriculum and its implementation at Casuarina
Governance	<ul style="list-style-type: none"> • Preparation for registration in 2018

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 as being part of the Sustainable Schools Network and 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. 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 afternoons, as well as seeing sharing in classroom activities across the classes 1-6 at the Main Lesson Sharings 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 2017 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. In 2017 two parent satisfaction/feedback surveys were conducted, one after the Spring Fair and one at the end of the school year, with the aim to establish parent satisfaction with various aspects of their child's schooling as well as to provide an opportunity for parent input. The majority of parents participating in the survey expressed great satisfaction (4.1 star average rating) with their child/ren's education at Casuarina. Suggestions were made about how we could improve aspects of our Spring Fair.

End of year parent survey 2017

1. The teachers engage the students in deep learning.
2. Teachers know the subjects they teach well.
3. Teachers are available and willing to engage with students about issues relating to their wellbeing.
4. My child/ren is/are actively engaged in learning.
5. The school has high expectations of students.
6. The school responds effectively when student behaviour is not appropriate.
7. Parents and families are valued as partners in learning and wellbeing.
8. Students learn skills and attributes such as teamwork, critical and creative thinking and problem solving.
9. Class work is appropriately challenging for my child/ren.
10. Teachers know how my child/ren is/are progressing.
11. My child/ren is/are able to communicate what they have learned in class.
12. My child/ren regularly receive/s feedback about their learning from the teacher.
13. Parents are made welcome at school.
14. The school engages meaningfully with the wider community.
15. Teachers communicate effectively with parents.
16. Please let us know the three greatest things about your and your child/ren's experience this year at Casuarina.

17. Please let us know three things we could improve.

Submit

This content is created by the owner of the form. The data you submit will be sent to the form owner.

Never give out your password.

[Privacy and Cookies](#)

Powered by Microsoft Forms

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.

A student satisfaction survey conducted with the upper primary students confirmed the above impressions.

Teacher satisfaction

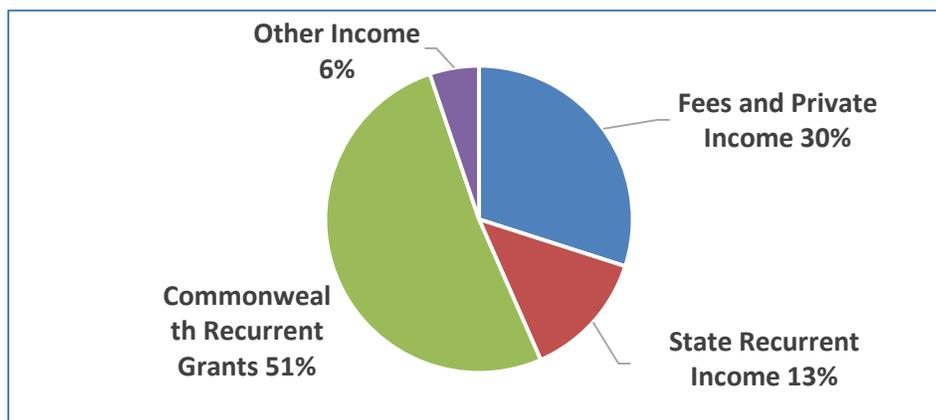
At Casuarina we have a generally high teacher retention rate. Teachers are highly committed to the school, its values and curriculum and contribute many hours to extracurricular activities.

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 2017, the Board met once a term 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 2017.

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

