

Chrysalis steiner school

ANNUAL REPORT 2015

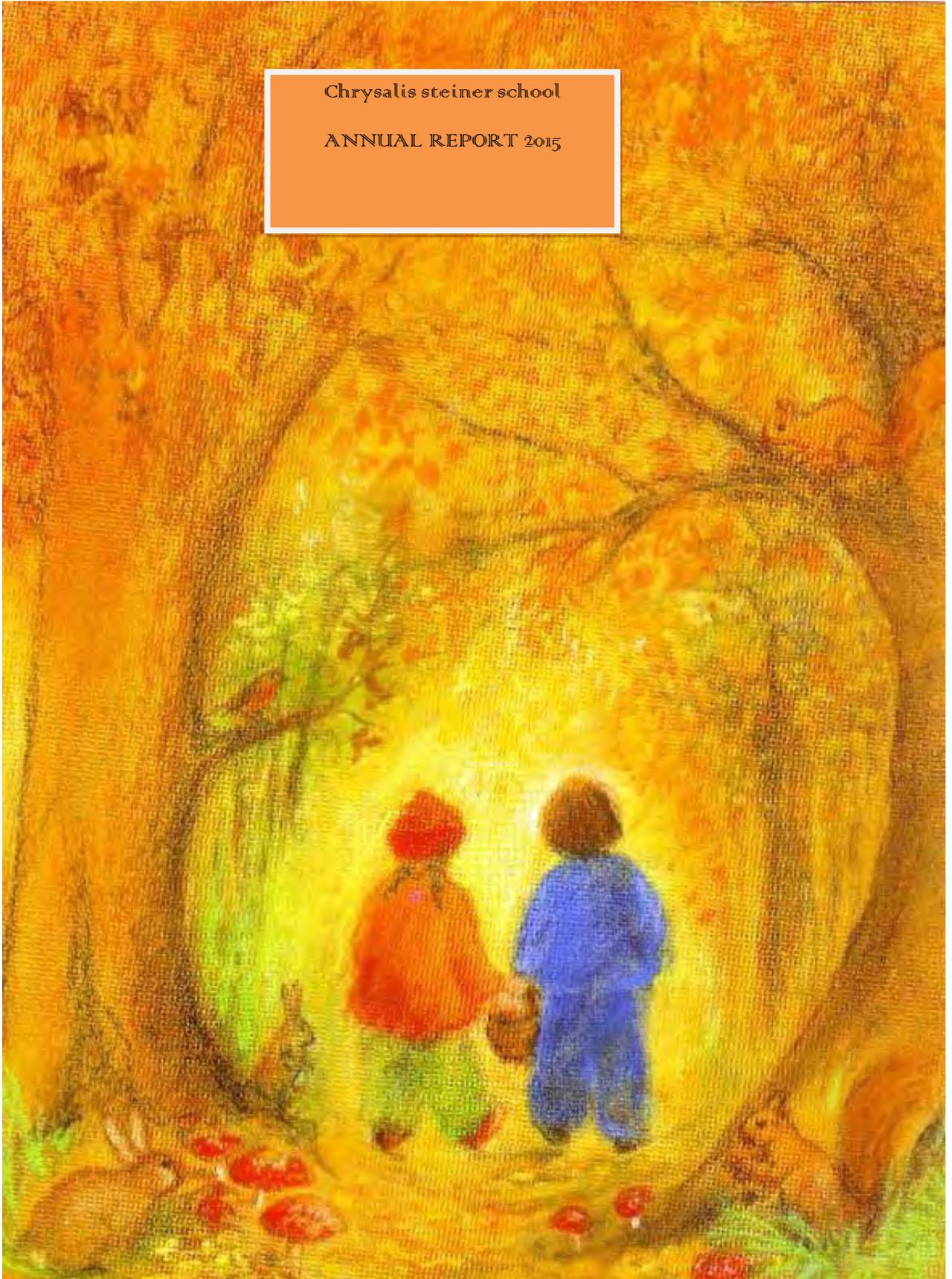


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“The healthy social life is found, when in the mirror of each human soul the whole community finds its reflection and when in the community the virtue of each one is living.”

Rudolf Steiner

INTRODUCTION

Steiner (or Waldorf) education is based on the philosophy of Austrian philosopher, scientist and educator Rudolf Steiner. It has stood the test of nearly 100 years and is practiced in over 1000 schools worldwide, including more than 50 in Australia. Chrysalis School is an active member of our peak professional body, Steiner Education Australia (SEA). The curriculum fulfils all the requirements of the NSW BOSTES and offers the children the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.

Chrysalis School was founded in 1982 as a non-denominational and co-educational school for Rudolf Steiner Education. We offer classes for children aged Kindergarten through Year 8. We are situated in the Thora Valley on a spectacular site of 10 hectares, twenty minutes from Bellingen and 25 minutes from the Dorrigo Plateau. It would be hard to find a more beautiful learning environment for children and through our creative and dedicated building program in our pioneering years; we have a campus that features buildings of exceptional architectural beauty.

The educational philosophy is based on the insight into the needs and consciousness of growing children on many different levels: social, artistic, academic, physical and spiritual. By taking into account the developing human being spiritual nature, we honour and develop both what is unique and universal in each person.

A distinctive feature of Steiner primary education is the role of the class teacher. The teacher meets the children in Class 1 and together they share the journey through the curriculum. It is recognised that long-term relationships between a teacher and the class have lasting effects on learning and meeting the individual needs of each child. The growing child experiences a greater depth of learning when authority is established with someone they know and trust. This relationship between teacher and child provides continuity and a strong sense of security through the middle phase of childhood.

In February 2015 we started the year with 162 students from Kindergarten to year 8. During the year class sizes ranged from 21- 8. The class sizes from Kindergarten to Class 4 were of average size. The composite Class 7/8 completed the year with the Leaving Project. In 2015, Class 7 will be the oldest class, going into 2016 as Class 8. The early childhood area continued to grow with full classes in Morning Star in town.

The Annual Report to the Board of Studies (NSW) and the School Community provides reliable and objective information about the 2015 school year. The 2015 Annual Report will provide information on student performance, statements on policies such as enrolment, behaviour management and student welfare, as well as data on retention, financial performance and commentary on performance against goals for the year.



Vision

Chrysalis School is a centre for excellence amongst Australian Steiner schools in the delivery of Steiner Education in Australia. This is consistent with the ethos of the School and specifically in fostering an active understanding and practical application of education as indicated by the published works of the late Dr. Rudolf Steiner. Chrysalis is regarded as a shining example of the best on offer from independent schools being both financially sound and pedagogically stable. It has developed an international reputation.

The School reflects the changing needs of education within Australia whilst maintaining the Steiner philosophy that underpins the spirit of the school. This is carried out in a manner consistent with the ethos.

Mission

To expand and enrich the opportunities of Steiner Education available to the school community, providing a compelling and attractive educational model for parents through a comprehensive curriculum.

Chrysalis School Ethos Statement

The activities of Chrysalis School arise out of the impulse of Anthroposophy and are guided by the indications given by Rudolf Steiner for the renewal of education in the 21st century.

The ethos of Chrysalis School encompasses the following:

- a. **Anthroposophy.** We endeavour that the principles of anthroposophy are alive within the school. Anthroposophy is the wellspring from which Steiner education springs.
- b. **Community.** We support the development of community amongst students, parents, teachers, friends and those involved with the school. We endeavour to integrate our school within the greater Bellingen community.
- c. **Respect.** We honour and respect the indigenous people, the Gumbaynggirr Nation, and the rights of pupils, parents, employees and stake holders of the school.
- d. **Best practice.** We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.
- e. **Professionalism.** We are at all times a professional school in all facets of work
- f. **Consensus.** We operate out of consensus, in the appropriate school forums.
- g. **Collaboration.** We work in the spirit of collaboration with the various bodies of the school.
- h. **Fairness and Due Process.** In social, interpersonal and professional interactions, we operate out of fairness, natural justice and the use of due process.



*One of the first buildings to come to our current site in 1982.
This is the current woodwork building in 2011.*

COLLEGE CHAIRPERSON'S REPORT

Our College meetings form an integral part of our teaching week. In a time when connection is so important and yet everyone is so busy, this time has been made 'water tight' so that no other appointments are made. This level of priority underlines the importance placed for all faculties and teachers to connect on a weekly basis.

The meditation which begins our work together leads us into imaginations of the spiritual world who are supporting Chrysalis and our community.

Out of these imaginations throughout the year we have entered into discussions on education, deepened our study and shared the many different approaches we use in our classrooms. This supports all of us, as teachers on our pathway of continuous learning. Our artistic sessions have also formed an integral part of our meetings and have helped to bring new ideas to our educational practice and also with our individual artistic development. This past year we have explored Eurhythmy in movement, music with voice and instruments as well as drama and speech. This weekly meeting brings much nourishment to the spirit, soul and the body of all of those who attend.

There has also been numerous professional development courses and conferences attended by all of the teaching staff throughout the year. This is also a requirement of the BOSTES which all teachers have to be a member of to teach in N.S.W.

This year has given us the pleasure of welcoming James Deefholts, as Chair of College, to support the deepening of our connection to the education, to each other and to ourselves to give the very best possible to the students in our care.

Warm
Regards,
Gail Sprott
College Chair



BOARD OF GOVERNORS CHAIRMAN REPORT

I am very pleased to be making a third annual report as the Chair of the Chrysalis School Board of Governors. The past year for Chrysalis has been very successful and there are a number of achievements we are able to reflect on as a board.

This year we saw a number of new faces among the directors and a different feel among the board and at our meetings. We lost two very experienced and valuable directors in Gary Fry and Paul Spillane and temporarily had to proceed without another very experienced director Alayne Simon who took leave on account of a new baby (congratulations Alayne and John). On behalf of the board I would like to offer thanks to Dan Finney who joined us as a first time director and to Scott Collins and Adam Greenwood who allowed the board to Co-opt them as temporary members when it became evident that we needed a bit of extra business nous. The board this year operated with a maturity and professionalism that I am very pleased to be associated with. Meetings have been enjoyable and I am proud to reflect upon a number of robust discussions and respectful disagreements. My very firm opinion is that the board is one of the key organisations that set the tone of the educational offerings at Chrysalis and that a professional, respectful and enjoyable environment at board meetings

resonates throughout the school.

The past year again saw the managers of Chrysalis School achieve fantastic results in terms of organisational improvements, benefits from professional networks, financial stability and the management of difficult scenarios. Among many significant achievements I would like to draw attention to a respectable cash surplus, the delivery of the best budget we have seen in a number of years, Kelley's election as the Chairperson of the Board of Governors of Steiner Education Australia and the sensitive and careful management of a variety of scenarios. This year has also seen an increase in the early childhood offerings, an expansion of the school leadership group with the creation of core educational profiles in strategic positions, a return to offering full single stream classes through to Class 8 and the highest enrolment numbers Chrysalis has ever had.

The positive budget has allowed some of these new changes, in addition to greater expenditure on camps at the same time as forecasting the largest surplus we have had in many years. Continued sensible financial management will open up possibilities such as new infrastructure, expanded educational offerings or the renewed consideration of higher school years as well as providing a buffer against a risk of financial hardship.

Finally, running a school like Chrysalis has many inherent difficulties. The location of the campus, the steep terrain and the beautiful facilities all carry their own unique maintenance and upkeep challenges. Providing a Steiner education with integrity also requires materials and educational offerings that are among the most difficult and expensive to provide. In comparison with other similar schools the budget that Chrysalis can draw upon to provide this education is relatively small. For this reason, on behalf of the board, I would like to extend an enormous, heartfelt thank you to our greatest asset; the school community. The extra time and effort that everyone donates is the backbone of the excellent education that Chrysalis students receive.

Mathew Birch
Chair of the Board



EDUCATIONAL MANAGER'S REPORT

Annual General Meeting

“Learning is the key to human development, but it is not a simple, homogenous process. What to learn, when to learn, and how to learn are arrived at through a conscious and careful study of children as well as a comprehensive understanding of the human being through all stages of human development. Teachers strive to help each child eventually to become a clear-thinking, sensitive and well-centred adult.”
Rudolf Steiner

The focus for 2015 was in the following key areas:

Focus 2015

- Between Continuity and Change: Development and implementation of staff portfolios
- Financial: To continue to work towards a 7.5% budget surplus over 3 years
- Pedagogy : Excellence in Teaching through increased resources in professional development, coaching and mentorship.

- Compliance: BOSTES Institute of Teachers; Updating to the new KLA's as they are introduced in 2015,2016. All 'existing' teachers to be prepared to move to Institute requirements by 2017.
- Promotion: School Prospectus
- Enrolments: Increase enrolments with focus on early years

Overview

The theme for 2015 was From Continuity to Change with the focus on Sustainability at work and home. This was aligned during the year at our in-services and at the College of Teachers meetings. In February we started the year with 168 students from Kindergarten to year 7. During the year primary class sizes ranged from 25- 20, with Class 7 holding a steady 16 students at the beginning of the year. In 2015, Class 7 was the oldest class, going into 2016 as Class 8. The early childhood area continued to grow with the development of very early age playgroups 0-5 years old and the employment of a new playgroup leader. Morning Star had its smallest year since its beginning 5 with 5 students starting off and finishing with 9 for the year.

Early Childhood

The development of the Early Childhood Portfolio and the Early Childhood Development Plan has added a great opportunity and focus to the youngest members of our community. It is the intention that the Early Childhood Development Plan will sit under the Business Plan 2015-2017 as a working document for this stage of development. The deepening of this area specifically links into the Business Plan #6. Strategic Opportunities.

During Term 3 the new initiatives, Circle Song and Lullaby Circle were offered. These new initiatives were evaluated at the end of 2015 with a positive reflection from parents to continue into 2016.

Under the Playgroup Umbrella we are offering:

- Pitter Patter Playgroup (children 2-4.9 years)
- Circle Song (children 1 -2yrs)
- Lullaby Circle (children 0-1 yr)

Playgroup Leader:

- Tali Kreiger facilitates the new initiatives on a Thursday morning at the Youth Hub in the back room (Dance room).
- Gail Sprott, as Early Childhood portfolio holder, continues to develop and support these new initiatives in the time allocated on a Friday morning.

The job description for both the playgroup leader and Early Childhood Portfolio has given the school and personnel the needed focus points in order to support the deliverables:

- Possible increase in parent/family community participation in what we are offering for this early age group,
- Opportunity for parents to engage further and deepen their understanding of Steiner education for children 0-4.9 months.



Primary School and Middle School in 2015

Peer sharing- Teachers were able as part of ongoing PD to visit and observe in other teacher's classroom during Main Lesson.

Learning and Support- We continued to deepen our knowledge and practice in working with children with specific needs. Our practice is more directed in meeting the child through the whole picture of the class, rather than always removing a child from the classroom environment.

Middle School co-teaching role has worked well this year in Class 6 with Lynn and Claudia and in Class 7 with Sean and Jane. This is seen as providing a more sustainable approach on the work that needs to be done in Stage 4. The difference from previous years is that co-teachers are a constant each week whereas before the specialist would come in for a 3

week block. This new methodology continues to be working well at this stage.

Programs for 2015

The Music Program in its 10th year continued to cultivate a strong music program. This year brought changes improving upon the opportunities for all classes with the addition of singing in all classes, music ensembles for classes 4-8 as well as the string program. The addition of Kath Derrin to our musical team continues to bring a depth of knowledge and intention to the singing and class ensembles. The middle school ensemble groups were led by Sean Daniel, Lucas Dollinsson, Luke Rhodes and Kath Derrin. The commitment, dedication and passion of the music teachers were evident in the student's performances throughout the year.

In Class 6/7 the students learned computer technology with Bruce Naylor and French under the guidance of Lucas Dollinsson.

The Creative Arts for students in Class 7 continued with sculpture, mosaics and woodwork provided by specialists Lyndal Pitkin and John Boxtel.

The River Safety Swim Program, in its 10th year was offered to the students in Classes 1-5 supported by Royal Life Saving and taught by our trained teachers. The program was heralded by all as most beneficial and fun. The Surf Life Saving Program in Sawtell continues to be a favourite with Middle School.

Other Sport programs/activities included fencing for Classes 6 & 7 teaching athletics such as javelin, discus, relay running, and long jump in preparation for our Athletics Carnival in term 3 for students in Classes 4-7. Classes 1-3 join with Casuarina Steiner School for a games day, making the last day of Term 3 an activity day. Unfortunately, this event was cancelled due to rain.

Our school camp program continues to build momentum each year. The highlights are the first camps that the younger years attend, where camping and social skills are emphasized. Class 2 went to Southwest Rocks camping ground, leading up to the Class 3 farming camp to a Biodynamic farm, where the children experience farm life first hand. The rhythm of the day is structured around the

milking of the cows. Class 4 went to Midginbil Hill to engage with the various activities offered, Class 5 went to Sydney and the Blue Mts., Class 7 went to Lady Musgrave.

Library

Our library program continued to blossom under the guidance of our library coordinator and support from parents. Parents raised monies to be used towards building up our reading program for those younger readers. This was a welcome support for the school. The school has a large inventory of suitable books for all the age groups. Chrysalis School's library consists of upwards of 15,000 books. For a small rural school we have an amazingly well resourced library.

P & F ...Visioning for something different

During 2015 the Class Carers meetings met once a term. The Business and Education Manager would meet with the carers and the conversation would be two fold. It was an opportunity for information to be brought back to each class through the class carer on school events and processes within the school and secondly, it offered a space for dialogue on school wide issues that could be met at with this group.

The class carers took on supporting the processes in the following areas: the Festivals, Living Classroom, Tuck Shop, and the Market stall. Many thanks to our dedicated and committed parents for their continuing support!

Festivals...times of renewal.....

In 2015 the Harvest Festival continued in its form with the Class 3 taking on the festival in the hall and telling the story of George and the Dragon, much to the delight of the children. A beautiful Harvest Table was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends! The Winter Festival in 2015 changed slightly by all families meeting at their child's classes for soup, lantern walk, story and spiral for classes 1-5 and with Classes 6-7 a Labyrinth and lantern walk was preceded by soup and a story by the bonfire at the River Campus.

The Spring Festival was once again a beautiful day of dancing around the Maypole. The introduction of the 'Living Classroom' was a highlight to the day. Parents of students were invited to come and visit and participate in the child's class during Main Lesson.

The Visioning Day held in 2012 continues to have its influence on the community as the focus was to strength community ties.

Support for students and teachers

The emphasis in 2015 was on supporting student's needs in the classroom and inclusive education and in developing a school wide movement program that teachers can utilise in their classes. A number of class teachers attended dyslexia, autism and down syndrome workshops during the year. Their insights were then shared at College meetings during the year.

Jacqui Dutson leads the Support Learning Team. Jenny, Belinda, Fiona and Odette provided support in the classes from kindergarten to class 7.

In her third year at Chrysalis, Rowena Parkes (Education Consultant) continued to support teacher practice, delivered parent education talks, facilitated meetings with parents and teachers in relation to Individual Education Plans (IEP).

Professional Development through the AIS brought Jan Stone Numeracy Specialist to bring up to date information on the new maths curriculum, Sue Cairns from the Support Learning Unit made a number of visits to support teachers with specific challenges being met with the children.

Alison Scheef continued as the Extra Lesson Practitioner 2 days a week bringing awareness to teachers, parents and individual students the benefits of this program. Alison supported whole classes by doing movement work. Support was given to classes with special needs children by allocating an assistant in the class for part of the day.

Emerge

This magazine is published termly and continues to provide a picture of our school thru the wonderful images taken by teachers, parents and Bruce. The newsletter has emerged as a new face, with gratitude as a feature. Small stories of the week are brought to the school community through Bruce's interpretive flair. We are very lucky to have such a talented, committed and creative staff member doing this work for our school. Thanks Bruce.

External Compliance

NAPLAN

Along with the wonderful curriculum that the teachers work with, the governmental bodies

also have their legal requirements. This year we had 11% of Class 3, 22% of Class 5 and 78% Class 7 sit NAPLAN.

CHILD PROTECTION WORKSHOP for staff AIS visited us to bring to all staff a workshop on Child Protection and Work Place Safety. This workshop was well attended and provided great examples and discussion points with our staff.

REPORT WRITING

Chrysalis sends out 2 formal reports to parents during the mid year and at the end of the year. This is punctuated with the formal parent interview process held early in term 3.

BOSTES- Teacher Accreditation update

Over the last number of years, Chrysalis has taken on more new teachers working at the school providing a balance of new energy with the staff already here. With the regulatory requirements increasing, schools need to offer a certain amount of professional development, provide mentoring and supervision to help enable new teachers to continue their development as a practicing teacher. In 2015, Lyndal Pitkin went through this process in the school.

Conclusion

As a school we needed to make changes and decisions that we didn't need to for a number of years- As described by Rudolf Steiner, we are bound up with the world in 3 different ways. "In one case the world is a place of *facts*; in the second, a place of *emotional reactions*; and in the third instance, things are distilled into *ideas and concepts*. How we see the world then informs how we interact and communicate."

There are a number of challenges that Chrysalis' management, board and College worked with this year with care and diligence. For a small rural school, Chrysalis has a wealth of expertise in its teaching staff, a wonderful admin staff and an amazing community of parents and children!

On a more personal note, I would like to take this opportunity to thank the Board of Governors for their guidance in governance issues this year, the College of Teachers for their commitment to Steiner education and the impulse that comes from this, all teaching staff for their dedication to teaching and the love of children, the admin for their behind the scene support to the children, parents and teachers.

As I reflect back over the last 10 years, there is one person who has supported and walked the path of managing the school with me. I thank Steve for his continual support and reflective manner in 'a collaborative way of working together'.

As I look back over the years, I realise that I have been blessed to have gone 37+ year cycles at a Steiner school; from 1992 when my family joined the school 24 years ago. I have enjoyed the aspects of being involved as a parent in the classroom, a class carer, a class teacher, and now as the Educational Manager. My children are all grown up, out in the world doing their thing. I know that the work we do is for the benefit of our children and who they will become.

Thanks to all for your support throughout the year,

Kelley McGlashan
Educational Manager



Winter Festival 2015



BUSINESS MANAGER'S REPORT

The school year that concluded in 2015 was one of a quiet confidence and a sense of optimism at the new initiatives that had taken root, and that the school was on the cusp of meaningful change. Over the last couple of years there has been quite a generational shift in the composition of the school community and this has offered additional ways to welcome, work with and acculturate many new families and teachers who come into the school. This is important work; the learning experience at Chrysalis for children and parental engagement with the school are amongst the most important building blocks in our school milieu. The opportunity to refresh and renew is both timely and relevant and is ongoing, as we engage with real change.

School finances:

1. Operations: From school operational perspective (ie without including depreciation) Chrysalis delivered a modest surplus.

2. Fees: It is clear that fees form an integral part of the income stream (about 23%), and need to be collected in a sensible, transparent and thorough manner. It continues to be an important part of my management role to ensure that the school fees are affordable and viable for our school community. Debt collection is now primarily carried out, in house and has set protocols which enhance the transparency and accountability of the process.

3. Grants: Chrysalis was successful in achieving a \$30 000 grant for Schools Leading Learning. This grant will enhance the work required to achieve a school improvement plan. It was gratifying to see that as a school, we had already embarked on this process with our own funds. The SLL grant gives an opportunity for 2 + 1 years to deepen this process and its embedding within a wider school environment.

School income is essentially derived as a factor of enrolments; this comes in the form of fees and government recurrent grants and is achieved on a per head basis. As enrolment

increase so does the income, conversely as enrolments decrease, so does the associated income. From a business perspective; the school's capacity to decrease expenditure is not overly flexible as the greater share of expenditure (>80%) is spent on wages.

Staffing:

1. Staff portfolios were developed during 2015, they form part of a strategic approach to succession planning and to risk management. The education portfolios that were embed in 2015 were Early Childhood, Music and Learning Support.]
2. New Class1 teacher, Eric Hopf joined our school from Central Coast Steiner School .
3. Long Service lEave Cover: Whilst Kelley was on LSL, parts of her role were covered by James Deefholts and Rowena Parkes, this was a welcome step and showed the school's developing organisational maturity.
4. Staff in service at Mt Hyland: 28 staff members attended a two day workshop at Mt Hyland. The focus was on developing understanding and compliance around professional and personal development, and was facilitated by Dominic Meli from People at their Best.

School Community:

Parental involvement in our school continues to be a centrally important ingredient in the Chrysalis School constellation. As always, enhancing the sense of community at this school is an opportunity on offer to all of us. The rewards and benefits of actively participating are many. My grateful thanks to all for the overt and hidden effort that so many participate in.

Governance Matters:

1. Board matters: As secretary to the Board, I acknowledge the hard and

often-time thankless work that Board members do on behalf of the school. Whilst it is not the most visible or perhaps even attractive volunteer contribution within the school's plethora of opportunities, it is an essential and fundamental part of the whole. The Board has been ably chaired by Mat Birch and I thank him for his willingness to take on this responsibility.

2. Kelley's continued role as the Chair of the executive of Steiner Education Australia (SEA) gives our school a window into the national arena, and Chrysalis is well served by her participation in that realm.
3. Board members professional learning took place by participation in the SEA's Government, Leadership and Management conference held at Shearwater Steiner School and with a half day workshop held at Chrysalis and addressed by Michael Carr, Deputy Executive director AISNSW.

Government Matters:

1. Compliance regime: The independent education sector continues to have additional compliance matters foisted upon us as part of the Government's push for extracting value for money, and ensuring the best educational outcomes are achieved. Naturally compliance matters are compulsory and they come at a cost to the school. The cost is in time of both teachers and administrative staff, and from time to time also requires additional software and developing new protocols in order to comply. This compliance regime is set to continue. We anticipate introducing new software to assist in this area.
2. Board training: in recognition of BOSTES requirements, arrangements have been made for Board members to comply with the Board training regime.

I have now completed close to 12 years of service at Chrysalis. Playing a major part in running a small school is never dull and mostly enormously satisfying. Much of the satisfaction derives from a combined sense from all involved that we're striving to support a Steiner education for the children in an improbably spectacular valley.

This is done mindfully, so that the children who are fortunate to attend school at Chrysalis are held in a considered and meaningful way, underpinned by the Steiner curriculum and our Chrysalis School's intrinsic place in the Thora valley.

I feel blessed to be able to work here. In conclusion, I thank the Board for its continued support and to Kelley for her ongoing commitment, grace and humour in working in a dual leadership model with me.

*Steve Klipin
Business Manager
April 2016*

OUR COMMUNITY

"More recent research...is telling us that deeper forms of parent engagement with schooling...enhance student achievement and outcomes, close achievement gaps and build social capital and social inclusion."

Danielle Cronin

The importance of parental and community involvement in schools has been well documented. It impacts not only upon our children's academic learning, but also their social and emotional development. At Chrysalis, parents are involved in many aspects of school life. From reading assistance in the classrooms, attendance on excursions and camps, sewing bees, working bees, serving/baking for the monthly market stall, to serving on the Board, parent volunteers are a key support to the school, both in the day to day and the overall operations. The Chrysalis P&F is committed to strengthening this engagement and supporting an enriching school journey for our children and families.



Parents & Friends Report to Board September 2015

History

At the Visioning Workshop of June 2012, the Chrysalis Parent Community expressed the deep wish for a formal parent body. From this and subsequent workshops it was determined that "...the re-creation of a P&F/group of school carers is relatively urgent and a key step in channeling community involvement in the school" (MB, 3/9/12).

Since 2013 the Chrysalis P&F has met regularly and is helping to lay the foundations of an engaged parent body.

- The **P&F Vision and Objectives statement** articulates the possible avenues and ways in which a parent might engage with the school community. It clarifies and strengthens the mechanisms of formal parent interaction which already exist at the school and has tightened the focus of P&F meetings.
- **Meetings:** In 2015 the P&F held 3 meetings a term: morning meetings in weeks 2 and 8, and an evening meeting mid-term in Week 5, to which management are invited. We rotate the chair, all meetings are minuted, with minutes circulated to members, management, and the chair of college and the board, as well as a P&F minutes email list of interested parents. Minutes are posted on the school website by Bruce Naylor.
- **Communication:** We communicate with the parent community via the school newsletter, a termly article and the P&F Volunteer Profile profile in *EMERGE*, and circulation of meeting minutes.

- **Two new sub committees** held independent meetings in 2015: the Indigenous Proposal Committee met x3 times in Term 3, and the Market Stall Revamp Committee met 5 times in Terms 2 & 3.
- **P&F Representatives** assist with enabling cross communication between the P&F and the parent community via the class meetings. It is envisaged that this role may provide a reference point for parents of each class to consider involvement in the P&F.

2015 P&F Class Reps:

Morning Star: Alice McCrombie

River Song: Amanda Fairbanks

Class 1: Alice McCrombie

Class 2: Sammi Cambray

Class 3: open

Class 4: Anna Swift

Class 5: Kate Butcher

Class 6: Squaw Remond

Class 7: Cate McRae

This year

- **Parent initiatives:** Previously established activities such as the *Back to School Morning Tea*, the Refreshments Stall and the Bellingham Market Stall continued and have revealed themselves to be our core initiatives. The BTSMT operates on a termly basis with good attendance from parents and school staff/admin. It has become an opportunity for families new to the school to be welcomed and make connections within the school community. Previous parent initiatives such as the End of Term Rummage, the Mother's Circle, Thursday Craft @ Hyde, and the Library Book Drive have gently ended for now, but the *Little Things for Little Hands Fundraiser* at the Spring Festival has been reignited for the coming Spring Festival by a group of dedicated crafters on a weekly basis in town. It is anticipated that the Chrysalis Community Choir may recommence with Christoph's return in 2016.
- **Fundraising:** It is anticipated that the key P&F fundraising initiatives will continue to be the Market Stall, Refreshments Stall and

LTFLLH. Once these are grounded we hope to look into other avenues of fundraising, such as grants writing.

- **Chrysalis P&F Market Stall:** The community brainstorming meeting anticipated for early 2015 evolved into a new P&F sub-committee, the Market Stall Revamp Committee, headed by Amanda Fairbanks. The 3-staged revamp proposal was unanimously supported by the P&F. This proposal recognizes the vital importance of the market stall in terms of its position, location and opportunity *for connecting and showcasing Chrysalis to the broader community*. It acknowledges the need for the stall to be a collaborative effort between the P&F and the school due to this outstanding outreach opportunity. Cost effectiveness is the key focus of the proposal, with initial consideration to be given to layout, signage and presentation of products.
- **Indigenous Proposal:** Moved by Casuarina's Spring Festival smoking ceremony with Aunty Bea, Chrysalis Parent and new P&F member Monique Buggy and Class 7 parent Kellie Small were inspired to develop the proposal *Embracing Indigenous Culture Connections*. The objective of this proposal is to 'create a collaborative relationship with the local Gumbaygnir culture, and in doing so engender dialogue, understanding and connection, to enhance our children's and our community's understanding of Gumbaygnir Aboriginal Perspectives and Culture.' This engagement is a long held aspiration of the school community, as evident in the Visioning 2012 Notes. The P&F looks forward to engaging with management in regards to this initiative.
- **Library:** As a result of parent and school collaboration the high school level library has received some much-needed attention: improved shelving and resources, a budget for sourcing quality secondhand books, improved circulation of books between the primary and high school libraries, a donation of contemporary magazines

(fishing, sport, fashion, Frankie, photography, gardening, cooking) and covered magazine boxes to house them.

- **School Feedback:** Feedback to the school management on a number of issues such as the recent parent education talks following assembly, new parent induction, the Chrysalis Stall at the Bellingin Show and school amenities.
- **A P&F New Parent Welcome Pack** was implemented in Term 3 and circulated to all new families. It contained a welcome letter from the P&F and copies of the core P&F documents. The P&F hope that they enable an understanding of the objectives and activities of the Chrysalis P&F, and inspire parents to form their own connection and engagement with the school.

Planning

In 2015-2016 the P&F's goals to date are:

- To continue to support market stall;
- To continue to fill Class Rep roles to forge better links between the parent community and the P&F;
- To investigate fundraising ideas to support the further development of school resources; and
- To continue to offer a channel for parents to engage positively and proactively with the school.

We will continue to work in partnership with the school management to engage our parent community.

Giving thanks

We acknowledge the efforts of the following P&F members for their involvement in 2015:

- Joanne Low for designing the proposed new signage for the market stall and possibly for use at school events;
- Kendall Marsland for taking up the finance reporting for the P&F;
- Alice McCombie for implementing the P&F Handbooks and for taking over the P&F Volunteer Profile article in *emerge*;
- Amanda Fairbanks, Zai and Sammi Cambray, Cate McRae, Kate Butcher, Joanne Low and Kellie Small for their

- work on the Market Stall Revamp Committee;
- Amanda Fairbanks for steering the Market Stall Revamp for the last 5 months;
 - Cate McRae for agreeing to coordinate the Revamp in 2016;
 - Monique and Kellie shaping the *Gumbaygnir Indigenous Cultural Connection* proposal;
 - Squaw Remond for coordinating the Refreshments Stall at the Spring and Autumn Festivals;
 - Anna Swift for coordinating the BTSMT in Terms 1 & 2;
 - Kate Butcher for coordinating the P&F whole school market;
 - Kay for agreeing to be a P&F representative on the marketing committee to ensure good cross communication/fertilization between these two groups;
 - Kellie Small and for her efforts on the high school level;
 - Tim Lever for taking over the P&F Board liason role.

Thank you,
Tali Krieger, on behalf of the Chrysalis P&F.

CURRICULUM DEVELOPMENT

Educating the whole child is the logo of the school. And this is very much what we do. As well as offering academic excellence, we have music programs, art programs, craft programs, adventure camps and more. Take for example the music

program. As you walk through the beautiful grounds of Chrysalis school you can hear the sound of music most afternoons. It might be the sounds of singing voices permeating through the trees, the earthy vibrations of beating drums, the entwining melodies of the violin ensemble or the jazzy improvisations of the instrumental ensemble.

KINDERGARTEN

The Kindergarten at Chrysalis School sets out to create a warm, loving, home-like environment in which wonder, beauty and goodness pervade everything. The world of the small child is an imaginative one. During the kindergarten years, there is gently preparation for learning through domestic, practical and artistic activities such as painting, modelling, cooking, woodwork, handicraft and gardening.

THE PRIMARY YEARS

We aim to foster in the children a joy in discovery and learning that will lead to a delight in knowledge and achievement. Our human focused curriculum is designed to respond to the changes that take place during this time, from the dreamy openness of Class 1 to the beginnings of self awareness and individuality in Class 8.

This emphasis on the stages of human development is fundamental to the philosophy of Chrysalis as we seek to develop a balanced relationship between the children's thoughts, feelings and actions. A special emphasis is placed on the imaginative and creative approach to learning where different learning styles are honoured and recognised in the children.

By observing with wonder the natural world, through learning about our environment by direct experience and facing new challenges, the children develop a relationship with the world and each other.

MIDDLE SCHOOL

Chrysalis Middle School years include Classes Six, Seven and Eight. We work with what lives and can be developed in each individual. We work with what lives and can be developed in each individual. We work to develop social awareness, empathy and understanding, creativity, a sense of personal and global responsibility and the faculty of judgement which will enable these young people to participate as citizens of today's world

Class 7 & 8 mark a time of developing sense of individuality, emergence of the faculty of

judgement and the beginning of the sometimes tumultuous years of hormonal change. Our curriculum and educational philosophy aims to support and strengthen students through this time of change. The rhythm and content in each day provides for a balance of 'thinking, feeling and willing' activities which support the students as they make the transition from childhood to adolescence. In the morning, through the main lesson, students study a range of topics..

Class six studies are focussed on the age of the Roman Empire, Class 7 studies focus on the Medieval Era to the Renaissance and Class 8 studies focus on the Revolution. These evolving stages of human civilisation are reflected in the stages of development in the emerging adolescent. The academic curriculum is balanced with the study of music, visual and practical arts, comprehensive camps program, sporting events, environmental education and community involvement.



Making Marimba's with Sean Daniel

National Steiner Curriculum

The National Steiner Curriculum was accepted by ACARA at the end of 2011, and Chrysalis teaching staff have been issued with the curriculum to read. Steiner Education Australia will provide in-service to our staff as needed. We continue to work through each year level to update and deepen our understanding of our curriculum. The documents went into ACARA on June 18, 2011 with the initiation of the curriculum in schools once approved for 2014.

The following is an extract from the Steiner National Curriculum-Educational

Foundations and Academic Alignment paper: *'The Steiner commitment to develop a national curriculum reflects the willingness of Steiner educators in Australia to work together, across geographical and school-sector boundaries, to develop a world-class curriculum that will be of benefit to the whole Australian Steiner school community, the Steiner community internationally and potentially to all young Australians. The Steiner national curriculum will enable us to work collectively in describing what young Steiner-educated Australians are currently learning and in creating and sustaining a world-class education system that will be further enhanced through a process of international research and collaboration (Fundación Marcelino Botín, 2008....). It involves national acceptance of responsibility for high-quality, high-equity education across the country. Working nationally offers the prospect of harnessing expertise and effort in the pursuit of common national goals. This national effort offers economies of scale and a substantial reduction in duplication of curriculum development and support, for the benefits of students in our schools*

We continue to address the many philosophical and pedagogical issues raised by the increased assessment and reporting demands placed upon us by various government bodies. As some of these demands are seen as being at odds with our educational philosophy, we continue to work through a great many challenges to find suitable solutions.

SPECIAL PROGRAMS DELIVERED

The **Music Program** in its 11th year continues to cultivate a strong violin program and strings ensemble for Classes 3-8 that is highlighted in the annual music concert.

The music program at Chrysalis flows right through the curriculum, beginning from Kindy with rhythm and singing completely integrated into the lessons. When they graduate up the hill into Class 1 they get a beautifully

handmade wooden pentatonic recorder. In Class 3 and 4 every ensemble once they have mastered the basics. In the Classes 6, 7 and 8 all of this music comes to fruition in the guitar, percussion, voice, violin and instrumental ensembles.

It is this deeper level flowing within the Steiner curriculum that is the real education of the whole child - the real reason why. It is not just a case of 'educate more', but rather 'educate deeper'. Every part of the Steiner curriculum is working with the grain of the child's natural, organic development into adulthood.



The school continues to implement a **River Safety program**, in conjunction with the Royal Life Saving Society. Students learn river safety skills and basic first aid. The middle school students participated in Surf School where they learned about the many facets of the ocean, such as reading rips, safe surfing skills and first aid.



LEARNING SUPPORT At Chrysalis the Learning Support Team is a whole school planning and support process. It is formed with the purpose of addressing the learning support needs of an individual student and groups of students through the coordination, development, implementation, monitoring and evaluation of educational programs within our school.

Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended

to and valued. The purpose of all education is to ensure that students gain access to knowledge, skills, and information that will prepare them to contribute to Australia's communities and workplaces.

Who Is Involved:

A prime function of the Learning Support Team is to determine that the needs of students in the school are being met. This is achieved through the team facilitating collaborative planning between teachers, support staff, parents and students.

Membership of the Learning Support Team

is determined according to local needs.

However, in general, the team may include:

- Education Manager
 - Education specialist
 - Extra Lesson Practitioner
 - Literacy & Numeracy Coordinator
 - Teacher representatives
 - Parents and carers participate as necessary
- Participation will vary according to the needs and function of the team at a particular time.

MAIN LESSON OVERVIEW

PRIMARY SCHOOL

Kindergarten	Class One	Class Two	Class Three	Class Four	Class Five
Over the Waves We Go	Form Drawing	Animal Fables	Creation Stories – In the Beginning	History of Writing	Egypt
Summer Sun, Summer Rain	Introduction to Letters	Mathemagics –	Mathemagics (borrowing, carrying, multiplication, division)	Aboriginal History	Fractions, Decimals, Percentages
Harvest Time	Introduction to Numbers	Air and Water Cycle	Farming - Harvest	Norse Mythology	Social Insects
Autumn Circle	Traditional Folk Tales	Aboriginal Dreamtime Stories - camp	Old Testament Stories	Zoology	India -Ancient civilisations
The three Little Pig Circle	Introduction to Four Processes	Place Value	Measuring the world		Revision of Maths
Mid Winter Circle	Nature Stories – Autumn and Winter	Celtic Stories	House Building	Fractions	The Pathfinders Camp – Early Australia – Sydney/Blue Mt
Goldie Locks and the 3 Bears	Russian Fairytale	Saint Stories	Maths -Time	Norse Mythology	Greek Gods and Heroes
Winter Working Circle	Spring Stories – English,	Revision-Maths	Grain Cycle &gardening	Play	Class Play
Wattle Circle Dancing	Summer Stories Home Surroundings	Fire and Rock Cycle	Local History and Geography	Australian Geography	Introduction to Geometry
Spring circle	Numeration (Cardinals, Ordinals, Odds, Evens)	Maths-Money matters	Revision-Math	Math revision	Introduction to Botany
Going Up Time	Play	Play	Play		Math Revision



MIDDLE SCHOOL

Class Six	Class Seven	Class Eight
Language of Poetry and Prose	Wish Wonder and Surprise	The Art of Communication
Maths Revision Fractions and Decimals	Algebra	Platonic Solids
Estimation and Text Types	Medieval History in Europe	Renaissance
Australian Landforms and Geography	Biology-Birthing Main Lesson	The Revolutions- French, American, British
Ancient History – Rome	Physics- Mechanics	Anatomy-The Human skeleton
Geometry	Human Physiology	Shakespeare
Democracy and Citizenship	Maths in Nature	Business Math
Introduction to Business Maths	Age of Discovery	Physics- Electromagnetism
Geology – Skeleton of the Earth	Times of King Arthur	Ecology
Sound, Light and Heat – Physics	Southern Hemisphere– Marine Studies	The Lay of the Land
Music Notation Class Musical Performance	Chemistry-Limestone cycle	Industrial Revolution



FESTIVALS AND PERFORMANCES

In 2015 the Autumn Festival continued in its form with the Class 3 taking on the festival at the Maypole Green and telling the story of George and the Dragon, much to the delight of the children. A beautiful arrangement of produce was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends!



The Winter Festival in 2015 was formatted with class 1 & 2, classes 3,4,5 and classes 6,7,8 providing their own story, spiral or labyrinth (cl.6,7,8), and lantern walks in the different areas of the school.



The children and families enjoyed soup made by the parents of classes 2,4, and 8. It is these moments in the school that captures the life of the community and school spirit.

Our Early Childhood Winter Festival celebrated the close of the old year and the re-emergence of the sun again. It is a time of reflection and inner work. Pitter Patter Playgroup and Morning Star in town and River Song Kindergartens celebrated the winter festival with a shared meal of soup, a lovely Kindy winter story, a lantern walk and a winter spiral.



The Spring Festival was once again a beautiful day of dancing around the Maypole. The parents of students were invited to come and visit and participate in the child's class during Main Lesson.

In Term 4, under the wonderful guidance of our music co-ordinator, Kym Pitman, and our team of music teachers, children from the Primary and Middle School string ensembles and music ensembles performed at our school hall.

During the year cultural performances were attended to by the different classes within the school. Classes 1-6 enjoyed going to the local Jetty Theatre in Coffs Harbour for live theatre performances.

CAMPS





Camps form an important part of the Chrysalis School Curriculum. The following table is a generic view of the camps that students participate in during their schooling years.

Class 1	<ul style="list-style-type: none"> • 1 night sleepover at School
Class 2	<ul style="list-style-type: none"> • Overnight camp in the local region • 3 day beach camp
Class 3	<ul style="list-style-type: none"> • Wilderness or beach camp locally • 5 day camp to Marook Farm (biodynamic)
Class 4	<ul style="list-style-type: none"> • 5 day camp in relation to flora and fauna • 3-4 day bush or beach camp
Class 5	<ul style="list-style-type: none"> • 6 days on Explorers camp to Sydney and Blue Mountains • Greek Olympics at Brunswick Heads • 3 day beach or bush camp
Class 6	<ul style="list-style-type: none"> • 11-12 day camp to Canberra and the Snowy Mts • 3-4 day bush camp
Class 7	<ul style="list-style-type: none"> • 11 day camp to Lady Musgrave Island • 5 day bush or beach camp
Class 8	<ul style="list-style-type: none"> • 7-9 day wilderness trek • 5 day ecology camp • 3-4 day bush or beach camp

STAFF

Teaching Staff Register of Chrysalis Teachers 2015

Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Jana Golzar	Part time	Kindergarten/assistant
Paige Crocker	Part time	Morning Star Kindergarten
Priya Curry	Part time	Kindergarten assistant
Emily Long	Part time	Kindergarten assistant/teacher
Johanna Elton	Part time	Kindergarten assistant
Odette Downey-	Part time	Kindergarten assistant
Tali Kreiger	Part time	Playgroup Leader
Michele Donovan	Full time	Class 1
Nathan Slatter	Full time	Class 2
James Deepholts	Full time	Class 3
Belinda O'Brien	Part time	Teacher's aide Cl 2
Liz Sheppard	Full time	Class 4
Mark Morris	Part time	Teacher's aide
Fiona Quinn	Part time	Teacher's aide
Cathryn Bower	Full time	Class 5
Claudia Alfaro	Part time	Class 6
Lynn Jensen	Part time	Class 6
Sean Daniel	Full time	Class 7
Jane Noack	Full time	Class 7
Will Douglas	Part time	Art Cl 1-7
Jenny Boxtell	Part time	Learning Support Aid
Lucas Dollisson	Part time	Language Cl 5/6/7 IT 5-7
Jane Noack	Part time	Gardening/HS Specialist
Kym Pitman	Part time	Music Coordinator
Liz Scott	Part time	Music
Luke Rhodes	Part time	Music
Kath Derrin	Part time	Music
Janelle Taylor	Part time	Violin tutor
Charlotte Low	Part time	Cello tutor
Kamala Hazell	Part time	Craft Coordinator
Alison Scheef	Part time	Extra Lesson
Jacqui Dutson	Part time	Resource Teacher
Dot Hogenbirk	Part time	Library assistant
Lyndal Pitkin	Part time	HS Specialist Visual

Administration and Support

Steve Klipin	Business Manager
Kelley McGlashan	Education Manager
Ceinwen Jenkins	Finance Officer
Reanne Brewin	Front Office
Joanna Dadd	Enrolments and Health
Bruce Naylor	Publicity and Marketing
Fiona Hannaford	Administration-relief

Board of Governors

Governors elected at the 2015 AGM were:

Mathew Birch Chair of Board
Kerrie Schreenan
Paul Spillane
Alayne Simon
Gail Sprott (elected by College)
James Deefholts (elected by College)
Kelley McGlashan (ex-officio)
Steve Klipin (ex-officio-Sec.)

College of Teachers 2015

James Deefholts Chair of College	Michele Donovan
Kelley McGlashan	Gail Sprott
Cathryn Bower	Sean Daniel
Liz Sheppard	Jane Noack
Lynn Jensen	Alison Scheef
Kamala Hazell	Nathan Slatter
Claudia Alfaro	

TEACHER STANDARDS

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	20
Category (b) Qualifications other than Teaching	2
Category (c) No qualification per (a) and (b) but relevant successful teaching experience	0

TEACHER ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate in 2015 was 93.47%.
Proportion of staff retained from 2015 94 %.

PROFESSIONAL DEVELOPMENT

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2015 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, Board of Studies Curriculum and Compliance, Steiner Education Australia, Educational Best Practise, Administration, AIS Literacy and Numeracy workshops and Communication. Professional Development activities also regularly took place in faculty and College meetings. Further to this, some staff took on independent study in a range of areas including Anthroposophy, Artistic Skills, graduate study and Counseling. All teaching staff are required to attend pre-term meetings and participate in the professional development activities provided at these.

All teachers record their professional development activities in the School Professional Development Register and with the Institute of Teachers Register.

The average spending per teacher on professional learning in 2015 was \$2,774.71 / teacher FTE.

STUDENT POPULATION

Details from Federal Census 2015

	High School	Primary School
Male	7	79
Female	9	78
Total	16	157

RETENTION RATES - Class 6, 7 and 8

At the beginning of 2006 the Board of Governors and the College of Teachers made the decision that while the school remained in the Thora valley, it would only offer a middle school (Class 6-8.) Retention from Class 6 into Class 7 & 8 seems to be averaging around 75%. Class sizes in class 7 & 8 vary between 13-18 students.

Sculpture in nature



SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

In 2015, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nationwide to all schools.

Class 3 and 5 Literacy and Numeracy Results

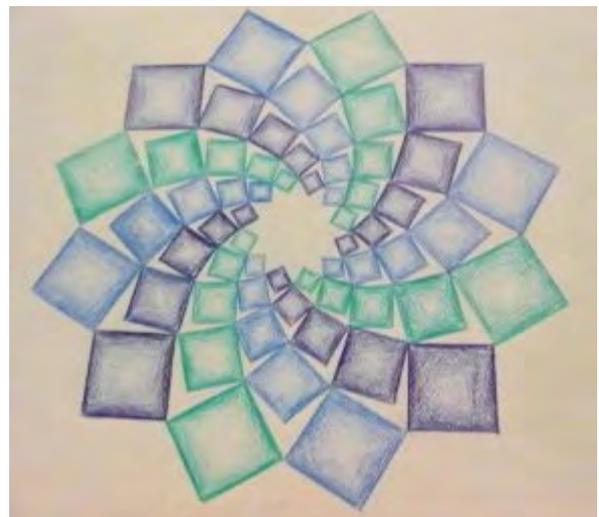
In 2015 at Chrysalis, 88% of Class 3 and 89% of Class 5 students were withdrawn or absent from taking the tests.

Student performance on NAPLAN is uploaded to the My School website and further details can be sought: <http://www.myschool.edu.au>

Class 7 Literacy and Numeracy Results

During 2013-2015, an average of 89% of students sat NAPLAN in reading, scoring in mostly in bands 7 - 9, During 2013-2015 an average of 90% of students sat NAPLAN in numeracy, scoring mostly in bands 7-8.

Student performance on NAPLAN is uploaded to the My School website and further details can be sought: <http://www.myschool.edu.au>



Class 7 Geometry main lesson



REPORTING TO PARENTS

In 2015, written reports were provided to the parents of children in the primary school (excluding Kindergarten) in July and at the end of the school year. Further to this, parent-teacher interviews were held in Term 3. Interviews were offered to any parents wishing to avail themselves of this service at the end of the year. Parents were also encouraged to contact teachers to discuss any concerns, whilst teachers contacted individual parents to discuss concerns as they arose.

In the Middle School, parents received written reports both mid-year and at the end of the year and also had the opportunity to participate in parent-teacher interviews mid year.

Parents are provided with a verbal report about the class as a whole at class meetings, held each term.

ENROLMENT POLICY

OVERVIEW

Chrysalis School for Rudolf Steiner Education is an inclusive, secular, co- educational K-8 school providing an education underpinned by the philosophy and values of Steiner education, and registered by the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already enrolled in the school and other criteria determined by the school from time to time. To maintain their enrolment, once enrolled, students are expected to act consistently with the school's ethos and comply with the conditions and terms of enrolment. Parents and guardians are also expected to be supportive of the ethos of the school.

POLICY (CONDITIONS OF ENROLMENT)

Education

1. Chrysalis School welcomes students from all backgrounds and acts in accordance with anti-discrimination legislation.
2. The educational program at Chrysalis School meets the NSW Board of Studies

registration requirements while teaching from the National Steiner Curriculum. (This may include: the use of natural materials in play such as dirt, grass, logs and climbing trees during supervised play times; and participation in the music program, school excursions, camps, outdoor education, festivals and additional education programs.)

3. Students are required to take part in all school activities including, school excursions, camps, festivals and alternative education programs.
4. Students will be placed in a class according to their age guided by Steiner principles of education and in line with legislative requirements. Placement into classes will be at the Education Manager's discretion.
5. Parents and guardians are expected to be supportive of and involved in the Steiner educational impulse inherent in the Chrysalis ethos, education policies and programs and to adhere to *Codes of Conduct* and school rules.
6. To maintain their enrolment, students are expected to support the School's ethos, demonstrate satisfactory effort, attitude and behaviour, and adhere to the *Codes of Conduct* and school rules.

Legal

1. All applications for enrolment will be processed as per *Chrysalis School Enrolment Procedures & Process*. Applications are processed in order of receipt. Consideration is given for siblings already attending Chrysalis School, parents or guardians who are Chrysalis School staff members, previous attendance at a Steiner school, the needs of the incumbent students in each class, and other criteria determined by the School from time to time.
2. Prior to enrolment, parents and guardians must disclose any special circumstances that may need to be taken into account by the School including medical, behavioural, psychological and educational testing information.
3. An **enrolment contract** (*Enrolment Application Form*) must be completed for

each student enrolled in the School and signed by parents or guardians.

4. At Chrysalis Steiner School we aim to maintain single stream classes. Class sizes will be within the legal requirements of State and Federal governments and school policy. (Class size Policy)

Financial

1. A non-refundable *Registration Fee* is payable on submission of the *Enrolment Application Form*; a non-refundable *Enrolment Acceptance Fee* is payable in order to confirm the place offered to a student.
2. Prior to enrolment, parents and guardians will be advised of the financial requirements of enrolling.
3. To maintain an active enrolment, payment of all tuition and other fees and charges must be satisfactorily observed as per the *Chrysalis School Fee Information* for each year.
4. Where applicable, the *Chrysalis School Fee Agreement* (is to be signed by both parents or by both guardians. The *Chrysalis School Fee Agreement* must also be completed and signed by any third party responsible for paying school fees.
5. It is the parent's/guardian's responsibility to inform the School of any change of address, telephone numbers or email as soon as it is known.

Health and Wellbeing

1. Chrysalis School provides a managed First Aid and Student Sick Bay area where students who are taken ill or injured are accommodated while contact is made with parents or guardians as required. If a student requires urgent medical or hospital treatment of any nature and the School is unable to contact the parent or guardian after making reasonable efforts, parents/guardians authorize the School to give authority for such treatment. Parents/guardians indemnify the School, its employees and agents in respect of all costs and expenses arising directly out of such treatment.
2. Students are responsible for their personal belongings and the School will not be liable for any loss of these belongings.

Conduct

If the Education Manager considers that a student is in serious breach of or has otherwise engaged in conduct, which is harmful or detrimental to Chrysalis School or its students or staff, the Education Manager may remove the student permanently or temporarily at their absolute discretion. No refund of fees will usually be granted in these circumstances. (Re: Behaviour Management Policy and attachments)

1. Before a child is removed permanently, the School will provide the student, parents or guardians with details of the conduct pertaining to the situation and give them a reasonable opportunity to respond.
2. If the Board of Governors upon recommendation from either the Education or Business Manager believes that the relationship of trust and cooperation between a parent or guardian and the school has significantly broken down, then it may direct a parent/guardian to remove their child from the school. No refund of fees will usually be granted in these circumstances.
3. The Board of Governors' may alter these conditions of entry at any time providing not less than one terms notice, and which will take effect from 1 January in the following year.

Attendance, Absence, Withdrawal, Exemption

1. Students must comply with attendance, early leaving and late arrival notification policy and procedures. Parents must notify the school administration of a student's absence in person, through a phone call, note or email, texts are not suitable. The School administration will record or print all messages as per the *Attendance Policy*. All unexplained absences are followed up by the Class Teacher and Office Staff.
2. Exemption from Attendance and Enrolment at School: In 2012 the Minister under section 25 of the Education Act 1990 delegated the power to the principal of a non-government school to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances for periods totaling up to 100 days in a 12

month period. Students who are granted exemption from attendance are not included in the absence return.

3. **Exemption from Enrolment at School:** Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Enrolment at School Form*, and be approved by the Education or Business Manager. If approved the Education or Business Manager will grant a *Certificate of Exemption from Enrolment at School*. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
5. **Exemption from Attendance at School:** Application for *part-day* and *full-day* exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Attendance at School Form*, and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a *Certificate of Exemption from Attendance at School*.
6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that *Tuition Fees* continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations parents may prefer to end their enrolment contract, in which case, re-entry of the

student into the school will be subject to the usual *School Enrolment Procedures*.

7. **Withdrawal of students:** For a student to be withdrawn from school once he/she has commenced at Chrysalis School i.e. for parents to end the enrolment contract, the School requires a minimum of one term's notice. Parents and guardians must inform and submit a *Student Withdrawal Form* to the Education Manager (or delegated authority in EM absence) one term in advance if they intend to withdraw their child from the school and end the enrolment contract. If no such notification is received a *Withdrawal* of one terms fees will be charged.
8. The School shall not be obliged to continue the enrolment of any student who does not observe all of the listed conditions or whose parents or guardians do not observe all of the listed conditions.



SUMMARIES OF POLICIES

Policy development is an ongoing task at Chrysalis School. We recognise the importance of having clear, workable policies and procedures which accurately reflect relevant legislation and best practise.

New policies and policy changes are developed and/or considered by the Board and, where appropriate, the College of Teachers. Following ratification, guidelines and procedures are developed. Policies are subject to review as per our Policy Register.

One can access the school's policies by asking the Business or Education Manager for hard copies. The school keeps electronic copies of the policies in the office.

Chrysalis School seeks to provide a safe and supportive environment which:

- minimises the risk of harm and ensures students feel secure.
- Supports the physical, social, academic, spiritual and emotional development of students.
- Provides student welfare policies and programs that develop a sense of self-worth and fosters personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were in place in 2015:

Policy	Updates 2015	Access to Full Text
Safe and Supportive Environment Policy	updated	Full text in Policy Register kept in Administration. Parents may request a copy by contacting the Educational Manager.
Reporting Policy Assessment and Reporting Guidelines-Primary School Assessment and Reporting Guidelines- Class 7 and 8	updated	Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager
Attendance and Absence Policy Attendance Procedure	Updated	Policy Register
Exemption Policy	Updated	Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager
<i>Behaviour Management Guidelines and Discipline Policies</i> Our Behaviour Management and Discipline Policies are designed to support and promote the development of individual responsibility and respect	updated	Teachers provided with a copy of policies

<p>from the Kindergarten child through to the Upper School student. We strive to create a balance between the rights of the individual and the harmony of the whole.</p> <p>Using the indications of Rudolf Steiner as a guide, the College of Teachers, faculties and teachers address discipline and behaviour problems within the context of the overall development of the student and through the education itself. Decisions relating to the discipline of children, with particular reference to suspension, expulsion and exclusion of students, must be based on principles of procedural fairness.</p> <p><i>Chrysalis School does not sanction or condone corporal punishment.</i></p> <p><i>Chrysalis does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.</i></p> <p>Our Behaviour Management and Discipline Policies include the following: Behaviour Management Procedures Behaviour Letter Code of Conduct for Students Extended & Extreme Behaviours Guidelines Illegal Drugs, Alcohol & Smoking</p>		<p>at induction.</p> <p>Full text in Policy Register kept in Administration and on the website.</p> <p>Parents may request a hard copy by contacting the Educational Manager.</p>
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INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Chrysalis School believes that all students should feel valued, cared for and that they are important members of our school community. Our educational philosophy is based on the growth and development of each individual. The Class Teacher strategy supports this, with teachers building close relationships to students and families over the years of the Class Teacher period.

Students are encouraged to take on the level of responsibility appropriate to their age and stage of development. Middle school students take on extra responsibilities within the school community – helping out at festivals and ceremonies and working on projects to beautify the school grounds.

In 2015, amongst other linked activities and programs, student participated in family values programs, the Birthing Main Lesson, Class 7 & 8 Leaving Project, Drug and Alcohol education (Class 7/ 8), and Conflict Resolution (Class 7/8).

PARENT, STUDENT AND TEACHER SATISFACTION

Chrysalis School values and supports harmonious relationships between the school and parents on all levels.

- Class Teachers hold Class Parent Meetings each term. At these meetings, parents are provided with information about their child's class activities and given the opportunity to ask questions and discuss issues.
- The Educational Manager is available to discuss issues with parents in relation to educational matters and the Business Manager is available to discuss matters in relation to the business of the school.
- The school produced a regular newsletter to keep parents informed about events within the school community.
- The school website is kept updated and parents are able to refer to site for information.

- The Education Manager and Business Manager meet monthly with the Class Carers in order to provide a communication link between the management and parents.

Chrysalis School holds teacher satisfaction in the workplace to be a vital component in the functioning of our school. In 2014:

- The Employment Relations Group continues to be available to address teachers concerns and issues in relation to their employment at Chrysalis School. This collaborative approach has been instrumental in achieving a harmonious satisfying work place.
- An external counselling service is available to offer advice and support to teachers.

The school believes it to be vital that students feel that school is a nurturing, encouraging and rich experience for them. Students, through their relationship with their Class Teacher, are able to express their level of satisfaction with the school and discuss any concerns.

SUMMARY OF FINANCIAL INFORMATION - 2015

Income and expenditure

<u>Recurrent Income:</u>	\$2,561,268
<u>Commonwealth and state recurrent grants</u>	70%
Fees and private income	29%
Other income	1 %
<u>Recurrent Expenditure:</u>	\$2,555,904
Salaries and associated expenses	82%
Educational resources	6%
Non salary Expenses	11%
Capital expenses	1%

2015 was a solid financial year yielding a small operating profit of < \$10 000.

BUILDINGS AND FACILITIES MAINTENANCE REPORT

Chrysalis School has a wonderful campus which blends a bush environment with a purposefully built environment.. This campus requires a dedicated and ongoing maintenance regime to ensure that the buildings are well kept and well maintained so as to ensure the facility will last well into the future.

Several initiatives were undertaken during 2015. These initiatives including re-sanding the extensive wooden floors on a rotational basis, oiling soft timber and a repainting programme which will see the classrooms repainted in the forthcoming years. The computer lab is being rewired, repainted and refurbished to allow for larger classes to be accommodated.

Chrysalis School's campus is well utilised by the students who have a comprehensive interactive relationship with a well maintained verdant bush campus. It is an ongoing dynamic to ensure that we continue to enhance and develop the site, its buildings and facilities; whilst keeping the 'bush' nature of our extra-ordinary campus. Children and staff are fortunate to teach and learn in this very special environment.

Chrysalis School Business Plan (2016 – 2018)

Key assumptions and timeline:

This Business Plan has been carefully prepared after extensive work at the educational, financial and HR level. It has included thorough collaboration with individuals and different organizational parts of the school. Both College and the finance committee have endorsed the Business Plan and the Business Manager and Education Manager ask the Board for its consideration.

A quick review of the achievements from the 2015 Business Plan include the:

- *Development and implementation of Staff Portfolios which have clear lines of responsibility and accountability, including role descriptions and reporting methodologies.*
- *Development of a 3 year staged overview for professional development.*
- *Inclusion of the stewardship monies to \$25 000 after they were reduced in 2014.*
- *Increase in the area of educational student support with specific reference to literacy/ numeracy and Bothmer gymnastics as applicable.*
- *That an audit regarding playgrounds, facilities and assets be undertaken and a three year improvement plan be developed.*

Assumptions:

The following key areas address the Business Plan for the continuation within the current triennial (2015 – 2017) and take account of a new reality that 2016 bring to us.

In 2016, Chrysalis School will have full complement of classes from Morning Star through to Year 8, thus we now plan that our school will have full classes into the future. We also expect student number to crest 200 students for the first time in Chrysalis history. With these additional students we seek relevant data to meet their needs.

Currently, we are in receipt of data that the percentage of students with diagnosed learning needs is higher than the independent school average. This will now require a focus in terms of the actual quantum of students and also the range of special needs that will need to be catered. This will need to be done cognizant of the relevant Acts and our financial capability. These threads will be drawn together in the form of a school improvement plan.

The following assumptions are the drivers for the school and are numbered according to strategic intentions and for practical importance.

1. **Budget:** An operational budget surplus (excluding depreciation) is planned for 10.00% over three years.
2. **School Improvement Plan**
 - Initiate and Develop a School Improvement Plan in line with the requirements and support from the AIS Schools Leading Learning grant over the next 2 years
3. **Staff:**
 - Develop a 3 year staged overview for professional development by ensuring compliance with BOSTES.
 - Initiate and Develop a whole school Professional Development Plan in line with the requirements and support from the AIS Schools Leading Learning grant over the next 2 years

- Continue to develop, support, encourage and implement professional development opportunities internally and externally
- To research, develop and provide information regarding the class teacher period at Chrysalis

4. **Staff Portfolios:**

- Embed changes informed from 2015 with appropriate staff. The focus is within the key educational areas of :
 - Early Childhood,
 - Music,
 - Student Learning and Support,
 - College.
- Measure as appropriate the new roles and responsibilities for these portfolios so that the roles are considered to add value and depth and are considered transparent and accountable.

5. **Campus development and asset retention:**

- That an audit regarding playground and gardens be undertaken and a three year improvement plan be developed.
- Capital Plans including roads, bridges and building to be developed in light of the ongoing stewardship fund.

6. **Pedagogy:**

- Additional hours provided for learning support services including curative modalities
- Reposition staff and transport options for the camps program. This is to ensure the excellent standard of the camp and outdoor education program remains a centre piece of Chrysalis schools educational offering and also to support teacher's sustainable practice by having the opportunity to share the load whilst on camps.

7. **Strategic opportunities:**

- Chrysalis continues to seek opportunities for expanding student numbers and protecting financial sustainability. Ideally, from a financial perspective :
 - Kindergarten classes of 18 – 24,
 - Primary school classes of 24 – 26,
 - High school classes of 18.

This would set the school on a course of financial sustainability and from this financial strength and the capacity for enhanced educational opportunities.

- Enhance the opportunity for engagement with Chrysalis in the early stages of child rising (ideally pre compulsory school age), with a view to encourage contact with our pre - school age activities, and ongoing enrolment.

The following changes are proposed from the current operations in 2015.

1. Professional development plan is collaborated within the College and ERG with a view to implementation within the Schools Leading Learning funding Nested within a School Improvement Plan
2. Embed Staff Portfolios in the developed areas and ascertain if new areas are ripe for development.

3. Implement key recommendations in the Early Childhood Plan
4. Develop greater sustainability for the camps program
5. Develop an assets and grounds plan

The Business Plan goes to the Board for its approval after it has the support of the College of Teachers and the Finance Committee. The Business and Education Managers attend many meetings jointly and separately to develop a cohesive document which fits our current and strategic plans and aspirations.



NEW INCENTIVE FOR LEADERSHIP DEVELOPMENT

Chrysalis School has, as part of its school improvement and business planning cycle, focussed on leadership development and encouraging organisational sustainability. To this end, 'People at their Best' principal Dominic Meli has been instrumental during 2015 in helping the school leaders develop their capacity and assist in developing staff capacity. This professional development segued powerfully into the Schools Leading Learning initiative in which Chrysalis School was invited to participate at the end of 2015-2017. This program is auspiced by AISNSW.