



2024

Annual Report

FOR THE 2024 SCHOOL YEAR, PRODUCED JUNE 2025



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1.0 CONTEXT

1.1 MESSAGES FROM THE KEY SCHOOL BODIES

Below are the annual messages from the Chair of the Board of Directors, Treasurer, the Principal and the 2024 Chair of College of Teachers.

1.1.1 CHAIR OF THE BOARD OF DIRECTORS

Dear Rainbow Ridge school community.

On behalf of the Board of Directors of Rainbow Ridge Steiner School, I'd like to extend a warm thank you to all the staff, students, parents and carers for being such an active part of the school community.

As we move into a new year, I'd like to invite you to reflect on what an exciting, fun filled year of learning and growth it has been at your wonderful school.

Your school and, no doubt your children, have seen some exciting changes, all of which is aimed at providing an educational experience that is like no other in our region.

With love, care and attention, we have seen the completion of a new maintenance building and refurbishment of the bottom playground. On top of this, we received funding to support a major solar upgrade.

Planning and completion of these projects are no easy feat and, I would like to acknowledge and thank the many staff members and parents that have assisted seeing these projects finalised.

This past year has seen several new staffing arrangements with new Class Teachers and a new Head of School to name just a few.

It's with great pleasure I can write to acknowledge the efforts of our wonderful teaching staff, including our support teachers who do important work supporting many of our Class Teachers.

In addition to our teachers, I'd like to acknowledge our school support staff; Administration, Grounds and Maintenance and Tuckshop. All of whom play an important role in the operation of your school.

Lastly, I'd like to thank all our parent and carer volunteers, who give their valuable time. It is through your involvement and efforts that our school spirit continues to thrive.

Sincerely,

Board Chair
Tony Kirton

1.1.2 TREASURER OF THE BOARD OF DIRECTORS

Firstly, I would like to extend my heartfelt thanks to the Board of Directors, who generously volunteer their time and continue to offer invaluable support. I'm especially grateful for their guidance in helping me grow into my role as a Board member and Treasurer at Rainbow Ridge. I would also like to

acknowledge the vital support of Noah Nielsen, our Business Administrator, for his ongoing assistance in guiding me through the responsibilities of the Treasurer role, and for his clarity in presenting the financial statements and SBA reports. A special thanks goes to Financial Administrator Ariescia Matheson, as well as to our Principal, Marga Helms, for their diligent and thoughtful management of the school's finances. I also want to express my appreciation to the College of Teachers representatives who contribute their time and insights at Board meetings—their reports and shared perspectives are deeply valued. Serving as Treasurer on the Rainbow Ridge Steiner School Board has been a rewarding and enriching experience. It has offered me a deeper understanding of the careful, considered decision-making that underpins our school community and supports the delivery of a meaningful Steiner education for our staff, students, and families.

As at the end of 2024, the school recorded a modest profit of \$85,571, representing a decrease from the 2023 profit of \$171,971. Despite the reduction in profit, the school remains in a strong financial position. Total current assets stand at \$1,626,836, with total assets amounting to \$3,208,915. Current liabilities total \$336,768, while total liabilities, including non-current liabilities, are \$322,626. The school's total equity is valued at \$2,814,161.

For the 2025 year it is important that the school manages the balance of both costs, including inflation, as well as working towards important school goals. The Master Plan and Strategic Plan are continually being revised, as a range of competing priorities must be carefully 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 careful planning has been recognised through the successful award of a \$500,000 BGA grant for new building developments, supported by a school contribution of \$467,651. Additionally, the school secured a \$180,000 grant for a major upgrade of its solar energy system through the AIS. The Strategic and Master plan become an important guideline in informing the financial strategy of the school as the school works through the logistics of the BGA and AIS grant.

Yours Sincerely,
Naomi Mills,
Treasurer

1.1.3 PRINCIPAL

2024 was the year of decision making for the succession of the Principal role for 2025.

In the Leadership Group of 3 Senior Teachers (Katrina Ross, Jane Robinson and Lishia O'Reilly), the Business Administrator, Noah Nielsen and the Principal, Marga Helms many discussions and modelling of Leadership for the future at Rainbow Ridge School took place inspired by Rudolf Steiner's Threefold Social Order and ultimately a collaborative Leadership.

Part of achieving a transition the Board agreed to employ a Deputy Principal for one day to support and learn from the Principal who dropped down to a 3-day employment with being present at school over 4 days. Katrina Ross was the only applicant for that position and after an interview started in that role at the beginning of the year. The School had applied for a Wellbeing Grant through AIS and Katrina Ross also took on the role as Wellbeing officer for one day a week.

To have Katrina in the office worked very well in a support role and getting an induction into several areas of the Leadership role.

In the middle of the Year, it became apparent that Katrina did not want to apply for a Leadership role for 2025. We revisited the model for Collaboration and the majority of members in the Leadership Group realised that the School and the Principal had already been working collaboratively.

The Board then decided to advertise the Leadership role replacing the leaving Principal in 2025. The new title became Head of School, and we received one application. Jane Robinson was interviewed, and she accepted the position to start in 2025 working 4 days a week.

Katrina stepped back from the Deputy role and the Principal did casual half days to meet with Jane for an induction. Jane also met with the Business Administrator to get an insight in the financial, Compliance and Business side of the School.

The Class teacher structure looked as followed. A flexible Class 1/2 was established. Lishia O'Reilly as Senior Teacher and Class 2 Guardian worked together with Rosalie Shearer, Class 1 Guardian and Sari Lokollo as 1-day Support Teacher and 1-day Assisting to get to know the group of students. Jaz Who and Renee Coombs were the Assistants dedicated to the class 1 group of children. There were grouping changes decided by the team according to the needs of the children.

Halfway through the year having reviewed the practice, the intention became to form a stable class 1 and a stable class 2 group. To start this Lishia taught the first Main Lesson in Class 1 and Rosalie and Sari in Class 2. From personal changes for Rosalie, she decided to teach less in the class and step out of her role as class teacher for 2025. The position was advertised, and Sari Lokollo was interviewed and chosen to become the full-time teacher for Class 2 in 2025.

As well Katrina Ross had been offered a Kindergarten Teacher Position at the Byron Bay Steiner School which she accepted.

The school advertised a 1-day Teaching position and 1-day Assistant position for one person in Kindy. We had 2 applicants and after the interviews, the position was offered to Rosalie Shearer.

As class 2 attracted some more enrolments it was decided to run Class 2 and 3 as single stream and to employ a new teacher for Class 1 in 2025. This position was also advertised, and one applicant was interviewed and offered the position. Aurelie Billot accepted the position.

Michelle McDonald committed continuing with her class being 3/4 becoming 4/5 in 2025 and Elissa McAuliffe who took over Class 5/6 from Deb Moore will teach Class 6/7. Elissa worked 4 days a week and Aurelie Billot was the Support Friday Teacher. Elissa will still teach 0.8 but will be there for all Main Lessons 5 days a week, therefore hand over 3 blocks to Support Teachers for Sport, Art and Ensemble.

Most of Class 6 students left to start class 7 either at Trinity or at Nimbin Central School.

There is only 1 student staying for Class 7 and it is important to be aware that if there are no Year 7 students registered in Class 7, the School will lose Registration for classes 7/8 and will need to apply anew. The Class 7/8 Students with their Teacher they had from Kindy through to year 7/8 graduated in the School's Chrysalis Ceremony. The parents also organised a Graduation Dinner at Hanging Rock Hall.

Jane Robinson had support in Science and Maths with Aurelie Billot taking some Main lessons as well as Practice Maths and IT lessons.

The High Lights of that Class were their Projects which they presented confidently to the Community and their big Central Desert Camp in Term 3.

Bernard Spiller continued part-time teaching of music on Thursdays, bringing songs and practice with the recorder to all classes.

The String Program got established during the year with Lisa Cameron (Cello) and Elise Callaghan (Violin). Simone Weihermann did continue to support the requirements for the NCCD Processes and looking after the Health Plans of Students and Staff.

Professional Development continued for Teachers attending an intensive week at the Newcastle Steiner School in January and further in-house in the College meetings and Collegial meetings with Senior Teachers. Teachers also participated in Zoom meetings organised by the Pedagogical Section of Australia with Adam Blanning, MD bringing Understanding Deeper Developmental Needs. This work is important for teachers to understand a Holistic Approach For Challenging Behaviours in Children.

Guest speakers have been supporting Speech and Story Telling and Melanie Deefholts visited twice to work with students in the upper Grades preparing and supporting them through the Onset of Puberty and the questions arising. Parent talks did follow these sessions to foster understanding and give support. Student Wellbeing is at the core of our Education. We are experiencing more students finding it difficult to enter fully into a 5-day attendance at school. We have been working closely with families to support their child/ren to reintegrate into a regular School Attendance.

The School's set-up week has provided PD for all staff in different areas, from Child Protection, First Aid courses each year to bringing elements of what and why we teach from a Child Development Perspective which flows into the Curriculum and is held by Rudolf Steiners many indications.

This year we had an incident that alerted us to an area that needed more understanding and practical advice. In her Wellbeing role Katrina took on the research and got a great resource from AIS on Peer-to-peer sexual behaviour. Katrina ran a workshop for all staff in the Term 4 set-up week.

The school is now teaching from kindergarten through from the Traffic Light Framework about Body Rules embedded in wider Rules of Safety.

The School made changes to play areas for line of sight and enhanced staffing for supervision. I like to thank all Staff for their ongoing dedication in what each of them brings to their task and beyond. The Maintenance Team is strengthened with the employment of Ben Robinson as Property Manager and Cameron Bolding in the role of Assistant.

The greatest achievement for Ben and team of workers he organised was the renovation and extension of the workshop, with the new roof facing North and a huge area for solar panels, the School applied and received a Solar Grant, filling up the roof and extending battery and generator capacity.

After many years of research and talking about options for heating and cooling the School will be able to install a reverse heating/cooling system in classrooms. Thank you to our Office Team, Anja Hunold, Nicola Bolding and Fiona Maunder, being so helpful, independent and efficient attending to so many requirements each day. Ariescia Matheson started as Finance Administrator after Narelle Chambers left. Ariescia is a wonderful addition to our Office Staff.

Thank you to Noah Nielsen, the Business Administrator, for his collegiality and foresight in planning. The School applied for a BGA building two more classrooms for the Middle School which can also be used for a fire refuge which the School needs to have for any building alterations done.

And a big thank you to all Board members giving their time freely to participate in the School's Governance. The Board has been receiving reports from the Principal, the Business Administrator and the College Chair with an open mind and a listening ear. They are actively involved asking questions of those Representatives in their critical roles of holding the Business and all legal requirements, as well as the vision of Education and wellbeing of students and employees and liaising with the parent body of the school.

There will be changes to the School with the Principal and Founding Teacher leaving after 28 years dedication to the School. Also, Katrina Ross will be missed dearly with her commitment to Kindergarten Teaching, mentoring in Early Childhood and her Creativity for Writing Songs and Stories, as well as having been a music teacher at the School and stepping into Leadership and Wellbeing roles.

And there are changes visible already in reviewing the use of assistants at the School. Several Assistants are not employed anymore, with less hours in 2025.

I like to say a big Thank You to the Assistants who have and will support Teachers in their manifold engagements with the students.

I am confident that with the Leadership in place and the amazing dedication of Teachers working together in the College Rainbow Ridge School will have a bright future in offering Steiner Education to Families of the area and families especially moving to be here.

Go well everybody

Marga Helms

Principal
(written 17 Dec 24)

1.1.4 CHAIR OF COLLEGE OF TEACHERS

Chair of College of Teachers 2024

Rainbow Ridge has a College of Teachers that meets on Thursday afternoons, every week in term time. We consist of all the Class teachers, the Principal and Wellbeing officer. We have three main focuses: pedagogy, child welfare and school business.

Coming together, we study Steiners lectures, discuss Main Lesson themes and child development. We observe student challenges and try to find the best possible support for them. It might be one-on-one literacy or numeracy support, also we have therapists in the school, and some students receive one-on-one sessions in either art or eurythmy. We also discuss matters arising, and inspiring ideas.

In 2024, there were some great adventures: Class 7 and 8's big adventure into the Red Centre. And Class 3 and 4 had a lovely beach camp at Black Rocks. Class 5 and 6 went to Lennox Heads, camping for 2 nights and enjoying the shared inter School Greek Olympics. Camps are such an integral social opportunity. So much learning and transformation happens over a camp. These times away from home, supporting the whole group in cooking etc., and heading out on walks or adventures stretch each child in completely different ways than ordinary school days. Thus, school camps are invaluable to the individual growth they can provide, and to the social interconnectedness of the whole group.

We enjoyed special visitors such as a Steiner High School advisor that mentored the year 7 and 8 teachers throughout the year, and a speech and drama specialist. Who supported each class group with speech work and gave a performance of the 'Rhyme of the Ancient Mariner'.

Preparing and organizing our festivals is also part of our College meeting, working collaboratively to make everything smooth and wonderful is great work!

In 2024, we had two new teachers in the mix and discovered that peer support or mentoring time is essential to timetable into the weekly schedule. As it is so imperative for teachers to follow our school processes and more importantly to be bringing a quality Steiner education to the students and yet hard to manage when time seems to disappear from week to week.

Preparing for the big change with both our Principal and Kindergarten coordinator, who are both long-term members of the school, we spent many hours planning for 2025.

All in all, 2024 was an excellent, inspiring and wonderful year.

1.2 SCHOOL CONTEXT

1.2.1 HISTORY AND SCHOOL VISION

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 2023 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, Leadership Group and the Parent Group endeavor 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 2023 school year.

1.2.2 CHARACTERISTICS OF THE STUDENT BODY

In 2024 we had a total student population of 100 (funded) students, 60% were female and 8% were Indigenous. Our Kindy 1 (unfunded) had a maximum 14 students.

Class	Total students	Female	Male
Kindy 2	12	6	6
Class 1	17	9	8
Class 2	15	9	6
Class 3	13	8	5
Class 4	11	7	4
Class 5	15	12	3
Class 6	7	4	3
Class 7	7	4	3
Class 8	3	1	2
Whole school	100	60	40

1.3 SCHOOL DETERMINED PRIORITY AREAS FOR IMPROVEMENT

Teaching and learning

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.

Curriculum development is in line with NESA requirements and the National Steiner Curriculum is overseen by the Lead Teachers and the Principal. 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.

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. Three of our assistants are studying a support course to grow their understanding and ability to support children with additional needs.

Summary of 2025 Priorities for Management, Facilities and Community

Management Priorities	
Strategic and Master Plan	Strategic and Master Plans continue to guide future infrastructure planning.
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	
Develop additional classroom	Refine designs go seek tenders for additional classrooms for the Middle School
Continue the playground	Build addition swings and playground facilities
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.

1.4 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 irresponsibility.

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 student 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.

2.0 STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

In 2024 we had a very limited number of students participating in NAPLAN exams. See <https://www.myschool.edu.au/school/43810/naplan/results> for more information.

2.1 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.

3.0 STAFFING

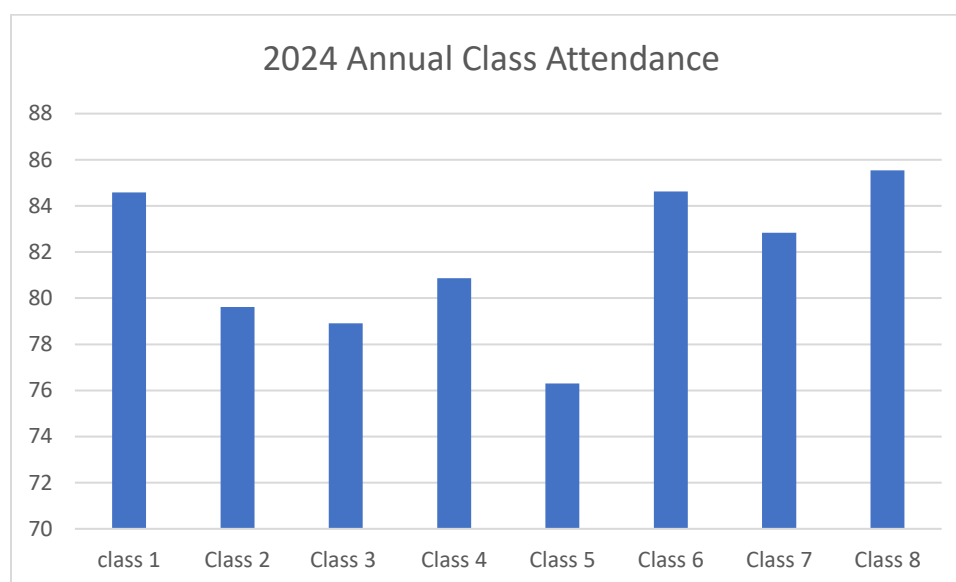
3.1 TEACHER ACCREDITATION AND WORKFORCE COMPOSITION

Our class teachers have conditional, provisional and proficient accreditation and have teacher qualification from a higher education institution within Australia. In 2024, Rainbow Ridge Steiner School employed a team of around 12 teachers plus 1 principal (7.29 FTE) and a non-teaching staff team of 25 members with a 10.36 FTE. In 2024 we had no Indigenous staff.

LEVELS OF ACCREDITATION	NUMBER OF TEACHERS
Conditional	2
Provisional	3
Proficient teacher	7
Highly accomplished teacher (voluntary accreditation)	-
Lead teacher (voluntary accreditation)	-

4.0 STUDENT ATTENDANCE

In 2024, average student attendance was 81.66%. Class 5 had the lowest level of average attendance of 76.29% while Year 1 had highest level of attendance at 84.59%.



4.1 HOW WE MANAGE 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.

5.0 SCHOOL POLICIES

Rainbow Ridge School has policies relating to student welfare, anti-bullying, 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.

1. **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.
2. **Anti-bullying 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.
3. **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.

4. **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.
5. **School enrolment Policy:** 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.

Copies of all these policies are available on the school's website. <https://www.rainbowridge.nsw.edu.au/>

Live links to each of these policies

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy](#)
- [Discipline policy](#)
- [Complaints policy](#)

6.0 PARENT, STUDENT AND TEACHER SATISFACTION

6.1 PARENTS

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

Some parents used to express 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 communicate through emails with parents encouraging voicing of concerns and addressing these promptly.

6.2 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.

6.3 TEACHER AND NON-TEACHING STAFF

In 2024 a wellbeing survey was conducted of all teaching and non-teaching staff. 21 surveys were completed and returned. The responses for each question were averaged and these are shown in the table below.

In summary:

- Four questions received very high agreement scores of over 4.5 out of 5. These related to relationships with fellow staff, loving their job, the school supporting them and connection to community
- Eight questions received high scores of 4-4.5 out of 5 relating to their job, the school and students and the community.
- While still positive six questions received scores between 3 and 4, relating to school communications, student behaviour and family engagement.

Please rate your agreement with the following statements: (1 - Strongly Disagree to 5 - Strongly Agree)	AVERAGE RESPONSES (1 to 5)
MY JOB	
1. My workload is manageable.	4
2. I have satisfactory relationships with my colleagues.	4.62
3. I am clear about my role and responsibilities.	4.24
4. I have the resources/materials I need to do my job well.	4.33
5. I have the skills I need to do my job well.	4.38
6. I love my job.	4.57
THE SCHOOL	
7. Communication processes at the school are satisfactory.	3.38
8. There is a school culture of respect, trust and equity.	4.38

9. I am satisfied with leadership and management.	4.05
10. The school supports me with my understanding of Steiner education.	4.52
THE STUDENTS	
11. I have a good understanding of child development according to Steiner.	3.62
12. The students' behavior is manageable.	3.86
13. I am happy with my understanding of Steiner education.	3.65
14. There is sufficient support available to manage students with additional needs.	3.35
15. I have good relationships with the students.	4.45
THE COMMUNITY	
16. I am satisfied with my relationships with families.	4.25
17. The families are engaged and supportive.	3.65
18. My work helps me to feel connected to the school community.	4.65

Note - 1 - Strongly Disagree to 5 - Strongly Agree.

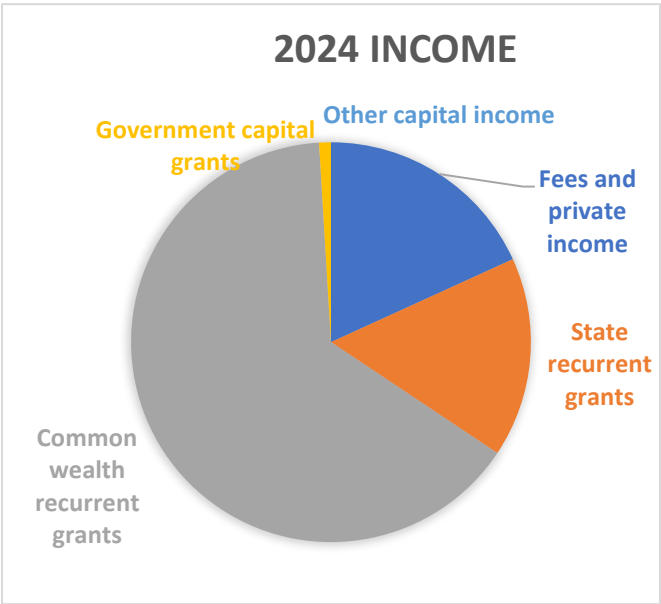
7.0 SUMMARY OF FINANCIAL INFORMATION

The school, in 2024, generated an income of \$2.38 million of which almost \$1.92 m was government grants, \$0.43 m was generated through private fees. Expenditure came in at \$2.41 m with salaries and related expenses being just over \$1.84 m. See the table below for more information.

2024 Financial summary

Income	Dollars	Percentage
Fees and private income	432,770	
State recurrent grants	384,731	
Commonwealth recurrent grants	1,538,926	
Government capital grants	22,683	
Other capital income	-	
Expenditure		
Salaries and related expenses	1,838,834	
Non-salary expenses	455,316	
Capital expenditure	125,322	

The two graphs below show recurrent/capital income and expenditure for the 2024 calendar year.



8.0 PUBLICATION REQUIREMENTS

This report is to be provided to NESAs 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.