

Table of Contents

INTRODUCTION	3
Vision	4
Mission	
Chrysalis School Ethos Statement	4
BOARD OF GOVERNORS:	5
CHAIRMAN REPORT	
EDUCATION MANAGER'S REPORT	7
P&F Report to Board June2016	19
CURRICULUM DEVELOPMENT	23
SPECIAL PROGRAMS DELIVERED	24
MAIN LESSON OVERVIEW PRIMARY SCHOOL	
MIDDLE SCHOOL	27
FESTIVALSAND PERFORMANCES	
CAMPS	
STAFF	29
TEACHER STANDARDS	31
PROFESSIONAL DEVELOPMENT	32
STUDENT POPULATION	
SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS	
REPORTING TO PARENTS	34
ENROLMENT POLICY	
POLICY (CONDITIONS OF ENROLMENT):	34
SUMMARIES OF POLICIES	
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	
PARENT, STUDENT AND TEACHER SATISFACTION	
SUMMARY OF FINANCIAL INFORMATION - 2016	40
BUILDINGS AND FACILITIES MAINTENANCE REPORT	40
Chrysalis School Business Plan (2017 – 2019): Key assumptions and timeline:	40

"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

INTRODUCTION

Steiner (or Waldorf) education is based on the philosophy of Austrian philosopher, scientist and educator Rudolf Steiner. It has stood the test of nearly 100 years and is practiced in over 1000 schools worldwide, including more than 50 in Australia. Chrysalis School is an active member of our peak professional body, Steiner Education Australia (SEA). The curriculum fulfils all the requirements of NESA and offers the children the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.

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

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

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

In February we started the year with 187 students from Kindergarten to year 8, finishing the year with 201 students. The primary class sizes ranged from 19-27, with Class 7 holding a steady 18 students at the beginning of the year and Class 8 with a class of 13 students. The early childhood area continues to grow, with the very early age playgroups 0-5 years old finishing the year with up to 40 families involved. Morning Star had 20 students at the end of 2016 and River Song had 16 students at the end of the year. During the year the Board directed the managers to investigate the possibility of a class 9 for 2017 and into the future. A feasibility study was led by an external consultant, working with a group of parents and board members as information and processes were developed.

The Annual Report to NESA and the School Community provides reliable and objective information about the 2016 school year. The 2016 Annual Report will provide information on student performance, statements on policies such as enrolment, behaviour management and student welfare, as well as data on retention, financial performance and commentary on performance against goals for the year.



Vision

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

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

Mission

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

Chrysalis School Ethos Statement

The activities of Chrysalis School arise out of the impulse of Anthroposophy and are guided by the

indications given by Rudolf Steiner for the renewal of education in the 21st century. The ethos of Chrysalis School encompasses the following:

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

BOARD OF GOVERNORS: CHAIRMAN REPORT

I am very pleased to be making my fourth and final annual report as the Chair of the Chrysalis School Board of Governors. We have had a full and interesting year on the Board, which I have enjoyed watching increase in capacity and professionalism this year. The Business and Education managers have guided the school with great diligence and care this year, as always, and their advice to the Board has been of a very high standard.



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

Chrysalis School continues to grow and improve in many ways and I look back on the past year as having been a successful one for many reasons. There have been, however, some difficult decisions made over the past 12 months and the Board has gained a great deal of experience and understanding, and learned some valuable lessons by going through these processes.

I'd like to take this opportunity to formally thank the Chrysalis School Board, being Scott Collins, James Deefholts, Kay Fairweather, Dan Finney, Kerrie Schreenan and Gail Sprott, for all of their efforts this year. While Kay was new to the board this year, she brought some very valuable professional and life experience with her. The other board members are all experienced now and all continued to increase their understanding of the school and what a functional board does. Our meetings have become more professional and productive because of this. Moving our meetings to the youth hub, having a proper table to sit around and a white board available also helped. It is clear to me that all the board members love Chrysalis and choose to contribute out of a desire to serve the school and the community. On top of the scheduled meetings we have had several extra meetings to more fully discuss topics of specific interest or risk and the board members have shown their commitment by attending these diligently. In addition, I would like to draw specific attention to Dan Finney's work as the board delegate to, and chair of, the highschool subcommittee. This was a big task and Dan attended to it with great commitment. I would also like to thank James Deefholts for his many years of service on the Board and to the school generally. James' contributions have always been measured, calm and wise. He will be sorely missed across the school. I have very much enjoyed my 5 years on the board but never more than this year. Our meetings are unwaveringly respectful, fostering an environment where debate and enquiry can manifest.

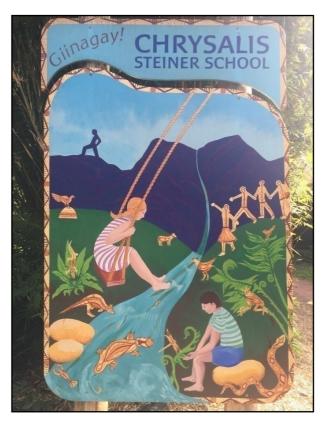
We make most decisions by consensus, which can be harder and more time consuming than going to a vote but allows for people to express their ideas and opinions fully. I believe these discussions set a positive tone for the whole school and give our Managers scope for broadening their horizons and being innovative.

The past year again saw the managers of Chrysalis School achieve fantastic results in terms of organisational improvements, financial stability and attracting grants. Among many significant achievements I would like to draw attention to our best-ever surplus, the delivery of an excellent budget for the coming year (despite increasing costs across the school), Kelley's ongoing work as Chairperson of the Board of Governors of Steiner Education Australia, implementation of the Schools Leading Learning Program, the award of a large grant for further literacy work and stewardship of the High School initiative. This year has also seen an overhaul of the camp program, continued work on the school leadership group, further delegation of responsibility and the highest enrolment numbers Chrysalis has ever had. The positive budget result puts the school in a strong position to make choices and to plan for

the future. Continued sensible financial management will allow us to contemplate exciting, innovative and otherwise risky projects such as new programs, capital works, offering year 9 and 10 or acquiring a property in town for early childhood and community activities. While Steve and Kelley report to the board and are required to meet a high standard, they are also our chief advisors when we need to make decisions.

Because of their years of experience at Chrysalis and in the education sector generally, the continued good results financially and educationally, their engagement in their professional networks and their diligence, we can take their advice with a high degree of confidence. This puts the board in a very strong position. It has been a pleasure getting to know Steve and Kelley personally during my years as the chair and to get an up-close look at the excellent work they do at Chrysalis.

There are numerous difficulties running a school like Chrysalis. The location of the campus, the steep terrain, the detailed and interesting buildings, the expensive



materials, the camps and the varied educational offerings all carry unique challenges. Having an engaged, thoughtful and educated community can also make the process of decision making very difficult. This year the board chose not to go ahead with the offering of Year 9 in 2018 despite a very high level of protest from some of the families whose children would have been involved. It has been challenging to recognise that the board made some mistakes that may have contributed to an outcome that was disappointing. This is mitigated somewhat by the fact that the board made its decisions with integrity and honesty. The level of debate over this matter between the board and some of the parents was very high and emotionally charged. I am very pleased to say that all members of the board remained respectful throughout the process, owned our mistakes and made a very early commitment to learn from them. The next high school offering will be vastly improved because of the feedback we received from the parents and the willingness of the board to learn. I am also pleased to say that the parents involved disagreed strongly but respectfully and that the debate did not impact personal relationships. I see this as an important mark of a strong community.

Mathew Birch Chairperson of the Board

EDUCATION MANAGER'S REPORT Annual General Meeting: 5/4/17

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

The focus for 2016 was in the following key areas:

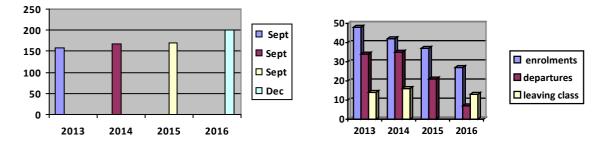
- *"Seeing with new eyes"* and *"Can a leopard change its spots?"* These are the themes that have been embarked on throughout school life this year.
- Financial: To continue to work towards a 10% budget surplus over 3 years
- Pedagogy : Schools Leading Learning with the focus on leadership and teaching enhancement through a focused approach on Professional Development.
- Compliance: BOSTES Institute of Teachers; Updating to the new KLA's as they are introduced in 2016. All 'existing' teachers to be prepared to move to Institute requirements by 2017.
- Promotion: School Prospectus, Lifelong Learning Communities (Parent Ed) Playgroup
- Enrolments: Continue to increase enrolments during the year to reach 200 mark

Overview

The theme for 2016 was "Seeing with new eyes" and "Can a leopard change its spots? This was aligned during the year at our in-services and at the College of Teachers meetings. In February we started the year with 187 students from Kindergarten to year 8, finishing the year with 201 students. The primary class sizes ranged from 19-27, with Class 7 holding a steady 18 students at the beginning of the year and Class 8 with a class of 13 students. The early childhood area continues to grow, with the very early age playgroups 0-5 years old finishing the year with up to 40 families involved. Morning Star had 20 students at the end of 2016 and River Song had 16 students at the end of the year. During the year the Board directed the managers to investigate the possibility of a class 9 for 2017 and into the future. A feasibility study was led by an external consultant, working with a group of parents and board members as information and processes were developed.

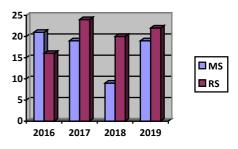
Enrolment data

Growth from 2013 to 2016 in enrolments Departures and Enrolments 2013-2016



Early Childhood

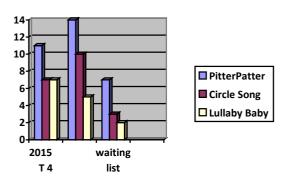
The development of the Early Childhood Portfolio and the Early Childhood Development Plan has added a great opportunity and focus to the youngest members of our community.



Early childhood projections 2017-2019

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

Enrolments in Playgroups



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

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

Under the Playgroup umbrella we are offering:

- Pitter Patter Playgroup (children 2-5 years)
- Circle Song (children 1 2yrs)
- Lullaby Baby (children 0-12 months)

Playgroup staffing:

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

The development of the Early Childhood Portfolio and the Early Childhood Development Plan has added a great opportunity and focus to the youngest members of our community. It is the intention that the Early Childhood Development Plan will sit under the Business Plan 2015-2017 as a working document for this stage of development. The deepening of this area specifically links into the Business Plan #6. Strategic Opportunities.

During Term 3 the new initiatives, Circle Song and Lullaby Circle were offered. These new initiatives were evaluated at the end of 2015 with a positive reflection from parents to continue into 2016.

The job description for both the playgroup leader and Early Childhood Portfolio has given the school and personnel the needed focus points in order to support the deliverables:

Month	Kindy	Cl. 1	Cl. 2	Cl. 3	Cl. 4	Cl. 5	Cl. 6	Cl. 7	Cl. 8	totals
Feb 2016	MS-13 RS-14	25	23	27	16	19	19	18	13	187
December	MS 20 RS 16	25	23	27	17	21	20	18	13	201

e increase in parent/family community participation in what we are offering for this early age group,

• Opportunity for parents to engage further and deepen their understanding of Steiner education for children 0-4.9 months.

Enrolments per class Feb-Dec 2016

Education Focus Points

Professional Development Opportunities offered at Chrysalis 2016

Schools Leading Learning

- 1. Professional Learning–SLL workshops were held for all staff during term 2,3,4. The focus of term 2 &3 was on John Hattie's work In term 4, the focus was on Behavior support within our school, first through the lens of Steiner's child development profiles, while looking at behavior methodology in line with current research; what is my part as a teacher in it, the schools and the community, as well as practical practices that each group worked with. Joanne Geary from the AIS brought to the teachers research and data on "Visible Learning for Teachers". They looked at John Hattie's research around learning intentions and success criteria. Amber Tarling, a consultant in Dyslexia and working with Gifted and Talented students will follow up after Joanne. As teaching professionals this opportunity to continue with applications of collecting data on student learning and then adjusting our teaching methods will provide a good foundation for further application.
- 2. EMT2- This meeting has been held twice a term and its focus is on building capacity and learning with the staff that hold a portfolio; Early Childhood- Gail Sprott, Chair of College- James Deepholts, Learning Support -Jacqui Dutson, and Music-Kym Pitman. These meetings are supported by the SLL funding program and facilitated by the business manager and Education Manager. This meeting has provided a healthy forum for new research to be discussed on management/leadership trends, challenges that come up in their role and how to work with this and a general overall sense of collegiality.
- 3. Faculty Meetings in stages twice a term has been reviewed at the end of term. There has been a shift from this to a more consistent sharing amongst the teaching staff on teaching and learning every 2 weeks at College, where time has been allocated for this to occur.
- 4. External speakers brought relevant insights through research and practice in school PD sessions i.e. AIS, Anthroposophical emphasis, peer sharing.
- 5. Teachers being released to visit other schools in relation to the year they are teaching. This year Paige Crocker was released for 2 days to visit Cape Byron Steiner and Shearwater Kindergartens, reporting her experiences to the Early Childhood staff.

F C S

> b l

As well, it is available that teachers within our school go and observe other classes during main lesson time at scheduled times during the year.

- 6. Camp program- To facilitate new teachers into Chrysalis' camp program, we have started the induction process of the Class 1 teacher being released to go on one day of the Class 2 camp and for 1.5 days for Class 2 teacher to go to the Class 3 camp. The feedback from the teachers has been positive as they now know what to expect and plan for in the following year.
- 7. Teacher In service during the year: Term 1- overall focus for year-seeing with new eyes-, a day of working with AIS on how to work together – Teachers and aides in a classroom, Term 2-Camps at Chrysalis- admin processes and aspirations on camps Term 3- Understanding Steiner's indications on the role of the teacher-David Litnaksky workshop Term 4- Formative Assessment/Rubrics
- 8. Various teachers or aides took up training through AIS courses, ASPECT training, Downs syndrome and other disability training, IMSLE training
- 9. AIS have asked Chrysalis to participate in the Phase 2 of the NSW Literacy and Numeracy Action Plan (Action Plan) from 2017 2020.

The Action Plan initiative has been designed to impact on improving student outcomes and enhances the capacity of school leaders and their staff. Funding provided as part of the Action Plan is to support school-based instructional leadership. Participating schools will co-contribute to the other elements of the Phase 2 Action Plan for Kindergarten to Year 2 students including the use of diagnostic assessment, differentiated teaching and tiered interventions.

Participating schools will be allocated two consultants to focus on instructional leadership in literacy and numeracy. The consultants will work with Chrysalis for the duration of the Action Plan.

Supporting Indigenous culture with a celebration festival for NAIDOC

At the end of 2015 a proposal from the P & F came to management and College.

Proposal:

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

Ideas for implementation:

- In all sectors of the school, inside and outside of classrooms, beyond festivals and special weeks to an inclusive and respectful culturally diverse language and perspectives to be part of the ethos of the school.
- A whole school approach, starting in Morning Star all the way through to Class Eight.
- Cultural understanding and training for staff, to increase cultural sensitivity.
- Create meaningful partnerships with the Gumbayggnir Elders.
- Acknowledgement and celebration of NAIDOC week.
- Increased resources and attention to indigenous stories/and or history in Junior and Senior library, this may be indicated by a sticker flag (as in the Clarence library collection). Indigenous map of Australia outlining the language groups to be included in the library or office.
- Bush Tucker Garden, a hands on experience to allow for information and storytelling to be shared.
- Basic Gumbayggnir language tuition, incorporated into the language program.
- Festivals are attended and opened by Gumbayggnir elders.
- Using the diverse parent community, research and enquire into the existing ties to local Gumbayggnir Elders.

• Planning and developing a whole curriculum approach to integrate Gumbayggnir knowledge.

The following actions were taken during the year:

- Uncle Mark Flander's visits Class 1,2,3 students in a sharing with them around language, local and non local artifacts, story and a bush tucker walk around the school with the individual classes. Mark also met with some of the teachers and working group members in getting ideas together for the garden at the admin level. Uncle Mark also attended one day at the Class 2 camp at Red Rock sharing stories and bush tucker information.
- In preparation for the Winter Festival at the River Campu, Micheal Jarrett told the story around the bonfire, and Auntie Gloria taught the girls from class 7 an indigenous dance celebrating the winter.
- Chrysalis' first NAIDOC celebration response from parents, teachers and children was received well by all. A number of classes performed either in indigenous dance, music and song. Local Indigenous spokesperson Michael Jarrett shared his story of country The committee reflected on what worked, what are some more possibilities for next year and the continued focus throughout the year. P & F were involved with a morning tea focusing on bush tucker and indigenous recipes.
- Many thanks go to the P & F for the lovely morning tea held at the kitchen level on the NAIDOC celebration day in Term 3.
- The Spring Emerge had Michael Jarrett's talk on Family and Clan written up by Bruce and edited by Michael for information to the community.
- Richie and Indigenous leader from Green Team, Lisa came and visited the school with the focus of the possibility of uncovering the eco systems within the site, revealing natural fire breaks, bush tucker, etc. The school will continue to work with this group and see how we can apply for grants with the help of Landcare and environmental agencies.

Learning and Support

- We continue to apply and develop more knowledge around how best to meet some of the students we have. The time to learn new methods has been challenging. Jacqui Dutson, Learning Support Portfolio holder has taken on board the growing need for our teachers to be more aware of how best to meet the students with specific learning challenges. She has worked hard at providing clear induction processes for our classroom assistants and with teaching colleagues.
- We continue to deepen our knowledge and practice in working with children with specific needs. Our practice is more directed in meeting the child through the whole picture of the class, rather than always removing a child from the classroom environment where ever possible.
- With an increased awareness of continuing to meet students' needs as a priority, we endeavor to provide the necessary support and resources for students, teachers and aides to facilitate ongoing progression in learning for the student.

Camp Program

With an increased awareness of our times regarding risk and compliance so goes the need to maintain our camp program to a level where we know will meet the students in our school. At the in service at the beginning of term 2, teachers unpacked the camp program as it stands The next process was indeed to provide a Parent Induction night around camps and the expectations around this role. A Parent Induction was held in Term 4, with another one planned for Term 1 2017.

• Parent Camp Induction- this is a change to practice and the BM and EM looked at how best to meet this. With an increase to parents working and the importance we have placed on parental involvement throughout the years; reading program, craft, kindy support, camps, etc., there is a need for a fundamental change to the form and structure around who attends camps and what parents will need to do to attend camps. The camp program is for the benefit of the students and we acknowledge that with a growing number of new families in the school more information around the camp program and expectations is needed.

• During 2016, the school committed an expert camp person to accompany camps over 2 nights knowing that this will provide support to teachers in planning, engaging and implementing new ways to be on camp with the students.

Middle School

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

Programs for 2016

Creative Arts / Music

- The Music Program in its 11th year continued to cultivate a strong music program. This year brought changes improving upon the opportunities for all classes with the addition of singing in all classes, music ensembles for classes 4-8 as well as the string program. The depth of knowledge and expertise in our music staff is fabulous. The end of year concert was held at the Memorial Hall, and was an amazing community event.
- The commitment, dedication and passion of the music teachers were evident in the student's performances throughout the year.

Visual Arts (drawing, painting, sculpture, woodwork)

- Art was taught throughout the primary years from classes 1 to5, woodwork formally start in class 5 and 6.
- Students in Class 7 continued with sculpture and woodwork provided by specialists. Class 8

Camp Program

- With an increased awareness of our times regarding risk and compliance so goes the need to maintain our camp program to a level where we know will meet the students in our school. At the in service at the beginning of term 2, teachers unpacked the camp program as it stands.
- Our school camp program continues to build momentum each year. The highlights are the first camps that the younger years attend, where camping and social skills are emphasized. Class 2 went to Southwest Rocks camping ground, leading up to the Class 3 farming camp to a Biodynamic farm, where the children experience farm life first hand. The rhythm of the day is structured around the milking of the cows. Class 4 went to Mitchinbill Hill to engage with the various activities offered, Class 5 went to Sydney and the Blue Mts., Class 7 went to went to Lady Musgrave. Class 8 went on the Guy Fawkes bush trek.

Language and IT

• In Classes 6, 7 & 8 the students learned computer technology and in classes 7 & 8 French.

Physical Education

• Swim Program

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

• Other Activities

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

• Bothmer Gymnastics, dance and movement

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

Library

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

P & F: Visioning for something different

During 2016, the Class Carers meetings met once a term. The Business and Education Manager would meet with the carers and the conversation would be two fold. It was an opportunity for information to be brought back to each class through the class carer on school events and processes within the school and secondly, it offered a space for dialogue on school wide issues that could be met at with this group. The class carers took on supporting the processes in the following areas: the Festivals, Living

Classroom, Tuck Shop, and the Market stall. Many thanks to our dedicated and committed parents for their continuing support!

Festivals...times of renewal.....

In 2016 the Harvest Festival continued in its form with the Class 3 taking on the festival at the Maypole Green and telling the story of George and the Dragon, much to the delight of the children. A beautiful Harvest Table was created out the offerings from each of the classes. Wonderful songs were sung by the children, family and friends! The Winter Festival in 2016: all families met at their child's classes for soup, lantern walk, story and spiral for classes 1-5 and with Classes 6-8 a firestick dance by class 8 and an indigenous dance by class 7 girls started the evening out, continuing with a class 6 led astrology lantern walk, meeting back for a walk through the Labyrinth. This was preceded by soup and a story by the bonfire with Indigenous man Micheal Jarratt at the River Campus.

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

Support for students and teachers

The emphasis in 2016 was on supporting student's needs in the classroom and inclusive education and in developing a school wide movement program that teachers can utilise in their classes. A number of class teachers attended dyslexia, autism and down syndrome workshops during the year. Their insights were then shared at College meetings during the year.

Jacqui Dutson leads the Support Learning Team with 4 aides who provide support in the classes from kindergarten to class 8.

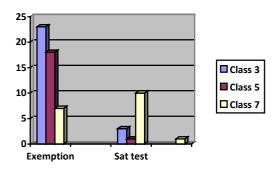
In her fourth year at Chrysalis, Rowena Parkes (Education Consultant) continued to support teacher practice, delivered parent education talks, facilitated meetings with parents and teachers in relation to Individual Education Plans (IEP).

Alison Scheef continued as the Extra Lesson Practitioner 2 days a week bringing awareness to teachers, parents and individual students the benefits of this program. Alison supported whole classes by doing movement work. Support was given to classes with special needs children by allocating an assistant in the class for part of the day.

Emerge

This magazine is published termly and continues to provide a picture of our school thru the wonderful images taken by teachers, parents and admin staff. The newsletter has emerged as a new face, with gratitude as a feature.

External Compliance: NAPLAN



Along with the wonderful curriculum that the teachers work with, the governmental bodies also have their legal requirements. In 2016, 1.3% of class 3 sat NAPLAN, 1.8% of class 5 sat NAPLAN and 70% sat the Class 7 NAPLAN test.

Report Writing

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

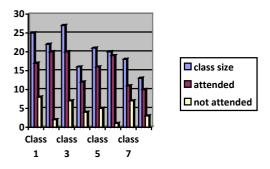
BOSTES- Teacher Accreditation update

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 2016, 2 teachers went through this process. Another requirement that teachers must adhere to is 100 PD hours every 5 years.

Nationally Consistent Collection of Data on School Students with a Disability was completed and sent in for the second year. This data is collected across the school looking at students with support needs ranging from care plans for allergies to students with diagnosis, such as dyslexia, autism, down's 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 for teachers/staff employed by Chrysalis to be completed by the end of 2016 in readiness for roll over to new processes in 2017.

Parent teacher interviews - Class 2 and 6 showed 91-95% attendance. Overall 77% average attendance at parent/teacher interviews for 2016. 2015 showed 83% average. 2014 showed 80% attendance



Conclusion

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

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

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

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

As I reflect back over the last 12 years, there is one person who has supported and walked the path of managing the school with me. I thank Steve for his continual support and reflective manner in 'a collaborative way of working together'.

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

Thanks to all for your support throughout the year,

Kelley McGlashan Educational Manager



Winter Festival Celebrations



Business Manager's Report to the Annual General Meeting April 2017:

The school year that concluded in 2016 was one of a quiet confidence and a sense of optimism at some of the new initiatives that had taken root, and that the school is moving towards meaningful change relative to its growth and development. Over the last couple of years there has been quite a generational shift in the composition of the school community and this has offered additional ways to welcome and induct and work with many new families and teachers. The opportunity to refresh and renew is both timely and relevant and is ongoing, as we engage with real change.

School finances:

1. Operations: From school operational perspective (ie without including depreciation) Chrysalis delivered a surplus which exceeded previous surpluses and comes on top of previous modest surpluses.

2. Fees: It is clear that fees form an integral part of the income stream (about 27%), and need to be collected in a sensible, transparent and thorough manner. It continues to be an important part of my management role to ensure that the school fees are affordable and viable for our school community. Debt collection is now primarily carried out, in house and has set protocols which enhance the transparency and accountability of the process.

3. Fees: Tuition Support - For the first time in over 6 years the full quota of budgeted tuition fees support was expended.

4. Grants: Chrysalis was successful in achieving a \$30 000 grant for Schools Leading Learning. This grant will enhance the work required to achieve a school improvement plan. I t was gratifying to see that as a school, we had already embarked on this process with our own funds. The SLL grant gives an opportunity for 2 + 1 years to deepen this process and its embedding within a wider school environment.

5. Grants: Literacy and Numeracy Action Plan is a significant grant of \$90 000 for 2017 which will support the development of literacy and numeracy. This grant is for several years however the quantum of funding has not been specified apart from this year.

School income is essentially derived as a factor of enrolments; this comes in the form of fees and government recurrent grants and is achieved on a per head basis. As enrolment increase so does the income, conversely as

enrolments decrease, so does the associated income. From a business perspective; the school's capacity to decrease expenditure is not overly flexible as the greater share of expenditure (> 80%) is spent on wages.

Staffing:

- 1. Staff portfolios that were developed during 2015 were developed and actioned further they form part of a strategic approach to succession planning and to risk management. They have also yielded greater efficiency and supporting a 'middle management' tier.
- 2. New Class1 teacher, Lyndal Pitkin was appointed to a full time role after being a support teacher and specialist teacher in previous years.
- 3. Long Service Leave Cover: Whilst Kelley was on LSL, parts of her role were covered by James Deefholts
- 4. Staff in service was held at several junctures during the year. The in-service during the winter break was facilitated by David Liknaitzky from *Spiritatwork*, an anthroposophical management consultant and was held locally rather than at a retreat centre at which we stayed overnight.

High School Initiative:

Further to a discussion paper at the last AGM, the school Board initiated a Board sub Committee to explore the potential of the extension of high school into years 9 + 10. The Board determined to hire an external consultant to deliver a report on the subject. The purpose of this was to allow me in my Business Manager role and the Education Manager to offer input as required without having responsibility for the process and deliverables. To this end a comprehensive report was delivered and accepted by the Board at the December Board meeting 2017.

School Community:

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

Governance Matters:

- 1. Board matters: As secretary to the Board, I acknowledge the hard and often-time thankless work that Board members do on behalf of the school. Whilst it is not the most visible or perhaps even attractive volunteer contribution within the school's plethora of opportunities, it is an essential and fundamental part of the whole. The Board has been ably chaired by Mat Birch and I thank him for his willingness to take on this responsibility. Tim Fry has served as a member of the Employmnet Relations Group since he was the last Board Chair and due to Mat's tenure, he has been served on this committee for many years.
- 2. Kelley's continued role as the Chair of the executive of Steiner Education Australia (SEA) gives our school a window into the national arena, and Chrysalis is well served by her participation in that realm.
- 3. Board members professional learning took place by participation in the SEA's Government, Leadership and Management conference held at Sophia Mundi Steiner School and with a half day workshop held at Chrysalis and addressed by Michael Carr, Deputy Executive director AISNSW.

Government Matters:

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

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

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

Steve Klipin Business Manager April 2017

P&F Report to Board June2016

History

The aspiration for a formal parent body has emerged a number of times in the school's history, in particular at thethe2012 Chrysalis School Visioning Workshops. From the subsequent meetings of a group of parents known as *The Firekeepers,*"...the re-creation of a P&F/group of school carers[was perceived as] relatively urgent and a key step in channelling community involvement in the school"

The Chrysalis P&F has met regularly since November 2012 and has been working to assist the school in developing the foundations of an active and engaged parent body.



The *P&F Vision and Objectives statement* (see attached) articulates the possible avenues and ways in which a parent might engage with the school community. It clarifies and strengthens the mechanisms of formal parent interaction which already exist at the school, and has served to tighten the focus of P&F meetings.

- Meetings: In 2016the P&F held 3 meetings a term: morning meetings were held in town in weeks 2 and 8, and an evening meeting was held at Morning Star in Week 5, to which management were invited. We rotate the chair, all meetings are minuted, with minutes circulated to members, management, the chair of college and the board, as well as anemail list of interested parents. The P&F has requested that minutes be posted on the school website. Investigations for a valley based venue are underway at the request of current members.
- Communication with the parent community occurs via the broad circulation of meeting minutes to • P&F members and a group of P&F supporters, as well as via the school newsletter and website, and an article and the *P&F Volunteer Profile* in the termlyschool magazine,*emerge*.
- P&F Members A core group of 16 membersexists, with most members actively participating/holding an initiative/role in the P&F:
 - Coordinator: Tali Krieger
 - Secretary/Acting Secretary: Rose West and Tim Lever
 - BTSMT: Kathryn Fairbanks
 - o Market Stall Coordinator: Zai Cambray
 - o Refreshments Stall Coordinator: Squaw Remond
 - o Indigenous Cultural Connections Coordinators: Monique Buggy and Kellie Small
 - o Craft Group Coordinators: Sammi Cambray asstd by Amanda Fairbanks
 - Anzac Wreath: Amanda Fairbanks
- P&F Representatives assist with enabling cross-communication between the P&F and the parent community via class meetings. It is envisaged that the representatives will serve as a reference point for parents of each class to consider involvement in the P&F.

2016 P&F Class Reps Morning Star: Kathryn Fairbanks/Sammi Cambray <u>River Song</u>: Tim Lever/Monique Buggy Class 1: Amanda Fairbanks <u>Class 3:</u>Monique Buggy/Kathryn Fairbanks

Class 2:Alice McCrombie <u>Class 4:</u>Sammi Cambray

<u>Class 5:</u>Squaw Remond <u>Class 7:</u>Kellie Small Class 6: Tali Krieger

In 2016...

Parent initiatives: Established activities such as the *Back to School Morning Tea*, the Refreshments Stall at the Spring and Autumn Festivals, the Chrysalis Market Stall @ the Bellingen Marketsand the ANZAC wreath continueto be our core initiatives.

The BTSMT operates on a termly basis with good attendance from parents and school staff/admin, especially in Term 1. It has become key opportunity for families new to the school to be welcomed and make connections within



the school community.Its' success is regularly reviewed by the P&F, with a strong commitment to its relevance and importance in the social life of the school.

The P&F Refreshments Stall at the Autumn and Spring Festivals is coordinated by Squaw Remond, with parent volunteers assisting with baking, set up and serving. Especial thanks to Nicole Moore and Rainbow Chai and other parent volunteers (Paula Parsons Class 1, Amanda Cooke Class 4) for regularly donating chai and time to assist! Takings have been around the \$3-400 mark at each festival.

Chrysalis P&F Market Stall: The community brainstorming meeting anticipated for early 2015 evolved into a new P&F sub-committee, <u>the Market Stall Revamp Committee</u>, headed by Amanda Fairbanks. The 3-staged revamp proposal focused on cost effectiveness, with initial consideration given to layout, signage and product presentation. It was unanimously supported by the P&F who commented on the vital importance of the stall in terms of its position, location and opportunity *for connecting and showcasing Chrysalis to the broader community*. The proposal acknowledged the need for the stall to be a collaborative effort between the P&F and the school due to this outstanding outreach opportunity, and this has been achieved with the Marketing Coordinator's monthly facilitation the display of the participating class's handwork, and a beautiful new scroll down sign. This beautiful sign has already been in use at other community events such as the Bellingen Show.

The next stage of the Market Stall Revamp saw the establishment of a Food Manager and Barista Role, ably headed by Zai Cambray, who also holds the volunteer role of Market Stall Coordinator. Especial thanks is given to the Cambray family for their collective commitment to the stall – their annual class contribution sees Zai brewing chai and coffee on a Friday night after work for the refreshments! A new roster system, with only 7 volunteers required on the day has been implemented, lessening the burden on school families. As the Food Manager Zai is present on the day to oversee and induct volunteers, and manage service and product, resulting in stronger customer service, repeat custom and increased takings. A seasonal menu and market stall cookbook have been implemented, resulting consistency of product and ease for parent volunteers. Parent volunteers have informally reported a favourable experience at the stall.

Participation of Chrysalis in the ANZAC Day Wreath laying ceremony is in its third year, and our presence at this important event in or town's cultural life is appreciated by a number of school families. This year the wreath was created by Verena Barthel (Class MS and 1) and laid by the Fairbanks family.

Indigenous Proposal: Moved by Casuarina's Spring Festival smoking ceremony with Aunty Shaa, Chrysalis Parent and new P&F member Monique Buggy (RS and Cl 3) and Class 7 parent Kellie Small were inspired to develop the proposal *Embracing Indigenous Culture Connections* in 2015. The proposal's objective is to 'create a collaborative relationship with the local Gumbayggnir culture and in doing so engender dialogue,

understanding and connection, to enhance our children's and our community's understanding of Gumbayggnir Aboriginal Perspectives and Culture.' Strong support from Kelley McGlashan and a working group of interested parents and teachers helped the project's lift-off, resulting in a number of events including Bush Tucker Walk with Mark Flanders, Class 7 girls dance with Gloria Mercer, Culture and Language Workshop with Uncle Michael, and the NAIDOC Day celebrations this week. This has been a long-desired initiative, with roots evident in the Visioning 2012 Workshop, and parent feedback has been incredibly supportive and welcoming. A wonderful template has been laid for the working in of other events and activities, with a core group of parent and teacher supporters emerging. The P&F is grateful for management's enthusiasm and support in regards to this initiative.

Parent Information: This year the P&F held its first parent information initiative and extended our arms into the broader community, with a community wellbeing event: a free public talk by visiting Parent Educator and author Lou Harvey-Zahra (*Happy Child, Happy Home* and *Creative Discipline, Connected Family*), and a workshop on Creative Discipline. We partnered with the Youth Hub (venue and publicity) and the Chrysalis Early Childhood Faculty (funding for the public talk) to offer this as a broader community event as she is a very accessible speaker. Feedback for content and venue was sought and received from the Early Childhood teachers. We appreciate the support of the EC Faculty, Bruce Naylor (Chrysalis' Marketing Coordinator), Dean Beasley (The Hub) and Anna Joy (Bellingen Council Community Wellbeing Officer) for this event. This event looks to become an annual event, and anchored in the broader community with these connections having been established.

The Craft Group Initiative is under review, steered by Sammi Cambray and Amanda Fairbanks. With renewed enthusiasm from a broader cross-section of parents, especially those who have recently moved to Thora, it is hoped that this offering will find a steady rhythm and become a source of enjoyment and connection for interested parents. Currently the Craft group has sales at the Monthly Market stall and *the Little Things for Little Hands* Fundraiser at the Spring Festival.

School-Parent Communication: A proposal has been developed for the creation of a dedicated support role for school parent communication. The proposal was recently submitted for consideration to the Board. The P&F looks forward to further discussion of this proposal.

The core P&F fundraising initiatives continue to be the Market Stall and the Refreshments Stall. In 2015, upon advice from management the P&F reinvested the takings from the market stall back into the market stall: this included signage, tablecloths, display equipment were purchased in 2015, and a coffee machine in 2016.

Annually the P&F donates \$200 each to the Literacy and Numeracy Support Program and the school Library, and \$50 towards the ANZAC wreath. This year the P&F funded the Lou Harvey-Zahra public talk and subsidized the attendance of school and Playgroup families at the afternoon workshop, and sponsored one family's attendance. Books are available for sale from the P&F, via Tali and the Market stall, with a percentage going back to the P&F. A parent survey to ascertain the success and relevance of this event has been circulated and the response will be collated and reviewed.

The P&F has requested a list of the school's resourcing priorities soas to align its' fundraising initiatives with the school's needs.

- Feedback to the school management on a number of issues has been offered:
 - Appreciation of school management's engagement with the Anzac Day and Indigenous Cultural Connection Proposals;
 - Request for a list of school's resourcing priorities;
 - Class camp coordination and scheduling issues;
 - The role of the 'class circles';

- The success and appreciation for the middle school transition camp;
- Class size policy and rationale
- Wreath presenting responsibilities
- Parent education: more talks targeting early childhood, handout summaries of talks given.

The P&F New Parent Welcome Pack (a welcome letter from the P&F and copies of the core P&F documents) was created in 2015 and will be circulated on termly a basis to new families. The P&F hope that this information enables an understanding of the objectives and activities of the Chrysalis P&F, and inspires parents to form their own connection and engagement with the school.

Planning

In 2016 the P&F's goals are:

- To continue to support the market stall;
- To continue to fill Class Rep roles to forge better links between the parent community and the P&F;
- To investigate fundraising ideas to support the further development of school resources; and
- To continue to offer a channel for parents to engage positively and proactively with the school.
- We will continue to work in partnership with school management to engage our parent community.

Giving thanks

We acknowledge the efforts of the following P&F members for their involvement in 2016:

- Amanda Fairbanks for steering the Market Stall Revamp to its current stage of success;
- Rose West and Tim Lever for amazing work as P&F Secretary and Tali's right and left-hand person's!
- Kendall Marslandfor taking up the finance reporting for the P&F;
- Alice McCombie for dedication to the P&F Volunteer Profile article in *emerge*;
- Monique and Kellie for shaping and guiding the *Gumbayggnir Indigenous Cultural Connection* proposal;
- Squaw Remond for coordinating the Refreshments Stall at the Spring and Autumn Festivals;
- Kathryn Fairbanks, Squaw, Tali for coordinating the BTSMT in Terms 1 &2;
- Tim Lever for his work as the P&F Board Liasonperson and on the *School Parent Communication* Proposal
- Mat Birch for guidance and support to the P&F.

Thankyou

Tali Krieger, Coordinator Tim Lever, Acting Secretary Chrysalis P&F 2016



CURRICULUM DEVELOPMENT

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

KINDERGARTEN

The Kindergarten at Chrysalis School sets out to create a warm, loving, home-like environment in which wonder, beauty and

goodness pervade everything. The world of the small child is an imaginative one. During the kindergarten years, there is gently preparation for learning through domestic, practical and artistic activities such as painting, modelling, cooking, woodwork, handicraft and gardening.

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 Six, Seven and Eight. We work with what lives and can be developed in each individual. We work with what lives and can be developed in each individual. We work to develop social awareness, empathy and understanding, creativity, a sense of personal and global responsibility and the faculty of judgement which will enable these young people to participate as citizens of today's world.

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

The rhythm and content in each day provides for a balance of 'thinking, feeling and willing' activities which

support the students as they make the transition from childhood to adolescence. In the morning, through the main lesson, students study a range of topics..

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



Making Marimba's with Sean Daniel

National Steiner Curriculum

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

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

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

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

Working nationally offers the prospect of harnessing expertise and effort in the pursuit of common national goals. This national effort offers economies of scale and a substantial reduction in duplication of curriculum development and support, for the benefits of students in our schools We continue to address the many philosophical and pedagogical issues raised by the increased assessment and reporting demands placed upon us by various government bodies. As some of these demands are seen as being at odds with our educational philosophy, we continue to work through a great many challenges to find suitable solutions

SPECIAL PROGRAMS DELIVERED

The Music Program in its 12th year continues to cultivate a strong violin program and strings ensemble for Classes 3- 8 that is highlighted in the annual music concert which was held in town; 'Metamorphosis'. The music program at Chrysalis flows right through the curriculum, beginning from Kindy with rhythm and singing completely integrated into the lessons. When they graduate up the hill into Class 1 they get a beautifully handmade wooden pentatonic recorder. In



Class3 and 4 every ensemble once they have mastered the basics. In the Classes 6, 7 and 8 all of this music comes to fruition in the guitar, percussion, voice, violin and instrumental ensembles. It is this deeper level flowing within the Steiner curriculum that is the real education of the whole child - the real reason why. It is not just a case of 'educate more', but rather 'educate deeper'. Every part of the Steiner curriculum is working with the grain of the child's natural, organic development into adulthood.

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



LEARNING SUPPORT

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

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

Who Is Involved

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

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

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



MAIN LESSON OVERVIEW PRIMARY SCHOOL

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



MIDDLE SCHOOL

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



FESTIVALSAND PERFORMANCES

In 2016 the Autumn Festival continued in its form with the Class 3 taking on the festival at the Maypole Green and telling the story of George and the Dragon, much to the delight of the children. A beautiful arrangement of produce was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends!

The Winter Festival in 2016 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.

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

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



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 • 1 night sleepover at School Class 2 Overnight camp in the local region • 3 day beach camp • Class 3 • Wilderness or beach camp locally • 5 day camp to Marook Farm (biodynamic) Class 4 • 5 day camp in relation to flora and fauna • 3-4 day bush or beach camp 6 days on Explorers camp to Sydney and Blue Mountains Class 5 • Greek Olympics at Brunswick Heads • 3 day beach or bush camp • 11-12 day camp to Canberra and the Snowy Mts Class 6 • 3-4 day bush camp • Class 7 11 day camp to Lady Musgrave Island • 5 day bush or beach camp • Class 8 7-9 day wilderness trek • 5 day ecology camp 3-4 day bush or beach camp •



STAFF

Teaching	Staff Register of Chrysalis	Teachers 2016
Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Jana Golzar	Part time	Kindergarten/assistant
Paige Crocker	Part time	MorningStarKindergarten
Priya Curry	Part time	Kindergarten assistant
Emily Long	Part time	Kindergarten assistant/teacher
Johanna Elton	Part time	Kindergarten assistant
Odette Downey-	Part time	Kindergarten assistant
Tali Kreiger	Part time	Playgroup Leader
Eric Hofh	Full time	Class 1
Michele Donovan	Full time	Class 2
Nathan Slatter	Full time	Class 3
James Deepholts	Full time	Class 4
Belinda O'Brien	Part time	Teacher's aide Cl 5
Liz Sheppard	Full time	Class 5
Mark Morris	Part time	Teacher's aide
Fiona Quinn	Part time	Teacher's aide
Cathryn Bower	Full time	Class 6
Claudia Alfaro	Part time	Class 7
Lynn Jensen	Part time	Class 7
Sean Daniel	Part time	Class 8
Jane Noack	Part time	Class 8
Lyndal Pitkin	Part time	Class 8
Will Douglas	Part time	Art Cl 1-6
Soli Villarroel	Part time	Art Cl 7 & 8
Jenny Boxtell	Part time	Learning Support Aide
Lucas Dollisson	Part time	Language Cl 6/7/8
Jane Noack	Part time	Gardening/HSSpecialist
Benn Wolhuter	Part time	Gardening
Kym Pitman	Part time	Music Coordinator
Liz Scott	Part time	Music
Luke Rhodes	Part time	Music
Kath Derrin	Part time	Music
Janelle Taylor	Part time	Violin tutor
Charlotte Low	Part time	Cello tutor
Kamala Hazell	Part time	Craft Coordinator
Alison Scheef	Part time	Extra Lesson
Jacqui Dutson	Part time	Resource Teacher
Dot Hogenbirk	Part time	Library assistant

Administration and Support	
Steve Klipin	Business Manager
Kelley McGlashan	Education Manager
Ceinwen Jenkins	Finance Officer
Reanne Brewin	Front Office
Joanna Dadd	Enrolments and Health
Bruce Naylor	Publicity and Marketing
Kendal Marsland	Administration-relief

Board of Governors Governors elected at the 2016 AGM were: Mathew Birch Chair of Board Kerrie Schreenan Dan Finney Kay Mandel Scott Collins Gail Sprott (elected by College) James Deefholts (elected by College) Kelley McGlashan (ex-officio) Steve Klipin (ex-officio-Sec.)

College of Teachers 2016

James Deefholts – Chair of College Kelley McGlashan Cathryn Bower Liz Sheppard Lynn Jensen Kamala Hazell Eric Hopf Claudia Alfaro

Michele Donovan Gail Sprott Sean Daniel Jane Noack Nathan Slatter Lyndal Pitkin Jacqui Dutson Alison Scheef

TEACHER STANDARDS

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	24
Category (b)	2
Qualifications other than Teaching	
Category (c) No qualification per (a) and (b) but relevant successful teaching experience	0

TEACHER ATTENDANCE AND RETENTION RATES The average daily staff attendance rate in 2016 was 94.57%. Proportion of staff retained from 2016 90 %.

PROFESSIONAL DEVELOPMENT

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2016 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, Board of Studies Curriculum and Compliance, Steiner Education Australia, Educational Best Practise, 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 Institute of Teachers Register.

Theaveragespendingperteacheronprofessionallearningin2016was \$1,910/teacherFTE.

STUDENT POPULATION

Details from Federal Census 2016

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

RETENTION RATES – Class 6, 7 and 8

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

Sculpture in nature



SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

In 2016, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nationwide to all schools.

Class 3 and 5 Literacy and Numeracy Results

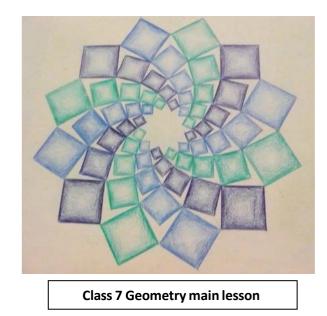
In 2016 at Chrysalis, 88% of Class 3 and 89% of Class 5 students were withdrawn or absent from taking the tests.

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

Class 7 Literacy and Numeracy Results

During 2014-2016, an average of 74% of students sat NAPLAN in reading, scoring in mostly in bands 7 - 8, During 2014-2016 an average of 72% of students sat NAPLAN in numeracy, scoring mostly in bands 7-8. During 2014-2016, an average of 78% of students sat NAPLAN in writing, scoring in mostly bands 6-7. During 2014-2016, an average of 78% of students sat NAPLAN in Grammar and Punctuation, scoring in mostly bands 7-8.

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



REPORTING TO PARENTS

In 2016, written reports were provided to the parents of children in the primary school (excluding Kindergarten) in July and at the end of the school year. Further to this, parent-teacher interviews were held in Term

3. Interviews were offered to any parents wishing to avail themselves of this service at the end of the year. Parents were also encouraged to contact teachers to discuss any concerns, whilst teachers contacted individual parents to discuss concerns as they arose.

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

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

ENROLMENT POLICY

OVERVIEW:

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

POLICY (CONDITIONS OF ENROLMENT):

Education

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

Legal

- 1. All applications for enrolment will be processed as per *Chrysalis School Enrolment Procedures & Process.* Applications are processed in order of receipt. Consideration is given for siblings already attending Chrysalis School, parents or guardians who are Chrysalis School staff members, previous attendance at a Steiner school, the needs of the incumbent students in each class, and other criteria determined by the School from time to time.
- 2. Prior to enrolment, parents and guardians must disclose any special circumstances that may need to be taken into account by the School including medical, behavioural, psychological and educational testing information.
- 3. An enrolment contract (Enrolment Application Form) must be completed for

each student enrolled in the School and signed by parents or guardians.

4. At Chrysalis Steiner School we aim to maintain single stream classes. Class sizes will be within the legal requirements of State and Federal governments and school policy. (Class size Policy)

Financial

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

Health and Wellbeing

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

Conduct

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

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

Attendance, Absence, Withdrawal, Exemption

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

attendance are not included in the absence return.

- 3. Exemption from Enrolment at School: Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
- 4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Enrolment at School Form*, and be approved by the Education or Business Manager. If approved the Education or Business Manager will grant a *Certificate of Exemption from Enrolment at School*. If false or misleading information is given

by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.

5. Exemption from Attendance at School: Application for *part-day* and *full-day* exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Attendance at School Form,* and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a *Certificate of Exemption from Attendance at School.*



6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that *Tuition Fees* continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations parents may prefer to end their enrolment contract, in which case, re-entry of the

student into the school will be subject to the usual School Enrolment Procedures.

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

SUMMARIES OF POLICIES

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

New policies and policy changes are developed and/or considered by the Board and, where appropriate, the College of Teachers. Following ratification, guidelines and procedures are developed. Policies are subject to review as per our Policy Register.

One can access the school's policies by asking the Business or Education Manager for hard copies. The school keeps electronic copies of the policies in the office.

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

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

fosters personal development.

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were in place in 2016:

Policy	2016	Access to Full Text
Safe and Supportive Environment Policy	Updated	Full text in Policy Register kept in Administration. Parents may request a copy by contacting the Educational Manager.
Reporting Policy Assessment and Reporting Guidelines-Primary School Assessment and Reporting Guidelines- Class 7 and 8	Updated	Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager
Attendance and Absence Policy Attendance Procedure	Updated	Policy Register
Exemption Policy	Updated	Policy Register keptin AdministrationParents may requesta copy by contactingtheEducational
Behaviour Management Guidelines and DisciplinePoliciesOur Behaviour Management andDisciplinePolicies are designed to support andpromote the development of individualresponsibility and respect from the Kindergartenchild through to the UpperSchool student. Westrive to create a balancebetween the rights ofthe individual and the harmony of the whole.Using the indications of Rudolf Steiner as a guide, theCollege of Teachers, faculties and teachers addressdiscipline and behaviour problems within the contextof the overall development of the student andthrough the education itself. Decisions relating to thediscipline of children, with particular reference tosuspension, expulsion and exclusion of students,must be based on principles of procedural fairness.	Review 2017	Teachers provided with a copy of policies at induction. Full text in Policy Register kept in Administration and on the website. Parents may request a hard copy by contacting the Educational Manager.

(cont.)	
Chrysalis School does not sanction or condone corporal punishment.	
Chrysalis does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.	
Our Behaviour Management and Discipline Policies include the following: Behaviour Management Procedures Behaviour Letter Code of Conduct for Students Extended & Extreme Behaviours Guidelines Illegal Drugs, Alcohol & Smoking	

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 2016, amongst other linked activities and programs, student participated in family values programs, the Birthing Main Lesson, Class 7 &8 Leaving Project, Drug and Alcohol education (Class 7/ 8), and Conflict Resolution (Class 7/8).

PARENT, STUDENT AND TEACHER SATISFACTION

• The Education Manager and Business Manager meet termly with the Class Carers in order to provide a communication link between the management and parents.

Chrysalis School holds teacher satisfaction in the workplace to be a vital component in the functioning of our school. In 2016:

• The Employment Relations Group continues to be available to address teachers concerns and issues in relation to their employment at Chrysalis School. This collaborative approach has been instrumental in achieving a harmonious satisfying work place.

- An external counselling service is available to offer advice and support to teachers.
- A new Multi Enterprise Agreement was enacted during 2016.

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

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

Class Teachers hold Class Parent Meetings each term. At these meetings, parents are provided with information about their child's class activities and given the opportunity to ask questions and discuss issues.

The Educational Manager is available to discuss issues with parents in relation to educational matters and the Business Manager is available to discuss matters in relation to the business of the school.

The school produced a regular newsletter to keep parents informed about events within the school community.

The school website is kept updated and parents are able to refer to site for information.

SUMMARY OF FINANCIAL INFORMATION - 2016

Income and expenditure	
Recurrent Income:	\$3,160,163
Commonwealth and state recurrent grants	69%
Fees and private income	29%
Other income	2%
Recurrent Expenditure:	\$2,962,123
Salaries and associated expenses	75%
Educational resources	15%
Non salary Expenses	19%
Capital expenses	1%

2016 was a solid financial year yielding an operating profit of \$116,288.

BUILDINGS AND FACILITIES MAINTENANCE REPORT

Chrysalis School's bush campus is situated on the Bellinger River. As a campus in the sub tropical mid north coast, a sharp focus on preventative maintenance is required to ensure that the campus remains well looked after, suitable for the purposes that it is intended namely education children in a beautiful purpose built setting. In addition a campus of this nature requires a stewardship approach in order to ensure that the facilities will be well maintained into the future.

Chrysalis School Business Plan (2017 – 2019): Key assumptions and timeline:

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

A quick review of the achievements from the 2016 Business Plan include the:

- Participation in SLL with a focus on embedding distributive leadership through the portfolios and through focused Professional Development with teachers in improving teaching and learning in areas of dyslexia and behavior management.
- NAIDOC celebrations
- Development of a 3 year staged overview for professional development.
- Improvements in the camp program
- Greater emphasis on resourcing learning support opportunities
- Additional resourcing of Early childhood opportunities
- New organizational chart representing all stakeholders
- Developing new admin procedures in response to enrolment waiting list potential

<u>Assumptions</u>: The following key areas address the Business Plan for the continuation within the current triennial (2015 – 2017) and take account of a new reality that 2017 bring to us.

- In 2017, Chrysalis School will have full complement of classes from Morning Star through to Year 8, thus we continue to plan that our school will have full classes into the future. We also expect student number to crest 200 students for the first time in Chrysalis history.
- That Chrysalis will continue to seek opportunities to develop and strengthen the Chrysalis enterprise within the Bellingen Shire in line with the aims of the association.

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

- 1. Budget: An operational budget surplus (excluding depreciation) is planned for 10.00% over three years.
- 2. Legislative Requirements
 - That Chrysalis remains compliant as required by the current and forthcoming statutory requirements
- 3. Staff:
 - Initiate and Develop a whole school Professional Development Plan in line with the requirements and support from the AIS Schools Leading Learning grant over the next 2 years.
 - Initiate, develop and implement over the next 4 years with the AIS Literacy and Numeracy Leadership program a whole school teaching methodology in Literacy and Numeracy focusing on K-3.
 - Continue to develop, support, encourage and implement professional development opportunities internally and externally.
- 4. Staff Portfolios:
 - Embed the scope of the portfolios with the school organization structure and skills of the portfolio holders, in line with middle management principles. :
 - Early Childhood,
 - ➤ Music,
 - Student Learning and Support,
 - ➢ College.
 - Measure as appropriate the new roles and responsibilities for these portfolios so that the roles are considered to add value and depth and are considered transparent and accountable.
- 5. Campus development and asset retention:
 - That an audit of capital infrastructure plans including roads, bridges and building to be developed with a view to ensuring that the campus is well kept into the future.
 - Allocate up to \$30 000 for small capital improvements on the campus.
- 6. Pedagogy:
 - Additional hours provided for learning support services
 - Continue to reposition staff for the camps program in order to ensure the excellent standard of the camp and outdoor education program remains a centre piece of Chrysalis schools educational offering and also to support teacher's sustainable practice by having the opportunity to share the load whilst on camps.
 - Develop and embed an integrated PE program
 - Articulate the integrated craft within the curriculum.

- 7. Strategic opportunities:
 - Chrysalis continues to seek opportunities for expanding student numbers and protecting financial sustainability. Ideally, from a financial perspective :

Kindergarten classes of 18 – 24, Primary school classes of 24 – 26, High school classes of 18.

- Enhance the opportunity for engagement with Chrysalis in the early stages of child rising (ideally pre compulsory school age), with a view to encourage contact with our pre school age activities, and ongoing enrolment.
 - High School Years 9 + 10. Resource the potential first step in the Feasibility Study.

Internal Matters:

1. Budget

- Recommendation:
- a. That a budget surplus of 10.00% be achieved over the life of the 3 year business plan (3.3 % per annum on average).
- 2. School Improvement Plan

Recommendation: That the school continues to comply with requirements which are currently in place and may yet come into place.

3. Staffing

Recommendation:

- a. In advance of the NSW BOSTES requirements coming on line for all teachers in January 2017, develop and monitor a 3 year staged overview for professional development in conjunction with relevant staff.
 - A 'whole of school' plan continue to be developed and implemented with a view to balancing and address personal, professional and strategic PD within the school's budgeted allocation.
 - > That ongoing professional development includes formal mentoring and supervision.

4. Staff Portfolios

Recommendation:

That the embedding of educational portfolios continues, so as to build capacity and capability in order to ensure excellence and value in the schools activities.

- 5. Campus development and Asset retention
 - Recommendations
 - a. That the Facilities Plan continues to be implemented so that campus' key built assets remain in good and durable condition.
 - b. That a small capital improvement plan be developed and implemented.

6. Pedagogy

Recommendations

- a. That a review of programs take place and new initiatives be considered for implementation as in the three year period of the business plan
- 7. Strategic Opportunities and Risks-

Recommendations

- a. Seek opportunity to drive enrolment growth as the school has full stand alone classes for the first time since 2011
- b. Evaluate the opportunity and act accordingly to increase Chrysalis School's Early Childhood footprint with an Early Childhood development Plan 2015 17)

- c. Market strategies get prioritized according to the School Marketing Plan.
- d. Admin recalibration with a long term staff member's departure from the area.
- e. High School extending further than yr 8
- f. Address issues of scale (increasing size of the whole enterprise) and compliancy.

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

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



INCENTIVES FOR LEADERSHIP DEVELOPMENT

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

At the end of 2016 Chrysalis School had been asked to join with the AISNSW in a pilot study of 4 years, focussed on improving Literacy and Numeracy in the early years. We will be provided with; in class mentoring, leadership training for teachers in improving quality teaching practices as well as Professional development for leaders and teachers focussed on this area.