



FOR RUDOLF STEINER EDUCATION LTD.

2016 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 rather than send their children 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

Mumbulla School is what it is today because of the community of people that are devoted to it. We are a dynamic and committed group of people, working with a common purpose around offering a rich education that celebrates childhood and establishes a lifelong passion for learning. Our skilled, colourful and caring College of Teachers is at the centre of that approach and a big part of why our school has grown and prospered. Our growth from just 22 students in 1988 to 189 in 2017 has built a momentum for change.

Mumbulla School, in the last 10 years especially has become more professional – with a strong governance and financial framework in place that strives to meet the expectations of the community it serves and the regulatory requirements of those who allow us to operate and care for precious people. However, the spirit and values that drive us to develop good policies, procedures, and practises also call on us to keep reviewing, keep updating, keep looking for improvement – growth and change doesn't have a finish line, and Mumbulla School continues to move forward with authenticity and a genuine openness to the need for reflection.

A key part of that growth came in 2016, with a functioning Business Manager and Education Manager in the school at the same time, for the first time. In Hallie and Reagan, the school has strength and leadership to carry forward our strong history in education and managing change. Our teachers are supported by an equally dedicated and talented group of administrative staff. Without them our school wouldn't function or achieve the success that we do.

Thank you to our school's brains trust of Directors and those who take part in mandated groups, giving of your time, energy and skill to shape our school's strategic direction.

As a Board we have spent much time in governance training and strategic planning discussions presented by experts, but there is nothing like hearing it from the people we serve.

Some recent feedback:

As a new-ish parent to Mumbulla, [and as] a parent that has also experienced another school, one of the things I have observed and loved about Mumbulla is its adherence to a very clear, well thought out and implemented strategic plan that has paved the way for the school to grow and blossom.

Coming to Mumbulla has been such a wonderful breath of fresh air in so many ways, not least being able to experience the full gamut of a Steiner curriculum, wonderfully personable teachers and staff who I feel I can approach and trust, it is a joy to be part of this school.

How grateful I am to Mumbulla School because I know and trust that the Board and College makes very carefully considered decisions, with thorough forward planning, that to date have seemed to serve the school well and in its best interests.

I feel confident that the school will move [forward] with the integrity that has so far shaped Mumbulla School and allowed it to prosper.

As a Board there is still work to be done and challenges to meet - a new Kindergarten to build and the possibility of moving to Years 7 & 8 looms large in our thinking. Better finances, communication and policy has been at the centre of our prosperity and still needs to be if we are going tackle those ambitious plans.

Another busy and successful year!

Ian Campbell
Chair of the Board

Message from the College of Teachers

The work we began in 2014 on remodelling our leadership/management structure began to pay off mid-way through 2016. Taking on the role as Education Manager four days a week (as opposed to two, as I was in first semester) has markedly taken the administrative pressures off teaching staff and administration staff. We now have a firmly established Management Team, consisting of the EM, Business Manager (BM) and College Chair (CC). As a result, the College meeting times have the room to focus on education and not so much on administration and business. The College seems to be able to breath more freely trusting that the business side of the school is being managed.

The College Chair position was held by Lee Slater throughout 2016. The College Chair looks after the education and wellbeing of the College and is also an integral member of the College Executive and Management teams.

All our teaching staff are invited to attend College but the numbers ebb and flow from week to week, usually between 8-12 teachers. We have always had a quorum during this reporting period. Meetings continue to be once a week on Wednesday afternoons and continue to be divided into Education and Business. The invitations to administrative staff to attend from time to time continue to result in relevant and timely information sharing. There is a general feeling that this is very helpful and inclusive.

Staff at Mumbulla School were fortunate to access considerable and varied Professional Learning (PL), both in-house and 'away', Steiner and mainstream, during 2016. This year also saw us streamlining our approach to PL offered to teachers. In the role of Education Manager, I was able to channel relevant PL to match the professional goals set out by teachers at the beginning of the year. The College also made a focused effort to share any 'away' PL during College Education; teachers enjoyed presenting to College after attending 'away' PL. This practice had the added bonus of making the most of our PL expenditure by bolstering learning for all.

A cross-section of the PL experienced during the year focussed on child protection training, teacher and student welfare and mindfulness, writing across all classes, Teacher Intensives at Glenaeon Steiner School in Sydney, behaviour management and Orff music.

Our *School's Leading Learning* grant wound up in late 2016. This grant was pivotal in allowing release time for class teachers to attend in-house PL on writing (6+1 Traits). This was a highly successful form of in-house PL and has hopefully paved the way for similar professional learning in the future.

Extending to Classes 7&8 in the future has been a discussion point at College on and off throughout this reporting period. College and Board continue to work together closely on this. Presently, our focus remains on enjoying the new Undercroft classrooms, which have created a sense of rejuvenation in learning and teaching. The whole school community is benefitting from these gorgeous new spaces.

A focus on our early childhood and primary reports saw us revamping our reports across all classes. This was a huge job that we still haven't perfected!

The children of Mumbulla School continue to be cared for, taught and supported by our highly professional, knowledgeable and dedicated staff. The longevity of our teaching staff is evidence of our happy and committed workplace.

Reagan White (for the College of Teachers)
Education Manager

Staffing

In 2016, 5 class teachers worked 4 days per week with a partner teacher taking the class on the fifth day:

- Rachel Alves with Dan Scollay in Class 1.
- Monique Watt with Lucy Gollan in Class 2. Kate Benedyka continues to be employed fulltime as a Class Assistant to provide support for children with additional learning needs.
- Isaac Van Haeff with Alli Faulkner in Class 3 with Alli Faulkner, Kristy Lennon and Belinda Collins share the job of classroom assistant in Class 3.
- Karin Champagne with Claire Benjamin in Class 4.
- Claire Burgess with Patricia Mills in Class 5 (Patricia returned from Maternity Leave in Term 2, 2016).
- Reagan White was employed permanently as Education/Communication Manager four-days a week.
- Carol Holden was employed in Term 1 2016 for two days per week Learning Support teacher. Jane Andrew was employed for two days per week when Reagan went to four days as EM.
- Rosie Yee was employed as a four day a week Kindergarten teacher in 2016 with Annabelle Ciufu taking leave in 2016.
- New librarian, Nick Whittock took over from Jane Gordon in Term 2 2016. Library hours were increased to acknowledge the administrative tasks.
- David Hewitt resigned as the school's part-time percussion tutor at the end of 2016. Individual percussion tuition will not be offered after 2016. The percussion program will be part of the Band program from end 2017.
- Corina Deneve continues with indefinite time off due to ill health. We continue to keep her in our hearts and thoughts and key College members stay in close contact with her.

Enrolment Enquiries

In the period May 2016 to May 2017, the school received 60 enquiries regarding enrolment which has translated into 24 enrolments for current and future classes.

Class enrolments are strong, with enrolment numbers of 25 and over in all classes. Forecasted enrolment numbers up to 2019 are strong. All classes are currently not accepting any new enrolments.

Enrolments

	2012	2013	2014	2015	2016
Kinder (not FTE)	35	37	40	38	40
Class 1	24	24	22	26	23
Class 2	24	23	25	24	26
Class 3	25	26	22	26	24

Class 4	24	25	27	24	26
Class 5	24	23	24	27	24
Class 6	24	23	23	25	25
Total	181	181	183	190	188

Mandated Groups

Of note in 2016 are the achievements of the following mandated groups:

1. **Master Planning group (MPG)** guided the process of building 4 new classrooms in the undercroft area of the school. The following is from the MPG report to the Board at the AGM 2017:

Master Planning Group (MPG) has had another busy and exciting year. On 3rd May last year MPG was discussing the final details of the Undercroft design and looking at potential builders. At the same time this year (2017) we have a finished, inhabited and successful Undercroft building and we have the design well underway for a new Kindergarten. Much work has gone into the stewardship of both the Undercroft and Kindergarten projects over the last year, and this report only attempts to highlight some of the key points along the way.

There was no rest to be had. Once the Undercroft construction got underway, MPG turned its attention to the design of the new Kindergarten. Chrisanthi McManus joined MPG as our expert Kindergarten teacher, initially providing us with a thorough Brief and since then giving us both her expertise and also acting as a conduit on MPG for the other Kindergarten teachers to express their ideas.

By the end of the school year 2016 we had met with Mark and Sandra on site, discussed the Brief and had a feel for some of the challenges ahead.

MPG wouldn't exist in its current form if not for the Commonwealth Government's generosity in providing such grants. We thank them. Likewise, MPG would like to thank the Association of Independent Schools (AIS) for the support they give to the school in preparing grant applications and their willingness to help generally. It's a great system that has given us a new Undercroft, hopefully a new Kindergarten, and most likely it will provide us with more much-needed infrastructure in the future.

2. **Finance group** have kept a close watch on the school's finance, working towards reducing the number of ongoing debtors and further refining the Fee policy, including the guidelines and criteria for fee relief.
3. **The Buildings & Grounds (B&G) group.** From their report to the Board at AGM 2017: In 2016, B&G identified a need for the B&G Caretaker hours to increase in line with the school having larger ground and more buildings to maintain. The role was increased to 5 days per week, 6 hours per day from the start of Term 4 2016. This has made a huge impact on the look, functioning, safety and maintenance of the school. B&G Caretaker, Jason Armstrong, reports that maintenance is becoming easier and attributes this to regular and timely attending to tasks which keeps tasks to a manageable level.

Other significant events for the B&G group during 2016:

- Clean up after the flood of June 2016
- Removal of Duck Inn with area tidied and landscaped into a table tennis area
- Repair of drainage on the oval and extending the oval to a second area
- Development of a school Rodent Management Plan with College support. The Plan considers the ethical component of how rodents are managed in the school while protecting facilities, staff, children and parents/visitors from any ongoing effects of

rodent infestation. Thanks to Reagan for her tireless work on this Plan to bring it to fruition.

4. Governance, Leadership and Management group (GLaM)

In 2016, the GLaM group undertook 2 projects of significance to the governance of the school and the smooth-running of the Board:

- The process of review of the Constitution was begun. The updated Constitution, which has served the school since its inception in 1988, was ratified at the AGM 2017
- A new Governance Manual was developed in 2016, to be ready for AGM 2017. The Manual was adapted from the Samford Valley Steiner School (Queensland) Manual and it is hoped it will provide clear and accurate information on the work of the Board.

School performance in statewide tests and examinations

Literacy & Numeracy Assessments in Classes 3 & 5

Class 5 2016

In 2016, all Class 5 students participated in the National Assessment Program for Literacy and Numeracy (NAPLAN). In the 4 tests for Literacy, children were placed in Skill Level Band 6 or above as follows:

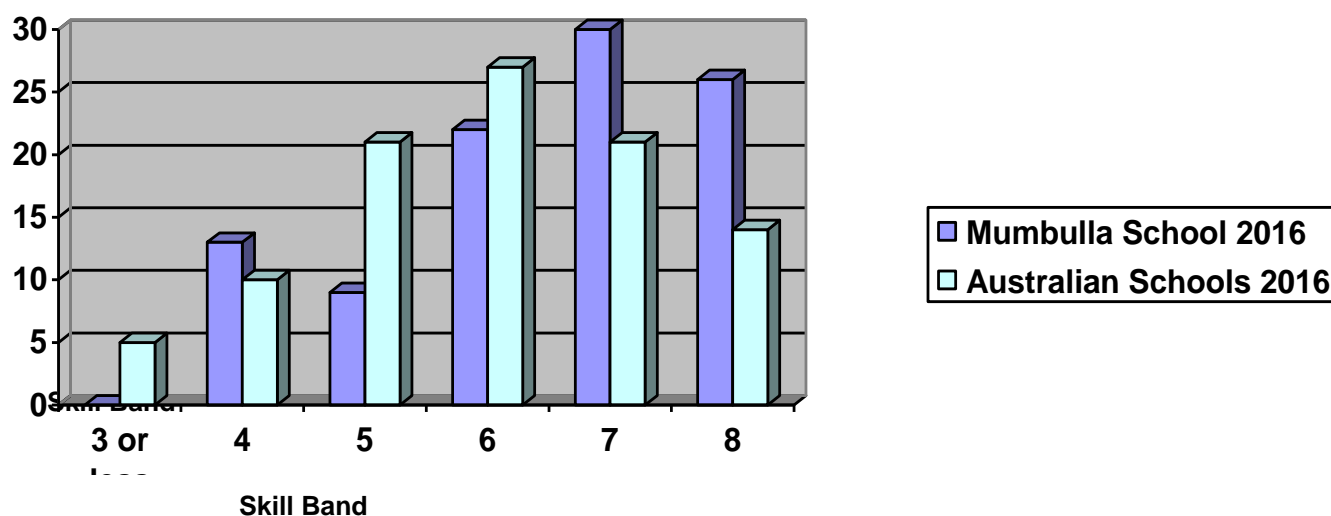
Reading	78%
Writing	51%
Spelling	63%
Grammar & Punctuation	74%

In Numeracy 56% of the children were placed in Skill Level Band 6 or above, compared to 95% in 2015, 65% in 2014 and 78% in 2013.

Percentage in Skill Bands

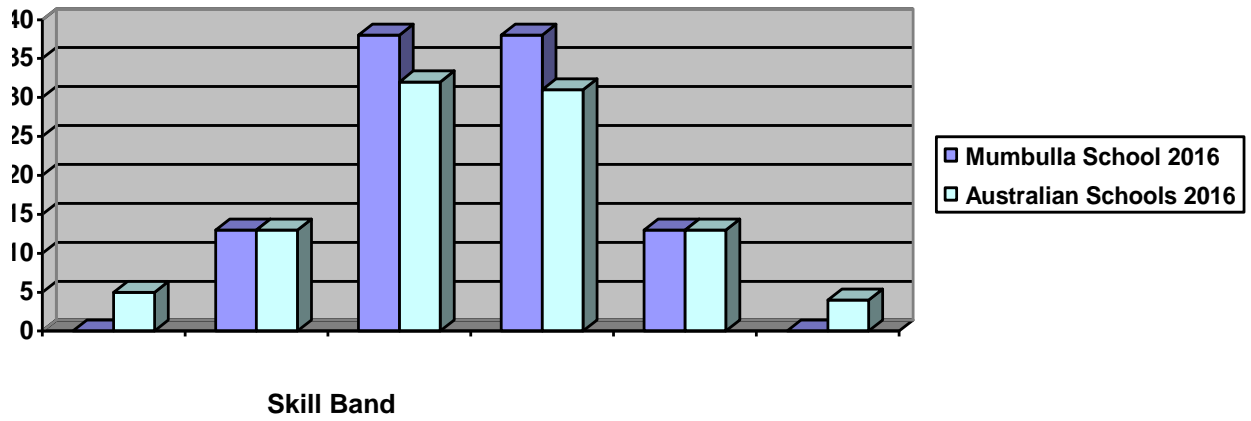
Reading

Percentage



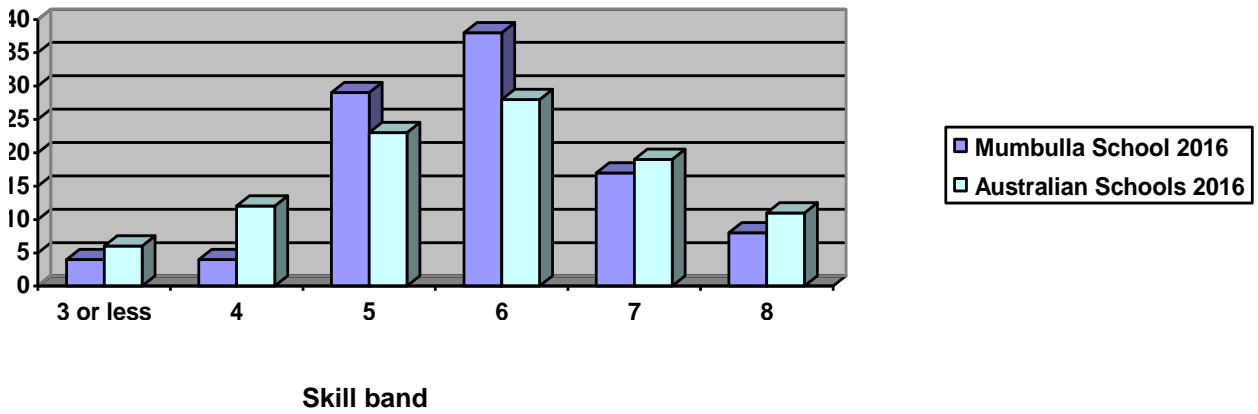
Writing

Percentage



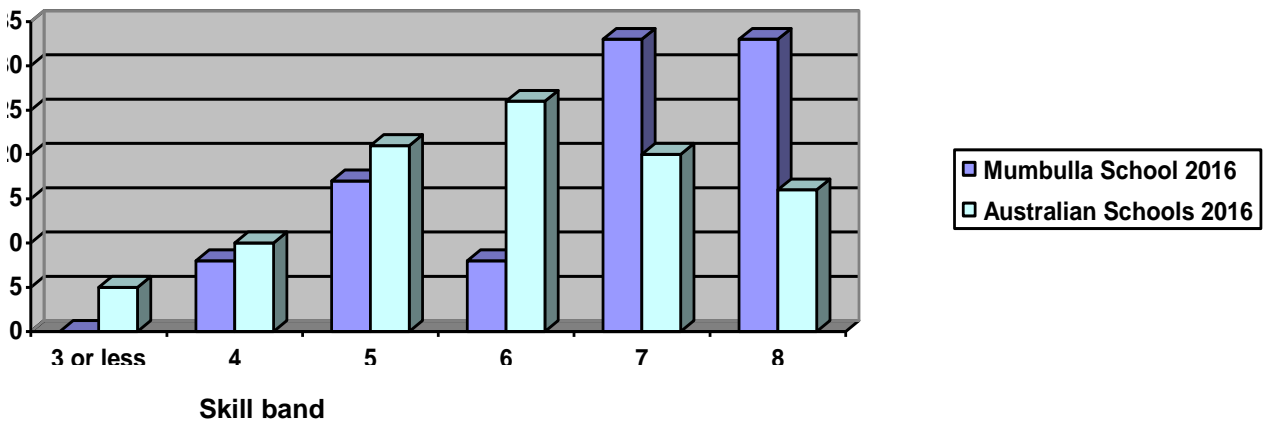
Spelling

Percentage



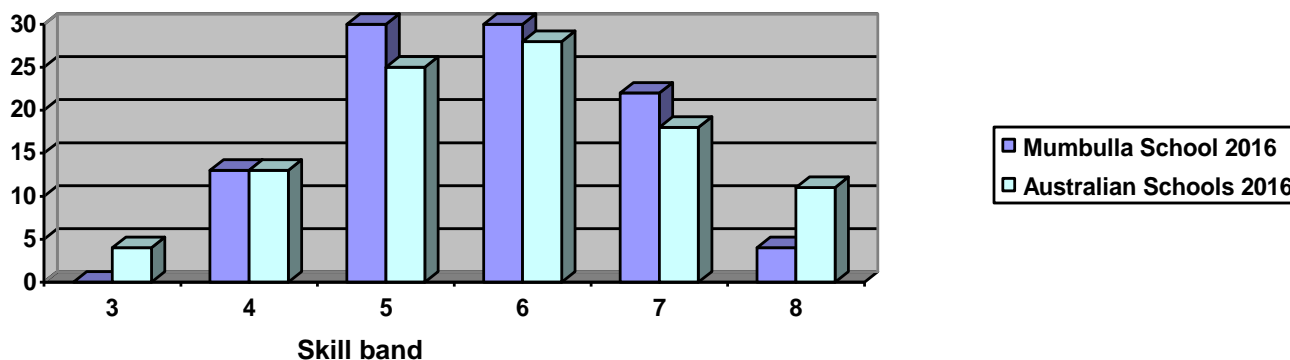
Grammar & Punctuation

Percentage



Numeracy

Percentage

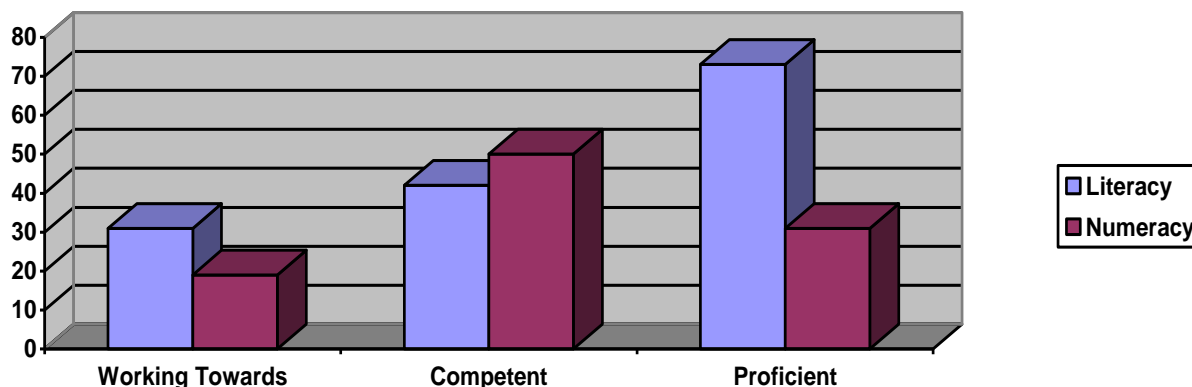


Class 3 2016

In 2016, 100% of children were formally withdrawn by their parents from NAPLAN testing. Curriculum-based outcomes for Class 3 2016 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.
- Needs-based interviews are sometimes requested by the class teacher, learning support teacher, specialist teachers or the parent.
- 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 articles 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.
- 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 2016, most our teaching staff 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 Steiner School Teacher Intensives (Jan 2016)	Tutti – Music conference in Tasmania (Jan)
Bothmer Gym 4 day workshop	AIS Consultant on Indigenous Education
SEA/AIS Leaders forum in Sydney - 3 days	Lesson Observation & Feedback (MacqLit)
SEA Governance, Leadership & Management conference (GLaM) Melbourne.	Mindfulness training – Nan Tien Temple, Wollongong
Chalkboard Drawing	MacqLit training
Bothmer Gym 4 day workshop	Autism in Education
SEA/AIS Leaders forum in Sydney - 3 days	Multimodality, run by PETAA
Leading Professional Growth Through Peer Tutoring. AIS/SEA	Orff-Schulwerk course – Level 4
Jan Baker-Finch - Movement	K-12 ICT Managers forum
	Future Libraries forum
	BehaveAbility
	Celebrity Teacher seminar
	Music training with Richard Gill - Bermagui
	Backyard Veggie growing - Moruya
	Child Protection online Modules (AIS)
	First Aid updates when needed
	Lesson Observation and Feedback
	Learn2Communicate
	Saul Nightingale: The Accidental Counsellor
	Multimodal Texts for English and History
	SchoolPro data system Training
Whole School Professional Development	Making Music Workshop: Sir Richard Gill at Four Winds Windsong Pavilion.
In-school January PD day for all staff. Tracey Puckeridge (CEO of Steiner Education Australia) presented 2 sessions on " <i>Creativity and Innovation - what's the difference?</i> "	
Class teachers 1-6 – 6 Traits Writing PL in house (SLL grant funded)	
Staff training with Jan Baker-Finch in June 2016 - Eurythmy	
Staff training with Saul Nightingale (CCWT) in July 2016 – Accidental Counsellor training	
Staff training day in October targeting report writing with SchoolPro	
In 2016, the AIS continued to offer subsidies for travel and some accommodation costs for AIS courses up to \$500 per day per participant. The <i>Schools Leading Learning (SLL)</i> grant continued through 2016 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.	

Teachers who have attended Professional Learning (PL) bring the information back and spend time at weekly College meetings briefing other staff on the content of the PL. In addition to this, College has a Curriculum Development and PL Day three times a year 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 PL days if the topic is of relevance to them.

Average expenditure for 2016 for professional development was \$1630 per teacher for the 13 teachers who participated in PD. 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

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 Chair	0.1
Business Manager	1.0
Finance Officer	0.6
Finance Clerk	0.5
Front Office	1.48
ICT Administrator	0.32
B&G Caretaker	0.78
Cleaners	1.18
Hot Lunch Coordinator	0.21
Crossing Attendant	0.26
TOTAL	8.03

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:

Term 3 2016 Attendance

Year Level	All Students Attendance %		Indigenous Attendance %		< 90% attendance		90% + Attendance		No. of students 2016
	2015	2016	2015	2016	2015	2016	2015	2016	
Class 1	86.30	83.91	75.56	81	13	14	11	10	24
Class 2	80	95.44	93.33	0	14	19	9	6	26
Class 3	87.41	88.43	88.89	82	12	14	13	10	24
Class 4	87.83	92.33	0	89	15	12	8	14	26
Class 5	88.29	81.67	0	0	11	13	15	11	24
Class 6	73.6	81.52	0	0	25	14	0	11	25

Overall Attendance in Term 3 2016 = 87.27%

Non Indigenous Attendance in Term 3 = 87.38% Indigenous = 84.40%

Number of students attending less than 90% of possible school days = 86

Number of students attending at least 90% of the time = 62

Enrolment policy and procedures

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.

- I. 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

1. 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*).
2. 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.
3. 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

Education Policies

The following Education-related policies were updated during this reporting period:

- *Child Protection*
- *Anti-Bullying*
- *Student Welfare and Behaviour Management*
- *Homework*
- *Inclusion*

Operational Policies

The following operational-related policies were updated during this reporting period:

- *Parent Code of Conduct*
- *Recruitment*
- *Medical and First Aid*
- *Fee Policy*
- *Pest Management*

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 Welfare & Behaviour Management policy clearly sets out the procedures and methods for dealing with issues of discipline and social welfare 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 Behaviour Management 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 2015 Annual Report

Area	Priorities	Achievement of Priorities
Teaching & Learning	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. PL days organised by Education Manager for all class teachers – one day per fortnight in Terms 2, 3 & 4 to explore 6 + 1 Writing Traits. 2. As above
Staff Development	<ol style="list-style-type: none"> 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 Behaviour Management Policy, Medical and First Aid Policy 5. Recruitment of permanent, ongoing Hot Lunch coordinator 	<ol style="list-style-type: none"> 1. Casual staff trained - ongoing 2. Admin review undertaken by Steve Klipin (Business Manager for Chrysalis Steiner School, Bellingen, NSW). All Admin staff interviewed. Finance Officer recruited and employed at .6 from end Term 3 2016 3. Education Manager oversees that teachers are updating their BOSTES accreditation. Reminder sent prior to and after all PD undertaken. 4. Education Manager in consultation with College updated policies incl. Child Protection, Student Welfare and Behaviour Management, Inclusion, Anti-Bullying, Homework and Recruitment (in conjunction with Employment group) 5. Hot Lunch coordinator recruited and employed to run the school's School Lunch program.
Facilities and resources	<ol style="list-style-type: none"> 1. Initiate design for a new Kinder building 2. Update the Master Plan 	<ol style="list-style-type: none"> 1. Architect selected in Term 4 2016. 2. 4 classrooms in Undercroft built and completed by January 2017 3. Master Plan still to be updated

Priority areas for improvement in 2017

Area	Priorities
Teaching & Learning	<ol style="list-style-type: none"> 1. Cyber-safety and ICT in the upper classes 2. KidsMatter – revitalising the program 3. Curriculum Review in preparation for Registration in 2018
Staff Development	<ol style="list-style-type: none"> 1. Mentor and induct new Learning Support teacher 2. Review and update Numeracy program 3. Directed PL for staff to ensure they are supported with their annual professional goals
Facilities and resources	<ol style="list-style-type: none"> 1. Finalise design and seek funding for Kinder build in 2018 2. Move into new classrooms in undercroft from beginning of Term 1 – Class 5 & 6, Craft and French. 3. Consider cost and timing of possibility of moving to Years 7 & 8

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 2016, 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.
- 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 Behaviour Management 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.

As anticipated, the school's Parent Survey which was developed by the Board in 2015 and distributed to parents to fill in online, was repeated in 2016. 86 people responded to the survey. The results of the survey were analysed and a summary of the data was presented to parents via the Education Manager's column in the weekly Bulletin in 2017. The quantitative data is also available on the school's website. This survey is now 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/carer and student satisfaction can be monitored 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 several events every year, contributing to the level of parent satisfaction.

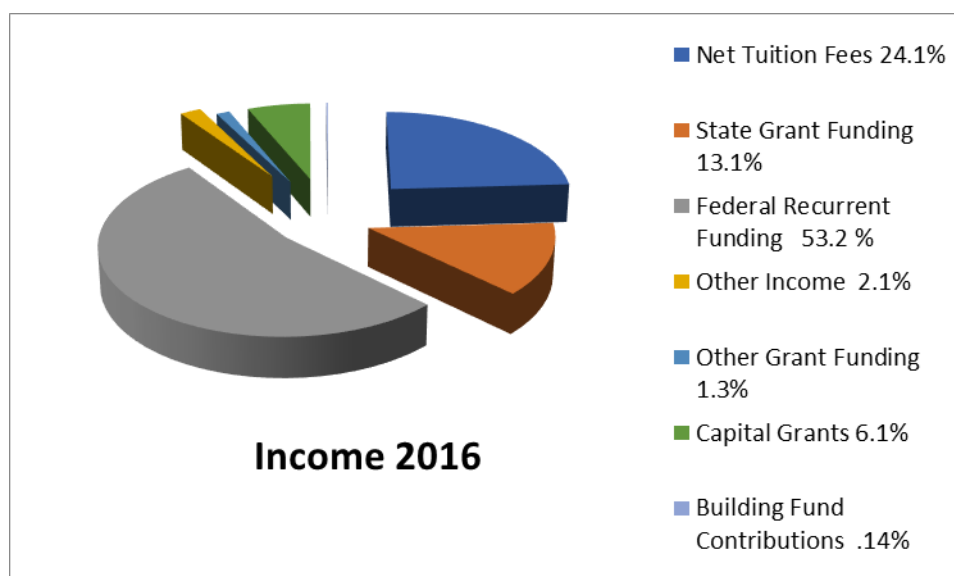
Students at Mumbulla School exhibit their satisfaction through the continued eagerness with which they attend school. Anecdotal evidence and feedback from parents and carers show a high level of feelings of pride, safety and satisfaction in Mumbulla School which continues even after leaving the school 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 school continues to have high retention rate of teachers which indicates that staff are generally satisfied in most areas of the school, particularly teacher/student relationships, staff morale, and work recognition and value. (See staff pictured above, Nov 2016). The Steiner curriculum continues to meet the children's needs and to support teachers in their creative process. Access to professional development which has increased in the last two years thanks to the MSSD and SLL grant funding, both mainstream and Steiner-based, helps to re-invigorate the teaching staff as does the supportive and open relationships among the staff. The employment of a 4 day per week Education Manager plus the position of College Chair has greatly relieved the administration pressures on teachers in general. The Communication Manager's sensitivity when dealing with concerns, issues and grievances continues to be appreciated by all staff.

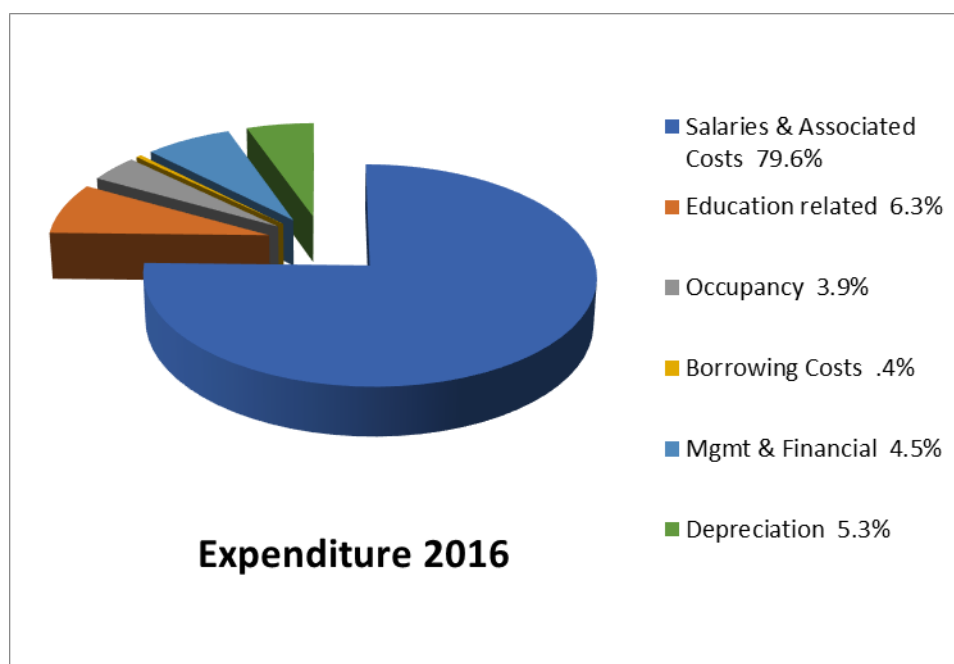
Financial information 2016

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



This graph represents Mumbulla School's income for the 2016 calendar year. The Federal and State grants are represented separately. Other grant funding is for special programmes. The Commonwealth capital grant received was for assistance with the building of 4 new classrooms, amenities & accessible lift within the undercroft area of the Hall/Library Complex.

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). We have noted the Building Fund contributions separately as they are placed into a Deductible Gift Recipient Fund.



This graph represents the school's expenditures for the 2016 calendar year. Salaries, wages and associated costs are the greatest expense which includes teachers, specialists, class assistants, management and administration staff, facility management staff. This

also includes any expenditure for professional development, superannuation, workers' compensation insurance and provisions for Long Service Leave.

Education related expenses compose all activities, excursions, sports programmes, music lessons, class materials and school wide performances. Occupancy relates to all costs associated with maintenance, repairs, and utility costs. Management & Financial relate to all administrative costs, insurance, memberships, travel & ICT, and 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, equipment, musical instruments, furniture & fittings, grounds and building improvements. The major capital expenditure this year consisted of the undercroft project which created four new classrooms, amenities, storage and accessible lift.

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