



LINUWEL SCHOOL ANNUAL REPORT - 2020





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

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We would like to begin our Annual Report 2020 by acknowledging and paying respects to the Wonnarua people, the Traditional Custodians of the land on which Linuwel School gratefully lives and grows. We acknowledge that the entire nation of Australia has been cared for by Aboriginal and Torres Strait Islander peoples for tens of thousands of years. May the cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples continue and may Linuwel School promote and facilitate amongst its community members respectful, trusting, and positive relationships with Aboriginal and Torres Strait Islander peoples.

Our Vision

Our vision is a school that provides a contemporary, relevant education that empowers students to meet their destiny with certainty through a sense of connection to place and community, self-knowledge, courage, compassion, and creativity. The aim of the educational experience at Linuwel School is to develop empathetic individuals who can contribute with purpose and direction to the renewal of the world for the betterment of all.

“Our highest endeavour is to develop young men and women who out of themselves are able to impart meaning and direction to their own lives.”

Marie Steiner

Linuwel School Mission

Our mission is to provide an educational pathway inspired by Rudolf Steiner’s indications that inspires an inherent love of learning and personal striving along with the capacity for imagination. The school promotes and protects a feeling for goodness and for beauty in childhood and feeling for truth together with the capacity for critical thinking in the high school years to provide a healthy foundation for the unfolding of individual potential. In its valuing of community and relationships, the school encourages gratitude, resilience, responsibility, compassion, and creative thinking in our students.

Linuwel School Values



The Values of Linuwel School encompass the following:

- *Anthroposophy.* We endeavour to work with the principles of anthroposophy making them tangible within the school. Anthroposophy is the wellspring from which Steiner education finds its meaning.
- *Collaboration.* We work in the spirit of collaboration with the various bodies of the school. We value an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony; we strive to make every classroom a learning community. We operate out of consensus, in the appropriate school forums.
- *Inclusive Community.* We acknowledge the inherent worth and dignity of all students to build and sustain a sense of belonging; we value and respect the beliefs, backgrounds, and ways of living of all community members. We support the development of community amongst students, parents, teachers, and all those involved with the school. We endeavour to integrate with and be active members of our local community.
- *Evidence based best practice.* We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to and engagement with current educational research.
- *Fairness and Due Process.* In social, interpersonal, and professional interactions, we operate out of fairness, natural justice, the use of due process, and Restorative Practices.
- *Professionalism.* We comply at all times with a professional code of conduct and the Australian National Teacher Standards for teachers.
- *Respect.* We honour and respect the Traditional Custodians of the land, the Wonnarua people, and the rights of pupils, parents, employees, and all stakeholders of the school. We respect and value the uniqueness of each individual student, recognising that each is on a path of biographical development unfolding their sacred essence of Self

1. Message from the School Board of Directors

In 2020 the school has continued to work on existing priorities and new initiatives, whilst adapting to the many changes brought about by differing conditions the Covid-19 pandemic presented in the educational and global landscape.

The board has considered several new initiatives and we are excited that the provision of OOSH care is now ready to be offered in 2021. Improvements to the existing Kindergarten have been completed to provide much needed space for the growing enrolments in the Early Childhood realm of the school. The planning of other new classroom building works was put on hold in 2020 and new planning is in place for the 2021 year.

Financially the school put in place temporary fee reductions to help families cope with the increased monetary pressures of the pandemic, and this along with other related expenses borne by the school have been offset by government pandemic funding, resulting in a financially stable position at the end of 2020. School enrolments have managed to stay consistent despite the uncertainty the year has brought, with potential increases expected in the year to come. The school renewal of registration was recommended by NESA for full five-year period. The school's Teacher Accreditation Authority was also approved.

The largest impacts across the school in 2020 were changes as a result of the Covid-19 pandemic. Teachers and students quickly adapted to "Linuwel school at home" educational packages, support and online learning platforms appropriate for the different stages of students and their families across the school from preschool to year 12. The board acknowledges the huge efforts staff, students, parents, and the wider community have made to adapt to the changing and challenging conditions.

Events such as the annual spring fair could not go ahead, but many festivals were adapted to still bring some of the essence of those celebrations to the students, outdoor traditional dances replaced the autumn folk dance, and a day of school games including canoeing on the pond brought a whole school celebration and atmosphere of fun and community despite social distancing requirements and the need to separate between ages and stages. School camps were minimised and run in a reduced and Covid-safe format, whole school Nyiirunang (assemblies) were reduced or held outdoors when possible.

The small group of year 12 students in 2020 successfully completed their programs and major works despite huge obstacles and changes in their learning from periods of non-face-to-face learning online, to restrictions in what they could pursue in a Covid-safe environment, presenting their final works to a much-reduced audience, with projects that were as diverse as they were impressive. They have navigated the changing process of entry into tertiary studies with resilience and success.

The ongoing implementation of the Literacy and Numeracy Action Plan Phase 2, a NSW state initiative managed by AISNSW and introduced into the school in 2017, has been extended due to disruptions in the consultation process this year, and will continue to enable the quality of literacy and numeracy teaching and learning to be refined and improved, with some initiatives from this process further being extended into the high school realm.

The school has continued to provide funding for student wellbeing and learning support with both initiatives proving invaluable to the community. We will be participating in the Compass whole school wellbeing initiative run with AISNSW and are continuing to work towards being a school with a whole school Restorative Practice framework.

The school's Reconciliation Action Plan was renewed in 2020 and continues to help develop an increased level of awareness and embedded Indigenous culture across the school.

2. Message from the Principal

When I reflect on 2020, my heart is instantly filled with gratitude for the unwavering support, commitment, and resilience our community demonstrated during 2020. From our education staff to our students and their families; from our support and operational staff to our Board of Directors and the Association of Independent Schools and Steiner Education Australia. All these valued stakeholders helped transform the challenges of 2020 into meaningful learning experiences that will indeed hold us in good stead for the rapidly changing future. Overall, in 2020, the school fared well from financial, enrolment, educational and community perspectives.

The need for rapid change impacted on all industry sectors including education in Australia and indeed the world. Small independent schools endured a time when their foundations were rocked during 2020, with students, staff, and parents/carers clinging to the sense of community only schools can provide. I believe the deep personal and emotional connections with Linuwel School, with some across generations, supported families during the immense uncertainty caused by the pandemic. We maintained clarity of offerings, we were consistent in our content and delivery and our values and direction remained accordant.

The dedicated and skilled staff at Linuwel School pivoted quickly to provide *School at Home* for our students across all stages and Key Learning Areas. During this period of *School at Home* our teachers made an immense effort to meet the needs of a diverse range of learners, highlighting their essential role in ensuring ongoing learning and development for our students. I am truly in awe of the efforts of our teachers to transform their teaching practice. Within days of our students isolating at home, our school was able to quickly adapt to facilitate continued quality education at home, albeit remotely.



The school's support and operational staff reached out with much needed support in various areas for those families in need. The healthy relationships and goodwill already established with our community were strengthened in the main between the community and the school during this unprecedented time.

The School had its K – 12 registration renewed for a full five-year period during 2020. The TAA met NESAs requirements and was also approved at the same time. Not an easy feat during the height of a pandemic but NESAs worked sympathetically with the school executive to achieve these pleasing outcomes.

Linuwel School's Reconciliation Action Plan was once again reviewed and re-endorsed for a further year by Reconciliation Australia. Linuwel School's RAP can be found here <https://www.narragunnawali.org.au/raps/18786/linuwel-steiner-school>

Duke of Edinburgh award

In 2020, Linuwel School became an award centre for the Duke of Edinburgh Award. This is an internationally recognised award of achievement. The Award is a leading structured (non-formal education) youth development program, empowering those who undertake it to explore their full potential and find their purpose, passion and place in the world, regardless of their location or circumstance. The Award is a fully inclusive program and has no social, political, or religious affiliations.

The Award will be offered to interested students from class 8 – 12 who undertake their tasks outside of the school timetable. We see this opportunity as being a potentially valuable award which can add an important statement of achievement to our student's personal biographies. We also see this as another way to engage with other nearby Steiner schools, in particular the Newcastle Waldorf School and Central Coast Rudolf Steiner School, who may wish to use our hub for their own students. One of our high school teachers completed the assessor training courses necessary for our registration and, along with another teacher, will coordinate the facilitation of the award process.

Imaginative Cognition Research Project



The Linuwel School research team led by our Primary School Coordinator and supported by Steiner Education Australia and leading academics in the field from the University of Sydney are investigating and trying to clarify different elements of learning including creative problem solving, imaginative cognition, and creativity.

The team is posing questions such as Is creativity and beauty the same thing? Is something that is beautiful always creative, or is it a repeat of things seen before? Is a student's capacity for creativity, of which imagination is a part, affected by what they have experienced, or are they more open to inspiration if they are less 'cluttered' by previous experiences?

Another aspect that is being explored is the impact of skills on a student's ability to express their imaginative ideas; a more fluent writer has a greater ability to articulate the pictures in their mind that form a story.

One of the impacts of the research methodology that the researchers are using is that it actually changes the practitioners' practice as they go and it's been found, even at this early stage, that this is happening as they think about the tasks they engage students with, the questions they ask them, and what they are looking for.

Our research team will continue in their quest for understanding, to ask questions, to meet fortnightly and to keep the school community informed.

Wellbeing – a whole school focus



Following our submission of an Expression of Interest to AIS NSW to join the Compass programme, a small group of independent schools in NSW (12) were selected to join the pilot; the wellbeing team and I feel grateful, excited, and confident that our existing wellbeing strategy will be strengthened through the processes of reviewing and renewing.

Linuwel School's wellbeing team and members of the School Executive attended the official launch of the AISNSW Compass Project. Participants were introduced to the academics and consultants who the school will be walking alongside over an extended period, using a collaborative action model, to help our school navigate and strengthen foundational elements of whole-school wellbeing based on our school's contextual needs. The schools selected to participate on the project represent a diverse range of philosophies and faiths and each of these are acknowledged and respected by our consultants.

The initiative includes:

- a customised consultancy model, where AISNSW specialist consultants support school-based teams as they:
 - review current practices, identify strengths, and develop wellbeing goals.
 - co-design an evidence-based, proactive whole-school approach to wellbeing
 - implement context specific initiatives and strategies.
 - engage in ongoing evaluation and reflection to ensure sustainability.

Also on offer is:

- Professional learning (face-to-face and online) targeted at wellbeing leaders and school staff to engage the school community, including students and families, in whole-school wellbeing approaches.
- Opportunities to connect with other schools through networked learning communities so that learnings and best practice can be shared.
- Internationally respected academics as partners for the initiative and to collaborate with AISNSW consultants to provide expert input at network meetings.
- An annual evaluation will provide objective and timely feedback about the implementation and impact of the project over time and will create a knowledge base to disseminate the learnings to the wider education sector.

Tracey O'Leary

3. Contextual Information about the School and characteristic of the student body

Linuwel School Ltd was established in 1979 and offers Steiner education to children from Preschool to Year 12. It is a co-educational, nondenominational school located in East Maitland in the lower Hunter Valley of NSW. The school is single stream and is set in beautiful grounds with classrooms surrounding a wetlands area. The Steiner School movement is one of the largest nondenominational school movements in the world with over 2000 schools in over 60 countries and it offers a holistic approach to education.

We believe that teaching with an artistic approach through thinking, feeling and willing will enable each individual to develop their full potential and enable them to go out into the world with confidence and self-motivation as well-rounded individuals. Linuwel School is an active member of our peak professional body, Steiner Education Australia (SEA) and the Association of Independent Schools NSW (AISNSW). The curriculum fulfils all the requirements of NSW Education Standards Authority (NESA) and offers our students the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.

Linuwel School has seen many Alumni develop the initiative and the moral strength to face the challenges of our times and the future with a positive outlook, and approach their adult life with constructive insight, balanced thought, and a striving to take care of their environment.

Further information about the school and characteristics of the student body can be accessed from the [MySchool website](#).

4. 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](#). Please note that NAPLAN testing was not conducted in 2020 due to the COVID-19 pandemic.

5. Senior secondary outcomes

The school does not have HSC students and so it is not applicable to report RoSA or HSC results.

No students were enrolled in VET certificate courses.

6. Professional learning & teacher standards

6.1 Professional Learning

In 2020 teacher appraisal was again focused on teacher observation and feedback in relation to implementation of the explicit direct instruction 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 a wide variety of areas.

In 2020 Professional Development took the form of:

- Teachers from K – 6, along with kindergarten and primary school learning support staff, attended a three-day intensive/retreat on the Central Coast in January. The aim was to nourish, inspire and build skills and understanding of the Anthroposophical underpinnings of the Steiner pedagogy through a programme that included: singing and voice work; movement; visual arts; creative speech; morning lectures and discussion on the evolution of consciousness.



- The five-day high school teacher's seminar held in Melbourne in January.
- The Linuwel School teachers and leader's preparation in the last week of January with which we traditionally begin the year: a four-day balanced program aimed at deepening the teachers' understanding of Rudolf Steiner pedagogy and inspiring best professional practice. The teachers also completed Bronze Medallion refreshers and training.

- Weekly staff and PD meetings via zoom that encompassed business matters within the school, and a program of professional development to enhance classroom practice.

In addition, the school supported individual teachers to attend online conferences, and other appropriate trainings to enhance their individual professional practice, such as:

- NSW Child Protection legislation updates
- Explicit teaching for literacy and numeracy
- Instructional leadership
- 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.
- Student and staff wellbeing
- Introduction to Autism Spectrum
- Identifying and responding to young people at risk
- Obligations in identifying and responding to young people at risk
- Planning and Programming NSW Syllabus for the Australian Curriculum English K – 6
- Understanding the NSW child safe standards
- Crossing Professional Boundaries
- Leadership and Consolidating School Improvement
- NCCD Implementation and Support
- Supervising teachers progressing towards proficient
- AISNSW Briefings for managers

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



6.2 Teacher Accreditation

All of our 25 teaching staff are fully qualified. Ten teachers have provisional accreditation and fifteen have proficient accreditation.

7. Composition

This can be accessed from the [MySchool website](#). Two non-teaching staff members identified as Aboriginal.

8. Student attendance & retention rates

School attendance data can be found on the [MySchool website](#). Year group attendance rates were as follows:

Kindergarten	91%
Year 1	87%
Year 2	88%
Year 3	89%
Year 4	91%
Year 5	89%
Year 6	90%
Year 7	86%
Year 8	87%
Year 9	85%
Year 10	90%
Year 11	79%
Year 12	78%
Whole of school	88%

*Note that attendance rates were down in 2020 due to the impact of Covid-19 which required students to remain at home if they exhibited **any** symptoms of Covid-19.*

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.

19% of the 2018 Year 10 cohort completed Year 12 at Linuwel in 2020. This low rate of completion is a reflection of the newness of the senior school program. Of those completing Year 12, two have commenced university studies with the third taking a gap year prior to commencing university in 2022.

9. Enrolment Policy

Up to 28 students can be enrolled in each class.

Parents/carers are encouraged to visit the school website and read the Information for Parents/Carers page before applying to enrol their child.

Enrolment involves an interview process. To arrange for an interview, please contact 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, the relevant class teacher will contact you to arrange a meeting with you and your child. At this meeting you and your child can view the school environs and classrooms and be introduced to the operation of Linuwel School and basic principles of Steiner education. In turn the class teacher/co-ordinator learns about the child and is informed of any factors which may have a bearing on your child's school life. If the school is willing to accept your child, you will be given an enrolment form to complete.

When considering an enrolment application, the Class Teacher may take into account:

- the date of application;
- the enrolment of siblings at Linuwel;
- the parents/carers' demonstrated commitment to Rudolf Steiner education;
- the size and dynamics of the class.

Acceptance of additional students into classes K-12 occurs following consultation with the relevant realm co-ordinator and the class teacher.

A diversity of backgrounds is welcomed within the school.

On receipt of the signed enrolment form and non-refundable enrolment fee your child's place is secured. A refundable (subject to conditions) bond and the first term's fees must be paid before the child starts at 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 enrolment can be cancelled if the student is not integrating successfully into the class and school.

The class 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/Carers](#) page of the school website.

Characteristics of the school body can be accessed on the [MySchool website](#).



10. Other School Policies

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

10.1 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.

Updates to policy:

- The **Computer Policy for Students** was updated to reflect changes in IT systems;
- The **Child Protection Policy** was updated to reflect the new legislative framework for reportable conduct.

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.

10.2 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.

There have been no changes to the policies this year.

10.3 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's website: <http://www.linuwel.nsw.edu.au/information-for-parents-carers/>

There have been no changes to the policies this year.

10.4 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's website: <http://www.linuwel.nsw.edu.au/information-for-parents-carers/>

10.5 Updates to School policies

- Updated **Outbreak of Infections Diseases Risk Management Plan** in the context of COVID-19;
- New **COVID-19 Strategy Statement**;
- Promulgation of the **Critical Incident and Business Continuity Plan** following the learnings from COVID-19 lockdown;
- **Information for Parents** updated regarding Separated Parents;
- New **Working Remotely Strategies** provided to staff;
- **Emergency Management Plan** was updated following installation of new sirens.

11. School-determined priority areas for improvement

- i. Moving school data from locally and Google hosted systems to Microsoft SharePoint. This was identified as a priority due to the impending replacement of the existing on-site file host and a conclusion that cloud hosting was more appropriate for the school. Much of the preparation for this move was completed in 2019 but the move occurred in January 2020 with minimal disruption to operations. The move proved very advantageous as the COVID-19 lockdown in April/May required us to pivot quickly to School-at-home and the Office 365 suite proved capable of providing much of what was needed.
- ii. Modification of the kindergarten building to allow for more space and a kitchen for our 5-year-old class, reflecting increased enrolments.
- iii. New budgeting software was implemented which will provide the board and business manager with greater confidence in the short- and longer-term financial plans for the school.
- iv. Continued consolidation of the LNAP program implementation. The fruits of the LNAP program are being seen in the classroom and in student NAPLAN results. Teachers are also more confident in explicit instruction.
- v. Acceptance into the Compass Wellbeing program by AISNSW which will provide the school with support to identify and implement evidence-based, whole-school,

proactive wellbeing approaches that foster safe, supportive and respectful environments so that wellbeing outcomes are enhanced for your students now and in the future.

- vi. Out of School Hours Care (OSHC) received final approval and will commence operations in 2021.
- vii. Upskilling of current staff in preparation for structural change in 2021.
- viii. The School's Reconciliation Action plan for 2020 was reviewed, updated and endorsed by Reconciliation Australia for another twelve months.
- ix. The third Year 12 class graduated successfully at the beginning of Term 4 with one student receiving direct entry to higher education on submission of their portfolio with no further testing. A SWOT review of the senior school was initiated by education staff.
- x. A team of enthusiastic academics from Sydney University and education staff from Linuwel School continue to engage with a Participatory Action research project on Imaginative Cognition with Linuwel being the lead school.
- xi. New evacuation sirens were installed and proved effective at alerting most on site in a timely manner. The evacuation procedure and diagrams were also updated.

12. 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, restorative 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.

Circle solutions was implemented throughout the school to address issues not incidents, solutions rather than problems, and strengths rather than deficits, providing a framework for student engagement and learning. Student engagement with circle solutions promotes positive thoughts, feelings, and approaches.

A group amongst the teachers was formed called “Honouring the Earth” with a focus on providing social and environmental renewal.

13. Parent, student, and teacher satisfaction

13.1 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.

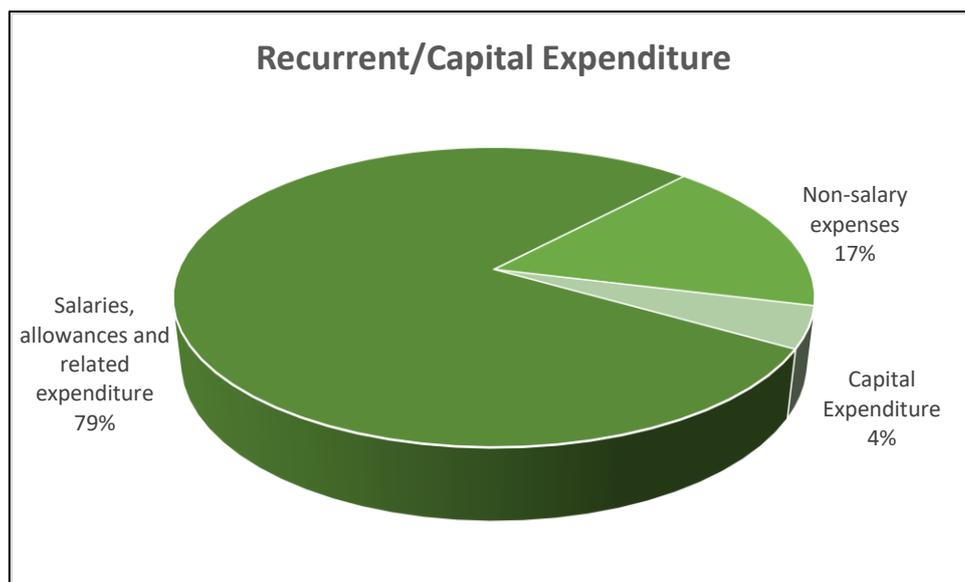
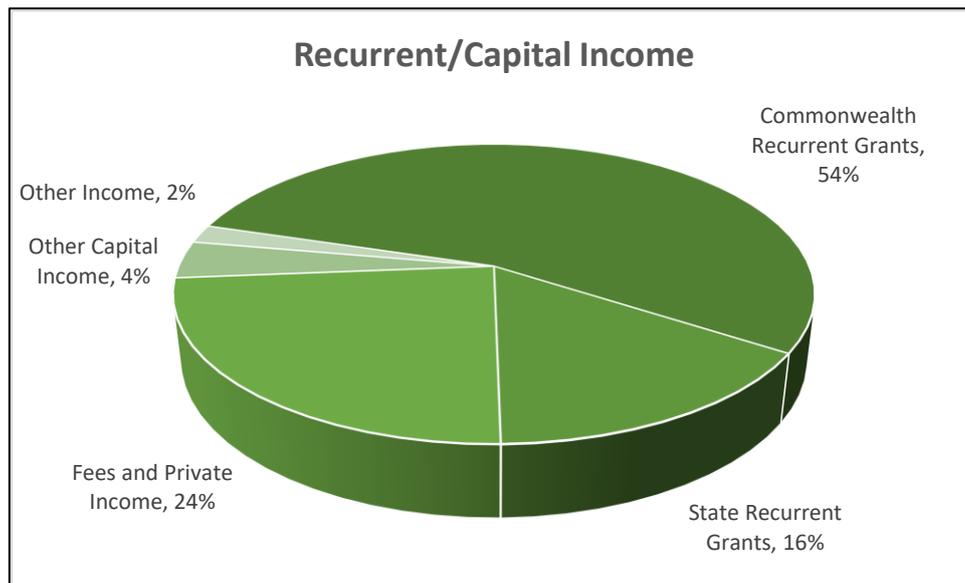
13.2 Students

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.

13.3 Staff

Staff turnover is low with a number of new staff joining on a casual or part-time basis, and the school has a good 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 staff satisfaction.

14. Summary Financial information for the 2020 School Year



With gratitude to all who contribute to the health of our School.