



Casuarina Steiner School

Inspiring the Head, Reaching the Heart

Annual Report 2021

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1 MESSAGE FROM KEY SCHOOL BODIES

Report from the Chair

Chair Report 2021

As I sit to write my report, I am struck by what we have all lived through, how we have adapted to the changes we have had to work and live with. 2021 was not an easy year. It was a year characterised by uncertainty, public health orders, lockdowns, home schooling to name a few. We all missed many events; festivals, main lesson sharing, class camps, not to mention family and friend gatherings. However, in all that our beautiful school has thrived, our enrolments grew as we welcomed families relocating to Coffs Harbour, the Bellingen bus commenced (now known as the Southern Bus) plays were able to be held, and the children continued to learn and develop.

And it is thanks to the leadership and everyone who works at the school we were able to thrive. It was a very difficult year for many of our staff as they worked through what the public health orders meant and the implications for the school and co-workers. Many difficult decisions had to be made. I have to acknowledge Elsbeth for her leadership in this very difficult time and the utmost respect Elsbeth had for everyone's personal decisions. Thank you too for everyone in our community respecting these decisions and the impact they had on the children and community.

As a board, we have had an interesting year working together over zoom. We sadly farewelled Susan Crocetti and welcomed John Lissaman to the Board. As part of our commitment to the school we organised to have some governance training and invited Chrysalis and Tallowood Steiner schools to join us - we were looking forward to meeting face to face. Unfortunately, we couldn't, and instead we all met on Zoom. John Foreman who facilitated kept us engaged throughout the two days. It was a very worthwhile use of our time and from my perspective one of the biggest changes that came out of the training was how we start our meetings, and the impact it has had.

We have always started our meetings with an acknowledgement of country and a Steiner verse. We now continue to do this, and now we also add the following.

Our Values

In our thinking we will be . . . imaginative, receptive, empathetic, self-reflective, future-orientated, open-minded, and challenging

In our relationships we will be . . . ethical, responsible, positive, respectful, honourable, inclusive, and honest

In our actions we will be . . . courageous, creative, innovative, collaborative, steadfast, resilient, and focused

Our Role

We are here as trustees of our school – the organisation’s mind and will. Many have acted as trustees before us, but it is our task to guide the school in the present toward a healthy future.

It is a gentle reminder to us all about what our role is and how we work together, particularly when we face difficult circumstances. And at the end of 2021, we did have some difficult decisions to make as a Board, and as such we decided to recruit an Interim Principal whilst Elsbeth took her much deserved long service leave.

I want to personally thank and acknowledge all the staff that work at the school for all they give and bring to the school. I want to thank Susan for her commitment to the school, whilst on the Board and thank my fellow Board members Helen, Beth, John, Lana, and Belinda for all they contribute to the school, as we as a team seek to guide the school in the present toward a healthy future.

Olivia Jamison
Chair of the Board

Report from the Principal

I write this report on behalf of Principal Elsbeth Haenggi, who retired at the end of 2021 after distinguished service to Casuarina Steiner School since 2004.

2021 saw school operations, programs and services and parent engagement hampered by the pandemic. The pandemic also impacted the professional learning programs for school staff and parent education programs.

Many of our traditional whole school events had to be adjusted, and festivals were celebrated internally without our community present. Where possible, the school organised zoom access to such events. While we could not invite our community into the school, many parents maintained or initiated community contact in a range of ways.

The management team, consisting of the Principal, the College Chair, the Business Manager, and the Learning Support Coordinator, worked conscientiously together to ensure that school operations were ‘business-as-usual’ to the extent possible. The school is indebted to the school management team for sustaining the school in these challenging times.

With the lessons learned from 2020, home-based learning was able to support our children at home. Not without its challenges, but nonetheless managed well.

The board approved a bus service from Bellingen, covering Urunga, Valla, and suburbs further north and en route to Casuarina. This has been well-received by parents.

The school year closed with a budgeted 125 students for 2022, from kindergarten to class 6. This is buoyant news for our single-stream school to see that most classes are at optimum enrolment.

The school developed a draft Strategic Plan that will be confirmed in 2022 and shared with the school community.

On behalf of the parents, staff, and students, I extend my gratitude to the Board for their governance and stewardship of the school.

Dr Paul Teys, Interim Principal (2022)

Report from the College Chair

The College of Teachers at Casuarina Steiner School has at its core the care and education of children. The College is the heart of the school community and is strongly committed to the ongoing study of the work of Rudolf Steiner, as well as the continuing development and growth of the school, in all its aspects.

It is also the responsibility of the College of Teachers to ensure that the curriculum, while meeting the requirements of the Australian Steiner Curriculum and the NSW Education Standards Authority (NESA), offers the highest cultural and moral examples of human endeavour.

What follows is an overview of the work carried out by the College of Teachers over the course of 2021.

Student Welfare and Discipline Policy

A portion of every College meeting is dedicated to discussing Student Welfare. Each teacher takes a few minutes to briefly mention and discuss the class as a whole, and any student(s) in his/her care who, for various reasons, may require all teachers' attention. This could be to further assist the student in the playground by being aware of certain aspects of his/her wellbeing, or simply to bring awareness to any other class dynamics which the teacher deems worth mentioning.

The Twelve Senses

Using Albert Soesman's description of the twelve senses as a guideline, the College of teachers will endeavour to gain a deeper understanding of these, especially with regards to the lower senses and their significance in everyday teaching and learning. What is the teachers' understanding of the senses? What is their place in the classroom? How is this understanding used to meet and assist all students and students with learning difficulties?

Each week, College focused on one of the senses, with each teacher providing an overview of this from their classroom, along with some practical considerations and strategies about the way in which this understanding is embedded into everyday teaching and learning activities.

Artistic Component

After a term of yoga with Kara, beginning every meeting with some centering exercises, guided breathing and relaxation, the College of teachers, under the guidance and expertise of Karen Collins, dedicated approximately thirty minutes of every College meeting to drama, gaining valuable drama skills, while also working on the staff play to be performed at the Winter Festival. Both activities proved extremely beneficial and provided the teachers with both moments of personal work and opportunities for team-building activities.

Meditation

Each meeting commenced with a recitation of the foundation verse, followed by Rudolf Steiner's teachers' meditation, as given by Steiner to the first College of Teachers in Stuttgart. In light of this return to the teachers' meditation, more emphasis this term will be placed on the importance of imagination, as discussed by R. Steiner in *The foundations of the human experience*, with a discussion around teachers' understanding of this important concept, sparked and supported by the College Chair.

The imagination discussed in Steiner's meditation is an essential element of teachers' work with the spiritual beings, while also being a crucial aspect of every teacher's own self-development, as well as his/her work with others as part of College.

College work is group work: it requires that we recognise each other, that we allow the capacities of each individual to serve the group and that we all value those capacities. The College is each of us, but more than the sum of its parts. We strive to recognise one another in the deepest sense. Experiencing oneself as part of a circle – no more, no less – contributes to the spiritual work. The experience of mutual connection is strengthening and courage-giving. At times, the imagination needed for teachers to work with this new cultural epoch may manifest itself as a solution to a seemingly trivial issue discussed at the College meeting, which may appear to have been articulated by one person. However, it has come from the connection above, the work done together, from our endeavours to maintain the sense of an unbroken circle. Our inner actions as individuals create the opportunity for imagination, inspiration, and intuition. This stretches far beyond the sum of opinions and perceptions articulated at any College meeting: it is a humbling moment and the realisation that one has participated in something rare.

Festivals

The College continued to support and work together throughout the year to achieve wonderful school-wide festivals. The school's Autumn Festival was an example of the school community coming together after not being able to do so for quite some time due to Covid-19 restrictions. The Winter Festival, with its mood of reverence and introspection and the lightness brought to the children by the staff play, marked another important event in our school's life, with the wider community taking part, enjoying the many wonderful elements this festival brings, from the nourishing soups kindly prepared by the families, to the heart-warming music singing of the children.

Angelo Pallotta, College Chair 2021

Report from the Learning Support Coordinator

Impact of Covid to Learning Support

During 2021 the learning support at Casuarina operated as normal business apart from the remote learning period due to COVID and more children being absent than usual due to covid precautions. Alternative measures were taken to continue support in these absences with the use of zoom learning support lessons for students at home.

National Consistent Data Collection for students with Disability (NCCD)

In 2021 we entered 44 students from our school population into the NCCD.

- 13 of these students were in the Quality Differentiated Teaching Practice level of adjustment, being able to have their needs met in the usual classroom setting with their teacher's usual ability to cater for a variety of learning styles and needs. These children therefore did not attract any funding.
- 20 of these students were in the Supplementary level of adjustment, requiring additional support in targeted intervention classes, adjusted learning activities and possible alternative equipment and teaching strategies as needed. Most children in this category received small group or 1:1 instruction from their teacher or learning assistant through literacy support, numeracy support, social skill support, and/ or sensory integration support.
- 8 of these children were in the Substantial level of adjustment, requiring targeted and ongoing support for all or most areas of their schooling, these children were provided with consistent and timely support provided by a learning assistant within the usual class setting or separate intervention, determined by developmental stage and what works best for the child.
- of these children were in the Extensive level of adjustments, requiring 1:1 support for most/ all areas of school life. One child requiring extensive support in both learning and behaviour, often requiring alternative measures to be in place for all aspects of the school day. The other child always requiring 100% supervision due to medical needs and ongoing support with their learning challenges and greater absences due to medical precautions.

All staff across the school had access to the NCCD portal, to be updated with best practices and case studies to reflect on their own practice. Before the NCCD was entered in 2021, all Class Teachers, alongside the Learning Support Coordinator met together and moderated across all classes to make sure we were all sharing knowledge, experience, strategies, required evidence and most importantly that we were consistent across the school in terms of what needs determined what level of support. This moderation process was well received by all staff members and was inclusive and effective in determining which children needed to be included in the NCCD, which category of disability each child would be classed within, and which level of adjustments were necessary to best support this child at our school.

Learning Support Faculty

The Learning Support Team, consisting of the Learning Support Coordinator and 8 Learning Assistants met weekly in Faculty time to discuss children and what was and was not working for everyone. Time in these meetings were dedicated to sharing strategies and approaches and the team built guided mentoring within this group to support new staff and staff working in new areas of the school. A focus of the learning support meetings was to also facilitate targeted professional development for all the team, with all members being part of the Australian Teacher's Aide portal. Using this portal, allowed Learning Assistants to access current professional development in convenient times and share with their colleagues what they had learnt along the way and what could be effectively implemented at Casuarina, keeping our practice current, consistent and evidence based. Together as a team we continued to evaluate and improve on our practices and therefore deliver quality and effective learning support to our children at Casuarina. Specific PD training for 2021 again included MSL, Numeracy and ASD strategy focus to meet the current needs within our school cohort.

Individual Education Plans (IEPs)

As part of our Learning Support at Casuarina, Class Teachers and the Learning Support Coordinator together continued to develop IEPs to best support children who required additional support. This was collaboratively developed with parental input and children input (in a developmentally appropriate way). The IEPs were drafted in Semester 1 and reviewed in Semester 2. All parents were invited to attend an IEP meeting where this plan was discussed, and a collaborative discussion was carried out with how we can all work together to best support this child on their educational path. As part of this IEP process, Class Teachers were given the opportunity to access 4 days of release across the year to develop these plans, hold these meetings, develop resources, and collect evidence for the NCCD. Every teacher was encouraged as part of this process to regularly reflect, looking deeply at what does each child need, what strategies can we put in place to meet this child's needs, what is or is not working in terms of support, is the child progressing as we would expect, what are the specific goals in accordance with child development?

Professional Development specifically for Learning Support

In 2021 as a school, we engaged external expertise for children with ongoing literacy challenges through 'Triple Thread Learning' and for those children with ongoing math challenges, we engaged external support through 'Number Sense'. Both partnerships proved to be beneficial for the children selected and supportive to our staff and our practices here at Casuarina in terms of learning support intervention. In addition to this, as a school we worked closely with individual therapists across the coast that see children at our school externally, these included speech therapists, occupational therapists, and psychologists. Again, these professional relationships strengthened what we do at school to best support our children, helping teachers with strategies and recommendations whilst allowing therapists to see the child in their educational setting surrounded by many other children, as opposed to 1:1 with a therapist in a therapy session. In addition to these professional development opportunities, as a staff we continued to develop our MSL approach to literacy, having a further 4 staff members officially undertake the week intensive training in ISMLE. We also had numerous staff members participate in Autism training through QLD Autism and Sue Larkey workshops.

Learning Support Review

Towards the end of 2021, our principal engaged AIS for a Learning Support Review to make sure that with our current practices we can meet all the needs of our diverse learners across the school. The initial part of this review was discussed with our principal and learning support coordinator and was organized to take place in the new academic year.

Overall, another year of supporting our children at Casuarina to reach their full potential and to continue developing into healthy human beings. As a team, all staff strived to meet the needs presented to them and continued to be lifelong learners themselves, always evolving, bracing new evidence-based strategies, and committing to finding the best way for each and every child within our school.

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 2021 our student population consisted of 51% boys and 49% girls. 2% 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 1078
Average ICSEA value 1000

	Bottom quarter	Middle quarter		Top quarter
School Distribution	10%	23%	33%	35%
Australian Distribution	25%	25%	25%	25%

Our students (characteristics of our student body)

Average enrolments across 2021 were 132 students, K-6. For further student information please see the My Schools website: <http://www.myschool.edu.au>

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 reflect our integrated teaching and learning approach.

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

The most recent information and NAPLAN results are available on the My School website: <http://www.myschool.edu.au>

4. PROFESSIONAL LEARNING AND TEACHER ACCREDITATION

Professional Learning

Throughout 2021, the College of teachers worked on various topics throughout the year, developing professionally as colleagues.

During Term 2 and 3, Julie Thomas led the teachers into delving deeply into the new PDHPE curriculum and how that could be carried out at our school consistently across the years. Together as a group, the teachers looked at the developmental stages and the curriculum and how these two could work alongside one another in a Steiner setting.

Another big topic at college in 2021 was the revitalization of the Steiner informed Child Study practice with all teachers committing to this being carried out ongoing for the year. Liz Sheppard led the teachers into looking closely at how we can best hold Child Study at Casuarina and together we practiced this in three to four weekly cycles, with each class teacher being given the chance to ask questions, comment and give different perspectives and lead a child study of their own.

During staff development days at the beginning of each term, the focus was given to first aide, child protection, work health and safety, Strategic Planning, and the school Reconciliation Action Plan (RAP). The professional development around the RAP was led by Courteney Henderson and Linda Burke and included all teaching staff within Casuarina.

Other professional development opportunities were taken up in 2021 in various ways. Some teachers attended PD courses identified in their own professional practice planning, at times feeding back to colleagues as appropriate, others attended in small groups, embedding the practices and strategies back into the school upon their completion.

In 2021, such professional learning opportunities included:

- Assist families during COVID times
- Partner with families through positive relationships
- Heal Country, Heal our Nation
- Successful conversations about mental health with young people
- Understanding rumination and worry
- Helping kids who worry about mistakes
- Strengths approach to challenging conversations
- Berry Street Training- Trauma informed practice
- ASD teaching strategies
- Positive Schools
- NCCD moderation training
- Steiner Education Early Childhood Teaching- Foundation course
- Gender Diversity in Schools
- Multi-sensory structured language learning (MSL)
- Steiner annual conference
- Steiner class intensives (Classes 1 and 5)
- Positive Behaviour Plan implementation guided by AIS
- Outdoor classrooms
- Social Thinking concepts

Most courses in 2021 were delivered via zoom or webinars due to the COVID restrictions. This did allow some courses more accessible without travel time and costs however numerous courses were postponed until 2022.

Teacher Accreditation

Level of accreditation	Number of teachers
Conditional	0
Provisional	2
Proficient Teacher	10
Highly Accomplished Teacher (voluntary accreditation)	0
Lead Teacher (voluntary accreditation)	0
Total number of teachers	12

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	11
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

WORKFORCE COMPOSITION

In 2021 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 Bookkeeper and the Office reception staff.

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

One of our Learning Assistants is of Aboriginal descent.

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

5 STUDENT ATTENDANCE

Average Attendance Rates

The overall student attendance rate for 2021 is 86%.

Class	Average Attendance
Kindergarten	81%
Class 1	88%
Class 2	81%
Class 3	85%
Class 4	88%
Class 5	85%
Class 6	91%

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 email 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. Where this is not successful the principal or delegate initiates the development and implementation of an Attendance Improvement Plan.

The school requires 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.

6 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, behaviour, 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.

7 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 2021	Access to full text
<p>Student Welfare Casuarina Schools approach to student welfare is detailed in the Student Welfare and Discipline Policy. The purpose of this document is to outline how the school seeks to provide a safe and supportive environment to support the mental, physical, and emotional well-being of all students at all times. It is designed to promote learning and build positive relationships in the Casuarina School community. The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Student Welfare at Casuarina and based on principles of procedural fairness.</p>	<p>While routine review was made of the policy in 2021, 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. 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. 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.</p>	<p>While routine review was made of the policy in 2021, 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>

Disciplinary actions do not include exclusion.		
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<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>	While routine review was made of the policy in 2021, no changes were made.	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>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>	No changes were made to this policy in 2021.	<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>

8 SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Achievement of priorities identified

In 2021 areas for improvement had to be re-prioritized due to the challenges to the school organization through the outbreak of COVID-19.

Area	Priorities	Achievements
Strategic Planning	<p><u>Community</u></p> <p>Developing a strong P&F and community engagement</p> <p><u>Sustainability</u></p> <p>Maintaining premises</p> <p>Marketing efforts to increase enrolments</p> <p>Becoming an ECO School</p>	<p><u>Community</u></p> <p>Due to COVID-19 restriction many of our community engagement plans had to be cancelled.</p> <p><u>Sustainability</u></p> <p>A building audit has been done and a maintenance schedule detailed.</p> <p>Some of our structured marketing efforts were limited by COVID-19 restriction. However, the more detailed insights into our teaching and learning approach during the home-based learning phase had an unintentional positive marketing effect as feedback from community was very positive.</p> <p>School tours were held frequently outside school hours leading to an increase of enrolments.</p> <p>While the school registered as an ECO school the implementation is still in its infancy.</p>

<p>Teaching and Learning</p>	<p>Deepening the work of the College of Teachers</p> <p>Embedding collegiate conversations and peer teaching and learning</p> <p>Teacher accreditation at Proficient Teaching level</p>	<p>In 2021 the College of Teachers has continued to strengthen their work through regular artistic activities and pedagogical explorations and curriculum reviews.</p> <p>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.</p> <p>COVID-19 restrictions and the phase of home-based learning provided further opportunities for staff to work closely together in challenging circumstances.</p> <p>One staff member achieved accreditation at Professional level in 2020. The accreditation process was guided by the AIS who is the school's TAA.</p>
<p>Curriculum</p>	<p>Child Study</p>	<p>A structure and procedure for Child Study was developed and implemented through an actual child study.</p>
<p>Leadership and Governance</p>	<p>Ongoing development of Board members in compliance and risk management</p>	<p>Some new board members participated in Governance, Leadership and Management training.</p> <p>The board was informed of and supported the implementation of COVID-19 related guidelines.</p> <p>Following that significant impact of COVID- 19 restrictions on our school community and staff, facilitated focus group discussions were held informing the strategic plan for 2021-2024.</p>

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 daily, weekly, and seasonal.

Care for the environment is promoted through our Environmental Education Policy and 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 minimisation of packaging. Organic waste is composted at the school, and the two school gardens provide opportunities for students to grow their 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.

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. The students create a harvest mandala 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 and in structured buddy activities. Older classes help 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 cooperation, responsibility and working as part of a team. On camp, students must learn how to problem solve, be resilient and flexible, always respecting the needs of others. 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 planning, preparing, and holding community events.



STUDENT, PARENT AND STAFF SATISFACTION

Casuarina Steiner School strives to be an engaged and a positive part of the broader 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 and interest groups.

Parents are encouraged to share their educational experiences with their children. They are welcome to attend events and celebrations and 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 and 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 in 2021 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.

There were no formal strategies used in 2021 to seek parent feedback. This will occur in 2022 through a parent satisfaction survey.

At Casuarina, we have a generally high teacher retention rate. Changes in teaching staff in 2021 were again minimal.

Teachers and other staff are 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 arrange to speak with the Principal, members of the Leadership Team or the Board of directors to address concerns. Formal and informal feedback from teachers and discussions with the Principal and Executive indicates that staff were generally satisfied in 2021.

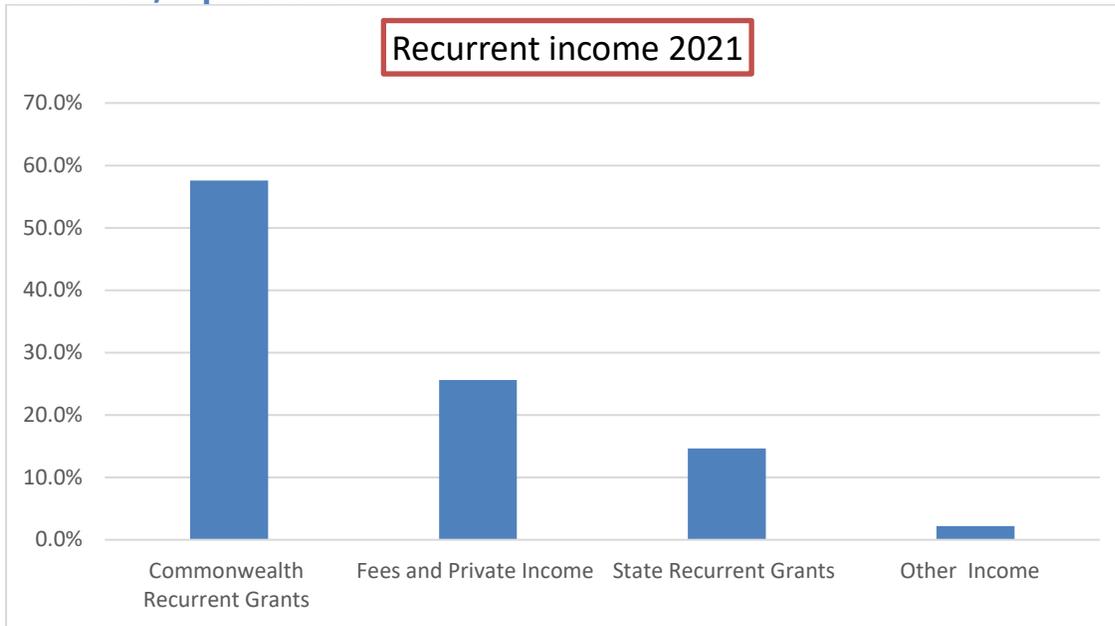
There were no formal strategies used in 2021 to seek parent feedback. This will occur in 2022 through a parent satisfaction survey.

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 approaching teachers and other staff with their questions and issues and feel heard and cared for.

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

