



CHRYSALIS STEINER SCHOOL
educating the whole child

**Annual Report
2014**



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INTRODUCTION: *Who we are, what we do and why we do it*

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 2014 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 composite Class 7/8 completed the year with the Leaving Project. In 2015, Class 7 will be the oldest class, going into 2016 as Class 8. The early childhood area continued to grow with full classes in Morning Star in town.

In 2014, the big event was in the renewal of registration for Chrysalis. This occurs every 5 years. Dr Jennifer Lawless inspected Chrysalis School on Thursday 5th September. She was the sole inspector and had been here five years ago as part of the previous inspection team. The NSW Board of Studies inspection does a check and audit of all matters that relate to school registration. This included curriculum and teaching, school policies and implementation of procedures, as well as school governance and school facilities. It was a thorough and comprehensive inspection.

It was with much pleasure and pride that Dr Lawless informed us that she would be recommending Chrysalis School for the maximum 5 years registration. We were delighted with this excellent result and thanked the entire staff for working in a focussed, deliberate and professional manner

to achieve this great outcome.

The Annual Report to the Department of Education, the Board of Studies (NSW) and the School Community provides reliable and objective information about the 2014 school year. The 2014 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 decision made last year, to combine College and Faculty into one meeting each week has continued to strengthen our focus and deepen our educational understanding and practice.

Every meeting has a component of the Arts, Educational Study along with discussion and the pragmatic and practical follow through from the Board of Studies requirements and from 'in school' decisions.

The importance of these meetings is important not only for the above mentioned reasons but also for us to connect with each other, share a little of our classroom activities, our challenges and our "Golden" moments. This helps us all to be enriched by the connections with each other. In this way our

shared afternoon tea gives us much more than just bodily nourishment. The meditation which follows leads us into imaginations of the spiritual world who are supporting Chrysalis and our community. This weekly two and three quarter hour session helps nourish the Soul, the Spirit and the body of all of those who attend.

Further to the value of having a College is clearly stated here by *James Penzance* with his words :

'.....Founding and work of the college of teachers can be seen as a sign of intent of the faculty to create an organ to insure that the life of the school, in body ,soul and spirit ,succors the young human beings for who it exists.....'

Throughout the year we have enjoyed different artistic activities such as painting, singing, speech and movement. There has also been numerous professional development courses and conferences attended by all of the teaching staff. Some of which included, the deepening of Steiner education, in the early years, primary and high school, also in specialist areas providing us with up to date information to help us further understand the educational needs of children with; ie. Dyslexia, Asperger's, Autism and Down syndrome. There was also much 'in house' learning with visiting consultants bringing insights into mathematics, Child Protection and Healthy Workplace cultures.

We have also put time into doing class studies, looking at renewing policies and have discussed topical issues like the changing structures of Steiner schools.

This past year also had the important Registration from the Board of Studies to complete. We were highly commended by the Board of Studies inspector for not only our work in education but the making visible our work and our practical application and programmes.

This year we are continuing, to deepen our connection to the education, to each other and to ourselves to give the very best possible to the students in our care.

Warm Regards,
Gail Sprott
College Chair

BOARD OF GOVERNORS CHAIRMAN REPORT

I am very pleased to be making another annual report as the Chair of the Chrysalis School Board of Governors. The past year has been a successful one on a number of levels for Chrysalis and it is pleasing to see the continual small, thoughtful and planned changes that over time have resulted in a better school. As a school community generally, and as a board specifically, we have much to be grateful for.

First of all I would like to take this opportunity to formally express gratitude to my fellow directors. The board this year was made up of a good mixture of experienced and fresh faces. I would like to welcome Gail Sprott and Kerrie Schreenan to the board and thank them for their excellent contributions over the year. Alayne Simon, Gary Fry, Paul Spillane and James Deefholts continued to offer sound guidance and together offer many years of experience as directors. The board this year maintained balance on a number of levels and operated with a maturity and professionalism that I am very pleased to be associated with. Board meetings continue to be characterised by robust discussion, frankness, consensus decisions, and an air of respectful congeniality. Such environments support healthy and considered decision making. I would like to offer special thanks to Paul Spillane who, despite personal challenges, ably chaired the board while I took a three month official leave of absence for my own personal reasons and on a number of occasions throughout the year while I was absent from meetings. I note that Paul was able to see a number of pressing matters to completion during that short period. I would also like to mention Gary Fry specifically, who left the board during the year but contributed much to our understanding as an organisation and to our operation during his time as a director.

The past year again saw the managers of Chrysalis School achieve fantastic results from a difficult operating environment. Among many significant achievements I would like to draw attention to the Board of Studies

Registration for the maximum 5 years, continued increase in enrolments, a balanced budget, the Education Manager's continued work with the Steiner Education Australia (SEA) executive, the completion of all tasks set in the Business Plan and the successful negotiation of a difficult and complex scenario around one of the middle school classes. Our senior management team continue to serve us well. My attendance at the previous three SEA Governance, Leadership and Management conferences have given me exposure to leaders from Steiner Schools around Australia and a heightened appreciation for the stability that the shared leadership model has provided us under the excellent stewardship of Kelley and Steve.

Running a school like Chrysalis is not an easy task. While we have an extraordinary campus that we are all grateful for, the location, terrain and facilities all carry their own unique maintenance and upkeep challenges. We have all chosen to be involved in Steiner education but the materials, infrastructure and delivery of learning are among the most difficult and expensive to provide. It takes a very committed community to keep the school chugging along. On behalf of the board I would like to extend a heartfelt thankyou to all the staff, parents, ex-parents and supporters around the community that give their spare time to ensure that the education offered at Chrysalis is a rich one.

Mathew Birch

EDUCATIONAL MANAGER'S REPORT

*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.*

Motto of the social ethic - Rudolf Steiner

The focus for 2014 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 and development of social values in upper primary.

- Compliance : Preparation for Board of Studies Registration in September 2014
- Attendance regulations/changes
- Social: Community strengthening

Overview

In February 2014 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 composite Class 7/8 completed the year with the Leaving Project. In 2015, Class 7 will be the oldest class, going into 2016 as Class 8. The early childhood area continued to grow with full classes in Morning Star in town.

In 2014, the big event was in the renewal of registration for Chrysalis. This occurs every 5 years. Dr Jennifer Lawless inspected Chrysalis School on Thursday 5th September. She was the sole inspector and had been here five years ago as part of the previous inspection team. The NSW Board of Studies inspection does a check and audit of all matters that relate to school registration. This included curriculum and teaching, school policies and implementation of procedures, as well as school governance and school facilities. It was a thorough and comprehensive inspection.

It was with much pleasure and pride that Dr Lawless informed us that she would be recommending Chrysalis School for the maximum 5 years registration. We were delighted with this excellent result and thanked the entire staff for working in a focussed, deliberate and professional manner to achieve this great outcome.

It was heartening to hear Dr Lawless comment on the impressive changes that have unfolded during the last five years. She commented in particular about the new hall, the establishment of the kindergarten campus in town, the pristine state of the Thora campus and the impressive teaching and learning that she witnessed through students work and the teacher's engagement with the new National Steiner and Board of Studies Curriculum.

Again, we thank everybody for the hard work, as we strive to meet the needs of educating children within our Steiner context in a complex and changing educational environment.

Programs for 2014

The Music Program in its 9th year continued to cultivate a strong music program. This year brought changes improving upon the opportunities for all classes with the addition of singing in all classes, music ensembles for classes 4-8 as well as the string program. The addition of Kath Derrin to our musical team brought a depth of knowledge and intention to the singing and class ensembles.

The middle school ensemble groups were led by Sean Daniel, Lucas Dollinsson, Luke Rhodes and Kath Derrin. 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 learned computer technology with Bruce Naylor and French under the guidance of Lucas Dollinsson.

The Creative Arts for students in Class 7 & 8 continued with sculpture, mosaics and woodwork provided by specialists Lyndal Pitkin and John Boxtel.

The River Safety Swim Program, in its 9th year was offered to the students in Classes 1-5 supported by Royal Life Saving and taught by our trained teachers. The program was heralded by all as most beneficial and fun. The Surf Life Saving Program in Sawtell continues to be a favourite with 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 4-8. Classes 1-3 join with Casuarina Steiner School for a games day, making the last day of Term 3 an activity day.

Our school camp program continues to build momentum each year. The highlights are the first camps that the younger years attend, where camping and social skills are

emphasized. Class 2 went to Southwest Rocks camping ground, leading up to the Class 3 farming camp to a Biodynamic farm, where the children experience farm life first hand. The rhythm of the day is structured around the milking of the cows. Class 4 went to Mitchinbill Hill to engage with the various activities offered, Class 5 went to Sydney and the Blue Mts., Class 7/8 went to Lady Musgrave and trekking on the Guy Fawkes.

Library

In 2014, 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 2014 the Class Carers meetings met once a term. The Business and Education Manager would meet with the carers and the conversation would be two fold. It was an opportunity for information to be brought back to each class through the class carer on school events and processes within the school and secondly, it offered a space for dialogue on school wide issues that could be met at with this group.

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

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

In 2014 the Harvest 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 Harvest Table 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 2014 changed slightly by all families meeting at their child's classes for

soup, lantern walk, story and spiral for classes 1-5 and with Classes 6-8 a Labyrinth and lantern walk was preceded by soup and a story by the bonfire at the River Campus.

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.

The Visioning Day held in 2012 continues to have its influence on the community as the focus was to strength community ties.

Support for students and teachers

The emphasis in 2014 was on supporting student's needs in the classroom and inclusive education and in developing a school wide movement program that teachers can utilise in their classes. A number of class teachers attended dyslexia, autism and down syndrome workshops during the year. Their insights were then shared at College meetings during the year.

Jacqui Dutson leads the Support Learning Team. Jenny, Belinda, Fiona and Odette provided support in the classes from kindergarten to class 8.

In her second year at Chrysalis, Rowena Parkes (Education Consultant) continued to support teacher practice, delivered parent education talks, facilitated meetings with parents and teachers in relation to Individual Education Plans as well as developing a fully social values program for class 5 and 6.

Professional Development through the AIS brought Jan Stone Numeracy Specialist to bring up to date information on the new maths curriculum.

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

Emerge

This magazine is published termly and continues to provide a picture of our school thru the wonderful images taken by teachers, parents and Bruce. The newsletter has emerged as a new face, with gratitude as a feature. Small stories of the week are brought to the school community through Bruce's interpretive flair. We are very lucky to have such a talented, committed and creative staff member doing this work for our school. Thanks Bruce.

External Compliance NAPLAN

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

BOSTES

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. In 2014, Jane Noack and Sean Daniel went through this process in the school.

Conclusion

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

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

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

On a more personal note, I would like to take this opportunity to thank the Board of Governors for their guidance in governance issues this year, the College of Teachers for

their commitment to Steiner education and the impulse that comes from this, all teaching staff for their dedication to teaching and the love of children, the admin for their behind the scene support to the children, parents and teachers.

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

As I look back over the years, I realise that I have been blessed to have gone 37+ year cycles at a Steiner school; from 1992 when my family joined the school 24 years ago. I have enjoyed the aspects of being involved as a parent in the classroom, a class carer, a class teacher, and now as the Education Manager. My children are all grown up, out in the world doing their thing. I know that the work we do is for the benefit of our children and who they will become.

Thanks to all for your support throughout the year,

Kelley McGlashan
Educational Manager

BUSINESS MANAGER'S REPORT

The school year that concluded in 2014 was amongst the most challenging year in my ten years at Chrysalis. Untimely and uncertain federal funding advice, change management within the school structure, some complicated staff challenges and the NSW Board of Studies registration regime (each five years) coupled with some major personal matters led to a very intense year.

Suffice to say, that it is testament to the whole school fabric that we were able to achieve a solid budget result, 5 year registration with the NSW BOSTES and grow enrolments.

Over the last couple of years there has been quite a generational shift in the composition of the school community and this has offered additional ways to welcome, work with and acculturate many new families

and teachers who come into the school. This is important work; the learning experience at Chrysalis for children and parental engagement with the school are amongst the most important building blocks in our school milieu. The opportunity to refresh and renew is both timely and relevant and is ongoing, as we engage with real change. I take much joy in welcoming the new families and teachers who have joined our school.

School finances:

1. Operations: From school operational perspective (ie without including depreciation) Chrysalis survived with a minor deficit. This was a welcome result, an improvement of over \$25 000 than budgeted amount in the Board's Business Plan.

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. Debt collection is now carried out in house, until it is referred as per the collection protocols to the local court house and the small claims tribunal as required.

3. 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 at the library level. In addition prudent use of this money also ensured that the Class 1, 2, 3 level and kindergarten playground received a timely upgrade.

School income is essentially derived as a factor of enrolments; this comes in the form of fees and government recurrent grants and is achieved on a per head basis. As enrolment increase so does the income, conversely as enrolments decrease, so does the associated income. From a business perspective; the school's capacity to decrease expenditure is

not overly flexible as the greater share of expenditure (> 80%) is spent on wages.

Staffing:

Admin: The significant change in the configuration and specialization of office staff positions and ensuing priorities for the start of 2014 lead to the appointment of Reanne Brewin as a full time front desk team member. This has had significant benefits across the whole school, we have gained greater effectiveness and efficiencies in the administration area of the school's business. New Class1 teacher, Nathan Slatter joined our school from Noosa Pengari Steiner school along with his young family. Nathan picked up the largest cohort of Class 1 students in Chrysalis' history and has fitted in extremely well.

School Community:

Parental involvement in our school continues to be a centrally important ingredient in the Chrysalis School constellation. As always, enhancing the sense of community at this school is an opportunity on offer to all of us. The rewards and benefits of actively participating are many. At the risk of excluding somebody, I would like to thank Tali and Lowanna in particular and indeed my grateful thanks to all for the overt and hidden effort that so many participate in.

Governance Matters:

1. Board matters: As secretary to the Board, I acknowledge the hard and often-time thankless work that Board members do on behalf of the school. Whilst it is not the most visible or perhaps even attractive volunteer contribution within the school's plethora of opportunities, it is an essential and fundamental part of the whole. The Board has been ably chaired by Mat Birch and Paul Spillane and I thank them for their willingness

to take responsibility for the governance as required.

2. **Organizational Health Check:** The Board undertook an organizational health check with an external consultant, Ian Stehlik. This check was initiated and completed during 2014. The high level of engagement from a wide range of stakeholders led to a productive and useful report. I am pleased and enormously appreciative that the Board has endorsed the joint leadership model that has served our school well over the last decade. My thanks to Tim Fry who chaperoned this process on behalf of the Board.
3. 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.
4. Board members professional learning took place by participation in the SEA's Government, Leadership and Management conference held at Orana Steiner School in Canberra.

Government Matters:

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

I have now completed over 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 sense

from all involved that we're striving to support a Steiner education for the children 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 the Thora valley. I feel blessed to be able to work here. In conclusion, I thank the Board for its continued support and to Kelley for her ongoing commitment, grace and humour in working in a dual leadership model with me.

Steve Klipin

Business Manager

CURRICULUM DEVELOPMENT

In 2014, Morning Star, the town kindergarten in its fifth 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.

2014 marked the seventh 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 2014 were woodwork, sculpture, and mosaics. In preparing the Class 7/8 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 10th year continues to cultivate a strong violin program and strings ensemble for Classes 3-8 that is highlighted in the annual music concert. The emphasis in 2014 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

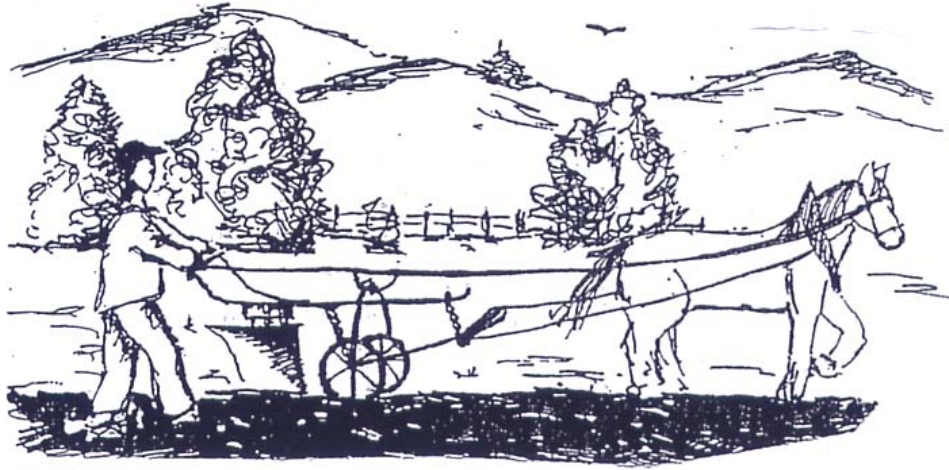
Kindergarten	Class One	Class Two	Class Three	Class Four	Class Five
Over the Waves We Go	Form Drawing	Animal Fables	Creation Stories – In the Beginning	History of Writing	Egypt
Summer Sun, Summer Rain	Introduction to Letters	Mathemagics –	Mathemagics (borrowing, carrying, multiplication, division)	Aboriginal 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 2014 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 2014 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. Many 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 our school hall.

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



CAMPS





Camps form an important part of the Chrysalis School Curriculum. In 2014, 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"> • Overnight camp to Bundagen • 3day camp to Hathead
Class 3	<ul style="list-style-type: none"> • Camp to Bundagen • 5 day camp to Marook Farm
Class 4	<ul style="list-style-type: none"> • 5 day camp to Midginibil Hill and Woody Head
Class 5	<ul style="list-style-type: none"> • 6 days on Explorers camp to Sydney and Blue Mountains • Greek Olympics at Brunswick Heads • 3 day camp to Minnie Waters
Class 6	<ul style="list-style-type: none"> • 11 day camp to Canberra and the Snowy Mts
Class 7/8	<ul style="list-style-type: none"> • 11 day camp to Lady Musgrave Island • 9 day Guy Fawkes Bush Camp • 3 day camp to Arrawarra

STAFF

Teaching Staff Register of Chrysalis Teachers 2014

Teacher	Full/Part time	Responsibility
Gail Sprott	Full time	River Song Kindergarten
Karen Kyburtz	Part time	Kindergarten/assistant
Paige Crocker	Part time	Morning Star Kindergarten
Priya Curry	Part time	Kindergarten assistant
Emily Long	Part time	Kindergarten assistant/teacher
Johanna Elton	Part time	Kindergarten assistant
Kathy Taylor	Part time	Playgroup Co-ordinator
Nathan Slatter	Full time	Class 1
James Deepholts	Full time	Class 2
Belinda O'Brien	Part time	Teacher's aide Cl 2
Liz Sheppard	Full time	Class 3
Cathryn Bower	Full time	Class 4
Claudia Alfaro	Part time	Class 5
Lynn Jensen	Part time	Class 5
Sean Daniel	Full time	Class 6
Jane Noack	Full time	Class 7/8
Lucass Dollisson	Part time	Class 7/8
Will Douglas	Part time	Art Cl 1-8
Jenny Buxtell	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 Scott	Part time	Music
Luke Rhodes	Part time	Music
Kath Derrin	Part time	Music
Janelle Taylor	Part time	Violin tutor
Charlotte Low	Part time	Cello tutor
Kamala Hazell	Part time	Craft Coordinator
Alison Scheef	Part time	Extra Lesson
Jacqui Dutson	Part time	Resource Teacher
Dot Hogenbirk	Part time	Library assistant
Danielle Barnes	Part time	HS Specialist Math
Lyndal Pitkin	Part time	HS Specialist Visual Arts

Administration and Support

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

Board of Governors

Governors elected at the 2014 AGM were:

Mathew Birch Chair of Board

Gary Fry

Kerrie Schreenan

Paul Spillane

Alayne Simon

Gail Sprott (elected by College)

James Deefholts (elected by College)

Kelley McGlashan (ex-officio)

Steve Klipin (ex-officio-Sec.)

College of Teachers 2014

Gail Sprott Chair of College

Kelley McGlashan

Cathryn Bower

Liz Sheppard

Lynn Jensen

Kamala Hazell

James Deefholts

Sean Daniel

Jane Noack

Alison Scheef

Nathan Slatter

TEACHER STANDARDS

Qualified Teachers	Number
Category (a) Recognised Australian or Overseas Teaching Qualifications	20
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 2014 was 93.55%.

Proportion of staff retained from 2014 90.48%.

PROFESSIONAL DEVELOPMENT

The ongoing professional development of all staff is seen as a vital aspect of Chrysalis School. In 2014 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 2014 was \$2,280.76/teacher FTE.

STUDENT POPULATION

Details from Federal Census 2014

	High School	Primary School
Male	4	73
Female	13	73
Total	17	146

RETENTION RATES - Class 6, 7 and 8

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

Sculpture in nature



SCHOOL PERFORMANCE IN STATE-WIDE TESTS AND EXAMINATIONS

In 2014, NAPLAN (National Assessment Program in Literacy and Numeracy) was offered nationwide to all schools.

Class 3 and 5 Literacy and Numeracy Results

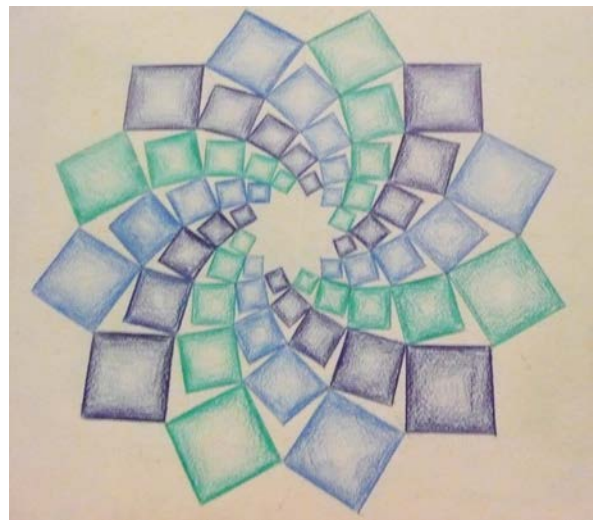
In 2014 at Chrysalis, 95% of Class 3 were withdrawn or absent from taking the tests. 29% of Class 5 students sat the tests.

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

During 2012-2014, an average of 85% of students sat NAPLAN in reading, scoring in bands 7 & 8, During 2012-2014 an average of 90% of students sat the test in numeracy, scoring in bands 6-8.

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 2014, 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

OVERVIEW

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

POLICY (CONDITIONS OF ENROLMENT)

Education

1. Chrysalis School welcomes students from all backgrounds and acts in accordance with anti-discrimination legislation.
2. The educational program at Chrysalis School meets the NSW Board of Studies

registration requirements while teaching from the National Steiner Curriculum. (This may include: the use of natural materials in play such as dirt, grass, logs and climbing trees during supervised play times; and participation in the music program, school excursions, camps, outdoor education, festivals and additional education programs.)

3. Students are required to take part in all school activities including, school excursions, camps, festivals and alternative education programs.
4. Students will be placed in a class according to their age guided by Steiner principles of education and in line with legislative requirements. Placement into classes will be at the Education Manager's discretion.
5. Parents and guardians are expected to be supportive of and involved in the Steiner educational impulse inherent in the Chrysalis ethos, education policies and programs and to adhere to *Codes of Conduct* and school rules.
6. To maintain their enrolment, students are expected to support the School's ethos, demonstrate satisfactory effort, attitude and behaviour, and adhere to the *Codes of Conduct* and school rules.

Legal

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

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

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

Financial

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

Health and Wellbeing

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

Conduct

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

month period. Students who are granted exemption from attendance are not included in the absence return.

3. **Exemption from Enrolment at School:** Education Manager (or delegated authority in EM absence) may grant exemptions to students of compulsory school age from the requirement to be enrolled in school in exceptional circumstances. (refer DEC Guidelines)
4. Applications for exemption from enrolment must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Enrolment at School Form*, and be approved by the Education or Business Manager. If approved the Education or Business Manager will grant a *Certificate of Exemption from Enrolment at School*. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled.
5. **Exemption from Attendance at School:** Application for *part-day* and *full-day* exemption from school attendance must be made in advance to the Education Manager (or delegated authority in EM absence) using the *Application for Exemption from Attendance at School Form*, and be approved by the Education Manager (or delegated authority in EM absence). If approved the Education Manager will grant a *Certificate of Exemption from Attendance at School*.
6. An application for exemption from attendance for extended periods of time (more than a week) must be submitted to the Education Manager (or delegated authority in EM absence) not less than 4 weeks before the anticipated date of departure. As the student is still enrolled at the school, in usual circumstances the school will request that *Tuition Fees* continue to be during the period the child is exempt, which reserves the child's place in the class. If false or misleading information is given by parents/guardians or the conditions for exemption are not met, the certificate is no longer valid and will be cancelled. In some situations parents may prefer to end their enrolment contract, in which case, re-entry of the

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

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



SUMMARIES OF POLICIES

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

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

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

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 2014:

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
Code of Conduct for Parents and Guardians	New	In enrolment pack On website
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,	updated	Teachers provided with a copy of policies

<p>from the Kindergarten child through to the Upper School student. We strive to create a balance between the rights of 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>at induction.</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 2014, amongst other linked activities and programs, student participated in family values programs, the Birthing Main Lesson, Class 7 &8 Leaving Project, Drug and Alcohol education (Class7/ 8), and Conflict Resolution (Class 7/8).

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 2014:

- 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 - 2014

Income and expenditure

Recurrent Income: \$2,370,719

Commonwealth and state recurrent grants 68%

Fees and private income 29%

Other income 3 %

Recurrent Expenditure: \$2,379,102

Salaries and associated expenses 74%

Educational resources 16%

Non salary Expenses 19%

Capital expenses 1%

2014 was a solid financial year yielding a very small operating loss of < \$10 000.

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 continue during 2014. 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.

A capital grant has transformed an open green space into a well used hard court play area. Approximately 50 children use this on a regular basis for play.

Chrysalis School Business Plan (2014 – 2015)

Key assumptions and timeline:

Assumptions: The following key areas address the Business Plan for the start of the quadrennial (2015 – 2017). These assumptions are the drivers for the school and are numbered according to strategic intentions and for practical importance.

1. **Budget:** A budget surplus (excluding depreciation) is planned for at 7.5% over three years
2. **Staff:**
 - Develop a 3 year staged overview for professional development
 - Develop, support and implement professional development opportunities internally and externally
 - In depth look at class teacher period at Chrysalis; reflection on present practice. Current research, surveys, high school feasibility study.
3. **Staff Portfolios:**
 - Providing opportunities for staff interested in developing capacities in light of professional discourse. Focus is on 5 areas: Early Childhood, Music, Learning and Support, Social Values, Mentoring.
 - Develop with key personnel appropriate roles and responsibilities for these portfolios so that the roles are transparent and accountable.
4. **Campus development and asset retention:**
 - That an audit regarding playground and gardens be undertaken and a three year improvement plan be developed.
 - Develop a water improvement and quality assurance plan in line with new NSW state requirements.
 - Roof replacement due to hail damage will form a major scope of works during 2015.
5. **Pedagogy:** -Additional hours provided for learning support services (ie. Bothmer Gymnastics) is seen as a highest educational priority, including.
6. **Strategic opportunities:**
 - Chrysalis continues to seek opportunities for expanding student numbers and protecting financial sustainability. Ideally from a budgetary perspective; kindergarten classes of 18 – 24, primary school classes of 24 – 26 and high school classes of 18 would set the school on a course of financial sustainability and from this financial strength, the capacity for enhanced educational opportunities.
 - Enhance the opportunity for engagement with Chrysalis in the early stages of parenting (ideally pre compulsory school age)

Internal Matters:

1. Budget

Recommendation:

- a. *That a budget surplus of 7.5% be achieved over the life of the 3 year business plan (2.5% per annum on average).*

Methodology:

- Develop a wet budget for Nov 2014 and a dry budget in Feb 2015 reflecting actual enrolment numbers.

2. Staffing

Recommendation:

- a. Develop and fund a 3 year staged overview for professional development

Stage 1:

- a. *A 'whole of school' plan be developed and implemented commencing 2014.*
- b. *That ongoing professional development includes formal mentoring and supervision.*

Methodology:

- Allocate up to 120 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.
- c. *That the Managers in light of the current middle school practice and the high school feasibility study reflect, develop and provide current research and information upon the current middle school practice in relation to the class teacher period.*
 - d. *Develop a recommendation for the Board regarding the Class teacher period and its length of time.*

Methodology:

- During term 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. Staff Portfolios

By providing a transparent and accountable process through roles and responsibilities , Chrysalis School encourages senior staff to take responsibility in particular areas of school life. This in turn will support the depth of development of our current staff; and addresses some strategic concerns regarding the manager's footprint and the depth of it within the school.

Methodology:

- *Develop roles and responsibilities* in the following focus areas: Early Childhood, Mentoring, Social Values, Music and Learning Support.
- During term 1, build on the current model of music and literacy/ numeracy specialists within the school organizational framework by collaborating, developing and articulating ~~for~~ this organizational change.
- Implement changes as appropriate in the following areas – teacher mentoring, social values programmes, and early childhood

4. Campus development and Asset retention

Recommendations

- a. *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 \$25 000

- Continue to work within the facilities management plan.

5. Pedagogy

Recommendations

- 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:

- That additional funding for Bothmer Gym, Literacy and numeracy be implemented in line with budget constraints
- Library support hours to increase in line with budget constraints

6. Strategic Opportunities-

- Chrysalis continues to seek opportunities for expanding student numbers and to enhance the opportunity for engagement with Chrysalis in the early stages of parenting (ideally pre compulsory school age)
- Evaluate the opportunity and act accordingly to increase Chrysalis School's Early Childhood footprint with a Early Childhood development Plan 2015 – 17) .*

Methodology:

- Stage 1-Develop an Early Childhood Portfolio with key staff during term 1
- Develop further the picture of playgroups as potential enrolments; look at other venues for possible opportunities. Playgroup to be held in Term 1 on Fridays, until further developed.
- New playgroup coordinator to be inducted in 2015 in term 1.

The following changes are proposed from the current operations in 2014.

1. Develop and implement Staff Portfolios which have clear lines of responsibility and accountability, including role descriptions and reporting methodologies
2. Re introduce the stewardship monies to \$25 000 after they were reduced in 2014
3. Increase educational student support area with specific reference to literacy/ numeracy and bothmer gym.



SCHOOL DETERMINED IMPROVEMENT TARGETS - 2013

	2013 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 - 2014

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. • 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. • Class 7/8 Leaving Project –year long project that is then shared with 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"> • Development of Portfolios in administration and teaching staff; new job descriptions, key performance indicators • 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 in relation to program builder through BOSTES.
Facilities and Resources	<ul style="list-style-type: none"> • Update heating, lighting and cooling in buildings. • Sanding of floors of classrooms • Water refit
Communication	<ul style="list-style-type: none"> • New website • New newsletter developed only electronic • Office set up centralised • To establish with community a strong P & F