



FOR RUDOLF STEINER EDUCATION LTD.

2018 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

In 12 months there are so many things that happen in the life of a school - its students, staff and associated community. It is impossible to comment on it all so I will cover a few. For a real review you can always revisit the weekly Bulletin - a wealth of information put together with love, practicality and possibly at times rushed frustration. The Bulletin is always appreciated!

We would not have a school or be here today if we had not achieved formal accreditation in 2018 from NSW Education Standards Authority (NESA) awarding Mumbulla School registration for the full five years allowed through this process. This is a significant achievement and we are very grateful to Reagan and Lee for all their work to provide the information required and requested.

The love, care and commitment of all staff is exceptional and the way in which the teachers hold the hopes, dreams and hands of our children with compassion and professionalism is remarkable.

All staff and families are the heart of Mumbulla School, but I want to specifically commend and thank the College of Teachers, under the guidance of Reagan and Monique, for the many hours of discussion and consideration taken to create the College of Teachers' Manual. This is an outstanding document detailing the purpose, roles and responsibilities of the College of Teachers informing current and future leadership and governance.

A new Kindergarten gets closer by the day as all the dreams and discussions start to become reality. The Spotlight group has portioned off a large section of their land for Mumbulla School to purchase at a very considerate price. Much of the negotiation has been thanks to Hallie's tenacity and chutzpah. I'm sure the whole school community joins me in thanking Hallie and the Master Planning Group (MPG) team for their countless hours of discussion and negotiations with the architect, Bega Valley Shire Council, legal, lending and environmental specialists. If the energy and excitement expended so far becomes part of the final space it will be a truly magical place and who better to run it than the wonderful Kindergarten staff.

Many thanks to all those who have volunteered over the last 12 months. The Board applauds the many and varied ways this school is supported through unpaid hours of labour and love. This includes attending Working Bees, organizing and helping at the Mumbulla Market, making beautiful things to sell, being on the Board &/or mandated groups, baking for fundraisers, being a Class Guardian, listening to reading or just listening, excursions/camps, washing towels, bringing flowers, cutting up fruit and offering smiles to create a beautiful place for us all to be – including the children.

The Governance, Leadership & Management group (GLaM) has worked hard on behalf of the Board to address the concerns raised about inconsistencies in the current Constitution at the 2018 AGM. We thank them for their sage advice and as a result we have a newly amended Constitution.

I thank Ian Campbell for his leadership as Chair until August 2018 and Andrew Taylor, Mark Spittle and Dan Scollay for their commitment as Directors until the end of 2018 and appreciate the contribution all other Directors have made over the last 12 months including newcomers Adam Millar and Tom Hughes. Being on the Board is an honour where kindness, care and respect help inform our governance responsibilities and commitment to Mumbulla School.

Ingrid Mitchell, Chair of the Board

Message from the College of Teachers

The College of Teachers has thoroughly examined its purpose, roles, responsibilities and relationships over the course of this reporting period. The result of this in-depth work has been the drafting of a College of Teachers' Manual. This very important document details the many facets of the College of Teachers and how it relates to other key leadership and governance positions in the school. The process of undertaking the College Manual has added to the strong cohesion and stability of College over the last year and further honed the group's efficiency.

College meetings have a healthy attendance and continue to be once a week on Wednesday afternoons.

Some key curriculum and education highlights for this reporting period:

- The school was successful in obtaining Registration for the full 5 years.
- Camps and excursions are always a notable highlight in our curriculum. They are loved by children, teachers and parents alike. From the Light to Light Walk to the Mogo Zoo, from Surf Skills to River Walks, we make the most of our beautiful local environment.
- The Winter Festival in 2018 was a delight. It brought together the expertise of David Stocker as Director, Lee Chittick as cameraman for the film component, the Class 6 children, their teacher Karin Champagne and so many talented people contributing behind the scenes, to make *The Magic Faraway Tree* come to life on a cold Winter night in our playground.
- The making of blankets for our fire-affected Mumbulla families was something special that we are sure will not be forgotten by either those making them or those receiving them. Something truly special to emerge from something so heartbreaking.
- A focus on the way in which we teach Mathematics. This will continue into 2019. This in-house Professional Learning (PL) across the Stages has brought the teachers together regularly to discuss current best practice approaches to teaching Mathematics. It is both theoretical and practical in focus and the teachers are noting the benefits for themselves and the children.

The school continues to prioritise teacher Professional Learning (PL) as it positively stimulates professional growth for beginning to experienced teachers alike. The College of Teachers is committed to weekly PL at College meetings where various topics relating to educational theory and practice are covered, drawing from both Steiner and mainstream.

Individual PL at Mumbulla School continues to be guided by teachers' professional development plans (PDPs) that are written at the beginning of each school year and reviewed and updated regularly through mentoring, observation and appraisal. This year we trialled a more systematic approach to scheduling mentor observations and feedback. The success of this appears to warrant its continuation further into 2019.

Reagan White on behalf of the College of Teachers
Education Manager

Mandated Groups

Of note in 2018 are the achievements of the following mandated groups:

1. Master Planning group (MPG)

The main focus for the Master Planning group continues to be the Kindergarten build.

Since May 2018, the school has secured a portion of the adjoining land (known as Spenco's but recently acquired by the Spotlight Group). A new Kinder will be built on this parcel of land which is better suited for our new Kindergarten build as it is away from the road, faces north towards Mumbulla Mountain and is much more extensive than the 35/33 Bega Street option. Hallie Fernandez, our school Business Manager, successfully negotiated for 9500 sq meters of land adjacent to the present Kindergarten and the paper road that we lease from Council.

The Contract of Exchange took place at the close of 2018 and since then the school community and neighbours have been informed and there has been no dissension, via the Council notification from the wider community.

In 2019, MPG will be in the final stages of approving the design plans for the new Kindergarten classrooms with architects, Baxter Jacobson Architects.

2. The Buildings & Grounds (B&G) group.

A sample of projects undertaken since AGM 2018:

- A set of climbing poles erected outside Class 6 room.
- New Pizza oven (with input on position and style from College and MPG) built over a weekend involving community members under the instruction of Alan Watt. Grand opening and first use occurred at the Mumbulla Market in November 2018.
- Soft plastics collection was initiated around the school in response to a request from a 2018 Class 6 child.
- A new fence was erected at the front of the school due to safety concerns around the unauthorized and speedy exit of some children from the school property during school times. The Association of Independent Schools (AISNSW) recommended that the school do this.

3. Governance, Leadership and Management group (GLaM)

The AGM in 2018 highlighted a lack of clarity in some areas of the Constitution that was endorsed at the AGM in 2017, particularly in relation to school membership and appointment of Directors. GLaM has spent the time since the last AGM working with Constitutional lawyer, Dr Gary Rumble, to amend those sections of the Constitution to ensure there is no ambiguity. These amendments will be presented to the AGM in 2019.

4. Parents & Friends (P&F)

The P&F ran several successful fund/fundraising events in 2018:

- In September 2018 P&F ran a whole school raffle which included 3 gift baskets containing both hand-made items, and school supplies from Mercurius.
- The annual Mumbulla Market was successfully held in November 2018 and was our main fundraiser for the year. Approx profit was \$8800
- In December 2018, P&F held a successful Mango Drive fundraiser.

5. Information & Communications Technology (ICT)

As 2018 came to an end, we knew that several of the school's resources and procedures needed to be updated. The old server has been unable to maintain the daily workload being thrown at it - it was failing. Its operating system was old, and it had gone beyond its End Of Life (manufacturer support and warranties). Staff were unaware of security risks - such as accessing personal emails and using personal devices on our network. The security management of school computers and iPads needed to be improved and this was highlighted by a cyber ransom incident.

The Ransomware attack on Christmas Eve 2018, forced the school to urgently address these issues. The ongoing silver lining of the pain and inconvenience that we went through in December and January is that changes were made as suggested by the company that we worked with during the attack. This all focused on better preparing the school to negate similar events if something happens in the future.

Thanks to Josh Van de Scheur, ICT Administrator

Enrolments

Enrolments remained relatively stable in 2018.

	2012	2013	2014	2015	2016	2017	2018
Kinder (not FTE)	35	37	40	38	40	36	37
Class 1	24	24	22	26	23	26	23
Class 2	24	23	25	24	26	26	26
Class 3	25	26	22	26	24	26	27
Class 4	24	25	27	24	26	25	27
Class 5	24	23	24	27	24	26	25
Class 6	24	23	23	25	25	24	24
Total	181	181	183	190	188	188	189

School performance in statewide tests and examinations

Participation in Naplan – stats from My School Website

	Mumbulla	Similar school
Participated	81%	95%
Assessed	81%	94%
Exempt	0%	1%
Absent	0%	2%
Withdrawn	19%	3%

Literacy & Numeracy Assessments in Classes 3 & 5

Class 5 2018

In 2018, 6 students were withdrawn or absent from testing in the National Assessment Program

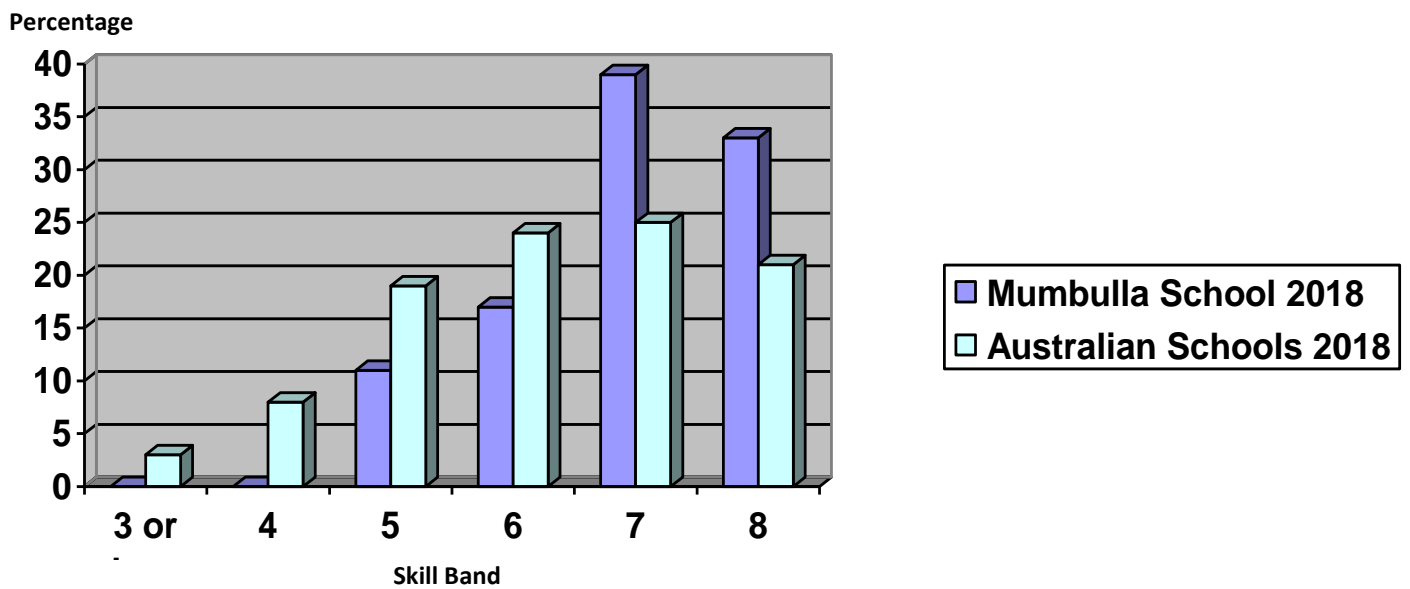
for Literacy and Numeracy (NAPLAN). This is 25% of the class. In the 4 tests for Literacy, children were placed in Skill Level Band 6 or above as follows:

Reading	94%
Writing	33%
Spelling	65%
Grammar & Punctuation	88%

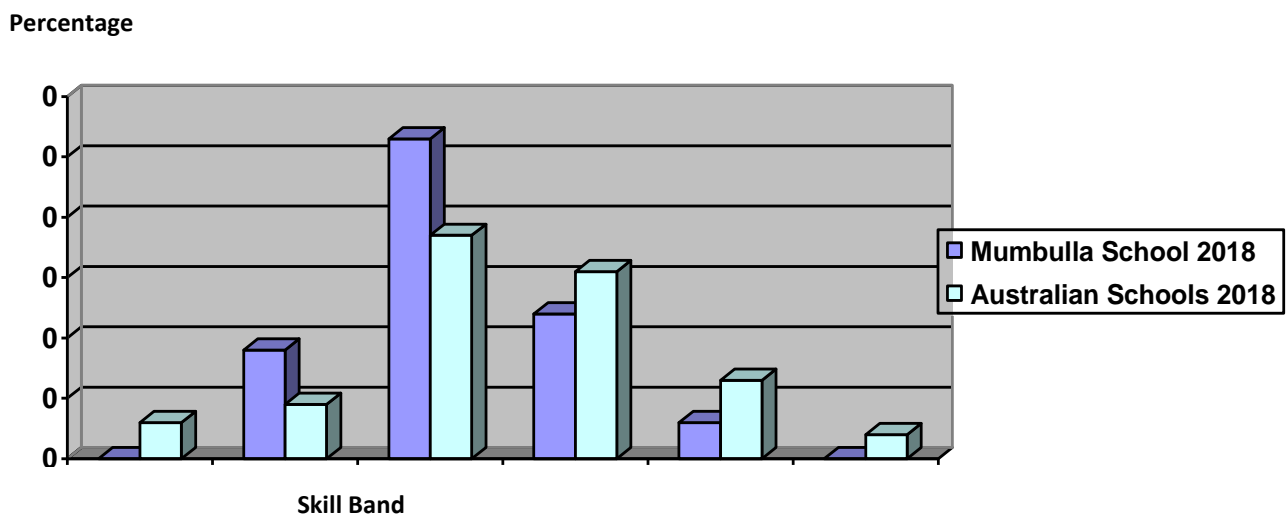
In Numeracy 62% of the children were placed in Skill Level Band 6 or above.

Percentage in Skill Bands

Reading

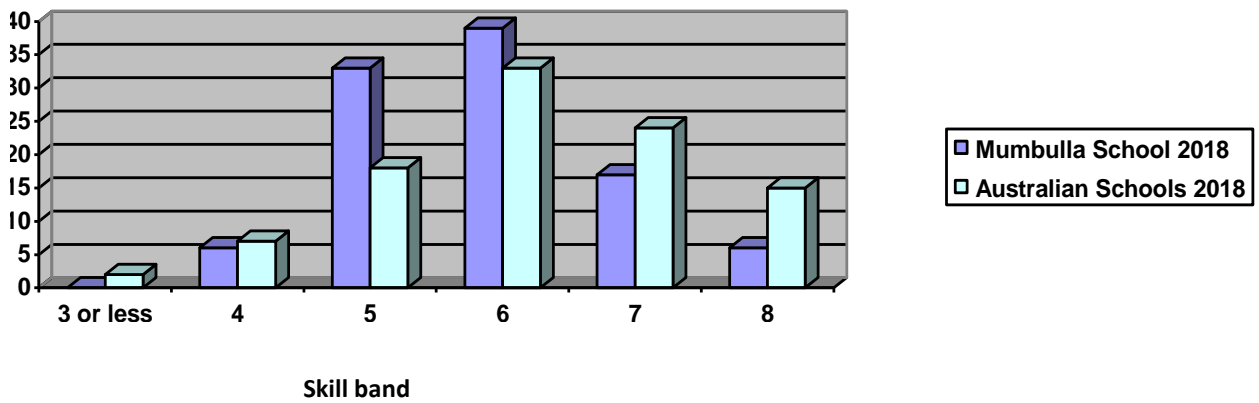


Writing



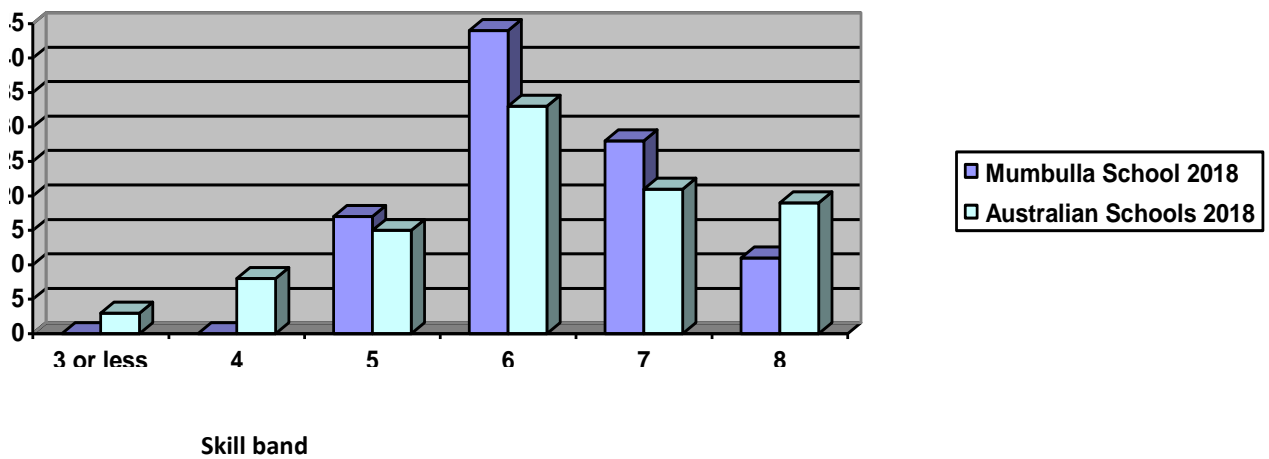
Spelling

Percentage



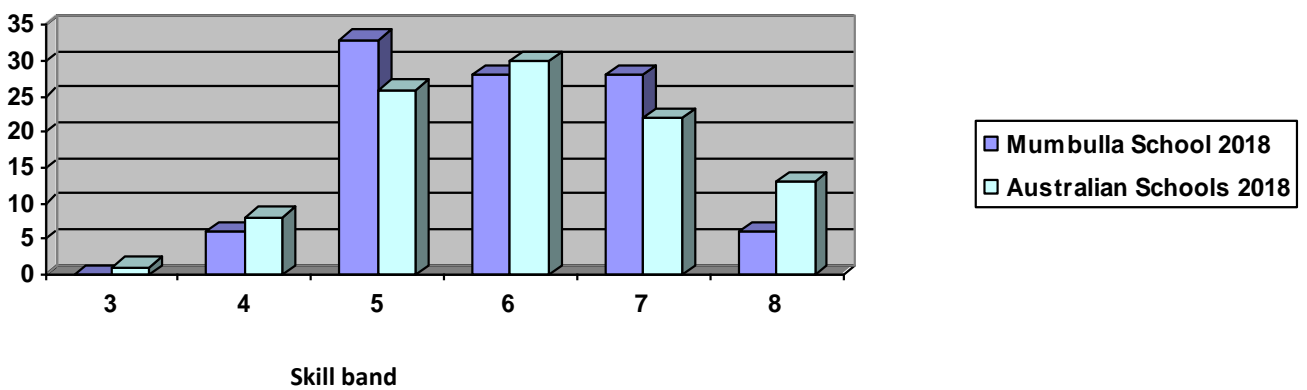
Grammar & Punctuation

Percentage



Numeracy

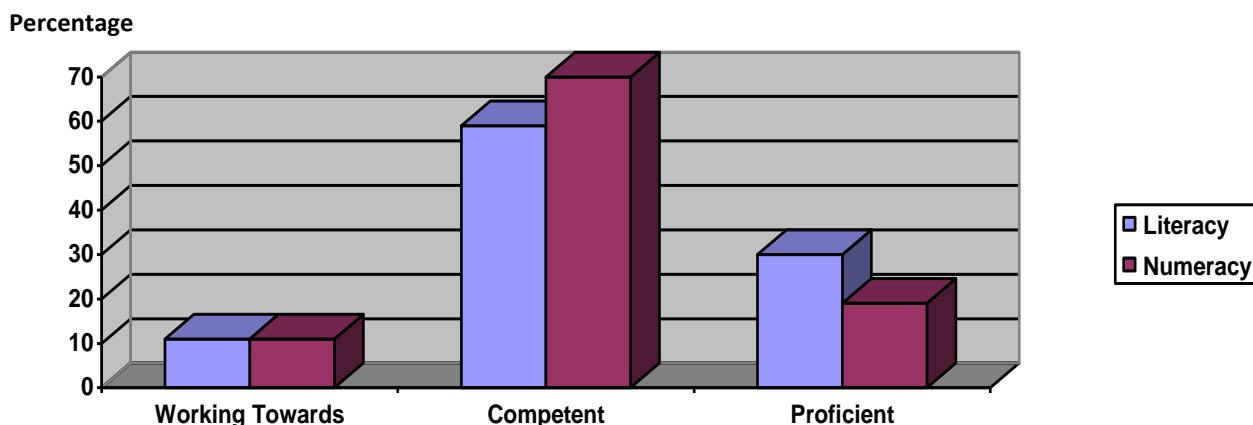
Percentage



Class 3 2018

In 2018, 100% of Class 3 children were formally withdrawn by their parents from NAPLAN testing. Curriculum-based outcomes for Class 3 2018 in numbers obtained through the mid-year reports are as follows:

Literacy & Numeracy - Curriculum-based outcomes



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

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

In 2018, most of 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 2018)	Orff-Schulwerk Music Level 4
SEA Delegates meeting in Melbourne -	Learn to Play
SEA Governance, Leadership & Management conference (GLaM) in Bellingen NSW.	The Traffic Jam in My Brain
Vital Years for Early Childhood	Diabetes Training
	AIS briefing for Languages
	Accidental Counsellor – Office staff
	Maths with Anita Chin
	Stephanie Alexander Kitchen Garden Scheme
	Spell-It
	Acquired Brain Injury
	AIS Briefing
	Art & Play therapy – School Counsellor
	Eating Disorders - School Counsellor
	Music PD at Four Winds
Staff training in January 2018 - Literacy in the Early Years with Jane & Professional Learning Plans	
Staff training in April 2018 - Maths teaching & learning, facilitated by Lee Slater	
Staff training in July 2018 - Love, Fear & Shame in Education with Robin Grille	
Staff Review day in December	

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 2018 for professional development was approx.. \$14,000, an average of \$665 per teacher for the 21 teachers who participated in PD. This includes course costs, travel and accommodation but not relief teaching.

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	0.8
Accounts Payable	0.2
HR Officer	0.6
Front Office	1.23
ICT Administrator	0.5
B&G Caretaker	0.78
Cleaners	1.34
TOTAL	8.15

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.

A class by class breakdown of attendance rates is as follows:

Semester 1 2018 Attendance (updated in August 2018)

Year Level	All Students Attendance %		Indigenous Attendance %		< 90% attendance		90% + Attendance		No. of students 2018
	2017	2018	2017	2018	2017	2018	2017	2018	
Class 1	92.98	90.29	96.7	92.50	6	10	20	14	24
Class 2	88.36	89.60	95.97	93	11	12	16	13	25
Class 3	94.26	89.59	95.6	95.33	2	10	25	17	27
Class 4	89.52	92.89	82.42	94	9	6	16	21	27
Class 5	93.1	87.10	87.91	81	7	11	21	14	25
Class 6	91.84	91.54	0	87.33	7	9	17	15	24

Overall Attendance in Semester 1 2018 = 90.29%

Non Indigenous Attendance in Semester 1 2018 = 90.23% Indigenous = 91%

Number of students attending less than 90% of possible school days = 58

Number of students attending at least 90% of the time = 94

Term 3 2018 Attendance

Year Level	All Students Attendance %		Indigenous Attendance %		< 90% attendance		90% + Attendance		No. of students 2018
	2017	2018	2017	2018	2017	2018	2017	2018	
Class 1	90.69	86.3	90	97.78	11	11	15	13	24
Class 2	79.56	92.62	93.33	100	16	8	11	18	26
Class 3	85.11	85.71	90	96.3	13	12	14	15	27
Class 4	81.83	90.65	72	93.33	10	6	14	21	27
Class 5	86.74	87.63	81	50	15	13	12	11	24
Class 6	87.39	89.91	0	82.96	13	13	10	11	24

Overall Attendance in Term 3 2018 = 88.84%

Non-Indigenous Attendance in Term 3 = 88.69% Indigenous = 91.28%

Number of students attending less than 90% of possible school days = 64

Number of students attending at least 90% of the time = 88

Enrolment policy and procedures

POLICY

Mumbulla School for Rudolf Steiner Education is an inclusive, secular, co-educational K–6 school providing an education underpinned by the philosophy and values of Steiner education, and registered by the NSW Education Standards Authority (NESA) formally BOSTES. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already enrolled in the school and other criteria determined by the school from time to time. To maintain their enrolment, once enrolled, students are expected to act consistently with the school's ethos and comply with the conditions and terms of enrolment. Parents/Carers are also expected to be supportive of the ethos of the school and adhere to the Parent/Carer Code of Conduct.

PROCEDURES

On initial enquiry and prior to an interview, families will receive an enrolment package which includes a School Handbook, an *Enrolment Application Form-Enrolment Contract*, the *Enrolment Information and Fee Contract* and information.

1. Application for Enrolment

- a. Parents/carers are required to lodge an *Enrolment Application Form-Enrolment Contract* at the Front Office for each child, with a \$300 per family Application Fee. Enrolment must have the signed consent of both the child/ren's parents/carers unless only one parent/carer is authorised to sign. Please note that a family who enrolls a sibling of a student who has graduated from Mumbulla School will be charged the Application Fee of \$300 again as they are no longer considered to be a currently enrolled family.
 - b. A receipt for the Application 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 to cover administration costs 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 exceptional cases
 - e. The school will retain the full \$300 Registration fee if:
 - the *Enrolment Application Form-Enrolment Contract* is withdrawn by the child's parents/carers after a place has been offered; or
 - in the case of Kindergarten children, the *Enrolment Application Form-Enrolment Contract* is withdrawn after 30th September in the year before the child is due to begin Kindergarten, except in exceptional cases
 - f. The school will retain \$100 of the Registration fee in all cases.
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- 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 *Enrolment Application Form-Enrolment Contract*.

2. Interviews and Meetings

- a. Enrolment will be contingent upon parents/carers 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 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/carers 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/carers 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 such as the following may be discussed:

- iii. relevant family circumstances;
- iv. background information about the child;
- v. any relevant 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 questions that have been raised by their reading of:

- i. the School Handbook;
- ii. the *Enrolment Application Form-Enrolment Contract*;
- iii. Any concerns over the contents of the *Enrolment Application Form-Enrolment Contract* or *Fee Contracts* must be talked through with the Education and/or Business Managers before signing.

- d. Decisions regarding enrolments will be made in consultation with the Education Manager and the class teacher. Where relevant the Business Manager and the College of Teachers may also be consulted.
- e. When making a decision on enrolments, including from waiting lists, the School 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 receipt of a completed *Enrolment Application Form-Enrolment Contract*
- v. Family circumstances and individual needs of the child and the class
- 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.

- c. Once the initial interview has taken place and there are no identified issues which will require extra meetings, then your *Enrolment Application Form-Enrolment Contract* will be accepted and processed.
- f. 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 is formally accepted;
- g. 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).
- h. The College of Teachers will inform the Board of Directors of any significant costs in providing appropriate support for the child.
- i. The Board and College together will provide information to the family about how the school may 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.
- j. In all cases the Enrolment process will be completed as quickly as possible.
- k. For enrolment to Classes 1-6, an interview will not be held until there is a place available, following which a decision will be made.

3. Conditional Enrolment

- a. To support a child's individual circumstances, it is at the School's discretion to place conditions on the enrolment of a child. The School also has the discretion to provide a

staged enrolment or a re-enrolment program that may have a conditional element. These may address:

- attendance
 - behaviour
 - other factors that the School deems relevant to Conditional Enrolment
- b. Such conditional enrolments need to be arranged with the signed consent of both the child/ren's parents/carers unless only one parent/carer is authorised to sign, regarding the specific arrangements being made for the student. The arrangement may 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/carers will need to submit an *Application for Exemption from Attendance at School Form* (available from the Front Office) to the Education Manager. This form outlines the period of absence and the reason for absence. The Education Manager reserves the right to refuse a request for extended absence in line with the School's Attendance Policy and Section 25 of the Education Act 1990.
- b. If parents/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. The Holding Fee is half a term's fees.
- c. The 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.

6. Withdrawal of Children

- a. If parents/carers withdraw their child/ren from the School, they must complete a Withdrawal Form. The School requires both the parents/carers who are signatories on the *Enrolment Application Form-Enrolment Contract* to sign the Withdrawal Form before it can be accepted.
- b. If parents/carers withdraw their child/ren from the School and later request that their child is re-enrolled at the school, the child may only be re-enrolled subject to the school's Enrolment Policy and Procedures, which include consideration of class availability and the completion of the *Enrolment Application Form-Enrolment Contract and Fee Contract*.
- c. In such cases, a Registration Fee of \$100 will be charged upon re-entering even if the family has other children enrolled at the School.

The school's Enrolment Policy and Procedures should be read in conjunction with the *Enrolment Information* document (see Attachment C), *Parent/Carer Code of Conduct*, the *Fee Contract* and *Fee Policy*.

SCHOOL POLICIES

In 2018, all school policies were reviewed and updated as needed in line with the requirements for the school's Inspection for Registration. The following are those which needed amendment and were taken to the Board of Directors for ratification during the year.

Education Policies

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

- *Mumbulla Parent/Carer Code of Conduct*
- *Student Counselling and Wellbeing Services Policy*
- *Sustainability and Ethical Approach Policy*
- *Excursions & Camps Policy*

Operational Policies

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

- *Green Procurement Policy*
- *ICT policy*
- *Social Media policy*

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 Front Office.
- School Website
- Email on request to Front Office

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 Education Manager.
3. The Education Manager is the single entry point for issues that need further resolution.

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 Front Office.
- School Website
- Email on request to Front Office

School determined improvement targets
Achievement of priorities identified in the school’s 2017 Annual Report

Area	Priorities	Achievement of Priorities
Teaching & Learning	<ol style="list-style-type: none"> 1. Establish a Kitchen Garden program 2. Increase School Counsellor hours in response to demand 3. Review Maths across the Stages 4. Review Digital Technology in English & Science in Stage 2 curriculum 	<ol style="list-style-type: none"> 1. 2 staff employed for Kitchen & Garden positions. Program initiated for Class 3 & 4. 2. School Counsellor hours increased to one day per week 3. Maths reviewed through sessions at College – ongoing into 2019 4. In response to Inspector feedback at Registration, use of digital technology in the classes reviewed
Staff Development	<ol style="list-style-type: none"> 1. Professional Development plans (PDPs) linked to professional learning for teachers 2. Strengthening TAA orientation & procedures 3. Further embed mentoring program, peer observation and feedback 4. Employ Human Resources (HR) Officer 	<ol style="list-style-type: none"> 1. PDPs continue to be linked to PL for teachers throughout the year, which assists teachers to meet their PL goals 2. Policies and procedures established to assist teachers to work towards proficiency/maintaining accreditation 3. Trial of scheduling mentoring sessions and allocating time to observe and give feedback. Successful - will continue. 4. HR Officer employed and ensures school is complying with Industrial Relation law.

Area	Priorities	Achievement of Priorities
Facilities and resources	<ol style="list-style-type: none"> 1. Look into possibility of acquiring neighbouring land for Kinder build 2. Prioritise Kinder & Playgroup play equipment & facilities 3. Finalise design of new Kinder 4. Audit of chairs & desks through school, including hall chairs 5. Purchase class set of camp equipment & trailer 6. Review fencing needs & age of fencing around grounds 7. Review need for CCTV to discourage vandalism/ burglary 	<ol style="list-style-type: none"> 1. Negotiations continue to end of 2018. BM continues to discuss. 2. Kinder & Playgroup equipment purchased and installed 3. Design of Kinder continues – ongoing into 2019. Construction to begin in September 2019 4. Research ongoing 5. Camp equipment itemised and purchased. Trailer purchased by P&F. Classes & parents happy! 6. Fence design – discussion ongoing into 2019 7. Due to increased vandalism & burglary, CCTV installed at undercroft

Priority areas for improvement in 2019

Area	Priorities
Teaching & Learning	<ul style="list-style-type: none"> • Teacher Numeracy PL continues. Numeracy program finalised • New partner teachers recruited – Kinder and Class 2 & 4 2019 • Kinder days extended to 10 per week (2 classes of 5 days) • Focus on Steiner education in College and staff PD days
Staff Development	<ul style="list-style-type: none"> • College Manual completed •
Facilities and resources	<ul style="list-style-type: none"> • Adjoining land purchased for Kinder • Design of Kinder completed & construction begun • Car parking to requirements • High School feasibility study initiated

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 2018, 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 per 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'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.

The annual Parent Survey is a tool to gauge parent satisfaction and engage with the parent community. In 2018, 62 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 early in 2019. 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 reasonably low level of withdrawal of children and we continue to have waiting lists on some classes. An Exit Interview for Class 6 parents was offered again in 2018 giving our parents an opportunity to provide vital feedback to the school.

The school continues to have a high retention rate for 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 below, Nov 2018 – wearing blue in support of Children Out of Detention – Blue for Nauru).*

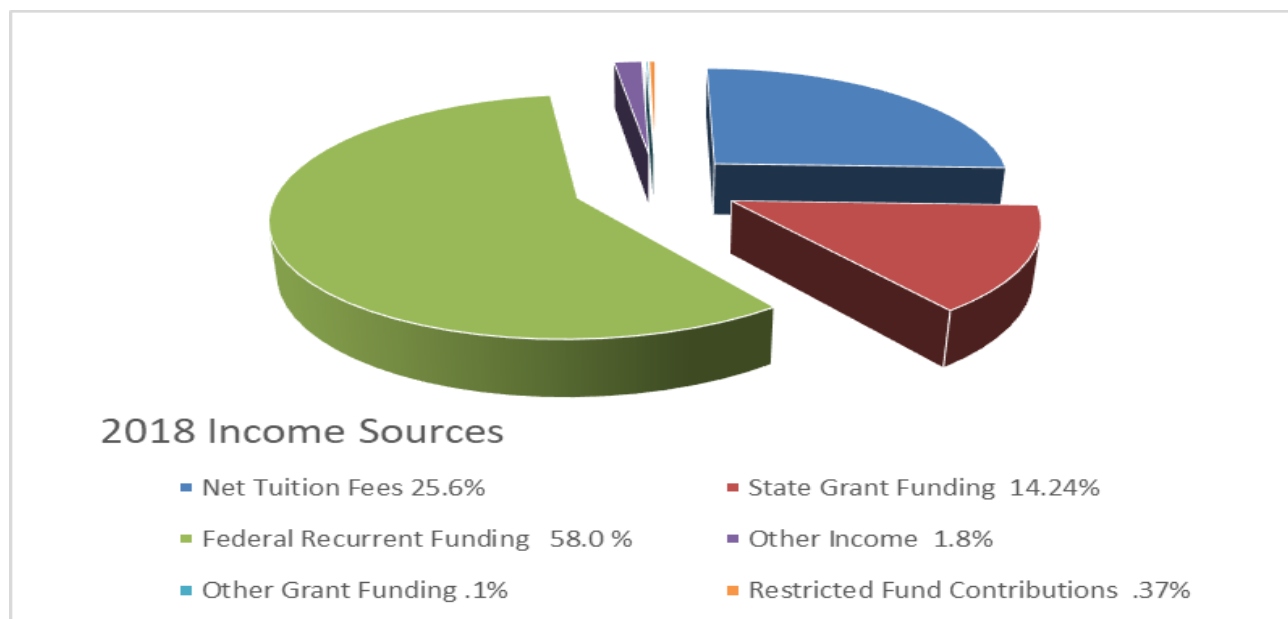
The Steiner curriculum continues to meet the children’s needs and to support teachers in their creative process. Access to professional development, both mainstream and Steiner-based, helps to re-invigorate the teaching staff as does the supportive and open relationships among the staff.



Staff at Mumbulla School in 2018, wearing blue in support of releasing children in detention

Financial Information 2018

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



The above graph represents Mumbulla School's Revenue Sources for the 2018 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however, combined, contribute to 72.24% of total income sources.

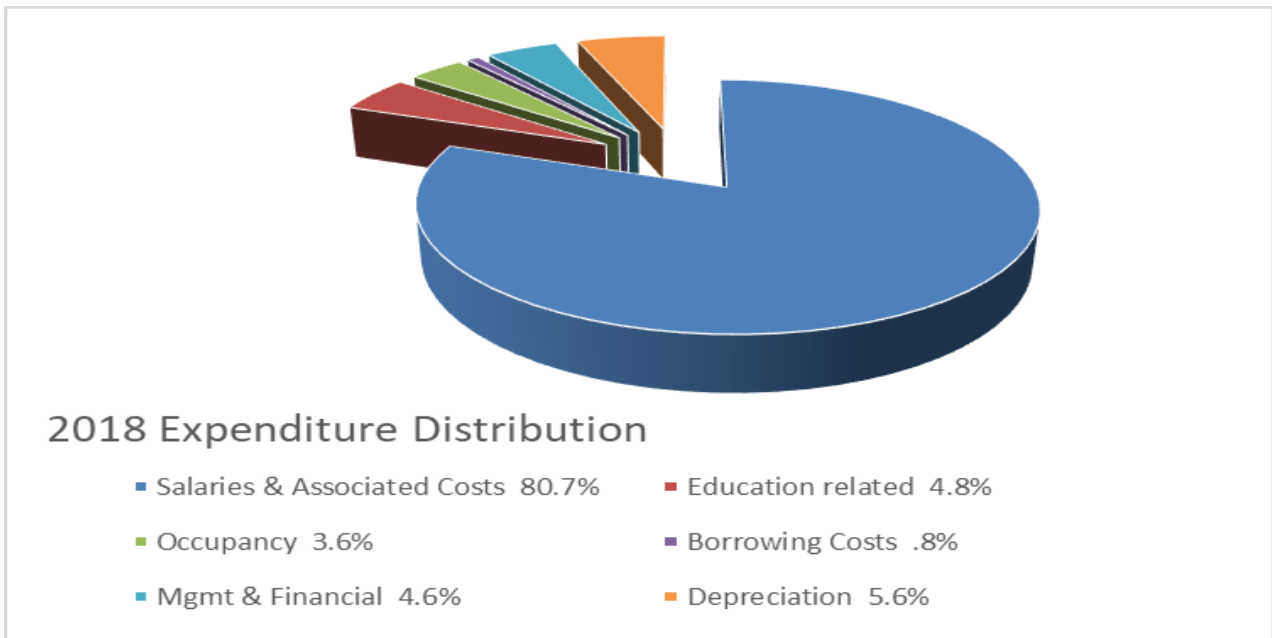
Other Grant Funding is for special programmes.

Net Tuition Fees represent all tuition and levies from parents/guardians including:

- activities
- excursions
- sport
- music
- performance
- building & grounds fees

Other Income includes interest, private donations, and sundry income (ie, P&F fundraising, facilities hire).

We have noted the Building and Scholarship Funds donations as the *Restricted Fund Contributions*. They are placed into Deductible Gift Recipient Funds, and separated from general donations.



This graph represents the School’s Expenditure Distribution for the 2018 calendar year.

Salaries and Associated Costs are the greatest expense which includes teachers, specialists, class assistants, management, administration and facility 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.

Borrowing costs relate to the interest paid on our school debt.

Management & Financial relate to all administrative costs, insurance, memberships, travel & ICT, and cost of items sold through P&F.

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 capital expenditure this year included new desks, camping equipment, the pizza oven and computer hardware. We have also incurred costs relating to the new Kindergarten classrooms and the adjoining block of land purchase.

The School’s Board of Directors, in conjunction with the College of Teachers, strives to preserve a quality educational school. Fees are maintained as low as possible and our fees continue to be amongst 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.

Hallie Fernandez Business Manager