



FOR RUDOLF STEINER EDUCATION LTD.

**2021 ANNUAL REPORT  
EDUCATIONAL & FINANCIAL REPORTING**

We the community 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.

**37 Bega St  
Bega NSW 2550  
Phone: (02) 6492 3476  
Email: [info@mumbullaschool.com.au](mailto:info@mumbullaschool.com.au)  
Website: [www.mumbullaschool.com.au](http://www.mumbullaschool.com.au)**

## 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 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

### Chair's Report

#### Written for the AGM in May 2022

One of my favourite reflections at the recent Strategic Planning weekend was that the students seem to have so much fun at school – how great is that and what a testament to our amazing teaching staff who are backed up by dedicated administrative staff. The team of people that work at Mumbulla School are exceptional; they work together, supporting each other when times are difficult and celebrating at all other times. We thank them for their enduring commitment to providing our children with a quality education.

Just in case you didn't realise – the Kindergarten is finished! Not that this is the only thing that has happened over the last 12 months, but it is very significant for all involved and such a relief. If you haven't walked through the space, please go and have a look and if possible do so when someone is baking! Many thanks have already been expressed to those who have been pivotal in the completion of this task however I don't think we can ever be grateful enough for the attention to detail, persistence and patience demonstrated by those involved, particularly our Business Manager, Hallie Fernandez, who has driven the project throughout and I think brought it in under budget. Through this process and the purchase of the Parker Street closed road, the space that Mumbulla School officially caretakes is 7.5 acres. With more space we can make plans for future development as per the Strategic Plan for 2022-2027 which will be presented to Mandated groups when our Management Team can catch their breath.

I think it is very important to acknowledge our Management Team, Reagan White, Hallie Fernandez and Monique Watt. Our school's system of management and responsibility is very unusual, there is no Principal at Mumbulla School, instead these three people work together to ensure the teachers can apply their great skill at the coal face – our children sitting still, listening attentively, and doing exactly what they are asked! Together this team, supported by all staff, has navigated the school through a tumultuous and occasionally very distressing time with the implications of a Public Health Order (PHO) and the effects of COVID 19 on the school. Reagan White's job as Education Manager has been particularly difficult as she had the responsibility of explaining the PHO, and all its implications for staff and parents at Mumbulla School. It has been an unenviable job having to restrict community involvement at the school and limit the memorable occasions other students have enjoyed at Mumbulla pre-pandemic. Reagan has been tireless in her support of staff moving in and out of remote learning and other difficult times.

Our current strong and secure financial status is managed and monitored expertly by our Business Manager, Hallie Fernandez whilst Monique Watt, our College Chair, has the great capacity to straddle both teaching and administrative worlds and is a compliment to Reagan and Hallie through balanced judgement and enthusiasm.

I would love to thank everyone individually but there's not enough time. I would like to mention Kristy Fontaine and thank her for her commitment to staff as Human Resources Officer, including managing getting enough teachers and assistants to school every day. Also, Jason Armstrong who works hard to maintain the beautiful space that is Mumbulla School as our caretaker and his commitment has been amplified significantly with the Kindergarten development.

At the AGM last year, we welcomed Nick Graham-Higgs, offering his time as Director for a second round, Viv Arnott joined us early 2022 and we said goodbye to Tom Hughes, Adam Millar, Tjenka Murray and very recently, Rachel Alves. Thank you to all those who have volunteered their time and taken on the responsibility of the governance of Mumbulla School over the last 12 months.

Bring on the next 12 months and may it be a joyful and peaceful.

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

## Message from the College of Teachers

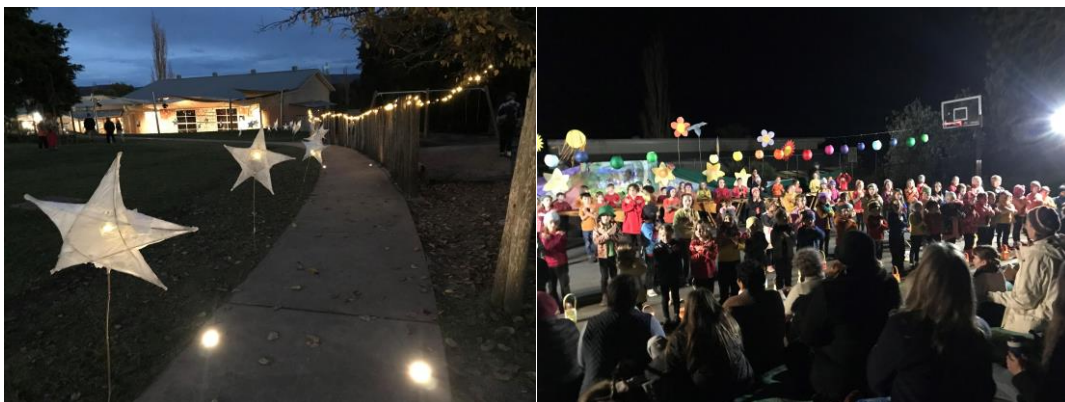
### Education Report Written for the AGM in May 2022

Where to begin since the last report? I'm afraid that COVID features strongly again in this report as it did in the last, but I'll try not to dwell on it as there has certainly been a lot to celebrate and it feels like there is light at the end of the COVID tunnel.

The College of Teachers remains a strength in our school. It is the heart and soul of who we are and what we offer, and I include all educational staff in this and our school's amazing administrative staff too. We really do enjoy working together and respect one another – I know not all workplaces can say the same. I'm grateful we can. We managed to come through another year of COVID as still a strong and collegiate staff body, albeit exhausted after two years of what I often find myself describing as continuous crisis management in the workplace, not a way you want to describe working in a primary school. There is no denying that the fallout from COVID has been felt widely, but thankfully in 2022 we have seen things beginning to return to 'normal'. Parents are back on school grounds, we are face to face teaching with no masks (pew to that), we no longer meet or have professional learning online (unless it's convenient and we choose to – as a regional school, accessing professional learning opportunities via webinars has been invaluable), we are making plans for Festivals once again and fortnightly afternoon teas are back...cake makes everyone happier!

By necessity, COVID continued to separate us from our parent community, particularly during the latter half of the 2021 school year, causing incredible heartache, particularly for our Class 6 graduates and their families. Tricky times that we hope we never have to experience again.

Something that we would love to experience again however was our 2021 Winter Festival, which we just managed to squeeze in before another round of remote learning. It was an utterly unforgettable school event, filled with music, singing and dancing. Thanks to visiting music teacher, James Madsen, for making it happen, together with the teachers and children. Thanks also to the Djinima Yiliga Choir who performed the Welcome to Country with our First Nations children. Performed over two nights the Winter Festival was a touch of magic just when we needed it.



Mumbulla School's Reconciliation Action Plan was published on the Narragunnawalli website last June then updated and republished again this April. We are proud to be a part of this initiative and we proudly share our Vision for Reconciliation.

### **VISION FOR RECONCILIATION**

*Mumbulla School strives for truth-telling through acknowledging and respecting First Nations people's sovereignty, histories and cultures as the Traditional Custodians of this Land; always was, always will be.*

*Our School's Mission states that we aim to prepare our students to go into the world to "...act in freedom, with intelligence, creativity and purpose in a changing world." Integral to this is our commitment to embedding all five dimensions of Reconciliation, as articulated in the 2021 Statement of Reconciliation in Australia Report: Moving from Safe to Brave by Reconciliation Australia, into our school's curriculum and ethos. We are committed to a curriculum that teaches First Nations people's heritages, cultures and identities.*

- *Race relations*
- *Equality and equity*
- *Institutional Integrity*
- *Unity*
- *Historical Acceptance*

*We acknowledge the wrongs of past government policies and the pain and suffering this has caused and continues to cause First Nations people. We believe that reconciliation means working together to acknowledge past injustices with a commitment to shaping a unified future.*

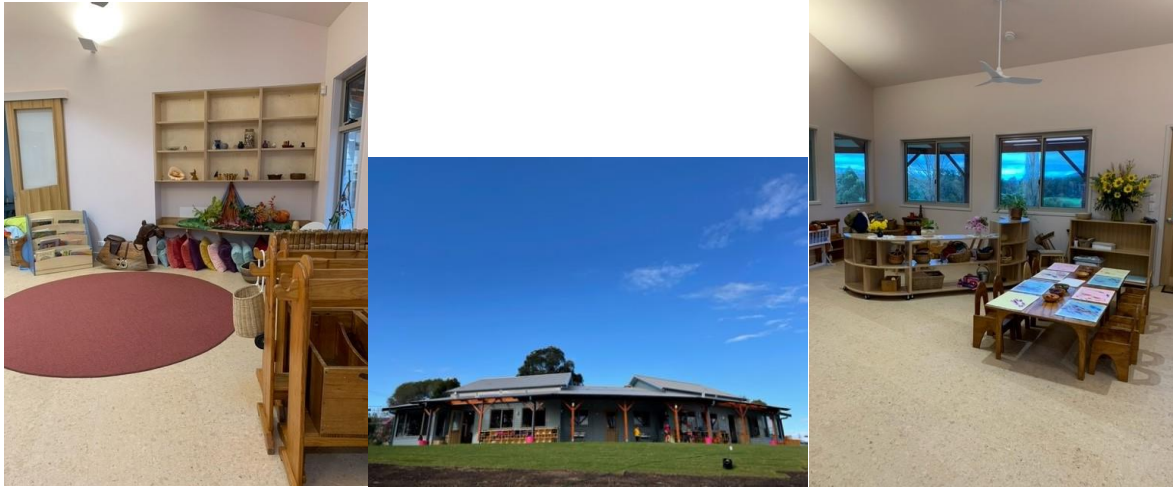
*A reconciled Australia will be a place where the Uluru Statement from the Heart is accepted and acted upon by government. A reconciled Australia will be a place where our First Nations people have a voice in government and their traditions and culture are respected, valued, and celebrated by all Australians.*

*At Mumbulla School we are committed to walking alongside First Nations peoples. We are committed to engaging with and learning from the Elders and emerging leaders of the Yuin Nation. We are committed to caring for country according to the wisdom, principles and practices of the Traditional Custodians of the Land on which our school stands.*

We were hampered, for obviously reasons, from fully exploring our whole school focus in 2021, which was to proactively consider our global responsibilities for ecological sustainability & regeneration and its impact on the future, from both an educational and social perspective. We will return to it as part of our updated Strategic Plan (2022-2027) but for this year we are endeavouring to put our energy towards another important whole school goal, that of **Fostering and Re-Building Community, Inclusion and Acceptance**. We started this focus with Lisa Devine at the beginning of this year and continue to keep it in our collective consciousness, reflecting and modelling it in our practices in the classrooms, on the playground, with parents and the wider community.

As I write this our Kindergarten children are arriving for their fourth day in their new Kindergarten classrooms. As with most building projects this one was delayed in opening, but WOW was it worth the wait. This has been a huge accomplishment that has been years in the making for Mumbulla School. Special thanks go to Hallie Fernandez (Business Manager) for making it a reality and Jason Armstrong (Caretaker) for all the heavy lifting, digging, and especially all the fence moving. Thanks to our very patient Kindergarten teachers too. Congratulations, to all those who worked tirelessly on this project over many years! We could not be happier and nor could the children.





### **PLAYGROUP**

Due to COVID restrictions and then delays to the Kindergarten build, Playgroup did not operate during Term 4 2021 and Term 1 2022. Our beloved Playgroup Coordinator, Eve Hofstetter, resigned in early Term 1 but we eagerly look forward to a fresh start in a new space (one of the former Kindergarten rooms) in mid-Term 2 2022. As Playgroup continues to be a vibrant and highly valued entry point to our school, and feeder into Kindergarten, College and Board decided that when it reopens in its new space it will run five sessions a week instead four. Playgroup not only offers a welcoming and warm foundation to a child's potential journey at Mumbulla School it also provides a sense of community and belonging to many families in the Bega Valley.

Reagan White  
Education Manager  
Mumbulla School for Rudolf Steiner Education

## MANDATED GROUPS

Mumbulla School has ten mandated groups who are delegated committees of the Board. Of note in 2021, are the achievements of the following mandated groups:

### 1. Master Planning group (MPG)

- Kinder Building Project: Construction completed

### 2. Finance

- The school remains in a solid financial situation

### 3. Employment

- The School recruited a number of casual staff in anticipation of expected staff absences due to COVID-19. We have been extremely fortunate that the impact on staff was spread so most absences have been covered by existing staff that are familiar with the students and the routines of the School.

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

- The Emergency Response Plan Policy updated. This update included lockdown procedures as well as a complete procedure review.

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

- A pop-up Craft Stall was organized for the end of the year as the Spring Fair was cancelled due to COVID

### 6. Reconciliation Action Plan (RAP)

- RAP continue to be updated and actions achieved and shared with the school community

### 7. Equitable Access Group (EAG)

- Maddy Collins Scholarship criteria was finalised, and applications opened to receive an enrolment in 2023
- Fundraising continues for the Mumbulla School Scholarship

## ENROLMENTS

Please refer to MySchool Website.

## STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2021, children in classes 3 & 5 did not participate in NAPLAN testing due to parents withdrawing them from the assessments.

Mumbulla School has a comprehensive system of assessment and 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.
- Diagnostic Assessment in Key Learning Areas are undertaken in every class on an ongoing basis and informs both semesters reporting.
- Written reports are distributed electronically 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 2021 many of 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

### Teacher/Staff Professional Learning 2021

| Steiner/Anthroposophical   | Mainstream   |
|--|--|
| SEA course, Nurturing College to Nurture Children and the  | Introduction to NAPLAN Online – Student Readiness Test. Online training to prepare schools for mandatory NAPLAN online in 2022 |
| Lisa Devine whole staff PL days at the beginning of Term 1 2022. Focus on child welfare. She also provided a parent education session. Lisa is a core tutor for Steiner teacher trainees at Sydney Rudolf Steiner College and is highly sought after around Australia as a speaker and facilitator in the areas of conflict resolution, child, inner and professional development – working out of the Anthroposophical impulse. | Begin with a Book, Roger Sams Teaching with Orff   |
| A Practical Guide to Curative Education by Robyn Brown, book discussion in College   | Ni Hao with Xu Mai, Victorian Orff Schulwerk Association   |
| SEA Delegates Meetings via Zoom – including presenting our RAP   | Taking Shape, Musica Viva  |
| Gleneaon Intensives online   | Growing Green Libraries  |
| SEA Webinar – Building Psychological Safety and Building Trust   | Business Managers Forum  |
| SEA Webinar – Leadership in a Time of Crisis   | Step by Step intervention training for Counsellors   |
| SEA Zoom Meeting – NAPLAN updates  | Office of the Children's Guardian: Introduction to the Child Safe Standards Webinar  |



|  |  |
|--|--|
| Robin Brown Steiner training and mentoring | Michael Griffin PL day on Tuesday 26 April 2022. Michael presented on Growth Mindset and Metacognition. 4 hours of NESA accredited PL for teachers         |
| Understanding Deeper Developmental Needs   | All staff completed compulsory PL: Identifying and Responding to Children and Young People at Risk   |
|  | Aboriginal and Torres Strait Islander Perspectives in Mathematics K-6 Blended Learning Experience online blended learning experience                       |
|  | Brain Equals Behaviours with Alison Davies.  |
|  | TAA training in Making Consistent Proficient Teacher Accreditation Decisions   |
|  | Neuroscience of Leading and Learning online  |
|  | #StrongSafeFabulous - How to Include LGBTIQ+ Students and Families in School – Webinar.  |
|  | Aboriginal Cultural and Community Virtual Yarns Series (x4 sessions)   |
|  | All teaching staff are reviewing and completing their 2022 Professional Learning Plans and meeting with Mentors – ongoing during this reporting period too |
|  | Financial Acumen for Principals and Directors AISNSW David Buley   |
|  | Autism Spectrum Disorder by Sue Larkey   |
|  | 10-week course titled Understanding Deeper Developmental Needs   |

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 2021

| Professional Learning category        | Expenditure |
|---------------------------------------|-------------|
| PL-Governance                         | \$95        |
| PL- Support Staff/Admin/others        | \$1651.78   |
| PL - Teachers/Specialists/Teach Asst  | \$13760.69  |
| Travel/Accommodation: Teachers & Asst | \$0         |
| Travel/Accommodation: Support Staff   | \$1054.43   |

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                          | 27                 |
| Full time equivalent teaching staff     | 12.9               |
| Non-teaching staff                      | 23                 |
| Full-time equivalent non-teaching staff | 12.9               |

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

### Teacher Accreditation 2021

| Level of Accreditation | Number of Teachers |
|------------------------|--------------------|
| Conditional            | 0                  |
| Provisional            | 2                  |
| Proficient             | 15                 |
| Highly Accomplished    | 0                  |
| Lead Teacher           | 0                  |

### Teacher Qualifications 2021

| 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 | 15                 |
| 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                 | 0                  |

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 *Student Attendance Policy* clearly sets out the expectations of attendance and guidelines for following up unexplained absences.

Attendance is monitored daily by class teachers, the Front Office and the Education Manager. Parents/Carers are contacted by SMS in the morning to provide an explanation for any unexplained absence. 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 cases where a student has been absent without satisfactory explanation.

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

### Student Attendance 2021

| Year group                        | 2020 Attendance % | 2021 Attendance % |
|-----------------------------------|-------------------|-------------------|
| Class 1                           | 89.81%            | 92.07%            |
| Class 2                           | 91.50%            | 89.88%            |
| Class 3                           | 90.51%            | 92.31%            |
| Class 4                           | 94.10%            | 89.12%            |
| Class 5                           | 90.54%            | 92.41%            |
| Class 6                           | 90.02%            | 87.34%            |
| <b>Whole School (classes 1-6)</b> | <b>91.08%</b>     | <b>90.58%</b>     |

Attendance of remote learning is included in this data as if students were on the school premises. There is a slight overall decrease in attendance from 2020. This decline is likely a result of COVID-19, specifically being attributed to upholding the necessary strict regulations around preventing students attending school if they had even the mildest of symptoms associated with COVID-19. Strict regulations around household close contacts during this period also prevented children from attending school. There were also a couple of students who were away for an extended period, so those student's attendance percentages were low and more significantly reduced the averages for Classes 4 and 6.

## 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). 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 Management Team 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 a student is withdrawn during the first five weeks of a term, the whole of that term's fees (tuition and levies) remains due and payable.
- c. A Withdrawal Form must be received by Week 5 of the current term or parents/carers will also be charged the full fees for the next term. Such payment is to cover any loss the school may incur as a result of withdrawal of a student without appropriate notice.
- d. 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. 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 late 2021, the school made the decision to employ the consultation services of CompliSpace. CompliSpace delivers a SaaS-enabled (software as a service) solution that delivers updated Policy content contextualised to our school. The framework delivers Policy, Learning, Assurance and Reporting that together ensure compliance. Policies are publicly available via our website, [www.mumbullaschool.com.au](http://www.mumbullaschool.com.au).

Policies reviewed as a result of the move to CompliSpace, include:

#### **1. Student Welfare and General Safety Policies:**

- Access Arrangements for Separated Parents and Guardians
- Disability Discrimination
- General Supervision Policy
- Playground Supervision and Inspection Policy

#### **2. Student Behaviour Policies:**

- Bullying Prevention and Intervention Policy
- Confiscation of Student Property
- Harassment Policy
- Restraint of Students Policy
- Cyber Safety
- Information and Communication Technology (ICT)

#### **3. Complaints Handling 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 Student Welfare & General Safety policies clearly set 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, 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. We are kind and respectful
2. We are considerate
3. We behave sensibly and safely
3. We work hard and give your best

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 2021 as identified in the school's 2020 Annual Report:

| Area                            | 2021 Priorities  | Achievement of 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>   | <ul style="list-style-type: none"> <li>• Excellent progress and heightening of awareness. A strong RAP Mandated group driving actions</li> <li>• Further focus required</li> <li>• Of course, ongoing but a return to face to face meetings has increased wellbeing and community</li> </ul> |
| <b>Staff Development</b>        | <ol style="list-style-type: none"> <li>1. Continue to prioritise and maintain commitment to quality PL</li> </ol>  | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>  |
| <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> | <ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed</li> <li>• Completed</li> <li>• To commence in 2022</li> <li>• To be planned &amp; actioned in 2022</li> </ul>   |

## Priority areas for improvement in 2022

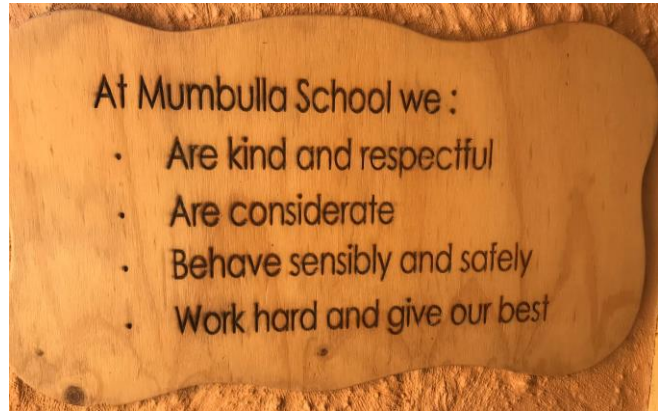
| Area                            | 2022 Priorities  |
|---------------------------------|--|
| <b>Teaching &amp; Learning</b>  | <ol style="list-style-type: none"> <li>1. Fostering and Rebuilding School Community after COVID-19</li> <li>2. Foster leadership opportunities in students</li> <li>3. Build on teachers' interest in and commitment to teaching Sustainability</li> </ol>   |
| <b>Staff Development</b>        | <ol style="list-style-type: none"> <li>1. Continue to prioritise and maintain commitment to quality PL in Aboriginal and Torres Straight Islander history, culture and awareness</li> <li>2. Encourage and facilitate NESA accredited PL – prioritise PL in the new K-2 Maths and English Syllabuses</li> </ol>  |
| <b>Facilities and resources</b> | <ol style="list-style-type: none"> <li>1. Complete landscaping and install play equipment for the new Kindergarten playground</li> <li>2. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built</li> <li>3. Complete a Feasibility Study for Classes 7/8 at 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 2021, 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 2021 the School continued to monitor the welfare of staff, students and their families during the pandemic. The emotional and psychological state of the whole School community was impacted. Not being able to celebrate and come together for festivals and events paid a large toll on the community and healing will take time.

The annual Parent Survey is a tool to gauge parent satisfaction and engage with the parent community. In 2021, 60 people responded to the survey (up slightly from 55 in 2021). The results of the survey were analysed and data was deidentified and presented to parents via a link in Education Manager's column in the weekly Bulletin.

Parents are usually 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. Communication

through parent meetings, both individual and class, is a vital channel through which parent/carer and student satisfaction can be monitored by teachers. This was harder to maintain in 2020 and 2021.

The Parents & Friends group (P&F) tried hard to provide parent education opportunities during 2021. This was by necessity through Zoom. Unfortunately, P&F membership is low and it is an area we continue to work on.

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 satisfied working at the school, particularly teacher/student relationships, staff morale, and work recognition and value. The Steiner curriculum continues to meet the children’s needs and to support teachers in their creative process. Access to professional learning, both mainstream and Steiner-based, helps to re-invigorate the teaching staff as do the supportive and open relationships among the staff.



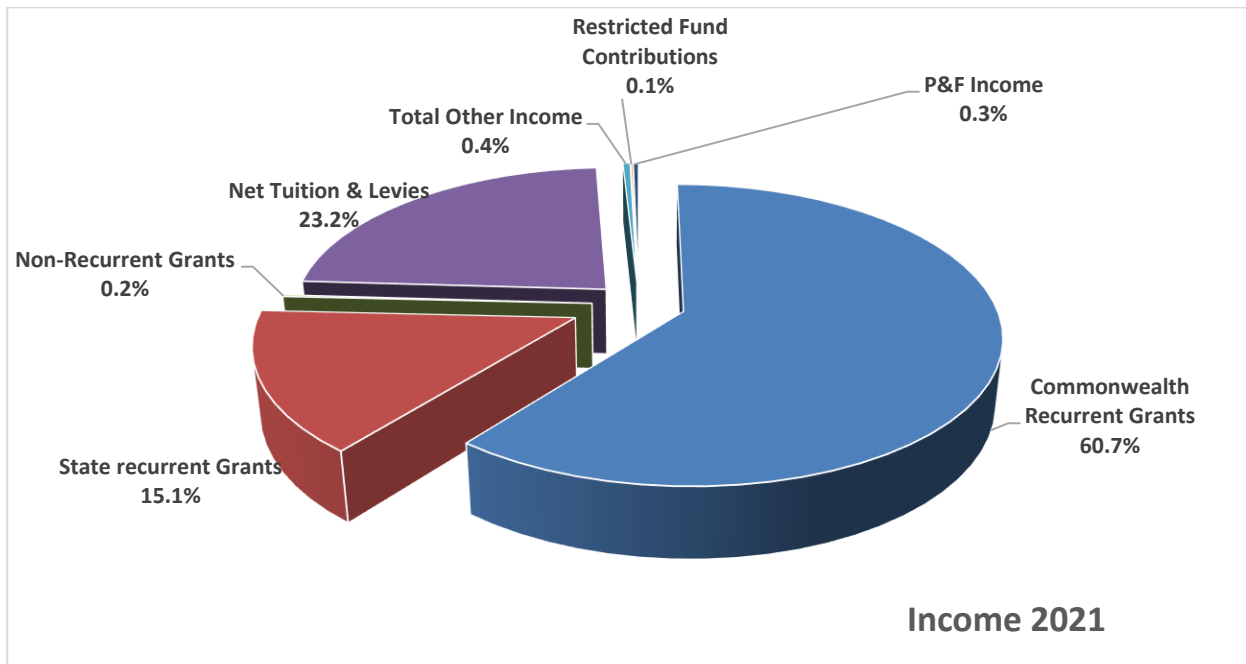
2021



Photo: Daisy Hill Photography

## Financial Information 2021

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 2021 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute to 75.8% of total income sources. *Non-recurrent 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 maintenance fees
- Discounts on fees for siblings and fee relief financial hardships.

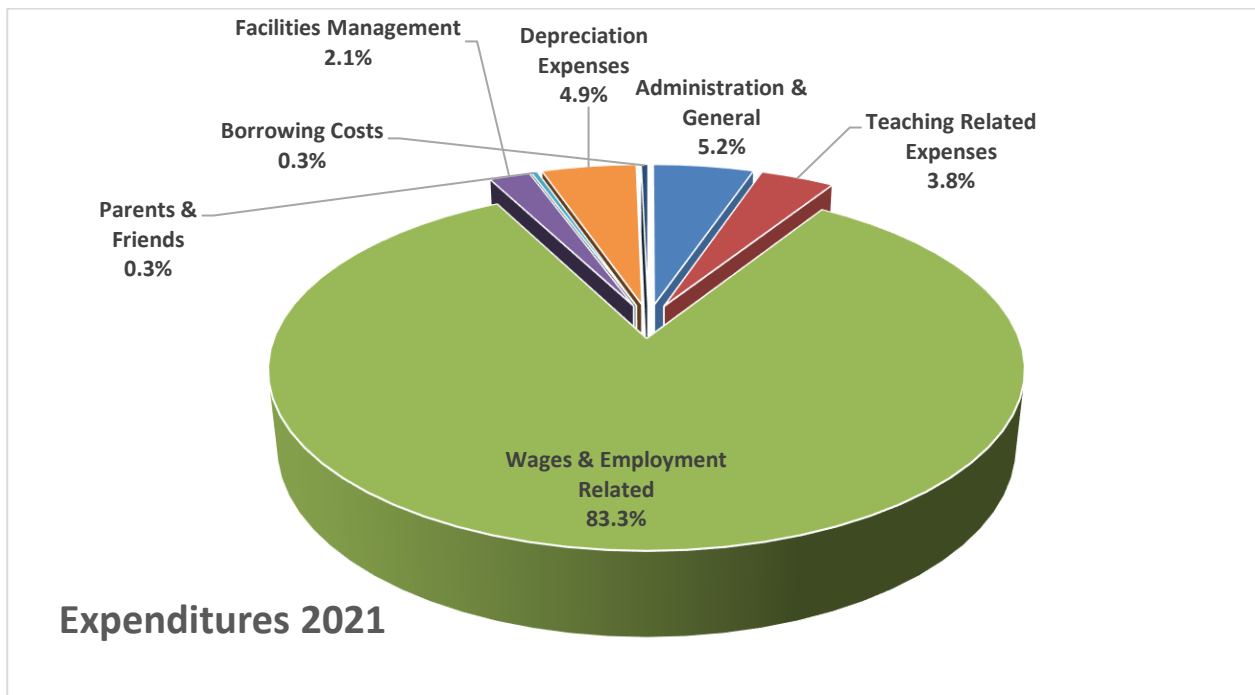
*Other Income* includes interest, private donations, and sundry income (ie registration fees, facilities hire).

*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 2021 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 superannuation, workers' compensation insurance and provisions for Long Service Leave and Annual Leave.

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

*Facilities Management* relates to all costs associated with maintenance, repairs, cleaning 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, professional development, travel & Information, Communications and Technology.

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

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 musical instruments, readers & library books, other educational resources, equipment for students with special needs and computer hardware. We have also incurred costs relating to the new Kindergarten classrooms building project and the closed Council road 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