



Kindlehill School



Annual Education and
Financial Report 2019

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.

- Lynn Daniel



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A photograph of a young child lying in a thick bed of dry, brown autumn leaves. The child is wearing a purple knit hat with large owl eyes and a white stripe. Only the child's face and hat are visible above the sea of leaves.

REPORT FROM THE COLLEGE OF TEACHERS

Introducing Kindlehill School – Ethos and Vision

Essentially, 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 that 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 that 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 that value 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.

2019 - A School Community Connecting to Place

In teaching and learning, and in the school community as a whole, Connecting to Place served as a central and cohesive focus for our Kindiehill Year. Essentially this meant ever deepening and developing respectful relationships with nature, drawing on the natural word to educate ourselves about the inter-relationship of life, and embedding these elements into our classroom learning, our excursions and camps, and our community events and activities.

Alongside of this, we continued an initiative begun in 2018, to take into the heart of our community, the Uluru Statement from the Heart. The Uluru Statement is essentially an offer to all Australians to participate in a shared identity as Australians that acknowledges first nation's people's sovereignty –their ancestral tie to the land that was never ceded. It also addresses truth telling about the history and legacy of colonisation in this country as part of a Makarratta, a process of coming together after a struggle. In the teaching

and learning, this commitment informed our history and geography lessons, our camps and excursions as well as the arts. The whole school Cultural Camp at Yellomundee enabled us to explore and experience local Dharug culture. Toward the end of the year, High School students presented to local Member, Susan Templeman, a signed petition in support of the Youth Imagination that was developed at the Garma Festival.



EARLY CHILDHOOD

Playgroup

Susan Brophy continues to wisely and warmly lead two playgroups. Amidst the beautiful songs, stories and activities; Susan encourages families to live "slow", celebratory and meaningful lives, to ensure the children have all the warmth and wonder they need at this significant time of their lives.

Kindergarten

The Kindy garden is warm, kind and filled with an abundance of friendliness and exploration. Play is work to the young child; exploring, inventing and experimenting are the foundations for lifelong

learning. The children performed a beautiful mid-winter play with songs, verses and dances to celebrate the gift of the sun's light and warmth in our lives. Important conversations were offered for parents around nurturing the senses and the relationship to the natural world and being mindful of the impact of devices on the growing child. Minimising waste (food and packaging), caring for chickens and gardens, baking, gardening and bushwalks, were all initiatives that support sustainability as a healthy and normal way of living. This year, digital outcomes in the Science Curriculum, were addressed in the production of a kindy cookbook that contained the children's favourite recipes, all tested and tasted as part of the experience.



PRIMARY SCHOOL



CLASS 1 settled into their learning journey through Primary School with enthusiasm. Stories carried the content of each day's lesson whether it was numbers or learning about the lake environment. These stories also carry a truthfulness about the world, how to live a wholesome life, and how to live with kindness and respect. The Class 1 play, *Bella Belinda* and the *Lost Words*, enabled parents to experience the achievements of the children over the year in literacy, the arts and socially.

In **CLASS 2/3**, the children explored the interconnectedness and interdependence of all living things. The deep harmony that exists in the natural world supporting them to be resourceful and resilient as they gradually grow in independence. The farming lesson incorporating the "Dark Emu" wisdom of indigenous Australians was a favourite for the children with its many practical elements. This lesson then became the basis for a very creative and meaningful class performance in term 4.

CLASS 4/5 launched into a study of the ancient cultures of Egypt and Greece where beauty, grace and truth underscored their year. This was a year to become learned, skilful and generous. Highlights included the Waterways Festival, a beautiful and heart-warming class play of Demeter and Persephone, a festive Greek Olympics and the end of year trip to Wangat Lodge adjoining the Barrington Tops.

For **CLASS 6/7**, this was the end of their primary school cycle and a transition year into High School. They met the High School teachers for specialist subjects, enjoyed chemistry in the new Science laboratory, went on an amazing Wiradjuri Cultural Camp, and wrote and performed a play for the younger children. The Big Project Presentation evening, which showcased the individualized projects carried throughout the year, was an exceptional demonstration of the talents and enthusiasm for learning of these young people.



Across the whole primary school, the teachers collaborated to upskill and develop contemporary, meaningful and engaging mathematics programmes. It is common in the school for students to declare they love maths! One particular element was a focus on Open Ended questions that allow students to work on the same question but in individual and resourceful ways. This way students feel part of the same Mathematical community while working according to differentiated abilities.

Music was central to the cultural life of the school throughout the year, in school and local community events. All students from Class 3 are involved in the instrumental music programme. We have various ensembles and for the first time, a whole school orchestra which performed at the Inter-School Music Festival.

HIGH SCHOOL

This was a full and exciting year with many highlights. The subject teachers worked hard to bring learning that was meaningful, relevant and engaging to the students. They also set high expectations and provide feedback to students that supports them to take responsibility for developing their capacities as lifelong learners.

The High School students worked collaboratively on projects that were productive for themselves and the wider community. They started the year hosting a We Welcome Refugees Dance as a fundraiser for the local Refugee Support Group. Later in the year, they devised, wrote and staged a Musical called Bestest World, that articulated their understanding and a call for action on Climate Change. They also produced a high-quality zine which explores young peoples' experience of Social Media - the good, the bad and the ugly. To finish the year, they visited an island of the Great Barrier Reef, to experience the beauty and significance of this place, and the impacts of climate change. Needless to say, many of the students were also involved in student-led rallies on Climate Action. The High School students at Kindlehill are supported to pursue their own interests and talents, and to be articulate, compassionate and resourceful individuals who will contribute to a fairer world for all.

The High School also welcomed new Science teacher, Curt Stocksiek and new PDHPE teacher, Lindsey Pacchini to our staff. Both have quickly developed positive and supportive relationships with the students and delivered engaging and quality lessons. Curt has this year, brought his experience to the set up our new Science Laboratory. With the assistance of Sporting Schools' Grants, Lindsey has taught in both Primary and High School, delivering fun and specialized P.E. lessons.

In 2020, High School will expand into the new Arts and Technology Centre, incorporating an artisan workshop which, together with the new Science Laboratory, will resource us in style for the excellent programmes we offer.

Seasonal Festivals

Each year the changing seasons are celebrated and families are invited to participate. Connecting to the seasonal changes evident in our local environment is key to this and we conduct these in ways mindful of the cycles identified by Aboriginal peoples. We celebrated the Autumn equinox with a River Ceremony, mindful of the stressed rivers in NSW. We sang up the rivers appreciating their vital role in our lives and class 5/6 conducted a



fundraiser to support a school in Wilcannia to access bottled water. Autumn is also a time for Biodynamic compost making as well as the Autumn Fair with its focus this year on nature-based crafts. A welcome to country was given by local elder, Aunty Carol.

Winter's Night, held at the solstice, was a beautiful ceremony of singing, lanterns and a smoking ceremony and sacred chant, connecting the heart of winter, the heart of the Kindlehill community to the Uluru Statement from the Heart. The Spring Celebration was part of our Open Day, with the theme of Kindling a Deeper Social Feeling. Spring is also the time when class plays and musical and dance performances are shared with the whole school community.

It could be said that our times are characterised by uncertainty, anxiety and disconnection. The challenge and the opportunity in our times are to find within ourselves and our communities, the capacity to imbue our lives with meaning and

celebration. The seasonal festivals bring us into connection with the greater rhythms of the cosmos, with nature, and with an inner awakening in our individual selves, in a supportive community.

It is my great privilege to be the Principal of this thriving and inspirational school. In these times, with the challenges our children and future generations face, we are committed to an education that equips them to be resourceful and hopeful, supported by a conscious and caring community.

Lynn Daniel
Principal

REPORT FROM THE BOARD OF DIRECTORS

As I write this, we are in the early phase of social distancing due to the COVID-19 pandemic. In 2019, as a Board we oversaw two significant developments that on the one hand are now greatly challenged by this situation and yet are more important than ever.

Firstly, we implemented a new constitution, with a Membership Group whose purpose is to provide some accountability for the Board of Directors and to connect our school into the wider community. These members are drawn from and represent the interconnected communities in the Blue Mountains that we are part of.

The second major development was the building of a new Arts and Technology Centre and additionally, Science Laboratory and break-out classrooms. These facilities serve the whole school and further resource the High School. Our intention is to see the creative and practical arts flourish in our school; to deepen and extend our capacity to provide an education that nourishes the heart and soul of individuals and the community now and into the future.

Currently, these buildings await the bustle and life of student activity, our school students are in isolation although they remain connected. And how does one conduct a rich and engaging AGM that brings together a diverse group for purposes both accountable and supportive, under the rules of social distancing? Of course, we will find a way to do so.



The challenge for the Board in 2020 is to be the clear heads, the warm hearts and the steady keel as it supports the College and leadership team to productively navigate a way through this time. On behalf of the Board of Directors, I take this opportunity to acknowledge the teaching and administration staff, and the parent body, for their cooperation and commitment during this crisis. It has been said that empathy, solidarity and coordination have proven in the past to be most rational responses to managing a pandemic. The social challenge of this time is to hone what is truly of value to us community by community.

Lynn Daniel
Chair

School Determined Improvement Targets

Each year the College of Teachers identifies areas for growth and improvement. Target goals are set, resources allocated and progress is recorded quarterly. This process is overseen by the Principal and is reported to the Board of Directors.

1. **LITERACY:** Embedding Spell it Programme in Primary School and introduction of Maqlit.
2. **MATHS TEACHING:** Improvement of the cohesiveness of maths teaching in Primary School and collaborations toward improvement of effective teaching and assessment.
3. **MUSIC:** Continue to grow the instrument programme in Primary School and the ensemble collaborations.
4. **DIGITAL TECHNOLOGY:** Develop a school Digital Statement that demonstrates how the school embeds digital outcomes within the Steiner framework and work with parents to educate ourselves as a community about digital technology and its impacts on our lives.
5. **HIGH SCHOOL:** Expand the resources in High School for Science and PDHPE.
6. **STEINER PEDAGOGY:** Enhance teaching staff understanding and implementing of Steiner pedagogy.
7. **SUSTAINABILITY:** Prepare an overarching strategy for improving sustainability across all areas of the school.
8. **COMMUNITY ENGAGEMENT:** Engage parents with the Connecting to Place focus for the year and in particular the supporting of the Uluru Statement from the Heart
9. **COMMUNICATIONS:** Build capacity in the staff for better communication. Training in Managing Difficult Conversations.
10. **LEADERSHIP:** Succession planning for sustainability of leadership across teaching, administration and governance sectors.

Initiatives Promoting Respect and Responsibility

Supporting the Uluru Statement from the Heart

In 2019, we continued to connect the heart of Kindlehill School to the Uluru Statement from the Heart. This focus was shared at major school events such as the Autumn Fair, Winter's Night and the Spring Open Day. Talks and presentations were given by local Aboriginal community members who generously shared their stories and perspectives around the Makarrata. Each Monday, the Yuingal library and coffee shop offered parents the opportunity to borrow books and DVD's with indigenous perspectives.

Yellomundee Cultural Camp



The Yellomundee Cultural Camp was led by Dharug Uncle Lex Dadd and fellow artists, Corinne and Uncle Kyle. It began with a signing into country and a visit to a cultural site, followed by campfire yarns, dances and craft. This culminated in a performance of dances.

Youth Imagination Statement



The High School students presented a petition to local Member, Susan Templeman, in support of the Youth Imagination Statement which is complementary to the Statement from the Heart.

Social Justice and Global Citizenship



Support for refugees

In 2019, the focus was on supporting asylum seekers and refugees. The High School students organised a fundraising event for the local refugee support group. This featured guest refugee speakers and local bands. Three High School students were on the local Youth Council involved in projects to minimise waste.

The Primary School supported the Shoebox for Refugees project.



Cultural exchange

The school and its families hosted a visit from students of Japan which complements our Japanese language programme and provides rich cultural exchange.

Digital Technology

Another focus for this year was on the role of digital technology in our lives. Digital technology has captured our attention, influenced our thinking and shaped our lives in so many ways. As a community, we conducted conversations about how we keep something back that grows and deepens our humanity in the midst of the technology tsunami? The year began with a presentation for parents by Stuart Rushton, who is consultant to Steiner Education Australia, on Digital Technology in schools. In Term 3 parent teacher evenings included conversations about how school and families can support each other in

managing the risks associated with devices. In Term 4, a presentation on 20/20 vision, addressing digital surveillance and exploring Open Source options, was held.

The Primary School teachers participated in professional development and discussion about how to address digital outcomes non-digitally in the primary school. In High School, digital technology is used resourcefully and creatively.

A Digital Statement was devised, explaining how Kindlehill embeds technology in the K-10 curriculum. This is accessible on the school website.

Digital Technology Statement

In celebrating 100 years of Steiner Education, the resounding voice of the world-wide movement has embraced **Learn to Change the World** as its 21st century direction.

At Kindlehill School, in the digital sphere, we educate students to advocate, create, collaborate and communicate for a fairer and more sustainable world. Their world is an interconnected world both digital and ecologically. We carefully prepare our students for engagement and flourish in both.

"Joy in living, a love for all existence, a power and energy for work – these are among the lifelong results of the proper cultivation of a feeling for beauty and art." Rudolf Steiner

In the Kindergarten, the children live in the ever-changing sounds of the seasons – from the crunch of fallen leaves in Autumn to the songs of birds nesting in Spring. In the early Primary School, breath gives articulation to sound through well-formed speech and first tunes on the sweet flute. In the middle Primary School, children learn

musical notation as representation of sounds and rhythms. They also share their joy of singing and music making at school and wider community events. In later Primary School, the children refine their musical capacity via ensemble work, and they also explore the physics of sound and the physiology of the human ear. By the end of Primary School, each student has created, collaborated and communicated with intelligence and sensitivity in her or his whole being.

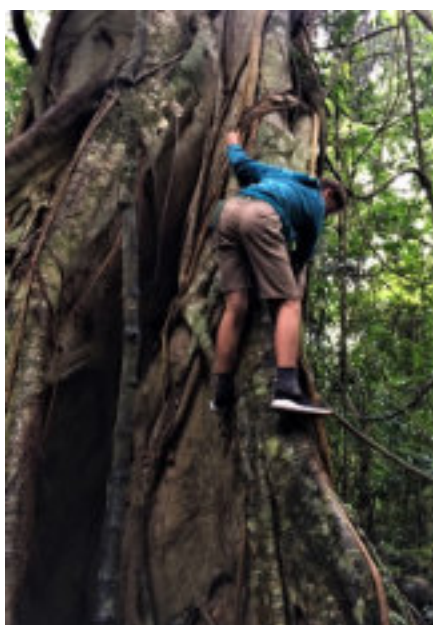
Moving into the High School years of 7 – 10, students take their love of music and rich imaginations into the exciting digital world. With the awakening forces of thinking, they are ready to bring critical thinking and an ethical worldview into the digital sphere. Through desktop publishing, film making, and digital composition and production in music, each student expresses and celebrates her/his unique voice, as well as connecting and collaborating with others. They find courage and strength to advocate for change and to live the change they want. From here they are equipped to live meaningful and resilient lives, embedded in digital and ecological interconnectedness.

Outdoor Education

Resilience, challenge and connecting to nature are the foundations of Kindlehill's Outdoor Education Programme for all classes from Kindy to Year 10.

Class Year 1	Local bushwalks, overnight camp in classroom, Term 4 camp to Patonga
Class Years 2/3	Local walks, High Ropes, Camp to Patonga, Beach day
Class Years 4/5	Bushwalking, High Ropes, Wangat Camp, Beach day
Class Years 6/7	Bushwalking, Cultural Camp on Wiradjuri land, Beach camp at Greenpatch
Class Years 8/9	Wangat Adventure Camp, Great Barrier Reef – North West Island
Class Year 10	Wangat Adventure Camp, Great Barrier Reef – North West Island
Whole school	Dharug Cultural Camp, Yellomundee

“Each day we would start the morning with a snorkel through the largest living structure in the world. I have found something purely beautiful in this world just as it is being destroyed.”



Sustainability Initiatives

Barefoot Pledge

In the spirit of Connecting to Place, quite a number of families started the year with The Barefoot Pledge, an invitation to attune to nature and seek respectful connections to place by sharing favourite bushwalks.

The Science of Sustainability



As part of Science Week, we held our annual Science Day where scientists from our school and wider community were invited to run mini-workshops for students from class 1 through to High School on topics of sustainability. Workshops included climate science, healthy soils, waste minimization, indigenous seasons, the design to fail behind everyday appliances, the carbon footprint calculator and permaculture design. Presenters were experts in their fields. It was a diverse range of offerings from local experts who were delighted to share their skills with the students.

Waterways Festival



Class Years 4/5 participated in an inter-school programme run by the City Council to connect kids to waterways. This culminated in a community Waterways Festival at Wentworth Falls Lake with workshops, presentations, displays of student work and performances including a dance choreographed by Wiradjuri dance teacher, Jo Clancy.

Flourish Gardens Programme



This year, the focus was on every primary student having the opportunity to grow food. The programme is delivered by a specialist gardener and supported by the class teachers. Kindy re-designed and re-enlivened its

vege patch this year with the assistance of a Year 10 student.

Edible Gardens

Kindlehill opened its gardens as part of a wider community Edible Gardens Trail. We stirred biodynamic preparations and invited visitors to spread these soil enhancers around our fruit and vegetable gardens.

Student Actions For Sustainability



Water for Wilcannia fundraiser by Class 4/5.

High School Students supported School Strike for Climate Action

High School production of Musical, Bestest World with contemporary message for action on Climate Change.

Creative and Performing Arts

Primary School



Every student in the Primary School is involved in performance at school and wider community events. Plays, singing and musical performances are received enthusiastically by audiences.

Highlights this year included the showcasing of the Instrument Programme in an Inter-school Music Festival, the class plays, and the dance performances.

Handcrafts are an integral part of the curriculum. This year, knitting in class 1, weaving baskets and string making in class 2/3, carving wooden bowls in class 5/6, silver jewelry design and making in class 6/7.

Big Projects



Years 6/7 is a transition to high school and an important aspect of this is the Big Project.

Individuals work on a big project of their choice alongside a mentor and these are presented late in the year. This year, projects included, animation, building of a cabin, building a guitar, recycled fashion, photography, gardening, musical composition and performance, astronomy and the building of a canoe. Initiative, perseverance, creativity and resourceful are developed through this process.

High School



The High School at Kindlehill has a strong and vibrant Creative and Performing Arts programme. In 2019, year 10 students recorded and performed self-composed music. The Year 8/9 students devised, composed and performed an exciting and topical musical with a message about climate change.

“Like other performances, *Bestest World* brought us all together but this time so much stronger. We had more support, pride and courage as we had written the play and songs out of our hearts”

Lucy year 9

An exhibition of High School art was held and a selection of self-portraits was exhibited in the Blue Mountains Cultural Centre in February 2020.

In addition, podcasts and short films were created on topics of interest. Many of the films were exhibited in the local Blue Shorts Film Festival.



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 around children and young people, growing both vision and capacity for the future of our world locally and globally.

Students

"At Kindlehill, everyone has something to add to the table; that ridiculously annoying kid, the smart ones, the crazy, the talkative one, the shy one. The teachers are all kind and supportive, but they are also all different. We get to experience the different personalities and perspectives of them as we go to their classes." Year 10 student

"I will miss the calm and the freedom. The place looks and feels so natural; it's creative in the way it is built and how it functions. It's like a big hug!" Year 10 student

Teachers

"Sometimes I hear parents express concern that a Steiner School is a small, protected pond from where the students will get a rude shock once they transfer to a larger school and eventually outer society. We educators know that the "safe pond" contributes to the resilience of students and they are much more aware and courageous to act for the good socially and globally, because of their rich experiences at Kindlehill." Sayoko

Parents

A Survey was conducted in 2018-19 and provided insight into the perspectives of parents across a range of significant areas. Overall it demonstrated alignment for parents with the ethos and vision of Kindlehill and its educational practices. Parents value the developmental and creative teaching and learning, the aesthetics of the school environment, and the orientation toward sustainability, social justice and community. The Principal provided substantial feedback to the parents from the survey and an Action Plan was developed to address areas for improvement.

"Since joining the high school at Kindlehill, my son has been more helpful around the house, inventive, likes a broader range of activities and most importantly he is open, warm and happy."

"I have been over-awed by the way my grandchildren have blossomed into such wonderful, thinking human beings at Kindlehill."

Report from the Business Manager

2019 saw a major expansion of the School's physical assets, with the construction of a new Arts and Technology Centre, and the renovation of the former workshop into a new Science Laboratory.

An extension of the High School, the Arts and Technology Centre features an Art Studio, Artisan Workshop and 2 classrooms. Construction was completed in early 2020 and use of the centre will begin during Term 2 of 2020. \$500,000 of the total cost of \$1.4 million was provided by the Australian Government through the Block Grant Authority.

Matching this expansion, enrolments steadily grew from 111 at the end of 2018 to 122 at the end of 2019.

Financially, the School finished the year with a record net profit of \$323,697 (compared with the net profit of \$267,403 for 2018). This profit was used to fund the School's share of the cost of the new Arts and Technology Centre.

The end of 2019 was, sadly, marked by extreme heat and bushfire danger. The School prepared for this with a Bushfire Evacuation Plan, to complement our normal Fire Evacuation Plan.

It is with regret that, at the end of 2019, the School said goodbye to Simone Glassford, after 7 years of service. I joined the School in early 2020.

Hugh Hallard
Business Manager

Contextual Information about the School

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

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>

Publication Requirements

The Australian Government requires that this annual report be publicly disclosed, online via the schools website: www.kindlehill.com.au. It is provided to NESA in electronic form and is also available in hard copy from the school administration upon request.

Teacher Professional Learning, Accreditation and Qualifications

Professional Learning

Teaching staff attended weekly meetings to read and discuss Steiner's lectures, teaching practices and to conduct child studies. Teachers and Assistants also attended weekly Studio Group sessions focusing on artistic work in Speech, Eurythmy and Singing. The Board participated in Governance Training courses conducted by the AIS Leadership Centre. In addition, the following professional learning activities were undertaken by staff throughout 2019:

Professional Learning Activity	Number of Staff Participating
Delivery of Mini Lit - Assistants	4
Teaching Digital Outcomes non-digitally (AIS)	8
Mathematical Association Seminar	2
Parsifal Courses – Steiner House	1
GLAM Conference – Directors, Leaders and College	8
Anthroposophical Medical Training in Germany	1
Assessment Practices in the Steiner Context - SEA	2
Eurythmy Training Intensive	1
MDC Communications – Module 3 and 4: Managing Difficult Conversations	8
Mental Health Kit training	1
Orff Music Teacher Training and Conducting Course	2
PDHPE induction to NSW new primary syllabus	7
Rock and Water – Lighthouse Education	1
CPR Annual Refresher course	16
Child Protection	3

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	
Provisional	2
Proficient Teacher	11
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total number of teachers	13

Teacher Qualifications

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	13
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 qualifications	1

Workforce Composition

Workforce composition can be found at <http://www.myschool.edu.au/>. Kindlehill had no Aboriginal or Torres Strait Islander staff in 2019.

Student Attendance

The following table displays the average attendance rates for each Class level during 2019, as reported in the Australian Government student attendance collection process.

For whole school student attendance rates please refer to the school's data on the My School website: <http://www.myschool.edu.au>

Class/Year	% Days attended in 2019
Class 1	87.68
Class 2	95.76
Class 3	93.08
Class 4	94.66
Class 5	88.66
Class 6	95.22
Class 7	90.33
Class 8	91.9
Class 9	91.99
Class 10	89.81

Management of non-attendance

The School monitors the daily attendance and absence of students in the School by maintaining a daily register for each class of students. Student absences from classes or from the School are identified and recorded in a consistent manner by the staff member responsible for the roll class using the code approved by the Minister for Education. Unexplained absences from classes of the School are followed up in an appropriate manner with the student and/or their parent or guardian. The School notifies parents and/or guardians in an appropriate manner where a student has a poor record of School or class attendance. Where unsatisfactory class or School attendance is identified, the attendance issue and any action taken are recorded, as appropriate, on the student file.

Kindlehill's Student Attendance Policy can be found on the school's website in its entirety.

Post-school Destinations

As a school for students in years K-10, this reporting indicator is not strictly relevant to Kindlehill. 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, or to participate in TAFE courses or apprenticeships.

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 and 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, that supports the flourishing of children and young people – and in doing so, contributes 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 strive to uphold the imperative of justice and equity for Aboriginal 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 to 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.

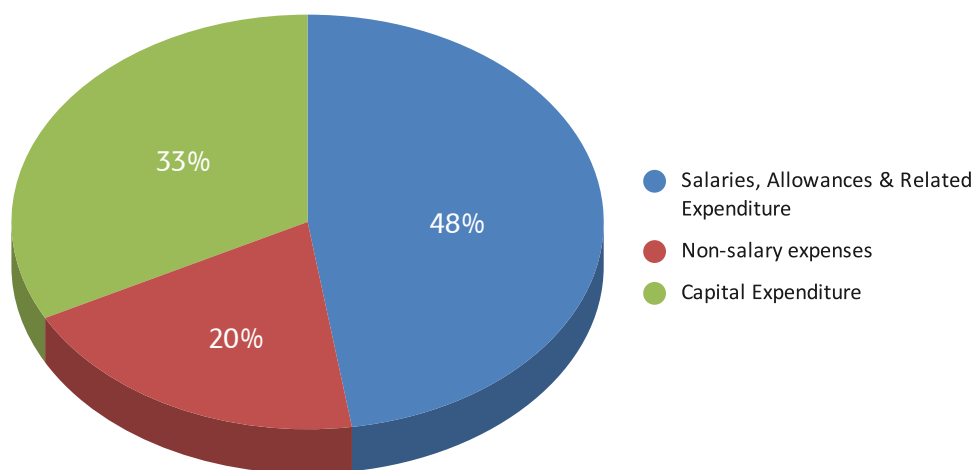
Kindlehill School is situated on Dharug and Gundungurra land. We pay our respects to the traditional custodians of this land, to the Dharug and Gundungurra peoples, whose cultures and customs have nurtured and continue to nurture this land. We pay our respects to elders past and present. We recognise 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.

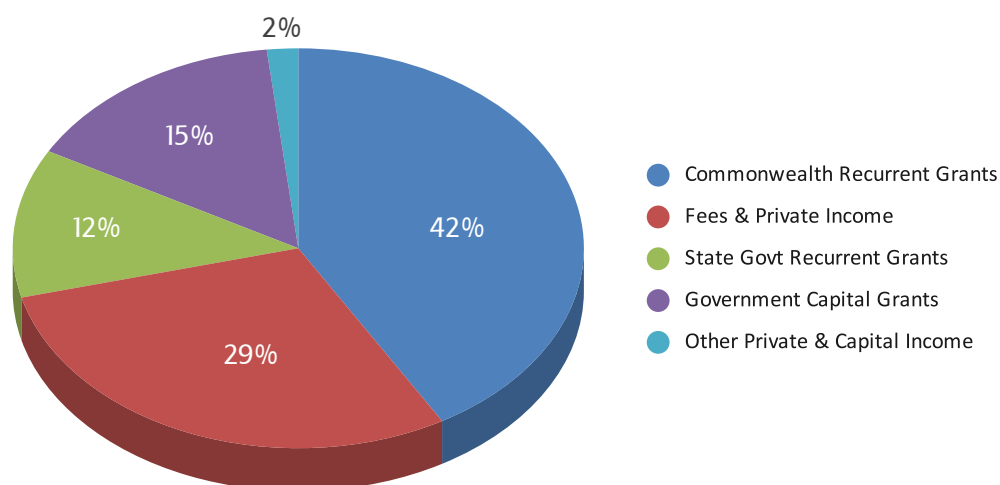
SUMMARY OF FINANCIAL INFORMATION

The following graphs display the breakdown of income and expenditure for Kindlehill for 2019. Additional financial information can be found at <http://www.myschool.edu.au/>

Kindlehill Recurrent & Capital Expenditure 2019



Kindlehill Recurrent & Capital Income 2019



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 NESAs.

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

Applications will be processed according to the school's enrolment policy.

The school will consider each applicant's supporting statement / interview responses regarding their ability and willingness to support the school's ethos.

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.

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.

The school will inform the applicant of the outcome.

New families will make a contribution towards their first term fees (Enrolment Fee) at the time of submitting their enrolment form, as per the Fee Policy.

Continuing enrolment is subject to the student's adherence to school rules (see Enrolment Agreement, Pastoral Care Policies and Behaviour Management Policies) and payment of all school fees.

In the event of a student exiting the school, Kindlehill is required to know the destination school of the student. If the student is to attend Home Education, we will require a copy of the Home Educator's Certificate of Registration.

A full term's notice of exit from the school is required, or full fees are charged in lieu of notice. Please refer to the Fee Policy for more information.

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

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.

If the school Board of Directors 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 Board, the College or the Principal may require the parent to remove the child from the school.

The school will only exercise its powers under this clause to exclude a student permanently if it has provided the student and the parents or guardians of the student with details of the conduct which may result in a decision to exclude the student and provided them with a reasonable opportunity to respond.

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

For more information, please refer to the Kindlehill Fee, Student Attendance, Bullying and Grievance Policies, as well as the Communication Protocol. These documents can be found on the Kindlehill website.

Other School Policies

Summary of Policy	Changes in 2019	Access to full text
<p>Student welfare – A Safe and Supportive School</p> <p>The School wishes to promote a learning environment which is supportive of students. The foundation of this is that students and teachers should respect each other and not engage in conduct which undermines their mutual trust and support. This Policy covers security, supervision, conduct, behaviour management, incident reporting, complaints and grievances, pastoral care and communication.</p>	<p>The Policy was reviewed and updated to reflect related policies and procedures.</p>	<p>The policy can be requested from the school administration.</p>
<p>Anti-bullying</p> <p>This policy sets out the requirements for preventing and responding to student bullying in Kindlehill School, including strategies to ensure that the school implements an effective environment that is specifically anti-bullying and that fosters a climate of cooperation and kindness, and values of respect, tolerance and responsibility throughout the school.</p>	<p>The Policy was reviewed and updated to reflect related policies and procedures.</p>	<p>The policy can be requested from the school administration.</p>
<p>Discipline</p> <p>The school prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school.</p> <p>The school implements its Policies and Procedures in the framework of procedural fairness. Where the allegation, if proved, may result in suspension or expulsion, the student and parents will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students will be informed of the nature of the allegation and given an opportunity to respond to the allegations.</p>	<p>The policy was reviewed in 2019, no changes were made.</p>	<p>The policy can be requested from the school administration.</p>
<p>Complaints and grievances resolution</p> <p>This procedure is used for serious complaints and grievances, after the school's Communication Protocol has been used. It outlines the steps to take in order for parents and/or carers to raise a concern or complaint. It also outlines the steps the school will take on receipt of a complaint, particularly how it will be managed in terms of procedural fairness.</p>	<p>The policy was reviewed in 2019, with additional avenues of communication given for parents to ensure there is no perceived conflict of interest.</p>	<p>The policy can be requested from the school administration and is also available on the school website.</p>

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Kindlehill is a K-10 school with a philosophy in Rudolf Steiner Education

www.kindlehill.nsw.edu.au

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