



The Armidale Waldorf School
and Boongaiai Preschool
FOR RUDOLF STEINER EDUCATION

More than an education: a foundation for life

2022 Annual Report
Education and Financial Reporting



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We acknowledge that our School stands in the Country of the Anaiwan people. We respect and acknowledge that, here, people are surrounded by a sense of belonging, both ancient and contemporary, bestowed on us by one of the world's oldest living continuing cultures. We will share in caring for this Country together with the Anaiwan, Gumbaynggirr, Kamilaroi, and Dhunghutti Nations. We would like to pay respect to the Elders, past and present, of these Nations, and to those who are yet to come.

Children's Acknowledgement of Country:

Ilaan nyaka raakya-ti-na kyunta Anaiwan

Today we stand on Anaiwan ground

Niitika ayitika nakutika ruunpa ilaan

Let's sit, look and listen well today

(Developed in collaboration with members of the Anaiwan language revival group)



THEME 1 - MESSAGES FROM THE KEY BODIES OF THE SCHOOL

Chair of Board of Directors Report

2022 in review

It is with pride and humility that I am able once again to bring you this report. 2022 has been a year of sound growth and exceptional achievements for our School. We have continued to slowly find our way out of the constrictions of an awful pandemic to be able to come together more often as a school community and celebrate our seasons and our student's achievements.

As always, I have nothing but gratitude and high praise for you all - teachers, administrators, parents, facilities staff and managers. You continue to go above and beyond - always focused on ensuring the very best experience for our students. Your care and professionalism are a credit to you all.

All of this, of course, doesn't occur in a vacuum. Zana, under your unwavering commitment and skilled leadership our School has experienced solid growth. 2023 will see the first cohort of Class 9 students taking the next steps in their Steiner education journey. It's both exciting and challenging to be taking this step forward - but being able to provide this option for our students continuing into High School is well worth it.

Managing throughout it all has been no less of a challenge, and Zana, once again you have led us carefully and calmly through yet another difficult and challenging year. The increasingly regulatory framework in which we are required to operate is as demanding as it is fluent. It requires our Management Team to be constantly aware of change, and to be able to respond quickly, while never losing sight of our purpose as a Steiner School. All of you continue to do so admirably. I truly thank you.

After missing a couple of years, it was also great to be able to again hold our Community Conversation. The importance of coming together as a school community with the Board and Management in productive, friendly and energetic conversation cannot be underestimated. Thank you to our Board Secretary, Nicki Murcell, for leading this.

If ever there was a time for us all to appreciate our responsibility for educating the leaders of the future, it is now. It is of course our College of Teachers who carry much of this by ensuring that the pedagogy of Steiner is respected and that the education we offer truly takes account of the whole child. I warmly thank Michelle Hollands as College Chair for continuing to keep our focus and for holding to, and sharing, these values.

The Board

As a Board of Directors, we have continued to work hard to ensure we meet our compliance and other regulatory responsibilities, as well as having sound business and strategic plans in place. Our Directors undertake these responsibilities in a voluntary capacity and I thank them all for their continuing support and commitment. As has been promised at previous AGMs, we have

worked hard to improve our succession planning and to bring new Directors with the skills and experience we need to ensure our school is financially stable and compliant. At the last AGM Rachel Mitchell, Rebecca Cawood and James Vicars retired in accordance with the Constitution. All were long standing Directors who contributed enormously to the School's growth, and I thank them all for their contributions. We also welcomed new Directors Vicki Howell, Peter McClenaghan and Mattias Grasselli, as well as the return of Rex Gream.

Governance and Professional Development

As we strive to ensure a professional and skills-based Directorship, we continue to draw on the services of the Association of Independent Schools and Steiner Education Australia to seek the best possible professional advice with regard to governance, financial management and Constitutional currency. We remain committed to ensuring sound practices are in place and will continue this work during 2023.

All Board Directors and senior management staff continue to ensure they undertake Governance Training as required by AIS. Directors and Senior Management also attend and participate in the annual SEA Governance, Leadership and Management (GLaM) Conference and AIS Governance Symposium. Participation in these events and training opportunities is important if we are to continue to deliver quality Steiner education in these increasingly challenging times.

Volunteers and community

Once again, due to restrictions on events and gatherings, some of the usual festivals and events were unable to take place and we've been unable to re-establish the Friends of Waldorf. That said, there are many volunteers helping to keep our school running, whether that's by taking part in working bees, or tuckshop, or camps. Again, and always – I thank you.

Thank You

Our School succeeds because of the community that surrounds and nurtures it – because you model our values of gratitude, responsibility, collaboration, inclusivity, diversity and initiative. Because you do this every day, our students are developing a true appreciation for their place in this world – for being the leaders of tomorrow. So – to all of you, the parents, friends and volunteers who bring life to the School through festivals, plays, camps and excursions – who help with craft and music, with working bees and storytelling, with tuckshop and reading programs, ... and of course, the gifted teachers who inspire and nourish the children in their care as they guide them safely to take their place in this increasingly challenging world.

You are all so greatly appreciated.

Maureen Chapman
Director and Board Chair

Education Director Report

Overview

2022 was a year of returning to many ways of working and being from pre-covid times. We enjoyed returning to our termly festivals, our camps and having parents on site again participating in parent teacher meetings, class meetings, informative talks and music concerts. As a community we welcomed these opportunities to reconnect, rediscover and look at our community anew.

In February, we started the year with 126 students from Kindergarten to Class 8 and we retained similar numbers at August census. Our classes were stand-alone Kindergarten, Class 1, Class 2, Class 3, Class 4, and composite Class 5/6, and Class 7/8. During the year, primary class sizes ranged from 12-29. Boongaiai Preschool began at 63% capacity and reached 92% capacity in Term 4. Playtime ran two sessions each week throughout the year.

The focus for 2022 was in the following key areas:

- Working towards the addition of Year 9 and 10
 - Work toward development of curriculum and facilities to cater for expansion to Class 9/10 in 2023
 - Complete the new building, providing 2 new rooms including a science lab for the high school
 - Increase enrolments in the high school to build numbers for introduction of 9/10 in 2023
- Continued participation in the Phase 2 Numeracy and Literacy Action Plan, funded by the NSW Government, to improve student outcomes in numeracy and literacy in the early years
- Continuation of Student Learning Assistants across all classes to assist students to access the curriculum
- Keeping our Reconciliation Action Plan at the forefront of everything we do
- Excellence in Teaching through increased resources and professional development

Continuing our work towards Class 9/10

Throughout 2022 we watched the new building take shape and saw it completed ahead of schedule in November. We formed a year 9 working group of staff and parents in the middle part of the year to prepare the 2023 year 9 offering. The NESA curriculum, including *initial* registration for year 9 and *initial* accreditation for ROSA had been granted in 2021. In 2022 we further developed the year 9 and 10 elective offering and staff recruitment.

Community Conversation

We held our first community conversation after 2 years of recess due to Covid. It was a small event, held at the Ex-Services Club but a very productive one of sharing what the school was doing well and what we could do better in relation to the 5 goals from our strategic plan.

Reconciliation Action Plan (RAP)

NAIDOC celebrations in September 2022 involved all staff and students, with a variety of activities celebrating Aboriginal and Torres Strait Islander culture and history.

Storytelling and dance, and a traditional smoking ceremony were enjoyed by all.



Review and Planning meetings

During Term 3, all staff were involved in Review and Planning meetings around how each person was travelling and in forward planning for 2023. Reviews focussed on the key tasks (derived from the position descriptions), identifying any professional development needs, and considering any possible changes to the position description. This process also led into the development of the following year's budget.

EARLY CHILDHOOD (Playtime and Preschool)

Playtime: Coordinated by Nadia Waters, Playtime continued to grow in popularity with full numbers and an extensive waiting list. This prompted discussions on whether to extend to a third day, or other strategies to offer this wonderful resource to more families.

Preschool:

Enrolments 2022

Term 1 – 63%

Term 2 – 70%

Term 3 – 80%

Term 4 – 92%

Enrolments steadily increased over the year and expressions of interest for future enrolments were much higher than previous years, resulting in a healthy start for preschool for 2023. Of the children who were Kindergarten age for 2023, 7 enrolled in TAWS.

PRIMARY and HIGH SCHOOL (Class K-8)

Programs and Activities for 2022

The High School. Class 7/8 combined to make a class of 26. In both Classes 7 and 8, the teachers provide students with new perspectives. They begin to look at the world in new ways. Teachers work to bring the adolescent to individual judgement, and gradually towards the consciousness of social responsibility.

Student Support: The Student Support team continued to support student learning, both inside and outside the classroom. The team involves a total of 9 staff including Student Learning Assistants. Student support includes learning support and student wellbeing. In order to determine needs in this area, we continued with whole-school screening for all students at the beginning and again at the mid-point of each year. These reviews inform teaching practice while also focusing attention on any additional support that might be needed to strengthen student learning and engagement. We continued to work with the AIS Phase 2 Literacy and Numeracy Action Plan, funded by the NSW Government, for Kindergarten and Class 1 and 2, with other teachers taking part in the professional development on specific teaching. Learning Support also received many additional resources towards meeting the needs of the students.



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Student Learning Assistants: Our Student Learning Assistants are coordinated by Michelle Hollands and work with students from Kindergarten to Class 7/8 to support the student learning in and outside the classroom. The Student Learning Assistants worked together as part of the Learning Support team to provide access to the curriculum for all students.

MUSIC

In the classroom: The Education Director taught the high school students' music while we continued to advertise for a part-time music teacher for the rest of the school.

String Programme: As part of our curriculum, Class 3 students began the violin or cello while Class 4 and 5 students continued to develop their skills. The class 4 string ensemble, the 'Viking Ensemble,' played together each week to experience playing in a group, and as a complement to their weekly individual lessons. Fiddlers Club also continued Monday afternoons for more confident players.

Fiddlers Club: 'Fiddlers Club' is made up of musicians from Class 4-8. They often play at our festivals and assemblies. Joanna leads the group, covering a wide repertoire.

Woodwind and Brass Programme: This year our Woodwind and Brass class continued running after school. Despite the many Covid restrictions the school had to manage, we were able to hold an internal concert for all our musicians so that everyone could have an opportunity to perform for others.

French: Classes from K-8 enjoyed weekly French lessons under the guidance of Michelle Le Gall, where the younger students learnt basic French through song and games.

Class 1 and 2 looked at the fairy tales of Goldilocks and the Three Bears, The Three Billy Goats Gruff, The Giant Turnip and Little Red Riding Hood. Students learnt vocabulary associated with each story and performed mini plays to their classmates.

Class 3/4 looked at school, food and weather, ending the term with the story of Snow White and the Seven Dwarfs.

Class 5/6 studied how to describe their school life, clothing and food.

Class 7 looked at describing themselves, greetings, describing their school day, describing family members and friends and special events.

Class 8 learnt how to tell the time in French, describe pets, and how to describe family and friends. Class 8 also completed a mini main lesson on the French Revolution and how it influenced the world we live in today.

Gardening: Our large vegetable garden is tended by the classes under Woody's (Belinda Nano) guidance, with each student spending regular time weeding, making compost, planting, and harvesting. The produce is then used in our Friday Tuckshop, or Class cooking.

Craft: Craft is a wholesome way of learning practical skills to create something both useful and beautiful to treasure forever. The creative process of craft has a magical way of deepening learning.

Class 1 • hand-sewn names onto chair bags • woven recorder bags in a rainbow pattern

Class 2 • introduction to knitting • embroidered tuckshop bags

Class 3/4 • cross stitched fountain pen pouch • leather rune pouch and painted rune stones • knitted Easter rabbit

Class 5/6 • leather compass pouch • bone and wood carving

Class 7/8 • needle felting • wooden box



Sport Programs/Activities: As a school we offer a holistic approach to education based on what is developmentally appropriate for each child. Our games and sporting events are based on cooperation and participation, rather than competition and a focus on winning:

- **Bush Walks** – Primary students participated in bush walks, usually to the pine forest. These build students' stamina and resourcefulness, while allowing the teacher to cement the class as a group (important for extended camps).
- **Friday Games** – Every Friday afternoon students from Classes 1 to 6 came together to play physical games, which incorporated strategy, strength, and coordination. All students

need to cooperate if the game is to be a success, and so older students teach and help the younger students in how best to play the games, while the younger students look up to and imitate the skills of the older students.

- **Swimming lessons** – The school successfully applied for and received grants from Sporting schools Australia, which gave the opportunity to support swimming lessons for classes 1 – 6. This was a welcome addition to the sport opportunities and the children’s swimming skills improved significantly.
- **Swimming Carnival** – During Term 1, Classes 1 to 8 participated in a swimming carnival. The weather was cool and so the day was shortened, and this worked particularly well for the younger students. Only Class 3 and upward joined the swimming races, while Class 1 and 2 played organised games and swam with their teacher and helpers. They also watched the older students and teachers in the big pool, preparing them for the time when they too will be developmentally ready to join the races.
- **Cross Country** – Due to bad weather, this annual event was cancelled again this year.
- **Athletics Carnival** – held on the last day of Term 3, students took to the track and field at Charleston Willows Reserve, participating in games and athletic events. Carnivals such as this provide opportunities for students to test their physical skills, and to hone social skills of co-operation and teamwork.

School Fair: The Annual Spring Fair was the biggest fundraiser for the school in 2022. Since the *Friends of Waldorf* group had not been very active during the Covid restrictions, the Spring Fair attracted a lot of community and family involvement, culminating in an enjoyable and successful event.

The School Camp Program: This continues to be a very popular part of our curriculum, where students are encouraged to find identity, meaning and purpose in life by forming connections with community and the natural world. Extended camps promote environmental ethics, appreciation of nature, and provide opportunities to develop values, knowledge, and new skills through the exploration of unique geographical locations and diverse environments. Our camps create a platform where stories can be told and heard, where students learn about themselves and others and their responsibility to each other. They improve social skills, build self-confidence and resilience, and experience a variety of circumstances directly related to that particular environment. The camp experience transforms students in positive ways, providing moments of reflection, observation, and exploration of ideas and experiences that can only be found in nature.

Classes 1 and 2 each had a sleepover at school during the year.

Class 2 also had a camp at Hungry Head in Term 4.

Class 3/4 camped at Port Macquarie in Term 3.

Class 5/6 camped in Term 1 and then travelled to Lake Keepit in Term 4.

Class 7/8 camped at Warrumbungle National Park in Term 1 and travelled to Sydney in Term 3.

Class Plays - Our class plays give teachers many chances to build the social strength of their class; the plays often also reinforce aspects of the curriculum. Plays in a Waldorf school are called “pedagogical” dramas. They aid the class teacher in developing skill and capacity in students, strengthening the sense of interdependence in the whole class, and brightening the creativity of the class through drama.

- Class 1 and 2 did *Briar Rose*, which was performed in-house at the end of Term 3
- The Class 3/4 play was about the story of Moses, performed at the end of Term 4
- Class 5/6 performed the story of *Persephone* in Term 3
- Class 7/8 performed Shakespeare’s *A Midsummer Night’s Dream* at the end of the year.



Student Wellbeing Programme: The school’s Wellbeing co-ordinator worked with students across the school in conjunction with class teachers and the Education Director.

Teachers and all staff professional learning. The staff had many opportunities to engage with current practice around Professional Learning, including a day with AIS on *Schools, culture and child protection*, a day on *Environmental Education* led by Dr Lisa Siegel, and *The Art of Education Creative Disciplines* including ceramics, extra lesson and biography work.

Library: Our library not only provides resources for our students and community but is a much-used space for meetings, plays and other small classes.

Tuck Shop: Often the Tuckshop menu is created from produce grown in our own vegetable garden. This activity continued to provide wholesome food on Fridays with the help of parents and classes. In 2022 this was not offered every week as we worked to rebuild our capacity to offer this service after Covid.



Festivals...times for the whole community: Festivals are an integral part of Steiner education and an important element in the rhythm of the year. Our schools' seasonal festivals are an enriching part of the school's cultural and community life.

They combine the social warmth of celebration with activities of an artistic, creative, and thought-provoking nature that connect with the cycles of the seasons and establish a yearly rhythm for our children. Through the sharing of stories, food, songs, and activities linked to the season, we express with beauty and reverence the season of the moment.

Term 1 We celebrated the change of seasons with the Autumn Festival at the end of term.

Term 2 saw the beautiful and magical display of the Winter Festival on Tuesday 21st June, which is as close as possible to the longest night of the year!

Term 3 The traditional Spring Festival returned in September 2022, with a trip to Mount Yarrowyck, a shared picnic, some spring planting, and a shared morning tea with our grandparents.

Term 4 The Summer Festival was held at school at the very end of the year, with the community coming together to sing Christmas carols and sharing an afternoon tea.

Community Engagement and Education.

Working Bees: In a normal school year, we hold working bees once per term to contribute to tasks that are important to the school's maintenance and educational support. Participation offers the opportunity to contribute to the warmth and sense of place that parents feel for the campus and school community.

Craft Group: The aim of the group is to create beautiful handmade items to sell at our November Spring Fair, while also strengthening social opportunities within the school community. Craft skills are shared and learnt together in a happy, safe environment. We have not recommenced the craft group since the beginning of Covid. However, we will continue our work towards this in 2023 as this is a wonderful social and productive community-focused group.

External Compliance

NAPLAN

We had a total of 18 students sitting NAPLAN this year. Twelve from class 3, one from class 5 and five from class 7.

NCCD

(National Consistent Collection of Data) The school completed its yearly submission, entering data on disabilities and student's needs.

Child Protection

All staff undertook child protection training during the year in the form of in-person PD day with the Association of Independent Schools.

Report Writing

The Armidale Waldorf School sends out 2 formal reports to parents; one mid-year and one at the end of the year. This is supplemented by parent-teacher meetings following these reports.

Governance Training

Management and directors completed AIS Independent Schools Governance online modules as required.

Conclusion

2022 saw The Armidale Waldorf School move ever closer to meeting its goal to be in a position to offer year 9 in 2023, and year 10 in 2024. In many ways, coming out of Covid in the 2022 year was like waking from a long sleep where we all started engaging, talking and sharing again as a community, although tentatively at first. The children responded so positively to this change as they navigated the balance of inner and outer worlds and began to settle into the essential rhythms and routines of school, family and community life post-Covid.

Our teaching and educational support staff did an amazing job of supporting students back into the day-to-day school routine, giving extra support and encouragement to those who needed it. We all acknowledge and have deep gratitude for the traditional lands on which we work, learn and play – the cultural richness that surrounds us and, in particular, the beautiful bush setting that nourishes the children, the adults guiding them and the school community.

I would like to take this opportunity to thank Maureen Chapman (Board Chair), and the Board, for their guidance and support; Steve Klipin for his ongoing dedication to developing our school's leadership and professional expectations of all staff; the College of Teachers for their commitment to inner work, and their work with child study; all the teaching staff for their dedication to teaching and love of the children; the administration staff for their behind-the-scenes support of the children, parents/carers, teachers and Management team.

As one year closes, and another about to begin, I acknowledge and appreciate with sincerity the strengths and gifts each one brings to our school community. It is the children, the parents and carers, the teachers, the support staff, and the Board all working together that allows the school to continue to grow, meet the challenges presented and provide the richness of a Steiner education - for all the children in our care now and into the future.

Zana Clarke,

Education Director

THEME 2 - CONTEXTUAL INFORMATION ABOUT THE SCHOOL

The New England region's only Steiner (or Waldorf) school opened in February 1985 as Boongaia School (meaning 'shaded place'). Beginning as a Preschool only, the Kindergarten started two years later, followed by the classes of the primary school in subsequent years. After the land was acquired with the help of the school's benefactor, Kit Wyndham, existing buildings were renovated, and the property further enhanced by unique architecturally designed classrooms. Lovingly donated labour over the years has also helped develop and maintain a picturesque bush block as an aesthetic and natural learning environment. In 1993 the school changed its name to The Armidale Waldorf School and currently includes Preschool and Kindergarten through to Year 8.

Characteristics of the Student Body

The Armidale Waldorf School is a Kindergarten to Year 8 Co-educational Non-Denominational School and the only Steiner School situated in the New England Area. Armidale is a regional city with a university and surrounded by rural communities. Students come from Armidale city and the broader New England Region. The student body includes 13.7% students of Aboriginal and Torres Strait Islander backgrounds.

Steiner or Waldorf Education

Steiner Education is a holistic education, nurturing childhood, encouraging, and allowing children to be children. Awakening and educating a child's capacity for clear thinking, responsive feeling, and capable action in the world around them lies at the heart of the education. The curriculum and methodology are based on a deep understanding of how children learn, develop, and flourish, and teachers are involved in ongoing learning of this study. The learning through imitation in the early years, imagination in the primary school years, and inspiration in the teens are fundamental principles in Steiner education and the teaching methodology is built upon this. Learning for head, heart and hands is how it was initially expressed. Recognisable characteristics of Steiner education include the balance of the academic, the arts and the practical, an emphasis on the process of learning as opposed to outcome-based assessment, minimal competition, fostering human relationships and an interest and respect for the natural world.

The Waldorf Approach to Teaching and the Curriculum

Our school curriculum is designed to meet the needs of the students as they grow developmentally. It is approved by ACARA (the national curriculum body) and by NESA (NSW Education Standards Authority). It is delivered in such a way to capture the imagination, and for the children to learn what is age-appropriate. The social tone of the school, the design of the buildings and the nature of the environment combine to provide an extra-ordinary place for children to thrive. One important part of how the curriculum is delivered is the 'Main Lesson'. For the first two hours of every day one subject is presented as a block. This in-depth study continues for three to four weeks. Then the subject changes: the rest of the morning is used for revision

and expansion on these themes and academic skills; the afternoons for physical education and art and handcrafts.

There is a highly valued outdoor education and camps program, which relates to the curriculum areas of Science or Society and Environment - farming, botany, zoology, or geology.

A Typical Week in Our School

Over a typical week, above and beyond the timetable, there are instrumental music lessons, the playing of recorder, strings ensemble and/or drama rehearsals and learning support. A class could also be away on a camp to various near and far locations in NSW. A culinary highlight of the week is 'Friday Tuckshop'. Parents and/or classes prepare a two-course meal and the whole school gathers together to enjoy these delicious and nutritious meals. Friday afternoon is usually games afternoon, so classes share common games and physical activities. Over the course of the year, there is the Swimming and Athletics Carnival, Cross Country, Seasonal Festivals, assemblies, open mornings, excursions, music concerts and class plays. Class Parent/Teacher meetings, working bees, social events, the annual fundraising event, the School Fair and much more!

THEME 3 – STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

We had a total of 18 students sitting NAPLAN this year. Twelve from class 3, one from class 5, and 5 from class 7.

THEME 4 - SENIOR SECONDARY STUDENTS

Not applicable

THEME 5 - TEACHER PROFESSIONAL LEARNING, ACCREDITATION and QUALIFICATIONS

Professional Learning

PROFESSIONAL LEARNING ACTIVITY	NUMBER OF STAFF PARTICIPATING
Staff Professional Learning Day Schools, culture and child protection presented by the Association of Independent Schools.	All Staff
The Art of Education. Creative disciplines for staff including Ceramics, Extra Lesson and biography work.	All Staff
Environmental education' led by Dr Lisa Siegel.	All Staff
Session of Student Wellbeing - Melanie Deefholts	20

High school Mentoring, 4 sessions of a week each, lead by Kelly McGlashan.	4
SEA delegate meeting x 2	3
Northern leaders – 3 meetings	2
Restorative Justice course with SEA over 3 days.	3
Literacy and Numeracy (LNAP) Sydney Masterclass 2 days run by the Association of Independent Schools.	3
Literacy and Numeracy (LNAP) online classes throughout the year.	8
Police & Principals Forum - 29 June 2022 - Armidale Police Station	1
National Diabetes Service Scheme Level 2 training	10
Weekly attendance at College and Staff/Faculty meetings, including Study of Steiner Education	All teachers 1 hour per week 7 teachers and Education Director an additional 2 hours per week

Details of the teachers' accreditation status of all teaching staff

Accreditation Status	Number of Teachers
Proficient Teacher	13
Provisional Teacher	1
Conditional	1

Teaching standards/qualifications

Category	Number of Teachers
<i>i. Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or</i>	15
<i>ii. Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications.</i>	-

THEME 6 - WORKFORCE COMPOSITION 2022

	Head Count	FTE
Teacher	15	11.84
Non-teacher	11	5.36
Preschool	9	2.19
Aboriginal and/or Torres Strait Islander	1	0.49

THEME 7 - ATTENDANCE AND RETENTION RATE IN SECONDARY SCHOOLS 2022

Year	Attendance Rate %
Year 7	87.57
Year 8	82.82

Management of non-attendance

The school implements procedures for the management of student non-attendance in accordance with the Attendance Policy. An SMS message, phone call or email is sent to parents of students who are absent. The school follows up where explanation of absence is not received.

Absences are monitored and interviews are held to find means of support with parents where there is cause for concern. Mandatory reporting procedures apply where absences are extended, or the student may be at risk.

WHERE DO OUR GRADUATES CONTINUE ON TO?

Students leave at the end of Year 8 and enrol in other high schools in the community.

THEME 8 - ENROLMENT POLICY

The Armidale Waldorf School is a comprehensive, co-educational, non-denominational Kindergarten to Class 8 School, operating in accordance with the *NSW Education Standards Authority (NESAS)* requirements and providing an education according to the indications of Rudolf Steiner.

Continuing enrolment is subject to the student's adherence to school rules and school ethos and regular attendance. Parental support for the school's philosophy and ethos and payment of all school fees are part of the enrolment contract.

Procedures

1. All applications are processed within the school's enrolment policy.
2. Upon receiving an enquiry, information about the student/family will be collected on the *Expression of Interest Form* by the Administration staff. This can be filled in by the parents or the administration staff. The form will then be given to the Education Director.
3. The Education Director will review the expression of interest form and then contact the parents by phone or email to arrange a meeting. At that meeting a tour of the school will be undertaken, parents will have Steiner Education explained and expectations of the parent discussed. Parents will then be given further information about the school including the current *Fee Schedule* and *Fee Information*. If the student has a disability, then proceed to following section *Enrolment Process for Students with Disability*.
4. The parents will then be offered the opportunity of an experience week and provided with an *Experience Week Form* that is to be completed and returned to the office. A meeting (phone or in person) prior to the experience week with the class teacher will be arranged and followed by a date for the experience week.
5. The Education Director and the Class Teacher will consider the student after the experience week. If the Educational Director has any concerns they can take the questions to college, where together they will make the decision regarding enrolment after considering the following:
 - a) the applicant's educational needs
 - b) any strategies which need to be put in place to accommodate the applicant
 - c) any need for a risk assessment as to the health and safety of both students and staff.The parents may be contacted for further information, or the Education Director may ring the former school with the parents' permission.
6. Subject to availability, offers of a place will be considered according to the following criteria: the order of application, whether there are siblings of the student already at the school and if the student is transferring from Boongaiai Preschool or another Steiner school.
7. With Kindergarten enrolments, priority is given to students who will turn 6 in the Kindergarten year. Applications for Kindergarten are due at the end of term 2 and are then interviewed by the Kindergarten teacher in early third term of the year prior to starting. Applications may be accepted outside of this timeframe depending upon availability.
8. If the enrolment is accepted, the family will be informed by the Education Director of acceptance via an acceptance letter with a starting date for the student. If there is a waiting list, the parents will be informed that their student is on the waiting list.

9. Prior to the start date the Education Director will arrange with the family to have a meeting with the Business Manager to set up payments and check over the Enrolment *Form* and also the teacher to collect any further information about the student.
10. Any non-acceptance of enrolment must be ratified in the first place by the College of Teachers, and ultimately by the School Council. The Education Director will inform the parents of the non-acceptance of enrolment via letter.

Enrolment Process for Students with Disability (Further information can be found in *Guidelines for Enrolling and Supporting Students with Disability for AISNSW Member Schools*)

1. Gather Information and Consult (Students with disability)

Note: These are the first two steps of the Collaborative Planning Process

- Written permission from parents/carers provided to the school to gather further information about the student’s needs from the previous school or early childhood/childcare setting as well as health professionals such as pediatricians, psychologists, speech pathologists and occupational therapists.
- Parents and school collect information to determine the student’s educational needs and identify adjustments regarding: physical access, equipment, building modifications, health issues, personal care needs, communication needs, curriculum access, specialist agencies and emergency procedures.

2. Enrolment Decision

- Issues/barriers are discussed, and adjustments identified
- Consideration of how the school can meet the student’s needs
- Education Director to meet with the parents/carers and other relevant health professionals to consult regarding the adjustments that have been identified and how and if these can be implemented as determined as part of the initial two steps of the collaborative planning process
- School makes assessment regarding reasonable adjustment
- School considers whether reasonable adjustment would nonetheless cause unjustifiable hardship
 - School advises parents/carers of preliminary view regarding those matters
 - School provides parents/carers the opportunity to respond to the preliminary view before making final decision about adjustments.

3. Action Following the Enrolment Decision

Enrolment Proceeds	Enrolment does not Proceed
<ul style="list-style-type: none"> • Letter stating what the school is able to provide and offer the enrolment 	Parents/carers choose not to continue with the enrolment if they believe the school

	cannot adequately meet their child's needs or The school can demonstrate that the enrolment will cause unjustifiable hardship in relation to the student and the circumstances of the school
<ul style="list-style-type: none"> • Implementation of adjustments identified in Individual Plan 	
<ul style="list-style-type: none"> • Individual Plan reviewed regularly to ensure school continues to make reasonable adjustments to meet the student's needs 	

THEME 9 - OTHER SCHOOL POLICIES*

A. Policies for Student Welfare

The Armidale Waldorf School seeks to provide a safe and supportive environment that minimizes risk of harm and ensures that students feel secure, supports the physical, social, academic, spiritual and emotional development of students, and provides student welfare policies and programs that develop a sense of self-worth and foster personal development. To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures are in place:

Behaviour Management Policy

Attendance Policy

Student Welfare Policy

Child Protection Policy

Serious Incident and Emergency Policy

B. Anti-bullying Policy

The school's Anti Bullying Policy outlines that any behaviour such as bullying, harassing, cyber bullying or violent behaviour is not tolerated at the school. The policy provides processes for responding and managing allegations of bullying including the contact information for the local police School Liaison and Youth Liaison Officers.

C. 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 unruly behaviour occurs, the principles of restorative justice are applied.

If disciplinary action is required, penalties imposed vary according to the nature of the breach of discipline and a student's prior behaviour.

All disciplinary action that may result in any sanction against the student, including suspension and expulsion, follows 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.

D. Policies for Complaints or Grievances

The school acknowledges that those receiving services from the school may sometimes have a complaint or concern about a decision, behaviour, act or omission that they feel is unacceptable. The Complaints and Grievance Policy outlines the processes by which parents, students and the wider school community raise a complaint and how the alleged complaint is responded to using the principles of procedural fairness.

	Changes in 2022	Access to Full Text
<p>Student Welfare</p> <p>The school provides a safe, secure and supportive environment through the implementation of its policies and procedures.</p>	<ul style="list-style-type: none"> • No changes were made 	<p>The full text of the policy and associated procedures is available to all members of the school community by request to the Education Director or School Manager. A summarised version is available through The Parent Handbook and on the school website.</p>
<p>Anti-Bullying</p>	<ul style="list-style-type: none"> • No changes were made 	<p>The full text of the policy and associated procedures is available to all members of the school community by request to the Education Director or School Manager. A summarised version is available through The Parent Handbook and on the school website.</p>
<p>Student Discipline</p>	<ul style="list-style-type: none"> • No changes were made 	<p>The full text of the policy and associated procedures</p>

		is available to all members of the school community by request to the Education Director or School Manager. A summarised version is available through The Parent Handbook and on the school website.
Complaints or Grievance	<ul style="list-style-type: none"> • No changes were made 	The full text of the policy and associated procedures is available to all members of the school community by request to the Education Director or School Manager. A summarised version is available through The Parent Handbook and on the school website.

* Parents may request a copy of any of these policies, some are on the website. The policies are issued to all staff and revised and updated. Workshops are held to ensure understanding of the responsibilities and policies. There is a regular timetable of review.

THEME 10 - SCHOOL DETERMINED IMPROVEMENT TARGETS
ACHIEVEMENT OF PRIORITIES IDENTIFIED IN THE 2021 REPORT

Areas	Priority	Achievements
Facilities	Complete the building for the extension into High school	The new high school building was completed adding 2 extra rooms including a science lab. Additional tables made for the playgrounds in the Kindy, Class 5/6 and Class 7/8.
Class 9/10	Resource and build a new building to house the upcoming year 9 students in 2023 and year 10 students in 2024. This building will be in line with new curriculum delivery as required by the Stage 5 curriculum	Building completed in November ready for Classes in 2023.
Teaching and Learning	Preparing to implement the new NESA K-2 Syllabus for 2023. Creating new Instructional leaders to coach other teachers around Literacy and Numeracy Programme (LNAP). Further develop LNAP to include stage 2 classes.	The necessary work was completed around changes to the NESA K-2 Syllabus, and we continued our work with the Literacy and Numeracy Programme (LNAP) extending into Stage 2. Continuation of Student Learning Assistants across all classes to assist students to access the curriculum.
Staff Development	Develop protocols and processes for all school and individualised Professional development.	External facilitators supported our work in understanding and working with school culture. This included work with the Association of Independent Schools <i>School culture and child protection</i> , Environmental education led by Dr Lisa Siegel. and Wellbeing sessions led by Melanie Deefholts.
Leadership and Governance	Seek opportunities to develop additional leadership capacities within the school. A range of initiatives like separating faculty	Faculty meeting were split to better engage with the teachers in the specific areas, this in turn

	<p>meetings, into better identified cohorts, offering PD in the area of leadership and attending external leadership opportunities will enhance the capacity and capability of the school's leadership.</p>	<p>lead to faculty chairs and the development of skills.</p> <p>By the end of the year we established a new coordinator role in the Primary school and developed a leadership team consisting of coordinators from Early Child, Primary and Secondary along with the Education Director and the Business Manger to support the smooth running of the school in 2023.</p> <p>During the Education Directors extended leave, the school encouraged and supported a stand in staff member from within who acted in the role of the Education Director in specific areas.</p>
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2023 PRIORITY AREAS FOR IMPROVEMENT

Area	Priorities
Facilities	A standalone sickbay area, maintenance compound (for a safer and more efficient workspace), staff room, outdoor learning area, provide initial playground area for the high school.
Class 10	Preparations for year 10 students to begin in 2024.
Teaching and Learning	Develop a more consistent custom and practise within the school. This is an ongoing approach and includes educational programs such as camps, morning circle, literacy and numeracy and indeed most of the educational offerings.
Staff Development	Develop protocols and processes for all school and individualised Professional development.
Organisational Efficiency	<p>Fee management options including 'pass through' and school payment plans with positive cost benefit analysis.</p> <p>Enhance decision making.</p>
School Leadership and Management	Introduce a school leadership team.

THEME 11 - INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The school intends that all students recognise that they are valued and integral members of the school community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility. We look for every opportunity to assist students to develop talents and to learn through practical experiences.

Reconciliation Action Plan (RAP)

In September 2022 the Armidale Waldorf School celebrated NAIDOC Day, set aside for all students and teaching staff to participate in activities. "Get up, Stand Up" was the theme for 2022.

We started with welcome to country, involving the Aboriginal and Torres Strait Islander students, then a smoking ceremony which was a very proud moment celebrating culture, history, and dance by all.

We continued by having the Aboriginal and Torres Strait Islander students telling the story of the rainbow serpent and creating our own stories of the serpent on the long-curved path that we have at school; this brought the whole school together and was one of the highlights of the day, along with language and dance workshops and songs. We look forward to this year celebrating NAIDOC WEEK 2023 and continuing to strengthen our Aboriginal and Torres Strait Islander culture, history, song, dance, language and building respect.

Challenging Craft Projects

The children were happily busy all year with numerous craft items including wooden cradles and swords; wool work with knitted beanies, jumpers and small animals including pom-pom Easter bunnies, woven recorder cases and geometry stars, crocheted seat cushion covers, ponchos and shoulder bags, cotton-thread work in cross-stitch, embroidery, long-stitch houses and sewing reader bags; papier-mâché shields, leather key-rings, coil baskets, mosaic tiles, soapstone carving, carved wooden spoons, felt dolls, wax modelling, class cooking and gardening, and a variety of materials in the making of winter lanterns, including pottery, wood and paper. This programme goes across all areas of the school with projects developmentally chosen for the children at all levels.

Participation

Tuckshop: This activity recommenced in Term 1 on Fridays. Often the tuckshop menu is created from produce grown in our own vegetable garden.

Festivals...times for the whole community: Festivals are integral to the rhythm of life within our school; the goal is to develop in the child a sense of the rhythm of the seasons and the passage of time, and a sense that there is something bigger than oneself.

Spring Fair: The Annual Spring Fair 2022 was the biggest fundraiser for the year, with lots of community and family involvement. In 2022 the school decided to make the fair a cashless event, with tokens used to purchase from the various stalls.

Community Engagement and Education: Along with Individual Learning Plans and educational meetings we had a visit from Melanie Deefholts, who offers holistic family support. She worked with classes and individual families, as well as holding 3 parent information evenings. Her visit was combined with class meetings, and we provided child-minding to assist families to attend.

We also offer Kindergarten information evenings and individual teacher meetings for new families enrolling.

Friends of Waldorf: The focus of the group is on promoting the school by fostering and supporting a vibrant and happy school community. Friends of Waldorf events, such as the craft group, will return in 2023.

THEME 12 - PARENT, STUDENT AND TEACHER SATISFACTION

The Armidale Waldorf School values its relationships with its immediate community.

As a community we came together (parents/carers, students and teachers) for a festival at the end of each term, including an open classroom morning. Our school's highlight of the year - in regards to community satisfaction and togetherness - is the Annual Winter Festival.

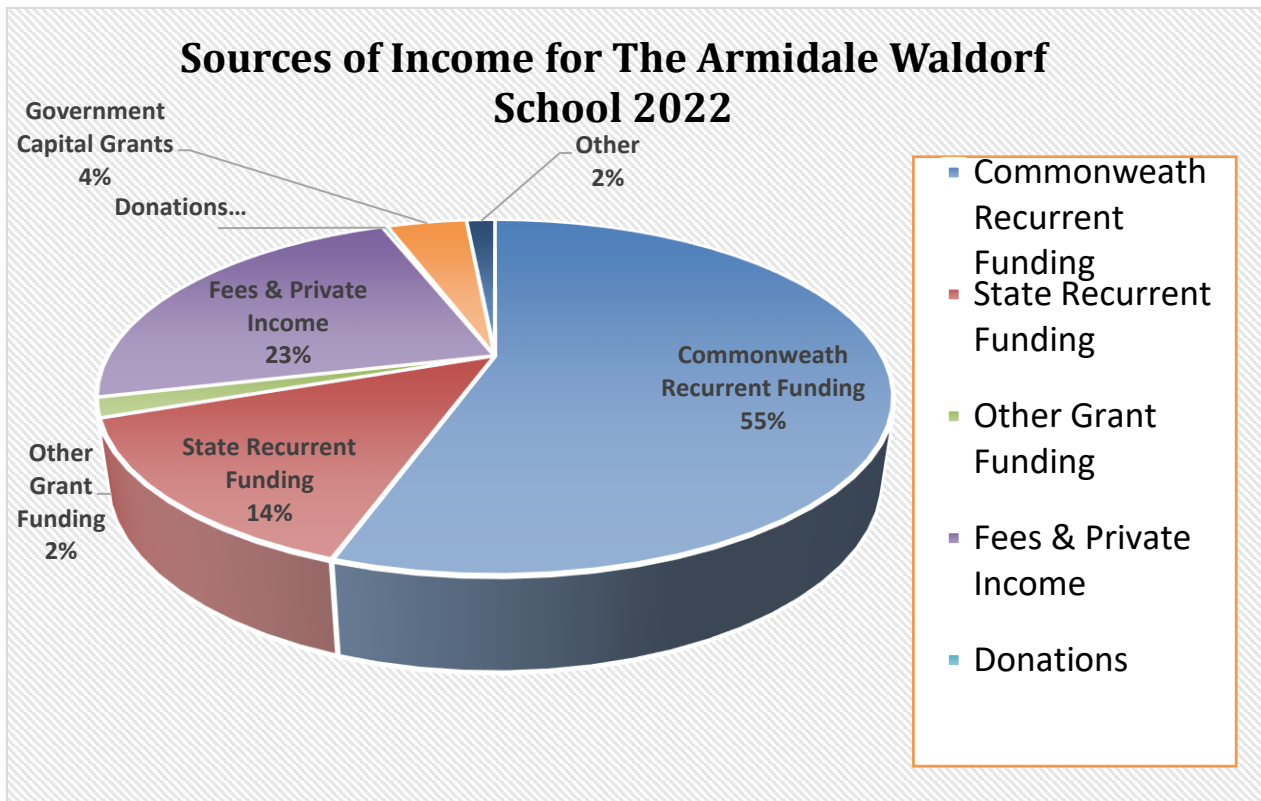
The school continued to support the students and the teaching and learning so that we could foster a sense of community and belonging. Strong and positive relationships are at the core of everything we do. During the year our school enrolments grew, which we believe indicates a level of satisfaction with our school's approach to education. This included a commitment from our students and parents to expand to year 9 in 2023.

Our high level of teacher retention is maintained by providing creative and engaging professional development programs each term, keeping staff well-informed at fortnightly whole staff meetings, allowing time for teacher collaboration through weekly faculty meetings, and pairing new teachers with highly-experienced mentors.

THEME 13 – SUMMARY OF FINANCIAL INFORMATION 2022

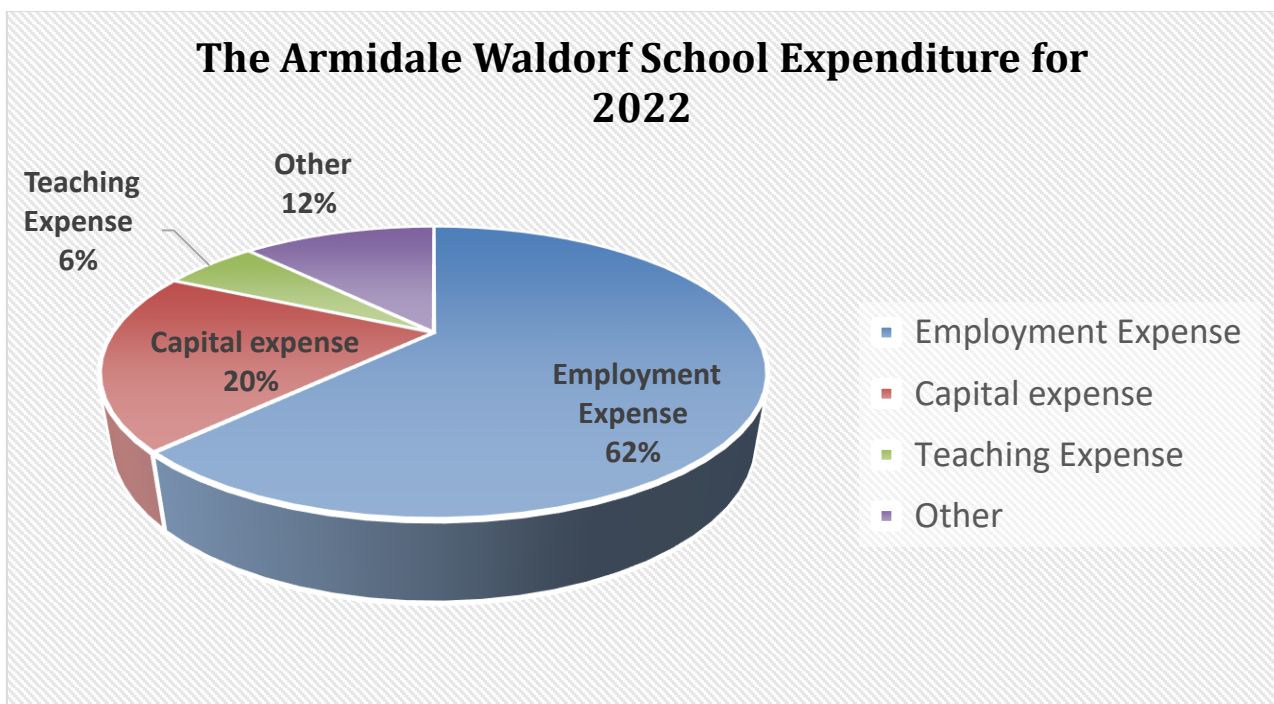
The operation of The Armidale Waldorf School is dependent on funding from the Federal and State governments. This funding is calculated on a per-student basis and therefore our student numbers are critical to the school's financial viability. The school fees paid by parents are also a vital component of our operational budget.

To remain a low fee-paying school, it is essential that our parent body agree to support our school by attending regular working bees or alternatively, making an additional financial contribution in lieu and ensuring prompt payment of school fees, levies and excursion costs. The overall positive financial result was achieved due to increased enrolment, careful management of expenditure and a considerable and welcome bequest. The school maintains provisions for staff annual leave and long service leave.



New Building: In 2022 the school saw the commencement of construction, its completion and operational use of the year 9/10 building following authorisation from the Armidale Regional Council.

Information Technology: The school continues to develop a digital road map to deliver education and manage the information within the school. Apple Ipad's were introduced for year 7, 8 and 9 students.



THEME 14: PUBLICATION REQUIREMENTS

The School produces an annual report in accordance with requirements of the NSW Education Standard Authority (NESA) and the Australian Government. This annual report is provided to NESA by the 30th June in the year after the reported school year. The annual report is also made available on the School's website. A printed copy of the annual report will be provided on request.