



FOR RUDOLF STEINER EDUCATION LTD.

**2022 ANNUAL REPORT
EDUCATIONAL & FINANCIAL REPORTING**

We, the community of Mumbulla School, acknowledge that this school is situated on the lands of the Djiringanj People.

We acknowledge that this land was never ceded, and we recognise that the Koori Peoples have cared for this country over thousands and thousands of years.

We express our deep respect and gratitude for all the wisdom of the Elders past, present and emerging. We strive to strengthen our relationship with the Djiringanj People 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 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 2023

It is with great pleasure that I present to you my annual Chair report for Mumbulla School, celebrating our recent accomplishment of securing NESA registration for another five years. This achievement would not have been possible without the exceptional dedication and hard work of Reagan White, our Education Manager, and the invaluable assistance provided by Monique Watt, the College Chair. I extend our sincere gratitude to them for their unwavering commitment to our school.

On this occasion, I would like to encourage each of you to take a moment, or even right now, to reflect upon the significance of Mumbulla School in your lives and the vital role you play within our educational community. With a current staff count of 52 individuals, all passionately devoted to the education and welfare of our 183 students, we have fostered an environment where care and support are paramount. The return of volunteers, the joyful sights of children dancing and singing, and the renewed sense of lightness within our school's spaces all attest to our thriving community.

For the first time in several years, I am pleased to report that there are no extraneous incidents to highlight, allowing us to focus wholeheartedly on our core mission of education. This respite has allowed us to build upon the relationships within our school, strengthening the connections between staff, parents, carers, and the wider community. Through this collaborative effort, we have experienced the collective delight of witnessing our children flourish in a most awesome educational environment.

In terms of practical developments, staffing changes have been minimal. Notably, Lee Slater transitioned from teaching Class 6 to Class 1, captivating and inspiring another generation of young learners. In addition, each class, with the exception of Class 4, is now supported by a partner teacher, and all classes, excluding Class 6, benefit from the assistance of a dedicated teaching assistant. The abundance of specialist teachers and the remarkable talents they bring to our students are truly astounding, making it challenging to fully comprehend the breadth of educational opportunities available to our children. We extend our heartfelt appreciation to all our dedicated teaching and education staff for their invaluable contributions.

As the administration of school's becomes increasingly complex, we are fortunate to have an exceptional team managing all non-teaching aspects with great efficiency. Their work was particularly acknowledged during the introduction of the Child Safe Standards by the NESA inspector. I would like to express my gratitude to Reagan White and Hallie Fernandez, our Business Manager, for leading such a diligent and cohesive team, ensuring that our school operates smoothly and complies to the highest standards.

Turning my attention to governance, I am pleased to report that the Board welcomed three directors during last year's Annual General Meeting: Phil Morey, Lee Slater, and Claire Garner. While we express our gratitude to Phil Morey and Steven Katona, who have since resigned, for their dedicated service and regular contributions during their tenure, we also extend a warm welcome to new directors who will be joining us in the future.

The AGM reports have been received with gratitude from all mandated groups and administration staff. We extend our sincere appreciation to Vickie Goldsmith for her outstanding efforts in consolidating and organizing these reports for the AGM and each Board meeting.

It is with great pride and gratitude that I reflect upon the achievements of the past year at Mumbulla School. May we continue to provide an exceptional educational experience for our students as we embark on the next year of our journey together.

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 2023

COLLEGE OF TEACHERS (COLLEGE), EDUCATION & CURRICULUM REPORT

Mumbulla School is in its fourth decade as a vibrant and successful school. Although we may be considered one of the more established Steiner Schools in Australia, we continue to be excited and passionate about the ever-evolving landscape that is education, and more specifically Steiner Education.

School Community Building

At Mumbulla School, we believe that a strong and supportive school community is essential for the success of our students. During 2022, we continued to focus on building relationships between parents, teachers, and students. We organised regular community events, such as class picnics, festivals, and fundraisers, to bring families together and foster a sense of belonging. The Parents and Friends (P&F) played an active role in organising key activities, such as parent education nights, coffee mornings, and volunteering opportunities. These events included our well attended Spring Fair, which was sensationally successful, and a Movie Night, which was also extremely popular. The P&F committee worked hard to organize and run these events, and we are grateful for their contributions to our school community.

Student Success

We are proud of the academic, artistic, and social achievements of our students. In the past year, the children have thrived in their learning. We attribute their success to our holistic approach to education, which emphasizes experiential learning, interdisciplinary studies, and individualized instruction. Our teachers also work closely with parents to provide support and guidance to students who need extra help.

A strength in our school is the belief that play is an essential part of school and learning from Kindergarten to Class 6. Play is not just a leisure activity, but a valuable tool for children to explore, learn, and develop social, emotional, cognitive, and physical skills. Through play, children engage in meaningful and purposeful activities that stimulate their curiosity and imagination. They learn about themselves and the world around them, experimenting with different ideas and concepts. Play also fosters creativity, problem-solving, and critical thinking skills, as our children are encouraged to take risks, make mistakes, and find solutions to challenges.

We also believe that outdoor play is essential for children's wellbeing. Our school has a beautiful natural environment that provides opportunities for children to connect with nature and engage in physical activity. We encourage children to explore the natural world, observe plants and animals, and develop a sense of wonder and respect for the environment.

Play is not just an enjoyable activity but a critical component of school and learning. It provides our children with opportunities to explore, learn, and develop essential skills that will serve them throughout their lives. We continue to prioritize play-based and experiential learning and to provide children with a nurturing and stimulating environment to grow and thrive.



Student Welfare

A portion of every College meeting is dedicated to discussing student welfare. As required, teachers will take a few minutes to briefly discuss the class as a whole, and any student(s) in their care who, for various reasons, may require all our teachers' attention; this could be to further assist a student in the playground by being aware of certain aspects of their wellbeing, or simply to bring awareness to any other class dynamics which the teacher deems worth mentioning or would like guidance on.

Our school prioritises student welfare. We are committed to providing a positive and supportive learning environment at both the class and school level. Our skilled school counsellor works closely with students, parents, and teachers to provide guidance and support to students who are facing personal or academic challenges. We aim to have a holistic approach to the wellbeing of every child and do not shy away from addressing issues such as mental health, bullying, and social-emotional learning.

We are proud of the collaborative and supportive culture that exists at Mumbulla School. We continue to prioritize the professional development of our teachers, the support of our assistants, and the welfare of our students to ensure we are always improving.

At Mumbulla School, we are committed to creating a safe and inclusive school environment where every student feels valued and respected. We recognize that bullying is a serious issue that can have long-lasting impacts on children's mental health, academic performance, and overall wellbeing. In the past year we have listened to parents and children and taken proactive steps to reduce incidents of bullying and to ensure that our students feel safe and supported at school.

One of the initiatives we implemented is the creation of **The Zone**, which is a designated area for safe and quiet play. This area provides a space for children who may be feeling overwhelmed or need a break from the busy playground. The Zone is supervised by a teacher or a school assistant, and students are encouraged to use this space if they feel they need some time to themselves. Once a month our school counsellor is also at The Zone to encourage communication with children who may be seeking it. We welcome feedback from parents and from children and most recently we have installed a **My Voice Matters Box** in the Front Office. This is a place where children can submit their worries or concerns if they feel they cannot share them with anyone face to face.

We also provide ongoing education to our students about respectful behaviour and the harmful impacts of bullying. Our teachers and school counsellor work with children to promote empathy, kindness, and positive communication skills. We also have a strong focus on restorative practices, where students are encouraged to take responsibility for their actions and repair harm caused to others.

Additionally, we have worked on having a clear and consistent process for reporting and addressing incidents of bullying. Students, parents, and teachers are encouraged to report any concerns they may have, and we investigate each case promptly and with sensitivity. We work closely with families to ensure that appropriate support is provided to both the target and the perpetrator of bullying.

As a result of these initiatives, we have seen a reduction in incidents of bullying at Mumbulla School. We will continue to prioritize the safety and wellbeing of our students and work collaboratively with our school community to maintain a positive and inclusive school environment.

Winter Spiral Festival

Our Winter Spiral in 2022 deserves special mention. We welcomed back the beautiful and poignant Winter Festival Spiral Walk with great anticipation. It was particularly meaningful, as it brought together our entire school community to celebrate the beauty of the winter season. Students, teachers, and parents worked together to create a spiral of greenery and candles, symbolizing the journey inward and the return of light. The Winter Spiral is a beautiful and meaningful event that helps to connect people with the natural rhythms of the seasons and the cycles of life. It is also a reminder that even in the darkest and coldest of times, there is always hope and light to be found. It was a magical and memorable event that embodied the spirit of community and collaboration.



Reconciliation Action Plan:

In 2022, our school's Reconciliation Action Plan was reviewed and published for the second year. Although this falls outside the reporting period, in March 2023, we were nominated for a Narragunnawali Award. The community member who nominated the school wrote this:

Mumbulla school and staff have the utmost respect for the Djiringanj People on the far south coast. They consulted on the RAP with the community. The school is very in tune with ensuring that the children are involved and learn about the first nations culture by song, dance, and language. They ensure that local artists are involved with empowering our culture in their educational curriculum.

We are proud to be part of the reconciliation movement and to have a plan that is renewed annually that acknowledges and celebrates the culture and history of Aboriginal and Torres Strait Islander peoples and the role our school can play in continuing to work towards reconciliation in the years to come.

Our Teachers and Assistants

I would like to highlight the role of our strong and collegial College of Teachers, who work collaboratively to ensure the highest quality of education for the children. Our teachers are passionate about their craft, and they continuously engage in professional development to improve their skills and knowledge.

I also want to acknowledge, and shower with praise our invaluable school assistants, who go above and beyond to support the teachers and the children. Our assistants are highly skilled, professional, knowledgeable, and dedicated, and they play a critical role in maintaining our safe, caring, and nurturing school environment.

Playgroup

In 2022 our well establish Playgroup made the much-anticipated move to its new room (the old Kindergarten). Parents and children continue to thrive in a safe and supportive environment where children can explore, discover, and learn through play. In this new space, our playgroup facilitators continue to follow the predictable daily rhythm that helps the children feel secure and comfortable. They provide activities and materials carefully chosen to promote the children's growth and development. The beautiful new space seamlessly incorporates nature-based activities and materials, which help children develop a love and appreciation for the natural world.

We can and should be proud of the achievements and progress made by our school in 2022. We are grateful for the support and dedication of our teachers, staff, parents, and students. We look forward to another year of growth, learning, and community building.

Reagan White
Education Manager
Mumbulla School for Rudolf Steiner Education

Report from Learning Support: Embracing Student Growth and Success

We are delighted to share the highlights of our work in Literacy and Numeracy Support, as well as our commitment to addressing the needs of students with disabilities and additional learning needs. Throughout 2022, we strived to create a nurturing and inclusive learning environment, ensuring every student received the attention and support they deserved.

In the realm of literacy, we had the privilege of working with vibrant groups of students. In Class 2, we had the pleasure of engaging with two MINI-LIT groups, while another MINI-LIT group from Class 3 flourished under our guidance (completed mid-year). The MACQ-LIT groups in Class 4 and Class 5 showcased tremendous growth throughout the year and we launched a Class 1 MINI-LIT group in Semester 2, welcoming budding readers to embark on their literacy journey. These groups attended 4 weekly sessions, each lasting between 30 to 45 minutes. Additionally, we provided Early Bird sessions, lasting 20 minutes, three times a week, benefiting six eager students from Class 3 to Class 5. Our commitment to their progress was evident as we used PM and PROBE reading assessments, conducted bi-annually by classroom teachers, to tailor our teaching strategies. Not only did these assessments inform our approach, but they also enabled us to monitor student progress across the entire school, allowing us to adapt and create new groups based on student and class needs.

We employed the SPELL-IT program as a guide to initiate a spelling group. By utilizing Gap Analysis and pseudo-word assessments, we crafted engaging 30-minute weekly sessions with three students from Class 6. The personalized attention and targeted instruction provided a strong foundation for their spelling skills, fostering their confidence and growth.

In our dedication to meeting the unique needs of students, we conducted 1-on-1 teaching sessions for Tier 3 students in Class 1, 3, and 5. These tailored 15-minute sessions were held four times a week, empowering students to progress through the MINI-LIT and MACQ-LIT programs at their own pace. Recognizing that

these students may require additional support, we incorporated fine motor activities and provided emotional and attention disorder assistance, fostering a holistic approach to their development.

Shifting our focus to numeracy, we have worked with three numeracy groups from Classes 3 to 5. Our program evolved throughout the year, blending the use of SENA assessment results and UK Maths Mastery teaching programs. With 2-3 students in each group, we could address specific learning difficulties, enhancing their mental computation strategies and building their confidence. The success of these groups has been inspiring, motivating us to continuously refine our teaching skills and deliver an explicit and sequential program that propels students in their mathematical thinking.

Embracing inclusivity, we extended our support to teaching assistants working with children with disabilities. These students possessed diverse needs ranging from global delay to Down syndrome. Our role encompassed guiding and empowering the assistants through resource sharing, development of tailored learning activities, and collaborating with teachers to create Individual Learning Plans (ILPs). By working closely with these valuable team members, we fostered an environment that celebrated diversity and ensured every student received the attention and support necessary for their ongoing growth.

Additionally, we took an active role in managing the collection of NCCD data, which involved monitoring ILPs and BSPs (Behaviour Support Plans) and organising team meetings with parents and support workers. Our collaboration with the school counsellor proved vital as we shared reports from outside services and continually monitored the emotional and learning needs of students across the school. By maintaining a comprehensive support network, we were able to provide a holistic approach to student wellbeing and academic success.

We organised Extra Lesson sessions for three students in 2022. These weekly 40-minute sessions took place before, after, or during school hours, accommodating their schedules and ensuring they received the personalised attention they needed to thrive.

Throughout the year, we witnessed remarkable growth and success among our students. We remain dedicated to fostering an inclusive learning environment, celebrating each student's unique journey. We are grateful for the collaboration of teachers, assistants, parents, and support workers, which has allowed us to make a positive impact. We look forward to building upon our achievements and continuing to nurture the growth and well-being of every student. We are inspired by the progress and accomplishments of our students, and we eagerly anticipate the continued growth and success that the future holds for them.

Jane Andrew & Lucy Gollan

Learning Support Team

ENROLMENTS 2022

Reference:

[MySchool Website.](#)

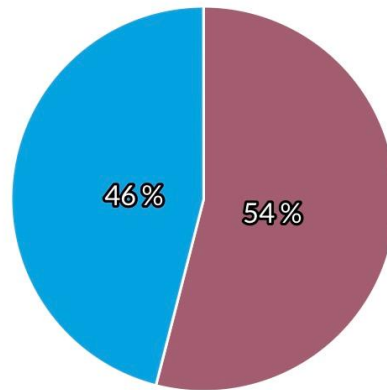
Note: Enrolment amount does not include first year Kinder students

Students

Total enrolments: 176

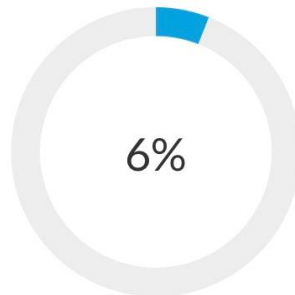
Boys 81

Girls 95



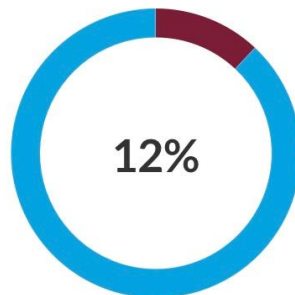
Full-time equivalent enrolments: 176.0

Indigenous students



Language background other than English

Yes	(12%)
No	(88%)
Not stated	(0%)



STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2022, only a few children in classes 3 & 5 participated in NAPLAN testing due to most parents withdrawing them from the assessments. Due to the small number of participants, there is limited comparison data available. See all available data on the [MySchool Website](#).

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.
- 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 2022

Steiner/Anthroposophical	Mainstream
Primary Education Course through Melbourne Steiner Seminar	Planning and Programming for the New English K-2 Syllabus Self-paced Learning Experience
Steiner Education Australia webinar: Rebuilding your School Community Post Covid	Staff First Aid and Annual CPR training
Steiner Education Australia Pedagogy and Curriculum: Indigenous perspectives Webinar	Gender and Sexual Diversity at School
Steiner Intensives – Sydney and Newcastle	Reframing Autism
Curative Education Training with Robyn Brown in the US (online)	School Refusal and Attendance Improvement Planning
Lisa Devine – Community and Welfare in Steiner Schools	Therapy Dogs in Education
Governance Leadership and Management – Steiner Education Australia	Introduction to Art Therapy
Vital Years Conference	Key Word Signing

Bothmer Gymnastics Collective	Auslan Introduction Training Day with a consultant from Monash University
Steiner Education Australia Delegates Meetings	Presenting on Developing an Aboriginal Language program in school
	Roslyn Thomas AISNSW, Senior Consultant in Aboriginal and Torres Strait Islander Education.
	Smiling Minds: ADHD & Mindfulness Webinar
	Teaching Students with Autism spectrum
	Making Adjustments for Students with Disabilities
	InitialLit
	Spell-It
	MiniLit Bridging workshop
	Weekly ORIGO Maths webinars outlining new curriculum requirements
	Developing Quality Assessment Practice in Primary Classrooms
	reSolve: TASKS that promote reasoning & problem-solving course
	Nationally Consistent Collection of Data: School Counsellors
	Nationally Consistent Collection of Data for Principals and School Leaders Webinar
	Aboriginal & Torres Strait Islander Perspectives and Creative Art
	Introducing Aboriginal Language Programs into your School
	Preparing for Renewal of Registration/Accreditation in 2023
	Attendance, Exemption and Enrolment Requirements for Schools
	NSW Reportable Conduct and Allegations against Employees
	Chemical Safety in Schools
	Managing School Construction Projects
	Integral Data Forum

We continue to prioritise professional learning. It helps teachers and staff to develop their skills and improve their practices, creates a positive school culture, improves retention rates, boosts student achievement, and supports innovation. By investing in professional development, we believe we create a more effective and engaging learning environment for all.

Professional Learning Expenditure 2022

Professional Learning category	2022 Expenditure
PL-Governance	\$1,639
PL- Support Staff/Admin/others	\$4,152
PL - Teachers/Specialists/Teach Assistants	\$13,469
Travel/Accommodation: Teachers & Assistants	\$1,532
Travel/Accommodation: Support Staff	\$3,806

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 Staff
Teaching staff – head count	15
Full time equivalent teaching staff	9.8
Non-teaching staff – head count	35
Full-time equivalent non-teaching staff	16.9

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

Teacher Accreditation 2022

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

Teacher Qualifications 2022

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 and Procedures](#) 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.

Student Attendance 2022

Student attendance rate	Percentage
All students	82%
Indigenous students	76%
Non-Indigenous students	83%

Reference: [MySchool Website](#)

Student Attendance by Class 2022

Year group	2020 Attendance %	2021 Attendance %	2022 Attendance %
Class 1	89.81%	92.07%	83.32%
Class 2	91.50%	89.88%	84.43%
Class 3	90.51%	92.31%	83.34%
Class 4	94.10%	89.12%	84.67%
Class 5	90.54%	92.41%	81.06%
Class 6	90.02%	87.34%	84.24%
Whole School (classes 1-6)	91.08%	90.58%	83.36%

There was a significant drop in attendance across all classes. The reduced attendance rate is due to an increase in days off sick as there was still a requirement in place to take 7 days off if you had COVID. We hope to see a return to our higher attendance rates in 2023.

SCHOOL POLICIES

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 public facing policies are on the school's website for parents and other interested parties to read: www.mumbullaschool.com.au.

ENROLMENT POLICY AND PROCEDURES

On initial enquiry and prior to an interview, families are requested to have a school tour with the Office Administrator or the Education Manager. At the tour, families will receive an enrolment package which includes:

- a Prospectus

- [Student Enrolment Policy and Procedures](#)
- The current Fees schedule
- Enrolment Application Form-Enrolment Contract including the Terms and Conditions of Enrolment

Before applying for enrolment parent/carer(s) should read these documents in full.

Applying to Enrol

Parents/carers are required to lodge the 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.

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.

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.

\$200 of the Registration fee will be reimbursed if:

- the school is unable to offer a place
- the parents/carers decide to withdraw their child/ren from a waiting list.

For Kindergarten children, notification of withdrawal must be received by the school before 30th September in the year before the child is due to begin Kindergarten, except in exceptional cases.

The school will retain the full \$300 Registration fee if:

- the Enrolment Application Form-Enrolment Contract is withdrawn by the child's parents/carers after a place has been offered; or
- in the case of Kindergarten children, the Enrolment Application Form-Enrolment Contract is withdrawn after 30th September in the year before the child is due to begin Kindergarten, except in exceptional cases.

The school will retain \$100 of the Registration fee in all cases.

If a place is not available in the relevant class, the parents/carers have the option of placing their child on the waiting list by completing the Enrolment Application Form-Enrolment Contract.

Interviews and Meetings

Enrolment will be contingent upon parents/carers fully disclosing available information about matters relevant to their child's educational needs, which may include medical reports, educational assessments and, for children previously enrolled at other schools, school reports.

As part of the enrolment process, families need to have a school tour before an interview with the teachers can take place.

Initial Interviews:

- Kindergarten: in July/August the year before children are due to start Kindergarten, a letter will be sent to parents/carers asking them to attend an interview with a Kindergarten teacher.

- 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.

- For Kindergarten children, it is encouraged that parents/carers attend this interview without their child/ren.
- 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:

- relevant family circumstances;
- background information about the child;
- any relevant previous assessments or reports;
- 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:

- The School Handbook;
- The Enrolment Application Form-Enrolment Contract;

Any concerns over the contents of the Enrolment Application Form-Enrolment Contract or Fee Contracts must be talked through with the Education Manager and/or Business Manager before signing.

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.

When making a decision on enrolments, including from waiting lists, the School will take into account the following factors:

- i. Children of teaching staff
- ii. Transfer from another Steiner School
- iii. Siblings of students attending the 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 member does not automatically guarantee a place in a class.

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.

If additional needs are identified that require either an Individual Learning or Behaviour Support Plan for the child or adjustments made to the school infrastructure including access or classroom arrangements, a further meeting may be scheduled to discuss these before enrolment is formally accepted. A meeting 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 Learning Plan (ILP) or Behaviour Support Plan (BSP);
- iii. thoroughly explore ways to meet the child's specific needs as outlined in the ILP/BSP through further discussion with the family and relevant specialists;
- iv. seek advice on any financial implications to the school;
- 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).

The Management Team will inform the Board of Directors of any significant costs in providing appropriate support for the child.

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.

In all cases the Enrolment process will be completed as quickly as possible.

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.

Any questions concerning enrolment should be referred to the Office Administrator
admin@mumbullaschool.com.au

BULLYING PREVENTION AND INTERVENTION POLICY

Mumbulla School is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Mumbulla School recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School is respected and accepted.

Bullying is not tolerated at Mumbulla School. It is our policy that:

- bullying be managed through a 'whole-of-School community' approach involving students, staff and parents/guardians
- bullying prevention strategies are implemented within the School on a continuous basis with a focus on teaching age-appropriate skills and strategies to empower staff, students and parents/guardians to recognise bullying and respond appropriately
- bullying response strategies are tailored to the circumstances of each incident
- we establish procedures for reporting and responding to child safety concerns, including when the behaviour may be an indicator of child abuse and other harm
- staff establish positive role models emphasising our no-bullying culture
- bullying prevention and intervention strategies are reviewed on an annual basis against best practice.

The whole policy is publicly available on the school's website via this [link](#).

STUDENT DISCIPLINE POLICY AND PROCEDURES

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. They also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

The School seeks to develop a culture of positive discipline by setting clear expectations of students and encouraging positive behaviour. Strategies for developing this culture include:

- clearly setting behaviour expectations
- establishing specific teaching and learning programs
- communicating expectations with the wider School community
- acknowledging positive behaviours in a range of ways from informal verbal acknowledgement through to structured merit awards
- maintaining records with respect to student behaviour.

It is our policy that:

- we prohibit corporal punishment
- we do not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the School.

The use of any corporal punishment by a staff member is strictly prohibited. Any staff member who breaches this rule will be subject to disciplinary proceedings which may include dismissal.

The whole policy is publicly available on the school's website via this [link](#).

COMPLAINTS HANDLING POLICY AND PROCEDURES

The school's Complaints Handling policy and procedures 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.

We ask that, where appropriate, you first raise the matter directly with the relevant staff member. If you have been unable to resolve a matter informally, or simply wish to make a formal complaint you can do so by any of the following means:

1. Sending an email to edumgr@mumbullaschool.com.au
2. Writing a letter to the School addressed to "The Education Manager"
3. Telephoning the School and asking to speak to the Education Manager

The whole policy is publicly available on the school's website via this [link](#).

SCHOOL DETERMINED IMPROVEMENT TARGETS

Achievement of priorities for 2022 as identified in the school's 2021 Annual Report:

Priority areas for improvement in 2022

Area	2022 Priorities	
Teaching & Learning	<ol style="list-style-type: none"> 1. Fostering and Rebuilding School Community after COVID-19 2. Foster leadership opportunities in students 3. Build on teachers' interest in and commitment to teaching Sustainability 	<ol style="list-style-type: none"> 1. Achieved 2. Ongoing in the upper classes 3. Was not achieved – focus was on PL below
Staff Development	<ol style="list-style-type: none"> 1. Continue to prioritise and maintain commitment to quality PL in Aboriginal and Torres Strait Islander history, culture and awareness 2. Encourage and facilitate NESA accredited PL – prioritise PL in the new K-2 Maths and English Syllabuses 	<ol style="list-style-type: none"> 1. Focus was maintained throughout 2022 2. Achieved and K-2 Syllabuses implemented in 2023. Positive feedback via registration
Facilities and resources	<ol style="list-style-type: none"> 1. Complete landscaping and install play equipment for the new Kindergarten playground 2. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built. 3. Complete a Feasibility Study for Classes 7/8 at the school 	<ol style="list-style-type: none"> 1. Completed 2. Ongoing 3. Ongoing

Priority areas for improvement in 2023

Area	2023 Priorities
Teaching & Learning	<ol style="list-style-type: none"> 1. Fully implement and embed Child Safe Standards across all aspects of the school. 2. Review curriculum documents in preparation for new syllabus implementation 3. Build on teachers' interest in and commitment to teaching Sustainability.
Staff Development	<ol style="list-style-type: none"> 1. Child Safe Standards 2. Support teachers to achieve their Professional Learning Plan goals
Facilities and resources	<ol style="list-style-type: none"> 1. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built. 2. Complete a Feasibility Study for Classes 7/8 at the school

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Promoting respect and responsibility is crucial in creating a positive and inclusive school environment for our students. Here are some initiatives that we implement to promote respect and responsibility at our school:

Positive behaviour support: We are committed to positive behaviour support to proactively promote positive behaviour and prevent negative behaviour. All classes actively teach and reinforce positive behaviours, set clear expectations for behaviours, and provide consistent consequences for negative behaviour according to our Behaviour Support and Bullying Consequences Action Plan Summary Sheet.

Restorative practices: Restorative practices are based on the principles of restorative justice and involve repairing harm, restoring relationships, and building community. Restorative practices are used in our school by class teachers and the school counsellor and may involve circle meetings, peer mediation, and conferencing to resolve conflicts and build positive relationships.

Character education: We teach students about ethical and moral values, such as respect, responsibility, honesty, and compassion. This involves classroom lessons, assemblies, and activities that promote positive character traits.

Student leadership programs: Student leadership programs give students the opportunity to take on leadership roles and responsibilities in the school community. We do this through our buddy program, Class 6 student lead all Assemblies and wherever we can we involve the students in service projects that promote responsibility and respect.

Student Welfare: Our student welfare programs BounceBack! and Smiling Minds aim to prevent and address student mental health and disrespectful behaviours by promoting positive behaviours and attitudes.

Promoting respect and responsibility requires a multifaceted approach that involves teaching positive behaviours, setting clear expectations, providing consistent consequences, and creating a positive and inclusive school culture. By implementing initiatives such as positive behaviour support, restorative practices, character education, student leadership programs, and a focus on student welfare we create a safe and welcoming learning environment for all students.

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.



Parent, student & teacher satisfaction

Parent, student, and teacher satisfaction is a critical aspect of a primary school's success. When all three groups are satisfied, it leads to better learning outcomes for students, higher teacher retention rates, and increased parental involvement in their child's education.

Our annual Parent Survey is a tool to gauge parent satisfaction and engage with the parent community. In 2022, 55 people responded to the survey (down slightly from 60 in 2021). The results of the survey were analysed, and data was deidentified and presented to parents via a link in Education Manager's weekly Bulletin and published on the school's website [here](#).

Students at Mumbulla School exhibit their satisfaction through the continued eagerness with which they attend school. Anecdotal evidence and feedback from parents and carers, evidenced in the qualitative data from the Parent Survey, show a high level of feelings of pride, safety and satisfaction in Mumbulla School. The school has a reasonably low turnover of students, and we continue to have waiting lists on some classes.

We actively develop and maintain a culture of collaboration and open communication between parents, teachers, and students. This involves regular parent-teacher conferences an open-door policy that encourages parents to visit/volunteer at the school and participate in their child's education.

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.

Mumbulla School
FOR RUDOLF STEINER EDUCATION LTD.

2022



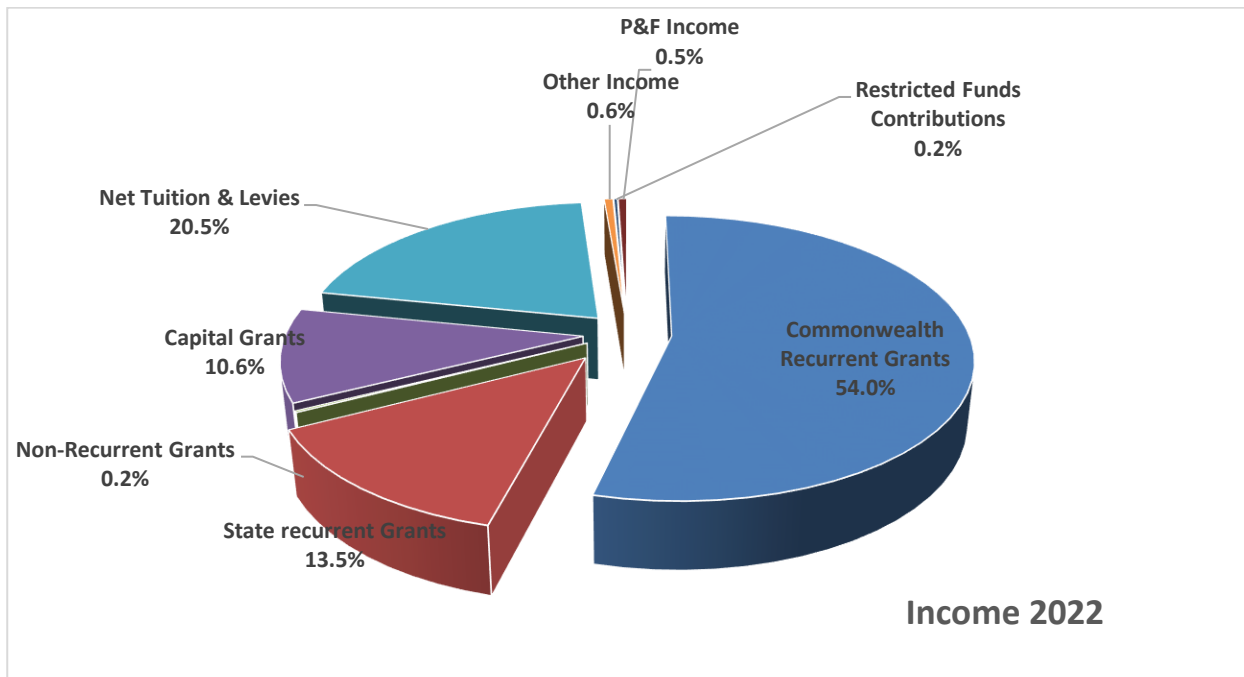
Front Row: Martin Schindler, Jason Armstrong, Jess Wasikowska, Monique Watt, Siobhan McMichael, Claire Garner, Chrisanthi McManus,
Dan Scollay, Reagan White, Ally Madden, Hallie Fernandez, Vickie Goldsmith
Middle Row: Jade Rosskelly, Tjenka Murray, Annabelle Ciufo, Mary Kite, Jane Andrew, Benédicte Aubert
Back Row: Kristy Fontaine, Alli Faulkner, Sarah Keeling, Kate Benedyka, Anna Martin-Scrase, Matt Merrill,
Lee Slater, Niles Farram, Kristy Lennon, Megan Brens, Stephen Freeman

*Daisy Hill
Photography*

Photo: Daisy Hill Photography

Financial Information 2022

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 2022 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute to 67.5% of total income sources. Non-recurrent *Grant Funding* is for special programmes. The 10.6% allotted to Capital Grants were obtained from the Block Grant Authority for our major building project of the new Kindergarten classrooms. The School received \$450,000 in grant funding.

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

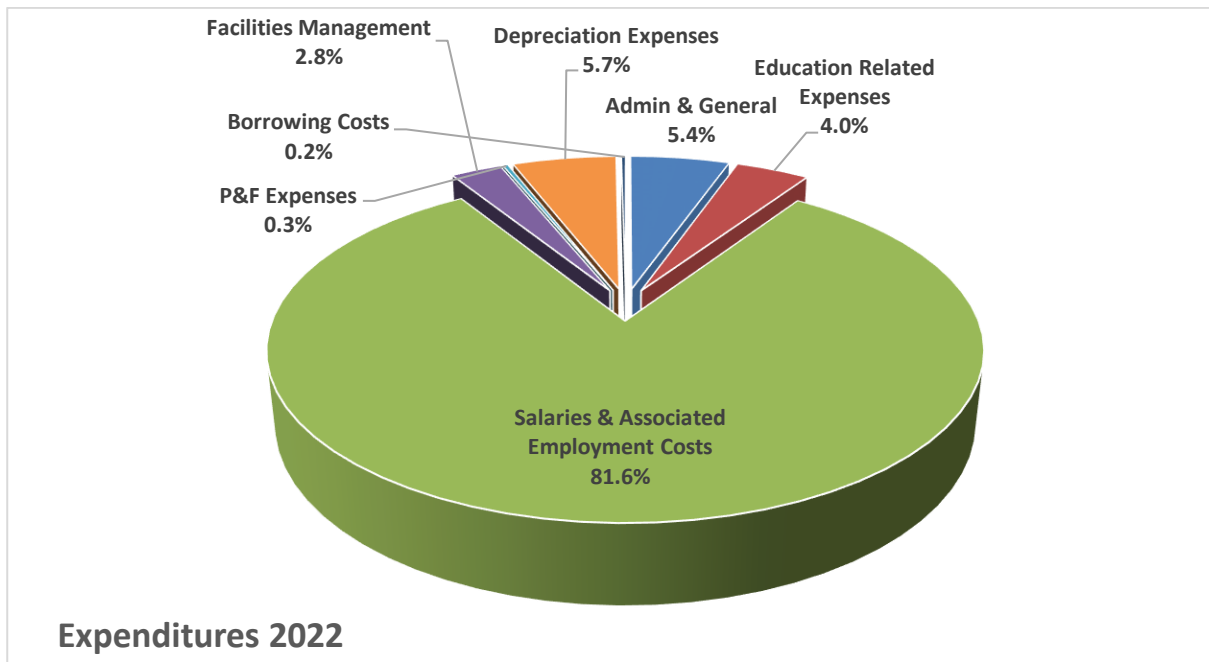
- activities
- excursions
- sport
- music
- performance
- building & grounds maintenance fees
- discounts on fees for siblings and fee relief financial hardships

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, including the Spring Fair.

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 2022 calendar year.



Salaries and Associated Employment 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 class activities, excursions, sports programmes, music ensembles, class stationery and 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, 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, playground equipment, and ICT computer hardware. Also, the substantial costs relating to the new Kindergarten classrooms building project were finalized in 2022.

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. We offer our community a variety of interest free payment options and provide short term fee relief upon request for families who find themselves in need.

Hallie Fernandez
Business Manager