

## **1. Message from the school Board of Directors.**

This annual school report has been compiled to meet the reporting requirements of the Commonwealth & NSW State Governments, and only addresses those aspects of the school's operation relevant to these requirements.

2010 was a successful year for Linuwel with good learning outcomes for the students and maintenance of a sound financial position. The successful completion of the amenities block, library and kindergarten built under the BER scheme has been of great benefit to the school. These buildings are versatile, well-built and represent excellent value for money. The accompanying infrastructure – carpark, fencing, communications, power and sewer upgrades have also improved the amenity of the school. The gradual transition from composite to single year group classes has continued, with enrolments increasing. An updated school constitution and management structure have been adopted to meet the needs of the growing school and the changing educational environment. The school was inspected by the Board of Studies and granted re-registration for the next 5 year period.

## **2. Contextual Information about the School**

This can be accessed from the MySchool website: <http://www.myschool.edu.au>

## **3. Student performance in national & state-wide tests**

Students do not sit the School Certificate exam.

Student performance on NAPLAN is available on the MySchool website:  
<http://www.myschool.edu.au>

## **4. Senior Secondary Outcomes**

The school does not have HSC students

## **5. Professional learning & teacher standards**

All staff participated in professional development at the start of the year incorporating CPR refresher, communication technology skills & teaching pedagogy. Professional development is a regular component of weekly staff meetings where all aspects of teaching and learning, curriculum, assessment and reporting are addressed.

Three staff members also attended courses / seminars relating to teaching the different primary stages. Individual teachers attended courses on child protection, primary maths, teaching Asian languages, primary science, resilience and bullying.

The school executive participated in a child protection update run by the Association of Independent Schools.

Teaching Standards – Of the 13 teaching staff, 12 are fully qualified and 1 is registered as a transition scheme teacher with over 10 years experience and is studying for a teaching qualification.

## **6. Workforce Composition**

This can be accessed from the MySchool website: <http://www.myschool.edu.au>

## **7. Student attendance & retention rates**

School attendance data can be found on the Myschool website

<http://www.myschool.edu.au>

All cases of non-attendance are followed up for a reason of absence. Unacceptable levels of absenteeism are reported to the Department of Education.

## **8. Post school destinations**

The school had no students of post-compulsory school age.

## **9. Enrolment Policy**

Approximately 12 boys and 12 girls will be accepted into each Kindergarten year group. When accepting an enrolment the Kindergarten teacher may consider: the date of application; the enrolment of siblings in the school; and the parent(s)' demonstrated commitment to Rudolf Steiner education. A diversity of backgrounds is welcomed within the school.

Acceptance of additional students into classes 1-10 is at the discretion of the class teacher, taking into consideration the dynamics of the class as well as the factors above.

In the case of students entering Years 7-10, enrolment is probationary for six months, i.e. during or at the end of that time the class teacher can cancel the enrolment if the student is not integrating successfully into the class and school. Enrolment occurs after an interview process. The first step is for prospective parents to arrange to meet the relevant class teacher at the school, with the child. At this meeting the parents and child see the school environs and classrooms and are introduced to the operation of the school and basic principles of Steiner education. In turn the teacher learns about the child and is informed of any factors which may have a bearing on the child's school life. If the parents are still interested in enrolling their child they are given the "Information for Parents" handout and asked to contact the teacher after having reflected on the meeting and the information received. If there is no place currently available but the teacher would otherwise accept the child then the child's name is placed on a waiting list. If a place is available and the teacher is willing to accept him or her, further meetings will take place where arrangements can be finalized and an enrolment form issued.

On receipt of the signed enrolment form and a non-refundable enrolment fee of \$200 the child's place is secured. A bond of \$500 is payable to the school during the term prior to the child's starting date. This will be refunded when the child leaves the school, less any deductions for unpaid fees or charges. The first term's fees must be paid before the child starts at the school.

Applicants for enrolment will be treated in accordance with the Disability Discrimination Act. The school has some students with special needs.

Students of all cultural, religious and socio-economic backgrounds are welcomed.

Continuing enrolment is dependent on students abiding by the school's requirements

regarding behaviour and parents abiding by the school requirements agreed at enrolment.

Characteristics of the school body can be accessed on the MySchool website : <http://www.myschool.edu.au>

## **10. Student Welfare Policies**

(a) The school aims to provide an environment where learning & personal development can most effectively take place and which is safe, supportive and pleasant for students and staff.

Protecting students from possible abuse and harm is a high priority for all staff. Staff are responsible for being alert to possible cases and responding appropriately in accordance with the relevant child protection legislation.

Staff are aware of their duty of care obligations to keep students safe, and for ensuring students are adequately supervised at all times.

Students' well-being is centred around the provision of a safe and supportive environment in which the student has the one class teacher through the primary years and another for Years 7-10. Close co-operation and communication between parents and teachers is encouraged at all times. Being a small school enables close monitoring of the whole school environment and early awareness of potential issues affecting student welfare. There have been no policy changes during the last year. The full text of policies is contained in the school's "Information for Parents" document and "School Environment Policies", which can be obtained from the school.

(b) School discipline stems from the long- term relationship which develops between the student and their class teacher, based on the teacher's understanding of child development and deep concern for each individual. Student co-operation is sought through making expectations clear and being consistent in ensuring those expectations are met. Where co-operation is not being obtained, teachers liaise with parents to overcome the problem. No changes have been made to the policy in the last year. The full policy is contained in the school's "Information for Parents" document, which can be obtained from the school, or from the School's website: [www.linuwel.com.au](http://www.linuwel.com.au)

(c) Any concerns, complaints or grievances, which a parent has, are raised with the child's class teacher. If a parent feels that there are issues which are not being resolved or which they cannot raise with the class teacher they are welcome to approach the principal or another senior member of staff who will mediate between the parent (s) and teacher to resolve the issue. There have been no changes to the policy during the last year. The full text of policies is contained in the school's "Information for Parents" document, which can be obtained from the school.

## **11. School-determined improvement targets**

Focus areas for 2010 included: -

(i) continuing development of syllabus documents and implementation of revised courses. This was successfully completed for re-registration.

(ii) a review of OH&S procedures in the school. This commenced, but is continuing on into 2011.

(iii) successful completion of new facilities and their integration into the school's operation. This was achieved to the benefit of the school and its students, though the new kindergarten was not occupied until January 2011.

Focus areas for 2011 include:-

- (i) improving parking and altering pedestrian access to create a safer environment at the start and end of the school day.
- (ii) providing additional and improved play/sporting facilities for students.
- (iii) implementing evolving governance and administrative arrangements.
- (iv) standardizing student reporting formats and improving the storage/management of student records.
- (v) developing the Indonesian language programme for stages 3 and 4 and incorporating more use of ICT in stage 4.
- (vi) developing among the parent body an awareness of the impact of national testing, and where it stands in relation to the school's educational philosophy and goals at the various stages of development.
- (vii) providing additional support for students with learning difficulties.

## **12. Promoting respect and responsibility**

All students are made aware of and are expected to abide by the Student Code of Conduct. This clearly outlines their rights, and reciprocal responsibilities, including the respect due to property, staff, fellow students, and people and property generally. Staff lead by example and are vigilant in taking constructive action when necessary. They also nurture an appreciation for the school environment and interaction with, and acceptance among, the entire student population through a range of whole-school and cross-class activities. Having a small school where the students and staff all know each other is advantageous in achieving this.

The school has a correspondingly low level of vandalism and formation of exclusive cliques. School visits to a wide range of community facilities and venues from a young age set a high standard for behaviour towards other people and property.

Guidelines were developed in 2010 to promote respect and responsibility in the use of ICT and social networking sites by students.

## **13. Parent, student and teacher satisfaction**

**Parents :** The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. Where there have been parent concerns and suggestions, the school has addressed these, to the satisfaction of both parties in most cases.

Growing enrolments are largely a result of word of mouth recommendations.

**Students :** Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction.

**Staff :** Staff turnover is very low, and the school has a strong record of class teachers staying with their class for the full primary or high school commitment. A positive and supportive atmosphere where issues can be raised and addressed, and good relations with students, contribute to a high level of teacher satisfaction.

#### 14. Summary Financial information for the 2010 School Year

<b>Income</b>	<b>%</b>	<b>Expenditure</b>	<b>%</b>
Fees & private income	30	Salaries & related expenses	51
State grants	12	Non-salary expenses	13
Commonwealth recurrent Grants	40	Capital Expenditure	36
Government Capital Grants	18		
Other Capital Income	0		