



## LINUWEL SCHOOL ANNUAL REPORT 2019

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 2019 the school has continued to work on existing priorities as well as investigate new initiatives.

2019 saw the school celebrate its 40<sup>th</sup> year in many ways with some very successful festivals, especially the annual spring fair which was moved from its traditional November date to September.

The second year 12 class successfully completed their program and the students have all moved into their chosen employment or tertiary education. Several students received university or conservatorium entrance on the strength of their portfolio alone.

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 enabled the quality of literacy and numeracy teaching and learning to continue to improve, with assessments showing significant progress by the students.

The school has continued to provide funding for student wellbeing and learning support with both initiatives proving invaluable to the community.

The school's Reconciliation Action Plan bore fruit in 2019 with increased indigenous culture in student classrooms and activities. The Plan was renewed in 2019.

The board has considered several new initiatives including the potential provision of OOSH care and the commencement of new classroom building works.



## 2. Contextual Information about the School

This can be accessed from the [MySchool website](#).

## 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](#).

## 4. 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.

## 5. Professional learning & teacher standards

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

In 2019 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 a wide variety of areas.

In 2019 Professional Development took the form of:

- The annual five-day Class Teachers Glenaeon Curriculum Intensive in January for primary class teachers.
- The five-day high school teacher's seminar held in Melbourne. This year's seminar focussed "Caring for the Adolescent- together" presented by Lisa Devine and other facilitators from the Melbourne Rudolf Steiner Seminar.
- The Linuwel School teachers and leader's preparation week 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. This year's seminar focussed on the importance of the inner work of the teacher led by Lisa Romero. The teachers also completed Bronze medallion refreshers and training.
- Weekly staff and PD meetings that encompass business matters within the school (communication) and a program of professional development.

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

- Child Protection
- 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.
- Student wellbeing
- Guidelines for Principals for renewal of School Registration
- Guidelines for Principals for renewal of TAA registration
- Guidelines for the NCCD
- Supervision of teachers at conditional/provisional level

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. Workforce Composition

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

## 7. Student attendance & retention rates

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

Kindergarten	92%
Year 1	92%
Year 2	93%
Year 3	93%
Year 4	94%
Year 5	93%
Year 6	89%
Year 7	90%
Year 8	89%
Year 9	88%
Year 10	85%
Year 11	91%
Year 12	93%
<b>Whole of school</b>	<b>90%*</b>

*\* This data is based on attendance reported for Terms 1-3 2019*

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 2017 Year 10 cohort completed Year 12 at Linuwel in 2019. Of those completing Year 12, 50% continued on to further education, 25% joined the workforce, and we are unsure of the plans for the remaining 25%.

## 8. 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](#).

## 9. School Policies

### 9.1 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.

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 2019 to improve staff awareness of child protection legislation, and their responsibilities in relation to responding to children at risk of harm and reportable conduct.

The Education Staff Guidelines were also refined in 2019.

### 9.2 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.

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

### 9.3 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, 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.

### 9.4 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, or from the School's website: [www.linuwel.nsw.edu.au](http://www.linuwel.nsw.edu.au)

### 9.5 Updates to School policies

The new whistleblower policy was introduced as was the guide dog risk management plan. The School's complaints and grievance procedures were strengthened and published on the School's website, via Information for Parents, to ensure that the process for raising a concern is clear and accessible to all stakeholders. The death at the workplace, emergency management plans and staff guidelines were routinely updated to stay in line with changes to legislation and site configuration.

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

- i. Implementation of the School Management System (Edumate) with the focus being on contact management, attendance and improved communication with parents/carers. Staff have adapted to the new system and more areas of Edumate are expected to be implemented in the future. This included provision of internet access to primary school classrooms to facilitate the implementation of Edumate.
- ii. 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.
- iii. Ongoing creation and updating of policies, especially child protection. The new whistleblower policy has been completed.
- iv. Concept plans for construction of two new primary classrooms as part of school master plan. Plans were requested from two architecture firms for presentation to the board in 2020.
- v. Investigation into providing an OOSH service on site. By the end of 2019 the board had approved this going ahead and a potential provider has commenced preliminary applications.
- vi. Upskilling of current staff in preparation for structural change in 2020.
- vii. As in 2018, the Reconciliation Action plan for 2019 was reviewed, updated and endorsed by Reconciliation Australia. Two young Aboriginal cultural officers were engaged to work throughout the school, bringing dance, stories and ceremony to the classes.
- viii. The second Year 12 class graduated successfully at the beginning of Term 4 with several receiving direct entry to higher education on submission of their portfolio with no further testing.
- ix. Air conditioning was provided to all classrooms.
- x. A team of enthusiastic academics began planning a Participatory Action research project on Imaginative Cognition with Linuwel being the lead school.
- xi. Evaluation of the annual evacuation drill prompted the need for an improved alarm to be installed in 2020.

## 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 the world-wide celebration of 100 years of Steiner Education in 2019 including one student joining a national musical performance and fundraising for various charitable endeavours.

## 12. Parent, student and teacher satisfaction

### 12.1 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.

### 12.2 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.

### 12.3 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. The Class 5 guardian left mid-year and was replaced internally. 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.

### 13. Summary Financial information for the 2019 School Year

