

ANNUAL REPORT 2019



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 100 years and is practiced in over 1000 schools worldwide, including more than 50 in Australia. Chrysalis School is an active member of our peak professional body, Steiner Education Australia (SEA). The curriculum fulfils all the requirements of NSW Education Standards Authority (NESA) and offers the children the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.

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

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

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

Chrysalis found itself in a transition phase in 2019 with the school looking for a new Education Director. The Board of Directors delegated a transition team with Kelley McGlashan and Pete Rundle leading the school in 2019 until the new Education Director would be appointed. As it panned out during the year, the new Education Director would be Lisa O’Donnell and she would start at the beginning of term 2 2020, with Kelley McGlashan carrying on in the role until she commenced.

Besides this structural change that was occurring during 2019, the management team and staff accomplished an enormous amount of work and kept Chrysalis focussed and moving forward. One of the major accomplishments of the year was in getting registration for another 5 years from K to Class 8. The registration process was completed on the 9th May with Natali Fry from NESA being the inspector. 2019 was a time of change and looking towards the future.

In February we started the year with 203 students from Kindergarten to Year 8, finishing the year with 193 students. Since 2016, Chrysalis appears to be maintaining the numbers in Class 7 & 8 at classes with an average of 15 students.

The early childhood area continues to be a focus point of growth for the school. The school started developing this more at the end of 2019 with the availability of more rooms by Morning Star. This will be developed into a playgroup area during 2020. We will have access to board meetings and interview rooms in the new space as well.

A school wide behaviour expectation plan was implemented as well as a cultural framework for staff to work with during 2019. A school wide process was undertaken during the latter half of 2017, where a collaborative approach to behaviour and values for students, staff and parents was initiated.

Besides the regular running of the school year, Chrysalis was impacted by fires, floods, and then COVID 19 from August through to June (ongoing for COVID). The fires impacted the attendance of our students and staff as the valley became increasingly smokey and breathing was challenging. As the fires came within 6 km of the school and for the safety of all, the school closed its doors early for the end of the 2019 school year. At the start of 2020 we had floods in the valley and then in March, COVID 19 and remote learning came into our school. It has been a time of great change, flexibility and adaptability by our staff, parent body and students at this time.

The Annual Report to NESAs and the School Community provides reliable and objective information about the 2019 school year.

The 2019 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, 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 stakeholders of the school.
- d. **Best practice.** We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.
- e. **Professionalism.** We are at all times a professional school in all facets of work.
- f. **Consensus.** We operate out of consensus, in the appropriate school forums.
- g. **Collaboration.** We work in the spirit of collaboration with the various bodies of the school.
- h. **Fairness and Due Process.** In social, interpersonal and professional interactions, we operate out of fairness, natural justice and the use of due process.



Colourful enthusiasm at the start of Athletics Carnival

CHRYSLIS CULTURAL FRAMEWORK

Why a framework?

This framework has been developed with an understanding of the behaviours that will help the school flourish and support Chrysalis being a child safe school. Acknowledging that both form and spirit is critical.

Why culture?

Culture affects all aspects of school life and is all pervasive in schools and includes both formal and informal settings. "The culture of an enterprise plays a dominant role in exemplary performance" Deal and Patterson, Shaping School Culture.

The **aim of this cultural framework** is to guide us to an identifiable, professional work culture by providing an understanding of a pathway visible to all. We strive to demonstrate these behaviours, in an objective and observable way so that our culture is more explicit and understandable, which in turn leads to greater cohesion, understanding and harmony.

Underpinning our work at Chrysalis

As stated in our ethos, we endeavour that the principles of Anthroposophy live within the school. Anthroposophy is a path of knowledge, to guide the spiritual in the human being to the spiritual in the universe.

It aims to develop faculties of perceptive imagination, inspiration and intuition through the cultivation of a form of thinking independent of sensory experience from which the education of our times was developed.

This becomes evident when:

- We work with the concepts of anthroposophy to find a way in which to carry out our work in our role at Chrysalis.
- 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.



Much applause at today's music assembly

We are each responsible for

1. Being proactive and accountable in all that we do – this becomes evident when:

- a. We follow-through on the commitments we make by doing what we say we will do.
- b. We follow-through and respond to enquiries and questions in a way that demonstrates that we are open to new ideas and genuinely consider different initiatives.
- c. We continually ask ourselves and others, 'how will this behaviour impact others' and we encourage each other to reflect on the impact of our actions.
- d. We behave in a proactive and self-motivated way – we take initiative.
- e. We take responsibility for projects and people and put our hand up to help.
- f. We seek opportunities to make the School better and initiate activity which helps the School.
- g. We plan activities and projects well in advance and take account of possible changing circumstances.
- h. We manage our time effectively and monitor our performance.
- i. We behave with passion and enthusiasm and do not do things half-heartedly.
- j. We approach our work with genuine passion and enthusiasm.
- k. We take responsibility for our own personal and professional development.

2. Communication – this becomes evident when:

- a. We consult and seek feedback from others in a proactive way.
- b. We listen actively to others, asking questions about their ideas and being curious to learn more.
- c. We encourage others to express themselves and we explicitly welcome others into our discussions for further exploration of ideas.
- d. We are inclusive in our communication, striving to have clarity in all we do and say, ensuring our audience understands our message.
- e. We give constructive meaningful feedback to each other.
- f. We are willing to hear and be open to the feedback of others.

3. Interpersonal relationships – this becomes evident when:

- a. We strive to be aware of our 'shadow' and to behave in a way that honours our relationships, the School and puts children at the forefront of our decision making.
- b. We demonstrate empathy to all around us.
- c. We strive to be consistent in our behaviour, building an environment of professionalism, connectedness and trust.
- d. We volunteer to help and support each other including the sharing of resources and time.
- e. We actively build professional relationships with each other.
- f. We strive to build community with parents, school community and each other.
- g. We strive to be professional with a deep commitment to civility and fairness – we do not accept rudeness or meanness in any form.
- h. We work in a collaborative way with each other and with the various bodies of the school.
- i. In social, interpersonal and professional interactions, we operate with fairness and due process and ensure that all people are afforded natural justice.

- j. We demonstrate positivity and acknowledge what is good about situations, what is working and what should be retained; only then do we honestly and with respect explore what is not working.
- k. We separate the issue from the person and debate the issues, not personalities – we discuss behaviour that is troubling us, not the person that is demonstrating the behaviour.
- l. We respect firm boundaries outlined by the School and do not engage in undermining behaviour – instead we constructively explore and discuss issues which are challenging us.
- m. We make time to address issues rather than have them go unresolved.
- n. We strive for the timely implementation of decisions or solutions.
- o. We work within the policies and procedures that exist and we ask for what I/we seek in a solution-based way and take the time to understand complex issues without resorting to complaining.



Striving to learn and grow

Adaptability and being resilient – this becomes evident when:

- a. We demonstrate flexibility in our thinking and our opinions and we remain open minded to different ideas and are willing to receive them in a spirit of openness and curiosity.
- b. We are willing to change the way we do things rather than be anchored in past ways of doing things – ‘the way we have always done it’ is not a sufficient justification for our behaviour.
- c. We demonstrate resilience and robustness and see feedback as a learning opportunity.
- d. We act with courage and see challenges as an opportunity to test ourselves and to grow.
- e. We acknowledge our school’s past, appreciate that our culture is not fixed and we are open to shifts in the way we do our work – we are willing to allow our culture to evolve.

Respect

This becomes evident when:

- a. We take time to acknowledge that we work and teach in a school of natural and physical beauty.
- b. We take time to appreciate and acknowledge the Gumbaynggirr Nation.
- c. We take time to appreciate the history of the School and the work done before us.
- d. We are guided by the needs of the School and look for better ways to serve each other, the students, the parents, the Bellingen community and the planet.
- e. We honour and respect the rights of students, parents, and all employees of the School.
- f. We understand that we will not always get the outcome we seek but we will receive decisions with good grace and openness.
- g. We seek to operate out of a collaborative process – consistent with our role and reasonability seeking the outcome that is child focussed and represents the greater good.

Caring and safety

Kindness and self-care – this becomes evident when:

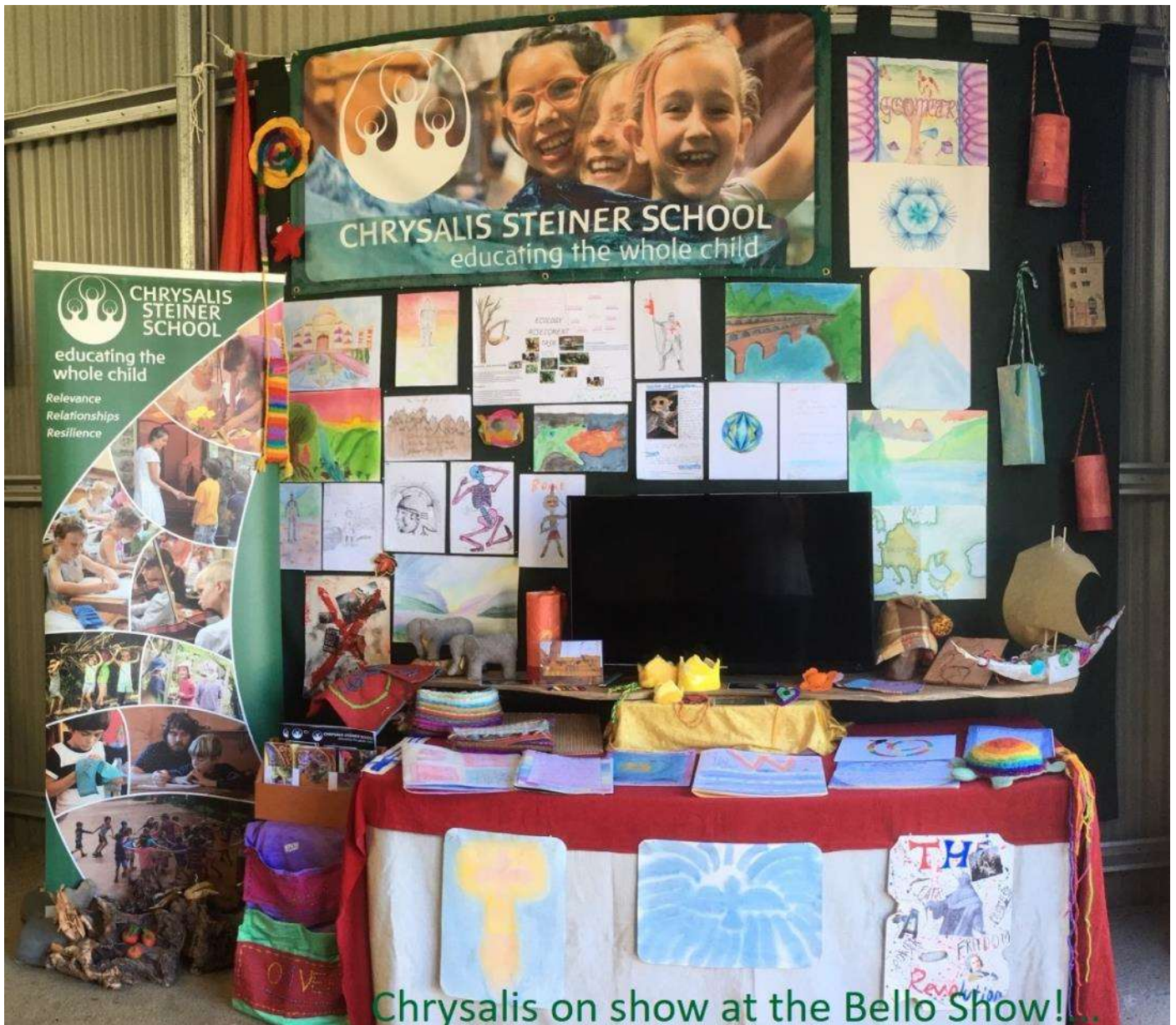
- a. We seek out other staff to help mentor and guide us and to offer an avenue for exploring ideas and challenges.
- b. We are honest with our own shortcomings and development needs and we approach them as an opportunity to grow.
- c. We practice self-reflection and are honest with ourselves regarding our own behaviour and look for ways to do better.
- d. We approach ourselves, each other and our challenges with kindness and actively demonstrate that we are kind to each other.
- e. We keep our emotions under control during challenging and difficult situations and maintain a positive outlook at work despite setbacks.



Gratitude

This becomes evident when:

- a. We remember that working at Chrysalis is a personal choice and a privilege.
- b. We remember that teaching is a noble calling.
- c. We acknowledge that we work in a place in which human striving, acknowledgement of spirit and a powerful landscape offers rich opportunity and an education for students and adults.
- d. We consistently recognise, value and acknowledge the efforts of others and so strive to do this in a consistent and meaningful way - we look for ways to give praise to each other.



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.

<p><i>Strive to learn and grow</i></p>  <p><i>At Chrysalis we strive to learn & grow</i></p>	<p><i>We are actively engaged in learning and doing</i></p> <p><i>We take initiative</i></p> <p><i>We take an interest in the "other"</i></p> <p><i>We put effort into the things we do</i></p>	<p><i>Respect</i></p>  <p><i>Our highest endeavour is to respect every aspect of the school journey</i></p>	<p><i>We respect ourselves, others, our learning, and everything in our environment (property, students, teachers and community)</i></p>
<p><i>Caring and Safety</i></p>  <p><i>At Chrysalis we care about others, our community, our environment & ourselves</i></p> <p><i>We strive to create a safe place for all</i></p>	<p><i>We behave in a safe manner in all areas of the school environment</i></p> <p><i>We feel comfortable and confident in taking risks in the school environment</i></p> <p><i>We care about ourselves, peers, staff family, learning relationships, environment, equipment and property</i></p>	<p><i>Gratitude</i></p>  <p><i>At Chrysalis we practice gratitude & positivity</i></p> <p><i>We are thankful for the learning & social opportunities offered</i></p>	<p><i>We show appreciation for the whole school, its community and its environment.</i></p>

School Behaviour Expectations poster

EXPECTATIONS				
Strive to Learn and Grow	Do your own work Do your best	Listen to instructions Ask questions	Concentrate Focus	Avoid distractions
Respect	One voice at a time Listen to the speaker	Appreciate others No put downs	Look after all resources, belongings and the environment	Respect class rules
Caring and Safety	Walk <u>Sit</u> at your desk	Personal space Hands to yourself	Look out for others Share	Encourage everyone Be kind
Gratitude	Do favours Say thank you	Take care always Mindfulness	Be grateful Try	Do as you are asked

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.



Report from the Chair to the Chrysalis Association

The past twelve months have been exciting, challenging, and rewarding in the midst of major social, economic and cultural change, the likes of which we haven't experienced at any time in recent history. The Board has been working hard to adapt elegantly, while maintaining the strong focus in our School of transparency and collaboration with all stakeholders, and an honest and real perception of our experiences as they have unfolded.

The Anthroposophical spirit continues to guide us, and has supported our objective educational outcomes, while helping us to look forward to positive milestones with our new leadership and the cooperation of our Senior Management talent.

Below I'll outline a summary of significant events we've navigated over the past year.

Immediately after the last AGM we re-negotiated a further agreement with Tim Fry as Business Operations Manager. Tim has supported the school so well over the past year! Thanks Tim!

Following Kelley McGlashan's decision to reassess her role at the School, a recruitment process was undertaken to appoint a new Educational Director. We were very pleased and privileged to attract such an extraordinary range of excellent and suitable candidates.

Lisa O'Donnell was a unanimous choice to replace the outgoing Educational Management (EM) team, Kelley McGlashan and Pete Rundle. Lisa has now begun at the school and is bringing a unique and exciting background and approach to her leadership role. Welcome Lisa!

Kelley has most graciously agreed to support the school over this calendar year by taking a teaching role with Year 6, before she moves into a high school role both teaching and co-ordinating high school curriculum and planning.

As a follow up to our intention last year to reassess in-congruencies in the Constitution of the school, in March 2020, the Board invited Ian Stehlik to provide a short advisory consultancy on matters pertaining to the Constitution of the school.

After careful consideration, and following the recommendation of the Stehlik advisory report, the Board have finalised a number of changes and amendments to the Constitution of the School for your consideration tonight.

Over the remainder of last year we have seen several changes in the teaching body of the school. Liz Sheppard has left the school after many years of wonderful contribution, and a warm and engaged presence with the staff, the parents and the children. Thanks so much for your years of knowledge and experience!

Cath Van Schie and Keith Golsby-Smith ('Chief') have joined the school, and have already brought a wonderful enhancement to the School's culture and energy. Welcome to you both!

The Board remains keen to establish 'best practice' financial methodology in the planning and operations of the School. As a result, financial expert, John Somerset, was engaged to perform a financial management workshop for all Directors, to ensure spending and allocations in all areas of the school could be properly assessed and targeted within best practice ranges identified in the Steiner Education community in Australia.

This significant upgrade to our knowledge and understanding of financial oversight has led to mindful financial planning to ensure proper sustainability of the School moving into the future.

In the midst of these financial and operational changes being contemplated, we were struck by the very disturbing challenges of the Covid19 pandemic.

The School faced the significant challenge of quickly moving to an on-line learning regime, while maintaining the unique culture and approach of Anthroposophy. Congratulations to all our wonderful staff for managing this extremely difficult transition with such positive energy and excellent outcomes!

So as not to threaten the School's sustainability through reduced funding, as a result of enrolments contracting, and in an attempt to support parents to deal with the changed economic landscape, the Board decided to budget for a fee relief programme available to all families.

The programme has been enthusiastically embraced, and has brought relief and support to the entire school community. We have also engaged fully with special offerings from State and Federal Governments to ensure health and economic challenges impact our special educational offering as little as possible. This process is ongoing.

Over the coming 2020 year the Board looks forward to following the clear roadmap we have laid down for the School, and anticipate a reassuring period of consolidation and stability as we move into the future.

Yours truly,
Gary Davis
Board Chair
May 2020 AGM

EDUCATION MANAGER'S REPORT



Inaugural Chrysalis lunchtime music concert for staff and students

Chrysalis found itself in a transition phase in 2019 with the school looking for a new Education Director. The Board of Directors delegated a transition team with myself and Pete Rundle leading the school in 2019 until the new Education Director would be appointed. As it panned out during the year, the new Education Director would be Lisa O'Donnell and she would start at the beginning of term 2 2020, with me carrying on the role until she commenced.

Besides this structural change that was occurring during 2019, the management team and staff accomplished an enormous amount of work and kept Chrysalis focussed and moving forward. One of the major accomplishments of the year was in getting registration for another 5 years from K to Class 8. The registration process was completed on the 9th May with Natali Fry from NESAs being the inspector. The focus was on the Complaints Policy, Child Protection Policy and attachments, and the TAA Policies. The 2 areas for curriculum focus were ES1 English Scope and Sequence and Stage 4 History Scope and Sequence. There was a great team working towards this wonderful result; Tim, Pete, Claudia, in the admin – Ceinwen, Gabby, Kendal, Karen, Reanne and Joanna.

The focus areas for 2019 were:

- To focus on and strategically plan that our school will have full classes into the future.
- To seek opportunities to develop and strengthen Chrysalis School within the Bellingen Shire 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.
- To engage and focus strategically with the stakeholders (Board, College, Staff, Community) in the possible restructuring of the leadership of the school.
- Embed the whole school Professional Development Plan in line with the NESAs requirements.
- Further develop and implement over the next 2 years with the AIS Literacy and Numeracy Leadership program a teaching methodology in Literacy and Numeracy focusing on K-6. This continues to progress with visits from the AIS consultants and mentoring from within to continue the learning on explicit teaching and learning in CI 1-3. A diagnostic spelling and English assessments have been implemented through Dalwood Spelling and DIBELS, which focuses on fluency and listening.

- Continue to develop, support, encourage and implement professional development opportunities internally and externally. The school continues to provide internal PD at the beginning of each term. During the terms there are opportunities for staff to attend AIS courses on Literacy and Numeracy and First Aid. A number of staff have done the MSL program online during this year. The National Teachers Conference was on in July at Cape Byron Steiner School. The board members attended GLAM and were provided with a wide variety of workshops relevant to their roles in the school.
- Continue to thread Indigenous engagements through the school curriculum. We continue to have input into the Winter Festival with Michael Jarrett. The music program has now brought Indigenous songs weekly to classes 4 and 5 and looks to continue this into 2020. We continue to integrate through our curriculum the threads that connect us to what is Indigenous.
- 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. Both kindergartens are full this year with 2020 looking like full classes as well. Playgroup has increased in its registration this year compared to last year.
- Looking towards the future with our Early Childhood plans, we were able to acquire the use of the rooms adjacent to Morning Star and Dawn Song that were held by Open Arms. This will provide the needed space for our playgroups, meeting rooms for staff and the board, and an opportunity for a place for the P&F to meet.
- Promoting leadership opportunities in the school: Embed the scope of the portfolios with the school organization structure and skills of the portfolio holders, in line with middle management principles. 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.
- Provide learning opportunities for those interested in leadership and management internally. The school is providing four weekends over a two year period for leadership professional learning during 2019 and 2020 for all staff and board members who were interested in these workshops. David Litnaitzky from "Spirit at work" has provided two weekend workshops in 2019 and will continue in 2020 around COVID 19. His consultancy is based in Melbourne, Australia, and is dedicated to creating the conditions in organisations for all people to manifest their creative spirit at work, so that they can make meaningful and fulfilling contributions to the organisation through taking personal initiatives and becoming part of a collaborative learning community. Central to this is the creation of an ethical organisation culture that fosters individual autonomy, agency and responsibility, as well as interpersonal trust, taking into account not only performance and profit, but the interests of all stakeholders, as well as the organisation's environmental impact.
- Consolidate and embed an integrated approach to behaviour management throughout the school. This is the 2nd year of consolidating and embedding the behaviour management skills. This continues to be developed as teacher's skill in using the behaviour expectations is further worked with students and staff. The school has initiated a two year relationship with Berry Street in Melbourne at the end of 2019 in readiness for 2020. The Berry Street Education Model provides schools with the training, curriculum and strategies to engage even the most challenging students. This education initiative is different because it is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement. Our first session was in January 2020 and the second one is in July. Tom Brunzell, the head of Education at Berry Street provided a specific PD in April around COVID 19 and how to work with ourselves to support the children.

- Embed a social values program that is consistent throughout the school. The school has a scope and sequence of a social values program that teachers can now develop further for their classes.
- The Music Programme is transitioning to compulsory music tuition for all classes from Class 3 onwards in 2019. This is being implemented incrementally, with Class 5 in 2019, Class 6 in 2020, Class 7 in 2021 and Class 8 in 2022. This shift has been very advantageous to the students involved.

In conclusion, I would like to acknowledge that after 16 years, my time as Education Manager has been a time of great learning and building of many skills. 2019 was especially wonderful in that I shared this role with Pete Rundle. We were complementary to each other in our skills and I thank him for his experience, kindness and humour in our times of challenge. I want to mention Tim in his role of Business Operations Manager and acknowledge the work he does in his calm, thorough and humble manner. The school has been lucky to have Tim as part of the school management, as he brings a steadiness to the overall being of the school. I feel blessed to have had this opportunity and am excited for Chrysalis going into the future. I have worked with so many amazing people during these years and look forward now to my journey as a class teacher in the upper years. Full circle to where I began. Thanks to all who have been part of my journey, as you are all very special to me.

As we look forward to Chrysalis' evolving future, we hold true to our ethos for the school.

Warm wishes,
Kelley McGlashan
Education Manager
May 2020 AGM



Class 3 Main Lesson "Place"

BUSINESS MANAGER'S REPORT



Organisational Change

In 2019 there was a significant change for the business management function of the School. Having started the year as the Interim Business Manager, an external review of the School's leadership and prioritisation of recruiting the Education Director, saw me assuming the new title of Business Operations Manager and being asked to extend my interim tenure until the end of 2021. The major change was the shedding of the shared school principal functions, to focus solely on finance and operational support.

After a lengthy period of the "co-principal model", this has been an interesting cultural shift for the School, as well as structural change. The appointment of Lisa O'Donnell as the new Education Director gives the School the opportunity to consolidate this change and I look forward to working with her over the next two years.

School Finances

With just over 200 students in attendance, the School is approximately a \$4M business deriving around three quarters of its income from Government recurrent funding and a quarter from families through fees.

The School had planned for a difficult financial year in 2019, budgeting for a \$151k operating loss. In previous years this would have been reported as a \$75k budgeted operating loss, however we have since sought to align our reporting with accounting standards by including provisions for long service leave (\$76k) as an operating expense. Including depreciation (\$97k) and capital expenses (\$53k), the accounts were expected to produce an overall loss of \$301k.

The budgeted shortfall for 2019 followed a loss of \$170k in 2018, but was committed to as an investment in future enrolments; specifically to maintain "the integrity of our product" and our value proposition to attract additional students (and funding). The investment was largely in staff related costs which, although high in comparison to the benchmarks, would give us a competitive advantage in attracting students and returning to the measured norms.

The challenge for the School is that the targeted number of student enrolments is elusive, making the existing cost structure unsustainable. The current ratio of salaries and on-costs as a percentage of income is in the mid-80's, rather than the benchmark of mid-70's.

The final result for 2019 was a 10% improvement upon that budgeted, with the final loss being \$275k. Further, had the School not experienced additional (extraordinary) employment costs associated with the realignment of business and educational management, the operating loss would have been a modest profit. The issue, however, is that when all salary costs, including leave accruals, are counted this component of expenses is too great with the current student numbers.

Two consecutive years of losses have diminished the buffer we have to sustain the School in difficult periods. The current ratio (current liabilities / current assets) has fallen to below one and future losses will squeeze cash flow. To this extent, there is pressure to ensure 2020 and subsequent years turn a profitable result. In the short term, as our facilities continue to be maintained to a very good standard and remain largely fit for purpose, we may be able to set aside the impact of depreciation, however, ultimately we must produce profits that cover this expense as well.



Utilising newly acquired Chromebooks for students of essential workers

COVID 19

The COVID 19 outbreak has had a significant impact on the independent school sector, changing the way schools deliver their service, as well as squeezing income through the financial impacts to families. Although occurring in 2020, this event is significant in terms of the School's continuing operations and demands attention in this report.

As we start to emerge from the isolation imposed on the community by the outbreak, we report that our enrolments have been stable. This has been achieved through the tremendous efforts of staff (in particular, our teachers), who were able to quickly adapt to remote teaching, and the offering of fee relief to families under financial pressure.

Fee relief has had a significant impact upon the level of fees collected. Costing well over \$100k in Term 2, this measure has been critical to retaining our enrolments and recurrent funding.

Whilst the loss of income puts pressure on this year's financial result, Management believe we can implement savings that maintain a close to balanced budget for 2020.

The one area of financial risk relates to our application for the JobKeeper support package. Whilst the School believes it has a firm basis upon which to qualify for JobKeeper, interpretations by the Australian Tax Office (ATO) in respect to the handling of recurrent funding mean this may come into dispute. Having acted in good faith on the information provided, we believe the School should (at the very least) cover the costs associated with increased payments to eligible staff.

Staffing and Organisational Development

The School continued to invest in the professional development of its staff, particularly in respect to their teaching practice and leadership development. As well as participation in Steiner education forums (such as the Glenaeon intensives) and the AIS Literacy and Numeracy workshops, David Liknaitzky's leadership course gave staff and the Board a unique opportunity to work and learn together in the spirit of anthroposophy.

Toward the end of the year, the Board appointed Lisa O'Donnell as the School's new Education Director. During 2019, this position was shared between Kelley McGlashan and Pete Rundle, allowing the School to smoothly transition to a new leadership structure.

Cath Van Schie was appointed the Class 1 Teacher for 2020, having previously provided casual relief and working with Learning Support. Late in 2019, Keith Golsby-Smith was appointed as the Class 3 Teacher to commence in 2020.

Recognising the importance of marketing, the School increased its resourcing in this area, resulting in the launch of our Social Media profile and comprehensive research that will enable the School to identify priorities for consolidation and improvement.

School Campus and Facilities

During the year, there were a number of campus and resource improvements, including:

- Conversion of the High School IT Lab to a multi-use space following the replacement of desktop PCs with Chromebooks (in 2020), courtesy of the Federal Government's Local Community Schools Fund.
- Repainting of the walls in Classes 2 and 3.
- Installation of an air conditioner in the Extra Lesson Room adjacent to the Science Laboratory.
- Resealing of the School's roads.
- Refurbishment of High School toilets.
- Campus tree management as per arborist report.
- Purchase of gymnastics equipment from Sporting Schools grant funding.
- New ipads (purchased on plan) to support learning and new attendance process across the complete campus.

In addition, we have commenced procuring more space within the Bellinghen Children's Centre to support early childhood activities and provide alternate meeting venues in Bellinghen Township.

These changes enhance an already beautiful campus, which is maintained by a dedicated and professional team.

Governance

Following last year's AGM, the School's Board returned to a full complement of seven (7) Directors. The Directors give a significant amount of their time to the School and we are very appreciative for their contribution – I would particularly like to single out Tara Lynch and Karen Scott, who are both retiring as Directors at this year's AGM. Our gratitude also extends to those who volunteer on committees, such as the Finance and Marketing Committees. The experience and vision of all Directors and Committee Members is invaluable.

The Administration Team

Thanks, again, are due to the experienced and hard-working Administration and Maintenance Team. The strength of the team lays in its stability, through which they are able to provide consistent high levels of service to our educators and wise counsel to Management.

In Recognition

I wish to pay tribute to Kelley McGlashan's holding of the School's Education Management function during the past 16 years. Over that time, Kelley has been able to successfully navigate the School through significant changes within the education sector and our community.

Under Kelley's leadership, the programs and resources for education have evolved to meet the challenges, whilst retaining the essence of anthroposophy. The smooth manner in which Chrysalis' NESA registration was completed in 2019 is testament to Kelley's professionalism and management, as is her participation in the highest levels of Steiner Education Australia.

Kelley is a tireless advocate for the teaching staff and students, with a deep well of compassion and caring. I feel privileged for having had the opportunity of working closely with Kelley over the past two years and wish her well in her return to the classroom.

During 2019, Kelley shared the role with Pete Rundle. I also wish to recognise the great contribution Pete has made to our School. Always measured, Pete has been a calming influence for students and across the Community. Pete's experience in behavioural management and his commitment to helping students brought much to Chrysalis and his departure to the Department of Education, though anticipated, has saddened us all. We wish him well.

Tim Fry
Business Operations Manager
May 2020 AGM

COLLEGE REPORT



Chair of College Report

As with previous years, so much has happened since my last report in May of 2019. COVID-19 notwithstanding, College has continued to meet weekly in person on Thursday afternoons to experience artistic activities together, to pursue anthroposophical studies together, and to nut out the logistics of countless aspects of our cultural life – from festivals, to camps, to reports, to child studies, and beyond. Even during COVID-19, we have rarely missed a College session over the past year, and have braved the uncharted waters of holding College sessions via Zoom. Hosting these sessions as College Chair has been simultaneously challenging as well as rewarding. As odd and unprecedented as they were, some of them were very inspiring – especially when Irmhild Kleinhenz showed up. Engagement from College members has been particularly high. With social distancing and school effectively closing down, College was the one opportunity for everyone to get together and to discuss the important matters of life and work. We averaged about 18 College members per meeting and sometimes had 24.

Concerning our artistic endeavours over the past year, we have explored our biographies – led by Gail. This was done through the medium of pastels, and allowed us to revisit our 7 year phases, our personal introduction to anthroposophy, as well as several other milestones that happened in our lives. For two terms our artistic activity focussed on singing – either curriculum or festival based, or else Gumbaynggirr based. The Gumbaynggirr sessions were run by Luke Rhodes and Christoph and were a real highlight. It would be great to continue incorporating Gumbaynggirr culture and language into our school context. During COVID-19 times, which resulted in Zoom College sessions, our artistic activity was based around Eurythmy exercises. Apart from the obvious benefits of the Eurythmy sequences, we decided that it was important to have an artistic activity that got us moving for part of our 2 ½ hour College Zoom meeting.

Concerning our book study, we have continued to explore the lecture series given by Rudolf Steiner to the first Waldorf teachers back in 1919. Engagement with staff remains high and these lectures continue to inspire meaningful discussion between us on a weekly basis. College members are usually required to read or listen to an entire chapter before the meeting in order to contribute to the discussion. We are now studying chapter 11 of the series (of 14) and will likely finish the

study of this series of lectures by the end of this year. But we have also veered from this book study for long periods of time in order to pursue some suggestions made by David Likhaitzky last year. One theme that we explored for about a term was a series of exercises given by Rudolf Steiner to help strengthen our Etheric, Astral and Ego aspects. These exercises came from a work entitled 'Overcoming Nervousness'. As well, we spent many weeks exploring a planetary picture of leadership that David brought. We first examined it from David's perspective, then branched out into many areas concerning the planets from our own experiences – including astronomical awareness, as well as astrological. These discussions were very fruitful.

In other areas, we took great steps forward by embracing a modified form of the Child Study, as suggested by Rudolf Steiner. This enabled us to include Child Studies more easily into our regular College sessions. This is an area that has improved significantly for us compared to previous years, but remains an area that needs rethinking and constant vigilance, so that it does not simply slip below the radar. As well, we have had the great good fortune of having Irmhild Kleinhenz (an anthroposophical naturopath/homeopath), come to live in our community. As a College we embraced this opportunity and have had Irmhild attend several College sessions, as well as PD sessions, to discuss health matters, planetary matters and all things cosmic and anthroposophical. She will be advising us regarding Child Studies during her next College session. As well, thanks to Kelley's initiative earlier in the year, we have embarked on a new path with Dr Tom Brunzell from the Berry Street organisation. His work is quite new for us at this stage, but the PD session held at the start of last term and the Zoom session he held with us at the start of term 2 were very inspiring. He has given us new tools to deal with trauma related situations, and has helped us to develop our own strategies to remain whole and healthy throughout the COVID-19 challenges that have affected all of us so profoundly. Every staff member has had to go above and beyond as they navigated their way through the remote learning method of delivery that was expected of them. I think we performed incredibly well.



A key aspect that should not go unmentioned in this year's College report is the striving towards unity and transparency between the College of Teachers and the Board that has occurred over the past year. It became clear at the end of 2018 – particularly in relation to the proposed appointment of the Education Director - that there was an obvious division or lack of communication that existed between College and the Board that was felt by many at the time. I am happy to report that the relationship between College and the Board has improved since then. The process is not complete, but steps have been initiated in the right direction. The Board Chair has now attended several College sessions in order to answer questions and provide perspective. Likewise, Board members have been invited to attend David Likhaitzky's anthroposophical leadership workshops, and many Board members have attended some of these sessions already. This is a great step towards enabling collaboration and meaningful discussion to occur between Board members and College members. Furthermore, the Board has actively sought the advice of College on several matters to do with our constitution, and has considered this advice in its decision making.

Perhaps most importantly we, as a College and school, have experienced some of the most significant changes that have ever occurred in the school's history (over the past decade and a half, at any rate). After 15 or so years, Steve is no longer our Business Manager and, more recently, Kelley is no longer our Education Manager. These are major events for a school, and I think College members have coped admirably with the changes presented to them. While we miss Steve and all that he gave to our organisation on both a professional and personal level, we have found an excellent Business Operations Manager in Tim Fry, and we have all adjusted fairly seamlessly to this new leader of our school, and to his altered role definition. Likewise, while on the one hand we thank Kelley for her tremendous dedication and commitment in her former role as the Education Manager of Chrysalis, I believe we all feel deeply satisfied with our new Education Director, Lisa O'Donnell. The processes concerning both of these changes of the guard were deeply challenging for staff and Board members alike, but here we are now, on the other side. This is a memorable moment in time in so many ways and a tremendous resolution for Chrysalis after many years of uncertainty. I would like to thank all of those who played a part in this significant unfolding. It was not easy. And it was not always pleasant. I certainly had my share of sleepless nights and moments of profound uncertainty – especially concerning the process involving the recruitment of the Education Director over the past year and a half. But I think the Being of the school made itself heard, eventually. Intuition and drops of light trickled into the Chalice of Courage and the Angels gave us the strength required to move forward with the work that needed to be done. As a result, these huge roles have now been filled by two very capable and highly respected leaders. I rarely speak on behalf of the entire College, but I believe the College of Teachers is very satisfied with how things have turned out in this regard.

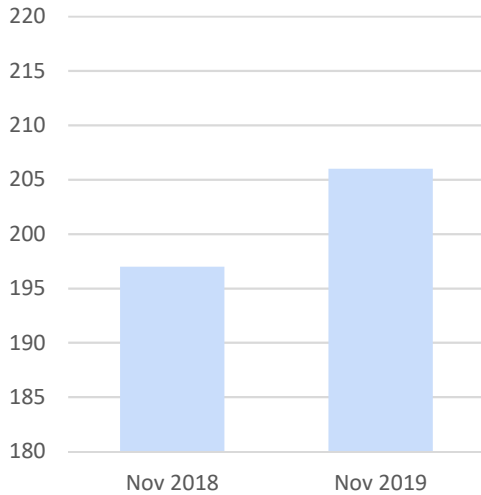
I would like to formally thank Steve Klipin and Kelley McGlashan for their tremendous dedication and contribution to Chrysalis School over the past 15+ years as managers. They encouraged and inspired me both personally and professionally over the past 10+ years of my career at Chrysalis, and I know how important they have been for all the rest of the staff, as well as our wider community. On behalf of College, I extend my deepest gratitude to them both.

Sincerely,
Sean Daniel
Chair of College
May 2020 AGM

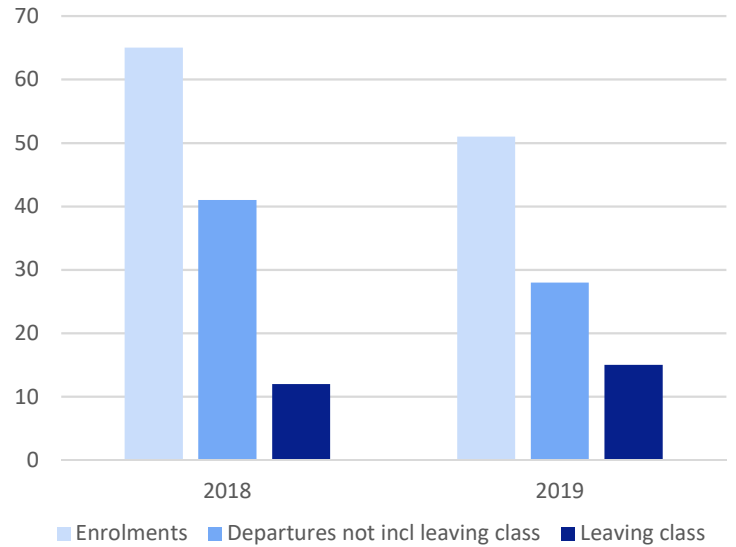
STUDENT POPULATION

Enrolments

Enrolments



Departures & New Enrolments



My School Website 2019 submitted data

SCHOOL FACTS		SCHOOL STAFF	
School sector	Non-government	Teaching staff	17
School type	Combined	Full-time equivalent teaching staff	13.2
Year range	K-8	Non-teaching staff	33
Location	Outer Regional	Full-time equivalent non-teaching staff	17.1
STUDENT BACKGROUND – Index of Community Socio-Educational Advantage (ICSEA)			
School ICSEA value	1070		
Average ICSEA value	1000		
School ICSEA percentile	77		

Students

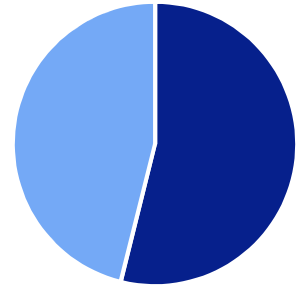
Total enrolments: 206

High School / Primary School / Kindergartens

	High School (Class 7 & 8)	Primary School (Classes 1 – 6)	Kindergartens (MS & RS)
Male	18	69	24
Female	13	63	19
Total	31	132	43

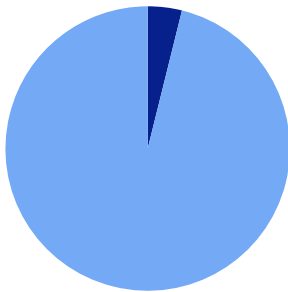
Gender balance

■ Boys
■ Girls



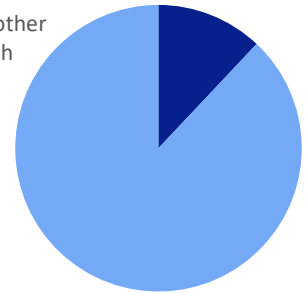
Indigenous students

■ Indigenous
■ Other student



LOTE students

■ Language other than English
■ English



Attendance Rates

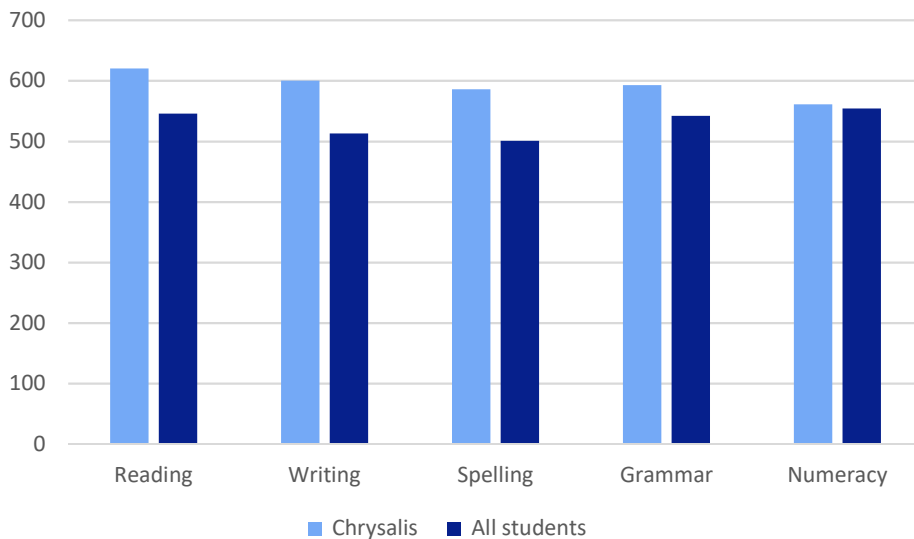
	Term 1	Term 2	Term 3	Term 4	Year Average
Morning Star	93.6%	95.7%	93.1%	92.5%	93.7%
River Song	87.9%	86.4%	82.5%	85.0%	85.4%
Class 1	91.8%	81.9%	83.1%	87.4%	86.0%
Class 2	90.9%	91.4%	90.2%	87.7%	90.0%
Class 3	90.7%	89.6%	86.6%	87.1%	88.5%
Class 4	91.9%	90.8%	93.5%	92.4%	92.2%
Class 5	92.3%	92.1%	89.1%	87.9%	90.3%
Class 6	91.5%	91.7%	89.4%	86.7%	89.8%
Class 7	95.1%	92.6%	91.4%	95.5%	93.7%
Class 8	92.3%	90.8%	89.2%	91.0%	90.8%
School Average	91.8%	90.3%	88.8%	89.3%	90.1%

School Performance in State-wide Tests and Examinations

In 2019, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nation-wide to all schools. In 2019, parents continued to exercise their choice of their child being withdrawn from the tests.

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

Class 7 results



Retention Rates – Class 6, 7 & 8

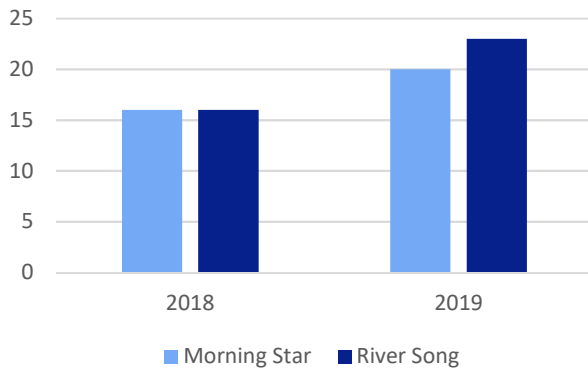
Chrysalis continues to be forward thinking in relation to retention of the students in Class 6, 7 & 8. Offering new programs such as individual music and ensemble opportunities, art, gardening, woodwork lessons, formation of a Student Council, and the far reaching camp program provides a rich landscape of learning opportunities for the older age students. Enrolments in each of the classes vary throughout the years with Class 6 averaging 18-22 students, Class 7 averaging 16-18 students and Class 8 averaging 14-15 students. Retention from Class 6 to Class 7 & 8 seems to be averaging around 75%.



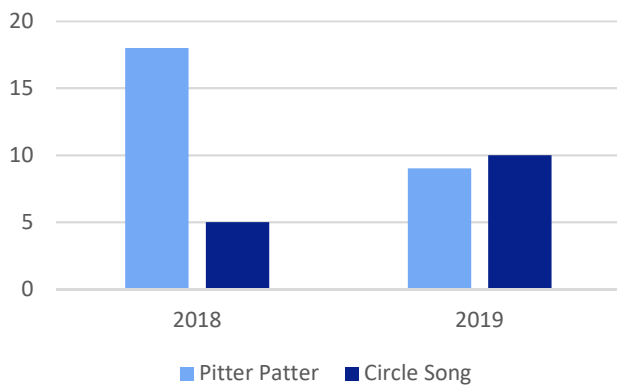
Early Childhood

Enrolments in 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.



Enrolments in Playgroups



Under the Playgroup Umbrella in 2019 we offered:

- Pitter Patter Playgroup (children 3 – 4 years)
- Circle Song (children 0 – 3 years)

Offering these initiatives supports the deliverables:

- Opportunity for parents to engage further and deepen their understanding of Steiner education for children 0 – 5 years.



EDUCATION FOCUS

Leading, Teaching and Learning

LNAP (Early Literacy and Numeracy Plan)

The school is continuing to initiate, develop and implement its LNAP plan across K to Class 3, with 2019 being the third year of the 4 year program.

We are continuing to work toward developing more structure and a framework for a strong phonics program and structured system of language development, and this is aligning well with our Steiner pedagogy. Similarly, in the area of Numeracy, we are continuing the process of reviewing the scope and sequence and making necessary changes.

As we continue to develop this framework we are able to see a clearer picture of how we are aligning and adapting LNAP within our pedagogy and at the same time we are making 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. Liz Sheppard, in her role as Instructional Coach for classes 1-3 for the second year, continues to support Lyndal, Class 3 teacher as well as bring on board Julie, the new Class 1 teacher. Each year, as the class teachers move up a year, it is crucial that we work to build the school's skill base to reflect changing practices.

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

At Chrysalis, the Learning Support Team is a whole school planning and support process. Its purpose is to address 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.

We continue to apply and develop more knowledge around how best to meet all of the students in our school. As a Learning Support team, we meet weekly on working toward improving our teaching and learning to meet the students with specific learning challenges.

An important aspect of Learning Support is to collaborate with teachers to determine priorities and to also work within the Nationally Consistent Collection of Data framework. Each year the school makes a case for additional funding to support children with specific needs in accordance with strict guidelines.

We continue to deepen our knowledge and practices in working with children in all aspects of their physical, academic and psychological wellbeing as we support them in their strengths and challenges as unique individuals.



The Learning Support Team's priorities:

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.

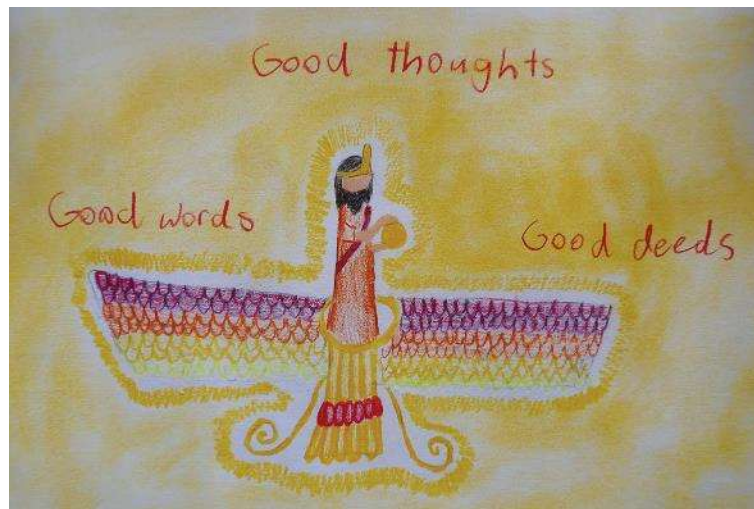
Learning support strives to work as a whole school integrated team which communicates effectively with teachers, specialist teachers, parents and students in supporting both student and teacher needs.



Promoting Differentiated Learning

2019 brought a big picture view of our student's learning and behavioural needs throughout the school. The members of the LST are Jacqui Dutson as LS Coordinator, Pete Rundle as Behaviour Specialist, Alison Scheef as Extra Lesson and Numeracy Specialist, Claudia Alfaro as the Primary Coordinator and the Education Manager.

During 2019, Pete Rundle, as the Behaviour Specialist, focused on working with individual students with behaviour and regulation challenges, providing support to teachers, parents and children.



Curriculum

Develop and embed an integrated PDHPE program

During 2019 and into 2020 the school has implemented a gymnastic program from K to Class 8, where we have invested in equipment and training of staff. We continue to develop and implement a social values program for Class 6, 7 & and 8.

Articulate the integrated craft within the curriculum

There is an integrated written craft curriculum for the school for Classes 1 – 8. During the end of 2019 and into 2020 there was a change in structure in our Handcraft program going forwards. There is now a Handcraft teacher with an assistant for classes 1-8.



Music at Chrysalis – a new program

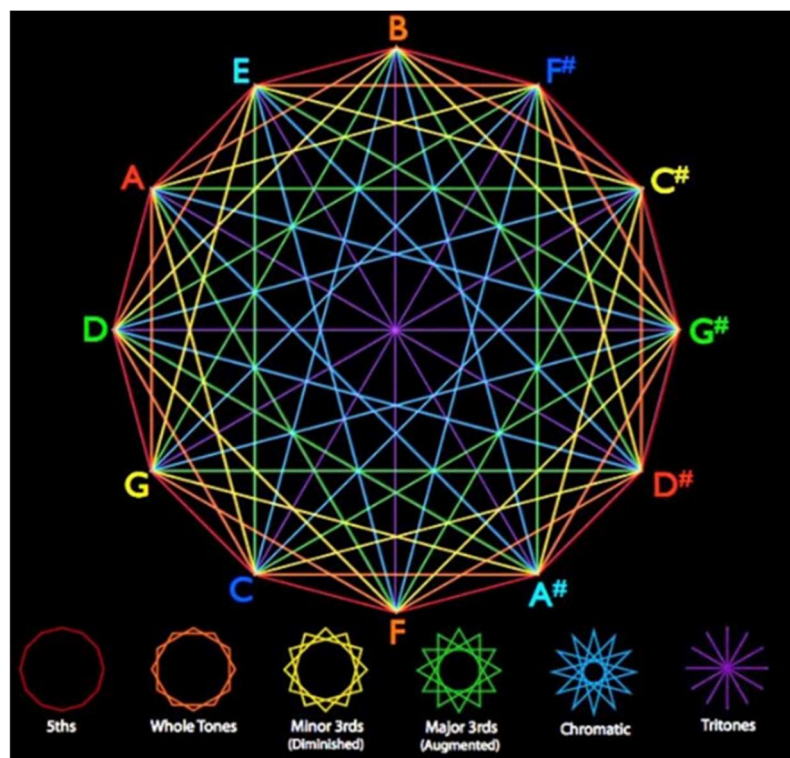
2019 has seen the implementation of an exciting, contemporary and equitable new music Program at Chrysalis. Every child in class one to eight both learns an instrument and plays that instrument in an ensemble situation. This program, still in its first year, was implemented in recognition of the well-researched and far reaching benefits of music education for all children.

Music education at Chrysalis is a specialist programme that lives deeply within the pedagogy of the whole school and its links to the wider community. Music as a universal phenomenon, a creative subject, a means of expression and an art form has profound interconnections with simple and complex mathematics, geometry, science and creative arts. Simultaneously, it facilitates self-expression, self-discipline, co-ordination and emotional, social and personal growth. Music nurtures and supports the development of thinking, feeling and will as central to Steiner education. The far reaching benefits of music for brain development and indeed educating the whole child, have been extensively researched and in modern times are understood as fundamental to the education of children. At Chrysalis it is not our intention to create musicians but to provide an excellent music education that fits seamlessly within the broader education of every child.

The new Ensemble Program, in addition to the strings tuition and ensemble, starts in class 5 and instrumental tuition choices open up with piano, marimba and ukulele being offered as instrumental tuition options. In class six guitar is offered and in classes seven and eight drums, bass and vocal are further added to the options at this stage. All of this makes for some exciting ensemble work.

Performance Events

This year has seen some other fabulous performance/workshop events including two school music assemblies. A colorful lunchtime concert with the band, vocal ensemble and marimba players was attended by a crowd of students and parents in the winter sun. The 'String Concert' saw an extraordinary level of participation and caliber of music resounding from the hall. A master class was held for all ensemble students to engage with professional musicians (including tutors Pete Skelton, Jacquie Gill and James Ross) in band and workshop activities exploring the art of collaboration, songwriting and developing expertise.



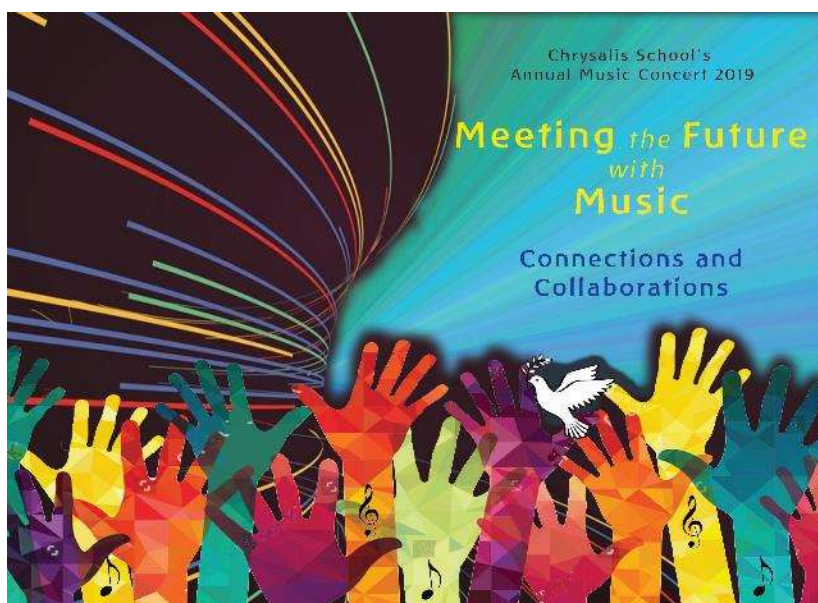
Meeting the Future

To think about how we are 'Meeting the Future' through education, places us at least poetically and metaphorically, at the interface of the present and future - the ever emerging moment in which we dance our lives. It suggests a picture of the future coming toward us rather than being something unattainable or distant that we are always striving or preparing for. Are we not continually greeting the future – shaking hands with it each day every moment? It often seems such a challenge to be present enough to live consciously at this interface - to use our will in making decisions and taking actions that help to keep us connected with each other and the earth, to understand our place in a cosmic journey, to keep us compassionate, our souls enriched by the breadth and cyclic nature of our experience.

Music lives well in that unfolding place where we meet the future. We might think of music as living geometry in sound, as celebration and connection, participation and as pure expression of the emotive experience of being. Experienced profoundly through the senses – maybe music is a sounding out of what lives and vibrates behind the silence.

In the unfolding of the second half of the year, we began collecting 'pennies from heaven' as to what the end of year concert might look like. Something different to the last three years? Something that represents the new program in its infancy? Something drawn simply from the specialist ensemble program from class four to eight? As the older students began exploring new instruments and genres, they began bringing music that interested them to their tutors. Rather than a prescriptive theme with most of the music for the concert brought by teachers, this year would experiment with a different approach. Thus, rather than the music for the concert being taught from the inside out, teachers would facilitate a process of collaboration between ensembles working with the material identified by the students, in turn creating a form for this year's musical performance. A form created from the outside in! And what was the music the students brought? The astral yearning of adolescence – reaching out into the unknown to pluck songs that hold tangible glimpses of what life might hold for them. Love songs, songs of conscience, music with rhythmic and melodic excitement. Music that holds images of both beauty and darkness. How do we bring it all together with marimbas and strings and a band and pianos and singers and guitarists?

Let's call it *'Meeting the future: Connections and Collaborations'*



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, woodworking)

Art was taught throughout the primary years from Classes 1 – 5 by their class teacher and in Class 6, 7 & 8 art is taught as a specialist subject. Woodwork formally starts in Class 5 and 6 and continues in Class 7 & 8. Students in Class 7 continued with sculpture and woodwork provided by specialists. Class 8 continued with oil painting and woodwork.



IT

The students begin to study digital technologies formally in Class 6. The approach is informed by a deep appreciation of technology and its place within the evolution of the human being.

Gardening

The gardening program is focused on introducing biodynamic principles to the children, especially focusing on diversity, cooperation, and soil building, in a hands-on, engaging way.



Physical Education

Swim Program

The River Safety Swim Program, in its 13th year was offered to the students in Classes 1 – 5, supported by the Bellinghen Pool Swim instructors, providing the early years with a good swim program. This program provides foundational swimming skills for the students. The Surf Life Saving Program in Sawtell continues to be a favourite with Middle School students in Classes 6, 7 & 8 learning to surf, and read and respect the ocean conditions.

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.

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. The school has a large inventory of suitable books for all the age groups. Chrystalis School's library consists of up to 20,000 books. For a small rural school we have an amazingly well resourced library.



Leading Improvement, Innovation and Change

Middle School (Classes 7 & 8)

Co-teaching roles continues in its fourth 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.

Playgroup Staffing

- Suzane Polaris facilitates Pitter Patter Playgroup on Friday mornings at Morning Star. From Term 3, we opened a Pitter Patter afternoon session as we had a demand from parents.
- Suzane facilitates Circle Song Playgroup on Thursday mornings at the Youth Hub in the back room (Dance room). The program has extended to two hours to allow the children to settle in the play. We also included baking and a Morning Tea with parents and children.
- 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.

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 continues to show 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 after camp, that this is working well for the teachers and children.

Reporting Structures Internal Changes

- During 2019, one edition of Emerge was published. It continues to be an amazing magazine for the school and wider community.
- Classes 6,7 & 8 have their own laptop and data projector and screen to use for online work as needed.

Leading the Management of the School

Leadership Opportunities at Chrysalis

From 2017, the school was involved in a Schools Improvement Plan, which offered the opportunity for interested individuals within the school to step forth into a middle management role within the school. The embedding of the Leadership Team is made up of the Learning Support Coordinator, Early Childhood Coordinator, Music Coordinator, College Chair, Primary Coordinator, Business Manager, High School Coordinator and Education Director. This team was offered professional learning in building capacity and capabilities so that they could manage their areas within the school under the direction of the Education Director.

Registration Process for School 2019

During 2018, the Education Manager worked with the Primary Coordinator 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 2019, one teacher went through this process. Another requirement that teachers must adhere to is 100 Professional Development hours every 5 years, for which there was one teacher that provided these reports. During 2019 and into 2020 there are 3 teachers working toward Experienced Teacher accreditation.

The processes of compliance and policies surrounding Teacher Accreditation and Maintenance were updated and renewed to meet the registration process for 2019.

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

This was completed and sent in for the fourth 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

The school has processes in place that adhere to the regulations surrounding working with children. All teachers/staff employed by Chrysalis have up to date WWCC.

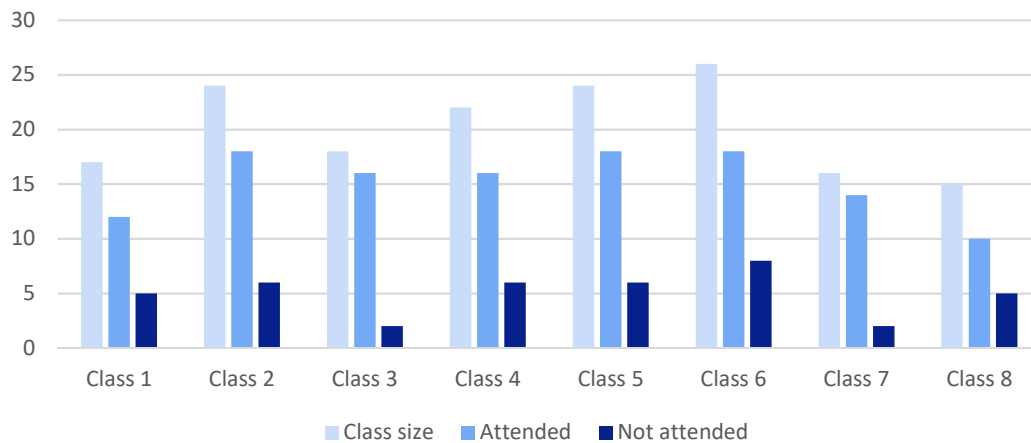
Report Writing

In 2019, 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.

Parent Teacher Interviews

- 75% average attendance for 2019



Early Childhood Information

- The Annual Morning Star Open Day was attended by many staff and not as many families as was hoped. This day is an opportunity for any families interested in our Playgroups, Morning Star and also River Song Kindergartens to attend our Open Day and/or Information Evening to learn more about our Early Childhood Program and all that we offer for their children.
- Information Night/Enrolment Evening continues to occur in the latter half of the year.
- Parent talks continue to be facilitated by the school; bringing speakers from Byron Bay and Sydney into the area to speak to the parents of children from 0 – 7 years of age.
- The formal Morning Star and River Song parent teacher meetings are organised by the Enrolments Coordinator in liaison with the teachers. This offers specific times for families to meet with the teachers; one for the initial meeting of the family into the school, and the second interview when the family begin their journey into Class 1.

High School Information night

- Each year Chrysalis holds an information evening for existing and prospective parents interested in continuing their children's education at Chrysalis beyond the tradition primary school years. We offer a comprehensive, supportive curriculum for Year 7 & 8 students in what may otherwise be challenging years in mainstream schooling.

Supporting Indigenous Culture

During 2019, Chrysalis School continued to outreach and develop a collaborative relationship with the local Gumbaynggirr people. Through Michael Jarrett and Luke Rhodes the school piloted a language and cultural program with Class 4 and 5. This program was valuable in bringing awareness, understanding and connection to the Gumbaynggirr people. The school continues to embrace opportunities to enhance our children's and our community's understanding of Gumbaynggirr Aboriginal perspectives and culture.

Focusing on a whole school approach, starting in Morning Star all the way through to Class 8, including all sectors of the school, inside and outside of classrooms, beyond festivals and special weeks towards an inclusive and respectful culturally diverse language and perspectives as part of the ethos of the school.

CURRICULUM DEVELOPMENT

Educating the whole child is part of 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 gentle 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 NESA 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.

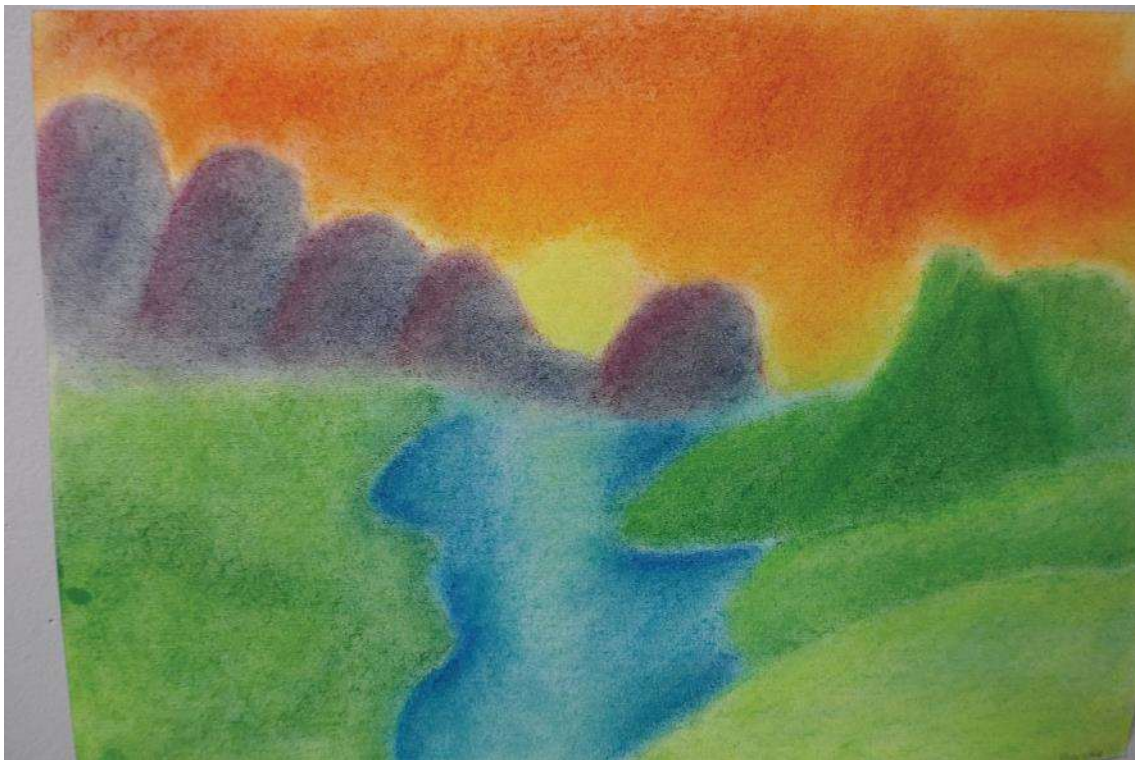


The Primary Years

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 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 Revolutions. 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.



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.

Waldorf 100

The first Steiner/Waldorf school was founded in Stuttgart in 1919. Celebrating 100 years of Steiner education, we have created a new [webpage](#) to highlight the Waldorf 100 celebrations around the world, as well as show the informative films created to provide insight into the benefits of Steiner education.



The celebration of the Waldorf Centennial was an occasion to further develop Waldorf education for contemporary times, and focus more consciously on its global dimensions, with many exciting projects on all continents.

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	Fractions	Revision of Maths
Mid Winter Circle	Nature Stories – Autumn and Winter	Celtic Stories	House Building	Play	The Pathfinders Camp – Early Australia
Goldilocks and the 3 Bears	Russian Fairytales	Saint Stories	Maths – Time	Australian Geography	Greek Gods and Heroes
Winter Working Circle	Spring Stories – English	Revision – Maths	Grain Cycle and Gardening	Revision – Maths	Class Play
Wattle Circle Dancing	Summer Stories – Home Surroundings	Fire and Rock Cycle	Local History and Geography		Introduction to Geometry
Spring circle	Numeration (Cardinals, Ordinals, Odds, Evens)	Maths – Money matters	Revision – Maths		Introduction to Botany
Going Up Time	Play	Play	Play		Revision – Maths



River Song Going Up ceremony



Students enjoying cross country

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 2019 the Autumn Festival continued in its form with the Class 3 taking on the festival, this year in the School Hall due to inclement weather, and telling the story of George and the Dragon, much to the delight of the children. A beautiful arrangement of produce was created out of the offerings from each of the classes. Wonderful songs were sung to a hall full of children, family and friends!



The Winter Festival in 2019 was formatted with Class 1 & 2, Classes 3, 4, 5 and Classes 6, 7, 8 providing their own story, spiral or labyrinth (Cl 6, 7, 8), and lantern walks in the different areas of the school.

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

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



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



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 • 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

The Chrysalis Outdoor Education Program has become a signature program for our school. Right from its inception, nearly 38 years ago, Chrysalis has been ambitious with its camp program. Ranging from overnight camps all the way up to 8 day adventure trek into the Guy Fawkes National Park in Class 8, we undertake camps of a length and complexity that many other schools can only dream of!

Each year we provide a Camp Helper Induction evening for all parents who hope to participate in a school camp that year and into the future. Attending a school camp is a chance to be a part of their child's education in a way that will never be repeated.

STAFF

Teaching Staff

Teaching Staff Register of Chrysalis		
Teacher	Full/Part time	Responsibility
Gail Sprott	Part time	River Song Kindergarten
Jana Golzar	Part time	Kindergarten assistant
Suzane Polaris	Part time	Kindergarten assistant
Paige Crocker	Part time	Morning Star Kindergarten
Roselinde Klass	Part time	Kindergarten assistant
Amber Street	Part time	Kindergarten assistant
Christoph Steinbeck	Part time	Kindergarten teacher
Suzane Polaris	Part time	Playgroup Leader
Julie Williams	Full time	Class 1
Liz Sheppard	Full time	Class 2
Lyndal Pitkin	Part time	Class 3
Yarnam Swift	Full time	Class 4
Michele Donovan	Full time	Class 5
Nathan Slatter	Full time	Class 6
Sean Daniel	Part time	Class 7 / Music
Soli Villarroel	Part time	Class 7 / Art
Lynn Jensen	Part time	Class 8 / PDHPE / Craft
James Ross	Part time	Class 8 / IT / Music
Catherine van Schie	Part time	Relief teacher
Jacqui Dutson	Part time	Learning Support coordinator
Alison Scheef	Part time	Extra Lesson / Learning Support
Pete Rundle	Part time	Learning Support
Will Douglas	Part time	Art
Benn Wolhuter	Part time	Gardening
Kym Pitman	Part time	Music coordinator
Linda Cochrane	Part time	Music teacher
Priya Curry	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
Sam Taylor	Part time	Teacher's aide
Michelle Salden	Part time	Teacher's aide
Paul Ryan	Part time	Teacher's aide
Jenny Boxtel	Part time	Teacher's aide
Luke Rhodes	Part time	Music tutor

Jacquie Gill	Part time	Violin tutor
Natasha Dyason	Part time	Cello tutor
John Boxtel	Part time	Woodwork tutor
Kamala Hazell	Part time	Craft coordinator
Johanna Elton	Part time	Craft assistant
Dot Hogenbirk	Part time	Library assistant

Teacher Attendance and Retention Rates
Average daily staff attendance rate in 2019 was 94.3%.
Proportion of staff retained from 2019 was 93.8%.

Administration and Support

Kelley McGlashan	Education Manager (shared role)
Pete Rundle	Education Manager (shared role)
Tim Fry	Business Operations Manager
Ceinwen Jenkins	Finance Officer
Reanne Brewin	Front Office
Joanna Dadd	Enrolments and Health
Karen Scott	Camps and Education Administration
Kendal Marsland	Publicity and Marketing
Gabby White	Finance and Administration

Maintenance and Cleaning

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

Board of Governors

Governors elected at the 2019 AGM were:

Gary Davis (Chair of Board)	Sean Daniel (elected by College)
Kersten Schmidt	Nathan Slatter (elected by College)
Tara Lynch	Kelley McGlashan (ex-officio)
Christoph Steinbeck	Tim Fry (ex-officio – Secretary)
Karen Scott	

College of Teachers 2019

Sean Daniel (Chair of College)	Gail Sprott
Kelley McGlashan	Julie Williams
Paige Crocker	Lyndal Pitkin
Liz Sheppard	Michele Donovan
Yarnam Swift	Soli Villarroel
Nathan Slatter	James Ross
Lynn Jensen	Kamala Hazell
Kym Pitman	Alison Scheef
Jacqui Dutson	
Tim Fry	

Professional Development

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2019 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, NESA Curriculum and Compliance, 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.

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

*The average spending per teacher on professional learning in 2019 was:
\$2,851 / teacher FTE.*

Incentives for Leadership Development

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. 2019 is our second to last year of 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.



Staff participating in Water Safety training at the Bellingen Pool

POLICY DEVELOPMENT

Policy development is a continuous task at Chrysalis School, as we seek to keep up to date with developments in our sector and apply best practice.

The School recognises the importance of having clear, workable policies and procedures which accurately reflect relevant legislation and best practice. We seek to ensure all policies relevant to stakeholders are readily available; either through the Chrysalis' website for families, or the School's information management systems for staff.

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

- Minimises the risk of harm and ensures students and staff feel secure and valued.
- 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.
- Provides a fair and equitable workplace that supports our staff to develop their careers and realise their potential.

In 2019 a significant body of work was carried out to ensure our policies complied with the requirements of NESA registration. Particular focus areas were:

- Child Protection
- Complaints Handling
- Teacher Accreditation

In recent years we have also made improvements to our Work Health and Safety Framework, as well as policies associated with the safe operations at School or when on camps and excursions. Changes to risks arising from our natural environment; in particular bush fire, have led to new policies that seek to ensure the safety of all.

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 updated in 2019.

All policies are held in the School's information management system. Where required, the documents are available on the School website on the [Policies page](#). The individual hyperlinks below link directly to the relevant policy pdf on that page. Where no link is provided, the document is available by request.

For all policies and procedures related to students and parents, parents may request a hard copy by contacting the Education Director or Business Operations Manager.

POLICY	TIMING	ACCESS TO FULL TEXT
BEHAVIOUR		
Behaviour Flow Chart	2019	On the School website
Parents and Guardians Code of Conduct	2019	On the School website
CAMPS AND EXCURSIONS		
Camps and Excursion Policy and Guidelines	2019	Full text in Policy Register kept in the School's information management system.
Camps and Excursion Procedure	2019	
Risk Management Worksheet	2019	

School Vehicle Driving Policy and Guidelines	2019	
Student Transport Policy and Guidelines	2019	
EDUCATION		
A – E Grading Scale	2019	
Assessment and Reporting Guidelines: Primary School	2019	On the School website
Assessment and Reporting Guidelines: Class 7 & 8	2019	On the School website
Class Size Policy and Guidelines	2019	
Curriculum Policy	2019	
Dress Code Policy & Procedural Guidelines	2019	On the School website
Dress Code Summary for Primary and Middle School	2019	On the School website
Electronic Media Guidelines	2019	
Expectations, Procedures and Guidelines for Teachers	2019	
Student Academic Reporting Policy	2019	On the School website
ENROLMENT & ATTENDANCE		
Attendance Exemption Policy	2019	On the School website
Enrolments Policy	2018	On the School website
Student Attendance Policy	2019	On the School website
FINANCIAL		
Debtors Policy, Guidelines and Fee Collection Procedure	2019	Full text in Policy Register kept in the School’s information management system.
Educational and Financial Reporting Policy	2019	
GRIEVANCES		
Complaints Policy and Procedures	2019	On the School website
Whistleblower Policy	2019	On the School website
Guidelines and Expectations for Stakeholders Regarding Complaints or Allegations of Staff Misconduct or Reportable Conduct	2019	On the School website
HEALTH & MEDICINES		
Administration of Prescribed Medicines Procedure	2019	Full text in Policy Register kept in the School’s information management system.
Anaphylaxis Management Procedures	2019	
Head Lice Policy	2019	
Infectious Control Practices	2019	
Medical Treatment Policy for Student	2019	
Prescribed Medicines Register	2019	
Sick Children Procedures	2019	
Student Health Support Plan	2019	
MANAGEMENT & SCHOOL OPERATIONS		
Board Member Declaration	2019	
Privacy Policy and Data Collection Notice	2019	On the School website
SAFE ENVIRONMENT		
Bushfire Preparedness Policy Guidelines and Procedures	2019	On the School website
Child Protection Policy and Procedures	2019	On the School website
Critical Incident Management Plan	2019	
Critical Incident Management Policies and Guidelines	2019	On the School website
Critical Incident Management Procedure	2019	

Safe and Supportive Environment Policy	2019	On the School <u>website</u>
Water Safety Policy	2019	
Work, Health & Safety Policy	2019	

STAFF, EMPLOYMENT & EXTERNAL CONTRACTORS

External Service Providers Policy	2019	
Gender Equity Policy	2019	Full text in Policy Register kept in the School's information management system.
Working With Children Check Policy and Procedures	2019	
Workplace Rehabilitation Policy	2019	

TEACHER ACCREDITATION – a new policy category in 2019.

All of the below documents were created in 2019 and are available to the teaching staff through the School's information management system.

Delegation Schedule

Organisational Structure of TAA

Roles and Responsibilities Explained

Supervisor Initial Meeting with Teacher

TAA Reporting and Decision Making Policy and Procedure

TAA ACCREDITATION HANDBOOK

TAA Complaints and Grievances policy and procedure draft V0.1

TAA Decision making not to accredit a teacher at Proficient Teacher level and procedures for internal review

TAA Decision making to maintain a teacher

TAA Decision Not to Maintain Accreditation at Proficient Level policy and procedure draft V0.1

TAA Facilitating Accreditation process Policy and Procedure

TAA Making a decision not to maintain accreditation or to recommend suspension or revocation of accreditation at Proficient Teacher level

TAA Mitigating the Risk of Conflict of Interest policy and procedure draft V0.1

TAA Notifying NESAs in Specified Circumstances and Timeframes policy and procedure draft V0.1

TAA Orientation of Teachers Seeking Accreditation Policy and Procedure

TAA Register

TAA Roles and Responsibilities

TAA Sharing Relevant Information policy and procedure V1.0

TEACHER ACCREDITATION HANDBOOK APPENDIX FINAL

Teacher Accreditation Progress Checklist

TEACHER ACKNOWLEDGEMENT OF TAA ORIENTATION

Behaviour Flowchart

LOW LEVEL BEHAVIOUR REDIRECTION / RESPONSE FLOWCHART

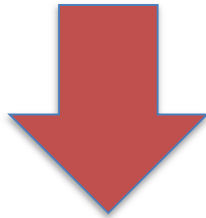
**Student engages in initial
challenging behaviour**

Step 1

Verbal and visual reminder of the behavioural expectation and redirection, whole class or individuals.

"In our class we value.... Our rule is..."

Private, clear and concise.

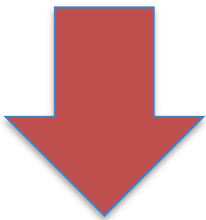


**Student continues to
demonstrate challenging
behaviour**

Step 2

Make any environmental changes that support the student's success, e.g. move to a desk away from the distraction, perhaps at the back of the room, or in younger classes take a timer to the quiet corner. 'Chill and Reflect' time.

Student completes age appropriate reflection during break. Restorative chat-focus on helping student see how their choices impact on own/others learning.



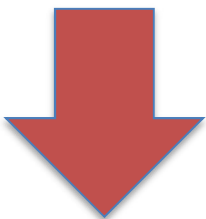
**Student continues to
demonstrate challenging
behaviour**

Step 3

Student takes their school work to the office to see the Education Manager/LST member with a referral slip.

Once processed, the student will return to class with a green 'return to class slip' detailing what has been discussed and any further actions required.

If the office is unable to accommodate the student they will be sent to another classroom with the referral slip and the teacher will be contacted.



**Mid-Level
Behaviours**

At this point the class teacher may deem it appropriate that a meeting with parents/carers be arranged to discuss a suitable course of action. When a teacher has ongoing concerns about a student, the Education Manager and Learning Support Team Coordinator (LSTC) will be informed. Along with the class teacher, they will take action accordingly, ie. development of an individual BSP (Behaviour Support Plan), behaviour contract, external assessment etc..

DEVELOPING HEALTHY RELATIONSHIPS

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 2019, amongst other linked activities and programs, students participated in family values programs, the Class 7 Birthing Main Lesson, Class 8 Project, Sexuality and Adolescence program for Classes 5 – 8.

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 2019:

- The Employment Relations Group (ERG) 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 the 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 Education 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.

Parent, Staff and Class 8 Leaving Student surveys

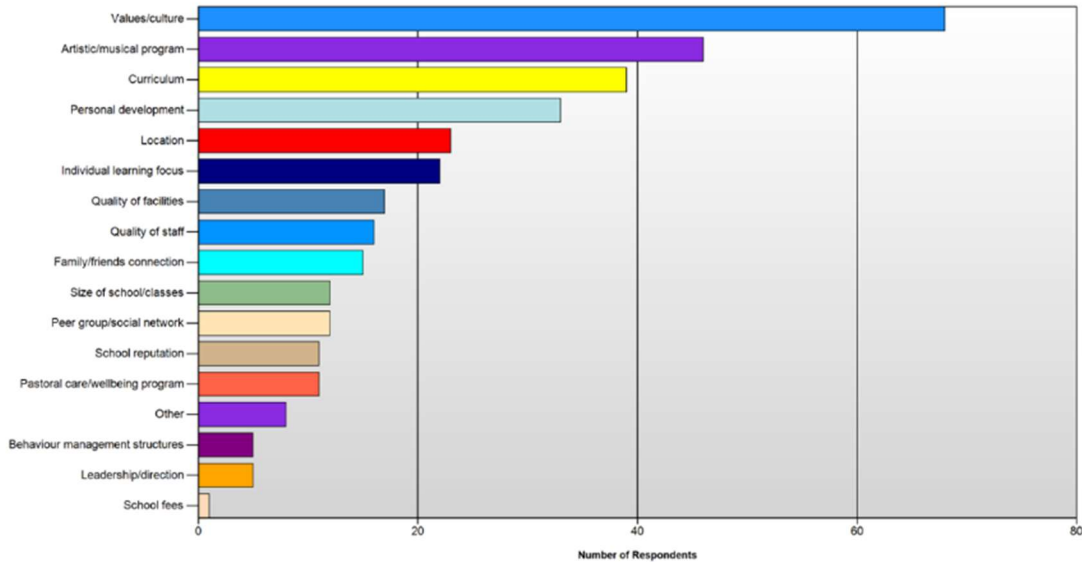
In 2019, Chrysalis engaged an external service provider to facilitate comprehensive, anonymous surveys of specific sub-sectors of the school. The survey took roughly 15 minutes to complete and was undertaken in the last term. The intention from the Board and Management is to provide benchmark data from which to measure improvements against in future, whilst simultaneously getting some qualitative data from each group to help identify required areas of focus. The following summary reports were provided to the Board, Staff and Parents.

Key Data from the Parent Survey

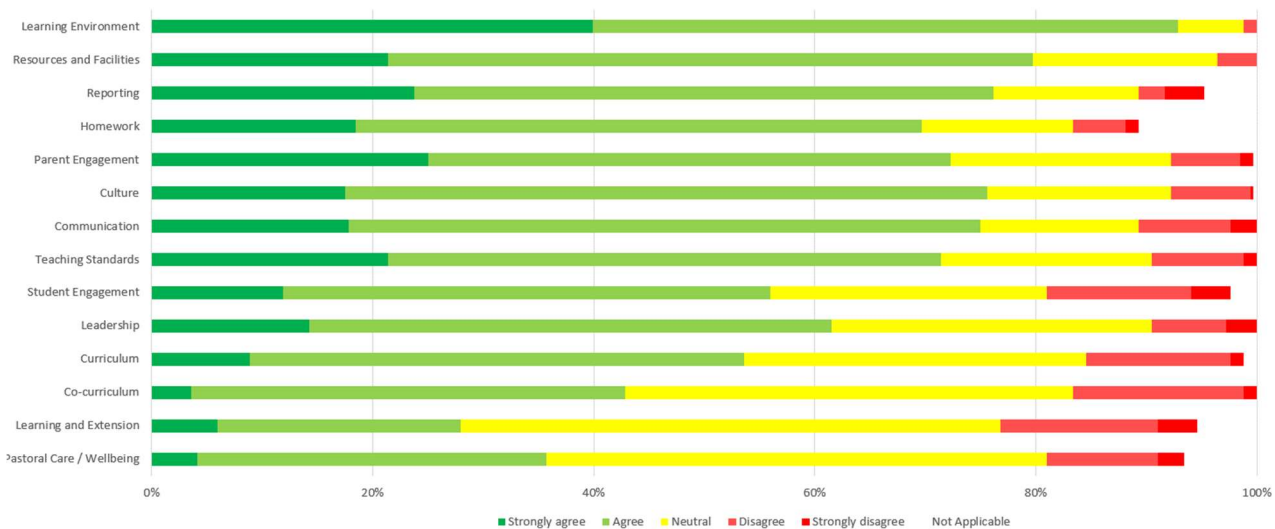
Response rate (maximum) 68.3% - based on 123 families.

Chrysalis Steiner School recorded an overall satisfaction score of 75% (comparable schools – 79%).

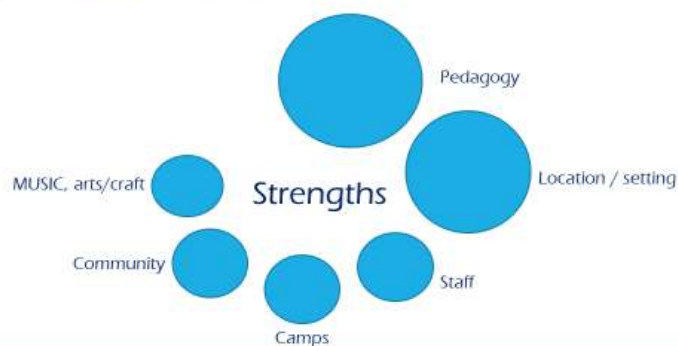
Reasons For School Selection



Key area ratings



What parents like



Engaging and Working with the Community

Electronic Communication

The school sends weekly e-newsletters to staff, parents and the wider interested community, as well as posting news items to the school website on a regular basis and submitting articles of interest to the local newspaper, *Bellinghen Courier Sun*.

Here is a sample of some of the articles posted on the website in 2019:

	Published:
Finish of the Chrysalis School Year 2019	2019/12/12
Chrysalis Scholarships available for 2020	2019/11/20
End of Year Music Concert 2019	2019/11/20
Class 8 project presentations 2019	2019/11/13
Bushfire Support Information	2019/11/06
Steiner High School Teacher Intensive: Caring for the Adolescent – From Encounter to Insight	2019/08/31
Chrysalis Steiner School Appoints New Education Director for 2020	2019/08/30
Great family games to play for the holidays and beyond...	2019/08/28
The Class 5 Greek Olympics	2019/08/21
Dorrigo Donations	2019/08/18
Living Classroom And Spring Festival 2019	2019/08/14
Term 3 Music Assembly	2019/06/19
Research into supporting students with Autism	2019/05/24
Clean Energy Knowledge Sharing Initiative	2019/05/16
Early Childhood Programs Open Morning & Info Evening	2019/05/16
The Right Brain Develops First: Why Play is the Foundation for Academic Learning	2019/03/06
Athletics Carnival with Casuarina	2019/03/06
Woodwork Program at Chrysalis	2019/07/22
Two students of Class 8 2018 embark on journeys of a lifetime	2019/07/22
Class 6 play – “A Grimm Night For Hans Christian Andersen”	2019/06/17
Where Are The Textbooks? The Use of Main Lesson Books in Steiner Education	2019/06/11
Inspiring music filled the hall...	2019/05/21
Upcoming Parent Education Talks and Workshops	2019/04/12
Class 5 Indian celebration	2019/04/09
Playgroups for 2019	2019/04/09
BYO Orchestra Workshop Day last Friday	2019/04/02
Chrysalis staff make water safety a priority	2019/03/05
Chrysalis Harvest Festival 2019	2019/03/05

SUMMARY OF FINANCIAL INFORMATION

2019

Recurrent Income \$3,818,748

Grants	73%
Fees	27%
Other	<1%

Recurrent Expenditure \$4,093,458

Salaries	81%
Resources	6%
Non-salary	13%

2018 was a year of consolidation maintaining rich classroom and programme resources



BUILDINGS & FACILITIES MANAGEMENT

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

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

Property Maintenance Report

The condition of our infrastructure is reviewed annually. Visual, in nature, it does not pick up all of the details, especially those requiring deeper or more invasive detection techniques, however, it is a solid baseline from which to generate a facilities maintenance program.

The ongoing development of the school campus to be a place where change and improvement is visible is due to the hard work of many. Our school continues to get excellent value from contractors. Sid and John (Maintenance team) bring experience, skill and determination to 'get the job done'.

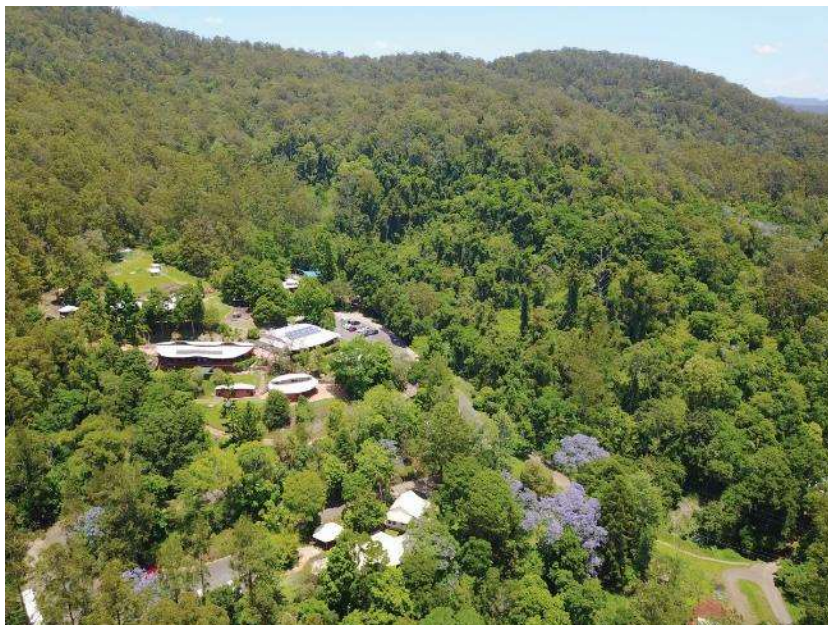
Regular ingoing maintenance includes: pest inspection, water quality testing, floor sanding, painting and so much more. The campus garden and food forests are maintained to provide a safe and interactive educational experience.

Small Capital Improvements

In 2019, capital improvements were added to our beautiful campus:

- Air conditioning of extra lesson space
- Road resurfacing
- Computer replacements and upgrades

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 (2019 - 2021)

Chrysalis School Business Plan – 2020

The following section is an extract of the 2020 Business Plan containing commentary on the School's direction.

Responding to Change and Opportunity

As well as the financial context, the School operates within an evolving educational paradigm that creates other challenges and opportunities. From a sustainability perspective, it is just as important the School address these issues as they arise and make the appropriate investment.

Scholarships

An opportunity has been identified in respect to the offering of scholarships.

It is proposed we develop a Scholarship programme for 2020 targeting enrolments in Classes 2 and 4. These classes are projected to be the most suitable; owing to vacancies and of an age group that allows better integration.

Whilst benefiting enrolment numbers, a key benefit to the School is increasing accessibility to Steiner Education by less advantaged sectors of the Community.

Investment in Facilities

With nearly ten years having elapsed since our last significant capital building project, the School is looking to identify and prioritise spending in this area. A draft Masterplan is nearing completion and should be in place for 2020. Having a plan will allow the School to target grants, as well as plan for minor capital improvements.

One such grant opportunity is the 2019–20 Local Schools Community Fund. The School applied for a \$15k grant to upgrade the Middle School computer facilities which, if financed, will have additional benefits in respect to facilities and cost savings. The proposed budget for 2020 includes this capital expenditure (total cost of \$23k), as well as yearly savings on outsourced IT maintenance of \$10k. With a payback period of less than a year, as well as the opportunity to repurpose and better utilise the IT lab for other curriculum areas, Management believe this is a worthy project.

In addition to this capital expense, we have budgeted an additional \$35k for small capital improvements (e.g. renewal of the Kindergarten playground fort structure and other playground enhancements) and equipment replacement.

Additional to these capital items are the continuing recurrent expenses of stewardship, building contractors and supplies, and maintenance.

Increased Presence in Bellinghen

Another opportunity included in the 2020 budget is an increase in the space leased in Bellinghen town. Morning Star is located at the Council owned facility at Elliot Close (the Centre). The facility is currently shared with two other tenants, one of whom is vacating in late 2019. Additional space to be procured will accommodate the Playgroup, as well as town-based meetings, such as Board meetings and parent/teacher interviews.

Early Childhood

As mentioned previously, Morning Star students are no longer included in recurrent grant funding. The operating shortfall is around \$100k, meaning we need to reassess our offering in this age group.

In 2020 (starting T4 2019) we will have a project group working on the feasibility of running a Pre-School. This operation has been adopted by other Steiner Schools but is regulated by the Australian Children's Education & Care Quality Authority (ACECOA) and requires a separate operating entity and registration.

The ultimate benefits are being able to recover costs through higher fees (which are subsidised through increased parental payments by government) and being able to retain a presence in this segment of the market which is important for enculturation and flow through to primary school enrolments.

No additional costs have been budgeted for this initiative, as it is envisaged work will be undertaken during the time allocated to portfolio management.



Staffing

New Leadership

A significant change for the School is the commencement of Lisa O'Donnell as the Education Director in Term 2 2020. Lisa's appointment brings the fruits of renewal and a rationalisation of the education leadership position which has been a shared role at 1.2 FTE over 2019.

Executive Assistant to the Education Director

The Education Director's role is supported by a distributed leadership structure, however, that person's responsibilities have grown more complex in respect to compliance and teacher accreditation. To support the new role, we have allowed for a part-time (3 days per week) executive assistant.

Camp Leader

This is a new permanent part-time role which looks to consolidate the existing Camps Coordinator role with that of the contracted Camp Leader. The new role will be held by a qualified teacher and include the administration and facilitation functions of camps.

Information Technology Support

In the last two years, the School has sought to stabilise its information technology (IT) platform. The School engaged Advanced Technology Consulting (ATC) on a monthly retainer to support the School's administrative network and equipment. This support was expanded in 2019 to include the High School's IT Lab which was being impacted by the lower performance of ageing equipment.

Marketing Support

During 2019 the Board approved additional resources to work on Marketing. This work has enabled the School to develop improved market research and social media capabilities.

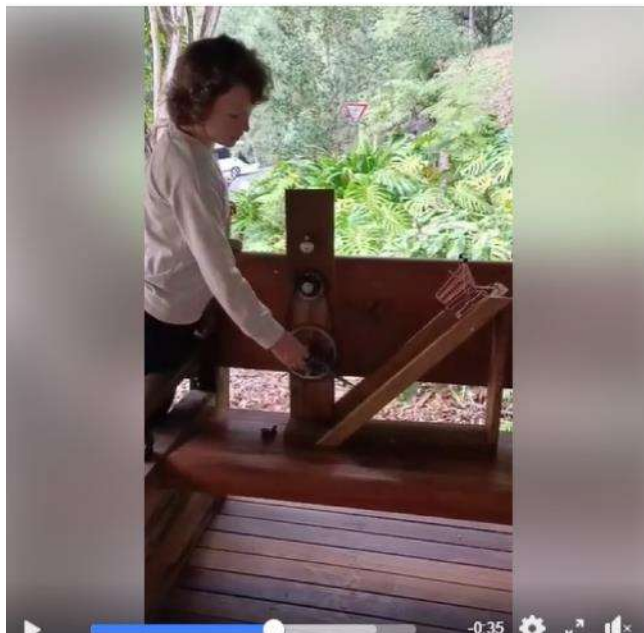


Chrysalis Steiner School Bellingen is at Chrysalis Steiner
School Bellingen.
8 hrs · Thora, NSW ·

CLASS SEVEN MECHANICS//

Recently Class Seven was tasked with creating a drawing of a mechanical system that included an incline, a pulley, and three different types of levers.

These two students went one better. "The teachers told us it isn't possible to make what you're doing. We made it."



2020 Financial Measures

After we account for anticipated income, as well as factor the changes signalled in the preceding section, we need to assess if further changes are required to meet requirements around sustainability.

Although the School's enrolments are likely to pick up in 2020, the consequence of two years of losses (accumulating to nearly \$280k) is a need to produce a profit from operations.

Salary Reductions

The proportion of our expenses is heavily weighted to salaries. These costs account for around 86% of our income, indicating they would most likely need to be the predominant source of savings.

A reduction in salaries is achieved through attrition and reductions in load. The School's preference has been to avoid redundancies, as we believe it is fairer to share burdens rather than impose the full costs on a smaller number of individuals. A further consideration is our wish to retain experience and skills.

Further Salary Adjustments

As well as including the 2.5% increase under the staff MEA's, we have adjusted the relief budget upward from 12% to 14% of teacher salaries and included anticipated special leave. This figure has increased from 10% in 2018 and is reflective of experience over the past two years.

Non-Salary Adjustments

In addition to adjustments in salaries, the following adjustments have been made in the area of non-salary expenses.

- ATC support of High School IT Lab insourced.
- Camp facilitation insourced.
- Growth in teaching materials to support increase in students and observed consumption.
- Targetted savings in Operational, Office and Clerical Expenses.
- Increase in rent as a consequence of additional space being secured for early childhood and working space in Bellingen.



Base Assumptions

The following items are additional major inputs to the 2020 Business Plan.

1. Class sizes are largely consistent with those for the August 2019 Census (see Figure 1), as well as information provided by the Enrolment Officer for departures and new enrolments.
2. Government funding per student estimated using the Department of Education SchoolHub calculator.
3. Board agrees to proposed increase of fees by 4%.
4. Multi Enterprise Agreement (MEA) for both teaching and non-teaching staff increases of 2.5%.
5. Staff reductions and redeployments, as described in previous sections.
6. Reduced LNAP funding –\$76,500 in 2019 to \$68,000 in 2020.
7. Relief teaching costs increased to 14% of teachers' salaries.
8. The Music Programme is continuing the transitioning¹ to compulsory music tuition for all classes from Class 4 onwards and that demand is similar for 2020.
9. Realignment of other expenses consistent with 2019 expenditure.

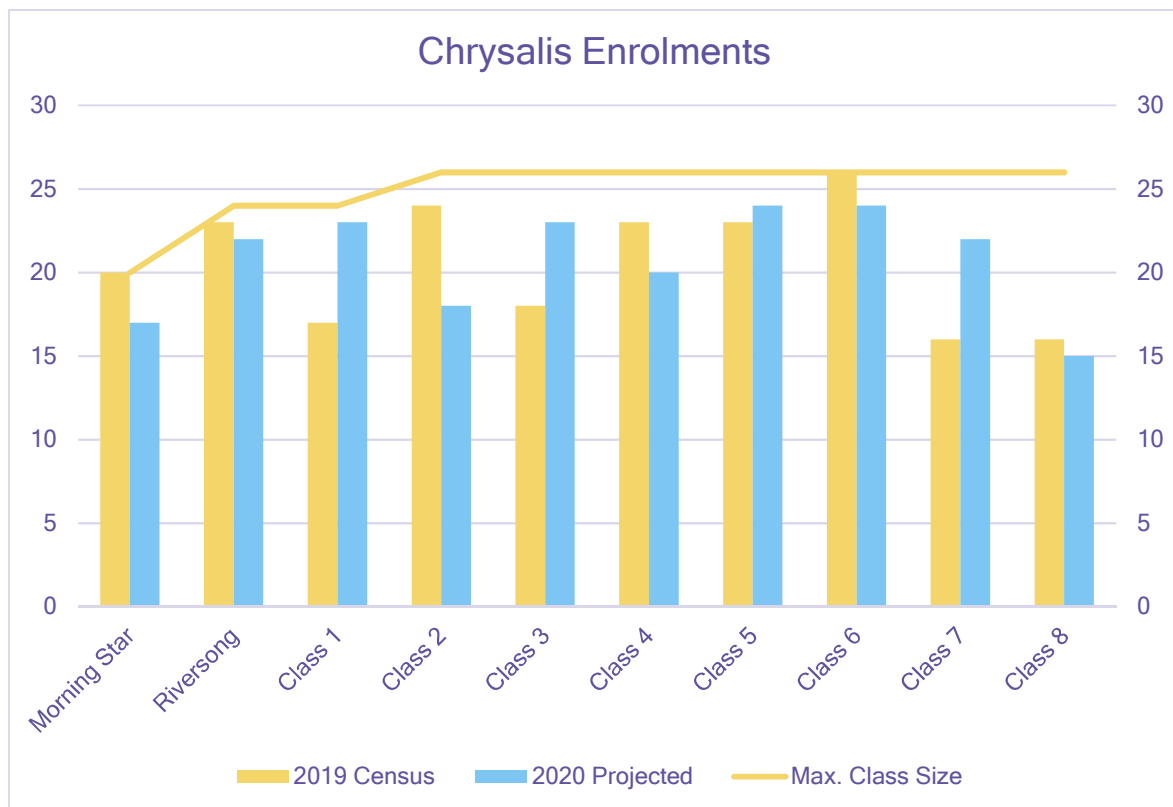


Figure 1. Business Plan Enrolment Data

2020 Budgeted Performance

The outcome of all the changes described in the previous sections are as follows:

Operating Margin – Recovers from -5.31% in 2019 to +0.64% in 2020.

Operating Surplus/Loss – Recovers from a \$202,135 loss in 2019 to a \$24,550 profit in 2020.

Income – Increases from \$3,808,285 to \$4,159,349.

Salaries/On-costs as % of Income – Falls from 87.61% in 2019 to 82.92% in 2020.

Salary Expenses – Increase of 3.7% from 2019 to 2020 includes 2.5% MEA increases.

Net Operating Surplus/Loss (after inclusion of capital items) – Recovers from a \$346,352 loss in 2019 to a \$113,196 loss in 2020.

¹ This is being implemented incrementally, with Class 5 in 2019, Class 6 in 2020, Class 7 in 2021 and Class 8 in 2022.

2020 Toward Sustainability

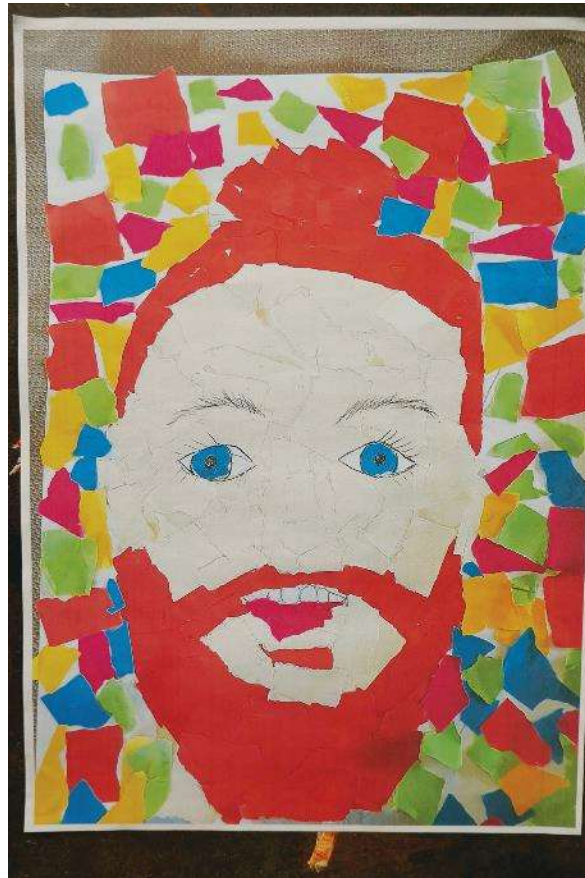
In summary, the 2020 Budget has been developed to support the following areas of consolidation, development and growth, whilst addressing two previous years of losses.

Pedagogy

- Developing an Early Childhood strategy with a view to implementing changes in 2021.
- Continuation of the LNAP programme.
- Maintaining learning support services, though better targeting support to conserve resources.
- Continuation of the transition to a compulsory music programme for Classes 4-8.
- Continuation and refinement of camps programme, developing an internal capability to lead camps.
- Strengthening of the craft programme in the Middle School through the implementation of a specialised teacher resource.
- Developing IT resources in teaching and support to provide a stable learning platform.
- Assessing opportunities to introduce cultural programmes within the curriculum; either indigenous or other languages².

Community

- Maintaining parent discussion/education program.
- Build upon research learning of parents, staff and ex-students.
- Continue to develop and nurture the P&F.



² Spanish is currently being taught to Classes 2 and 3.

Staff

- Support the commencement of the new Educational Director by:
 - Continuing development of portfolio leadership by the EMT² and development of the Secondary Curriculum role from Term 2.
 - Establishing an EA role to allow the Education Director to focus on leadership tasks.
- Continuation of David Liknaitzky's the Complete Leader course; Parts 3 and 4.
- 2 sessions of BSEM training for specialised strategies to address student needs for healing, growth, and achievement.
- Continuing professional development for staff consistent with NESA requirements and opportunities offered by the AIS.
- Continuing co-investment in LNAP.

Administration

- Alignment of Strategic Plan with operations and facilities development.
- Transition of accounting system from Quicken to Quick Books Online early 2020.
- Integration of accounting system with SchoolPro in mid 2020.
- Continuing research targeting staff, parents, students and departing families in support of service improvements and identification of marketing opportunities.
- Implementation of Social Media strategy.

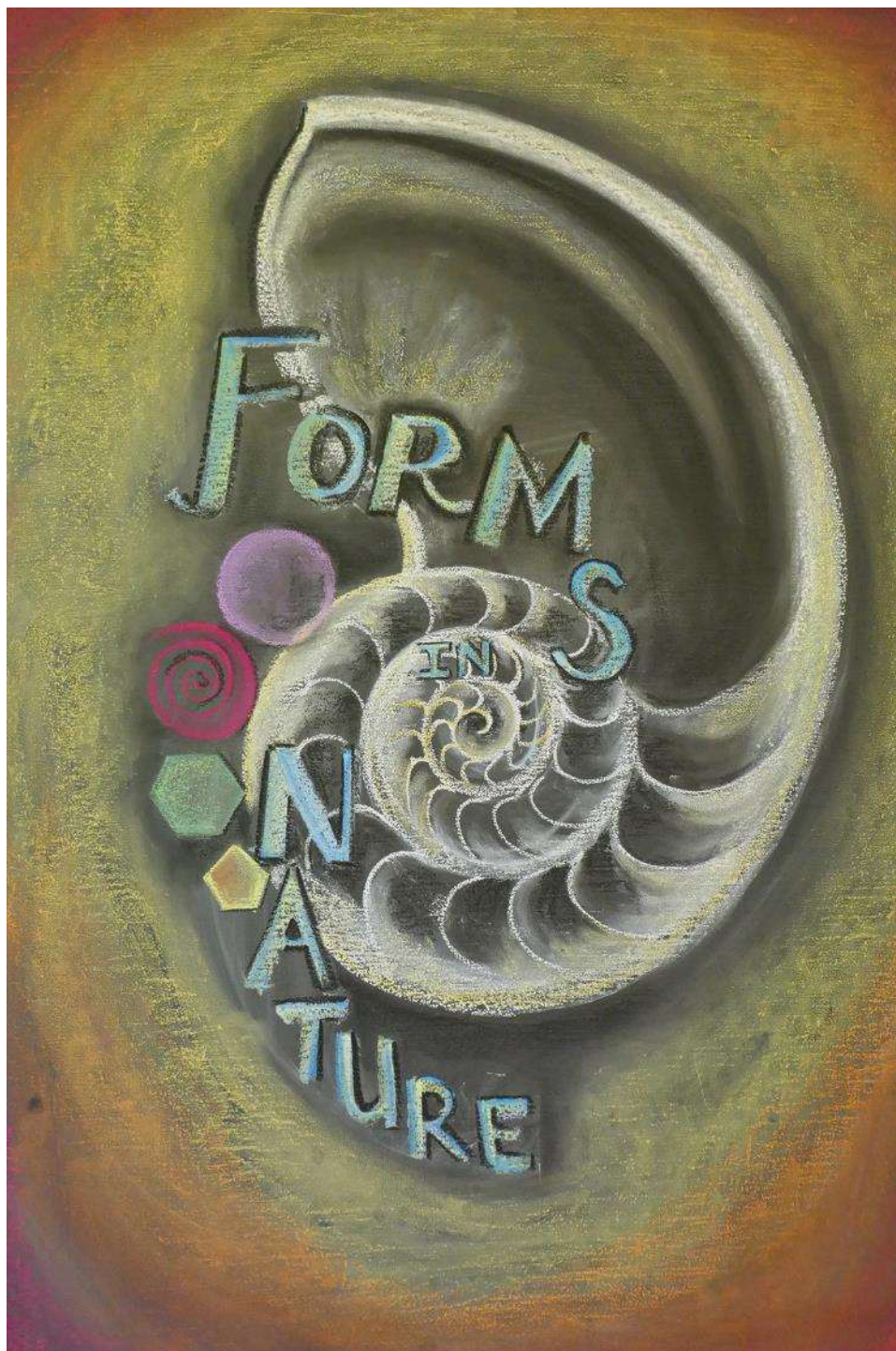
Campus Development and Asset Retention

- Improved facilitation of IT to middle school students through the upgrade of computers.
- Repurposing IT Lab to facilitate broader use for other specialist subjects.
- Continuing investment in the stewardship of the Thora campus.
- Acquisition of additional space in Elliott Close facility to support early childhood initiatives and administration requirements, such as meetings and interviews.
- Completion of the Masterplan will allow the School to target additional grant funding.





CHRYSALIS STEINER SCHOOL
educating the whole child



Chrysalis School for Rudolf Steiner Education

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