



TALLOWOOD STEINER SCHOOL
ENLIVENING EDUCATION

ANNUAL REPORT

2020

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Chair & Principal Report

Tallowood Steiner School continued its steady growth in 2020. During the Covid-19 restrictions the school still attracted new enrollments and delivered 'at home' learning programs through *Google Classrooms* whilst keeping the school operational for the students of essential workers.

The School utilised its new Kindergarten and playground space and purchased the adjoining property to allow for further expansion in the future. We also established a temporary bus service to assist parents during the Covid restrictions. The school has attracted a lot of positive interest from the local community. It has been a difficult although rewarding time for the school.

We are looking toward 2021 with renewed optimism as the school continues this steady growth. We are expecting a single stream Class 1 for 2021 and to begin work on a Strategic and Master Facilities Plan to manage all future development.

School Profile in 2020

Tallowood is a K-6 developing 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. 2020 saw steady growth in enrolments and a continuation of the four staged classes: Kindergarten, Class 1&2, Class 3&4 and Class 5&6 with a total of 67 students for 2020. Students travel to Tallowood from the nearby towns and locales of Eungai Creek, Congarinni, Macksville, Valla Beach, Nambucca Heads, Scotts Head, Missabotti and Bowraville.

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 compliance with all NESA requirements.

Tallowood offers an affordable Steiner education, which is accessible to everyone regardless of income. 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 demography.

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

We are a developing Steiner school with a high ambition to create a holistic and inclusive place of learning to support the students and families of the Nambucca Valley.

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

Since 2019 the school has been undergoing significant shifts in staffing and multiple changes to the Board whilst working collectively on developing a new Strategic Vision forward. 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 the natural environment 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 2020 the school continued 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 supports;

- Clear structures, policies and procedures and Code for Conduct for all staff, students and parents.
- Clear and unambiguous adult leadership of student behaviour 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

Due to Covid-19 restrictions all student activities were severely limited throughout 2020.

2020 Incursions and Excursions

- Class Ceremony (new student enrolments)
- Visit to Autarky Farm Class 3&4
- Creek Revegetation
- Autumn Festival
- Winter Festival
- Class 1&2 Camp Yarrahapini
- Class 5&6 Camp Port Macquarie
- Spring Festival September
- Class 5&6 Surf Academy
- Class 3&4 Surf Academy
- Class Plays
- Summer Festival

Student Enrolment Profile

Students are drawn mainly from the surrounding farming 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. The school also began offering its own bus service due to attracting new enrolments from Nambucca and Valla Beach

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

Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL
15	6	11	11	5	9	10	67
*Pre-Kindergarten							
5							

As per the August 2020 Census

Student Attendance Rate

Our average student attendance rate at Tallowood School for 2020 was

Class	Attendance Rate	
	Non-Indigenous	Indigenous
Kindergarten	83.0%	90.2%
Class 1	89.48%	0
Class 2	86.32%	76.92%
Class 3	90.44%	80.71%
Class 4	98.01%	96.70%
Class 5	88.72%	95.60%
Class 6	91.76%	91.03%
Total	90.19%	88.41%
Overall Attendance	89.93%	

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.

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. This work is ongoing and will be a key focus going into 2021

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 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 centred 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 behaviour, 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 one term's prior notice of termination of enrolment in writing to the Principal and failure to do so may render them liable for one 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.

Workforce Composition

Qualifications	Number of staff
Category 1 Teachers. (Bachelor of Education, including Steiner training and experience).	1 fulltime principal 1 fulltime class teacher
Category 1 Teachers	6 part time and/or term-based contract teachers.
Language/music external provider	1 part time
School Assistants	3 part time/casual
Learning Support Coordinator	1 part time
Business Manager	1 part time
Administration Support Staff	2 part time

Our staff in 2020:

During 2020, the school employed a full-time Principal for the entire year. A part-time business manager (0.6) and part-time office manager (0.6). An additional office assistant (0.2) was employed in the second half of the year. The teaching staff included two Kindergarten teachers employed at a (0.8) and (0.2). Class 1& 2 employed teachers (0.6) and (0.4). Class 3&4 1 fulltime teacher. Class 5&6 employed teachers (0.8) and (0.2). Three School assistants were also employed for varying roles including learning support, music and craft both on a casual and permanent basis.

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	8
(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 behaviour 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, behaviour 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)	Teachers	January
Deepening Steiner Education Principals	Teachers	January
Disability Standards for Education in primary schools part 1	Teachers	January
Disability Standards for Education in primary schools part 2	Teachers	January
Programming and integrated Curriculum for each 1-7	Teachers	January
Child Protection (online)	All Staff	April
Samford Valley Training (online)	Teacher	July
First Aid Training	All Staff	May
NCCD Training	Teachers	May
Foundations of Steiner Education Course	Teacher	September

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 modelling 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, behaviour 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 three or four 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 centred 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.

Due to Covid-19 Restrictions, students did not attend swimming lessons this year. With funding, available through Sporting Schools Australia, older students from classes 3-6 enjoyed Surfing Lessons with Lee Winkler Surf Academy. Throughout the school day students play regular cricket, basketball, handball and soccer, with lots of active skipping and running games as well as a continuing focus of fundamental movement skills.

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, purposeful 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 modelling, 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 2020, Due to the Covid -19 restrictions students from Tallwood Steiner School did not sit the NAPLAN test.

Parent Satisfaction

Parents generally report a good level of satisfaction in all areas of curriculum, teaching and learning, school tone and our safe and secure environment. 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 Tallwood reporting that their children have been 'lost or unengaged' at their previous, larger school. Tallwood have reported of being very satisfied with the schools' smaller size, our approach to their children's education, our emphasis on broad learning and human-relationship centred teaching and learning that avoids leaning heavily on digital technology as a means of instruction.

The school gauges the level of satisfaction parent's experience, through regular communication channels such as Newsletters, regular parent communication including community meetings, parent interviews, student progress reports, Parent/Teacher meetings and Parent surveys. Due to Covid-19 parents were off site for the majority of 2020 and daily communications were sent by class teachers through the *Google Classrooms* platform and regular email.

Student Satisfaction

Our small school ethos is founded upon care, respect and consideration towards each other and our school environment. Clear and consistent expectations about behaviour, 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 discussion, which are a more formal forum for students to provide feedback about their own perceptions and level of satisfaction with their school.

Our additional literacy/ numeracy support assistants allows for each child to receive some individual help where needed and this contributes to the progress in academic skill for each child. The Upper Class teachers hold regular Class meetings regular 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 regular class 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 are continually working to create a cohesive team ethos. As we are a growing school with many new staff members, we are working create to transparent procedures and policies. Weekly staff meetings, daily briefings and regular in-service staff days allow for robust discussion and study of mutually beneficial topics. Additional social gatherings to enhance staff moral and build working relationships are planned for each term. 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 2020	Comment	Status
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 classes have been refitted and school reorganized 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.	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 cancelled due to Covid-19 Surfing classes were also available for middle/upper primary students.	Achieved
Work to create a music and strings program across the school	This was achieved, within our current staffing.	A music teacher was employed for the entire year. A strings teacher was also employed
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

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 and whole school assembly is linked with the social/emotional whole school program.	Working towards running similar programs in all classes	Achieved and Ongoing
To continue to build the enrolment numbers through marketing, 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 enrolment numbers fluctuate according to students joining Tallowood and also graduating from class 6 each year. School enrolments continued to grow through 2020	Achieved and ongoing
Inform and monitor with all teaching staff any specific behavioural 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 behaviour 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

STAFFING	
<p>Music/language specialist teacher employed</p> <p>Violin Teacher Contracted</p> <p>Drama Teacher contracted</p> <p>Staff employed to support students with additional needs</p> <p>Support Staff have been employed to assist with Literacy and Numeracy.</p>	<p>An external music and choir teacher is employed for weekly sessions in all classes.</p> <p>A Violin teacher has also been contracted and is developing a strings program for the school</p> <p>A Drama teacher contracted and works across the school</p> <p>Targeted literacy intervention program implemented across the school.</p>
<p>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.</p>	<p>New teachers to complete Yearly Glenaeon Steiner and early childhood training</p> <p>Additional Steiner Professional development offered to staff.</p>

FACILITIES AND RESOURCES	
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

ADMINISTRATION & FINANCIAL REPORTING	
Engage a new Auditor to review charter of accounts used within the school administration, in line with increased reporting requirements	Achieved and ongoing
Engage new financial and governance consultant to support business manager and board members.	Achieved and ongoing
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.

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 behaviour 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 Behaviour 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 Behaviour 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 behaviour 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 available to all members of the school community.

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.

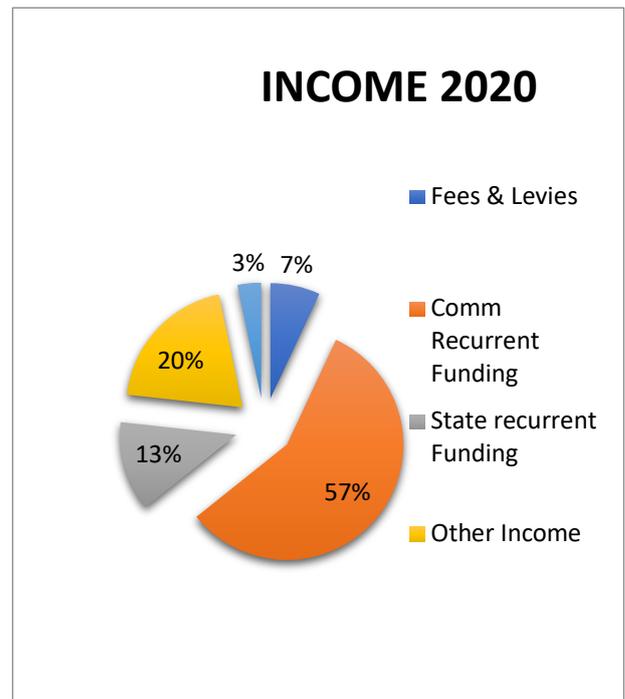
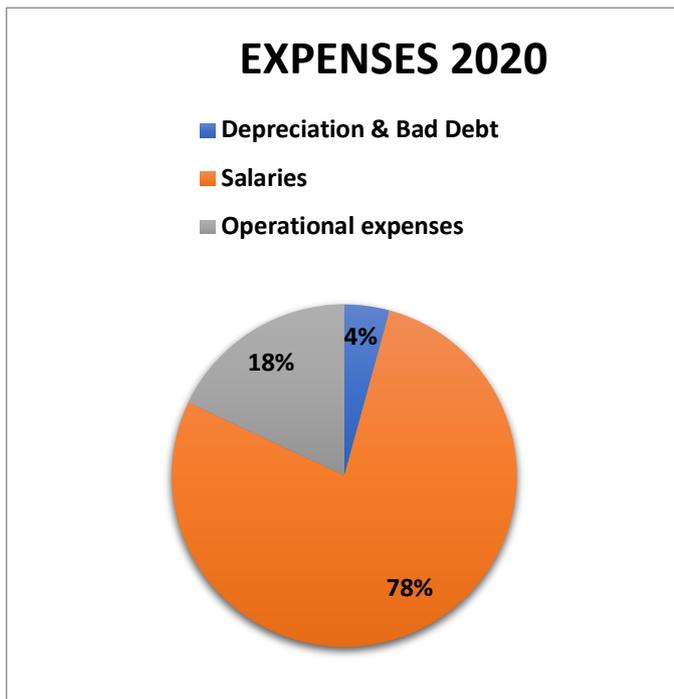
The full text of the school's policy and processes for complaints and grievances resolution is provided in the Enrolment Package, staff handbook, in the policies folder in the office and in the information packages for casual teachers, parents and volunteers.

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:

2020 saw the completion of an administration office adjacent to the class upper primary classroom. The building is fully utilised as an administration office, staff, board and meeting place and Learning Support room. The library has been converted into a front office and the school reorganised with Kindergarten to be based in the existing hall for 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 behaviour amongst its students and a respectful profile within the larger community. Weekly assemblies continue to be held with a focus on developing a whole school community awareness of personal safety and self responsibility.

Summary of School determined achievement priorities for 2021
TEACHING AND LEARNING
Further development of our Tallowood Steiner School Curriculum, specific to a multi-age and/or stage-based classroom, small school context. Development of Single Stream Class 1 Curriculum. 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 NESAs, ACARA and SEA.
Lay foundation for new language and cultural program
Facilitated targeted social skills groups
Continue weekly swimming lessons Continue Surfing and surf awareness lessons for middle and upper primary students in Term 4.
Continue targeted literacy intervention
Implement a new Steiner Kindergarten Program rich in Steiner Early Child Pedagogy
Continue with specialist music program and strings program
Establish reoccurring camps, excursions and out of school activities
Develop Single Stream Class 1 curriculum and program.

STUDENT WELFARE
Daily class meetings that link with PDHPE outcomes, 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.
Weekly assemblies to discuss whole school issues and encourage positive peer relations

STAFFING
A new Kindergarten teacher will be employed to manage our growing Kindergarten. A new class 1 teacher will also be employed. The remaining composite classes of 2&3, 3&4, 5&6 will be staffed by a combination of teachers.
Increase office administration support to manage the ever-increasing compliance and reporting obligations of the school
Employ additional support staff to assist with students with additional needs and offer literacy and numeracy support.

Employ additional ground maintenance staff as required

FACILITIES AND RESOURCES

To create a new 2&3 classroom (relocating the office).

Create new playground

To upgrade the soft fall on the playground

New safety fencing for playground including gates.

Begin process of developing Strategic and Master Facilities Plan

Engage surveyors to realign boundaries and prepare site for future facilities

ADMINISTRATION & FINANCIAL REPORTING

Prepare for Registration

Review and Revise existing Policies

Continue engagement of financial and governance consultant

Further define and document delegation of duties between board and staff positions

Revise contracts and job descriptions

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 2021:

- Whole staff focus on revising unit planning and programming for teaching units across all KLA's.
- Governance training for all Board members
- Teachers to attend Glenaeon Steiner training (January).
- Principal to attend Leadership Circle Training.
- Principal to undertake further Leadership training at AIS in Sydney if possible.
- Steiner Pedagogy – Lou Harvey Zahra
- NCCD online training
- Child Protection/welfare PD
- Working with Trauma
- ASD, ADHD awareness and strategy in training

School Based/Identified Teacher Development For 2021:

- Weekly meetings with staff about school-based practice in all curriculum and behaviour management areas.
- Observation Days at other Schools.
- Principal/Teacher determined Professional Development courses across all KLA's.
- Steiner Pedagogy

School Contact Information:

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