

Linuwel School Annual Report 2016

This annual school report has been compiled to meet the reporting requirements of the Commonwealth & NSW State Governments, and only addresses those aspects of the school's operation relevant to these requirements.

1. Message from the school Board of Directors.

In 2016 the School was granted initial registration for Years 11 and 12. Development of the curriculum Scope and Sequence was completed, with the more detailed lesson plans to be developed in step with the Year 11 program implementation in 2017. The K-10 curriculum continues to be evaluated and further developed.

The School's Reconciliation Action Plan is nearing completion and many initiatives have been implemented or commenced. A scholarship program for Indigenous students has been taken up by four students so far.

Our dedicated and professional teaching staff has been joined by some additional relief and support teachers, and ably supported by the administration and grounds staff.

With the completion of the Woodwork building, and the scheduled completion of the Senior Studies building for Stage 6 early in 2017, the School now has excellent facilities for implementation of all aspects of the educational program.

With steady or slightly increasing enrolments, the School remains in a sound financial position.

2. Contextual Information about the School

This can be accessed from the MySchool website: <http://www.myschool.edu.au>

3. Student performance in national & state-wide tests

Students are not assessed for the NSW RoSA.

Student performance on NAPLAN is available on the MySchool website:

<http://www.myschool.edu.au>

4. Senior secondary outcomes

The school does not have HSC students.

5. Professional learning & teacher standards

Of the 24 teaching staff, 23 are fully qualified and one has a bachelor degree but no formal teaching qualification.

In 2016 teacher appraisal was focused on peer appraisal and collaboration which research has shown to be most beneficial to professional development.

All staff participated in a range of professional learning activities during the year, from in-school sharing and collaboration on the various pedagogical aspects of teaching, learning and assessing, to a variety of externally provided courses, conferences and seminars covering areas including:

Primary class-specific content and pedagogy for all KLAs for the ASCF

Secondary year-specific and subject-specific content and strategies for the ASCF
Governance, Leadership and Management for the executive

The Vital Years - Early Childhood education
Identifying and responding to children and young people at risk.
Music conference
Use of tablets in the high school classroom and developing technologies
Primary mathematics
ATSI conference
ATSI Mathematics
ATSI Cultural Competence
AIS ATSI Education Conference

The attendees present and discuss with the rest of the staff so that all the teachers can benefit and develop their professional knowledge and skills.

6. Workforce Composition

This can be accessed from the MySchool website: <http://www.myschool.edu.au>

7. Student attendance & retention rates

School attendance data can be found on the Myschool website
<http://www.myschool.edu.au>

Year group attendance rates were as follows:

Yr 1	94%
Yr 2	94%
Yr 3	93%
Yr 4	93%
Yr 5	91%
Yr 6	93%
Yr 7	91%
Yr 8	91%
Yr 9	91%
Yr 10	89%

All cases of non-attendance are followed up for a reason of absence. Absences are monitored and discussed with parents if a concern arises. Policies and procedures have been implemented around approving applications for leave and exemption from attendance.

Mandatory reporting procedures may apply where there are high levels of absenteeism.

The school had no students of post-compulsory school age.

8. Enrolment Policy

About 24 children can be accepted into each Kindergarten year group. When accepting an enrolment the Kindergarten teacher may consider: the date of application; the enrolment of siblings in the school; and the parent(s)' demonstrated commitment to Rudolf Steiner education. A diversity of backgrounds is welcomed within the school.

Acceptance of additional students into classes 1-10 is at the discretion of the teacher, taking into consideration the dynamics of the class as well as the factors

above. In the case of students entering Years 7-10, enrolment is probationary for six months, i.e. during or at the end of that time the class teacher can cancel the enrolment if the student is not integrating successfully into the class and school.

Enrolment occurs after an interview process. Initially prospective parents will be given a copy of the "Information for Parents" brochure or directed to the website. If they wish to continue with an enrolment application, a meeting is arranged with the relevant class teacher at the school, with the child also being present. At this meeting the parents and child see the school environs and classrooms and are introduced to the operation of the school and basic principles of Steiner education. In turn the teacher learns about the child and is informed of any factors which may have a bearing on the child's school life. If the teacher is willing to accept the child and the parents want to enrol him or her, an enrolment form is issued. If there is no place currently available but the teacher would otherwise accept the child then the child's name is placed on a waiting list.

On receipt of the signed enrolment form and a non-refundable enrolment fee of \$200 the child's place is secured. A bond of \$600 is payable to the school during the term prior to the child's starting date. This will be refunded when the child leaves the school, less any deductions for unpaid fees or charges. The first term's fees must be paid before the child starts at the school. The teacher will contact the parents if there are any further details or arrangements to be discussed.

Applicants for enrolment will be treated in accordance with the Disability Discrimination Act. The school has some students with special needs. Students of all cultural, religious and socio-economic backgrounds are welcomed.

Continuing enrolment is dependent on students abiding by the school's requirements regarding behaviour, satisfactory attendance, compliance with dress codes, and parents abiding by the school requirements agreed at enrolment, including payment of fees, contained in the 'Information for Parents' document available on the school website, www.linuwel.nsw.edu.au.

Characteristics of the school body can be accessed on the MySchool website : <http://www.myschool.edu.au>

9. School Policies

(a) Student welfare.

The school aims to provide an environment where learning & personal development can most effectively take place and which is safe, supportive and pleasant for students and staff.

Protecting students from possible abuse and harm is a high priority for all staff.

Staff are responsible for being alert to possible cases and responding appropriately in accordance with the relevant child protection legislation.

Staff are aware of their duty of care obligations to keep students safe, and for ensuring students are adequately supervised at all times. Detailed guidelines are provided for assessing and managing risks when the students undertake activities off the school site. WHS policies and procedures are regularly reviewed. Students' well-being is centred around the provision of a safe and supportive environment in which the student has the one class teacher through the primary years and another for Years 7-10. Close co-operation and communication between parents and teachers is encouraged at all times. Being a small school enables close monitoring of the whole school environment and early awareness of potential issues affecting student welfare. Guidelines for the use of social

media and other forms of e-communication promote respectful and appropriate use of IT.

The full text of policies is contained in the school's "Information for Parents" document and the "Education Staff Guidelines", which can be obtained from the school. Aside from some adjustments to WHS policies and procedures there have been no changes to the policies this year.

(b) Bullying

All members of the school community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. Bullying is unacceptable and we [students, staff and parents] all share a responsibility for preventing it.

Staff members are to be vigilant in monitoring student behaviour for unsafe behaviour and especially for indications of bullying. Incidences of bullying or suspected bullying are to be treated as a serious incident, carefully investigated and appropriate action taken. The perpetrator(s) are to be made aware that it is a zero-tolerance activity within the school and will be treated as a serious disciplinary offence. This policy includes a guide to rights and responsibilities, and the 'Anti-bullying Statement and Guidelines' including 'anti-harassment', has been updated.

The full text of the policies can be obtained by contacting the school.

There have been no other changes to the policies this year.

(c) Student discipline

School discipline stems from the long-term relationship which develops between the student and their class teacher, based on the teacher's understanding of child development and deep concern for each individual. Student co-operation is sought through making expectations clear and being consistent in ensuring those expectations are met. Where co-operation is not being obtained, teachers liaise with parents to overcome the problem. Corporal punishment is not permitted at the school, nor sanctioned in any circumstances. The policy has been expanded to clarify circumstances under which a student may be excluded from school. The policy is based on the principles of procedural fairness and parents are always included in any disciplinary process. The full policy is contained in the school's "Information for Parents" document, which can be obtained from the school, or from the School's website: www.linuwel.nsw.edu.au

There have been no changes to the policies this year.

(d) Complaints and grievances.

Any concerns, complaints or grievances, which a parent has, are raised with the child's class teacher. If a parent feels that there are issues which are not being resolved or which they cannot raise with the class teacher they are welcome to approach the principal or another senior member of staff who will mediate between the parent (s) and teacher to resolve the issue. There have been no changes to the policy during the last year. The full text of policies is contained in the school's "Information for Parents" document, which can be obtained from the school.

10. School-determined priority areas for improvement.

Focus areas for 2016 included:

- (i) development of the Reconciliation Action Plan and integration of Aboriginal Cultural Education into the curriculum. - The RAP is nearing completion and many initiatives have been enacted. A wide range of cultural education lessons has been delivered across the school and work will commence in 2017 to evaluate and develop these lessons for inclusion in the curriculum.
- (ii) consideration and implementation of strategies to improve the spelling ability of students across the school. - Teachers have researched and adopted a range of strategies and resources to improve spelling and continue to evaluate the efficacy of different strategies.
- (iii) development of a year 11 and 12 program and application to BOSTES for registration for those years, commencing in 2017. - Initial registration has been granted and Year 11 commences in 2017.
- (iv) development of policies and procedures to meet new BOSTES requirements for the school to become a Teacher Accreditation Authority. - The school's application was approved.
- (v) construction of a woodwork building, a senior studies building, extension of the indoor sports building, refurbishment of the primary girls' amenities, and improvements to the school grounds. – The woodwork building was successfully completed and after some engineering delays work on the senior studies building was well underway before the end of the year. The other building projects and some major landscaping projects have also added greatly to the amenity of the school.

Focus areas for 2017 include:

- (i) commencement and ongoing evaluation of the program for the first Year 11 class.
- (ii) ongoing review and refinement of school policies and procedures.
- (iii) participation in the LNAP and the associated development of instructional leadership capacity and teacher skills in teaching literacy and numeracy, especially in the early years.
- (iv) further work on the RAP.
- (v) development of the school's capacity to provide student and staff well-being support.

11. Promoting respect and responsibility

All students are made aware of and are expected to abide by the Student Code of Conduct. This clearly outlines their rights, and reciprocal responsibilities, including the respect due to property, staff, fellow students, and people and property generally. Staff lead by example and are vigilant in taking constructive action when necessary. They also nurture an appreciation for the school environment and interaction with, and acceptance among, the entire student population through a range of whole-school and cross-class activities. Having a small school where the students and staff all know each other is advantageous in achieving this.

The school has a correspondingly low level of vandalism and formation of exclusive cliques. School visits to a wide range of community facilities and venues from a young age set a high standard for behaviour towards other people and property.

Guidelines are provided to promote respect and responsibility in the use of ICT and social networking sites by students.

12. Parent, student and teacher satisfaction

Parents : The school continues to enjoy frequent and open communication with parents and the teachers make themselves readily available to discuss student progress and well-being. The vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. Where there have been parent concerns and suggestions, the school has addressed these, including the parents in the process as appropriate. Follow-up contact with parents continues until (as far as possible) the school has confirmed that matters have been dealt with to their satisfaction. In most cases parents have indicated their appreciation of the process and outcome.

New enrolments are largely a result of word of mouth recommendations, indicating a high level of support for the School within the parent body. Parents of leaving students are surveyed for reasons for leaving and the responses indicate that it is rarely due to dissatisfaction with the school.

Students : Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. Students entering from other schools regularly articulate appreciation for the welcoming and accepting environment and enjoyable learning activities.

Staff : Staff turnover is very low with a number of new staff joining on a casual or part-time basis, and the school has a strong record of class teachers staying with their class for the full primary or high school commitment. A safe and pleasant physical environment; a positive, supportive and collaborative professional environment where issues can be raised and addressed; access to a wide range of PD opportunities; and good relations with students, all contribute to a high level of teacher satisfaction.

13. Summary Financial information for the 2016 School Year

Income	%	Expenditure	
Fees & private income	40	Salaries & related expenses	63
State grants	13	Non-salary expenses	17
Commonwealth recurrent Grants	47	Capital Expenditure	20
Government Capital Grants	0		
Other Capital Income	0		