

# Newcastle Waldorf School Annual Report 2015

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Available online at [www.newcastlewaldorfschool.nsw.edu.au](http://www.newcastlewaldorfschool.nsw.edu.au) or by contacting the School administration

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## The School Context

The Newcastle Waldorf School values a culture that allows children to fulfil their physical, emotional, intellectual and spiritual potential in a way that will enhance them individually and as members of the community and society in which they choose to live as adults. The teachers of the School focus on this pursuit by nurturing the children according to the indications of Rudolf Steiner, so that all aspects of their development proceed in accordance with what is beautiful, good and true. The features of the School which aid in this pursuit are its beautiful grounds and buildings, which have been conceived, designed and in many cases actualised by the efforts of teachers, parents and former students of the School. The School's curriculum allows students to achieve a well-balanced and cultural education. For all students this includes experience in the fields of music, visual and dramatic arts, handwork, design, gardening and cooking, as well as rigorous academic exercise. This wide curriculum allows for a range of future career choices.

### Characteristics of the student body

Characteristics of the student body can be viewed on the “My School” website under the school name “Newcastle Waldorf School”, or found in more detail later in this report.

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

# Messages from key school bodies

## Message from the School Board

During 2015, Newcastle Waldorf School continued to build upon a secure educational foundation. Although costs continue to increase, the School is maintaining a sound financial position. Throughout the year, the Board continued to develop and implement improvements to its governance processes and documentation in line with new requirements for the registration and accreditation of non-government schools.

The Board acknowledges the contributions of the many parents who supported the School through attendance at working bees and other workshops and activities throughout the year. These efforts help create the wonderful atmosphere of the School that is enjoyed by everyone.

## Message from the Co-Principals

2015 was a year of strengthening and consolidating some recent initiatives. The Year 11 & 12 courses were in the second year of their two-year cycle, which meant that the Portfolio and Presentation (P&P) course (a board endorsed course developed by our school) was undertaken by our students for the first time. The Students enthusiastically chose elaborate projects and set to work researching, project managing, designing, documenting and communicating their ideas. The course was successful in its balance between the practical aspect of the realisation of the project, and the course work itself which comprises all of the skills required to bring together a portfolio of work and present it to the school community. The Presentation night was a great success and was very well attended by past and present students, families and also members of the wider community and other Steiner schools.

Also in attendance were key personnel from Admissions at the University of Newcastle, and their attendance paved the way for a pilot program between the School and the University which allows for alternative pathways to university admission. The School's P&P course is central to this pathway and we hope that it can continue to be a recognised pathway in the future.

The Co-Principals would like to again thank the College of Teachers for their interest and hard work over the year as we continue to navigate the rapidly changing educational environment. Our work continues to be challenging and rewarding.

# Student performance in state-wide examinations

## NAPLAN

NAPLAN data is reported on My School website (<http://www.myschool.edu.au/>)

The school offers NAPLAN tests to all students in years 3, 5, 7 & 9. In 2015 most parents of the School elected to withdraw their children from NAPLAN testing for philosophical reasons. The My School website reports student data as “Student population below reporting threshold” when numbers of participants are low.

## Record of School Achievement

The strength of the School in all Key Learning Areas has been demonstrated over the years by the consistently above average results in the State-wide School Certificate exams in year 10. The Record of School Achievement replaced the School Certificate in 2012.

At the end of 2015, one student was given the formal award of the Record of School Achievement. All other students continued on to Years 11 or 12 with the intention to complete their HSC.

The following table shows how the Year 10 results of Newcastle Waldorf School students compared with state averages in Key Learning Areas in the 2010 – 2011 School Certificate. It also shows the Year 10 Grades awarded by the school in 2012 – 2015 (since the end of the School Certificate).

| Subject          | Year | Percentage of students receiving grades in Band 4 or above: |       |
|------------------|------|---|-------|
|                  |      | School  | State |
| English literacy | 2010 | 100   | 82    |
|                  | 2011 | 100   | 84    |
|                  | 2012 | Grades awarded: A, A, B, B, D, D                            |       |
|                  | 2013 | Grades awarded: B, B, B, C                                  |       |
|                  | 2014 | Grades awarded: A A B B B B C C D                           |       |
|                  | 2015 | Grades awarded: A A B B B B C D D                           |       |
| Mathematics      | 2010 | 100   | 53    |
|                  | 2011 | 64  | 47    |
|                  | 2012 | Grades awarded: A10, A9, A9, B8, C5, D4                     |       |
|                  | 2013 | Grades awarded: B8, B8, B7, C6                              |       |
|                  | 2014 | Grades awarded: A9 A9 B8 B7 B7 B7 C5 C5 C5 D3               |       |
|                  | 2015 | Grades awarded: A9 B8 B8 B8 B8 B7 C6 C5 C5 D3               |       |
| Science          | 2010 | 100   | 71    |
|                  | 2011 | 91  | 69    |
|                  | 2012 | Grades awarded: A, A, B, B, C, C,                           |       |

|           |      |                                     |    |
|-----------|------|-------------------------------------|----|
|           | 2013 | Grades awarded: A, B, B, B          |    |
|           | 2014 | Grades awarded: A A B B B B C C C C |    |
|           | 2015 | Grades awarded: A A B B B B B C D   |    |
| History   | 2010 | 83                                  | 52 |
|           | 2011 | 82                                  | 57 |
|           | 2012 | Grades awarded: A, A, A, B, C, D    |    |
|           | 2013 | Grades awarded: A, A, B, B          |    |
|           | 2014 | Grades awarded: A A A B B B C C C D |    |
|           | 2015 | Grades awarded: A B B B B B C C C D |    |
| Geography | 2010 | 83                                  | 59 |
|           | 2011 | 82                                  | 57 |
|           | 2012 | Grades awarded: A, A, A, A, C, C    |    |
|           | 2013 | Grades awarded: B, B, B, B          |    |
|           | 2014 | Grades awarded: A B B B B B C C D   |    |
|           | 2015 | Grades awarded: A B B B B C C C C D |    |

## HSC

The following tables do not divide achievement into individual bands because of the low student numbers in this small school.

| Subject          | Year |        | Performance Band Achievement by Percentage |            |
|------------------|------|--------|--|------------|
|                  |      |        | Band 4 - 6                                 | Band 1 - 3 |
| Advanced English | 2014 | school | 67%  | 33%        |
|                  |      | state  | 92%  | 8%         |
| Mathematics      | 2014 | school | 100%                                       | 0%         |
|                  |      | state  | 82%  | 18%        |
| Visual Arts      | 2014 | school | 100%                                       | 0%         |
|                  |      | state  | 85%  | 15%        |

| Subject          | Year |        | Performance Band Achievement by Percentage |            |
|------------------|------|--------|--|------------|
|                  |      |        | Band 4 - 6                                 | Band 1 - 3 |
| Advanced English | 2015 | school | 50%  | 50%        |
|                  |      | state  | 91%  | 9%         |
| Mathematics      | 2015 | school | 33%  | 66%        |
|                  |      | state  | 81%  | 19%        |

Comments in addition to the above table:

- Visual Arts only runs every second year
- English results continue to be below the state average in Advanced English. This is the only English course offered by the School, so the results are in comparison to a significantly smaller percentage of the state.
- Mathematics was not a strong subject for this cohort of students. They were, on average, below the state. Again, the school only offers the higher level of

Mathematics (not General Mathematics) so the comparison to the state is not as reliable as it would be if we were able to offer both courses.

- In regard to the above two points, the school chooses the higher level courses because the quality of the content is a stronger fit with the ethos of the school and the school doesn't have the resources or student numbers to offer both courses.
- The School's results (the averages) are heavily influenced by the nature of the particular cohort because the classes have been so small (3 or 4 students). This means that if a tight-knit group of students in a cohort are not "interested in academic results" The results are expected to be low in comparison to the state.

### Vocational or Trade Training

In 2015, 29% of year 11 students undertook vocational or trade training as part of their Preliminary HSC course. They will continue in 2016.

In 2015, 100% of students attained their HSC. 25% of students completed a vocational or trade training course as part of their HSC.

# Professional learning, teaching standards and workforce composition

## Professional learning

This list is not exhaustive, but comprises the main PD activities undertaken by more than one staff member. Individual staff members also completed PD in areas of Eurythmy, Music, Curriculum familiarisation, WHS, TAA requirements,

| Professional Learning Activity  | Number of Teachers Participating                         |
|---|--|
| <b>January, 3-day in school P.D.</b> - Child Protection, Code of Conduct, Safe and Supportive Environment, and Assessment policy and strategy development.  | 14   |
| <b>January, 5-day Glenaeon Intensives</b> – Lectures, workshops and Primary Steiner Teacher collaboration run by Steiner Education Australia  | 3  |
| <b>February/March and October, Lakshmi Prasanna, 3-day visits</b> – class visits and teacher appraisal, advice on individual students’ health and development, talks for all staff and parents on Steiner methodology | 14   |
| <b>May, AIS Annual Briefing</b><br><b>May SEA Governance Leadership and Management Conference</b><br><b>Bursars Conference.</b>   | 1 (Co-Principal)<br>1 (Co-Principal)<br>1 (Co-Principal) |
| <b>July, 4-day National Steiner Education Australia conference “The Meeting Point”</b> - nearly all high school teachers attended this inspiring conference with Steiner educators from all over the country.         | 7  |
| <b>February/March and October, Patries Orange &amp; Lakshmi Prasanna, workshops</b> - Physiology Exploration for the human organs   | 6  |
| November AIS/BoSTES Teacher Accreditation Advisory day  | 1  |
| <b>December, Board of Directors Online Governance Modules AIS</b> - all Board members are completing the four modules   | 8  |
| <b>August, SEA Delegates Meeting</b> – 3 day conference of Steiner school leaders in Noosa.   | 2  |



## Teaching standards

| Category   | No. of teachers |
|--|-----------------|
| Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI- NOOSR) guidelines | 14*             |
| Teachers having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications                | 0               |

## Workforce composition

|   |      |
|---|------|
| (from My School website <a href="http://www.myschool.edu.au/">http://www.myschool.edu.au/</a> ) |      |
| Teaching Staff  | 12*  |
| Full-time equivalent teaching staff   | 11.4 |
| Non-teaching staff  | 7    |
| Full-time equivalent non-teaching staff   | 3.6  |

There were no indigenous staff members in Newcastle Waldorf School in 2015

\*The discrepancy between these two numbers lies in the breakdown of duties of the three Co-Principals between teaching and administration.

# Respect, Responsibility and School Satisfaction

## Respect and Responsibility

Respect is one of the key values highlighted by the School in its Supporting Positive Behaviour policy and procedures. The School teaches the value of respect in all areas of school life by modelling, telling relevant stories and positively acknowledging student effort.

The School provides creative activities in which all members of the School community can participate. These activities include playing and singing music, developing and performing dramatic pieces as well as appreciating the artistic endeavours of other students and teachers. These activities allow students to respect the efforts of their peers and take responsibility for their own contribution while sharing in something beautiful and worthwhile.

The School celebrates regular seasonal festivals where students are required to take responsibility for their individual part in building the School Community. Each class takes the responsibility for preparing a part of the meal or festival for the rest of the school.

Students and teachers participate in whole school excursions into nature where they can develop not only a sense of responsibility for their shared welfare, but also respect for the natural world and a feeling of responsibility for its preservation.

Students, Parents and Teachers work together to create gifts for each other and loved ones in a festival in November. High school students and teachers lead mini workshops teaching parents and younger children how create beautiful gifts.

## Parent, Student and Teacher satisfaction

The degree of parent satisfaction emerges from twice-yearly one-on-one interviews with the class guardian. It is also gauged by the willingness of parents to participate in voluntary working bees, to attend talks, music and singing groups and cultural studies groups, which are offered throughout the year. This year attendance and participation in these activities, while still being good, was again lower than previous years. The College of Teachers will continue to discuss and implement strategies to strengthen the connection between parents and the school.

Amongst students, the degree of satisfaction is evident in the way in which they engage not only in classroom activities, but also in music making, play and recreational activities with their classmates. The cheerful ambience of the School and its environs speaks of students who are happy to engage with their education. In 2015, most students continued to be actively engaged in the course work as well as extra curricular activities, depending on their preferences.

Year 11 and 12 students have started to complete course evaluations to inform the HSC teachers about course satisfaction.

The willingness of staff to be involved in all aspects of the life of the School and the long service of many of the teachers has demonstrated a high level of staff satisfaction. This year we have welcomed more new teachers who, while unfamiliar with our operations, have worked through our College of Teachers meetings and with mentors to develop their knowledge and understanding. This process has highlighted to us the many and varied ways we need to work to support new teachers and positively influence their satisfaction in our environment. We will continue to explore ways to encourage and guide new teachers.

# Student attendance, retention rates and post school destinations

## Student attendance rates

The following data is from the first semester of 2015 as supplied to the STAT data collection.

|               |            |
|---------------|------------|
| K             | 96%        |
| 1             | 94%        |
| 2             | 93%        |
| 3             | 96%        |
| 4             | 97%        |
| 5             | 96%        |
| 6             | 96%        |
| 7             | 95%        |
| 8             | 96%        |
| 9             | 92%        |
| 10            | 90%        |
| 11            | 95%        |
| 12            | 94%        |
| <b>School</b> | <b>94%</b> |

| Reporting year <input type="text" value="2015"/> Reporting period <input type="text" value="Semester 1"/> <input type="button" value="Submit"/> |                             |
|---|-----------------------------|
| <b>Student attendance rate</b>  | <b>Percent <sup>1</sup></b> |
| All students  | 94%                         |
| Indigenous students   | 92%                         |
| Non-Indigenous students   | 95%                         |
| <b>Student attendance level (Proportion of students attending 90% or more of the time) <sup>2</sup></b>   | <b>Percent <sup>1</sup></b> |
| All students  | 82%                         |
| Indigenous students   | 83%                         |
| Non-Indigenous students   | 82%                         |

The average attendance rate has not changed since 2014.

## Management of non-attendance

The following information regarding the management of non-attendance is extracted from the Newcastle Waldorf School's attendance policy. The full policy can be viewed on request to the School's administration.

### **Poor Attendance and Unsatisfactory Attendance**

- *The Class Teacher or Class Guardian will contact the student's parents/guardians to discuss poor attendance*
- *If the above communication is unsuccessful, a letter will be sent by the Principal.*
- *Unsatisfactory attendance information will be transferred to student reports.*
- *Students who are habitually absent may be reported to Community Services under the Keep Them Safe guidelines*
- *HSC Students will receive formal warning letters as per the NWS HSC Assessment Policy*

### **Strategies for Improving Attendance**

*The Newcastle Waldorf School has an average attendance rate of 94%. This is due to the following ongoing strategies.*

- *Class teachers/guardians interview parents of students who have poor attendance, discussing the importance of regular attendance and the rhythm of the school week, term and year.*
- *Principal has a discussion with parents when granting exemptions, especially with regard to mid-term holidays.*
- *A section on attendance is included regularly in notes and newsletters, especially at the beginning of the year.*
- *Attendance is discussed at class talks.*

### **Student retention rates and post school destinations**

Student retention rates are good through primary years. The classes often build in numbers in these years. The retention rate in the middle high school is the lowest over the school. This is attributed to families seeking schools that are more established in their delivery of the HSC. Reasons given by families changing schools at this time include:

- Variety of HSC courses offered by other schools
- Students wanting a larger peer/social group

Retention rates by year groups, 2014 to 2015

|            |      |
|------------|------|
| 1-6 to 2-7 | 95%  |
| 7 to 8     | 64%  |
| 8 to 9     | 92%  |
| 9 to 10    | 83%  |
| 10 to 11   | 70%  |
| 11 to 12   | 100% |

The retention rate of students from year 10, 2013 through to completion of year 12 in 2015 was 100% (four students).

Post school destinations of students finishing Year 12 in 2015 were:

- 25% university or further higher education
- 75% full or part time employment, some with a view to further education

Post school destinations for students leaving the School at the end of year 10 in 2015 were:

- One student enrolled in another school

# Policies

## Enrolment policy

The following complete text of the Newcastle Waldorf School policy and procedures was current for 2015.

### **Policy**

- 1. The Newcastle Waldorf School is comprehensive and coeducational from K to 12, providing an education based on the philosophy of Rudolf Steiner within the framework and regulations of the NSW Board of Studies.*
- 2. All applications are processed in order of receipt, and consideration is given to the applicant's support for the ethos of the school, siblings already attending the school, the applicant having attended another Steiner School and other criteria determined by the school from time to time.*
- 3. The School does not operate a waiting list. If classes are full, applicants are asked to contact the School regularly throughout the year.*
- 4. Once enrolled, students are expected to uphold the school's ethos and comply with the school's code of conduct as described in the NWS Prospectus and Handbook to maintain their enrolment.*
- 5. If the principal, or any person deputing for the principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may suspend or expel the student permanently or temporarily at their absolute discretion.*
- 6. If the School Board, the College of Teachers or the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the School may require the family to cease enrolment at the school.*
- 7. The school will only exercise its powers under these clauses to expel a student permanently if it has provided the student and the parents or guardians of the student with details of the conduct which may result in a decision to expel the student and provided them with a reasonable opportunity to respond.*

8. *No remission of fees will apply in either case*
9. *The implementation of this policy statement will follow principles of procedural fairness.*

### **Procedures**

1. *Process all applications within the school's enrolment policy.*
2. *Interview applicants if there is a vacancy in the class, or at the Class Teacher's discretion.*
3. *Accept an application form completed by the applicant.*
4. *Consider each applicant's interview responses and application form regarding their ability and willingness to support the school's ethos.*
5. *Consider each applicant's educational needs and requirements, by gathering information and consulting with parents/family and other relevant persons.*
6. *Identify any strategies or adjustments which may be required to accommodate the applicant before a decision regarding enrolment is made, taking into consideration the effect of the adjustment on the prospective student, as well as its impact on the School, its staff and other students.*
7. *Discuss the application at a College of Teachers Meeting.*
8. *Accept or reject the application.*
9. *Inform the applicant of the outcome.*
10. *The accepted applicant will receive a letter of offer, which they will sign to accept enrolment.*
11. *Applicant will fill in Data Collection form.*
12. *Applicant will pay the first term's fees on enrolment.*



## Characteristics of the student body

The following table of information comes from the My School Website, which provides information based on the census.

| <i>My School</i>                       | 2014 | 2015 |
|--|------|------|
| Total enrolments                       | 147  | 142  |
| Girls                                  | 75   | 75   |
| Boys                                   | 72   | 67   |
| Full-time equivalent enrolments        | 147  | 142  |
| Indigenous students                    | 3%   | 6%   |
| Language background other than English | 6%   | 8%   |

Total enrolments fluctuated throughout 2015, and were at 155 by November 2015 compared to 156 in October 2014.

## Other School policies

The following policies relate to student welfare, discipline, grievances and bullying.

| Policy   | Changes in 2015                 | Access to full text   |
|--|---------------------------------|---|
| <p><b>Supporting Positive Student Behaviour and Discipline Policy</b></p> <p><i>Newcastle Waldorf School aims to provide a warm, nurturing environment where individual students can learn. We aim to do this by teaching values of respect, reverence, truth, goodness and creativity where students are encouraged to share in a vibrant learning community. We encourage goodwill and empathy. We collaboratively set expectations and teach students positive behaviours across the different environments and different times of the school day. Students are expected to strive to meet these expectations and follow requests made by school staff. We endeavour to teach these behaviours through positively acknowledging students. We also endeavour to individualise acknowledgement and consequences for students that are related to the situations and contexts in which the behaviours occur. By doing this we aim to build resilience in our students.</i></p> <p><i>The School prohibits the use of corporal punishment in disciplining students attending the school.</i></p> <p><i>The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, for any reason at the School.</i></p> <p><i>For serious breaches of expectations it may be necessary to suspend or expel a student.</i></p> <p><i>The implementation of this policy statement will follow the principles of procedural fairness including parental consultation regarding suspensions and expulsions.</i></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Support</li> </ul> | Reviewed but no changes in 2015 | Full text available on request to the School Administration |

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>• Consequences</li> <li>• Individual planning</li> <li>• Suspension, expulsion and exclusion</li> <li>• Bullying</li> </ul>   |  |  |
| <p><b>Child Protection Policy, including:</b></p> <ul style="list-style-type: none"> <li>• Prevention</li> <li>• Reporting</li> <li>• Risk assessment</li> <li>• Roles and responsibilities</li> </ul>   | <ul style="list-style-type: none"> <li>• Minor updates after our January 2015 refresher</li> </ul> | Full text available on request to the School Administration  |
| <p><b>Student Welfare Policy:</b><br/> <i>Newcastle Waldorf School Provides a safe and supportive environment for all students</i></p> <ul style="list-style-type: none"> <li>• Security</li> <li>• Supervision</li> <li>• Homework</li> <li>• Dress Code</li> <li>• Pastoral Care, Communication and Support</li> <li>• Student Leadership</li> <li>• Individual Planning</li> <li>• Medical Treatment</li> <li>• Excursions</li> <li>• Communication and Support</li> </ul>  | No updates in 2015   | Full text available on request to the School Administration  |
| <p><b>Positive Peer Relations, Anti-bullying and Anti-Harassment Policy:</b><br/> <i>Newcastle Waldorf School is committed to providing a safe and supportive environment that fosters respect and an environment in which genuine concern for each member of the School community is a priority. The School affirms that all members of its community have the right to feel accepted as worthwhile members of the School and seeks to prevent harassment and intervene effectively.</i></p> <ul style="list-style-type: none"> <li>• Bullying Definitions</li> <li>• Prevention and Intervention Strategies</li> <li>• Responding and Reporting</li> </ul>   | <ul style="list-style-type: none"> <li>• Review postponed until 2016.</li> </ul>                   | Full text available on request in School Administration  |
| <p><b>Complaints and Grievances</b></p> <p>Newcastle Waldorf School acknowledges that from time to time parents and students may raise concerns, complaints or allegations about matters regarding their experiences with the School. The following policy and procedures outline processes that are designed to address concerns before they turn into complaints or allegations. If parents raise concerns early, and they are addressed informally by class and subject teachers or the Principal, the likelihood that they will turn into formal complaints is greatly reduced.</p> <ul style="list-style-type: none"> <li>• Concerns</li> <li>• Complaints</li> <li>• Allegations</li> <li>• Procedures &amp; flowcharts</li> </ul> | No changes in 2015 after a comprehensive review in 2014  | Full text available on request to the School Administration<br><br>Full text available on the School's website |

# Determined Improvement Targets

## Meeting 2014 target areas of improvement

The 2014 Annual Report identified the following areas for improvement in 2015:

| Areas for improvement   | Improved in 2015 by   |
|---|---|
| <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Revisiting expectations of students and how teachers effectively model, monitor and enforce these expectations.</li> <li>• Continuing our focus on Professional Development with a strong Steiner focus.</li> <li>• Considering extending the range and level of courses in the HSC.</li> <li>• Broadening collegial understanding and support for individual students and their needs.</li> <li>• Continuing workshops and other cultural activities to support parents and staff.</li> <li>• Discussing and implementing ideas to strengthen parent connection with the school (parent satisfaction).</li> <li>• Discussing and implementing ways to increase student interest and connection with extra-curricular activities and help them feel more ownership of the school and their education.</li> <li>• Clarifying teacher roles and responsibilities and strengthening the connection between individual teachers and the school.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing.</li> <li>• Nearly all HS staff attended the Byron Bay <i>Meeting Point</i> conference hosted by SEA. All staff were inspired by the contemporary approach to Steiner education. Four primary teachers attended the regular <i>Glenaeon Intensives</i>. One staff member completed a number of short courses in Steiner specific teaching.</li> <li>• Preparations were made to introduce Music and Biology in 2016.</li> <li>• The College of Teachers made significant progress in sharing observations of individual students in College meetings.</li> <li>• Ongoing, but the gift-making festival was again very successful.</li> <li>• Ongoing for 2016. Ideas about parent groups and excursion have been discussed but not decided or implemented.</li> <li>• Ongoing for 2016. This has been difficult.</li> <li>• This was achieved though open discussion in College meetings and as new teachers build their own connections with the school over time.</li> </ul> |
| <p><b>Facilities and Resources</b></p> <ul style="list-style-type: none"> <li>• Prioritising maintenance and repairs to ageing buildings, including the School's rental property.</li> <li>• Paving or asphaltting the roadway to the Multipurpose Hall.</li> <li>• Installing a new server and data storage system for the school.</li> <li>• Completing the new facility to</li> </ul>  | <ul style="list-style-type: none"> <li>• Significant repairs were scheduled and made to the rental property. Some maintenance was achieved in 2015 to the schools aging buildings, but there is a significant amount to do in 2016.</li> <li>• Complete.</li> <li>• Not complete.</li> <li>• Complete.</li> </ul>   |

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| <p>accommodate year 11 and 12 and landscaping the adjoining areas.</p> <ul style="list-style-type: none"> <li>• Considering refurbishing an existing facility to be a kitchen suitable for cooking classes in the high school.</li> <li>• Preparing designs for an appropriate work storage space for projects.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussions are ongoing. No decisions made.</li> <li>• Demolition of a dilapidated, unused building was completed and an area was levelled and retained for outdoor space. There are design proposals for the space, but this project will be ongoing through 2016.</li> </ul> |
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## Improvement Targets for 2016

This annual report identifies the following areas for improvement in 2016:

### Teaching and Learning

- Revisiting expectations of students and how teachers effectively model, monitor and enforce these expectations.
- Introducing Biology and Music in the HSC courses.
- Continue discussion and implement ways to increase parent connection with the school.
- Improving student engagement and achievement in the senior high school

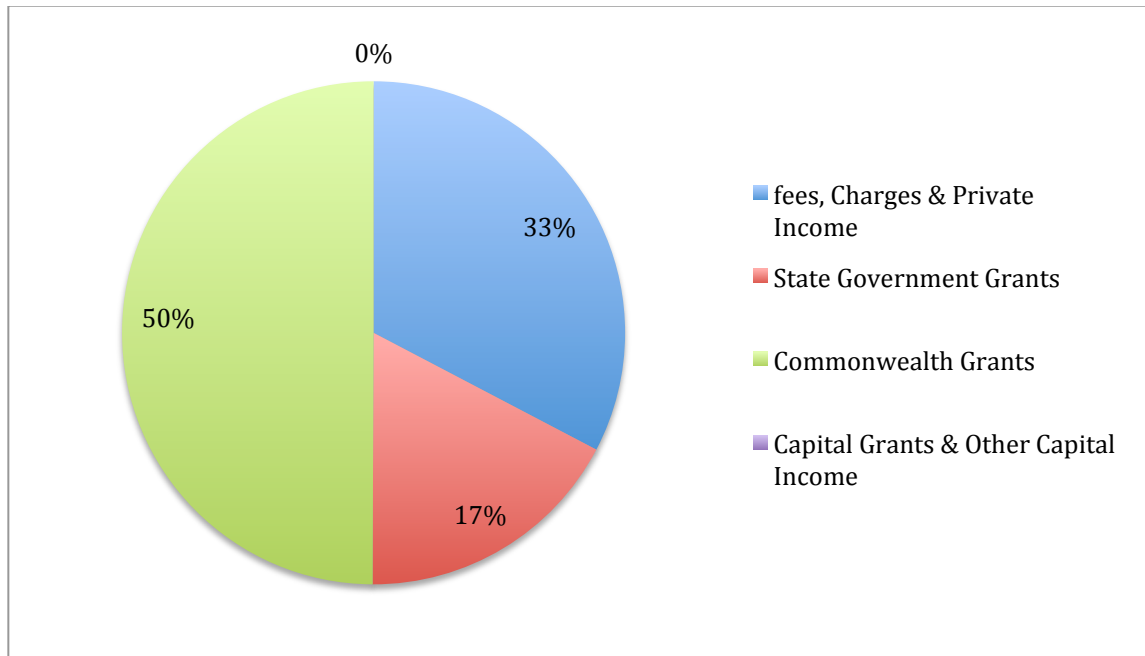
### Facilities and Resources

- Prioritising maintenance and repairs to ageing buildings.
- Updating ICT facilities.
- Renewing animal enclosures.
- Continuing discussion of potential facilities additions, such as kitchen, forging area and P&P storage and work area.

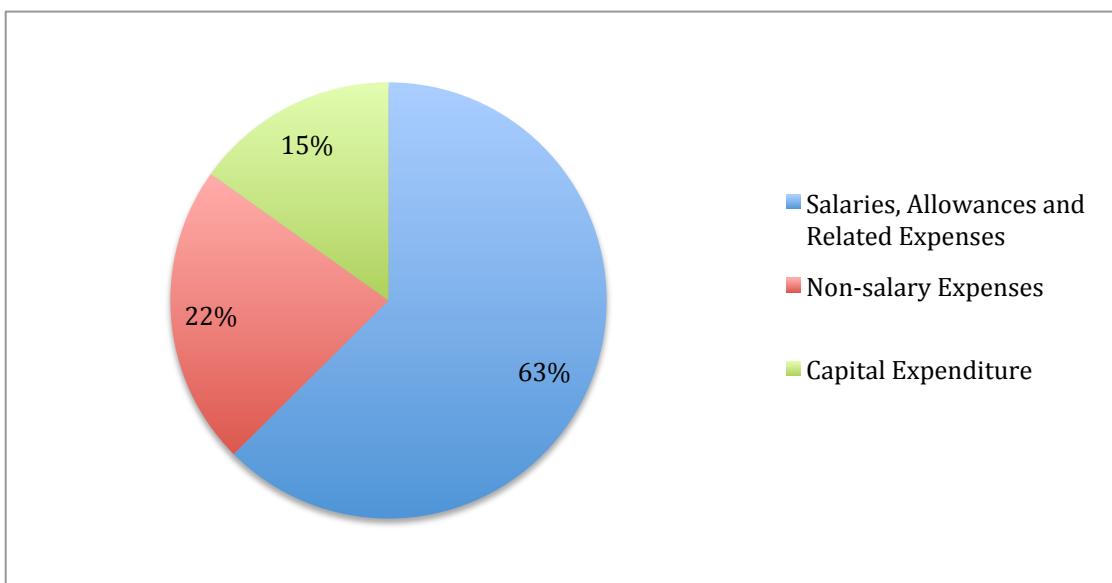
## Summary of financial information

The Newcastle Waldorf School financial information is summarised in the following sector graphs of income and expenditure for the period of January 1 to December 31 2015, sourced from the School's audited accounts.

### Income



### Expenditure



The high capital expenditure is due to the finalising of the year 11 & 12 building and surrounding landscaping.