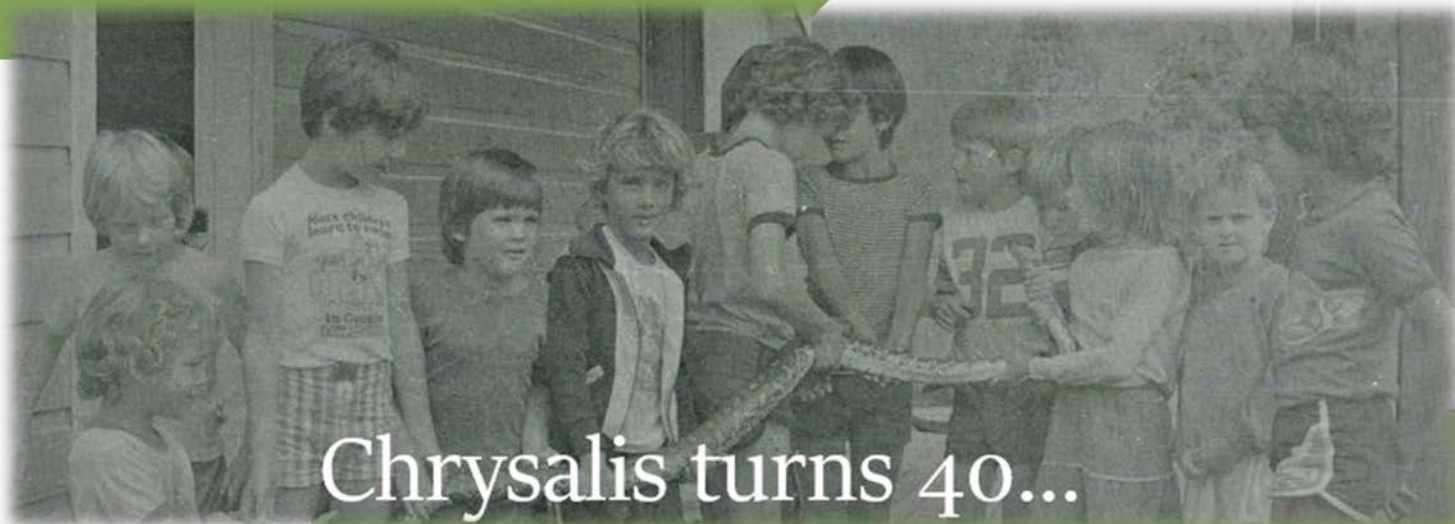


# ANNUAL REPORT 2022



Chrysalis turns 40...



**CHRYSALIS STEINER SCHOOL**  
educating the whole child

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# MESSAGE FROM KEY SCHOOL BODIES

## Report from the Chair to the Chrysalis Association

Chrysalis School achieved its goal of having classes all the way to Class 9 in 2022, which was a major achievement by the school.

The following report documents the work of the Board in 2022.

### New Staff

There were 17 new staff at the start of the year and some returning staff taking on new roles. The new year started with a lot for the management staff to do. Lisa also took on the role of Class 7 teacher until Michael arrived halfway through the year.

The Board acknowledges the amazing amount of hard work and dedication to the school shown by Lisa. In very difficult circumstances during the time that she has been at Chrysalis, she has continued her work professionally and in the best interests of the children, all without complaining. Thank you Lisa.

### Year 9

Our new year 9 found a home in the Youth Hub (when they were not on their many camps!) and had a great year there. They used the breakout spaces and music rooms. They came to the Thora campus one day a week to use the facilities and to remain connected to the school, which worked well.

### Year 10

A major milestone was reached this year when NESAs approved the year 10 registration for 2023. It was an amazing effort from all of those involved – thank you very much Lisa, Nathan, Jeremy and all other staff involved. Thank you to Nathan for your dedication to the high school project and for being such an amazing teacher that your class stayed with you for 10 years.

### High School Venue

As the Youth Hub worked so well as a venue in 2022, the Board decided to ask the Youth Hub if both Classes 9 and 10 could also be held there in 2023. Unfortunately, the Youth Hub decided that they could only house year 9 in 2023, so we were forced to look for alternative accommodation.

The Board had many discussions about where the high school should be, and it was decided that in or close to Bellingham was ideal as the year 9 and 10 students were ready for a change in environment and a bit more freedom.

The Board investigated many options, both temporary and permanent. Including:

- Purchasing a building in town,
- Buying land and building classrooms,
- Modular classrooms,
- Buying a rural property and renovating it to suit.

With a small budget and tight time frame, this was not an easy task. During this investigation we learnt something new each time we visited a property and kept refining what we were looking for.



At the end of 2022, with no prospect in Bellingden town, we looked at possibly buying some vacant land which we could start building or placing modular classrooms on. However, as this plan would take at least a year to come to fruition, a temporary solution for 2023 was required.

Eventually, it was decided that the Class 9 would be in the Youth Hub and Class 10 in Bellingden Showgrounds. The hunt for a suitable High School venue continues.

### 40th Birthday Celebrations

A highlight in the school calendar this year was the school's 40th birthday celebrations. It was an amazing day of music, art, food and theatre and was loved by all those who attended. The Board was very grateful to all those involved in bringing together this amazing event which showcased the very best of our school.



Kelley McGlashan and Gail Sprott cutting the 40<sup>th</sup> Anniversary celebration cake

### School Management Structure

In 2022 it became clear that as the school was expanding then there needed to be more support for Lisa and Jeremy. The Board approved a revised management structure in May and the school started recruiting for temporary Assistant Education Director and High School Coordinator roles to be in place by Term 3.

This was done, with Claudia and Nathan performing so well in their roles that they were made permanent at the end of the year.

## Policy and Procedures

Chrysalis launched a new App for communications in mid-2022, which is developing into the main communication hub for parents. It has been well thought out and operates successfully.

Throughout the year it became apparent that some of our policies and procedures required updating and this work has begun.

CompliSpace continues to work well as a resource and store for our critical information.

## Finance

2022 was Jeremy's first full year as Business Operations Manager for the school. He proved to be financially prudent and showcased a wide range of skills.

The schools balance sheet showed a surplus of \$329,417 which was up from \$83,083 from last year. It was great to hear from the Auditors that they were very happy with the work done by Kendal and Jeremy – thank you both.

## Infrastructure

The Board approved funding for a second-hand yurt to be purchased and installed for the school, this is being used for music lessons – as our school continues to grow its outstanding music programme.

Work was done to repair the internal roads with an asphalt seal this year.

Thank you to the maintenance staff for their work on the grounds at Chrysalis, they do a fantastic job.

## Board Members

At the AGM held in June 2022 there were no new nominees for Directors, which left six directors Cath, Nathan, Ian, Boaz, Craig and I on the board with Lisa and Jeremy as ex- officio members.

In November we invited Rowan to join us, and we were delighted that he accepted. Rowan brings extensive business knowledge and has previous board experience.

## Strategic Plan

Throughout the year work started on the formal strategic plan, however the business of running the school and managing acute issues took over.

However, through The Board's discussions we did manage to set our direction, if informally, by establishing Class 10 and acknowledging the need for a permanent home for our years 9 and 10 close to Bellingham.

We also discussed what we would like our school to become, and hopefully in 2023 the Board will formalise what a centre of excellence in Steiner education looks like so that the school grows towards it.

## David Likhaitzky Workshop

The fourth David Likhaitzky leadership workshop was held this year to which all Board members were invited. It was a real highlight, and I personally am trying every day to work with love and to

try to meet everyone as if for the first time. The professional development offered for the staff at the school is a real gift.

### Looking Forward

Looking forward the school is committed to updating and following its policies and procedures and that will serve them well for the future.

I hope that the management team can acknowledge when they need assistance and seek it out where they need to.

It will be exciting to watch the high school establish its new home.

I would like to thank Lisa and all the staff as they all go above and beyond to create an amazing experience for all the children at the school. I am truly grateful to them all.

Thank you for having me as your Board chair for the past almost two years, I wish you all the best for the future and hope that I will work with you all again one day.

Aim high Chrysalis School – you can achieve whatever you want to.

Look after and support each other as together you will achieve greatness.

Best Wishes,

Lizzie Attwood  
Board Chair  
May 2023 AGM



Lydia Chesterman, Chrysalis Alumni – Class 8 2018, HSC painting: “*The Land of the Living*”  
on display at the 40<sup>th</sup> Anniversary celebrations

## 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*

After believing we had moved past the challenges of 2021 and the pandemic, the first half of 2022 proved just as challenging. We began the 2022 school year with 17 new staff members and 23 staff members taking on new roles within the school. We were also short staffed and from the first school teaching day Covid hit our teaching staff and we struggled through for the next eight months supporting the teaching cover for our staff group that were hit hard from sickness. Despite the major disruptions to teaching and learning, the health and wellbeing of our community remained the focus. As challenging as this was, all staff rallied to ensure children at school were provided a safe and inclusive environment whilst also maintaining some routine and stability for children returning from isolation.

The staff recognized the impact of the uncertainty and feelings of anxiety caused for both parents and children and worked tirelessly to maintain teaching and learning in very difficult circumstances. Much like the health care sectors, educators found themselves dealing with never-before-seen challenges and I couldn't be prouder of how they handled the circumstances. Throughout this time, we continued to run our full program of festivals, camps, extra-curricular activities, concerts and class meetings despite how thin on the ground and stretched we were.

In addition to staffing and health challenges we had to navigate major flood events for four months of the school year and we found ourselves once again running Flood/Landslide School in four locations, as well as online, which ran for a total of 21 days in Bellinghen and 26 days in Dorriggo. In Term 2 we were able to bring our fractured community back together but still had to make major adjustments to our Education programs on multiple occasions to ensure that we could continue to run a rich and full program.

In 2022 we extended from Class 8 to Class 9, with 16 students to start the school year and 19 students at the completion of the school year. We developed a fairly mobile program that was based at Chrysalis for two days/week and housed at the Bellinghen Youth Hub for the other three days. Strengths and highlights within this new Class 9 program included the Bluesfest student interviews of some of the Bluesfest artists, the Story of Life camp, the Duke of Edinburgh award and the voluntary work within the community that comes under this award (the students all chipped in to help with the Northern Rivers Flood clean up), scuba diving as part of the D of E, the commencement of the Arnhem Land Fundraising initiative and a final canoe trip in partly handmade canoes through the woodwork program. Through the success of this new program we were able to confirm a new Class 10 program for the 2023 school year, as well as 14 students to continue into Class 9 in 2023. We are now a school that goes to Class 10 and have finally made the huge leap past Class 8. We also received registration for Class 10 for the 2023 school year.

In 2022 we employed our first High School PE teacher and through this initiative we were able to enjoy weekly PE lessons, becoming a member of the NCIS sporting schools program, a wider range of sports and sporting opportunities, as well as a hugely successful Athletics Carnival held at Chrysalis.



We continue to work with the Board on developing a Leadership framework which meets the needs of our growing school. With the expansion into Class 9 and enrolments close to 250, the Board recognised the need to appoint a High School Coordinator and an Assistant Education Director. We welcomed Nathan into the HS Coordinator role at the start of Term 3 and Claudia into the Assistant Education Director role at the same time. These roles most certainly proved their worth to help plan for and manage the everyday as well as to help us take Chrysalis into the future.

During 2022 the Leadership team began collaborative work on the Chrysalis Education Plan setting the intention that the Education Plan will inform all strategic decisions within the school. With the child at the centre of our work the Education Plan must also sit centrally within all that we do. Within the Education Plan we developed the Chrysalis Learning Wings program for Classes 1 – 6 which is able to integrate our anthroposophical work into our daily practice through everything that we do. Out of the Education Plan we were able to grow our Maths program to more practice sessions each week, turn Book Week into a major occasion, include more tailored PD opportunities for all of our teaching staff, integrate our music program into our daily classroom practices and festivals, strengthen and continue our Berry Street work, integrate our craft program into the classroom, support bus travel through paid adult supervision, train up some of the Leadership team to be able to bring Restorative Practice throughout the school, strengthen our literacy program within the early years to ensure that less intervention is needed after Class 3, introduce more aide support in the High School and continue our focus to train our teaching staff on how to meet the needs of all of our students.

Chrysalis turned 40 in 2022 and we were able to celebrate this momentous occasion through an Open Day that included music concerts, a class play, artisan workshops and stalls, a moving Welcome to Country and connection to country from some of our local Gumbaynggirr elders, speeches and sharings from our Chrysalis elders, as well as photo boards, videos and memorabilia to help capture our incredible school and its inspiring community who have dreamt it into being, kept it alive and growing, and made it what it is today. We thank all of those people who have been involved with Chrysalis, as well as all of those who supported this fabulous event. This was a special celebration that galvanised the Chrysalis community and celebrated the highlights and strengths of our wonderful school.



Uncle Bernard providing the Welcome to Country at the 40<sup>th</sup> Anniversary celebrations



In 2022 we worked hard to bring PD to our staff that could grow a deeper connection to country. We thank Uncle Tony, Uncle Micklo, Uncle Bernard and Mark Graham for all being an integral part of this work.

We welcomed many new staff in 2022 as well as some back – Zac, Bea, Kerrie, Kirsten, Kristyn, Emma, Michael, Sean, Soli, Paul, Craig, Alice, Tom, Liz, Kirsty, Rebecca and Emily.

Sadly we also farewelled Alison. We thank Alison for the 18 years of incredible service to Chrysalis and during this time introducing Bothmer gymnastics, Extra Lesson and a Movement program to Chrysalis. We also farewelled Gail who gave Chrysalis a phenomenal 20 years of service to the school. During this time Gail built the Chrysalis River Song program and carved out an incredible Early Childhood sector in the school. We also farewelled Kym from her position of Music Coordinator which she held for 18 years. During this time Kym firstly created a strings program and then a full music program at Chrysalis that has become renowned in Steiner schools across the country. Thank you to Odette for her eight years of service. Odette was an ex-Chrysalis student and made an outstanding difference to inclusivity and wellbeing at Chrysalis through her 1:1 aide work and following a group of students from Morning Star through to the end of Class 6.

Finally, I would like to thank all of the outstanding staff members who worked for and contributed to Chrysalis in 2022. It is always a gift to work with children – but it was one of the toughest years we have experienced in a school and no easy task to keep turning up day after day and giving your best. Thank you.

Thank you to our exceptional Leadership team who give their best and try their hardest in every moment of every day. Thank you to Jacquie and James for the Leadership roles that you took on in Music for the time that Kym was away.

And thank you to the Board. Thank you for the tireless hours that you contribute weekly offering your skills, expertise, humour, wisdom and care. We are truly thankful for all that you do.

Thank you,

Lisa O'Donnell  
Education Director  
May 2023 AGM



Mark Graham deepening our connection to country and the Thora Valley at our Term 3 Staff PD

## Report from the Chair of College

As a Steiner school we have been working with the seven core principles in College and in all aspects of the school. This report will reflect how we have worked with those seven core principles in College.

### 1. The Recognition Of The Unfolding Spirit Of Each Individual Informs All Aspects Of The School.

Chrysalis School engages with contemporary insights emerging from Rudolf Steiner's indications about the unfolding human individuality. We have been working with Steiner's work, such as practical advice for teachers where we look at the development of the child and how we work with the ages and stages in the light of Anthroposophy, Parsifal, Steiner's indications in form drawing, Education for special needs and Curative education. One core insight is that the individual is a threefold being of body, soul, and spirit.

Chrysalis teachers seeks to enliven the life of feeling and thinking as well as physical, social, artistic, and spiritual capacities by engaging in Personal Development days and College Development. This can be seen in our study of Steiner's works and indications such as practical advice for teachers, curative education, soul centred community, four seasons and festivals.

Chrysalis School and staff are evolving. They are able to impart meaning and purpose to their lives and creatively fulfil their unique potential. Through the Steiner's indications in College, the staff at Chrysalis are unfolding and developing their unique potentials. This is shown through the artistic work in College such as painting, drawing, singing, form drawing and craft.

### 2. Steiner/Waldorf Education Fosters Social Renewal By Cultivating Individuals Who Serve An Ethical World Future.

In College, Chrysalis staff are working with knowledge of the community and especially working towards building a reconciliation plan. We have begun our discussions and are developing relationships with local elders. Our next step is bringing outside support to College to work with all staff in bringing together a solid reconciliation plan.



National Reconciliation Week – acknowledgement of the Gumbaynggirr Nation

### 3. Anthroposophical Insights Into Child Development Guide The Educational Program And Practice.

Chrysalis School work with three developmental phases during which the physical, soul and spiritual aspects progressively integrate. Melanie Deefholts has brought the picture of child development through her talks with College and with families. Melanie has brought insight to families about child development, their milestones and challenges. Tom Brunzell brings a picture of trauma in education and working with ready to learn plans and techniques for children. This supports our work with families and communities.

The education program is inspired by the living understanding and the collegial commitment to the role of teaching as an art itself by working with child study to inform our practices and understand children and their needs. In College we work with Steiner's indication on pedagogy and how it works with our community and area we live.

### 4. Steiner/Waldorf Schools Support Creative Freedom To Teach Within The Shared Agreements Of The Schools' Collegiate.

The collegiate of teachers works collaboratively to develop, refine, and review the delivery of the educational program as the insights of the pedagogy are purposefully adapted to time and place. Individual teachers work perceptively and creatively with curriculum, pedagogy, and assessment. Ongoing teacher education in Assessment with Matthew Cunnane, Leadership and Mentoring programs, working with Tom Brunzell in Trauma and Education, as well as visits to other schools.

### 5. The Conscious Establishment Of Human Relationships Fosters Individual And Community Health.

Through our inner work with Steiner's indications and work we have been developing an understanding of each other and fostering these relationships with this work. College has time to support any questions that arise in regards to the education of children and support needed for each individual.

We are working with child study to ask questions and better understand children with Melanie Deefholts and Louise Stewart to work with the health and wellbeing of the students and staff in our school. They are working with us to develop ways to support our wellbeing with indications from Steiner's work and Anthroposophical medicine.

### 6. Spiritual Development For Sustaining Professional Growth Is An Ongoing Activity For The Collegiate Of Teachers And Staff And Is Supported By The Board.

School staff cultivate their professional learning, including inner personal and spiritual development, drawing on anthroposophical and other relevant contemporary study and research. We have worked on leadership with staff and the Board with David Liknaitzky. This brought us together in a shared understanding of our school and development of our school with staff and students.

Through Eurythmy with Diane Tatum, we developed movements and changes to festivals. We grew in our understanding of Eurythmy and how we can work with this together and with our children.



## 7. Collaboration And Shared Responsibility Provide The Foundations Of School Leadership And Governance.

During our College meetings we have been engaging in discussion as a College and then in our faculties to support pedagogy and our program and planning. The educational program is adapted by the collegiate of teachers to meet the needs of their school community in consultation with the pedagogical leadership of the school. We support in our College meeting time for Leadership to share nuts and bolts of the administrative and day to day running of the school, new policies and the new school app.

I would like to thank my colleagues for another term as College Chair. It's a great honour and I have enjoyed and continue to learn the role of College Chair. We will continue to bring Steiner's indications into our work through study and developing our core principles in all we do including an understanding in our Board meetings.

We look forward to the year and the new challenges that await us.

*Help me,*

*Become the person I have always longed to be.*

*Give me the strength to serve,*

*And the knowledge to know where I am needed,*

*The perception to step forward when the time is right,*

*And the tact to withdraw when the job is done.*

*May I be true to my ideals,*

*Flexible in the ebb and flow of daily life,*

*Yet unswerving in upholding the truth.*

*May I find joy in my interactions with others*

*And practise kindness in the face of our mutual shortcomings.*

*Help me see the eternal in each human being,*

*Thus, releasing the goodness that this world so desperately needs.*

*I offer myself as an instrument*

*Of the higher intentions of this school.*

*For I believe in the future.*

– from “Initiative: A Rosicrucian Path of Leadership” by Torin Finser

Sincerely,

Catherine van Schie  
College Chair  
May 2023



# 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 currently offer classes for children aged Kindergarten through Year 9 (in 2023 we have expanded to include Year 10). 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.



Class 8 Wilderness Walk river crossing

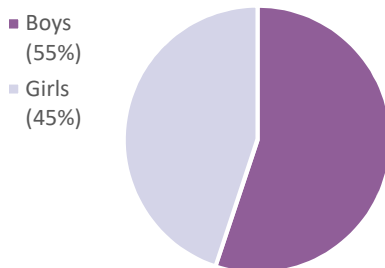
## Characteristics of our student body

Of the 196 full-time equivalent students enrolled in 2022, 55% are boys and 45% girls. 15% of our students have a language background other than English and 6% identify as Indigenous. For further student information please see <http://www.myschool.edu.au>.

### High School / Primary School / Kindergartens

	High School (Class 7 – 9)	Primary School (Classes 1 – 6)	Kindergarten (RS)
Male	30	72	6
Female	19	57	12
<b>Total</b>	<b>49</b>	<b>129</b>	<b>18</b>

### Gender balance



Class 9 Forces that Shape the Earth Camp reflection time

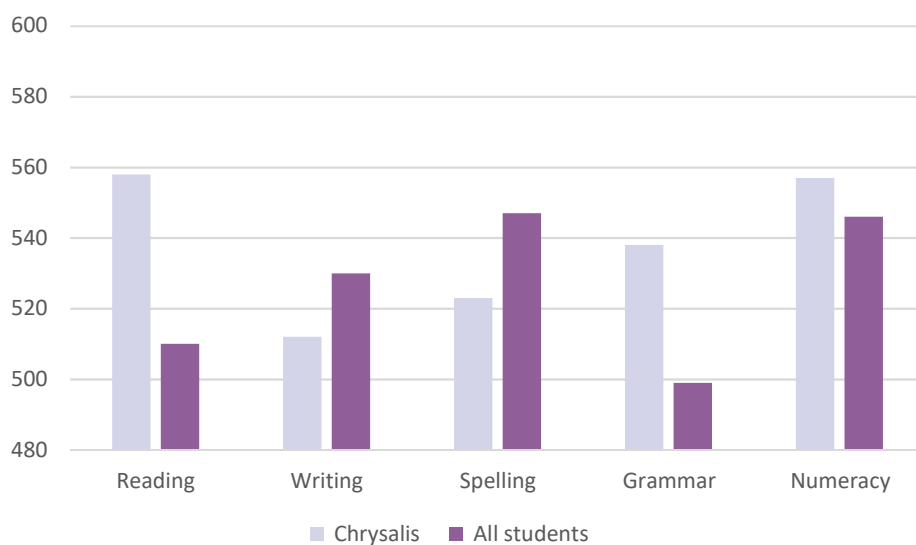


# STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2022, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nation-wide to all schools. In 2022, 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



Class 7 Lady Musgrave Island Camp sunset



# SENIOR SECONDARY OUTCOMES

## Granting of RoSA

Chrysalis is registered but not accredited with NESAs to provide classes from K-9. Reporting on RoSA results does not apply for registered schools.

In 2022 Chrysalis School did not offer Class 10. As such, students who leave Chrysalis at the end of Class 9 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, 8 and 9 meet the NESAs syllabus registration requirements and will count towards the RoSA.



Class 9 students acquiring their Pool Bronze Medallion

# 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), the Association of Independent Schools NSW (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 such 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
- Regional Early Childhood Meetings
- Eurythmy Training with Diane Tatum
- Continuing external mentoring with Greg Noakes
- EduCareDo Festival Series – Leadership Team

## Subject and General Teaching related

- Differentiation within the Classroom: Utilising and working with Aides
- Artistic professional learning: Woodwork, leatherwork, blackboard drawing, claywork and sketching
- AIS Literacy and Numeracy Action Plan (LNAP)
- Connection to Country: Managing Fire

## WHS and Wellbeing related

- Berry Street – Trauma Informed Awareness Education Model – with Tom Brunzell
- Restorative Practice Training – Leadership Team
- Developing the Self wellbeing and therapeutic work – whole school
- LawSense – Duty of Care, managing and working with parents and students, financial and operations
- ADHD, Autism and Cognitive Diversity training
- AIS Mandatory Reporting Training – whole school
- First Aid and Bronze Medallion training
- Mental Health First Aid training

## Governance and Leadership Development related

- SEA – Governance Training for Boards
- SEA – Governance, Leadership and Management (GLaM)
- SEA – Leadership Circle – Leadership Team
- SEA – Leading the Change in Leadership
- SEA – Mentor Development Program
- David Liknaitzky Leadership Work and Mentoring Development
- Developing the Self – Leadership Support

Description of the Professional Learning Activity	Number of staff participating
Glenaeon Intensives for Classes 1 – 6	10
Steiner High School Teacher intensives online	13
Early Childhood Regional Conferences	2
Eurythmy Training with Diane Tatum	42
Continuing external mentoring with Greg Noakes	6
EduCareDo Festival Series – Leadership Team	5
Developing the Self Developing the World: College work	20
Differentiation within the Classroom: Aides, NCCD work, Autism, ADHD, Cognitive Diversity	20
Artistic professional learning: Woodwork, leatherwork, blackboard drawing, claywork and sketching	20
ALS Literacy and Numeracy Action Plan (LNAP)	6
Connection to Country: Managing Fire	2
Berry Street – Trauma Informed Awareness Education Model – with Tom Brunzell	4
Restorative Practice Training – Leadership Team	3
Developing the Self Developing the World: wellbeing and therapeutic work – whole school	43
LawSense – Duty of Care, managing and working with parents and students, financial and operations	2
ALS Mandatory Reporting – whole school	43
First Aid and Bronze Medallion training	16
Mental Health First Aid	5
SEA – Governance Training for Boards	7
SEA – Governance, Leadership and Management (GLaM)	5
SEA – Leadership Circle	2
SEA – Leading the Change in Leadership	1
SEA – Mentor Development Program	1
David Liknaitzky Leadership Work and Mentoring Development	10
Developing the Self – Leadership Support	5

## Teacher Accreditation Status

Level of Accreditation	Number of teachers
Conditional	0
Provisional Teacher	1
Proficient Teacher	20
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	21
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.



Pysanky Eggs – samples of students work from Town School during the floods



## WORKFORCE COMPOSITION

In 2022 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 Primary, Secondary, Music, and Learning Support, as well as the Chair of the College of Teachers.

Staffing levels for 2022 are shown in the following table:

Position	Number	FTE*
Education Director	1	1.0
Classroom Teachers	20	16.3
Classroom Assistants	11	5.3
Administration	5	4.2
Building and Maintenance	2	1.2

\* FTE (Full Time Equivalent)

In 2022, 72% of our staff were female and 28% male.



Morning Star Harvest Festival grinding the buckwheat grains

# STUDENT ATTENDANCE

## Average Attendance Rates

Class	2022 Year Average
Morning Star	92.2%
River Song	84.6%
Class 1	83.3%
Class 2	84.4%
Class 3	88.1%
Class 4	84.5%
Class 5	88.6%
Class 6	89.0%
Class 7	86.3%
Class 8	89.2%
Class 9	92.5%
School Average	87.55%



Class 3 begin their journey with the Violin

## Student Attendance Policy

<b>Source of Obligation</b>	<p>The NSW Registration Manual (3.8) requires the Education Director of the School to keep a register, in a form approved by the Minister, of the daily attendances of all children at the School.</p> <p>The NSW Registration Manual (3.6.2) requires the School to provide a safe and supportive environment by maintaining a student attendance register.</p>
<b>Daily Attendance Register</b>	<p>The School keeps a register of the daily attendance of all students at the School SchoolPro Attendance.</p> <p>Attendance registers are in a form approved by the Minister for Education, and compliant with the <a href="#">Attendance Register Codes</a>.</p> <p>The register of daily attendance records the following information for each student:</p> <ul style="list-style-type: none"> <li>• daily attendance</li> <li>• absences</li> <li>• reasons for absences</li> <li>• documentation to substantiate reasons for absences.</li> </ul> <p>The attendance register also includes information about any students granted an exemption from attending school. Refer to our <a href="#">Exemption from Attending School Policy</a>.</p>
<b>Monitoring Daily Attendance</b>	<p>The School has implemented the following systems and procedures in order to monitor the daily attendance of students and identify absences from the School:</p> <p>Link to Student Attendance Procedure.</p>
<b>Analysing Student Attendance Data</b>	<p>Chrysalis Steiner School has processes in place for monitoring student attendance data.</p> <p>Refer to our <a href="#">Student Achievement Data</a> policy.</p>
<b>Following Up Unexplained Student Absences</b>	<p>The School has implemented the following systems and procedures to follow up on unexplained absences from School:</p> <p>Refer to Student Attendance Procedure.</p>
<b>Unsatisfactory Attendance Intervention Strategies</b>	<p>The School has implemented the following strategies to improve unsatisfactory attendance and student engagement in school and learning:</p> <ul style="list-style-type: none"> <li>• Where a student is unsatisfactorily absent from school, the School will contact the parents directly to seek an explanation and to remind parents of their child's obligation to attend school.</li> </ul>

	<ul style="list-style-type: none"> <li>Where parents repeatedly fail to inform the School of absences they will be contacted directly seeking an explanation and to remind them of their obligation to report absences.</li> </ul>
<b>Records of the Register of Daily Attendance</b>	The register is retained for a period of seven years after the last entry is made, and copies of information in the register are stored off-site at regular intervals.
<b>Implementation</b>	The Education Director, Office Administrative Assistant and Enrolment Officer are responsible for the effective implementation of this Policy.

### Policy Information

Policy downloaded from CompliSpace 27 June 2022.



# SCHOOL ENROLMENT POLICIES

Chrysalis School for Rudolf Steiner Education is an inclusive, secular, co-educational K–9 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 Director'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 Director 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 Director 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 Director or Business Operations 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: The Department of Education (Exemption from School – Procedures, published 2015) has 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 Director (or delegated authority in ED 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 Director (or delegated authority in ED absence) using the Application for Exemption from Enrolment at School Form, and be approved by the Education Director. If approved the Education Director 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 Director (or delegated authority in ED absence) using the Application for Exemption from Attendance at School Form, and be approved by the Education Director (or delegated authority in ED absence). If approved the Education Director 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 Director (or delegated authority in ED 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 paid 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 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 term's 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 Application to Enrol Form (online)  
 Withdrawal From Chrysalis Steiner School (online)  
 Application for Exemption from Attendance at School Form

### Related Policy and Procedures

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 Student Discipline Policy  
 Chrysalis School Privacy Policy

### Policy Information

Policy available online on the school's website <https://chrysalis.nsw.edu.au/info/policies/>

## 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.

Following on from the School's 2021 implementation of CompliSpace Policy Connect as its primary source of policy documentation to help ensure information was current, further policies were updated in 2022 in order to register for Stage 5.

### Policy Changes in 2022

Policies	Changes in 2022	Access to full text
<p><b>Student Attendance Policy</b> The School keeps a register of the daily attendance of all students at the School SchoolPro Attendance.</p> <p>Attendance registers are in a form approved by the Minister for Education, and compliant with the <a href="#">Attendance Register Codes</a>.</p> <p>The register of daily attendance records the following information for each student:</p> <ul style="list-style-type: none"> <li>• daily attendance</li> <li>• absences</li> <li>• reasons for absences</li> <li>• documentation to substantiate reasons for absences.</li> </ul> <p>The attendance register also includes information about any students granted an exemption from attending school. Refer to our <a href="#">Exemption from Attending School Policy</a>.</p>	<p>Utilising CompliSpace Policy Connect, the School updated the Attendance Policy to include:</p> <ul style="list-style-type: none"> <li>• Roles responsible include Administration staff.</li> </ul>	<p>The full text can be found above under the section <b>STUDENT ATTENDANCE</b> above and accessed in hard copy through calling the school office, or online at the school's website <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>
<p><b>Exemption from Attending School Policy</b> The School has developed policies and procedures for the Education Director's exercise of the delegated powers with respect to certificates of exemption, in accordance with the <a href="#">Exemption from School – Procedures</a> published in 2015 by the NSW Department of Education and Communities (as it was then known), to the extent to which they are relevant to non-government schools.</p>	<p>Utilising CompliSpace Policy Connect, the School updated the Exemption from Attending School Policy to include:</p> <ul style="list-style-type: none"> <li>• Records of the exercise of the exemption delegation, including copies of all certificates of exemption issued under</li> </ul>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>



	the delegation, are retained by the School and stored in SchoolPro and the individual student file Z:/STUDENTS	
<p><b>Bullying Prevention and Intervention Policy</b> Bullying is not tolerated at Chrysalis Steiner School.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> <li>• bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians</li> <li>• 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 to recognise bullying and respond appropriately</li> <li>• bullying response strategies are tailored to the circumstances of each incident</li> <li>• staff establish positive role models emphasising our no-bullying culture</li> <li>• bullying prevention and intervention strategies are reviewed on an annual basis against best practice.</li> </ul>	<p>Utilising CompliSpace Policy Connect, the School replaced the Anti Bullying Support Procedure and Guidelines in its entirety by the Bullying Prevention and Intervention document.</p> <p>In 2022, edits include:</p> <ul style="list-style-type: none"> <li>• Removal of reference to student diaries (Strategies) and inclusion of restorative practice (Responding to Bullying)</li> </ul>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>
<p><b>Student Discipline (Behaviour Support Policy)</b> 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>Utilising CompliSpace Policy Connect, the School's Behaviour Support Policy was replaced in its entirety by the Student Discipline Policy in 2021. This Policy is earmarked for further review in 2023.</p>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>

### Access Arrangements for Separated Parents and Guardians

The separation of parents can be extremely traumatic, especially for the children involved. Whilst many separations are amicable, others can result in serious disputes between parents/guardians including the creation of court sanctioned custody arrangements.

Unless the School is aware that parents/guardians have separated and the status of the separation (including whether there are court orders in place) the safety, wellbeing and development of the child and other students and/or staff may be at risk. In addition, the separation, if not properly managed by the School, may affect the best educational interests of the child.

Utilising CompliSpace Policy Connect, the School created the Access Arrangements for Separated Parents and Guardians Policy to include:

- Parental Access to Student Information
  - Pick Up of Students at the School
  - Parental Involvement in School Activities
  - Staff Responsibilities
- All access will relate to court sanctioned custody arrangements and if there is reason to believe the child's safety may be at risk, the School will withhold the student until further instructions are received from the appropriate parties.

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/>

### Disability Discrimination

Chrysalis Steiner School is committed to providing a safe and educationally supportive environment that values and encourages participation by all students and workers, including those with disabilities.

It is our policy that:

- students with disabilities can participate in education and training without discrimination
- students with disabilities have opportunities to access the School curriculum and achieve educational outcomes, in the same manner as students without disabilities
- reasonable adjustments will be made where necessary, to ensure students with disabilities are able to participate in all activities available to students without disabilities (these reasonable adjustments will be made in

Utilising CompliSpace Policy Connect, the School created the Disability Discrimination Policy to include:

- Discrimination, Harassment and Victimisation
- 'Same Basis' Opportunities
- Reasonable Adjustments
- Disability Information
- Complaints
- Staff Responsibilities
- Implementation
- Documentation
- Discipline for Breach of Policy

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>conjunction with the Learning Support Coordinator, Classroom Teacher and Executive Team)</p> <ul style="list-style-type: none"> <li>• individualised programs will be developed for students with disabilities in consultation with parents/carers and relevant experts</li> <li>• all processes are accessible and transparent</li> <li>• disability discrimination prevention strategies are reviewed on an annual basis against best practice.</li> </ul>		
<p><b>General Supervision Policy</b></p> <p>Chrysalis Steiner School is committed to providing a safe environment for all our students when they are in the care of the School.</p> <p>It is our policy that:</p> <ul style="list-style-type: none"> <li>• supervision is provided to students having consideration to the degree of care needed for the protection of students and having regard to:             <ul style="list-style-type: none"> <li>○ their age, skill and experience</li> <li>○ any physical and/or intellectual impairments</li> <li>○ existing medical conditions</li> <li>○ known behavioural characteristics</li> <li>○ the nature of activities being undertaken and hazards</li> </ul> </li> <li>• supervising staff receive first aid training and adequate first aid facilities are available having regard to the nature of the activities being undertaken (refer to our First Aid Policy)</li> <li>• at least one (1) supervising staff member on remote outdoor camps receive wilderness first aid or remote area first aid training</li> <li>• accidents and incidents are promptly dealt with through appropriate treatment and/or intervention</li> <li>• material accidents and incidents are recorded, and corrective action implemented where required (refer to policies relating to reporting of safety hazards and capturing records of student injuries).</li> </ul>	<p>Utilising CompliSpace Policy Connect, the School created the General Supervision Policy to include:</p> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Playground Supervision</li> <li>• Before and After School Supervision</li> <li>• Implementation</li> <li>• Discipline for Breach of Policy</li> </ul> <p>In 2022, edits include:</p> <ul style="list-style-type: none"> <li>• School's Policy (first aid training), and</li> <li>• Before and After School Supervision (removal of examples)</li> </ul>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website</p> <p><a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>

### Playground Supervision and Inspection Policy

Chrysalis Steiner School is committed to providing a safe environment for all our students.

It is our policy that:

- playgrounds are regularly inspected for potential safety hazards and suitably maintained
- playgrounds are supervised by staff immediately before and after school, during recess and lunch
- first aid facilities are readily available at all times
- student injuries and any near misses are recorded via our online Safety Incident Form

Utilising CompliSpace Policy Connect, the School created the General Supervision Policy to include:

- Inspections and Maintenance
  - Related Safety Policies
  - Playground Supervision
  - First Aid
  - Staff Responsibilities
  - Implementation
- In 2022, edits include:
- Roles identified under Inspections and Maintenance

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/>

### Complaints Policy and Procedures

Complaint handling in Chrysalis School is fair, efficient and accessible. The School seeks a respectful and productive workplace culture where parents, carers and staff can raise their concerns directly.

In 2022, edits include:

- Roles responsible

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/>

### Child Protection Policy

The role of Chrysalis School in child protection is to protect children and young people from risk of harm and to promote and safeguard the safety, welfare and well-being of children and young people.

Teachers and other staff who have direct involvement with the supervision of children are required to report suspected risk of harm from abuse and neglect to the Department of Communities and Justice.

It is also the role of Chrysalis school to provide appropriate preventative programs (e.g. Protective Behaviours, cybersafety) that aim to protect children and young people from abuse, assist them to seek help effectively and to develop skills for positive, non-coercive relationships. Further to this, Chrysalis facilitates parent education workshops and presentations

Utilising CompliSpace Policy Connect, the School created the Child Protection Policy to include:

- Executive Summary
- Child Abuse and Harm Definitions, Identification and Initial Responses
- Duty to Protect Students from Child Abuse or Harm
- Mandatory Reporting of Child Abuse or Harm to DCJ
- Mandatory Reporting of Child to Police

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>targeted to reduce the risk of harm to students.</p>	<ul style="list-style-type: none"> <li>• Reportable Conduct of Staff, Volunteers or Others</li> <li>• Detecting, Reporting and Addressing Grooming Behaviours</li> <li>• Staff and Student Professional Boundaries</li> <li>• Working with Children Checks</li> <li>• Information Sharing</li> </ul>	
<p><b>Privacy Policy</b> As a key part of our compliance obligations we have developed a Privacy Policy that is published on our public website and outlines the circumstances in which we collect personal information, how we use and disclose that information and how we manage requests to access and/or change that information.</p> <p>We have also appointed a Privacy Officer who is responsible for managing privacy queries and complaints as well as privacy breaches. The Business Operations Manager is our Privacy Officer.</p>	<p>Utilising CompliSpace Policy Connect, the School created the Privacy Policy to include:</p> <ul style="list-style-type: none"> <li>• Executive Summary</li> <li>• Our Privacy Policy</li> <li>• Changes to our Privacy and Information Handling Practices</li> <li>• Notifiable Data Breaches</li> </ul>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website  <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>
<p><b>Code of Conduct for Parent and Guardians</b> Chrysalis is committed to providing a caring, nurturing and safe teaching and learning environment for the benefit of the students, staff, and parents and guardians of all our families. Within the wider educational context, and consistent with Chrysalis School's ethos, policies and practice, we strive for supportive and harmonious outcomes. Violation of law and non-adherence to Chrysalis School's codes of conduct will not be tolerated.</p>	<p>In 2022, edits include:</p> <ul style="list-style-type: none"> <li>• Roles responsible</li> <li>• Link to Chrysalis Complaints Policy and Procedures</li> <li>• Consequences of Breaching the Code of Conduct for Parents and Guardians</li> </ul>	<p>The full text can be accessed in hard copy through calling the school office, or online at the school's website  <a href="https://chrysalis.nsw.edu.au/info/policies/">https://chrysalis.nsw.edu.au/info/policies/</a></p>

## Policies Available on the School Website

On the Policies page on the School website, found here: <https://chrysalis.nsw.edu.au/info/policies/> are the links to the Chrysalis School Policies that relate to the student's life within the learning community of Chrysalis Steiner School as well as policies concerning the role as a parent within the school community.

### Enrolment

- Enrolment Policy
- Student Attendance Policy
- Exemption from Attending School Policy

### Student Welfare and General Safety

- Access Arrangements for Separated Parents and Guardians
- Disability Discrimination
- General Supervision Policy
- Playground Supervision and Inspection Policy

### Anti-Bullying

- Bullying Prevention and Intervention

### Student Discipline (Behaviour Support)

- Student Discipline Policy
- Code of Conduct For Students

### Reporting Complaints and Resolving Grievances

- Complaints Policy and Procedures
- Whistleblower Policy

### Privacy

- Executive Summary
- Our Privacy Policy
- Changes to our Privacy and Information Handling Practices
- Notifiable Data Breaches

### Safe Environment Policies

- Child Protection Policy and Procedures
- Inclement Weather Policy – Flood 2021
- Bushfire Preparedness Policy

### Parent Code of Conduct

- Parent and Guardian's Code of Conduct

**Policy Page**  
Updated June 2022

In addition to the School's policies and procedures, the legal entity of Chrysalis School for Rudolf Steiner Education Ltd has its own Constitution.

# SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

2022 was the first full year under the management of the new executive team consisting initially of Lisa and Jeremy. As the school was in a period of growth, the operational challenges highlighted a need for managerial support. The school saw an opportunity to expand the management team and appointed Claudia as Assistant Education Director.

The School also began Stage 5 operations with Class 9 commencing in 2022. With the High School now covering three classes, a High School Coordinator was needed and following a recruitment process, Nathan was appointed and continues this important work.

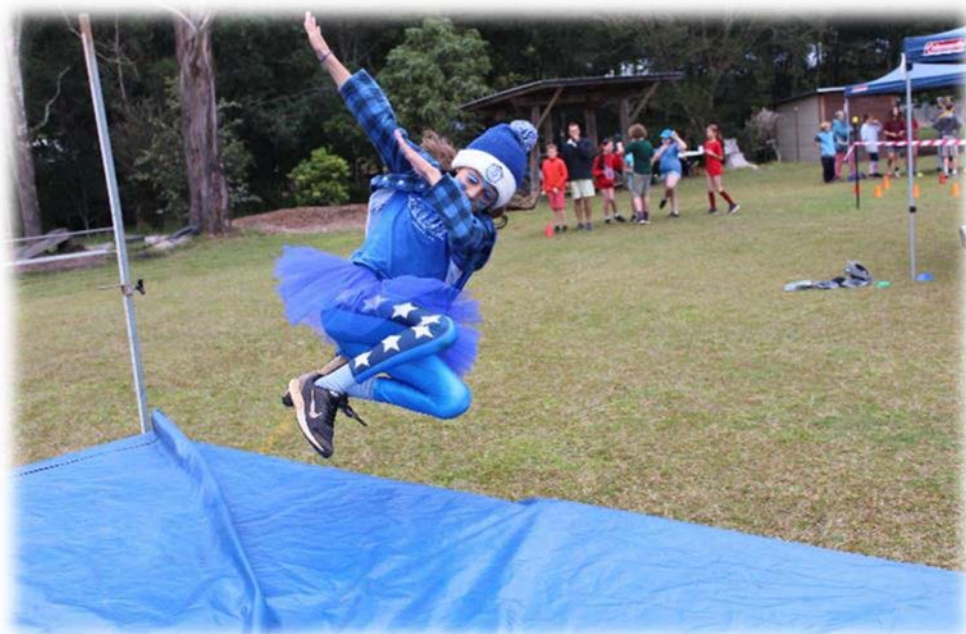
These two roles have created capacity in leadership and greatly assisted the smooth operations of the school.

## Pedagogy

With Class 9 being taught in town at the Youth Hub, Chrysalis became a three campus school, operating Morning Star at the Bellingin Childrens Centre, Class 9 at the Bellingin Youth Hub and Classes K – 8 at our Thora campus. The school also achieved its highest ever enrolments as the new class saw our numbers go above 200 for the first time.

2022 also saw our Class 10 program approved for the 2023 school year. In preparation for this exciting growth of our school, the School negotiated to continue utilising space in the Bellingin Youth Hub for the offsite teaching component, as well as exploring temporary leases for 2023 for the further expansion whilst new campus ideas are solidified to ensure we can accommodate the Stage 5 curriculum requirements.

A PDHPE and Duke of Edinburgh Award Coordinator commenced in the 2022 School Year. This appointment enabled the school to participate in local sporting competitions, students from Class 6 to 9 had regular PE lessons led by a specialist and Class 9 students embarked on the D of E program.



Athletics Carnival – freestyle high jumping

Learning Wings was 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 Individual Education Plans within the classroom. Further Professional Development will be provided to teacher aides to facilitate training specifically targeted to equip staff to better support the students and teachers in order to meet NCCD guidelines. 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. Our Maths curriculum is developing and we have identified a need for professional development for staff and incorporation of daily practice sessions which will be designated to revision and repetition. The School strives to ensure that we differentiate our offerings so as to cater to all students. Whether they be gifted and talented, have cognitive diversity or be aural and kinesthetic learners, we recognise that we need to be prepared to meet all students in their capacities.

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 and 2021 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. This work is important and will be ongoing as, through our reflective practice we have been able to deeply embed 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 returned to Chrysalis to provide valuable mentoring to our Staff. We aim to follow on from Greg's important work with the implementation of a mentoring program to meet and support all our teachers and leaders. 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 continued in 2022 with further regular visits and practice from Diane Tatum. Melanie Deefholts visited throughout the year to deepen our understanding of Child Study and develop our Health and Wellbeing Whole School Program, as well as provide Student, Staff and Parent education sessions.

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.



Class 3 Building Main Lesson – Shelter project



## Operations

Following on from the tumultuous year that was 2021, 2022 presented many challenges as we had unprecedented staffing shortages due to Covid related absences and an environment of heightened ill health. Covering these staffing deficiencies was costly from both a financial and social perspective. Town School operations caused by the floods and landslides, also meant that we had increased venue hire and required extra resourcing. We ran our new Class 9 camps program which, whilst fulfilling and highly successful, was extensive and added to the camps cost base.

Despite these considerable challenges, the final financial result for 2022 was a surplus and is on trend to maintain our school's financial sustainability. Maintaining a surplus three years running will prove essential for Chrysalis as the school will need to invest in the high school operations in the coming two years. The capital that we are building will inevitably be drawn upon for our expansion. Sustaining a solid cash base now will provide a financial foundation for the future.



Chrysalis School bridge flooding required Town and Dorrigo Flood School campus facilitation

## Staffing

Chrysalis commenced the 2022 school year still in the grips of the Public Health Order. Our operations were adhering to the restrictions placed upon all NSW schools as our society worked towards protecting the population from the Covid-19 pandemic.

Following on from the fallout of the PHO related staff exodus of 2021, Chrysalis welcomed 17 new staff to the team. Most of these new additions were highly successful and are still with us today however, sadly some of the new team members did not see out 2022.

## School Campus and Facilities

Throughout 2022 Chrysalis made incremental upgrades and improvements to our school grounds.

We added a new yurt structure to the mid level above administration. This was purchased second hand and repurposed to our campus. The work was carried out by Chrysalis community member, Simon Kneen, who drove all the way to Canberra and deconstructed the building, flat packed it onto trucks and transported it back to Thora. It was then reconstructed and upcycled to become our fabulous new space that we are presently using as a meeting and music room.

The past three years of La Nina weather patterns have brought significant rainfall which has impacted the schools roads. This resulted in damage and there was a pressing need to resurface some areas which we contracted to complete in December. Following this we had all lanes and carpark spaces relined to freshen up the Chrysalis roadways.

Our annual painting program continued with the kitchen and marimba room receiving a fresh coat. The kitchen welcomed the new look as the Food Tech program expanded in 2022 with the addition of the Class 9 program.

Class 9 was embedded into the Bellingen Youth Hub three days per week with this collaboration proving to be very successful for the School and the Hub. The other two days they came to the Thora campus, taking their classes in the Science room. The room adjoining the Science room became the Chrysalis Band room with a permanent instrument setup that was utilised extensively as the band practice space and high school jamming area.

## Compliance and Fee Management

The School continues to expand its use of 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.

2022 saw further families take up the offering of Edstart, which 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 School's cashflow and Edstart provided the solution.

# INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

In 2022, initiatives promoting Respect and Responsibility played a key role within our school.

For the 2022 school year we started the year with a smoking ceremony led by local Chrysalis staff in the Gumbaynggirr tradition and language. 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 Micklo visit us for the Chrysalis 40<sup>th</sup> Anniversary celebration as well as joining the Class 8 for a special chapter within their Wilderness Walk. Uncle Bernard joined us for the Cathedral Rocks camp, Class 4 Local Surrounds Main Lesson, as well as for the 40<sup>th</sup> celebrations and Uncle Tony joined us for the Chrysalis 40<sup>th</sup> celebration as well as to help out with stories and creature making in Morning Star.

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 2022, we continued to follow 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.

2022 proved to be another challenging year where floods, landslides and COVID interruptions stole us away from our routines and rhythms at times, but we did make progress and were able to complete our Professional Learning with Berry Street and we were able to enjoy reverent festivals, assemblies and class practices across the school.





Winter Festival labyrinth

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 continued 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 worked on our 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 Developing the Self Developing the World continued to work with Chrysalis throughout the year 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 9, as well as parents from K – 9 and teachers across the school. In 2022 Melanie responded to parent feedback and worked more consciously with the role of technology, and addictions such as vaping, in the lives of teenagers. She worked with “Spirit led Community” in College over several sessions. Melanie also supported us through many 1:1 Zoom sessions in which teachers could seek out advice for individual students and their class as a collective.

In Term 3, three members of the Leadership team trained in Restorative Practice. This training was then able to support staff and students through restorative practices and bring about a culture of Respect and Responsibility for all.

We made a major leap forward again in 2022, despite the COVID-19 implications and natural disasters. We have enjoyed hearing feedback from the community and know that through our striving we will bring the difference that was hoped for.



## 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 2022, due to the significant disruptions caused by natural disasters and ongoing management of health and wellbeing through COVID-19, the decision was made to postpone the surveys until next year. Therefore, for 2022, 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.

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.



Class 6 performing their play Alice in Wonderland

All feedback received in 2022 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 was recruited to bring more sport into the school
- Chrysalis participated in three NCIS sporting events
- The music department worked in with the whole school to bring a richness and depth to all of our Festivals
- Flood School was run in four locations with an online option also available
- Parent talks and information sessions were held on the use of technology, vaping and addictions
- Communication apps to be used for Class Information in order for parents to access
- We put a great amount of time and effort into our 40<sup>th</sup> celebration to bring the Chrysalis community together: Visions from the past, present and into the future.
- Class 9 students worked within the local community to volunteer for Riversounds Festival.
- Class 9 attended a Community Leadership Forum: Positive Change for the Future
- Class 9 attended Bluesfest and filmed and interviewed artists. This footage went viral and assisted Bluesfest with their promotional work.
- We designed a Winter Festival for Classes 3 – 9 to bring the whole school together.
- 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 2022 Class 8 students there was a common consent that students would continue on at Chrysalis for Class 9 in 2023, as well as all the inaugural Class 9 students continuing on to Class 10 in 2023. The students shared that they enjoyed the wide range of activities that Chrysalis offers and value the close relationships with their teachers.

## SUMMARY FINANCIAL INFORMATION

<b>Recurrent Income</b>	
Fees and Charges	\$1,250,577
Commonwealth Government Recurrent Funding	\$2,831,056
State Government Recurrent Grants	\$748,652
AIS Grants	\$83,090
Finance income - interest	\$5,874
Other income – incl. Bad Debts recovered	\$8,019
	<u>\$4,927,268</u>
<b>Recurrent Expenditure</b>	
Employee benefits expense	\$3,537,644
Depreciation and amortisation expense	\$104,687
Teaching materials and resources	\$336,425
Occupancy costs	\$211,719
Administrative expenses	\$400,903
Bad Debt Expense	\$6,473
	<u>\$4,597,851</u>
<b>Capital Income</b>	
	\$0
<b>Capital Expenditure</b>	
	\$17,456
<b>General Financial Items</b>	
Total Current Assets	\$1,685,752
Total Current Liabilities	\$619,665
Total Non-Current Assets	\$1,470,608
Total Non-Current Liabilities	\$31,819
Total Equity	<u>\$2,504,876</u>

During the past three years many families have been placed under financial stress due to the Covid-19 pandemic, extreme weather events and the prevailing economic climate. During 2022 the school commenced the process of actively working with families under stress to offer access to debt factoring which extends beyond the term of the child's education. The uptake of this option has been encouraging

The ongoing impact of Covid-19 and extreme weather events saw the school incur additional wages expense through the need to hire casual workers, and increase the load of existing staff, to continue to operate during lockdowns as well as school closures due to landslides and inaccessibility. Remote learning ran in conjunction with onsite learning to ensure continuity in learning for all students. Additionally the Public Health Order (Education and Care Workers), and its ramifications, created significant additional human resourcing demands on the school, as well as significant recruitment costs. Revenue and expenses were also impacted by severe weather events in the early 2022 year where families were again impacted by floods and associated landslides which isolated many families for extended periods. These events rendered the School inaccessible for a significant number of days during the 2022 year where children were unable to access the Thora campus. Chrysalis provided temporary schooling sites in Dorrigio and Bellingen, as well as supplying resources for remote learning opportunities.

During 2022, the School adopted a business plan to build on the previous surplus achieved in 2021. Despite the considerable challenges of the year, the final result for 2022 was very positive with a \$329k profit, after depreciation and amortisation expenses of \$104k. Liquidity was also excellent and brings the School's cash position to a healthy state. This is the third year in a row where we have achieved a cash positive result and Management and the Board are resolute in its desire to continue to maintain this trend as we fortify our financial sustainability and plan to invest in the expansion of the High School. 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.



Building the Physical Body of Chrysalis School 40 years ago... now it's time to dream into a new campus!





# CHRYSLIS STEINER SCHOOL

educating the whole child

"Give me a place to stand  
and with a lever  
I will move the whole world,"  
- Archimedes

