



2022

Annual Report

FOR THE 2022 SCHOOL YEAR, PRODUCED JUNE 2023



CONTENTS

- 1.0 MESSAGES FROM THE KEY SCHOOL BODIES..... 3
 - 1.1 Chair of the Board of Directors 3
 - 1.2 Treasurer of the Board of Directors 3
 - 1.3 Chair of College of Teachers 4
 - 1.4 Principal..... 5
- 2.0 CONTEXTUAL INFORMATION ABOUT RAINBOW RIDGE STEINER SCHOOL 6
 - 2.1 CHARACTERISTICS OF THE STUDENT BODY 7
- 3.0 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING 8
- 4.0 SENIOR SECONDARY OUTCOMES 8
- 5.0 TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS 8
- 6.0 WORKFORCE COMPOSITION..... 9
- 7.0 STUDENT ATTENDANCE 10
 - 7.1 DESCRIPTION OF HOW THE SCHOOL MANAGES STUDENT NON-ATTENDANCE 10
- 8.0 ENROLMENT POLICY 11
- 9.0 OTHER SCHOOL POLICIES..... 11
- 10.0 SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT 12
- 11.0 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY 14
- 12.0 PARENT, STUDENT AND TEACHER SATISFACTION 14
- 13.0 SUMMARY OF FINANCIAL INFORMATION 16
- 14.0 PUBLICATION REQUIREMENTS 17
- APPENDICES 18
- APPENDIX 1. ENROLMENT POLICY 18

1.0 MESSAGES FROM THE KEY SCHOOL BODIES

1.1 CHAIR OF THE BOARD OF DIRECTORS

As the chairman of Rainbow Ridge Steiner School, I would like to thank and acknowledge all the staff, students, parents, and carers in our school community. The school has again shown its resilience as the whole community faced rebuilding after the terrible flooding last year. We have faced the strain of travelling on dangerous roads, loss of home and income, and children unable to attend school normally. Yet we have also seen the community spirit rise, the connections, generosity, and strength with which we have met adversity.

2022 has been a year of growth and change. Our schools' enrolments continue to be strong with a vibrant mix of new and continuing staff. I would like to thank the college teachers for their many and profound efforts this year. It has been a pleasure working on the board of directors with your guidance and support.

This year (2022) the school is again preparing for registration which will happen in 2023. Each five years we are reviewed which ensures our ongoing compliance. I would like to thank all staff involved particularly Marga and Noah for all their efforts. It is inspiring to see that so many staff have used this process as an opportunity for growth.

Lastly, I would like to remember the efforts of all of our schools' volunteers. The board of directors, the parent group, craft group and the many parent helpers and camp volunteers. Our school continues to thrive through your love and generosity.

Chairman
Janu Cannings

1.2 TREASURER OF THE BOARD OF DIRECTORS

Firstly, I would like to send a special thanks to Michael Chandler who held the Treasurer position throughout the 2022 year. Being new to this role on the Board of Directors I would like to acknowledge the integral support of Noah Nielsen, the Business Administrator at Rainbow Ridge for his guidance in clarifying the role of Treasurer and the financial statements. I wish also to thank all the Board of Directors who volunteer their time and who have been patient and supportive in guiding myself in what it means to be a Board member at Rainbow Ridge. I would also like to acknowledge the College of Teachers representatives who volunteer their time at Board, their reports, insight and sharing. A special thanks to Financial Administrators Laurel Grant who held the Financial Administrator position throughout 2022 as well as Marga Helms, our school Principal for managing the finances so well. I would like to welcome Narelle Chambers, the new Financial Administrator to Rainbow Ridge. I joined the Board in July 2022, and this has given me insight into all the considered decision making in the school that make this a positive Steiner education and experience for all the Staff, students and families at Rainbow Ridge.

The end of 2022 has seen a modest profit of \$83,555 due to student enrolments, subsequent government fundings, including the AIS flood relief grant, and tuition fees. This modest profit is a decrease from 2021 year. This is primarily due to an increase in running costs at the school, inflation and to the purchase of our Steiner bus which unfortunately was damaged at the beginning of 2022 in the floods. We are still in a

healthy financial position with current assets of \$1,295,098 and total assets of \$2,880,086 current liabilities of \$286,918 and total liabilities of \$323,466. Total equity for the school is valued at \$2,556,620.

For the 2023 year it is important that the school manages the balance of both costs, including inflation, as well as working towards important school goals, including reviewing staff wages increases. As the Strategic plan is currently being revised and the Master plan drafted, there are often a number of competing factors that need to be considered. For example, the balance between working towards increasing student numbers and capacity of the school staff and school infrastructure to manage increasing student numbers. This has been recognised by the Financial Administrator and Business Administrator who applied for the BGA grant for new buildings at the school. As such, the Strategic and Master plan become an important guideline in informing the financial strategy of the school.

Yours Sincerely,
Naomi Mills, Treasurer

1.3 CHAIR OF COLLEGE OF TEACHERS

The last year has been an essentially steady one for the college of teachers at Rainbow Ridge. The only main change in membership has been the inclusion of Tess and Rosalie, both on a part-time basis to college meetings as they were employed along with other subject teachers to take on the current Class 8s. Lishia stepped into the role of new Class 1 teacher. All other class teachers remain the same; Katrina and Lauren in Kindy, Michelle taking Class 2/3, Deb on Class 4/5, and Jane on Class 6/7. After the floods at the beginning of last year, the consistency of our daily, weekly, and seasonal rhythms bought much needed security to many families and the children in particular. There was a tangible sense of relief in being well held within a safe and known environment.

An initiative from College was to try to find ways to hold meetings that were more inclusive of ALL staff members, while also bringing more active awareness and study into anthroposophy, which guides the work we do in every aspect of the school. We on college have tried with some success to restructure and rethink the way we have meetings at RR – we are continually asking and reflecting about how we best hold one another and how can everyone be included and heard. We are yet to find a winning formula and so this initiative remains a work in progress.

One initiative that has been fruitful was the creation of a leadership team to support the role of principal. Last year this included Marga, Jane, Lishia and Katrina. At the start of this year timetabling proved challenging to get all of these individuals together and so, after much cartwheeling, finally they met again with the inclusion of Noah as the BA, which added a worthy administrative element to all big picture discussions that are essentially the focus of this group.

The ongoing maintenance and development of our playgrounds and built environments remains a lingering concern for college members. On an aesthetic level our school looks and feels beautiful, however, once you spend time in the play areas and scratch the surface you can soon realise the need for renovation and repair and the urgent need for swings. With the recent appointment of a new Maintenance manager we are all very optimistic that our playgrounds will get the attention they have been so desperately needing.

All class teachers have been very diligent constantly meeting the NESAs requirements however this was stepped up a notch more acutely with specific requirements for our impending application for Registration Renewal. This has certainly been an extra load that class teachers have had to carry on top of their regular

teaching commitments. Fortunately, the college membership is strong, committed and collegial which provides the essential support needed for teachers to do their job well while remaining healthy and happy.

Lishia O'Reilly
Chair of College of Teachers
Presented to Board for AGM 27.06.23

1.4 PRINCIPAL

At the beginning of 2022 the mandate for Covid 19 vaccination was still in place. Our school lost 2 class teachers in the Primary School; one of the Kindy teachers was still on leave and several other staff members had left.

Also, several families had exited because of the compliance the school had to follow in relation to being vaccinated to work.

This had a huge impact on the running of the school. Though we were lucky enough to fill most of the positions and continued operating with the same class structures.

During that year many employees caught the virus, and I stepped in most of the time to deliver teaching programs as we did not have a pool of relief teachers at the start of the year.

It was a great relief when the mandate was finally lifted and by the end of the year several ex-staff members were reemployed in their original or a different role. Some families who had left because of the mandate returned also.

It had been a traumatic experience and unfortunately not all relationships could be restored. But the dedication and hard work of the staff members who stayed with the school was commendable.

But the most important part is that the school continued its educational mission with its highest standard and the highest care for the wellbeing of the students.

After all activities of excursions and camps were cancelled from the Middle of 2021 teachers planned excursions and camps as soon as we were allowed to move and socialise out of school and out of the community. It started in March with some swimming excursions, attendance at Greek Olympics celebration, a Brisbane visit, a Farm stay and in June the first bigger camp, the Noosa River Canoe journey. In August there was the Geology Excursion and the Bungarra Dance Performance in Brisbane. In October all classes from 3 to 8 had their big year camp: Black Rocks for class 3/4, Girraween National Park for class 5/6 and the Central Desert Trip for class 7/8.

These activities proved even more important than in any year before. After so many restrictions it was liberating to explore the landscapes of parts of this beautiful country and doing it with the close cohort of a class and their teachers.

The first school community celebration was at our Winter Festival and then a big Spring Celebration after this was cancelled the year before. We still had celebrated festivals with the students without visitors on site.

The Rainbow Ridge School Community stayed strong, and the staff members worked really hard to continue our educational task while looking after each other and providing a safe environment for everybody.

I like to thank the parents for trusting their children into our care without being able part to enter the school grounds part of the year.

I like to thank the class teachers who took on the class 1/2 and 3/4 which had lost their teacher. And a very big thank you to all the class teachers who held their classes with strength and dedication. All staff was working extremely hard to keep the school operating without having to close any classes because of sickness and less staff.

The whole Northern Rivers area was faced with a devastating flooding event. As our school community branches out to Lismore, Kyogle, Cawongla, Barkers Vale and Uki many families were deeply affected and some were totally cut off for a while. We arranged an outpost learning hub for a couple of weeks in Kyogle as the road was closed because of landslides.

I felt very supported in my role with some of the difficult decisions that needed to be made. The Board of Directors and the Leadership Team were right beside me.

And I am happy to say that towards the end of the year enrolments started to pick up again with a demand from families having moved or planned to move into our school community.

Several parents from those new families have come with qualifications for positions needed to be filled and renewed; the school is in a very strong position, but also new tasks are on the horizon of providing training for new staff working in Steiner Education.

Marga Helms, Principal

2.0 CONTEXTUAL INFORMATION ABOUT RAINBOW RIDGE STEINER SCHOOL

Rainbow Ridge School for Steiner Education is one of approximately 900 Steiner schools in more than fifty countries and was first registered in 1996. It was founded by an enthusiastic parent group with the inspirational backing of Alan and Susan Whitehead.

The School's vision statement reflects our aims:

*We offer a universal education in balance and harmony with the environment,
embracing Rudolf Steiner's deep understanding of child development.
We inspire life-long learning to meet the changing needs of time.*

Rainbow Ridge School grew from the good will of the community, parents and teachers to create the beautiful sustainably designed timber buildings blending into the sub-tropical landscape setting.

The School's property is bordered by forest at the edge of the Wollumbin caldera.

The School is situated 10 km from Nimbin, 43km from Lismore and 25km from Kyogle, occupying 2.5 hectares of bushland at Lillian Rock in Northern NSW. There is a balance of forest, playgrounds and school gardens. Environmental awareness is extended to the buildings, which also includes stand-alone solar power and composting toilets.

The most recent Certificate of Registration for Kindergarten to year 8 was approved in 2019 for the maximum five-year period. The School is not for profit limited by guarantee Company registered with ASIC and ACNC.

In summary, the objectives of the School, as set out in the School vision statement are:

- To provide children with a Steiner Education
- To provide a healthy and inspirational school environment
- To recognise the soul-spiritual foundations in all areas of the school
- To provide the community with insight, clarity and ways of exploring Steiner education and anthroposophy
- To maintain a sustainable independent school
- To facilitate healthy community relationships

The School’s College of Teachers, Board of Directors, Executive Committee and the Parent Group endeavour to work together with the students and parents in constructive and co-operative ways to create a positive, fruitful social environment to achieve harmony and to develop everybody’s best potential.

This Annual Report to NESA and the school and wider community (via our website) provides reliable and objective information about the 2021 school year.

2.1 CHARACTERISTICS OF THE STUDENT BODY

In 2022 we had a student population of 100 students, nearly 60% were female.

Faculty	Total students	Female	Male
Kindy 1	16	10	6
Kindy 2	12	7	5
Class 1	11	6	5
Class 2	12	7	5
Class 3	9	7	2
Class 4	10	5	5
Class 5	10	7	3
Class 6	6	3	3
Class 7	10	5	5
Class 8	3	3	1
Whole school	99	59	40

Students from Non-English-speaking background: 20%

Students of Aboriginal or Torres Strait Islander descent: 4 %

3.0 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Only one student in year 5 choose to participate in the NAPLAN testing in 2022. The remaining families/students in classes 3, 5 and 7 choose to withdraw their children from the standardised NAPLAN testing in 2022.

4.0 SENIOR SECONDARY OUTCOMES

Rainbow Ridge Steiner School is registered and not accredited therefore we do not provide RoSA (Record of School Achievement) statements to our students.

5.0 TEACHER PROFESSIONAL LEARNING, ACCREDITATION AND QUALIFICATIONS

Teacher accreditation and qualifications

All our class teachers have proficient accreditation and have teacher qualification from a higher education institution within Australia.

Summary of professional learning

The Teachers at Rainbow Ridge School are very enthusiastic to deepen their understanding of Child Development and implement appropriate programs and lessons that enable all students to learn to the best of their ability. Professional learning happened in the College of Teachers, in the School as well as through Webinars and Zooms as shown below:

In College meetings

- Participation in concise and continuous Child Studies
- Class presentations including planning, assessment, lesson evaluation, work samples and student and class profiles.
- Dialogue about assessment, differentiated teaching and learning.
- Presentation and planning of student's wellbeing, either needing physical, emotional, social, or learning support.

At School:

- Learning Support meetings to establish student wellbeing support.
- Class meetings, where class teachers talk about relevant developmental stage of the class in relation to the curriculum and other educational topics, including reports.
- Reflection of Student learning and classroom practice documented in teacher's diary.
- Mentor time with specialists including class observations.
- Professional development meetings before the start of a new term with different topics, practical applications, such as Speech, Movement, Water Colour Painting etc.

- Individual parent meetings after the mid-year report

Webinars and Zoom meetings:

- Glenaeon Steiner School one week intensive for class teachers before start of a new school year
- Regional Kindergarten meetings
- Professional Development with Association of Independent Schools.
- Steiner Education Australia offered a variety of topics.
- Online courses on the NCCD website.
- Online learning on the NESAs website.

6.0 WORKFORCE COMPOSITION

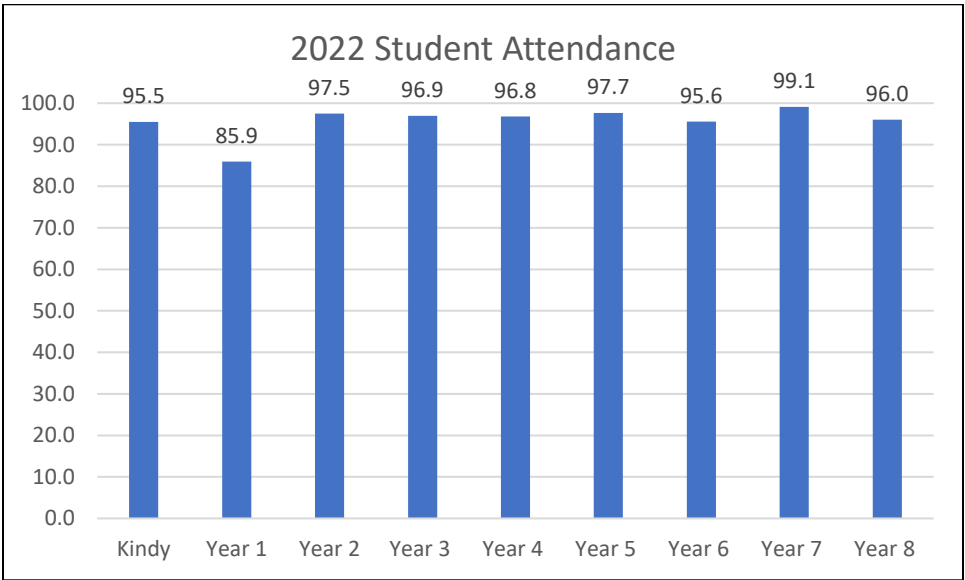
In 2022, Rainbow Ridge Steiner School employed 9 teachers plus 1 principal (7.5 FTE) and a non-teaching staff team of 17 members with an 8.5 FTE.

The table below shows our 2022 staffing.

Class teachers	
Katrina Ross - Kindy	Deb Moore – Class 3/4
Lauren Mitchell – Kindy	Jane Robinson – Class 5/6
Michelle McDonald – Class 1/2	Lishia O’Reilly – Class 7/8
Specialist Tutors	
Xixia Cao – Chinese	Catherine Dunham – Library & Craft
Classroom Assistants	
Robyn Berry	Sonja Kindermann
Genevieve Payne	Leanne Logan
Lani Bigalk	Marta Ribon
Lisa Scott	Susan Johnson
Administration	
Jennifer Atkinson	Executive
Fiona Maunder	Marga Helms – Principal
	Noah Nielsen – School Business Administrator
	Laurel Grant – Finance Administrator
Buildings, Grounds and Cleaning	
Patrick Pembroke – Maintenance Manager	Mel Cashmore – Cleaner/Tuckshop
Helena Herendi – Cas. Gardener	Troy Rickard – Cas. Gardener
Board of Directors	
Janu Cannings – Chairperson (part of year)	Catherine Dunham (part of year)
Bruce Davis – Chairperson (part of year)	Noah Nielsen
Michael Chandler -Treasurer	Naomie Mills (part of year)
Myfanwy Sterling - Secretary	Lishia O’Reilly (part of year)
Ben Robinson (Part of year)	

7.0 STUDENT ATTENDANCE

In 2022, average student attendance was 95.7%. Year 1 had the lowest level of attendance of 85.9% while all other years had over 95%. Our Year 7 class had highest level of attendance at 99.1%



7.1 DESCRIPTION OF HOW THE SCHOOL MANAGES STUDENT NON-ATTENDANCE

Rainbow Ridge School has a responsibility to monitor the daily attendance of all students at the school and a legal responsibility to record student attendance, including reasons for student absence.

Teachers use class roll books to register student attendance, absences, and reasons for absence. Roll book records are a daily responsibility of the class teacher.

Parents are expected to inform the school of their child’s absence on the day of or before the absence, by phone, by email or by coming into the office with the information. The Office Staff documents the student absences in 2 documents, one for daily absences cross checked with the roll books and one for a weekly absence list which is used for the documentation into School-Pro and for reporting.

The Office Staff follows up any unexplained absences. The Class Teachers and/or the Principal meet with parents of students who have identified with more than usual absences and may need to make a reintegration plan for the student.

Poor Attendance Record (excerpt from school policy on non-attendance)
a) If a student is absent for three or more consecutive school days, and the parent(s)/guardian(s) have been unable or unwilling to provide a satisfactory reason, the clerical officer or the Principal contacts the parent(s)/guardian(s) to:

(1) Outline the School's and the parent's responsibility in relation to attendance and attach a copy or give website of the document 'Compulsory School Attendance – Information for Parents', published by the NSW Department of Education and Communities, and available on the website of the NSW Association of Independent Schools.

(2) Outline the support the School can offer to assist the family in relation to attendance. Such support may include an appointment with the School Support Facilitator.

(3) Invite the parent(s)/guardian(s) to a meeting with the class teacher and Principal, to discuss ways to resolve the situation.

Student absence due to pre-arranged family, cultural or religious reasons are notified in writing by the parent or guardian to the School, including the reason for absence and the dates of the absence. The Principal is informed of any leave application and the Principal decides if the leave will be granted.

If a student is withdrawn from the School, notice of the destination school and address must be given to the office using the student enrolment withdrawal form, which needs to be approved by the Principal. The Principal endeavors to meet with the parents for an exit interview. If a student was withdrawn from the school without a destination the Principal reports to the NSW Department of Education attendance@det.nsw.edu.

8.0 ENROLMENT POLICY

The full text of the school Enrolment Policy is attached at Appendix 1.

9.0 OTHER SCHOOL POLICIES

Rainbow Ridge School has several policies relating to student welfare, anti-bulling, discipline and complaints handling procedures. All of these policies are available in full on the school's website and directly from the school. See the summary of these policies below.

- **Student welfare and Safe and Supportive Environment Policy** – This outlines steps to ensure the safety and wellbeing of students in terms of supervision (links to child protection policy), the appropriate use of grounds, buildings and facilities, evacuation procedures, and risk management procedures. The school also has a **Pastoral Care Policy** which guides the provision of students with access to appropriate pastoral care arrangements. Teachers can counsel children to the best of their ability on site, in conjunction with the parents. In addition, Rainbow Ridge School employs a School Support Person who can be accessed by students, parents, and staff.
- **Anti-bulling Policy:** The school policy provides the process for prevention of bullying activities and the creation of a safe and supportive environment. Students are taught to recognise, report and participate in the school's social behaviour procedures. The policy sets clear guidelines for the identification and intervention strategies as well as follow-up and monitoring after incidents are reported.

- **Student Discipline and Procedural Fairness Policy:** Rainbow Ridge Steiner School prohibits the use of corporal punishment as part of the school's discipline policy by both staff and non-school persons (eg parents) on behalf of the school. When dealing with matters of discipline the school follows processes to ensure procedural fairness with clear identification of concerns to both students and parents/caregivers.
- **Complaints Handling Policy:** We acknowledge that a member of staff, a student, a parent or a member of the wider community can sometimes feel aggrieved about something that is happening at the school which appears unsatisfactory, or unreasonable. Complaints about any policy or procedure, decision, behaviour, act or omission (whether by the principal, member of staff or student) that is deemed to be unsatisfactory or unreasonable may be made using this policy and procedure. Procedure fairness guides the resolution processes of resolving complaints and grievances.

Copies of all these policies are available on the school's website.

10.0 SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

- Teaching and learning
- Staff development
- Facilities and resources

Progress of previous priorities for 2022:

1. The School Business Administrator was successfully appointed, completed the first 12 months and has been offered a continuing position.
2. A new exit in our carpark was constructed in 2021 to create safer traffic flow, continuous rains/floods in 2022 caused damage and the need for ongoing maintenance of these new facilities.
3. A new entrance and redesign of Kindy facilities were completed in early 2022 to enable 2 kindy streams to be taught concurrently.
4. While staff morale was shaken with the Public Health Order and Mandate of Vaccination in 2021, 2022 saw the building of relationship and the school community processing of healing from the trauma of these disruptions.
5. Student growth returned to the school in 2022.

Continuation of Educational Priorities

We are continuing our effort to establish Middle School (class 7/8) and make it attractive for all students to choose the path of staying longer at Rainbow Ridge and to support them better for a transition to other High Schools. The decision was made that the class teaching period finishes after year 6 and there will be a couple of High School Teachers teaching English, Math, Science and History and Geography and Subject teachers for the Arts and Technology.

Curriculum development in line with NESAs requirements and the National Steiner Curriculum is overseen by the Lead Teachers and the Principal. In 2022 we had 1 teacher progressing to Proficient Teacher. Teachers of Early stage 1 and stage 1 familiarized themselves with the new NESAs outcomes for Mathematics and English to use them in their 2023 teaching and learning programs.

To ensure quality of education we have established different ways of supporting teachers in their progress and review of teaching practices. Peer mentoring has proven a great support in this process. Improvement in Communication is always worked on. In meetings with parents, we will have either the principal or the School Support person present.

We intend to progress the teaching and learning goals of commitment to Steiner Education, by deepening the understanding of the relationship between Child Development and the Curriculum. We also continue to mentor teachers to enable them to bring Life Movement (Eurythmy) and Art to classes.

We continue working on effective Student Assessment, Teacher Professional Development, Learning Support and Student Attendance.

The school's enhanced Educational Programs include Professional Development, Health and Physical Education, Library, School Environmental Sustainability, Gardening and Building, Languages and their associated Cultural aspects, Indigenous programs, Music and Strings program with the school ensemble. Some of these programs need to be brought to life again because of loss of staff and restrictions of going out into the community as well as inviting members from the community to bring culture and language to the students.

Educational Priorities for 2023:

- **Curriculum:** Planning and Programming with the new KLA Syllabus to be implemented in 2024
- **Disability:** Deeper work for understanding the growing number of students with special needs and being able to use appropriate strategies to integrate them and to support them to reach their highest potential.
- **Aboriginal education:** Aboriginal and Torres Strait Islander Perspectives in English, History and Geography and in Science.
- **Mentoring of new assisting and teaching staff members to deliver Steiner Education**

Summary of 2023 Priorities for Management, Facilities and Community

Management Priorities	
Strategic and Master Plan	Strategic Plan will be combined with the Master Plan to guide future infrastructure planning.
Staff wage review	Examine opportunities to increase staff wages
School website development	Keeping the website updated.
Foster staff morale, health and wellbeing	Aim for more inclusion and clarity of meetings, like faculty meetings, College meetings, all-staff meetings and Learning Support Meetings. Work on a wellbeing program for all staff.
Facilities Priorities	
Relocate maintenance buildings	Develop plans and secure funding for new maintenance shed
Develop additional classrooms	Refine plans and seek funding for additional classrooms in existing maintenance precinct
Complete top field shelter	Construction of a shelter to students and activities
Outdoor classroom	Investigate opportunity/location for outdoor classroom
Community Priorities	

Engage parents in the school activities and education	Facilitate parent group with enthusiasm to revive social school life. Encourage parents to come to see guest speaker talks.
Promote school's strengths to the wider community	Newspaper articles will continue, and the school website will also achieve this.

11.0 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Rainbow Ridge School is committed to Steiner Education and acknowledges the soul and spiritual aspect of every student. Every student is seen as an individual and the teachers ask the question around every child where they have come from, who they are and what gift each of them brings into the world. This deep respect is reflected in the children. Our class teachers are together with their students all through Primary and build a stable relationship of trust and respect.

The adults around the students are very aware about their behaviour as role models and teachers treat their students according to their age and development. This influences the behaviour of the students in positive ways, they feel understood and seen for who they are.

Class based activities promote respect and responsibilities in many ways. Building a class cohort through experiences of working together in music, movement, drama plays and supporting each other. The many cultural stories and celebrations foster respect for each other, diversity, and a responsibility to protect and support other people as well as animals and the environment.

Through restorative Practice work students learn to step into somebody else's shoes and understand differences, how somebody feels and learn when they have acted with disrespect and irresponsible.

The school has vertical learning experiences in the program where students work together with different age groups. The older students take on special responsibilities in the school. They are buddies to the class one students and some of them take on different roles, like being a bus monitor, as a Middle School representative, and leading assemblies.

Active participation in daily chores, preparing spaces for festivals, serving food at celebrations is another avenue to enhance the student's ability to become a responsible person in the community.

The School's Social Behaviour Policy outlines the expected standards of behaviour acting in a respectful and responsible manner.

12.0 PARENT, STUDENT AND TEACHER SATISFACTION

The continued Covid19 pandemic and 2021 Public Health Order (Covid19) related to vaccinations of school staff led to a significant disruption to our student body and staffing, both teachers and non-teachers. Over the year many students and staff returned and school worked hard to welcome everyone back.

Parents

Parents have different venues to ask questions and express concerns.

The Class teachers hold class meetings and in term 3 after the Mid-year reports teachers conduct parent interviews to explain and talk about the student's progress in all areas of learning.

Parents can call a meeting with a teacher or the principal.

In 2022 I have heard a lot of comments of gratitude from longstanding families, families returned and new families. They feel very welcomed, approve of the way their child/ren learn and the beauty of the environment.

Families love the celebration of festivals, the performances of music and drama.

Some parents used to have concerns about the lack of Learning Support. Teachers are constantly improving their knowledge and understanding of special needs areas. We have experts coming in to observe teachers with their classes and give feedback on special needs students and how better we can support them.

Parents value being informed about any incidents or accidents that occurred at school and the follow up the school is doing.

Communication with parents is staying a strong priority in cases of accidents or incidents at school being documented and communicated straight away. Teachers communicating through emails with parents encouraging voicing of concerns and addressing these promptly.

Students

In Kindergarten and Primary School Students are monitored for satisfaction through teaching practices integral to Steiner schooling generally and Rainbow Ridge specifically. Teachers evaluate lessons and complete daily reflections on their teaching practice. Assessments and observations of students include the teacher's gauge of student satisfaction to ensure that any dissatisfaction issues can be cleared up while minor.

Our Middle School students vote for Class representatives who meet regularly with the Principal to discuss ideas for improvements and wishes.

In their PDHPE classes the students are encouraged to talk about experiences where they felt uncomfortable as well as sharing situations where they were able to assert themselves and deal with difficult situations.

Teachers give ample feedback to the students and encourage them for self-reflections and respectful peer feedback.

Talking with teachers, assistants and sometimes non-teaching staff, they talk about mostly happy children being involved in healthy play and engaging enthusiastically in the learning provided for them.

In a small school like ours everybody knows each other, and a positive atmosphere prevails.

Teacher and non-teaching staff

Teacher satisfaction is also a constant monitoring and feedback process, allowing minor issues to be cleared up before major problems develop.

At regular All-staff meetings feedback of positive experiences as well of desired improvements are part of the agenda. The Principal invites staff members during the year to a feedback meeting of what has been working well, any challenges and ideas for improvement. In official and unofficial conversations, the overwhelming comments are how happy people are being able to work at Rainbow Ridge School, about the beautiful physical environment and the positive and constructive working environment.

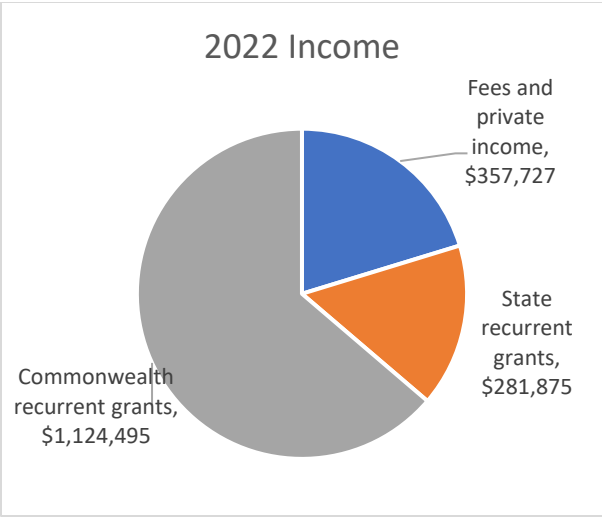
Methods of gauging satisfaction include peer review, staff reviews and open channels of communication especially the weekly College of Teachers meetings. Our school body takes a cooperative and participatory approach to problem solving, ensuring that staff satisfaction remains steady and positive.

13.0 SUMMARY OF FINANCIAL INFORMATION

The school, in 2022, generated an income of \$1.76 million of which \$1.41 m was government grants (16% State Government and 64% Commonwealth recurrent), \$0.36 m was generated through private fees. Expenditure came in at \$1.74 m with salaries and related expenses being just under \$1.3 m. See the table and figures below for more information.

2022 FINANCIAL SUMMARY

Income	Dollar	Percentage
Fees and private income	\$ 357,727	20%
State recurrent grants	\$ 281,875	16%
Commonwealth recurrent grants	\$ 1,124,495	64%
Government capital grants	-	0%
Other capital income	-	0%
	\$ 1,764,097	
Expenditure		
Salaries and related expenses	\$ 1,293,602	74%
Non-salary expenses	\$ 386,941	22%
Capital expenditure	\$ 61,441	4%
	\$ 1,741,984	



14.0 PUBLICATION REQUIREMENTS

This report is to be provided to NESA before the 30th of June and is also available on the school’s website. Electronic and hard copies of this report are available to our school community upon request to the School Business Administrator.

APPENDICES

APPENDIX 1. ENROLMENT POLICY



ENROLMENT POLICY AND PROCEDURE

RATIONALE

Rainbow Ridge School for Steiner Education aims to embrace children and their families irrespective of gender, age, religion, ethnicity, sexual preference and marital status and integrate them into our school community. The School endeavours to provide children with age-appropriate learning experiences as well as an environment that serves the freedom of the human spirit by emphasizing the balanced and disciplined education of the child as a whole being.

The school's vision statement is as follows:

"Rainbow Ridge School offers a universal education in balance and harmony with the environment, embracing Rudolf Steiner's philosophies and growing with the changing needs of time."

PURPOSE

The purpose of this document is to outline the enrolment policy and procedures at Rainbow Ridge School.

POLICY

Information about the school

We encourage parents to inform themselves about our educational approach before proceeding with the enrolment process. An information package describes the School and can be obtained from the school or the website. The school website address is: www.rainbowridge.nsw.edu.au

Application for Enrolment

Parents obtain an application for enrolment form as part of the school's information package from the school office, the website or by post. The Enrolments Officer will acknowledge the application within two weeks.

Enrolment at Rainbow Ridge School is dependent on the outcome of the enrolment procedures including an interview and additional assessment (if required) to determine whether the school can meet the child's needs.

Priority will be granted to:

- Children registered on the school's waiting list
- Teachers' children
- Siblings of current enrolments and
- Transfers from other Steiner schools

INTERVIEW

After Rainbow Ridge School has received the Application for Enrolment Form and all the required information, an interview will be arranged, if a vacancy exists in the appropriate class. If a vacancy does not exist, the applicant is invited to have the application put on the waiting list and will then be informed when a place becomes available.

The purpose of this interview is to:

- Enable the parent(s) and the child to meet the Class Teacher;
- Ensure parents are fully aware of what a Steiner Education at Rainbow Ridge School offers and how this may differ from other educational options;
- Enable parents to gauge if Rainbow Ridge School is the appropriate school for their child;
- Determine whether Rainbow Ridge School can meet the child's needs;
- Inform parents of administrative arrangements: i.e. school structure, fees, community involvement, expectations of parents, parent group etc.;
- Discuss the Parent Handbook and give parents an opportunity to ask questions;
- In the case of families of a child with additional needs, another school support staff member will also attend the interview, as appropriate;
- If a place is available parents will be advised and the enrolment process will proceed to the next steps.

The school may accept children for enrolment when it considers that:

- It is in the best interest of the child;
- The school can meet the educational needs of the child (including children with additional needs) within resources available or with reasonable adjustments;
- The family understands and is prepared to actively support the ethos of the school, including signing an Enrolment Agreement form that contains the conditions of entry into the school;
- The teacher considers they can develop a working relationship with the parents and the child;
- There is a vacancy in the class in accordance with enrolment policy.

The school may not accept children for enrolment when it considers that:

The school is not able to meet the educational needs of the child. This decision can only be made after guidelines have been followed for students with additional needs. (See Guidelines for Applications for Enrolment of Students with Additional Needs below).

- Families do not support and/or embrace the school ethos and policies.
- The enrolment is part-time and/or short-term.
- The class is full.

Additional Needs and/or Disabilities

Parents must disclose their children's additional needs e.g. physical, emotional, behavioural, sensory, learning difficulties or other relevant information at the time of application. The school will require reports and assessments in order to determine whether it can meet the child's special needs. The selection criteria are not intended to discriminate against students with special conditions. However, as an independent

school, resources that can be reasonably made available to support children with specific learning difficulties are limited, affecting the provision for such students.

The school follows the Disability Standards for Education introduced by the Commonwealth Government which have been formulated under the paragraph 31(1)(b) of the Disability Discrimination Act 1992.

Age of School Entry

Children shall turn six during their kindergarten year. Every child is individually assessed by the Kindergarten Teacher to determine the child's 'readiness' to enter Class 1.

Occasionally, a kindergarten child may not be considered ready to progress to Class 1 and will be recommended for another year in kindergarten. Parents and/or Guardians are included in this process.

Offer of a place and acceptance by signing the Agreement Form

The final steps of the enrolment process are taken after the interview with the teacher. The application is referred to the College of Teachers, or its designated representative, for approval.

If a place is to be offered a letter of offer will be sent along with the **Family and Child Enrolment Contract** to be returned completed before the next step in the process.

The child is formally enrolled when the signed enrolment contracts have been received, administrative requirements are met and processed by the office. The Class Teacher will make contact to arrange the child's first day at the school.

THE TERM'S TRIAL SYSTEM

All students enrolling at Rainbow Ridge School are initially accepted for one term, until both parents and teachers have had the opportunity to see how the student is settling in. This allows the school to evaluate whether the child is benefiting from what the school has to offer and is responding well to their new school environment. It also gives the parents the opportunity to evaluate whether this is the right choice of school for their child. In some cases, and in consultation with parents, this trial period might be extended; if the situation requires it, the parents or the school may terminate enrolment before the completion of the term.

FOLLOW UP

The Class Teacher will contact the parent to arrange a meeting within the first few weeks of the term to see how the child is settling in. The teacher and the parents will meet again before the end of the term to determine the outcome of the trial period at which time the child's enrolment is fully accepted or extended.

GUIDELINES FOR APPLICATIONS FOR ENROLMENT OF STUDENTS WITH ADDITIONAL NEEDS

All students applying for enrolment will be considered in line with the Enrolment Guidelines. These guidelines are intended to be applied flexibly, to suit the circumstances of each application.

When considering any application for enrolment, the school will consider whether the school is able to cater for the student's individual needs (including any additional needs). This will be achieved by working through an individual planning process to identify any reasonable adjustments and the school's ability to meet the student's needs.

Where a child is considered to have additional needs as perceived by the parents, the Principal or Class Teacher, or a diagnosed disability, these will be explored and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified through consultation with the parent or guardian in the interview process, contact with previous school (where appropriate) and available reports.

If the decision is taken to enrol a student with a disability, any strategies that need to be put into place to accommodate the student's additional needs, including ongoing needs must be able to be reasonably

provided within the school's capacity and should be identified and ascertained as possible before communicating/announcing the enrolment decision.

The College of Teachers and the Principal supports the Class Teacher throughout this process.

INDIVIDUAL PLANNING PROCESS

Document that the following has been completed:

- The family's views have been heard and the school can demonstrate it has seriously considered relevant issues regarding their child's enrolment.
- Identify student's additional needs or disability – this should be a collaborative approach with the family and school and possibly relevant experts. The Principal may seek advice and consultation from the Association of Independent Schools (NSW) (AIS).
- Request the family to provide information about the student's needs as part of the individual planning process. Relevant information will assist in identifying any adjustments and could include:
 - previous school or preschool reports, noting current achievements and areas of need
 - psychologist's report documenting functional skills and recommended strategies for working with the student
 - speech pathologist's report documenting receptive and expressive language skills and any recommendations for programs or technology in the classroom
 - occupational and physiotherapy reports documenting self-help skills and mobility, including assistive technology reports recommending equipment and access audits regarding access to premises
 - medical specialist reports identifying issues which need to be considered by the school
 - vision and hearing reports documenting level of functioning and recommended strategies
- The teacher and the Principal prepare a detailed analysis of the student's additional needs for the initial years of the student's schooling and considers potential needs in the years following enrolment, being flexible about solutions to potential difficulties.
- Request feedback and suggestions from relevant staff in the school and external special educators about the possible impact of the student's enrolment on the school and possible adjustments.
- If the school makes an enquiry of a third party, care will be taken to protect the privacy of the applying student and their family. Parental permission in writing will be sought if needing to speak to preschools, other schools or specialists.
- Identify the adjustments necessary for the student to access and participate in the school before determining what is **reasonable**. Advice from an independent expert may be obtained.
- Developing a **reasonable adjustment** requires an **informed judgement** using input from the student, student's specialists, school staff and possibly special education advice to support the school.
- Objective notes and records will be taken of all discussions and interviews with parents and kept on file. Documentation will be kept outlining the people involved in the process, the issues raised, objective notes on possible adjustments, agreed actions and a timeline.
- The family will be kept informed about the progress of the application.

- As part of the planning process, it is possible to consider all options available to the student. This could be sensitive and is best addressed through the planning process by the collaborative team.
- After assessing whether there are other appropriate options and whether the adjustment may need to be changed over the period of the student's education, the Principal will decide, in consultation with teacher and relevant experts, **whether to make the adjustment. A school does not have to make a reasonable adjustment if by doing so it would impose an unjustifiable hardship on the school.**
- **Provide the adjustment within a reasonable time.** The school is entitled to ask for relevant information in considering a reasonable adjustment. This should be provided by the family in a timely manner.
- If the school accepts the enrolment, an ongoing process will be implemented to manage issues which might require further adjustments. The ongoing use of a collaborative team approach will be used.
- It will be determined if the student meets the requirements for Integration Funding from AIS.
- Determining whether there is an unjustifiable hardship involves a similar balancing process and should be done in consideration of AIS advice.
- If the school considers that it may have to decline the enrolment, the Principal will be involved, seeking advice from AIS and communicate the preliminary decision to the family. The school must be able to demonstrate that it is unable to meet that student's needs without unjustifiable hardship, having regard to the student's current condition and prognosis.
- Before making a final decision about adjustments to be made, or declining an application for enrolment, the Principal must have communicated the preliminary decision to the family and invite their input to the school.

Adjustments are measures/actions that identify the type and level of support required by the student with a disability or additional needs to **access and participate** in all aspects of school life.

An **adjustment is reasonable** if it **balances the interests of all parties affected**. Issues which are relevant to the balancing exercise include:

- the impact of the disability itself on the student
- the views of the student or parents/guardians of the student
- the effect of the proposed adjustment on the student
- the effect of the proposed adjustment on others including students and staff
- the costs and benefits of making the adjustment