



CHRYSALIS SCHOOL

for Rudolf Steiner Education



Annual Report 2013



TABLE OF CONTENTS

INTRODUCTION	3
BOARD OF GOVERNORS CHAIRMAN REPORT	5
EDUCATIONAL MANAGER'S REPORT	6
BUSINESS MANAGER'S REPORT	10
CURRICULUM DEVELOPMENT	12
SPECIAL PROGRAMS DELIVERED	14
MAIN LESSON OVERVIEW	15
PRIMARY SCHOOL 2013	15
MIDDLE SCHOOL 2013	16
FESTIVALS AND PERFORMANCES	17
CAMPS	19
STAFF	21
TEACHER STANDARDS	22
PROFESSIONAL DEVELOPMENT	22
STUDENT POPULATION	22
SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS	24
REPORTING TO PARENTS	25
ENROLMENT POLICY	25
SUMMARIES OF POLICIES	27
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	29
PARENT, STUDENT AND TEACHER SATISFACTION	29
SUMMARY OF FINANCIAL INFORMATION - 2013	Error! Bookmark not defined.
BUILDINGS AND FACILITIES MAINTENANCE REPORT	Error! Bookmark not defined.
SCHOOL DETERMINED IMPROVEMENT TARGETS - 2013	35
SCHOOL DETERMINED IMPROVEMENT TARGETS - 2014	38

INTRODUCTION

Chrysalis School for Rudolf Steiner Education (Chrysalis School) was first registered as a school on this site in 1982. The school has operated from our campus in the beautiful Thora Valley since that time.

Chrysalis School is one of over 900 Steiner schools operating in more than fifty countries around the world. Chrysalis School is an active member of our peak professional body, Steiner Education Australia (SEA).

As with many schools, Chrysalis has experienced cycles of expansion and contraction over its history, and continues to provide a creative academic approach to the Steiner curriculum.

In February 2013 we started the year with 162 students from Kindergarten to year 8. During the year class sizes ranged from 21- 8. The class sizes from Kindergarten to Class 4 were of average size. The early childhood area continues to grow with full classes in the kindergarten in town. We welcomed Gail Sprott back after a 6 year sojourn to main the Kindergarten at Thora. The two kindergartens were given names in 2013; River Song at Thora and Morning Star at Bellingen. And for the early years-Pitter Patter Playgroup. Allison Newitt took up the reins of Class 3 during 2013 and Cathryn Bower took the reins of Class 6/7 in Term 4.

The Annual Report to the Department of Education, the Board of Studies (NSW) and the School Community provides reliable and objective information about the 2013 school year. The 2013 Annual Report will provide information on

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

Chrysalis School Ethos Statement

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

The ethos of Chrysalis School encompasses the following:

- a. **Anthroposophy.** We endeavour that the principles of anthroposophy are alive within the school. Anthroposophy is the wellspring from which Steiner education springs.
- b. **Community.** We support the development of community amongst students, parents, teachers, friends and those involved with the school. We endeavour to integrate our school within the greater Bellingen community.
- c. **Respect.** We honour and respect the indigenous people, the Gumbaynggirr Nation, and the rights of pupils, parents, employees and stake holders of the school.
- d. **Best practice.** We work out of current best practice for schooling in accordance with the indications given by Rudolf

Steiner and with due consideration to other current educational research.

- e. **Professionalism.** We are at all times a professional school in all facets of work
- f. **Consensus.** We operate out of consensus, in the appropriate school forums.
- g. **Collaboration.** We work in the spirit of collaboration with the various bodies of the school.
- h. **Fairness and Due Process.** In social, interpersonal and professional interactions, we operate out of fairness, natural justice and the use of due process.



One of the first buildings to come to our current site in 1982. This is the current woodwork building in 2011.

COLLEGE CHAIRPERSON'S REPORT

The College of Teachers (COT) of Chrysalis School has recently undergone an overhaul. In 2013 it was made up of 7 members who would meet once a week for just under 3 hours. They were James Deefholts (as College Chair), Kelley McGlashan (in role as Educational Manager), Liz Sheppard, Sean Daniel, Cathy Bower, Alison Scheef and Gail Sprott. James Deefholts was the Chair

from 2011 until 2013 but Gail Sprott has taken that role in 2014.

In 2014 the College has broadened to include current members as well as the rest of the Early Childhood faculty and Class Teachers - Paige Crocker, Katherine Taylor, Allie Newitt, Lyn Jensen and Nathan Slatter. This new meeting now takes the place of what once was the Faculty Meeting. It is hoped that with the broadening of the COT to include more of the faculty, that mandate groups will form and take on the work of the COT.

The COT discusses pedagogical issues which arise from Education Management Team (EMT) Meetings or correspondence from teachers and parents. The College plays a consultative role at Chrysalis and is often asked to provide a comment or endorsement regarding an issue or recommendation, usually from the EMT. The COT meeting provides an opportunity for the professional development of Faculty Members as well as a place of communication for the Educational Manager to Faculty Members.

A continued theme of the work of the COT and EMT is to continually create a more professional practice amongst the faculty of teachers and this is being realised through an increased commitment to professional development.

The EM has coordinated an extensive professional development programme for individual teachers with Rowena Parkes as mentor. This includes support for individual teachers in meeting with parents to prepare IEP (Independent Education Plans) for students.

Rowena Parkes has also been instrumental in coordinating and delivering a cohesive

Social Skills Programme throughout Classes 4 and 5.

With the enrolment of a variety of students at Chrysalis with special needs, various specialists have been utilised at the school and further training provided to staff in the past 12 months.

Chrysalis' Parent Information Programme, which is held by the COT and the EM, continues to run successfully with day lectures taking place after school assemblies. Given Chrysalis' rural location it is a challenge to provide a programme with a diverse range of experienced speakers. Although the Parent Information Programme is vital for creating an understanding and support for our school's philosophical underpinnings and the influence of attendance of parents at these events can be felt amongst the school community. The Emerge publication is also a valuable part of culture building at Chrysalis.

James Deefholts on behalf of the College of Teachers

BOARD OF GOVERNORS CHAIRMAN REPORT

I am very pleased to be making my first annual report as the Chair of the Chrysalis School Board of Governors. Whilst not without challenges, the past year has been a successful one on a number of levels for Chrysalis. Although the successes have occurred throughout the school and community I will restrict my report to matters chiefly of concern to the board and management.

I would like to take this opportunity to formally express gratitude to my fellow directors. The current board has been stable, efficient and has contributed another year of considered direction to what is becoming a good run for Chrysalis over the medium to long

term. There are few current parents that can remember uncertain management, factionalism or a divided or dysfunctional Board of Governors. The current board (Mathew Birch, Cathy Bower, James Deefholts, Gary Fry, Kerry Schreenan, Alayne Simon, and Paul Spillane) is diverse and meets many of the criteria that could be used to describe a balanced board, at the levels of life experience, professional experience, gender and constitution. The board has operated with professionalism and compassion that I am proud to be associated with. All current members share a firm belief in the value of alternative education generally and Steiner education specifically. The members have shown open mindedness, flexibility and a willingness to improve their understanding of the school and its governance. Board meetings over the past 12 months have been characterised by robust discussion, frankness, consensus decisions, and an air of respectful congeniality. Being my first year as Chair of the Board I am thankful to the other Directors for their patience, support, aptitude and commitment to maintaining positive relationships. The decisions we are required to make are not always easy or clear cut. Decision making is made much easier in a healthy and respectful environment.

The past year saw the managers of Chrysalis School achieve fantastic results from a difficult operating environment. The Board set the management team the challenging task of reversing a larger than expected deficit budget in 2012 without significant cuts to programs offered at the school. Enrolments improved from the previous year but at a slower rate than was hoped for, adding to the challenge. Whilst it is pleasing to see the budget reversed, the auditor's report showing a modest cash surplus is only a small part of the overall picture of high

achievement from our Business and Education Managers. I would like to draw attention to the administration reshuffle, thriving early childhood scene, continued increase in enrolments and the Education Manager's work with Steiner Education Australia as other key indicators of the success brought to Chrysalis due, in large part, to our managers. Each of these aspects will continue to bear fruit into the future. As chair of the board I have had a greatly increased involvement with Steve and Kelley and it has been a pleasure to work with them and get to know them better. I continue to learn more about what their roles entail and the many and varied skills they are required to exercise during their day to day working lives.

A number of difficult decisions have been brought to the Board of Governors over the past 12 months. Among other things these include the decision to not offer a Class 8 in 2015 and the decision to apply policy about fee collection. I am pleased to say that the board has made decisions with equal measures of reason and sensitivity and that this reflects well on the organisation as a whole. The business of Chrysalis is a unique one and I do not believe that it serves our community to make decisions based upon finance alone. In facing such decisions I feel the board has been well informed by the Management Team and the College of Teachers. To this end I feel that maintaining the flow of information throughout the various arms of the school is of particular strategic importance and central to the Board's capacity to make sound decisions.

From this point, the future of Chrysalis looks bright. However, in order to fulfill the potential of the present there are a number of matters that will require a deft touch and strategic approach. Of these two stand to mind as particularly important. The first is to

plan for the succession of the Education and Business Managers. Steve and Kelley hold a great deal of corporate and historical knowledge of how Chrysalis has evolved and how it operates. It would be sad to lose any more of it than is necessary when their time at Chrysalis ends. The upcoming Strategic Organisational Review will provide some insight to that end. The second is to continue to harness and encourage the extraordinary involvement of the parent and broader community in ways that share responsibility and continue to inspire a love of all that Chrysalis provides for the students.

In closing, there are two ideas that I think need to be considered in all governance matters at Chrysalis. The first is from a talk at the 2012 GLAM conference. The second is something Paul Spillane said at a board meeting last year. They are:

- That our primary service, education, is really a justice issue. It is just and right to offer children access to the best education we can possibly provide; and
- That the aim of the board should be to absorb the shocks of the ever shifting matrix of government policy, socio economic environment and the adult world generally so that the students are provided with a stable and safe environment where they can get on with the business of learning.

Mathew Birch

EDUCATIONAL 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

The focus for 2013 was in the following key areas:

- Financial : Increase Enrolments throughout the school.
- Pedagogy : Excellence in Teaching through increased resources in professional development, coaching and mentorship.

Theme: What is Inclusive Education at Chrysalis?

- Compliance : Preparation for Board of Studies Registration 2014 Attendance regulations/changes
- Social: Community strengthening - continuation from last years work with the 30th year celebrations

Overview

In February 2013 we started the year with 162 students from Kindergarten to year 8. During the year class sizes ranged from 21- 8. The class sizes from Kindergarten to Class 4 were of average size. The early childhood area continues to grow with full classes in the kindergarten in town. We welcomed Gail Sprott back after a 6 year sojourn to main the Kindergarten at Thora. The two kindergartens were given names in 2013; River Song at Thora and Morning Star at Bellingen. And for the early years-Pitter Patter Playgroup. Allison Newitt took up the reins of Class 3 during 2013 and Cathy Bower took the reins of Class 6/7 in Term 4.

Programs for 2013

The Music Program in its 8th year continues to cultivate a strong violin program and strings ensemble for Classes 3-8 that is highlighted in the annual music concert. The music camp continues to be a special event for the string ensemble group.

The middle school ensemble groups were led by Sean Daniel, Lucas Dollinsson and Luke Rhodes. The commitment, dedication and passion of the music teachers were evident in the student's performances throughout the year.

In Class 6/7 & 8 the students learn computer technology and French under the guidance of Lucas Dollinsson.

The Practical Arts Program in its 8th year and continues as a favourite for students. They choose from a variety of electives for a semester at a time. Electives for 2013 were woodwork, sculpture, and food tech.

The River Safety Swim Program, in its 8th year was offered to the students in Classes 1-5 from Royal Life Saving. The program was heralded by all as most beneficial and fun. The Surf Life Saving Program in Sawtell continues to be a favourite with Class 6, 7, 8 students.

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 3-8.

Our school camp program continues to build momentum each year. The highlights are the first camps that the younger years attend, where camping and social skills are emphasized. Class 2 went to Southwest Rocks camping ground, leading up to the Class 3 farming camp to a

Biodynamic farm, where the children experience farm life first hand. The rhythm of the day is structured around the milking of the cows. Class 4 went to Gibraltar Ranges and Class 5 went to Sydney and the Blue Mts., Class 6/7 went to Fraser Island, Cl. 8 went to Lady Musgrave and trekking on the Guy Fawkes.

Library

In 2013, our library program continued to blossom under the guidance of our library coordinator and support from parents. Parents raised monies to be used towards building up our reading program for those younger readers. This was a welcome support for the school. The school has a large inventory of suitable books for all the age groups. Chrysalis School's library consists of upwards of 15,000 books. For a small rural school we have an amazingly well resourced library.

P & F ...Visioning for something different

During 2013 the Class Carers meetings met once a term at the Butter Factory. The Business and Education Manager would meet with the carers and the conversation would be two fold. It was an opportunity for information to be brought back to each class through the class carer on school events and processes within the school and secondly, it offered a space for dialogue on school wide issues that could be met at with this group.

The class carers took on supporting the processes in the following areas: the Festivals, Living Classroom, Tuck Shop, and the Market stall. Many thanks to our dedicated and committed parents for their continuing support!

Festivals...times of renewal....

In 2013 the Autumn Festival continued in its form with the Class 3 taking on the festival in the hall and telling the story of George and the Dragon, much to the delight of the children. A beautiful mandala was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends! The Winter Festival in 2013 was heralded in with a fire twirling display by the Class 8 students culminating with the lighting of the bonfire. The lighting of the bonfire was a highlight as the classes sung Flaming Fire and music hung eerily in the mist of twilight. ...afterwards classes 1-5 headed up the hill with their lanterns glowing for their own inside stories and spirals and singing winter songs, while Classes 6& 7 were led by Class 8 as they walked with their lanterns to the school oval where they walked the labyrinth. The beautiful soup was made by the parents of classes 2,4,8 , many thanks to all that participated...

The Spring Festival was once again a beautiful day of dancing around the Maypole. The introduction of the 'Living Classroom' was a highlight to the day. Parents of students were invited to come and visit and participate in the child's class during Main Lesson. Afterwards, parents met for morning tea, a tour of the school and a conversation with the managers of the school in an open questions and answers about Steiner Education.

During Term 1 we re- visited having a bush dance with Tallowood Band, bringing families together at the school hall. Many families, young and old attended an evening of fun and dance. The Visioning Day held in 2012 continued to have its influence on the community as the focus was to strength community ties.

Support for students and teachers

The emphasis in 2013 was on supporting student's needs in the classroom and inclusive education and in developing a school wide movement program that teachers can utilise in their classes. The resource teacher Jacqui Dutson, provided class/individual reading programs, and assisted with students with numeracy challenges. She is a tremendous added support for the teachers and students in the classroom. Professional Development through the AIS brought Sue Stacey the Literacy Specialist to bring up to date information on spelling techniques.

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

EmErgE

This magazine is published termly and this year has been on Inclusive Education and building community ties. A special acknowledgement to Bruce Naylor in the office for his skill in publishing was much appreciated.

External Compliance NAPLAN

Along with the wonderful curriculum that the teachers work with, the governmental bodies also have their legal requirements.

Institute of Teachers

Over the last number of years, Chrysalis has taken on more new scheme 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. This increase in funding for new scheme teachers needs to be provided by the school.

Conclusion

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

There are a number of challenges that Chrysalis' management, board and College will need to work with care and diligence in the near future. As in the world where there is a feeling of contraction, so to at our school. We have the opportunity to choose what we want as an individual and as a collective.

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

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

As I reflect back over the last 10 years, there is one person who has supported and walked the path of managing the school with me. I thank Steve Klipin for his continual support and reflective manner in 'a collaborative way of working together'.

On reflection, I realise that I have been blessed to have gone 3, 7 year cycles at a school; from 1992 when my family joined the school 21 years ago to 2013. As I look back over those years I have enjoyed the aspects of being involved as a parent in the classroom, as a class carer, as a class teacher, and now as the Education Manager. My children are all grown up, out in the world doing their thing. I know that the work we do is for the benefit of our children and who they will become.

Thanks to all for your support throughout the year,

Kelley McGlashan
Educational Manager

BUSINESS MANAGER'S REPORT

The school year that concluded in 2013 was one that was characterised by considerable instability on the state and federal sphere, particularly as pertaining to recurrent and targeted funding. The instability occurred due to changes in information from the various levels of government and indeed changes in government itself, this in turn made it quite challenging planning a forward looking budget for more than one year. The latter half of 2013 saw a strong focus on the composition and job detailing in the administrative realm of the school and set the ground for significant change in the configuration and special-ization of

office staff positions and ensuing priorities for the start of 2014. This major reshuffle was the first change in office staff and came about following an exhaustive process to understand what were the priorities and how we could gain greater effectiveness and efficiencies in the administration area of the school's business.

School finances:

1. Operations: From school operational perspective (ie without including depreciation) Chrysalis enjoyed a modest surplus of \$32 907 for 2013. This was a welcome change after the substantial operating deficit of 2012.

2. Fees: It is clear that fees form an integral part of the income stream (about 23%), and need to be collected in a sensible, transparent and thorough manner. It continues to be an important part of my management role to ensure that the school fees are affordable and viable for our school community. The sparing use of an external debt collector and small claims court does of course add to the cost of fee collection, however they are considered to be useful tools in our local school community.

3. Recurrent Income: State (27%) and Federal (50%) funding form the lion share of our recurrent income. During 2013, it was challenging to get a firm sense of the continuity and quantum of the funding including the % washup which is received at the end of the year.

4. Grants: Chrysalis was successful in achieving a \$57 000 grant to enhance the playground area on the library level. This grant has enabled us to turn a green field site into an all weather surface.

School income is essentially derived as a factor of enrolments; this comes in the form of fees and government recurrent grants and is achieved on a per head basis. As enrolment increase so does the income, conversely as enrolments decrease, so does the associated income. From a business perspective; the school's capacity to decrease expenditure is not overly flexible as the greater share of expenditure (> 78%) is spent on wages.

School campus:

At Chrysalis, we have developed a number of internal plans to augment facilities and keep the campus in an excellent state for educational purposes. These plans direct and dictate our spending priorities. In 2013 two additional classrooms had the floors sanded and varnished, this is the first time that this has occurred in the 1,2,3 level since the building was constructed over 20 years ago. They have come up looking shiny and new! A crooked roof was realigned which had lead tp internal water travails in the class 8 room. As Chrysalis now has an accomplished woodworker in its maintenance crew, a number of smaller projects have been progressed as well. New tables and chairs for kindergarten, lockers in the middle school and many small items which add to the usefulness and the aesthetic quality of resources in the classroom.

Staffing:

During 2013, Chrysalis' staff picture was relatively stable with few staff movements. Most excitingly, we secured the return of Gail Sprott as kindergarten teacher. Gail bring wealth of knowledge and experience, not only as a kindergarten teacher, but as a staff

member with a wide view of the importance of the early childhood as a whole. The commitment to staff's professional development in general and teaching staff in particular saw several new initiatives seeded. The development and contracting of an external mentor programme as part of professional development was and continues to be a significant development in supporting and enhancing skills within the teaching faculty. A two day staff retreat at Mt Hyland took place during winter and lead to an enhanced sense of community and deliberateness, particularly in the area of class meetings.

School Community:

Parental involvement in our school continues to be a centrally important ingredient in the chrysalis school constellation. Parental involvement takes many guises; the most pleasing aspect of this during 2013 was the reinvigoration and earnest endeavours of the parents and friends many activities. The whole group and to Tali in particular, my grateful thanks for initiating many activities for people to get involved with. Enhancing the sense of community at this school is work which is on offer to all of us, and the rewards and benefits are many.

Governance Matters:

1. Board matters: The smooth transition of new members onto the board has again taken place during 2013, with two new Board members elected. As secretary to the Board, I acknowledge the hard and often time thankless work that Board members do on behalf of the school. Whilst it is not the

most visible or perhaps even attractive volunteer contribution within the school's plethora of opportunities, it is an essential and fundamental part of the whole. The Board has been ably chaired by Mat Birch and I thank him for his willingness to step up to the plate and take responsibility for the governance as required by an engaged Board chairperson.

2. Kelley's continued role on the executive of Steiner Education Australia (SEA) gives our school a window into the national arena, and Chrysalis is well served by her participation in that realm.
3. Board members professional learning took place via a workshop with Michael Carr deputy executive director of the Association of Independent Schools and participation in the SEA's Government, leadership and management conference held at Shearwater Steiner School in Mullumbimby.

Government Matters:

Compliance regime: The independent education sector continues to have additional compliance matters foisted upon us as part of the Government's push for extracting value for money, and ensuring the best educational outcomes are achieved. Naturally compliance matters are compulsory and they come at a cost to the school. The cost is in time both teachers and administrative staff and from time to time also requires additional software and developing new protocols in order to comply. This compliance regime is set to continue.

During 2013 Chrysalis commenced the preparatory work for the NSW Board of Studies registration due in March 2014.

I have now completed almost ten years of service at Chrysalis. Playing a major part in running a small school is never dull and mostly enormously satisfying. Much of the satisfaction derives from a combined and joint sense including teachers, staff and parents, of striving to support a Steiner education in an improbably spectacular valley. This is done mindfully, so that the children who are fortunate to attend school at Chrysalis are held in a considered and meaningful way, underpinned by the Steiner curriculum and our Chrysalis School's intrinsic place in this Thora valley.

Steve Klipin

Business Manager

CURRICULUM DEVELOPMENT

In 2013, the town kindergarten in its fourth year continued to thrive, ending the year with 19 students. Chrysalis' early childhood curriculum continues to provide a unique and individualized program, meeting the needs of the 5-6 year olds.



We continue to work with great consciousness with the particular challenges of providing a quality Steiner Kindergarten program whilst meeting the requirements from the Board of Studies. In 2013 we welcomed back Gail Sprott as the kindergarten teacher at the Thora Campus. The two kindergartens and the playgroup got named this year; Pitterpatter Playgroup, Morning Star for the town campus and River Song for the Thora Campus.

2013 marked the fifth year when the middle school had classes 6, 7 and 8 at the River Campus. The transition for the Class 6's was met with excitement as the students began to have electives in music and the practical arts.

The Practical Arts Program continued as a favourite for students. They choose from a variety of electives for a semester at a time. Electives for 2013 were woodwork, sculpture, and food technology. In preparing the Class 8 students for the Guy Fawkes bush walk, a practical arts program provided the students with important information and skills about navigation, reading maps, fitness building, equipment readiness and food prep before they went on the 9 day walk.



Making Marimba's with Sean Daniel

The Middle School students and teachers work will continue to strengthen and expand the curriculum across all subject areas - with continued emphasis on the balance between compliance and Steiner pedagogy as well as ongoing teacher professional development.

The Surf Life Saving Program in Sawtell continues to be a favourite with Class 5/6, 7 & 8 students. 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 4-8.

Chrysalis curriculum has been in place for ten years, and over the years there has been refining of the curriculum to the needs of the children of today.

The National Steiner Curriculum was accepted by ACARA at the end of 2011, and Chrysalis teaching staff have been issued with the curriculum to read. Steiner Education Australia will provide in-service to our staff as needed. We continue to work through each year level to update and deepen our understanding of our curriculum.

"The documents went into ACARA on June 18, 2011 with the initiation of the curriculum in schools once approved for 2014.

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

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

Australians. The Steiner national curriculum will enable us to work collectively in describing what young Steiner-educated Australians are currently learning and in creating and sustaining a world-class education system that will be further enhanced through a process of international research and collaboration (Fundación Marcelino Botín, 2008....). It involves national acceptance of responsibility for high-quality, high-equity education across the country. Working nationally offers the prospect of harnessing expertise and effort in the pursuit of common national goals. This national effort offers economies of scale and a substantial reduction in duplication of curriculum development and support, for the benefits of students in our schools.'

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

SPECIAL PROGRAMS DELIVERED

The Music Program in its 9th year continues to cultivate a strong violin program and strings ensemble for Classes 3-8 that is highlighted in the annual music concert. For the sixth year, the strings, ensemble group attended a music camp to Mt. Hyland for Music in the Bush with 30 students. The music camp continues to be a special event for the string ensemble

group. Our strings faculty at Chrysalis is made up of Kym Pitman, Janelle Taylor, and Elizabeth Scott.

The emphasis in 2013 continues to be on supporting student's needs in the classroom and increasing the class resources in literary and numeracy. The resource teacher Jacqui Dutson, provides class/individual reading programs, and assists students with numeracy problems. She is a tremendous added support for the teachers and students in the classroom. Professional Development through the AIS brought Sue Stacey the Literacy Specialist to bring up to date information on spelling techniques and Jan Stone the Numeracy Specialist to bring up to date information in mathematics bringing new techniques and ideas to the teachers.

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

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



MAIN LESSON OVERVIEW

PRIMARY SCHOOL

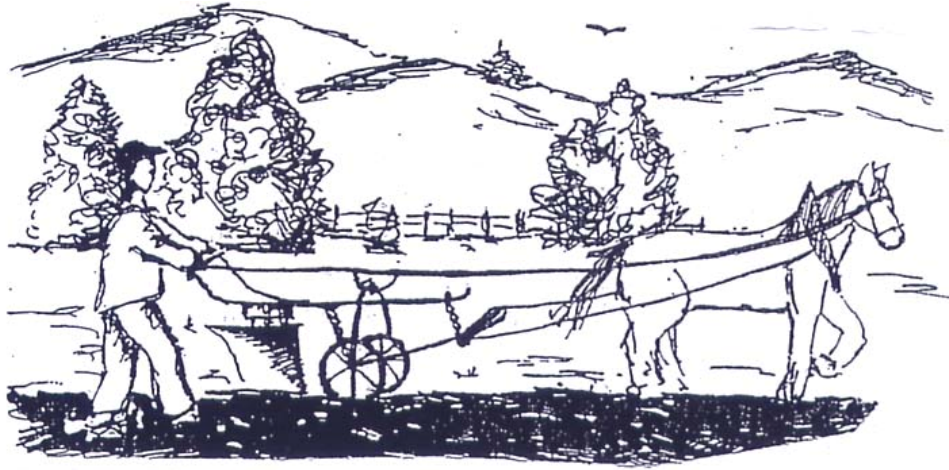
Kindergarten	Class One	Class Two	Class Three	Class Four	Class Five
Over the Waves We Go	Form Drawing	Animal Fables	Creation Stories – In the Beginning	History of Writing	Egypt
Summer Sun, Summer Rain	Introduction to Letters	Mathemagics –	Mathemagics (borrowing, carrying, multiplication, division)	Aboriginal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



MIDDLE SCHOOL

Class Six	Class Seven	Class Eight
Language of Poetry and Prose	Wish Wonder and Surprise	Letter Writing
Maths Revision Fractions and Decimals	Algebra	Platonic Solids
Estimation and Text Types	Medieval History in Europe	Renaissance
Australian Landforms and Geography	Birthing Main Lesson	The Revolutions- French, American, British
Ancient History – Rome	Mechanics	Anatomy-The Human skeleton
Geometry	Human Physiology	Shakespeare
Democracy and Citizenship	Maths in Nature	Business Math
Introduction to Business Maths	Age of Discovery	Pneumatics and Hydraulics in relation to weather
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	Limestone cycle	Industrial Revolution





FESTIVALS AND PERFORMANCES

In 2013 the Autumn Festival continued in its form with the Class 3 taking on the festival in the hall and telling the story of *George and the Dragon*, much to the delight of the children. A beautiful mandala was created out the offerings from each of the classes. Wonderful songs were sung to a full hall of children, family and friends!



The Winter Festival in 2013 was heralded in with a fire twirling display by the Class 8 students culminating with the lighting of the bonfire. The lighting of the bonfire was a highlight as the classes sung *Flaming Fire* and



music hung eerily in the mist of twilight.

Afterwards classes 1-5 headed up the hill with their lanterns glowing for their own inside stories and spirals and singing winter songs, while Classes 6& 7 were led by Class 8 as they walked with their lanterns to the school oval where they walked the labyrinth. The beautiful soups were made by the parents of classes 2,4,8 , many thanks to all that participated... thanks to all that participated...

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. Pitterpatter Playgroup and Morning Star in town and River Song Kindergartens celebrated the winter festival with a shared meal of soup, a lovely Kindy winter story, a lantern walk and a winter spiral.



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

parents of students were invited to come and visit and participate in the child's class during Main Lesson.

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



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

CAMPS





Camps form an important part of the Chrysalis School Curriculum. In 2013, students undertook the following camps:

Class 1	<ul style="list-style-type: none"> • 1 night sleepover at School
Class 2	<ul style="list-style-type: none"> • 3 day camp to South West Rocks
Class 3	<ul style="list-style-type: none"> • 4 day camp to Marook BD Farm
Class 4	<ul style="list-style-type: none"> • 5 days Dubbo Zoo
Class 5	<ul style="list-style-type: none"> • 4 days Gilbralter Ranges Camp • 11 day camp to Canberra and the Snowy Mts.
Class 6	<ul style="list-style-type: none"> • 11 day camp to Canberra and the Snowy Mts. • 4 days Gilbralter Ranges Camp
Class 7	<ul style="list-style-type: none"> • 3 day camp to Nymboida • 16 days to Tasmania
Class 8	<ul style="list-style-type: none"> • 3 day Nymboida Camp • 7 day camp to Warranbungles • 9 day Guy Fawkes Bush Camp

STAFF

Teaching Staff Register of Chrysalis Teachers 2013

Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Karen Kyburz	Part time	Kindergarten/assistant
Paige Crocker	Part time	Morning Star Kindergarten
Priya Curry	Part time	Kindergarten assistant
Emily Long	Part time	Kindergarten assistant
Johanna Elton	Part time	Kindergarten assistant
Kathy Taylor	Part time	Playgroup Co-ordinator
James Deepholts	Full time	Class 1
Belinda O'Brien	Part time	Teacher's aide Cl 1
Liz Sheppard	Full time	Class 2
Allison Newitt	Full time	Class 3
Claudia Alfaro	Full time - term 1	Class 4
Lynn Jensen	Part time T 2-4	Class 4
Tim Bates	Part time T 2-4	Class 4
Sean Daniel	Full time	Class 5
Cathy Bower	Full time	Class 6/7
Danielle Barnes	Part time	Class 8
Lucass Dollisson	Part time	Class 8
Will Douglas	Part time	Art
Jenny Boxtell	Part time	Learning Support Aid
Lucas Dollisson	Part time	Language Cl 5/6/7 IT 5-8
Jane Noack	Part time	Gardening/HS Specialist
Kym Pitman	Part time	Music Coordinator
Liz Henderson	Part time	Music
Luke Rhodes	Part time	Music
Kamala Hazell	Part time	Class assistant
Alison Scheef	Part time	Extra Lesson
Jacqui Dutson	Part time	Resource Teacher
Dot Hogenbirk	Part time	Library assistant
Janelle Taylor	Part time	Violin tutor
Charlotte Low	Part time	Cello tutor
Jessamine Briner	Part time	Dance tutor

Administration and Support

Steve Klipin	Business Manager
Kelley McGlashan	Education Manager
Ceinwen Jenkins	Finance Officer
Joanna Dadd	Office Manager
Fiona Hannaford	Administration-relief
Bruce Naylor	Front Office

Board of Governors

Governors elected at the 2013 AGM were:

Mathew Birch Chair of Board

Gary Fry -

Kerrie Schreenan

Paul Spillane

Alayne Simon

Cathryn Bower (elected by College)

James Deefholts (elected by College)

Kelley McGlashan (ex-officio)

Steve Klipin (ex-officio-Sec.)

College of Teachers 2013

James Deefholts Chair of College

Kelley McGlashan

Gail Sprott

Cathryn Bower

Sean Daniel

Liz Sheppard

Alison Scheef

TEACHER STANDARDS

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	17
Category (b) Qualifications other than Teaching	2
Category (c) No qualification per (a) and (b) but relevant successful teaching experience	0

TEACHER ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate in 2013 was 95.6%.

Proportion of staff retained from 2013 94%.

PROFESSIONAL DEVELOPMENT

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2013 teachers and staff attended a range of conferences, seminars and workshops relating to Steiner Education, Occupational Health and Safety, Board of Studies Curriculum and Compliance, Steiner Education Australia, Educational Best Practise, Administration, AIS Literacy and Numeracy workshops and Communication. Professional

Development activities also regularly took place in faculty and College meetings. Further to this, some staff took on independent study in a range of areas including Anthroposophy, Artistic Skills, graduate study and Counseling. All teaching staff are required to attend pre-term meetings and participate in the professional development activities provided at these.

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

The average spending per teacher on professional learning in 2013 was \$1350.97/teacher FTE.

STUDENT POPULATION

Details from Federal Census 2013

	High School	Primary School
Male	17	79
Female	11	64
Total	28	143

RETENTION RATES - MIDDLE SCHOOL

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.)

In 2008, Chrysalis began its middle school with Class 6 and 7. By 2009, Class 6 had 21 students, Class 7- 16 students and Class 8 -13 students. In 2010, Class 6 had 18 students, Class 7 - 20, and Class 8 - 14. In 2012, there was a fall off in classes 5 & 6. Class 7 had 18 students and Class 8 14 students. This was significant as we look into the future of our middle school.

Sculpture in nature



SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

In 2013, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nationwide to all schools.

Class 3 and 5 Literacy and Numeracy Results

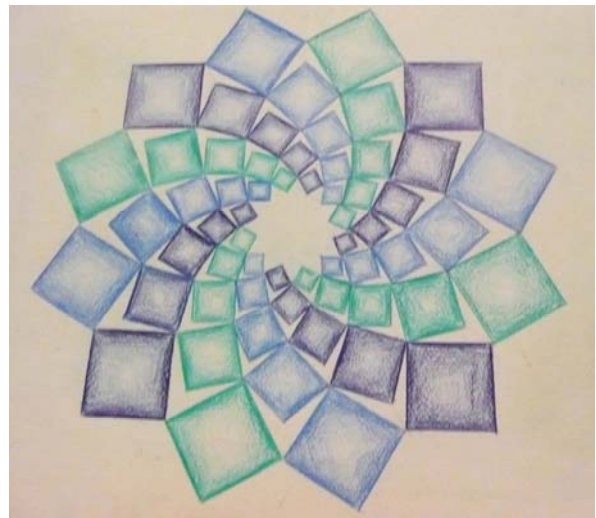
In 2013 at Chrysalis, 100% of Class 3 were withdrawn or absent from taking the tests. 63% of Class 5 students sat the tests.

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

Class 7 Literacy and Numeracy Results

In 2012, 67% of Class 7 students sat the reading test and 78% sat the spelling, grammar and writing tests, while 83% sat the numeracy test. Student gain from 2010-2012 for Class 7 students in Reading was 42% and in Numeracy was 33%.

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



Class 7 Geometry main lesson

REPORTING TO PARENTS

In 2013, 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 and at the end of the year.

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

ENROLMENT POLICY

Chrysalis School for Rudolf Steiner Education is a comprehensive co-education K-8 secular school providing an education informed by the teachings of Rudolf Steiner and operating within the policies of the NSW Board of Studies. All applications for enrolment will be processed in order of receipt and in line with the school's Enrolment Procedure Guidelines. Consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and the other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment.

NOTE: In 2013 the enrolment policy will be updated and revised.

Enrolment Procedure

Administration Staff and Teaching Staff are requested to follow the enrolment procedure.

1. For all new inquiries, follow the "New Inquiry Form"

People inquiring need to understand that an enrolment can only proceed when all the required or applicable steps of the enrolment procedure have been fulfilled.

2. Administration Staff to:
 - send out information package/prospectus. In this package there will be a Provisional Application for Enrolment form.
 - Note in "New Inquiry Book" the name, address and date of the inquiry and acknowledge that Prospectus Package has been sent.
 - The "New Inquiry Book" can then be referred to so that we can send additional information such as the School Bulletin, invitations to Open Days, Festivals and other school events.
3. If parent/guardian wishes to enrol their child at Chrysalis, then they need to fill in and return the Provisional Application for Enrolment Form. The school will also request from them:
 - The child's most recent school report,
 - Any legal documentation concerning court orders etc.,
 - Enrolment deposit of \$50 per child, which is refundable if the child does not meet the enrolment criteria,
 - The enrolment fee is \$100 in total; the balance being paid after the child's enrolment has been completed and approved.

Please note that an interview with a teacher will not proceed until requests have been met. When the above mentioned steps are completed, please note in "New Inquiry Book" and advise appropriate teacher that an interview may proceed.

- Enrolment interview to be attended by Class Teacher and parent(s).

- Where the Class Teacher has a mentor, the mentor will attend enrolment interviews with Class Teacher to provide support.
- Interview questions (see induction book) to be used as a guide.
- Parents to provide school reports and any further supporting documentation at the interview.
- If the child has siblings enrolling at the same time, the Class Teachers involved should discuss the potential enrolments before providing approval to the parents.
- Where any child has learning difficulties or behavioural problems, or any other unusual factors are presented, the Class Teacher must present the enrolment history and details to College for discussion and decision regarding acceptance of the enrolment.
- If the prospective student's age falls outside of the class norm*, the Class Teacher must bring the enrolment details for discussion and decision in College.
- Following interview and decision to accept the new enrolment, the Class Teacher will provide a copy of the enrolment interview to Administration and notify Administration of approval of enrolment.
- Administration must notify the Class Teacher that all enrolment documentation has been completed and financial arrangements made before the child may begin at school.

*Ages that fall within the "Class Norm"

- Class One – Child must turn 7 in Class One
- Class Two – Child must turn 8 in Class Two
- Class Three – Child must turn 9 in Class Three
- Class Four – Child must turn 10 in Class Four
- Class Five – Child must turn 11 in Class Five
- Class Six – Child must turn 12 in Class Six
- Class Seven – Child must turn 13 in Class Seven
- Class Eight – Child must turn 14 in Class Eight



SUMMARIES OF POLICIES

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

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

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

Student Welfare Policies

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

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

To ensure that all aspects of the school's mission for providing for a student's welfare are implemented, the following policies and procedures were in place in 2008:

Policy	Changes in 2013-2014	Access to Full Text
<i>Child Protection Policy</i> Chrysalis School has a duty of care to protect children from abuse. The procedures followed must be in accordance with all relevant legislation, practices and guidelines aimed at the protection of children. The school's guidelines and detailed procedures will be amended from time to time to take into account amendments to legislation and regulations. Chrysalis School's commitment to child protection extends to requiring staff to attend child protection education seminars from time to time.	updated	Full text in Policy Register kept in Administration. Parents may request a copy by contacting the Educational Manager.
Enrolment Policy	updated	On website Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager
Privacy Policy	Updated	Policy Register kept in Administration Parents may request a copy by contacting the Educational Manager
<i>Behaviour Management Guidelines and Discipline Policies</i> Our Behaviour Management and Discipline Policies are designed to support and promote the development of individual responsibility and respect for others in our students, from the Kindergarten child through to the Upper School student. We strive to create a balance between the rights of	updated	Teachers provided with a copy of policies at induction.

<p>the individual and the harmony of the whole.</p> <p>Using the indications of Rudolf Steiner as a guide, the College of Teachers, faculties and teachers address discipline and behaviour problems within the context of the overall development of the student and through the education itself. Decisions relating to the discipline of children, with particular reference to suspension, expulsion and exclusion of students, must be based on principles of procedural fairness.</p> <p><i>Chrysalis School does not sanction or condone corporal punishment.</i></p> <p><i>Chrysalis does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons to enforce discipline at the school.</i></p> <p>Our Behaviour Management and Discipline Policies include the following: Behaviour Management Procedures Behaviour Letter Code of Conduct for Students Extended & Extreme Behaviours Guidelines Illegal Drugs, Alcohol & Smoking Discipline Procedural Guidelines Procedures for Specialist & Casuals Anti Bullying Support, Procedures & Guidelines</p> <p>Further to these policies, a school wide social values program is being developed and the skills are taught throughout the school within the day-to-day curriculum and through such specialist programs.</p>		<p>Full text in Policy Register kept in Administration and on the website.</p> <p>Parents may request a hard copy by contacting the Educational Manager.</p>
<p><i>Pathways of Resolution of an Issue- Policy and Procedures</i></p> <p>The Chrysalis School Community is made up of a diverse range of people, with a diverse range of roles and responsibilities. With such diversity, we know that there will be times when parties are not in agreement or when there is a dispute. Knowing who to turn to and what action to take is the first step towards resolution. Understanding this, Chrysalis School continues to work on refining and updating our policies.</p> <p>Complaints on management or educational issues in the school are to be dealt with expeditiously and fairly so appropriate resolutions can be achieved. All reasonable steps are taken to ensure that all relevant information is received and considered when resolving a complaint. In considering a complaint and in the process of dealing with it, natural justice must be respected.</p> <p>The aim of our Pathways of Resolution of an Issue Policy and Procedures is to handle the complaint effectively in the spirit of co-operation</p> <ul style="list-style-type: none"> • at the lowest level possible • as soon after the incident as possible in a solution oriented manner with confidentiality. 	<p>In process to being update. 2013 to be updated and approved at Board level.</p>	<p>Full text in Policy Register kept in Administration.</p> <p>Parents may request a copy by contacting the Business Manager.</p>

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 2013, amongst other linked activities and programs, student participated in family values programs, the Birthing Main Lesson, Class 8 presentation, Drug and Alcohol education (Class 8), and Conflict Resolution (Class 8).

PARENT, STUDENT AND TEACHER SATISFACTION

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

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

- The Educational Manager is available to discuss issues with parents in relation to educational matters and the Business Manager is available to discuss matters in relation to the business of the school.
- The school produced a regular newsletter to keep parents informed about events within the school community.
- The school website is kept updated and parents are able to refer to site for information.
- The Education Manager and Business Manager meet monthly with the Class Carers in order to provide a communication link between the management and parents.

Chrysalis School holds teacher satisfaction in the workplace to be a vital component in the functioning of our school. In 2013:

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

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

SUMMARY OF FINANCIAL INFORMATION - 2013

Income and expenditure

<u>Recurrent Income:</u>	\$2,143,810
<u>Commonwealth and state recurrent grants</u>	68%
Fees and private income	29%
Other income	3 %
<u>Recurrent Expenditure:</u>	\$2,129,797
Salaries and associated expenses	79%
Educational resources	10%
Non salary Expenses	11%
Capital expenses	0%

2013 was a solid financial year yielding a break even budget. This was a welcome achievement after the loss in 2012. Chrysalis School's rich educational offerings see a large portion of the expenditure allocated to salaries, and in particular to teaching salaries.

BUILDINGS AND FACILITIES MAINTENANCE REPORT

Chrysalis school has an unparalleled bush campus. This campus requires a dedicated and ongoing maintenance regime to ensure that the campus is well kept and well maintained so as to ensure the facility will last well into the future.

Several initiatives which commenced in 2012 have been continued during 2013. These initiatives including re-sanding the extensive wooden floors on a rotational basis, oiling soft timber and a repainting programme which will see the classrooms repainted in the forthcoming years.

Chrysalis School's campus is well utilised by the students who have a comprehensive interactive relationship with a well maintained verdant bush campus. It is an ongoing dynamic to ensure that we continue to enhance and develop the site, its buildings and facilities; whilst keeping the 'bush' nature of our extra-ordinary campus. Children and staff are fortunate to teach and learn in this very special environment.

Chrysalis School Business Plan (2013 – 2015): Key assumptions and timeline:

This Business Plan has been carefully prepared after extensive in house consultation. It has a new format and approach, one which we hope will make it more useful and accessible. It does of course have several additional layers associated with it, which includes the educational offerings, the marketing strategy and the place in which this sits as part of the strategic vision of the School. These additional documents will form part of the adopted 'Dry Business Plan' in February 2013.

Assumptions: The following key areas address the Business Plan for the remainder of the quadrennial (2013 – 2015). These assumptions are the drivers for the school and are numbered according to strategic and for practical importance.

1. Budget: A budget surplus (excluding depreciation) is a requirement.
2. Staff: Teaching staff mentoring and support is the highest staff priority; that the class teacher period be assessed in light of the High school feasibility study.
3. Campus development and asset retention: The ongoing development is an important feature for staff and parents, and is critical to the ongoing sustainability of the school facilities for the future
4. Pedagogy: That a review of programs takes place with appropriate changes implemented from a 3 year perspective.
5. Strategic opportunities: Chrysalis needs to continue to seek opportunities for expanding student numbers and protecting financial sustainability.

External Matters:

- Board of Studies registration

Recommendation: That an allocation equivalent of .1 FTE administrative assistant work load be budgeted in order to support the teachers and Education manager comply with the registration requirements of NSW Board of Studies.

Methodology:

- Hire a contractor as required to assist in the compilation and organisation of the documentation for the NSW Board of Studies inspection 2014.
- Reduction of State recurrent funding: The impact of these proposed changes are not yet clear however they appear not to be in effect for 2013.

Internal Matters:

1. Budget

Recommendation:

- a. *That a budget surplus of 12% be achieved over the life of the 3 year business plan (4% per annum on average).*

Methodology:

- Develop a wet budget for Dec 2012 and a dry budget in Feb 2013.
- Identify areas that can be contracted in the event of a decrease in student enrolment numbers

2. Staffing

Recommendation:

- a. That ongoing professional development including mentoring and supervision be enhanced and a 'whole of school' plan be developed and implemented commencing 2013.*

Methodology:

- Allocate up to 200 hrs towards the development of a school wide excellence in teaching plan.
 - Develop an integrated 12 month staff in-service programme and teacher professional development plan - in particular utilizing external providers. This plan requires a doubling (monetary) of the professional development budget.
- b. That the ERG in light of the current middle school practice and the high school feasibility study develop a recommendation for the Board regarding the Class teacher period and its length of time.*

Methodology:

- During semester 1 collaborate, develop and articulate the raison d'être for the class teacher period. This includes reviewing the transition times within class teacher period, researching literature and in-house experience relating to the class teacher period, and relating to the practice that occurs now.
- Review and integrate as necessary in light of the high school feasibility study and any conclusions that arise from the study

3. Campus development and Asset retention

Recommendations

- a. That the kindergarten playground is refurbished.*
- b. That the Facilities Plan continues to be implemented so that campus' key assets remain in good and durable condition.*

Methodology:

- Stewardship monies be allocated at \$30 000
- Continue to work within the facilities management plan.

4. Pedagogy

Recommendations

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

Methodology:

- The *trash2treasure* Event be held as a biennial event restarting in 2014, with a renewed focus on resourcing teachers so that it can be imbedded into the curriculum on an ongoing basis
- That French be offered in years 6, 7 and 8

5. Strategic Opportunities

- a. *Evaluate the opportunity for a Steiner playgroup in Dorrigo;*
b. *Commission High school feasibility study.*
c. *Develop a plan for school structural view in light of management staffing indications and best practice*

Methodology:

- As Playgroups are feeders for early childhood, opportunities in Thora and Dorrigo should be considered, with the Thora venture a priority in 2013.
- Hire a contractor to assist in the development, research, formulation and implementation of a high school feasibility study.
- Budget in 2014 for a management consultant to develop a plan for structural review.

The following changes are proposed from the current operations in 2013.

1. Ensure compliance with the NSW Board of studies registration and inspection regime.
2. Increase Morning Star kindergarten to 4 days per week.
3. Increase comprehensive Music programme, with more activities more often for more students (singing, wider choice of instruments, more tutors).
4. Improve the suitability of furniture in early childhood.
5. Develop a Educational incentive programme for implementation in 2015, in the belief that it may act as an incentive for initial and ongoing enrolment.
6. Allocate funds for a Marketing Committee which reports to the Board.
7. All school analysis to be held in Term 4, 2014,.
8. Reduce the stewardship monies for 1 year (painting, floor sanding, major refurbishments will be held off for 1 year).
9. Discontinue *trash2Treasure* programme.

This Business Plan comes to the Board for its approval after it has the support of the College of Teachers and the Finance Committee. The Business and Education Managers

have attended many meetings jointly in the endeavour to develop a cohesive and collaborative document which fits our current and strategic plans and aspirations.

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

.



SCHOOL DETERMINED IMPROVEMENT TARGETS - 2012

	2012 Target	Progress Report
Teaching and Learning	<ul style="list-style-type: none"> Improve early literacy through our Multi Lit reading program. Continuation of Resource Teacher in school, providing individual support to Class Teachers and in group learning in Literacy and Numeracy Programs. 	Resource Teacher – implemented programs for individual students and supported class teachers. Able to do individual assessments on students as needed.
	<ul style="list-style-type: none"> Middle School concept continued to be developed - promoting electives in music and practical arts, with a focus on drama, film, visual arts and handwork areas. 	High School specialist teachers on staff to deepen programs.
	<ul style="list-style-type: none"> Provide a strong early childhood program for 5 and 6 year olds at our 2 kindergartens. 	Increase in numbers in the 5 year olds will continue to provide stronger classes in the primary.
	<ul style="list-style-type: none"> Inclusion of Surf Life Saving Program for Classes 7 & 8 in Terms 1. Continuation of a River Safety Program for Classes 1-5 in Term 4. 	Surf Life Saving instruction at local beach with certified instructors. Students achieved knowledge of surf Royal Life Saving trained instructors taught program successfully to our students Cl. 1-5
	<ul style="list-style-type: none"> Provision of a Class 3, 4 & 5 violin program and a performing strings ensemble group including students from Class 4-8. 	Continuation of violin program and second strings ensemble camp was held in Term 3 at Mt. Hyland Reserve. Strings performance was delivered to community a week after the camp.
Student Achievements	<ul style="list-style-type: none"> Identify students with additional literacy and numeracy needs and provide individual and group support in the classes. 	Resource Teacher and Extra Lesson Teacher continue to work with the Class Teacher with individual and group work.

	<ul style="list-style-type: none"> To provide 2 Assemblies per term for students to perform/share what they are learning to whole school. 	Assemblies attended by all classes and each class shares a couple times during the year.
	<ul style="list-style-type: none"> Class 8 students taking leadership role in Assemblies, by running the program and introduction of each class performance. Class 8 project presentations continue to be a highlight to students performance through oral presentation of project. 	<p>Class 8 students rotate in their running of the Assembly. The EM to support this process.</p> <p>At the end of term 3, Class 8 present their project to the school community.</p>
Student Welfare	<ul style="list-style-type: none"> Implementation of a PDH program in Class 8 on Drugs and Alcohol and building skills in conflict resolution and in peer mediation in Classes 7 & 8. 	Program in Values Education continues to be developed at the class and school level.
Staff Development	<ul style="list-style-type: none"> Pre-term staff meetings held to inservice specific teaching and learning processes. Ie. Planning, time management, curriculum updates, reporting and assessment strategies, inclusive education. Workshops held for staff and teachers in regard to First Aid certification by Royal Life Saving Instructor. Provide weekly book study and artistic activities for faculty. To improve mathematical resources and teaching skills in relation to numeracy. To improve literacy resources and teaching skills. Provide professional development to primary school teaching staff in relation programming, scope and sequencing, and assessment of students work. 	<p>There are 6 pre-term meetings scheduled per year.</p> <p>All teachers and staff that attended are qualified in their First Aid for another 3 years.</p> <p>School provided artistic activities regularly.</p> <p>PD provided by AIS consultants in Numeracy and Literacy during the year.</p> <p>Professional Development for faculty was provided during 2 workshops during the year, and offered to individual teachers as required.</p> <p>This occurs during faculty meetings.</p>

	<ul style="list-style-type: none"> • Jan Stone AIS Math's Consultant gave teacher's individual support in starting new math program in the primary years.(LEN and LIEN) 	Class Teachers observed consultant in their classroom during lesson, met with consultant with idea of providing new information and strategies for teaching and learning in the classroom.
Communication	<ul style="list-style-type: none"> • Internal Communication enhanced through the implementation of updated networking within the administration of the school • Improved school website. • New school magazine birthed, "EmErgE" • Revamping of the weekly newsletter to include information about the curriculum as well as weekly updates. • Monthly meetings with the Class carers group with the BM and EM. • Formation of the new P&F 	<p>Computer networking work undertaken in Administration building.</p> <p>Upskilling of staff continues to be a priority New magazine has been well received by school community and staff.</p> <p>Positive response to the new format, still looking at how to improve even more.</p> <p>A class carers handbook was formally provided this year to the parents. This came out of the visioning workshop and continues to be strengthened by interested parents.</p>

SCHOOL DETERMINED IMPROVEMENT TARGETS - 2013

Teaching and Learning	<ul style="list-style-type: none"> • Continuation of Resource Teacher in school, providing individual support to Class Teachers and in group learning in LEN and LIEN program. • Middle School concept continues to be developed - promoting electives in music and creative arts program. • Creative arts program for Classes 6-8 includes: Food Technology, Soapstone carving and woodwork for Terms 1 & 2. • Increase the gardening program throughout the school. Classes 2-8 will be targeted. • Providing access to workshops and in-services related to inclusive education.
Student Achievements	<ul style="list-style-type: none"> • Promote increased enjoyment of Reading through the Premier's Reading Challenge including Class 3-8. • Present at least one public concert with students playing from class 3 – 8. • Continuation of 2 school Assemblies per term for student sharing to whole school community.
Student Welfare	<ul style="list-style-type: none"> • Implementation of a PDH program in primary school • Implementation of Peer Mediation and Drugs and Alcohol classes in Class 8 through outside specialist consultant.
Staff Development	<ul style="list-style-type: none"> • Pre-term meetings to be held for staff and teachers in regard to updating First Aid Certificate. Or absent • Provide weekly book study and artistic activities for faculty. • Provide access and support through AIS literacy and numeracy consultants, Sue Stacey and Jan Stone as well as AIS special needs consultant Sue Cairns. • Provide professional development to primary school teaching staff in relation to programming, assessment and reporting.
Facilities and Resources	<ul style="list-style-type: none"> • Update heating, lighting and cooling in buildings. • Maintenance and update of Class 1, 2 & 3 roof.
Communication	<ul style="list-style-type: none"> • Internal Communication will be enhanced through the implementation of updated networking within the administration of the school • Website updated regularly. • To establish with community a strong P & F