

# Newcastle Waldorf School Annual Report 2020

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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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## Messages from key school bodies

### Message from the School Board

During 2020, the Newcastle Waldorf School Board continued implementation of a long-term strategy to ensure the school works strongly and sustainably into the future.

The Board acknowledges the contributions of the many parents who supported the School through a range of activities throughout the year. These efforts help create the wonderful atmosphere of the School that is enjoyed by everyone. The Board will continue to work with the parent body to facilitate their involvement in line with the long-term strategic direction of the School.

### Message from the Co-Principals

The Co-Principals would like to thank the College of Teachers for their interest and hard work over the year as we continue to navigate the rapidly changing educational environment. We would also like to thank the aides, volunteers and all of the parents who work tirelessly to support the school and their children in so many ways.

The Co-Principals would also like to acknowledge the Awabakaleen and Awabakal People, the traditional custodians of the land and pay respects to their Elders, past, present and future.

In 2020, flexibility was required from all staff and we particularly acknowledge the work that teachers put into the work from home packages and lessons developed during COVID lockdown.

## 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 at 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.

## Student performance in state-wide examinations

### NAPLAN

There were no NAPLAN tests in 2020 due to COVID.

### Record of School Achievement

At the end of 2020, 2 students left to pursue further studies at TAFE. They were eligible for a RoSA.

### Senior Secondary Results

The following HSC results are displayed graphically to show the trend of student performance over time. One way to measure this is to use Z-Scores, which show the variation from the average for our school. Where the bar goes below the 0 line, on average, our students performed below the average student from the state.

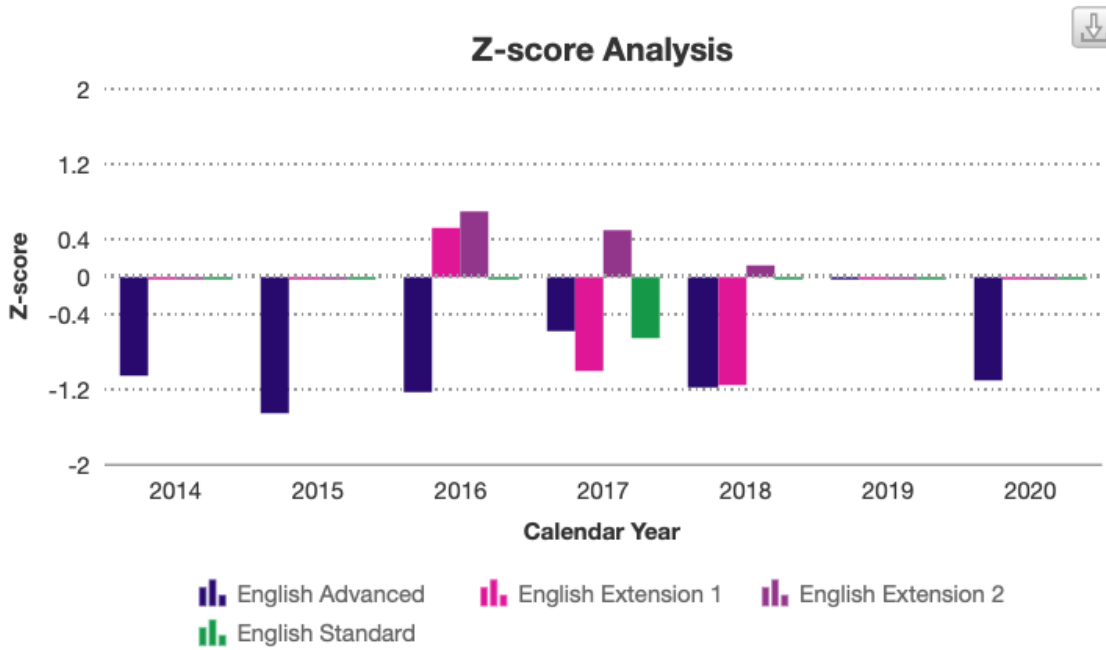
It should be noted, as always our school offers both ATAR and non-ATAR pathways, and that averages can be heavily influenced by one or two students, because cohorts are relatively small.

Importantly, the results achieved by students in 2020 allowed all graduating students to access their preferred choice of further education independent of whether they were on the ATAR pathway or not.

In this cohort, one student did particularly well overall achieving an ATAR above 90, the result of aptitude and dedication to their studies.

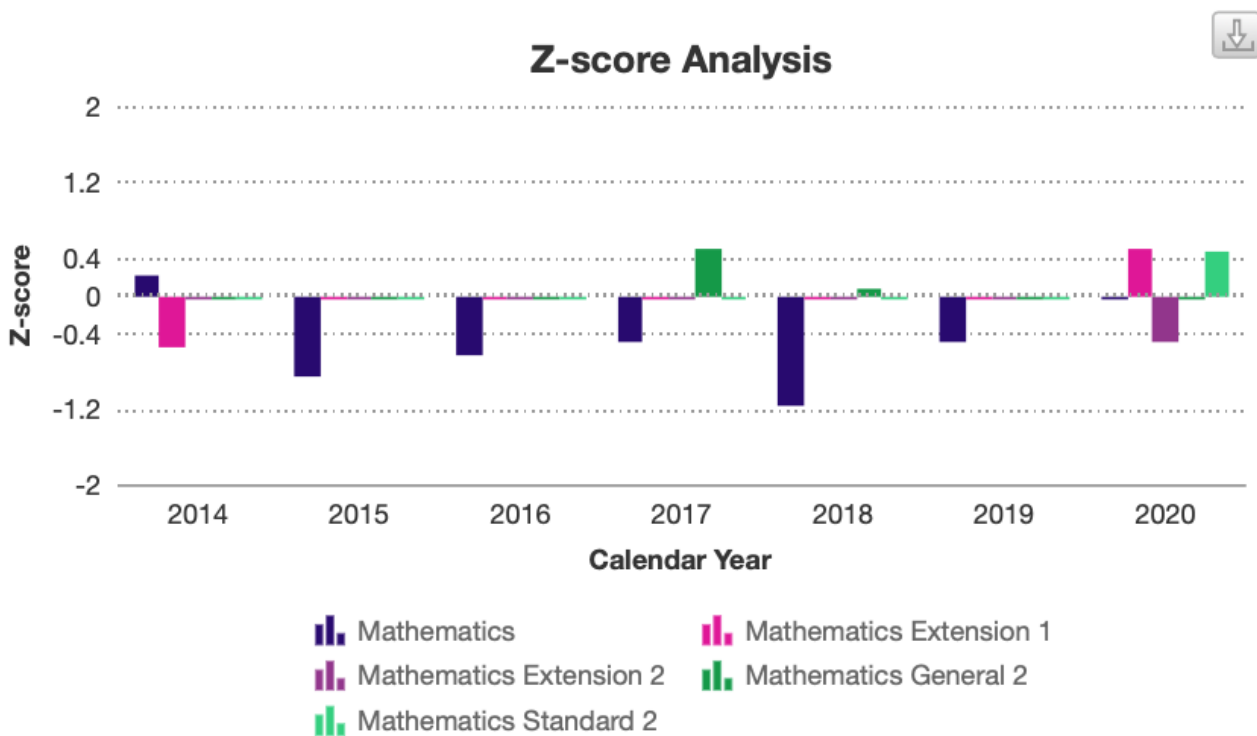
### *English Z-Scores*

The English Z-Scores show that advanced English (which has been the only course offered except for in 2017) is below the state average. Again, it should be noted that with a small cohort subject choices are limited and students who would have otherwise studied English Standard enrolled in English Advanced due to the quality of the course. English is a mandatory HSC subject and over 60% of the 2020 cohort were on a non-ATAR pathway. This has an influence on the average mark of our students.



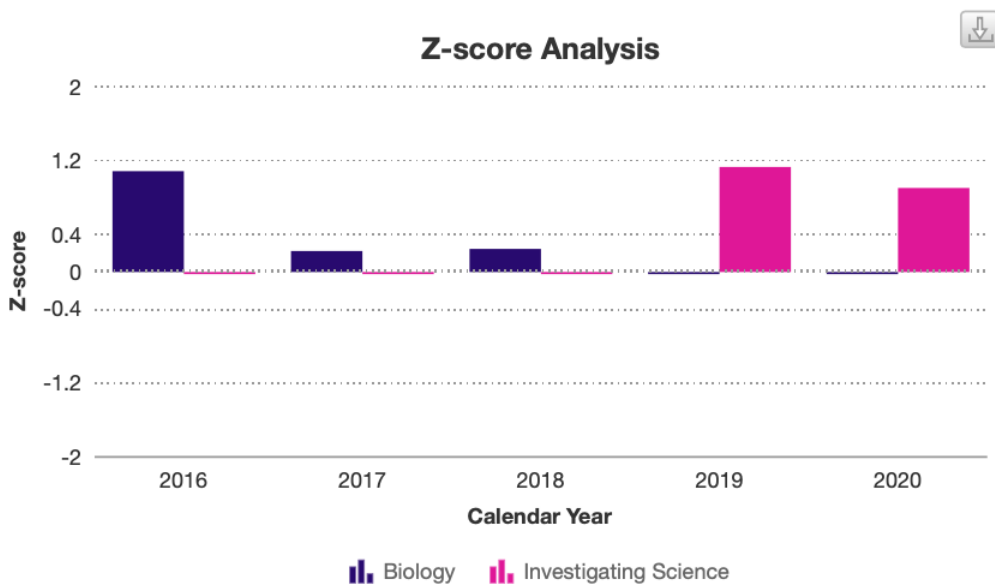
### Mathematics Z-Scores

The mathematics Z-Scores show above average marks in both the Standard and Extension 1 Mathematics courses, there were no Advanced students in 2020. In 2020 two students completed extension 1 and extension 2 mathematics and the other students who chose standard mathematics also did well. One Extension 1 Mathematics student achieved in the top band.



## Sciences Z-Scores

Students have consistently performed well in sciences over the years, and this has continued with the change from Biology to Investigating Science.



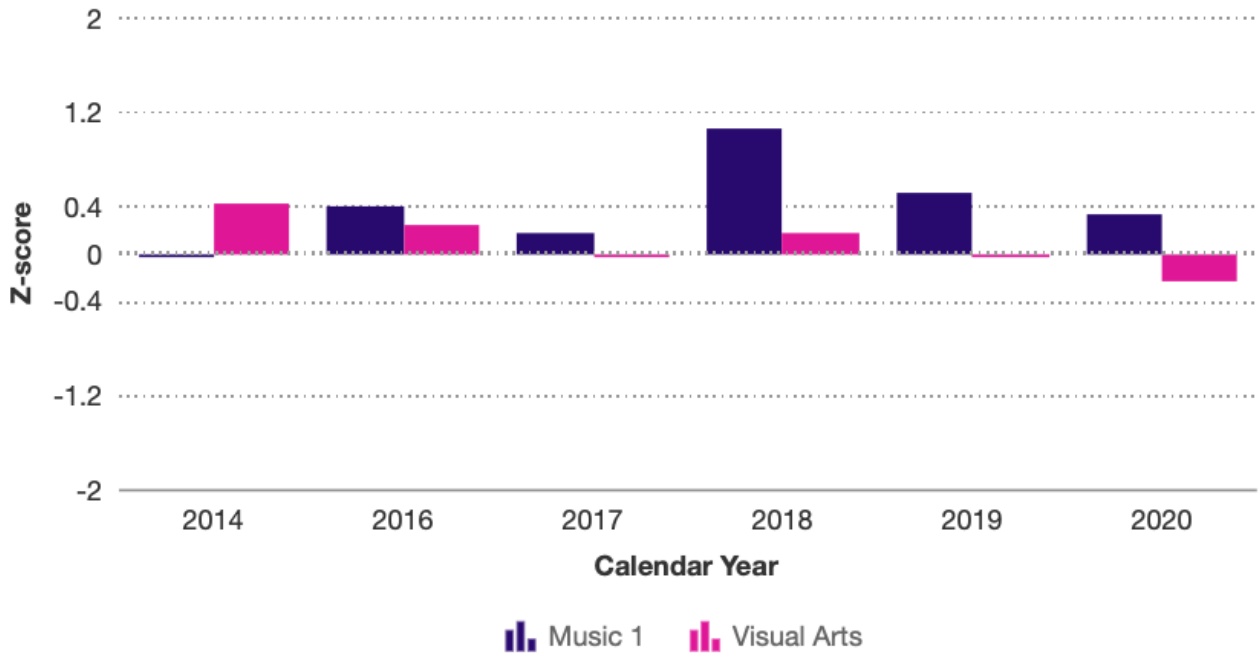
## Arts Z-Scores

Arts continue to be strong for the school with Music 1 students consistently achieving high results. Again, our school had one student achieve in the top band and a composition nominated for the NESAs 2020 Encore

There was a slight downward trend in Visual Arts. However, again, there was one student who achieved in the top band and whose art work was nominated for the NESAs 2020 Art Express exhibition. Visual Arts is a mandatory subject in our school and there was a mix of year 11 and year 12 students in the 2020 cohort completing the preliminary and HSC course compressed into one year. Next year, students begin the non-compressed version of the course where they study the preliminary year and HSC courses in their corresponding years.



## Z-score Analysis



### Vocational or Trade Training

One student undertook a vocational or trade course. The student did very well in this course.



## Professional learning, teaching standards and workforce composition

### Professional learning

This list is not exhaustive but comprises the main PD activities undertaken by staff in 2020

Number of staff	course	duration	date
2	Steiner High School Teachers Intensive, Rudolf Steiner Seminar.	5 days	Jan 2020
4	Gleneaon Class Teacher Curriculum Intensives	5 days	Jan 2020
All teachers	first aid refresher	half day	Feb 2020
All teachers	PDHPE with Dr Laksmi Prasanna and Patries Orange	half day	Feb 2020
All teachers	Lakshmi and Patries Steiner PD	2 days	Feb 2020
All Teachers	PDHPE with Lisa Devine	2 hours	Feb 2020
1	Tim Dunn – recently retired HSC Coordinator and Science mentor from Samford Valley High School science support	2 weeks	Feb 2020
All teachers and available support staff	CP and Code of Conduct refresher	2 hours	Feb 2020
All Teachers	Tim Dunn (recently retired HSC Coordinator and Science mentor from Samford Valley High School) Waldorf phenomenology	1 hour	
All Teachers	Erik Nieuwkoop (Dutch Geography teacher/mentor) Waldorf curriculum overview	1 hour	
3	Erik Nieuwkoop (Dutch Geography teacher/mentor) High school Geography mentoring	All term	Term 1
All Teachers	Lisa Devine attended College meeting and held a community talk in the evening.	1.5 hours	July 2020
All teachers	Sydney region Waldorf schools “The Wonder of Nature” – Hayden Washington	2 hours	Sept 2020
1	GLaM conference	1 day	Oct 2020
1	2020 HSC B.O.W marking	3.5 hrs	Oct 2020
1	Using Stellarium from the STANSW	1.5hrs / 2hrs	Oct 2020
All teachers	Continued weekly study with Educaredo.	20 minutes per week	weekly
5	Weekly study of Steiner Lectures on Education	1 hour per week	weekly
New and developing teachers	Regular mentor sessions for new teachers Weekly study meetings	30 minutes per week	weekly

## Teacher Accreditation

<b>Level of accreditation</b>	<b>Number of Teachers</b>
<i>Conditional</i>	<i>1</i>
<i>Provisional</i>	<i>7</i>
<i>Proficient Teacher</i>	<i>14</i>
<i>Total number of teachers</i>	<i>22</i>

## 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	22
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

Teaching Staff	22
Full-time equivalent teaching staff	18.9
Non-teaching staff	19
Full-time equivalent non-teaching staff	10.6

The School employed one casual and one part time Aboriginal member of staff in 2020.

## 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, integrating aspects of Indigenous Australian understanding for the environment.

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 to 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 and school community events, which are offered throughout the year.

This year attendance and participation in these activities was significantly curtailed by COVID. Parents expressed their satisfaction through email correspondence relating to the standard of home learning support provided by the school during COVID.

The College of Teachers will continue to discuss and implement strategies to strengthen the connection between parents and the school, with school community events such as festivals, musical concerts and workshops being very popular among parents.

Enrolments increased by 7% from Census 2019 to Census 2020 as the school continues to expand.

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, plays 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 2020, most students continued to be actively engaged in the course work as well as extra-curricular activities, depending on their preferences.

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.

## Student attendance, retention rates and post school destinations

### Student attendance rates

The following data is from the first semester of each year since 2017.

	2017	2018	2019	2020
K			91%	92%
1	94%	93%	93%	93%
2	92%	90%	94%	93%
3	92%	93%	93%	87%
4	90%	92%	92%	93%
5	95%	90%	93%	93%
6	93%	93%	91%	94%
7	95%	91%	90%	94%
8	95%	92%	85%	94%
9	95%	86%	89%	87%
10	94%	96%	85%	90%
11	95%	97%	96%	95%
12	95%	86%	98%	98%
<b>School</b>	<b>93%</b>	<b>92%</b>	<b>92%</b>	<b>92%</b>

Associated with accepting students midway through their education is the possibility of also inheriting their poor attendance habits. Though we do mostly see improvements in attendance habits over time, this is not always the case, especially late in their education. This does influence the high school attendance rate as evidenced in year 10. There are also some students with considerable health concerns and, where a class is small, such as year 9, this impacts the attendance percentage significantly.

#### **Student attendance rate (based on years 1 to 10), semester 1 2020:**

- All students 92%
- Indigenous students 91%
- Non-Indigenous students 92%

#### **Student attendance rate (based on years 1 to 10), term 3 2020:**

- All students 91%
- Indigenous students 87%
- Non-Indigenous students 91%

## 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.

### *Strategies to improve poor attendance*

- *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.*
- *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.*
- *Principal has a discussion with parents when granting exemptions, especially with regard to mid-term holidays.*
- *HSC and Preliminary Students will receive formal warning letters as per the NWS HSC Assessment Policy*
- *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 upper 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 and with a wider range of subject choices and larger class numbers. 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
- Parents following an ethos different to that of the school

The retention rate of students from year 10, 2018 through to completion of year 12 in 2020 was 73%. This was generally a strong cohort comprising students who supported each other and worked well together. Generally, retention fluctuates from year to year based on the dynamic of the cohort. Students who left between year 10 and year 12 either went to different schools or vocational training. We are pleased to see them prospering in their life choices.

Post school destinations of the students finishing their HSC in 2020 include University, TAFE and paid employment. All students achieved the results in their HSC to allow them to access their chosen post school destination, be it further education or paid employment.

## Characteristics of the student body

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

<https://www.myschool.edu.au/school/43716>

	2015	2016	2017	2018	2019	2020
Total enrolments	142	145	160	195	211	225
Girls	75	76	82	100	108	114
Boys	67	69	78	95	103	111
Full-time equivalent enrolments	142	145	159	189.7	204.6	216.6
Indigenous students	6%	6%	8%	7%	7%	9%
Language background other than English	8%	8%	8%	7%	12%	12%

The increase in enrolments is concurrent with a strong interest in Kindergarten and primary, we continue to see increases in second generation children (children of Alumni) and associated friends. We also have a successful playgroup associated with the school which feeds the Kindergarten.

The increase in Indigenous students may be connected with the strengthening Indigenous program offered by the school supported by a strong parent/teacher Indigenous cultural group, some very active members of the College of Teachers, and our Indigenous Cultural Leader, Jarn Hodgson.

## Policies

### Enrolment policy

The following complete text of the Newcastle Waldorf School policy was current for 2020. The enrolment Policy can be found on the School's website at:

<http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html>

*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 Education Standards Authority (NESA).*

- 1. Applications for enrolment may be made at any time by the parent/carer(s). The school will process applications in a timely manner having regard for all aspects of the application process, the gathering of information and the consideration of this information by the College of Teachers.*
- 2. The school may accept students who are 4, turning 5 in the term of enrolment or older.*
- 3. Where there are spaces in the class, applications will be processed by considering the student and family's fit with the school, ie:*

#### *Family:*

- the applicant holding attitudes, values and priorities that are compatible with the ethos of the school, as outlined in the school handbook and at interview.*
- siblings already attending the school or the family having a close connection to the school*
- either parent having attended the school or another Steiner school.*

#### *Student:*

- the student having attended the School or another Steiner School*
- the contribution that the student may make to the school, including the co-curricular activities*
- reports from previous schools*
- engagement in the educational program of previous schools.*

#### *School:*

- ability of the school to meet the special needs or abilities of the student*
  - the current composition and dynamic of the of the cohort*
  - order of receipt - when the application to enrol is received by the school*
- 4. The school has an absolute discretion in determining the weight of each of these factors, and other criteria determined by the school from time to time, in deciding whether to offer a place for the student.*
  - 5. If a class is deemed to be full, the school may operate a waiting list or ask the applicant to contact the School regularly throughout the year.*
  - 6. Continued enrolment at the school is dependent on the student having a pattern of attendance accepted by the school and the student and the parent/carer(s) observing all codes of conduct and other requirements of the School which are applicable from time to time. The school's expectations are communicated through its handbooks, at parent/teacher interviews, at class meetings and through regular notes, newsletters, emails, phone calls and face to face discussions.*
  - 7. Payment of fees is the collective responsibility of the Parents/Guardians on the Enrolment Contract. They are payable at the start of the term and no remission will apply for students ceasing enrolment during that term.*



## Other School Policies

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

Policy	Changes in 2020	Access to full text
<p><b>Supporting Positive Student Behaviour and Discipline Policy</b></p> <p><i>This policy outlines the School's approach to positive behaviour management, including guidelines to support and manage student behaviour. In Kindergarten honouring the mood of the world being Good we build a shared culture of Reverence. In the Primary within the mood of the world being Beautiful we build a supportive culture of Authority. In High School within the mood of the world being True it becomes worthy of Love. These developed moods and cultures within the classes across the stages support and nourish student's positive behaviour.</i></p> <p><i>We teach students positive behaviours across the different environments and different times of the school day. We teach values of, reverence, truth, goodness and creativity where students are encouraged to share in a vibrant learning community. The School environment is one in which students can explore, connect, make mistakes, grow, develop, and learn to be strong, ethical individuals who have the capacity to productively contribute within the school and wider community context.</i></p> <p><i>We 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. The development of human capacities and behaviour is purposefully integrated in our school learning program in a way that addresses student wellbeing throughout their school life.</i></p> <p><i>The School prohibits the use of corporal punishment in disciplining students attending the school. 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. Teachers are aware of their legal responsibilities and update their knowledge annually.</i></p> <p><i>Children all have a right and responsibility to work, play and learn in a friendly, safe and helpful environment. Teachers all have a right and responsibility to teach in a friendly, safe school, which is supported by the school community. Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.</i></p> <p>This policy addresses:</p> <ul style="list-style-type: none"> <li>• Expectations &amp; Support</li> <li>• Consequences for persistent behaviour issues</li> <li>• Individual planning</li> <li>• Suspension, expulsion and exclusion</li> <li>• Anti-bullying</li> </ul>	<p>The school began an extensive review of this policy, beginning with a parent survey in late 2020. Changes were accepted into a draft policy for further consultation in 2021.</p> <p>The summary included here is from the draft policy of late 2020</p>	<p>Full text available on request to the School Administration and at <a href="http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html">http://www.newcastlewaldorfschool.nsw.edu.au/school-downloads.html</a></p>

<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>	<p>Changes made to reflect legislation changes</p>	<p>Full text available on request to the School Administration</p>
<p><b>Student Welfare Policy:</b>  <i>Newcastle Waldorf School Provides a safe and supportive environment for all students.</i></p> <p>This policy addresses the following areas:</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>	<p>No changes</p>	<p>Full text available on request to the School Administration</p>
<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>	<p>No changes in 2020</p>	<p>Full text available on request to the School Administration</p> <p>Full text available on the School's website at</p> <p><a href="http://www.newcastlewaldorfschool.nsw.edu.au/sc-hool-downloads.html">http://www.newcastlewaldorfschool.nsw.edu.au/sc-hool-downloads.html</a></p>

## Determined Improvement Targets

### Meeting 2019 target areas of improvement

The 2019 Annual Report identified the following areas for improvement in 2020:

<b>Teaching and Learning</b>	
<b>Improvement targets identified in 2019</b>	<b>2020 Progress</b>
To establish Before and After School Care and Preschool facilities	<ul style="list-style-type: none"> <li>- Progress was made with a DA for the facilities at 64 Reservoir rd., but there have been other perspectives and opportunities raised and the school is reviewing its options for after school care</li> <li>-</li> </ul>
To continue to support new teachers in the development of their understanding of the education philosophy of Dr. Rudolf Steiner	<ul style="list-style-type: none"> <li>- Weekly inclusion of study material in College meetings.</li> <li>- Weekly readings of “Foundations of Human Experience”</li> <li>- Dr Lakshmi Prasanna and Ptries Orange attended the professional development days for teachers in the week prior to school. We completed our fourth module of their training program. We also had a half day with them where we discussed our planning for PDHPE.</li> <li>- Online workshops with Dr Lakshmi Prasanna for Easter.</li> <li>- Zoom meetings with Steiner schools for different age groups.</li> <li>- Practical PD of developing online School at Home website collectively.</li> <li>- Professional development budgeting continues to be directed towards Steiner based PD.</li> <li>- Development of an induction booklet for new teachers including ongoing feedback from the staff</li> </ul>
To update governance and management policy and procedure	<ul style="list-style-type: none"> <li>- Commenced.</li> </ul>
To constantly monitor individual and group needs across the school as well the process for identifying need and how those needs can be met.	<ul style="list-style-type: none"> <li>- Student support and needs is a standing item on the weekly teachers’ meeting agenda</li> <li>- Class 7 identified and supported at our February college meetings to support them in the transition into high school.</li> <li>- Planning for COVID-19 changes</li> <li>- Structured employment of teacher’s aides to support specific learning needs</li> <li>- Engagement of a school counsellor to commence in 2021</li> </ul>
To continue to review and plan for parent collaboration	<ul style="list-style-type: none"> <li>- Term 1 Community talks by visiting Waldorf Experts including Dr Lakshmi Prasanna, Ptries Orange,</li> <li>- Tim Dunn, Erik Nieuwkoop and Lisa Devine</li> <li>- Term 2 and 3 community events were on hold due to COVID-19, however collaboration continued with Jarn Hodgson for Indigenous aspects of our curriculum.</li> </ul>
To encourage student participation in suitable community events	<ul style="list-style-type: none"> <li>- Difficult to achieve in COVID climate, however, field studies of local Indigenous sites were possible in terms 3 and 4</li> <li>- Student sustainability initiative – Clothes exchange</li> </ul>
To promote the school and our method of teaching to the wider community.	<ul style="list-style-type: none"> <li>- Ongoing strengthening representation in Steiner education Australia</li> <li>- Ongoing submission of event and journal articles for SEA website</li> <li>- Sustainability and Newspaper article published on our Indigenous Garden project</li> </ul>
<b>Facilities and Resources</b>	

<b>Improvement targets identified in 2019</b>	<b>2020 Progress</b>
To manage the growing maintenance of existing buildings and expand facilities for changing needs	Under the supervision and organisation of our Maintenance team leader, the school made significant progress in 2020 in this area. <ul style="list-style-type: none"> <li>- Library fascia and gutters replaced</li> <li>- Northern deck to Art room replaced.</li> <li>- Construction of a new building containing two general classrooms and one dedicated music classroom has been completed.</li> <li>- Bottom paddock and field revitalised for playing areas</li> <li>- Construction begun on a dedicated play area for Kindergarten and Lower primary students.</li> <li>- Bush Tucker Garden extension and regular maintenance</li> <li>- New lunch tables and stools</li> <li>- Year 10 construction of a set of new music stands for the hall</li> <li>- Substantial revitalisation of the field and lunch tables using sandstone blocks and extensive landscaping.</li> <li>- New set of desks and chairs to match increasing student numbers</li> <li>- Dedicated second Kindy commenced.</li> <li>- Mural on D&amp;T exterior wall facing the school entrance</li> <li>- New artistic panelling for defining the developing outdoor workspace to the South of the D&amp;T complex</li> </ul>
To audit and replenish teaching resources, particularly through the high school.	<ul style="list-style-type: none"> <li>- Server and computer upgrades</li> <li>- Video Projectors and Sound Systems cabled in.</li> <li>- Purchase of a set of guitars for class lessons</li> <li>- Pianos for more rooms</li> <li>- Audit and restock of the science lab</li> </ul>

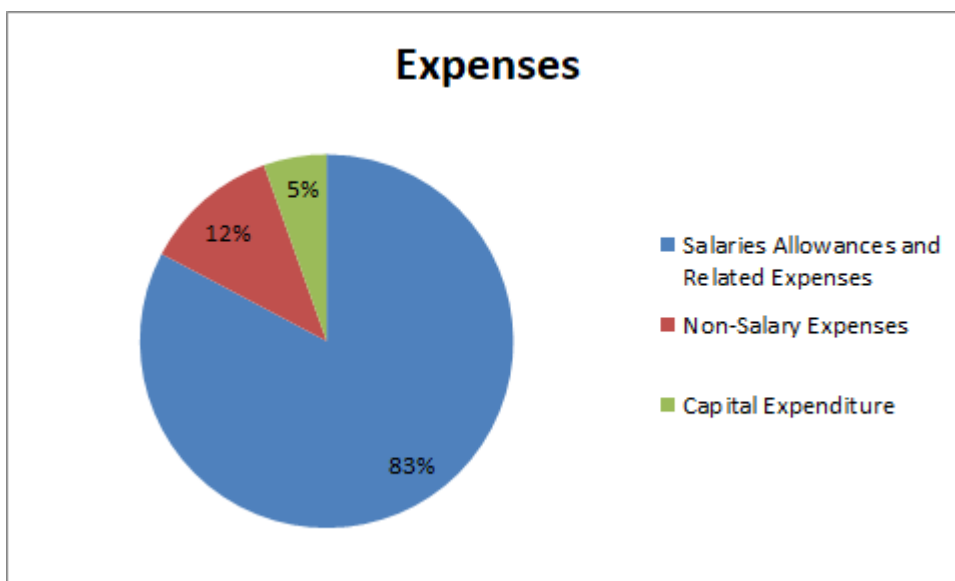
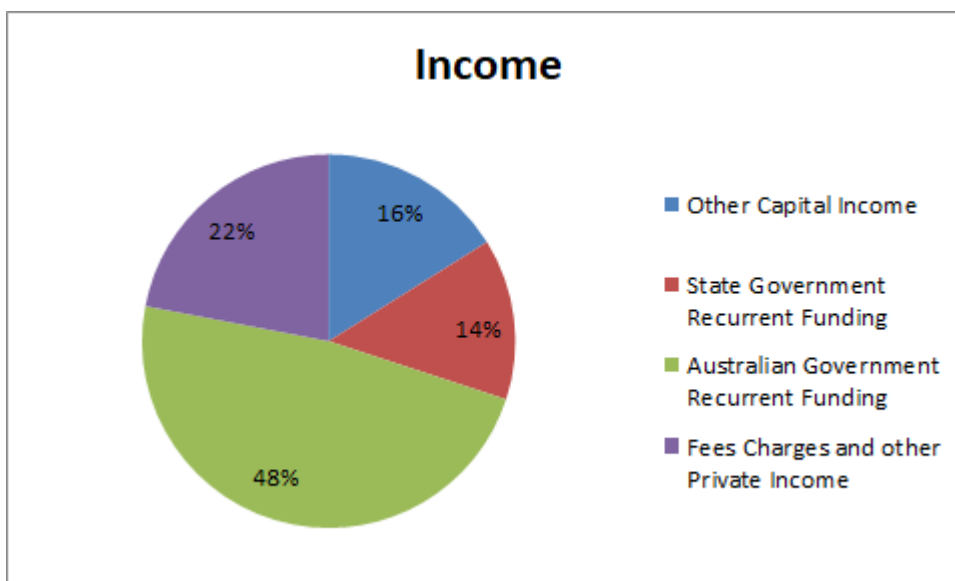
## Improvement Targets for 2021

This annual report identifies the following areas for improvement in 2021 based on the strategic planning document developed over 2020:

<b>Teaching and Learning</b>
To establish Before and After School Care and Preschool facilities
To update governance and management policy and procedure
To constantly monitor individual and group needs across the school as well the process for identifying need and how those needs can be met. The focus this year is on the increasing diversity of individual needs.
To support the wellbeing of teachers, students and families.
To continue to support new teachers in the development of their understanding of the education philosophy of Dr. Rudolf Steiner education.
To continue to review and plan for parent collaboration
To continue the work of Reconciliation by embedding Indigenous culture in the school.
<b>Facilities and Resources</b>
To renovate or replace the administration building
To purchase and install a school management system.
To continue to progress plans for utilising the school's second property to be part of the education facilities of the school.

## 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 2020, sourced from the School's audited accounts.



The other capital income includes COVID support. This has a flow on to increasing wage related proportion of expenses. All other figures are growing with the school student numbers but are similar to previous years in percentages.