

Newcastle Waldorf School

Educational and Financial Reporting 2008

A Message from the School Board

The School Board has continued to play a key role in the operation of the School , and has found working with the College of Teachers over the past year to be a rewarding and constructive experience.

The School continues to operate on a secure philosophical foundation, and its educational credentials have been endorsed by the extension by the NSW Board of Studies of our Registration and Accreditation through to the end of 2013.

The schools facilities have been improved by ongoing building activity, with the completion of a new amenities block. This was partially funded by the Commonwealth Government through its Investing in Our Schools Program. In addition the Board acknowledges the efforts of the large number of parents who assisted in so many ways in this and so many other projects carried out at working bees through the year.

Student Performance in Statewide Examinations

Year 10 students performed at or above average levels in all School Certificate examination subjects. 100% of students placed at or above band 4 in English Literacy compared to 76% of the State, 50% in Mathematics compared to 49% in the State, 65% in Science compared to 62%, and 100% above grade 3 in Australian History compared to 83% in the State, and 87.5% in Geography and Civics compared to 66% in the State. In Computing Skills 100% of students from this school attained the Competent or Highly Competent level, compared to 88% in the State average.

Result summary

Test	No. of students	Performance band achieved by number:				
		Band 6	Band 5	Band 4	Band 3	Band 2
English Literacy	8	1	2	5	0	
Mathematics	6		3	4	4	
Science	6		3	3	2	
Aust. Geog, Citizenship	6		3	4	1	
Aust. Hist, Citizenship	6		3	1	3	
Computing Skills	6	50% Highly competent, 50% Competent				

Literacy and Numeracy Testing

In 2008 parents of students in Years 3, 5, 7, and 9 chose to withdraw their children from the National Assessment Program – Literacy and Numeracy (NAPLAN) testing.

Assessments of outcomes based on the school's teaching programs indicate that outcomes in the areas of Literacy and Numeracy continue to be met at the desired level or above.

Student attendance

On average, at least ninety-three percent of students are in attendance on any one day during the school year. This pattern has been typical during the life of the school.

Student Retention Rates

Years compared	Year 5 enrolment on census date 1	Year 7 enrolment on census date 1	Apparent retention rate	Actual retention rate
2004/2005	15	15	100%	100%
2006/2007	13	15	100%	100%
2007/2008	15	14	93%	93%

The retention rates for students continuing into Secondary School has been similar to these rates for the past six years.

Post-school destinations The majority of students who complete their education to Year 10 at the school proceed to other schools or to TAFE colleges to complete their Higher School Certificate. A small number opt for apprenticeships or traineeships offered by TAFE colleges.

Details of all Teaching Staff

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	9
Teachers who have a qualification as a graduate from a higher educational institution within Australia or one recognized within the AEI-NOOSR guidelines, but lack formal teacher education qualifications	2
Teachers who do not have qualifications as described above, but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	3

Teacher Attendance and Retention

During 2008 teaching staff attendance was better than 98%. The retention rate of teachers was 93%.

Professional Learning

Members of staff participated in workshops on OH&S training organised by the Association of Independent Schools NSW, and Science and Technology K-6, organised by the NSW Board of Studies. All staff members participated in workshop sessions on Child Protection Policy. Seminars on Eurhythmy and Vocal Music were attended by members of staff.

Enrolment Policy

Newcastle Waldorf School is a comprehensive co-educational K-10 school providing an education based on the philosophy of Rudolf Steiner and operating within the policies of the NSW Board of Studies. All applicants for all enrolment are processed in order of receipt, and consideration is given to the applicant's support for the ethos of the school, siblings already attending, and other criteria determined by the school from time to time. Once enrolled, students are expected to uphold the school's ethos and comply with the school's code of conduct in order to maintain their position at the school.

Progress into the High School is not automatic at the end of Year 6: continued enrolment will be determined by assessment of the student's ability to support the Code of Conduct and the school's ethos.

Procedures

1. Process all applications within the school's enrolment policy.
2. Consider each applicant's interview responses and supporting statement regarding their ability to support the school's ethos.
3. Consider each student's educational needs and requirements, by gathering information and consulting with parents/family and other relevant persons.
4. Identify any strategies which may be required to accommodate the applicant before a decision regarding enrolment is made.
5. Accept or reject the application.
6. Inform the applicant of the outcome.
7. Accepted applicants will read and accept the School's Prospectus before completing the Enrolment form and Data Collection form.
8. Parents of students completing Year 6 will be required to re-enrol pupils for High School and re-read the Prospectus.

Student Population

The school has 141 students, of whom 40 are in secondary school. As it is a comprehensive school, the students come from a wide variety of backgrounds.

Policies

A. Policies for Student Welfare

The school wishes to promote a learning environment where teachers and pupils will be mutually supportive. Students and teachers should respect each other and not engage in conduct which undermines this mutual trust and support, whilst respecting the philosophy and ethos of the school. The school encourages consultation between all members of the school community in matters which affect them.

Summary of Key policies

Policy	Changes in 2008	Access to full text
Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Reporting and investigating allegations • Investigative processes • Documentation 	Reviewed annually. No change this year	Issued to all members of staff and School Board. Parents may view by contacting administration.
Student Welfare Policy – A Safe and Supportive Environment <ul style="list-style-type: none"> • Support • Security and supervision • Emergency procedures • Excursion guidelines • Pastoral Care • Pupil code of conduct • Policy on Medical treatment 	Some minor changes to wording following review.	Issued to all staff. Full text in Policy folder, may be viewed by parents on request.
Discipline Policy <ul style="list-style-type: none"> • Staff code of conduct for the care and protection of children • Policy specifically prohibits the use of physical or emotional punishment • Breaches of discipline and outline of procedural fairness obligations • Advice regarding classroom behaviour management 	None	Issued to all staff. Full text in policy folder, may be viewed by parents on request.
Complaints and Grievance Policy <ul style="list-style-type: none"> • Procedures for dealing with complaints and grievances • Resolution procedures offering procedural fairness 	None	Issued to all staff. Parents have copies available in Prospectus.

B. Policies for Student Discipline.

The philosophy which permeates the educational practices and conduct of teachers is devoted to the holistic development of the child. The attainment of educational goals is thus inseparable from a consideration of the child's moral and psychic well-being. Classroom practices in the primary years aim to develop in the child a respect for their teacher, their class and themselves. Children are inspired to participate by this mutual respect. In the High School there is a shift to a respect for cultural ideals that have been fostered in the younger child, and can now be expressed. The fostering of creativity in all aspects of the curriculum allows the child to feel an inner joy, making external reward and the artificial fostering of self-esteem unnecessary.

C. Policies for Complaints and Grievance Resolution

The school's policies for dealing with complaints and grievances include processes for raising and responding to matters of concern raised by parents and/or students. Issues of procedural fairness are addressed. These policies are discussed with parents at parent-teacher meetings and are included in the school Prospectus. See above table.

Achievement of Priorities for 2007

Teaching and Learning

- Review of assessment policies and integration of assessment procedures across the whole school program. Completed.

Facilities and Resources

- Construction of Amenities block. Completed, and fully functional.
- Review of IT resources for Years 9 and 10. Completed.

2008 Priorities – Areas for improvement

Teaching and learning

- Developing and strengthening student involvement in the school orchestra, musical ensembles and choir.

Facilities and Resources

- Construction of drama storerooms, music practice area and laundry on site of former student amenities.
- Senior student involvement in team building initiative.

Respect and Responsibility

The school encourages the concept of mutual respect and responsibility between teachers and students by encouraging creative activities in which all members of the school community can participate. Such activities include playing music and singing together, and viewing and appreciating the artistic endeavours of others. These activities allow younger students to respect the efforts of older students, whilst feeling that they are sharing in something worthwhile.

A feeling of community is fostered in events such as the sharing of meals at seasonal festivals and participation in whole school excursions into Nature, where students develop a sense of responsibility, not only to their shared welfare, but to the Natural world at large.

Parent, student and teacher satisfaction

The degree of Parent satisfaction is gauged by the willingness of parents to participate in voluntary working bees, and to attend talks, book groups and singing and cultural studies groups throughout the year. Feedback from parents is extremely positive.

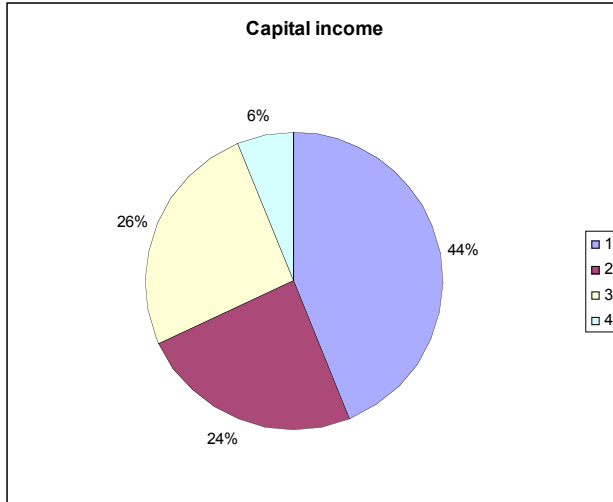
Amongst students, the degree of satisfaction is gauged by the way in which students engage not only in classroom activities, but in creative music making, play and recreational activities with their classmates. The cheerful ambience of the school environs speaks of students who are happy to engage with their education.

The willingness of staff members to be involved in all aspects of the life of the school demonstrates a high level of satisfaction.

Summary Financial Information

1. Income

Recurrent/capital income



- 1 Commonwealth Grants
- 2 State government grants
- 3 Fees and private income
- 4 Other capital income

2. Expenditure

Recurrent/capital expenditure

