

KINDLEHILL



Kindlehill School

Annual Education & Financial Report 2022





Table of Contents

1.	Report from College of Teachers	4	7.	Outdoor Education	15
	I. Restore		8.	Community – Connect and Celebrate.....	16
	II. Learning that is Experiential and Connecting			I. Graduations	
	III. Change is in the Air		9.	Report from the Business Manager	17
	IV. College – Shared Leadership		10.	Summary of Financial Information.....	18
	V. Welcome to Kindy		11.	Report from the Board of Directors	19
	VI. Bush Circle			I. Restore Community	
	VII. Dragonfly on Silk			II. Succession Planning	
	VIII. Senior School			III. Senior School	
	IX. Trauma Aware Schooling			IV. Annual Vision and Planning Day – A Murmurations	
	X. We are all Artisans			V. Membership	
	XI. Class 9-10 Individual Projects		12.	School Determined Improvement Targets	20
2.	Creative and Performing Arts Highlights.....	8	13.	Parent, Teacher and Student Satisfaction	21
	I. Drama		14.	Teacher Professional Learning, Accreditation and Qualifications	22
	II. Music			I. Professional Development	
	III. Visual Arts			II. Teacher Accreditation	
	IV. Class 6-7 Big Projects			III. Teacher Qualifications	
	V. Dance with Jo Clancy			IV. Workforce Composition	
3.	Sustainability Initiatives	10	15.	Student Attendance	23
	I. Kindy Project – Frogs in our Waterways		16.	Contextual Information About the School	24
	II. Class 5-6 Turtles Need Clean Water		17.	School Performance.....	24
	III. High School Water Restoration Project		18.	Publication Requirements.....	24
	IV. Jubilee Project – The Queen’s Canopy		19.	Kindlehill Values Statement	25
	V. Flourish Gardening Programme		20.	Enrolment Policy	26
	VI. Edible Gardens Trail		21.	Other School Policies - Summaries	27
4.	Global Citizenship and Social Justice	12			
	I. Shoeboxes for Refugees				
	II. Class 7-8 Zines with Something to Say				
5.	Anti-Racism Statement	13			
6.	Initiatives in Respect and Responsibility.....	14			
	I. High School Yellomundi Cultural Camp				
	II. The Uluru Statement From the Heart				

Report from the College of Teachers

Restore

Restore – our chosen theme for 2022, addressed the legacy of COVID-19 impacts on School and community, with a focus on the beautiful, the social and the ecologically regenerative. We began and finished the year with camps in nature across all Primary and High School classes. We also restored the events in our School that are celebratory and connecting; including the Autumn Fair, Open Day, and drama and music performances with live audiences! We have also re-shaped and re-planted our Bush Circle and have plans to connect this and the lower play area, with an outdoor classroom in 2023.

Learning that is Experiential and Connecting

Experiential learning is signature to Kindlehill. It takes children and young people out of the classroom and into nature, the community and beyond. The creative and practical arts are also integral so that every student becomes accomplished in music, performance, and a range of arts and crafts. These experiences are wellsprings for the lives of our students.

In Kindy, the children are immersed in “doing the good”, being respectful and kind to one another and to all that is in their environment. The whole intelligence of the child is awakened and unfolds out of this core value. Essentially, our little children are educated in love and reverence for life.

In Primary School, through an experience of the beautiful, the feeling life is deeply nourished as children are guided to cultivate relationships of care and respect with the world around them. When we connect in joy and wonder, to the beauty in life and relationships, we grow into people who live responsively, with care and respect as core values.

In High School, the focus on growth and development shifts to thinking. Students are supported to dig deeply and relate widely, to engage meaningfully with the world around them. It is understood that we are living in uncertain and complex times and in High School, students develop an orientation toward thinking and living in ways that are restorative for people and planet.

My deep gratitude to the whole School community from Board, to teaching and administration colleagues, to parents and carers, and the children and young people. And deep gratitude also to the Dharug and Gundungurra custodians of the land on which our School flourishes.

Lynn Daniel
Principal

Change is in the Air

In 2022 we said farewell to Pippita Bennett, one of our teachers who has travelled with the School since its early beginning. Pippita has been an integral and formative part of the Kindlehill school and community for 21 years!

Erica Chaperlin was appointed Assistant Principal and we have welcomed new teaching staff for 2023 - Lesley Foxwell to the role of Class 2-3 Teacher and John Higgins to a shared Class Teacher role in Class 4-5.

We also have a new Board member, and the Membership Group that supports the Board has been refreshed with a group of people who are truly placing their arms around the school to support its flourishing.

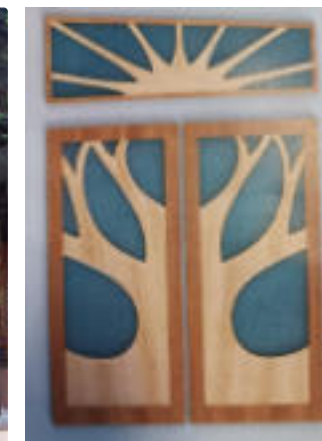
College- Shared Leadership

In 2022, the College, which is the key leadership body, reviewed its purpose and structure. We deepened our understanding of collaboration and accountability, each College member taking on a project through the year that served the wellbeing and development of the whole School. We also invited Steph Dawes (High School) and Sue Totterdell (Primary School Teaching Assistant and Music Teacher), to College, in order to broaden our representation.

The focus on College Development also serves succession planning. Deepening the College leadership and developing collaborative teams across all areas of teaching, is an ongoing task of cultivating strength in leadership across the School.



Pippita gifts a beautiful artwork to her colleagues celebrating all we have done together over the past 21 years. It is a representation of the “College Imagination” which depicts how teachers are connected one to another, to the vision and purpose of the School and to the evolving tasks of our time and place.



Welcome to Kindy

These beautiful hand-crafted tree of life doors now welcome the Kindy children to what is truly an inspirational and beautiful Kindy Garden. These were crafted by local artisan Reuben Daniel, who also worked on the timber framing of the Kindy building during its construction.



Bush Circle

The Bush Circle is a place for conversation and connection. It is also an acknowledgement that Kindleshill School flourishes on Dharug and Gundungurra Country. The Bush Circle will be complemented by an Outdoor Classroom to be built in 2023.

Dragonfly on Silk

These artworks were created by Class 5 – 6 as part of a whole School focus on deepening our connection to water. They were exhibited at the Katoomba Winter's Night Illumination as well as the Water Exhibition at the Cultural Centre.



Trauma Aware Schooling

The implementation of Trauma Aware Strategies across the School in 2022, was a conscious endeavour to meet the needs of individual students who may have experienced trauma but also particular sectors of our broad community. In recent years both our local community and global community have weathered climate change events such as wildfires and flooding. Globally the pandemic has had devastating consequences

Senior School

Planning is underway to achieve registration for our first Senior High School cohort in 2024.

Our intention is not just to offer an alternative to existing senior school options, but develop a new way of educating in content, context and methods.

Built around Kindleshill's core commitment to social and ecological responsibility, the senior curriculum will be place-based, addressing real problems and opportunities in our own community. Learning will be transdisciplinary and delivered as integrated units across subjects.

Key to the success of this approach will be the relationships that we build with community organisations and hubs, social enterprises, and businesses. Discussions regarding micro-credentialling with organisations including Western Sydney University and TAFE are currently underway.

both physical and emotional. As we grapple with the aftermath and a future where these problems need strong and active minds to solve them, we are supporting the wellbeing of all students but also those most affected by trauma, to continue to have their voices heard and be part of that conversation that heals the world.



KINDLEHILL SENIOR HIGH SCHOOL

We are all Artisans

Crafting useful and beautiful things is an essential strand in the Kindleshill curriculum. We continue to place the well-being of the earth at the centre, where possible making and mending using the materials and resources that we have around us, and that connect us with place and the environment.

In 2022, the Year 10 Individual Project took its inspiration from Necessary Traditions, where students make or mend using a traditional or cultural skill. In the process they explore the connection between personal wellbeing and planetary health. Highlights this year included Zarni's renovated Vespa, beautiful dream catchers made of re-purposed textiles, and the launch of Alina's album, Say my Name.



Creative and Performing Arts

The creative and performing arts enliven. They nurture creativity, imagination, collaboration and confidence. They cultivate whole being intelligence. At Kindlehill, every child is a musician, an artist and a playful collaborator. The many performances across this year, exemplify the transformative experiences for individuals and cohorts that come through the integral weaving of the arts into their School year.

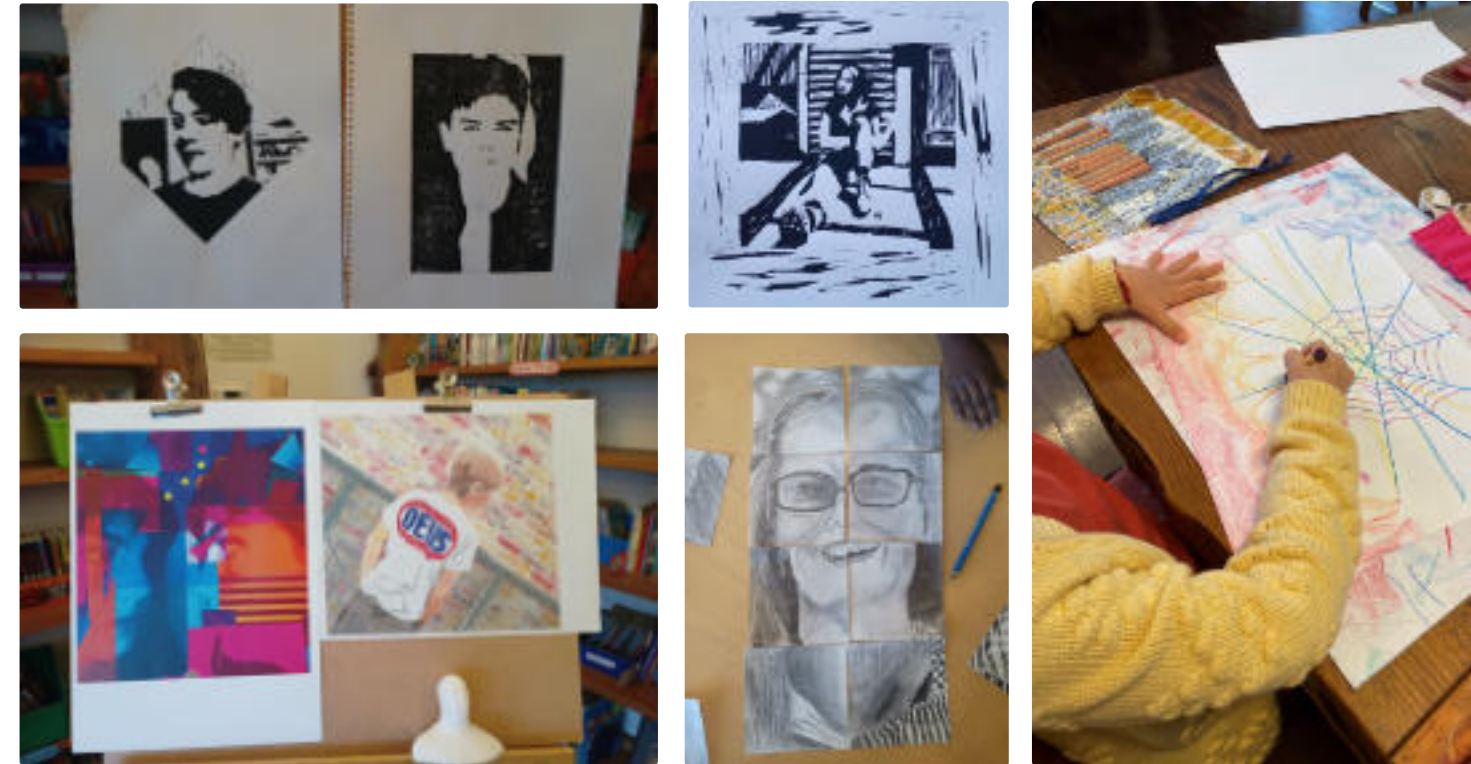
Drama



Music



Visual Arts



Class 6 – 7 Big Projects



Dance with Jo Clancy



Sustainability Initiatives

How can we move beyond the conversation about sustainability to a focus on restore and regenerate? These were some of our initiatives in 2022.

Kindy Project – Frogs in our Waterways

Class 5-6 Turtles Need Clean Water

This was a collaboration with Blue Mountains City Council to educate families about the importance to care for local waterways and celebrating the biodiversity in our local place.



High School Water Restoration Project

In a teaspoon of healthy soil, there are more critters than people on the planet.

Drawing down carbon into soil and roots, keeping water in the soil and plantings, these are the practical ways we can mitigate the impacts of climate change. The enquiry question for our Water Restoration Project was: *How can we restore the small water cycle in our School environment to keep water on site and increase resilience to fire and flood?*

The project included a site study, collaboration with experts, and addressing the erosion on the slope leading to the Bush Circle. Complementary to this geography project, the Bush Circle and plantings was restoring connection to Country and community.



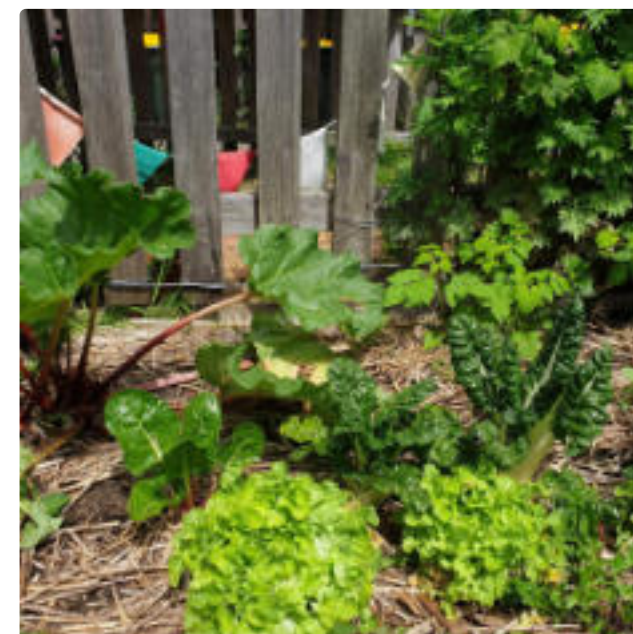
Jubilee Project – The Queen's Canopy

Through complementary plantings around the School, we addressed the complexity of Makarratta, of truth telling about history and the impacts on First Nations in this our local place. Exotic trees were planted which celebrate the seasonal changes and the traditions brought by those who are settlers on this country. Native plantings celebrate and acknowledge Country and the peoples who have lived sustainably on this land for tens of thousands of years.

This project was partially funded by the Federal Government Jubilee Grant.



Edible Gardens Trail garden



Flourish Gardening Programme



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. For example, younger children learn about different cultures and celebrate diversity through songs and festive foods. In Class 5–6 there is a lesson on the humanitarians and how we can all live proactively in respect and compassion. In High School there is a focus on learning from those who are marginalised, highlighting the change makers who have experienced persecution and exclusion, raising the profile of their stories and finding ways we can be allies in our collective futures shaping.

“What the best and wisest parent wants for his child, that must we want for all the children of the community. Anything less is unlovely, and left unchecked, destroys our democracy.” John Dewey

A quiet focus this year, has been on skilling up the teaching staff on addressing the wellbeing of children who have experienced trauma. All schools are complex microcosms of society and improving the way we care for the vulnerable in our communities has to be a priority.

Shoeboxes for Refugees

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

Class 7–8 Zines with something to say

Class 7-8 zines produced in English contained a variety of topics including autism awareness, protecting bees and understanding the James Webb telescope. The zines are being sold in the Good Earth Bookshop in Wentworth Falls, which also runs the Mtns Zine Club.



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 from 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.

Initiatives in Respect & Responsibility

Increasingly in our School, there are visible images and symbols that remind us that we walk together as First Nations and Settler peoples. Here are some of the key initiatives of Respect and Responsibility in 2022:

- Sista Circle
- Aboriginal girls shared culture with Wagana Director, Jo Clancy.

High School Yellomundi Cultural Camp

An overnight camp led by Uncle Lex and Wayne Cornish, including traditional signing in students into Country, cultural crafts and a discussion about caring for the wellbeing of self and one another, including an indigenous perspective.



The Uluru Statement from the Heart

Kindlehill School supports the Uluru Statement from the Heart and continues to align curriculum and teaching practices with the Makarrata, the striving for truth-telling about our history.

Outdoor Education

No substitute for experience

It was both wonderful and productive to restore camps to the School programs this year. Despite the challenges of rain and floods, all classes experienced the beauty and resilience of nature, and how we find these qualities within ourselves in a very special way on camps. Kindlehill is 10 minutes' walk from the Wentworth Falls Lake and is embedded in the Blue Mountains. Excursions into the environment are woven throughout the year. Here are some of the highlights from 2022:

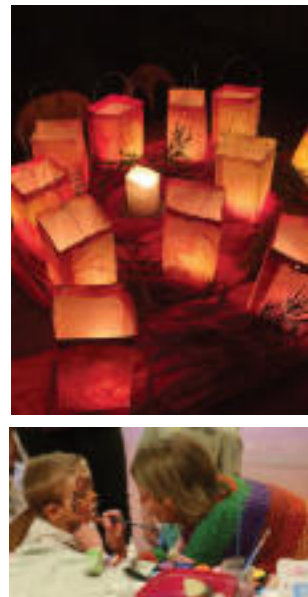
Kindy	Walks to Wentworth Falls Lake
Class 1-2	Local walks, overnight sleepovers
Class 3-4	Camp to Jervis Bay, Bonnie Vale Beach camp
Class 5-6	Nanga Creek, Yellomundi Cultural Camp, Ski Trip
Class 7-8	Geography on the Road 2 weeks NSW, Ganguddy, Newnes
Class 9-10	Geography on the Road 2 weeks NSW, Yellomundi Cultural Camp, Ganguddy, Newnes, Patonga



Community – Connect and Celebrate

In this year, there were many parent initiatives to support the community life of the School from organising food trains for families with new babies, to bringing food and festivity to Class performances, to coordinating the larger events such as the Autumn Fair and Open Day.

Restoring a sense of community and reciprocity has been an important focus throughout the year, and the generous contribution of parents and carers, has without a doubt brought a restorative quality to all.



Report from the Business Manager

2022 was a year where the School seemed to snap back to normality in what was referred to as the “new normal”. Furthermore, this normality was achieved during a year where there were a number of external pressures which not only impacted on the School, but on parents, families and society in general. Cost of living pressures were on everyone. The School did recognise this and we worked with our Community to support in any way we could.

As was expected, it was a busy year with enrolments with an overall increase in the number of students starting and students leaving throughout the year, which may well be related to the fallout of those previous “unprecedented” years. In summary, the School’s enrolments dropped minimally by two students at the time of Census in August, although our revenue from enrolment fees did grow. This was primarily due to the differing fees for Primary and High School, and the various timings of those students who left and those who started. We reported 132 students at the time of Census.

Financially, the School finished the year with an operating surplus, following on from the previous years’ surplus. The accumulation of these surplus’s places the School in a healthy and solid position to reinvest back into the School, to improve the facilities through capital works which ultimately provides a better educational experience for our students. This then has a natural trickle-down effect on families and our School community. It is anticipated that the long-term capital works will be funded by a combination of surplus’s, debt and government funding.

The financial picture of the School is that of strength and stability. We have no debt, all our legal taxation and superannuation obligations are paid up to date, we pay



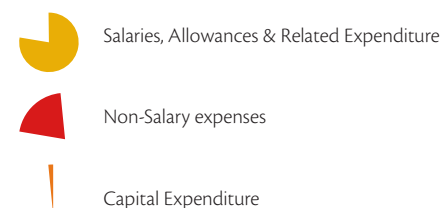
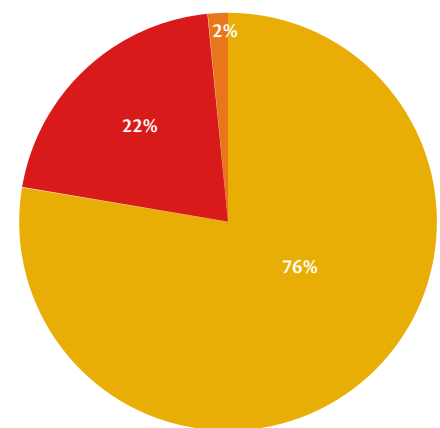
our Suppliers on time taking pride in building strong relationships with all our Suppliers, promoting reliability and assurance in our supply-chains. The School has a strong Net Asset base, all the financial ratios are positive.

A special thank you to the Administration team of Rebecca Cornish (Administration Officer), Lisa Parragi (Compliance Officer), Kylie King (Bookkeeper) and Derek Johnston (Facilities/ IT and much more) who all contribute so much to the successful service we offer the School. The proficiency and skillset they all bring is a wonderful backdrop to the value and support the Team provides not only me, but the School and the Community as a whole.

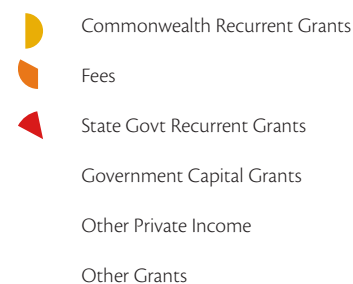
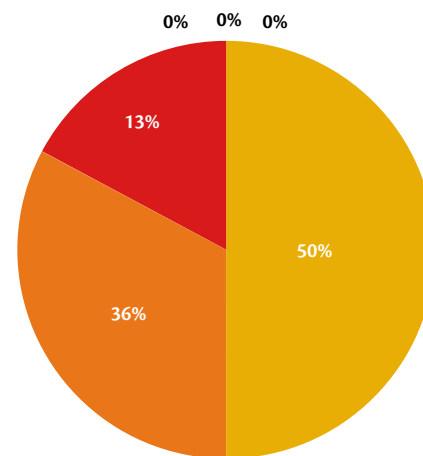
Andrew Robertson
Business Manager

Summary of Financial Information

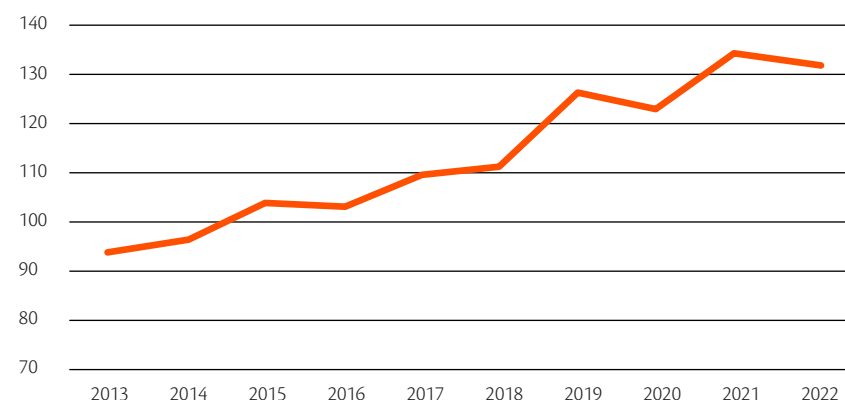
Kindlehill Recurrent & Capital Expenditure 2022



Kindlehill Recurrent & Capital Income 2022



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

In 2022, the Board welcomed Simon De Greyte, Derek Johnston and Pene Bloch as Directors. We also renewed the membership of the Members, a circle of support and accountability around the Board and School in general. It has been a productive year and the generosity and insights of all participants is greatly appreciated.

Restore Community

The intention was to gently invite parents, carers and friends of Kindlehill to reengage in the activities and life of the School after the lifting of isolating COVID-19 restrictions. The year finished with a flourish, a sense of celebration and connection tangibly experienced across the School in graduations and festivities.

Succession Planning

We introduced a leadership model that transforms School governance into one that is dynamic, participatory and integrative across all spheres. We have both immediate and long goals in mind, that which is good for the School now and how we sustain this into the future. In this year, we appointed new staff in teaching and administration, a new Board Director and new Members for the Membership group. This is part of the succession planning in practice. We said farewell to Directors Steve Grieve and Carole Young.

Senior School

The decision to apply for registration for Senior School with a view to starting in 2024 was made. The Senior School project will be launched at a film screening of *A Murmuration* early in 2023.

Annual Vision and Planning Day – Murmurations

Rich conversations and explorations through movement were a feature of our Vision and Planning Day inspired by the *Murmuration*. This term describes the phenomena of large groups of birds moving in unison, relying on a form of collective intelligence to adapt to external circumstances, and where coherence is achieved by each one focusing attention on their seven closest neighbours.

We explored how we as a community could use the adaptive quality of murmuration to amplify the relationship between our individual contributions and

how these cohere into a collective sense of purpose and practice.

The two special areas of consideration were explored in a world café context. The open-ended stimulus question for the group focusing on community, asked: What is our intention here? What's the deeper purpose – the big 'why' that is worthy of our best effort? The Senior School group began with the question: How can we benefit the wider community by educating differently in the senior school years?

This flipped the usual focus on what is of most benefit to our students as individuals. What emerged from these explorations was insightful and helped set the direction for our whole School and community focus in 2023. Those present were from the Board, its Membership, staff and parents. I think it was the first time at such an event that parents outnumbered staff. Thank you to everyone who gave their precious time and beautiful energy and vision to our murmurings.

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.

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.

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, the following School Improvements were the focus:

- 1. Literacy and learning support team development in the Primary School.
- 2. High School team Development – Introduction of shared leadership via the Guardianship of year groups.
- 3. Trauma Informing Teaching – Berry Street model introduced to all staff to better support students with trauma backgrounds.
- 4. College – Leadership Development and Review.
- 5. Community – Restoring a sense of community after the social distancing and divisiveness of the COVID-19 years.
- 6. Master Building and Grounds Planning.

Parent, Student and Teacher Satisfaction

Parents

Parents are an integral part of the community at Kindlehill. Class 3-4 Parents organise the Annual Fair and Open Day. They in turn involve parents from every class in the School so that these days are an expression of a community of students, parents and staff working and celebrating together. Parents are regularly invited across Primary School classes to help with excursions, and very often delight in sharing their knowledge and skills with the children.

In High School, parents are invited to join the community life via performances and social events. Our goal is that the young people in our School feel themselves part of a community, where adults are as another skin or layer around their lives, both for guidance and celebration.

Students

Students are immersed in the educational, artistic and community life of the School and the wider community. Their sense of belonging, their sense of being part of a celebratory and supportive community is evident. The School creates a positive culture where students feel safe and supported, where their potential is recognised and celebrated, and where they are supported in growing and developing in areas that are personally challenging. Class Teachers (in Primary School) and Class Guardians (in High School) who stay with the same cohort of students over successive years, develop relationships that are deeply valued by the students. Students also report that the camps are important in making the classroom learning more meaningful, and in building relationship of connection and trust.



Teachers

Teachers usually stay for the long course at Kindlehill. Typically, teachers report that while working in the School has its stresses, they feel a deep sense of purpose and camaraderie. They report that being part of a small school with a clear vision and pedagogical framework, supports their growth and development as teachers, as well as their sense of contributing to something worthwhile for their lives and those of their students.

Teacher Professional Learning, Accreditation and Qualifications

Professional Development

In addition to individual Professional Development were the following:

Professional Learning Activity	Number of Staff Participating
Term 1	
Primary Maths	2
Trauma Informed Schooling – Berry Street Training	1
Working With Children with Additional Needs (NCCD Training)	2
2022 National Teachers' Conference – Steiner Education Australia	7
Australian Curriculum Students Association Webinars	1
Term 2	
The Art of the Possible AIS – Pathways into the Community	3
In-school training – Trauma informed Education	All staff
A Deep Dive into Problematic and Harmful Sexual Behaviours (PHSB)	1
Jewellery making – silver rings	1
Trauma Informed Whole School Planning and Implementation – Berry Street	1
Understanding Deeper Developmental Needs – Dr Adam Blanning (8x2 hours weekly)	1
Australian Curriculum Students Association Webinars	1
Duke of Edenborough training	1
Term 3	
Planet Youth Wellbeing Conference	1
Child Protection Investigation Training – Two Day Masterclass (Association of Independent School)	1
Vital Years Conference – Steiner Pedagogical Conference for Kindergarten Teachers	2
In-School Training: Trauma Informed Education – Positive Engagement Focus	All staff
Suicide Postvention Planning	2
Aboriginal and Torres Strait Islander Perspectives in Maths	1
Communications Workshop – Navigating Difficult Conversations	All Staff
Term 4	
Briefings Regarding New Syllabuses	Relevant Teachers
Pedagogies For Aboriginal and Torres Strait Islander Students (Steiner Education Australia)	8

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	
Provisional	
Proficient Teacher	14
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total Number of Teachers	14

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 2022.

Student Attendance

The table displays the average attendance rates for each Class level during 2022, 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 2022
Class 1	83.87
Class 2	85.40
Class 3	84.33
Class 4	80.93
Class 5	85.57
Class 6	85.83
Class 7	81.67
Class 8	77.41
Class 9	72.34
Class 10	85.73

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

Contextual Information about the School

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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>

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.

Publication Requirements

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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 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 as outlined above.
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 / carers 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..

Continuing enrolment is subject to the student's adherence to School rules and payment of all School fees.

Exiting the School

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 is required, or full fees are charged in lieu of notice. Please refer to Enrolment Agreement 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 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 2022	Access to full text
A Safe and Supportive School Policy 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.	The policy was reviewed in 2022, no major changes were made.	The policy can be requested from the School administration and is also available on the School's website.
No Bullying Policy 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.	The policy was reviewed in 2022, no major changes were made.	The policy can be requested from the School administration and is also available on the School's website.
Discipline Policy 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. 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.	The policy was reviewed in 2022, no major changes were made.	The policy can be requested from the School administration and is also available on the School's website.
Complaints Policy 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.	The policy was reviewed in 2022, no major changes were made.	The policy can be requested from the School administration and is also available on the School's website.

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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