

ANNUAL REPORT 2020



CHRYSLIS STEINER SCHOOL
educating the whole child

MESSAGE FROM KEY SCHOOL BODIES

Report from the Chair to the Chrysalis Association

The past twelve months have continued to present significant social, environmental and well-being challenges to all Australians, but most particularly to our school community here in Bellingen. Following on from terrible fire issues confronting our geographic location, we have been regularly presented with severe flooding of the Bellinger River, leading to the consistent isolation of the School campus from almost every student, parent, teacher and administrator involved in our educational service.

The COVID-19 pandemic has affected us all deeply. Apart from the practical challenges associated with the various restrictions, registrations, and adaptations, the overarching concern over 'how the future will unfold' has de-stabilised and affected most of us in one way or another. As a Board we look forward to the school team developing effective strategies to support growing stability, confidence and improved outcomes over the coming year. Robust direction and vision will continue to fruit moving forward, out of careful reflection, clear and transparent communication, strong intention, and hard work!

In adapting to the many challenges faced by the school, several teaching and operational roles changed. A small number of teachers have sadly left the school, while recruitment processes have successfully replaced those contributors who have moved on with exciting new members to the school community. Our management team has responded to the various changes with great resourcefulness and elegance. Illness and other issues have affected the administrative staff as well, with solutions being effected quickly and smoothly.

With so many changes and challenges facing the school over the past two years, and the added impediment of a contracted financial base to carry, the Board sought out training and direction from independent advisors to address concerns about financial challenges into the future. As a result of these steps we are very pleased to inform members that after identifying and implementing necessary cost reductions and other changes the School now has re-established a strong financial base to move forward. This financial security also allows us to consider strategic plans for growth in the school moving forward, which will support an enhanced pedagogical approach, and increasing enrolments into the future.

Thanks to the work of our marketing and promotions team, and the social changes that have developed over the past year, enrolment levels have been maintained despite enormous financial pressure within the community to the contrary in this period of COVID-19. Our level of service has been maintained and enhanced, and will continue to meet the interest and needs for an Anthroposophical approach to education in our area.

Over the coming 2021-22 year, the Board looks forward to following on with a constantly adapting roadmap that is evolving for the School. We strive for, and anticipate, a reassuring period of consolidation and stability as we move into the future.

Yours truly,

Gary Davis
Board Chair.
May 2021 AGM

[Abridged Version]

Report from Head of the School

"If we do not believe within ourselves this deeply rooted feeling that there is something higher than ourselves, we shall never find the strength to evolve into something higher."

-Rudolf Steiner

Thirteen months ago, I started my job as Education Director here at Chrysalis. I started with great enthusiasm and excitement – no one could have predicted the challenges that lay before us all, in 2020. My very first day in the position was the first day of the COVID-19 lockdown in schools across Australia. This also coincided with the very first day of the Chrysalis Remote Learning program. What a time to start! No time for much of a handover, we had to go straight into crisis mode.

The impact of COVID-19 was felt at every level across the school, and indeed, our world. Life as we knew it took on a new face. What was once certain and comfortable, became unpredictable and surreal. As we continued to negotiate our way through the restrictions and disruptions associated with COVID-19, we needed to celebrate our Chrysalis Community and forge on with that which we could do and recreate, and start afresh in other areas. It was important to stay focused on our values and our pedagogy so that we could strengthen and support not just the students, but each other during this challenging time.

Implications of COVID-19 saw us move rapidly into a new era. Together, our staff transformed learning almost overnight. They adapted to learning and working at home, and then back at school again. They ensured that every student was provided with meaningful learning experiences that facilitated their continued growth whilst also supporting their wellbeing. At school, they adhered to new levels of hygiene and cleanliness. They maintained strong relationships with students, families and one another when physical distancing made things all the more difficult. They upheld Steiner education and fought hard to keep the essence of Chrysalis alive in every household.

I thank our Chrysalis parents and caregivers for supporting your children and staff during the time your children were learning from home. Whilst the Remote Learning program was not without its challenges, you showed enormous commitment to working in partnership with our staff to ensure that all of our students continued to flourish during this time. Thank you!

Our Learning Support and LNAP program provided differentiated learning for students right across the school, including during the period of Remote Learning. These programs provide targeted learning opportunities for those students who need additional support as well as numeracy and literacy coaching support for teachers from AIS professionals. The LNAP funding will continue into 2021, enabling time to further embed an instructional literacy and numeracy model for the younger classes as well as a systematic and sequential maths and literacy program for Classes K-8. We are very grateful to have had access to the LNAP program so as to further strengthen our numeracy and literacy programs within the school.

In 2020, we continued to offer a full craft curriculum for all of the classes, as well as Bothmer Gym for Classes 1-5, an Athletics Carnival, Cross Country Day, a Gumbaynggirr language program through song for Classes 1-5, singing for Classes 1-8 and a Social Values Program for Classes 1-8.

In 2020, our Music program reached new heights through the launch of the first Chrysalis Music Film; "All the Planes were Grounded". This was an outstanding film, which received excellent reviews from Steiner schools throughout the world. In 2020, music lessons became compulsory for students in Classes 7 and 8 and the results have been clearly visible in this film.

Throughout the year, Professional Development nourished and elevated the entire Chrysalis staff. SEA, AIS and EducareDo ran countless Zoom sessions available for all staff, and workshops were

run by Melanie Deefholts, Tom Brunzell, Greg Noakes and Chrysalis staff members with a focus on strengthening teacher/aide working relationships and differentiating the curriculum.

Nothing that 2020 has thrown at us could stop us in our endeavours and accomplishments:

- We launched the Berry Street Pilot Program for Steiner Schools led by Dr. Tom Brunzell.
- We ran 12 x day trip excursions for Classes 3–8.
- We made our first Music video, “All the Planes are Grounded”: launched at the Memorial Hall in Bellingham.
- We held two internal music concerts within the school.
- We continued to run Seasonal Festivals.
- We ran seven camps, including the interstate Lady Musgrave Island camp.
- We completed Class meetings via Zoom and managed to hold all parent meetings face-to-face.
- All classes completed their Class Play.
- We put together a proposal to run Class 9 from 2022.
- We finished the year with seven more enrolments than the previous year.
- In the latter part of the year, the P & F committee reformed and we thank the members for the energy and enthusiasm that they have already brought to the school.

I sincerely thank those parents who contributed to the end of year parent survey. The results of this survey provide us with valuable insight into areas of improvement as well as acknowledging our areas of strength.

I would like to thank the amazing Chrysalis staff team for going above and beyond. 2020 was a year like no other. Not only did the staff need to adjust to a new Leadership model, but a new Leader and changes and challenges everywhere. Their commitment and solid support has been truly remarkable. Our passage through 2020 has been made easier and smoother because of them.

It is with appreciation that I thank each Board member in their efforts for planning for the growth and sustainability of our school. In these challenging financial times, the Board has worked hard to ensure that our families are fully supported and that our educational program is funded appropriately, and our facilities remain up to standard. I especially acknowledge the Board Chair, Gary Davis, who has given direction to the Board decision making during these challenging times.

I acknowledge all of those who help in the school in whatever way they can. Chrysalis is a vibrant community and many people help to build this community.

Finally I would like to acknowledge the departing staff members of 2020; Kelley McGlashan, Kamala Hazell, Joanna Dadd, Linda Cochrane and Reanne Brewin. You have all made an outstanding contribution to Chrysalis and Chrysalis is better off because of you.

The road traveled in 2020 has certainly been challenging but I believe it has opened up new opportunities and strengthened our community. Chrysalis continues to deliver a high quality Steiner education and grow students who can go forth in freedom. I am inspired by this community and can move ahead with excitement and enthusiasm once more.

Warm regards,

Lisa O'Donnell
Education Director
May 2021 AGM

Report from the Chair of College

College members have continued to strive during these unprecedented times. We have already experienced COVID remote learning and are well versed with running 'flood school', with decades of experience. Hopefully the future presents us with a little less chaos, but we have certainly showed that we can deliver under pressure during very challenging circumstances.

Our College artistic activities have been varied. We decided part way through 2020 to draw upon the many talented individuals that we already have among our College members. Some artistic activities that were brought over the past year included: dry felting, speech and eurythmy, perspective drawing, blackboard drawing, clay work, singing recording sessions with James and Paul as part of the Music video All the Planes Are Grounded, as well as several woodwork sessions where we made wooden weaving needles for the Class 2 students, and began carving the new wooden sign that will soon be placed at the entrance to our school. All of these activities not only help us to learn new skills, but serve to unite us as colleagues on a campus that, geographically speaking, keeps us quite isolated from one another.

I am very pleased to report that after much perseverance and dedication, we have finally come to the end of our lengthy endeavour to study deeply the three foundation lecture series given by Rudolf Steiner to the first Waldorf teachers back in 1919. This was an incredibly ambitious undertaking since it included not only the deeply esoteric Foundations of Human Experience, but also the lectures that followed after – namely, Practical Advice To Teachers, and Discussions with Teachers. Dedicating years of time once a week to these essential lectures on anthroposophical Pedagogy has given our College a deeper understanding of the underlying reasons regarding why we do what we do. Anyone can read the Steiner Curriculum and easily work out 'what' we teach. But really delving into the reasons why we do what we do is an essential underpinning for any Steiner school, and for any class teacher who wants to teach anthroposophically, as well as articulate this understanding to interested parents. I believe the culture of our College is quite rare in that there is a very tangible desire to read and discuss anthroposophical concepts. The discussions and insights have been extremely fruitful. I have spoken to numerous College Chairs and members from other schools over the years who have expressed a degree of despair at the lack of interest in anthroposophical matters amongst their colleagues. I believe a culture of inquisitiveness and open-mindedness exists at our school and I can only hope that it will continue long into the future.

In line with this last point, it is not surprising that College has welcomed with open arms the deep insights of Greg Noakes, a founding teacher at Lorien Novalis, and now a regular story teller/lecturer and mentor to our College members. Likewise, Irmhild Kleinhenz has been attending our College sessions for over a year now and has brought speech and Eurythmy to us as well as her anthroposophical medical knowledge. She has lead PD sessions and College sessions on the seven life phases, the twelve senses, Child Study practices, as well as many other essential matters that have deeply inspired our staff in very recent times. Diane Tatum has been invited to join our College sessions and has also worked with several of the classes with Eurythmy so far.

Likewise, now that COVID times are somewhat behind us, even if only for a time, the College's Anthroposophical leadership sessions with David Liknaitzky. The calibre of these mentors is immense, but equally, the willingness of our staff to embrace and embody their ideas and suggestions is incredible. I really feel we are going from strength to strength on this front, compared to, say, ten years ago, where we had very little in the way of PD or mentoring/workshops from experienced anthroposophical leaders and teachers.

Lastly, it is with a degree of sadness that I am stepping down from the role of College Chair after four years, but it is an opportunity for someone else to step into a leadership position and have the opportunity to develop themselves in the way that I have over the years. I have witnessed and

been a major part of some of the most significant changes Chrysalis has undergone over its nearly 40 years of life. The most significant of all, of course, were the major management changes that took place. But there were also changes to the structure of our leadership team, COVID matters (including major fee relief options as well as the JobKeeper question), the school-wide implementation of Shelley Davidow's restorative justice measures, the Berry St trauma-informed methods presented by Tom Brunzell, flood, bushfire and landslide issues, year 9/10 feasibility matters, to name just some of the highlights.

I felt I had big shoes to fill when I took over from James Deefholts as College Chair back in 2017 and, likewise, I was somewhat concerned about who would take over as our new College Chair this year. Fortunately, after many College discussions and many voices expressing their opinion about the possibility of taking on the role, we finally came to clarity and were 100% unanimous in our decision to appoint Cath Van Schie as the new College Chair and, thus, the newly appointed Board member chosen by the College of Teachers. I am extremely pleased with the lengthy process that led to the final decision about the new Chair as it gave everyone a chance to speak and express their interest and opinions openly. Yet in the end, it was not a matter of a vote, it was a unanimous decision. Personally, I could not be happier that Cath is willing and able to take on this important role. She is committed to anthroposophy, reads Steiner's books in her spare time, and has all the qualities required for the role, including a sense of humour. Over the coming year, she will be a great asset to the College, the Leadership team, as well as the Board.

I would like to thank the wonderful teachers, aides, admin, leaders, board members and managers of the school, both past and present, for their dedication, commitment, their warmth, caring, humour, and their backbone. These are strange times we are in. As a class teacher and association member, I look forward to contributing where possible to the unfolding of the next chapter of our wonderful school.

Sincerely,

Sean Daniel
Outgoing College Chair
May 2021

[Abridged Version]



String Students performing for the Music Film.

INFORMATION ABOUT THE SCHOOL

"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.

Kelley McGlashan, as the Education Manager carried Chrysalis into the new school year of 2020. Shortly after the commencement of the school year, the school was closed for three days due to floods in the Thora Valley and then by March, COVID-19 impacted schooling life at every level.

Chrysalis continued to find itself in a transition phase again in 2020, with the commencement of the new Education Director – Lisa O'Donnell at the end of Term 1. Lisa began her new role on the first day of COVID-19 lockdown and the Chrysalis Remote Learning Program, and needed to navigate new territories without knowing the school context and culture. Lisa needed to step into a Leadership position immediately and despite the challenges of COVID-19 and the ever-changing landscape during 2020, the Leadership transition occurred without too many hiccups. At the end of Term 1, Kelley McGlashan stepped away from the Education Manager role and into the role of Class 6 Teacher and High School Coordinator. The High School Coordinator role was a new role within the school, whilst previously Chrysalis had only adopted a Primary Coordinator position.

Kelley remained a member of the School Leadership Team and played a crucial role in helping with the transition of the new Leadership model to run smoothly. The Leadership Team continued to meet weekly throughout the year and played a critical role in helping to assist Lisa to understand the culture and contextual background of the school.

Whilst the year held many challenges and changes for all staff, 2020 was a year of flexibility and adaptability which not only strengthened the staff and student bodies, but the entire Chrysalis community.

This strength will serve us well, to carry us into 2021.

The Annual Report to NESA and the School Community provides reliable and objective information about the 2020 school year.

The 2020 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 Bellingen community.
- c. **Respect.** We honour and respect the indigenous people, the Gumbaynggirr Nation, and the rights of pupils, parents, employees and stakeholders of the school.
- d. **Best practice.** We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.
- e. **Professionalism.** We are at all times a professional school in all facets of work.
- f. **Consensus.** We operate out of consensus, in the appropriate school forums.
- g. **Collaboration.** We work in the spirit of collaboration with the various bodies of the school.
- h. **Fairness and Due Process.** In social, interpersonal and professional interactions, we operate out of fairness, natural justice and the use of due process.

Chrysalis Cultural 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.

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.

STANDARISED NATIONAL LITERACY AND NUMERACY TESTING

In 2020, NAPLAN (National Assessment Program in Literacy and Numeracy) was cancelled due to COVID-19



Class 7 Student - engaging in online learning



Class 1 Student - Main Lesson work at Home School



Class 5 Student – undertaking Home Music Lesson via Zoom

GRANTING OF ROSA

Chrysalis is registered with NESA to provide classes from K-8.

Chrysalis School does not offer classes 9 and 10. As such, students will leave Chrysalis with the Record of School Achievement (RoSA) partially complete.

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

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



SUMMARY OF PROFESSIONAL LEARNING

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

Despite the travel challenges presented by COVID-19, Chrysalis was still able to offer the whole school Professional Learning package and in addition to this all staff had the opportunity to engage in Zoom sessions internally, nationally and globally.

In January 2020, Chrysalis launched the Berry Street Pilot Program for Steiner Schools run by Dr. Tom Brunzell. Berry Street is a strengths based-classroom model, based upon therapeutic milieu principles that instil developmentally appropriate rigour for every student. The Berry Street model meets the differentiated needs of all students and has been designed to be implemented over a two-year period at Chrysalis. As Berry Street is a Victorian based program, Tom ran the second PD session via Zoom and tailored this PD to take into account the wellbeing of all staff members at the time, focusing on a wellbeing plan to help all staff through the challenges of the COVID-19 lockdown.

During COVID-19 lockdown all teaching staff participated in weekly Zoom College meetings in which staff members shared in collective study and reflective practice. For one of these Zoom sessions we participated in wellbeing work with Irmhild Kleinhenz and we also participated in four AIS LNAP sessions throughout the year. In face-to-face College sessions we had Irmhild Kleinhenz mentor us through Child Study work, Greg Noakes shared several Steiner lectures with us and we continued to work through internal and external appraisals with Greg's guidance. Charlotte Rogers ran a watercolour painting session and we worked on sharing and developing our internal expertise through several blackboard drawing sessions, woodwork, craft, tonal and perspective drawing, speech work, Eurythmy and music. After the Berry Street sessions, we held a further three days of whole staff PD that focused on Developing Classroom Differentiation Strategies, Strengthening and Growing Teacher/Aide relationships as well as Classroom Teacher preparation for each new school year.

In addition to this PL work, we had six Class Teachers participate in Glenaeon Classroom Teacher Intensives, three Class Teachers participate in Steiner High School Teacher intensives and all staff participated in AIS, SEA and EducareDo Zoom sessions throughout the entire school year.

A positive outcome for us was to realise through the COVID lockdowns that we were actually able to access more PL than ever before due to the extra resources and offerings that have been shared online as a result of COVID.



TEACHER ACCREDITATION STATUS

Teacher Professional Levels:

| Band | Teachers |
|------------------------------|----------|
| Band 3 – Experienced Teacher | 5 |
| Band 2 – Proficient Teacher | 11 |
| Band 1 – Provisional Teacher | 4 |



Class 5 Main lesson artwork

WORKFORCE COMPOSITION

The School's Education Director is Lisa O'Donnell, having succeeded Kelley McGlashan at the commencement of Term 2 in 2020. Lisa is supported by a Leadership Team, comprising the Business Operations Manager and portfolio holders of Early Childhood, Primary, Secondary, Music, and Learning Support, as well as the Chair of the College of Teachers.

Staffing levels for 2020 are shown in the following table:

| Position | FTE* |
|--------------------------|------|
| Education Director | 1.0 |
| Classroom Teachers | 16.6 |
| Classroom Assistants | 4.8 |
| Administration | 3.94 |
| Building and Maintenance | 1.67 |

** FTE (Full Time Equivalent)*

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



Class 1 Going up Ceremony.

STUDENT ATTENDANCE RATES

| Class | 2020 Year Average |
|----------------|-------------------|
| Morning Star | 86.3% |
| River Song | 83.4% |
| Class 1 | 87.3% |
| Class 2 | 86.3% |
| Class 3 | 86% |
| Class 4 | 86.6% |
| Class 5 | 90.4% |
| Class 6 | 86.4% |
| Class 7 | 87.8% |
| Class 8 | 88.3% |
| School Average | 86.9% |



Class 4 and Class 5 learn about Fire Safety

MANAGEMENT OF NON-ATTENDANCE

2020 proved to be a particularly challenging year for us at Chrysalis in managing student non-attendance. In Term 1, Chrysalis had to close for three days due to local flooding and from March 16, 2020 Chrysalis was impacted by COVID-19 restrictions, with the school going into lockdown from March 25, 2020. This meant that due to lockdown and natural disasters all of our Chrysalis students missed thirteen days of face-to-face schooling. Chrysalis ran a Remote Learning Program for ten days, but in Term 1 the majority of our students did not partake in this program.

In Term 2, Chrysalis continued in lockdown for the first five weeks of the term, tapering back into full-time schooling by the end of Week 6 for Class 1-8 students and from Week 7 for our Kindergarten students. This meant that Class 1-8 students had a total of 30 days away from face-to-face teaching and Kindergarten students had a total of 35 days. During the entire lockdown period we ran a Remote Learning Program and in Term 2, we found that approximately 50% of our students fully engaged in this program.

In Terms 3 and 4, we were back for full-time face-to-face teaching, working with the current restrictions placed on us for schools.

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

At Chrysalis we believe that relationships with students and families are an integral part of the learning process and therefore we worked very hard during this time in order to maintain these relationships. We put plans in place to try and support students on their return if a significant amount of work had been missed.

After the COVID-19 lockdown, we found that some of our students' attendance rates increased whereas for many of our families it decreased as families became more relaxed for the need to be at school, and with more adults at home they took the opportunity to have more family time and for their children to 'learn' outside the classroom.

We managed to address non-attendance by continuing phone calls from teachers to parents, and where necessary organising meetings with parents to address attendance and put IEP plans in place. For children that were already on an IEP we met with parents to talk through the impacts of missing school, to provide home learning plans to support these students whilst at home and to look at ways to strengthen student engagement. We met regularly as a staff group to look through our data on days missed by students, and to focus on students with attendance issues. We also ran three days PD to upskill teachers/aides on their differentiating skills and group work within the classroom to try and grow a higher level of student engagement from the students that miss school regularly. We found that student engagement levels started to improve by the end of the school year.

By the end of 2020, we changed our attendance policy and procedures document to ensure that we were calling parents after three days of non-attendance and making sure that we were following up more systematically with all families. In 2021, we hope to get all of our students to an attendance level of over 85% for the entire school year.

SCHOOL ENROLMENT POLICIES

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

Policy (Conditions of Enrolment)

Education

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

Legal

1. All applications for enrolment will be processed as per Chrysalis School Enrolment Procedures & Process. Applications are processed in order of receipt. Consideration is given for siblings already attending Chrysalis School, parents or guardians who are Chrysalis School staff members, previous attendance at a Steiner school, the needs of the incumbent students in each class, and other criteria determined by the School from time to time.
2. Prior to enrolment, parents and guardians must disclose any special circumstances that may need to be taken into account by the School including medical, behavioural, psychological and educational testing information.
3. An enrolment contract (Enrolment Application Form) must be completed for each student enrolled in the School and signed by both parents or guardians.
4. At Chrysalis Steiner School we aim to maintain single stream classes. Class sizes will be within the legal requirements of State and Federal governments and school policy. (Class size Policy)

Financial

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

Health and Wellbeing

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

Conduct

1. If the Education Manager considers that a student is in serious breach of or has otherwise engaged in conduct, which is harmful or detrimental to Chrysalis School or its students or staff, the Education Manager may remove the student permanently or temporarily at their absolute discretion. No refund of fees will usually be granted in these circumstances. Behaviour Support Policy and attachments are available for viewing on the school website.
2. Before a child is removed permanently, the School will provide the student, parents or guardians with details of the conduct pertaining to the situation and give them a reasonable opportunity to respond.
3. If the Board of Governors upon recommendation from either the Education or Business Manager believes that the relationship of trust and cooperation between a parent or guardian and the school has significantly broken down, then it may direct a parent/guardian to remove their child from the school. No refund of fees will usually be granted in these circumstances.
4. The Board of Governors' may alter these conditions of entry at any time providing not less than one terms notice, and which will take effect from 1 January in the following year.

Attendance, Absence, Withdrawal, Exemption

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

3. Exemption from Enrolment at School: Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Enrolment at School Form, and be approved by the Education Manager. If approved the Education Manager will grant a Certificate of Exemption from Enrolment at School. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
5. Exemption from Attendance at School: Application for part-day and full-day exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Attendance at School Form, and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a Certificate of Exemption from Attendance at School.
6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that Tuition Fees continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations, parents may prefer to end their enrolment contract, in which case, re-entry of the student into the school will be subject to the usual administrative Enrolment Procedure and Process.
7. Withdrawal of students: For a student to be withdrawn from school once he/she has commenced at Chrysalis School, i.e. for parents to end the enrolment contract, the School requires a minimum of one term's notice. Parents and guardians must inform the Enrolments Coordinator in writing, one term in advance if they intend to withdraw their child from the school and end the enrolment contract. If no such notification is received a Withdrawal of one terms fees will be charged.
8. The School shall not be obliged to continue the enrolment of any student who does not observe all the listed conditions or whose parents or guardians do not observe all of the listed conditions of enrolment.

Related Forms

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

Related Policy

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

Related Acts, Standards And Regulations

Education Act 1990 (Amended Education Act 1990 Delegation)
Disability Discrimination Act
Disability Standards for Education 2005
Education Services for Overseas Students (ESOS) Act 2000
DEC NSW Exemption from School Procedures (Guidelines)

CHARACTERISTICS OF SCHOOL BODY

My School Website 2020 submitted data

| SCHOOL FACTS | | SCHOOL STAFF | |
|---|----------------|---|------|
| School sector | Non-government | Teaching staff | 20 |
| School type | Combined | Full-time equivalent teaching staff | 16.4 |
| Year range | K-8 | Non-teaching staff | 26 |
| Location | Outer Regional | Full-time equivalent non-teaching staff | 13.1 |
| STUDENT BACKGROUND – Index of Community Socio-Educational Advantage (ICSEA) | | | |
| School ICSEA value | 1070 | | |
| Average ICSEA value | 1000 | | |
| School ICSEA percentile | 77 | | |

Students

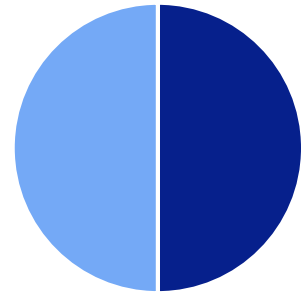
Total enrolments: 204

High School / Primary School / Kindergartens

| | High School (Class 7 & 8) | Primary School (Classes 1 – 6) | Kindergartens (MS & RS) |
|--------------|------------------------------|-----------------------------------|----------------------------|
| Male | 21 | 65 | 16 |
| Female | 15 | 61 | 26 |
| Total | 36 | 126 | 42 |

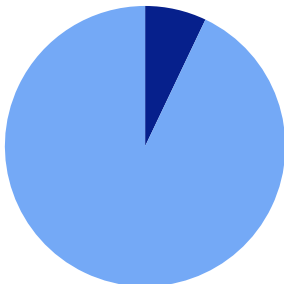
Gender balance

- Boys (50%)
- Girls (50%)



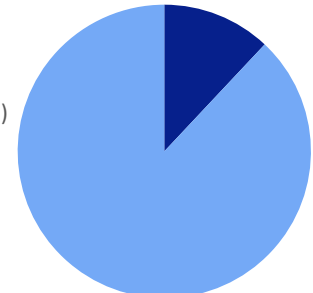
Indigenous students

- Indigenous (7%)
- Other student



LOTE students

- Language other than English (12%)



SCHOOL POLICIES

The School has a large number of policies and procedures underpinning its governance and operations. No significant changes were made to the bulk of the policies, except for the implementation of the Whistleblower Policy required under Corporations Law and an adjustment to the Attendance Policy. Key policies are listed on the School's website, including;

Behaviour Policies

- Anti-Bullying Support, Procedures and Guidelines
- School Behaviour Expectations
- School Behaviour Flowchart
- Behaviour Support
- Parent and Guardians Code of Conduct
- Students Code of Conduct

Education Policies

- Dress Code Procedures and Guidelines
- Dress Code Summary for Primary and Middle School
- Assessment and Reporting Guidelines for Primary School
- Assessment and Reporting Procedures Middle School
- Student Academic Reporting policy

Attendance Policies

- Attendance and Absence Policy
- Attendance Exemption Policy

Enrolment Policies

- Chrysalis School Enrolment Policy

Grievances Policies

- Complaints Policy and Procedures
- Whistleblower Policy
- Guidelines and Expectations for Stakeholders Regarding Complaints or Allegations of Staff Misconduct or Reportable Conduct

School Operation Policies

- Privacy Policy and Data Collection Notice

Safe Environment Policies

- Child Protection Policy and Procedures
- Inclement Weather Policy – Flood 2021
- Safe and Supportive Environment Policy
- Critical Incident Management Policy and Guidelines
- Bushfire Preparedness Policy Guidelines and Procedures.

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

PRIORITY AREAS FOR IMPROVEMENT

In addition to the rich professional development programme provided to staff, the school sought to make improvement in a number of areas, including governance, financial, facilities and buildings.

In the area of governance, the School's Association undertook a review of its Constitution and ratified changes at the Annual General Meeting in May 2020 to ensure it was contemporary with the latest standards and allowed greater participation, (including an increased limit to membership from 30 to 50 and a new membership category "Friend of the School").

During 2020, the School implemented a business plan to address the previous two years of losses. As well as targeting better expense management and process improvements, the School sought to reduce a high ratio of salary expense as a percentage of income. Although the financial result was dominated by the impact of COVID-19, in particular the impact of Government support through the provision of JobKeeper and ATO Cashflow Boost measures, the underlying result indicated the changes implemented by the School were returning it to profitable operations. Removing the effects of additional revenue from Government COVID-19 support, offset by lost fee income and JobKeeper top-up for salaries, the School would have made a modest profit before depreciation.

The School continued to maintain and develop our campus and facilities to a high standard. Whilst in a stunningly beautiful location, the bushland environment throws up its challenges, including bushfire and floods. During the summer growth our maintenance team work hard to keep the campus in good order.

As well as the repainting of various rooms and reorganising the Administration area, the School replaced the Kindergarten fort with a fabulous new play structure. The entire student computer hardware was upgraded to Chromebooks, allowing the students flexible learning tools for the classroom and the freeing of the IT Lab for craft. This particular upgrade proved most valuable, supporting staff during the online learning period imposed by the COVID-19 outbreak.

Computer resources and infrastructure were also upgraded in the School's Administration Area to provide improved business continuity and process improvements.

Pedagogy

Following on from the 2019 School Improvement Plan, Chrysalis took the time to consolidate and strengthen its pedagogical practice in all areas of the school in 2020.

- Early Childhood was further developed by acquiring a Playgroup room at the end of 2020, within the Morning Star Early Childhood campus. This was a focus from the previous year so as to further strengthen the Playgroup and move away from hiring out rooms across the week at the Youth Hub.
- LNAP moved into its final year at Chrysalis but due to COVID-19 restrictions and the implications this made on the LNAP program, AIS will continue LNAP for a further and final year in 2021. This year will enable Chrysalis to embed the LNAP practice solidly across the primary school.
- A Remote Learning Program was launched for all classes at Chrysalis. Parents of Kindergarten to Class 5 students were provided with Google Classroom resources, videos, recordings on a daily basis during the COVID lockdown period and for Classes 6 to Class 8, students were offered daily Google Classroom lessons, resources, Zoom sessions, videos and recordings. Hard copies and crafts were provided for all families that were not able to access computers and all children were provided with craft projects to continue on with at home.

- Our Remote Learning Program was further refined and improved through regular feedback and input sessions and is now readily available should the need for a Remote Learning Program arise in the future.
- Learning Support Services were maintained in 2020 and 1:1 and small group reading and study sessions were able to take place during COVID lockdown and beyond.
- All parent Class Meetings and face-to-face parent teacher interviews or meetings were able to continue throughout the year either through Zoom, or the use of offsite venues.
- 2020 was the first year for our compulsory music program for Classes 4-8. This was a seamless transition and enabled us to produce the first Chrysalis music film, "All the Planes were Grounded" which received outstanding world-wide reviews. The music film was made to replace the end of year music performance due to COVID restrictions at the time.
- During COVID lockdown school music lessons were run online.
- Despite COVID restrictions, we continued on with assemblies and Festivals, with either no or limited parent attendance.
- With the appointment of a new Camp's Coordinator we continued to refine and hold our school camps program. Due to COVID restrictions it was a challenging year to run school camps and this program was particularly hit hard within the school. Despite these immense challenges we were able to run eight camps and fifteen excursions during 2020.
- In 2020, we appointed a Craft Teacher position, whereas previously the Craft position had not been held by a qualified teacher.
- In 2020, we developed a bounty of IT resources in response to direct online learning needs.
- In 2020, we grew the Gumbaynggirr language program to four classes in the school. We also ran workshops with staff to strengthen our inclusive cultural practice within the classroom.
- We supported three of our long serving teachers to complete their Experienced Teacher Certification.

Community

- In 2020, we maintained parent discussion/education through face-to-face individual and class meetings as well as Zoom sessions, online chats and regular emails and texts from teacher's.
- In 2020, we strengthened our weekly newsletter to provide more photos of children during school activities in order to share with parents and friends as their attendance on campus was restricted.
- The launching of the Music Film helped to strengthen the community through involvement, viewing and the sharing of the work that we do at Chrysalis.
- The P & F reformed in 2020 with a vision to grow and flourish.

School Structure

- In 2020, the new Education Director, Lisa O'Donnell commenced her new role from the end of Term 1. The Education Director role replaced the pre-existing Co-Leadership role of the Education Manager and Business Manager. This was a significant change within Chrysalis School.
- The School Leadership Team and School Executive Team continued to be strengthened and consolidated under the new Leadership model.
- An Executive Assistant role at three days per week was developed to support the Education Director.

PROMOTING RESPECT AND RESPONSIBILITY

In 2020, Chrysalis became the first Steiner School to adopt the Berry Street Model with the intention of bringing a greater level of respect and responsibility throughout the school.

This is a two year program and the program kicked off in January 2020 with the intention of addressing the lack of respect culture within the school and turning it around to a culture of respect and responsibility. The journey through the Berry Street model has been designed with the following principles and values in mind:

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

In many ways 2020 proved to be an extremely challenging year to make the turn around within our culture of respect throughout the school. Due to the COVID-19 pandemic, lockdown and restrictions that were in place throughout the year, we were only able to apply the first stage of the Berry Street training to our teachings, and our focus for the year remained on student and staff wellbeing, as well as developing and strengthening relationships through isolation challenges and restrictions.

Whilst we did not make the progress with the Berry Street program that we had aimed to make, we did keep strong relationships with our students and families right across the school and did not lose any enrolments due to COVID. We also were able to focus on our Student Leadership program within the school and began a Student Representative Council from Term 3 with three of the student initiatives being adopted by the school.

In College, and amongst the Leadership Team, we worked on our Culture of Respect and Responsibility through the Chrysalis Cultural Framework and by the end of 2020 developed a staff survey in response to the Framework to see where we sit within the framework, as staff members within the school, as well as where school culture and management sits within the framework. We hope to develop this further into 2021 to ensure that this work begins to live within the culture of the school.

Melanie Deefholts from EducareDo worked with Chrysalis for four days in Term 3 to deepen and promote a culture of respect within the Chrysalis community as well as deepening our understanding of gender equality and inclusivity across the school. Melanie worked with students from Class 5 to Class 8, as well as parents from K-8 and teachers across the school.

Local Elder Michael Jarrett worked with each of our classes at our Spring Festival on building respect for culture and country and worked with the Class 8 children on their Class 8 Wilderness Camp for two days, in their Connection to Country, Self and Each Other work.

Greg Noakes made three visits to the school in 2020, as a School Mentor. Through Greg's external appraisal work with the teachers he focused on building a Classroom of Respect and Integrity and Taking Responsibility as a Teacher.

Whilst we have not yet turned around the culture of Chrysalis School, we made a major leap forward in 2020, despite the COVID-19 implications.



PARENT AND STAFF SURVEY

During the year, Chrysalis continued the comprehensive, anonymous surveys of specific sub-sectors of the school. 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.

In 2019, for the general parent survey (K-1 to CI7) we had 84 out of a total of 215 eligible respondents, equating to a response rate of 39.1%. In 2020, we had 80 out of a total of 222 eligible respondents, equating to a response rate of 36%. Considering in both instances that eligible respondents included duplicates within families, the actual response rate is considerably higher. Importantly, in a difficult year, the level of engagement has been maintained.

The general parent survey (K-1 to CI7) and exit parent survey (CI8) show significant improvements. In the general parent survey (K-1 to CI7), the overall satisfaction increased from 75% (3.74 out of 5) to 78% (3.89 out of 5), with the number of Key Areas rated Excellent moving from 1 to 7.

Figures 1 and 2 show the Summary of Response by Key Area for 2019 and 2020, respectively for the general parent survey (K-1-CI7).

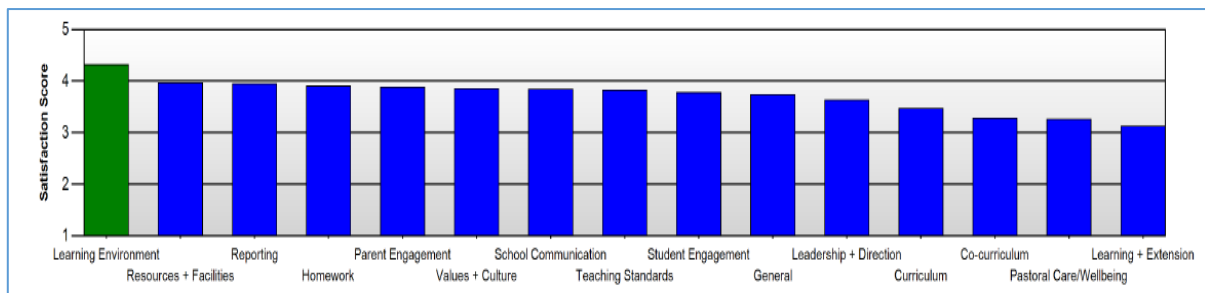


Figure 1: Summary of Response by Key Area 2019 – Parent

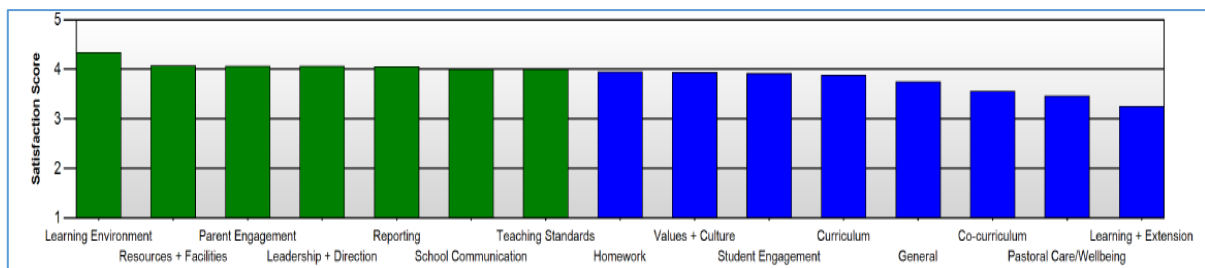


Figure 2: Summary of Response by Key Area 2020 - Parent

Staff engagement and satisfaction was stable over 2020. Chrysalis recorded an overall staff satisfaction score of 81% (4.04 out of 5) in 2020 compared to 81% (4.06 out of 5). Participation in the survey was marginally lower, being 63.2% in 2020 and 65.2% in 2019.

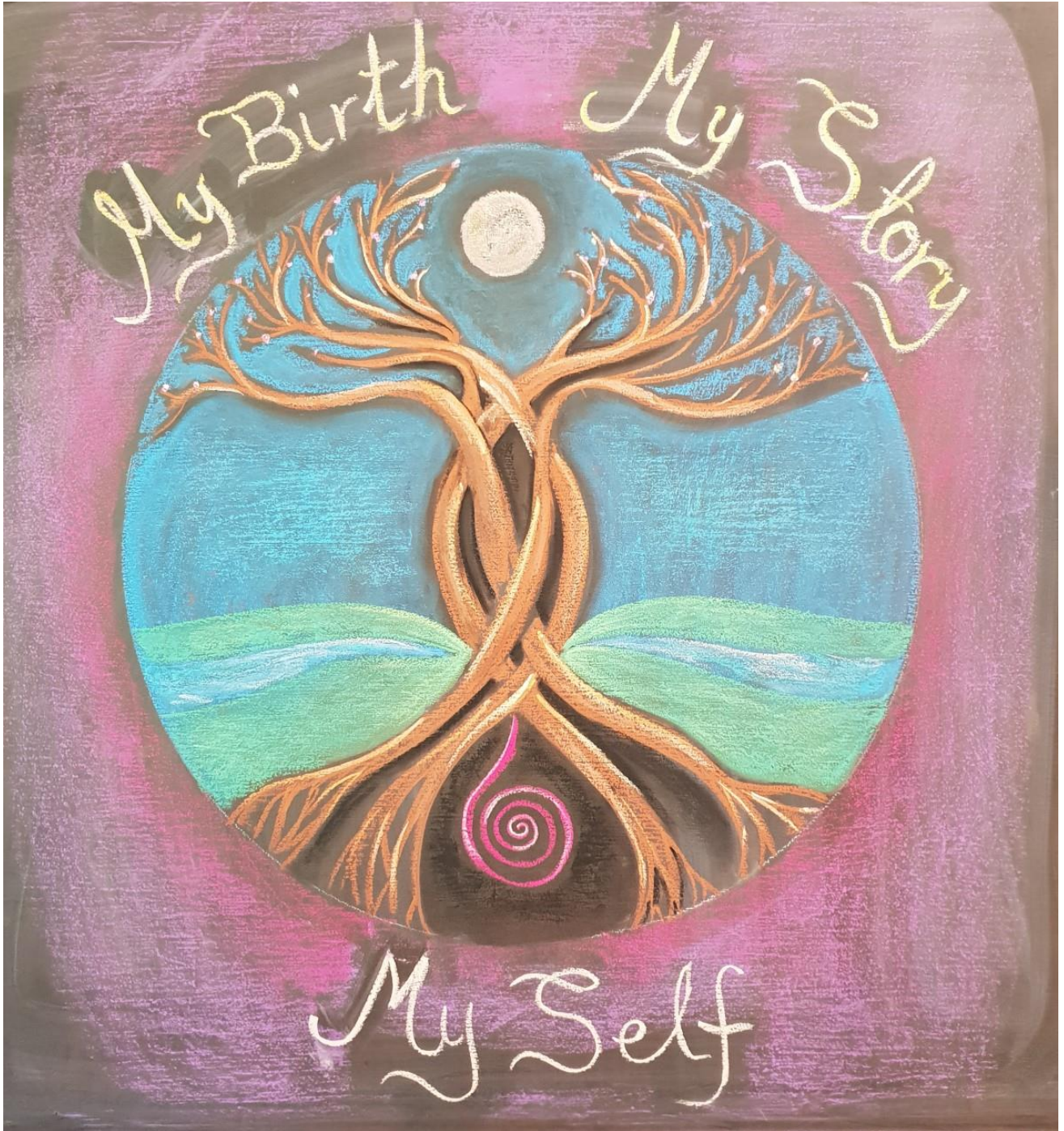
Figures 3 and 4 show the Summary of Response by Key Area for 2019 and 2020, respectively for the staff survey (K-1-CI7).

SUMMARY FINANCIAL INFORMATION

| | |
|--|--------------------|
| Recurrent Income | |
| Jobkeeper Income | \$646,716 |
| Fees and Charges | \$501,401 |
| Other receipts from students | \$361,548 |
| Private Income | \$41,059 |
| State Government Recurrent Grants | \$663,466 |
| Commonwealth Government Recurrent Funding | \$2,343,058 |
| Other Government Grants | \$88,359 |
| | <u>\$4,645,607</u> |
| Recurrent Expenditure | |
| Salaries and Wages - Principal, General Teaching Staff | \$1,365,267 |
| Salaries and Wages - All Other Staff | \$1,547,243 |
| Other Staff Related Expenses | \$146,279 |
| Superannuation (Employer Contribution) | \$260,274 |
| LSL | \$26,011 |
| Operating Expenses | \$449,349 |
| Building and Grounds | \$113,368 |
| Rent | \$13,992 |
| Depreciation | \$97,542 |
| Bad Debt Expense | \$17,009 |
| | <u>\$4,036,334</u> |
| Capital Income | \$0 |
| Capital Expenditure | \$27,518 |
| Loans | |
| Loans | \$0 |
| Enrolment Deposits | \$8,400 |
| | <u>\$8,400</u> |
| General Financial Items | |
| Cash and Cash Equivalents | \$1,198,865 |
| Total Current Assets | \$1,365,271 |
| Total Current Liabilities | \$785,920 |
| Non-Current Loans Receivable (Assets) | \$0 |
| Total Non-Current Assets | \$1,581,367 |
| Non-Current Loans Payable (Liabilities) | \$0 |
| Total Non-Current Liabilities | \$68,342 |



CHRYSLIS STEINER SCHOOL
educating the whole child



Chrysalis School for Rudolf Steiner Education

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