

ANNUAL REPORT 2021



CHRYSALIS STEINER SCHOOL
educating the whole child

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MESSAGE FROM KEY SCHOOL BODIES

Report from the Chair to the Chrysalis Association

2021 was a busy year for the Chrysalis Board with a great deal to discuss, and many hours were spent considering what was best for this special school. The School Board met regularly in order to best serve Chrysalis School and strived to be understanding and compassionate within a demanding year of regulation requirements and changes.

The following is a summary of the activity of the Board throughout the year.

Year 9 and 10

Following a decision by the Board in 2020 to pursue extending Chrysalis to include years 9 and 10 and giving the approval to appoint a Consultant to help, a team started work early in the year putting together the documentation required to gain NSW Education Standards Authority (NESA) registration for year 9. The paperwork was submitted, and then there were many Board discussions about the logistics of bringing next year's class 9 into reality. Upgrades were needed for the science lab and the children needed a classroom space (for when they were not on camp!).

A major milestone was reached when NESA approved the year 9 registration. It was an amazing effort from all of those involved – thank you very much Lisa, Tim, Nathan, Kelly and Robert.

Finances were made available for the improvements to the science lab and Lisa secured rooms at the Youth Hub so that school could be held jointly between there and the Chrysalis Campus.

This is an exciting new beginning, and it will be interesting to see how the high school develops further in the coming years.

Playgroup, Play and Equipment

We arrived back after the summer holidays to exciting new play equipment in Riversong, which was supplemented by a new bridge and cubby for class one and a mud kitchen for class three throughout the year.

A new playgroup space was opened next to Morning Star, so our next generation of students have a room of their own.

New Apple laptops were purchased ready for the Class 9 students.

Policy and Procedures

The Board approved the purchase of CompliSpace, a Compliance Support Structure. Tim Fry played the major role in championing this and customising it for Chrysalis. It is a very useful tool for keeping Policies, Procedures and Risk Assessments in one place, great for compliance with NESA standards and good for time saving for the school employees. Thank you Tim.

Business Manager

Tim Fry tendered his resignation during the year providing plenty of notice for a new Business Manager to be recruited. The Board were involved in the recruitment process and were very pleased when Jeremy Street was appointed in the role. Jeremy started at the beginning of Term 4

and spent the term finding out from Tim all of the many and varied roles the Business Manager of Chrysalis plays. We thank you Tim for all of the amazing work you did for Chrysalis.

Finance

Finances were tight in 2021. With town school going on for weeks in term one and a four week lockdown in term three the Board appreciated that many families would be experiencing financial hardship. The Board approved a 30% rebate in fees for those who requested it in Term 4. This was not taken up as widely as expected which was appreciated by the Board. The School's Management were very proactive in saving money wherever possible throughout the year. The school made a surplus of \$83,000.00 (with the inclusion of all liabilities), which in the circumstances was a great result.

In their 2020 report the auditors recommended changes to the Debtor Management. With support from the Board, this was duly undertaken by Jeremy and Kendal who updated the policy and introduced ED Start which offers more flexibility for families in how they pay their fees and frees up the administration staff from having to chase aged debtors.

Board Members

There were a few changes to the Board Members in 2021. Throughout the year Sean, Gary, Christoph, Kersten, Jeremy, Yarnam, Boaz, Zac, Ian, Craig and I all served on the Board for varying periods of time. Thank you to everyone for your time, energy and consideration and for taking on a role which is not always easy.

Resilience

What an amazingly resilient school Chrysalis is.

As mentioned previously in 2021 there were floods, lockdowns and Public Health Orders. Festivals and camps changing constantly, sometimes with only a few hour's notice.

It was at times very difficult for Management and staff. The Board would like to thank every person who works and volunteers at the school for your hard work and dedication, it is certainly a vocation to work in a Steiner School. We appreciate you all.

To those of you who have left the school this year – we will miss you.

We would like to welcome all those who joined our community in 2021.

Looking Forward

Looking forward The Board resolved to start forming a strategic plan for the future of the school starting in 2022 and we hope that you will all be involved in steering the course forward for Chrysalis.

Best Wishes,

Lizzie Attwood
Board Chair.
June 2022 AGM

Report from Head of the School

A Verse for Our Time

"We must eradicate from the soul all fear and terror of what comes towards us out of the future. We must acquire serenity in all feelings and sensations about the future.

We must look forward with absolute equanimity to everything that may come.

And we must think only that whatever comes is given to us by a word directive full of wisdom.

It is part of what we must learn in this age, namely, to live out of pure trust, without any security in existence.

Trust in the ever present help of the spiritual world.

Truly, nothing else will do if our courage is not to fail us.

And let us seek the awakening from within ourselves, every morning and every evening."

-Rudolf Steiner

At the beginning of this school year was a smoking ceremony for all staff led by one of our local Gumbaynggirr Elders. To reconnect with place and country at the start of the year was a good reminder of our shared purpose.

The 2021 school year was a highly successful school year in many accounts. We maintained learning continuity through a term disrupted by flooding, we ran an improved online Remote Learning program with face to face school support during 4 weeks of COVID lockdown and worked against all odds to complete our school camps program for the year. School leaders and staff were pushed to adapt and change to what seemed to be a monthly, weekly and daily occurrence. Chrysalis School has learnt to become flexible and responsive to the changing times.

In the 2021 school year our Leadership Team and staff teams throughout the school have become far more agile in their day to day operations and have gone above and beyond to meet the needs of the children. The challenges beset upon our school were met amongst staff by further study, a more rapid take up of Professional Development, a stronger focus on well-being and self-work and a commitment by the College to working deeply with Anthroposophy.

Pedagogical Development:

This year we renewed our commitment to Literacy and Numeracy development through the AIS Literacy and Numeracy Action Plan (LNAP). Staff completed online modules and developed tailored scope and sequences for classes 1-6 reflecting the Chrysalis Main Lessons, camp and festival program.

Working with Trauma Informed Aware practices, engaging in specialised training in learning and behaviour support, embedding differentiated quality teaching and reviewing adjustments and working with Individual Education Plans (IEPs) allowed staff to meet the diverse needs of our students.

Our aids engaged in regular PD enhancing their work with students and teachers.

New Initiatives:

Chrysalis responded quickly and innovatively to the restrictions imposed due to COVID-19.

We developed an improved online **Remote Learning Program** coupled with video and face to face offerings of schooling during the four weeks of lockdown. Despite additional challenges of COVID-19 restrictions, the school ran an adapted **camp program**. It further ran five newly designed camps throughout the year as a response to the COVID lockdowns.

Leadership development is an important part of our school. In 2021 the school combined the Executive Leadership and Portfolio Leadership Teams together with a focus on Leadership development for all leaders.

The school started with the transition of its compliance framework to **CompliSpace**, who 'delivers Policy, Learning, Assurance and Reporting that work together to transform legal obligations into a compliance culture that your staff will embrace'. (<https://www.complispace.com.au/>)

A formalised internal **mentoring program** for staff from Classes 1-5 was established with the offering of external mentoring for all staff.

A range of staff-led **Professional Learning Opportunities** was offered in 2021, such as Recorder skills for class teachers, Eurythmy to name just a few. Staff further developed the online Remote Learning Program coupled with video and face to face offerings.

Gratitude:

I would like to acknowledge the tireless work from **SEA** throughout the year to support Steiner Education across Australia and in particular, Steiner Leaders. SEA provided the school with many supportive check-ins throughout the year as well as an extensive suite of PD offerings right across the curriculum and into all areas of management. SEA was able to draw the work completed in Delegate meetings to draw Steiner Schools throughout Australia together in our work through the 7 Core Values of Steiner Education. We were excited to pursue this work within College in 2021, with the knowledge that it will deepen our work into the future.

Thank you to all members of the **Leadership Team** for keeping the candle burning throughout the year. You brought inspiration, motivation, aspiration and dedication to every aspect of your work throughout every day of the school year. Thank you for keeping me afloat, keeping me honest and helping me to grow with you.

I thank the incredible **staff team at Chrysalis**. Through the many trying times in which we experienced in 2021 the Chrysalis staff stayed true to our school values and always placed the children at the heart of their work. Thank you for all that you do and contribute to Chrysalis. It is a special place to work because of you.

Staff changes

This year we **farewelled** several staff members.

We thank our Business Operations Manager wholeheartedly who served Chrysalis during a very challenging time in our school history. He always steered the school with great wisdom, expertise, calm and wit, for which we are very grateful, indeed.

We further said goodbye and extend our gratitude to our Kindy Teacher, Singing Teacher, Board Member and Firestick Extraordinaire - all in one. His flexibility, commitment to Steiner Education and generosity in sharing his many skills have been appreciated and will be remembered.

After a decade of supporting and holding a safe and nourishing place for our students, one of our long standing Classroom assistants has also moved on. For all her commitment to our school and our students we thank her wholeheartedly.

Last but not least we also said our farewell to our long standing Account Manager. For the many years of dedication and service, her great compassion and, most importantly, for ensuring the school's solid financial position we thank her wholeheartedly.

For the 2021 school year we **welcomed** a number of new staff members: A warm welcome to our new Business Operations Manager, two new class teachers, an Art teacher, an Office Administrator, an Enrolments and Marketing Coordinator, a Music teacher, a part-time Kindergarten teacher, a Classroom Assistant and a Copperwork teacher. Two staff members returned from their Maternity leave.

Mandatory Vaccination Mandate: The school was heavily impacted by the Government imposed vaccination mandate. Roughly a third of all staff chose not to get vaccinated and leave their employment positions, adding to the pressures on leadership who had to negotiate terms of return and recruit new staff.

School Board: The School Board has committed hours and hours of service, wisdom and care over the 2021 School Year. I thank the Chair of the Board for jumping to assistance at any time to offer advice, support and leadership to the school. I thank Lizzie for jumping into this position part way through the year and strongly holding and supporting all Board Members as well as our School. I take my hat off to the both of you for staying strong and calm through the many adversities and always acting in the best interests of Chrysalis school.

School Community: Thank you for your support, belief in Chrysalis and your continual striving to be a part of this special school.

Looking Ahead: Whilst 2021 was not an easy year let us celebrate our successes, our beautiful school, our inspiring students and staff, and the profound education with which we work.

The Spirit World: Thank you for holding and guiding us all through these tumultuous times.

Warm regards,

Lisa O'Donnell
Education Director
June 2022 AGM



Harvest Festival

Report from the Chair of College

Chrysalis Steiner School is in its 40th year. We as a school continue to strive during these unprecedented times. We have already experienced COVID remote learning and are well versed with running 'flood and landslide school' With venues ranging from the Youth Hub and Mouza Cafe on the south side of Bellingham, to the Showground on the north side, to a venue catering for 16 students from Kindergarten to Class 8 up in Dorrig. We are developing a strategic plan ensuring SEA core principles form the basis of this and it brings new and exciting ventures for our school.

Due to the COVID Vaccination mandate over one third of our staff left at the end of the year which had its challenges due to the loss of valued staff members. But through it all we worked collaboratively together to solve the problems and heal. Hopefully the future presents us with less chaos, but we have certainly shown that we can deliver under pressure during very challenging circumstances.

Our College artistic activities have been varied. We decided part way through 2020 to draw upon the many talented individuals that we already have among our college members. Some artistic activities that were enjoyed over the past year included: recorder, speech and eurhythm, geometry, clay work. Tom Brunzell and Greg Noakes worked with us to deepen our knowledge of anthroposophy, Literacy and Numeracy from our LNAP program and the launch of our own Learning Wings project for literacy and numeracy.

Melanie Deefholts supported the college through our reading of the Soul Centred community. All of these activities not only help us to learn new skills, but serve to unite us as colleagues on a campus that, geographically speaking, keeps us quite isolated from one another.

With some new teachers and aides commencing in 2021 (due to the PHO) we began our journey into anthroposophy with reading and discussing 'Practical Advice To Teachers'. Discussions with our teachers and looking at the seven core principles of Steiner education are an integral component of our ongoing work. This study of Pedagogy will give our College a deeper understanding of the underlying reasons regarding 'why' we do what we do. Anyone can read the Steiner Curriculum and easily work out 'what' we teach. But really delving into the reasons why we do what we do is an essential underpinning for any Steiner school, and for any class teacher who wants to teach anthroposophical, as well as articulate this understanding to interested parents it is essential. The culture of our College is quite rare and we do have a tangible desire to learn and live the anthroposophical concepts. There is a call for change and how we can better bring anthroposophical concepts into college is a question we are still unpacking. I have spoken to numerous College Chairs and members from other schools over the years who have expressed a degree of despair at the lack of interest in anthroposophical matters amongst their colleagues. I believe a culture of inquisitiveness and open-mindedness exists at our school and I can only hope that it will continue long into the future.

Sincerely,

Catherine van Schie
College Chair
June 2022

CONTEXTUAL INFORMATION ABOUT THE SCHOOL AND CHARACTERISTICS OF THE STUDENT BODY

“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

Contextual information about the school

Steiner (or Waldorf) education is based on the philosophy of Austrian philosopher, scientist and educator Rudolf Steiner. It has stood the test of 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 NSW Education Standards Authority (NESA) 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 and emotional, creative, academic, physical and spiritual. By taking into account the developing human beings’ 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.

Vision

Chrysalis School is a centre for excellence amongst Australian Steiner schools in the delivery of Steiner Education in Australia, 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 stakeholders 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.

Characteristics of our student body

Of the 189 students enrolled in 2021, 54% are boys and 46% girls. 14% of our students have a language background other than English and 7% identify as Indigenous.

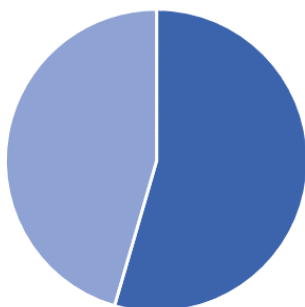
For further student information please see <https://www.myschool.edu.au>

High School / Primary School / Kindergartens

	High School (Class 7 & 8)	Primary School (Classes 1 – 6)	Kindergartens (RS)
Male	21	75	7
Female	13	59	14
Total	34	134	21

Gender balance

- Boys
(54%)
- Girls
(45%)

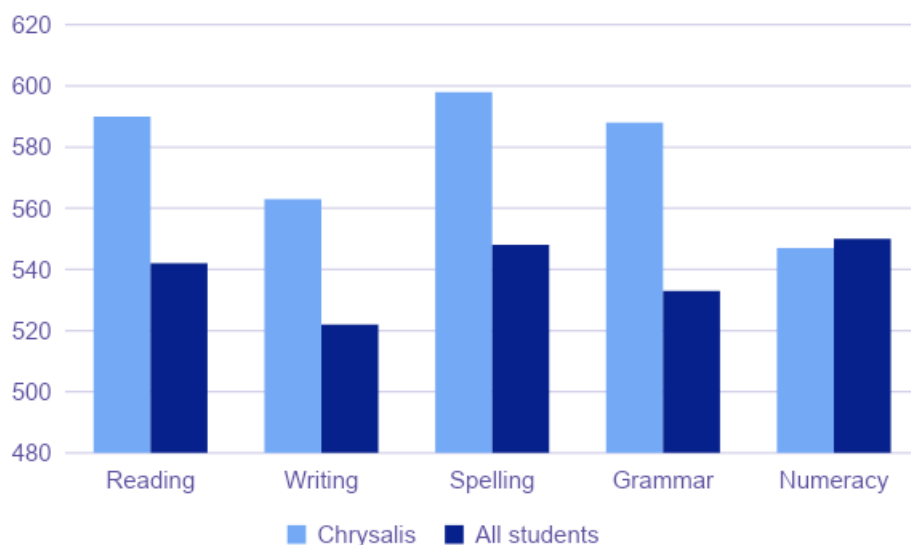


STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2021, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nation-wide to all schools. In 2021, parents continued to exercise their choice of their child being withdrawn from 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 results



SENIOR SECONDARY OUTCOMES

Granting of RoSA

Chrysalis is registered but not accredited with NESAs to provide classes from K-8. [Reporting on RoSA results does not apply for registered schools.](#)

In 2021 Chrysalis School did not offer classes 9 and 10. As such, students who leave Chrysalis at the end of class 8 will have the Record of School Achievement (RoSA) partially complete.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The Chrysalis curriculum for classes 7 and 8 meet the NESAs syllabus registration requirements and will count towards the RoSA.



Class 8 Camp.

TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher Professional Learning

At Chrysalis we strive to provide staff with an excellent suite of Professional Learning opportunities through internal and external providers that can be accessed on campus, online and offsite.

Staff were in regular attendance to the suite of online offerings from Steiner Education Australia (SEA), Association of Independent Schools (AIS) and other major education and regulatory bodies. The increase in online professional learning opportunities has significantly improved the availability of professional learning for staff of a remote school as ours and all staff had the opportunity to engage in online learning internally, nationally and globally.

The College of Teachers engaged in weekly College Meetings either in person or online.

Steiner Education Professional Learning

- Glenaeon Intensives for Classes 1-6
- Steiner High School Teacher intensives online
- Vital Years for Early Childhood staff online
- Eurythmy Training with Diane Tatum
- Continuing external mentoring with Greg Noakes
- EduCareDo Festival Series - Leadership Team
- Therapeutic Eurythmy, Anthroposophical Well-being and College Mentor – Irmhild Kleinhenz

Subject and general teaching related

- Differentiation within the Classroom
- Artistic professional learning: Woodwork, leather work, blackboard drawing, clay work and sketching
- AIS Literacy and Numeracy Action Plan (LNAP)

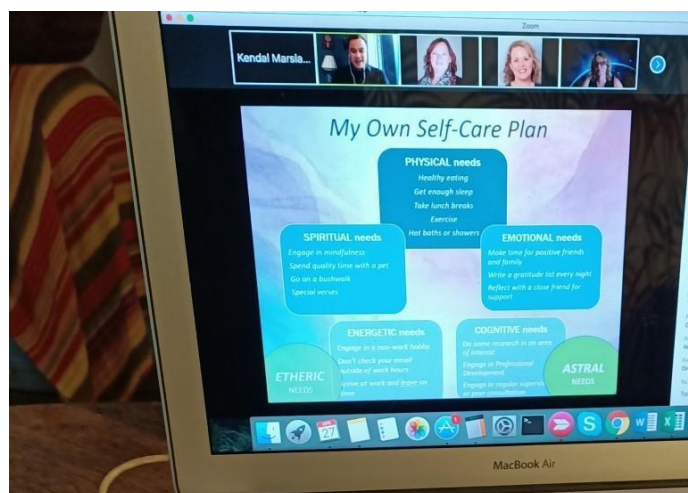
WHS and Wellbeing related

- Berry Street - Trauma Informed Awareness Education Model - with Tom Brunzell - whole School
- Non-Violent Communication Work -whole school
- AIS Duty of Care Training- whole school
- First Aid and Bronze Medallion training

Governance and leadership development related

- SEA - Governance Training for Boards
- SEA - Governance, Leadership and Management (GLaM)
- SEA - Leadership Circle
- SEA Mentor Development ProgramDavid Liknaitzky Leadership Work and Mentoring Development

Description of the Professional Learning Activity	No of staff participating
Glenaeon Intensives for Classes 1-6	8
Steiner High School Teacher intensives online	3
Vital Years for Early Childhood staff online	2
Eurythmy Training with Diane Tatum	40
EduCareDo Festival Series - Leadership Team	5
Therapeutic Eurythmy, Anthroposophical Well-being and College Mentor – Irmhild Kleinhenz	25
Differentiation within the Classroom	23
Artistic professional learning: Woodwork, leather work, blackboard drawing, clay work and sketching	18
Berry Street - Trauma Informed Awareness Education Model - with Tom Brunzell - whole School	43
Non-Violent Communication Work	41
SEA Mentor Development Program	1
SEA - Leadership Circle	1
SEA - Governance, Leadership and Management (GLaM)	4
SEA Mentor Development ProgramDavid Liknaitzky Leadership Work and Mentoring Development	1
SEA - Governance Training for Boards	2
First Aid and Bronze Medallion training	19
ALS Duty of Care Training- whole school	43



Teacher Accreditation Status

Level of Accreditation	Number of teachers
Conditional	0
Provisional	4
Proficient Teacher	16
Highly Accomplished Teacher (voluntary accreditation)	0*
Lead Teacher (voluntary accreditation)	0

* 6 of our proficient teaching staff have achieved Experienced Teacher Accreditation through the AIS.

Teacher Qualifications*

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	20
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	0
*Note that the number of teachers falling within these two categories may not sum to the total number of teachers as reported in the previous accreditation table as some teachers with Conditional accreditation may not be included.	



Class 5 Ancient India Main Lesson.

WORKFORCE COMPOSITION

In 2021 the school was led by Lisa O'Donnell, the Education Director. Lisa is supported by a Leadership Team, comprising the Business Operations Manager and portfolio holders of Early Childhood, Primary, Secondary, Music, and Learning Support, as well as the Chair of the College of Teachers.

Staffing levels for 2021 are shown in the following table:

Position	FTE*
Education Director	1.0
Classroom Teachers	15.2
Classroom Assistants	6.58
Administration	4.15
Building and Maintenance	1.67

** FTE (Full Time Equivalent)*

One of the School's Class Teachers identifies as Indigenous.



Class 3 Starting their Violin Journey.

STUDENT ATTENDANCE

Average Attendance Rates

Class	2021 Year Average
Morning Star	94.3%
River Song	88.2%
Class 1	86.3%
Class 2	90.2%
Class 3	87.0%
Class 4	89.9%
Class 5	90.9%
Class 6	88.8%
Class 7	84.8%
Class 8	92.7%
School Average	89.3%

Management of non-attendance

General principles:

At Chrysalis we believe that relationships with students and families are an integral part of the learning process and therefore we work diligently on maintaining these relationships.

Where a student has been absent for an extended period of time we put plans in place to support them on their return to catch up where a significant amount of work had been missed.

Strategies:

All half or full day absences require the parents to notify the school by telephone on the morning of the absence and then provide a note on return to school.

Attendance is monitored by the Class Teacher who records attendance daily and relays this information to the Attendance Administrator, who enters the absences into School Pro. Where the absence of a student is unexplained, an email is sent to the parents immediately and a note made in the student's file on School Pro.

Where a child's absence record has reached 10 or more days in a term the School Pro flag will be activated, bringing it to the attention of the Attendance Administrator who will notify the parents or guardian via

email. A meeting between the parents and the Principal might be requested. The school will support the student/family with improving attendance through various strategies.

Where the student's attendance remains unsatisfactory, the Home School Liaison Officer from the Department of Education will be notified.

Covid-19 and the resulting restrictions made school attendance more challenging to manage.

In addition to the above mentioned strategies and to meet non-attendance during the COVID-19 lockdown time, teachers made regular phone calls home to each of the families within their classes to check in on student and family wellbeing, to make sure families were aware of Remote Learning options, to check that families were able to access Remote Learning options, and to see if anything else was needed by the families to support them in their time away from school.

Where necessary students are supported through an Individual Education Plan (IEP), Home Learning Plans. Staff professional learning on the topic of differentiated instruction and group work aiming at higher levels of student engagement from students with high absences.

SCHOOL ENROLMENT POLICIES

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 Educational Standards Authority (NESA). 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 NESA 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 both 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 Application Fee is payable on submission of the Enrolment Application Form; a non-refundable Enrolment Deposit 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

1. 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. Behaviour Support Policy and attachments are available for viewing on the school website.
2. 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.
3. 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.
4. 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 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 all messages as per the Attendance Policy. 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 Manager. If approved the Education 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 canceled.
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 canceled. 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 administrative Enrolment Procedure and Process.
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 the Enrolments Coordinator in writing, 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 the listed conditions or whose parents or guardians do not observe all of the listed conditions of enrolment.

Related Forms

Chrysalis School for Rudolf Steiner Education Enrolment Application and Enrolment Contract K-8
Chrysalis School Guidelines for Students Withdrawing

Related Policy

Chrysalis School Fee Information
Chrysalis School Student Withdrawal – Appropriate Notice Policy and Procedure
Chrysalis School Attendance and Absence Policy
Chrysalis School Codes of Conduct for Parents and Guardians, and Students
Chrysalis School Behaviour Support policy
Chrysalis School Privacy Policy and Collection Notice Policy

Related Acts, Standards And Regulations

Education Act 1990 (Amended Education Act 1990 Delegation)
Disability Discrimination Act

Disability Standards for Education 2005
Education Services for Overseas Students (ESOS) Act 2000
DEC NSW Exemption from School Procedures (Guidelines)

OTHER SCHOOL POLICIES

Chrysalis School for Rudolf Steiner Education works with the indications given by Rudolf Steiner and the state and federal government requirements and advice in relation to schools and values education. The school aims to create a safe and caring environment that promotes personal growth and positive self esteem for all.

Policies	Changes in 2021	Access to full text
<p>Student Welfare Chrysalis School maintains student welfare consistent with our duty of care to students whilst they are involved in School activities or are present for the purposes of a School activities.</p>	<p>In 2021, the School implemented CompliSpace Policy Connect as its primary source of policy documentation to help ensure information was current. As a result, student welfare, previously addressed in the Safe and Supportive Environment Policy was rearranged in the following:</p> <ul style="list-style-type: none"> • Access Arrangements for Separated Parents and Guardians • Disability Discrimination • General Supervision Policy • Playground Supervision and Inspection Policy 	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website https://chrysalis.nsw.edu.au/info/policies/</p>
<p>Anti-Bullying Bullying is not tolerated at Chrysalis Steiner School</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> • bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians • bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians 	<p>In 2021, the School implemented CompliSpace Policy Connect as its primary source of policy documentation to help ensure information was current. As a result, the School's Anti Bullying Support Procedure and Guidelines were replaced in its entirety by the Bullying Prevention and Intervention document.</p>	<p>The full text can be accessed in hard copy through calling the school office, the Head of School or online at the school's website https://chrysalis.nsw.edu.au/info/policies/</p>

<p>to recognise bullying and respond appropriately</p> <ul style="list-style-type: none"> • bullying response strategies are tailored to the circumstances of each incident • staff establish positive role models emphasising our no-bullying culture • bullying prevention and intervention strategies are reviewed on an annual basis against best practice. 		
<p>Student Discipline (Behaviour Support Policy)</p> <p>Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.</p> <p>Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.</p> <p>This policy sets the framework through which Chrysalis Steiner School manages student discipline.</p> <p>The school prohibits the use of corporal punishment in disciplining students attending the school.</p> <p>The school doesn't not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>All behaviour management actions are based on procedural fairness and favour restorative practices.</p> <p>Parents are involved in the processes of procedural fairness when sanctions result</p>	<p>In 2021, the School implemented CompliSpace Policy Connect as its primary source of policy documentation to help ensure information was current. As a result, the School's Behaviour Support Policy was replaced in its entirety by the Student Discipline Policy.</p>	<p>The full text can be accessed in hard copy through calling the school office, the Head of School or online at the school's website https://chrysalis.nsw.edu.au/info/policies/</p>

<p>in suspension or expulsion of a student. Disciplinary actions do not include exclusion.</p>		
<p>Reporting complaints and resolving grievances (‘Complaints Policy and Procedure’)</p> <p>The policy uses procedural fairness when dealing with and resolving complaints and grievances. It uses processes that are fair, efficient and accessible. There are processes and procedures in place supporting a respectful and productive workplace culture where parents, carers and staff can raise their concerns directly. They outline further how the school will respond to such raised concerns.</p>	<p>No change.</p>	<p>The full text can be accessed in hard copy through calling the school office, the Head of School or online at the school’s website https://chrysalis.nsw.edu.au/info/policies/</p>

SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

We acknowledge that 2020 was such an extraordinary year across all aspects of our lives and if anything, 2021 has proven to be just as disruptive for our School, Staff and Community. The operational environment was fractious and ever changing throughout the entire year and the School and its Management had to demonstrate ongoing flexibility as we adapted to each new circumstances as they presented. The impacts of floods, the COVID-19 outbreak, lockdowns and government directives into our everyday lives was significant with the repercussions being enduring.

Pedagogy

During the year, we underwent a financial feasibility study of whether a stage 5 (Year 9 & 10) program would be viable for the School. The positive result that this study revealed put us on a path to create a comprehensive program to engage the students and prepare this new and exciting education experience.

2021 saw our Class 9 program approved for the 2022 school year. In preparation for this exciting growth of our school, the School negotiated space in the Bellingen Youth Hub for the offsite teaching component. For the onsite learning for Class 9, the science room underwent a refurbishment and upgrade of the science facilities to ensure we can accommodate the curriculum requirements.

A PDHPE and Duke of Edinburgh Award Coordinator has been appointed for the 2022 School Year. This appointment will enable the school to participate in local sporting competitions, students from Class 6 to 9 will have regular PE lessons led by a specialist and Class 9 students will be able to embark on the D of E program.

Learning Wings will be launched at the beginning of the 2022 school year: Learning Wings has been developed by our Learning Support and Primary Coordinator with the support of the AIS LNAP program. This program has been developed to marry together the NESA and Australian Steiner Curriculum in systematic and sequential steps for each Main Lesson from Classes 1-6. The program has also been designed to support literacy and numeracy development for classroom teachers and aides, provide specific Professional development to our classroom teaching teams and support IEP's within the classroom, differentiation and adjustments. Following the LNAP work of the last years an extra RFF timeslot for teachers was included in our strategic planning for the 2022 school year to enable this work to be effectively implemented.

Despite significant COVID-19 disruptions and PHO related restrictions, the School maintained its commitment to delivering quality professional development opportunities to the Staff. Following on from the highly successful 2020 delivery of the Berry Street Education Model, Dr Tom Brunzell returned to Chrysalis to further his important and well received work. The Berry Street work held a regular focus time at College and through our reflective practice we have been able to bring a culture of reverence and respect to all of our classroom work, assemblies and Festivals. We also had David Liknaitzky back to present the next iteration in his Leadership workshops. This work has enhanced and strengthened Leadership across the whole school building on a collaborative Leadership Model for the whole staff. Perennial favourite Greg Noakes also frequented Chrysalis to provide valuable mentoring to our Staff. This work has strengthened our Anthroposophical work

within the classroom and at College as well as our everyday classroom practice. Our dream to have Eurythmy within the school was realised in 2021 with a commitment to regular visits and practice from Diane Tatum. Irmhild Kleinhenz also supported our College work with Eurythmy and deepening our understanding of Child Study as well as our Festival Work.

The School continued its work with the SEA 7 Core Values through College work and within the Leadership Group. The 7 Core Values have provided a solid foundation to College study as well as providing a basis for all of our key work within the school. This study and focal point of Steiner's work has been a major goal within the school for a long time.

Community

In 2021, we maintained parent discussion/education through face-to-face individual and class meetings as well as Zoom sessions, online chats, an informal craft group, Parents and Friends Group and regular emails and texts from teachers. The Parents and Friends Group was formed with the support of the Business Manager and Education Director. As a new group they brought fresh energy and ideas into the school and we were really excited to support this new initiative.

School Structure

The 2021 year saw the School's leadership solidified as the Executive team competently managed the School throughout the first 3 terms of 2021 and navigated several tumultuous events that presented throughout this period.

The new Business Operations Manager came onboard with the School at the commencement of Term 4 coming straight into the announcement of the Public Health Order (Education and Care Workers) and all the ramifications that this presented to our School, Staff and the Chrysalis Community.

Throughout Term 4, the outgoing Business Operation Manager was in a period of transition out and provided invaluable assistance to the incoming one as he took on the role fully by term end. By the end of 2021, the new Executive Team was ready and prepared for 2022 and beyond. The Executive Team continues to be supported by an experienced Leadership Team.

Facilities and buildings

During the year, the School continued to maintain and develop our campus and facilities to a high standard. The 1, 2, 3 level playground was identified as aged and lacking the allure it once possessed for the children. A new playground was commissioned to be built and has been completed by Jake Schmidt of Darkwood Constructions. The structure is quite amazing with very free flowing lines and shows innovation and excellent craftsmanship. It is heartening to observe the children's rapture evident in their play on the new equipment.

The Administration area underwent a much needed repaint and the aging fleet of computers was upgraded and modernised with a noticeable difference in performance and productivity. We had the Riversong rooms repainted and the Class 3 building project delivered a wonderful outdoor mud kitchen play area that will be enjoyed by many classes to come.

Compliance and Fee Management

In 2020 it was identified that the Schools policies and procedures were at hazard of falling out of date as compliance requirements are continually updated. To that end, in 2021, the School implemented Complispace which is a multi user policy and risk compliance platform that controls our policy suite, tailoring the content to the School. It also manages our risk profile and trip and

excursion risks when our students are offsite. Complispace helps the School utilise best practice resources, keeping up to date with legislation and managing risk associated with our operations.

A second initiative implemented in 2021 was the introduction of Edstart. This is a payment management service which supports families and helps them with the management of costs associated with school fees. The School saw a need for families who wished to pay by installments to have a vehicle by which to do this, whilst not impacting the Schools cashflow and Edstart provided the solution.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2021, initiatives promoting Respect and Responsibility played a key role within our school.

For the 2021 school year we started the year with a smoking ceremony led by a Gumbaynigir elder. This important ceremony not only helped set us up for the year ahead, but set the stage for Respect and Responsibility to country, each other, to our traditional cultures and to Chrysalis school. We carried this theme throughout the year. We continued to make progress on our RAP plan, we had Uncle Miklo visit us for the Winter and Spring Festival as well as joining the Class 8 for a special chapter within their Wilderness Walk.

We continued to foster Respect and responsibility through the Berry Street program with a particular focus on Reverence. Whilst reverence is key to Steiner Education we carefully focused on ensuring that we brought reverence to all of our practices within the school. The Berry Street model has been designed with the following principles and values in mind:

- Strong relationships matter: Every student must feel that they have an advocate at Chrysalis; and struggling students learn best from teachers they love and respect.
- Teachers can make a difference: Teachers must be supported to love what they do.
- Dual purpose is our aim: We believe that every lesson can teach academic content and psycho-education. We know that teachers struggle with a multitude of daily responsibilities and curricular demands. We believe that the Berry Street education model can be incorporated into the Steiner model and integrated into the daily rhythms and routines of school life.
- Visible learning and stamina for academic growth: Both are paramount to students' own understanding of their daily successes when developing a growth mindset. In 2020, we followed the Berry Street model to bring the Growth Mindset into our daily classroom teaching practices.
- Safe and predictable structures: The students who have the most challenging and complex needs require the strongest structures of safety and support. Schools must work toward shared and consistent expectations for students and teachers right across each of the classes within our full Steiner curriculum.
- Psycho-education is self education: All students must have the opportunity to understand themselves and how they learn. Struggling students learn best when they learn about themselves. At Chrysalis we are working on adopting an age appropriate model to suit each developmental age within the school. Initially, the teachers are taking responsibility to work on their own psycho-education through exercises and reflective practice in our weekly College meetings. They can then adapt and apply their own learnings to their work with their students.

2021 proved to be another challenging year to make the turn around with Berry Street that we were hoping for. Floods, landslides and COVID interruptions stole us away from our routines and rhythms at times, but we did make progress and we were able to enjoy much more reverent Festivals, assemblies and class practices across the school.

Buddy reading became a regular routine for the older and younger classes and we had more assemblies to bring the older and younger classes together. We also started lunchtime concerts to bring the different ages of students together in a relaxed way through music. Formal music concerts with children of all ages also continued.

In College, and amongst the Leadership Team, we continued our work on a Culture of Respect and Responsibility through the Chrysalis Cultural Framework. We carried this work into strengthening our Code of Conduct across the school as well as into the student and parent community. We also carried the role of reverence within our school into each of the Leadership areas.

Melanie Deefholts from EducareDo continued to work with Chrysalis for four days in Term 3 to deepen and promote a culture of respect within the Chrysalis community as well as deepening our understanding of gender equality and inclusivity across the school. Melanie worked with students from Class 4 to Class 8, as well as parents from K-8 and teachers across the school. In 2021 Melanie responded to parent feedback and worked more consciously with the role of technology in the lives of teenagers, she also worked with “Spirit led Community’ in College.

The Vaccination Mandate greatly impacted Chrysalis school. To acknowledge and support the challenges of staff during this time we held a Restorative Circle along with many information meetings. The School Board also met regularly in order to best support staff and the school during this time.

Whilst we have not yet turned around the culture of Chrysalis School, we made a major leap forward again in 2021, despite the COVID-19 implications and natural disasters. We have enjoyed hearing this feedback from the community and know that through our striving we will bring the difference that was hoped for.



Spring Festival.

PARENT, STUDENT AND STAFF SATISFACTION AND ENGAGEMENT

In previous years Chrysalis has typically conducted anonymous surveys of the parent body to ascertain the levels of satisfaction that the parent body and Community have with the School. In 2021, due to the significant disruptions caused by COVID-19, the decision was made to postpone the surveys until 2022. Therefore, for 2021, in lieu of our data centric metrics, we have relied on broader material to divine the levels of community engagement.

Throughout the implementation of the Public Health Order (Education and Care Workers) the School and management received a very healthy level of communication from the Community as Parents and Carers sought to discuss the ramifications of the PHO and followed up on the many communications that the School released which served to keep the community updated.

The Association held an Extraordinary General Meeting in October 2021 and this was well attended with 39 out of a possible 46 Association Members in attendance. Such a populous turn out was very reassuring that the Community is tremendously invested in the well being of the school and keen to support Staff and Management in order to ensure the success and longevity of Chrysalis.

There is no doubt that the implementation of the Public Health Order and the associated mandate for vaccinations of staff in 2021 caused a major upheaval in the staffing of Chrysalis. The PHO was responsible for the largest exodus of staff that the School has ever endured. Sadly, a total of 19 treasured staff members had departed from the Schools staff ranks by the end of 2021. It was impossible for this change not to have an impact upon the remaining staff. However, there was a noticeable uplift in the staff sentiment and a level of conviction to see out the year in a positive fashion that was commendable.

Throughout the year, feedback from parents and the greater Chrysalis community was also collected and gathered through mediums which included Festivals, Assemblies, School Morning Teas, Class Meetings, Parent/ teacher interviews, direct feedback to teachers and staff, Parent and Friends meetings, emails and through social media.

All feedback received in 2021 was shared with the relevant bodies and some changes or additions within the school were made as a result of this feedback. Some of these changes and additions include:

- Class 9 for 2022 was largely as a result of parent feedback wanting a continued high school for their children
- A PE teacher to bring more sport into the school
- Parent talks and information sessions on the use of technology
- Communication apps to be used for Class Information in order for parents to access
- Camps to go ahead within the COVID guidelines and regulations
- All school events to be held off until all parents could attend within COVID guidelines
- Regular communication with COVID-19 updates
- The assurance of an inclusive community for all
- Bus travel to be supported through adult supervision
- Park Street bus stop to be better supported by adult supervision
- All teachers to be Steiner trained and uphold the values of anthroposophy

Through formal and informal discussions with the 2021 Class 8 students there was a common consent that students would continue on at Chrysalis for Class 9 in 2022. The students also shared that they enjoyed the wide range of activities that Chrysalis offers and value the close relationships with their teachers.



Class 8 Fire Sticks.

SUMMARY FINANCIAL INFORMATION

Recurrent Income	
Fees and Charges	\$1,172,082
Commonwealth Government Recurrent Funding	\$2,553,787
State Government Recurrent Grants	\$698,866
AIS Grants	\$59,486
Other income	\$1,760
Interest	\$2,999
	<hr/>
	\$4,488,980
	<hr/>
Recurrent Expenditure	
Employee benefits expense	\$3,474,452
Teaching materials and resources	\$226,633
Administrative expenses	\$413,355
Occupancy costs	\$174,833
Depreciation and amortisation expense	\$116,624
	<hr/>
	\$4,405,897
	<hr/>
Capital Income	\$0
Capital Expenditure	\$93,097
General Financial Items	
Total Current Assets	\$1,515,359
Total Current Liabilities	\$876,153
Total Non-Current Assets	\$1,557,840
Total Non-Current Liabilities	\$21,587
Total Equity	\$2,175,459

During 2021, the School adopted a business plan to build on the previous surplus achieved in 2020. Despite the considerable challenges of the year, the final result for 2021 was very positive with an \$83k profit, after depreciation and amortisation expenses of \$116k. Liquidity was also excellent and brings the School's cash position to a healthy state. This is the second year in a row where we have achieved a cash positive result and Management and the Board are resolute in our desire to continue to maintain this trend as we fortify our financial sustainability. Going forward, the Board and Management are presently engaged in a strategic planning process and this will be a key driver of how we deploy our financial resources for the betterment of the School in the future.



Chrysalis School for Rudolf Steiner Education

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CHRYSLIS STEINER SCHOOL
educating the whole child

Class 7 Wish, Wonder, Surprise Main Lesson.