

# ANNUAL REPORT 2018



**CHRYSLIS STEINER SCHOOL**  
educating the whole child

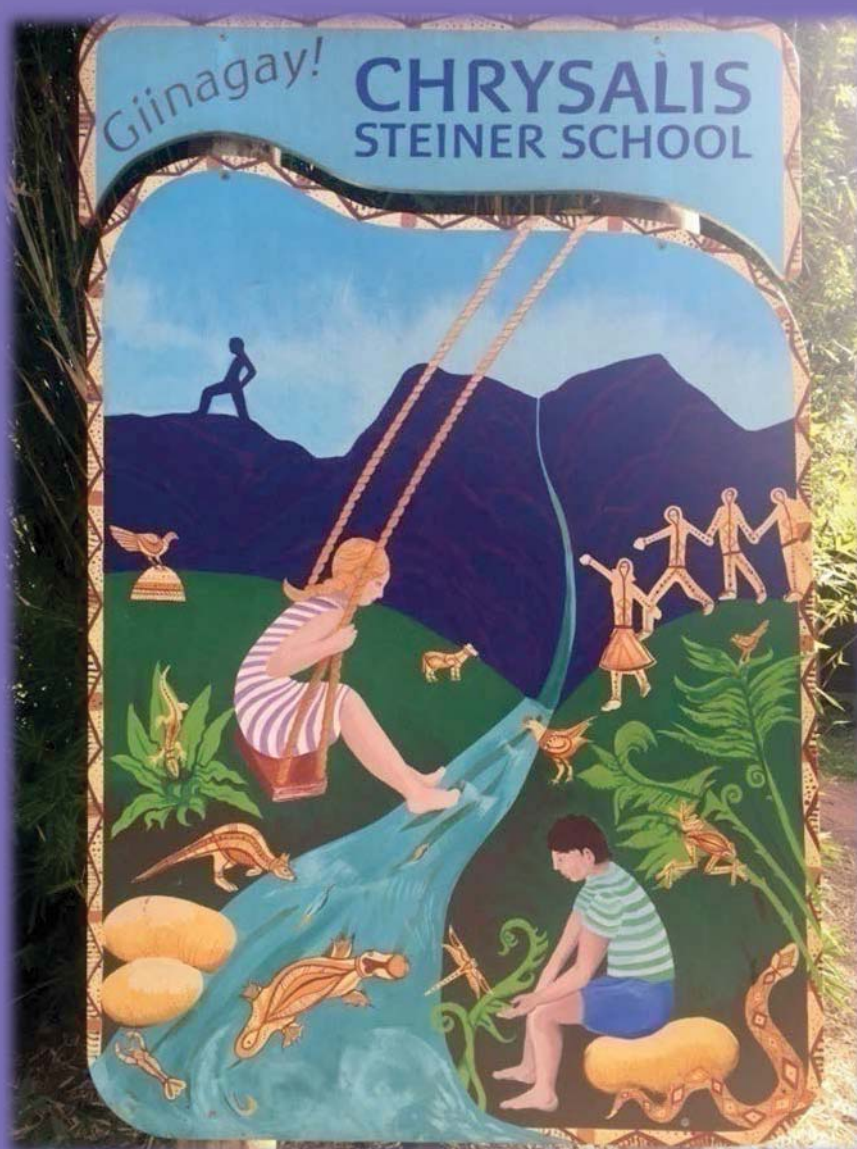
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# INTRODUCTION

**"The healthy social life is found, when in the mirror of each human soul the whole community finds its reflection and when in the community the virtue of each one is living"**  
**- Rudolf Steiner**

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

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

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

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

2018 was a time of change and looking towards the future. As with most beginnings of the school year, there were new families to meet, new staff to greet and most of all the heralding in of the children to their new class year.

The school would be undergoing registration early in 2019, so the year was focused on reviewing and implementing the new curriculum areas from NESA and the National Steiner Curriculum, and updating policies and procedures in readiness for the 2019 registration.

In February we started the year with 194 students from Kindergarten to Year 8, finishing the year with 197 students. With five of the primary classes having 23 to 26 students insitu, it meant that the school was looking at how to work with the possibility of full classes in the future. This was the first year that a Class 7 had 23 students starting the year. Since 2016, we appear to be maintaining the numbers in Class 7 & 8.

The early childhood area continues to be a focus point of growth for the school. The school will continue to develop this area of the school into the future.

A school wide process was undertaken during the latter half of 2017, where a collaborative approach to behaviour and values for students, staff and parents was initiated. From this, a school wide behaviour expectation ideal has manifested as well as a cultural framework for staff to work within. During 2018, this continued to develop and implementation throughout the school began. This is anticipated to continue into 2019.

The Annual Report to NESA and the School Community provides reliable and objective information about the 2018 school year.

*The 2018 Annual Report provides information on student performance, statements on policies such as enrolment, behaviour management and student welfare, as well as data on retention, financial performance and commentary on performance against goals for the year.*

## Vision

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

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

## Mission

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





## Chrysalis School Ethos Statement

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

The ethos of Chrysalis School encompasses the following:

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



Class 1 chalkboard drawing

# CHRYSALIS CULTURAL FRAMEWORK

## Why a framework?

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

## Why culture?

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

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

## Underpinning our work at Chrysalis

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

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

This becomes evident when:

- We work with the concepts of anthroposophy to find a way in which to carry out our work in our role at Chrysalis.
- We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to other current educational research.





## We are each responsible for

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

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

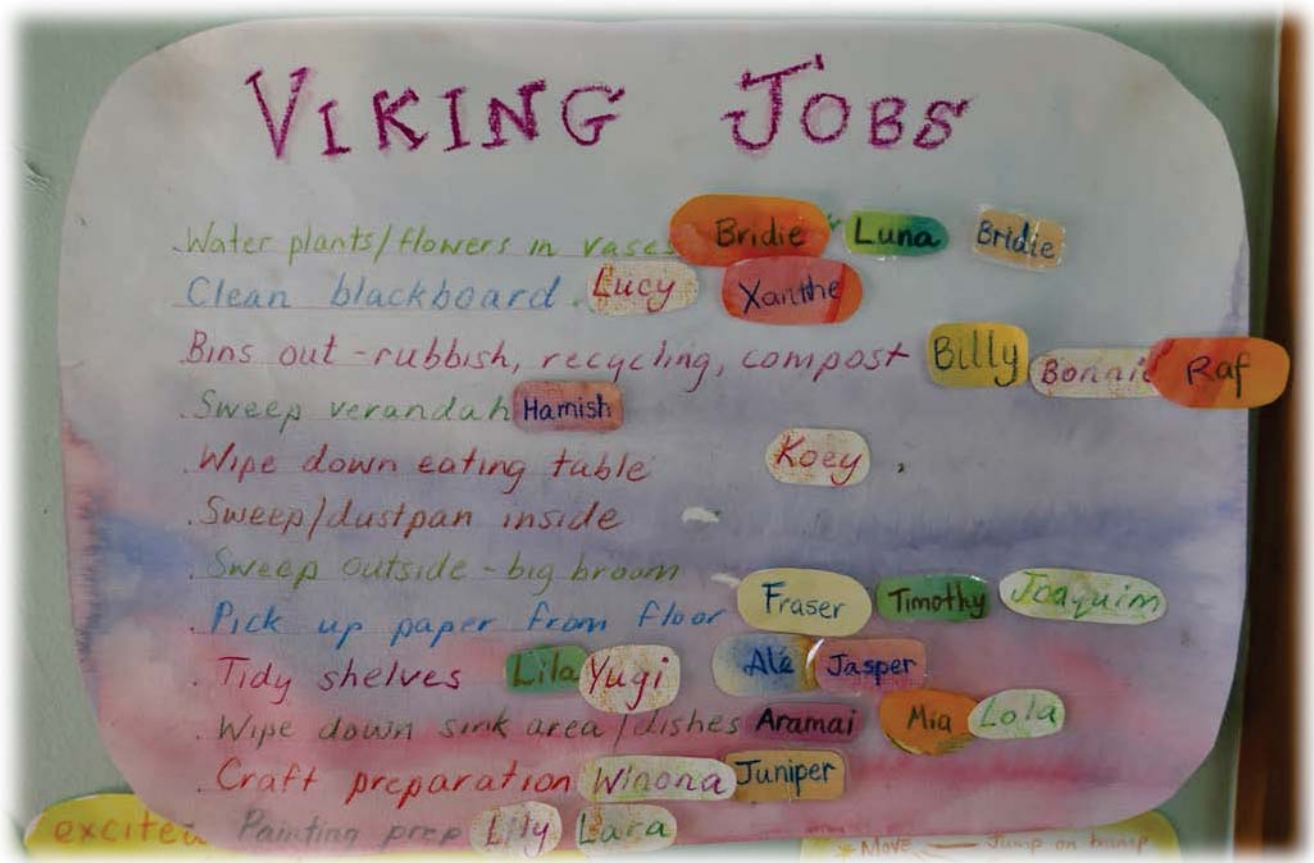
### 2. Communication – this becomes evident when:

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

### 3. Interpersonal relationships – this becomes evident when:

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

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



## Striving to learn and grow

Adaptability and being resilient – this becomes evident when:

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

## Respect

This becomes evident when:

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

## Caring and safety

Kindness and self-care – this becomes evident when:

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

## Gratitude

This becomes evident when:

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



## School Behaviour Expectations

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

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

# School Behaviour Expectations poster

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

# BOARD OF GOVERNORS

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



## Report from the Chair to the Chrysalis Association

Having recently joined the Board, and assumed the role of Chair, all within the 2018 year, I am committed to bring a strong focus to the School's future of transparency and collaboration with all stakeholders.

As we move forward with a robust vision for the Anthroposophical spirit, and educational outcomes at our School, we look to moving ahead in 2019 with renewed Senior Management talent and leadership.

I outline a summary of the changes we have experienced in the past year, and our path for the future, designed to provide a strong basis for excellence and stability as we continue to provide a wonderful educational and cultural experience for students, teachers and parents.

- Around the time I joined the Board in late 2018, we saw the long contribution of Business Manager, Steve Klipin, change direction as Steve took a well deserved break from the school. Tim Fry was appointed as Interim Business Manager, on a contract until the end of 2019.
- In the second half of 2018, following Kelley McGlashan's decision to reassess her role at the School, a recruitment process seeking to appoint a new Educational Director ended in divergent views between the College of Teachers and the Board of Directors. As a result, an appointment was not made.
- At the start of 2019 the school established a 1.2 FTE Educational Management (EM) function shared by two 0.6 FTE experienced teachers, Kelley McGlashan and Pete Rundle, an arrangement initially put in place until mid-year.
- The two EMs are supported by faculty and specialist 'Portfolio Holders'. This initiative is working well to support both the class teachers within their portfolio areas, and the EMs.
- In March 2019, the Board invited Ian Stehlik to provide a short advisory consultancy to the Board on matters pertaining to school leadership and governance. This proposal was supported by Steiner Education Australia CEO Virginia Moller.
- After careful consideration, and following the recommendation of the Stehlik advisory report, the Co-Principal model was reassessed. The role of that previously titled Business Manager relinquishing its leadership role to serve in a narrower capacity, as an administrative support to the school's objectives, under the management of the Education role. Following the changes to the role, Steve Klipin's position became redundant and he left the School.



- The interim EMs have now established a good working relationship with the currently appointed interim Business leader, Tim Fry, whose focus on operational and managerial duties supports the two EM roles without stepping into the educational leadership space.
- The Board opted to address the business leadership role as a priority, and has chosen to commence recruitment for the Educational Director role until in the second half of 2019, with a view to fill the ED position in time for the start of the 2020 year.
- The Board remains keen to establish a stable and effective educational leadership structure and function as it moves forward with a new recruitment process. In line with current best practice in other Australian Steiner schools, this recruitment will occur over the next eight month period.
- During the proposed educational leadership recruitment process, it is intended close communication will occur between the College of Teachers, the school community, and the Board in relation to the process and outcomes for this recruitment.
- Informal conversation with Steiner Education Australia CEO Ms Virginia Moller, and other contacts in Steiner Education interstate and overseas will assist the Board to source suitable candidates.
- In the interim, we are very fortunate and appreciative that Kelley McGlashan and Pete Rundle are agreeable to stay on in their current positions until the end of 2019.
- The Board is pleased the 'Portfolio Holder' scheme recently introduced reflects best practice in other growing Steiner schools, and is adapting well to our growth and educational outcomes.
- Over the 2019 year the Board looks forward to following the clear roadmap we have laid down for the School, and anticipate an exciting period of change, fresh growth and renewal as we move into the future.

Yours truly,  
 Gary Davis  
 Board Chair  
**April 2019 AGM**



Jenny Boxtel sprout artwork

# EDUCATION MANAGER'S REPORT

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

– Rudolf Steiner

## Overview

2018 was a year of changes and looking towards the future. The school continued to see enrolments fluctuate during the year, hovering around 198. It was expected that enrolment numbers would go over 200 students in 2019. The percentage of students from Dorrigo has been rising since 2017 with approximately 10% of student numbers coming from the plateau.

The opening of the Founders Shelter in May brought a number of our first families from the past to the school for a wonderful celebration with local Gumbaynggirr man, Michael Jarrett, leading the ceremony.

In May the school hosted the SEA Governance, Leadership and Management (GLaM) conference. This offered the opportunity for schools around the nation to visit our beautiful school. There were 130 participants that attended this valuable conference.

The school continued to offer parent education talks with the Inner Path Group bringing insights to the early years with their picture of child development and ideas for parents to take up, as well as bringing new thoughts on Puberty and Adolescence and how to navigate these years.

With the influx and use of technology, the school brought a workshop on cyber safety by the local police. Parents and students in Classes 7 & 8 were able to get insights into this area. The end of the year was highlighted by the Class 8 Project presentation and the end of year Music Concert, ending the school year with a punctuated finale.

## Leading the Management of the School

At the beginning of 2018, there were changes being initiated by the Managers. With the request from the Education Manager to step down from the role in the first half of the year and the Business Manager to take a year off until July 2019, the Board began its processes in regards to the leadership roles at Chrysalis. A decision was made at the end of 2018, that the Education Manager continue in the position into 2019 in a reduced shared capacity (3 days per week each) with Pete Rundle, enabling the Board to recruit a suitable candidate.

The embedding of the portfolio roles in the school with the addition of the Primary Portfolio role half way through the year provided another support mechanism within the school for the staff and Managers. This middle management group has particular individuals in the following roles within the school; Early Childhood, Learning Support, Music, College of Teachers, Primary and in the near future a High School role. This group form the EMT2 (Education Management Team Squared) and meet once or twice a term, developing skills in leadership, having difficult conversations, sharing and collaborating on issues that come up in their respective areas.

At the end of the year, the EMT2 put forth the idea of bringing training into the school in leadership for all staff. David Liknaitzky from Spirit at Work was asked to commence a 2 year program with the school starting in 2019.

## Leading, Teaching and Learning

During 2018, further development and implementation of the AIS Literacy and Numeracy Action Plan (LNAP) continued as the second year of a 4 year program commenced. The biggest changes to this program was in implementing a mentor and supporting role for the teachers in Classes 1, 2 & 3. This focus was on strengthening classroom practice with the support of Liz Sheppard (Literacy) and Alison Scheef (Numeracy).

With the changes to Nationally Consistent Collection of Data (NCCD) with all schools, the Education Manager and Learning Support Portfolio Coordinator attended workshops to enable a clear, consistent methodology of gathering data on students. This was implemented and brought to teaching staff.

A renewal of the NAPLAN letter to parents was initiated; still providing opportunity for exclusion if parents desired.

The Learning Support Team is made up of the Learning Support Coordinator, Extra Lesson/Numeracy specialist, Primary Coordinator, the Education Manager and the Behaviour Specialist. During 2018, the school provided 2 days for Pete Rundle, whose specialty is working with children with challenging behaviour. His focus for the year was on providing support to a number of students across the school, Individual Education Plan (IEP) facilitation as well as facilitating a mandate group from college in the renewal of the Behaviour Policy at Chrysalis. During 2018, the school had in place an Expectations of Behaviour proforma for teachers to work with their classes. The new Behaviour Policy, with its flow chart, enables students and teachers to promote a clear method of process when working with classroom management in relation to expectations of behaviour while at school. Pete mentored teachers in promoting this to the students. During the year, in consultation with the College, Pete wrote up a Social Values Scope and Sequence from Class 1 to 8, ready for 2019.

Professional Development for the teachers is ongoing, and 2018's focus was on increasing inspired learning in areas such as maths and literacy. In October, our guest lecturer was Greg Noakes, a Steiner class teacher who provided Professional Development (PD) on The Wonder of Mathematics. At College during the year, the focus was on drawing with pastels and working with the craft program at Chrysalis.

In November, the Music Program was put on display at the end of year concert "*Constellation*" at Bellingen Memorial Hall. This was the third year running for this amazing exposé of musical talent of our students and staff. As the year was concluding there were new ideas percolating for the inclusion of more students in music at Chrysalis for 2019.

As we look forward to Chrysalis' evolving future, we hold true to our ethos for the school (see Page 3).

Warm wishes,  
Kelley McGlashan  
Education Manager 2018  
**April 2019 AGM**



# BUSINESS MANAGER'S REPORT

Recent announcements by the Board, based on recommendations in a Board commissioned external review by Ian Stehlik, have put in train changes to the management structure of the School. The most significant change is that effecting the Business Manager role, which is now relinquishing its Co-Principal responsibilities to focus more as an administrative support to the School's objectives, under Educational leadership.

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

The prosaic nature of this report is reflective of that change.

## School Finances

The School's income is derived largely from government recurrent funding and fees charged to families.

Government funding is transitioning to a new model based upon the Personal Income Tax (PIT) Socio-Economic Score (SES) from the previous address based SES. The impact of these changes is unknown, however, the current model is assured until 2022. Regardless, the number of enrolments impact the overall amount received, as funding is based on a per capita basis.

Fees constitute around a quarter of our income and are collected in a sensible, transparent and thorough manner. With an increase in fees of around 3% on the previous year, the School seeks to maintain affordability for our Community. In cases of hardship we offer support and the call on bursaries and fee support remains consistent with previous years.

Additional funding comes from grants, such as the Literacy and Numeracy Action Plan, Clean Energy Knowledge Sharing Initiative (NSW Department of Planning and Environment) and Sporting Schools. These funding opportunities tend to be for specific opportunities and are not recurrent.

The Financial Report for 2018 reports a loss of around \$170k, including allowances for depreciation and accrual of entitlements, and is due largely to unanticipated staff related expenses.

Whilst our facilities and teaching resources are of a high standard, and we are well placed to deliver an exceptional educational experience, the realised loss in 2018 and a budgeted loss in 2019 needs to be reversed.

The quickest solution (though not readily achieved) is to increase enrolments and to ensure the retention of existing students. This is the focus of increased marketing resources and an ongoing commitment to strong educational programmes (LNAP) and support (aides in every class), across outdoor education, creative arts, music and in the classroom.

Strategically, enrolments in the lower classes are strong and will flow through into the higher classes over coming years. Continuing this trend and managing expenses will help the School return to profitable operations.

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

## Staffing

The School continues to invest in the professional development of its staff, particularly in respect to their teaching practice and leadership development. The distributive leadership model developed through the portfolio roles will greatly assist the School transitioning its new management structure.

Julie Williams was appointed the Class 1 Teacher for 2019, having previously provided casual relief and working with Learning Support. Over the year, we also welcomed two new teachers; Yarnam Swift (Class 4) and James Ross (Class 8). All of our new staff bring diverse experience and talents, which add to the richness of our educational team.

## School Campus and Facilities

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

- Installation of additional solar panels, battery backup and five additional air conditioners, completing the air conditioning of all classrooms (Clean Energy Knowledge Sharing Initiative).
- Completion of the library refurbishment (wall painting and floor sanding/oiling).
- Repainting of classes 2 and 3.
- Resealing of the access road.
- Campus tree management as per arborist report.
- Purchase of gymnastics equipment from Sporting Schools grant funding.
- Expansion of the high school information technology lab from 12 to 18 computers (cabling and computers).
- New laptops for classes 6, 7 and 8.
- 3 new ipads (purchased on plan) to support learning and new attendance process.

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



## Governance

The current Board comprises five Directors – two short of the usual complement.

The Board's members give a significant amount of their time to the School and we are very appreciative to current and past Directors for their contribution. Our gratitude also extends to those who volunteer on committees, such as the Finance and Marketing Committees. The experience and vision of all Directors and Committee Members is invaluable.

With renewed interest in the Association, the School looks forward to a stronger Board in 2019. We continue to run professional development for our Directors, including AISNSW workshops, SEA GLAM attendance and other opportunities.

## The Administration Team

This work has been, and will continue to be, facilitated by a wonderful Administration and Maintenance Team to whom I am deeply grateful for their care, professionalism and counsel. They, too, are part of a similar but larger team that makes Chrysalis such a great place to work.

Tim Fry  
Interim Business Manager  
April 2019 AGM



Bellingen Show school display



# COLLEGE REPORT

## Chair of College Report

A lot has happened since my last report in 2018. We continue to run a similar format to previous years, beginning with an artistic component for 30 or 40 minutes or so, followed by our College meditation and anthroposophical book study for a further 30 minutes, followed by the various agenda items that require our attention for the remaining hour and a half of our meeting. That format, running from 3:30 until 6pm on Thursdays, still seems to be the preferred format by College members.

Before getting into details about what we have been doing together as a College, it is important to note that our numbers have been steadily rising. We now have 22 regular College attendees. Not all of them can make every session with camps, excursions, and other commitments, but this is a staggering number considering there were only 5 or so back in the early 2000s. Times have changed. The format of College has changed. Engagement has changed. Teachers (and assistants!) are now more willing than ever before to commit to developing themselves artistically, intellectually and anthroposophically. It is a vibrant time and inspiration is strong. The recent workshop run by David Likhaitzky at the end of last term on leadership models in Steiner Schools is a case in point. Fifteen College members attended this session which ran all day Friday, Saturday and Sunday at the end of last term. What other Steiner school in Australia would have 15 staff interested and willing to participate in an anthroposophical workshop all weekend focussing on leadership? It did not directly prepare staff for classes the following Monday, but it provided the more important ingredient of inspiration to do with the big questions regarding 'why we do what we do'. It was a great reminder about the anthroposophical underpinnings of our whole rationale and *raison d'être*. In the past, this kind of weekend workshop might have attracted only a few members.

Concerning our artistic endeavours, we have had a term of speech and drama with Nicole Ostini. She is a brilliant anthroposophical mentor who also happens to be registered with NESAC for accreditation purposes. This means that all of the sessions that she ran at College counted towards the much needed accreditation hours required for teacher registration. It is so great when accredited hours can also be anthroposophical. Likewise, we had Greg Noakes run some maths PD sessions for us last year. These were delivered from an experienced class teacher's perspective, but were also accredited hours with NESAC. Great! In other artistic matters we had Soli and Kamala run two terms of artistic activities with us using pastels. They were inspired by a workshop they did with Iris Sullivan and they shared their enthusiasm with us. In term one of this year Alison led College members through a series of Bother gymnastics movements using rods and balls. It was uniting, but also challenging to work in such a precise way. Now we know how the students feel! Our emerging artistic activity this term is being led by Gail and it involves delving deeply into our biographies – with the aim of being able to express our various biographical stages and experiences in artistic form – through pastels, clay, and eurythmy.

Concerning our book study, in keeping with the international movement to honour the 100th year anniversary of Steiner education, we have continued to explore the various lectures given by Rudolf Steiner to the first Waldorf teachers back in 1919. Engagement with staff remains high and these lectures continue to inspire meaningful discussion between us on a weekly basis. College members are required to read or listen to an entire chapter before the meeting in order to contribute to the discussion. Since my last report we have covered all of the lectures from 5 to 8 and are currently wrestling with the 9th lecture series (of 14 in total). At this rate, we are likely to finish the lecture series sometime next year. We often spend several weeks on one lecture, discussing the relevant aspects.

We discuss so many countless relevant matters during our College meetings that it is impossible to list them all. We have had several child studies and are endeavouring to find ways to bring them more often. We discuss festival and music concert matters and always consider after the event what we could have

done better. We have termly accredited AIS professional development sessions on numeracy and literacy. We are developing a digital resource library together so that work can be shared among colleagues more easily. We have split faculty sessions about once a term so that the various grade levels can meet and discuss matters that are only relevant to them. We discuss camps, bus issues, and curriculum matters. We discuss and bring about cyber safety talks, talks by acclaimed authors, parent education talks, PD sessions run by anthroposophists when possible – such as Greg Noakes (maths), Nicole Ostini (speech and drama) and the Third Wheel Collective. This last group has been working with us for a couple of years now and we look forward to their return to our school from America in term 4. They are brilliant with speech, drama and music. Finally, after consulting with Dr. Shelley Davidow, we implemented a new Behaviour Management Policy last year based on restorative justice and we are continuing to embed this system into our school.

As can be seen by the turn out at David Liknaitzky's leadership workshop at the end of last term, the College of teachers is keen to keep abreast of the changes that are before us regarding the restructuring of Chrysalis's management model. While this is clearly a Board prerogative, College has no wish to repeat the scenario which transpired at the end of 2018 regarding the appointment of the Education Director. As David put it, "We are all leaders." In the same way that the Chair of College has been considered a respected advisor to the managers over the past decade or so, the College itself should continue to be viewed as a respected advisory body of the school – with many decades of on-the-ground experience to draw upon. The College very much wishes to be kept informed during this year of unprecedented transformation so that everyone's voice can be heard and considered. As Rudolf Steiner's social verse relates: "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". Only through transparency and genuine collaboration can we find a healthy way forward - and it will take all of us to achieve it. We shouldn't all make the decisions, perhaps, but we should all be an integral part of the process. There are many good reasons why this particular verse is used to open every Board meeting. The College of Teachers looks forward to continuing a collaborative engagement with both the managers and the Board in its capacity to advise.

Sincerely,  
Sean Daniel  
Chair of College  
**April 2019 AGM**

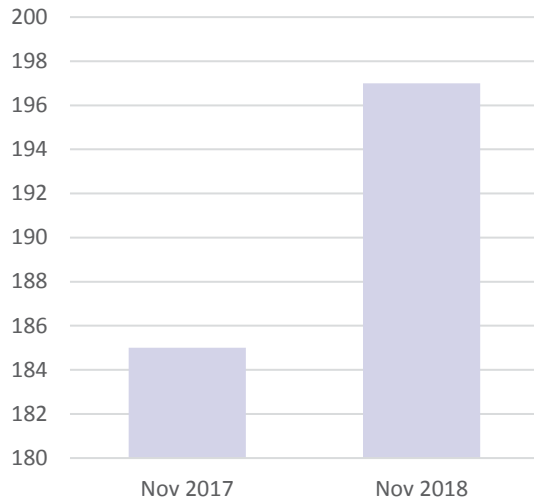


**Speech & drama focus leads to Award winning acting and film directing**

# STUDENT POPULATION

## Enrolments

Enrolments



Departures & New Enrolments



## My School Website 2018 submitted data

SCHOOL FACTS		SCHOOL STAFF	
School sector	Non-government	Teaching staff	23
School type	Combined	Full-time equivalent teaching staff	15.6
Year range	K-8	Non-teaching staff	23
Location	Outer Regional	Full-time equivalent non-teaching staff	11.7
STUDENT BACKGROUND – Index of Community Socio-Educational Advantage (ICSEA)			
School ICSEA value	1040		
Average ICSEA value	1000		
Data source	Parent information		

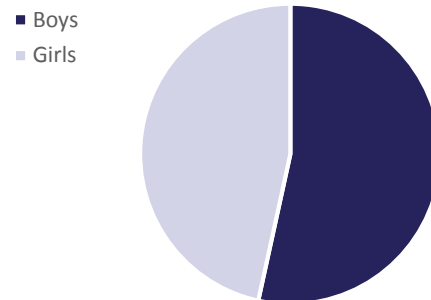
## Students

Total enrolments: 204

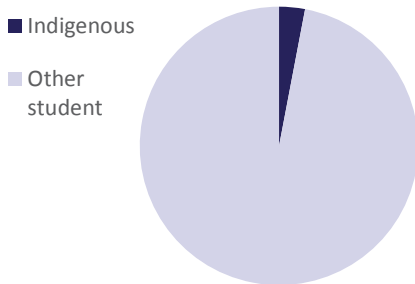
### High School / Primary School

	High School	Primary School
Male	19	90
Female	25	70
<b>Total</b>	<b>44</b>	<b>160</b>

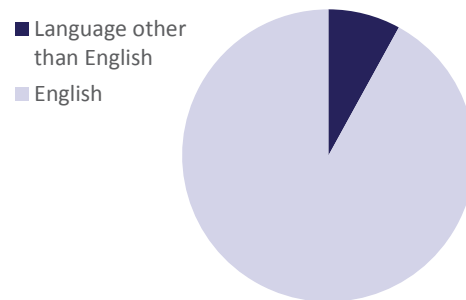
### Gender balance



### Indigenous students



### LOTE students



### Attendance Rates

	Term 1	Term 2	Term 3	Term 4	Year Average
Morning Star	65.9%	94.7%	87.6%	87.7%	<b>84.0%</b>
River Song	88.5%	86.4%	79.9%	74.4%	<b>82.3%</b>
Class 1	87.6%	85.9%	82.3%	81.8%	<b>84.4%</b>
Class 2	87.9%	87.5%	82.6%	84.3%	<b>85.6%</b>
Class 3	91.5%	86.9%	85.0%	82.7%	<b>86.5%</b>
Class 4	88.0%	89.2%	82.9%	88.8%	<b>87.2%</b>
Class 5	86.8%	90.3%	84.7%	87.8%	<b>87.4%</b>
Class 6	88.7%	89.9%	89.2%	88.7%	<b>89.1%</b>
Class 7	89.8%	90.9%	78.4%	89.4%	<b>87.1%</b>
Class 8	90.6%	83.9%	87.8%	91.9%	<b>88.6%</b>
<b>School Average</b>	<b>86.5%</b>	<b>88.6%</b>	<b>84.1%</b>	<b>85.8%</b>	<b>86.2%</b>



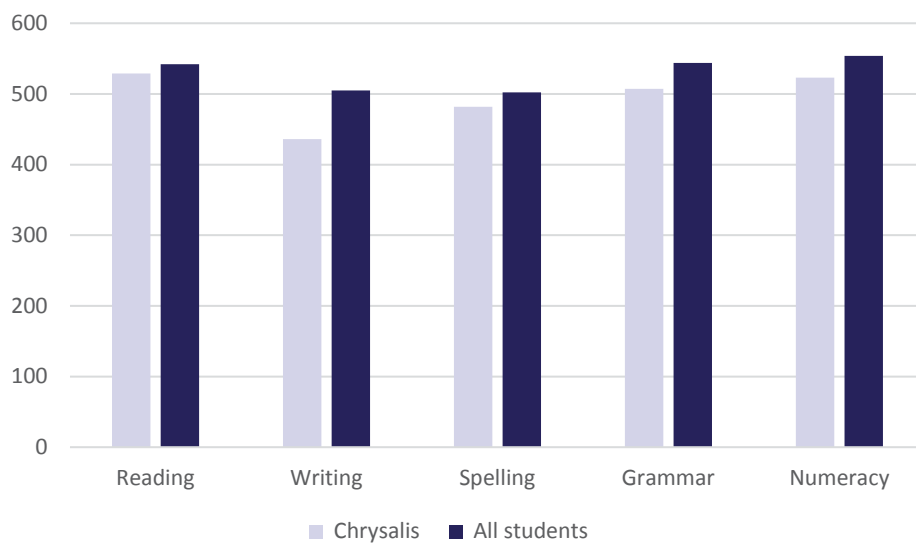
## School Performance in State-wide Tests and Examinations

In 2018, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nation-wide to all schools. In 2018, parents continued to exercise their choice of their child being withdrawn from the tests.

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

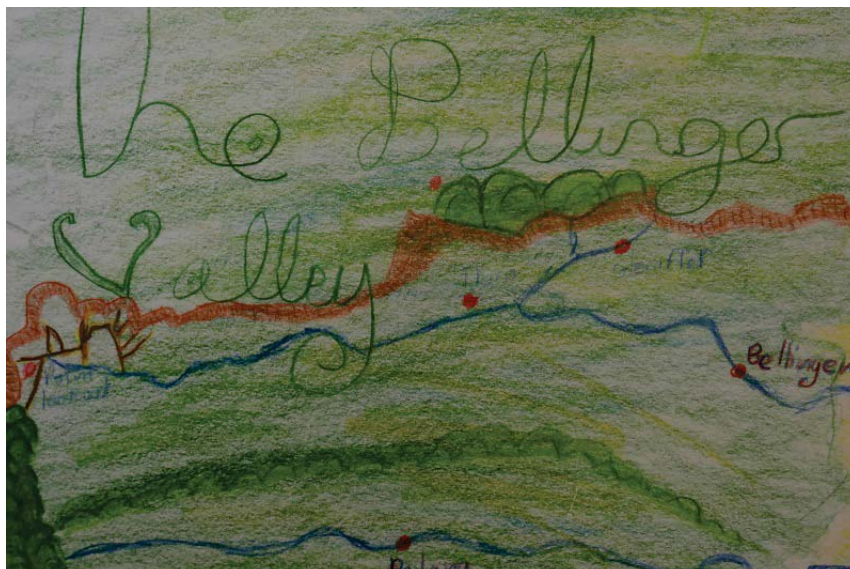
52% of the students sat the tests in Class 7 in 2018. The lower numbers may be indicative of parents' choice for their child not to sit the test. There was not enough students in Class 3 and 5 that sat the test for any viable information.

### Class 7 results



## Retention Rates – Class 6, 7 & 8

At the beginning of 2006 the Board of Governors and the College of Teachers made the decision that while the school remained in the Thora Valley, it would only offer a middle school (Class 6 – 8). Retention from Class 6 into Class 7 & 8 seems to be averaging around 75%. Class sizes in Class 7 & 8 vary between 12-23 students.

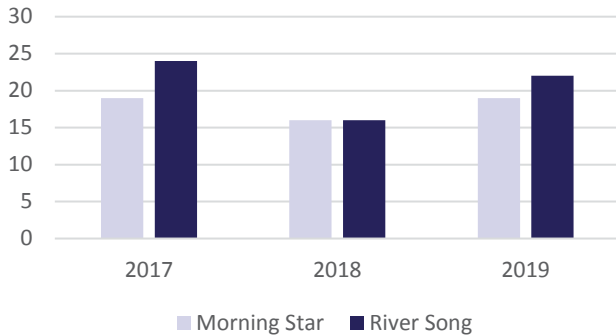


Class 3 Local History & Geography main lesson

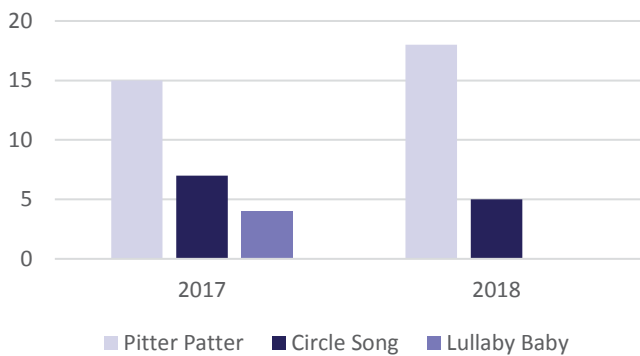
## Early Childhood

### Enrolments in Early Childhood

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



### Enrolments in Playgroups



Due to parent demand, Lullaby Baby was not run in 2018. Instead, two groups of Pitter Patter (morning and afternoon) were held.

Under the Playgroup Umbrella in 2018 we offered:

- Pitter Patter Playgroup (children 3 – 4 years)
- Circle Song (children 0 – 2 years)

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.



# EDUCATION FOCUS

## Leading, Teaching and Learning

### LNAP (Early Literacy and Numeracy Plan)

In its second year of LNAP, the school has begun to see the implications of the project in focusing on explicit teaching in literacy and numeracy in Classes 1, 2 & 3, where the foundation skills are being developed.

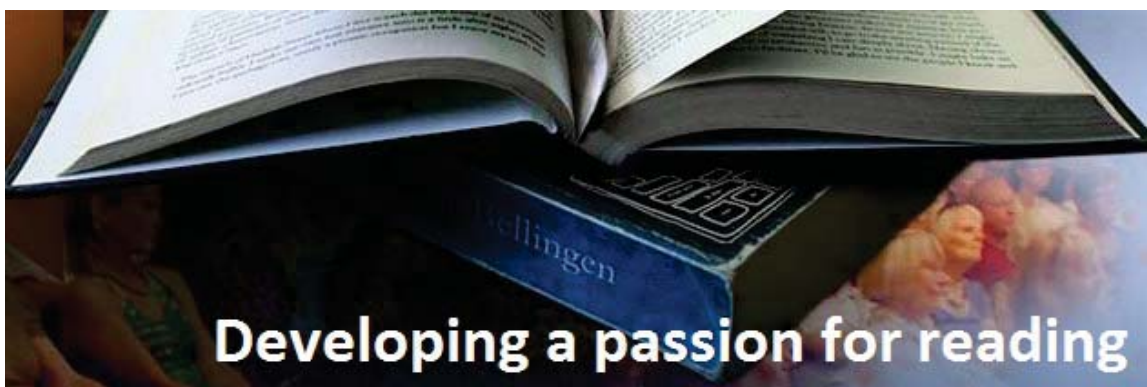
This year we are providing more support and mentoring by allowing time for Liz (Literacy) and Alison (Numeracy) to work specifically with the Class teachers. The AIS consultants, Nina (Literacy) and Henrietta (Numeracy) provide four all staff PD days in Literacy and Numeracy throughout the year. The consultants provide explicit teaching of literacy and numeracy concepts to the teachers as well as observe the teachers in Classes 1, 2 & 3 teach their classes.

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

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

Explicit teaching has always been a component of our teaching practices using multisensory ways such as kinesthetic, visual and auditory. The framework, initiatives and processes relating to LNAP with regard to explicit instruction, modelling, observations and feedback facilitates sharing, upskilling and professional development taking into consideration evidence based research and practices. Importantly, the masterclasses and the regional instructional days, together with the AIS consultancy support and training modules each term, and the program's screening framework, has provided a way of embedding an improved system of identifying needs and planning explicit teaching strategies to meet the differentiated needs. Liz Sheppard has taken on the role of Instructional Coach for Classes 1 – 3 as the school continues to increase its skill base.

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



## Learning Support within the School

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

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

We continue to apply and develop more knowledge around how best to meet all of the students in our school. As a Learning Support team, we meet weekly on working toward improving our teaching and learning to meet the students with specific learning challenges. Our LS team also increased to include Claudia as Class 1 – 5 portfolio holder.

An important aspect of Learning Support is to collaborate with teachers to determine priorities and to also work within the Nationally Consistent Collection of Data (NCCD) framework.

We continue to deepen our knowledge and practices in working with children with specific needs. Our practice is directed toward meeting the child through the whole picture of the class, rather than always removing a child from the classroom environment wherever possible. With an increased awareness of continuing to meet students' needs as a priority, we endeavour to provide the necessary support and resources for students, teachers and aides to facilitate ongoing progression in learning for the student. A working group from the teachers was formed to work with the Education Manager and external consultant to complete the Behaviour Policy and attachments. By the end of year, a new Behaviour Policy was ratified by the Board and College.

### **The Learning Support Team's priorities:**

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

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

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



## Promoting Differentiated Learning

AIS consultant Sue Cairns returned to us on February 13th and 14th, focusing on the Learning Support Team's roles and responsibilities. The members of the LST are Jacqui Dutson as LS Coordinator, Pete Rundle as Behaviour Specialist, Alison Scheef as Extra Lesson and Numeracy Specialist, Claudia Alfaro as the Primary Coordinator and the Education Manager.

During Term 4, Pete Rundle focused on completing a scope and sequence on Social Values from Class 1 to 8 to be implemented in 2019.



## Curriculum

### *Develop and embed an integrated PDHPE program*

The focus has been on developing a Class 6, 7, 8 social values program aligned to the PDH program. Primarily the class teachers role is to provide this program in the younger years (Class 1 – 5).

### *Articulate the integrated craft within the curriculum*

There is an integrated written craft curriculum for the school for Classes 1 – 8. There are specialists who teach in Classes 1 – 5 and Classes 6 – 8; meeting the needs of the developmental skills needed for these age groups.

### *Music at Chrysalis an overview*

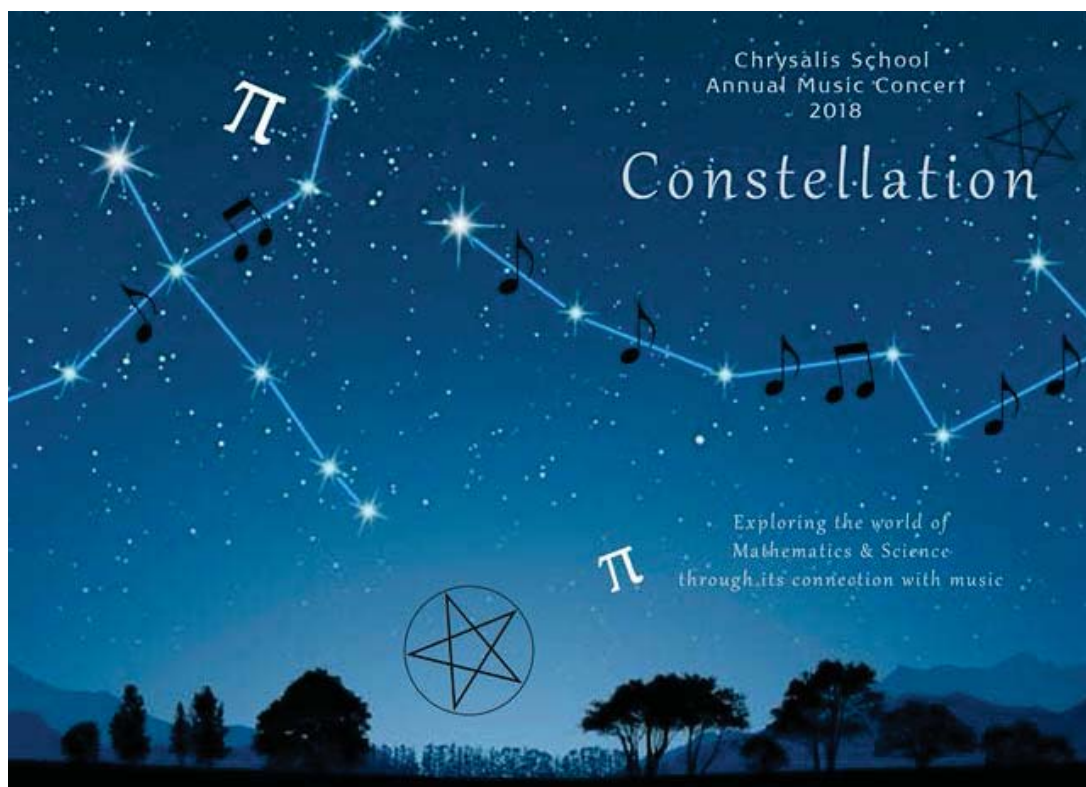
Music education at Chrysalis has been developed over many years as a specialist programme that lives deeply within the pedagogy of the whole school and its links to the wider community. Music as a universal phenomenon, a creative subject, a means of expression, and an art form, has profound interconnections with simple and complex mathematics, geometry, science and creative arts. Simultaneously, it facilitates self-expression, self-discipline, co-ordination and emotional, social and personal growth. Music nurtures and supports the development of thinking, feeling and will as central to Steiner education. The far reaching benefits of music for brain development and indeed educating the whole child, have been extensively researched and in modern times is understood as fundamental to the education of children.

### **Head, Heart and Hands in Music tuition**

Chrysalis encourages teachers/tutors to be conscious about educating in a way that attends to the development of feeling, thinking and will.

<i>Thinking/Head</i>	<i>Feeling/Heart</i>	<i>Willing/Hands and body</i>
<i>Reading music</i> <i>Patterns</i> <i>Writing music</i> <i>Active listening and engaging in arrangements</i> <i>Learning to improvise</i> <i>Composition</i> <i>Transcribing</i> <i>Theory of music/musicianship</i>	<i>Musical expression</i> <i>Felt dynamics</i> <i>Story</i> <i>Imagery</i> <i>Tone</i> <i>Focusing on the emotive qualities of the music</i> <i>Empowerment through performance and recognition</i> <i>Celebration of ability</i> <i>Sense of connection and the binding of etheric forces/ life forces through playing together</i>	<i>The act of playing an instrument</i> <i>Body percussion; Play, Clap, Stamp</i> <i>Putting the body into rhythm</i> <i>Practice strengthens will through doing it routinely – development of discipline</i> <i>Exercising the will through focus, listening and playing</i> <i>Engaging the will through developing technical skill</i>

The Music Program in its 14th year continues to cultivate a strong violin program and strings ensemble that is highlighted in the annual music concert, which was held at Bellingham Memorial Hall; 'Constellation'.





The music program at Chrysalis flows right through the curriculum, beginning from Kindy with rhythm and singing completely integrated into the lessons. When they graduate up the hill into Class 1 they get a beautifully handmade wooden pentatonic recorder. In Class 3 and 4 every child joins an 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.

This year brought changes, improving upon the opportunities for all classes with the addition of singing in all classes, music ensembles for Classes 4 – 8 as well as the string program. The depth of knowledge and expertise in our music staff is fabulous. The end of year concert was held at the Memorial Hall, and was an amazing community event. The commitment, dedication and passion of the music teachers were evident in the student’s performances throughout the year.

### *Visual Arts (drawing, painting, sculpture, woodwork)*

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

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



### *IT*

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

### *Gardening*

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

## *Physical Education*

### **Swim Program**

The River Safety Swim Program, in its 12th year was offered to the students in Classes 1 – 5, supported by the Bellingen Pool Swim instructors, providing the early years with a good swim program. This program provides foundational swimming skills for the students. The Surf Life Saving Program in Sawtell continues to be a favourite with Middle School students in Classes 6, 7 & 8 learning to surf, and read and respect the ocean conditions.

### **Other Activities**

Other Sport programs/activities included fencing for Classes 6, 7 & 8, teaching athletics such as javelin, discus, relay running, and long jump in preparation for our Athletics Carnival in Term 3 for students in Classes 4 – 7.

### **Bothmer Gymnastics, dance and movement**

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



## *Library*

Our library program continued to blossom under the guidance of our library coordinator. The school has a large inventory of suitable books for all the age groups. Chrysalis School's library consists of up to 20,000 books. For a small rural school we have an amazingly well resourced library.



## Leading Improvement, Innovation and Change

### Middle School (Classes 7 & 8)

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

### Playgroup Staffing

- At the beginning of 2018, Suzane Polaris started to facilitate Pitter Patter Playgroup on Friday mornings at Morning Star. From Term 3, we opened a Pitter Patter afternoon session as we had a demand from parents.
- In Term 2 of 2018, Suzane started to facilitate Circle Song Playgroup on Thursday mornings at the Youth Hub in the back room (Dance room). The program has extended to two hours to allow the children to settle in the play. We also included baking and a Morning Tea with parents and children.
- Gail Sprott, as the Early Childhood Portfolio holder, continues to develop and support these initiatives in the time allocated on a Friday morning.

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

### Camps Program

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

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

### Reporting Structures Internal Changes

- Embedding of a new online reporting process for teachers was initiated during 2018. There is a dedicated admin staff member who coordinates the online processes of the mid year and final reports for the teachers.
- Emerge has been an amazing magazine for the school and wider community. During 2018, there were two issues.
- Improving administration around attendance with the inclusion of iPads in Class 6, 7 & 8. The intention is for inclusion in Classes 1 – 5 for attendance reporting in 2019.

## Leading the Management of the School

### Leadership Opportunities at Chrysalis

From 2017, the school was involved in a Schools Improvement Plan, which offered the opportunity for interested individuals within the school to step forth into a middle management role within the school. The embedding of the EMT2 group (Education Management Team Squared) is made up of the Learning Support Coordinator, Early Childhood Coordinator, Music Coordinator, College Chair, Primary Coordinator, Business Manager, and Education Manager. This team was offered professional learning in building capacity and capabilities so that they could manage their areas within the school under the direction of the Education Manager.

### Registration Process for School 2019

During 2018, the Education Manager worked with the Primary Coordinator supervising and directing the collection of data needed for school registration in 2019.

### NESA – Teacher Accreditation update

Over the last number of years, Chrysalis has taken on more new teachers working at the school providing a balance of new energy with the staff already here. With the regulatory requirements increasing, schools need to offer a certain amount of professional development, provide mentoring and supervision to help enable new teachers to continue their development as a practicing teacher. In 2018, two teachers went through this process. Another requirement that teachers must adhere to is 100 Professional Development hours every 5 years, for which there were two teachers that provided these reports.

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

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

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

### Working With Children Check

The school has processes in place that adhere to the regulations surrounding working with children. All teachers/staff employed by Chrysalis have up to date WWCC. During the end of 2018 into 2019, the school will be addressing the need to have volunteers in certain capacities undergo WWCC checks as well.

### Report Writing

In 2018, 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.

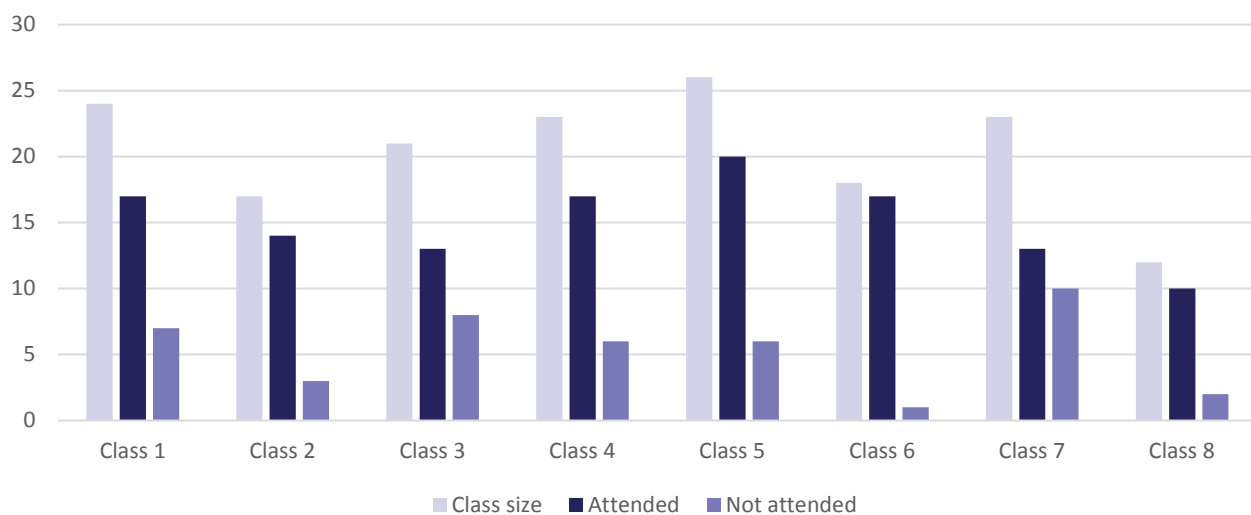
Parents are provided with a verbal report about the class as a whole at class meetings, held each term.



Garland making during the Living Classroom for Spring Festival on the Class 1, 2, 3 level

### Parent Teacher Interviews

- 77% average attendance for 2016
- 77% average attendance for 2017
- 75% average attendance for 2018




## Early Childhood Information

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



## High School Information night

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



*You are cordially invited to attend the*

**Chrysalis School  
Class 7, 2018 Information Evening**

to be held at the  
**Bellingen Youth Hub on  
Monday 6th November  
at 6.30pm**

This will be a wonderful opportunity to gather information about the high school curriculum, meet staff & fellow families and understand the enrolment process.



## Supporting Indigenous Culture

During 2018, Chrysalis School continued to outreach and develop a collaborative relationship with the local Gumbayggnir people. Through Michael Jarrett and Luke Rhodes the school piloted a language and cultural program with Class 4 and 5. This program was valuable in bringing awareness, understanding and connection to the Gumbayggnir people. The school continues to embrace opportunities to enhance our children's and our community's understanding of Gumbayggnir Aboriginal perspectives and culture.

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



**Class 4 singing with Michael Jarrett and Luke Rhodes at the End of Year music concert**

# CURRICULUM DEVELOPMENT

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

## Kindergarten

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

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

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



## The Primary Years

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

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

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



## Middle School

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

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

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

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





## National Steiner Curriculum

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

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

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

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

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

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



## Main Lesson Overview – Primary School

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



Class 8 welcoming Class 1 at the first assembly of the year



Class 6 student presentation at the Living Classroom

## Main Lesson Overview – Middle School

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



## Festivals and Performances

In 2018 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 of the offerings from each of the classes. Wonderful songs were sung to a hall full of children, family and friends!



The Winter Festival in 2018 was formatted with Class 1 & 2, Classes 3, 4, 5 and Classes 6, 7, 8 providing their own story, spiral or labyrinth (Cl 6, 7, 8), and lantern walks in the different areas of the school.

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

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







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

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

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



Class 5 learning turban tying techniques from John on their Woolgoolga excursion



## 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.

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



The Chrysalis Outdoor Education Program has become a signature program for our school. Right from its inception, nearly 35 years ago, Chrysalis has been ambitious with its camp program. Ranging from overnight camps all the way up to 8 day adventure trek into the Guy Fawkes National Park in Class 8, we undertake camps of a length and complexity that many other schools can only dream of!

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

# CHRYSALIS CAMPS



## Why we have camps?

- Students love being on camp!
- On our camps the children learn resilience, sharing, cooperation, reverence for nature, the excitement of exploration, interest in the world around them, independence and interdependence and, of course, outdoor camping skills.
- Chrysalis Steiner School has always held that, camps and excursions in age appropriate settings under the care of their class teachers, is a hallmark of our school.
- Our Outdoor Education Program is based on an integrated curriculum through a number of KLA's (Key Learning Areas), Geography, History, Science, English, Creative Arts, and Personal Health and Physical Education.
- The knowledge, understanding and skills gained through our outdoor education program may be transferred and applied to life.

*"The days are long, the nights are short, the input is huge, and... the rewards are many..."*  
**Chrysalis parent**



## Did you know?

- The Education Manager / Business Manager sign off on all camps
- The Chrysalis camp program costs over \$100,000
- Former students rave about their time on camps



*"Lead your child out into nature;  
 teach him on the hilltops and in the valleys.  
 There he will listen better,  
 and the sense of freedom will give him  
 more strength to overcome difficulties.  
 But in these hours of freedom let him  
 be taught by nature rather than by you.  
 Let him fully realize that she is the real teacher  
 and that you, with your art,  
 do nothing more than walk quietly at her side."*  
**Johann Henrick Pestalozzi**

Handbook version: Operational 2019



## Child Development

Chrysalis Steiner School was founded on the philosophy and pedagogic principles of Rudolf Steiner. Based upon the current understanding of Steiner's child development principles, the camp program enhances the learning opportunities for the students.

Outdoor education is based on the experiential learning cycle. This cycle is made up of three stages; plan, do and review. Students physically participate in these outdoor experiences and then reflect on them after.

The camp program, which commences for children in Year 2 blends location, length and curriculum to support a marvellous opportunity as the child progresses through the classes culminating in Year 8 and the Guy Fawkes walk which offer the metaphor of 'finding you own feet'. The increase in the length of the camps encourages the children to develop resilience and allows the camps to go further afield.

***The number of adults to children ratio is affected by numerous factors, including:***

- what is best for the children
- age appropriateness
- location & length
- cost implication

## Curriculum

The Camp Program is a marvellous opportunity to further imbue the integrated, age appropriate education. The camp program is designed to facilitate the achievement of four outcomes which are based on this approach. The camps offer the opportunity of social immersion combining with skill development and learning through different aspects of the curriculum e.g. Geography, History, Science, English, Creative Arts, and Personal Health and Physical Education.

### ***Outcome 1: Understanding the principles of Outdoor***

#### ***Education***

The opportunity that the camps program offers children is to have fun, explore and behold wonder whilst developing an understanding of their relationship with the natural environment

### ***Outcome 2: Skills for safe participation in outdoor activities***

Students are taught and participate in camping, cooking and cleaning. They are taught strategies and are encouraged to understand the benefits and risks and as applicable, appropriate responses so that they can enjoy the natural environment.

### ***Outcome 3: Understanding of the environment***

Students are encouraged to develop an appreciation of and understanding of the environment and how humans affect it.

### ***Outcome 4: Self-management and interpersonal skills in outdoor activities***

Students are encouraged to develop self-understanding, whilst nestled in a group environment with their peers.

## Environment

In a time in which the built environment continually encroaches in children's lives, being in the natural environment is an important principle. Being on camp gives the wonderful opportunity for immersion in nature.

### ***Environment***

- Gain an appreciation for, and wonder in, the natural environment.
- Encourage students to be at one with nature.
- Gain knowledge about the region.
- Develop understanding of farm life.

### ***Relationships with nature***

- Differentiate between the natural and human environment.
- Develop the relationship of self with nature.
- Introduction to the "leave no trace" principles.

### ***Environmental management***

- Allow the student see them self as a steward.
- Recognition of signs and symbols.

### ***Service***

- Understand responsibilities of stewardship of the environment and all within it.



## Camp Schedule

Class	Camp Program
Class 1	<ul style="list-style-type: none"> <li>Overnight camp at school</li> </ul> <i>The camp theme is "first steps out, away from home".</i>
Class 2	<ul style="list-style-type: none"> <li>Overnight camp at school</li> <li>Yarrawarra Aboriginal Culture Camp: 3 days</li> </ul> <i>The camp theme is the Aboriginal Dreamtime (Lemurian) story context, volcanic activity and fire as shapes of landscape, ecology particularly flora.</i>
Class 3	<ul style="list-style-type: none"> <li>Hat Head beach camp: 4 days</li> <li>Marrook Farm – working farm: 4 days</li> </ul> <i>The camp theme is the human being working with nature and the environment.</i>
Class 4	<ul style="list-style-type: none"> <li>Plateau camp: 4 days</li> <li>Crowdy Bay camp, animal focussed: 5 days</li> </ul> <i>The camp theme is the human being and the animal kingdom.</i>
Class 5	<ul style="list-style-type: none"> <li>Explorers Camp, Great Dividing Range-Fossicking, horse-riding, bush rangers, Abseiling 6 days</li> <li>Greek Olympiads: 3 days</li> </ul> <i>The camp theme is Australian Explorers. In the Greek Olympiad camp, students mix with 5-7 Steiner schools who join together in this local extravaganza.</i>

**Transition Camp: 3 days**  
*Students in Classes 6, 7 & 8 join together to give the opportunity to develop new friendships and connectedness amongst those who will be students together at the River Campus.*

Class 6	<ul style="list-style-type: none"> <li>Canberra &amp; Snow Camp: 9 days</li> </ul> <i>The camp theme is centred on government and decision making.</i>
Class 7	<ul style="list-style-type: none"> <li>Island Camp: 12 days</li> </ul> <i>The camp theme focuses on the formation of the earth and our role in protecting/conserving this wonderful resource.</i>
Class 8	<ul style="list-style-type: none"> <li>Ecology camp: 5 days</li> <li>Wilderness Camp – Guy Fawkes NP: 10 days</li> <li>Farewell camp: 3 days</li> </ul> <i>This camp theme continues from CI 7 in identifying the different natural environments and our individual and collective relationship.</i>

### **Notes:**

- The location and length of camps may vary year to year as new possibilities emerge and we manage risk.
- The camp program is fully funded by school fees, with a small grant in Year 6 from the Commonwealth Government.

## Staffing Explained

### **Class teacher**

The class teacher has the school's delegated duty of care whilst on camp. Accordingly, they 'have the last word' on almost every situation. They are accountable for the educational and social wellbeing of the student as if they were at school.

### **Education staff support**

A second person attends our camps. This is in response to larger classes, providing some relief time for the class teacher, and bringing a wider range of skills to the students' camp experience.

### **Bus driver**

With an increased view to safety, a dedicated bus driver transfers staff and students; they may assist elsewhere but their primary responsibility is the safe carriage of all.

### **Cook**

A parent helper with requisite skills will be given a \$50 per day stipend for this role.

### **Specialists and Experts**

From time to time, additional staff might engage with the students, such as indigenous elders, park rangers etc.



## Parent Role

### ***A changing perspective***

Parental involvement in the camp program is considered a valuable ingredient of the camp program and, in the early days, was a vital part of the success of the camp program. The role of that involvement has changed somewhat, in order to better reflect current practice, increasing statutory requirements and our school's observations of how best to serve the children.

Being invited to participate as a camp volunteer is at the discretion of the class teacher and comes with a proviso that the parents should be as unobtrusive as possible, so that their own child gets to experience camp away from the coattails of mum or dad. If not, then the value of having parents assist may be counterproductive for that individual student. Camps offer a wonderful insight into the class, its dynamics and the teacher's methodology.

Whilst camp may seem fun and free flowing, as with the classroom environment, the teacher is managing, coordinating and adapting many visible and invisible threads so as to strengthen the safety net for all students, in order for them to benefit as much as possible from the camp experience.

As the person holding the school's duty of care, the class teacher has the last word on almost every situation.

### ***What is considered essential knowledge for a parent helper?***

- A camp helper role is hard work: requiring the ability to be on call each day and all day; the willingness to treat all the children the same, including your own child; an understanding of statutory requirements including WHS, Duty of Care, Children Protection matters etc.
- An understanding of the culture of Chrysalis School camps.
- An understanding of the curriculum and how the camp slots in.

### ***How do I get to go on camp?***

- Attendance at a camp induction is a prerequisite to attend camps at Chrysalis.
- Attendance at a camp specific meeting prior to camp is required. The Camp Admin person and the class teacher will arrange this meeting in the week before the camp. This gives parent volunteers the opportunity to ask any logistical, social or educational questions that pertain to the camp and to receive particular inductions as required.

- Working with Children volunteer number

### ***Who gets to go on camp?***

- Skill based: Certain skills may be in greater demand; accordingly, it may seem that some parents have a greater opportunity to participate in camps. If you wish to discuss this further, you are encouraged to talk to your class teacher.
- The Camps Admin person will order and plan the menu with the class teacher and the cook will be responsible for all the regular camp cooking duties and for picking up food orders. A separate induction around food safety may be held as necessary.

- Individual child focused: From time to time the class teacher might ask/require that a parent attends in order to support their child to benefit fully from the camp opportunity.
- The Education Manager and/or Business Manager, in consultation with the class teacher, approve who attends each camp.



*Both past and present Chrysalis students fondly remember class camps and all agree they have gained enormously from the experience. It is our job as parents, and the wider school community, to ensure that the children, and service to their education, remain the central focus of the camp at all times.*

# STAFF

## Teaching Staff

Teaching Staff Register of Chrysalis		
Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Jana Golzar	Part time	Kindergarten assistant
Suzane Polaris	Part time	Kindergarten assistant
Paige Crocker	Part time	MorningStar Kindergarten
Priya Curry	Part time	Kindergarten assistant
Christoph Steinbeck	Part time	Kindergarten teacher
Suzane Polaris	Part time	Playgroup Leader
Liz Sheppard	Full time	Class 1
Lyndal Pitkin	Full/Part time	Class 2
Eric Hopf	Full time	Class 3
Michele Donovan	Full time	Class 4
Nathan Slatter	Full time	Class 5
Rebecca Lawlor	Part time	Class 6
Ella Mingaye	Part time	Class 6
Lynn Jensen	Part time	Class 7 / PDHPE
Tim Fry	Part time	Class 7 / IT
James Ross	Part time	Class 7 / IT
Sean Daniel	Part time	Class 8 / Music
Soli Villarroel	Part time	Class 8 / Art
Jacqui Dutson	Part time	Learning Support coordinator
Alison Scheef	Part time	Extra Lesson / Learning Support
Pete Rundle	Part time	Learning Support
Will Douglas	Part time	Art
Benn Wolhuter	Part time	Gardening
Kym Pitman	Part time	Music coordinator
Linda Cochrane	Part time	Music teacher
Kath Derrin	Part time	Music teacher
Odette Downey-Boogaard	Part time	Teacher's aide
Fiona Quinn	Part time	Teacher's aide
Belinda O'Brien	Part time	Teacher's aide
Sam Taylor	Part time	Teacher's aide
Julie Williams	Part time	Teacher's aide
Michelle Salden	Part time	Teacher's aide
Paul Ryan	Part time	Teacher's aide

Jenny Boxtel	Part time	Teacher's aide
Sarah Buckingham	Part time	Teacher's aide
Luke Rhodes	Part time	Music tutor
Jacquie Gill	Part time	Violin tutor
Janelle Taylor	Part time	Violin tutor
Victoria Christie	Part time	Cello tutor
Natasha Dyason	Part time	Cello tutor
John Boxtel	Part time	Woodwork tutor
Kamala Hazell	Part time	Craft coordinator
Johanna Elton	Part time	Craft assistant
Dot Hogenbirk	Part time	Library assistant

### *Teacher Attendance and Retention Rates*

*Average daily staff attendance rate in 2018 was 93.8%.*

*Proportion of staff retained from 2018 was 87.7%.*

## Administration and Support

Kelley McGlashan	Education Manager
Steve Klipin	Business Manager (on leave from August 2018)
Tim Fry	Interim Business Manager (in place from July 2018)
Ceinwen Jenkins	Finance Officer
Reanne Brewin	Front Office
Joanna Dadd	Enrolments and Health
Karen Scott	Camps and Education Administration
Kendal Marsland	Publicity and Marketing
Gabby White	Finance and Administration
Tenille Wolhuter	Administration relief

## Maintenance and Cleaning

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

## Board of Governors

### Governors elected at the 2018 AGM were:

Daniel Finney	Chair of Board (resigned December 2018)
Kerrie Schreenan	Sean Daniel (elected by College)
Scott Collins	Nathan Slatter (elected by College)
Kersten Schmidt	Kelley McGlashan (ex-officio)
Tara Lynch	Steve Klipin (ex-officio – Secretary until Aug 2018)
Lowanna Doye (co-opted Sept 2018)	Tim Fry (ex-officio – Secretary from Aug 2018)
Gary Davis (co-opted Sept 2018, elected Board Chair Dec 2018)	

## College of Teachers 2018

Sean Daniel – Chair of College

Kelley McGlashan

Paige Crocker

Liz Sheppard

Eric Hopf

Nathan Slatter

Lynn Jensen

Kym Pitman

Jacqui Dutson

Tim Fry

Gail Sprott

Julie Williams

Lyndal Pitkin

Michele Donovan

Ella Mingaye

Soli Villarroel

Kamala Hazell

Alison Scheef



**CHRYSALIS STEINER SCHOOL**  
educating the whole child

Faculty - 2018



FRONT ROW: Michelle Salden, Joanna Dadd, Fiona Quinn, Odette Downey, Eric Hopf, Liz Sheppard, Julie Williams, Karen Scott.  
BACK ROW: Michele Donovan, Kelley McGlashan, Gail Sprott, Soli Villarroel, Rosi Klass, Paul Ryan, Nathan Slatter, Alison Scheef, Lynn Jensen.

## Teaching and non-teaching FTE

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	25
Full time equivalent teaching staff	14.77
Non-teaching staff	27
Full time equivalent non-teaching staff	13.20



## Professional Development

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2018 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, NESA Curriculum and Compliance, Educational Best Practice, Administration, AIS Literacy and Numeracy workshops and Communication. Professional Development activities also regularly took place in faculty and College meetings. Further to this, some staff took on independent study in a range of areas including anthroposophy, artistic skills, graduate study and counselling. All teaching staff are required to attend pre-term meetings and participate in the professional development activities provided at these.

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

*The average spending per teacher on professional learning in 2018 was: \$1,868 / teacher FTE.*

## Incentives for Leadership Development

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

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



SEA Governance, Leadership and Management (GLaM) Conference held in May 2018

For more details and photos, please see the article on the school website:

<https://chrysalis.nsw.edu.au/news/chrysalis-leading-the-way/>

# POLICY DEVELOPMENT

## Summary

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

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

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

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



River Song Going Up ceremony

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

POLICY	TIMING	ACCESS TO FULL TEXT
Code of Conduct – staff	2018	Full text in Policy register kept in Administration. All staff have copy upon employment.
Code of Conduct – student	2018	Full text in Policy Register kept in Administration and on the website.
Conflict of Interest Procedures	2018	Full text in Policy Register kept in Administration. All staff have copy upon employment. Parents may request a hard copy by contacting the Education Manager.
Responsible Person Requirements for Registration and Accreditation	2018	Full text in Policy Register kept in Administration. All staff have copy upon employment.
Child Protection Policy and Procedures	2018	Full text in Policy Register kept in Administration and on the website. All staff provided PD, access and sign off each year
Complaints Policy and Procedure	Reviewed/ updated 2018	Full text in Policy Register kept in Administration and on the website.
Enrolments Policy Attendance and Absence Policy Attendance Procedure	Updated	Full text in Policy Register kept in Administration and on the website.
Reporting Policy Assessment and Reporting Guidelines: Primary School Assessment and Reporting Guidelines: Class 7 & 8	Updated	Full text in Policy Register kept in Administration and on the website. Parents may request a hard copy by contacting the Education Manager.
Behaviour Management Guidelines and Discipline Policies	Updated	Full text in Policy Register kept in Administration and on the website. Teachers provided access to policies at induction. Parents may request a hard copy by contacting the Education Manager.
Safe and Supportive Environment Policy	Updated	Full text in Policy Register kept in Administration. Parents may request a copy by contacting the Education Manager.



## Complaints Policy & Procedure (new)

### Policy

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

The School will set clear guidelines and expectations for stakeholders regarding complaints, or allegations of staff misconduct or reportable conduct. In respect to the latter, the Child Protection Policy has precedence.

Wherever possible, the School will attempt to directly resolve an issue or complaint raised by a member of the school community by providing feedback or relevant information. Where a complaint cannot be resolved internally, the School will, as well as meeting its legal and regulatory obligations, act in good faith with an external mediator if the complaint is thus referred.

Information regarding the Complaints Policy and Procedures will be published on the School's web site and referenced in the Parent Handbook.

### Staff Misconduct or Reportable Conduct

Information about what misconduct/reportable conduct means can be found in the School's Child Protection Policy. If a complaint relates to these matters the School will act in accordance with the Child Protection Policy.

### Confidentiality and Due Process

All complaints will be managed by the School confidentially.

Only those persons who can assist with gathering information for the purposes of resolution, or relevant agencies (if reportable) will be consulted.

The School will seek to ensure procedural fairness for both the complainant and the person about whom the complaint has been made.

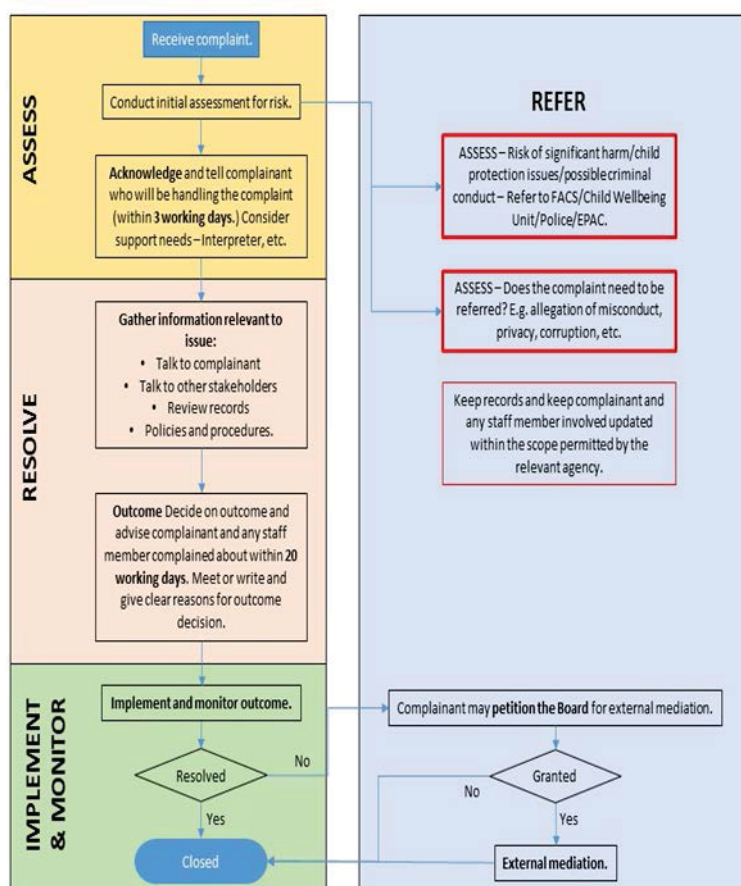
### Complaints Management Procedure

Chrysalis School encourages members of its community to, at first, attempt to resolve issues and concerns with staff, face to face. Where the complainant is unable to do this, the following process may be triggered.

Chrysalis School's Complaints Management Process has four main stages:

1. Assessment, where the complaint is formally received and assessed, and a decision made in respect to the need to refer the complaint to an external agency (see Child Protection Policy).
2. Resolving the matter internally (if appropriate), through interviewing stakeholders and reviewing pertinent information, before deciding upon an outcome.
3. Implementation and monitoring of the outcome, including an opportunity to escalate the matter to the Board if the complainant is not satisfied with management's proposed resolution.
4. Referral of matters to external agencies (where required under the Child Protection Policy) or to the Board.

The detailed procedure is shown below.



## Making a Complaint

Complaints MUST be submitted using the form provided at the end of this document and clearly state the following:

- Description of the complaint.
- To whom or what the complaint relates to.
- What outcome you are seeking.
- Any additional information you believe will assist in the resolution of your complaint.
- Is there any support required whilst the complaint is being assessed and resolved.

Dependent upon the nature of the complaint, they may be referred as follows:

Allegations of staff misconduct or reportable conduct should be referred to the Education Manager/s ([education@chrysalis.nsw.edu.au](mailto:education@chrysalis.nsw.edu.au)) or Business Manager ([business@chrysalis.nsw.edu.au](mailto:business@chrysalis.nsw.edu.au)) These matters, once assessed and confirmed as such, will be managed in accordance with the Child Protection Policy.

Where an issue concerns a teacher or education matter it is best to approach the Education Manager/s ([education@chrysalis.nsw.edu.au](mailto:education@chrysalis.nsw.edu.au)).

Where an issue involves a member of the Administration staff or an administrative matter, it is best to refer the complaint to the Business Manager ([business@chrysalis.nsw.edu.au](mailto:business@chrysalis.nsw.edu.au)).

If the matter concerns the School managers, the Chair of the Board of Governors should be contacted (C/- [administration@chrysalis.nsw.edu.au](mailto:administration@chrysalis.nsw.edu.au)).

If the matter concerns the Chair of the Board the Business Manager should be contacted (business@chrysalis.nsw.edu.au).

### The Resolution Committee

Where complaints involve significant or complex matters, the managers or director receiving the complaint may determine a committee is required to assess and/or resolve the matter.

The Resolutions Committee will be comprised of the School Managers, the Chair of the Board of Governors and a single member of a panel of conciliators chosen by the complainant. The Panel of Conciliators will consist of at least three members appointed by the Board.

Where the issue directly concerns one of the Managers or the Chair of the Board of Governors that individual will vacate their position on the Resolutions Committee and that position shall remain vacant for the duration of the resolution process.

### Acknowledgement of a Complaint

The School will respond in writing to a complaint within three (3) working days of receiving the complaint, detailing;

- Who is managing the complaint - the complainant's ongoing point of contact.
- Whether the complaint is being referred to an external agency.
- If internal resolution is being sought, who is assessing the complaint and investigating a resolution.
- When the complainant can next expect to hear from the School.
- Confirmation of any support the complainant may have requested.

### Resolution of a Complaint

The School will seek to resolve a complaint within twenty (20) business days of the complaint being acknowledged.

Where the complaint is a reportable matter and referred to an external agency, the complainant will be advised of the referral. In such matters, the period of resolution is outside of the School's control and the responsible agency will advise stakeholders independently.

Where the complaint is assessed and resolved internally, the School will provide information about the outcome to the complainant. This information will include:

- The outcome of the complaint and any action that is going to be taken, by whom and when.
- The reason/s for the decision.
- Any internal or external options for review.

The information will be confirmed in writing or e-mail.

While it is good practice to provide as much information as possible about outcomes, the School will keep confidential specific personal details about the management of staff. If a person is the subject of a complaint, they will also be provided with information about the outcome.



## External Mediation

Where the complainant remains unsatisfied with the outcome of an internally addressed matter, they may petition the Board of Governors in writing to consider independent external mediation of the issue by an appropriately qualified mediator, such as from the AIS mediation service, SEA support service, Interrelate, LEADR, etc.

Such petitions should be made in writing and addressed to the Company Secretary through [admin@chrysalis.nsw.edu.au](mailto:admin@chrysalis.nsw.edu.au).

Independent external mediation will be at the discretion of the Board of Governors and their determination will finalise the matter.

## Records

The School will securely store records of (and associated with) complaints as required by law, but not less than seven (7) years.

Complex complaints may require additional record keeping (for example, file notes of contentious meetings).

## Chrysalis School Complaint Form

Name of complainant	
Date of complaint	
Description of complaint (i.e. what is the issue or matter you seek to have resolved and the circumstances upon which it occurred).	
To whom or what does the complaint relate to?	
If related to a member of staff, have you sought to resolve the issue or matter directly?	YES / NO (circle your response)

What outcome are you seeking?

Do you require any support whilst the complaint is being assessed and resolved?

Please provide additional information

Additional information

## Child Protection Policy & Procedures (new)

This Policy and Procedures document is provided and made available to staff including employees and contractors during their employment or engagement with the school to ensure a clear understanding of their duties and obligations under the key items of child protection legislation in NSW. This Policy and Procedures outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.

The role of Chrysalis School in child protection is to protect children and young people from risk of harm and to promote and safeguard the safety, welfare and well-being of children and young people. Teachers and other staff who have direct involvement with the supervision of children are required to report suspected risk of harm from abuse and neglect to the Department of Community Services. All staff who have direct involvement with children undertake an annual Child Protection training update outlining their responsibilities in regards to reporting. Volunteers are made aware of their obligations under the Commission for Children and Young People Act 1998.

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

### **Guidelines and expectations for stakeholders regarding complaints or allegations of staff misconduct or reportable conduct**

Complaints or allegations of staff misconduct or reportable conduct should be made by all stakeholders to the Head of Agency (Education Manager). In cases where the complaint or allegation involves the Education Manager, stakeholders should refer to the Business Manager or the Chair of the school's Board of Governors.

Part B of this policy (The Ombudsmen Act) and the school's Complaints Policy and Procedures both provide detail around obligations and procedures for reporting, as well as definitions of reportable conduct.

### **2019 Policy Update**

The 2019 update of this policy and procedures document reflects recommendations made by the Royal Commission into Institutional Responses to Child Sexual Abuse. The Royal Commission has identified 10 Child Safe Standards that the school is guided by.

The Child Safe Standards are:

1. Child safety is embedded in institutional leadership, governance and culture
2. Children participate in decisions affecting them and are taken seriously
3. Families and communities are informed and involved
4. Equity is upheld and diverse needs are taken into account
5. People working with children are suitable and supported
6. Processes to respond to complaints of child sexual abuse are child focussed
7. Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training
8. Physical and online environments minimise the opportunity for abuse to occur
9. Implementation of the Child Safe Standards is continuously reviewed and improved
10. Policies and procedures document how the institution is child safe



## Child Protection Procedures

### 1. Introduction

#### 1.1. General

The safety, protection and well-being of all students is of fundamental importance to the School.

Both you and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

Child protection is a community responsibility.

#### 1.2. Key legislation

There are three key pieces of child protection legislation in New South Wales:

- a) the Children and Young Persons (Care and Protection) Act 1998 (NSW) (the **Care and Protection Act**);
- b) the Child Protection (Working With Children) Act 2012 (NSW) (the **WWC Act**); and
- c) the Ombudsman Act 1974 (NSW) (the **Ombudsman Act**).

We deal with each below.

#### 1.3. Your obligations to report

While we set out below circumstances in which the **legislation** requires reporting of particular child protection issues, the School requires you to report **any concern** you may have about the safety, welfare or wellbeing of a child or young person to the Education Manager.

If the allegation involves the Education Manager, you are required to report to the Chair of the Board of Governors.

This obligation is part of the School's overall commitment to the safety, welfare and well-being of children.

#### 1.4. Other policies

Please note that there are a number of other School policies that relate to child protection which you need to be aware of and understand including (but not limited to):

- a) the **Code of Conduct** which sets out information about the standards of behaviour expected of all employees, contractors and volunteers of the School;
- b) the **Work Health and Safety Statement** which summarises the obligations imposed by work health and safety legislation on the school and workers; and
- c) the **Discrimination, Harassment and Bullying Statement** which summarises your obligations in relation to unlawful discrimination, harassment and bullying; and
- d) the **Complaints Policy and Procedures** which summarises procedures for managing complaints about staff misconduct and/or reportable conduct.
- e) the **Camps and Excursions Policy and Guidelines** which summarises WWCC and Child Protection requirements for volunteers and parent helpers

## PART A: The Care and Protection Act

The Care and Protection Act provides for mandatory reporting of children at risk of significant harm.

NOTE: Any concern regarding the safety, welfare or well being of a student must be reported to **the Education Manager**.

## 1. *Who is a mandatory reporter?*

Under the Care and Protection Act persons who:

- a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.

All teachers are mandatory reporters. Other School employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Education Manager.

## 2. *When must a report be made Community Services?*

### 2.1 What is the threshold?

A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to Community Services as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.

In addition, while not mandatory, the School considers that a report should also be made to Community Services where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

### 2.2 Reasonable grounds

'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:

- a) first hand observations of the child, young person or family
- b) what the child, young person, parent or another person has disclosed
- c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

### 2.3 Significant harm

A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,
- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

## 2.4 Other relevant definitions

### Policy definition of significant harm

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these.

Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

### Child abuse and neglect

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints.

Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity. Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.

Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

## 3 *What should you do if you consider that a mandatory report is required?*

Reporting by the School about these matters to Community Services and, where necessary, the police, is generally undertaken by **the Education Manager**. This is in accordance with best practice principles and is the expectation of the School.

If you have a concern that a child or young person is at risk of significant harm you should contact **the Education Manager** as soon as possible to discuss whether the case reaches the threshold of 'risk of significant harm' and the steps required to report the matter.

However, if there is an immediate danger to the child or young person and the Education Manager or next most senior member of staff is not contactable you should speak to the Police and/or the Child Protection Helpline directly and then advise the Education Manager or next most senior member of staff at the School as soon as possible.

You are not required to, and must not, undertake any investigation of the matter yourself.



You are not to inform the parents or caregivers that a report to Community Services has been made. You are required to deal with the matter confidentially and only disclose it to the persons referred to above or as required to comply with your mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy, but could expose you to potential civil proceedings for defamation.

#### *4 What should you do if you have a concern that is below the mandatory reporting threshold?*

While the Care and Protection Act outlines a mandatory reporter's obligation to report to Community Services, as an employee of this School, any concern regarding the safety, welfare and wellbeing of a student must be reported to the Education Manager.

You are required to deal with all reports regarding the safety, welfare or wellbeing of a student with confidentiality and only disclose it to the Education Manager and any other person the Education Manager nominates. Failure to do so will be a breach of this policy.

## PART B: The Ombudsman Act

### *1 Responsibilities*

#### **1.1 General**

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non government schools in New South Wales, to notify the New South Wales Ombudsman of all allegations of reportable conduct by an 'employee' and the outcome of the School's investigation of these allegations.

An 'employee' includes employees, contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services. In this part where there is a reference to an employee it includes all of these persons.

#### **1.2 The Ombudsman**

The Ombudsman:

- a) must keep under scrutiny the systems for preventing reportable conduct by employees of non government schools and the handling of, or response to, reportable allegations (including allegations which are exempt from notification) or convictions;
- b) must receive and assess notifications from non government schools concerning reportable conduct or reportable convictions;
- c) is required to oversee or monitor the conduct of investigations by non government schools into allegations of reportable or reportable convictions;
- d) must determine whether an investigation that has been monitored has been conducted properly, and whether appropriate action has been taken as a result of the investigation;
- e) may directly investigate an allegation of reportable conduct or reportable conviction against an employee of a non government school, or the handling of or response to such a matter (eg arising out of complaints by the person who is the subject of an allegation); and
- f) may undertake 'own motion' investigations of non government schools where the Ombudsman considers it appropriate to do so, including where there is evidence of systemic failure or serious conflict of interests.

#### **1.3 Head of Agency**

The Head of Agency is the Education Manager of the School.

Under the Ombudsman Act the Head of Agency must:

- a) set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees;
- b) notify the Ombudsman as soon as possible and no later than thirty days after being made aware of an allegation;

- c) notify the Ombudsman whether or not the School plans to take disciplinary or other action in relation to an employee who is the subject of a reportable allegation or conviction, and the reasons for taking or not taking any such action as soon as practicable; and
- d) provide the Ombudsman with any documentary and other information as the Ombudsman may from time to time request to assist in the Ombudsman's monitoring of an investigation.

#### 1.4 Your obligations to report

You must report any concerns you may have about any other employee engaging in reportable conduct or any allegation of 'reportable conduct' that has been made to you, to [the Education Manager], including information about yourself. If you are not sure whether the conduct is reportable conduct but consider that it is inappropriate behaviour you must still report it.

You must also report to the Education Manager if you become aware that an employee has been charged with or convicted of an offence (including a finding of guilt without the court proceeding to a conviction) involving reportable conduct.

This includes information relating to yourself.

If the allegation involves the Education Manager, you are required to report to Chair of the Board of Governors.

#### 1.5 Contact for parents

The Education Manager is the contact point for parents if they wish to report an allegation of reportable conduct against an employee.

## 2 What is reportable conduct?

### 2.1 Definition of reportable conduct

Reportable conduct is defined as:

- a) any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
- b) any assault, ill-treatment or neglect of a child; and
- c) any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

- a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or
- c) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.

### 2.2 Other relevant definitions

Set out below are definitions of the various terms referred to above in relation to reportable conduct.

Behaviour that causes **psychological harm** to a child is behaviour that is obviously or very clearly unreasonable and results in significant harm or trauma to a child. There needs to be a proven causal link between the inappropriate behaviour and the harm, and the harm must be more than transient.

**Child** is a person under the age of 18 years for the purposes of the Ombudsman Act.

**Ill-treatment** captures those circumstances where a person treats a child in an unreasonable and seriously inappropriate, improper, inhumane or cruel manner. The focus is on the alleged conduct rather than the actual effect of the conduct on the child.

Ill-treatment can include disciplining or correcting a child in an obviously unreasonable and seriously inappropriate manner; making excessive and/or degrading demands on a child; hostile use of force towards a child; and/or pattern of hostile or unreasonable and seriously inappropriate, degrading comments or behaviour towards a child.

**Neglect** includes either an action or inaction by a person who has care responsibility towards a child. The nature of the employee's responsibilities provides the context against which the conduct needs to be assessed.

1. Supervisory neglect:
  - An intentional or reckless failure to adequately supervise a child that results in the death of, or significant harm to, a child, or
  - An intentional or reckless failure to adequately supervise a child or a significantly careless act or failure to act, that:
    - Involves a gross breach of professional standards, and
    - Has the potential to result in the death or significant harm to a child.
2. Carer neglect:
  - Grossly inadequate care that involves depriving a child of the basic necessities of life: such as the provision of food and drink, clothing, critical medical care or treatment, or shelter.
3. Failure to protect from abuse:
  - An obviously or very clearly unreasonable failure to respond to information strongly indicating actual or potential serious abuse of a child.
4. Reckless act (or failure to act):
  - A reckless act, or failure to act, that:
    - Involves a gross breach of professional standards, and
    - Has the potential to result in the death of, or significant harm to, a child.

**Physical Assault** is any act by which a person intentionally inflicts unjustified use of physical force against another. An assault can also occur if a person causes another person to reasonably apprehend that unjustified force is going to be used against them. Even if a person who inflicts physical harm or causes another person to reasonably apprehend physical harm does not actually intend to inflict the harm or cause fear, they may still have committed an assault if they acted 'recklessly'.

'Recklessness' in this context relates to circumstances when the person ought to have known that their actions would cause a person physical harm or cause them to fear injury.

Assaults can include hitting, pushing, shoving, throwing objects or making threats to physically harm a child.

**PSOA** 'person subject to the allegation'.

**Reportable conviction** means a conviction (including a finding of guilt without the court proceeding to a conviction), in NSW or elsewhere, of an offence involving reportable conduct.

**Sexual Misconduct** has two categories which include:

- (1) crossing professional boundaries, and
- (2) sexually explicit comments and other overtly sexual behaviour.

The alleged conduct must have been committed against, with or in the presence of a child.

#### **Crossing professional boundaries**

Sexual misconduct includes behaviour that can reasonably be construed as involving an inappropriate and overly personal or intimate:

- relationship with;
- conduct towards; or
- focus on;

a child or young person, or a group of children or young persons.

Codes of conduct that outline the nature of the professional boundaries which should exist between employees and children/young people can be particularly useful. For employees who either intentionally breach such codes or have demonstrated an inability to apply them appropriately, it may be necessary to provide more detailed written advice about what constitutes appropriate behaviour.

#### **Sexually explicit comments and other overtly sexual behaviour**

Behaviour involving sexually explicit comments and other overtly sexual behaviour which can constitute sexual misconduct. Some forms of this behaviour also involve crossing professional boundaries. This conduct may include:



- a) inappropriate conversations of a sexual nature
- b) comments that express a desire to act in a sexual manner
- c) unwarranted and inappropriate touching
- d) sexual exhibitionism
- e) personal correspondence (including electronic communications such as e-mails and text messages) with a child or young person in relation to the adult's sexual feelings for a child or young person
- f) exposure of children and young people to sexual behaviour of others including display of pornography
- g) watching children undress. For example, in change rooms or toilets when supervision is not required or justified.

**Sexual Offences** encompasses all criminal offences involving a sexual element that are 'committed against, with or in the presence of a child'.

These offences include (but are not limited to) the following:

- a) indecent assault
- b) sexual assault
- c) aggravated sexual assault
- d) sexual intercourse and attempted sexual intercourse
- e) possession/ dissemination/ production of child pornography or child abuse material
- f) using children to produce pornography
- g) grooming or procuring children under the age of 16 years for unlawful sexual activity
- h) deemed non-consensual sexual activity on the basis of special care relationships

**Grooming** refers to patterns of behaviour or conduct aimed at engaging with an alleged victim for sexual activity.

Types of grooming behaviours may include:

- Persuading child/ren that there is a 'special' relationship'
- Inappropriate gift giving
- Special favours / breaking rules
- Inappropriate amounts of time
- Secret relationship, tactics to keep relationship secret
- Testing boundaries (touching, physical contact, undressing in front of child, talking about sex)
- Extending relationship outside of work
- Personal communication about personal or intimate feelings

Definitions of 'grooming', within child protection legislation, are complex. Under the Crimes Act, grooming or procuring a child under the age of 16 years for unlawful sexual activity is classed as a **sexual offence**.

The Crimes Act (s73) also extends the age of consent to 18 years when a child is in a 'special care' relationship. Under Schedule 1(2) of the Child Protection (Working With Children) Act, grooming is recognised as a form of **sexual misconduct**. The NSW Ombudsman Act, 1974 and this Child Protection Policy reflect all of these definitions within the context of the Reportable Conduct Scheme (Part 3A).

### *3 What happens when an allegation of reportable conduct is made?*

#### **3.1 Initial steps**

Once an allegation of reportable conduct against an employee is received, the Head of Agency is required to:

- a) determine on face value whether it is an allegation of reportable conduct;
- b) assess whether Community Services or the Police need to be notified (ie, if reasonable grounds to suspect that a child is at risk of significant harm or a potential criminal offence). If they have been notified, seek clearance from these statutory agencies prior to the school proceeding with the Reportable Conduct investigation;
- c) notify the child's parents (unless to do so would be likely to compromise the investigation or any investigation by Community Services or the Police);
- d) notify the Ombudsman within 30 days of receiving the allegation;

- e) carry out a risk assessment and take action to reduce/remove risk, where appropriate; and
- f) investigate the allegation or appoint someone to investigate the allegation.

### 3.2 Investigation principles

The School will:

- a) be mindful of the principles of procedural fairness;
- b) inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations;
- c) make reasonable enquiries or investigations before making a decision;
- d) avoid conflicts of interest;
- e) conduct the investigation without unjustifiable delay;
- f) handle the matter as confidentially as possible; and
- g) provide appropriate support for all parties including the child/children, witnesses and the PSOA.

### 3.3 Investigation steps

In an investigation the Head of Agency or appointed investigator will generally:

- a) interview relevant witnesses and gather relevant documentation;
- b) provide a letter of allegation to the PSOA;
- c) interview the PSOA;
- d) consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines;
- e) inform the PSOA of the preliminary finding and provide them with an opportunity to respond;
- f) consider any response provided by the PSOA;
- g) make a final finding in accordance with the NSW Ombudsman Guidelines;
- h) decide on the disciplinary action, if any, to be taken against the PSOA;
- i) apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG; and
- j) send the final report to the Ombudsman and report to the OCG (where required) (see Part C).

The steps followed in the investigate process will be guided by the "Recommended Protocols for Internal Investigative and Disciplinary Proceedings, 2001" (IEU/AIS) as updated from time to time (See Appendix 2.) The steps outlined above may need to be varied on occasion to meet particular circumstances. For example it may be necessary to take different steps where the matter is also being investigated by Community Services or the NSW Police.

A PSOA may have an appropriate support person with them during the interview process. Such a person is there for support only and as a witness to the proceedings and not as an advocate or to take an active role.

## 4 Risk management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.

The Head of Agency is responsible for risk management throughout the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation.

### 4.1 Initial risk assessment

One of the first steps following an allegation of reportable conduct against an employee is for the Head of Agency to conduct a risk assessment. The purpose of this initial risk assessment is to identify and minimise the risks to:

- a) the child(ren) who are the subject of the allegation;
- b) other children with whom the employee may have contact;
- c) the PSOA;
- d) the School, and
- e) the proper investigation of the allegation.

The factors which will be considered during the risk assessment include:

- a) the nature and seriousness of the allegations;

- b) the vulnerability of the child(ren) the PSOA has contact with at work;
- c) the nature of the position occupied by the PSOA;
- d) the level of supervision of the PSOA; and
- e) the disciplinary history or safety of the PSOA and possible risks to the investigation.

The Head of Agency will take appropriate action to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being suspended from duty. When taking action to address any risks identified, the School will take into consideration both the needs of the child(ren) and the PSOA.

Please Note: A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter. Until the investigation is completed and a finding is made, any action, such as an employee being suspended, is not to be considered to be an indication that the alleged conduct by the employee did occur.

## 4.2 Ongoing Risk Management

The Head of Agency will continually monitor risk during the investigation including in the light of any new relevant information that emerges.

## 4.3 Risk Management at the Conclusion of the Investigation

At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by the Head of Agency regarding what action, if any, is required in relation to the PSOA, the child(ren) involved and any other parties.

## 5. *What information will be provided to the PSOA?*

The PSOA will be advised:

- a) that an allegation has been made against them (at the appropriate time in the investigation); and
- b) of the substance of the allegation, or of any preliminary finding and the final finding.

The PSOA does not automatically have the right to:

- a) know or have confirmed the identity of the person who made the allegation; or
- b) be shown the content of the Ombudsman notification form or other investigation material that reveals all information provided by other employees or witnesses.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children (see Part C section 3).

## 6. *Disciplinary Action*

As a result of the allegations, investigation or final findings, the School may take disciplinary action against the PSOA (including termination of employment).

In relation to any disciplinary action the School will:

- a) give the PSOA details of the proposed disciplinary action; and
- b) give the PSOA a reasonable opportunity to respond before a final decision is made.

## 7. *Confidentiality*

It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible.

The School requires that all parties maintain confidentiality during the investigation including in relation to the handling and storing of documents and records.

Records about allegations of reportable conduct against employees will be kept [in a secure area] and will be accessible by [the Head of Agency or with the Head of Agency's express authority].

No employee may comment to the media about an allegation of reportable conduct unless expressly authorised by the Education Manager to do so.

If you become aware of a breach of confidentiality in relation to a reportable conduct allegation you must advise the Education Manager.

## PART C: WWC Act

### 1 General

The Office of the Children's Guardian (OCG) is responsible for employment screening for child related employment. A Working With Children Check (Check) is a prerequisite for anyone in child-related work. It involves a national criminal history check and review of reported workplace misconduct findings. The result of a Check is either a clearance to work with children for five years, or a bar against working with children. Cleared applicants are subject to ongoing monitoring by the OCG, and any relevant new records which appear against a cleared applicant's name may lead to the Check being revoked.

It is the responsibility of the child-related worker to ensure that when they are eligible to apply for a Check or when their Check is up for renewal that they do so.

If you are an existing employee, employed at this school in paid child-related work prior to the commencement of the new Working With Children system, or you are a volunteer, your requirement to obtain a Check will be phased in over a five year period, according to the phase in schedule developed by the OCG (Working With Children Check Fact Sheet 2 Phase in).

### 2 Responsibilities

The object of the WWC Act is to protect children:

- a) by not permitting certain persons to engage in child-related work; and
- b) by requiring persons engaged in child-related work to have working with children check clearances.

Schools are required to:

- a) verify online and record the status of each child-related worker's Check;
- b) only employ or engage child-related workers or eligible volunteers who have a valid Check; and
- c) report findings of misconduct involving children made against child-related workers or volunteers.

Child-related workers and eligible volunteers are required to:

- a) hold and maintain a valid Check;
- b) not engage in child-related work at any time that they are subjected to an interim bar or a bar; and
- c) report to the Education Manager if they are no longer eligible for a Check, the status of their Check changes or are notified by the OCG that they are subjected to a risk assessment.

All volunteers are required to:

- a) to be aware and follow the expectations of conduct expressed in the Parents Code of Conduct.
- b) Parents attending school camps must provide the school with a valid WWCC.

### 3 Relevant Definitions

#### 3.1 Bars

Final bar

This bar is applied based on a decision made by the OCG, following a risk assessment. This person is barred against working with children.

Interim bar

An interim bar is issued to high risk individuals to prevent them from continuing to work with children while a risk assessment is conducted. An interim bar may be applied for up to 12 months. If an interim bar remains in place for six months or longer, it may be appealed against through the Administrative Decisions Tribunal.

Not everyone who is subject to a risk assessment will receive an interim bar; only those representing a serious and immediate risk to children.

Interim bars are issued only for risks considered likely to result in a final bar.

#### 3.2 Child-related work

Child-related work includes, but not limited to work in the following sectors :

- a) early education and child care including education and care service, child care centres and other child care;
- b) education schools and other educational institutions and private coaching or tuition of children;



- c) religious services;
- d) residential services including boarding schools, homestays more than three weeks, residential services and overnight camps; or
- e) transport services for children including school bus services, taxi services for children with disability and supervision of school road crossings.

### **3.3 Child-related worker**

A person who has physical contact or face to face contact with children in work outlined above in 3.2, including schools. This may include volunteer work.

A child-related worker may commence work once they have completed the Check application process. An application is completed when the online application form is complete and the worker's identity has been proven at the NSW motor registry or Council Agency and the fee has been paid (if in paid work).

If you are unclear if your role is child-related you should speak with the Education Manager.

### **3.4 Disqualified person**

A disqualified person is a person who has been convicted, or against whom proceedings have been commenced for a disqualifying offence outlined in Schedule 2 of WWC Act.

A disqualified person is a person who has a bar preventing them from working with children in child-related work.

It is an offence for an employer to knowingly engage a child-related worker when they do not hold a Check or who has a bar or an interim bar.

It is an offence for an employee to engage in child-related worker when they do not hold a Check or has a bar or an interim bar.

### **3.5 Findings of misconduct involving children**

The school will report to the OCG when a finding has been made that the person (an employee of the school) subject to the finding engaged in:

- a) sexual misconduct committed against, with or in the presence of a child, including grooming of a child; or
- b) any serious physical assault of a child.

The School will advise the person that the OCG has been notified of a finding of misconduct involving children.

The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children.

### **3.6 Reporting body**

Independent Schools which are members of the AISNSW are defined as a reporting body by the WWC Act. Section 35 of the WWC Act requires this School to notify the OCG findings of misconduct involving children made against a child-related worker. The school may also be obliged to report, amend or provide additional information to the OCG as outlined in the WWC Act.

### **3.7 Risk assessment**

Risk assessment is an evaluation of an individual's suitability for child-related work.

The OCG will conduct a risk assessment on a person's suitability to work with children when a new record is received which triggers a risk assessment. This may include an offence under Schedule 1, pattern of behaviour or offences involving violence of sexual misconduct representing a risk to children, findings of misconduct involving children or notification made to OCG by the Ombudsman.

### **3.8 Working With Children Check Clearance**

A Working with Children Check (Check) means authorisation under the WWC Act to engage in child-related work. An employee will be issued with a number which is to be provided to the School to verify the status of an employee's Check.

## Conflict of Interest Procedures (new)

This procedure is based on recommendations and definitions provided by the Independent Commission Against Corruption (ICAC) for adoption by public officials and is adapted for the purposes of managing conflict of interest in the decision-making process by public officers (Board members) at Chrysalis School for Steiner Education.

### Conflict of Interest

Conflict of interest occurs when an individual's private interests interfere with, or appear to interfere with, their duties as a public officer of the Board.

- PECUNIARY INTEREST is an interest that may involve an actual or potential financial gain or loss.
- NON-PECUNIARY INTEREST (SIGNIFICANT) arises from family or personal relationships that may result in a benefit or detriment to those persons as a result of a decision made by the Board member.
- NON-PECUNIARY INTEREST (LESS SIGNIFICANT) arises from family or personal relationships that may result in a benefit or detriment to most Board members as a result of a decision made by the Board member (eg Setting School fees)

### Types of Conflict

- ACTUAL. A Board member is in a position to be influenced.
- PERCEIVED. A Board member is in a position where it may be perceived that they are influenced.
- POTENTIAL. A Board member is in a position where they may be influenced in the future.

HAVING A CONFLICT OF INTEREST IS NOT NECESSARILY A PROBLEM – IT IS HOW IT IS MANAGED THAT IS IMPORTANT AND IT MUST BE CONSISTENT WITH RANGS REQUIREMENTS.

### Managing Conflict of Interest

A conflict for the purposes of this policy may be ACTUAL, PERCEIVED or POTENTIAL.

- REGISTER. The Board will create and maintain a register of interests, both pecuniary and non-pecuniary, for each serving Board member, which relates to their position on the Board.
- RESTRICT. Where a conflict of interest is agreed to exist the affected individual may be restricted in the extent to which they provide advice or participate in the taking of a decision.
- RECRUIT. Where a conflict is agreed to be an issue for a member whose contribution is pivotal to the discussion of an issue another party may be recruited to provide that information.
- REMOVE. Where a conflict of interest is agreed to exist the affected individual may remove himself or herself from participation in the debate and decision-making process for a particular issue or a particular type of issue.
- RELINQUISH. Where a conflict of interest is agreed to exist the affected individual may stand down from a particular office, committee or group but continue in office.
- RESIGN. Where a conflict of interest is deemed to affect a high proportion of all functions of the Board member the member may resign.

**It is the responsibility of each Board member to identify any conflict – potential, perceived or actual – that may flow from a particular interest. Should the assessment of the individual be at odds with the assessment of the Board as a whole, the view of the Board will prevail in determining appropriate action, if any. The Secretary will keep a Register of Interest at the School.**

## Responsible Person Requirements for Registration & Accreditation (new)

### 1. Responsible Person Draft School Policy

#### 1.1 Responsible Person

It is important that the legal requirements and liabilities of each responsible person for the School are clearly defined and understood. These are similar to those applying to members of governing bodies, other public corporations or organisations.

A responsible person for the School is under the Education Act:

- a) the proprietor of the School and, if the proprietor is a corporation, each director or person concerned in the management of the School, or
- b) a member of the governing body of the School, or
- c) the Principal of the School.

#### 1.2 Policy – General

At the beginning of each school year each responsible person for the School must sign the following declaration:

##### *'Declaration*

*In accordance with the Education Act 1990 (NSW) as amended by the Education Amendment (non-Government Schools Registration) Act 2004 (NSW), I declare that:*

- (i) I am not a 'disqualified person' who is no longer permitted to act as a Director;*
- (ii) I am not bankrupt or insolvent;*
- (iii) Any refusal to register, or cancellation of registration of the school or any other school, during the previous five years, has not been largely attributable to my actions;*
- (iv) I have not been convicted of an offence that is punishable by imprisonment for 12 months or more;*
- (v) I have not been prohibited by the Commission for Children and Young People Act 1998 and Commission for Children and Young People Regulation 2009 from seeking, undertaking or remaining in child related employment; and*
- (vi) I will declare any personal interest or conflict of interest in relation to my position as a responsible person for the School.*

*(Signed)'*

### 1.3 Document to be included in Board papers

- a) At the beginning of the School council meeting the Chair will ask the council members and the Principal of the School whether they have anything to declare as a responsible person for the School.
- b) In accordance with the Education Act 1990 (NSW) as amended by the Education Amendment (non-Government Schools Registration) Act 2004 (NSW), the council members and the Principal of the School must notify the Chair if:
  - (i) they are a 'disqualified person' who is no longer permitted to act as a Director;
  - (ii) they are bankrupt or insolvent;
  - (iii) any refusal to register, or cancellation of registration of the School or any other school, during the previous five years, has been largely attributable to their actions;
  - (iv) they have been convicted of an offence that is punishable by imprisonment for 12 months or more;
  - (v) they have been prohibited by the Commission for Children and Young People Act 1998 and Commission for Children and Young People Regulation 2009 from seeking, undertaking or remaining in child related employment; or
  - (vi) they have any personal interest or conflict of interest in relation to any item on the agenda.





## Code of Conduct for Students (new)

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

- We behave in a safe manner in all areas of the school environment.
- We care about ourselves, peers, staff family, learning relationships, environment, equipment and property.
- We walk inside the classroom and see the classroom as a place for study and work.
- We keep the classroom and own area tidy.
- We play within allotted boundaries.

At Chrysalis School for Rudolf Steiner Education we care for each other. Our school's behaviour expectations are our guide.

**Strive to learn and grow:** At Chrysalis we strive to learn and grow.

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

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

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

### Arising from this are the following expectations:

- We participate and co-operate in all classes to best of ability e.g. P.E., Language, Music, etc.
- We do our best efforts to complete all tasks.
- We do homework when required and hand in on time.
- We arrive at class on time, with the relevant work and materials e.g. library books, projects, sport clothing.
- We allow others to complete their work without disruption.

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

- We respect ourselves, others, our learning, and everything in our environment (property, students, teachers and community).
- We speak kindly and respectfully to peers, parents, volunteers and staff.
- We follow all reasonable requests made by the supervising adults.
- We discuss any concerns personally and privately with the teacher in a polite, reasonable manner.
- We bring our own equipment stipulated by the teacher at the beginning of each year/term e.g. pencils, pens, rulers etc. when we are in Class 6 up.
- We bring appropriate items to school like books, extra clothes, hat, lunch, water bottle. We keep our toys at home. If they come to school they may be confiscated for the day and then returned home to parents.
- We don't need any electronic items at school. Mobile phones, iPads and the like must be kept in schoolbags at all times. If out during school time, they will be confiscated until end of the day.

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

- We show appreciation for the whole school, its community and its environment.
- We use language such as please and thank you.
- We appreciate the equipment at school by not writing on desks or chairs, or by putting sport equipment away when an adult tells us.

**The following behaviours are not acceptable in relation to the expectations from the code of conduct:**

- swearing
- teasing
- bullying
- stealing
- lying
- hurting
- physical or emotional harassment.

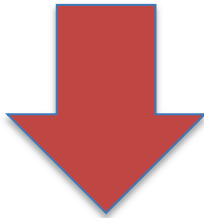


End of Year music concert – coming together as one

## Behaviour Flowchart (new)

### LOW LEVEL BEHAVIOUR REDIRECTION / RESPONSE FLOWCHART

Student engages in initial  
challenging behaviour



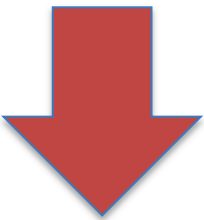
Step 1

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

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

Private, clear and concise.

Student continues to  
demonstrate challenging  
behaviour

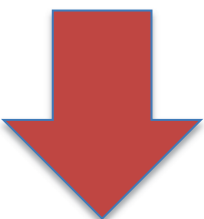


Step 2

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

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

Student continues to  
demonstrate challenging  
behaviour



Step 3

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

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

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

**Mid-Level  
Behaviours**

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

## Behaviour Support Policy (updated)

### Aim

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

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

### Purpose

This policy:

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

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

### Introduction

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

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

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

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

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

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



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

### General policies

This policy applies to Chrysalis staff, students and parents.

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

### A Framework for Managing Behaviour at Chrysalis

#### Positive Behaviour Support towards Changing Behaviour

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

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

Critical elements of the restorative approach include:

- agreement on a clear and positive set of behavioural expectations;
- explicitly teaching all students about those expectations;
- teaching of social skills and emotional awareness and implementation of anti-bullying programs;
- acknowledging and reinforcing positive behaviours;
- providing support to those who experience difficulty;
- ongoing review of implementation and effectiveness of the approach;
- provide programs to create a positive school and classroom environment.

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



Class 7 Birthing Main Lesson mandala

## Enrolment Policy (updated)

### 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 Educational Standards Authority (NESA). All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already enrolled in the school and other criteria determined by the school from time to time. To maintain their enrolment, once enrolled, students are expected to act consistently with the school's ethos and comply with the conditions and terms of enrolment. Parents and guardians are also expected to be supportive of the ethos of the school.

### Policy (Conditions of Enrolment)

#### Education

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

#### Legal

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

### *Financial*

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

### *Health and Wellbeing*

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

### *Conduct*

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

### *Attendance, Absence, Withdrawal, Exemption*

1. Students must comply with attendance procedures. Parents must notify the school administration of a student's absence in person, through a phone call, note or email, texts are not suitable. The School administration will record all messages as per the Attendance Policy. Unexplained absences are followed up by the Class Teacher and Office Staff.



2. Exemption from Attendance and Enrolment at School: In 2012 the Minister under section 25 of the Education Act 1990 delegated the power to the principal of a non-government school to grant and cancel a certificate of exemption from being enrolled and attending school in certain prescribed circumstances for periods totaling up to 100 days in a 12 month period. Students who are granted exemption from attendance are not included in the absence return.
3. Exemption from Enrolment at School: Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Enrolment at School Form, and be approved by the Education Manager. If approved the Education Manager will grant a Certificate of Exemption from Enrolment at School. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
5. Exemption from Attendance at School: Application for part-day and full-day exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the Application for Exemption from Attendance at School Form, and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a Certificate of Exemption from Attendance at School.
6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that Tuition Fees continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations, parents may prefer to end their enrolment contract, in which case, re-entry of the student into the school will be subject to the usual administrative Enrolment Procedure and Process.
7. Withdrawal of students: For a student to be withdrawn from school once he/she has commenced at Chrysalis School, i.e. for parents to end the enrolment contract, the School requires a minimum of one term's notice. Parents and guardians must inform the Enrolments Coordinator in writing, one term in advance if they intend to withdraw their child from the school and end the enrolment contract. If no such notification is received a Withdrawal of one terms fees will be charged.
8. The School shall not be obliged to continue the enrolment of any student who does not observe all the listed conditions or whose parents or guardians do not observe all of the listed conditions of enrolment.

# DEVELOPING HEALTHY RELATIONSHIPS

## Initiatives Promoting Respect and Responsibility

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

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

In 2018, amongst other linked activities and programs, student participated in family values programs, the Class 7 Birthing Main Lesson, Class 8 Project, Sexuality and Adolescence program for Classes 5 – 8.

## Parent, Student and Teacher Satisfaction

Chrysalis School holds teacher satisfaction in the workplace to be a vital component in the functioning of our school. In 2018:

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

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

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

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

## Engaging and Working with the Community

### Founders Shelter opening

The opening of the Founders Shelter, Maam Giinganda (peaceful place) in May, was heralded in by Michael Jarrett and Luke Rhodes with the Class 6 students singing an Indigenous song.



Many of the original pioneering families joined the acknowledgement of the work of the men being honoured on this day. Geo Scott, Michael Harfield and Marek Chodkiewicz were acknowledged for their work in the early years of the school. Three stunning, and unique, wooden benches were crafted for the shelter in dedication to these three inspiring men.



For more details and photos, please see the article on the school website:  
<https://chrysalis.nsw.edu.au/news/honouring-the-schools-founders/>



## Parents & Friends

In the life cycle of Chrysalis, the Parents and Friends continues to be a free engagement from parents. During 2018, there was no Parents and Friends insitu, however Welcome Back Morning Teas are hosted by the school for new and existing parents alike at the beginning of each term.

It is hoped that parents will continue to show interest in the school by initiating a new P & F in 2019.



## Electronic Communication

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

### Here is a sample of some of the articles posted on the website in 2018:

[End of Year Music Concert photos](#)

Published: 2018/12/04

[Senior String Quartet play for Belling Valley View Club](#)

Published: 2018/11/20

[Class 2 Red Rock camp](#)

Published: 2018/11/20

[Thank You Assembly and Morning Tea](#)

Published: 2018/11/13

[Class 8 project presentations 2018](#)

Published: 2018/11/06

[Investing in Innovative Smart Energy Solution backed with DPE Funding](#)

Published: 2018/08/31

[Early Childhood Programs Open Day](#)

Published: 2018/08/30

[Annual Strings Concert 2018](#)

Published: 2018/08/28

[Third Wheel Collective visiting Chrysalis](#)

Published: 2018/08/21

[Athletics Carnival with Casuarina](#)

Published: 2018/08/18

[Class 6 Canberra and Snow camp 2018](#)

Published: 2018/08/14

[Playgroup News Term 2 2018](#)

Published: 2018/06/19

[Term 2 Music Assembly 2018](#)

Published: 2018/05/24

[Honouring the school's founders...](#)

Published: 2018/05/16

[Chrysalis leading the way – SEA Governance Leadership and Management conference](#)

Published: 2018/05/16

['Lots Of Socks' for World Down Syndrome Day](#)

Published: 2018/03/06

[Preparing parents for unfolding milestones – talks by Melanie Deefholts](#)

Published: 2018/03/06



# SUMMARY OF FINANCIAL INFORMATION

2018

Recurrent Income **\$3,732,515**

Grants	75%
Fees	24%
Other	1%

Recurrent Expenditure **\$3,838,580**

Salaries	82%
Resources	7%
Non-salary	11%

*2018 was a year of expansion establishing rich classroom and programme resources*



Morning Star enjoying their own Spring Festival

# BUILDINGS & FACILITIES MANAGEMENT

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

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

## Property Maintenance Report

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

The ongoing development of the school campus to be a place where change and improvement is visible is due to the hard work of many. Our school continues to get excellent value from contractors. Sid and John (Maintenance team) bring experience, skill and determination to 'get the job done'. In 2018, there were many jobs being done concurrently:

- the completion and dedication of the Founders Shelter outside of the admin building
- Class 3 floors were sanded and classroom painted
- Amphitheatre work at the Maypole
- Improvements to student and adult toilets on the 1,2,3 level
- Sports shed rebuilt at the River Campus
- Entry to the admin building made weatherproof by putting roof over the new decked area



Planting in front of Founders Shelter

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



## Small Capital Improvements

In 2018, capital improvements were added to our beautiful campus:

- Solar around campus
- Air conditioning of classrooms, powered largely by improved solar and battery technology
- Networking around campus

The Chrysalis solar project is one of only 10 successful applicants for the NSW Department of Planning and Environment's \$300,000 Clean Energy Knowledge Sharing Initiative. Chrysalis partnered with the private sector and utilised the generous matched funding provided by DPE to meet its sustainability goals and further minimise the school's existing draw on the national grid whilst increasing the use of clean energy.

The primary objective of this project is to decrease electrical loads on the site (which has limited supply) by increasing the amount of locally produced solar energy, introducing battery storage to absorb excess solar energy as well as address increased peak demand and provide a more reliable energy supply during times of blackouts. Overall, the comfort and wellbeing of our school community will be enhanced, expensive network upgrades will be avoided, operational electricity cost for the school will be reduced and the innovative project will have educational benefits for the students and be a showcase of intelligent application of the latest technology for the wider community.

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



**Celebrating solar & battery installation**

For more details and photos, please see the article on the school website:

<https://chrysalis.nsw.edu.au/news/investing-in-innovative-smart-energy-solution-backed-with-dpe-funding/>

# MAPPING OUR FUTURE (2018 – 2020)

## Chrysalis School Business Plan – 27 November 2018

### Introduction

In 2019 the School will be looking to consolidate and stabilise after a period of change. With the potential for almost “generational” change in its leadership, the School will be looking to ensure stability in our financial position and enrolments.

To achieve this stability, the School’s Management are looking to confirm improvements to classroom and teaching resources, as well as our programmes, so that our value proposition remains strong.

With less than anticipated growth in enrolments over 2018, which would have provided a stronger revenue base, this comes at a cost to our short term operating surplus goals. Management believes, however, that continuing enrichment of resources and programmes is essential to maintain and build upon enrolments.

The 2019 Budget has been developed by Management in consultation with various stakeholders, including the Finance Committee, EMT2 and teachers. The EMT2 has been actively engaged, deepening the understanding of their individual portfolios and the effect their operations have on the School’s financial wellbeing.



### Economic Outlook

Although Bellingham’s economy may perform differently to the rest of the country, it is important to have some perspective of how our School Community will be able to continue to invest in private education. Any forecast contraction within the national economy is likely to have an impact on our Community, and we should be aware of the general state of our economy going into 2019.

According to the Reserve Bank of Australia, in its Statement on Monetary Policy November 2018 – Domestic Economic Conditions, “Domestic economic conditions have improved over the past year and continue to be supported by low interest rates and a strong global economy”. Of particular interest is the continuing growth in household consumption (3.5% in goods and 2.6% in services over the year to the June quarter). This is in spite of slow growth in household income, which although having picked up recently, is weighed down by falling property prices and high levels of household debt. Further, growth in social



assistance payments has remained weak. Mainly due to the recent pick up in labour related income, however, consumption growth is expected to be relatively stable.

The 2019 Business Plan is thus based on a steady economy and, whilst some of our families will continue to struggle financially, the general outlook is positive. On this basis, School Management is comfortable applying an increase of three percent in fees and charges, which is consistent with recent practice. A slight increase has been allowed for fee support and bursaries to maintain assistance to families in need, especially those reliant on social assistance payments.

## 2018 Financial Performance

The projected result for 2018 is a small operating surplus of around \$20k (0.52% of income). This result is significantly less than the budgeted amount of \$221k (5.82% of income) which is due largely to the following:

- Lower than anticipated enrolments (215 budgeted, 200 reported for August census), resulting in a revenue shortfall of \$119k.
- An unanticipated industrial relations resolution, costing \$70k.
- Higher relief teaching costs, rising from 10% of class teachers' salaries to 12% due to a number of factors, including greater than forecast relief due to sickness and support of teacher professional development, RFF and meetings/interviews.

All these factors combine to have the ratio of salaries and on-costs as a percentage of income (82.25%) well above that budgeted (77.81%). Management believe increasing learning support needs, as well as changes in our leadership structure, will keep this ratio at a higher level until enrolments grow toward originally projected levels.

Based on the 2018 projections, the three-year cumulative result is comfortably above the 10% target set by previous Boards, however, it does create pressure in future three year periods. The first two years of the current triennial (2016-2018) saw operating surpluses of around 6% and 5%. As these large surpluses roll off, the 2018 result will put pressure on subsequent years and the target may need re-evaluating.

## Assumptions and Givens

The following items are major inputs to the 2019 Business Plan.

Assumptions (A) are those items we have some discretion over, whilst Givens (G) are changes required under contractual or other commitment and cannot be adjusted.

1. Class sizes for Classes 2 – 7 are as reported for the August 2018 Census (A).
2. Class 8 is projected at a lower number because of known movements (A).
3. Class sizes for Morning Star, River Song & Class 1 are as per advice from the Enrolments Supervisor (A).
4. Government funding of \$13,898 per student (G).
5. Board agrees to proposed increase of fees by 3% (A).
6. Multi Enterprise Agreement (MEA) for both teaching and non-teaching staff increases of 2.5% (G).
7. A teacher's aide in each class (A).
8. Reduced LNAP funding – \$84,000 in 2018, \$76,500 in 2019 (G).
9. Relief teaching costs adjusted to 12% of teachers' salaries (A).

10. The Music Programme is transitioning to compulsory music tuition for all classes from Class 4 onwards. This is being implemented incrementally, with Class 5 in 2019, Class 6 in 2020, Class 7 in 2021 and Class 8 in 2022 (A).
11. The role of Education Director is not filled, and an interim arrangement is put in place, where the current Education Manager shares the role with our Behavioural Consultant for terms 1 and 2. Both staff would work 0.6 and receive the relevant leadership allowance (A).
12. During terms 3 and 4 the current Education Manager steps down to the High School Portfolio role and is replaced by an unknown resource (A).
13. Realignment of other expenses consistent with 2018 expenditure (A).

## 2019 Budgeted Performance

Based on the assumptions and givens listed, total income is around \$3,954k and providing a small operating surplus of \$20k (0.5% of income).

On the income side of the budget, Management have implemented a more conservative approach to student forecasts, accepting the Finance Committee's recommendation of using August 2018 Census figures. Further, in respect to Class 8, the numbers have been reduced to account for known movements. Barring any significant disruption, Management believe the budgeted student numbers are on the lower side of what can be expected for 2019.

With regard to expenditure, Management are looking to maintain and include minor improvements so that our student and staff development programmes remain strong.

The ratio of salaries and on-costs as a percentage of income (82.2%) is on the high side, but impacted by changes in Education Leadership, an additional class aide, increased relief, and progression of staff to higher salaries as a consequence of professional recognition and movement to higher bands under the MEA. Management believe the School should tolerate this higher level in the short term, as it maintains the integrity of our "product" and may reduce to lower levels if our value proposition attracts additional students (and funding).

A further option to reduce the salaries to income ratio would be to reduce staff numbers, however, this would come at a cost to programmes and increased costs in redundancies. Management believe this is premature to implement and could be harmful on both a morale and programme basis.

Other expenses are consistent with our experience in 2018.

In the longer term, this result is problematic when combined with the projected 2018 result and isolated from 2016 and 2017 results. Maintaining the 10% target for the 2018-2020 triennial will be difficult and the Board may wish to consider a hiatus for this financial goal. In the shorter term, however, we believe the result is consistent with the requirement for the School to provide stability.

## 2019 Consolidation, Development and Growth

The 2019 Budget has been developed to support the following areas of consolidation, development and growth.

### 1. Pedagogy

- Maintaining camps and the learning support programmes.

- Developing and implementing an early childhood parent discussion/education program.
- Providing additional resources for learning support services, including an aide in each class.
- Assessing opportunities to introduce cultural programmes within the curriculum; either indigenous or other languages.
- Developing the physical education programme through applying for further grants associated with Sporting Schools.
- Strengthening music within Chrysalis by the stepped introduction of compulsory tuition from Class 4, phased in for Class 5 in 2019 and being fully implemented by 2022.

Although not budgeted, Management continue to be open to further opportunities to develop our early childhood programme. An important element to this development is the availability of suitable premises in town. Should this opportunity arise, Management would bring a separate business case to the Board.

## **2. NESA Registration**

- Current staffing and relief arrangements are maintained to facilitate the completion of NESA registration in March 2019.

## **3. Staff**

- Continuing professional development for staff consistent with NESA requirements and opportunities offered by the AIS.
- Continuing co-investment in LNAP.
- Continuing development of portfolio leadership by the EMT2 and development of the Primary and Secondary (from term 3) Curriculum roles.

## **4. Administration**

- The Marketing Committee is reconvening in late 2018. Priorities are yet to be set, however, we expect there to be a detailed analysis of recent SEA research and our current communications strategy in 2019. The budget allows an amount consistent with 2018 expenditure (around \$11k).
- Management are also looking to further develop Strategic Planning work commenced in 2017. Maturation of this plan is essential to other develops within the School and needs to be undertaken as a priority. As above, the budget allows an amount consistent with 2018 expenditure (around \$11k).
- Develop a School Master Plan for campus and infrastructure development (see next section).
- The School will look to further develop its capabilities with School Pro to ensure we leverage the system to the optimum extent. This will involve further training of staff.

## **5. Campus development and asset retention**

Our approach to capital investment in 2019 is consistent with consolidation. Whilst the campus buildings continue to be subject to wear and tear, the general condition of our assets is reasonably sound. During 2018 there were a number of capital enhancement projects implemented. These included:

1. The refurbishment of the Primary School Library (scheduled in December).
2. Repairing and painting the concrete roof of Classes 1 – 3 building.
3. Building the High School oval sports shed.
4. Building the maintenance shed.

5. Acoustic treatment of the Science Laboratory (in progress).
6. Installation of air conditioning units in Classes 2, 4, 6 and 8.
7. Installation of electrical infrastructure to support increased load of air conditioners.
8. Replacement of carpet in Morning Star (scheduled in December).

In 2019 it is anticipated the School will take a breath as we look to better understand our strategic infrastructure requirements. To this extent, the list of proposed works is limited, with the largest cost item being one deferred from 2018. Proposed works include:

- Repainting of the walls in Classes 2 and 3 to mute too bright colours. This work is budgeted at around \$3k and will be implemented in January during the school holidays.
- Installation of an air conditioner in the Extra Lesson Room adjacent to the Science Laboratory. This work is budgeted at around \$4k and is being implemented to maintain the comfort of students moving from air-conditioned classes.
- The only other significant capital cost is the resealing of the roads (\$30k), which was approved for 2018 but not yet implemented. This project is dependent upon Council resources and has been rescheduled at least twice previously.

The first item and other campus improvements, such as the renewal of minor structures and provision of new items of a minor nature will be implemented within the Operations budget; specifically under Stewardship, Building Supplies and Building – Contractors. The other items will be allowed for under the Capital Expense area of the Budget.

Another component of capital expense is that of equipment replacement and computer updates. Owing to the aging computer fleet, we are provisioning for a further 4-6 computers to ensure the appropriate amount of equipment is available for classes.

Whilst there are no new projects being planned for 2019, there are a number of limitations coming to light in respect to current infrastructure. There is a growing need to review all of our building assets to ensure the School can accommodate operational and regulatory needs. The need to develop a master plan for the school is becoming a priority, and this will be developed during 2019 in time to be considered for the 2020 Business Plan.

## In Conclusion

The School remains in a solid financial position. Whilst Management are projecting lower operating surpluses for 2018 and 2019, we believe the School is well placed to absorb these softer results and provide a platform for continuing growth beyond the immediate period.

Having the capacity to maintain and strengthen our programmes gives the School the best chance to build on enrolments and increase income. This is also seen as an essential element of stability, whilst we undergo change in other areas of high profile. Being able to maintain and grow our programmes is a clear message of confidence to the School Community that Chrysalis continues to be a place of opportunity for their children.





# CHRYSALIS STEINER SCHOOL

educating the whole child



Class 8 of 2018 at the end of their Project Presentation Evening