



Kindlehill School

Annual Education & Financial Report 2023



Table of Contents

1. Report from College of Teachers 4	9. Report from the Board of Directors 16
I. Resilience	I. Succession Planning
II. Learning that is Experiential and Connecting	II. Senior School – Buran Nalgarra: Strength and Learning Through Togetherness
III. Buran Nalgarra – Senior Studies	III. <i>A Murmuration</i> – Launching Buran Nalgarra
IV. College – Shared Leadership	IV. Annual Vision and Planning Day – Embracing Context
V. A Change of Principal - A Ceremony of Beauty and Connection	V. Learning and living together with climate change – our narrative
2. Creative and Performing Arts Highlights..... 6	10. Report from the Business Manager 18
I. Music – Gurunggu bayumi – Children, Toward the Music	11. Summary of Financial Information..... 19
II. Drama	12. School Determined Improvement Targets20
III. Visual Arts	13. Parent, Teacher and Student Satisfaction21
IV. Class 6 Big Projects	14. Teacher Professional Learning, Accreditation and Qualifications22
V. Dance with Jo Clancy	I. Professional Development
VI. Practical Crafts -We are all Artisans	II. Teacher Accreditation
3. Sustainability Initiatives 9	III. Teacher Qualifications
I. Gardening	IV. Workforce Composition
II. A Permaculture Plan	V. Student Attendance
III. Year 10 Projects that Matter – Katoomba Street Sends Plastic Packing	VI. Contextual Information About the School
4. Global Citizenship and Social Justice 10	VII. School Performance
I. Peace Ceremony – Commemorating Hiroshima and Nagasaki	VIII. Publication Requirements
II. Shoeboxes for Refugees	19. Kindlehill Values Statement25
III. Class 8-9 Zines Something to say that Matters	21. Other School Policies - Summaries27
5. Anti-Racism Statement..... 11	
6. Initiatives in Respect and Responsibility..... 12	
I. Dharug Dalang	
7. Outdoor Education 13	
1. Wednesday Well-being in Nature Program	
8. Community – A Murmuration of Generosity15	
I. Graduations	
II. Autumn Fair – Bayamigu	
III. Winter’s Night – A Murmuration of Warmth and Light	
IV. Beautiful Country at Open Day	
V. Graduations	

Report from the College of Teachers

A Murmuration of Beauty, Strength and Agility

Resilience, connection and agency, intrinsic to the imagination of the Murmuration inspired our teaching and learning, and our community events in the 2023 school year. A murmuration 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 focussing attention on the seven closest neighbours. Through the year we deepened our sense of how our individual choices and contributions can be amplified into a collective purpose and practice, based on shared values and vision.

Learning that is Experiential and Connecting

Learning beyond the classroom in nature and in community settings, is signature to Kindlehill. This is also true of the creative and practical arts which are integral to everything we do in class and in our community events. The intelligence of the whole child is awakened through these experiences which continue to nourish the children for their lives.

Cultivating relationships of care and respect with the world around them, the children feel into the wonder and beauty of life. They grow into young people who live responsively, with care and respect as core values.

In High School, students engage meaningfully with the world around them, learning to live with purpose and direction in the uncertainty and complexity of our times, and in ways that are restorative for people and planet.





Buran Nalgarra – Senior Studies

In 2024 we implement the Senior Studies program which means Kindiehill is now a K – 12 School. This exciting and innovative Senior School is a radical to the root alternative to the HSC/ATAR. The curriculum built around Kindiehill's core commitment to ecological and social responsibility, enacted locally through action-learning engagement with community and place. Buran is the elder, the Stringy Bark tree from which strands are twisted to become strong twine. Strength and learning through togetherness in real world settings is a key element.

We are delighted that SBS is screening, *A Murmuration*, a documentary made by local film maker Michael Joy, which tells the story of how we address real world problems that matter in a meaningful and impactful community setting.

A Change of Principal - A Ceremony of Beauty and Connection

At the end of 2023, Lynn stepped away from her role as Principal and Erica Chaperlin is filling in the Acting Principal role until July 2024. The celebration of Lynn's leadership (23 years as a founding teacher and Kindiehill's first principal) and the ceremonial passing along of the leadership to Erica, was deeply moving. There were songs, stories, gifts from the staff and children, and a blessing from Uncle Lex, Corina and Venessa that deeply grounded our celebration in place and community, in ways that only first nations custodians can gift!

Lynn spoke of Kindiehill's superpowers, that it is a School handmade with love, and that it is inspired by the dreams of the children and young people in our midst.

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

Lynn Daniel
On behalf of The College of Teachers

Creative and Performing Arts Highlights

Creativity, imagination, collaboration and confidence are cultivated through the Creative and Performing Arts. At Kindiehill, every child is a musician, an artist and a playful collaborator. The many performances across the year exemplify the transformative experiences for individuals and cohorts that come through the integral weaving of the arts into their school year.

Music – Gurunggu bayumi – Children, Toward the Music

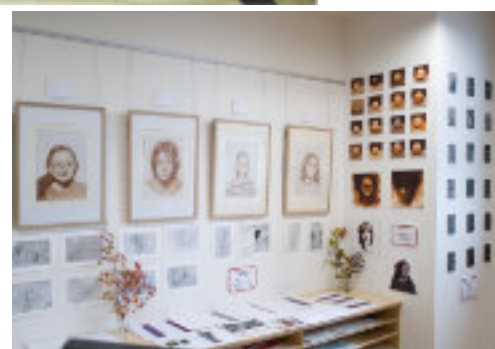
At Kindiehill, every child learns an instrument and takes part in musical collaborations. Research demonstrates that playing music is a particularly unique tool for improving learning and emotional-social outcomes in school-aged children.



Drama



Visual Arts



Class 6 Big Projects

The 2023 Class 6 Big Project was an inspiring array of bodies of work around cookbooks and chocolate making, drama works, short films and animations, mastering music, creating visual artworks, building computers, and storytelling through woodburning. The Big Project is a student-led all year project connecting children to their learning in meaningful and authentic ways.



Dance with Jo Clancy

We love Jo Clancy! Dancing with Jo is a wonderful element of our Creative Arts program in Primary School.



Practical Crafts -We are all Artisans

Crafting useful and beautiful things is an essential strand in the Kindlehill curriculum. We strive 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.



Sustainability Initiatives

Gardening



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

Following Tuneful Tuesday, the Primary School classes take turns working with School Gardening Teacher, Sarah. Inhaling the sweet scent of leaf litter in decomposition that is feeding life, growing food to share with friends and families, they take into their root-toes, gratitude and reverence for the living world.

A Permaculture Plan



In 2023, Permie parent Leni, collaborated with the teaching staff to create a Permaculture Plan for the School that will guide the ongoing development of the school gardens and play areas. Chooks, guinea pigs, composting food waste and the annual autumn leaf collecting for a bio-dynamic compost are ways we sweeten the soil while sweetening our souls.

Year 10 Projects that Matter – Katoomba Street Sends Plastic Packing



We initiated this project with the question, “Can we make an impact in reducing single use plastic in our community waste stream?” We narrowed our action research focus to reducing the 2-litre plastic milk carton, a typical daily household item. After much community consultation, we landed with a plan to support the cafes in Katoomba Street to convert to a refillable bladder system for the milk that swirls into the significant number of coffees purchased each day. A street of cafes going 2-litre plastic milk carton free, is a replicable model for other towns. Students collaborated with Council, with local businesses, and with a Sydney designer and manufacturer, to bring the plan to fruition. This also included pitching the project to Environment Minister Penny Sharpe and local Member Trish Doyle. The EPA supported our funding application and the project is ongoing in 2024.

Global Citizenship and Social Justice

Love for all Children

Peace Ceremony – Commemorating Hiroshima and Nagasaki

Japanese language teacher Sayoko guided us in a beautiful remembrance of Hiroshima and Nagasaki, and the impacts of the atomic bombs.



Class 10 students opened with Taiko drumming and Haiku, followed by Sayoko's beautiful story of how through adversity the peace tree grows stronger and is now growing around the world.

Shoeboxes for Refugees

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

Class 8-9 Zines Something to say that Matters

Zines are sold at the local Good Earth bookshop, and we use the money to buy books for our library.



Initiatives in Respect & Responsibility

*The Uluru Statement
from the Heart*

The Uluru Statement guides our initiatives in Respect and Responsibility and we seek to enact this locally within our School community. Teachers strive to align curriculum and teaching practices with the principle of Makarrata, truth telling about history. We engage in age-appropriate ways with the campaign to embed the Voice to Parliament in the Constitution.

Dharug Dalang

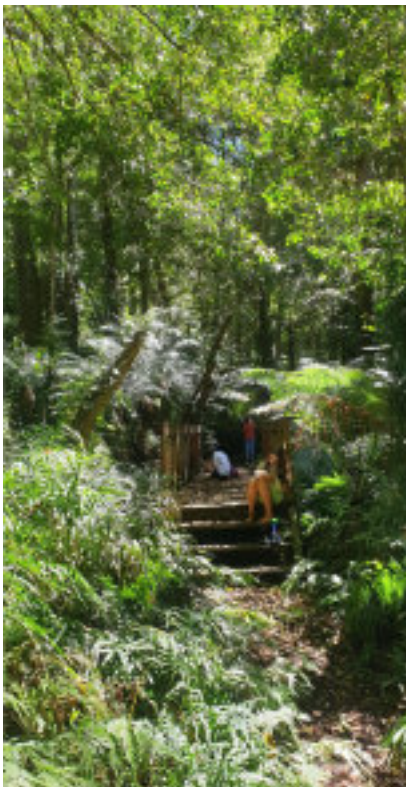
In 2023, the teaching staff learned Dharug Dalang with Corina Norman. From Corina's generous and inspirational sharing, they took language and gesture into their classes, as well as a swag of songs for our whole school singing. Learning the language of place, tuning our listening to the threads of language; bayala, we are learning to live with respect and responsibility on Country.

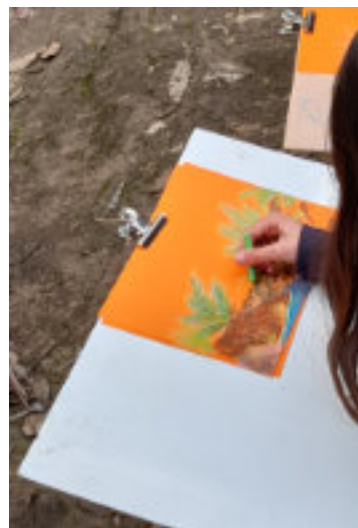


Outdoor Education

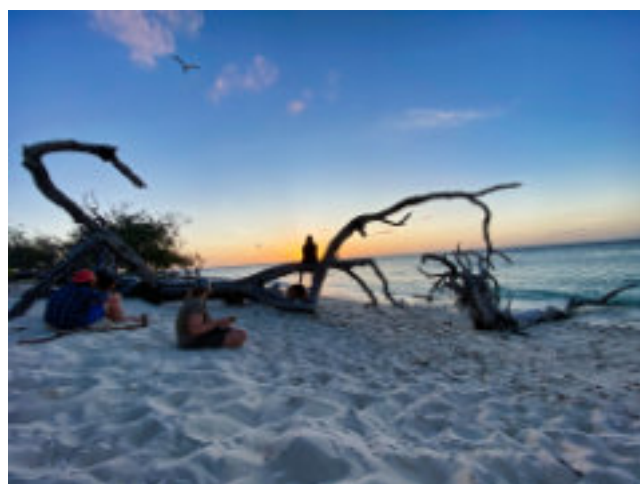
Come to your Senses

Outdoor Education including camps, further develop a respect for and love of nature, as well as independence, confidence and teamwork.





Kindy	Walks to the lake and visits to Alchemy / Permaculture Farm
Class 1	Local walks, overnight sleepovers
Class 2-3	Euroka
Class 4-5	Bristol Point, snorkelling; Dubbo Zoo and bike riding
Class 6	Greenpatch snorkelling, 2 week Cultural Camp out West
Class 7	2-week Geography on the Road NSW, Art Camp Ganguddy, Euroka Winter Camp
Class 8-10	Art Camp, Ganguddy, Euroka Winter Camp, 2-week Lady Musgrave Island – The Great Barrier Reef



Wednesday Well-being in Nature Program

Each Wednesday, a small group of High School students went with Roman, our Outdoor Educator, to a local place to connect with nature, self and one another, as well as to learn skills in navigating adventures in the outdoors.



Community

A Murmuration of Generosity



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. A murmuration of generosity is fostered in our School community, with the creative and generous contribution of parents and carers.

Autumn Fair – Bayamigu

The Fair was organised by Class 2 – 3 parents and carers around the theme of Bayamigu, Children, towards the music. It was a celebration of our School community in action, the sun of generosity shining.

Winter's Night – A Murmuration of Warmth and Light

This is a whole school musical feast to celebrate the renewal of the sun's

forces in nature and in our lives. The preparation for the event is always a treasured week with candle dipping, lantern making and lots of lots of singing!!

Beautiful Country at Open Day

Rachel Hore's song, Beautiful Country was the centrepiece of the opening of our Open Day in Spring. Classes were vibrant with activities, musical performances and the beautiful work of our students.

Graduations

Important transitions are celebrated at Kindlehill with beauty and gratitude. In 2023, there were graduations for Kindy to Class 1; Class 6 to High School; and Year 10 to Senior School studies.

The words of year 10 student Gabby capture well the transformations that can happen as students progress through the Kindlehill journey.

“Choose something you love but connect it to something that counts, make sure your life has impact...Kindlehill has taught me to be patient, to persist, that there is more than one way of thinking about and living in our ever changing world...”

Report from the Board of Directors

In 2023, the Board oversaw two significant growth areas for the School's future. Firstly, the development of an innovative Senior School program and secondly, the planning of major building renovations. Additional to these big projects, the Board has an accountability role, ensuring the School is well managed, and flourishing in its alignment with its Guiding Principles. Directors take on this responsibility voluntarily and I take this opportunity to express gratitude for their interest, commitment and wise stewardship.

Succession Planning

Lynn Daniel stepped away from her role as Principal at the close of 2023 and Erica Chaperlin was appointed as Acting Principal in 2024. Lynn continues as Assistant Principal and High School Coordinator, and is implementing, and teaching in, the new Senior School program.

Senior School – Buran Nalgarra: Strength and Learning Through Togetherness

Throughout 2023, thorough planning and consultation was in place to launch an innovative NESA Registered Senior School program that is an engaging and practical alternative to the HSC. This initiative has received widespread interest from the Blue Mountain's

community, particularly for its focus on learning in and with the community. Information about the Senior School can be found at <https://kindlehill.nsw.edu.au/senior-high-school-prospectus/>

A Murmuration – Launching Buran Nalgarra

In 2023 we launched to the wider community our senior school program, Buran Nalgarra. We showed a film at Mt Vic Flicks that we made to demonstrate how we will engage students in the community with Problems that Matter. *A Murmuration*, the film, has been accepted by SBS and NITV for showings from May 2024. You can see the film here: <https://kindlehill.nsw.edu.au/a-murmuration/>

Annual Vision and Planning Day – Embracing Context

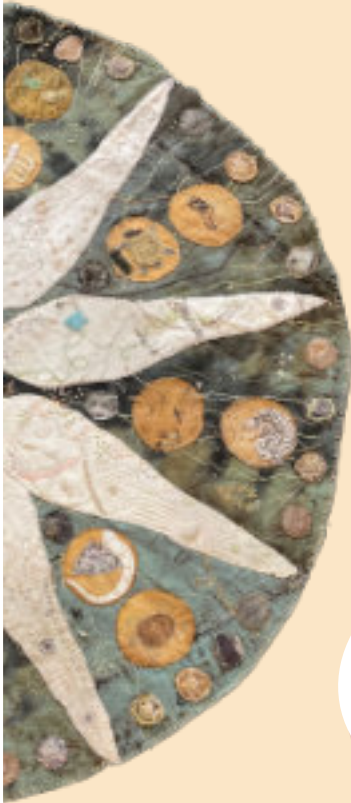
Each year, our Vision and Planning Day, held in late September, explores a thematic focus for the following year. It is a hugely collaborative event with representatives from the Board, teaching and administration staff, parents and carers, and wider community members, coming together to initiate an exciting and relevant future direction.

The two focal explorations were:

1. A Culturally Nourishing School – In this we drew on the work of Gubbi Gubbi educator, Professor Kevin Lowe, to compose a short narrative of the journey we would shape for each child within a culturally responsive teaching and learning frame.
2. Living and Learning Together with Climate Change – we imagined 9 years into the future of Kindlehill, and from this composed a short narrative to encapsulate guiding values and practical actions that can guide our School to learn and live with the opportunities and threats of a changing climate.

Kindlehill has always framed its educational purpose as a social deed, an education responsive to the individual and social context of time and place, within the Steiner pedagogy. Our hope is that together we lean into sensing the next elegant and transformative steps for Kindlehill.

I would like to acknowledge the gentle and reverent smoking ceremony led by Corina Norman that grounded our explorations at the Vision and Planning Day.



Learning and living together with climate change

We are stronger together when we move toward change with the reflection and participation of many voices.

Goals and decisions are made in the presence of our children's futures and all life, while honouring the place where we live.

We work practically and creatively for achievable actions.

We hope to inspire positive change within our School and the wider community, reducing waste, sharing resources and strengthening connection.

This is important so that we can meet the global climate crisis with confidence, gratitude, humility and empowerment.

Finally, I would like to acknowledge the partnerships that grow and evolve within our School community. From our beginnings, these have enabled us to be nimble, adaptive and to thrive. They are the essence of community building and to this day, I am always a little in awe of how Kindlehill weaves beauty and celebration into our shared days and ways.

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.

Report from the Business Manager

2023 was a tough year all round. Many events and pressures on a global scale trickled down and impacted us all. 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.

Enrolments were slightly down on the previous year. We reported 128 students in the 2023 Census. It was a busy year with a number of students both starting and leaving, with the net result being a drop of 3 students. Whilst both Government funding and school fees increased minimally, we did see an increased reliance on assistance, which was a result of the economic pressure we were all facing. The School was proactive in this area and provided support and relief where possible, without impacting on the service offering. Kindlehill prides itself in what it provides to our students and to the community in general.

Financially, the School finished the year with a net operating surplus, albeit approximately 54% less than the previous year. The main driver behind this being the increased costs of running the School. The small increase in fees and funding was no match for the larger increases in costs and staffing. The net operating surplus, together with previous surplus's did enable to the School to purchase the block next door whilst minimising the exposure to debt. The acquisition of the block provides the School with options to expand the education service it offers our students. The exploration of these options commenced in 2023 and currently flows into the future years.

The financial picture of the School is stable. Long-term cash outlook is positive. We have minimal debt, all our legal taxation and superannuation obligations are paid up to date. Kindlehill values its supply-chains and takes pride building and maintaining strong relationships with all our suppliers. Suppliers are paid on-time for their quality goods and/or services; this promotes a reliability and assurance that the School can depend on. The School has a strong Net Asset base, all the financial ratios are positive at the end of 2023.

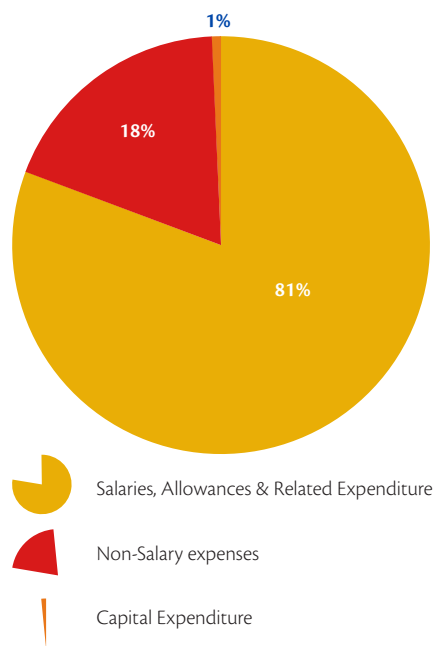


The Administration team is made up of Rebecca Cornish (Administration Officer), Lisa Parragi and Vikki Mironova (Compliance Officers), Kylie King (Bookkeeper) and Derek Johnston (Facilities/IT and much more). All these staff members bring their own unique and proficient skillset to their respective roles and most definitely all contribute so much to the successful service we offer the School. They often go above and beyond and provide the backbone for the value and support the Admin Team provides not only me, but the School and the Community as a whole. The School is very grateful for their contributions.

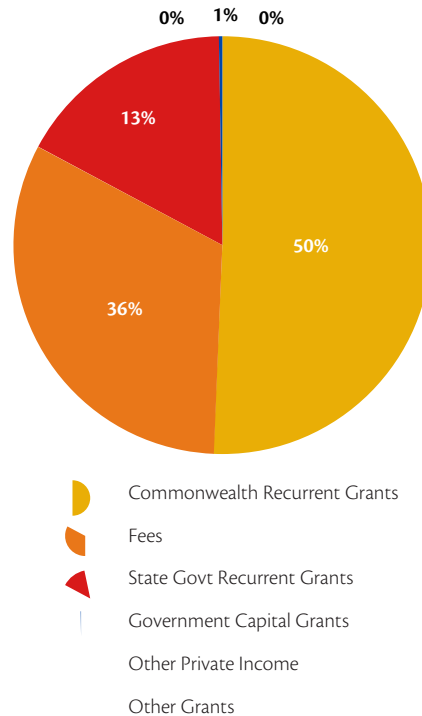
Andrew Robertson
Business Manager

Summary of Financial Information

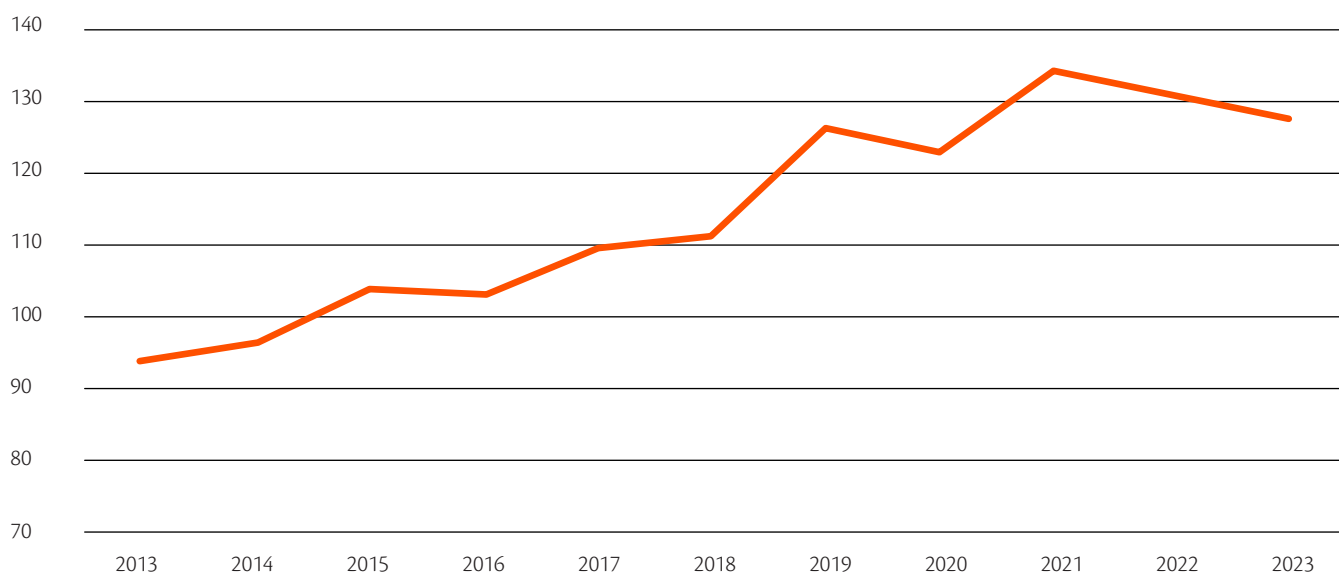
Kindlehill Recurrent & Capital Expenditure 2023



Kindlehill Recurrent & Capital Income 2023



Census Student Numbers 2013–2023



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:

- Dharug Dalang, First Nations language implementation across the school.
- Supporting Students learning through learning support focused on pre-teaching maths and literacy subjects with identified students.
- Targeted Numeracy support groupwork.
- Social support groups running in the Primary School.
- Focus on the Music Programme – Ensembles, Pop- Up concerts, improved communication with parents, teachers and tutors.
- Permaculture Plan for the School.

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.

Parent, Student and Teacher Satisfaction

The positive satisfaction of school community members is tangible, especially at events such as fairs, graduations and student performances.

Parents



"I am extremely grateful and blessed that Kindlehill is a huge part of our lives, and a second home to my three. Our cups are filled every day through this connection."

"Our whole family has felt supported and included in the Kindlehill village. We have learnt as

a family to include art and creativity as an essential part of nourishing and caring for ourselves, and my dream for my children to find connection with the land, with each other, with their peers, teachers and community, have become a natural part of life for them."

Students



"I've learnt so much from everyone here and I'm accepted for who I am and not what I'm expected to be. I now love to learn and surprise, surprise, I actually complete assignments and do my class work. I've started a documentary, I've written songs, and I've drawn a self-portrait. I've overcome my learning disability, and my life is changed.

I've had adventures camping and being trapped on an island in a storm. I never want to eat pasta again! I've swum with turtles, sharks and sting rays but my biggest adventure has been to actually develop relationships with teachers who I respect and respect me."

Class 10 student

Teachers



"With kindness and wisdom, you have helped me to recognise a sense of agency in my teaching abilities. I'm learning extraordinary things on a daily basis whilst at the same time feeling great joy in my role in this incredible school. I feel I have a voice in the true sense of the word. I feel comfortable speaking in a more public context because I know that my work matters and is meaningful and I want to convey that to others. I'm so proud of the work we do in this high school. I feel comfortable to make a lot of noise! I feel we are in constant motion, where change is welcomed, where creativity and optimism are valued, and anything is possible."

Libby, High School Learning Support Teacher

"The scope of the Kindlehill High School classroom allows both students and teacher to embark on a new adventure each day. Whether following a planned lesson, investigating topical issues or connecting with the environment, the diversity of students' lived experience allows lessons to take flight as we embark on the journey together."

Steph, High School English/Tech Teacher

Teacher Professional Learning, Accreditation and Qualifications



Some of our teachers at the National Steiner Teachers' Conference in Maitland. Learning,

Professional Development

In addition to individual Professional Development were the following:

Professional Learning Activity	Number of Staff Participating
Term 1	
In-school training – Trauma Aware Strategies for the classroom – the Triage Conversation	All staff
SEA Mentor the Mentors Workshop	1
Introducing the New Maths Syllabus – NESA	1
Introducing the new English Syllabus – NESA	2
Trauma informed care for young people	1
Term 2	
In-school training – Trauma informed teaching/ child protection	All staff
Sue Larkey online training about ASD	6
Geography Conference AIS – stage 6 curriculum	1
Geography Stage 4, Water focus UWS Education	2
Education Knowledge Network - Implementing changes in curriculum at the school level	1
Epilepsy Action Australia	3
Review of implementation of English/Math K -2	2
Planning and Programming for the New Mathematics 7-10 Syllabus	1
Differentiation in Stage 4 Mathematics Blended Learning Experience	1
AIS intro to new syllabus Maths, 7 – 10	1
National teachers' Conference	6
AIS harnessing the power of AI in education	1
Term 3	
In-School Training: Trauma Informed Education – Child Protection	All staff
Steiner intensive Glenaeon – music, craft curriculum	2
Aboriginal and Torres Strait Islander teachers conference, AIS	1
Maths new curriculum planning	1
Aboriginal and Torres Strait Islander Perspectives in Maths	1
Term 4	
In-School Training: Trauma Informed Education – Child Protection	All staff
Connecting to place – Yellomundee cultural day	5
Restorative practice	3
Conflict between compliance and pedagogy	2
First aid training	All staff

Teacher Accreditation

Level of Accreditation	Number of Teachers
Conditional	1
Provisional	
Proficient Teacher	14
Highly Accomplished Teacher (voluntary accreditation)	
Lead Teacher (voluntary accreditation)	
Total Number of Teachers	15

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	14
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 2023.



Student Attendance

The table displays the average attendance rates for each class level during 2023, 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 2023
Class 1	86.07%
Class 2	87.03%
Class 3	88.91%
Class 4	90.18%
Class 5	84.78%
Class 6	88.91%
Class 7	86.61%
Class 8	63.27%
Class 9	75.89%
Class 10	79.13%

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.

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.

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.

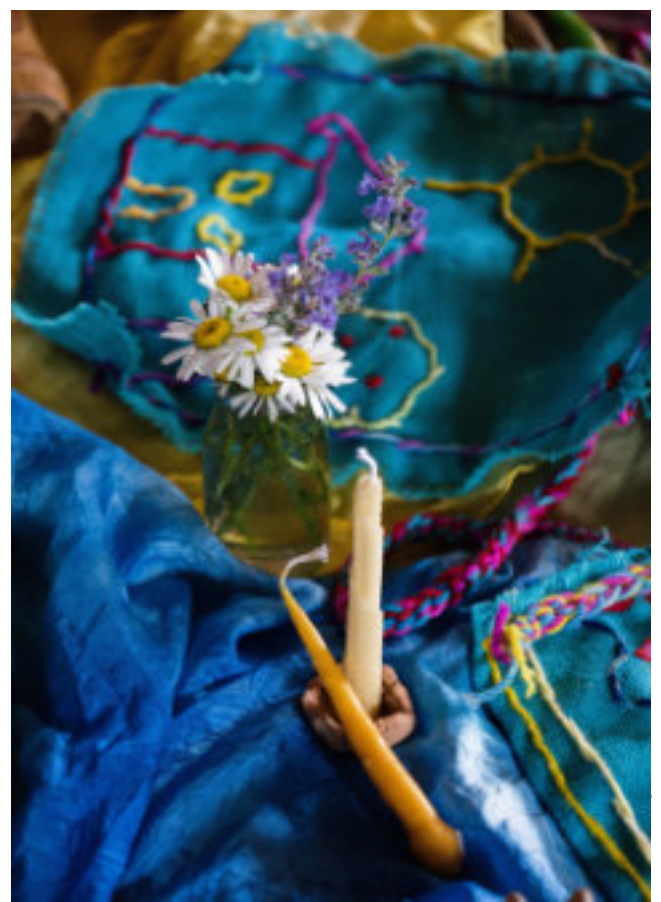
We support children and young people in developing a relationship to nature that engenders freedom, nourishes well-being and cultivates respectful interconnectedness as they live their lives.

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 contribute 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 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 2023	Access to full text
<p>Student welfare – A Safe and Supportive School</p> <p>The school wishes to promote a learning environment which is supportive of students. The foundation of this is that students and teachers should respect each other and not engage in conduct which undermines their mutual trust and support. This Policy covers security, supervision, conduct, behaviour management, incident reporting, complaints and grievances, pastoral care and communication.</p>	<p>The policy was reviewed in 2023, minor changes made to include the commencing Year 11 cohort in Senior School in 2024..</p>	<p>The policy can be requested from the school administration.</p>
<p>No Bullying Policy</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 2023, name of policy amended, and minor changes made to include the commencing Year 11 cohort in Senior School in 2024.</p>	<p>The policy can be requested from the school administration.</p>
<p>Discipline Policy</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 2023, minor changes made to include the commencing Year 11 cohort in Senior School in 2024.</p>	<p>The policy can be requested from the school administration.</p>
<p>Complaints Policy</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 2023, name of policy amended, and minor changes made to include the commencing Year 11 cohort in Senior School in 2024.</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-11 school with a philosophy in Rudolf Steiner Education

www.kindlehill.nsw.edu.au

Ph: 4757 4402 | 8 Lake Street, Wentworth Falls NSW 2782