



Casuarina Steiner School

Inspiring the Head, Reaching the Heart

Annual Report 2019

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1 MESSAGE FROM KEY SCHOOL BODIES

Report from the Chair

It is my pleasure to write this report for 2019 on behalf of the Board of Directors at Casuarina Steiner School. We are happy to report that our school has once again received a sound result from the Auditors. This means that our school remains in a position to continue delivering our core business, Steiner education for kindergarten to year six students in Coffs Harbour.

I would like to thank the leadership team, Elsbeth Haenggi (Principal), Taja Steinbeck (Business Manager), Julie Thomas (College Chair), Allison Anderson (Learning Support Coordinator) and Therese Sames (Accountant) all supported by Alison Hartmann, for overseeing the operations of the school and delivering us this positive result.

The year of 2019 was busy as usual however towards the end of term 4 was challenging for all due to the disruption to the community in the face of the local bush-fires in November 2019. The Board is grateful for the steady navigation of Casuarina's leadership team through all of these times and do not underestimate how challenging it must have been. Elsbeth and Taja, responded to the evolving situations with flexibility and firm guidance, ensuring that all guidelines were followed.

This year the Board explored the option of opening an early childhood centre/preschool as a possible way to expand our services and meet the needs of the current community. We also saw it as an opportunity to feed potential students into the school and increase our numbers. We investigated the purchasing of two properties that were close to the Gentle st campus, and much work was done in the evaluation process. We sub-contracted a feasibility study looking at the viability of introducing these services at Casuarina. Our aim was to open a centre that followed a similar philosophical approach to the school, for the early years of life, considering the needs of children and families in 2019. In the end, the Board decided not to purchase the new properties, however this idea will continue to be developed including the consideration of utilising land at the school. I commend all of the Board members and leadership team for the hours of extra time dedicated to this.

This year the Board met eleven times and had several extra meetings on Saturday mornings. As Chair, it has been rewarding to work with the current directors and I would like to take this opportunity to thank Belinda Johnson, Lana Risi, Olivia Jamison and more recently Susan Crocetti and I would like to thank them all for their service. We are looking forward to welcoming newly elected directors at this year's (2020) Annual General Meeting (AGM) which has been delayed due to the restrictions in place to manage Covid-19 and is being held on Monday 27th July, 2020. I am stepping down from my role as Chair and look forward to welcoming the newly elected Chair to take up the role. I would like to thank Olivia and Lana for continuing in the Executive roles of Secretary and Treasurer respectively.

The Board continues our commitment to support all arms of the school including our principal, Elsbeth, our devoted College of Teachers, our management team and the entire school community in delivering the wonderful pedagogy of Rudolf Steiner to the children. The events

of this year have shown us more than ever, that we need to support the development of young leaders who can manage the ever- changing landscape of a global world filled with uncertainty.

Rowena Bianchino
Chairperson of the Board

Report from the Principal

2019 marked another fulfilling year at Casuarina Steiner School.

Working closely with the College Chair, the Business Manager and the Learning Coordinator in our leadership team, school wide projects and activities were discussed and planned collaboratively. I thank the leadership team for their commitment to our work and our school in general.

My gratitude also goes to the Board of Directors for their ongoing support and contributions.

The Parents and Friends (P&F) and the class carer network play an important part at Casuarina. Community events such as the Curry Night, the Music Camp and parent information evenings have been organized and coordinated by the P&F. The class carers are integral to the organisation of our Spring Fair and have yet again contributed hugely to the success of this community building event.

2019 saw minor staff changes with one of our teachers leaving the school to take up the principalship at a different Steiner School. The gap this left could be filled internally and the class was guided through their final year with great success.

One of our long-standing teachers returned to full time teaching after a break, starting her third Class Teacher round. The rest of the staff remained in their respective roles providing great stability for the school.

The year started as usual with the 'crossing of the bridge' ceremony. The new class one students said their goodbyes to the Kindergarten teachers and crossed over into the 'big school' with their year six buddies as their sides.

Festivals throughout the year marked the seasons and provided opportunities to celebrate together with the wider school community. Main Lesson Sharing was held once a term and students of all classes showcased their work and learning progression.

Our music has continued to be strong and inspiring with another group of year three students having started their journey in our strings program. The annual music camp was held again at Casuarina this year with students from three other Steiner Schools participating. Over the three-day camp the music and strings teachers of all participating schools worked on compositions with the students culminating in a concert for the school community. To see students so focused, dedicated and inspired by their teachers was a joy to witness.

The end of the school year brought the class six graduation and the related annual Graduation Dinner with students and their families. Celebrating the completion of the primary learning journey with the parent of our class six students honors the joint effort between school and families over many years and makes room to acknowledge this special relationship.

With dwindling numbers in the already small class five the school had to make the difficult decision not to offer a year six program to this small cohort in 2020, with pedagogical considerations being the main reasons for this decision.

Elsbeth Haengi

Principal



Curry night



Spring Fair



Autumn Festival

Report from the College Chair

The care and education of the children of the Casuarina Steiner School is the responsibility of the College of Teachers. The College is the heart of the school community and has a commitment to the ongoing study of the work of Rudolf Steiner and the continuing development of the school.

The College has the responsibility of ensuring that the curriculum of the school, while fulfilling the requirements of the Australian Steiner Curriculum and the New South Wales Education Standards Authority (NESA), offers high cultural and moral examples of human endeavour.

Pedagogical and Curriculum

Science and Technology Curriculum

The Science and Technology Curriculum was explored through a multidisciplinary approach in each year stage. The College participated in experiences and activities focused on the 'unplugged' approach to technology.

Mathematics

The Mathematics NESA and Australian Steiner Curriculum were documents used to review Casuarina Steiner Schools classroom practices. The review provided the College with a deeper understanding of the mathematical progressions in learning. The review focused on pedagogy and methodology in teaching mathematics for optimal student achievement.

Protective Behaviours, Inclusion and Diversity

College participated in an in-house presentation on protective behaviours (PB), inclusion and diversity. Key points from the presentation focused on protective behaviours as a living skill and personal safety program designed to address issues of bullying, violence and abuse.

The inclusion and diversity presentation promoted diversity and inclusion in the school environment. Current research was shared to support and include students and families of diverse needs.

Document Reviews/Updates

The College in consultation with the Casuarina Steiner School Camp Fundraising committee drafted and agreed upon a camp fundraising document.

The draft Class Carer Handbook was reviewed and updated with current Early Childhood and Primary school practices.

Whole school events

The College continued to support and work together throughout the year to achieve wonderful school-wide festivals.

An Open Day/Evening was held with all classrooms open to the wider community. Community members visited each classroom for a short period of time and gained a 'snapshot' of the pedagogical and curriculum of Casuarina Steiner School. The evening session provided a forum for College to share their class year curriculum journey.

College worked closely with the Learning Support Coordinator during the moderation processes for The Nationally Consistent Collection of Data on School Students with Disability (NCCD).

The NCCD collects data about school students with disability who are receiving adjustments across Australia in a consistent, reliable and systematic way. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.



Book week – favorite book character dress up day

Sustainability/Community

A representative from College participated in the The Sustainable Schools Network (SSN). The SSN is for all teachers, educators and parents in Coffs Harbour who want to learn and share projects and opportunities for creative and practical environmental activities in their schools, centres and communities.

Facilitated by Coffs Harbour City Council, the network met once each term to share ideas, learn something new and take a look at the great things happening in local schools, preschools and childcare centres.

College and Lavender Cottage have worked together to provide pedagogical and curriculum experiences to playgroup families. Each term the primary classes presented an aspect from a Main Lesson to the playgroup families. Working together enabled Lavender Cottage families, class teachers and students to get to know each other.

The College supported a teacher in leading a group of enthusiastic 'EcoGroms'. The project-based learning project was an initiative of Dolphin Marine Rescue - Animal Rehab Trust. Students who have an interest in marine biology, animal rehabilitation and helping to make a

difference to our environment participated in the project. The group designed and constructed from beach and recycled waste material a marine animal.

College participated in Australian Pollinator Week which acknowledged our important and unique insect pollinators during our southern spring (November). It was a designated week when the classes came together to raise awareness of the importance of pollinators and learn how to support their needs.



Emerging beekeeper

At the end of 2019 the College acknowledged the hard work and long service contribution of a class family community member. The community member and her family were an integral part of Casuarina Steiner School. Their contributions included: supporting class events, camp support, Parents and Friends, The Craft Group, Spring Fair to name a few. The College presented a gift and a letter of appreciation.

Julie Thomas, College Chair

Report from the Learning Support Coordinator

2019 was a positive year for learning support at Casuarina with the National Consistent Collection of Data (NCCD) funding officially starting. The NCCD process was completed collaboratively with the College of Teachers and together we discussed needs, shared programming and recording of adjustments and moderated the support needs for students withing the NCCD framework.

The Learning Support Team worked through the NCCD Learning Module for Teaching Assistants, focusing on topics such as Disability Discrimination, Disability Standards for Education and best practice for supporting children with a variety of needs.

The Learning Support Team continued to work closely with class teachers in supporting the implementation of the Multisensory Structured Language Education (MSLE) throughout the school.

Students were supported through targeted math support, a movement program and targeted social skills programs using the Zones of regulation program as well as through Individual Education Plans (IEP's) were this was indicated.

Overall, 2019 was a busy year with many achievements to be celebrated.

Allie Anderson, Learning Support Coordinator

2 CONTEXTUAL INFORMATION ABOUT THE SCHOOL

School Context

At Casuarina Steiner School education is built on the premise that:

Education is a journey, not a race
An integrated curriculum based on child development provides the framework for deep learning.
Play based learning meets the needs of the early childhood best
Learning takes place through hands, heart and head
By protecting the right to childhood we are creating capacities 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.

Situated on the sub-tropical Mid-North Coast, on the edge of natural bush land in the beachside city of Coffs Harbour, Casuarina Steiner School offers a unique education for girls and boys from Kindergarten to year 6.

Featuring architecturally designed buildings set amongst landscaped gardens Casuarina Steiner School provides an education that is based on a balanced approach to learning in the spiritual, artistic and intellectual environment of Rudolph Steiner Education.

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.

Alongside a very high standard of academic education, our curriculum places great importance on educating the 'head, heart and hands' in every child, thereby educating the whole person intellectually, artistically, socially and morally.

Our students learn to be effective problem solvers, 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.

Casuarina Steiner School has developed a reputation for excellence in music. Our music and strings program are exceptional for a school our size and provides many opportunities for our students to experience and share the social aspects of playing music together. An annual music camp together with students from other Steiner schools is a highlight both for students and the school community.

Our active school community celebrates seasonal festivals and comes together in support of our students' learning. The annual Spring Fair is an occasion when the School provides a showcase of the teaching and learning, as well as a seasonal celebration of our community.



Our students travel to Casuarina Steiner School from a wide range of locations in and around Coffs Harbour.

In 2019 our student population consisted of 53% boys and 47% girls. 5% of our students were of Aboriginal or Torres Strait Island descent and 17% have a language background other than English.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1068
 Average ICSEA value 1000

	Bottom quarter	Middle quarter		Top quarter
School Distribution	7%	27%	31%	35%
Australian Distribution	25%	25%	25%	25%

Our students (characteristics of our student body)

Average enrolments across 2019 were 106 students, K-6. For further student information please see the My Schools website: <http://www.myschool.edu.au>

3 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Casuarina Steiner School offers an integrated education teaching to the 'head, heart and hand' fostering a balanced development of all faculties of our students. Working with the Steiner curriculum we meet the outcomes of the NSW Australian curriculum. We don't teach to the NAPLAN and therefore NAPLAN results are a reflection of our integrated teaching and learning approach.

Our educational philosophy favours ongoing formative assessment over NAPLAN testing or similar standardized testing methods.

In 2018 assessment strategies (assessing for, as and of learning) were a focus of Teacher Professional Learning.

In 2019 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Student participation numbers are a reflection of the decision made by parent to withdraw their children from sitting these tests. Due to very low student numbers in class 5 during 2019 NAPLAN results are not available for this cohort.

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

The percentage of students participating in NAPLAN in 2018 is as follows:

Year 3	23%
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4. PROFESSIONAL LEARNING AND TEACHER ACCREDITATION

Professional Learning

Casuarina Steiner School is committed to ongoing professional learning of all staff, which is reflected in the overview below of professional learning activities and courses attended in 2019.

In 2019 the following professional development activities were undertaken:

Steiner Education Professional Learning included:

- Weekly College meetings with focus on Steiner pedagogy, curriculum review, Student welfare and festival preparations
- Steiner Educating Australia Delegates' meetings
- Governance, Leadership and Management (GLAM) conference for Boards and Leaders of Steiner Schools
- Steiner Education Australia Bursars conference
- Steiner Leaders' regional meetings
- Steiner Intensive Teachers Conference at Glenaeon Steiner School
- Annual Steiner Teacher Conference
- Masterclass of Early Childhood Education (University of the Sunshine Coast)
- Four Temperaments - Child Study (Lou Harvey-Zarah)
- Stages of Child Development and the Waldorf Curriculum (Lou Harvey-Zahra)

WHS and Wellbeing professional learning included:

- Child Protection and Protective Behaviour annual training
- WHS annual refresher
- Protective Behaviour, Inclusion and Diversity

Subject Specific Professional Learning included:

- Reimagining Learning - schools investing in a Confident Future (AIS)
- Visual and Auditory Patterns in K-6 Mathematics
- Humour and Pathos in Living Stories – Working with Polarities in Movements
- Music and Dance of the Torres Straight Islands
- Peer Support Implementation Workshop

Compliance related Professional Learning included:

- NCCD Refresher Workshop and network meeting
- NCCD moderation and support
- AIS annual briefing

Teacher Accreditation

Level of accreditation	Number of teachers
Conditional	1
Provisional	3
Proficient Teacher	10
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	14

Category	Number of teachers
I. Teachers having teacher education qualifications from a higher education Institution within Australia or as recognized 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 recognized within the AEI-NOOSR guidelines but lack formal teacher education qualifications.	1

5 WORKFORCE COMPOSITION

In 2019 the school was led by Elsbeth Haenggi (principal). She worked in close collaboration with the Leadership team consisting of the Business Manager, the Learning Support Coordinator and the Chair of the College of Teachers. Teaching staff comprises class teachers and specialist support including Learning Support, Language and Music.

The Principal and the Business manager were supported by the Book-keeper and the Office reception staff.

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

<https://www.myschool.edu.au/school/44009>

6 STUDENT ATTENDANCE

Average Attendance Rates

The overall student attendance rate for 2019 is 90%.

Class	Average Attendance
Kindergarten	87%
Class 1	90.6%
Class 2	90.8%
Class 3	90.8%
Class 4	91.8%
Class 5	67.6%
Class 6	87.8%

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 are expected to be at school with enough time to feel relaxed and ready when classes begin. The continuity and rhythm of lessons from day to day and from week to week are important and require attendance from beginning to end. If a student arrives late to class, they must wait for permission from the teacher before entering so as not to disrupt the lesson in progress.

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

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

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

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

7 ENROLMENT POLICY

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

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

The enrolment process aims to

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

Enrolment Guidelines

Parents contacting the school regarding possible enrolment will be given:

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

- Arrange for explanation and the completion of the relevant paperwork including enrolment form, fee agreement, birth certificates, immunisation status, parent skill register, permission forms, and grievance procedure
- Ensure payment of enrolment fee is made prior to start
- Pass paper work onto the office for filing
- Enter the child details into the register
- Notify teacher when this process is complete

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

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

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

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

Contents of Documentation

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

Information

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

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

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

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

Teacher Interview Guidelines

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

Teacher should explain the following:

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

Interview Questions

See Parent Interview Questions sheet.

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

Observations

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

Follow-up

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

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

Age of entry

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

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

Priority can be given to

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

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

Guidelines for Applications for Enrolment of Students with Additional Needs

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

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

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

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

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

Individual Planning Process

Document that the following has been completed:

- Listen to the family's views and demonstrate that the school is seriously considering relevant issues in regard to their child's enrolment.
- Identify student's additional needs or disability – this should be a collaborative approach with the family and school and possibly relevant experts (may seek AIS advice and consultation).
- Request the family to provide information about the student's needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
 - previous school or preschool reports, noting current achievements and areas of need
 - psychologist's report documenting functional skills and recommended strategies for working with the student
 - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
 - occupational and physiotherapy reports documenting self help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
 - medical specialist reports identifying issues which need to be considered by the school
 - vision and hearing reports documenting level of functioning and recommended strategies
- The teacher and Principal (or nominee) will prepare a detailed analysis of the student's additional needs for the initial years of the student's schooling and consider potential needs in the years following enrolment, being flexible and thinking laterally about solutions to potential difficulties.
- Request feedback and suggestions from relevant staff in the school and external special educators about the possible impact of the student's enrolment on the school and possible adjustments.
- If the school makes an enquiry of a third party, care will be taken to protect the privacy of the applying student and their family. Parental permission in writing will be sought if needing to speak to preschools, other schools or specialists.
- Identify the adjustments necessary for the student to access and participate in the school before determining what is **reasonable**. Advice from an independent expert may be obtained.
- Developing a **reasonable adjustment** requires an **informed judgement** using input from the student, student's specialists, school staff and possibly special education advice to support the school.
- Objective notes and records will be taken of all discussions and interviews with parents, and kept on file. Documentation will be kept outlining the people involved in the process, the issues raised, objective notes on possible adjustments, agreed actions and a timeline.
- The family will be kept informed about the progress of the application.
- As part of the planning process, it is possible to consider all options available to the student. This could be sensitive and is best addressed through the planning process by the collaborative team.
- After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student's education, the school's Principal (or nominee) will decide, in consultation with teacher and relevant experts, **whether to make the adjustment. A school does not have to make a reasonable adjustment if by doing so it would impose an unjustifiable hardship on the school.**

- **Provide the adjustment within a reasonable time.** The school is entitled to ask for relevant information in considering a reasonable adjustment. This should be provided by the family in a timely manner.
- If the school accepts the enrolment, an ongoing process will be implemented to manage issues which might require further adjustments. The ongoing use of a collaborative team approach will be used.
- It will be determined if the student meets the requirements for Integration Funding from AIS.
- Determining whether there is an unjustifiable hardship involves a similar balancing process and should be done in consultation with AIS advice.
- If the school considers that it may have to decline the enrolment, the Principal will be involved, seeking advice from AIS and communicate the preliminary decision to the family. The school must be able to demonstrate that it is unable to meet that student's needs without unjustifiable hardship, having regard to the student's current condition and prognosis.
- Before making a final decision about adjustments to be made, or declining an application for enrolment, the Principal must have communicated the preliminary decision to the family and invite their input to the school.
- Any final decision and communication will be made by the Principal.

Definitions:

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

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

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

Requirements for continued enrolment

To maintain their enrolment, students are expected to demonstrate satisfactory effort, attitude, behavior and regular attendance.

To maintain an active enrolment, payment of all tuition and other fees and charges must be satisfactorily completed as per the current Fee Schedule for that year.

Students are to take part in all school activities including school excursions, camps and festivals.

Students, Parents and Guardians are also expected to support the School's ethos and act within the Codes of Conduct and School Policies and Guidelines.

To maintain an active enrolment, payment of all tuition and other fees and charges must be satisfactorily completed as per the current Fee Schedule for that year.

8 OTHER 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 2019	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.</p> <p>The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment.</p> <p>Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Student Welfare at Casuarina and based on principles of procedural fairness.</p>	<p>While routine review was made of the policy in 2019, only minor 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 www.casuarina.nsw.edu.au</p>
<p>Discipline The school prohibits the use of corporal punishment in disciplining students attending the school.</p> <p>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 2019, 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 2019, 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 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. 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. 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 2019.</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 PRIORITY AREAS FOR IMPROVEMENT

Achievement of priorities identified

Area	Priorities	Achievements
Strategic Planning	<p><u>Community</u></p> <ul style="list-style-type: none"> • Developing a strong P&F and community engagement <p><u>Sustainability</u></p> <ul style="list-style-type: none"> • Maintaining premises • Marketing efforts to increase enrolments • Becoming an ECO School • Supporting the cause of pollinators 	<p><u>Community</u></p> <ul style="list-style-type: none"> • Efforts have been undertaken to develop a strong P&F. Class carers joined the P&F as part of their role description giving the P&F a new momentum. • Parent education program with Lou Harvey-Zahra • Beautiful and well attended festivals and Spring Fair, termly Main Lesson Sharing, P&F organized Curry and Music Night • A school calendar with student artwork was created <p><u>Sustainability</u></p> <ul style="list-style-type: none"> • A building audit has been done and a maintenance schedule detailed. • The marketing team planned and executed an update of the school's website. As part of this interviews with alumni were conducted and included in the website. Social media exposure was increased and an analysis of website traffic initiated. An information morning for local Early Childhood providers was received very well. • While the school registered as a ECO school the implementation is still in its infancy. • The school has continued to support pollinators through planning of pollinator friendly gardens and educational activities such as the building of bee hotels.

<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Deepening the work of the College of Teachers • Embedding collegiate conversations and peer teaching and learning • Teacher accreditation at Proficient Teaching level 	<ul style="list-style-type: none"> • In 2019 the College of Teachers has continued to strengthen their work through regular artistic activities and pedagogical explorations. • Collegiate conversations and peer learning took place during weekly College meetings, presentation by teachers to their peers, sharing and discussing of classroom practice and informal conversations. • One staff member achieved accreditation at Professional level in 2019. The accreditation process was guided by the AIS who is the school's TAA.
<p>Curriculum</p>	<ul style="list-style-type: none"> • Review of our approach to teaching the Mathematics, Digital Technologies and PDHPE curriculum. 	<ul style="list-style-type: none"> • The Mathematics curriculum was reviewed, and improvements determined with the aim for all students 'to feel positive about Mathematics, be competent and experience success'. A Professional Learning day on the topic of 'Visual and Auditory patterns in K-6 Maths' was attended by teaching staff. A peer presentation on 'How to foster a growth mind set' initiated conversations about best practice. <ul style="list-style-type: none"> • Peer presentation and learning took place on the topic of Digital Technology with a focus on analogue implementation • Peer presentation on Protective Behaviour, inclusion and Diversity was the beginning of a more encompassing review of the PDHPE policy and curriculum. This will continue in 2020

Leadership and Governance	<ul style="list-style-type: none"> • Review and appraisal of admin structure and personnel • Ongoing development of Board members in compliance and risk management 	<ul style="list-style-type: none"> • Review and appraisal took place and plans for implementation of recommendations are in place. • Board members participated in Governance, Leadership and Management courses as well as internal training on Governance and Management policies and procedures.
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2020 Priorities — Areas for improvement

Teaching and Learning	<ul style="list-style-type: none"> • Deepening the work of the College of Teachers, in particular in regard to Steiner Education and Anthroposophy • Further embedding collegiate conversations and peer teaching and learning • Accreditation of teachers at Proficient Teaching level • Finalising review of our PDHPE program • Curriculum review discussions and implications for our Steiner Curriculum
Sustainability	<ul style="list-style-type: none"> • Continued marketing efforts to increase enrolments • Becoming an active ECO School • Exploring the integration of Permaculture principles into the curriculum
Leadership and Governance	<ul style="list-style-type: none"> • Review of College Chair and College of Teachers' role descriptions • Ongoing development of Board members in compliance and risk management
Community	<ul style="list-style-type: none"> • Further developing community engagement and the P&F • Upgrading of the Breezeway kitchen

10. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At Casuarina Steiner School, all students are led to recognise that 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 Clean Up Australia Day, Tree planting Day and being part of the Water Wise School network. The school's food guidelines promote healthy food and minimization of packaging. Organic waste is composted at the school and the two school gardens provide opportunities to students to grow their own food.

Respect for Aboriginal and Torres Strait islander people is promoted through the curriculum, events with Aboriginal Elders, Acknowledgement of 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. A harvest mandala is created by the students each autumn as part of our autumn festival. The produce is then donated to a local soup kitchen. 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 SATFF SATISFACTION

Casuarina Steiner School strives to be an engaged and a 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 termly class meetings, Parent and Friends, Craft Group and other interest groups to name a few.

Parents are encouraged to share the educational experiences with their children. They are welcome to attend weekly assemblies on a Monday morning, as well as Main Lesson Sharing events held in Week 5 each term. These sessions are times for parents to see their child/ren present aspects of their current learning as well as to see what other classes are engaging in.

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 2019 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.

At the end of the year parents were invited to provide feedback through a school survey to the following statements using a star rating:

Your child likes going to school each day.

Your child is actively engaged in learning.

Your child learns skills and attributes such as teamwork, critical and creative thinking and problem solving.

Your child regularly receives feedback about their learning and is encouraged to take the next step.

Your child's qualities are known and appreciated by staff.

You feel welcome at school.

Parents and families are valued as partners in learning and wellbeing.

You feel well informed about your child's progress.

Your concerns are taken seriously by the school.

Teachers have high expectations of students.

Teachers are dedicated and have a positive attitude.

Teachers are approachable and communicate effectively with parents.

The survey reflected a high parent satisfaction with an average star rating of ★★★★★.

Some parent voices from the survey:

'Teachers go above and beyond and care deeply about each student's education and wellbeing.'

'Love how the school fosters a sense of self within each student. Love how teachers have time to genuinely interact with students. Love how the school has a sense of calmness and natural beauty.'

Parent feedback and improvement suggestions have been incorporated in the planning for 2019.

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.

Specific student feedback was sought from class six students about their relationship to, confidence and knowledge in mathematics to inform the curriculum review. Student feedback has been included in the review.

Teacher and staff satisfaction

At Casuarina we have a generally high teacher retention rate. Changes in teaching staff in 2019 were minimal.

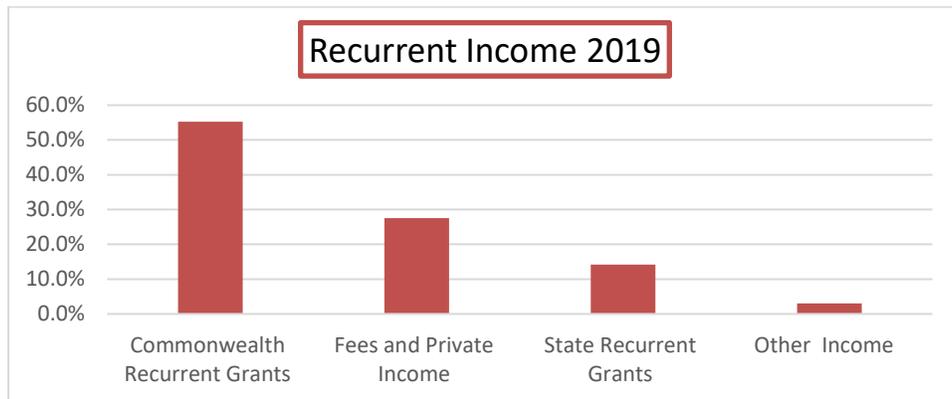
Teachers and other staff are very committed to the school, its values and curriculum and contribute many hours to extracurricular activities.

Teachers had the opportunity in weekly meetings to discuss issues or concerns with their peers or could arrange to speak with the Principal, members of the Leadership Team or the Board of directors to address concerns. In 2019, the Board met termly 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 that staff were generally satisfied in 2019.

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.

Recurrent/capital income



Recurrent / capital expenditure

