

# Kindlehill School

## Annual Education & Financial Report 2018

*From a Steiner perspective, one could say the task of the Kindergarten child is to experience oneself in love, for the primary school child to be guided by love into a love of the world, and for the young person in high school, to awaken love within one's self toward humanity and the world around them. These three stages represent a cycling of love, first placed around the child, then nurtured within to form a vessel in the primary years, and in the teenage years, supporting its unique blossoming and unfolding into the world through the individual.*



*Released: June 2019*

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## 1.0 Introduction

This report is prepared in accordance with the requirements of the Commonwealth Government.

There are two parts to this report: the first section contains commentary and data, and the appendices contain supporting information and details of school policies. Policies are available in paper versions from the school administration.

Method of distribution of this report:

- Via email to parents, with hard copies available as needed
- Via download on the School's webpage
- Via NESA web site.

Kindlehill is a small school in its 18<sup>th</sup> year of operation.

In 2018, the school Board of Directors consisted of five members including the Principal.

The College of Teachers includes all full-time teachers at the school and exists to manage the day to day operations and curriculum decisions for the school. The Principal reports to the Board on behalf of the College of Teachers. These are the key school bodies.

## 2.0 A message from the College of Teachers



At Kindlehill School, we want children and young people to grow into individuals who will lead meaningful and productive lives. From Kindy to Year 10, we immerse our students in a creative and engaging education which draws from the wisdom of Rudolf Steiner's indications for growth and development in a contemporary context.

We believe education is a social deed. We want each of our students to grow into their future living an ethical life which contributes to a fairer and more compassionate world. Teachers strive to integrate into learning programmes, a sense of global citizenship with opportunities for students to do the socially good. An awareness and respect for the inter-relatedness of all life is cultivated, and in our beautiful Blue Mountains environment, connection to nature is central. Our school is on the

traditional lands of Dharug and Gundungurra peoples and we seek respectful and productive relationships with Aboriginal people in our local community.

Imagination and the arts are cultivated so that an education at Kindlehill is artistic in every aspect. For example, music and art are integral to the academic work.

Performances in drama and music across the whole school are highlights showcased at regular school events. Joyful and celebratory, the arts nourish the life of the school community. The beautiful buildings and productive gardens are also part of this practical aesthetic.

Education at Kindlehill is supported by a thriving community of families and friends which values relationships, celebration, friendships and working together for common goals. Kindlehill is well known in the wider community for its beautiful buildings and environment, its creative and performing arts, its commitment to sustainability and to social justice.

### ***2018: THE LIFE AND WISDOM OF BEES***



In 2018, THE LIFE AND WISDOM OF BEES was a central and cohesive motif for the school year. This aligned with an initiative of Steiner/Waldorf schools around the world in raising consciousness of the importance of bees to the earth's health and well-being. Students from Kindy to Year 10 learned about, celebrated and got active to support the life of bees locally and globally. The wisdom of bees was the centrepiece for our Winter's Night Celebration, the fairs and in classes. Class 3-4 tended our hives and harvested our very own honey. Bees are essential for food production. They are also a wonderful picture of wisdom in regard to the human soul and community life. Steiner says the hive is "permeated with love", that bees live in service to the whole colony and very much with inter-relatedness to all life outside. These were the pictures we used to enliven our working together as a school community and as a school in service of the health and wellbeing of the wider society.

### ***LITERACY AND LITERATURE – Kindy and Primary***

The Primary School literacy programme expanded again this year. The Mini-Lit programme now embedded, was complemented by the introduction of the Spell It programme, which supports a systematic teaching of spelling throughout the

Primary School. In 2019, the MaqLit programme will be added. These programmes are evidence-based and designed to improve literacy outcomes for cohorts of students.



The annual Autumn Fair which attracts many visitors, was in 2018 a Children's Writer's Festival. Children participated in writing workshops with authors, dramatists and songsters, they enjoyed the Haiku Hut and Tea Ceremony. They followed word treasure trails and created mini-zines. It was a celebratory feast of words and writing. This focus on beautiful writing continued into the classroom and was then the focus of the end of year Summer Soiree where every child exhibited a piece of work at a celebration of writing, art and song.

### **LITERACY AND LITERATURE – High School**



In the High School, the writing focus was the production of articulate, well constructed and engaging writing around researched topical issues explored in classes. Many of these writings were published in zines and were showcased at the Spring Open Day. The High School also performed a dramatic poem by Kathy Jetnil-Kijiner at the Live and Local Music Festival in Katoomba. This was a powerful spoken word performance, with a message about nuclear weapons, delivered as part of a campaign to support the United Nations Treaty to Ban Nuclear Weapons.

The Year 9/10 class transformed some of their writing into Dramatic Monologues that were performed at a Speak Truth with Passion Festival.

## **MATHS**

Alongside the focus on literacy and literature, we conducted a review of how we are teaching maths across the Primary School, with a view to ensuring our maths programme is cohesive and effective, and to identify target areas for improvement. Some staff undertook collaborative professional development and shared their learning with colleagues. An article was written communicating to parents an outline of the approach to maths across the school. This will continue to be a focus in 2019. Students also participated in fun and intriguing maths challenge games.



## **CREATIVE AND PERFORMING ARTS**



In Primary School every class from Kindy to Year 6 performs a play taken from a theme or topic explored in class. These are performed for enthusiastic audiences of parents and friends. A highlight this year was the showcasing of the Instrument Programme in an Inter-school Music Festival that was hosted at Kindlehill. Children from five local schools collaborated to provide a rich musical evening of ensemble and song. In Term 4, the final school event was the Summer Soiree where the children charmed the parent audience with whole school choral singing.



### *In High School*

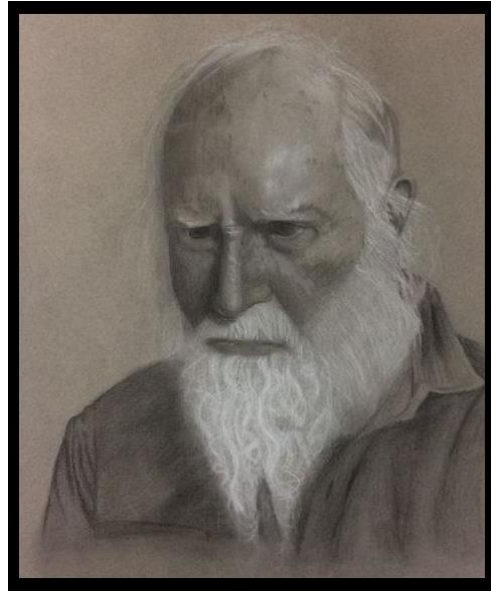
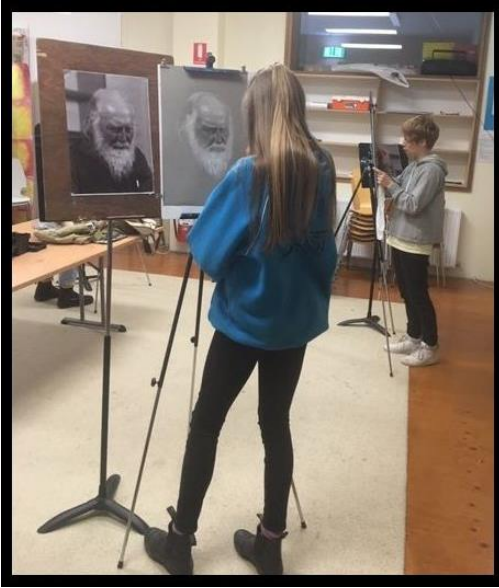


The High School at Kindlehill has a strong and vibrant Creative and Performing Arts Programme. In 2018, there was The Night of Bands performance (music composed by the students).

A Midsummer Night's Dream performed in an industrial warehouse to give it a gritty and contemporary layering, and Theseus and the Minotaur - the Musical. All performances received sensational reviews from the audiences.



## Visual Arts



Years 9-10 exhibited their beautiful major art projects, Portrait of Tom at the Katoomba Cultural Centre. Tom Coley was a well-known personality and elder of the local community, someone passionate for peace and social justice. Tom was dying while the students worked on his portrait. Sadly, he passed away prior to the exhibition.

Students from year 10 also won prizes for their short films which were exhibited at the Blue Shorts Film Festival.

Eurythmy and dance were also performed at various events throughout the year and are rich and engaging complements to the other strands of the creative arts.

## SOCIAL JUSTICE AND GLOBAL CITIZENSHIP



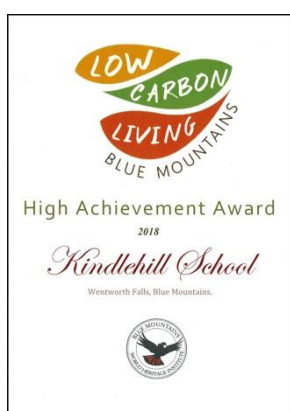
The year of 2018 began with a campaign by High School students to support the U.N. Treaty to Ban Nuclear Weapons. They petitioned the Prime Minister and gave him a hand printed t-shirt to draw attention to their cause. They also performed poetry for action at the Live and Local Music Festival.



Years 9-10 visited Pele Island in Vanuatu for cultural exchange and also to understand firsthand the impact of climate change on our Pacific neighbours. The students held a Flea Market to raise money for projects on Pele Island, and followed up after the visit with a campaign to support village access to clean water, identified during our visit as a need. In Term 4, the Primary classes supported the Shoebox for Refugees project.



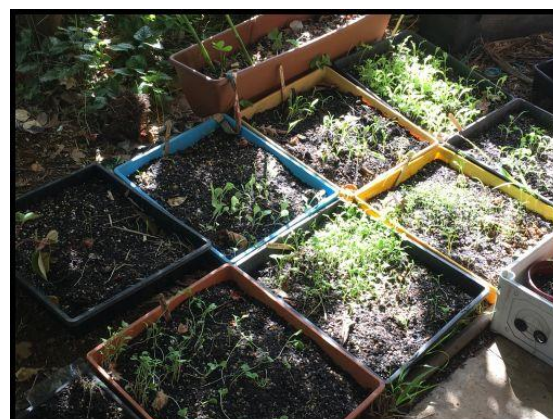
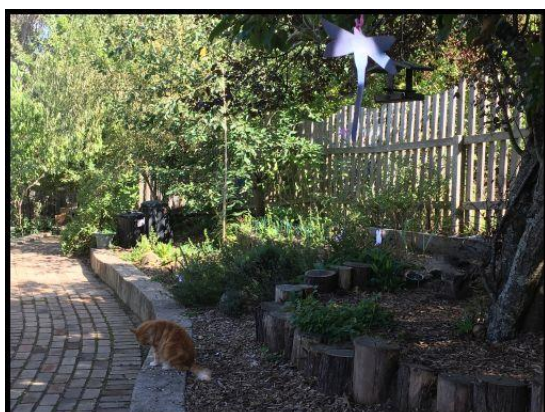
## GARDENS AND SUSTAINABILITY



In 2018, there were many opportunities for connecting to the wider community in regard to sustainability.

In 2018, Kindleshill was awarded the 2018 High Achievement Award by Low Carbon Living - for our holistic ethos and practices around sustainability and our contribution to addressing climate change at a business/organisational level.

Class 5-6 participated in an inter-school Connecting Kids to the Environment event focused on geology. Kindleshill School opened its gardens to the wider community as part of the Edible Garden Trail. The school has berries, fruit and nut trees, herbs and vegetable gardens that are cared for as part of the Flourish Garden Programme. The school also has chickens and bees. Across the school we support the Refuse, Reduce, Reuse, Recycle Initiative with collection of soft plastics for recycling a new initiative for this year. Nude food weeks were organised as part of this initiative.



## OUTDOOR EDUCATION

### Primary School



Resilience, challenge and connecting to nature are the foundations of Kindlehill's Outdoor Education Programme for all classes from Kindy to Year 10. In 2018, Class 5-6 began the year with a vigorous exploration of challenging local bushwalks. A Primary School camp in the Megalong Valley was a perfect opportunity for middle/upper Primary School to walk in to the site. Class 1-2 camped by the Capertee River; Class 4-5 took their zoology lesson into a bike riding camp at Dubbo

including a zoo visit. They also followed up their geography lesson, "From Mountains to the Sea", with a camp at Patonga. Class 5-6 went on Ski camp, their stamina built toward it by the earlier bushwalks.



### High School



High School Years 7-8 did a two week Geography on the Road Trip taking in diverse and unique environments in NSW, from the coast, to inland rivers, and to Lake Mungo.

Taking classroom learning into outdoor environments is an important way to turn knowledge and skills into enlivening experience.

## HANDCRAFTS

### Primary School

Handcrafts begin in Kindy, nimble fingers connecting to nimble minds with finger knitting, weaving and sewing. The soft craft programme continues into knitting in Class 1-2 and hand sewing in Class 3-4. Class 3-4 also made chess boards (and competed in a local chess competition). Class 5-6 students hand carved beautiful bowls.



### High School

High school students made silver jewellery, forged fire pokers and constructed wooden tool boxes as part of their technology programme.



## INDIGENOUS PERSPECTIVES AND INCLUSION



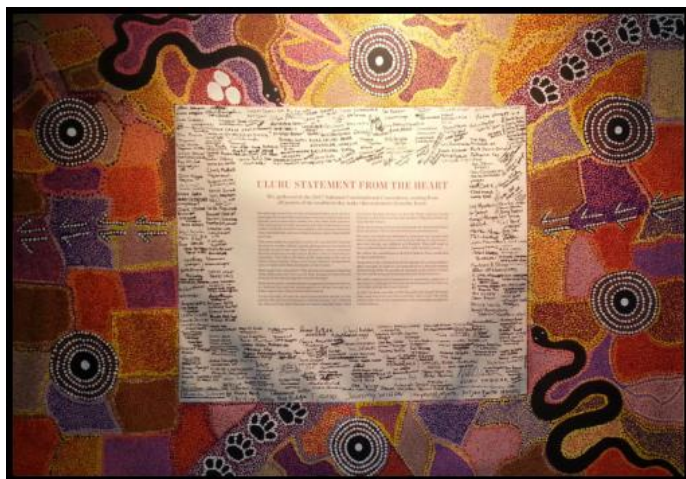
We consciously as a whole school strive for acknowledging, understanding and cultivating relationships to the Aboriginal and Torres Strait Islander people and cultures. We regularly invite artists and elders into our school and were delighted to prepare a special song at the request of Aunty Carol, to sing at community events such as the Naidoc Week Art Exhibition.

In 2018, the Primary School camped in the Megalong Valley and Gundungurra David King shared about country and culture. The high school visited Dharug teaching artist Chris Tobin's Art camp as part of their studies on colonization.

The theme of the Geography Class Trip was Connecting to Place, and in each place they visited students learned about Aboriginal connectedness where possible from the local people. The camp also visited Lake Mungo, a site of world significance and one of the most sacred in NSW.



This year, as part of our Community Conversations to broaden and deepen our understanding around issues of importance, we held a film/discussion evening, hosted by a member of the school community who is Wiradjuri elder. In our annual Staff Vision and Planning



Day, we collaborated with parents to form a working group that will steer in 2019, a collaboration to support the Uluru Statement from the Heart, with truth telling about our history as an essential element of the Makarrata process. In the classes, teachers strive to incorporate Aboriginal perspectives into their units of work across subjects aligned with the cross curricular priorities identified in the NSW curriculum.

## COMMUNITY



This year, the focus on bees has invited us to reflect on the beehive as a model of community. There are differentiated tasks that serve the well-being of the whole. There is productive work. There is an inter-relationship with the world in and around the hive. Kindlehill in this year has hosted many school community events and contributed to a number of local festivals and networks.



Our performance space is well used by the wider community as a venue for music, dance and drama. Steiner says that in our time, what is needed is communities "in which people mean something to each other". At Kindlehill we strive to cultivate meaningful, collaborative and celebratory elements within our school community, and to share this with the wider community

The teaching staff are exemplary in their commitment to a creative, artistic, purposeful and relevant education from the Kindy to Year 10. The administration staff are integral to all and we enjoy the bountiful support of parents in so many ways, from the practical to the creative. In the younger years Kindlehill seeks to imbue children with reverence for life, and to support primary age children in feeling themselves in relationship to the beautiful and complex world around them. In the later primary and high school years we strive to develop the critical thinking



capacities, resourcefulness and creativity which will see our young people go into the world to live meaningful and productive lives. We have around us the warmth and strength of an active and resourceful parent body, a wise and experienced Board of Directors, as well as many supportive friends in our wider Blue Mountains community. Together we are kindling a light on the hill to illumine and warm, hearts and minds, well into the future.

Lynn Daniel  
Principal

## 3.0 A Message from the Board

### THE KINDLEHILL BOARD

#### *The new Constitution and Membership*

In November 2018, after consultation with the school community, the Kindleshill Board adopted a new constitution. While the previous constitution has served the school well since its inception, the Board wanted to expand and modernise the structure of the organisation. There were many discussions about how that could be achieved in order to enhance our primary purpose.

The main change in structure was the redefinition of the membership of the organisation. The Board of Directors of an incorporated company is elected from the members. In order to allow for a more diverse and larger Board encompassing a broader range of experience and expertise, we needed to redefine the way people can join the organisation as members. That new process is enshrined in our new constitution.

In essence, the new constitution allows for four categories of members in balanced proportions:

1. Parents with children at Kindleshill
2. College members
3. Directors
4. Other people who wish to support Kindleshill.

The idea is to maintain a diversity of interests while ensuring no one group dominates. Members have the right to elect and remove Directors, call special meetings and ensure a vote on special resolutions. You can download a copy of the Kindleshill Constitution from here: <https://kindleshill.nsw.edu.au/kindleshill-constitution/>

At the time of writing (late June, 2019) the Membership Register contains 22 people. From that pool of Members there are currently 6 Directors.

After the 2019 AGM we will be updating the school website to detail the biographies of the Directors and the Members.

#### **Governance**

At Kindleshill the pedagogy is the responsibility of the Principal and the College of Teachers. The Directors are personally responsible for the governance of the school and liable for any failures of that. That means each Director must ensure the school complies with the requirements of the NSW Education Standards Authority (NESA), the Australian Charities and Not-for-profits Commission (ACNC), the ATO and ASIC (to name just a few) and could face fines or even gaol for failing to do so.

Governance also means the Directors are subject to NSW legislation regarding conflict of interest. This is very important in a small organisation where an individual might potentially be a parent, a College member and a Director. The Board has processes in place to manage such conflicts of interest, whether perceived, potential or real.

In compliance with State legislation regarding Responsible Persons, all Directors must complete on-going professional development focussed on governance, financial literacy, child protection, etc., in the form of courses and workshops.

The Kindlehill Board of Directors is looking forward to working with our new structure to better deliver on our overall purpose – the life-long well-being of our whole community via an education system informed by the ideas of Rudolf Steiner.

#### **4.0 A Message from the Business Manager**

In 2018, Kindlehill proceeded with detailed planning for our Arts and Technology Centre, to be built as an extension of the southern wing of the main school building.

A growth in High School numbers has increased demand for dedicated spaces, breakout rooms and amenities for older students. The school's aim to expand the hard crafts curriculum in the Primary School years has also called for a dedicated space to support this expansion.

In late 2017, Kindlehill received confirmation of a capital grant by the Block Grant Authority (BGA). The Arts & Technology Centre will be built using funds from the BGA grant, and a bank loan.

The new centre will include a dedicated art room with specialist lighting, easels and storage and display cupboards. High School will receive two new classrooms, plus dedicated amenities. Our current shared science/workshop space will be split to include a dedicated science lab, fitted with individual desks for chemistry and experiential science, and a shared central learning area with dedicated teachers' demonstration desk. A new technology/workshop will be built for hard crafts and woodwork. Fit out of this workshop will be natural fibres and colours, with handmade hardwood benches.

Kindlehill's location in a bush setting requires us to meet complex fire engineering standards to ensure the safety of people and buildings. Extensive professional services have been engaged throughout the planning process to meet stringent certification requirements.

The production of the Construction Certificate and approval to proceed has been slow, and we anticipate a busy second half of 2019 to have the spaces ready for the commencement of our 2020 school year.

Enrolments into Kindergarten, Primary School and High School remain steady. An interesting shift is the increase in enrolment enquiries in the first two terms, with parents willing to plan well in advance, or move students from other schools mid-year. Whereas enrolments were previously relatively soft in the higher Primary School years, Kindlehill has seen a boost in enrolments in classes 5, 6, and 7 in preparation for students attending Kindlehill High School.

Kindlehill has had a strong two years of managing costs and experiencing good growth in recurrent funding. This has enabled the school to plan comfortably for the building works, and look further into the master building plan, preparing for possible infrastructure upgrades in 2022.

Our financial model was further enhanced in 2018 with increased complexity around cashflow management, recurrent funding, scholarships and capital works. The model has been used by the school for many years and provides a solid

framework for budgets, forecasting and reviewing performance against NESAs financial viability standards.

In 2018 planning commenced for a dedicated Compliance Officer in the Kindlehill Administration. Lisa Parragi commenced part time in this role in 2019. Our Administration Coordinator role is filled by Rebecca Cornish and Susan Brophy in a job-share arrangement. The Kindlehill Administration provides flexible employment arrangements, which enables us to support families and working parents.

Kindlehill engaged the services of a dedicated IT contractor in 2018 to support the growth in our network and review our disaster recovery and data protection protocols. IT services offered to our High School students has expanded and at this stage Kindlehill supplies all student IT hardware at no extra cost to parents. IT and network development continue as a priority in 2019.

In 2018 Kindlehill produced our first Prospectus, which is a beautiful booklet offered to prospective parents, and distributed to local preschools and early learning centres.

The school is fortunate to have dedicated operational staff with Steve Grieve, Sean Glassford, Sue Totterdell and Sally Rassmussen caring for our grounds, cleaning, and maintenance. These roles are evolving continuously as our land and buildings change. Our Performance Space is in high demand by local community groups, and these staff ensure the school and its shared spaces are beautifully presented for each event.

Our climbing wall and deck were constructed throughout 2018, through the huge efforts of parent volunteers, and coordinated by Steve Grieve, ably assisted and supported by Justin Montefiore. The structure is built from 'seconds' grade hardwood and offers a wonderful climbing challenge for all ages. We are looking forward to adding to this in the coming year.

In 2018, the After School Care service blossomed under the care of Miranda Earle, with numbers steady and growing. Students enjoy delicious home cooked meals, free play and artistic pursuits, a lovely extension of the school day. The introduction of the new Child Care Subsidy (moving away from Child Care Rebate and Child Care Benefit) resulted in some headaches. Kindlehill moved to a new Child Care Management System, Kindy Manager, in early 2019 and this has proved to be a good decision.

The Playgroup at Kindlehill continues to thrive under Susan Brophy's care, and we are seeing many families continue to the Kindy Garden when reaching school age. Many lovely family networks and friendships are created in this playgroup space.

The Business Manager attended the Steiner Education Australia GLAM conference in 2018, and networked with business managers from other Steiner schools, gaining insights into better financial management, as well as governance and administration. This conference is a wonderful opportunity for the school to share insights and lessons and will remain a regular conference for Kindlehill staff.

Kindlehill is looking forward to offering wonderful spaces for our growing Primary and High School in 2019 and 2020. We look forward to the ongoing contribution of parents to our Fair and Open Day, and other seasonal and general celebrations, and hope to thrive on the ongoing professional relationships built with other schools and supporting associations.



## 5.0 Contextual Information about the School

Contextual information about the School, including student demographic information and details of funding the school receives, can be found at <http://www.myschool.edu.au/>

## 6.0 School Performance

Information on student performance in all national or state-wide tests or equivalent and examinations can be found at <http://www.myschool.edu.au/>

## 7.0 Teaching Standards & Professional Learning

### 7.1 Details of all teaching staff: Teaching standards

Category	Number of Teachers
Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	12
Teachers who have 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.	1
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching.	0

### Teacher Accreditation

Level of accreditation	Number of teachers
Pre-2004 Teachers (accreditation not required in 2018)	0
Conditional	1
Provisional	1
Proficient	8

Highly Accomplished Teacher (voluntary accreditation)	0
Lead teacher (voluntary accreditation)	0
Total number of teachers	13

### 7.2 Teaching staff professional learning

Professional development is undertaken by teachers through external bodies such as the AIS, as well as through regular sessions within the school.

Further details of Professional learning can be found in Appendix A.

### 7.3 Teaching workforce composition

Workforce composition can be found at <http://www.myschool.edu.au/>.

Kindlehill had no Aboriginal or Torres Strait Islander staff in 2018.

## 8.0 Student Attendance

The following table displays 2018 student attendance by class compared to 2017 attendance.

The average attendance of students from K-10 for the 2018 school year was 93.5%.

Class/Year	% Days Attended in 2017	% Days Attended in 2018
Class 1	92.5%	93.3%
Class 2	95.1%	94.9%
Class 3	90.3%	95.3%
Class 4	96.9%	92.17%
Class 5	96.5%	95.7%
Class 6	95.8%	95.92%
Year 7	92.5%	90.93%
Year 8	94.1%	92.01%
Year 9	87.6%	92.45%
Year 10	91.9%	95.34%

The Student Attendance Policy can be found on the Kindlehill website.

With a total student number of 116 (as at August 2018 Census); small changes in attendance have a greater percentage impact.

Teachers ensure they receive written advice on the reason for student absences. Absences are monitored and parents are called for a face to face consultation when attendance is continually low. In some cases, plans are required to assist in the transition of students to school, or an ongoing attendance management plan is set up in conjunction with the parents.

For additional information on whole school attendance rates, please refer to the My School website: <http://www.myschool.edu.au/>.

## 9.0 Post School Destinations

As Kindlehill is a K-10 school, all students remain to compulsory school age, and any movement out of the school is to complete compulsory schooling at another institution. In most instances, students will attend a local public or independent school when leaving Kindlehill, with a small number of students leaving the Blue Mountains to attend schools outside the local area.

## 10.0 School Determined Improvement Targets - 2018

- 1. Literacy** – introduced Spell it Programme in Primary School.
- 2. Student Writing** – focus toward beautiful and articulate writing and publication of it. Two events, A Children’s Writing Festival and a Summer Soiree held as part of this initiative.
- 3. Maths Teaching** – review of cohesiveness of maths teaching in Primary School and collaborations toward improvement of effective teaching and assessment.
- 4. Instrument Programme in Primary School** - Grow the instrument programme in Primary School and introduce ensemble collaborations. Inter School Music Festival held at Kindlehill.
- 5. Steiner Pedagogy** - Enhance teaching staff understanding and implementing of Steiner pedagogy. Study/discussion focus on The Bee Lectures. Seasonal readings focus. Speech and Eurythmy group. Morning verse.
- 6. Sustainability** – reduce packaging and plastic in orders and classroom supplies.
- 7. Community Conversations** – Peace and Reconciliation Focus. Programme of engaging talks/films to encourage conversation and collaboration around social concerns with keynote speakers.
- 8. Communications** - Build capacity in the staff for better communication. Training in Overcoming Immunity to Change. Embedding of Action Learning into meetings.

## 11.0 Initiatives Promoting Respect and Responsibility - 2018

*Kindlehill School is situated on Dharug and Gundungurra land.*

*We pay our respects to the traditional custodians of this land, to the Darug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise the strength, capacity and resilience of all past and present Aboriginal people in this region.*

*We acknowledge the spirit that resides in and flows through this land, the elemental and spiritual beings who cohabit this place. We support reconciliation between all Australians. We are committed to upholding the imperative of justice and equity for Aboriginal and Torres Strait Islander peoples.*

### Initiatives highlighted for 2018

- Primary School camp – Connecting to Place. Megalong Valley with Gundungurra David King.
- 2018 High Achievement Award – Low Carbon Living - Kindlehill received a regional award for its holistic ethos and practices around sustainability and its contribution to addressing climate change at a business/organisational level.
- Shoebox for Refugees project – whole primary school.
- Campaign to support Treaty to Ban Nuclear Weapons – High School.
- Fundraising in High School for Clean Water access on Pele Island, Vanuatu.
- Flourish Weekly Gardens Programme with Fleischman, every kid connecting to the garden and growing food.
- Biodynamic compost making – Autumn.
- Singing in support of local Naidoc Art Exhibition.
- Grandparent's Day celebration – contributions in singing and art.
- Peace and Reconciliation Community Forums – Kanyini film screening; and investigating and understanding the Uluru statement From the Heart.
- Refuse, reduce, reuse and recycle in classrooms and school events.
- Walk in to school Wednesdays – teacher supported drop off at the local lake.
- Whole School seasonal celebrations which connect us to changing seasons with a sustainability and community focus.
- High School penpals with school in Japan.
- Primary School penpals with Canberra and Alice Springs Schools.
- Nude food November promoted – audit of bins.
- Screen Free Week prior to mid-winter celebration – raising awareness of impact of screens on children and teenagers' wellbeing.
- Recycling of soft plastics.

## 12.0 Parent, Student and Teacher Satisfaction

Everyone is valued at Kindlehill and a high priority is placed on supportive relationships and good communication between students, staff and parents. We see ourselves as a community centred on children and young people, growing both vision and capacity for the future of our world locally and globally.

## **Student**

"In my time here I have seen what dedication looks like in the way all the teachers teach and care about the students. I've learnt to love every second of my life even when it is hard." - Year 10 Student

"Kindlehill is so much friendlier than my last school. The smaller class makes learning for me a lot easier. I enjoy school in a way I have never enjoyed school before." - New High School student

## **High School Teacher**

"Teaching high school at Kindlehill is akin to swimming somewhere like Jervis Bay. Whilst there will always be a subtle tidal pull and the errant bluebottle, there is a peace and tranquillity that creates a time and space that allows both teachers and students to explore the world around them. The chaos of my previous school experience has dissipated, and with this new calm comes a clarity which expands into new possibilities, creative opportunities, and real-life learning experiences. Uniforms and teacher 'titles' give way to a more 'true-to-life' dynamic of mentorship and learning. Essentially, the tide gently moves both students and teachers through this educational world together, so, more often than not, one group knows what the other is doing."

## **High School Parent**

"Through our child we have enjoyed every trip, every camp out - even her complaints about teachers were cause for us to say, "yes, that's certainly the sign of a good teacher."

The surprise is that even with our high expectations the school has exceeded those expectations again and again. The quality of teaching has amazed us. We have told our family repeatedly, "You wouldn't believe the quality of teachers at the school."

## **SEA SURVEY 2018**

In 2018 Steiner Education Australia surveyed principals, teachers, board members, staff, parents, students and alumni from 54 Steiner schools throughout Australia. The intention of the project was to allow schools to better understand their stakeholders and to provide a basis to continue to build relationships with external government and education organisations. Results were received both on a national basis and for individual schools. Results from a brief selection of survey questions specifically in regard to Kindlehill School are listed below.

- 95.45% respondents Strongly Agreed or Agreed with the statement 'I am satisfied with my choice of Kindlehill School'.
- 90.91% respondents Strongly Agreed or Agreed with the statement 'My expectations as a parent were/are fulfilled'.
- 95.45% respondents Strongly Agreed or Agreed with the statement 'The school is committed to Steiner philosophy'.

- 86.37% respondents Strongly Agreed or Agreed with the statement 'The quality of the teachers is strong'.

## **12.1 Kindlehill Values Statement**

### *KINDLING A LIGHT*

Kindlehill is a social deed. Our purpose is to educate children and young people to be powerfully equipped in becoming individuals who contribute to creating a more compassionate and fair society for all.

### *GUIDING PRINCIPLES*

Our teaching is inspired by an understanding of the human being, ideally including all the stages of individual life development and human evolution, and informed by the pedagogical indications given by Rudolf Steiner, applied in a regional and contemporary setting.

We strive to bring a life imbued education to every child and young person in our care, and to acknowledge the gift that each individual brings as part of a diverse and respectful community.

Cultivating the imagination, a sense of beauty and the awakening of artistic feeling across the fields of human endeavour (including the arts), we support children and young people to become creative and resourceful for their lives and the lives of others. As the high school years unfold, added to this development of artistic imagination is the fostering of the young person's efforts towards making active thinking their own, and to developing powers of sound judgment by which they are able to authentically discern whether something is true or not.

Kindlehill seeks an alignment of values between home and school. Teachers, parents and students are a vibrant community which supports the flourishing of children and young people – and in doing so, contribute to what is good for all humanity.

We support a culture of growth in which all members of the community see themselves as active, developing and evolving human beings.

In celebrating together, listening to and respecting each other, and in cooperating and supporting each other, we model for our children and young people a society based on cooperation, respect and empowerment.

We support Indigenous Reconciliation and strive to uphold the imperative of justice and equity for indigenous people. We acknowledge the traditional owners whose cultures and customs have nurtured and continue to nurture this land.

We support children and young people in developing a relationship to nature that engenders freedom, nourishes well-being and cultivates respectful interconnectedness as they live their lives.

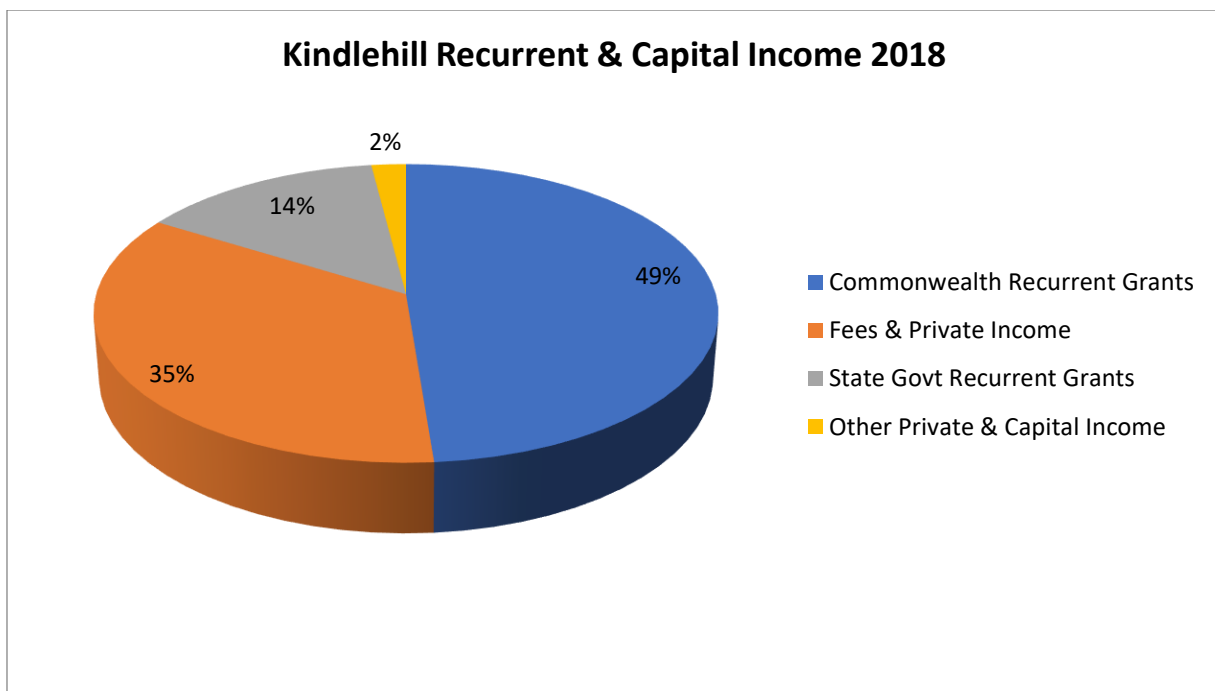
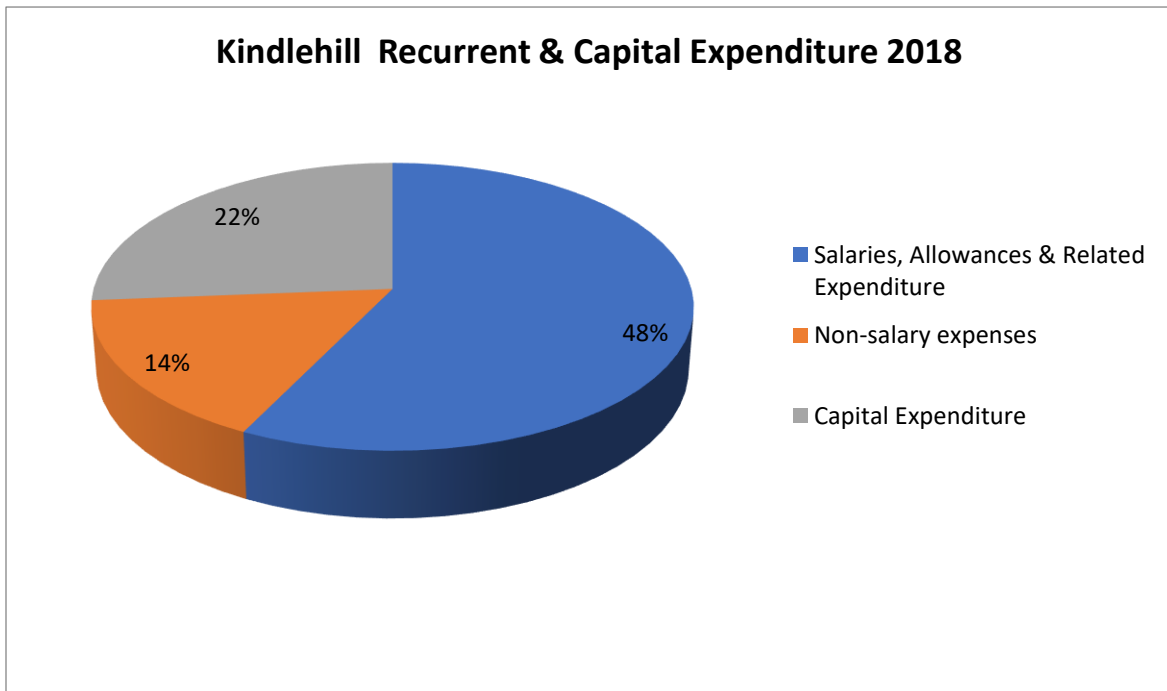
We acknowledge the inter-relationship between the personal, social, environmental and spiritual dimensions of life. We value the integration of

respectful, sustainable, celebratory and fair actions in every dimension of our lives, for the good of our planetary being – now and into the future.

### 13.0 Summary of Financial Information

The following graphs display the breakdown of income and expenditure for Kindlehill for 2018.

Additional financial information can be found at <http://www.myschool.edu.au/>.



## 14. Publication Requirements

The Australian Government requires that this annual report be publicly disclosed, online via the school's web site: [www.kindlehill.nsw.edu.au](http://www.kindlehill.nsw.edu.au).

This annual report is provided in electronic form to NESA by 30 June 2018.

The report is available in hard copy upon request via the school administration.

## Appendix A Staff Professional Learning - 2018

Weekly Teachers' Meetings- reading/discussion on Steiner's lectures on bees, discussion of teaching practices and child studies (teachers and assistants)

Weekly Studio Group for teachers and assistants – artistic work in Speech, Eurythmy and Singing

### TERM 1

- Ongoing study and discussion for implementation of The Royal Commission into Child Sexual Abuse – Recommendations for Schools
- English programming, online – High School teacher
- Spell It programme, Macquarie Uni 2 day intensive - Literacy Coordinator
- Count Me In, online course, 3 teachers in collaboration
- Child Protection Training – ECTARC – After School Care Supervisor and Coordinator (2 day course)
- Orff Music Certificate – Music Coordinator. 3 Day Training
- WHS 2 days training course at AIS - College representative to WHS Committee

### TERM 2

- PDHPE – briefing on new syllabus - 1 Day. P.D.E.H.E. Coordinator Primary School
- In-School Training for teachers and assistants in Spell It Programme – 1/2 day
- Training in Leadership – Immunity to Change. College and Administration (8 leadership staff)
- Growth Mindset workshop, 1/2 day – High School Coordinator

### TERM 3

- Orff Music Certificate – Conducting. Primary Music Coordinator, 3 days
- Eurythmy Conference – 3 days - Eurythmist
- Children with Special Needs – the big picture, how these children inform us about what is needed of educators in these times. In-school Professional Development. Teaching staff.
- Mental Toughness and Teens. Full day. High School Coordinator
- Sensational Kids – A sensory processing disorder 2 hour seminar. 4 teaching staff



- Curative Education – A Steiner perspective. 3 day course focused on Autism – 3 teaching staff
- Lorien Novalis – Sydney Regional Teachers 1 day Seminar – 5 teaching staff
- Reconciliation Conference AIS, 1 day - Kindergarten Teacher

#### **TERM 4**

- MacQlit – 2 day training. Literacy Coordinator
- Anti-Social and Violent Behaviour Training, 1 day – High School teacher

#### **DIRECTORS' TRAINING**

Governance Training for Directors (12 hours over 3 years)

## **Appendix B Kindlehill Policy Documents**

Kindlehill conducts a detailed review of policies in each school year.

The full text of the Enrolment Policy is provided below. Updates are made to policies as required, under the direction of the Principal. Policies are available from the school administration for both parent and staff use.

### **B.1 Enrolment Policy**

Kindlehill is a co-educational K-10 school providing an education underpinned by Rudolf Steiner philosophy and pedagogy. It operates within the policies of the NSW Board of Studies.

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 attending the school and other criteria determined by the school from time to time.

Once enrolled, students are expected to act consistently with the school's ethos and comply with the school rules to maintain the enrolment. Parents also are expected to be supportive of the ethos of the school.

#### **Procedures**

1. Applications will be processed according to the school's enrolment policy.
2. The school will consider each applicant's supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
3. The school will consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons within a pre-enrolment process.
4. The school will identify any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
5. The school will inform the applicant of the outcome.

Subject to availability, offers of a place will be made according to whether there are siblings of the student already at the school, the order of application, and the suitability of the applicants.

Continuing enrolment is subject to the student's adherence to school rules (see enrolment contract, pastoral care policies and behaviour management policies) and payment of all school fees.

### **Students with Disabilities**

The *Disability Standards for Education 2005 (Standards)* apply to a school's dealings with all **students** with disabilities (i.e. those enrolled at the school even if they have not yet commenced) and also **prospective students** with disabilities (i.e. those for whom an approach has been made regarding admission). These guidelines provide a structure to help schools comply with the *Standards* in the context of the enrolment process for students with a disability as defined under the Disability Discrimination Act (DDA).

When considering any application for enrolment, a determination will be made regarding the school's capacity to address the student's individual needs. This can be achieved by working through the individual planning process to identify the reasonable adjustments that would be required to facilitate the student's access to and participation in the educational opportunities provided by the school.

### **Exclusion from the school**

- a) If the principal, or any person deputing for the principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.
- b) If the school council or the principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the Principal may require the parent to remove the child from the school.
- c) The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.