

# TALLOWOOD STEINER SCHOOL

## ANNUAL REPORT

2019



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## **Tallowood School Chair's Report**

What a phenomenal year of growth and change!

Tallowood Steiner School, in its 9th year of operation as a Steiner School, reached 57 students at our August Census date. We have certainly entered a time of growth with enrolments due to reach capacity in 2020 at 65. This has meant that the school has increased in size with the number of teachers and specialised programs.

I would like to take this opportunity to commend our New School Principal - Michael Kirby, for his dedicated work and vision into growing the school and adapting to the changes needed for this to happen. His fresh energy has given the school a new approach to its capabilities as a small rural Steiner school in the Nambucca Valley.

In addition to growing the school, the Board felt it time to create a renewed vision for the school in terms of our Strategic and Master facilities plan. The board worked through the year to bring the voices of the parent, teacher and wider school community to create four touchpoints for Tallowood in our Strategic goals. These are to now become the foundations for how we operate as a board, a school and a community.

This year parents were given the opportunity for their own development within our school through a visit from Lou-Harvey Zahra, a renowned Australian Steiner Parenting Coach, who supported a number of parents in talking about play, discipline, creating rhythms and reflecting on our roles as parents.

Michael and I attended the Bowraville Memorial Cup this year to begin a greater connection with our wider community and the school is also looking into a dedicated cultural program for staff, students and parents. Class 1-2 and some parents, including myself, had a taste of this with Uncle Micklo and The Spirit of the Rainforest at Valla Beach with a Gumbaynggirr Cultural Tour. I certainly look forward to our whole school engaging more in the rich culture we have in our region and the incredible connections to country and community that are available.

Over the course of the year, the board held twelve board meetings and our AGM in April 2019. Each board meeting is now summarised in the school's online newsletter. At our AGM we were able to present the "Tallowood Tree" - collating feedback from our school survey that then fed the development our Strategic Plan.

The BGA Funding from 2018 for 2019, finally began at the end of the year for our new Principal office and meeting space as well as Electricity Upgrade. This is due to be completed in March 2020. Plans have also been made to redesign the school grounds to meet our growing needs. The school is planning a dedicated new Kindergarten room and natural play area, reception front office area, new concrete water tank, landscaped front of school entrance and the purchase of a school bus for excursions and community engagement.

Unfortunately, at the very end of 2019, our wider community was met with bush fires and as I write this now, I reflect that since then we have had floods and now the onset of the Corona Virus. Indeed, we are in changing times. What I have witnessed in my role as chair over the past year has been a developing and expanding school that is building in confidence and flexibility to adapt to the changes that we have and now face. I feel that through these challenges, we are creating an agile and dynamic environment, for our children to learn core skills that will carry them into strong, able, self-confident beings of the future.

Our focus points as a board, at this stage, for the next year will be on maintaining the stability of the school through any form of expansion, including possible land acquisition and developments

of a preschool and middle school. We will also support Michael with rebranding and growing our strategic goals throughout the school.

I take this opportunity to thank our growing school community - our children, parents, teachers, support staff and board for creating a solid Steiner focussed base, for children to grow and thrive in our small community. I look forward to this coming year and the learning and growing it entails.

Yours Truly  
Trudi Hayes  
Board Chair

## **School Profile in 2019**

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. 2019 saw a sharp increase in enrolments and the school was subsequently divided into four staged classes; Kindergarten, Class 1&2, Class 4&5 and Class 5&6 with a total of 57 students and these numbers are continuing to grow. Students not only come from small towns of the Nambucca Valley including; Valla, Nambucca Heads, Macksville, Scott's Head, Missabotti and Bowraville itself. But also, beyond in neighbouring areas including Urunga, Bellingen, and Kalang.

## **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 four Working bees per year, helps to foster a sense of care and inclusion for all stakeholders and ensures that the school is maintained to Work Health and Safety 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***

Our school is an inclusive, Steiner inspired community, which nurtures holistic education celebrating diversity and creativity

Our highest endeavour is to develop confident and successful learners who have purpose, imagination, a sense of connection and inner truth and a feeling of responsibility.

### **Strategic goals**

In 2019, the school underwent a change in leadership which also included a change in Board members. During this time school leaders worked collaboratively to develop four key areas and/or strategic goals that govern the future direction and decision-making processes of the school, these are as follows;

For the school to be:

#### **Culturally and Environmentally Active**

To support each other in discovering our identity so that we can contribute to our highest potential in building an inclusive learning environment built on equality, equity and respect.

#### **Community Building**

To Harness educational and collaborative opportunities to our full potential through rhythmic curriculum development, high quality amenities, resources and continuous professional staff and community development.

#### **Holistic Education and Wellbeing**

To offer High quality educational and wellbeing programs that develop confident and successful learners with imagination, a sense of individual truth, a feeling of responsibility, that positively contribute to society and nature in reverent and productive ways.

#### **Dynamic Growth/ Change**

To work to becoming a Highly respected independent educational environment offering contemporary, mindful, flexible and evolving educational and community programs.

## **Educational Programs**

In 2019 the school separated the educational programs into four distinct stages. The programs are developed under the SEA curriculum and adhere to relevant NESA and ACARA Outcomes. This work is ongoing and is the responsibility of all Teaching staff. 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 developing school wide social skills program and various 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 2019**

Tallowood students continued to experience a rich variety of teaching and learning experiences throughout 2019. These included excursions, school incursions, class camps and sporting programs.

- Start of term working bees
- Rose Ceremony (new student enrolment)
- Police Visit
- Swimming Lessons (Kindergarten and Lower Primary)
- Surf Awareness classes Trent Munroe Surf Academy (Upper Primary)
- Visit to Autarky Farm Class 1-3
- Local excursions
- Autumn Festival
- Life Education Van
- Winter Festival
- Class 5&6 Camp 'Greek Olympics' Byron Bay
- Class 1&2 Camp Yarrahapini
- Class 3&4 Camp Trial Bay
- Folk Museum excursion Class 3&4
- Muurrabay Storyteller
- Gumbaynggirr Cultural Journey
- Sailing Class 3&4
- Spring Festival September
- Mini Beasts
- Valery Trails Class 5&6
- Orientation Day for new Kindergarten students for 2020
- Class Play's
- Summer Festival - Nambucca Heads

## Student Enrolment Profile

Students are drawn from small towns of the Nambucca Valley including; Valla, Nambucca Heads, Macksville, Scott's Head, Missabotti and Bowraville itself. But also, beyond in neighbouring areas including Urunga, Bellingen, and Kalang. The school is serviced with buses coming to Tallowood from all of these areas and parent's also transport their children to and from school daily.

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 2019 by grade								
	K	1	2	3	4	5	6	Total
Total	1	1	6	4	9	9	6	57
	2	1						

As per the August 2019 Census

## Student Attendance Rate

Our average student attendance rate at Tallowood School for 2019 was

Class	Attendance Rate Non-Indigenous	Attendance Rate Indigenous
Class 1	93.16%	0%
Class 2	98.33%	96.67%
Class 3	98.33%	0%
Class 4	91.94%	91.11%
Class 5	95.60%	95.56%
Class 6	95.44%	91.11%
Total	94.94%	94.00%
<b>Overall Attendance</b>	<b>94.94%</b>	



**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 (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**

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 2019, our class structure began with three composite classes comprising a Kindergarten, a class 1-3 and a class 4-6. By the second semester we had adjusted this to four classes (to cater for additional enrolments) it presently comprises of a Kindergarten, Class 1&2, Class 3&4 and Class 5&6.

## Workforce Composition

Qualifications	Number of staff
Category 1 Teachers. (Bachelor of Education, including Steiner training and experience).	1 fulltime principal 2 fulltime class teachers
Category 1 Teachers	4 part time and/or term-based contract teachers.
Language/music external provider	1 part time
School Assistants	3 part time/casual
Business Manager	1 part time
Administration Support Staff	1 part time

### Our staff in 2019:

During 2019, the school employed a full-time Principal for the entire year. A part-time business manager (0.6) and part-time office manager (0.8). The teaching staff altered throughout the year due to the increasing numbers of student enrolments and the need to create an additional cohort.

By term 4 in 2019 the teaching staff included two Kindergarten teachers employed at a 0.8 and 0.2. Two fulltime class teachers for classes 1&2 and 3&4 and two teachers in class 5&6 (0.8 and 0.2). School assistants were also employed for varying roles including learning support, music and craft both on a casual and permanent basis.

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

As the school has gone through significant growth and change throughout the school year, the importance of effective communication and the development of new procedures and processes across all aspects of the school has been vital to support and govern the school successfully through

this time. Teachers and staff have weekly meetings and are encouraged to offer input and to openly discuss all aspects of the operations of the school as much as possible.

## Teaching and Learning - 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,	2

## Teacher Learning

At Tallowood, Professional development is recognised as an essential component of professional practice and is embedded in the yearly calendar in a number of ways. These include in service staff days that occur at the beginning at each term. 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, Occupational 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 Aid 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 Association Independent Schools (NSW). 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
Glenaeon Teacher Training intensive (5days)	Teacher	January
Child Protection (online)	All staff	April
Principal Induction course (10days)	Principal	Jan-Sept
NCCDS reporting	Principal	May

Developmental Stages - Lou Harvey Workshop	All	May
Teacher Mentor days – Working in Steiner Schools	Class 1&2 Kindergarten	April
Peer Mentoring (Casuarina)	Kindergarten	April
First Aid Training	All Staff	May

## 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 socialising, 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. Individual education programs are developed for student's with additional needs and these are reviewed each term.

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 Education Standard Authority (NESA) 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 from K-3 attended swimming lessons weekly during term 1. With funding available through Sporting Schools Australia, older students enjoyed Surfing Lessons with Trent Munroe Surf Academy and horse-riding at Valery Trails Equestrian Centre.

Visual Arts and craft lessons provided the children with the opportunity to learn to weave their own recorder cases, sew their pencil cases, and engage in various art-based 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 2019, a small cohort of students from Classes 3&5 sat the Naplan test. The students were offered the pen and paper exam and results varied across classes and individuals.

### **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 are encouraged to openly bring their questions and concerns to 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, organised 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 recognise 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**

Students' continue to demonstrate a high standard of work, and a strong work ethic. The ongoing maintenance of high standards of behavior has been a strong focus area this year due to the dramatic growth in student numbers and the employment of new staff. Tallowood's 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. New parents and students have both worked to follow our ethos and have helped to grow our school community in 2019.

Student satisfaction and well-being is monitored in the middle/upper primary class through regular discussion at class meetings and regular discussion within the classroom.

The development of a more refined literacy a numeracy support program has taken shape throughout the school. Under this program, students are given additional support where needed and this contributes to the progress in academic skill for each child. In the middle/upper primary class, the teacher holds regular 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 are 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. The recent introduction of a social wellbeing program ‘Spark and Shady’ across the school by a newly appointed class teacher has been received well and will continue into 2020.

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 2019	Comment	Status
<b>TEACHING AND LEARNING</b>		
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	Ongoing

	developed though the work of our Principal and teaching staff.	
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 – school has been rearranged to allow for growth in younger years.	Achieved classes have been refitted and school reorganised to suit growing numbers
To gain regular access to Funding to enable diverse and challenging sporting experiences to our students.	Application for Sporting grants successful and BGA grants	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 also available 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.	A music teacher was employed for the entire year. A strings/violin teacher has also been in employed from term 3.
Employ a craft teacher to work across the school to support teachers and students.	This was achieved, each class receives a 45mn craft session once per week	A school wide craft program has been established
Continue to provide a Foreign Language once per week for all students.	Achieved	Achieved, Indonesian is taught in the lower primary

<b>STUDENT WELFARE</b>		
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	Achieved and ongoing

	numeracy activities and recorder playing.	
To ensure that the existing weekly class meetings and whole school assembly and link with the social/emotional Program.	Working towards running similar programs in all classes, employment of wellbeing teacher and program	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. Maximising 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 2020	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.	Achieved and ongoing through and regular Staff meetings and collegial conversations and support.	Achieved and ongoing
Encourage teacher and parent communication by appointment to facilitate open communication regarding any out of school circumstances which may affect a student/s during school hours.	Ongoing	Achieved and Ongoing

<b>STAFFING</b>	
Music specialist teacher employed	An external music and choir teacher is employed for weekly sessions in all classes. A Violin teacher has also been employed and is developing a strings program for the school
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. New teachers have been employed with previous experience and knowledge of Steiner education. Teachers are offered to shadow teachers at other Steiner schools as part of Professional development and encouraged to attend Steiner based PD especially Glenaeon and early childhood training

<b>FACILITIES AND RESOURCES</b>	
Reordering of classrooms – Kindergarten move to the hall and other classes to follow	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

<b>REGISTRATION</b>	
Policies, procedures, facilities and curriculum reviewed and updated as required.	Achieved. This is an ongoing process on a needs basis.
Curriculum continually mapped to new NESA 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.
6. Initial New Enrolment fee (fully refundable with term/s notice)

### **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 summarised 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.

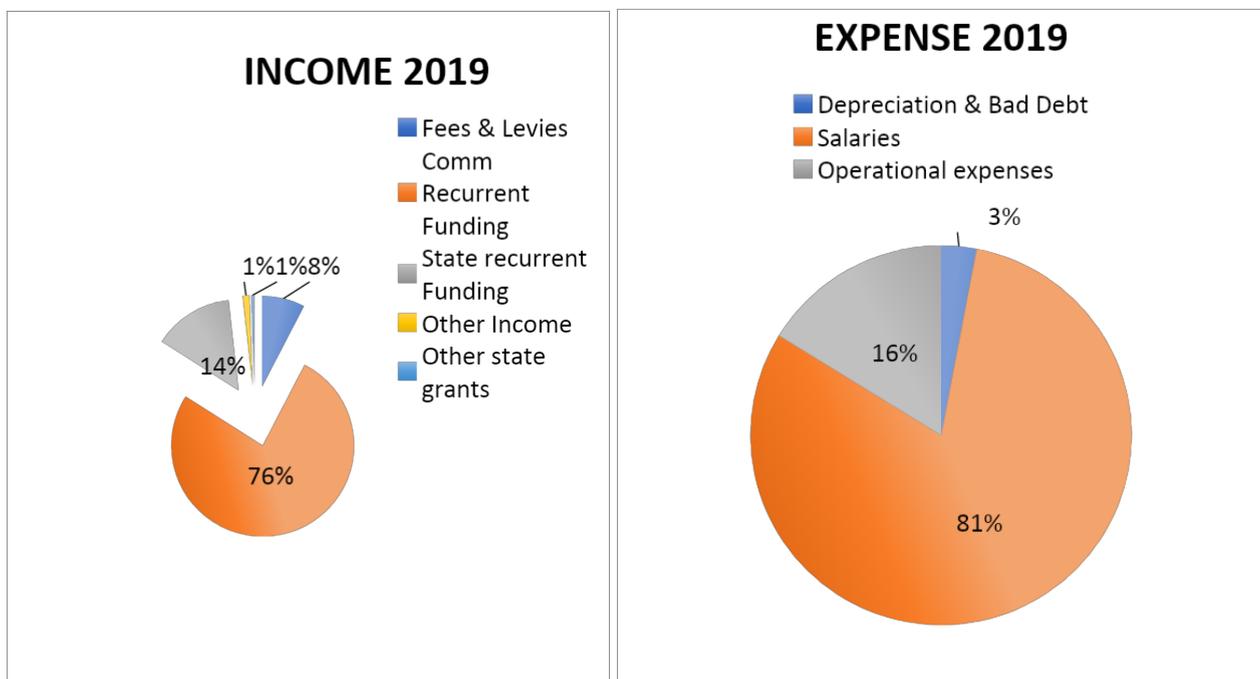
The full text of the school's policy and processes for complaints and grievances resolution is provided in the Enrolment Package, staff handbook, in the policies folder in the office and in the information packages for casual teachers, parents and volunteers.

### **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 Tallwood 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:

2019 saw the near completion of an Administration / Principal's office adjacent to the class upper primary classroom. The building will be completed early in 2020 and will be fully utilised as an Administration office, staff & board meeting place and as a teacher resource room. The library has been converted into a front office and the school has been reorganised with Kindergarten to be based in the hall as of 2020.

## 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 Tallowood maintains a high standard of behavior amongst its students and a respectful profile within the larger community. Weekly assemblies are held continued to be held with a whole school focus on developing a whole school community with a focus on personal safety and self-responsibility.

<b>Summary of School determined achievement priorities for 2020</b>
<b>TEACHING AND LEARNING</b>
Further development of our Tallowood Steiner School Curriculum, specific to a stage-based classroom, small school context. The school is working directly from the SEA curriculum and adjusting to suit Stage based classrooms over a two-year period. Adjustments are ongoing due to new requirements outlined by NESA, ACARA and SEA.
Continue weekly swimming lessons in term 1. Surfing and surf awareness lessons for middle and upper primary students in term 4. Further Focus on PDHPE programs for all classes
Weekly Violin and Strings Program facilitated at school.
Classes separated into 4 staged groups with regular interaction and increased team teaching.
Include primary drama program
Regular Local excursions for all classes
Continue with specialist music, singing, Indonesian and music support for Festivals.

<b>STUDENT WELFARE</b>
To ensure that the existing weekly class meetings continue, and teachers and parents work to develop positive relationships in support of the needs of all students.
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.

<b>STAFFING</b>
Classes to remain as four separate groupings.
Due to high Kindergarten enrolments, an additional teacher is employed on a part-time basis.

Learning support officer employed .2 to assist with additional Learning Programs
To increase our Book Keeping and Office administration support to manage the ever- increasing compliance and reporting obligations of the school
Employ a support teacher for two/three days per week to team teach with the Principal to ensure that the work load is balanced as the increasing demands of the Principal role are met.

<b>FACILITIES AND RESOURCES</b>
Complete works on new office and meeting space, furnish, desks computers etc.
Refit front office including; additional seating and counter (create two additional work spaces)
Create new nature playground which includes a water tank and additional multifunctional building.
Extend Kindergarten play area and fence off the carpark area, to expand outside learning area/s.
Continue to conduct playgroup in accordance with child protection policy.
Upgrade Kindergarten, kitchen gas and water.
To upgrade the soft fall on the playground, and under trees.
Purchase of bus – to be used for all excursions and camps with the possibility of a daily bus run.
Revegetate and replant creek (wildlife corridor and bee sanctuary) and open up as an outside learning space.
Re-seed oval and set up watering systems for use over dry months.
Upgrade Solar
Air condition/heating for rooms

<b>ADMINISTRATION &amp; FINANCIAL REPORTING</b>
Further Define and develop Business Manager role within the school
Further define and document delegation of duties between board and staff positions
Further define and document duties of each board member position

### **Professional Development:**

Allowing opportunities for Staff Development is a high priority with funds being allocated to this area. Staff Development will occur in Management, Curriculum development, Business Administration, and Governance for the Board of Directors.

### **Planned Professional Development for 2020:**

- Class teachers to attend Gleneon Teacher Intensive
- 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.
- Principal's continuing attendance at Regional Steiner Principals group.
- Principal to continue Leadership training at AIS in Sydney.

### **School Based / Identified Teacher Development For 2020:**

- Timetabled weekly discussions with staff about school - based practice in all curriculum and behavior management areas.
- Observation Days at other Schools for Kindergarten and 1-3 teacher.
- Teacher determined Professional Development courses across all KLA's.

### **School Contact Information:**

**Tallowood Steiner School Association**

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