

## Linuwel School Annual Report 2018

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

### **1. Message from the school Board of Directors.**

In 2018 the first year 12 class successfully completed their program and the students have all moved into their chosen employment or tertiary education. A highlight was the presentation of their major works associated with the 'Portfolio and Presentation' subject, which showcased the students' wide-ranging skills and capacities to the school community, and potentially to prospective tertiary institutions and employers. The ongoing implementation of the Literacy and Numeracy Action Plan, a NSW state initiative managed by AISNSW and introduced into the school in 2017, has enabled the quality of literacy and numeracy teaching and learning to continue to improve, with assessments showing significant progress by the students.

Increased spending on learning support and student wellbeing, and other cost increases, have led to a small operating surplus in 2018, however the school remains in a sound financial position with low debt.

To meet the growing needs of the school, the positions of Primary Coordinator and High School Coordinator have been formalised and successfully staffed.

The purchase of the adjacent property has proved valuable in providing short term accommodation for school purposes.

The School's Reconciliation Action Plan has been reviewed and published on the Narragunnawali website and continues to strengthen our work with the local and wider indigenous communities.

### **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, nor for the HSC.

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.

No students were enrolled in VET certificate courses.

### **5. Professional learning & teacher standards**

Of the 25 teaching staff, 21 are fully qualified. One has a bachelor degree but no formal teaching qualification. Three are currently completing their teaching qualification with conditional accreditation, three teachers have provisional accreditation and 19 have proficient accreditation.

In 2018 teacher appraisal was again focused on teacher observation and feedback in relation to implementation of the explicit teaching model associated with the LNAP

program. Opportunities for peer observation and feedback provided valuable contributions to professional growth.

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:

- Explicit teaching for literacy and numeracy
- 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
- Governance training for Directors
- Identifying and responding to children and young people at risk.
- AISNSW Aboriginal and Torres Strait Islander Education Conference
- Student wellbeing

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>  
No teaching staff and one non-teaching staff member identified as Aboriginal.

## 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:

Kinder	90%
Yr 1	90%
Yr 2	92%
Yr 3	93%
Yr 4	93%
Yr 5	91%
Yr 6	91%
Yr 7	90%
Yr 8	93%
Yr 9	88%
Yr 10	89%
Yr 11	90%
Yr 12	89%
Whole of school	91%

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.

47% of the 2016 Yr 10 cohort completed Yr 12 at Linuwel in 2018.

Of those completing Yr 12, 44% continued on to further education, 33% joined the workforce, and 22% were undecided about their plans for 2019.

## **8. Enrolment Policy**

Up to about 24 students can be enrolled in each class. Parents /carers are encouraged to visit the School website and read this brochure before applying to enrol their child.

When considering an enrolment application the Kindergarten teacher may take into account: the date of application; the enrolment of siblings in the School; and the parent(s)' demonstrated commitment to Rudolf Steiner education. Acceptance of additional students into classes 1-12 is at the discretion of the class teacher, also taking into consideration the size and dynamics of the class.

A diversity of backgrounds is welcomed within the School.

For students entering in Years 7-12, 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 involves an interview process. To arrange for an interview, please ring the School office.

If there is a waiting list for the class, you can request for your child's name to be added to the list and you will be contacted when a vacancy arises.

If there is a vacancy for which you can apply, the relevant class teacher will contact you to arrange a meeting with you and the child. At this meeting you 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 you want to enrol him or her, you will be given an enrolment form to complete.

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 and the first term's fees must be paid before the child starts at the School. Provided that a full term's written notice is given, the bond will be refunded when the child leaves the School, less any deductions for unpaid fees or charges.

The teacher will contact you if there are any further details or arrangements to be discussed.

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](http://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, the 'Child Protection Policy' and the "Education Staff Guidelines", which can be obtained from the school.

Child protection policies and procedures were updated and strengthened in 2018 to improve staff awareness of child protection legislation, and their responsibilities in relation to responding to children at risk of harm and reportable conduct. Risk management and assessment procedures have also been updated and refined.

#### (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. Policies around the use of social media have been strengthened to protect students from cyber-bullying.

The PDHPE program across the school contains lessons which address the issue of bullying.

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

#### (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](http://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 has been some amplification added 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, or from the School's website: [www.linuwel.nsw.edu.au](http://www.linuwel.nsw.edu.au)

## **10. School-determined priority areas for improvement.**

Focus areas for 2018 included:

(i) implementation of the first Year 12 program. The first Year 12 class graduated successfully and the beginning of Term 4.

(ii) ongoing review and refinement of school policies and procedures. Child Protection and Risk Management policies were reviewed and updated.

(iii) consolidation of the LNAP implementation. Teachers and leaders were involved in extensive professional learning, and the program has started to extend to the upper primary and junior high school.

(iv) finalization of the Reconciliation Action Plan. The RAP was approved and registered.

(v) investigation into the purchase of a School Management System. This was done and the system is to be gradually brought into operation in 2019.

## **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.

The students have contributed to the world community through making resources for the 'Days for Girls' initiative, and preparing for the world-wide celebration of 100 years of Steiner Education in 2019.

## **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.

In 2018 Steiner Education Australia commissioned a nation-wide survey of Directors, staff, parents, students and alumni from Steiner Schools. Linuwel was a pilot school for the survey. There was a high level of response, and the results of the survey showed a high degree of satisfaction with the school from all groups. It also identified some perceptions about the school and areas not perceived as strengths, which has been able to inform our planning and communication.

## **13. Summary Financial information for the 2018 School Year**

<b>Income</b>	<b>%</b>	<b>Expenditure</b>	
Fees & private income	35	Salaries & related expenses	73
State grants	13	Non-salary expenses	23
Commonwealth recurrent Grants	52	Capital Expenditure	4
Government Capital Grants	0		
Other Capital Income	0		