

# Annual Education and Financial Report 2020



Kindlehill School

**Kindlehill is an independent K – 10 school offering a creative and contemporary education based on the philosophy of Rudolf Steiner. Interwoven throughout the curriculum are respect, relationship and relevance. These are indicators of a healthy education in a time when deep values and inquiring minds support children and young people to live meaningful and socially responsive lives.**



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# Report from the College of Teachers



Kindlehill At Home student learning packs

**2020 stands out as a year of resilience!** A year when as a School we had to draw on reserves of inner strength, stability, and clarity; and steer our way through the pandemic crisis with creativity, compassion and positivity. Philosophically, as a Steiner School, we strive to stand firmly in the present, take seriously what is happening in our times, and meet the challenges with enthusiasm and out of a wider perspective of renewal for our world. We also see the gift for our children and young people, as they experience their community responsive and resilient in meeting the challenges that come our way.

I would like to acknowledge my colleagues who already consciously cultivate and draw on inner strength and resourcefulness for their work, and in a pandemic year

they were required to dig deeper still. Having rested over the Summer break, it occurs to me that while the challenges of 2020 were heightened, it also provided ground for growth. Education doesn't stop with the students as the teachers are also in a process of self-education. While there is no doubt of many significant challenges ahead, 2020 will have enriched the soil of resourcefulness and resilience for our future growth.

Lynn Daniel  
Principal

## Necessary Traditions

Steiner education has always had a focus on craft-making. This isn't craft for its own sake, or tradition for its own sake, but purposeful and skilful resourcefulness with the well-being of the earth at the centre. It's the opposite of wastefulness. It's a focus on make and mend, using the materials and resources that we have around us; creating beautiful and functional objects that connect us with the land and the environment.

Necessary Traditions was the central and unifying theme for Kindleshill School in 2020. Inspired by the festival of the same name in Christchurch (NZ), the concept of Necessary Traditions celebrates resourcefulness through the re-invigoration of craft traditions that are also vital to the sustainability of our planet.



Class 3-4 dyed fibres from plant and kitchen sources; yarn for vests and raffia for basket making.



High School students learnt the art of Golden Repair or Kintsugi, mending broken ceramics to transform them into beautiful and useful objects.



Class 5-6 re-purposed wood to make nesting boxes for birds, responding to a need identified after the fire season.

## Arts and Technology Centre

This year, the High School expanded into the new Arts and Technology Centre. The Centre includes an Art Studio, an Artisan Workshop, Science Laboratory and break out tutorial spaces. The design complements the existing School, forming the outer part of an unfolding spiral that connects adolescents to the wider community. The choice of building materials is contemporary and a deliberate contrast to the organic strawbale and cob of the younger part of the School.

An art exhibition, 'Connections', was planned as an official opening of the Centre but was postponed due to COVID-19 restrictions. High School students' art created and exhibited in the new Studio space was shared with the community as a virtual exhibition.

The Artisan Workshop has been well used this year from Class 3-4 through to Class 9-10 working with mentor Roy, whose expertise is in traditional woodcraft using repurposed wood and fallen branches.

The Arts and Technology Centre spaces are eloquent and resonant. They call for collaborative learning that encourages an appreciation of beauty, made with love crafting, and an intelligent and wise understanding of the world around us.



## Learning at Home

### **Rich, supportive and sustainable**

This was our mandate for the Kindlehill at Home program. Kindy and Primary teachers provided creative and engaging lessons. Daily stories, verses and songs were sent home as audio files and weekly packs were collected by parents with the resources and activities for at home learning.

High School conducted their learning using the newly installed Teams platform. Teachers endeavoured to make their learning at home engaging, practical and

relevant. The students were also supported to stay socially connected during this time of isolation.

This was a time to feel ourselves in a new way as a community; socially distanced and isolated yet supportive of each other, together holding the space for growth, for kindling those qualities we value so highly of kindness, generosity, resourcefulness and resilience.



Imaginative play transforms into creative and resourceful thinking.



A relationship to the world around them is central to the learning in Primary School. The enlivening arts of storytelling, music and drawing are integrated into daily exercises.



Like never before, young people need skills to inquire, to discern what is true, to make sense of their complex world.

## Sustainability Initiatives

Necessary Traditions framed our sustainability initiatives in 2020. A greater awareness of the resources around us, how we use them and minimising and repurposing waste, are critical to a planet under stress. The students are growing up knowing this and it is important we guide them to a worldview that seeks caring and responsive relationships as central to how we humans interact with environments. Sustainability in practise brings well-being for individuals, communities and the environment.

### **Blue Mountains Edible Gardens Trail**

Kindlehill has productive vegetable, fruit and herb gardens throughout the school. We welcomed visitors to tour the gardens and to participate in stirring and spreading biodynamic soil enhancers around our gardens.

### **Flourish Gardening Program**

All children in Primary School participate in a weekly gardening day. Garden to kitchen to tasting is also a feature of the garden program. This year's focus was extending the kitchen garden and planting more natives to attract pollinators.

### **Bee and Insect Hotels**

Class 3 – 4 made insect hotels that have been placed around the garden to provide safety and shelter for those all-important pollinators.

### **Honey Harvest**

Class 5 – 6 harvested the honey from our school hives and this is shared across classes as well as gifted to visitors.

### **High School Patch**

The High School learnt of the importance of food sovereignty for peoples around the world, created their own vegetable patch and participated in a series of workshops including seed saving, edible weeds and water conservation.

### **Sustainability Choices**

Where possible, furniture, school and office supplies are sourced sustainably. The beautiful furnishings in the Arts and Technology Centre reflect the ethos of beautiful, functional, sustainably resourced and long-lasting. Most of the furnishings were made by local crafts persons.

## Global Citizenship and Social Justice

### Positive Messages about Refugees

"Empathy, outrage, compassion and fellow feeling came through loud and clear", said the judges of the short film competition run by BMRSG and Rural Australians for Refugees. Class 9 – 10 students won first, second and equal second prizes for their contributions. These can be viewed on the Kindlehill website at <https://kindlehill.nsw.edu.au/high-school/rural-australians-for-refugees-short-film-competition/>

### Shoeboxes for Refugees

Primary students once again participated by contributing small gift boxes for refugees in December.

### High School Drama

Drama is a wonderful vehicle to connect with important issues of our times. Warsan Shire's poem,

'Home', was performed by Class 7 – 8 as a spoken piece with movement after a term's focus on empathy with the "other".

### Hiroshima Day – The Golden Repair

A whole school Peace Ceremony commemorated Hiroshima Day in the Necessary Tradition of peace making. A banner of beauty and courage was made by Primary students and the High School students displayed their Kintsugi during the ceremony.

### Cranes for Peace and Hope

During the COVID-19 lockdown, the School community was invited to fold origami cranes and leave them in public places to spread the message of hope in our local communities.



Rain or shine, High School students join a local gathering calling for Action on Climate Change

## Creative and Performing Arts

Despite the challenges of bringing artistic work before an audience due to COVID-19 restrictions, the creative and performing arts were integral to our year.



Working in the new Art Studio

### Music

We now have wind, string, guitar and jazz ensembles. These performed to student audiences in an end-of-year 'music fest'.

### Class 1–2 Play, 'The Four Corners of the Earth'

The play followed Aanika, a young girl, who ventured on a quest to the four corners of the earth to be able to save her village from sickness. The story arose out of a folk story lesson and the children were very excited to be able to perform in front of a live audience, as COVID-19 restrictions were relaxed just in time to be able to perform for a small parent audience.

### Class 5-6 Firestick Performance

This requires great focus and was a perfect rite of passage as students moved toward High School.

### Virtual Art Exhibition

High School students' work was exhibited and shared virtually with the school community. This can be viewed at High School Visual Arts, December 2020 - Kindlehill School, NSW. Some of the portraits were selected for exhibition at the Katoomba Cultural Centre.

### Year 10 Projects

Students worked on a project of their choice throughout the year. These were shared virtually and can be viewed at Class 10 Individual Projects - Kindlehill High School ([kindlehill.nsw.edu.au](http://kindlehill.nsw.edu.au)). Projects included a chook shed, wing design, architecture inspired by geometry, jewellery as tokens of relationship, welded artworks and a cigar box guitar.

## Outdoor Education

The Outdoor Education program was restricted this year due to COVID-19 regulations. However, we recognised the importance of keeping our students connected to nature and taking on physical challenge as a means to resilience.



Kindy	Walks to Wentworth Falls Lake
Class 1-2	Local walks, overnight sleepover and beach camp
Class 3-4	Camp to Western Plains Zoo and Camp at Putty beach
Class 5-6	Bushwalking, Camp to City - democracy and citizenship focus
Class 7-8	Bushwalking, abseiling, kayaking, high ropes. Camp beside the Colo River
Class 9-10	Bushwalking, abseiling, kayaking, high ropes. Camp beside the Colo River

## Community

Creating and maintaining a sense of community is a key value of our School. In 2020, community events and interactions were severely restricted due to COVID-19 regulations. However, we tried to be versatile, sharing through video and photographs our in-school performances and presentations. We also encouraged families to stay connected in various ways.

For our Winter Festival, families celebrated the event in their homes on the Winter Solstice; using the songs, candles, lanterns and stories that had been prepared at school and taken home.

The Necessary Tradition of collectively making a blanket for a new baby born into our school community.

We extended an invitation to the broader community for learning new skills or honing existing ones in an Art of Basketry Workshop hosted in our new Arts and Technology Centre.

### Digital Technology in our Lives

Our lives have become ever more reliant on digital technology. In 2020, through a series of Newsletter articles written by a parent with expertise and interest in this area, we tried to stimulate conversation and reflection about using digital technology purposefully and wisely.



# Report from the Board of Directors



In this drone shot produced by alumnus Gali Grindley-Bennett, we see Kindleshill embedded in its Blue Mountains community and environment. This Wider View is also an expression of the connectedness of our School with its community; the vibrant links with the Aboriginal Community; the Environment Movement and Social Renewal initiatives such as the Blue Mountains Refugee Support Group.

In 2020, the COVID-19 year, we have learned perhaps to be more conscious and caring towards the vulnerable, to reconnect to home and community treasures, and to our values as a means to individual and community well-being. Our focus on Necessary Traditions - making what we need from what we have - has been a rich complement as we seek to deepen our relationship to things: to mending, to making with resources we already have, and connecting to our love for Mother Earth in the process and activity of this.

The Administration Team was this year led by Hugh Hallard, employed as Business Manager from the start

of 2020. It was a daunting task to come into a new role and suddenly being required to address the complexities of a COVID-19 year as well as learning the role. Hugh did this with clarity, flexibility, steadiness and a warming sense of humour. He has quickly established himself as an integral part of the Kindleshill team.

This year, we farewelled Murray Hopkins who has been a Director of Kindleshill for around half the life of the School. As a Board Director he has been integral to steering the School through many of its developments over the past 10 years: the Aboriginal Scholarship program, the development and resourcing of the High School and improving the data security and privacy aspects of the administration sphere, to name a few. In Murray's place we welcomed Carole Young, a parent during the early years of Kindleshill. Carole has experience in small business, sustainability and health. She also brings a cherishing of the vision and values of Kindleshill as someone now outside of the immediate School community.

## Strategic Plan

This year, the Board together with College and teaching staff, has implemented a new short-term strategic plan. Projects chosen for development over the next few year are as follows:

### Necessary Traditions

Continuing from this year, we see Necessary Traditions as an idea or movement that is aesthetic, ethical and practical. In its essence there is an alignment with Steiner education. At the centre is a healthy relationship with the planet, resourcefully and skilfully creating what we need in the context of planetary well-being.

### Anti-Racism

We want to develop a shared understanding of how we can address the marginalisation and trauma experienced by indigenous and minority cultures through education. We commit to ongoingly seeking opportunities to address racism and to celebrate diversity in our School community and in connection with the wider society.

### Screen Ate School

This project provides opportunity for ongoing conversation about digital technology. From ethics to addictions, from well-being to a conscious discernment about how we use digital technology in every aspect of our lives.

### Years 11 – 12 at Kindlehill: Exploring options

In these latter years of schooling, what could we offer as a genuine alternative to what already exists, that would equip students to meet with resilience and agency, these increasingly volatile times in which they will become the adults?

### Membership

The Board reports to the Members who function as a circle of support and accountability for the Board and the School in general. The Members include staff and parents from the school as well as alumni, and individuals from the wider community. In this way, Kindlehill is also responsive and accountable as a School to its wider community as well as our understanding of the social and spiritual imperatives of our time. Currently we are seeking expressions of interest for an Independent Director.

I take this opportunity to thank those currently on the Board, who volunteer their time and skills to bring this important accountability function to our school.

I also acknowledge the parent community for its partnership in growing and developing the Kindlehill school and community. Parents' confidence, flexibility and support have been enabling factors in ensuring the pandemic year was a cohesive one despite challenges.

*Lynn Daniel*  
Chairperson

# School Determined Improvement Targets

Each year the College of Teachers identifies areas for growth and improvement. Target goals are set, resources allocated, and quarterly reviews take place in College meetings.

## **Child Protection**

Kindlehill's Child Protection Policy was updated and implemented in 2020 in line with changes in legislation. The Attendance Policy was also updated, key to the changes, addressing student well-being where student attendance is a concern.

## **Literacy**

We continued to embed Literacy support programs into the Primary School: Minilit, Maqlit and Spell It. An evaluation of the Minilit Program was conducted, based on three years of implementation.

## **Numeracy**

Development of a comprehensive set of Primary School assessment tasks based on the National Numeracy Progression and a new Scope and Sequence for Primary School that is mapped across years to allow for composite classes.

## **Music**

Creation of a Jazz Ensemble in the High School and the introduction of the Cello into the instrument program.

## **Woodwork**

Introduction of woodwork program across Primary and High School in the new Artisan Workshop. Projects in 2020 were chosen to align with the Necessary Traditions focus. Class 9 – 10 students also assisted in the design and making of shelving and trolleys for the new Artisan Workshop.

## **Arts and Technology Centre**

An opening of the Arts and Technology Centre was planned, with artists from the wider community invited to contribute to an exhibition under the theme of Connections. While this was cancelled due to COVID-19 restrictions, a virtual art exhibition of High School students' work was shared online.

## **Digital Technology**

Supporting conscious parenting around student use of digital technology and raising awareness of the impact of digital technology on student well-being, particularly in the time of at home, online learning. This was done through newsletter articles as well as providing sensory and experiential learning activities as a balance to digital learning.

### **Style Guide**

The School implemented a new Style Guide to create a unified look through all our public and internal documents.

### **Data Management**

2020 saw the implementation of the cloud service Microsoft Teams. This has provided easy access to common documents within the school, a platform for communication between staff members, and a safe and secure way of managing our privacy requirements. Teams was also implemented in the High School, with at-home learning necessitated by the COVID-19 lockdown. In addition, the School has reviewed and improved its protocols for managing data.

### **High School**

We investigated ways in which Kindlehill could provide an alternative non-HSC pathway through Year 11 and 12, whilst still providing a rich curriculum and keeping students' options for tertiary education open. This investigation will continue into 2021.

We also conducted a successful orientation for Year 7 students starting in 2021, as a way of attracting students into the High School.

Programs introduced this year included the Rock and Water initiative and Duke of Edinburgh.

### **Steiner Pedagogy**

Through our Steiner pedagogical lens, we improved our understanding of supporting resilience in our students, especially in these times of pandemic and climate crisis. This included supporting the anxious and depressed student. Talks with the parent community were cancelled due to COVID-19.

### **Leadership**

A Preservice teacher has been employed to gain experience in class teaching. She is mentored by a senior teacher.

College membership expanded to include another High School teacher. The College now has three High School representatives.

A senior teacher in a non-teaching year developed our Mathematics syllabus, implemented management of data systems and style guide, and supported teachers across the school.

### **Aboriginal and Torres Strait Islander perspectives**

The local Dharug language and culture is now being shared in our Primary School with the employment of a Dharug Aunty.

# Initiatives in Respect and Responsibility

Prejudice and racism continue to be persistent and detrimental aspects of social life, limiting individual aspirations and contributions to society, creating intergroup tensions and conflicts that reduce social harmony and dismantle efforts to form a just and civil society.



We recognise that Australia has an extensive history of racism and prejudice towards Indigenous peoples across Australia. These patterns are entrenched and enduring. While research shows that explicit prejudice has declined dramatically over the past 50 years, implicit biases remain pervasive. Changing societal conditions such as forced immigration patterns due to governmental upheavals or civil war create renewed conditions for the re-emergence of explicit bias and prejudicial attitudes.

We have learned that children who experience prejudice and bias are at risk of long-term negative consequences in terms of academic achievement and success in the workforce and their whole development.

Stereotypes are deeply entrenched by adulthood: the time for intervention and change is childhood.

## **Sista Circle**

Aboriginal girls in the High School participated in a series of cultural learning workshops with Wiradjuri

Dance Artist and Teacher, Jo Clancy. The intention was to provide opportunity for a cohort of Aboriginal students to see their unique culture valued and integrated in their school environment.

## **Dharug Culture and Language**

Aunty Carina introduced Primary School students to the local Dharug culture and language in a weekly program during Term 4. This included story, language, ceremony and weaving.

## **Naidoc Week**

This was celebrated with the support of Wiradjuri Dance Teacher, Jo Clancy. The students shared dances they had been learning through the year as an Acknowledgement of Country.

## **The Uluru Statement from the Heart**

Across the School, in alignment with the Makarrata element of the statement, we strive for truth-telling about our history embedded into learning.



# Anti-Racism Statement

We acknowledge that Kindlehill School is situated on Gundungurra and Dharug land. We recognise the importance and value of listening to these communities in supporting and promoting a society which is just and equitable for all.

In so doing we hold the Uluru Statement of the Heart and the Makaratta as vital and important in guiding the relationship with the Aboriginal communities in Australia and the local area. Kindlehill seeks to work closely with the Aboriginal community in addressing racism.

Kindlehill promotes and supports an ethnically diverse community. It holds as a core value the deep and enduring respect for the Aboriginal culture of Australia and the diverse migrant communities who have made Australia their home. Kindlehill supports and promotes social harmony where all people regardless of race and cultural background feel their place and their value within our School community.

At Kindlehill we strive to be conscious of forces which seek to dismantle social cohesion and harmony. Kindlehill recognises that racism occurs at many levels and hinders our progress towards more a more just and equitable world.

At Kindlehill we recognise that racism is structural, not merely attitudinal. We endeavour to educate ourselves and our community in recognising racism and the ways in which we contribute to it and seek ways in which we can dismantle racism within Australia.



# Parent, Student and Teacher Satisfaction

## STUDENT

*Year 10 Student, at Graduation Ceremony*

"When I was a kid, I thought growing up was easy; I thought it was something you could rush, something that you'd never look back on. If Kindlehill has taught me anything, it taught me that isn't true. These moments are among the most important you'll ever experience. Being here helped me take a step back and realise just how lucky I am. And for the first time, I didn't want to rush.

So I stopped. And I'm so glad I did, otherwise I wouldn't have noticed.

Wouldn't have noticed the place.  
Wouldn't have noticed the people.  
Wouldn't have noticed teachers.  
Wouldn't have noticed just how special and unique it is.

But I did. And now I have to leave.  
But before I go, I just want to say thank you.

Thank you to the teachers, who taught me so much more than just their subject.  
Thank you to my mum who has always supported me no matter what.

And thank you to the students, who helped make this one of the most memorable times of my life.

I truly don't know what I'd be like if I hadn't come here. So much of how I've developed not just as a student but as a person over the last year and half has been a result of my time here.

So, from the bottom of my heart, thank you."

## TEACHER

*Lindsey Pacchini, Physical Education Teacher*

"Since arriving at Kindlehill, I have found myself to be in the most supportive and nurturing environment imaginable. Now, in my 3rd year here, I am still in awe of the opportunities that our students are given to grow and succeed, but also the opportunities that I have been afforded, as a member of the teaching staff. It is an absolute privilege to be able to teach in a school like Kindlehill, and I couldn't imagine teaching anywhere else now."



## PARENTS AND GUARDIANS

*Family with students in both High School and Primary School*

"How amazing and dedicated are the Kindlehill staff? Thank you for creating a personal connection to each of my kids' learning. As a teacher, I have had several moments of "How can I stay sane and home school three kids"? The initial challenges of setting up learning spaces, technology and working from home has had me reassessing my career choice! I keep reminding myself to breath and do the best I can in this situation. One moment where I had to find an inner calm, was when I downloaded a 'Japanese' text to a laptop, somehow, I erased the "English' text, everything is in Japanese!!!! Also, being conscious of Zoom meetings and not walking around in my PJs!!!! Or answering a facetime call on my phone from Erica and Libby while still in bed!!!!"

*Parent of students in Primary School*

"With three children in the lower primary I've felt honoured to receive lovingly compiled home packages, filled with treasured songs, verses and stories from the heart. Works teachers have developed over years in their profession. It's been a beautiful insight into the daily riches the children are enveloped in. We've all enjoyed the interesting, humorous and caring voices of the teachers reaching our home."



*Parent of graduating Year 10 student in 2020*

"Thankyou so much - wow, where do I begin ...Our family feels so honoured to have been a part of the Kindlehill community. There have been so so many wonderful memories over the past 10+ years, where all three of our beautiful children have had the most AMAZING educational journey. My heart sings when I think of how nurturing, encouraging and inspirational everyone have been to our children - it has shaped them to be the young adults they are today."

# Report from the Business Manager

**2020 started optimistically with the completion of the School's Arts and Technology Centre and an expectation of continued strong growth in enrolments. However, it became quickly apparent that the 2019/20 bushfires, cautious consumer confidence and then the COVID-19 pandemic would impact the School's enrolments and thus finances.**

Enrolments 'flatlined' during the first half of 2020. Existing enrolments essentially stayed solid, with the School extending fee assistance to families in need. However, thanks to strong interest amongst families to move from Sydney to regional centres, the School saw a strong pickup in enrolments towards the end of the year, which have continued into 2021.

Because of concern about enrolments and the overall economic outlook, the School took a cautious approach to expenditure in 2020. Apart from the renovation of the downstairs toilets (mainly funded by an NSW Community Building Grant and a generous donation from a member of the School community), there was no major capital expenditure. Rather, many minor improvements and maintenance around the School were undertaken.

The School derives approximately two-thirds of its income from government grants. During 2020 the Commonwealth legislated changes to the funding of schools which will see a steady overall increase in the level of government funding to Kindiehill, phased in over three years (2021, 2022, 2023). The increase in funding will allow Kindiehill to expand its teaching and other resources, for the benefit of students, and to limit fee increases to less than the CPI.

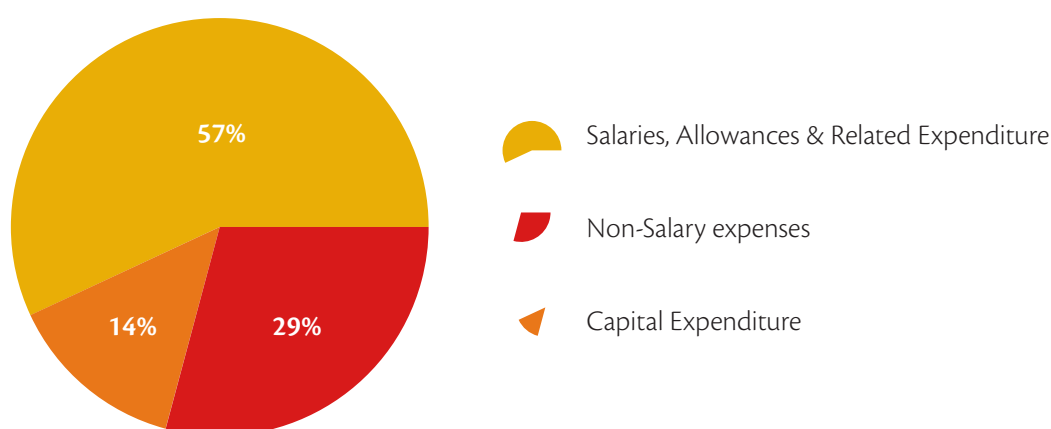
Financially, the School ended the 2020 financial year with an operating surplus of \$247,631. The result was helped by the Federal Government's Cashflow Boost of \$100,00. The School's Balance Sheet remains strong, with an increase in Equity to \$3,353,320.

I wish to express my thanks to the Administration and Maintenance teams, comprising Rebecca Cornish (Administration Assistant), Lisa Parragi (Compliance Officer) and Sean Glassford (General Operations) for their support during 2020 and for their contribution to the smooth running of the School.

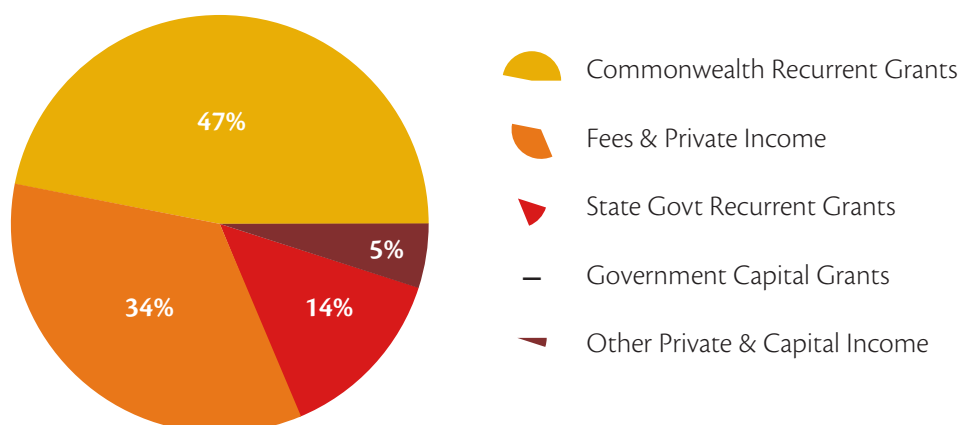
# Summary of Financial Information

The following graphs display the breakdown of income and expenditure for Kindlehill for 2020. Additional financial information can be found at <http://www.myschool.edu.au/>

## Kindlehill Recurrent & Capital Expenditure 2020



## Kindlehill Recurrent & Capital Income 2020



### Contextual Information about the School

Contextual Information about Kindlehill School, including student's 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 School's website: [www.kindlehill.com.au](http://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 2020:

Professional Learning Activity	Number of Staff Participating
Crayon Animal Drawings in Primary School – three 2-hour workshops	4
Training in Microsoft Teams	15
Duke of Edinburgh Accreditation Training	1
Day course Bothmer Gymnastics	5
Weekly short course – delivering Spell-It	6
Weekly presentations and discussion – Steiner pedagogy and practice	8
Supervision of Teacher Accreditation – 2 Day Course	1
Steiner Education Association	
– Teaching in the context of COVID-19 (2 online discussions)	15
First Aid Training	17
Project-Based Learning	2
Maths in Primary School Conference	5
Teach for Wonder – Talk by Haydn Washington	4
Online Lecture Series – Signature of our Times (Goetheanum)	6
Online Seminar – Crossing the Divide: Creativity in Education (Sydney University)	2
Culturally Sensitive Education - online course	1

### Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	
Provisional	1
Proficient Teacher	12
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
<b>Total number of teachers</b>	<b>13</b>

### 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	12
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 2020.

### Student Attendance

The following table displays the average attendance rates for each Class level during 2020, 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 2020
Class 1	92.54
Class 2	88.18
Class 3	95.43
Class 4	92.87
Class 5	94.68
Class 6	87.18
Class 7	95.45
Class 8	94.63
Class 9	88.84
Class 10	91.65

## Attendance

Kindlehill School recognises that regular attendance at school is essential for students to achieve their educational best and is a key factor in their well-being. Kindlehill has high expectations of school attendance this is communicated to parents, carers and students through newsletters, parent teacher meetings and in the classroom.

The Principal keeps a register in a form approved by the minister of the enrolment and daily attendance of all students at the School. Teachers monitor attendance and absences and follow up students' absences.

### Attendance Concerns

Where there are concerns about attendance then the teacher contacts the parent/carer to review the pattern of attendance and to discuss strategies to improve attendance. All notes and correspondence regarding this are kept by the teacher in the student's file.

When there are ongoing issues with attendance then the Principal will request a meeting with parents/carers to develop an Attendance Improvement Plan. An Attendance Improvement Plan sets out actions and goals to improve the student's attendance. If the Attendance Plan is not successful and the student's attendance remains of serious concern to the Principal then the Principal may arrange a Secretary's Compulsory School Conference.

### Ceasing Enrolment

On ceasing enrolment, the parents/carers notify the Principal in writing. The parents/carers also notify the School (where applicable) of the next educational destination of the student. Where the parents/carers do not provide the next educational destination, despite written requests from the Principal then the School will notify the DET using the relevant form, that the students has a destination unknown.

### Post-school Destinations

Catering 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 school at another institution. In most instances, students will attend a local public or independent school when leaving Kindlehill, with a small number 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.

## 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 NESA.

All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the School, siblings already 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.
6. New families will contribute 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 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**

1. 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.
2. 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.
3. 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:

<https://kindlehill.nsw.edu.au>



Class 5-6 visited the NSW Parliament as part of Civics and Citizenship

## Other School Policies

Summary of Policy	Changes in 2020	Access to full text
<p><b>Student welfare – A Safe and Supportive School</b></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 in 2020, no major changes were made.</p>	<p>The policy can be requested from the school administration.</p>
<p><b>Anti-bullying</b></p> <p>This policy sets out the requirements for preventing and responding to student bullying at 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, with values of respect, tolerance and responsibility throughout the School.</p>	<p>The policy was reviewed in 2020, no major changes were made.</p>	<p>The policy can be requested from the school administration.</p>
<p><b>Discipline</b></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 proven, 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.</p>	<p>The policy was reviewed in 2020, no major changes were made.</p>	<p>The policy can be requested from the school administration.</p>

Summary of Policy	Changes in 2020	Access to full text
<p><b>Complaints and grievances resolution</b></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 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>In 2020 the policy was renamed from Complaints and Grievances Policy. It underwent an extensive review in 2020, and specifically now references related policies including the School Whistleblower Policy which became a requirement for schools in 2020.</p>	<p>The policy can be requested from the School administration and is also available on the School's website.</p>

Kindlehill is situated on Dharug and Gundungurra land; we pay respects to the traditional custodians whose cultures and customs continue to nurture this land.

We support the Uluru Statement from the Heart, Truth telling about the impact and legacy of colonisation, a Voice to Parliament enshrined in the Australian Constitution and a process of Treaty making.



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

**[www.kindlehill.nsw.edu.au](http://www.kindlehill.nsw.edu.au)**

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