



# Casuarina Steiner School

Inspiring the Head, Reaching the Heart

## Annual Report 2015

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# 1 Message from Key School Bodies

## 1.1 Chairperson of the Board

### Chair's Report for the Annual Report 2015

#### **Statement from the Board Chair**

##### **Budget and finance**

The year saw an improvement in our budget position. At the beginning of 2015, we budgeted for 120 students, which was a slight increase on the previous year. The budgeted loss for the year was projected for \$254,934 however we finished well in front of this position. This was due to a number of factors, the most significant being the amount of funding the school receives from State and Commonwealth governments. This figure can only be estimated at the beginning of the year and the actual calculations can vary due to shift in Government policy and also changes in our enrollments. We received 10.4% more recurrent income than expected.

Wage and salary estimates were correct within 1.2%, showing the accuracy of budget input on this component. We ended up with a final position of a \$75,570 deficit, inclusive of depreciation and all other non-cash items. While this was the fourth budget deficit in a row, our auditors are confident in our prudent approach and the school is working toward a balanced budget position for 2016 and onwards. Our liquidity ratio is an important measure for legal and financial purposes and this remains over 1:1, which is the benchmark ratio.

##### **Staffing**

The 2015 school year was the fourth and final year of having Toni Wright-Turner as our Principal. Toni announced her retirement in June 2015 and the Board commenced a recruitment process in the latter part of the year. Some excellent candidates applied, including one of our own teachers, Elsbeth Haenggi. After a comprehensive process, Elsbeth was selected as the preferred candidate and accepted the offer of the position of Principal of Casuarina. Toni was farewelled and thanked for her contribution to the school on several occasions and students, staff and the school community wish her well in her retirement.

The Board was very pleased to recruit Elsbeth as Principal. Her long-term commitment to the school is evident as is the strength of her development as Steiner teacher over her career. Elsbeth had also been developing administrative and management skills and has strong capacity in this area. The Board believes she will make an outstanding school leader.

Her leaving her teaching post created a vacancy for a class teacher and that has been filled by Lyn Bullen, who comes with an impressive record as a Steiner educator.

Another long-standing member of the school community was farewelled as Lee Burgess, our stalwart office administrator left us for Tasmania. Lee's calm and capable manner had been the backbone of our office for 14 years and almost every single member of the school community would have interacted with Lee over that time. She will be greatly missed and we wish her well on her Tasmanian adventures. Also leaving the office on completion of her traineeship was Kelly Rynkiewicz. Kelly's smiling face will be missed but we will still see her around and she has exciting plans for new work ventures.

These changes to the office staff saw a restructure with both positions combined into one and Taja taking some additional duties. Recruitment for the new position as given us the very well-qualified Allison Hartman (known as Ally), who is busily running the office.

##### **Projects**

Capital projects included the replacement of part of Breezeway roof and replacement of some solar panels there. Also, the purchase and installation of a lift so that wheelchairs can move into the lower

part of the school. This was funded by a Mobility Access grant and the school is happy to increase options for people with mobility restrictions to be able to move around our school.

**Future directions**

The focus for Casuarina into the next years is to continue to uphold the highest standards for education in a Steiner framework. This means working within the ever-growing contexts of the National Curriculum, finance and reporting requirements, workplace and industrial requirements and striving for the best possible governance and management to achieve best practice as a professional organization. In parallel with these, we aim to deliver the rich and fulfilling Steiner-based curriculum which is the basis of our school, in a manner which allows for academic and emotional development of students as well as spiritual growth of our whole school community.

Dr Sally Townley

Chair

## **1.2 Principal's Report**

There are some important welcomes and farewells for 2015. Firstly, I would like to warmly welcome Elsbeth Haenggi into her new position as Principal of Casuarina School in Term 1 2016. I know she brings a strong and positive vision for Steiner Education to Casuarina School and this region, and her deep connection with our community through her many years working here will support her in this endeavour.

At the end of 2015 we said farewell to the long-term face of the Casuarina Front-Office, Lee Burgess. Officially our Book-Keeper, Lee has been so much more over her many years of service to Casuarina. Dedicated, hard-working and resourceful, her daily efforts over more than a decade touch everyone in our School community.....students, parents, teachers, staff and visitors. Thankyou Lee, it has been a pleasure working with you. Casuarina wishes Lee and her family all the very best in their new life in Tasmania.

A warm welcome to Alison Hartmann who is replacing Lee. Big shoes to fill, but with her gentle, focused disposition she has already established a reputation as a 'quiet achiever' who will excel in her new career at Casuarina.

The new 2016 Class 1 teacher, Lyn Bullen, was appointed in October 2015. Lyn visited the School in November 2015, spending the morning with the Kindergarten children, her class next year, meeting staff, and enjoying a relaxed afternoon tea in Kindy with the 2016 Class 1 parents before mingling with the Casuarina community at the Twilight Fair. Lyn brings over 16 years of experience in Steiner education and will be a wonderful asset to Casuarina.

At the end of 2015 we also said farewell to our long-term Japanese teacher Dan Sensei. Teachers, students and the community shared a special farewell assembly with Dan to thank him and wish him all the best for the future. A warm highlight with Dan was introducing him to the Japanese students, teachers and parents who visited Casuarina at the end of Term 3 with the Wayfarers. There was much laughter and relaxed conversation, the Japanese Wayfarers obviously delighted to speak with a fellow countryman in regional NSW after so many weeks of English!

The College and Executive are taking this time to review the language program at Casuarina after the long and stable period of Japanese language which Dan sensei has provided. An avenue close to my heart which is being explored in this review is whether it is possible to bring Gumbaynggirr as the curriculum language in our School for 2016 and beyond. This would bring another facet to strengthen and deepen the important Gumbaynggirr Dreaming and cultural work we have begun with our local elders, and especially Aunty Shaa, in recent years.

After many consecutive years of fluctuating and uncertain student numbers for Class 7, the decision was taken early in 2015 to consolidate Casuarina School as a Kindergarten to Class 6 Primary School, As there was no Class 7 in 2015, this decision was implemented immediately.

Another significant milestone for 2015 was the completion of the AIS funded Embedding Excellence program. Casuarina was one of 5 NSW schools selected to participate in their pilot program in late 2013, and we were offered a further year in the program in 2014-15. While our support from the AIS in this program has finished this year, the Embedding Excellence program was never intended to just produce a one-of 5 year 'Strategic Plan'. The aim of the Embedding Excellence program is to bring to participating schools a range of tools and support to build skills and understanding of how a School

community can reflect, research, review, improve, strengthen and implement targeted change across our selected pillars of excellence, Leadership, Teaching and Learning, Sustainability and Community, to uphold our School vision across and through time. The past 2 years have brought a range of experiences, tools, successes and challenges which I believe have awakened and started to build our capacity as a School community to engage in a strengthening cycle of continuous improvement over time. The incoming Principal, Elsbeth Haengi, who has been closely involved in the Embedding Excellence process since we began our work on this with the AIS, has strengths in strategic vision and planning, and I am confident she will deepen and enrich this work into the future.

Other highlights of 2015 include the 2<sup>nd</sup> 4 day Gumbaynggirr Dreaming program which was run for staff, parents and students in January 2015, as well as the inaugural Gumbaynggirr Secret Dreaming, a 4 –day spiritual and cultural program, where Casuarina teachers, parents and students joined previous Gumbaynggirr Dreaming participants to deepen our connection to country and understanding of ceremony in April 2015.

Hosting the 85 member ‘Wayfarers’ musical troupe of students, teachers and parents from China, Japan, Taiwan, UK, ESA and Australia, was a 3 day musical and cultural celebration of workshops and performances for our School community. Thanks to Musical Director Judith Clingan for bringing us this wonderful experience.

Significant improvements to Mobility Access around the School were achieved in 2015 thanks to the generous Federal Government grant received in 2014. This work included the installation of a lift to facilitate wheel-chair access from breezeway down to the lower primary classrooms, the creation of a pathway to allow wheel-chair access to the swings, sandpit and flow-forms in kindergarten playground, and improving path access around the School Hall.

With my retirement at the end of 2015, I would like to express my sincere thanks and appreciation to everyone in the Casuarina School community, students, parents, teachers, staff, and the Board, both now, and over the 4 years I have been privileged to work with and for you. I wish you well for the future. A special thank you to Taja Steinbeck who has worked closely with me in the Leadership Executive as Business Manager for the past 4 years and to Sharaine Johnson who joined us this year as Assistant Principal. I have appreciated their professional support, quiet competence and enduring good will and above all, their dedication to Casuarina School.

**Toni Wright-Turner, Principal**

## **2 Educational and Financial Reporting Policy**

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

### **2.1 Procedures**

#### **2.1.1 Annual Report**

Procedures for implementing the policy include:

- > The Principal or appointed coordinator is responsible for coordinating the final preparation and distribution of the annual report to the Board and other stakeholders as required.
- > The Principal or appointed coordinator will identify the staff responsible for the collection, analysis and storage of the relevant data for each reporting area and for providing the relevant information to the coordinator for inclusion in the report.
- > The Principal or appointed coordinator will determine the specific content to be included in each section of the report and review this each year to ensure ongoing compliance, relevance and usefulness.
- > The Principal or appointed coordinator will ensure the Annual Report is prepared in an appropriate form to send to the Board of Studies.
- > The Principal or appointed Co-coordinator will set the annual schedule for
  - delivery of information for each reporting area to the Principal or coordinator
  - preparation and publication of the report
  - distribution of the report to the Board of Studies, DEEWR, school website and other stakeholders
  - provision of information for My School website as requested

#### **2.1.2 Requests for additional data**

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

#### **2.1.3 DEEWR Annual Financial Return**

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

## 2.2 School Context

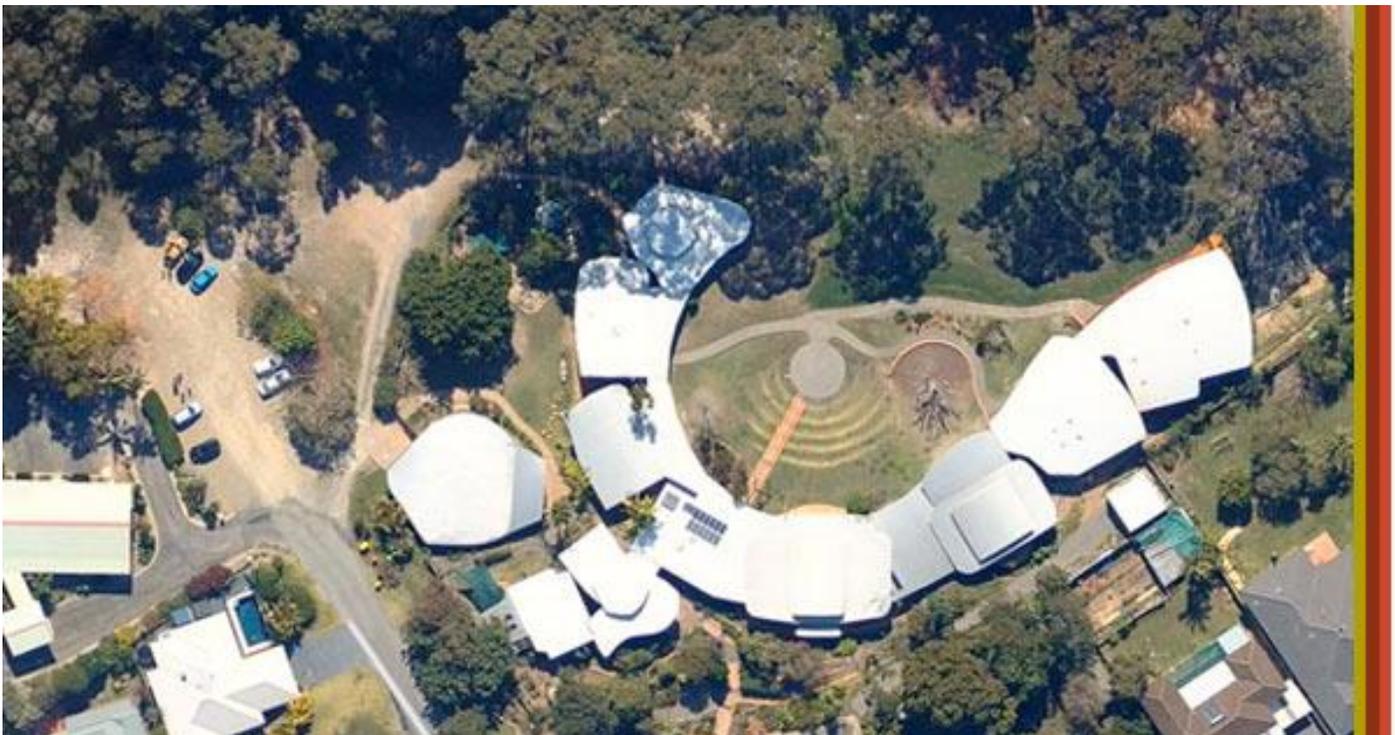
Casuarina Steiner School is a Non-Government Primary school, registered with the Board of Studies N.S.W. Kindergarten to class 6. It is located in the sub-tropical beachside city of Coffs Harbour on the Mid North Coast of New South Wales, approximately halfway between Sydney and Brisbane, with easy access 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.

Average enrolments across 2015 were 120 students, K-6. For further student information please see the My Schools website: <http://www.myschool.edu.au>

### 2.2.1 Value Added

The beautiful stone and timber facilities continued to serve the learning needs of the school in 2015. The ongoing maintenance to a high standard of the 9 purpose-built classrooms, the Library, Music room, Woodwork room, the Hall for daily learning activities as well as school and community events, the carefully landscaped grounds and improved playground facilities in both Primary and Early Childhood areas reflect Casuarina School's commitment to providing the highest quality learning environment, filled with natural and man-made beauty, for our students. Significant improvements in 2015 included the completion of significant improvement in mobility and access, including a lift to allow undercover disabled access between the Upper and Lower primary class-rooms, and pathways to enhance mobility and access in the kindergarten and at the School hall.



### 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 2015 the following professional development activities were undertaken:

Description of the Professional Learning Activity	No. of Staff
<b>AIS</b>	
Special Education Conference (2 day conference )	1
Leading Agile Schools (2 day)	2
Leadership and coaching in Steiner Schools (3 day)	1
AIS briefing for Boards and Staff (1/2 day)	2 (+ 5 Board members)
Communication Masterclass (2 day)	1
Companion Mentoring (1 year)	1
Making the most of reading groups (1 Day)	1
Constructive conversations with families (1 day)	1
Promoting reconciliation through curriculum (2 days)	1
Igniting Learning, illuminating Minds (2 days)	1
<b>Steiner PD</b>	
Curriculum work with SEA consultant (1 day)	8
GLAM conference (2 day)	2
SEA Bursars Conference (1 day)	1
SEA Teachers Conference (4 day)	3
Glenaeon intensive (5 days)	1
SEA Delegate Conferences — 4 days	2
Weekly pedagogical staff meeting with various topics	8
<b>Other</b>	
Student wellbeing ½ day monthly Coffs Harbour YMHN	2
Courageous conversations	13
Child protection	14
Gumbaynggirr Dreaming (3 Days)	5
Gumbaynggirr secret dreaming (4days)	3
Strategies for managing Abuse related trauma	1

Trauma informed care and practice (2 days)	1
Working together to recognize and treat complicated grief (webinar)	1
Aspect Recipe for success	2
Aspect social skills (1day)	5
High Impact Instructional Leadership (1 day)	2
Mental health professionals network (various topics) 9.25 Hours	1
Sue Larkey –Making it a success (1 day)	1
Math 'n movement	2
Sustainable school network ½ day	1

## 4.2 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	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

### **4.3 Workforce Composition 2015**

In 2015 the school was led by Toni Wright-Turner (Principal). She worked in close collaboration as an Executive with Sharaine Johnson (Assistant Principal/Learning Support Coordinator) and Taja Steinbeck (Business Manager) and with the College of Teachers . Teaching staff comprises class teachers and specialist support including Learning Support, language and music.

The Principal Executive was supported by the Payroll officer, the Book-keeper and the Office reception.

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

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

## 5 Student Attendance

### 5.1 Average Attendance Rates

Please refer to the My School website (<http://www.myschool.edu.au>) for information about Attendance Rates

### 5.2 Management of Non-attendance

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

### 5.3 Casuarina Steiner School Enrolment Policy

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

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

*The enrolment process aims to*

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

#### **Enrolment Guidelines**

Parents contacting the school regarding possible enrolment will be given:

1. Prospectus and other background documents about the school, including academic courses and the school's philosophy.
2. Application form and conditions of entry into the school. The family will be informed that making an application for enrolment does not guarantee acceptance into the school.
3. Interested families contact the Principal (or nominee) where they will be invited for an initial visit of the school. The Principal (or nominee) will seek to better understand the goals and expectations of the families seeking enrolment and give further information about the school. The Principal (or nominee) will also gain detailed **information** about the child (ren) and their family.
4. At this visit it should be established if the expectations of the parents can be met.
5. Principal (or nominee) will arrange interview with relevant teacher(s) and the family.
6. Teacher and family has interview according to Interview Guidelines.
7. If the student has additional needs, the **Guidelines for Students with Additional Needs** must be followed before a decision is made.
8. If a family seeks enrolment for more than one child into the school, all interviews and processes for all children must be completed before the family is informed of the decisions.
9. If both parties agree, a letter of offer of enrolment will be given to the parents, which contains the conditions of entry to the school.
10. The parents accept the offer, agreeing to the terms.
11. The Principal (or nominee) ensures the following has been completed and advises teacher of the date the student will enrol into their class.
  - Arrange for explanation and the completion of the relevant paperwork including enrolment form, fee agreement, birth certificates, immunisation status, parent skill register, permission forms, and grievance procedure
  - Ensure payment of enrolment fee is made prior to start
  - Pass paper work onto the office for filing
  - Enter the child details into the register
  - Notify teacher when this process is complete

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

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

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

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

### **Contents of Documentation**

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

### **Information**

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

- Overview of enrolment process and clarify that acceptance is not inevitable
- Overview of Steiner education
- Conditions of entry into the school
- Physical tour of the school
- History of school
- Legal structure and parent participation
- Participation in the Cooperative
- Working Bees
- Address concerns and myths about Steiner education
- Relevant policies (Student Welfare & Discipline, nutrition, clothing, TV,)
- Adult education and parent library
- Overview of school's fees and systems
- Give the family a child information sheet for completion

#### **If the family indicates that they wish to continue the process the Principal (or nominee) will :**

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

### **Teacher Interview Guidelines**

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

#### **Teacher should explain the following:**

- Teaching Philosophy
- Overview of curriculum for the year

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

### **Interview Questions**

See Parent Interview Questions sheet.

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

### **Observations**

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

### **Follow-up**

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

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

### ***Age of entry***

Children are graded according to their age at the time of entry to the school

Children turning: Five	are eligible for entry into Peach Blossom
Six	are eligible for entry into Kindergarten
Seven	are eligible for entry into Year One
Eight	are eligible for entry into Year Two
Nine	are eligible for entry into Year Three
Ten	are eligible for entry into Year Four
Eleven	are eligible for entry into year Five
Twelve	are eligible for entry into Year Six
Thirteen	are eligible for entry into Year Seven

### ***Priority can be given to***

- Teachers' children
- Siblings of enrolled children
- Families who have actively participated in the school for example through playgroup, festivals, adult education
- Children transferring from other Steiner Schools

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

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

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

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

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

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

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

### **Individual Planning Process**

Document that the following has been completed:

- Listen to the family's views and demonstrate that the school is seriously considering relevant issues in regard to their child's enrolment.
- 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

## 6 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 2015	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 Student Welfare at Casuarina.</p>	<p>While routine review was made of the policy in 2015, 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 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 2015, 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 <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 2015, 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 2015.</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>

## 7 School-Determined Improvement Targets

### 7.1 Achievement of priorities identified in the school's 2014 Annual Report

Area	Priorities	Achievements
Strategic Planning	<ul style="list-style-type: none"> <li>○ Implement the action plan developed across 2014 through the Embedding Excellence program addressing all levels of activity in the School under the 4 key Pillars of Leadership, Teaching and Learning, Sustainability and Community.</li> <li>○ Implement staff performance appraisals and link with professional development plans</li> <li>○ Implement key goals to support positive engagement with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>● Action plans in Leadership, Teaching and learning, Sustainability and Community were implemented, and new action plans were developed in Sustainability (Wellbeing) and Community (Parent education and engagement)</li> <li>● Teacher appraisals were completed for all Early Childhood and Class teachers in 2015</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>● Continue to strengthen support for teachers and students with additional learning needs through inclusive education practices and integrated aids support program.</li> <li>● Continue to enhance pedagogical studies within the Collegiate</li> <li>● Implement and review evaluation and professional development plans with teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Learning support and student welfare coordinators continued to support teachers, classes and individual students as required to ensure all students could access our curriculum and progress in their learning and education at Casuarina.</li> <li>● Weekly Collegiate meetings throughout 2015 provided the opportunity for collegial discussion of pedagogical and student matters.</li> <li>● Teachers attended PD relevant to their identified professional needs.</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>● Continue support for the SEA in the roll out of the National Steiner Curriculum in line with the roll out of the Australian National curriculum including integration of BoS NSW Curriculum requirements.</li> </ul>	<ul style="list-style-type: none"> <li>● College and Class teachers worked with implementation of relevant National curriculum requirements in 2015, integrating this with the NSCF.</li> <li>● 1 day PD for teachers was held in Term 4 with ASCF/NC curriculum specialist Peggy Day</li> </ul>
Governance	<ul style="list-style-type: none"> <li>● Review governance structures and practices at Casuarina School and implement improvements in line with new regulatory requirements introduced in September 2014</li> </ul>	<ul style="list-style-type: none"> <li>● Casuarina Board and management attended AIS Governance training in July 2015</li> <li>● Implementation of new regulatory requirements is underway.</li> </ul>

## 7.2 2016 Priorities — Areas for improvement

Area	Priorities	Achievements
Strategic planning	<ol style="list-style-type: none"> <li>1. Policy review : <ul style="list-style-type: none"> <li>• Review staff code of conduct</li> <li>• Review Welfare and Discipline policy</li> </ul> </li> <li>2. Implement external staff appraisals</li> <li>3. Continue working on strategic plan (EE) under the 4 key Pillars of Leadership, Teaching and Learning, Sustainability and Community with a focus on Teaching and learning and Leadership.</li> </ol>	
Teaching and learning	<ol style="list-style-type: none"> <li>1. Pedagogical studies within the College of Teachers with a termly topic to allow for depth of study</li> <li>2. Review and embed teaching and learning strategies for a differentiated class room</li> </ol>	
Curriculum	<ol style="list-style-type: none"> <li>1. Continue support for the SEA in the roll out of the National Steiner Curriculum in line with the roll out of the Australian National curriculum including integration of BoS NSW Curriculum requirements.</li> <li>2. Review and determine schoolwide approaches to programming</li> </ol>	
Governance	<ol style="list-style-type: none"> <li>1. Pre-2004 School Teacher Accreditation</li> <li>2.</li> </ol>	

## 8. 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.

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

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

Parents are also encouraged to share the educational experiences with their children. Parents can attend weekly assemblies on a Monday morning, as well as 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**

As part of the research undertaken for the Embedding Excellence program, the school conducted a Parent Survey in Term 4 2013 to which parents responded anonymously. This survey was repeated in Term 4 2015, to gauge progress across the 2 years of the Embedding Excellence program and enable parents to give feedback on general and specific aspects of their child's education and the School community. Professional analysis of the data, including comparative analysis revealed that parents appreciate there has been consistent and continuing improvement in the educational programs at Casuarina and that a majority of parents expressed satisfaction with their child/ren's education at Casuarina

### **Student satisfaction**

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

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

### **Teacher satisfaction**

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

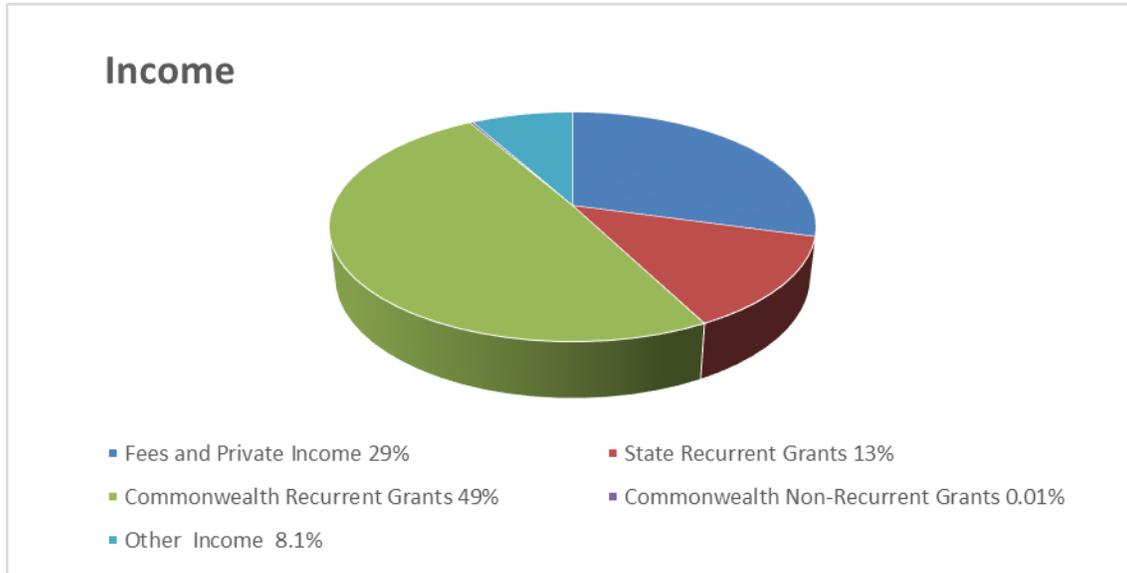
The survey conducted in 2013, as part of the Embedding Excellence process, which designed to gauge the effectiveness of key structures and mechanisms across the school in supporting staff and the delivery of high quality Steiner education, was again taken by teachers and support staff in Term 3 2015. The professional analysis of the 2013-15 comparative data showed marked improvement across all fields.

Teachers also 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 2015, the Board met 2 times with the College of Teachers to support communication and identification of any issues around satisfaction with the staff. Formal and informal feedback from teachers and discussions with the Principal and Executive indicates during 2015 staff were generally satisfied in 2015.

## 10 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

