



FOR RUDOLF STEINER EDUCATION LTD.

2015 ANNUAL REPORT EDUCATIONAL & FINANCIAL REPORTING

Mumbulla School would like to acknowledge the Traditional Owners of the lands and waters of the Bega Valley Shire – the people of the Yuin and Monaro nations and show our respect to elders past and present.

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Mumbulla School for Rudolf Steiner Education

Mission Statement:

Mumbulla School is based on the philosophy of Rudolf Steiner which acknowledges the spiritual nature of human beings. The School community, through the encouragement and co-operation of individuals, sets out to create a harmonious school environment which fosters the balanced development of children, preparing them to act in freedom, with intelligence, creativity and purpose in a changing world.



Mumbulla School for Rudolf Steiner Education is located in Bega, NSW and its curriculum is based on the philosophy of Rudolf Steiner, which acknowledges the spiritual nature of human beings. The School community, through the encouragement and co-operation of individuals, sets out to create a harmonious school environment which fosters the balanced development of children, preparing them to act in freedom, with intelligence, creativity and purpose in a changing world. Mumbulla School is a community where parents bring their children rather than send them to experience a human-centred education embodying the ideals of goodness, beauty and truth. Respect for each other and care for the environment are highly valued as is creativity in all areas of endeavour. The focus is on an integrated curriculum to support the whole child with a finely tuned awareness of child development that recognises the value and opportunities of each stage of childhood. All Key Learning Areas are presented in ways that promote students' active involvement and growing confidence. The school has a rich music program, including singing, recorder, strings, percussion, woodwind and brass. French is taught from K to 6 and the school has an outstanding Craft program. The school is non-competitive but participates in broader community events.

Message from the Board of Directors

During 2015 the Board of Directors worked together as a positive and professional team, committed to improving processes within the school. We made significant progress in implementing our school's Strategic Plan, and key achievements of the year were:

- Applying for funding to develop the undercroft in 2016, in anticipation of attracting funds to build a new Kinder in 2017-8
- Relocation of administration offices
- Access path building and opening
- Employment of Jason Armstrong (B&G Caretaker) and Josh van de Scheur (ICT Administrator)
- Establishment of an Equitable Access Group mandated to help us provide opportunities that lead to a more diverse and inclusive school community
- The appointment of new auditors, RSM Australia
- Establishment of new governance professional development requirements
- Trial and review of Education Manager position
- Fee policy review and amendment, focusing on early intervention via Fee Contract and intervention for high and chronic debtors
- Approval of insurance for staff and students
- Commencement of a review of our Constitution, to be completed in readiness for the school's 30th birthday.
- Work on a new Governance Manual that will help us work in accordance with current expectations of Boards and make the Board's job clearer and more streamlined.

I feel privileged to have served on the Board of Mumbulla School over the last eight years and most recently as Chair of the Board. I've particularly loved the work with my colleagues on the Governance, Leadership and Management (GLaM) group, thinking about how good process brings out the best in people.

I have great admiration for the people who serve on the board. It's a role that doesn't have the same tangible rewards as other volunteer positions in the school, like spending time with children. As Directors we are called on to focus on solving problems and being vigilant to potential risks and this can sometimes mean we lose perspective that this is a remarkable, beautiful school, with experienced, dedicated teachers and staff and with a lot of goodwill and great respect and love for the children.

I'd particularly like to pay tribute to the teachers on the Board, many of whom have been doing this work since the early days of the school. This historical vision brings wisdom, depth and a longer-term perspective, and also a sense of the preciousness of what we are working to maintain. The parent directors on the board bring valuable new perspectives, skills and energy and it's a good combination.

During this time we've become so much clearer about the difference between governance and management. We've created a good strategic plan that is yielding results as we work in a focused way towards building a new kindergarten. We've developed clearer policies around fees, fee relief, enrolment and grievance procedures and we demonstrate greater transparency in recruitment. We apply the key question "is this in the best interests of the school" when making decisions, keeping the children central and respecting the efforts of parents.

The school ended 2015 in a position of strength and I trust in the goodness and the intelligence of the people who will carry the school forward into the future.

Ali Rodway
Chair, Board of Directors 2015

Message from the College of Teachers

After a lengthy process of review and research in 2014, 2015 saw Mumbulla School initiate our new governance, management and leadership structure. James Wishart was employed as the school's first Education Manager. He brought with him many years of Steiner education experience and philosophy. Unfortunately, due to personal reasons he was only able to stay for one year of his two year contract.

The school leadership and management structure continues to evolve as we move into 2016. Reagan White, the school's Literacy Specialist, stepped in to act as Education Manager from the start of 2016.

Being host to the Wayfarers in July was an absolute highlight for the whole school community this year. Their visit included music workshops, performances, choral singing and socialising with over 80 students from Waldorf Schools in Japan, Taiwan and China. James Wishart with his team of helpers, including the wonderful school families who billeted all the visitors, successfully co-ordinated the Wayfarers Visit, which was a true celebration of music, cultural diversity and learning together.

Over 50 students from Classes 5 and 6 took part in our inaugural Music Tour this year. The Band, under the direction of Georgi Hargraves and String Ensemble, under the direction of Jarka Secker, toured primary schools in Cooma, Michelago, Bredbo and to Orana Steiner School in Canberra. The students were warmly received as they shared their talent and enthusiasm for music. It was not only a wonderful learning experience it was also a wonderful community service, which we hope to make a regular event in our calendar. Thanks must go to the Parents & Friends group who helped make the Music Tour a reality.

In 2015 Mumbulla School had a total enrolment of 190 students from Kindergarten to Year 6. It is pleasing that student numbers continue to grow steadily and we have waiting lists for many classes.

The school continues to receive funds through the *School's Leading Learning* grant from the Association of Independent Schools (AISNSW). During 2015 we received approximately \$40,000 (some funds were rolled over from 2014) which we used to develop standardised writing assessments for Classes 1-6. We were able to collect writing samples across the classes and to moderate these samples in accordance with the NSW Literacy Continuum which we have aligned with the scope and sequence of literacy learning at Mumbulla School. We look forward to continuing this learning in 2016 as we progress to in-house teacher professional learning on Writing Traits. This funding has enabled us to work towards a legacy of teachers leading learning.

The *More Support for Students with Disabilities* (MSSD) grant from AIS concluded at the end of 2015. It provided invaluable financial support for the school over several years; aiding the purchase of resources and provision of professional development to better equip teachers to support students with disabilities. The school prides itself on the social, emotional, physical and academic support it is able to offer children with disabilities. We welcome all children with learning differences as an asset to our school community. As a direct result of both SLL and MSSD funding the school's long established relationships with consultants from AIS continues. These consultants are an invaluable source of professional mentoring and collaboration for our school.

Mumbulla School continued to collect information on children with learning difficulties and disabilities as part of the mandatory Nationally Consistent Collection of Data (NCCD) initiated by the Federal government several years ago. The collection of data was facilitated by the Literacy Specialist and supported by class teachers. The school formally identifies children who required significant adjustment/s to the curriculum by providing Individual Learning Plans (ILPs) which are reflected in differentiated teaching practices across classes. This embedded practice makes the data collection for NCCD easily achievable each year.

College meetings continue to be held weekly with fortnightly afternoon tea being a positive collegial gathering. A few of the topics included in College Education throughout 2015 have included child development, child protection, individual class focuses, storytelling, early literacy, teacher wellbeing and auditory processing disorder. College members continue to learn from each other, reporting back on professional learning experiences and engaging in stimulating discussions.

Reagan White
For the College of Teachers

School performance in statewide tests and examinations

Literacy & Numeracy Assessments in Classes 3 & 5

Class 5 2015

In 2015, 24 out of 27 Class 5 students participated in the National Assessment Program for Literacy and Numeracy (NAPLAN) with 2 being withdrawn and 1 absent.

In the 4 tests for Literacy, children were placed in Skill Level Band 6 or above as follows:

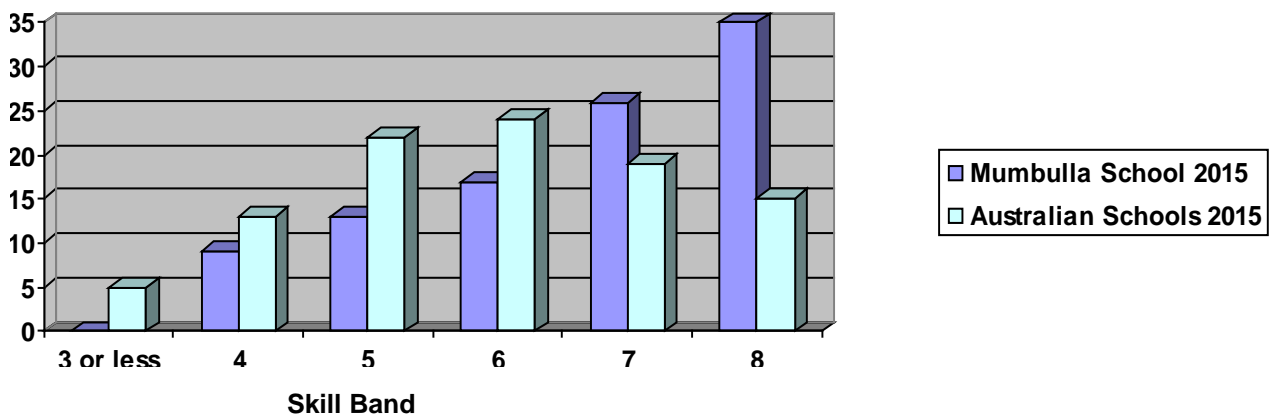
Reading	78%
Persuasive Writing	60%
Spelling	65%
Grammar & Punctuation	74%

In Numeracy 95% of the children were placed in Skill Level Band 6 or above, compared to 65% in 2014 and 78% in 2013.

Percentage in Skill Bands

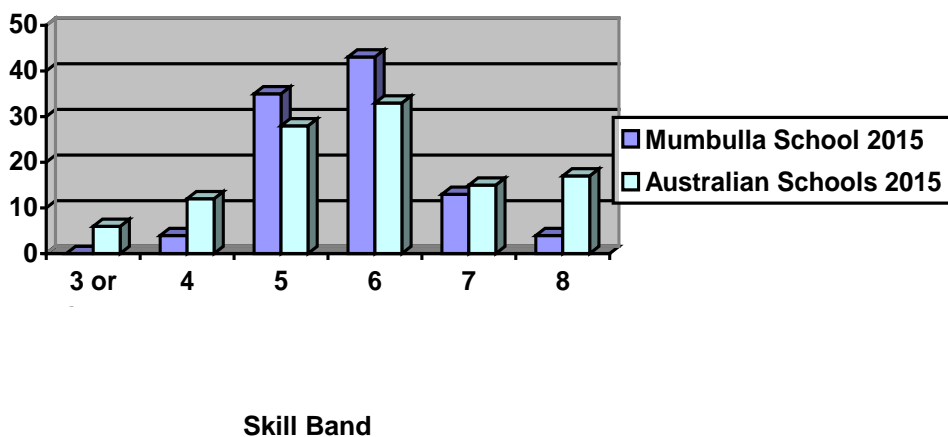
Reading

Percentage



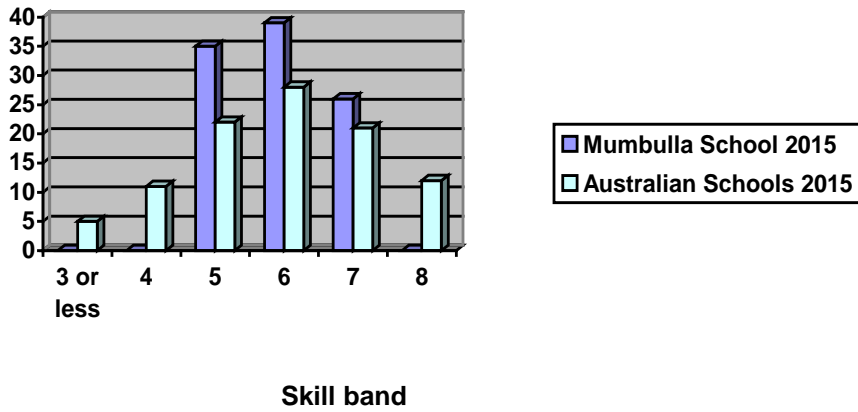
Persuasive Writing

Percentage



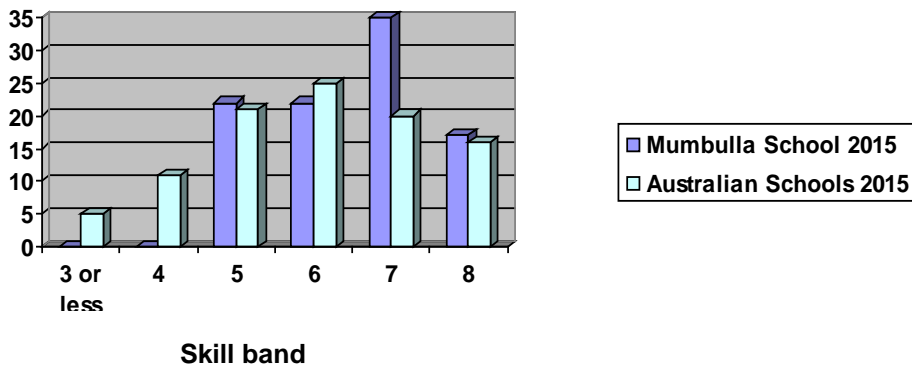
Spelling

Percentage



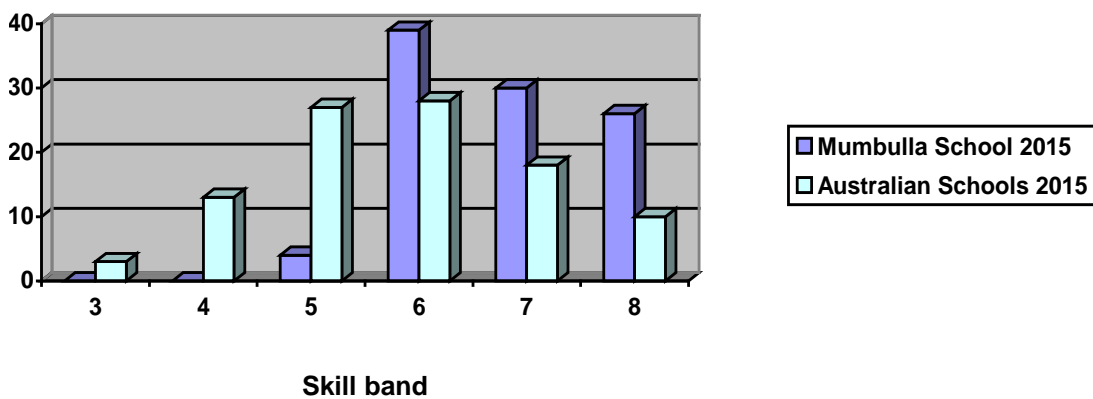
Grammar & Punctuation

Percentage



Numeracy

Percentage



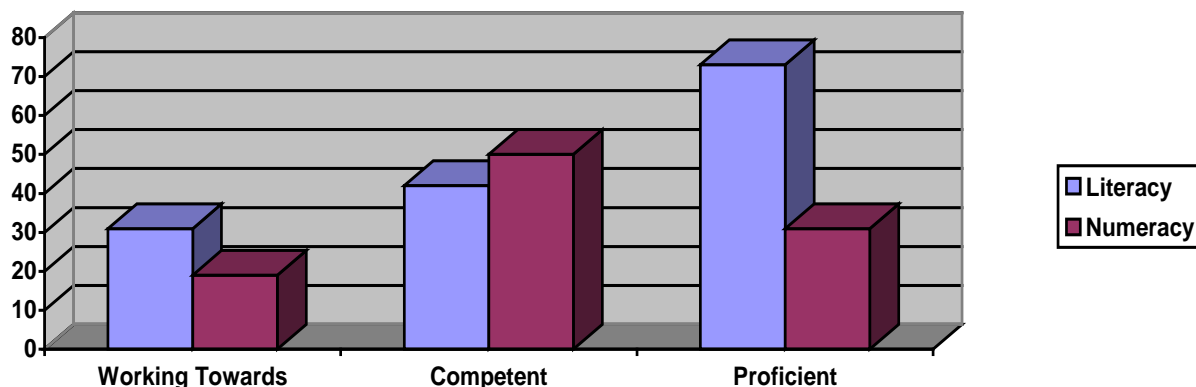
Class 3 2015

In 2015, 100% of children were formally withdrawn by their parents from NAPLAN testing.

Curriculum-based outcomes for Class 3 2015 in numbers obtained through the mid-year reports are as follows:

Literacy & Numeracy - Curriculum-based outcomes

Percentage



Assessment through the year

Mumbulla School has a comprehensive system of reporting to parents:

- Completed Main Lesson books are sent home at the completion of each Main Lesson with the teacher's comments attached. Feedback from parents and carers is invited.
- Written reports are distributed to families at the end of Terms 2 and 4.
- Parent-teacher interviews are offered and encouraged in Terms 2, 3 & 4 or when requested by the parents/carers;
- Class meetings are held throughout the year in which learning outcomes, teaching methods, and child development are discussed and the school's overriding educational philosophy is presented;
- Class notes are prepared by the teachers for the school's weekly Bulletin with information about present and forthcoming class activities and the pedagogy behind the work being done;
- Needs-based interviews are sometimes requested by the class teacher, learning support teacher, specialist teachers or the parent.
- Independent Learning Plans (ILPs) are developed for children considered by the class teacher and the Learning Support teacher as having additional learning needs. Parents are consulted in the development of these plans.

Professional learning and teacher standards

15 members of our teaching staff have teaching qualifications from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines.

In 2015, most of our teachers undertook some form of professional learning both in Steiner-based learning and mainstream courses. They attended conferences, workshops and seminars within the local area where possible and away from area when necessary.

Steiner/Anthroposophical	Mainstream
Glenaeon Teacher Intensives (Jan 2015)	Down Syndrome conference – Sydney
SEA/AIS Leaders forum in Sydney	PETAA Writing conference in Sydney
Sea Delegates in Bellingen	Gluten-free bread making course in Sydney.
ICT in Steiner Schools conference – Coffs Harbour	BraveHearts follow up: PDHPE curriculum focus PD – teaching staff in-service day
SEA Governance, Leadership & Management conference (GLaM) in Mullumbimby.	1-day workshop on Auditory Processing Disorder in Merimbula
SEA Delegates conference in Noosa.	Online Mathematics Differentiation with Anita Chin completed.
Orff Schulwerk (Music) conference in Hobart	Pre-Lit Workshop in Sydney.
Whole School Professional Development	
Bravehearts Teacher training for protective behaviours – all staff invited	
College PD Day – Storytelling. All staff invited	
Pre-Lit follow up: in-service PD day for teaching staff	
Staff training with Judy Huda (AIS) re <i>Schools Leading Learning (SLL)</i> grant – Data Collection, new guidelines for disability funding	
PD day in Term 4 targeting Numeracy in the primary years and specialist teaching of children with special needs	
In 2015, the AIS continued to offer subsidies for travel and some accommodation costs for AIS courses up to \$500 per day per participant.	
The <i>More Support for Students with Disabilities</i> grant continues to enrich the school through PD opportunities related to planning and programming for children with additional needs	
The <i>Schools Leading Learning (SLL)</i> grant continued through 2015 with funds being put towards relieving teachers for development and training in relation to standardised assessment of writing and alignment of the school's English Scope and Sequence to the NSW Literacy Continuum. Funding continues through 2016.	

Teachers who have attended Professional Development (PD) bring the information back and spend time at weekly College meetings briefing other staff on the content of the PD. In addition to this, College has a Curriculum Development and PD Day at the beginning of each term which is an opportunity for teachers to meet and discuss a range of topics in more depth than they are generally able to do during term time. The Curriculum days are also an opportunity to further strengthen the collegiate bonds within the teaching staff and establish sound foundations for working together. All teaching staff, including classroom assistants and specialist teachers, are invited to Curriculum Development days and some PD days if the topic is of relevance to them.

Average expenditure for 2015 for professional development was \$693 per teacher. This includes course costs, travel and accommodation but not relief teaching. PD costs are generally up on previous years due to an increase in the provision of all-staff on-campus PD days which has been shown to be more cost-effective for the school with all staff receiving the same information at the same time.

Workforce composition (this info from the My School website)

Mumbulla Resources (1.0 FTE = 38 hours per week for non-teaching staff)

Non-teaching position	Current FTE
Education Manager	0.8
Educational Administrator	0.8
College Exec Advisor	0.4
Business Manager	1.0
Finance Clerk	0.6
Front Office	1.48
ICT Administrator	0.32
B&G Caretaker	0.4
Cleaners	1.18
Hot Lunch Coordinator	0.21
Crossing Attendant	0.26
TOTAL	7.45

Student attendance rates

Routine and rhythm is part of the school day at Mumbulla School and punctuality is considered important. The school's *Attendance policy* clearly sets out the expectations of attendance and guidelines for teachers in following up unexplained absences.

- 2.4** The class teacher will initially follow up cases of inconsistent attendance with the parents concerned.
- 4.3** All absences from school or class require either notification by phone or a signed note from the parent and/or guardian stating date and reason for absence.
- 4.4** Unexplained absences from classes or school will be followed up in an appropriate manner with the students and/or their parent or guardian.

In 2015, the reporting requirements on Student Attendance were changed. Reports on Student Attendance are now required twice per year, at the end of Semester 1 & Term 3. Schools are also

now required to report on the number of students with under 90% attendance and the number with over 90% attendance. A class by class breakdown of attendance rates is as follows:

Semester 1 Attendance

Year Level	Non-Indigenous Attendance	Indigenous Attendance	< 90% attendance	90% + Attendance	Number of students
Class 1	86.30%	75.56%	13	11	24
Class 2	80%	93.33%	14	9	23
Class 3	87.41%	88.89%	12	13	25
Class 4	87.83%	0%	15	8	23
Class 5	88.29%	0%	11	15	26
Class 6	73.6%	0%	25	0	25

Overall Attendance Semester 1 2015 = 83.96%

Non-Indigenous Attendance = 83.92% Indigenous = 85.93%

Count under 90% = 90 Count over 90% = 56

Enrolment policy and procedures

The Enrolment Policy and Procedures were updated in 2014 to clarify the process around interviews and meetings and the waiting list. The Enrolment registration fee was raised to \$300. Attachment B: *an excerpt from the Disability Standards for Education (2005)* was added.

Mumbulla School's Enrolment Policy aims to reflect the inclusiveness that is part of the school's philosophy.

It is acknowledged that enrolment is often the first and sometimes only point of contact with potential parents. Clear communication between the school and parents is important for making this a positive experience.

PROCEDURES

On initial enquiry and prior to an interview, families will receive the School Handbook, which includes *Application for Enrolment* forms, the *Enrolment Policy*, *Enrolment Contract*, and fee information.

1. Application for Enrolment

- a. Parents will lodge an *Application for Enrolment* form for each child at the school's office with a \$300 per family Registration fee. Enrolment must have the signed consent of both the child/ren's parents/guardians unless only one parent is authorised to sign.
- b. A receipt for the Registration fee will be sent to parents/carers along with information about the enrolment process and whether there is a position available in the relevant class.
- c. If a place is available and is offered, \$100 is retained by the school for administration and the remaining \$200 is credited to the first year's fees.
- d. \$200 of the Registration fee will be reimbursed if:
 - the school is unable to offer child/ren a place
 - the parents/carers decide to withdraw their child/ren from a waiting list:

- For Kindergarten children, notification of withdrawal must be received by the school before 30th September in the year before the child is due to begin Kindergarten, except in cases of genuine need and/or with a valid reason
- e. The school will retain the full \$300 Registration fee if:
 - the *Application for Enrolment* is withdrawn by the child's parents after a place has been offered; or
 - in the case of Kindergarten children, the *Application for Enrolment* is withdrawn after 30th September in the year before the child is due to begin Kindergarten, except in cases of genuine need and/or with a valid reason
- f. The school will retain \$100 of the Registration fee in all cases.
- g. If a place is not available in the relevant class, the parent/carer has the option to either place their child on the waiting list or withdraw the *Application for Enrolment*.

2. Interviews and Meetings

- a. Enrolment will be contingent upon parents fully disclosing available information about matters relevant to their child's education, which may include medical reports, educational assessments and, for children previously enrolled at other schools, school reports.
- b. As part of the enrolment process, families need to have had a school tour before an interview with the teachers can take place.
- c. Initial Interviews:
 - i. Kindergarten: in July the year before children are due to start Kindergarten, a letter will be sent to parents/carers asking them to attend an interview with the Kindergarten teachers.
 - ii. Classes 1-6: parents will be asked to attend an interview as soon as possible once a place in the relevant class becomes available.

The initial interview with a class teacher is an important opportunity to clarify the expectations of both parents and the school.

- i. For Kindergarten children, it is encouraged that parents/carers attend this interview without their child/ren.
- ii. For Classes 1-6, the teachers will need to meet the child/ren.

At this initial interview, information will be sought about the following:

- iii. family circumstances;
- iv. background information about the child;
- v. any previous assessments or reports;
- vi. any specific needs of the child and/or forecasted adjustments to the educational program.

Parents/carers will have an opportunity to talk through any issues that have been raised by their reading of:

- i. the School Handbook;
- ii. the Enrolment Contract;
- iii. The Fee Contract;

and will be asked to sign the *Enrolment* and *Fee Contracts*. Any concerns over the contents of the *Enrolment* or *Fee Contracts* must be talked through with the teacher before signing.

- d. All decisions about enrolments will be made at the next meeting of the College of Teachers or where an earlier response is needed, through contact with class teachers.

- e. When making a decision on enrolments, including from waiting lists, the College of Teachers will take into account the following factors:
- i. Siblings of students attending the school
 - ii. Children of teaching staff
 - iii. Transfer from another Steiner School
 - iv. Date of application for enrolment
 - v. Family circumstances and individual needs of the child
 - vi. Age of the child in relation to the class.

The above factors will be considered in conjunction with the needs and dynamics of the class. Please note that the attendance of siblings or the previous attendance of a child or family does not automatically guarantee a place in a class with a waiting list.

- f. Once the initial interview has taken place and there are no identified issues which will require extra meetings, then your Application for Enrolment will be accepted.
- g. If additional needs are identified that require either an Individual Plan to be made for the child or adjustments made to the school infrastructure including access or classroom arrangements, a further meeting will be scheduled to discuss these before enrolment can be formally accepted;
- h. A further interview may be arranged if there are remaining questions about how the school can meet the child's needs. The school may:
- i. review the child's physical, social, educational and emotional needs;
 - ii. schedule a meeting with Learning Support staff to prepare an Individual Plan (IP);
 - iii. thoroughly explore ways to meet the child's specific needs as outlined in the IP through further discussion with the family and relevant specialists;
 - iv. seek advice on available funding;
 - v. consider the impact of the child's enrolment on the school;
 - vi. be guided by the *NSW Disability Discrimination Act 1992 (Attachment A)* and *The Education Standards 2005 (Attachment B)*.
- i. The College of Teachers will inform the Board of Directors of any significant costs in providing appropriate support for the child.
- j. The Board and College together will provide information to the family about how the school can meet the child's needs, documenting the extent of the services the school can currently offer or may be able to provide in the future.
- k. The Enrolment process will be completed as quickly as possible.
- l. For enrolment in Classes 1-6, an interview will not be held until there is a place available, following which a decision will be made by the College of Teachers.

3. Conditional Enrolment

- a. If it is deemed appropriate for reasons associated with supporting a child's individual circumstances, the College of Teachers may place conditions on the continuing enrolment of a child. The College also has the discretion to provide a staged enrolment or re-enrolment program that may have a conditional element. These may address:
- attendance

- behaviour
 - other factors
- b. Such conditional enrolments need to be arranged with the signed consent of both the child/ren's parents/guardians unless only one parent is authorised to sign, with reference to the specific arrangements being made for the student. The arrangement must provide for a review at a specified time.

4. Holding Fee

- a. When a child is withdrawn for an extended absence (half a term or more), parents will need to submit an Extended Absence form (available from the Front Office) to the Education Manager. This form outlines the period of absence and the reason for absence. The College of Teachers reserves the right to refuse the request for Extended Absence in line with the School's Attendance policy (Section 4: *Responsibilities of the College of Teachers*).
- b. If parents or carers would like their child's place in the school to be held available for them until their return, a Holding Fee must be paid. A Holding Fee is half a term's fees. Any adjustment to this must be requested in writing to the Business Manager.
- c. A Holding Fee holds a child's place in the class regardless of whether the class is full or not, or has a waiting list or not.

5. Withdrawal of Children

- a. If parents or carers withdraw their children from enrolment, and later request that their child is re-enrolled at the school, the child may be re-enrolled subject to class availability.
- b. In this case, a Registration Fee of \$100 will be charged upon re-entering even if the family has other children enrolled at the School.

School policies

The School's policies and procedures create the structure for Mumbulla School's Mission Statement to be carried out in a safe and supportive environment for all children, teachers, staff and parents.

Policies are regularly reviewed by the relevant mandated group, in consultation with individuals or groups who have a special interest in the policy under review. Updated policies are ratified by the Board of Directors.

All policies are available in the school library and on the school's website for parents and other interested parties to read and can also be emailed upon request.

Mumbulla School's policies ensure that all aspects of the school's mission for providing for student welfare, appropriate student behaviours and resolution of conflict and grievance are implemented.

Mumbulla School does not sanction, either implicitly or explicitly, the administration of corporal punishment by teachers, staff or parents, to enforce discipline at school. The Social Behaviour & Discipline policy clearly sets out the procedures and methods for dealing with issues of discipline and social behaviour at Mumbulla School.

Policies for Student Welfare & Student Discipline

The school seeks to provide a safe and supportive environment which:

- minimizes 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 foster personal development.
- encourages children to co-operate, enhances their self-esteem and develops their ability to interact positively with others.

At Mumbulla School, staff use a positive approach in guidance and discipline. All staff are supported in learning to recognise why a child behaves in a certain way. More acceptable forms of behaviour are then modelled and encouraged in the children. Student welfare and discipline requires a whole school approach.

The following values, aims and proactive practices have been articulated by the College of Teachers to support them in their care for students:

At Mumbulla School we believe that:

- all individuals are to be valued and treated with respect;
- all individuals have rights and responsibilities with regard to their behaviour;
- self-esteem is crucial to the positive development of all individuals;
- a commitment to pastoral care exists for both staff and students;
- education needs to address the whole child;
- positive relationships create safe, harmonious and co-operative working environments;
- the school's preferred behaviour management practices are meaningful, consistent and based on fair treatment;
- behaviour management is the responsibility of the whole school community;
- discipline is understood as an opportunity to learn rather than as punishment;
- the process of thinking about behaviour and making appropriate choices leads to the promotion of self-discipline.

At Mumbulla School we aim to:

- educate the whole child;
- ensure all individuals are valued and treated with respect;
- ensure the rights of all individuals are maintained;
- encourage all individuals to accept and act upon their responsibilities;
- enhance the self-esteem of all individuals through positive action;
- support individuals when required;
- further develop the safe, harmonious and co-operative working environment that exists at Mumbulla School;
- ensure that behaviour management practices are meaningful and consistent throughout the whole school and are based on best practice;
- foster an understanding of discipline based on positive learning and self-development;
- promote self-discipline by encouraging students to think about the consequences of their actions and make appropriate behaviour choices, in keeping with their rights and responsibilities.

Mumbulla School encourages positive behaviour by:

- providing a quality Steiner education while meeting required Board of Studies outcomes;
- ensuring a safe learning environment;
- consistently modelling responsible and caring behaviour;
- developing a small number of easily understood rules, which are fair, clear and consistently applied;
- discussing school rules with children regularly;

- acknowledging and reinforcing children's positive behaviour including acts of kindness and good manners;
- promoting peer mediation and support;
- providing orientation/transition support;
- providing social skills program/s;
- providing annual class camps, festivals and other community events;
- creating opportunities for children to show their success to classmates, other classes and the wider school community;
- holding regular school assemblies;
- establishing programs to develop resilience and leadership;
- discussion with parents their role in promoting acceptable student behaviour and learning;
- holding staff workshops on child protection and social welfare and discipline.

At the beginning of each school year, students are introduced/reminded of the school rules:

1. Be kind and respectful.
2. Be considerate and behave sensibly and safely.
3. Work hard/give your best at all times.

Teachers and students develop class rules based on the school rules and on the definitions of Rights and Responsibilities, Rules and Consequences. These are worded in a developmentally appropriate way in each classroom.

- Each class teacher and their students discuss the importance and relevance of these rules, along with rights and responsibilities.
- Students are taught that these rules form the expected Code of Conduct at school.
- These class rules are displayed in classrooms.
- Staff, specialist teachers and relief teachers are informed of the discipline policy and class rules during induction.
- Parents are informed of their rights and responsibilities, the discipline policy and their role in supporting learning and building positive relationships.
- The Education Manager, College of Teachers and Business Manager are responsible for supporting teaching and non-teaching staff.
- The Education Manager ensures teaching staff, and the Business Manager ensures non-teaching staff, are aware of the school's Student Welfare and Discipline Policy and suggests training where needed.

The full text of the school's Student Welfare policies and associated procedures is available to all members of the school community through:

- Hard copies from the office.
- School Website
- Email on request

Policies for Complaints and Grievances Resolution

The school's *Grievance Resolution* policy and procedures for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

Grievance management at Mumbulla School seeks to address issues as they come up. Parents are encouraged to talk to the appropriate staff member who will assist them in identifying concerns and complaints and then work towards ways of finding resolution. Some concerns are easily dealt with while others require more support in working through the issues.

1. The first port of call for any concern or grievance of an educational nature is to talk to class teachers. From there, teachers and parents work towards resolution.
2. If, for some reason, a parent feels unable to talk to their class teacher or the matter is unresolved after discussing the issue with the class teacher, the parent or carer is able to talk to the Communication Manager.
3. The Communication Manager is the single entry point for issues that need further resolution.
4. The Communication Manager is nominated from the College Executive.

The full text of the school's Grievance Resolution policies and associated procedures is available to all members of the school community through:

- Hard copies from the library
- School Website
- Email on request

School determined improvement targets

Achievement of priorities identified in the school's 2014 Annual Report

Area	Priorities	Achievement of priority
Teaching & Learning	<ol style="list-style-type: none"> 1. Use <i>Schools Leading Learning</i> (SLL) grant funding to release teachers to further enhance two targeted areas – Writing and Attendance 2. Complete spending from <i>More Support for Student with Disabilities</i> (MSSD) grant 3. Continue to identify teaching staff needs and provide it with assistance from grant money where possible and school resources where no grant funding accessible. 	<ol style="list-style-type: none"> 1. Teachers were released to develop and implement writing assessments that reflect alignment to the NSW Literacy Continuum. 2. Funding completed. 3. Teachers receive ongoing professional development and support through both school and grant funding.
Staff Development	<ol style="list-style-type: none"> 1. Upskill Admin staff in SchoolPro use (school's data entry system) 	<ol style="list-style-type: none"> 1. ICT Administrator & Accounts Clerk upskilled in SchoolPro use 2. Restructure of Front Office staff 3. Recruitment for Building & Grounds Caretaker from beginning of Term 2 2015 4. Recruitment for ICT Administrator from beginning of 2015 5. Trial of Hot Lunch coordinator
Facilities and resources	<ol style="list-style-type: none"> 1. Complete access path to Hall 2. Build storage cupboards for musical instruments 	<ol style="list-style-type: none"> 1. Access path completed including overhaul of school's front entrance. This was opened at a ceremony in early 2015 with local MP and councillors in attendance 2. Storage cupboards completed

Area	Priorities	Achievement of priority
	3. Design and fund a new Kinder building - initiate a Block Grant Authority application for funding including the development of the undercroft 4. Co-location of Admin areas 5. Install solar panels on Hall roof 6. Update and implement the Master Plan	3. BGA grant for development of 4 classrooms in undercroft area successfully applied for. Design team initiated planning. This is Stage 1 of the new Kinder project and will allow for relocation of current users of 33 & 35 Bega St in preparation for new Kinder 4. Admin co-located with increase effectiveness 5. 80 solar panels installed on Hall roof 6. Master Plan to be updated in 2016

Priority areas for improvement in 2016

Area	Priorities
Teaching & Learning –	1. Use <i>Schools Leading Learning</i> (SLL) grant funding to release teachers to further enhance the target area – Writing. Ongoing school based Professional Learning timetabled across 6 months focusing on writing traits, including collaborative planning and the moderation of writing assessment. 2. Continue to identify teaching staff needs and provide them with assistance from grant money where possible and school resources where no grant funding accessible.
Staff Development	1. Train new casual staff for front office 2. Admin review to be undertaken to identify efficiency and abilities in current Admin staff 3. Encourage teachers to maintain BOSTES accreditation hours for both teacher-identified and BOSTES endorsed hours. 4. Focus on policy updates and training: Child Protection Policy, Student Welfare and Discipline Policy, Medical and First Aid Policy 6. Recruitment of permanent, ongoing Hot Lunch coordinator
Facilities and resources	1. Initiate design for a new Kinder building 2. Update the Master Plan

Initiatives promoting respect & responsibility

Respect and responsibility are core values which are embedded in all that we do at Mumbulla School. Teachers and staff are encouraged and supported to model behaviours exhibiting respect for self, others, the environment and the community in which we live. Responsibility for actions and behaviour, for belongings and equipment and for the students' own learning are interwoven throughout the curriculum and exhibited through classroom management.

Respect and responsibility form the basis of Mumbulla School's student welfare. Children are made aware of the expectations of their behaviour while at school and class-based discussions of values helps to reinforce this. All classrooms display posters highlighting the ways of behaving and speaking that are expected while in class and at school. The Class 2 Main Lesson *Ways We Care* emphasises kindness, rights and responsibilities. All teachers use therapeutic storytelling to highlight expected behaviours.



Children at Mumbulla School have many opportunities to exhibit respect and responsibility in their daily life and in their dealings with others while at school, within their families and in the broader community. In 2015, this included:

- Class 6 and Class 2 children and Class 5 and Class 1 children team up as buddies, spending time together in class and on the playground.
- Twice a term, a whole school Assembly is run by the Class 6 children, strengthening their care for others younger than themselves and giving them an opportunity to experience leadership roles.
- Sporting Gala days provide opportunities for Class 5 & 6 children to meet and cooperate with children from other schools.
- Participating in regular musical performances for other classes, parent community and wider community, including performing for residents of Casuarina Aged Hostel, our next door neighbours.
- The school, children and P&F continue to support a Nepalese school in Tiplyang, Nepal providing money for teacher wages and lunch and sending resources to them from time to time.



The School's *Student Welfare and Discipline Policy and Handbook* contains detailed tables outlining the right and responsibilities of students, teacher and parents/carers.

Parent, student & teacher satisfaction

Mumbulla School maintains an open and inclusive relationship with its parent body.

A Parent Survey was developed by the Board in 2015 and distributed to parents to fill in online. About 80 people responded to the survey providing invaluable information to staff and Board. The results of the survey will be made known to parents via the Education Manager's column in the weekly Bulletin in 2016, sharing highlights and relevant and interesting information with the whole school community. It is anticipated that this survey will become an annual event.

Parents are actively involved in many areas of school life from class-based activities, assistance with the literacy program and providing specialist and skilled help to participation in working bees, fundraising and social events. The School Board is made up of an equal number of parents and teachers, working in a voluntary capacity. Many of our mandated groups include at least one parent volunteer. The school community is a strong one and for many it becomes a large part of their social lives as well as the educational establishment of choice. Communication through parent meetings, both individual and class, is a vital channel through which parent and student satisfaction can be assessed by teachers.

The Parents & Friends group (P&F) and individual classes continue to be the main focal points for parent participation in the life of the school. Parent participation in the P&F and anecdotal

feedback amongst the parent body generally shows a high level of parent satisfaction. The P&F run a number of events every year, contributing to the level of parent satisfaction.

Students at Mumbulla School exhibit their satisfaction through the continued eagerness with which they attend school. Anecdotal evidence and feedback from parents and carers show a high level of feelings of pride, safety and satisfaction in Mumbulla School which continues even after leaving the school with many ex-students returning for visits and to attend our termly Festivals and performances. The school has a low level of withdrawal of children and our waiting lists continue to grow. Parents are offered an Exit Interview when they leave the school before the end of Class 6 to provide them with an opportunity for feedback.

The high retention rate of teachers indicates that staff are generally satisfied in most areas of the school, particularly teacher/student relationships, staff morale, and work recognition and value. The Steiner curriculum continues to meet the children's needs and to support teachers in their creative process. Access to professional development, both mainstream and Steiner-based, helps to re-invigorate the teaching staff as does the supportive and open relationships among the staff. The work of the College Executive with the support of the Educational Administrator continues to relieve the administration pressures on College. Planning education study for College meetings meets many of the needs for professional development amongst the staff. The Communication Manager's sensitivity when dealing with concerns, issues and grievances continues to be appreciated by all staff. The discussion during 2014 around the educational management model of the school helped to create a strong collegial feeling amongst participants, including many members of the teaching staff who do not regularly attend College meetings.

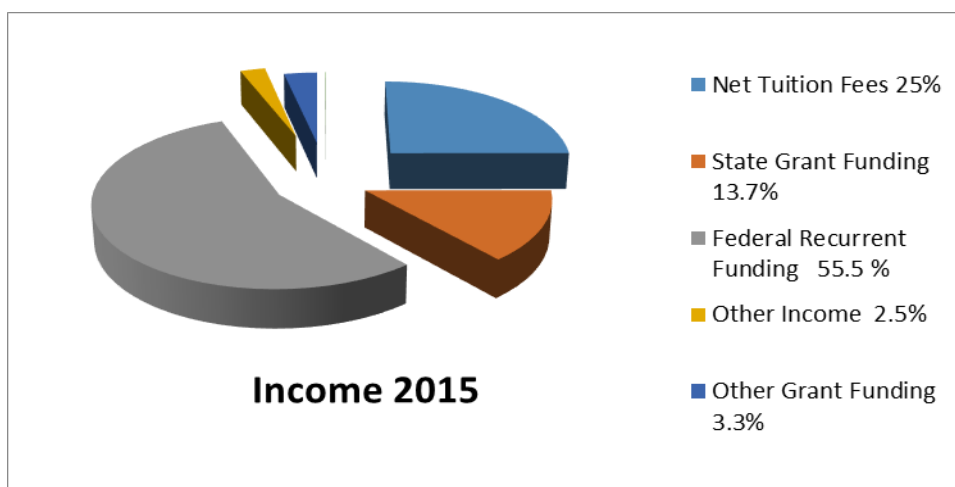
The staff of Mumbulla School November 2015



Financial information 2015

The school's Board of Directors strives to preserve a quality educational school. Fees are maintained as low as possible and our fees continue to be among the lowest charged by Steiner schools in Australia. We offer our community a variety of payment options and provide short term fee relief upon request for families who find themselves in need.

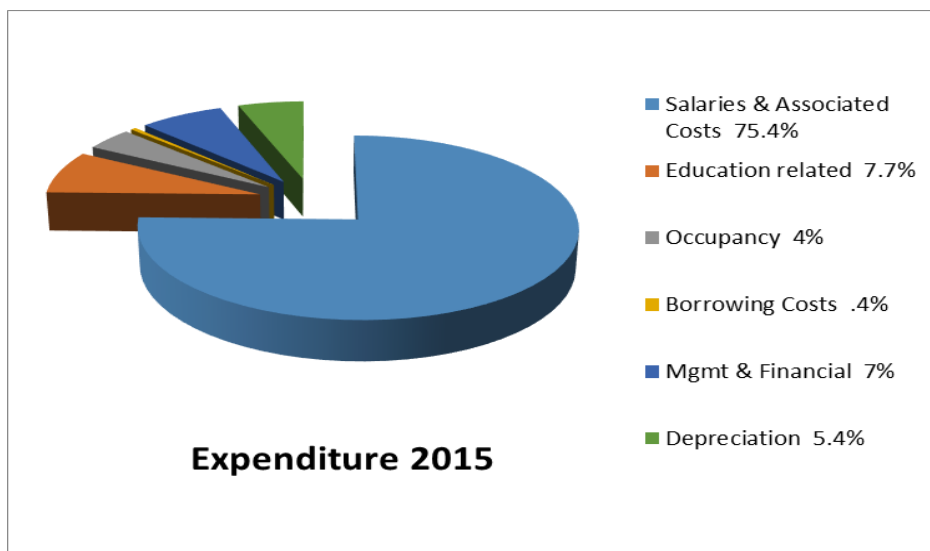
This is a summary of income and expenses showing the financial basis of our school.



This graph represents Mumbulla School's income for the 2015 calendar year. The Federal and State grants are represented separately. Other grant funding is for special programmes.

Fees represent all tuition and levies including activities,

excursions, sport, music, performance, and building & grounds fees from parents/guardians. Other income includes interest, private donations, and sundry income (ie, P&F fundraising, facilities hire, canteen sales).



This graph represents the school's expenditures for the 2015 calendar year. Salaries, wages and associated costs are the greatest expense which includes teachers, administration staff, cleaning and maintenance staff. This also includes any expenditure for professional development,

superannuation, and workers' compensation insurance.

Education related expenses compose all activities, excursions, music lessons and class materials. Occupancy related to all costs associated with maintenance, repairs, and utility costs. Management & Financial relate to all administrative costs, insurance, memberships, travel & ICT, cost of items sold through P&F or the canteen programme.

Capital expenditures, not represented in the chart above, are purchases made that become assets for the school eg. library books, new computers, grounds and building improvements.

This information has been prepared by the Business Manager at Mumbulla School, Hallie Fernandez.