



ANNUAL REPORT 2017



CHRYsalis STEINER SCHOOL
educating the whole child

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INTRODUCTION

**"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

Steiner (or Waldorf) education is based on the philosophy of Austrian philosopher, scientist and educator Rudolf Steiner. It has stood the test of nearly 100 years and is practiced in over 1000 schools worldwide, including more than 50 in Australia. Chrysalis School is an active member of our peak professional body, Steiner Education Australia (SEA). The curriculum fulfils all the requirements of 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, artistic, academic, physical and spiritual. By taking into account the developing human being spiritual nature, we honour and develop both what is unique and universal in each person.

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

2017 started off with a staggered start. With heat days in week 1 and 2, the rhythm of the school year took its time to find its feet from the summer holidays. As with most beginnings of the school year there were new families to meet, new staff to greet and most of all the heralding in of the children to their new class year.

In 2017 we continued on from last year's theme of "Seeing with new eyes". This was aligned during the year at our in-services and at the College of Teachers meetings. In February we started the year with 191 students from Kindergarten to year 8, finishing the year with 186 students. The primary class sizes ranged from 17-27, with Class 7 holding a steady 16 students at the end of the year and Class 8 with a class of 13 students. The early childhood area continues to grow, with the very early age playgroups 0-4 years old finishing the year with up to 40 families involved. Morning Star had a drop in students from 2016 to 10 students, and River Song had 21 students during 2017.

During 2016 the Board directed the managers to investigate the possibility of a class 9 for 2017 and into the future. A feasibility study was led by an external consultant, working with a group of parents and board members as information and processes were developed. This process continued into 2017. There was agreement by the board that there wouldn't be a year 9/10 for 2018.

The Annual Report to NESA and the School Community provides reliable and objective information about the 2017 school year.

The 2017 Annual Report provides information on student performance, statements on policies such as enrolment, behaviour management and student welfare, as well as data on retention, financial performance and commentary on performance against goals for the year.

Vision

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

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

Mission

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

Chrysalis School Ethos Statement

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

The ethos of Chrysalis School encompasses the following:

- a. Anthroposophy. We endeavour that the principles of anthroposophy are alive within the school. Anthroposophy is the wellspring from which Steiner education springs.

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

A school wide process was undertaken during Terms 3 and 4 where a collaborative approach to behaviour and values for students, staff and parents was initiated. From this, a school wide behaviour expectation ideal has manifested as well as a cultural framework for staff to work within.



Chrysalis – School Behaviour Expectations

At Chrysalis we believe everyone has an opportunity to learn and grow in a safe and caring manner, showing respect and gratitude for all.

Strive to learn and grow



At Chrysalis we strive to learn and grow.

We are actively engaged in learning and doing.

We take initiative

We take an interest in the "other"

We put effort into the things we do

Respect



Our highest endeavour is to respect every aspect of the school journey.

We respect ourselves, others, our learning, and everything in our environment (property, students, teachers and community)

Caring and Safety



At Chrysalis we care about others, our community, our environment and ourselves. We strive to create a safe place for all.

We behave in a safe manner in all areas of the school environment

We feel comfortable and confident in taking risks in the school environment

We care about ourselves, peers, staff family, learning relationships, environment, equipment and property.

Gratitude



At Chrysalis we practice gratitude and positivity. We are thankful for the learning and social opportunities offered.

We show appreciation for the whole school, its community and its environment.

BOARD OF GOVERNORS

One of the first buildings to come to our current site in 1982. This is the current woodwork room adjacent the administration building.



Chairman's Report

It is a great honour to be writing my first annual report as the Chair of the Chrysalis School Board of Governors. It is my third year on the Board and it has been rewarding to be part of the board with oversight of the governance of Chrysalis and the many things happening around the school.

We came to the AGM last year with Mat Birch finishing his last year as Chair, he had put in many years of hard work and has been a great mentor for myself. Paul Spillane came back onto the board and was elected Chair, Paul has been at the school for many years and a board member for a many years also. We also lost James Deefholts to Cape Byron Steiner School, and gained Sean Daniels as the Chair of the College. I would like to take this opportunity to thank the directors for their continued effort, input and stability. We currently have 6 Directors; Kerrie Schreenan, Gail Sprott, Kay Mandel, Scott Collins, Sean Daniels and Daniel Finney.

The Board meetings have been full with great discussions, most decisions are made by consensus rather than voting because of the open conversations that happen as part of those discussions. We currently have people interested in becoming Directors and think this is a credit to our school that even with people's busy lives they still want to serve and strengthen their connection with their school and community. It is with sadness that we say goodbye to Kay as her family and her move on in the next chapter of their lives. She has been a diligent director and has contributed lots she will be missed.

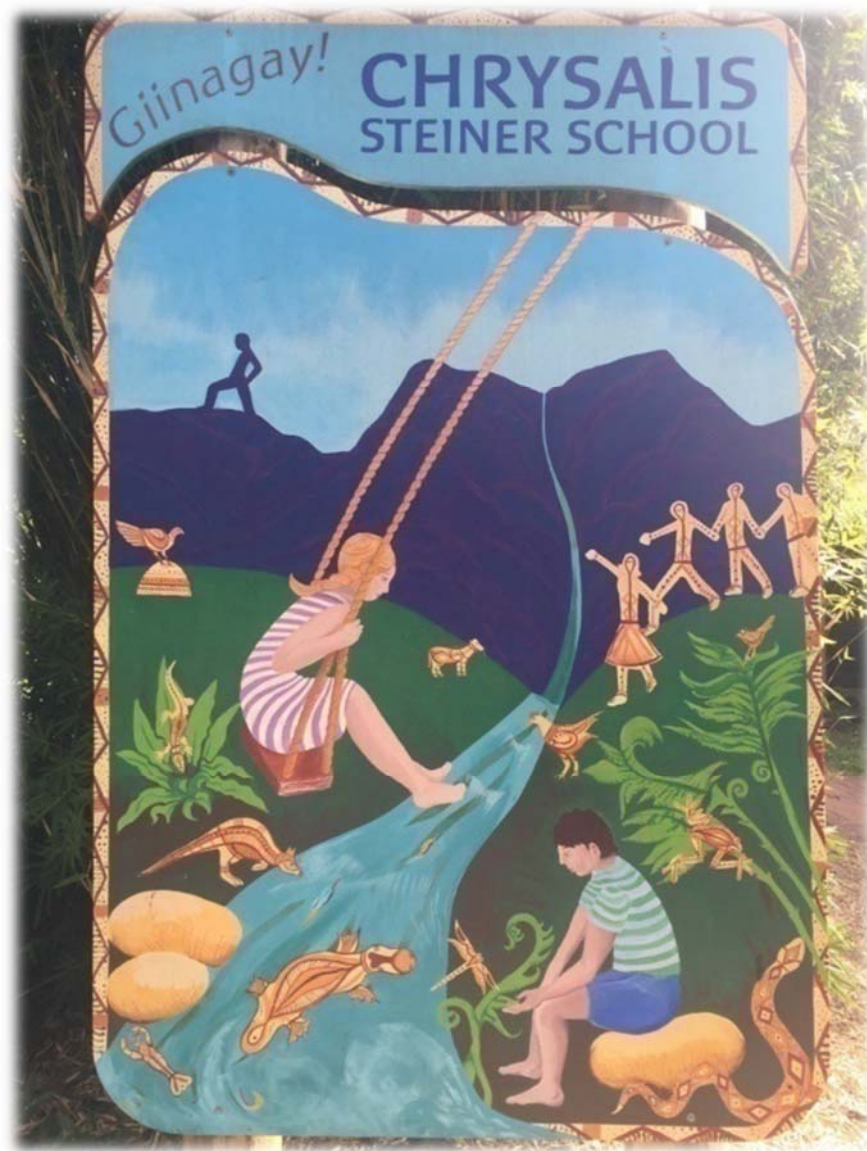
Again we have seen our management team achieve fantastic results. We have had the highest enrolment numbers at Chrysalis, celebrated Chrysalis's 35th year, had a budget surplus and been given a great bill of health from the auditors. We have been selected to host the GLaM conference this year which is a great honour. The annual Steiner Education Conference for Governance, Leadership and Management brings together Principals, Education Managers, Business Managers and Directors from Steiner schools all over the country and New Zealand will come and see our beautiful school. The GLaM conference, with leaders from all around Australia and New Zealand, allowed me to see how our school is positioned within the Steiner school world with a solid and respected terrific leadership team in our current Education Manager, Kelley and Business Manager, Steve.

The development of the campus remains a focus for the Board and during a walk around the school at the Harvest Festival revealed the campus improvements, and I think it has never looked as good. The Maypole Green seating and removal of the old toilet block on the same level has been completed and looks great. The Founders shelter and new entry to the office has been completed, Class 1's play area fenced in. The new stairs between the 1, 2, 3 and 4, 5 levels that not only look great but make the area a lot safer for everyone. To name just a few of the things.

On behalf of the board I would like to give a heartfelt thank you to all the parents and staff for all that they put into the school to make it what it is.

I look forward to the year ahead.

Daniel Finney
Chairman of the Board



EDUCATION MANAGER'S REPORT

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

– Rudolf Steiner

Focus from Business Plan 2017

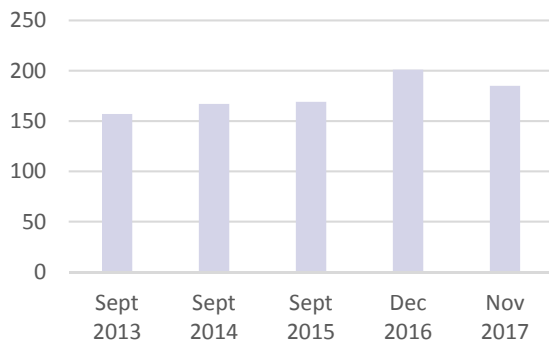
- Deepening the processes from last year of "Seeing with new eyes"
- Financial: To continue to work towards an operational budget surplus of 10% over 3 years
- Pedagogy: Additional hours provided for learning support services
- Improve the processes around the standard of the outdoor education program and to support teacher's sustainable practice by having the opportunity to share the load whilst on camps.
- Develop and embed an integrated PDHPE program
- Articulate the integrated craft within the curriculum
- Initiate, develop and implement over the next 4 years with the AIS an Implementation Plan for Literacy and Numeracy in the early years (K to CI 3)
- Develop and review a new Behaviour Policy and School-wide Expectations
- Compliance: That Chrysalis remains compliant as required by the current and forthcoming statutory requirements
- Professional Development: Initiate and Develop a whole school Professional Development Plan in line with the requirements and support from the AIS Schools Leading Learning grant during 2017
- Enrolments: Continue to increase enrolments during the year to reach 200 mark



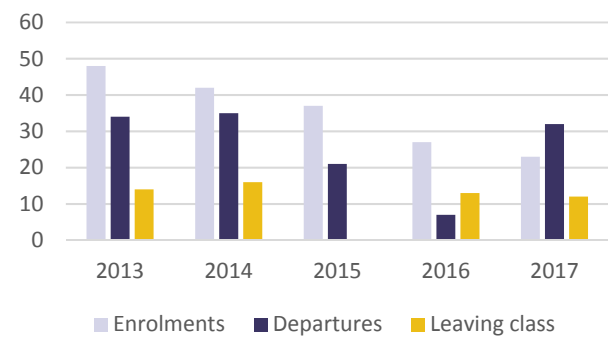
Winter Festival Celebrations

Enrolment Data

Growth in enrolments 2013-2017

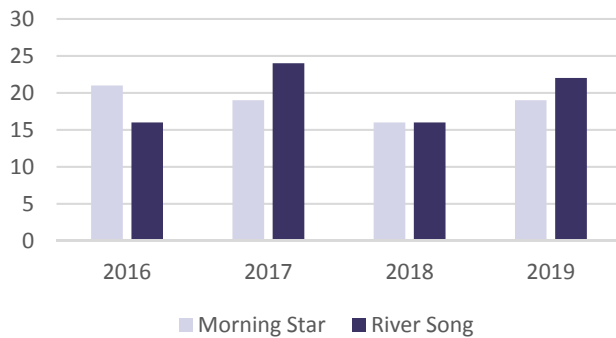


Departures & Enrolments 2013-2017



Early Childhood

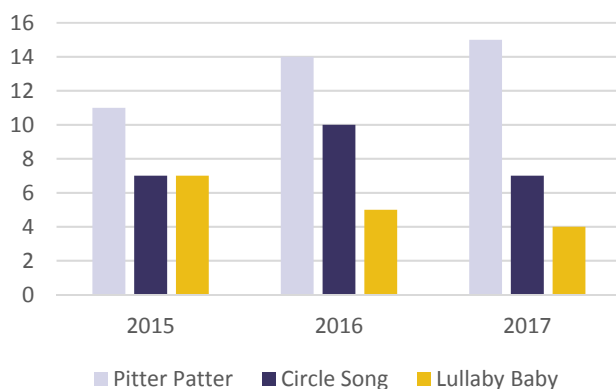
The development of the Early Childhood Portfolio and the Early Childhood Development Plan has added a great opportunity and focus to the youngest members of our community.



Early childhood projections 2017-2019

- 2016 – 71% (15/21) of students are from siblings in this year's Morning Star class.
- 2017 – 50% (5/10)
- 2019 projections – 68% (13/19) siblings of families

Enrolments in Playgroups



Offering these initiatives has shown an increase in numbers which supports the deliverables:

- Possible increase in parent/family community participation in what we are offering for this early age group,
- Opportunity for parents to engage further and deepen their understanding of Steiner education for children 0-5 years.

Under the Playgroup Umbrella we are offering:

- Pitter Patter Playgroup (children 3-4 years)
- Circle Song (children 1-2 years)
- Lullaby Baby (children 0-12 months)

Playgroup Staffing

- During 2017, Tali Kreiger continues to facilitate the Thursday mornings at the Youth Hub in the back room (Dance room) and at Morning Star on the Friday for Pitter Patter Playgroup.
- Reliance on staff: Relief staff have been appointed in order that continuity can be maintained each week.
- Gail Sprott, as the Early Childhood Portfolio holder continues to develop and support these initiatives in the time allocated on a Friday morning.

The development of the Early Childhood Portfolio and the Early Childhood Development Plan has added a great opportunity and focus to the youngest members of our community.

School Data 2017 from My School Website

SCHOOL FACTS		SCHOOL STAFF	
School sector	Non-government	Teaching staff	20
School type	Combined	Full-time equivalent teaching staff	15.0
Year range	K-8	Non-teaching staff	21
Location	Outer Regional	Full-time equivalent non-teaching staff	13.5
STUDENT BACKGROUND – Index of Community Socio-Educational Advantage (ICSEA)			
School ICSEA value	1068		
Average ICSEA value	1000		
Data source	Parent information		



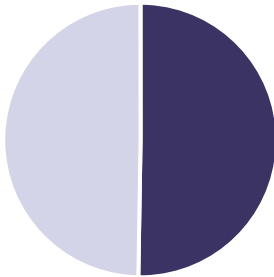
Coming together as one

Students

Total enrolments: 199

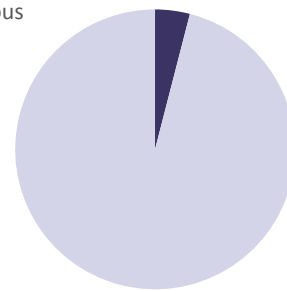
Gender balance

■ Boys
■ Girls



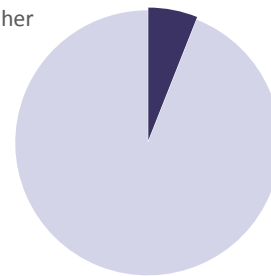
Indigenous students

■ Indigenous
■ Other student



LOTE students

■ Language other than English
■ English



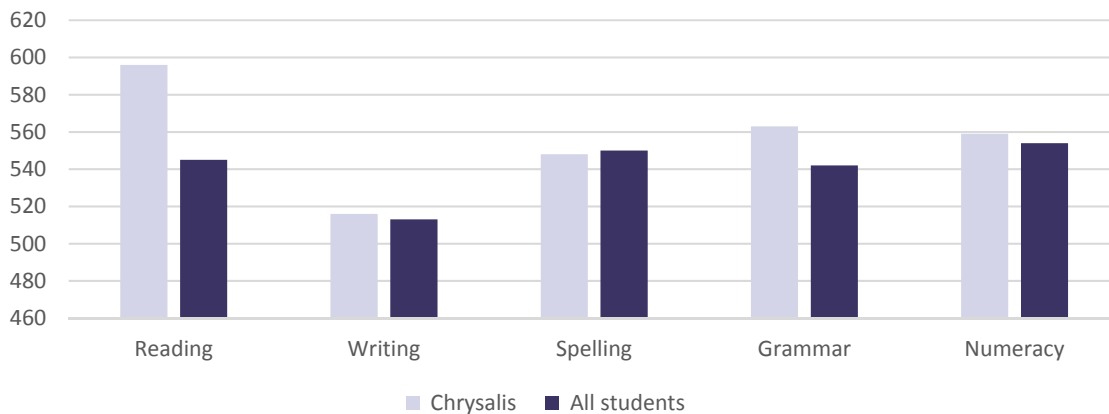
Attendance Rates

	Year Average
Morning Star	90.4%
River Song	90.9%
Class 1	91.6%
Class 2	92.2%
Class 3	91.6%
Class 4	93.5%
Class 5	92.3%
Class 6	95.6%
Class 7	95.8%
Class 8	95.7%
School Average	93.0%

NAPLAN 2017

94% of the students sat the test in Class 7 in 2017.

Class 7 results



Leading, Teaching and Learning

LNAP (Early Literacy and Numeracy Plan)

The school has begun to Initiate, develop and implement over the next 4 years with the AIS an Implementation Plan for Literacy and Numeracy in the early years (K – Class 3)

Gemma Ovenden-Literacy and language specialist has been providing PD sessions for teachers in Classes 1 – 4 and modelled sessions for teachers to observe and learn.

Completion of Schools Leading Learning Grant

During the year the focus was on strengthening leadership in the school through the EMT² (Education Management Team Squared), as well as Promoting Professional Learning using the Inquiry and Knowledge Building Cycle with teacher professional development.

Development and implementation and review of the new Behaviour Policy and School-wide Expectations:

- A working group from the teachers was formed to work with EM and external consultant to complete the Behaviour Policy and attachments. By end of year a new Behaviour Policy was ratified by the Board and College.
- Dr. Shelley Davidow came for 2 days of staff development on Restorative Practice work with our teachers and aides. It was well received and 7 teachers/aides attended a workshop in Armidale with Shelley workshopping Restorative Practice in schools.
- College developed a consistent view on school wide expectations.

Promoting Differentiated Learning

AIS consultant Sue Cairns returns to us on Tuesday 27th November to support us in preparing for 2018 and what resources will be advised in order to meet specific children's needs in regards to their social, emotional and physical wellbeing.

During Term 4, Pete Rundle has been coming in as a Special Education consultant in relation to reviewing and providing insights as to how best to meet the needs of children with challenging behaviours in the classroom and playground. Pete joined us for his last visit this year on Thursday 23rd November finalizing the Behaviour Support Policy for the Board.

Curriculum

Restructuring of the Birthing Main Lesson

This has been a success by all accounts; class teacher, teacher and students.

Develop and embed an integrated PDHPE program

- The focus has been on developing a Class 6, 7, 8 social values program aligned to the PDH program. Primarily the class teachers role is to provide this program in the younger years (Class 1 – 5)
- This year the focus on a PE program for the school hasn't been fully developed as each class teachers provides this with their class, except in Classes 6, 7, 8 which do have sport that is allotted to them.
- Alison has been bringing dance and Bothmer gymnastics and games to the classes within her timetable. She also provides her guidance in netball with the Class 4 and 5 students during lunch time up to twice a week.

Articulate the integrated craft within the curriculum

- An integrated written craft curriculum for the school is completed for Classes 1 – 5 and Classes 6, 7, 8. Time has been allotted for developing and creating a workable handcraft program for the school.
- Follow up will be that all class teachers will be updated on what has been done and their responsibility with this. Time will be provided for teachers to learn the craft for their classes so they have the opportunity to model this for their students.

Music

The Music Program in its 12th year continued to cultivate a strong music program. This year brought changes improving upon the opportunities for all classes with the addition of singing in all classes, music ensembles for Classes 4 – 8 as well as the string program. The depth of knowledge and expertise in our music staff is fabulous. The end of year concert was held at the Memorial Hall, and was an amazing community event.

The commitment, dedication and passion of the music teachers were evident in the student's performances throughout the year.

Visual Arts (drawing, painting, sculpture, woodwork)

Art was taught throughout the primary years from Classes 1 – 5, woodwork formally start in class 5 and 6.

Students in Class 7 continued with sculpture and woodwork provided by specialists. Class 8 continued with oil painting and woodwork.

IT

In Classes 6, 7 & 8 the students learn computer technology.

Physical Education

Swim Program

The River Safety Swim Program, in its 11th year was offered to the students in Classes 1 – 5 supported by Royal Life Saving and taught by our trained teachers. The program was heralded by all as most beneficial and fun. The Surf Life Saving Program in Sawtell continues to be a favourite with Middle School.

Other Activities

Other Sport programs/activities included fencing for Classes 6, 7, 8 teaching athletics such as javelin, discus, relay running, and long jump in preparation for our Athletics Carnival in term 3 for students in Classes 4 – 7. Classes 1 – 3 join with Casuarina Steiner School for a games day, making the last day of Term 3 an activity day.

Bothmer Gymnastics, dance and movement

The school offers a Bothmer gymnastics program for Class 3 & 4, with a movement program offered for Classes 1 – 4. Classes 5 – 8 work with rods and dance.

Library

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

Leading Improvement, Innovation and Change

Camps Program

The school improved the processes around the standard of the outdoor education program and supported teacher's sustainable practice by having the opportunity to share the load whilst on camps.

- The employment of an Education Admin person in 2017 showed that by doing the admin support for the EM, BM and teacher, it has increased the capacity for the teacher to focus on the curriculum more with the children at the heart.
- By providing a bus driver and an expert in outdoor education, we have decreased the risk of parents or teachers getting tired while driving and gained another person to support the class teacher with activities and supervision.
- With the focus on pedagogy with the EM and teachers and the focus on logistics with the BM and the Admin Assistant, and the first aid with Joanna, it seems from the evaluations from every camp this year that this is working very well for the teachers and children.

Middle School (Classes 7 & 8)

Co-teaching roles continues in its 2nd year as a focused and supportive way of working with the Classes in 7 & 8. This is seen as providing a more sustainable approach on the work that needs to be done in Stage 4. The difference from previous years is that co-teachers are a constant each week whereas before the specialist would come in for a 3 week block. This new methodology continues to be working well at this stage.

Learning Support within the School

We continue to apply and develop more knowledge around how best to meet some of the students we have. The time to learn new methods has been challenging. Jacqui Dutson, Learning Support Portfolio holder, has taken on board the growing need for our teachers to be more aware of how best to meet the students with specific learning challenges. She has worked hard at providing clear induction processes for our classroom assistants and with teaching colleagues.

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

With an increased awareness of continuing to meet students' needs as a priority, we endeavour to provide the necessary support and resources for students, teachers and aides to facilitate ongoing progression in learning for the student.

Reporting Structures Internal Changes

- A transition of doing reports this term has emerged as successful from all accounts; teachers, Admin Assistant and myself. Reports will be sent out by email for the first time followed up by mail and hard copy.
- Emerge has been an amazing magazine for the school and wider community. With Bruce's leaving, the consistency of the magazine has gone to twice a year instead of termly. The 35th Anniversary issue delivered in Term 4 2017 promoted those that have gone before linking into those who are here now.

Schools Improvement Service

AIS Douglas Melrose-Rae and a colleague Ann came to the 35th Anniversary Assembly last Friday and remarked on how amazing it was to share in the morning activities.

The visit initiated the interest in being part of the schools improvement service which allows us to further embed the EMT² and the professional learning in building capacity and capabilities with the staff in a focused area during 2018.

Leading the Management of the School

Reflective Teaching Process

Best teaching practice is on promoting, modelling and imitating a regular reflective process in regards to teaching and professional development. Managers are looking at using an external consultant to support and develop this process further within the school starting in 2018.

Registration Process for School 2019

During 2018, the Education Manager will be working with a teacher supervising and directing the collection of data needed for school registration in 2019.

NESA – Teacher Accreditation update

Over the last number of years, Chrysalis has taken on more new teachers working at the school providing a balance of new energy with the staff already here. With the regulatory requirements increasing, schools need to offer a certain amount of professional development, provide mentoring and supervision to help enable new teachers to continue their development as a practicing teacher. In 2017, 1 teacher went through this process. Another requirement that teachers must adhere to is 100 PD hours every 5 years, in which there were 2 teachers that provided these reports.

Nationally Consistent Collection of Data on School Students with a Disability (NCCD)

This was completed and sent in for the second year. This data is collected across the school looking at students with support needs ranging from care plans for allergies to students with diagnosis, such as dyslexia, autism, Down syndrome. The range of disabilities is graded according to the diagnosis either from a medical doctor to a variety of practitioners. This information has been gathered by the government in order to develop a picture of the needs within all school systems.

Working With Children Check

Teachers/staff employed by Chrysalis is ongoing as every staff member has to have a new WWCC as of 2017.

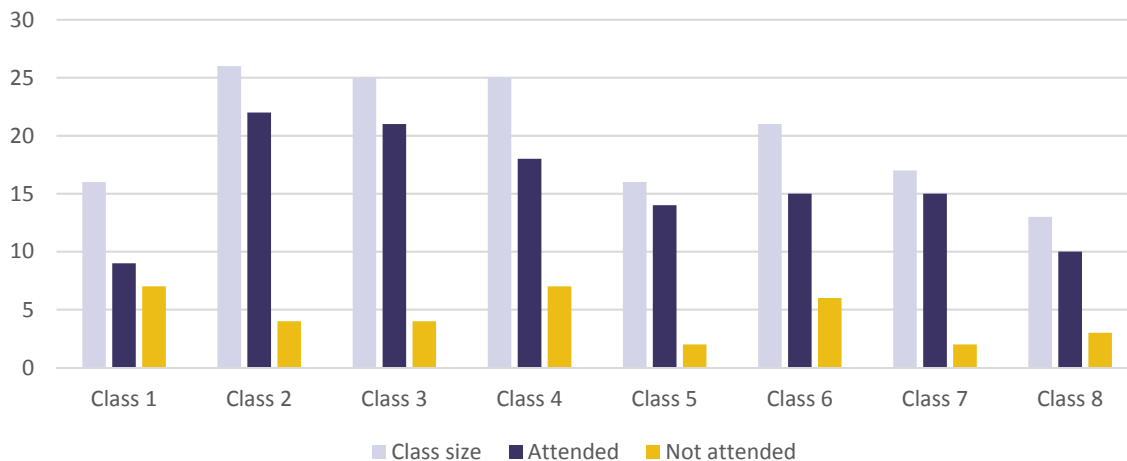
Report Writing

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

Parent Teacher Interviews

- 77% average attendance for 2017
- 77% average attendance for 2016
- 83% average attendance for 2015
- 80% average attendance for 2014

Class 5 and 7 showed 88% attendance for 2017 above the school average.



Engaging and Working with the Community

35th Anniversary Bush Dance and Assembly

The 35th Anniversary was placed in the hall and was rich in its offerings; with Michael Garrett welcoming us to country to the Mayor Dom King recognizing the school out the valley to the 3 people threading the years at Chrysalis to the wonderful contributions from all the students in the school. It was a magnificent turnout of parents with over 50 attending and then joining us for morning tea.

Parents & Friends

The P & F in 2017 completed a cycle of interested parents and by the end of the year the P & F was no longer a viable body of the school. In the life of Chrysalis this free engagement from parents to this parent group has been intrinsic in its nature.

Early Childhood Information night

- Morning Star Open Day on Saturday 4 November was attended by many staff and not as many families as was hoped. This maybe that it is later in the year and this will be reviewed upon.
- Information Night/Enrolment Evening Wednesday 8 November. This was attended by 3 families with Paige, Gail, Joanna and myself in attendance. Paige and Gail gave an insightful and visual picture of what happens in the kindergartens at Chrysalis.
- The formal River Song parent teacher meetings initiated in Term 3 have been well received by parents and Gail.

Supporting Indigenous Culture – Ingoing Development

For Chrysalis School to create a collaborative relationship with the local Gumbaygnir culture, and in doing so engender dialogue, understanding and connection. To enhance our children's' and our community's understanding of Gumbaygnir Aboriginal perspectives and culture.

Ideas for implementation

In all sectors of the school, inside and outside of classrooms, beyond festivals and special weeks to an inclusive and respectful culturally diverse language and perspectives to be part of the ethos of the school.

A whole school approach, starting in Morning Star all the way through to Class 8.



Festival

In 2017 the Harvest Festival continued in its form with the Class 3 taking on the festival at the Maypole Green and telling the story of George and the Dragon, much to the delight of the children. A beautiful Harvest Table was created out the offerings from each of the classes. Wonderful songs were sung by the children, family and friends!

The Winter Festival in 2017: all families met at their child's classes for soup, lantern walk, story and spiral for Classes 1 – 5 and with Classes 6 – 8 a firestick dance by class 8 started the evening out, continuing with a Class 6 led astrology lantern walk, meeting back for a walk through the Labyrinth. This was preceded by soup and a story by the bonfire with Indigenous man, Michael Jarrett, at the River Campus.

The Spring Festival was once again a beautiful day of dancing around the Maypole.

Conclusion

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

There are a number of challenges that Chrysalis' Management, Board and College worked with this year with care and diligence.

For a small rural school, Chrysalis has a wealth of expertise in its teaching staff, a wonderful admin staff and an amazing community of parents and children!

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

As I reflect back over the last 13 years, there is one person who has supported and walked the path of managing the school with me. I thank Steve for his continual support and reflective manner in 'a collaborative way of working together'.

As I look back over the years at Chrysalis, I realise 25 years has been my life as I know it in Bellingham; being involved as a parent in the classroom, a class carer, a class teacher, and now as the Education Manager. My children are all grown up, out in the world doing their thing. I know that the work we do is for the benefit of our children and who they will become.

Thanks to all for your support throughout the year,

Kelley McGlashan
Educational Manager

BUSINESS MANAGER'S REPORT

In 2017 Chrysalis celebrated its 35th anniversary. This was and remains a remarkable achievement and was celebrated with a number of activities during the year. This anniversary is a tribute to the founders of the school and to all those who have continued to hold and nurture the impulse that brought Steiner Education to this little valley.

Offering a quality Steiner Education in the Bellingham Shire to close to 200 children.

Over the last couple of years there has been quite a generational shift in the composition of the school community and this has offered additional ways to welcome and induct and work with many new families and teachers. The opportunity to refresh and renew is both timely and relevant and is ongoing, as we engage with real change and after two full 7 year cycles it is with a deep sense of gratitude that I write this report.

School Finances

1. **Operations:** From school operational perspective (ie without including depreciation), Chrysalis delivered another surplus and has set aside funds for the ongoing development of this remarkable campus.
2. **Fees:** It is clear that fees form an integral part of the income stream (about 27%), and need to be collected in a sensible, transparent and thorough manner. It continues to be an important part of my management role to ensure that the school fees are affordable and viable for our school community. Debt collection is primarily carried out in house and has set protocols, which enhance the transparency and accountability of the process. Nevertheless the call on fee support has continued to increase.
3. **Grants:** Literacy and Numeracy Action Plan is a significant grant of \$87 000 for 2017 which will support the development of literacy and numeracy. This grant is for several years however the quantum of ongoing funding has not yet been specified.

School income is essentially derived as a factor of enrolments; this comes in the form of fees and government recurrent grants and is achieved on a per head basis. As enrolments increase so does the income, conversely as enrolments decrease, so does the associated income. From a business perspective; the school's capacity to decrease expenditure is not overly flexible as the greater share of expenditure (> 80%) is spent on wages.

Staffing

1. Staff portfolios continue to yield greater efficiency and supporting a 'middle management' tier. They have been a firm part of developing school capacity and capability and have embedded more strength in the school through a form of distributive leadership.
2. Class 1 teacher, Liz Sheppard cycled back into a Class 1 role after completing year 6.

3. Staff in service opportunities were held at several junctures during the year. A focus on Creating Safer Independent Schools was prevalent and workshops by the AIS were held on 2 occasions. The in-service during the winter break was facilitated by Don Meli from People at their Best and was held locally.

School Community

Parental involvement in our school continues to be a centrally important ingredient in the Chrysalis School constellation. As always, enhancing the sense of community at this school is an opportunity on offer to all of us. The rewards and benefits of actively participating are many. My grateful thanks to all the parents who contribute in so many ways to our school; I trust that the rewards are in equal measure.

School Campus

The Thora Campus is a stunning place for a school it is also an extremely difficult campus to maintain and more so to develop. Our campus is in tremendous condition and is so because of the care and focus that is part of the school's operational imperative. My thanks to the maintenance fellows Sid and John for a job cheerfully and expertly well done.



The Founders Shelter under construction

Governance Matters

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

2. Kelley's continued role as the Chair of the executive of Steiner Education Australia (SEA) gives our school a window into the national arena, and Chrysalis is well served by her participation in that realm.
3. As this 2017 was the 10th year of GlaM, and I was a founding member of the initiative, I was invited to give a key note address as a 10 year retrospective.
4. Board members professional learning took place by participation in the SEA's Government, Leadership and Management conference held at Willunga Steiner School and with a half day AIS NSW workshop held at Chrysalis.

Government Matters

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

Playing a major part in running a small school is never dull and mostly enormously satisfying. Much of the satisfaction derives from a combined sense that we understand that our mission is about striving to support a wonderful environment and Steiner education for the children in an ever increasingly 'busy' world.

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

Steve Klipin
Business Manager
April 2018

COLLEGE REPORT

Chair of College Report

College meetings form an integral part of our weekly rhythm. The campus topography of Chrysalis School makes casual interactions between staff infrequent and sporadic at best and it is the 3 hour meeting on Thursday afternoons that unites and solidifies the staff in all that they endeavour to achieve throughout the year.

Our College sessions contain elements both esoteric and exoteric in nature. In a time when many Steiner schools nationally and internationally are foregoing the need even to have a College, we at Chrysalis have managed not only to maintain our regular weekly sessions, but we have done so with determination and a strong sense of striving. We manage, at our meetings, to incorporate much of the vast opus required for a Steiner School to flourish. We manage to find the balance between pursuing artistic and anthroposophical endeavours on the one hand, and getting though the more rudimentary, but necessary, nuts and bolts of the everyday running of the school on the other. This is no easy feat.

We begin every session with an artistic activity. This not only develops artistic abilities within the staff, but serves to unite us by participating in a common bonding experience before addressing the more formal or intellectual, decision making part of the meeting where we discuss various agenda items. We have had sessions in leatherwork, curriculum craft, marimba playing, singing and are now working with Nicole Ostini on drama and speech work.

After the artistic session we begin the more formal part of the meeting with the College meditation. This meditation is spoken or read aloud in order to acknowledge, and also appeal to, the beings of the spiritual world so that they might assist us in the work we are about to undertake. The meditation also helps to unite the College in a common striving. As the meditation reveals, if we are working well with the spiritual realms, we begin to form a chalice as a College of teachers. And into this chalice inspirations can arise. But we must be vigilant, or we might miss them. Likewise, an inspiration remains merely an inspiration unless it is followed up with an actual deed.

Immediately following the meditation we begin our anthroposophical studies. In line with countless other Steiner Schools, nationally and internationally, we are working through the three foundation lectures given to the first Waldorf teachers by Rudolf Steiner back in 1919. This, of course, is in recognition of the 100 year anniversary of the event. We are now nearly halfway through the series of lectures in our study, and aim to have worked in some depth with all of them sometime next year. These studies have provided excellent opportunities for staff to reflect on their own practices and to wrestle with a number of anthroposophical concepts – especially ones which directly pertain to education. I have been leading these sessions, usually with a synopsis of the content (often over many weeks), sometimes accompanied by material, visuals and concepts that I have gleaned from other anthroposophical works over the years. These sessions often turn into lively discussions as we contemplate the meaning, implications – and applications – of Steiner's words. I believe these sessions have also been helpful to staff who have had limited exposure to anthroposophy previously.

The College sessions have provided a range of professional development opportunities as well. Usually once or twice a term, staff engage in AIS run PD sessions on Literacy and Numeracy. These sessions count towards teacher accreditation requirements.

It would be impossible to list all of the areas and topics that have arisen in our College sessions, for the list is indeed long. Festival details and reflections, camp experiences, classroom practices, upcoming events, conference/PD knowledge shared, assembly discussions, report format updates, updates from the Business Manager on financial matters, etc. – all of these areas and more find their way onto the College agenda. Perhaps the standout achievement of College endeavours last year and this has been the creation and implementation of a school wide behaviour management plan. Concerted effort was taken about a year ago to ensure that our school sought the expertise required to help us to create and implement a system of restorative justice as the foundation for our behaviour management plan. Numerous key experts were sought out and they worked with us during many PD sessions so that we could achieve this goal. Likewise, a behaviour mandate group was formed to help shape this plan, and numerous College sessions were used to help revise and collaborate along the way. Staff input was high. Eventually, many more College sessions were used to help familiarise and induct staff with the plan once it was finalised. This remains an ongoing process, and hardly a College session goes by these days without some discussion about behaviour matters and the implementation process we have created. Although it is still a work in progress, I consider this achievement to be one of Chrysalis's finest in recent years. The entire process highlighted the ability of our staff to collaborate, unite, and come to a clear resolution. This is a good example of inspiration dropping into our chalice, but also testimony to the will of our staff to see the deed to fruition.

I look forward to the remainder of 2018 and all that is yet to come. From what I understand, significant changes are afoot!

Sincerely,
Sean Daniel
Chair of College



35th Anniversary Bush Dance

CURRICULUM DEVELOPMENT

Educating the whole child is the logo of the school. And this is very much what we do. As well as offering academic excellence, we have music programs, art programs, craft programs, adventure camps and more. Take for example the music program. As you walk through the beautiful grounds of Chrysalis school you can hear the sound of music most afternoons. It might be the sounds of singing voices permeating through the trees, the earthy vibrations of beating drums, the entwining melodies of the violin ensemble or the jazzy improvisations of the instrumental ensemble.

Kindergarten

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

Our Early Childhood Programs endeavour to meet the needs of the children. Morning Star and River Song Kindergartens follow the Board of Studies and the National Steiner Curriculum outcomes in readiness for the primary classes at Thora. Morning Star Kindergarten is for 5 year olds and River Song Kindergarten for 6 year olds.

At Chrysalis we also offer Playgroups for pre-kindergarten children that provide a safe and nurturing stepping stone for young children to meet the world outside their home, with ample time for free play and social interaction.

The Primary Years

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

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

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

Middle School

Chrysalis Middle School years include Classes 6, 7 and 8. We work with what lives and can be developed in each individual. We work with what lives and can be developed in each individual. We work to develop social awareness, empathy and understanding, creativity, a sense of personal and global responsibility and the faculty of judgement which will enable these young people to participate as citizens of today's world.

Class 7 & 8 mark a time of developing sense of individuality, emergence of the faculty of judgement and the beginning of the sometimes tumultuous years of hormonal change. Our curriculum and educational philosophy aims to support and strengthen students through this time of change.

The rhythm and content in each day provides for a balance of 'thinking, feeling and willing' activities which support the students as they make the transition from childhood to adolescence. In the morning, through the main lesson, students study a range of topics.

Class 6 studies are focussed on the age of the Roman Empire, Class 7 studies focus on the Medieval Era to the Renaissance and Class 8 studies focus on the Revolution. These evolving stages of human civilisation are reflected in the stages of development in the emerging adolescent. The academic curriculum is balanced with the study of music, visual and practical arts, comprehensive camps program, sporting events, environmental education and community involvement.

Making Marimba's with Sean Daniel



National Steiner Curriculum

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

The following is an extract from the Steiner National Curriculum-Educational Foundations and Academic Alignment paper:

"The Steiner commitment to develop a national curriculum reflects the willingness of Steiner educators in Australia to work together, across geographical and school-sector boundaries, to develop a world-class curriculum that will be of benefit to the whole Australian Steiner school community, the Steiner community internationally and potentially to all young Australians.

The Steiner national curriculum will enable us to work collectively in describing what young Steiner-educated Australians are currently learning and in creating and sustaining a world-class education system that will be further enhanced through a process of international research and collaboration (Fundación Marcelino Botín, 2008). It involves national acceptance of responsibility for high-quality, high-equity education across the country."

Working nationally offers the prospect of harnessing expertise and effort in the pursuit of common national goals. This national effort offers economies of scale and a substantial reduction in duplication of curriculum development and support, for the benefits of students in our schools.

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

Special Programs Delivered

The Music Program in its 13th year continues to cultivate a strong violin program and strings ensemble for Classes 3 – 8 that is highlighted in the annual music concert which was held in town; *'Opus Terra-Aqueous'*.



'Opus Terra-Aqueous' – the end of year Music Concert held at the Memorial Hall

The music program at Chrysalis flows right through the curriculum, beginning from Kindy with rhythm and singing completely integrated into the lessons. When they graduate up the hill into Class 1 they get a beautifully handmade wooden pentatonic recorder. In Class 3 and 4 every ensemble once they have mastered the basics. In the Classes 6, 7 and 8 all of this music comes to fruition in the guitar, percussion, voice, violin and instrumental ensembles.

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

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

LNAP (Literacy and Numeracy Action Plan)

The school has begun to Initiate, develop and implement over the next 4 years with the AIS an Action Plan for Literacy and Numeracy in the early years (K – Class 3)

At the start of 2017, whilst we were aware of the need to work to develop more structure and a framework for a strong phonics program and structured system of language development, we were unsure of how LNAP would be applied in our Steiner pedagogy. Similarly in the area of Numeracy, we had to review the scope and sequence to see what changes were likely to be necessary.

As we work with taking on board these new initiatives, which also involve the continued development of a Multisensory Structured Language approach, we are able to see a clearer picture of how we can align and adapt LNAP within our pedagogy and at the same time make changes and improvements within our own educational environment to improve outcomes for children in literacy and numeracy.

Explicit teaching has always been a component of our teaching practices using multisensory ways such as kinesthetic, visual and auditory. The framework, initiatives and processes relating to LNAP with regard to explicit instruction, modelling, observations and feedback facilitates sharing, upskilling and professional development taking into consideration evidence based research and practices. Importantly, the masterclasses and the regional instructional days, together with the AIS consultancy support and training modules each term, and the program's screening framework, has provided a way of embedding an improved system of identifying needs and planning explicit teaching strategies to meet the differentiated needs.

Steiner education encourages us as professionals to critically reflect upon what, how and why we work in particular ways as we strive to improve our teaching and learning for students. Furthermore it has strengthened our own Steiner educational philosophy and practices which brings a curriculum which for children's learning is intrinsically inspiring, creative and rich in its language development.

Learning Support within the School

We continue to apply and develop more knowledge around how best to meet some of the students we have. The time to learn new methods has been challenging. Jacqui Dutson, Learning Support Portfolio holder in collaboration with the Learning Support team and teachers, is working toward improving our teaching and learning to meet the students with specific learning challenges.

Furthermore, the employment of more teaching aides across the school plays an important part in supporting student needs with classes in the primary and class 7 having an aide to work with students. They work under the supervision of the teacher and Learning Support assisting in class, facilitating group work and individual instruction.

We continue to deepen our knowledge and practice in working with children with specific needs. Our practice is more directed in meeting the child through the whole picture of the class, rather than always removing a child from the classroom environment where ever possible. With an increased awareness of continuing to meet students' needs as a priority, we endeavour to provide the necessary support and resources for students, teachers and aides to facilitate ongoing progression in learning for the student.

Learning Support

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

Inclusion is about making sure that each and every student feels welcome and that their unique needs and learning styles are attended to and valued. The purpose of all education is to ensure that students gain access to knowledge, skills, and information that will prepare them to contribute to Australia's communities and workplaces.

Who Is Involved?

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

Membership of the Learning Support Team is determined according to local needs. However, in general, the team may include:

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

In order to continually improve as a learning support team there is ongoing commitment to the development of:

- clear procedures, processes, roles and responsibilities;
- a well-documented, organised structure for the LST;
- regular meetings and planning sessions with agendas and action points;
- data analysis to drive planning and priorities;
- regular evaluation of the LST in meeting the needs of teachers and students;
- strong executive support for the LST.

Learning support strives to work as a whole school integrated team which communicates effectively with teachers, specialist teachers, parents and students in supporting both student and teacher needs.

Main Lesson Overview – Primary School

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





Class 6, 7 & 8 Transition Camp

Main Lesson Overview – Middle School

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

Festivals and Performances

In 2017 the Autumn Festival continued in its form with the Class 3 taking on the festival at the Maypole Green and telling the story of George and the Dragon, much to the delight of the children. A beautiful arrangement of produce was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends!

The Winter Festival in 2017 was formatted with Class 1 & 2, Classes 3, 4, 5 and Classes 6, 7, 8 providing their own story, spiral or labyrinth(Cl 6, 7, 8), and lantern walks in the different areas of the school.

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

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



Spring Festival Maypole Dancing

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

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

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



Winter Festival lanterns



St Michael & the Dragon - Harvest Festival

Camps

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

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



Our Extensive Camp Program

STAFF

Teaching Staff

Teaching Staff Register of Chrysalis		
Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Jana Golzar	Part time	Kindergarten assistant
Paige Crocker	Part time	MorningStar Kindergarten
Priya Curry	Part time	Kindergarten assistant
Christoph Steinbeck	Part time	Kindergarten assistant/teacher
Tali Kreiger	Part time	Playgroup Leader
Lyndal Pitkin	Full time	Class 1
Eric Hopf	Full time	Class 2
Michele Donovan	Full time	Class 3
Nathan Slatter	Full time	Class 4
Rebecca Lawlor	Full time	Class 5
Liz Sheppard	Full time	Class 6
Cathryn Bower	Part time	Class 7
Sean Daniel	Part time	Class 7
Lynn Jensen	Part time	Class 8
Claudia Alfaro	Part time	Class 8
Tim Fry	Part time	Class 8
Sarah Buckingham	Part time	Teacher's aide
Odette Downey-Boogaard	Part time	Teacher's aide
Fiona Quinn	Part time	Teacher's aide
Belinda O'Brien	Part time	Teacher's aide
Jacqui Dutson	Part time	Learning Support coordinator
Jenny Boxtel	Part time	Learning Support aide
Will Douglas	Part time	Art CI 1 – 6
Soli Villarroel	Part time	Art CI 7 & 8
Benn Wolhuter	Part time	Gardening
Kym Pitman	Part time	Music coordinator
Jacquie Gill	Part time	Music
Luke Rhodes	Part time	Music
Kath Derrin	Part time	Music
Janelle Taylor	Part time	Violin tutor
Victoria Christie	Part time	Cello tutor
Kamala Hazell	Part time	Craft coordinator
Johanna Elton	Part time	Craft assistant
Alison Scheef	Part time	Extra Lesson
Dot Hogenbirk	Part time	Library assistant

Teacher Attendance and Retention Rates

Average daily staff attendance rate in 2017 was 93.4%.

Proportion of staff retained from 2017 was 91%.

Administration and Support

Steve Klipin	Business Manager
Kelley McGlashan	Education Manager
Ceinwen Jenkins	Finance Officer
Reanne Brewin	Front Office
Joanna Dadd	Enrolments and Health
Emma Belcher	Camps and Education Administration
Kendal Marsland	Publicity and Marketing
Tenille Wolhuter	Administration relief

Maintenance and Cleaning

Sid Hazell	Maintenance
John Boxtel	Maintenance
Pauline Hooper	Cleaning
Janie Taverner	Cleaning

Board of Governors

Governors elected at the 2017 AGM were:

Paul Spillane	Chair of Board	
Kerrie Schreenan		Gail Sprott (elected by College)
Dan Finney		James Deefholts (elected by College)
Kay Mandel		Kelley McGlashan (ex-officio)
Scott Collins		Steve Klipin (ex-officio – Secretary)

College of Teachers 2017

Sean Daniel – Chair of College	
Kelley McGlashan	Gail Sprott
Cathryn Bower	Michele Donovan
Liz Sheppard	Nathan Slatter
Lynn Jensen	Lyndal Pitkin
Kamala Hazell	Jacqui Dutson
Eric Hopf	Alison Scheef

Teaching and Non-teaching FTE

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	20
Full time equivalent teaching staff	15
Non-teaching staff	21
Full time equivalent non-teaching staff	13.5

Professional Development

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2017 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, Board of Studies Curriculum and Compliance, Steiner Education Australia, Educational Best Practice, Administration, AIS Literacy and Numeracy workshops and Communication. Professional Development activities also regularly took place in faculty and College meetings. Further to this, some staff took on independent study in a range of areas including Anthroposophy, Artistic Skills, graduate study and Counselling. All teaching staff are required to attend pre-term meetings and participate in the professional development activities provided at these.



Sculpture in nature

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

The average spending per teacher on professional learning in 2017 was: \$2,038 / teacher FTE.

Incentives for Leadership Development

Chrysalis School has, as part of its school improvement and business planning cycle, focused on leadership development and encouraging organisational sustainability. To this end, 'People at their Best' principal Dominic Meli has been instrumental during 2016 in helping the school leaders develop their capacity and assist in developing staff capacity. This professional development segued powerfully into the Schools Leading Learning initiative in which Chrysalis School was invited to participate at the end of 2015-2017. This program is auspiced by AISNSW.

At the end of 2017, Chrysalis School had been asked to join with the AISNSW in a pilot study of 4 years, focused on improving Literacy and Numeracy in the early years. We will be provided with; in class mentoring, leadership training for teachers in improving quality teaching practices as well as Professional development for leaders and teachers focused on this area.

STUDENT POPULATION

	High School	Primary School
Male	15	79
Female	18	78
Total	33	157

Retention Rates – Class 6, 7 & 8

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

School Performance in State-wide Tests and Examinations

In 2017, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nation-wide to all schools.

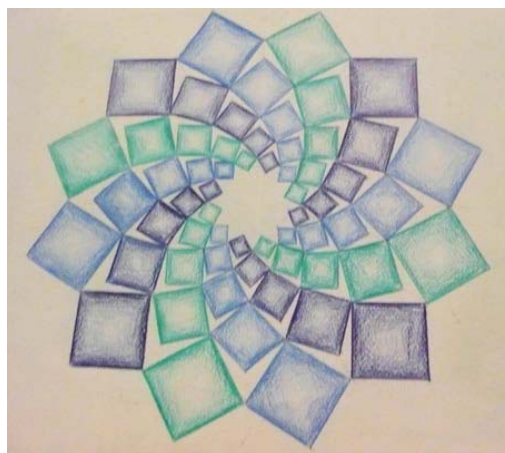
Class 3 and 5 Literacy and Numeracy Results

In 2017 at Chrysalis, most Class 3 or 5 students were withdrawn or absent from taking the tests.

Class 7 Literacy and Numeracy Results

During 2017, an average of 94% of students sat NAPLAN in reading, 94% were in Bands 7, 8 & 9.
 During 2017, an average of 82% of students sat NAPLAN in numeracy, 93% were in Bands 6, 7 & 8.
 During 2017, an average of 94% of students sat NAPLAN in writing, 88% were in Bands 6 & 7.
 During 2017, an average of 94% of students sat NAPLAN in grammar and punctuation, 88% in mostly Bands 6, 7 & 8.

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



Class 7 Geometry main lesson

Reporting to Parents

In 2017, written reports were provided to the parents of children in the primary school (excluding Kindergarten) in July and at the end of the school year. Further to this, parent-teacher interviews were held in Term 3. Interviews were offered to any parents wishing to avail themselves of this service at the end of the year. Parents were also encouraged to contact teachers to discuss any concerns, whilst teachers contacted individual parents to discuss concerns as they arose.

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

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



ENROLMENT POLICY

Overview

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

Policy (Conditions of Enrolment)

Education

1. Chrysalis School welcomes students from all backgrounds and acts in accordance with anti-discrimination legislation.
2. The educational program at Chrysalis School meets the NSW Board of Studies registration requirements while teaching from the National Steiner Curriculum. (This may include: the use of natural materials in play such as dirt, grass, logs and climbing trees during supervised play times; and participation in the music program, school excursions, camps, outdoor education, festivals and additional education programs.)
3. Students are required to take part in all school activities including, school excursions, camps, festivals and alternative education programs.
4. Students will be placed in a class according to their age guided by Steiner principles of education and in line with legislative requirements. Placement into classes will be at the Education Manager's discretion.
5. Parents and guardians are expected to be supportive of and involved in the Steiner educational impulse inherent in the Chrysalis ethos, education policies and programs and to adhere to Codes of Conduct and school rules.
6. To maintain their enrolment, students are expected to support the School's ethos, demonstrate satisfactory effort, attitude and behaviour, and adhere to the Codes of Conduct and school rules.

Legal

1. All applications for enrolment will be processed as per Chrysalis School Enrolment Procedures & Process. Applications are processed in order of receipt. Consideration is given for siblings already attending Chrysalis School, parents or guardians who are Chrysalis School staff members, previous attendance at a Steiner school, the needs of the incumbent students in each class, and other criteria determined by the School from time to time.

2. Prior to enrolment, parents and guardians must disclose any special circumstances that may need to be taken into account by the School including medical, behavioural, psychological and educational testing information.
3. An enrolment contract (Enrolment Application Form) must be completed for each student enrolled in the School and signed by parents or guardians.
4. At Chrysalis Steiner School we aim to maintain single stream classes. Class sizes will be within the legal requirements of State and Federal governments and school policy. (Class size Policy)

Financial

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

Health and Wellbeing

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

Conduct

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

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

Attendance, Absence, Withdrawal, Exemption

1. Students must comply with attendance, early leaving and late arrival notification policy and procedures. Parents must notify the school administration of a student's absence in person, through a phone call, note or email, texts are not suitable. The School administration will record or print all messages as per the Attendance Policy. All unexplained absences are followed up by the Class Teacher and Office Staff.
2. Exemption from Attendance and Enrolment at School: In 2012 the Minister under section 25 of the Education Act 1990 delegated the power to the principal of a non-government school to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances for periods totaling up to 100 days in a 12 month period. Students who are granted exemption from attendance are not included in the absence return.
3. Exemption from Enrolment at School: Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Enrolment at School Form, and be approved by the Education or Business Manager. If approved the Education or Business Manager will grant a Certificate of Exemption from Enrolment at School. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
5. Exemption from Attendance at School: Application for part-day and full-day exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Attendance at School Form, and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a Certificate of Exemption from Attendance at School.
6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that Tuition Fees continue to be during the period the child is exempt, which reserves the child's place in the class. If false or

misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations parents may prefer to end their enrolment contract, in which case, re-entry of the student into the school will be subject to the usual School Enrolment Procedures.

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



POLICY DEVELOPMENT

Summary

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

New policies and policy changes are developed and/or considered by the Board and, where appropriate, the College of Teachers. Following ratification, guidelines and procedures are developed. Policies are subject to review as per our Policy Register. One can access the school's policies by asking the Business or Education Manager for hard copies. The school keeps electronic copies of the policies in the office.

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

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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were being updated/reviewed:

POLICY	TIMING	ACCESS TO FULL TEXT
Code of Conduct	2018	Full text in Policy register kept in Administration. All staff have copy upon employment.
Safe and Supportive Environment Policy	Updated	Full text in Policy Register kept in Administration. Parents may request a copy by contacting the Educational Manager.
Reporting Policy Assessment and Reporting Guidelines: Primary School Assessment and Reporting Guidelines: Class 7 & 8	Updated	Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager.
Attendance and Absence Policy Attendance Procedure	Updated	Policy Register

POLICY	TIMING	ACCESS TO FULL TEXT
Behaviour Management Guidelines and Discipline Policies	2017	<p>Teachers provided access to policies at induction.</p> <p>Full text in Policy Register kept in Administration and on the website.</p> <p>Parents may request a hard copy by contacting the Educational Manager.</p>



River Song Wattle Ball

New Behaviour Support Policy 2017

Aim

Chrysalis School aims to support and promote the development of pro-social behaviour, individual responsibility and respect for others in our students, from the Kindergarten child through to the Middle School student.

Using the indications of Rudolf Steiner as a guide to child development, problematic behaviour is addressed via a system of school-wide effective behaviour support. The school aims to improve student behaviour through proactive measures such as explicit instruction of social skills, classroom management strategies, supporting students who experience difficulty, and encouragement and acknowledgement of those able to live up to behavioural expectations. We strive to create a balance between the rights of the individual, and the harmony of the whole.

Purpose

This policy:

- provides guidance for staff, students and parents on the School's approach to behaviour management and relationships;
- ensures behaviour management procedures are based on principles of procedural fairness;
- deals with behaviour matters quickly and effectively to ensure that a positive and productive learning environment is maintained for all students.

This policy is to be used as a guide for all school activities and events.

Introduction

Chrysalis School has policies relating to discipline of students attending the school that are based on principles of **procedural fairness**.

The Act requires that policies related to the discipline of students be based on procedural fairness. It is the responsibility of the school to determine incidents that may require disciplinary action and the nature of any penalties that may apply. The process that leads to the imposition of such penalties, particularly but not exclusively in relation to suspension, expulsion and exclusion, must be procedurally fair.

Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. A review mechanism adds to the fairness of the process.

The 'hearing rule' includes the right of the person against whom an allegation has been made to:

- know the allegations related to a specific matter and any other information which will be taken into account in considering the matter;
- know the process by which the matter will be considered;
- respond to the allegations;
- know how to seek a review of the decision made in response to the allegations.

The 'right to an unbiased decision' includes the right to:

- impartiality in an investigation and decision-making;
- an absence of bias by a decision-maker.

General policies

This policy applies to Chrysalis staff, students and parents.

1. Students are required to abide by the School's Behavioural Expectations (Attachment 4) and the Code of Conduct (Attachment 3) and to follow the directions of teachers and other people with authority delegated by the School.

2. Where a student disregards rules, disobeys instructions or otherwise engages in conduct which causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student will be required to engage in considered restorative practices and may be subject to disciplinary action and the school (in collaboration with parents/carers) may develop an Individual Behaviour Support Plan.
3. The disciplinary procedures undertaken and restorative practices required by the School vary according to the seriousness of the alleged offence. When a student demonstrates challenging behaviour on an ongoing basis, the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.
4. The consequences vary according to the age, behaviour and the prior record of the student. Students will be supported to address their behaviour through considered restorative practices. As a consequence, there could be at the lower end of the scale 'time out', a warning/reminder system or detention as appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion. (Refer to Attachment 6 Behaviour Management/Support Procedures and Attachment 9 Suspension and Expulsion Procedures)
5. The school does not support or permit corporal punishment of students attending this school under any circumstances.
6. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.
7. The school adheres to protective behaviour guidelines.

A Framework for Managing Behaviour at Chrysalis

Positive Behaviour Support towards Changing Behaviour

At Chrysalis we believe that by incorporating principles of restorative justice into student management practices we can:

- begin to address the root causes of harmful behavior;
- acknowledge that harm from incidents goes beyond those directly involved in the incident;
- find meaningful ways to respond to violations against people and property and to develop preventative strategies;
- develop in young people a sense of understanding, responsibility and accountability;
- make the commitment of time necessary to repair relationships;
- build and strengthen links between the school and its wider community.

Critical elements of the restorative approach include:

- agreement on a clear and positive set of behavioural expectations;
- explicitly teaching all students about those expectations;
- teaching of social skills and emotional awareness and implementation of anti-bullying programs;
- acknowledging and reinforcing positive behaviours;

- providing support to those who experience difficulty;
- ongoing review of implementation and effectiveness of the approach;
- provide programs to create a positive school and classroom environment.

These all include some elements that are restorative, place a value on people and relationships, and are based on communitarian notions of justice.

Initiatives Promoting Respect and Responsibility

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

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

In 2017, amongst other linked activities and programs, student participated in family values programs, the Class 7 Birthing Main Lesson, Class 8 Project, Sexuality and Adolescence program for CI 5-8.



Class 7 Birthing Main Lesson mandala

Parent, Student and Teacher Satisfaction

Chrysalis School holds teacher satisfaction in the workplace to be a vital component in the functioning of our school. In 2017:

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

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

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

- The Education Manager and Business Manager meet termly with the Class Carers in order to provide a communication link between the management and parents.
- Class Teachers hold Class Parent Meetings each term. At these meetings, parents are provided with information about their child's class activities and given the opportunity to ask questions and discuss issues.
- The Educational Manager is available to discuss issues with parents in relation to educational matters and the Business Manager is available to discuss matters in relation to the business of the school.

The school produced a regular newsletter to keep parents informed about events within the school community. The school website is kept updated and parents are able to refer to site for information.



Bellingham Show school display

SUMMARY OF FINANCIAL INFORMATION

2017

Recurrent Income **\$3,527,000**

Grants	74%
Fees	25%
Other	1%

Recurrent Expenditure **\$3,329,575**

Salaries	81%
Resources	7%
Non-salary	12%

2017 was a solid financial year yielding an operating profit of \$218,425



BUILDINGS & FACILITIES MANAGEMENT

Chrysalis School is situated on 9 acres of land in the subtropical Bellinger Valley. It is a campus which has been built in keeping with its environment. Amongst the 10 buildings there are a number of hand crafted buildings along with more traditional wooden classrooms and a well developed interactive campus makes the school a haven for children engaging with the physical environment.

In order to ensure the ongoing usage and provide a sustainable campus into the future the school has comprehensive plans that provide ongoing maintenance and small capital development.

Property Maintenance Report

The annual report uses an inspection process, which is visual in nature, and as such does not pick up all of the details, especially those requiring deeper or more invasive detection techniques. However it is a terrific baseline from which to generate a facilities maintenance program.

It is predicated on a building by building basis and then broken down into three Categories of maintenance urgency:

Cat. 1 – Will require attention immediately or within the next 12 months.

Cat. 2 – Will require attention in the 1 to 3 year time period

Cat. 3 – Will require attention in the greater than 3 year period.

Regular ingoing maintenance includes: pest inspection, water quality testing, floor sanding, painting and so much more. The campus garden and food forests are maintained to provide a safe and interactive educational experience.

Small Capital Improvements:

In 2017, two small capital improvements were added to our beautiful campus.

A purpose built amphitheatre using hardwood logs built upon the natural flow on the maypole green has provided an excellent space for performances and outdoor gatherings.

The dedication of the hand built hexagon founder's shelter using local craftsman and local timbers has provided an excellent indoor/outdoor learning space for students and staff alike.

Chrysalis School offers children an unparalleled bush campus, in which the opportunity to engage with purpose and meaning with nature is self evident.

MAPPING OUR FUTURE (2018 - 2020)

Chrysalis School Business Plan

Introduction

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

2017 has been an expansive year, with the spirit of the school 35 anniversary alive throughout the year, new funded programs, exploration of year 9 + 10 and a focus on school behaviour management has delivered a very full school year. It is desirable that in 2018 we focus on embedding new initiatives into the school's practice and culture. This deliberate slowing down will create a more sustainable environment for students and staff.



Class 8 Guy Fawkes walk

A look at the year that was

A brief review of some of the achievements from the 2017 Business Plan include the:

- Participation in Schools Leading Learning with a focus on embedding distributive leadership through the portfolios and through focused Professional Development with teachers in improving teaching and learning.
- Participation in the Literacy Numeracy Action Program – a significant program which focuses on K – 2 with funding to match.

- Celebrations associated with the school's 35th Anniversary
- Ongoing improvements in the camp program including organized formal induction for parents and staff, dedicated review of camp documentation and purchase/replacement of equipment aimed at ease, cost saving and efficiency.
- Greater emphasis on resourcing learning support opportunities particularly in twinning teacher aides with classes and teachers
- Additional resourcing of Early childhood opportunities
- Development of an integrated maintenance and campus improvement plan
- Review and develop new admin procedures in response to changes eg. Enrolments - waiting lists, Incident reporting, attendance data – this has led to efficiency and availability or other higher order admin duties
- Governance – evaluate and develop an updated Strategic Plan
- School Culture – definitively work with individual and organizational behaviours to shape school culture in a deliberate proactive manner.

Assumptions for the Updated Plan

The following key areas address the Business Plan for the continuation within the current triennial (2016 – 2018) and take account of a new reality that 2018 bring to us.

- In 2017, Chrysalis School had a full complement of classes from Morning Star through to Year 8, thus we continue to plan that our school will have full classes into the future. We also expect student number to stay above 200 students.
- That Chrysalis will continue to seek opportunities to develop and strengthen the Chrysalis enterprise within the Bellingen Shire in line with the aims of the association, with a particular focus on increasing on the 10 % of students who come from Dorrigo.
- To strive towards a sustainable school for students, staff and the school as a whole.



35th Anniversary assembly

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

1. Budget

- An operational budget surplus (excluding depreciation) is planned for 10.00% over three years.

2. Legislative Requirements

- That Chrysalis remains compliant as required by the current and forthcoming statutory requirements.

3. Staff

- Embed the whole school Professional Development Plan in line with the NESA requirements.
- Further develop and implement over the next 3 years with the AIS Literacy and Numeracy Leadership program a teaching methodology in Literacy and Numeracy focusing on K-6.
- Continue to develop, support, encourage and implement professional development opportunities internally and externally.

4. Staff Portfolios

- Embed the scope of the portfolios with the school organization structure and skills of the portfolio holders, in line with middle management principles.
 - Early Childhood
 - Music
 - Student Learning Support
 - College
 - Curriculum
- Measure as appropriate the new roles and responsibilities for these portfolios so that the roles are considered to add value and depth and that the process is clear and accountable.

5. Campus development and asset retention

- That an audit of capital infrastructure plans including roads, bridges and building to be developed with a view to ensuring that the campus is well kept into the future.
- Allocate up to \$30 000 for small capital improvements on the campus.
- Develop a school master plan.

6. Pedagogy

- Additional hours provided for learning support services and integrate this component with a school wide approach in mind.

- Continue to reposition staff for the camps program in order to ensure the excellent standard of the camp and outdoor education program remains a centrepiece of Chrysalis schools educational offering and also to support teacher's sustainable practice.
- Develop and embed an integrated PE program
- Continue to thread indigenous engagements through the school curriculum.

7. Strategic opportunities:

- Chrysalis continues to seek opportunities for expanding student numbers and protecting financial sustainability. Ideally, from a financial perspective:
 - Kindergarten classes of 18 – 24
 - Primary school classes of 24 – 26
 - High school classes of > 18
- Further the opportunity for engagement with Chrysalis in the early stages of child raising (ideally pre compulsory school age), with a view to encourage contact with our pre - school age activities, and ongoing enrolment.
- Ensure that School registration scheduled for 2019 is commenced in a thorough manner with a view on policy regeneration and including stage 5 as appropriate.
- Initiate with a view to embed changes and expectations as regards the class teacher period during 2018.

What is the focus and how will it be achieved:

1. Budget

- Recommendation:
 - a. That a budget surplus of 10.00% be achieved over the life of the 3 year business plan (3.3 % per annum on average).
- Methodology:
 - a. Develop a wet budget for Term 4, 2017 based on projected enrolments and a dry budget in Term 1, 2018 reflecting actual enrolment numbers.

2. Staffing

- Recommendation:
 - a. In advance of the new NESA requirements as regards teaching staff in January 2017, develop and monitor a 3 year staged overview for professional development in conjunction with relevant staff.
 - A 'whole of school' plan continue to be developed and implemented with a view to balancing and address personal, professional and strategic PD within the school's budgeted allocation.
 - That ongoing professional development includes a plan of reflective practice aligned with the teaching standards, appropriate resourcing for teacher collaboration and supervision.

- Methodology:
 - a. Continue with the AIS an implementable plan to support Schools Leading Learning and with the AIS Literacy and Numeracy team to begin the program over the next 4 years.
 - b. Develop a method to support, monitor and oversee compliance with the individual teacher's PD plan in relation to the whole school PD plan.
 - c. During Term 1 collaborate, develop and articulate the *raison d'être* for the class teacher period. This includes reviewing the transition times within class teacher period, researching literature and in-house experience relating to the class teacher period, and relating to the practice that occurs now.

3. Staff Portfolios

- Recommendation:
 - a. That a budget surplus of 10.00% be achieved over the life of the 3 year business plan (3.3 % per annum on average).
- Methodology:
 - a. Continue to develop the staff in these roles in order to enhance capacity and capability in their key areas of responsibility.

4. Campus development and Asset retention

- Recommendations:
 - a. That the Facilities Plan continues to be implemented so that campus' key built assets remain in good and durable condition.
 - b. That a small capital improvement plan be developed and implemented.
 - c. That a school master plan be developed
- Methodology:
 - a. Stewardship monies be allocated at \$30 000
 - b. Continue to work within the facilities management plan.
 - c. Develop a small capital improvement plan
 - d. Develop a school master plan

5. Pedagogy

- Recommendations:
 - a. That a review of programs take place and new initiatives be considered for implementation in the forthcoming three year period of the business plan.
 - b. A review of the curriculum take place during 2018 and aligned with registration in 2019.
- Methodology:
 - a. Develop a wide look and review process at the programs that have been implemented over the last 3 years. This will allow for the Business plan 2019 – 2021 to reflect desired changes and be funded accordingly.

- b. Library support hours to increase in line with budget constraints
- c. Prepare for NESA registration in 2019.
- d. Develop and embed an integrated approach to behavior management throughout the school.
- e. Develop a social values program that is consistent throughout the school.

6. Strategic Opportunities and Risks

- Recommendations:
 - a. Seek opportunity to drive enrolment growth as the school has full stand alone classes
 - b. Evaluate the opportunity and act accordingly to increase Chrysalis School's Early Childhood footprint with an Early Childhood Development Plan 2015 – 17.
 - c. Market strategies get prioritized according to the School Marketing Plan.
 - d. Admin recalibration with a long term staff member's departure from the area.
 - e. High School extending further than Year 8
 - f. Address issues of scale (increasing size of the whole enterprise) and compliancy.
- Methodology:
 - a. Implement the recommendations in the Early Childhood Plan according to budget and resources.
 - b. Ensure marketing remains a focus over the three year life of the plan

In Conclusion

The school is in a solid position, this is true in terms of financial viability and also by a range of other metrics that are used in the education sector (enrolments, staff turnover, waiting lists, costs per capita, debt ratio etc.). This solid base must not lead to complacency or a sense of resting on our collective laurels, rather it is seen as an opportunity to strive to enrich the education and the children in our midst and to consciously work with our school's culture in order to ensure that Chrysalis School will offer a Steiner education long into the future.

The Business Plan is a product of significant collaboration, with opportunity offered to all staff. The work of the portfolio holders shows the developing depth in school management and represents ongoing opportunity for school development.

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

It is with much promise that we present this Business Plan and as we are responsible for the development and implementation of this annual Business Plan; we seek the Board's approval for the strategic and practical approach described herein.





CHRYSALIS STEINER SCHOOL

educating the whole child

Chrysalis School for Rudolf Steiner Education

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