

KAMAROI RUDOLF STEINER SCHOOL

# Annual Report 2016

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## Message from key school bodies

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### Chairperson's Report

2016 was a full and exciting year in the ongoing life of Kamaroi. Our Strategic Plan booklet for 2016-2020, 'Meeting our Future', was published following a two year consultative and collaborative process with the Kamaroi community. We are grateful to the Association of Independent Schools for their support through funding and advice as a part of their Embedding Excellence program. We have identified three key strategic areas (pillars), being: teaching and learning; governing and managing and community and caring as the foundation upon which goals and action plans are built.

The role of the Board is to ensure stable governance and strategic direction whilst supporting the school's operations. Much of our work falls under the pillar of governing and managing. The Principal's report will talk to how we're reaching our strategic goals under our teaching and learning pillar. The first half of the year was focused on our BOSTES re-registration which we passed with flying colours, gaining the maximum 5 year registration. Our inaugural Principal, Virginia Moller announced her resignation during 2016, leaving at its conclusion. Virginia had been involved in, and dedicated to Kamaroi for 20 years, initially as a parent, then librarian (voluntarily in the early days), college member, Educational Administrator and then Principal. Following a successful Principal recruitment process, we employed Olga Blasch to commence as Principal of Kamaroi at the start of 2017 and we look forward to an exciting future with Olga.

In terms of the figures, our enrolments at census were 186, slightly lower than 190 in 2015. Reviewing the financial position of the school, we had a profit of \$163,441 (following a small loss of \$17,392 in 2015). Our current assets totaled \$8,421,051, an increase of \$163,441 in net current assets. Many thanks to Business Manager, John Forman, for careful management of our operating costs and staffing alongside a frugal capital program during 2016.

Throughout 2016, other actions have been undertaken under governing and managing. We commenced our investigation of early childhood options for Kamaroi and for 2017, a playgroup is being operated on our 224 Forest Way site. Extra places have also been created for younger children in Kindergarten. Work has commenced on the development of gardens on 224 in consultation with staff and the PA and a great deal of work put into decision making guidelines.

Many wonderful people continue to make selfless contributions to Kamaroi to ensure our success. I would like to thank Virginia for her tireless work and dedication as school Principal throughout 2016. In addition, many thanks to Lisa Smith, John Forman, Vanessa Snaith-Gardener and Anthony Downs for their work on the leadership during 2016. Also, over the past two years, a number of groups were established to develop goals and actions as part of 'Meeting our Future'. I would like to thank all staff members for their ongoing contributions in this context as well as the outstanding work they continue to do in the classroom educating our children.

Thank you to my fellow directors for their ongoing commitment throughout 2016, particularly the Governance Committee. Gratitude to Warwick Brown and Murray West who are standing down at this AGM after many years of service to Kamaroi through both the Board and PAFA. We also farewelled Euan Fisher as a director during 2016.



Joining us in 2017 are Pia Lee and David Orton as casual Directors. The Board are midway through a review process which we will complete during 2017.

Company members of Kamaroi hold the long-term interests of the school, the critical purpose of membership being to ensure the long term stability of the school by providing a pool of potential company directors. Since the last AGM, we have welcomed Beryl Truong, Michele Cabena, Tamara Newlands, Don Hunton, David Orton, Pia Lee, Olga Blasch, Sabiene Heindl and Adam Winter as Company members.

At the heart of Kamaroi is our strong community. Board, staff, PA and parents all help to support our Community and Caring pillar. Historically, parents have been very involved in our school and staff, parents and leadership have enjoyed working collaboratively together. We look forward to Kamaroi's continued growth and success.

Kate Jenkins

Board Chair



## Principal report to the AGM 2016

The following report is based on the 2016 academic year at Kamaroi Rudolf Steiner School.

2016 was a year of consolidation in one sphere of the school whilst preparing for significant change with a new Principal appointment in 2017.

The staff at Kamaroi dedicated considerable amounts of time and energy into the year and should be acknowledged. As the year progressed the needs of registration and recruitment were significant alongside the exemplary teaching across the school.

### Staffing and budget

- As evidenced in the audited financial reports, it is testimony to the strength of Kamaroi's financial management that we withstood an unexpected enrolment drop in 2016.
- We welcomed new class 1 teacher Jessica Evans.
- Katherine Woodburn left Kamaroi at the end of her class teaching cycle in December. She was a highly valued and professional member of staff and will be missed by students, her colleagues and the parents.
- Pauline Shuttleworth, Registrar left Kamaroi in July. Pauline was a highly respected and valued staff member of staff.
- Graeme Hickey was employed in the role of Registrar and Marketing Manager in September with a mandate to lift enrolment applications and raise the profile of Kamaroi in the wider community.
- Our shared teaching arrangement went from strength to strength in 2016 with continued high level of parent satisfaction. Mandy Silversides and Nicole Wise are both outstanding teachers who have been committed to achieving the best outcomes possible for students. The class was able to continue the shared teaching arrangement for semester 1 only; Mandy took twelve months maternity leave at the end of term two. She will return to her part time position in term 3 2017. Nicole Wise stepped in as the full time class teacher for semester 2.
- Virginia tended her resignation as Principal and the Board embarked on a very detailed and extensive recruitment process.
- Katherine Balbi was licensed to use a teaching space for her Extra Lesson and Magic of Movement practice and this has been well received by parents engaging her services. These sessions were partially subsidised by a generous donation from a school family.
- Lisa Devine was continued in her role as school pastoral care worker and has built on her already proven successful in her role as teachers and students alike benefit from her substantial expertise and experience. Lisa is an integral part of our strengthened learning support program.
- Kim Mann was employed as Compliance Officer, an extension of her work for registration. She is employed one day a week to manage all compliance requirements at Kamaroi and to oversee the transition to "Complispace".

*CompliSpace is a provider of Governance, Risk and Compliance and Policy Management programs (GRC&P) and consulting services. They provide the*



platform/tools to monitor, manage and report on identified risks and key compliance tasks.

The huge increase in compliance requirements for schools is mainly to do with evidence based auditing in complex areas such as child protection, school attendance, student welfare and the new, extensive changes in our requirements to do with teacher accreditation.

## “Meeting our Future 2016-2020”

2016 was the first year implementing “Meeting Our Future 2016-2020. The goals and actions which inspire our work fall under the three broad headings of:

1. **Governing and managing:** Communications; clarifying roles and responsibilities; 224 Master plan commencement; decision for options for early childhood; development of 224 for educational purposes.
2. **Teaching and learning:** Learning Support; Whole school writing program framework;; Outdoor classroom and environmental program; Contemplative enquiry
3. **Community and caring: Community** gardens; Workshops

Meeting our Future also incorporated many of the issues to do with decision making and clarity on structure of the school into its program. The key goal which straddles across all areas of school life is: 'Building capacity to make wise and inclusive decisions'. This is actively being worked on at Board and school level. Although our legal structure is clear in the school's constitution and the Board has delegated management of the school to the Principal role, a review of decision making was undertaken to help ensure there is optimum support for teachers in delivering our Steiner curriculum and clarity of, and authentic participation in, decision making processes by key stakeholders.

As part of Meeting our Future goals, a review of positional structures in the school was undertaken during 2016 to ensure sustained support for teaching and learning, curriculum and student wellbeing. This was also seen as an important decision given the transition between Principals in the future.

## Registration

2016 was the year for the renewal of registration by BOSTES (now NESAS). The process was very intensive with work beginning prior to 2016.

The registration covered all curriculum and operational areas of Kamaroi. This is broken down further into other categories in which the school was checked. This includes premises, buildings and facilities; Creating a safe and supportive environment through child protection legislation and student welfare; monitoring attendance; the management and operation of the school; proper governance; and educational and financial reporting.

In every area the school was compliant and was granted renewal of registration until 31/12/2021.



## Teaching and learning

Some activities of the 2016 year:

- Our music program goes from strength to strength; many thanks to instrumental coordinator Karen Leimbach for her expertise and enthusiasm for this programme. Kamaroi has the benefit of many fine tutor musicians who take the small groups each week. We had several ensemble performances throughout the year which showcased the significant musical development of the children. Many thanks to the PA for its generous and continued support of the program
- Teachers worked collaboratively with programming using the NESAs online Program Builder. The teachers are to be congratulated for their willingness to embrace this new style of programming.
- 26 Class 5 students and 7 Class 3 students participated in NAPLAN.
- Peer coaching continued during 2016 with peer observation of classes providing invaluable feedback to teachers.
- There were the usual stunning festivals, firesticks performance, amazing plays, camps, Greek Olympics and musical evenings,

I wish to thank the Board of Directors for the huge amount of work they put in throughout the year. In particular I wish to thank Board Chair Kate Jenkins for her dedication to the school and for her practical and constant support to Virginia in her role as Principal.

I wish to thank the amazing staff at Kamaroi for taking the time, energy and commitment to work together in the interests of creating a positive future for Kamaroi. There is always much to do in the school and the staff are constantly rising to new challenges and expectations.

I would like to express much appreciation to the Parents' Association for their ongoing support of our programs – from Parent education, music ensembles and equipment – and we continue to be very grateful for that support. Thanks too for the work the Parents Association does to raise funds for these programmes mostly through the Fair, always a stunning day.

With goodwill and dedication to our core values and our exciting vision for the future we will continue to achieve so much together.

Olga Blasch

Principal



## Contextual information about the school and characteristics of the student body

Kamaroi School is a thriving non-denominational K-6 independent primary school situated in beautiful bushland surrounds. The curriculum is based on the internationally recognised educational philosophy of Rudolf Steiner. The school's mission is 'Foundation for Life' - acknowledging that the first twelve years of a child's life are foundational to the child's development as a healthy, responsible human being who loves learning and who imparts purpose and direction to life.

In today's complex world and with the many challenges our young people will be facing, it has never been more important that children experience a balanced curriculum - one that places great importance on imagination and creativity and fully engages a child's feelings, will and intellect. A curriculum that instils confidence in self and a sense of social and environmental responsibility. By building these foundations we can empower young people to see a more positive future which they believe they can help create.

The core values of the school which achieve these key priorities of Steiner education are Imagination, Connection and Initiative. At Kamaroi, thinking is brought to life through imaginative teaching and learning within an integrated curriculum balancing academic, artistic and practical learning experiences. Emphasis is on developing a love of and engagement in learning within a supportive learning community. There is focus on connection - with self, each other and the world. A strong emphasis on creative arts and social/emotional education is considered integral to not only academic development and achievement, but also to the development of individuals who are innovative, optimistic and resilient learners.

A unique characteristic of Steiner education is that the class teacher carries the same class group for a number of years which supports emotional stability and security within each child and promotes optimal academic development. At Kamaroi the students are also guided by specialist teachers in speech and drama, eurythmy/dance/movement, music, handcraft, sport and library. The academic curriculum is thus integrated with class plays, seasonal festivals, orchestra, wind and brass ensemble, choir, an outdoor education program as well as gardening, cooking and woodwork.

As evidenced from many years of parent satisfaction survey results, the school's key strengths are identified as the integrated curriculum; quality of teaching and strong teacher/student relationships; the high priority placed on communication between parents and school; support given to students to achieve academic standards; a very strong sense of community and strong leadership and management. Parents also appreciate that we have a comprehensive, rigorous, balanced program of assessment which informs, not detracts from what really matters - a whole person approach to education.

In this rich and integrated curriculum, the Main lesson forms the backbone. At Kamaroi, each Main lesson lasts 3-4 weeks and is studied in a two hour block at the beginning of the day. The main lesson period allows the teacher to develop a wide range of integrated activities - academic learning, movement, speech, music, story, and practical activities - all around a central theme drawn from key learning areas. Literacy and numeracy is brought through the medium of picture and story, developing imaginative thinking. Throughout the primary years, children deeply engage with the great stories of human history and culture - folk tales, myths and history of the ancient



civilizations coupled with tales of geographic exploration and scientific discovery - providing a rich tapestry of human experience, attitudes, values and beliefs.

Kamaroi School recognises that the rich cultural and aesthetic nature of the environment - natural and built - is a reflection of the Steiner educational perspectives and promotes the achievement of educational outcomes, development of aesthetic sensitivities and sense of wellbeing of the child. Kamaroi enjoys excellent resources and facilities. The children learn in beautiful classrooms and the school is surrounded by natural bushland.

### **Characteristics of the student body**

Kamaroi School has 186 students from Kindergarten to class 6. It is a co-educational, non-denominational school with students coming from a range of backgrounds, including students with a language other than English and a number of students with special needs. In 2016 there were 96 girls and 90 boys. Please also refer to My School website: <http://www.myschool.edu.au>



## Student outcomes in standardised national literacy and numeracy testing

### STUDENT PERFORMANCE ON THE 2016 NAPLAN – YEAR 3

Most parents choose to withdraw class 3 students from the testing, as the timing and pacing of the Steiner curriculum at the mid-year 3 stage level does not correspond with the NAPLAN content, in 2015 we had seven students sit the test to generate results which appear on the *my school* website.

As the sample size is very small and comparison with other students in NSW AIS schools or with the general state scores would be skewed, a simple report on the Kamaroi scores follows.

### COMPARISON TABLE 2015 AND 2016

NAPLAN 2015	NAPLAN 2016
<b>Reading</b> 50% of Kamaroi children scored Band 6, the top band 50% of Kamaroi children scored Band 4	<b>Reading</b> School average in band 6 above national average in band 4 71% of Kamaroi students scored in the top two bands
<b>Grammar and Punctuation</b> 80% of students scored in the top band	<b>Grammar and Punctuation</b> School average in band 6 above national average in band 5 43% of Kamaroi students scored in the top two bands
<b>Spelling</b> Three students scored Band 6, the top Band Two students scored Band 3	<b>Spelling</b> School average in band 6 above national average in band 4 100% of Kamaroi students scored in the top two bands
<b>Writing</b> In persuasive writing the students scored Band 4 or above.	<b>Writing</b> School average in band 5 above national average in band 4 86% of Kamaroi students scored in the top two bands
<b>Numeracy</b> The scores were spread between Bands 3 and 6	<b>Numeracy</b> School average in band 5 above national average in band 4 52% of Kamaroi students scored in the top two bands



## STUDENT PERFORMANCE ON THE 2016 NAPLAN- YEAR 5

In 2015, all but one of twenty six children in class 5 participated in all the NAPLAN tests. The table below shows the comparison between 2015 and 2016.

### COMPARISON TABLE 2016 AND 2016

NAPLAN 2015	NAPLAN 2016
<p><b>Reading</b> 78% of Kamaroi students scored in the top two bands Just under half of Kamaroi students scored Band 8 25% of AIS students in NSW scored Band 8 17% of all students in the State scored Band 8 Only 5 Kamaroi students did not score in the top two bands</p>	<p><b>Reading</b> School average in band 7 above national average in band 6 73% of Kamaroi students scored in the top two bands</p>
<p><b>Grammar and Punctuation</b> 82% of Kamaroi students scored in the top two bands 41% of Kamaroi students scored Band 8 In 2014, only 14% of Kamaroi students scored Band 8 18% of all children in the State scored Band 8</p>	<p><b>Grammar and Punctuation</b> School average in band 7 above national average in band 6 46% of Kamaroi students scored in the top two bands</p>
<p><b>Spelling</b> No students scored below Band 5 76% of students scored Band 6 or above In 2014, 62% of Kamaroi students scored Band 6 or above</p>	<p><b>Spelling</b> School average in upper band 6 above national average in lower band 6 89% of Kamaroi students scored in the top three bands</p>
<p><b>Writing</b> 14% of students scored in the top two Bands In 2014, no students score in Bands 7 and 8 46% of students scored Band 6 In 2014, 28% of students scored Band 6</p>	<p><b>Writing</b> School average in band 6 above national average in band 5 60% of Kamaroi students scored in the top two bands</p>
<p><b>Numeracy</b> 70% of students scored Band 6 or above Only one student scored below Band 5 The scores are commensurate with the State average but a few percentages below NSW AIS schools</p>	<p><b>Numeracy</b> School average in band 7 above the national average in band 6 58% of Kamaroi students scored in the top two bands</p>



## Teacher qualifications and professional learning

Please also refer to My School website for total teacher numbers  
<http://www.myschool.edu.au>

### Qualifications

CATEGORY	NUMBER OF TEACHERS
Teachers who have teaching qualifications from a higher education institution within Australia or as recognized within the National Office of Overseas skills Recognition guidelines (AEI-NOOSR)	18
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognized within the AEI-NOOSR guidelines but lack formal teacher Education qualifications.	1

### Professional learning

Highlights of the year included:

- Class teachers benefited from the week- long Steiner Intensives at Glenaeon School in January.
- Teachers also participated in workshops highlighting teaching students with disabilities.

The following table outlines key professional learning throughout the year:



## 2016 Training Program

### January – Curriculum Day - Pre-Term1 - Policies Update

Date	Type of Training	Conducted By	✓
<b>Term 1</b>			
<b>February</b>			
February 9 <sup>th</sup>	E C O training	Dynamiq	
February 11 <sup>th</sup>	WHS Consultation Statement	Principal	
February 15 <sup>th</sup>	Evacuation Drill -12.00pm	Dynamiq	
<b>Term 2</b>			
<b>May/June/July</b>			
June/July	AIS Child Protection e-learning module	AIS Online Portal	
June 16 <sup>th</sup>	Disability Discrimination Act Training	AIS - Sue Cairns	
June 23 <sup>rd</sup>	Policies Update – New intranet launch	AIS Online Portal	
By Term 2 Break	WHS Induction e-learning module (all new staff 2016)	AIS Online Portal	
Term 2 Memo	Hazard Register - Reminders	Principal/Memo	
<b>Term 3</b>			
<b>August</b>			
August 8 <sup>th</sup>	Fire Training Extinguishers etc	Bettafire protection	
September	Risk Mgt for Managers & Supervisors e-learning module	AIS Online Portal	
<b>Term 4</b>			
<b>October</b>			
October 2 <sup>nd</sup>	Friday– Review & Practice Emergency Scenario(s)- Half Day	Dynamiq	
Oct 10 <sup>th</sup>	First Aid Training: Anaphylaxis, Epilepsy and Asthma	St Johns Ambulance	
Week 2	Unannounced Fire Drill	Principal	



## Workforce Composition

<b>Staff</b>	<b>Number</b>	
	<b>2016</b>	<b>2015</b>
<b>Teaching staff</b>	19	22
<b>FTE teaching staff</b>	13.4	14.6
<b>Non-teaching staff</b>	8	8
<b>FTE non-teaching staff</b>	4.9	4.5



## Student attendance rates

Level Description	Attendance %
Year 1	92%
Year 2	93%
Year 3	91%
Year 4	93%
Year 5	94%
Year 6	91%
Whole School	92%

## Kamaroi enrolment policy

Kamaroi Rudolf Steiner School is a non-denominational co-educational K-6 school providing an education based on the principles of Steiner Education and operating within the policies of the NSW Education Standards Authority.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students and guardians are expected to support the school's ethos and comply with the school rules, policies and directions to maintain the enrolment.

**When enrolment applications exceed available spaces, priorities may include the following in whatever order is determined:**

### **Families with connection to the philosophy of the school**

Connection with philosophy of Steiner education is evident:

- During initial interview with class teacher and / or Principal
- When applicant is transferring from another Steiner School
- If parent(s) undertaking anthroposophically-based course
- If child(ren) have previously attended Steiner playgroup / pre-school
- Parent(s) attended Kamaroi or another Steiner school

### **Siblings of current children**

- In classes k-6, siblings do not *automatically* have priority on the waiting list for a class.

### **Order of completed applications received (with application fees PIF)**

### **Transfers from other Steiner schools**

### **Behavioural considerations**



## Procedures

1. All applications should be processed within the school's enrolment policy.
2. Consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the schools ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
4. Identify any strategies, which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.
6. Continuing enrolment is subject to the student adherence to school rules (see behaviour support policies) and payment of all school fees.
7. Applications to enroll siblings of current children may not proceed whilst an existing debt remains unpaid.
8. The Business Manager may halt any application until he / she is satisfied that fees can and will be paid on time.

### Progression to Class One

At Kamaroi we prefer children to have turned five before 1<sup>st</sup> January of the year commencing in Kindergarten. Our preference is for children to be turning seven during class one. All children are assessed for class one readiness, which involves consultation with parents, before the end of the kindergarten year.

## AIS Guidelines to assist the consideration of an enrolment application for a child/student with a disability.

### General procedure

Process the student's application as per the school's enrolment policy. In order to process the application it will be important to work with the parents to collect all relevant information. This will enable the school to understand the parents' expectations of the school, the student's educational needs and implications for the school. Any issues the school wishes to raise can be discussed within this framework. External special education consultants could work with the school to consider flexible and lateral ways of addressing the student's needs within the school. The resultant statement of parental expectations and articulation of what the school might be able to offer would form the basis for on-going discussions with the parents and inform the school's decision regarding the enrolment.

### Recommended actions

1. Ensure staff are aware of the following
  - This procedure should be applied within the school's enrolment policy, and
  - The school will not refuse to enrol students simply because they have special needs
2. School considers the impact on the student, other students, staff and the school community (including financial impact) before the enrolment decision is made. A range of strategies need to be put into place once the decision is made. These strategies should be developed before the enrolment decision is made.
3. If the school considers that it may have to decline the enrolment, seek advice from the AIS or another appropriate person.
4. Ask the parents to articulate the student's special needs and what they expect from the school. Consider social, academic, sport and co-curricular areas. Invite the parents to provide further information from their child's specialists.



5. Identify the students special needs

Request information and documentation from parents to assist the processing of the enrolment application. The parents will have numerous reports, which could be of assistance. Of these, the following current reports are helpful and are asked to be supplied to the school where relevant.

- Previous school reports and current school achievements
  - Psychologist's report documenting functional skills and IQ test results (although the functional information will be most useful in examining the implications for the student's program, the IQ results are required for Commonwealth funding applications), if relevant
  - Speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom, if relevant
  - Occupational and physiotherapy reports documenting self help skills and mobility, if relevant
  - Medical specialist reports, if relevant
  - Vision and hearing reports, if relevant
6. Seek information on possible levels of Commonwealth funding based on the reports and access to other support services.
7. Seek advice from an external special education consultant on reports. This person should recommend if/where further information should be sought. It may also be important to invite the parents and their choice of relevant specialists (could include psychologists, therapists, educators, medical specialists etc) to the school to consider specific needs arising from the reports or other information.
8. Involve an external special education consultant to assist school to examine options for how the school could meet the student's needs and the parents' expectations. Determine a preliminary view of the school's position and possible options.
9. Discuss possible options with parents.
10. With all the information the school determines the enrolment decision. This decision must be able to be justified.



## Other school policies

### Student welfare

The Steiner teacher instils in the children an appreciation of children's rights and responsibilities to each other, to teachers and to parents. Both teacher and school are committed to ensuring a safe and caring environment which promotes joyful learning, personal growth and compassionate interactions and places the student at the centre of the education process. The school acknowledges the research backed assertion that engaged learning only occurs when the needs of teachers and students for physical and emotional safety are met.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented policies and programs are in place to support the physical, social, academic, and emotional development of students, providing for early intervention programs for students at risk, and are reviewed on an annual basis, including:

#### Changes made

Policy separated from Student Behaviour and Welfare and Supervision policy to make it into its own policy as part of a review for the BOSTES inspection that occurred in 2016. This policy is now an overarching policy and covers off all NESA requirements.

### Pastoral care

Students will be made aware of, and have access to, appropriate pastoral care arrangements within the school. The school will take reasonable measures to identify students with special needs and provide them with an appropriate level of support to assist such students with their schooling with minimal disruption, taking into account the resources available. Students requiring health and/or medical services and support or medication will be assisted to access these in an appropriate manner.

No changes to the policy in 2016.

### Summary of Anti-bullying Policy

Kamaroi School does not condone or tolerate bullying or harassment.

Kamaroi Steiner School works within the indications given by Rudolf Steiner, aiming to create a safe and caring environment which promotes personal growth and a positive self-esteem for all. Bullying behaviour in any form does not belong in such an environment where positive and assertive communication is promoted and difference is valued.

The anti-bullying policy is part of a suite of policy/procedures under the umbrella of Behaviour Support. Procedures are based on evidence informed 'methods of shared concern' and 'no blame' approach. These approaches are outlined in the policy/procedure document.

The full text of the school's anti-bullying policy can be accessed by request from the Principal and from the Parent Handbook and is also available through Kamaroi School website: parent password protected 'School Policy' area.

In 2015 changes were made to the method of shared concern support documents to make clearer and more accessible for teachers.

2. Contact information for the Police youth Liaison Officer if the Principal Considers the Circumstances/Severity of the incident warranted might warrant such involvement updated

### Policies for Student Discipline

Students are required to abide by the school's rules and to follow the directions of teachers and other people with authority delegated by the school. Where disciplinary action is required penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour. Responses to inappropriate behaviour takes



into consideration the particular situation and context, the individual circumstances, special needs and actions of the student and needs and rights of school community members.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion provides processes based on procedural fairness.

The school expressly prohibits corporal punishment and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.

The full text of the school's discipline policy and associated procedures, which are included in the overarching Behaviour Support Policy, is provided to all members of the school community through

- Staff intranet
- The Parent Handbook (available hard copy and on website)
- Hard copy on request
- Kamaroi website for parents

#### Changes made

Updates in 2016 included policy separated from Student welfare and Supervision policy to make it its own policy - The School Behaviour and Support Policy and Guidelines as part of a review for the BOSTES inspection that occurred in 2016. After the RANGS upload Procedural fairness information that was omitted replaced back into Policy April. Templates in appendix updated at the beginning of term 3. Meeting to continue discussions on the PBIS occurring still ongoing delayed due to staff movements. After inspection slight alteration made as a result of inspection suggestion and the addition of police Youth Liaison Officer more information added on procedural fairness definition and the right to appeal.

### **Policies for Complaints and Grievances Resolution**

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

Complaints/concerns on management or educational issues in the school are to be dealt with efficiently, fairly and respectfully so appropriate resolutions can be achieved. The principle aim is to handle concerns effectively in a spirit of co-operation as soon after the incident(s) as practicable.

The full text of the school's policy and processes for complaints and grievances resolution is provided on the Staff intranet. A summary of the policy and processes is also provided in the Parent Handbook (which is also available from the school website) and on password protected area of website. These processes incorporate how parents raise complaints and grievances and how the school will respond. Reminders about complaints procedures appear in the weekly newsletter from time to time.

#### Changes made

In 2016 the inclusion of the Issues register to log serious issues and updates made to the process around filling in the register.



## School determined priority areas for improvement

### 2015 Priorities

Area	Priorities	Achievements
Governing and managing	<ul style="list-style-type: none"> <li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Communications; clarifying roles and responsibilities; 224 Master plan commencement; decision for options for early childhood; development of 224 for educational purposes.</li> <li>Revision of enrolment processes to ensure maximum transparency, timeliness, adherence to disability discrimination legislation and values of inclusion are met.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership roles established</li> <li>All policies updated</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Learning Support; Whole school writing program Outdoor classroom and environmental program; Contemplative enquiry</li> </ul>	<ul style="list-style-type: none"> <li>PBIS programme initiated with AIS consultant</li> <li>Streamlining student support work</li> </ul>
Community and caring	<ul style="list-style-type: none"> <li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Developing a community space on 224 that includes garden beds and a multi use pavilion that can house and support education programs in a broad spectrum of areas, such as woodcraft , bush regeneration, fibre craft, biodynamics, permaculture, beekeeping and meditation.</li> </ul>	<ul style="list-style-type: none"> <li>.biodynamic garden started on Block 224</li> </ul>



## 2016 Priorities

These priorities are included in greater detail on the 2015-2020 chart of goals and actions available on Kamaroi website.

<b>Area</b>	<b>Priorities</b>
<b>Governing and managing</b>	<ul style="list-style-type: none"><li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : development of 224 for educational purposes. Employment of a new Principal commencement date 2017 Part time compliance officer employed</li></ul>
<b>Teaching and learning</b>	<ul style="list-style-type: none"><li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Implementation of PBIS programme alongside ongoing training</li></ul>
<b>Community and caring</b>	<ul style="list-style-type: none"><li>As part of embedding excellence process goals , actions and evidence for improvement are finalised for : Developing a community space on 224 that includes garden beds and a multi use pavilion that can house and support education programs in a broad spectrum of areas, such as woodcraft , bush regeneration, fibre craft, biodynamics, permaculture, beekeeping and meditation.</li></ul>



## Initiatives promoting respect and responsibility

The Steiner curriculum itself offers a very rich global and historical perspective through the Main Lesson content – from fairy tales to Ancient Rome. The Main Lessons provide timeless values of respect for each other, that we are all part of humanity, we each have a place and a task and each of us, using imagination and initiative, can make a meaningful contribution to the whole.

The curriculum provides an implicit social and emotional education of children through the nurturing of a sense of reverence for life, feelings of wonder and awe and a love of learning. Students *know and understand* the content, but as their feelings have been touched by the learning process, they also *care* about the phenomenon under observation and are more likely to awaken the ethical dimension of the learning experience.

Our annual Harvest, Winter and Spring Festivals as well as specific personal development 'rites of passage' programs for class 6, Main Lessons such as Farming and Gardening and our Handcraft curriculum, all serve to support and deepen the school's emphasis on respect for self, the environment, each other and the global community. Specific activities such as building a class garden, recycling and composting form an integral part of the curriculum. In handcraft, children learn knitting in class 1 – learning about natural resources at the same time.

Our multipronged approach to behaviour support and anti-bullying processes are underpinned by a rights and responsibilities framework with the value of respect at the core. The use of sharing circles in classes, children's involvement in establishing class agreements and consequences and an active restorative justice approach to conflict resolution are examples of programs and practices which support the core values of respect and responsibility.

At Kamaroi we aim to be more values oriented rather than rules oriented. To help promote this, each class devised goals to help achieve a more explicitly respectful classroom and playground. In 2016 decision has been made to implement a Positive Behaviour Support Intervention program with the support of the AIS. This is a whole school positive behaviour support structure which more explicitly and consistently links Kamaroi's Steiner ethos and values to the way that behaviour is taught and reinforced. To further support our work we successfully applied for funding for a school chaplain as part of the Government Chaplaincy Grant program. Part of the work of the chaplain will be to work with upper primary classes on transition from primary to high school program / moving towards adolescence program for class 6, as well as student resilience programs.

The class 6/class 1 buddy system is also an example of a program which engenders values of respect, responsibility and valuing difference in our children.

The fact that the class teacher, (or in a shared teaching arrangement, class teachers) generally stays with the same class from class 1-6 promotes and fosters a strong sense of connection - to self, to the teacher(s), to class members and to the class and school community. This strong sense of connection or belonging in turn promotes a deep sense of care, respect, responsibility and value of difference.

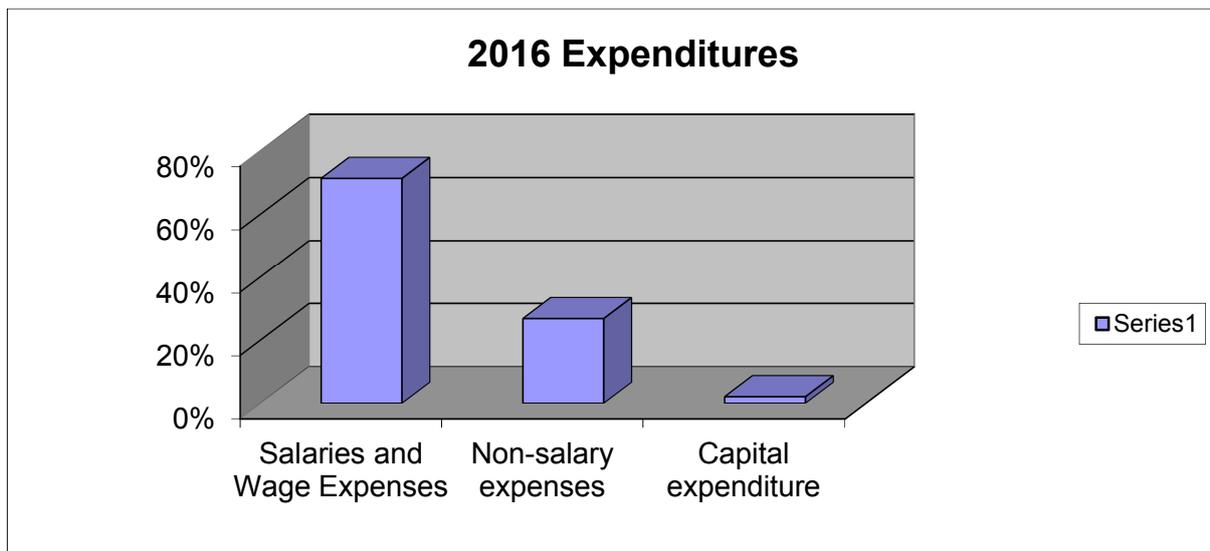
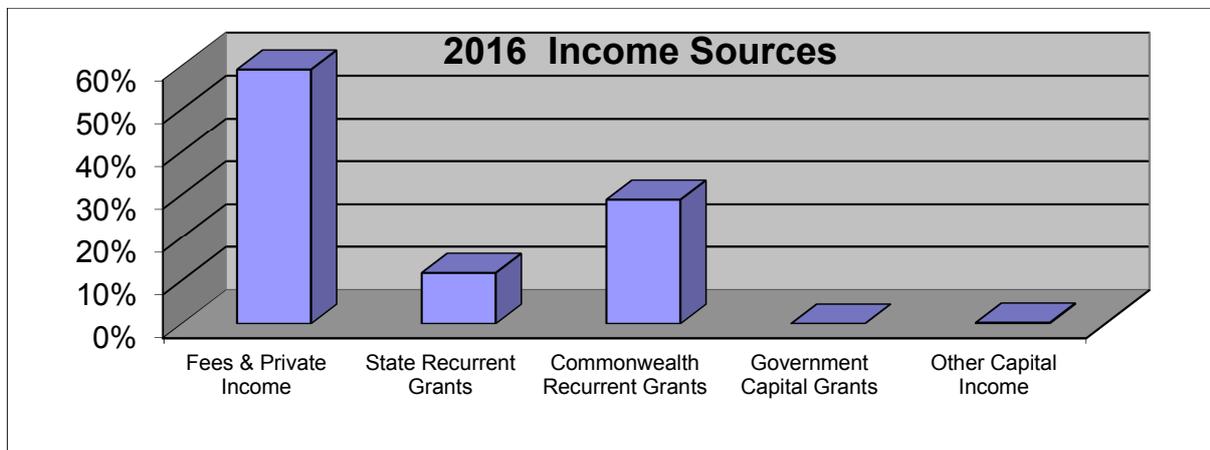
Respect for our health and well-being is a central tenet of the Steiner approach. Strong school based encouragement for healthy eating as evidenced in our food code is fully supported by parents.



## Summary financial information

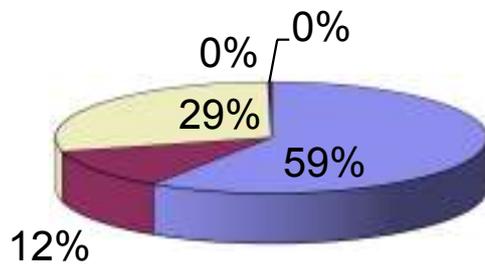
### 2017 BoS Report - 2016 Data

Fees & Private Income	59%	1879994
State Recurrent Grants	12%	371921
Commonwealth Recurrent Grants	29%	916190
Government Capital Grants	0%	0
Other Capital Income	0%	7741
		<u>3175846</u>
Salaries and Wage Expenses	71%	2191281
Non-salary expenses	27%	821124
Capital expenditure	2%	63319
		<u>3075724</u>



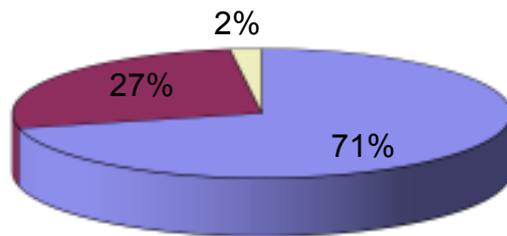


### Income Chart 2016



- Fees & Private Income
- State Recurrent Grants
- Commonwealth Recurrent Grants
- Government Capital Grants
- Other Capital Income

### Expenditure Chart 2016



- Salaries and Wage Expenses
- Non-salary expenses
- Capital expenditure