



FOR RUDOLF STEINER EDUCATION LTD.

2019 ANNUAL REPORT EDUCATIONAL & FINANCIAL REPORTING

We the staff of Mumbulla School acknowledge that this school is situated on the lands of the Djiringanj people of the Yuin Nation.

We acknowledge that this is land was never ceded and we recognise that the Yuin people have cared for this country over thousands and thousands of years.

We express our deep respect and gratitude for all the wisdom of Elders past, present and emerging. We strive to strengthen our collaboration with the peoples of the Yuin Nation in order to further our understandings and connections to country.

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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 the 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

Written in May 2020 following January bushfires and the COVID-19 pandemic sweeping the world

Reflecting on the activities of the Board over the last year and the issues which we now face, it seems somewhat surreal that the pandemic is at the front of our minds. 2019 was a very busy year for the school, and the Board was involved in overseeing the acquisition of neighbouring land, meeting the requirements of the associated DA, arranging for significant remediation work and preparation for appointing a construction company. Seeing the school grow physically, and the potential this creates is extremely pleasing. The work done towards this project has spanned several years and will culminate in a beautiful space for future students and families of Mumbulla School. For this work I wish to thank in particular the Master Planning Group (MPG) and the Business Manager, Hallie Fernandez, for their drive and vision.

It has been very pleasing to see development in the management and administration of the staff at Mumbulla School. The work done by the Human Resource (HR) Officer in particular, has resulted in a much fairer workplace, where remuneration is aligned with qualifications and expectations, and for this I thank the work of the HR Officer and Business Manager.

As we move forward into January 2020 we witnessed a school community exposed to a catastrophic event (the extreme bushfires of South East Australia), which has left no member of the school community untouched. The school was able to provide facilities to those in need, including shelter, financial relief and psychological support during and after the fires. The impact that the fires will have on this region will continue for many years, and it is fair to say that for many, things will never be the same.

Psychological support within the school has been formalised with a School Counsellor now being employed 2 days per week. Having a school psychologist on staff reflects our understanding of the importance of mental health and I am pleased that Mumbulla remains progressive in our attitude towards supporting children.

It goes without saying that the worldwide pandemic, labelled COVID-19, which emerged in February and March 2020, has and will challenge us all as we endeavour to meet the needs of all within our school. I am proud of the decisions made by the Board and the College of Teachers to transition to remote learning when it did. I am also proud that no student was turned away during this unprecedented time. The school has a duty of care to all those who it educates and also to all those who work within it. The Management Team spent many sleepless nights as they navigated the challenges of meeting the needs of our school community in such a dynamic, and somewhat confusing time. I commend the Management Team for its strength and dedication to the safety of all.

My final thanks go to the students of Mumbulla School who have now faced a world mirrored only in fiction. These children have been exposed to threats and dangers and times of global uncertainty. Yet as I watch these children at school pickup time I am inspired to see joy, kindness, adventure and resilience abound within them. May we never lose sight of the young people in our community who will be challenged by a world they had no influence over. May we be inspired to always do our very best for them.

Thank you,
Carlin Stanford, Chair of the Board

Message from the College of Teachers

Written in May 2020 following January bushfires and the COVID-19 pandemic sweeping the world

This reporting period has been dominated by extraordinary local and global events, events that have directly impacted our school community and our local community. The first was the bushfires in January 2020, followed closely by a global pandemic from March 2020. This sounds more like fiction than a Board Report.

Children attending Mumbulla School come from as far southwest as Wyndham, as far north as Tilba, as far south as Nethercote, from coastal towns of Bermagui, Tathra, Merimbula and Pambula, and out to Bemboka. All these towns and the regions between them were impacted by bushfires last summer.

Residents were required to evacuate from their homes for extended periods of time, many finding themselves returning to their homes only to be evacuated once again. There is not a single teacher, staff member, child or parent in our school community who has not felt the stress and anxiety and, for many, absolute trauma of these fires. The school opened its doors as a pseudo evacuation centre during the worst days of the fires to provide families, their friends and their pets with a safe and familiar place to stay. It's not often we see horses on our oval and dogs in our Assembly Hall, not to mention turning our classrooms into bedrooms!

The bushfires in our region started on Sunday 29 December 2019 and burned out of control until 6 February 2020. It was only in early February that our community was able to breath a collective sigh of relief. As the much-awaited rain began to fall and put out the fires we all slowly stopped habitually checking the Fires Near Me App and took a break from ABC local radio (as brilliant as these both were during this time). The scale of these fires had never been seen before. The impact of these fires will last a lifetime.

The loss of property is a terrible thing but added to that the psychological impact of living in a heightened state of fear and anxiety for weeks on end; there is little wonder that upon returning to school our "normal" whole staff professional development days were far from routine. Our focus on staff wellbeing, in preparation to welcome back and support the children and their families, necessarily involved a lot of healing and some tears too. There was immense pressure on the psychologists on the Far South Coast, and that is certainly evident for our school psychologist, who has seen a marked increase in children and parents seeking her assistance since the return to school in Term 1. We are lucky to be able to offer her services two days a week.

Then came the COVID-19 pandemic. Since March we have all been living with this pandemic, including social distancing, isolation and remote learning. With Board and College support, our school acted early to move to remote learning, something we can all be proud of. This was a difficult and stressful decision, perhaps one of the most stressful a school would have to make; we knew it would be highly disruptive and cause incredible upheaval for our families and our staff. Everyone has been phenomenal in the way they have managed learning from home. All Mumbulla School teachers, assistants and staff have acted professionally, efficiently and with dedication to enable the children to continue learning and for the parents to feel supported and connected. No early childhood or primary school teacher I know, particularly not a Steiner one, has ever even

entertained the thought, let alone actually making it happen, of delivering our curriculum electronically and remotely.

As I am writing this, I am pleased to be doing so from school, where there are over 26 children on campus, teachers supervising them, assistants working with Special Needs children, our Librarian, the amazing Front Office team and admin staff, along with teachers popping in and out preparing resources. It feels like school life is edging slowly towards a return to normal, but it certainly isn't business as usual yet.

Notwithstanding these major events over the past 5 months, our school community has stayed strong, connected and supportive of one another. After living through these events, it feels like there is little we could not handle together as a school community.

Reagan White on behalf of the College of Teachers
Education Manager

Mandated Groups

Of note in 2019, are the achievements of the following mandated groups:

1. Master Planning group (MPG)

- a. Spotlight Land (adjoining block) land ownership: In the course of 2019, we re-negotiated the land purchase contract due to issues resulting from the unknown costs of the remediation of the block. A new contract was exchanged on 6 February 2020.
- b. Remediation of the Block: Remediation began on 9 December 2019 after a drawn-out process of quotes and determination of the requirements of the process. Delays have occurred due to the validation testing process.
- c. Kinder Building Project: The Kindergarten design process involves close coordination with Baxter & Jacobson Architects (BJA) and continues into 2020.
- d. Parker Street Closed Road: Applied successfully to Council to purchase the Road adjoining the new land.

2. Governance, Leadership and Management group (GLaM)

- a. The New Constitution and Governance Manual: amendments approved at the AGM 2019 to the Mumbulla School Constitution particularly in relation to school membership and appointment of Directors. The Governance Manual has now been updated to reflect these changes. The amended Constitution is now an attachment to the Governance Manual.
- b. Strategic Plan Update: A new Goal was added to the Strategic Plan in 2019 – Goal #4: *"In Steiner philosophy, there is an obligation to be a catalyst for positive change. The school takes responsibility for proactively considering global responsibilities such as Ecological Sustainability & Regeneration, Indigenous Reconciliation, Human Rights & Democratic processes and Technological Changes, specifically their impact on the future, from both an educational and social perspective."*
- c. **College Manual**: The first College Governance Manual, (modelled on the Board's Governance Manual), drafted by the College of Teachers, especially in the area of College/Board relationship regarding governance matters. This Manual is now an attachment to the Governance Manual.

3. Parents & Friends (P&F) – two events of note were held in 2019:

- a. Movie Night – the P&F ran a Movie Night in October 2019 in the Susan Haris Hall. Anecdotal reports from children was that it was great being able to watch a movie at school. The event broke even for P&F and was a great community social event. The Kinder Building fundraising team, led by Chrisanthi McManus, did a bustling trade on popcorn, lemonade and cake.
- b. A successful Spring Fair was held in November 2019, attended by many. A great team of parents and friends worked tirelessly to create the Spring Fair and the day was a credit to them all. The takings in the 4 hours of the Saturday Spring Fair was approximately \$13,500 with an overall profit of \$11,700. The fact that costs were so low is a tribute to all our volunteers and all the help offered.

4. Equitable Access Group (EAG)

- a. Mumbulla School Scholarship - the Scholarship applicant process was successfully held in 2019 with the first child enrolled to receive the Scholarship funding for 8 years of schooling, starting in Kinder in 2020. Funding for the Scholarship continues to be received from many sources including personal donations, the March Read-a-Thon and local businesses. The generosity of the local community is greatly appreciated.
- b. Maddy Collins Scholarship - a very generous donation was made by the Collins family at the end of 2019, to be named the Maddy Collins Scholarship Fund. This will partly fund an enrolment at Mumbulla School for a child with mixed abilities. The terms of reference for this Scholarship will be in development during 2020 with the hope that a student may start in 2021.

Enrolments

Class enrolments dropped in 2019.

	2012	2013	2014	2015	2016	2017	2018	2019
Kinder (not FTE)	35	37	40	38	40	36	37	36
Class 1	24	24	22	26	23	26	23	22
Class 2	24	23	25	24	26	26	26	24
Class 3	25	26	22	26	24	26	27	27
Class 4	24	25	27	24	26	25	27	24
Class 5	24	23	24	27	24	26	25	25
Class 6	24	23	23	25	25	24	24	22
Total	181	181	183	190	188	188	189	180

School performance in statewide tests and examinations

Literacy & Numeracy Assessments in Classes 3 & 5

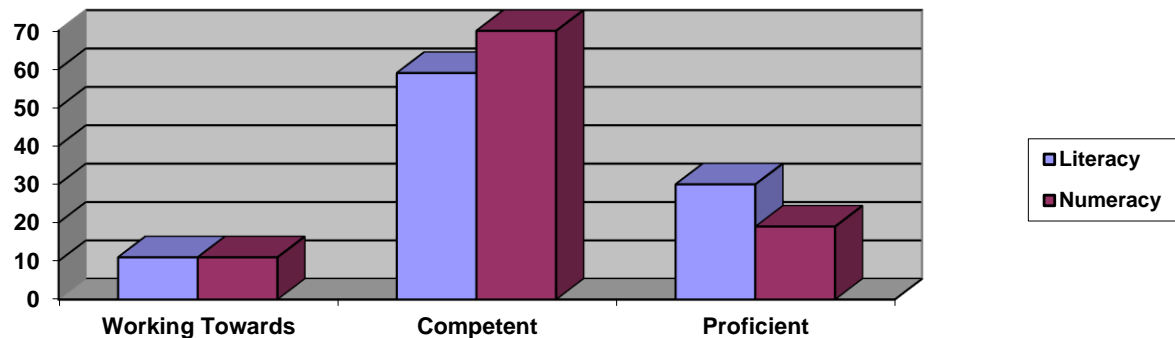
In 2019, 100% of children in Class 3 & Class 5 were withdrawn from NAPLAN testing. This is the first time in the school's history this has happened.

Class 5 2019

Curriculum-based outcomes for Class 5 2019 in numbers obtained through the mid-year reports are as follows:

Literacy & Numeracy - Curriculum-based outcomes

Percentage

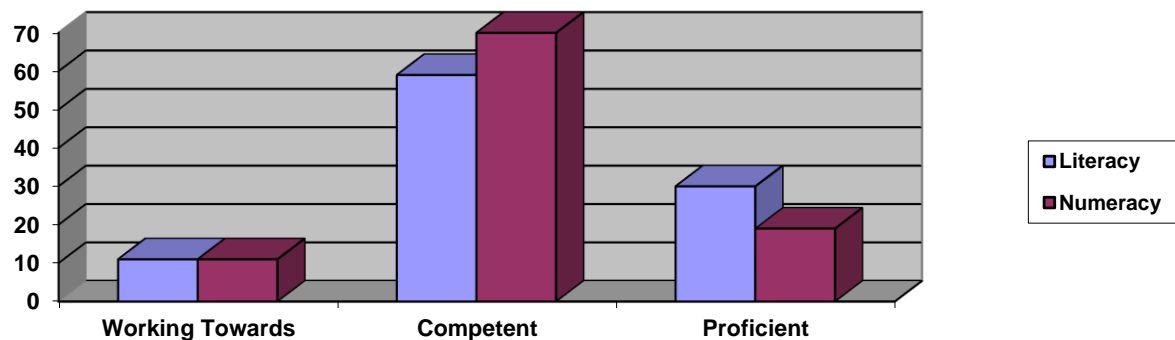


Class 3 2019

Curriculum-based outcomes for Class 3 2019 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

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 2019, 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 2018)	Orff-Schulwerk Music Level 4
SEA Delegates meeting in Melbourne -	Learn to Play
SEA Governance, Leadership & Management conference (GLaM) in Sydney 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 2019 – Koori Kinnections with Jess Sinnott	
Staff training in April 2019 – MAPA with AIS	

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.

Expenditure for 2019 for professional development was approx. \$17,135, an average of \$816 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 = 40 hours per week for teaching staff and 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	1.2
ICT Administrator	0.5
B&G Caretaker	0.8
Cleaners	1.5
TOTAL	8.30

Student attendance rates

Routine and rhythm are 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 and/or guardian 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 2019 Attendance

Year Level	All Students Attendance %		Indigenous Attendance %		< 90% attendance		90% + Attendance		No. of students 2019
	2018	2019	2018	2019	2018	2019	2018	2019	
Class 1	90.29	92.08	92.50	95.8	10	7	14	16	23
Class 2	89.60	89.99	93	94.14	12	10	13	17	24
Class 3	89.59	89.72	95.33	93.52	10	10	17	19	27
Class 4	92.89	89.09	94	97.35	6	10	21	15	25
Class 5	87.10	89.97	81	91.61	11	12	14	13	25
Class 6	91.54	87.36	87.33	0	9	11	15	11	22

Overall Attendance in Semester 1 2019 = 89.72%

Non-Indigenous Attendance in Semester 1 2019 = 89.41% Indigenous = 95.16%

Number of students attending less than 90% of possible school days = 60

Number of students attending at least 90% of the time = 91

Term 3 2019 Attendance

Year Level	All Students Attendance %	Indigenous Attendance %	< 90% attendance	90% + Attendance	No. of students
	2019	2019	2019	2019	2019
Class 1	89.15	88.89	3	19	22
Class 2	88.6	100	1	21	22
Class 3	89.04	93.33	3	25	28
Class 4	89.26	94.07	3	21	24
Class 5	92.55	93.33	4	22	26
Class 6	88.69	0	2	20	22
				Total	184

Overall Attendance in Term 3 2019 = 89.58%

Non-Indigenous Attendance in Term 3 = 89.29% Indigenous = 94.72%

Number of students attending less than 90% of possible school days = 59

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

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.

- 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 2019, very few school policies needed review as they were all reviewed in 2018 as part of the school's Inspection for Registration. The following are those which were created in 2019 and taken to the Board of Directors for ratification during the year.

Education Policies

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

- *Teacher Accreditation Authority Governance, Policies and Procedures*

Operational Policies

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

- *Information Technology, Computer, Telephone and Equipment Code of Use*
- *Fee 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's Front Office 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 2018 Annual Report

Area	Priorities	Achievement of Priorities
Teaching and Learning	<ol style="list-style-type: none"> 1. Numeracy program finalised 2. New partner teachers recruited – Kinder and Class 2 & 4 2019 3. Kinder days extended to 10 per week (2 classes of 5 days) 4. Music teacher position recruited 	<ol style="list-style-type: none"> 1. Numeracy program was considered at a series of College meetings. Numeracy is incorporated into the Learning Support program with extra hours given. Learning Support becomes 5 days per week with two teachers (2 days/3 days). 2. Recruitment successfully carried out and 3 new partner teachers started in Term 1 2019. 3. Two Kinders run 10 days per week initially but discontinued at the end of 2019. 4. Music teacher successfully recruited and employed.
Staff Development	<ol style="list-style-type: none"> 1. College Manual completed 	<ol style="list-style-type: none"> 1. College Manual completed and taken to Board for ratification.
Facilities and resources	<ol style="list-style-type: none"> 1. Adjoining land purchased for Kinder. 2. Design of Kinder completed & construction begun. 3. High School feasibility study initiated. 	<ol style="list-style-type: none"> 1. Purchase of land and remediation was started but not completed in 2019. The completion of all stages of remediation and purchase will be a priority for 2020. 2. Design is ongoing. Development Application successfully submitted & granted. Tendering will take place in 2020 3. High School feasibility study will not begin until new Kinder building is complete. 4. Closed "Parker Street" Road purchase process was begun with Council.

Priority areas for improvement in 2020

Area	Priorities
Teaching & Learning	<ol style="list-style-type: none">1. Indigenous perspectives embedded into the curriculum2. Transition to remote learning during COVID-19 time3. Ensuring staff are trained in trauma counselling
Staff Development	<ol style="list-style-type: none">1. Teacher mentoring where needed
Facilities and resources	<ol style="list-style-type: none">1. To complete the land purchase and the subdivision as required.2. To complete the remediation to required zoning standard.3. To begin building the planned Kindergarten.4. To purchase the closed road extension of Parker Street.

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 2019, 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 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'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 2019, 59 people responded to the survey (down slightly from 62 in 2018). 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 2020. 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, while a small percentage of the parent body, run 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.

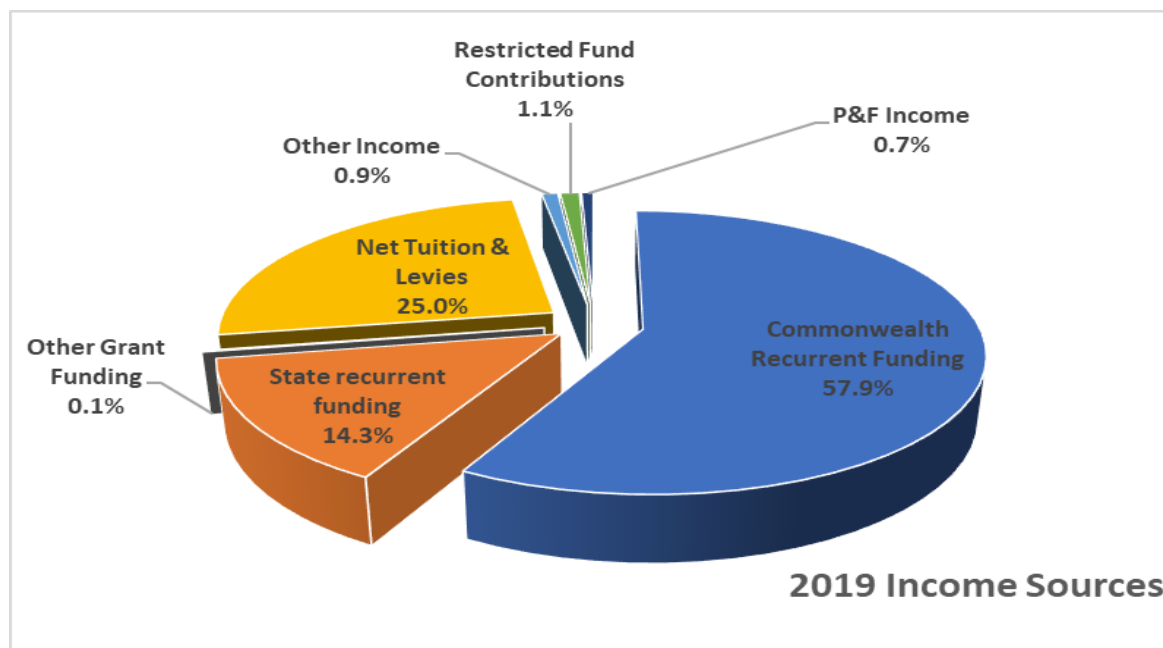
The school continues to have a high retention rate for teachers which indicates that staff are generally satisfied in most areas of the school, particularly teacher/student relationships, staff morale, and work recognition and value. *(See staff pictured below, Nov 2019 – wearing green in support of the environment).*

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.



Financial Information 2019

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 2019 calendar year.

The *Federal* and *State Recurrent Funding* are represented separately. Combined, they contribute to 72.2% of total income sources.

Other Grant Funding is for special programmes.

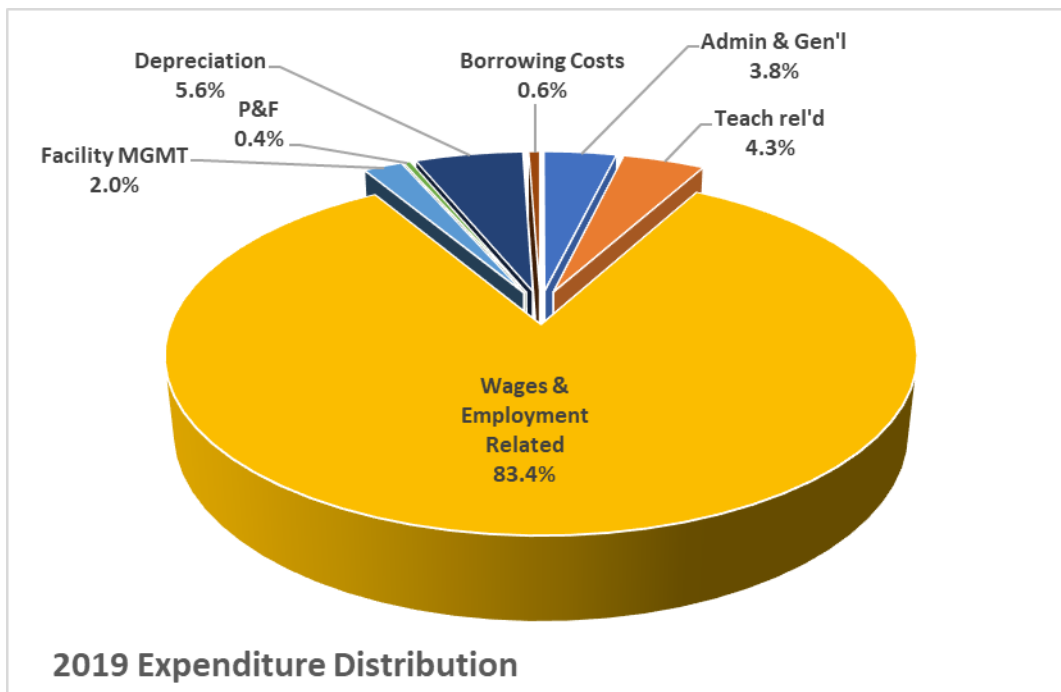
Net Tuition Fees represent all tuition and levies from parents/guardians including:

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

Other Income includes interest, private donations, and sundry income (ie registration fees, facilities hire).

P&F Income relates to sales from the annual Markets and the sale of items in the Front Office.

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



This graph represents the School's Expenditure Distribution for the 2019 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 and Annual 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 & Information, Communications and Technology.
- *P&F* relate to all market costs and 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, picnic tables for play areas, library books, retaining wall along the accessibility path to the Hall Complex, psychological testing equipment, a new server and computer hardware. We have also incurred costs relating to the new Kindergarten building and the adjoining block of land that the school is purchasing and remediating.

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