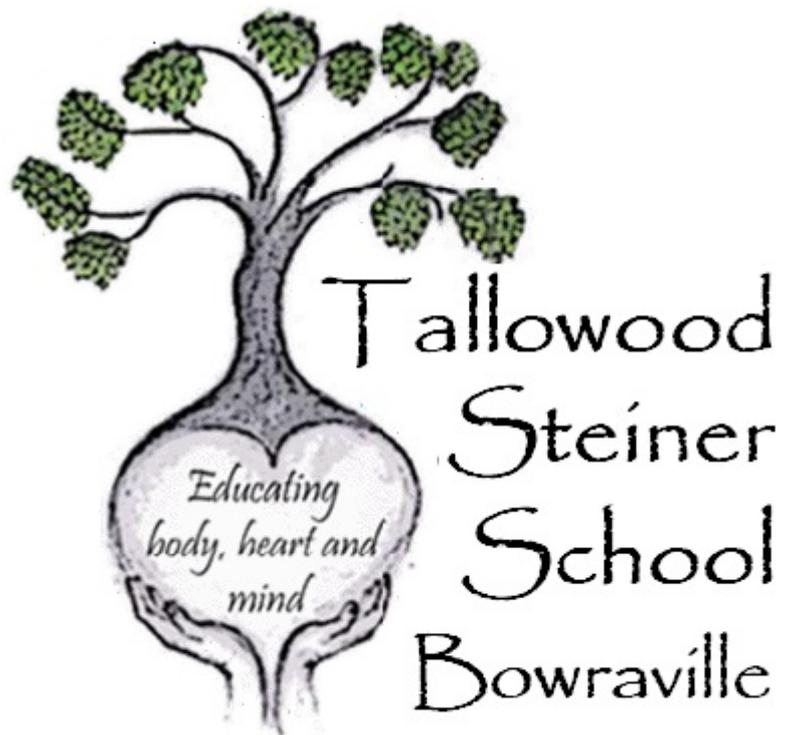


TALLOWOOD STEINER SCHOOL

ANNUAL REPORT

2018



Contents:

- **Board Chair Report**
- **Introduction:**
 - **School profile**
 - **Mission Statement**
 - **Educational Programs**
 - **Philosophy/Core values Statement**
- **Excursions, Incursions and Community Events**
- **Student Enrolment Profile**
 - **Student Population**
 - **Student Attendance Rate**
- **Tallowood Steiner School Condition of Enrolment**
- **Class Structure**
- **Teaching - Learning and Qualifications**
- **Policies**
- **Summary Financial Information**
- **School Achievements**

Tallowood School Board Chair Report

Tallowood Steiner School went through a huge change in 2018. Our Principal of over eight years Sue Moran left at the end of our Summer Festival in December, as did her partner Geoff Moran. The board would like to acknowledge the extremely hard work, dedication, responsibility and energy that Sue and Geoff have put into Tallowood over the past eight and a half years, they have helped grow our beautiful school into its current position of over 40 students in a thriving and nurturing environment. Geoff also stepped down from the board of Tallowood.

The first task for the remaining board members was to appoint three casual board members, to support the current board in our transition period. We then appointed Toni Wright-Turner as our acting Principal, who help us immensely over the Summer holiday period getting our school ready. We are extremely thankful for the time and professional dedication that Toni brought to helping the board and the school. The board had the pressing issue of recruiting our new Principal. We were very lucky to appoint Michael Kirby in early January, and he was able to start with us from the beginning of Term One.

Over the course of the year the board held seven board meetings plus the AGM. Our Association Membership grew to be 16, and we held a very successful AGM in June 2018.

Our school numbers were steady throughout 2018 with census data confirming 38 students in August.

Only part of our application for BGA funding in 2018 was accepted, for building in 2019. This funding application is for a new building to be used as a Principal office and meeting space as well as Electricity Upgrade which will allow future expansion of the school, including potentially air conditioning units due to long hot weather we are now experiencing.

Once again, I was able to attend the we are able to attend the Governance, Leadership and Management (GlaM) conference run by Steiner Education Australia. This year, in 2018, I did not have to travel far, as it was hosted by Chrysalis Steiner School, in Thora near Bellingen. This conference has a strong focus on supporting leadership within the Steiner schools and it very inspiring to be in workshops with teachers, principals, business managers and other board members from Steiner schools across the country. Two of our Office Staff were also able to attend this year.

As usual the school year was filled with wonderful opportunities for the children, including; excursions, camps, swimming lessons, Surfing and beach safety and our wonderful seasonal festivals.

As always, I would especially like to send my thanks to all the staff, families, volunteers, students, fellow board members and the wider community for all your on-going support allowing Tallowood to grow towards 2019.

Jocelyn Edge
Board Chair

Introduction

School Profile in 2018

Tallowood is a small, rural K-6 Steiner school located in a picturesque and peaceful rural setting, on two acres of land, outside of the small town of Bowraville in the Nambucca Valley. 2018 saw an increase in enrolments and the continuation of three class groups; Kindergarten, Class 1-3 and Class 4-6 with a total of Students travel to Tallowood from Valla Beach, Nambucca Heads, Macksville and Scotts Head and from Missabotti and Bowraville itself.

Tallowood School Context

Tallowood Steiner School has the primary aim of providing a high-quality Steiner school education, in a non-traditional, unique context. Tallowood differs from the traditional provision of Steiner Education in several key aspects, such as our demographic, the socio-economic status (SES) of our community and in delivering a Steiner Curriculum to multi-staged classes. Our curriculum and approach are based on indications, written works and lectures given by Rudolf Steiner for a pedagogical approach to education, responsive to the developmental needs of children throughout the different stages of childhood. Steiner's work is considered alongside current evidence-based research in the fields of child development and in practices that arise as an authentic response to our unique circumstances.

The Tallowood Steiner School curriculum is responsive to and reflective of the context of our small rural school with mixed aged classes. Our approach to teaching and learning is highly structured and well-formed to meet the needs of our students, their families and our own teaching staff. Our curriculum and timetable balances academic, physical, practical, social and artistic experiences. The curriculum has been developed to ensure compliance with all NESA requirements.

Tallowood offers an affordable Steiner education, which is accessible to everyone regardless of income. Our parent commitment to 4 Working bees per year, ensure that the school is maintained to the highest Work Health and Safety and aesthetic standards. A culture of supportive and co-operative parents in our school community is vital to Tallowood success. A strong, involved parent body is an enduring aspect of Steiner Schools worldwide, regardless of demographic.

Tallowood Mission Statement

***'The highest endeavour of education is to help develop balanced individuals who are able, out of their own initiative, to impart purpose and direction into their lives.'* Rudolf Steiner**

Among the many and varied unique qualities of human beings is our capacity for conscious thought. The developmental pathway which children take towards mature, creative and flexible independent thinking is nurtured at Tallowood through our curriculum content and our teaching methodologies.

Tallowood Steiner School strives to actively support children's growth and development, and to nurture their thinking, imaginations and healthy physical bodies, in the following ways:

Ensuring that the learning environment and the class/school culture is well-structured, non-permissive, highly visible and explicit and that task-orientated behaviours and attitudes are consistently maintained and reinforced.

By providing children with a learning environment, including a curriculum and a timetable, which helps them to enhance their growth across all the areas in which they are actively developing as growing human beings.

By ensuring that each child is provided with the necessary conditions to reach their individual potential academically, socially, physical, personally and morally. ***Children's personal, social, physical and moral development are valued as being as important as academic, and artistic development.***

By valuing each student's individual learning style, pace and individual achievements, strengths and challenges and providing the framework and stimulus for continual growth.

By ensuring that the Tallowood Steiner curriculum and Timetable allow for dynamic learning opportunities in all areas; academic subjects, the arts, music, drama, speech and recitation and creative play. Active experiential learning is a hallmark of the Tallowood curriculum and this is reflected in the teaching methodology for each year level.

By ensuring that children's innate need for movement, for creativity and artistic expression are a fundamental aspect of our educational approach.

By ensuring that the educational continuum across the primary school years assists children to grow and develop soundly across the broad spectrum of developmental stages.

Educational Programs

In 2018 the school continued mapping our Tallowood Steiner Curriculum to new NESA Outcomes. This work has been a collaboration between the Principal and a part-time Curriculum Co-Coordinator. Our Curriculum is an evolving document as we continually meet our responsibilities to the NSW Education Authority, to ensure that we are compliant in all aspects of our educational delivery.

Philosophy/Core values Statement

Tallowood encourages and actively supports;

- Clear structures, policies and procedures and code for Conduct from all parties including Staff, students and parents
- Clear and unambiguous adult leadership of student behavior and learning expectations.
- The development of dynamic, creative thinking and problem solving.
- Children's moral and social development
- The nurturing of children's innate creativity, in all its forms and stages.
- Healthy peer relationships and interaction.

- Positive parental input and contribution.
- Core values of inclusivity of race, culture, spiritual and philosophical beliefs
- A strong daily rhythm, healthy routines, self-discipline and care for each other and our environment.
- The social and moral development of children through school wide practices. These include Behaviour Management processes, a school wide Virtues program and class- based programs and practices. These form an integral part of the Personal Development aspect of our PDHPE program.

Excursions, Incursions and Community Events

Student Activities During 2018

Tallowood students continued to experience a rich variety of teaching and learning experiences throughout 2018. These included excursions, school incursions, class camps and sporting programs.

2018 Incursions and Excursions

- Start of term working bees
- Rose Ceremony (new student enrolment)
- Swimming Lessons February and March
- Surf Awareness classes Trent Munroe Surf Academy (sporting grant)
- Visit to Autarky Farm Class 1-3
- Local Creek excursions
- Autumn Festival 06 April
- Life Education Van
- Snake and Reptile Handler visit
- Urunga excursion – Measurement class 1-3
- Winter Festival 28 June
- Class 1-3 Camp Yarrhapini
- Police Visit (whole school)
- Folk Museum excursion 4-6
- Belle Theatre class 4-6
- Quest icon – Science excursion class 4-6
- Spring Festival 22 September
- Disability in sports (whole school)
- Class 4-6 Camp Valery Trails
- Pet Care Day
- Orientation Day for new Kindergarten students for 2018, 09 November

- Surfing classes 4-6, 16, 22 & 29 November
- Class Play - Kindergarten
- Class Play 1-3
- Performance and presentation of Class 4,5,6 Major Drama Production
- Summer Festival

Tallowood Steiner School Regular Community Events:

- Rose Ceremony to welcome new students and families
- Autumn Festival - April
- Winter Festival - June
- Spring Festival - September
- Summer Festival - December

Student Enrolment Profile

Students are drawn mainly from the surrounding farm community and the towns of Eungai creek, Bowraville, Macksville, Valla Beach and Nambucca Heads. The school is well serviced with buses coming to Tallowood from all of these areas.

After completing Primary School most of our students attend various schools in the district, including Macksville High School, Bowraville Central School, Nambucca High School and Nambucca Community Christian School.

Student Population

Student population for 2018 by grade								
	K	1	2	3	4	5	6	Total
Total	11	4	4	4	6	5	4	38

As per the August 2018 Census

Student Attendance Rate

Our average student attendance rate at Tallowood School for 2018 was

Class	Attendance Rate `Non-Indigenous	Attendance Rate Indigenous
Class 1	90.9%	0%
Class 2	93.8%	88.9%
Class 3	77.77%	83.7%
Class 4	90.2%	88.7%
Class 5	90.5%	0%
Class 6	84.9%	73.6%
Total	85.8%	79.3%
Overall Attendance	85.8%	

Student non-attendance is managed by the school as follows:

- The school maintains a daily attendance and absence register students in each class.
- Student attendance and absence are identified and recorded in their individual class roll books.
- Absences are recorded in student's files
- The school records student's attendance/absence in an electronic format e.g. PCSchool.
- Unexplained absences are followed up by ringing the parents each morning.
- The office staff collect the roll books from each class and ring the parents who have not contacted the school by 9.30am.
- In the event of a student who has continued absences, despite intervention with parents and carers, the school contacts the Department of Education
- All parents are given a copy of the Attendance and Absence Policy and Procedure on enrolment
- Staff are given a copy of the Attendance and Absence Policy and Procedure in their Staff Handbook.
- The school maintains a register of enrolments which will be retained for a minimum of five years before archiving. The register of daily attendances will be retained for a minimum period of seven years after the last entry was made.

Tallowood Steiner School Condition of Enrolment

Mission Statement

The Tallowood Steiner School Parent body's primary aim is to support the provision of the School's unique education based on Rudolf Steiner's philosophy of pedagogy for the benefit of their children.

The curriculum at Tallowood Steiner School is responsive to the context of a small country school with mixed aged classes.

Tallowood Steiner School offers a human centered approach to teaching and learning and our curriculum includes a balance of academic, practical and artistic experiences.

Philosophy/ Core values Statement

Tallowood Steiner School encourages and actively supports:

- Children's moral and social development
- The nurturing and preservation of childhood
- Healthy peer relationships and interaction
- Positive parental input and contribution
- Core values of inclusivity of race, culture, spiritual and philosophical beliefs.
- A strong daily rhythm, healthy routines, self-discipline and care for each other and our environment.

The conditions of enrolment rest upon the assumption of a number of core values:

- Integrity.
- Honesty.
- Co-operation.
- Loyalty to the interests of the School.
- Fairness.
- Conscientiousness.
- Compassion.
- Discretion in representing the school in community and personal conversations.
- Respect and support for the members of staff and the school community.

Enrolment at Tallowood Steiner School is subject to the following terms and conditions:

The parents/guardians acknowledge and accept the principles of Steiner education and support the aims of the school in this regard. Parents acknowledge that recommendations may be made to enable the child to benefit from the education provided.

- That parents/guardians reinforce the integrity and reputation of the School, promote a culture of fair and ethical behavior, support and be committed to the school and its best interests.
- That parents/guardians will abide by Tallowood Steiner School's policies, protocols, procedures, management structure and decisions

- That the interaction of parents/guardians with the school and wider community will demonstrate fairness and consideration for the rights and responsibilities of the school, it's staff, Board members, and other parents and students.
- Pay School Fees on time as stated in the Tallowood Steiner School Fees Procedure and Information document included in this enrolment pack.
- Participate in research surveys and projects undertaken by the school by providing feedback and input as required.
- Deal with issues and grievances in a prompt and confidential manner by contacting the school and adhering to the school's Communication Pathways policy.
- Maintain a positive attitude to the school in the hearing of their children.
- The parents/guardians will undertake to dress the children as according to the Tallowood Steiner School dress code.
- Adhere to the Healthy Food Guidelines.
- The parents/guardians will give at least 1 term's prior notice of termination of enrolment in writing to the Principal and failure to do so may render them liable for 1 terms fees
- That where the School Principal or School Board believes that a mutually beneficial relationship of trust and co-operation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school Principal or the School Board may require the parent to remove their child/ren from the school.
- That the school may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the school rules and regulations.

Structure of Classes

In 2018, our class structure consisted of three composite classes comprising a K class, a year 1-3 class and a class 4-6. Tallowood had the benefit of a learning support assistant for the class 4-6 and to support the Teaching Principal. This ensures that the needs of all age groups are met through differentiation, allowing for small group work, individual assistance and diversity in curriculum delivery and teaching and learning activities and outcomes.

Workforce Composition

Qualifications	Number of staff
Category 1 Teachers. (Bachelor of Education, including Steiner training and experience).	1 fulltime teacher/ principal
Category 1 Teachers	5 part time and/or term-based contract teachers.

Language/music external provider	1 part time
Learning support	2 part time
Office Manager	1 part time
Administration Support Staff	1 part time

Our staff in 2018:

During 2018, the school retained one full-time Teaching Principal for the entire year. Teaching staff across the school fluctuated with additional staff being employed on contractual/part time basis as needed. Two Learning assistants were also employed on a part time basis and Literacy and numeracy support was maintained in the classrooms for several hours, 3-4 days per week. An Office Manager continued to be employed 3 days a week and one Administration support/classroom assistant for 3 days. Indonesian and Music was facilitated by an external provider 1 day a week with teacher support.

School Culture; Promoting Respect and Responsibility Across the Whole School.

Staff at Tallowood continue to demonstrate committed action in ensuring that staff, students and our parent body act with respect and consideration, in our dealings with each other at all times.

At a school level, the work of maintaining the principles of our Codes of Conduct is focused through our school Virtues Program. The Virtues Program is designed to spotlight and focus the ongoing work in the school of students developing a culture of sound individual and collective character. Each Monday, at our whole school Assembly, the weekly Virtue is described, discussed and examined as to what it looks like for our students when they focus on demonstrating the development of a particular Virtue. The Virtues Program is bookended with firm reference to our Codes of Conduct, our Zero-Tolerance Bullying Policy and our class and school rules. Our emphasis is on student's ongoing development in understanding their own responsibility towards the social harmony of the school and towards contributing to a sound learning environment. Staff at Tallowood are committed to timely and clear communication with parents and care-givers about all aspects of their children's behaviors' that may impact on the well-being of others and their own development. Clear communication with all stakeholders, mutual support and consistent expectations is the aim of our approach. Ensuring that parents are in full support of our policies and procedures is foundational to the success of our approach and to the school.

Teaching - Learning and Qualifications

Teacher Qualifications

Category	Number of Teachers
(i) Teachers having teacher qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	6
(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,	0

Teacher Learning

At Tallowood, Professional development is recognized as an essential component of professional practice and is embedded in the yearly calendar in a number of ways. These include at least 8 in-service staff days. The focus here is on whole school approaches, which are developed in areas such as ongoing curriculum development, school rhythms and routines, student behavior policies and procedures, Child Protection legislation, Work Health and Safety practices and professional readings. In addition to this, weekly pedagogical staff meetings are standard practice. All teachers undergo approved NESA training courses including yearly Child Protection, CPR and First Aide updates as well as Professional Learning across curriculum areas, behavior management and pastoral care, professional practice and Leadership training.

Governance and Management development continue to be supported through the Australian Independent Schools Association. Our small school context requires a close and highly co-operative collaboration between the Principal, staff and the Board members and it is this collaboration that underpins the success of Tallowood.

Staff Professional Development & Regional meetings and Events

Course	Staff	Date
'Behaviourability' Training Course	1 teacher 1 aide	Feb
Child Protection Online	All Staff	
Glam Conference	Board member and Admin	May
Seven Steps to Writing	1 teacher	March
Speld Literacy	1 teacher	June
First Aide Training	All Staff	June

Student Learning

Our students benefit from multi- aged classes in numerous ways; socially, academically and in their personal development. Peer support and co-operation, and peer tutoring has significant benefits for each child and each student is able to both shine in the areas of their strengths and also to receive positive role modeling and active support in their areas of challenge, from the other students. Children coming to Tallowood, from other schools, where they may have had difficulty learning or socializing, often adapt well to our small school environment; staff priorities a high expectation regarding school tone, behavior management strategies and positive, consistent expectations. Our proactive focus on the issues of bullying and personal inter-relationships, remain vital elements in the commitment to personal and social harmony and well-being in our small school. Small class sizes and individual attention to student's needs continue to assist students with their academic achievement.

Our practice of theme block lessons unifies and integrates all curriculum areas and all teaching and learning activities. Lesson content is developed from each core subject and subjects are taught in 3 or 4 week blocks, depending on the subject.

Each day's lessons begin with the Morning Circle time where children are actively engaged in poetry, recitation, movement, verse, song and numeracy activities, all of which relate to the unit themes being studied during each term.

This approach ensures that the children are engaged and participating in all the ways in which they are active as learners and makes full use of their natural need for movement and rhythmical activity.

Presenting curriculum content through literature and story really appeals to children's feeling and imaginations. Art is embedded as practice in all subjects and this enables children to be continually active as creators.

Throughout the course of each year, all Key Learning Areas are covered, in line with the NSW Board of Studies requirements.

Tallowood Steiner School offers a human centered approach to teaching and learning. Children's social development is integral to our school's philosophy and practice, and our commitment is to ensure a safe learning environment for all children, where respect and caring for each other are paramount.

In line with Steiner Schools throughout the world, Tallowood continues to celebrate the seasonal Festivals at the end of each term. These Festivals provide a wonderful opportunity for the whole school community to come together in celebration of our school, the cycles of the seasons throughout each year and the student's achievements and growth. Student's work and achievements and a school play or performance pieces are shared with the community. A healthy feast is an integral component of these festivals and an ongoing reflection and affirmation of our Healthy Food Policy.

Students of all ages attended swimming lessons, at the Macksville Aquatic Center each Wednesday during term 1. With funding, available through Sporting Schools Australia, older students enjoyed Surfing Lessons with Trent Munroe Surf Academy and Equestrian programs at Vallery Trails Equestrian Centre. With the hot weather throughout the summer months, 'Fabulous Fridays' featured excursions to the local creek where the children swam, explored the river banks and learnt about water safety, positive peer games and river ecology. Both activities form a core part of our PDHPE and Science programs in the summer months. Autumn and winter see the focus moving to cricket, ball skills, hoop skills, lots of active skipping and running games as well as a continuing focus of fundamental movement skills.

Manual Arts, Visual Arts and craft lessons provided the children with the opportunity to learn to weave their own recorder cases, sew their pencil cases, knit their own slippers and engage in various wood work and modeling projects. All Craft activities are meaningful and relate to something that the children need to use on a regular basis. They can also focus on artistic representations depicting aspects of the theme being studied at any given time. These can range from clay modeling, constructing winter lanterns for use at our winter festival, making replica boats, tools and artifacts from different cultures and civilizations to creating backdrops for scenery to be used during school plays.

School performance in National Literacy and Numeracy testing.

In 2018, all parents of the year 3 and 5 students requested, in line with their philosophical beliefs, that their children be exempt from participating in the NAPLAN testing.

Parent Satisfaction

Parents generally report a high level of satisfaction in all areas of curriculum, teaching and learning, school tone and our safe and secure environment. Parents report their satisfaction with the timely and efficient manner that their questions and concerns are addressed by the Principal and their child's teachers. The students are given the chance to develop academically, emotionally, socially and ethically in a learning environment which is clearly structured, organized and non-permissive. Many parents have come to Tallowood reporting that their children have been 'lost or unengaged' at their previous, larger school. Tallowood parents report being highly satisfied with the schools' smaller size, our approach to their children's education, our emphasis on broad learning and human-relationship centered teaching and learning that avoids leaning heavily on digital technology as a means of instruction. Parents are demonstrably positive about our small school ethos and school tone and we have close to a 100% attendance rate at Community Festivals and student presentations.

The school gauges the level of satisfaction parent's experience, through regular communication channels such as Newsletter Feedback requests, regular parent communication including Community meetings, parent interviews, student progress reports, Parent/Teacher meetings and Parent surveys. Parents continue to report being delighted, and enthusiastic, about having a unique, affordable, Steiner School in the Nambucca Valley and with the quality of Tallowood's learning environment, the range of subjects taught and the methodology employed to teach these subjects. They value the school's ethos and key elements of creative, active education for their children. Parents have reported that they recognize the benefits their children receive in terms of their social/emotional development and the level of Pastoral care and attention to social and moral development that our school ensures.

Student Satisfaction

The students' high standard of work, their work ethic and standard of behavior continue to be a testimony to the benefit of Tallowood's educational approach, methodology and environment. Our small school ethos is founded upon care, respect and consideration towards each other and our school environment. Clear and consistent expectations about behavior, striving for individual personal best and responsibility for individual actions and attitudes are at the core of our approach. The mixed aged

classes allow for the full benefit of peer tutoring and peer interaction to be developed and the children's happy faces as they come to school each day is a pleasure for both the parents and teachers to see.

Student satisfaction and well-being is monitored in the middle/upper primary class through regular discussion at class meetings and through student surveys, which are a more formal forum for students to provide feedback about their own perceptions and level of satisfaction with their school.

Our literacy/ numeracy support assistant allows for each child to receive some individual help where needed and this contributes to the progress in academic skill for each child. In the middle/upper primary class, the teacher holds weekly timetabled class meetings. Here, each child is able to address any issues which are happening in the playground, on the bus or in the social relationships between each other. These meetings have proven to be a very successful venue for monitoring the social and emotional health and development of the individual students and the group as a whole and form a core component of our PDHPE program. These meetings are a fundamental aspect of our well-being focus.

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, annotated Checklists, individual projects and presentations and more formal assessment tests relating directly to the subject content under study. Teacher observation is highly effective due to the small class sizes. The school also offers the state-wide literacy and numeracy testing program for parents who agree to their child participating in this testing. Information on student progress is communicated on a regular basis and written progress reports were provided in June and December. Parents are encouraged to be involved in regular communication with their children's Class teachers and teachers aim to foster communication pathways with parents that help to ensure that school and home are share a united ethos regarding student education.

Staff Satisfaction:

Staff at Tallowood value the cohesive team ethos that our small school fosters. Staff value the clearly articulated students Codes of Conduct and the procedures around managing student behavior and achievement. Weekly staff meeting, daily briefings and regular in-service staff days allow for robust discussion and study of mutually beneficial topics. Smaller class sizes appeal to staff who wish to work more deeply with the developmental needs of each individual child. Our staff are a dedicated and highly motivated team and this underpins the success of Tallowood School.

School determined achievement priorities for 2018

TEACHING AND LEARNING		
Continue to develop Steiner educational philosophy, curriculum and methodology at Tallowood.	This is an ongoing evolution as our small school grows and expands and is being developed through the work of our Principal and teaching staff.	Ongoing
Continue to maintain and develop our Student Well-Being and Behaviour Management processes.	Ongoing with whole staff	Ongoing
Pursue equipment resources and classroom style set up which enhances the capacity to facilitate the Steiner educational philosophy.	ongoing	Achieved
To gain regular access to Funding to enable diverse and challenging sporting experiences to our students.	Application for Sporting grants successful.	Achieved
Continue to include swimming lessons as part of the educational week in at least Term 1 and surfing lessons for middle upper primary students.	Swimming classes were continued through term one, once a week. Surfing classes were made available in term 4 for middle/upper primary students.	Achieved
Employ a music teacher to enhance our community Festivals, for 4 days four times per year.	This was achieved, within our current staffing.	Achieved for part of the year. Ongoing search to source a regular Music Teacher.
Continuation of our weekly Manual Arts program in the Primary school.	This program enhances student learning across our integrated curriculum and is a vital component of curriculum.	Achieved
Continue to provide a Foreign Language once per week for all students.	Staff permitting.	Achieved for first half of year. Ongoing search to source a regular language teacher.

Continue to broaden the Skill base of staff in teaching Active Literacy and Numeracy through attending Live Life Well Programs.	According to local availability of staff training.	Achieved
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STUDENT WELFARE		
Continue to include "Circle Time" as a regular part of the student's active learning each school day.	Circle time continues to be a core aspect of the Main Lesson time and includes speech, recitation, active literacy and numeracy activities and recorder playing.	Achieved and ongoing
To ensure that the existing weekly class meetings continue and link in with the Virtues Program, thus ensuring that the social & emotional welfare and development of the students is constantly monitored and evaluated.	Achieved. 'Building a Culture of Character' education is an integral part of the curriculum and methodology of the school.	Achieved and ongoing
To continue to build the enrolment numbers through advertising, open days, regular school news contributions to local newspapers and increasing the visibility of the school through the school Website. Maximizing enrolments ensures our schools financial viability and increases the student's opportunities for peer learning and collaboration, relationship building and team games.	This is an ongoing process and enrollment numbers fluctuate according to students joining Tallowood and also graduating from class 6 each year. School enrolments look near to capacity for 2019	Achieved and ongoing
Inform and monitor with all teaching staff any specific behavioral management plans which may be in place and contain requirements which must be fulfilled	This was achieved through the new staff continuing to implement and monitor the Existing behavior management plan for specific students, and by making adjustments to individual plans where necessary.	Achieved and ongoing

Ensure that staff are aware of and administering the discipline policy, Zero Tolerance Bullying Policy and Student Code of Conduct at all times. Ensuring that these areas are integrated into the school Virtue Program.	Consistently achieved through Staff In-Service days and regular Staff meetings.	Achieved and ongoing
Encourage teacher / parent communication by appointment to facilitate open communication regarding any out of school circumstances which may affect a student/s during school hours.	Consistently achieved by all teaching staff.	Achieved and Ongoing

STAFFING	
Music specialist teacher employed	This was achieved by utilizing the skills of our class 2-3 teacher to take specialist music lessons with Class 3-6 students each Friday.
Add additional staff in order to increase supervision when children separate for different activities Focus on ongoing opportunities for new staff is to increase their knowledge Steiner Education and its implementation within the school. To consistently aim for any replacement staff to possess Steiner Education qualifications and experience	Support Staff have been employed to assist with Literacy and Numeracy. Steiner Training already completed, or enrollment in a Steiner training course is policy at Tallowood.
FACILITIES AND RESOURCES	
Fence around kindergarten	Achieved
Maintenance of school grounds and buildings	Ongoing
Maintain and monitor new Water supply safety measures in line with legislation.	Ongoing
Continue playgroup with an experienced playgroup leader.	Ongoing
Registration	
Policies, procedures, facilities and curriculum reviewed and updated as required.	Achieved. This is an ongoing process on a needs basis.
Curriculum mapped to new NESO Outcomes.	Ongoing

Policies

A. School Attendance

1. The school monitors the daily attendance and absence of students by maintaining a daily register for each class of students.
2. Student absences from classes or from the school are identified and recorded in a consistent manner by the staff members responsible.
3. Unexplained absences from school or classes will be followed up in an appropriate and timely manner with the student's parent or guardian.
4. The School will contact parents and/or guardians in an appropriate manner where a student has a poor record of school attendance.
5. Where unsatisfactory school attendance is identified, the attendance issue and any action taken will be recorded, as appropriate on the student file.

B. Enrolment Policy

Tallowood Steiner School is a co-educational, mixed age class, K-6 school providing a Steiner Education in compliance with the educational policies of the NSW Board of Studies. An interview with the parents is conducted before the child is enrolled and each family is provided with an Enrolment Package. The parents are required to sign an Enrolment Agreement and to abide by the Parent Code of Conduct. This is vital to the well-being and health of our small school.

Once enrolled, students and their families are expected to support the school's ethos and comply with the school rules and policies in place for student Behaviour Management and Conduct, in order to maintain their enrolment.

Procedures

1. All applications should be processed within the school's enrolment policy
2. Consider each applicant's interview responses regarding their ability and willingness to support the school's ethos.
3. Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons if deemed necessary.
4. Identify any strategies that need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. Inform the applicant of the outcome.

C. Policies for Student Welfare

At Tallowood we expect that our students will show respect to all members of the Tallowood community, including the staff and parents that are helping to guide them as well as to their peers. We expect our students to develop a high standard of considerate and appropriate behavior at school,

while representing the school in outside activities and traveling on school buses. At Tallowood we believe that this is achieved not just through the application of a Behavior Management Policy but also through the positive reinforcement of our daily Student Welfare and Pastoral Care practices. Any teachers, parents or volunteers working with and around the students are asked to read summarized versions of pertinent policies before commencing work at school. This allows for a clear, safe and active learning environment for the students, teachers, parents and volunteers. Copies are also available in our office. The Principal and Teaching staff monitors the well-being of students at regular staff meetings and address any concerns to the parents in a timely manner.

D. Policies for Student Behavior and Zero Tolerance bullying Policy

Tallowood has a Zero Tolerance Bully Policy that is upheld and reinforced by all staff.

Our management of student discipline and behavior is based on procedural fairness, the involvement of parents in the process of consequential discipline, suspension or expulsion. We strive for a collaborative approach with all parties in ensures that our school culture is enhance through the implementation of our policies and procedures. We acknowledge and are explicit in communicating that parents need to support these policies and procedures for the well-being and benefit of the whole school. Where this collaborative and supportive relationship breaks down, the enrolment of a family may become untenable and may need to be terminated.

The 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. This is achieved through staff vigilance and attention, paid to each individual and the class as a whole. This is very manageable in a small school. Tallowood does not permit or endorse corporal punishment of students, or sanction corporal punishment of students by non-school persons.

All disciplinary action that may result in any sanction against the student including suspension, expulsion or exclusion, will incorporate procedural fairness and natural justice.

The full text of the school's Behaviour Management policy and associated procedures is provided to all members of the school community upon enrolment and through the staff handbook, the parent information booklet and the casual teachers, parents and volunteer information packs. A copy is also available in the policy folder in the office.

E. Communication Pathways and Steps for Resolution of Issues for Parents at Tallowood Steiner School.

The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents. These processes incorporate the principles of procedural fairness and natural justice.

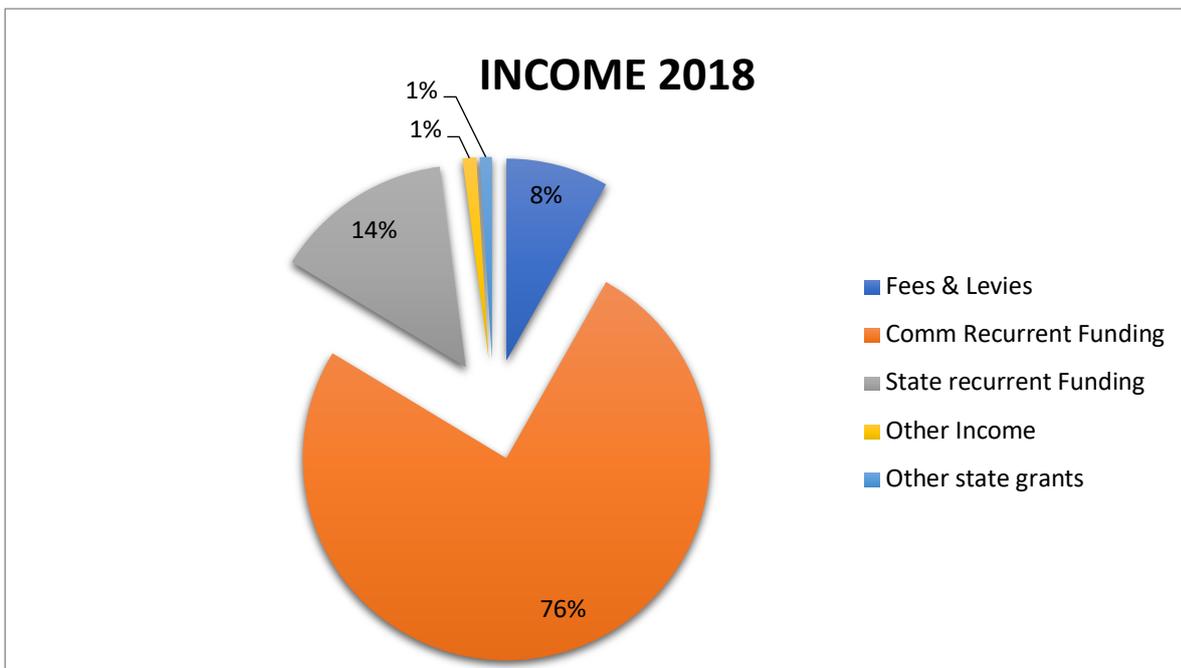
The full text of the school's policy and processes for complaints and grievances resolution is provided in the Enrolment Package, staff handbook, in the policies folder in the office and in the information packages for casual teachers, parents and volunteers.

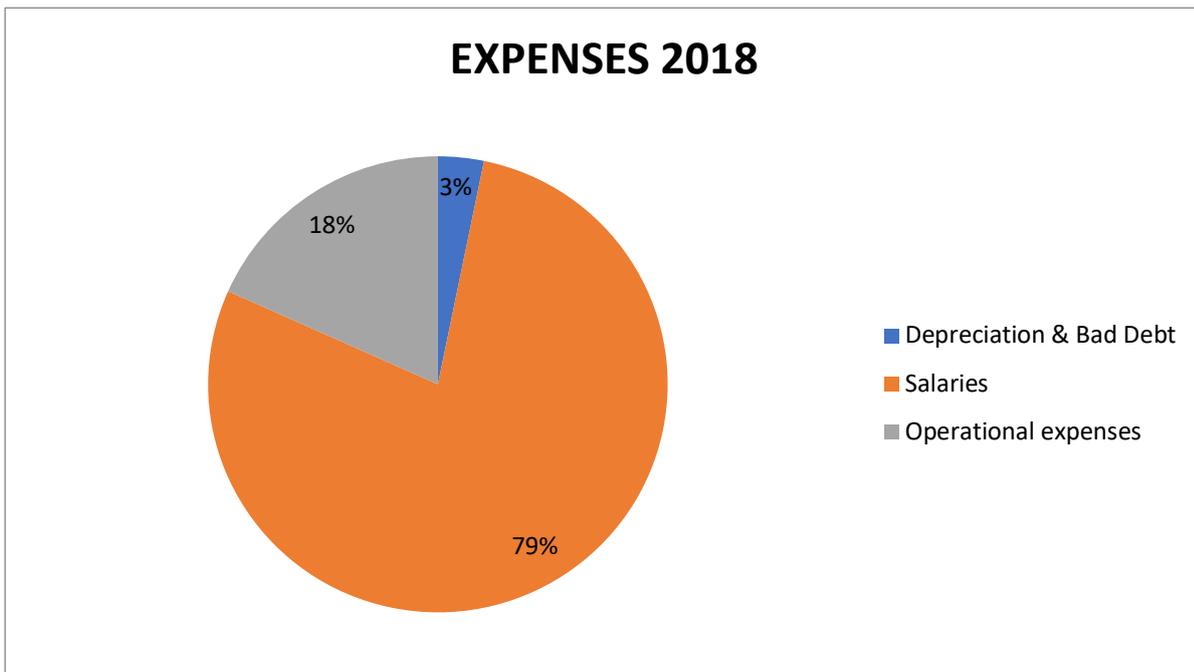
F. Workplace Health & Safety Policy

In an ongoing commitment to high Workplace Health and Safety standards, Tallowood Steiner School is committed to the highest standards of WHS compliance, to ensure a safe environment for all students, staff, parents and community members. Staff and Management foster and promote a safe, secure and hygienic environment at Tallowood. Management, Board and teaching engage in ongoing review of all our WHS procedures and policies and implement any changes identified as necessary in a timely and prompt manner. We engage outside professional consultation for compliance advice, as needed to ensure that we are up to date with changing compliance issues. The full text of the Workplace Health & Safety Policy and all the relevant documents and forms are available for all staff, parents and workers to view in the office.

Summary Financial Information

The operation of Tallowood 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 to our operational budget. In order 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, make a financial contribution.





FACILITIES AND RESOURCES:

2018 saw the successful application for BGA funding. This funding will be used to build an Administration / Principal’s office adjacent to the class upper primary classroom. Preliminary drawings and quotes have been obtained with works expected to be completed by the end of 2019. Additional funding will also be used to upgrade the electrical feed of the school.

Initiatives Promoting Respect and Responsibility:

Respect and responsibility for one’s own actions and their impact on the school, home and society are an integral part of the methodology and pedagogy of Steiner Education. Weekly meetings in the Primary School will continue to play a significant role in monitoring the social health of the group and the well-being of each individual in the group. The student’s maturing awareness of themselves as decision makers and their ability to increasingly take responsibility for their actions is actively cultivated and developed, ensuring that Tallwood maintains a high standard of behavior amongst its students and a respectful profile within the larger community. In addition to this, 2 weekly assemblies continued to be held, with a whole school focus on the implementation of Personal Development through our Virtues Program.

Summary of School determined achievement priorities for 2019

TEACHING AND LEARNING

Further development of our Tallowood Steiner School Curriculum, specific to a multi-age classroom, small school context. This will include finalizing the implementation of mapping the new Science and Technology Outcomes to our curriculum as well as the reformatting our units of work across all KLA's, in line with NESA outcomes. Curriculum work is ongoing to cater for composite classrooms.

Implementation of a World Cultures program to replace LOTE program.

Continuation of our weekly Manual Arts/Visual Arts program in the Primary school.

Continuation of our school Virtues Program, run across 1 or 2 Assemblies each week.

Continue weekly swimming lessons in term 1. Surfing and surf awareness lessons for middle and upper primary students in term 1.

Continue with staff training in Active Literacy and Numeracy games with Live Life Well.

Continue with specialist music, music support for Festivals and the year 4-6 Ukulele program

STUDENT WELFARE

To ensure that the existing weekly class meeting continue and link in with the Virtues Program, thus ensuring that the social/emotional welfare and development of the students is constantly monitored and evaluated.

To incorporate a cyber-safety program into the upper year levels.

To continue to build the school numbers through advertising, open days, regular school news contributions to local newspapers and increasing the visibility of the school through a school Website.

STAFFING

Employment of a fulltime Principal who can also assist with daily staff duties, support teachers and teach specialist classes within classrooms as needed.

Dependent on school enrolments (approx. 56) will allow for the employment of an additional class teacher and separate into 4 classes. K 1,2 3,4 5,6.

Whilst student numbers remain under 56 Classroom teachers supported by learning assistants as needed.

Employ additional learning assistant to support Classes and individual needs of students with disability.

To increase our bookkeeping and Office administration support to manage the ever increasing compliance and reporting obligations of the school

FACILITIES AND RESOURCES
To complete Principal and Staffing Office with assistance from BGA grant.
To complete energy upgrade with assistance from BGA grant.
To apply for additional BGA funding to expand and upgrade facilities in the school; these could include converting the Hall into an additional classroom, the Library into an Administration Office and additional groundworks for the Kindy playground and carpark area.
Continue to conduct playgroup in accordance with child protection policy.

ADMINISTRATION & FINANCIAL REPORTING
Engage a new Auditor to review charter of accounts used within the school administration, in line with increased reporting requirements
Extend the additional bookkeeping position to cover a broader range of duties and responsibilities which includes mandatory government submission, effectively becoming an office administration role.
Further define and document delegation of duties between board and staff positions
Further define and document duties of each board member position

PROFESSIONAL DEVELOPMENT:

Staff Development will occur in Steiner Pedagogy, Management, Curriculum development, Business Administration, and Governance for the Board of Directors.

Planned Professional Development for 2019:

- Whole staff focus on revising unit planning and programing for teaching units across all KLA's.
- On site Steiner training and Professional Development for all staff.
- Developing a whole school Numeracy Approach (AIS)
- Principal's continuing attendance at Regional Steiner Principals group.
- Principal to undertake further Leadership training at AIS in Sydney.

SCHOOL BASED/IDENTIFIED TEACHER DEVELOPMENT FOR 2019:

- School based Professional Days with Principal and/or senior teacher/s as Mentor for year 1-3 and 4-6 teacher/s during 2019.
- Appraisal of all staff by Principal
- Timetabled weekly meetings and discussions with staff about school-based practice in all curriculum and behavior management areas.
- Observation Days at other Schools for 1-3 teacher, 4-6 teacher and learning assistants.
- Teacher determined Professional Development courses across all KLA's.

School Contact Information:

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