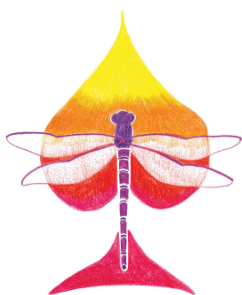


Annual Education and Financial Report 2021



Kindlehill School



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Report from the College of Teachers

What an extraordinary and challenging year 2021 was for the School and community. First there was lockdown, and then on returning to school, the ongoing curtailment of cherished activities such as singing, performance, excursions, camps and fairs. Particularly challenging was navigating the dissension and disruption in the School and wider community around mandatory vaccination, and the devastating impact on staff who lost their jobs.

Amidst this were many lessons to learn, and lovely creativity in finding ways to stay connected. Our key approach was to dig deep into our core guiding principles/values in seeking to navigate the challenges with compassion and insight.

My gratitude to the whole School community from Board, to teaching staff, to the administration team, to parents and carers, and to the children and young people.

Together we developed and drew on courage, compassion, ingenuity, resilience and love of life, to be responsive to the circumstances we found ourselves in. Disruption comes with suffering, with conflict but also with a gift, the opportunity to reflect on what is of essential value for our lives, and to orient our lives by this.

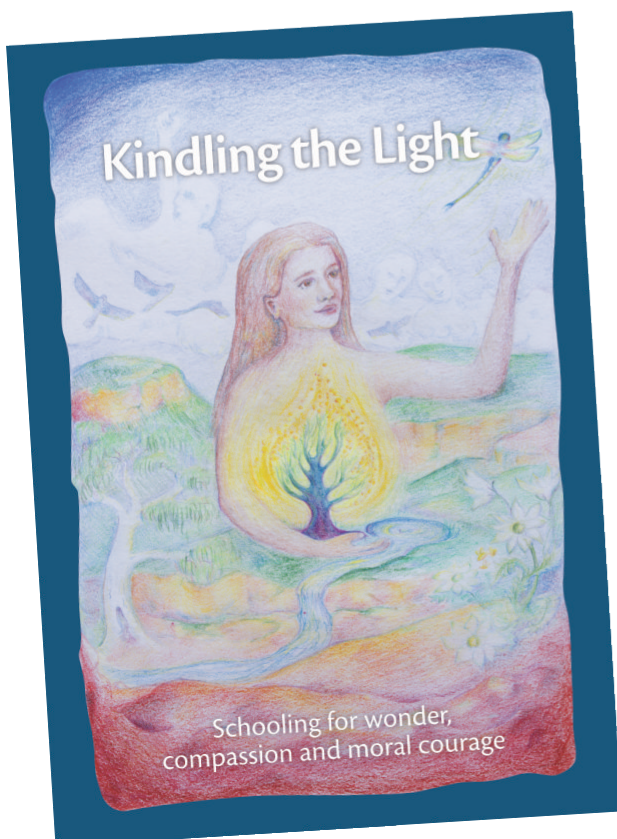
2021 was meant to be a celebratory year, 21 years of forging and growing a school of wonder, compassion and moral courage. We weren't able to celebrate in the ways we anticipated but we certainly drew on the qualities and the relationships forged over the years, to find new ways of being together through a global health crisis. We are 21 years resilient, still resourceful, still innovating, still striving to act from a place of shared values while navigating change and challenge.

Lynn Daniel
Principal

Kindlehill Turns 21

The Film – Kindling a Light

In this year a beautiful short film was produced to tell the story of Kindlehill in the voices of children and young people.



The Book – *Kindling the Light: Schooling for Wonder, Compassion and Moral Courage*

As Kindlehill turned 21, we wanted to reflect where we had come from and how the original impulse continues to flourish. Also, to celebrate the strength, resilience and creativity of the community that has supported us every step of the way.

A rich tapestry of stories drawn from 21 years of our evolving School was published as a book, with a view to not only celebrating our journey, but inspiring others to be innovative in education.

The Yarning Blanket – Baya Buddhili

This beautiful hand-crafted Yarning Blanket is symbolic of the collaborative aspect of our School as a community. In 2021, children from Kindy to Year 10, as well as teachers and parents, came together for crafting and conversation. The centrepiece is the flannel flower and the fabric and wool was dyed on site using nature's bounty.



Alumni Welcomed

It was lovely to lunch with alumni students and parents, to remember old times and to catch up on where people are in their lives now. So many of our ex-students and families express the richness of their ongoing connection to Kindlehill.

Learning at Home

We had to dig deep to manage lockdown for the second year. We used digital technology more than we have ever done previously, in order to hold the strong connection between teachers and students, as well as with the parent community. School events were held online including seasonal celebrations and class creative presentations.



Creative and Performing Arts

Drama in Primary School

Class 2 – 3 got an early mark and managed to bring the Punctuation Players to an enthusiastic parent audience. Then, due to lockdown and ongoing restrictions, drama in other primary classes took on new directions. Online productions included puppetry, stop animation and song writing.



Drama in High School

Class 8 – 9: Romeo and Juliet in film

Class 8 – 9 transformed the intended play production of Romeo and Juliet into an edgy filmic version. Scenes were filmed in diverse locations and social messaging was an integral and fun aspect of the production.

See our website:

R and J Katoomba Style, October 21

<https://kindlehill.nsw.edu.au/high-school/r-and-j-katoomba-style-october-21/>



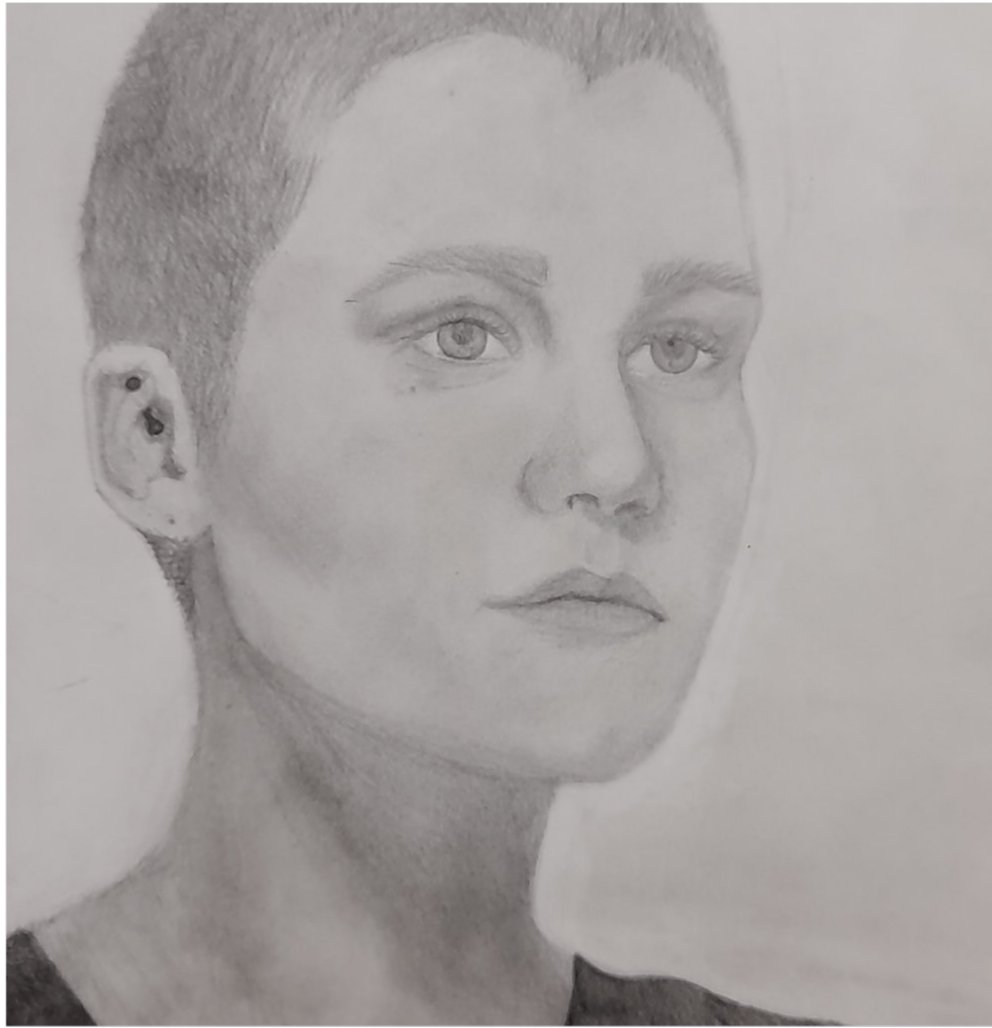
Class 6 – 7: Listen and Be Heard

An introduction to the High School drama program at Kindlehill, this unit of work gave students a taste of many of the skills that they will explore and develop in the coming years. Drama offers students the opportunity to find and develop their voice, build their emotional vocabulary and ground themselves in their physical presence. Our goal is always to boost the students' capacity to stand up, express their truth and be heard.

The students devised a performance of The Imagination Declaration, which was penned by a group of Indigenous and non-Indigenous students at the AIME Youth Forum at Garma in 2019. It is a powerful challenge to the Prime Minister and education ministers to involve young people – and Indigenous Australians in particular – in making policy about their future.

Class 10: Speaking Truth to Power

Class 10 researched a range of inspiring activists and writers who have contributed to change, then turned their attention to issues which inspired them personally. Their work was presented as monologues performed by each student.



Olive Pink

By Indi

My monologue is a tribute to Olive Muriel Pink, who was a land rights activist in Australia during the 1920s-1950s. I chose Olive because I am in awe of her bravery; it was rare for someone to care about Indigenous rights let alone be outspoken and protest for the cause. I am disappointed and angry that caring and advocating for our fellow human beings was considered brave back then, and still is, but we the people are moving forward.

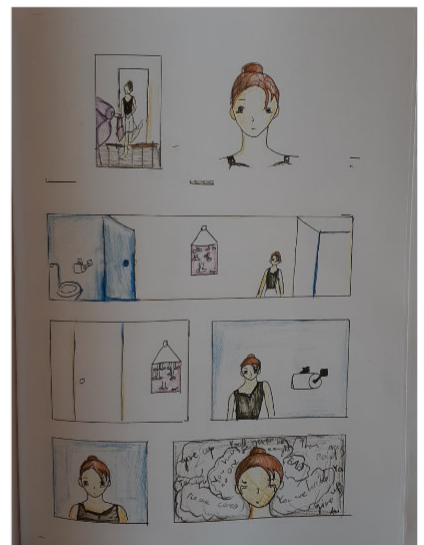
See our website:

Stories of Strength and Power, June 2021

<https://kindlehill.nsw.edu.au/high-school/stories-of-strength-and-power/>

Class 6 – 7 Big Projects

Completed over three terms, Big Projects give students an opportunity to focus on an area that they are personally interested in. It develops independence in research, presentation and organisational skills.



Highlights from the Artisan Studio

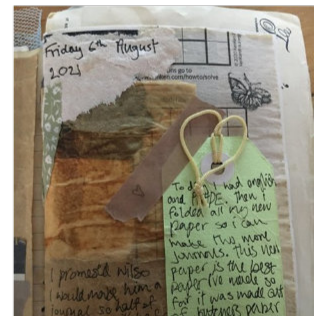
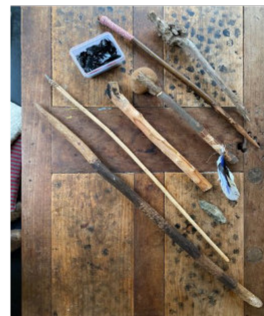
Class 6 - 7

Projects this year included finely made tool boxes.



Class 10 Individual Projects – Necessary Traditions

In 2021, the Year 10 Individual Project took its inspiration from Necessary Traditions and students used the time in lockdown productively, to work on their craft/project.



Sustainability Initiatives

We are moving from a focus on sustainability to one of regeneration and restoration. What can we do to not only sustain wellbeing - planetary and social - but also, how can we restore and regenerate health and wellbeing? These were some of our initiatives in 2021.

Necessary Traditions



Spoon carving and whittling



Plant dyed wool



Baskets woven from weeds

Steiner education has always had a focus on craft making. In this specific focus, the wellbeing of the earth is 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.



Leather work, wallet making



Cross stitch, pencil case

Swamp Science - High School Science and Geography

We investigated the biodiversity and function of the hanging swamp at Wentworth Falls Lake. Our findings, together with the relationship we created with this local environment, have changed how we think about the humble hanging swamp. We also discovered how swamps mitigate the impacts of climate change due to their capacity to store carbon and key role in regulating the small water cycle.

Students undertook a range of projects. These included a podcast

for local radio, a short film, a report to BMCC with recommendations for swamp management and mitigation against climate change; a wonder hub (students taking a younger class to the swamp for an experience that would enable them to link the beautiful local swimming place to the biodiversity and function of the swamp), and a range of artistic works that expressed the uniqueness and value of the



hanging swamp as well as its role in addressing climate change.

Flourish Gardening Programme

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



In Term 4, as part of a unit on food security, Year 10 planted and tended a verge garden whose productivity was reaped by the younger classes at the start of 2022.



Compost making is an ongoing activity and additionally, the School holds an annual biodynamic compost making day resourcing autumn leaves from the local parks.

The Honey Harvest of our school beehive was conducted by the teacher and students of Class 6 – 7. Honey is shared across classes as well as gifted to visitors.



Poetry Forest

Students across the School entered into the Red Room Poetry Forest Competition. A tree was planted for each poem submitted. Oliver in Year 7 and Kobi in Year 6 were shortlisted for awards. The poems were written about the students' personal connection to nature, wonder and awe being the basis of a sustainable relationship with the natural world.

Flannel Flowers

By Kobi G, Year 6

Blackened banksias bend and twist like old men.
Soot stains our skin and clothes.

Our shoes crunch crippled branches and banksia pods.
No scraps of leaves or life adorn the branches scraping
passed our faces.

Above the sky is blue, the sun shines down upon the
midnight forest.

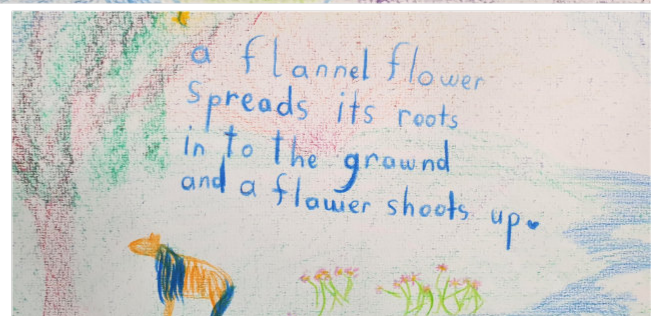
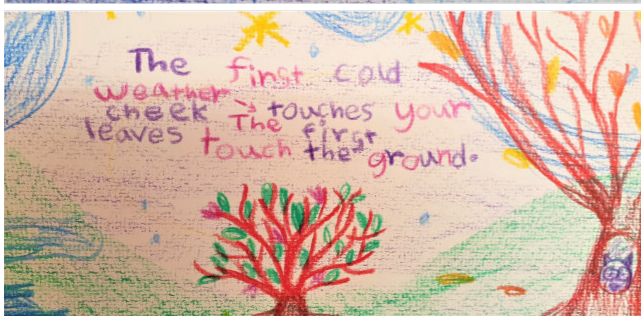
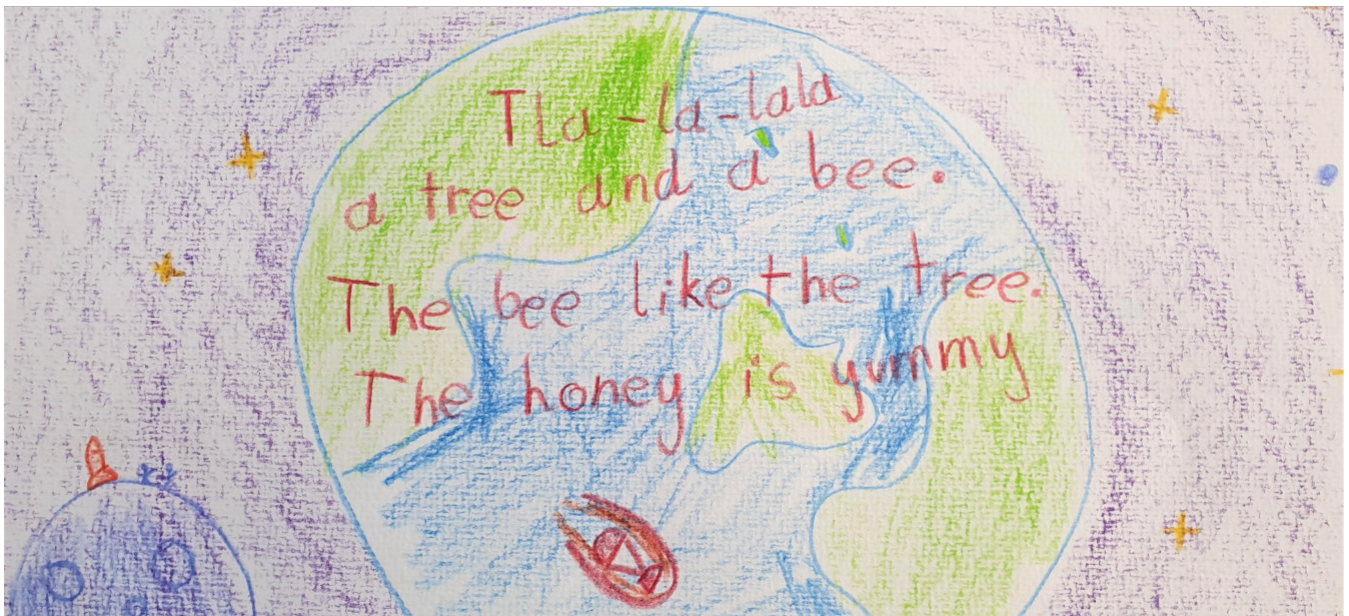
Soon our crunching feet stumble upon a pink surprise.
Flannel flowers blush against the black.
Needing fire and heavy rain they only bloom every forty
years.

They are new born babes,
Celebrating a brief existence in the charred forest.

A Delightful World

By Oliver F, Year 7

A small dark green fern,
A great towering oak,
A mossy green rock,
All sitting still in the lonely part of a forest.
Then for many days & many nights, snow falls heavily.
There is no light for months.
The fern crinkles.
The oak sags under the weight on its branches.
The rock is cold & steady & the moss is dying.
But a ray of sun,
A mouse.
The singing birds
The suffering before calm
A world of delight



Global Citizenship and Social Justice

Appreciation of diversity, awareness and advocacy around inequality and racism, are woven into the lessons across the School in age-appropriate ways. Some highlights during 2021 include:



Hiroshima Day – Cranes for Peace

Whole School commemoration of the importance of peace building in all of our lives.

Positive Messages about Refugees

Class 8 – 9 participated in the short film competition run by Blue Mountains Refugee Support Group and Rural Australians for Refugees. Year 8 student, Aimee, was awarded first prize for her film, its focus was an empathetic understanding of the refugee experience and the hope offered by welcome in a place of safety.



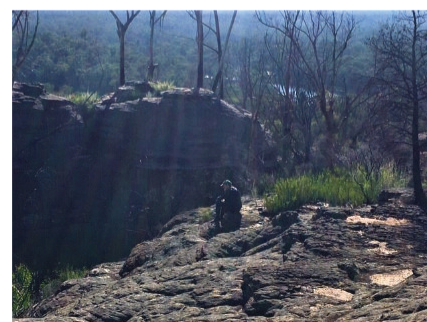
Shoebboxes for Refugees

The primary students once again participated in the Shoebox of gifts for refugees in December.

Outdoor Education

The Outdoor Education program was restricted in this year. It was especially impactful that most of our camps were cancelled as these are an important and integral part of our School. However, both in learning at home and at school we endeavoured to keep our students connected to nature and taking on physical challenge as a means to relationship and resilience.

Kindy	Walks to Wentworth Falls Lake
Class 1	Local walks, overnight sleepover and beach camp
Class 2–3	Camp to Patonga, bushwalks
Class 4–5	Camp at school, bushwalking
Class 6–7	Bushwalking, kayaking, high ropes
Class 8–10	Bushwalking, abseiling, kayaking



Community

Creating and maintaining a sense of community during a disruptive year was challenging but there were many moments that were celebratory amidst it. Seasonal celebrations as well as the School's 21st birthday were partly celebrated in an online format.

Graduations were also impacted in that parent involvement was restricted, but students were well celebrated and honoured in their key transitions.



Report from the Business Manager

2021 started with a sense of positivity and hope as we commenced Term 1 with the students back at School. Unfortunately, mid-year this changed with the COVID-19 pandemic again impacting on how the School operated, on all levels. As in 2020, our rich, supportive and sustainable home learning program ensured that all students received the support, resources and sense of connectivity they needed throughout their time learning at home. In the latter part of the year, the students returned to School and back to face-to-face classes.

Enrolment numbers did remain constant throughout the year, despite the uncertainty of the year. This provided assurance that the School's approach and priorities, over such an unpredictable year, was the correct one. However, there is a general concern as to the longer term effects the pandemic has had on students, including enrolments, as we see movement in both students leaving and new students starting in the 2022 year.

Financially, the School ended the 2021 financial year with an operating surplus, assisted by both the Federal Government Cashflow Boost and the NSW State Government 2021 COVID-19 Jobsaver Payments.

A formal revaluation of the School's assets was conducted late in the year resulting in the value of our Land & Buildings being aligned with current market values. This together with the operating surplus has provided a strong Balance Sheet outlook and a healthy level of Equity allowing a solid base for the School to move into 2022 and beyond.

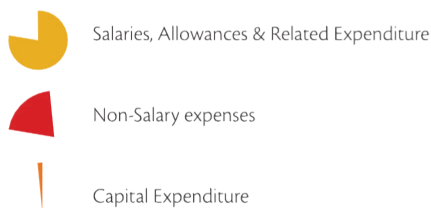
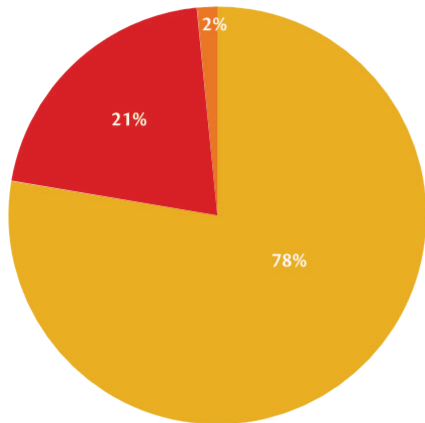
As a result of the strong financial position at the end of 2021, the School is set to continue its planned renovations of the site. These capital works will be funded with a combination of NSW Community Building Grant and School funds. The timeline of these works is anticipated to be 2023-2025.

I wish to express my thanks to the Administration team, Rebecca Cornish (Administration Assistant) and Lisa Parragi (Compliance Officer) for their professionalism during the year, and their patience and perseverance in continuing to provide the value & support they do, in the face of having both Hugh Hallard and Mary Deakin departing from their roles as Business Manager.

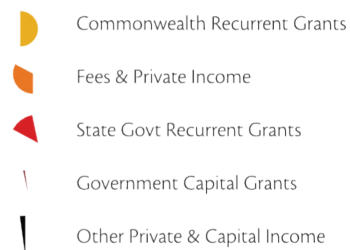
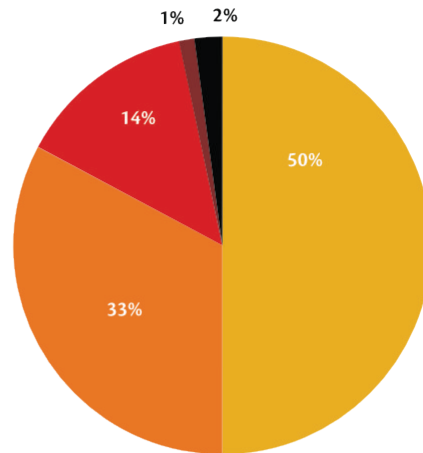
Andrew Robertson
Business Manager

Summary of Financial Information

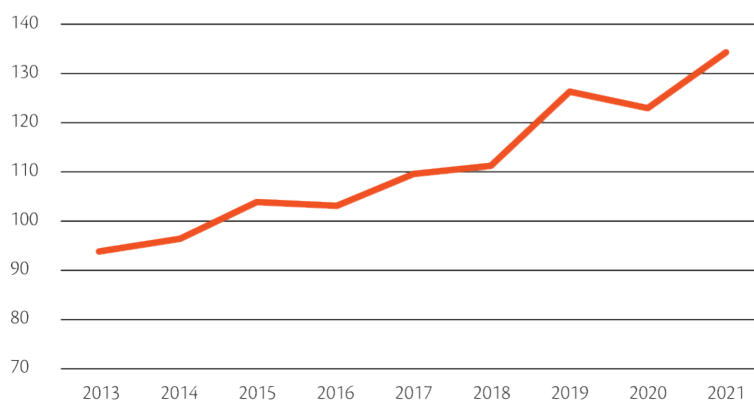
Kindlehill Recurrent & Capital Expenditure 2021



Kindlehill Recurrent & Capital Income 2021



Census Student Numbers 2013–2021



Contextual Information about the School

Contextual Information about Kindlehill School, including students' 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.nsw.edu.au. It is provided to NESA in electronic form and is also available in hard copy from the School administration upon request.

Report from the Board of Directors

Strategic Planning 2021-2022: Review and Directions

Turning 21 in 2021, What a momentous year!

Strategic goals in 2021 coalesced around Kindlehill Turning 21. In a year when you expect to celebrate, remember where you have come from, to forecast a future, to gather and affirm your sense of who you are in the world; the challenges related to COVID-19 and its social restrictions, meant that we had to find some different ways to raise a toast to Kindlehill.

Importantly we chose to focus on implementing NSW Health Guidelines and a Public Health Order in a way that was authentic to our values. Primarily this meant carefully cultivating an ongoing sense of being a community, while recognising and valuing diversity of perspectives. We also had to bring all of our creativity as educators to delivering learning at home in ways that supported student well-being while maintaining consistency with learning across all subjects. It is one thing to set goals, but these were essentially achieved because we as a School community of staff, children and young people, parents and carers, worked together with grace and dedication.

And so, amidst this, we turned 21 and celebrated. The beautiful film, produced by Cloudherd, that speaks to who we are as a School is now on the website. We lunched with Alumni families. We published the book, *Kindling the Light*, in which writer, Penny Jones, captured the essence of the school in its 21 year journey, allowing its inspirational voice to resonate into the world.

We also embarked on a beautiful whole school community project called Baya Budbili, creating a yarnning blanket that is eco-dyed and hand-sewn by children, parents, carers and staff. It features the flannel flower as an emblem of resilience and healing. This is now complete and was officially launched for yarnning and conversation at the Autumn Fair in May 2022.



Directions 2022

This year we have chosen “Restore”, as a whole school theme. Our intention is to gently invite parents, carers and friends to engage in the activities of the School in ways that we once again feel ourselves a flourishing community around the growing children and young people in our shared lives. The Autumn Fair was our first on-site School event in two years. This showcased the richness of an artistic and relationship-based education together with our broader sense of being a community committed to sustainability and social responsibility.

We are seeking funding for a Restore Project that will see restoration of soil and vegetation in an area of the School identified by High School Students in their Water Cycle Project. Additionally, we hope to create an outdoor learning/bush circle that incorporates into its design, cultural symbols and narratives, an acknowledgement of the impacts of colonisation on First Nations’ people; and a lived intention for making peace with one another and the land, grounded in this place. This area will be accessible to the wider community for celebration and connection.

Another significant direction this year is Succession Planning. We are implementing a new team leadership structure in the teaching sphere while at the same time, working toward transforming our School governance model into one that is dynamic, participatory, and integrative across all teams/spheres.

We will continue to explore the proposed Eco - Senior School initiative, with a view to this beginning in 2024. We hope Eco Senior School, will be not only an alternative to existing Year 11 – 12 options in the Blue Mountains but a new way of educating in content, context and method. It

will be education that is ecological at its heart, and place-based learning where environment and community are campus and curriculum.

The support of the Uluru Statement from the Heart remains ongoing with a focus on Makarrata, truth telling about history. Celebrating and learning from the First Nation’s culture and knowledge systems are increasingly woven throughout the curriculum, as are age-appropriate ways to acknowledge and address the impacts of colonisation on people and place. We also have Yuingal, a library of books and DVD’s available to parents and friends.

An overarching theme in this year’s strategic planning is building capacity to be adaptive, flexible, and relevant in these increasingly uncertain times, across education, administration and social spheres. We anticipate a productive year within our longer-term vision of a flourishing Kindlehill School, serving the tasks of our time and place, into the future.

Lynn Daniel
Chairperson



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. The parent confidence, flexibility and support have been enabling factors in ensuring the pandemic year was a cohesive one despite challenges.

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. This year, managing the ongoing disruptions due to COVID-19 and the Public Health Order were prioritised.

Additionally, there was a whole school focus on effective and integrated differentiated learning across all areas of the curriculum. This included professional development as well as sharing strategies in our weekly teaching meetings.

Initiatives in Respect and Responsibility

While research shows that explicit prejudice has declined dramatically over the past 50 years, implicit biases remain pervasive. 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.

Throughout the School, addressing racism and inequality are consciously integrated into the teaching and learning.

Dance

Students across the Primary School have the opportunity to dance with Wagana Dance Director, Jo Clancy. This is especially important for our cohort of Aboriginal students to see their unique culture valued and integrated in their school environment.



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.

Hiroshima Day

Planting a tree of gratitude, connecting our hearts to peoples and culture all around the world.



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 promote 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

Students

"Kindlehill is a big, cosy family. An understanding family, that would be the best way to describe it."

Year 9 student

"There's a bigger community vibe because it's a small school, you get to mingle with everyone even though you still have your friendship groups."

Year 10 student

Teachers

"Kindlehill has been a calm port in the wildest ocean storms. I'm really grateful to be working with my colleagues at the school, and especially with the children...they give me hope and a feeling of optimism."

Libby
High School Learning Support

"Dear Class 10, Once your egg hatched on this safe and nutritious soil of Kindlehill, you munched on so much love, friendship and both challenging and joyful experiences, while you shed many layers of skin. Then your knowledge and experiences matured in the protective chrysalis. Now you break free and take flight into the larger sky and taller trees. Unlike butterflies you will repeat this metamorphosis many times in your life because I believe you are courageous enough to keep reinventing yourselves till you become old, wrinkled and wise. Remember to smell the sweetness of flowers even after a storm."

Love, Sayoko
Japanese Teacher

Parents

"Our family joined Kindlehill about 15 years ago and the experience has been wonderful. We've always enjoyed the community and the community has always embraced our family. Our youngest son has Down's Syndrome but this has never exempted him from anything. He flourishes socially, the teachers adjust the curriculum to suit his ability, and, importantly, he is always required to show up. This isn't an experience that all children with a disability have so we feel very lucky."

Ruth Mayroz
Parent

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 2021:

Professional Learning Activity	Number of Staff Participating
Leatherwork	2
Maths – Differentiated Learning Seminar	2
Maths Conference	2
Project-Based Learning	2
Mental Toughness workshop with BMPEN	2
Conference in Careers Networking – Western Sydney	2
Steiner High School online training through Melbourne Steiner School	1
First Aid update to qualifications	15
AIS Understanding Disability Discrimination Legislation	All teaching staff
AIS Differentiated Learning Seminar	All teaching staff
Workshop - Understanding power dynamics in the classroom	All teaching staff
Melbourne Rudolf Steiner College Seminar – Harmonising trauma and stress working through the arts	1
Steiner Education Australia – Trauma Informed Care for Leaders	1
Steiner Education Australia – Leadership in Difficult Times	1
Steiner Education Australia – Pedagogical Section Talks	3

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	
Provisional	
Proficient Teacher	12
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total Number of Teachers	12

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	10
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 2021.

Student Attendance

The following table displays the average attendance rates for each Class level during 2021, 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 2021
Class 1	91.23
Class 2	94.51
Class 3	94.08
Class 4	97.58
Class 5	96.97
Class 6	96.06
Class 7	90.56
Class 8	94.96
Class 9	88.13
Class 10	93.07

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, and 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. If an Attendance Improvement 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 student 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 Principals

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.

Enrolment Policy and Procedure

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 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 (refer to 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 terms' 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, No Bullying and Complaints policies, as well as the Communication Protocol. These documents can be found on the Kindlehill website:

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

Other School Policies

Summary of Policy	Changes in 2021	Access to full text
<p>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 in 2021, no major changes were made.</p>	<p>The policy can be requested from the School administration and is also available on the School's website.</p>
<p>No Bullying</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 2021, no major changes were made.</p>	<p>The policy can be requested from the School administration and is also available on the School's website.</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 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 2021, no major changes were made.</p>	<p>The policy can be requested from the School administration and is also available on the School's website.</p>
<p>Complaints</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>The policy was reviewed in 2021, no major changes were made.</p>	<p>The policy can be requested from the School administration and is also available on the School's website.</p>

Acknowledgement

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 School

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

www.kindlehill.nsw.edu.au

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