



FOR RUDOLF STEINER EDUCATION LTD.

## **2020 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. It is non-denominational and inclusive of to all enrolled children and their families. Currently we offer classes from Kindergarten to Year six. Mumbulla School is based on the philosophy of Rudolf Steiner, who acknowledged 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. Parents bring, rather than send, their children to our school 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 learning and teaching. All Key Learning Areas are presented in ways that promote students' active involvement and growing confidence. Our School offers a rich and varied curriculum and a caring and personal approach to the teaching of each child.

## Message from the Board of Directors

### Written for the AGM in May 2021

How wonderful to meet in person to celebrate another year at Mumbulla School. I continue to be proud of the enthusiasm and curiosity of our students who are encouraged by inspired teachers and nurtured by all staff.

Despite the challenges of 2020, staff and students at Mumbulla School made their way through significant adversity together. The collective will of staff to help each other achieve positive learning experiences for the children was exceptional and we, the Board, are truly grateful to all staff for their fortitude during a time of natural disaster recovery and pandemic.

As a parent, I have always been grateful for the people who teach and care for my children. I was even more acutely aware of how important teachers are in my children's lives when they couldn't attend school. I also realised how much I value being able to come on to school grounds, to be a part of school life in a voluntary capacity or to witness their learning and creativity in situ. Thank goodness the children are back and we are too!

No one knew how the economic repercussions from the pandemic would affect our school, however, astute budgeting, persistence with grant applications and wage support enabled Mumbulla School to avoid deficit and fees did not increase in 2021. For this the Board particularly thanks the Business Manager, Hallie Fernandez. Hallie is supported by a hardworking administrative team who take care of everything from staff conditions, to fee payments, enrolments, beautiful grounds and meeting the needs of students and parents.

The College of Teachers continues to be led by the indefatigable Chair Monique Watt. The collaborative approach amongst teaching staff at Mumbulla School is distinctive and exceptionally supportive of both new and the most experienced teachers. Thank you to all teaching staff.

Our Education Manager, Reagan White, is adept at fulfilling both educational and administrative duties so that teachers, parents and students can benefit from her diplomacy and caring attention to detail, often in difficult situations. It was very good to hear that recently Reagan has been able to concentrate on more collective concerns such as the Mumbulla School Reconciliation Action Plan and appropriate educational approaches to sustainability and regeneration.

Notably we, the Board, celebrate at this AGM the ownership of land adjacent to the current kindergarten. We look forward to building work beginning on the long anticipated new kindergarten. Thanks to all involved for their tenacity to enable the vision become reality.

As Chair, I would like to thank my fellow Board members for your contribution over the last 12 months. I would also like to thank all the people who contribute to the mandated groups that report to the Board and assume responsibility for various management aspects of the school. Thanks also to all who volunteer at Mumbulla School, it makes such a difference to have your help whatever that may be.

Sincerely,

Ingrid Mitchell  
Chair of the Board  
Mumbulla School for Rudolf Steiner Education

## Message from the College of Teachers

### Written for the AGM in May 2021

Along with the whole school, College has had quite an interesting journey since the last AGM. We spent many months having College meetings via Zoom, which has given us more appreciation of what it means to meet face to face; little things we may have once taken for granted were notable in their ongoing absence. Not being able to share afternoon teas and incidental social interactions were particularly missed, as was the opportunity to learn from one another at regular weekly College Education sessions.

Needless to say, we transitioned back to face-to-face teaching and meeting with great relief, families and staff alike. Since then, we have all been maintaining our open and flexible attitude as we navigate the ever-evolving adjustments relating to COVID-19 restrictions. In Term 4 of last year, we were finally able to welcome back our youngest children as Playgroup families returned and with fingers and toes crossed, we looked forward to Class 6 Graduation Dinner going ahead for our oldest children. Happily, with only a few COVID-safe adjustments the much-anticipated Graduation ceremony and dinner went off without a hitch. Without exception the staff of Mumbulla School have been exceptional professionals throughout and the children and parents have been incredibly tolerant and supportive.

The beginning of the 2021 school year saw us returning with renewed energy and vigour. We started with a lovely staff Professional Learning day which included, How the 'Head, Heart and Hands' Approach Creates a Healthy Classroom Environment with Lou Harvey-Zahra via Zoom. Regular weekly College Education was also back on the agenda and College made the decision that our whole school educational goal for 2021, based on Goal 4 of the school's Strategic Plan, would be to proactively consider our global responsibilities for ecological sustainability & regeneration and its impact on the future, from both an educational and social perspective.

One of the greatest strengths of our school is our teaching staff. We are fortunate to have long-term, experienced staff who carry the culture and history of the school, along with a couple of recent key additions to our teaching cohort who bring new energy and knowledge to the school. Our partner teacher structure continues to provide the school with security, knowing we have well-mentored teachers into the future. Our collegial, friendly and respectful atmosphere creates the warmth and love that people who visit our school never fail to note.

A special thank you goes to our Assistants who worked above and beyond during remote learning to support our children with special needs and their families. We are truly in their debt for their professionalism, dedication and love. Special thanks also go to the teachers and assistants who continued to teach face to face at school during remote learning, they offered a vital service, teaching the children of emergency and essential workers. They were unflappable in their flexibility and commitment to providing the children with a fun and 'normal' school experience during strange and unusual times.

Reagan White  
Education Manager (for the College of Teachers)  
Mumbulla School for Rudolf Steiner Education

## Mandated Groups

Mumbulla School has ten mandated groups who are delegated committees of the Board. Of note in 2020, are the achievements of the following mandated groups:

### 1. Master Planning group (MPG)

- Spotlight (adjoining block) land ownership: Settlement 30 March 2021; Sub-division approval March 2021
- Remediation of the Block: Remediation completed October 2020; Reports written & final approval in February 2021
- Kinder Building Project: Design finalised March 2020; Tendered June 2020; Preferred Tenderer notified in August 2020; Construction start on hold till all approvals- to begin July 2021

### 2. Finance

- Increased fee relief budget: Fee remissions granted for families impacted by COVID-19
- Bush fire relief: Assisted in obtaining grants for Bush Fire effected families

### 3. Employment

- Covid-19: Managed all staff during this period without requiring standdowns, including proper processing of JobKeeper documentation.

### 4. Work, Health & Safety (WHS)

- Environmental Management Plan (EMP): EMP and Deed Poll in place to guide safe use of newly acquired land
- Mental Health First Aid training: Two staff trained and in process of accrediting as a 'Mentally Healthy Workplace'
- Playground audit: Independent audit completed in November 2020
- COVID-19: Handled all matters requiring students, families and staff with new health regulations

### 5. Parents & Friends (P&F)

- Parent Education: including Cyber Safety, 'Understanding Temperaments' and 'Connected Families'

### 6. Reconciliation Action Plan (RAP)

- Launched RAP Group: created this new mandated group

### 7. Equitable Access Group (EAG)

- Mumbulla School Scholarship: Continuing fund raising in order to maintain providing Scholarship
- Maddy Collins Scholarship: Criteria determined however, application process held over till 2022

## Enrolments

There was a slight decrease in enrolments in 2020.

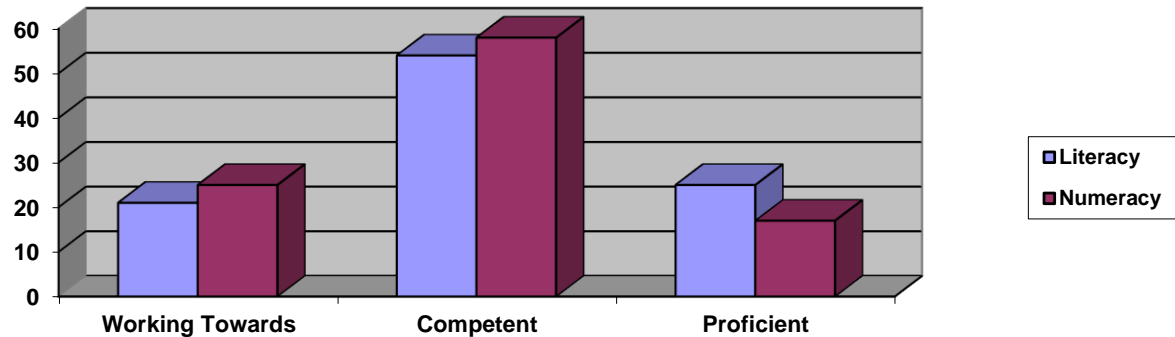
	2013	2014	2015	2016	2017	2018	2019	2020
<b>Kinder</b>	37	40	38	40	36	37	36	<b>32</b>
<b>Class 1</b>	24	22	26	23	26	23	22	<b>23</b>
<b>Class 2</b>	23	25	24	26	26	26	24	<b>23</b>
<b>Class 3</b>	26	22	26	24	26	27	27	<b>22</b>
<b>Class 4</b>	25	27	24	26	25	27	24	<b>28</b>
<b>Class 5</b>	23	24	27	24	26	25	25	<b>22</b>
<b>Class 6</b>	23	23	25	25	24	24	22	<b>26</b>
<b>Total</b>	<b>181</b>	<b>183</b>	<b>190</b>	<b>188</b>	<b>188</b>	<b>189</b>	<b>180</b>	<b>176</b>

## School Performance in State-wide Tests and Examinations

In 2020, NAPLAN testing was cancelled due to COVID-19 restrictions. Curriculum-based outcomes for class 3 & 5 were obtained through the mid-year reports:

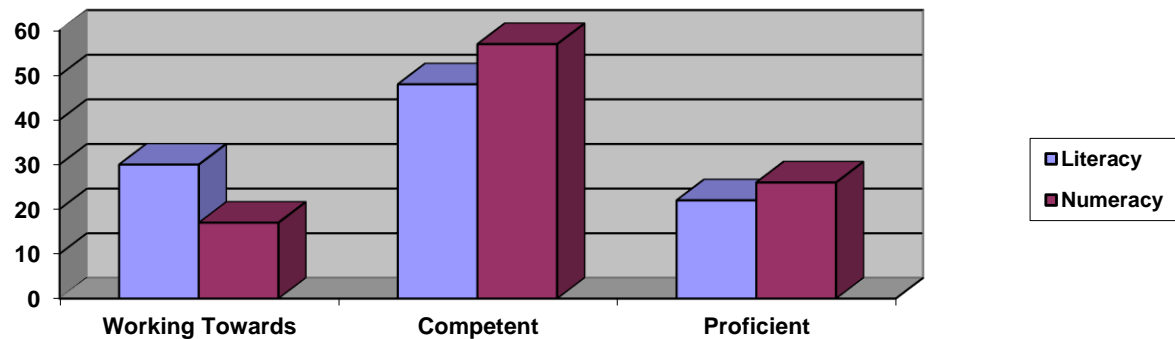
### Class 5 2020 - Literacy & Numeracy - Curriculum-based outcomes

Percentage



### Class 3 2020 - Literacy & Numeracy - Curriculum-based outcomes

Percentage



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. In 2020 these were done by phone or Zoom.
- 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. This information is also provided in hard copy for parents who cannot make the meetings or in the case where meetings are held online.
- 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.

- Behaviour Support Plans (BSP) are developed for children who need support with their behaviour at school to ensure that they, and their peers, experience a safe and happy learning environment. These are developed in line with the school’s Social Welfare and Behaviour Management procedures and in consultation with parents/carers.

## Professional Learning (PL) and Teacher Standards

Due to travel restrictions and cancellations of face-to-face conferences and workshops, there was a greater offering of online PL. This was an unexpected opportunity for staff members to participate in online PL and Zoom meetings.

### Teacher/Staff Professional Learning 2020

Steiner/Anthroposophical	Mainstream
Strategic Planning Part 1	Number Sense
‘Head, Heart and Hands’ approach and a Healthy Classroom Environment	Identifying Dyscalculia
SEA Mastering Difficult Conversations Workshops	Sustainable School Conference
SEA GLaM Seminar on Assessment	What is Governance and why does it matter?
Chalkboard Drawing Workshop through Rudolf Steiner College, Sydney	Trauma Recovery from Extra Lesson Webinars
Courting the Chaos	Healing Trauma Recovery Webinar
COVID-19 Webinar for choir directors and music teachers worldwide.	Indigenous perspectives in our curriculum and across the school
SEA GLaM Webinar: Financial Literacy	Teaching Gifted and Talented children
	John Marsden shares Writing exercises to use in the classroom.
	Aspect: Two Key Strategies for Supporting individuals on the Autism Spectrum
	Internalised Shame in Children and Adolescents: Conceptualisation and Treatment Approaches
	LawSense School Counsellors Law Webinars
	WISC V Training (WISC-009)
	EMDR (Eye Movement Desensitization and Reprocessing) Training

Teachers who have attended PL bring their learning to weekly College meetings, briefing other teachers and staff on the content of the PL. In addition to this, College has Curriculum Development and PL Days three times a year which are an opportunity for teachers to meet and discuss a range of topics in more depth. 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.

## Professional Learning Expenditure 2020

Professional Learning category	Expenditure
PL-Governance	\$218
PL- Support Staff/Admin/others	\$1,429
PL - Teachers/Specialists/Teach Asst	\$11,228
Travel/Accommodation: Teachers & Asst	\$521
Travel/Accommodation: Support Staff	\$101.28

This includes course costs, travel and accommodation but not relief teaching.

## Workforce Composition

As reported on myschool.edu.au, the Mumbulla School workforce composition is:

Category	Number of Teachers
Teaching staff	24
Full time equivalent teaching staff	12.4
Non-teaching staff	19
Full-time equivalent non-teaching staff	11.5

During this period there were no members of teaching or non-teaching staff who declared they are Aboriginal or Torres Strait Islander.

## Teacher Accreditation 2020

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient	16
Highly Accomplished	0
Lead Teacher	2

## Teacher Qualifications 2020

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	19
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	3



Teacher mentoring and observations are an integral part of our professional commitment. All teachers have a mentor, are observed regularly by their mentor and given written feedback, which is kept on teachers' employee files.

Formal appraisals are performed by the Education Manager and they are scheduled yearly or as requested and/or needed.

## Student Attendance Rates

Routine and rhythm are an essential 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.

Attendance is monitored by the Class Teacher, Front Office and Education Manager. Parents/Carers are contacted by SMS on the day of any absence without notice. This includes children who arrive late to school without an explanation from a parent/carer.

The class teacher will initially follow up inconsistent attendance with the parents concerned. The Education Manager investigates all cases where a student has been absent without satisfactory explanation.

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

### Student Attendance 2020

Year group	2020 Attendance %
Class 1	89.81%
Class 2	91.50%
Class 3	90.51%
Class 4	94.10%
Class 5	90.54%
Class 6	90.02%
<b>Whole School (classes 1-6)</b>	<b>91.08%</b>

Remote learning attendance is included in this data as if students were on the school premises. There is a slight decrease in attendance from 2019 which was 93.71% in semester 1. The increase in absences is a direct result of COVID-19 guidelines preventing adults and children from coming to school if they had any signs of illness and only being permitted to return after a negative COVID-19 test result had been sighted. Attendance has been steady and unremarkable this year.

## 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 30<sup>th</sup> 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 30<sup>th</sup> 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, Parent/Carer Code of Conduct, the Fee Contract and Fee Policy.*

## School Policies

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

Policies are regularly reviewed 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 Front Office and on the school's website for parents and other interested parties to read and can also be emailed upon request.

In 2020, 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 2020 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:

- *Whistle Blower policy (2020)*
- *Workplace Health and Safety Policy & Procedures*

Additionally, *Pandemic Guidelines* were created to inform staff who were working from home.

### Policies for Student Welfare & Student Discipline

The following student welfare & student discipline policies were updated during this reporting period:

- *Child Protection Policy*
- *Anti-Bullying Policy*

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.

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.

### **Anti-Bullying Policy (excerpt)**

Students, teachers, parents, caregivers and members of the wider school community have a shared responsibility to create a safe and happy environment for children, free from all forms of bullying. Bullying must be taken seriously and is not acceptable in any form. Students have the right to expect that they will spend the school day free from fear of bullying, harassment, intimidation or victimisation.

We believe that prevention strategies through education involving the whole school community are more likely to reduce bullying. Therefore, at Mumbulla School we recognise that we all share the responsibility to prevent bullying. Mumbulla School endeavours to deal with bullying quickly and effectively. Strategies for dealing with and preventing bullying are linked to the school's Student Welfare and Discipline Policy and Handbook and encompass a range of options available to deal with unacceptable behaviours, including suspension and expulsion.

### **At Mumbulla School students are encouraged to:**

- take some positive action to stop the bullying if they observe an incident;
- report the bullying incident to a teacher as soon as possible;

### **At Mumbulla School teachers and staff are expected to:**

- respond in a positive and timely manner to stop incidents of bullying according to the Anti-Bullying Policy and Student Welfare and Discipline Policy and Handbook;
- pass on information about any reported or observed bullying behaviours to the Education Manager and the Class Teacher/s for further action;
- provide active supervision at play times, be observant of social interactions and be aware of any signs of distress or suspected incidents of bullying.

### At Mumbulla School parents are encouraged to:

- listen to their child and encourage their child to speak to their class teacher;
- communicate with class teacher/s about their children’s reported experiences as parents can often hear of problems before teachers;
- NOT approach another child about a social behaviour or discipline issue;
- speak to their child’s teacher before approaching any other parent about an issue;
- become familiar with and refer to the section on bullying on the KidsMatter website <https://www.kidsmatter.edu.au/mental-health-matters/bullying>

Teachers make use of strategies and recommendations outlined by KidsMatter along with making appropriate use of the social-emotional learning strategies as outlined in the program BounceBack!

Bullying is viewed as a major breach of the school rules and behavioural expectations and therefore follow up action will align with our school Social Welfare and Discipline Policy and Handbook. Any reports of bullying will be investigated and appropriate action will be taken promptly. The response to bullying will include:

- a. guidance and other support for the recipient of the bullying (eg re-skilling and re- 6 teaching of strategies, resilience and social skills, counselling, conflict management skills, social networking etc)
- b. guidance and support for ‘bystanders’, ‘supporters’ and witnesses of the bullying (eg intervention strategies etc)
- c. age appropriate and consistent sanctions for the student who is bullied (i.e. consistent with the school’s Student Welfare and Discipline Policy and Handbook)
- d. interventions and support for the student who bullied included in a Behaviour Support Plan (eg specific interventions developed to reduce the bullying behaviour, teaching of replacement behaviours, reinforcers etc)
- e. where appropriate, informing parents and involving them in any action and follow up

### 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.



## School Determined Improvement Targets

Achievement of priorities for 2020 as identified in the school's 2019 Annual Report:

Area	2020 Priorities	Achievement of Priorities
<b>Teaching &amp; Learning</b>	<ol style="list-style-type: none"> <li>1. Indigenous perspectives embedded into the curriculum</li> <li>2. Transition to remote learning during COVID-19 time</li> <li>3. Ensuring staff are trained in trauma counselling</li> </ol>	<ul style="list-style-type: none"> <li>• Began the development of school's Reconciliation Action Plan (RAP)</li> <li>• Remote learning successful</li> </ul>
<b>Staff Development</b>	<ol style="list-style-type: none"> <li>1. Teacher mentoring where needed</li> </ol>	<ul style="list-style-type: none"> <li>• This is ongoing and supported by Mental Health First Aid training</li> </ul>
<b>Facilities and resources</b>	<ol style="list-style-type: none"> <li>1. To complete the Remediation to required standard.</li> <li>2. To complete the land purchase and the subdivision as required.</li> <li>3. To build the planned Kindergarten.</li> <li>4. To move Playgroup to the current Kindergarten buildings.</li> <li>5. To update the Master Plan.</li> <li>6. To plan a parking lot area for the school.</li> </ol>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed final arrangements in March 2021</li> <li>• To begin in 2021</li> <li>• Heldover till new Kindergarten built.</li> <li>• To be completed in 2021</li> <li>• To be planned &amp; actioned in 2022</li> </ul>

### Priority areas for improvement in 2021

Area	2021 Priorities
<b>Teaching &amp; Learning</b>	<ol style="list-style-type: none"> <li>1. Continue commitment to RAP Actions</li> <li>2. Build on teachers interest in and commitment to teaching Sustainability</li> <li>3. Teacher welfare</li> </ol>
<b>Staff Development</b>	<ol style="list-style-type: none"> <li>1. Continue to prioritise and maintain commitment to quality PL</li> </ol>
<b>Facilities and resources</b>	<ol style="list-style-type: none"> <li>1. To construct new Kindergarten classrooms on the acquired adjoining block of land including a playground</li> <li>2. To complete purchase of closed Parker Street from BVSC</li> <li>3. To move Playgroup to the current Kindergarten classrooms</li> <li>4. To update the Master Plan</li> <li>5. To plan a parking lot area for the school</li> </ol>

## 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. Signs outlining the school's Rules have been placed around the school to remind children, staff and parents of their responsibilities.

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 2020, 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. During 2020 the School was very concerned about the welfare of students and their families who were impacted by bushfire as well as COVID-19. In both circumstances, direct contact was made with every family to support the physical, financial and emotional state of the whole School community.

Our school is pleased to report that all families were able to continue with their enrolments at our School, despite impacts of bushfire or financial hardship.

The annual Parent Survey is a tool to gauge parent satisfaction and engage with the parent community. In 2020, 55 people responded to the survey (down slightly from 59 in 2019). 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. This survey is now an annual event and qualitative results published on the School website.

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 strong and for many it becomes a large part of their social lives as well as their 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) continued to provide parent education opportunities during 2020. This was by necessity through Zoom. Shifts in family dynamics and more families with two working parents is evident in the reduced availability of P&F members. The School regularly explores a mix of formats that suit the time availability of parents.

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 students, and we continue to have waiting lists on many classes.

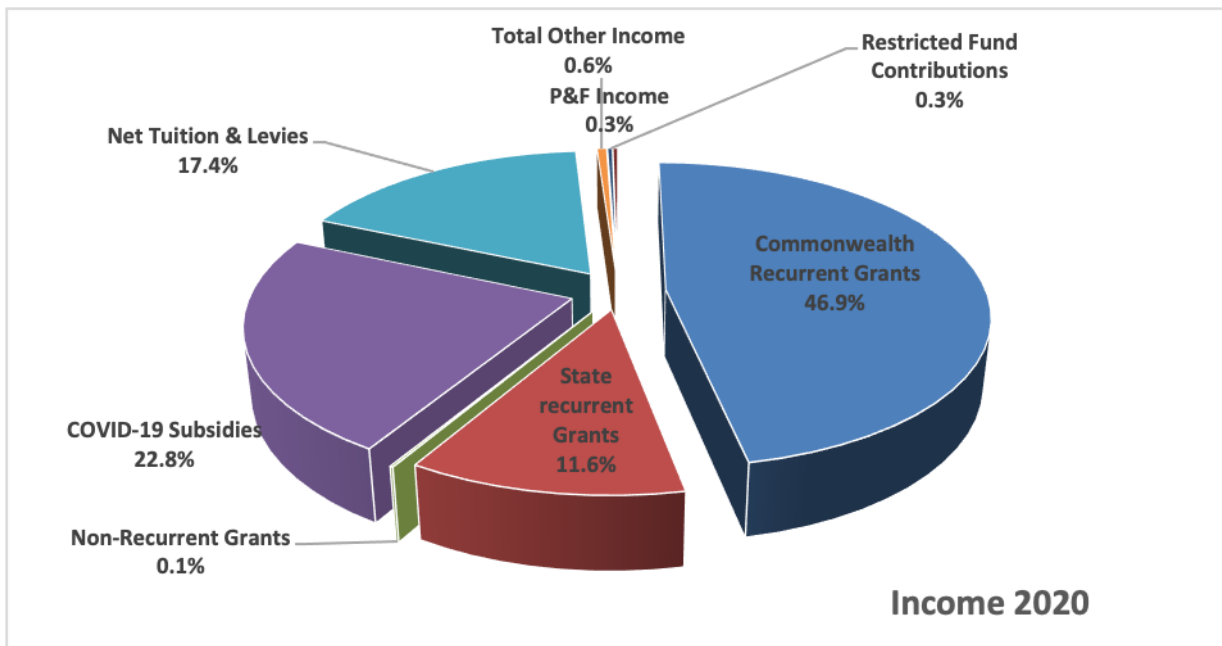
The school continues to have a high retention rate for teachers which indicates that staff are generally satisfied in most areas of the school, particularly teacher/student relationships, staff morale, and work recognition and value. *(See staff pictured below, November 2020– wearing orange in support of the diversity).*

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



## Financial Information 2020

This is a summary of income and expenses explaining the financial foundation of our school during 2020.



The above graph represents Mumbulla School's revenue sources for the 2020 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute 58.5% of total income sources. The Covid-19 subsidies (Cash Flow Boost & Job-keeper) are presented separately. These subsidies were only for 2020. Non-recurrent *Grant Funding* is for special programs.

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

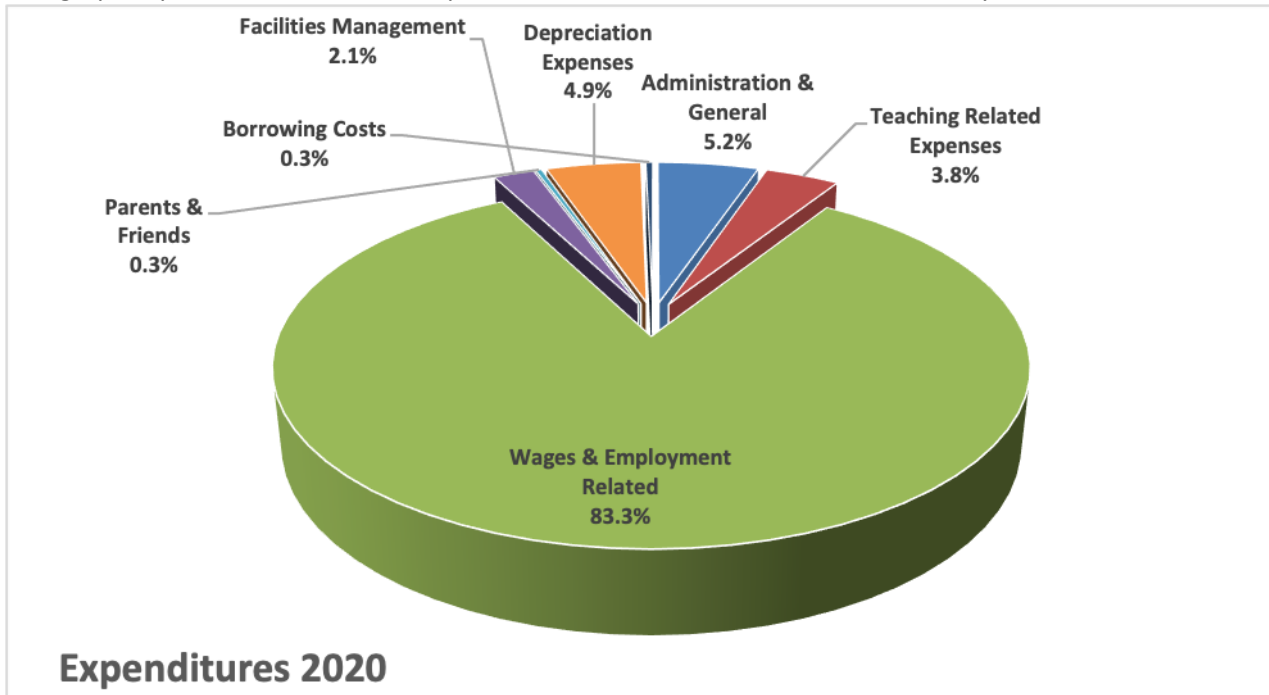
- activities
- excursions
- sport
- music
- performance
- building & grounds maintenance fees
- discounts on fees for siblings and fee remission due to Covid-19 financial hardships.

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

*P&F Income* relates to sales from the sale of items in the Front Office and special fundraisers. The annual market did not take place due to Covid-19.

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

This graph represents the School's expenditure distribution for the 2020 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 learning, superannuation, workers' compensation insurance and provisions for Long Service Leave and Annual Leave. This year also includes the Jobkeeper top-up.

*Education related* expenses compose all activities, excursions, sports programs, music ensembles, class materials and school wide events.

*Occupancy* relates to all costs associated with maintenance, repairs, special cleaning due to Covid-19 and utility costs.

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

*Administrative & General* relate to all administrative, financial, and legal costs, insurance, memberships, travel & Information, Communications and Technology.

*P&F* relate to costs of items sold through P&F cupboard and directly related to special fundraisers.

Capital expenditure, not represented in the chart above, are purchases made that become assets for the school e.g. library books, new computers, equipment, musical instruments, furniture & fittings, grounds and building improvements. The capital expenditure this year included musical instruments, readers & library books, other educational resources, equipment for students with special needs, a retaining wall and new fence lines, the new tree house and computer hardware. We have also incurred costs relating to the new Kindergarten classrooms building project and the adjoining block of land that the school has purchased.

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  
Mumbulla School for Rudolf Steiner Education