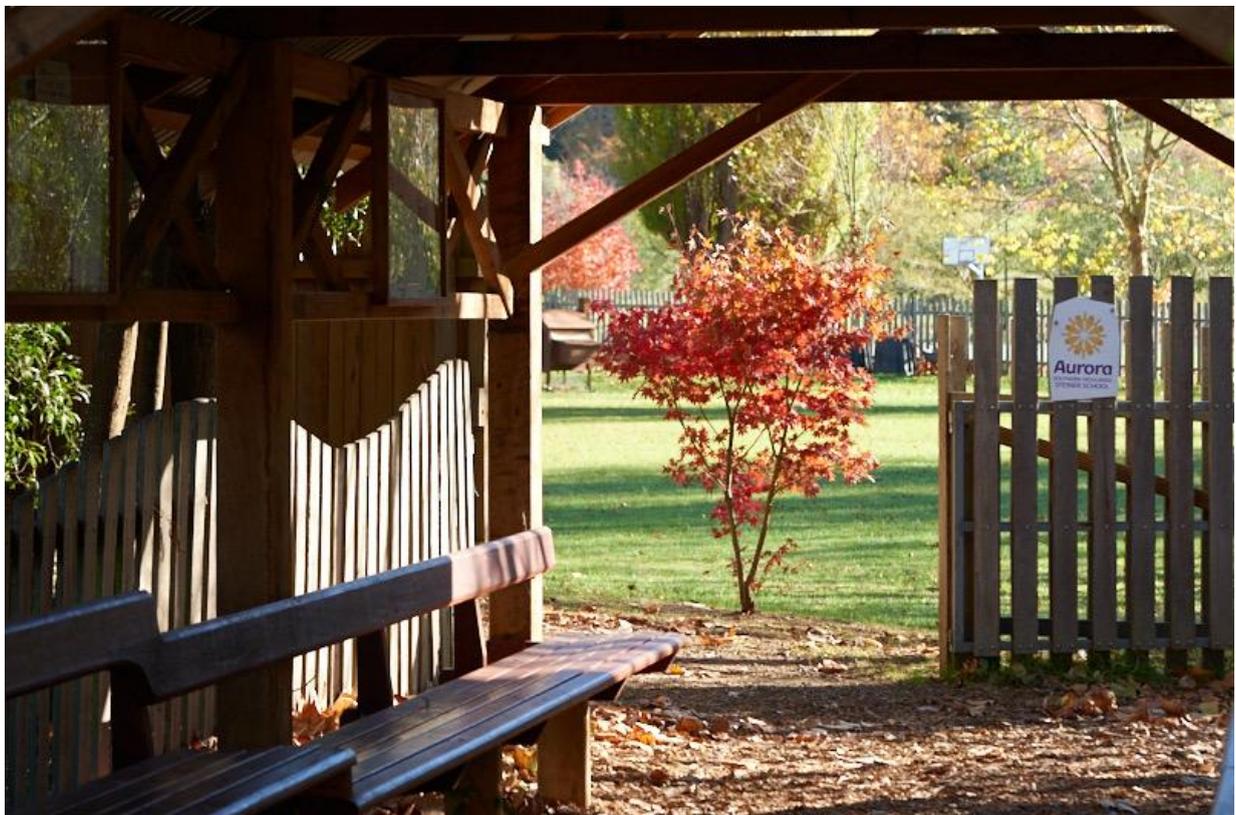


Aurora



**SOUTHERN HIGHLANDS
STEINER SCHOOL**

Where learning lives...



Annual Report for 2018

Aurora Southern Highlands Steiner School

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Our school

Nestled in the heart of the Southern Highlands among rolling hills, with stunning natural displays of the best of each season, stands Aurora Southern Highlands Steiner School.

Our school, while still young, has continued to grow in the past year with the addition of new families, programs and staff, establishing itself as a first choice option for independent education in our region. Our aim is to provide a living, inspired learning environment, which strives to foster the qualities of goodness, beauty and truth through the research and implementation of the principles in the educational approach of Dr Rudolf Steiner.

Our learning community and its physical, soul and spiritual needs are the focus of our school. We continue to strive for a respectful, safe and loving environment for all who work and learn at the school. We continue to reach for the best in each student, and our joy is to meet the children through their burgeoning discoveries of life, earth and humanity. Our school recognises that without the respect and understanding of who we are as individuals, the needs of our planet and all life on it, new forms of culture suited to the healthy advancement of humanity will be limited. So on we walk, hand in hand, making history as we go.



Statement of purpose

Aurora is one of over 1000 Steiner/Waldorf schools throughout the world, offering a big-hearted education that nourishes the whole child.

Our approach, inspired by the indications of Dr Rudolf Steiner, actively engages the senses with real life experience and purposeful work, learning through the head, heart and hands.

Aurora upholds a respect and reverence for the natural world. We celebrate the seasons, grow food in our garden and explore the beauty of our local area.

An education at Aurora builds a strong academic foundation where the attributes of curiosity and creativity are nurtured. We provide a rich, engaging environment where students learn concepts and skills at developmentally appropriate times.

We are a school of spirit, welcoming families into our community with open arms and open hearts. We value kindness and compassion, seeking to create an environment that fosters healthy social relationships, equipping students for today's world as morally responsible global citizens.

Our education

Rudolf Steiner once said the following regarding the need to understand the inner nature of the growing child:

Once we can understand those we are to shape, we will be able to educate and teach, just as painters must understand the nature and quality of colours before they can paint, and sculptors must first understand their materials before they can create, and so on. If this is true of the arts that deal with physical materials, isn't it all the more true of an art that works with the noblest of all materials, the material that only the human being can work with—human life, the human being and human development.

Our education focuses on more than the simple application of curriculum as prescribed by methods given to us through a set of standards. We recognise that as teachers, the way in which we educate children sinks deeply into the physical, psychological and spiritual nature of the child standing before us. The ways we teach in early childhood continue their work in the child over their entire lifetime, often appearing at different stages of their life. For this to be a positive influence, it is essential that we seek to understand the subtle nuances of teaching, harboured in warmth in the growing relationship between teachers and their pupils.

Our teaching program begins with early learning, through our playgroups, pre-kindergarten and kindergarten. In this initial phase of learning, up until around age 7, our focus is on helping the children to develop their foundation - a healthy body, a healthy will. We do this through our understanding that rhythm is the grounding force of all life. Therefore, our educational program for this age is tailored around rhythms and repetitions in learning. Healthy physical development depends upon movement and play. These foundations are beautifully paved in our school, with our natural environment, our large grounds, and beautiful resources for open ended creative play.

In the second phase, we recognise that children, after 7 and up until the early teenage years, develop most strongly their innate sense of being. Children learn academically much more effectively when they are engaged in a warm relationship to their teachers, whom they look up to as a loving authority. During this middle phase, everything artistic in quality, whether it be singing, playing a musical instrument, learning to speak poetry, moving with grace or visual arts expression brings nourishment and balance to the literacy and numeracy lessons.

With the new high school program starting in 2020, we recognise that from 14 years onwards, once the physical foundation has been laid in the first 7 years, and the basis for a healthy feeling life in the next 7 years, the intellect is now stimulated. In this third stage, the teenager engages in the life of thought, questioning the world and developing a true basis for scientific thinking.

In this triad of the developmental stages in childhood, a harmonious chord can sound which is carried through the stages of life beyond the school years.

Below are the elements which play through the structure of our educational program:

Main lesson and storytelling

Main lesson and storytelling is based upon a historical developmental perspective which gives a sense of timeless values: that we are all a part of humanity, each having qualities to value, share and contribute meaningfully. The archetypal richness speaks to the feeling experience and awakens a sense of beauty, truth and wisdom. This feeling engagement, providing the life force through a deepening, balanced experience of the senses is always considered in the learning process and encouraged through physical experiential expression, advancing the use of imagination and initiative.





Creative arts and crafts

Expressive movement and dramatic and poetic language, verse and song are integral to the daily rhythm of the school day. Deepening students' experience through the living arts such as dramatic playmaking, creative movement and language and the exploration of colour creates dynamic nurturing experiences building on the life forces. Children learn about natural resources and how these become the material for making useful utensils, containers, props and aids in their developing lives. Practical application of a variety of crafting skills develops their confidence and abilities contributing to their sense of well-being.

Caring for our environment

Outdoor classroom, nature walks, the nature table, building the garden, reaping and preparing foods for community soup and bread, engaging with 'green time not screen time': all these are activities which deepen our connection to the natural world and provide a sense of reverence for life. This in turn develops a sense of responsibility and care for the future and a feeling of empowerment to affect change.



Caring for each other

Group and self-directed play, in particular, engages the children in social and emotional education. The children negotiate many levels of relationships such as experiencing responsible leadership/cooperation, consensual agreements, independence and self-reliance.

Guidance and modelling by the teachers through their values, including a restorative practices approach, means that their interventions and modelling are always aimed towards respect, equality, health and wellbeing. A weekly focus for discussion at staff meetings is based around aspiring values and student social/emotional welfare. A three weekly in-depth child study builds on nurturing and restorative processes.

Sharing circles with the whole class are founded on values of equality, community and an ability to negotiate and accept differences. Strengthening the sense of connection, daily circles (including group mealtimes) are a form of communication and engagement, deepening an attitude of care and respect for each other. This in turn encourages a safe and secure balance in personal relationship and group dynamics.

Teachers promote caring from older to younger children at transition times in the day, they instill procedures such as greetings and acknowledgements and bring attention to inclusive behaviours and changes that assist conscious integration and a sense of rhythm. This in turn adds to a sense of security, self-reliance and self-respect for the child.

Caring for others and visitors to our school

Seasonal festivals and community events are community building with a global and historic perspective. They celebrate multicultural presence and contributions from within our community with aspirations for social renewal. Attending special indigenous nature days encourages respect for First Nations heritage and a deeper sharing of values for our environment.

The living organism of our school

We call our structure 'a living organism'. Such a statement fits with our concept and practice of education. The 'place' of education is more than the physical structure of the classroom, the grounds and buildings. For, within these grounds and walls, life happens, and it happens in a lively way because of all that holds it together.

School governance – Southern Highlands Association for Steiner Education Inc. (SHASE)

SHASE was developed in 2009 for the advancement of Steiner education in the Southern Highlands. SHASE members elect a School Board made up of seven members. The vision and purpose of the School Board is to ensure that families in the region have access to Steiner education if they choose it for their children. The School Board carries and upholds the school's vision, ensures that school's practices are both lawful and secure, and that the whole organism of the school is overseen. Through the governance of SHASE, the school can continue to grow into a learning environment and workplace that reflects accountability, responsibility, transparency and inclusivity. The Board's vision continues to support the existence of the school and its place in the Highlands. The Board continues to develop strategies to lead into the future and consolidate the gifts of our pioneering years.



School management

The Principal is the responsible manager for the school, ensuring that the staff have the support of content, study and professional development to maintain and grow the quality of the educational program. The Principal is also responsible for liaising with NESAs, the School Board, Steiner Education Australia, AIS and all other organisations that schools are in contact with. The Principal forms the link between staff, parent, students and the School Board. The Principal is responsible for educational and business management with the aid of the Business Manager and the College of Teachers, as delegated by the School Board.

The College of Teachers

The College is a group of teachers and other staff in our school who undertake to develop education programs to deepen the experience of teaching and leading and form a vision of what next needs to be achieved on an educational level. All staff members are welcome to take part in College matters. The College undertakes studies to further their own practice, but also central to the work of the college is the development of child study, where each individual child can receive a time of focus. Parents are often welcomed throughout to this College activity as well as other artistic work such as Eurythmy, Bothmer gymnastics and music. Our teachers are constantly developing their teaching practice in accordance with the needs of students at the school

Students

The students are the heart of the school. All of our work circles around the needs of our children's education, and how to best meet requirements for their strong and healthy development. The students bring, not only their bodies and minds, their joy and anticipation to learn about the world, but also they bring the seed of their destiny, which informs the future of the world. Our children also bring us the challenges which enable us to overcome our own limitations, and compel us to develop capacities we didn't have before, which in turn offers the best of human example and role modelling towards their education.

Parent body

The parent body is the grounding element in our young school. Much of our active work in the outer community through marketing comes from the efforts of our supportive parents. Our parent group is

diverse and active, celebrating the fruits of what the education brings to their children and, in turn, being celebrated in the school for their valuable contributions. The school recognises that the value of our school is supported by parents through their payment of fees. The financial support goes a long way to contribute to the success of growing this school with a stable and secure foundation. Our parents offer an active voice in the wider community. Our vibrant parent group works to create our newfound presence in the Southern Highlands.

From the Chairman of the Board

I again have the pleasure of presenting the Chairman's report on behalf of the Board for the year ended 31 December 2018.

Consolidation of the school's foundations

During the 2018 year, the Board continued to focus attention on the three fundamental principles of importance to the school, developed in 2015, being financial sustainability, child focus and professionalism. We are looking forward to 85 students commencing in 2019, an increase of 23 students. This is testament not only to our adherence to those principles but to acceptance by local families of the school's educational aspirations and healthy learning environment.

Due to the increase in student numbers, the Board submitted an application for funding to build new classrooms. Some time later, we received approval for the building of a new classroom on the Kazcare grounds. We are very excited about this beautiful classroom, which will be demountable and will form an asset of the school. It is expected that the new classroom will be completed during 2019 and used for our more senior students.

New Board member

During the year we were pleased to welcome Julie Sedgmen to fill the Board vacancy left by Shirley Bell, complementing our existing Board, being myself (Jane Button - Chair), Meredith Hatton (Vice-Chair), David Savill (Treasurer/Public Officer), Inga Oates (Secretary), Jenny Lloyd and Lisa Devine. Julie brings with her a range of experience in social housing, policy development and maturity and undertook her role on the Board and accompanying study obligations with gusto and responsibility.

High School

High School plans are developing for the 2020 year. In planning for this, the Board opted for a curriculum that can be accommodated by the staff currently employed (including new staff specifically employed for this purpose during 2018). We are also contemplating offering the International Baccalaureate for years 11-12 rather than the Higher School Certificate. This, we feel, would be a point of difference with other high schools in the area and would offer broader opportunities for students who want to work overseas after completing school. Costs and other factors are still being weighed up for this option to ensure that the endeavour does not threaten our fundamental principle of financial sustainability.



Another new school bus

During the year, the school acquired a second school bus which has made it easier for groups to go on excursions while minimising the impact on daily school bus runs.

Thank you to our leaders

Thank you to our Principal James Goodlet and, in particular to our Business Manager, Melissa Savill who takes on a significant administrative load. Your contribution is not unnoticed. Thank you to the teachers, and to all the support staff. I am grateful to each one of you for all you offer to our community. Although we bid a sad adieu to class 3/4 Terence Corbett who retires at the end of 2018, we also look forward with elation to his return in 2019 for ongoing casual support in various roles.

Thank you also to the Board members past and present; your skills and contribution is essential for a strong future.

Jane Button
Board Chair

From the Principal

It is important that we discover an educational method where people learn to learn and go on learning their whole lives.

Rudolf Steiner

In 2018 our theme was *healthy, effective learning*. With the focus on learning, as students, staff and the whole school community, we looked at research and practice in this area, challenging assumptions and creating the best learning environment at Aurora. This led to changes in thinking and practice in the teaching and learning at Aurora. An environment has been established to explore bold new ideas, to meet the challenges of providing the best learning environment for the students in our community right here, right now and into the future.

Highlights for me for 2018 are many and varied including camps, excursions, festivals, events and incredible progress in individual students and collectively, being chosen by Cambridge University as a top 100 innovative school worldwide, securing a building grant for a new classroom and making the move to high school. As a staff we have been grappling with the change from being a single team to several small teams within a big team: Playgroup, Kindergarten, Primary.

A master plan for building works and facilities was established in April 2018. This included plans to build a transportable GLA (general learning area) on the Kazcare site in 2019. We were able to secure a large portion of the funding through a BGA grant.

Planning for moving to high school in 2020 started in earnest in 2018 with formal discussion meetings with parents, staff, the School Board and students. There has been support for creating a healthy educational approach for adolescents in the Southern Highlands. A new staff member, Caroline Farrell, was employed at the end of 2018 to facilitate the transition to high school with the plan to work with Class 5/6 and the high school development team on a part time basis in 2019 then move to a full-time role as Class 7/8 teacher and English and Humanities specialist in 2020.

Student enrolments have been growing at approximately 25% per year. There were 65 school aged students enrolled in December 2018 and it is expected to increase to over 80 in 2019.

Staffing at Aurora continued to remain stable in 2018 with the addition of Bess Knox as Kindergarten Assistant to cater for the growth in early childhood enrolments and provide for a continuously improving program.

Terence Corbett retired as Class 3/4 teacher at the end of 2018 but will remain as a part-time staff member working with all the classes. Annabel Brown was selected as the new Class 3/4 teacher starting in January 2019.

Staffing 2018

Administration

James Goodlet – full time Principal

Melissa Savill – full-time Business Manager

Early childhood

Elodie Guidou – Kindergarten lead teacher

Bess Knox – Kindergarten assistant

Sandra Marques – Kindergarten assistant

Rochelle Hairs – Playgroup coordinator

Renaye Dudek – Playgroup assistant

Primary

Annabel Brown – Class 1/2 co- teacher and community engagement coordinator

Kate Koch – Class 1/2 teacher

Terence Corbett – Class 3/4 teacher

Jeddah Teasdale – Class 5/6 teacher

Specialists

Pascalie Nelemans – Assistant teacher (Kitchen garden program and bus driving)

Lisa Devine – Chaplain and Eurythmy teacher

Sarah Hindson – Violin teacher

Vanessa Woodhill – Music teacher

Jenny Lloyd – Craft teacher

Shirley Bell McLeod – Craft assistant and early childhood mentor

Jo-Anne Woodman – Learning support, library, Japanese teacher

Rachel Buckley – After School Care

Summary

2018 was another solid time of growth for Aurora and all the indications are that this growth will continue at about 25% per year. Our plan, *Mapping Aurora's Future*, will see us continue to use the physical classroom and outdoor spaces on the Kazcare site with the addition of one classroom being built by the end of 2019. We will consolidate our composite class structures with a slight increase in staffing allocations with increased student numbers.

The great progress made at Aurora in its short history has been due to the collaborative work of the Board, the staff, parents and students. Along with the expansion there have been some great challenges and tough decisions made especially by the Board and I thank them for their wisdom and strength in 2018.

From the management group, there has been some good fortune and good timing in taking up opportunities for funding and employing the right staff at the right time. Even with significant building and landscaping expenses and increased staffing, the school is in a healthy position financially and culturally to accommodate further growth.

The College of Teachers has been operating as the spiritual heart of the school and there is an ever-increasing feeling of confidence in our ability as a group, to make considered, healthy judgements for the school's pedagogical future and doing what is healthy for students at this time and in this place. Special thanks to Mel Savill who has provided great support to me and has displayed flexibility, skill, patience and leadership in her role as Business Manager.

James Goodlet
Principal

Staff profiles

At Aurora, we are in the privileged position of having a strong team of staff, all of whom share a passion for quality education and a commitment to professional excellence. All of our staff hold relevant professional qualifications and, in addition, have a background of study in Steiner education.

James Goodlet - Principal

NESA Accreditation: Teacher Accreditation Authority Delegate, Proficient Teacher

Master of Education (Leadership), Bachelor of Arts, Diploma of Teaching (Primary), Cert III Business Management, Personal Counselling Certificate, MACE, MACEL

James believes in the power of educating the whole child: head, heart and hands. With over twenty-five years of experience in teaching, leadership and management across different school sectors, Steiner, state and independent, James sees the challenge of guiding our young school as an exciting adventure. Having worked in the building industry, environmental education, teaching at primary school, high school and tertiary level, and with passions ranging from music to coaching and playing sport, James brings an array of skills and experience to Aurora's development.

James holds a deep commitment to people's growth and development, including the staff and students of Aurora. 'What I want is a friendly, inclusive place for learning - a place where adventure is encouraged and creativity is nurtured. A healthy place for everyone, with a focus on the outdoor classroom, practical and artistic skills and the development of independence and resilience in young people. We're lucky to have such a strong community with committed, generous, big-hearted people here.'

Melissa Savill - Business Manager

Bachelor of Nursing, Certificate III Education Support (Administration), undertaking Diploma of Business

Melissa brings a strong background in the administration of independent schools, having worked for a number of years in large K-12 schools in Sydney. Additionally, she brings skills drawn from her experience in nursing, farming and business. Along with her passionate belief in a Steiner approach, these combine to forge Melissa's rigorous commitment to building a strong and sustainable school.

'What's unique about this place is the positive, enlivening atmosphere. It's empowering to everybody and I can see the benefit to the children every day. I see myself as a facilitator, linking the wider community to the Aurora community and welcoming them to the family, and as someone who's here to ensure the success and longevity of the school so it can continue to provide what the community needs.'

Jeddah Teasdale - Class 5/6 Teacher

NESA Accreditation: Proficient Teacher

Master of Teaching (Primary), Master of Environmental Management (Honours), Bachelor of Science (Architecture), Certificate in Rudolf Steiner Education

Positive relationships are the foundation of quality learning outcomes for students. With a passion for environmental education, mathematics, and the crossover between the two, Jeddah brings a dynamic and reflective approach to the classroom. Jeddah is continually investigating best teaching practice, and sets standards that are both high and also realistic for students to achieve. She has presented at the Australian Association of Maths Teachers reSolve Champions "Wonder in the Maths Classroom".

She has a particular interest in helping students reach their full potential in all aspects of their lives, and invests real energy in preparing our students for their transition to highschool.

'What I really value at Aurora is the way that we're always in conversation about our teaching practice and what works best for students. I appreciate that we're always reflecting and questioning - I think we're very forward thinking in that way.'

Terence Corbett - Class 3/4 Teacher

NESA Accreditation: Proficient Teacher

Bachelor of Science, Dip Ed (Primary), Diploma of Steiner Education

An environment where children can experience security, groundedness and harmonious working together - this is what Terence is committed to providing for the students of Aurora. With over thirty years of teaching experience in Steiner, state and Catholic school settings, Terence also brings a strong repertoire of practical and artistic skills - having worked across a number of trades and artistic disciplines. This breadth of experience, Terence says, has strengthened his resolve to work with students using the holistic, integrated approach of Steiner education.

'Here at Aurora, I'm able to teach in the way that I feel most at ease and that I believe is most healthy for the children. By working with rhythm and by bringing movement, practical and artistic elements into all our learning, the work becomes enlivening for all of us. Music, verses, poetry, plays, and working with imaginative pictures - these things, in combination with solid practical skills and hard work, help the children to develop inner calmness, self acceptance, and an enduring love of learning.'

Kate Koch - Class 1/2 Teacher

NESA Accreditation: Proficient Teacher

Master of Art Psychotherapy, Bachelor of Arts, Grad Dip Teaching,

Kate is one of the founding teachers at Aurora. Since 1998, she has had a wide range of experience in early childhood, primary and high school settings. Kate brings a passion for each child's social and emotional wellbeing, a love of language, and a deep commitment to ways of working that are rooted in mutual respect rather than reward and punishment.

'In Steiner education we respect and value each child and what they bring to the world,' Kate says. 'The primary years are a magical time. We aim to meet the child where they are at developmentally. The world of childhood is a participatory, imaginative world and so it is through stories and artistry that academic learning is introduced... A child's primary school years are vital. Here they form the foundation on which their future lives are built - and so it is an honour and a great pleasure to be bringing Steiner education to the children of the Southern Highlands.'

Annabel Brown - Class 1/2 Supporting Teacher

NESA Accreditation: Proficient Teacher

Bachelor of Communication (Social Inquiry), Graduate Diploma of Teaching & Learning

Annabel is passionate about children's social and emotional health and their relationship to the natural world. 'I find it immensely satisfying to create experiences and environments where children learn through their own exploration and through being in community together. I know that day by day here in the Aurora Kindergarten, each child builds a whole range of skills and attitudes that will underpin their long-term wellbeing - and that's the beauty of a truly developmental pedagogy.'

As a founding teacher at Aurora, Annabel reflects: 'Together we're building something very precious here; a school with so much heart and with solid academic and administrative foundations. I'm proud of the collegial culture of collaboration that we're creating as the school grows, all of us bringing different perspectives, yet brought together by our shared commitment to take a fresh look at how the essence of Steiner education can unfold in this particular place and time, to truly meet the needs of these particular children.'

Élodie Guidou - Kindergarten Teacher

NESA Accreditation: Provisional Teacher

Teaching Degree (Early Childhood-Primary), Certificate in Steiner Education (Early Childhood), Cert III Assistant in Early Childhood

To seek to understand each child in a holistic way; this is the starting point of our journey as educators, Élodie believes. Having worked as a teacher in government schools in her homeland of France, Élodie set out on an exploration of what children need to be healthy and strong; an exploration that led her across the world and brought her to discover Steiner education. 'In Steiner's work', she says, 'we find at least some answers to the questions, What is it to be a human being? By looking at the whole picture, by looking in a profound way, we can more easily find the keys to help a child.'

'The task of being with the children at this age, at the beginning of their life - it's such important work and I feel so blessed to be guiding them gently - striving to show them a path that can help their abilities unfold, and laying a foundation for who they will become as adults. I don't have to wonder why I wake up every morning, and I'm happy to go to work! There is a meaning in this work and it's important, and it's a joy to see the children happy in this environment.'

Jo-Anne Woodman - Japanese Teacher, Learning Support and Library Teacher

NESA Accreditation : Provisional Teacher

Bachelor of Economics, Diploma in Education, Cert IV TESOL, Cert IV Training and Assessment,

Certificate Course for Teaching Students with Specific Learning Difficulties, Cert IV WHS, Cert IV Business Administration

Having worked in learning support, high school and university settings for close to 30 years, both in Australia and Japan, Jo-Anne brings a wealth of experience to her multifaceted role at Aurora. Her immersion in Japanese culture brings great richness to the school, and her warm hospitality and sense of fun are qualities that the children love and respond to.

'To see the lightbulb of understanding go on- that never stops being an inspiring and rewarding thing, even after so many years. Whether in one-on-one learning support, in Japanese, or through library sessions, it's always exciting to see the children's skills and confidence growing right before my eyes.'

'I'm so glad to have come to Steiner education, and wish I'd found it long ago! In my own teaching practice, I've always sought to create real-life experiences as the basis for learning- focussing on the child's experience, and intuitively worked in quite different ways with different age-groups. Now I'm discovering a whole structure of thinking behind that, and it makes a lot of sense!'

Sandra Marques - Kindergarten Assistant

Cert IV Business Studies (Human Resources), Foundations of Early Childhood Education (Rudolf Steiner Education)

Being present with children and honouring the early childhood years - these are things that Sandra is passionate about. Having spent over thirty years in and around Steiner school settings, Sandra brings a wealth of experience when it comes to creating inviting environments and nourishing experiences. A warm, domestic atmosphere is a key feature of life in the Kindergarten, and Sandra cultivates this especially through her focus on kitchen work and tending of the spaces with the children.

'Food is an integral part of the Kindergarten - it's a real part of the daily rhythm and ritual. I love the alchemy of being in the kitchen and supporting the children to build skills that they will use throughout their lives, peeling and chopping veggies, setting the table, washing up, sweeping and so on. For them, all this is still play and as educators we're here to create the rich, safe environment where children can explore the world through their play. And all of this within a school that's striving to be real, inclusive, transparent and open - it's a lovely thing to experience.'

Bess Knox - Kindergarten Assistant

Cert III Children's Services (Early Childhood Education & Care), Diploma of Theology, Foundations of Early Childhood Education (Rudolf Steiner Education)

'Every day when I come to school, I know that I'm working for peace. What we give to the children now will stay with them through their lives- and this is my way of helping make a better world.' Having worked for some years as a nanny, Bess has a strong understanding of the little things that make a big difference when it comes to the children's care and communicating with families about their child's day. In the Kindergarten, she helps create a homelike environment in which the children can take the earliest steps in their schooling journey.

Bess is a voracious reader and loves reading broadly on education and parenting topics. 'I think that there's something to learn from so many different authors and philosophies. And it's something that I really appreciate about Aurora- the fact that we're supported in gaining a broad base of professional learning. It is a real community here- you see that with the families and also with the staff. It's a learning community where everyone's development is valued- children and adults alike.'

Pascalie Nelemans - Kitchen Garden Program Coordinator

Bachelor of Cultural and Social Studies (Netherlands), Advanced Diploma of Nutritional Medicine

Pascalie has a background in nutrition and natural health, and a passion for connecting children with where their food comes from. Over the past two years and a half, Pascalie has developed our Aurora Kitchen Garden Program, whereby a hot lunch is available to students each day, and students are regularly involved in food preparation, gardening, composting and chook care. Pascalie also emphasises a healthy environment by recycling everything from food scraps to soft plastic and everything in between.

'Working here, I know that I'm doing something meaningful. It's wonderful to be able to give children the chance to grow a relationship with healthy food, so that they're set up with good habits for life. I love being able to show the students the connection between growing vegetables, being out in the fresh air with the chooks running around, and the kitchen. I just love preparing food with the children - seeing their enthusiasm to cook and their happy faces... they always want to stay in the kitchen!'

Jenny Lloyd - Handwork Specialist

NESA Accreditation: Existing Teacher

Bachelor of Arts (Honours), Diploma of Teaching (Primary), Graduate Diploma of Social Ecology

Jenny is a qualified teacher and practising artist who believes strongly in the value of handwork and practical skills as important aspects of every child's education. Jenny has run a number of successful workshops and creative projects in primary school settings over the past twenty years, and recently ran some workshops for trainee teachers locally and in China. With a background in sculptural ceramics, Jenny now focuses on fibre crafts and community arts practice, and is particularly interested in the role of creative processes in bringing people together, sustainability and nature crafts.

Of her work with the primary classes at Aurora, Jenny says, 'Handwork involves the learning of practical, hands on skills that are based on pre-industrial techniques. It has relationships to both art, maths and engineering. While meditative in the doing handwork builds an independent capability, especially when the children see their efforts bear useful results. For some it is a struggle to maintain focus but persistence and the repetitive rhythm and patterned action of coordinated hand movement often wins through to a joyful endeavour.

Rachel Buckley - After School Care Coordinator & Cultural Educator

Bachelor of Adult Education and Indigenous Studies

Aunty Rachel Buckley is a Wiradjuri woman and has a background in adult education, farming and indigenous studies. Rachel is particularly interested in the crossovers between Australian indigenous wisdom and the understanding brought by science and other cultures from around the world. She is passionate about educating children in the heritage of this land in inclusive, empowering ways; and she brings a rich perspective on the similarities and differences between Steiner and First Nations pedagogies.

'The whole idea of working with your hands and head together is a First Nations way of learning and teaching. In my work with the children, they set the direction and the pace and I guide and support them. The learning is emergent and it's always through the practical things that we get to see how the children are going in their thinking - it all works together.'

Lisa Devine - Pastoral Care & Eurythmy Specialist

Master of Psychology (Counselling), Bachelor of Behavioural Science, Diploma of Youth Work, Eurythmy Diploma and Eurythmy Therapy Training

Lisa offers a wealth of knowledge and experience when it comes to bringing Steiner's philosophy to the challenges and opportunities of contemporary life. With a lifelong love of movement and dance and a background in youth work and counselling, Lisa works with both children and adults, individually and in community, to promote healthy alignment on all levels.

Lisa has worked in a number of Steiner schools throughout Australia, and is widely regarded as a speaker, parent educator, teacher trainer and facilitator. At Aurora, her pastoral support is available to all members of the school community; and additionally she facilitates Eurythmy movement practices for class groups, staff and parents.

Rochelle Hairs - Playgroup Facilitator

Master of Nursing, Bachelor of Arts (Psychology and Education)

Rochelle holds a strong commitment to children being able to reach their full potential through a warm and nurturing start to life. With a background in child and family nursing, and a love of creating beautiful spaces and objects, Rochelle supports and inspires families to create homes filled with laughter, presence and peace.

Over the past years, Rochelle has built up a thriving community of families who enjoy a parent-child session each week - and in doing so, has helped to build a strong foundation of young children who will come through as the school grows. 'We find that children who have come through the playgroup transition so smoothly to school at Aurora. And not only the children - parents find that it's a great way to gain a real hands-on experience of what this education is about. Every playgroup is a joy and it's a privilege to lead!'

Shirley Bell - Early Childhood Mentor and Handwork Specialist

Diploma of Early Childhood, Steiner Education Training (Australia and America)

Shirley brings to Aurora over thirty years of wisdom and experience as a Steiner early childhood teacher and craftsperson. She is sought after internationally as a mentor and teacher trainer, and travels regularly to work with Steiner educators throughout Asia where there is a flourishing Steiner movement. Shirley has particular interest and skills in fibre crafts, storytelling, puppetry and doll-making, and holds a strong regard for the benefits of these arts to community life. Shirley also offers a wealth of experience around child observation and the application of Steiner's theories of child development.

Shirley has been involved with Aurora since its inception, and now offers mentoring support to all early childhood staff across our playgroups and kindergarten.

Vanessa Woodhill - Music Education Coordinator

Master of Arts in Recorder (Honours), Bachelor of Science, Fellow of the Trinity College of Music, London (Recorder)

Vanessa brings a wealth of experience in children's music education. With a lifelong passion for music and its role in human development, Vanessa has studied widely when it comes to building children's musical literacy. She has been involved with a number of successful ventures including the establishment of the Goulburn Regional Conservatorium, the Creative Arts program at the University of Wollongong, and a range of choral and orchestral projects.

At Aurora, Vanessa works with class teachers and other music specialists to deliver a challenging yet developmentally appropriate music program for all students across the primary school, involving singing, melodic percussion, string and wind instruments.

Sarah Hindson - Violin Teacher

Bachelor of Music Performance, Graduate Diploma of Music Performance

Sarah is an accomplished violinist having studied throughout her life under a number of acclaimed musicians. She enjoys chamber music and plays with the WIN Wollongong Symphony Orchestra. Sarah is also a passionate teacher, having taught at the Wollongong Conservatorium of Music, as well as in a number of independent schools and privately.

'Learning an instrument is all about helping the children to foster a love of music. By loving music and loving to play the instrument, students will achieve the best possible results. All students are given the opportunity to achieve, no matter their ability level. What I hope for most for my students is to inspire a lifelong love of music.'

Professional learning

In 2018, staff participated in the following professional development activities:

Child Study
Ongoing throughout the year
Attended by: all available staff

ACCM - Diploma of Business
January - December
Attended by: Melissa Savill

AAMT - reSolve Maths Champion
January - December
Attended by: Jeddah Teasdale

Sydney Rudolf Steiner College - Early Childhood Foundation
January - December
Attended by: Bess Knox, Sandra Marques

Sydney Rudolf Steiner College - Certificate III in Rudolf Steiner Education
February Residential
Attended by: Jeddah Teasdale, Kate Koch

AIS - Governance Online Modules (multiple)
January - December
Attended by: Meredith Hatton, David Savill

AIS - #Safe2StepOut: Teaching Road Safety in K-6 (Online Module)
January - April
Attended by: Jeddah Teasdale

Lou Harvey-Zahra - Creative Discipline
February
Attended by: Elodie Guidou, Jo-Anne Woodman

Cricket NSW - MILO In2cricket Skills Program
February
Attended by: Jeddah Teasdale

AIS - 2018 BGA Capital Grants Application Briefing
February
Attended by: James Goodlet

University of Wollongong - Literacy and Numeracy Workshop
February
Attended by: Jo-Anne Woodman

SEA - Kitchen and Garden Workshop
June
Attended by: Pascale Nelemans

AIS - Language Syllabus Workshops
June and November
Attended by: Jo-Anne Woodman

AIS - Leading Learning: Steiner Leadership Conference
July
Attended by: Annabel Brown

AARSECE - Vital Years
July
Attended by: Elodie Guidou, Rochelle Hairs, James Goodlet, Sandra Marques, Annabel Brown, Sandra Marques

CBD College - First Aid Training HLTAID001, HLTAID002, HLTAID003, HLTAID004
July
Attended by: Jo-Anne Woodman

Scholastic - Reading Leaders Seminar
August
Attended by: Annabel Brown, Jo-Anne Woodman

AIS - Designing for Deep Learning
August
Attended by: James Goodlet

Bluegum Bushcraft - Rapport based relating
August
Attended by: Annabel Brown

AARSECE - Regional Meetings
September
Attended by: Annabel Brown, Elodie Guidou

Lorien Novalis - Steiner Teachers Regional Seminar
September
Attended by: James Goodlet, Jenny Lloyd, Terence Corbett, Jo-Anne Woodman, Annabel Brown, Elodie Guidou, Kate Koch, Jeddah Teasdale, Pascale Nelemans, Lisa Devine

Jamie York - Online Maths Training
March
Attended by: Jeddah Teasdale

SEA - Delegates Conferences
March, August
Attended by: James Goodlet, Annabel Brown

ASBA PD Day
March
Attended by: Melissa Savill

AIS - The AIS Annual Briefings 2018
May
Attended by: James Goodlet, Melissa Savill

SEA - Governance, Leadership and Management
Conference
May
Attended by: James Goodlet, Melissa Savill

University of NSW - Learning Differences
Conference
May
Attended by: Jo-Anne Woodman

Office of the Esafety Commissioner - Safety and
Respect (Online)
September
Attended by: Jeddah Teasdale

AIS - Live Life Well @ School: Starting the
Journey (Online Module)
October
Attended by Jeddah Teasdale

Positive Discipline Course
October
Attended by Elodie Guidou

AARSECE - NESA Workshop
November
Attended by: Elodie Guidou

Highlands First Aid Training HLTAID001,
HLTAID002, HLTAID003, HLTAID004
December 2018
Attended by: James Goodlet

Membership Australian Association of Maths
Teachers
Held by: Jeddah Teasdale

The student cohort and student achievement

Playgroups

What an exciting year we have had at Playgroup. By the end of 2018 we were running 3 sessions a week and had moved into new custom-built premises.



Playgroup is often the first experience families have with Steiner Education. Our weekly program is based on the seasonal cycles of the year, expressed through stories, songs, craft activities and festivals.

The program is for children aged 18 months to 4 years of age. Many of the children are with us for several years before they move up to Pre-Kindy.

The heart of Playgroup is Play, the most natural and normal activity of a young child. For inside play our simple handcrafted toys encourage the development of the imagination. It is a pleasure each year to see how the children's play develops over the months. We combine our inside play with seasonal songs, stories and breadmaking – not to mention morning tea where we eat our much loved Playgroup Bread!

In our beautiful outside space the children can roam and discover the richness of nature. This past year the children have enjoyed visiting our resident Satin Bower Bird's bower, feeding Misty and Flynn the horses and seeing kangaroos, sheep and more horses on our nature walks. In Spring we even had a baby foal born in the paddock behind us and a miniature baby goat come to visit.

Kindergarten

2018 was another important year in the development of the Aurora Kindergarten. It was the second year spent in the new Kindergarten classroom. Elodie Guidou took the lead of the Kindergarten and Annabel Brown became her mentor. Elodie was supported by Bess Knox as a full-time Kindergarten Assistant, by Sandra Marques as a part-time Kindergarten Assistant, and Shirley Bell as Early Childhood Mentor.

Other key accomplishments of 2018 in the Kindergarten are as follows:

- Because of growing student numbers, Sandra Marques' role was mainly to prepare lunch, so that Bess Knox could focus more on other needs.
- We started a Bush Kindy program, which was designed to cater to the needs of the Kindergarten students. The children were coming for a half day on Fridays, and were spending the whole morning outside, at the park. It was a great success, the children (and teachers) were looking forward to it each week!
- We continued to provide morning tea and lunches for all students every day throughout the year. Each child was bringing a piece of fruit and a vegetable each day, to help keep a connection between home and school. This brought benefits in terms of the children's nutrition, and building a sense of community through 'breaking bread' together - in addition to all the learning benefits of the children being involved in the preparation of meals, from chopping the vegetables, mixing the eggs, to grinding grains.
- Our separate Early Childhood faculty meetings were an important part of the week. Sandra and Bess were new in their roles and mentoring was helpful. It was also a good time to resolve issues. However, their presence was missing at the Primary college meeting. So, we decided to have both meetings the same evening. Bess Knox and Sandra Marques were involved in a review at the end of each term to track their learning and progress.
- We held a Year 1 Transition Program throughout Term 4 for those students progressing to the Aurora Primary school. We had 3 sessions of "Year 1 readiness assessment" held by three teachers: Elodie Guidou, Annabel Brown and Shirley Bell. It has proved to be very effective. Two students turning 6 that year remained in Kindergarten in 2019.
- Stephanie Gotlieb came back to assess the Kindergarten and confirm our accreditation with the Early Childhood Association (AARSECE).
- We held a session of thorough orientation for those families entering the Kindergarten in 2019.
- We went on daily nature walks to explore local surroundings, and we had different excursions:
 - Living Earth Farm for our Autumn Festival
 - The Harmony Centre for our Spring Festival
 - Cecil Hoskins Park as part of our Bush Kindy Program.
- Throughout the year, building a sense of cohesion and a shared understanding of our approach at Aurora.

The student cohort

In total, we had 23 children, 10 girls and 13 boys, in the Aurora Kindergarten throughout 2018 - mainly full-time school aged children, with a smaller number of younger part-time students each day. Many children had older siblings at the school, and most had experienced a Steiner early childhood setting before - whether previously in our Kindergarten or at playgroups. In terms of inclusion and diversity, all students spoke English as their primary language at home. However students came from a wide range of socio-economic backgrounds. One student identified as Aboriginal, and 5 students had additional learning needs. It was a pleasure to teach this group of children and to see 12 children proceeding to Year 1 at Aurora in 2019.

Student achievement

Students were assessed throughout the year based on the NES A Early Stage 1 outcomes as well as holistic Steiner assessment tools focussing on child observation. Those students progressing to Year 1 achieved adequately on all NES A Early Stage 1 outcomes, with most students working beyond expected proficiency in certain Key Learning Areas. Our Transition to Year 1 program was designed such that all required outcomes were met within the stage, without compromising the Steiner Kindergarten experience for the wider early childhood group.

Class 1/2

The student cohort

At the start of 2018, Class 1/2 was made up of 18 children, 7 girls and 11 boys. The 18 students comprised 3 girls and 8 boys in Year 1, with 4 girls and 3 boys in Year 2. Six Year 1 students had completed Kindergarten at Aurora School in 2017. Six of the 7 Year 2 students had been in the composite class the previous year. Six students joined the class from other schools. All students participated enthusiastically in our range of learning activities and classroom routines.

In Term 3, a Year 1 girl joined our class. In Term 3 a Year 2 boy left to be home-schooled, another boy in Year 1 left and moved interstate with his family. At the beginning of Term 4 one Year 1 boy left and moved to Canberra. At Aurora School in 2018, 11 students completed Year 1 and 6 students completed Year 2.

In this composite 1/2 class, 8 Independent Learning Plans (ILPs) were developed for students with varying support needs. All students spoke English as their first language. Of the 19 children that attended the class, 4 attended for part of the year and 15 for the full school year.

Throughout the year, our school days are made up of a morning circle session of warm-up and community-building activities, music, movement and singing. This is followed by main lesson work including oral literacy and numeracy work, story and book work. This year we have had 12 Main Lessons or thematic units across the 4 terms. Following morning tea and play, our middle session is generally linked to literacy, numeracy, artistic and cultural development activities. After lunchtime and play, our afternoon sessions include a read and relax time and then a session with a focus on practical tasks.

As well as this year's cross-subject thematic main lessons, the children have had regular lessons of craft, gardening, cooking, beeswax modelling, painting and drawing, Japanese, library, eurythmy, games, peer support, restorative practice (sharing) circles, and music. Each student has also had one-to-one literacy sessions with our specialist literacy teacher Jo-Anne, and each student has had a special birthday celebration drawing on aspects of their biography and honouring their place in the class. Our cooking program, drawing on recipes from the family and cultural heritage of the children, was a big success, and the creation of our cookbook provided many opportunities for maths and literacy learning. Another of our projects involved the creation of 'The Journey' book, written and illustrated by the class.

Alongside all these activities that are woven into our weekly rhythm, the class has enjoyed many festivals, excursions and special events. Our festivals have included the Autumn Harvest Festival, Whitsun, Midwinter, Spring Michaelmas and Summer Advent, and the children have undertaken special preparation work for each of these in the way of crafting, cooking and music. Our excursions have taken us harvesting apples and corn at Moonacres Farm, enjoying Book Week at the local library, viewing wonderful performances by Opera Australia and the Sydney Symphony Orchestra, developing swimming skills at the Moss Vale Aquatic Centre, and exploring bush tucker and medicinal plants at Lake Alexandra, led by Aunty Wendy Lotter. Some of our special events at school have been the inaugural Aurora Concert, the speech and drama workshop brought by Seamus and Meaghan of The Third Wheel, kite making and kite flying, a reading and author talk by Judith Barker of Sound Owl, and the visit of Russ The Bus in association with the Sydney Writers' Festival. Our class camp here at school has been another recent highlight. The children got plenty of practise with setting up and packing down tents, and with the fairly wild weather, they have a good understanding of the clothing and equipment that will be needed on future trips further afield!

Student achievement

Year 1 is the beginning of the class teacher period and the threshold of a new world of adventure and learning. The Year 1 children were genuinely eager to enter a wider world and experience a new and more organised group experience. The Year 2 students entered the next phase of their learning with a sense of camaraderie and enjoyment.

16 students completed the composite Class 1/2 program in 2018. A range of formative and summative assessment methods were used to track the children's learning and development, including main lesson books, day-to-day teacher observations and anecdotal records and tracking via regular skills and outcomes rubrics.

End-of-Year reports indicated each student's development across all 6 Key Learning Areas (KLAs), plus Social & Emotional Development. In most subjects, students achieved Satisfactory and Accomplished grades, with individual students exhibiting occasional areas where they achieved the Working Beyond grade and some occasionally Working Towards. In Creative Arts and Personal Development, Health & Physical Education, students achieved similarly high levels of competence. Around Social & Emotional Development, many students demonstrated Accomplished and Working Beyond levels in relation to outcomes.

Socially, the children bonded well as a class group with each other and with Kate and Annabel as their teachers. What a rich year it's been, full of deep social, academic and creative learning. We trust that day by day many skills and memories have been built that will serve as a steady foundation for the children's ongoing wellbeing and expression.

Class 3/4

The student cohort

2018 started with 14 students in the class made up of 8 boys and 6 girls. 8 of these children had been with me in Year 3 the previous year. 5 moved up from Year 2 and 1 joined the class from another Steiner school. We were joined by 2 other students during the year so by the end of the year the class had increased to 16 students made up of nine boys and seven girls.

Student achievement

Students were involved in many educational programs during the year focussing on quality learning in each KLA supplemented by practical activities, excursions, and a camp. Specialist lessons in recorder and music theory, violin, library, Eurythmy, handwork and French and Japanese, were part of the weekly curriculum for 2018. Additional academic support was offered to students who required one on one specialist assistance.

Main lessons included: Hebrew Creation Stories; Linear Measurement; Farming; Local Geography; Area; Old Testament Stories; Fractions; Aboriginal Culture; Colonisation and Exploration; Mass and Capacity. One of the stories from a main lesson was further developed. The class worked in developing the characters of the story into a dramatic production. At the conclusion of this process the classroom was transformed into a theatre. The class performed the play 'The Golden Goose', in front of an appreciative audience. A significant line from the main character of the play was: "Something good is even better when shared" and that's what can be said of a play. It's even better when shared with an audience!

Farm visits were enjoyed, with visits to Moonacres Organic Farm at Fitzroy Falls, Living Earth Farm at High Range, the Moss Vale Community Garden, as well as a visit to the Bowral Botanical Gardens. There was a visit to Bowral Library for Book Week, a Touch Football Gala Day and swimming lessons at Bowral Pool. The highlight of the year was undoubtedly the camp to the Yurt Farm near Goulburn, where the children enjoyed a farm stay focussed on practical back to basics activities.



Class 5/6

The student cohort

The 2018, Class 5/6 comprised of nine students. 8 students were in Year 5 and 1 in Year 6. Our Year 6 enrolment moved schools at the end of Term 3 so we did not have a graduating class this year. 1 Year 5 enrolment also changed schools.

Students Achievements

Students in Years 5 and 6 want to be more involved in the world around them. To meet this need we offer many opportunities for the students to move their learning outside of the classroom, participate in specialist classes and take more responsibility for their learning.

Meeting the world in real ways becomes more important in Years 5 and 6. Excursions, camps and specialist opportunities are engaging ways for the students to build confidence in their abilities and use their academic learning in real world contexts.



In 2018, Class 5/6 engaged in a Moonacres Farm visit, a camp to Mogo Gold Rush Village, an Orienteering Gala Day, Canoeing Excursion, visit to the Sydney Symphony Orchestra, Science and Engineering Discovery Day, performed a fire-stick performance at the Winter Festival, performance of Mogo's Most Wanted, Book Week at Bowral Library, Opera Australia 'The Magic Flute', Japanese Foundation excursion, Touch Football Gala Day, visit to a local Japanese Restaurant, performing in the Spring Music Concert, a drama workshop with The Third Wheel, Wingecarribee Schools Environment

Day, hosted during Grandparents Day, Greek Olympics Camp, Russ the Story Bus and Coastal Snorkelling Camp

Students showed progress across all KLAs and were well supported by our Learning Support Teacher. A range of formative and summative assessment methods were used to track the children's learning and development, including main lesson books, day-to-day teacher observations and anecdotal records and tracking via regular skills and outcomes rubrics. The Social & Emotional Development markers for this group showed remarkable growth over their time at Aurora.

NAPLAN

In 2018, two students in Year 3 participated in the NAPLAN assessments in May. One student performed well above average in all areas while the other student performed well above average in literacy. As there were less than five Year 3 students included, there was not sufficient data to calculate a statistically reliable school average to post on the *myschools* website.

Six Year 5 students participated in NAPLAN and the school performed above average in reading, writing, grammar and punctuation.

Looking back at Aurora in 2018

Priorities as outlined in *Mapping Aurora's Future*

Financial Sustainability

- As projected, enrolment numbers grew by approximately 25% in 2018.
- Marketing was targeted to a few appropriate local media advertisements, Cambridge University's Innovation 800 publication - one of 100 educational organisations chosen worldwide for innovative practice, ongoing development of the school website and regularly updated school Facebook page.

Professionalism

- Professional learning prioritised College meetings studies as well as other individual staff professional learning especially in teaching and learning improvement.
- Class teachers continued studying Diploma of Steiner Education through Sydney Rudolf Steiner College, Glenaeon Class Teacher Intensives. Board and management continued with AIS governance and compliance training.
- Upgrading of NESA teacher accreditation from provisional to proficient teachers.
- Development of high quality, structured parent education program including parent coffee morning discussions each fortnight, parent evenings each term and regular written communication from class teachers and management.

Child Focus

- Continued development of a structured student support program with a focus on literacy improvement with specialist student support teacher working with class teachers.
- Expansion of outdoor education program including more camping and excursion opportunities.

Priority areas for improvement

- Building developments including: a new classroom space in 2019 in readiness for Middle School starting in 2020, new Kindergarten space and future high school spaces.
- Develop a new strategic and business plan for 2020-2022 accommodating growing numbers and expansion to high school.
- Further develop skills and qualifications for support and administrative staff, as well as continued involvement in conferences, short courses and other learning opportunities as they arise.
- Further expansion of the Kitchen Garden program.
- Continued expansion of early childhood education, specifically in the Kindergarten and playgroups.
- Focus on raising the profile of academic standards.

Aurora Master Plan 2018 - 2021

1. Executive Summary

1.1. Scope of Master Plan

Aurora School began in 2013 with a small group of Kindergarten students. It is on a rented property which is a mixed educational facility owned by Kazcare. This arrangement has enabled the school to rent more space when needed. In 2018, as a K-6 school, there are now 4 classrooms, a kitchen space, a small library, an office space and playgrounds. Our landlord, Kazcare, is supportive of the school's growth on the site but there are no more rooms available for rent. There is space for extra buildings and Kazcare is supportive of establishment of 4 GLAs in the next 3 years to accommodate growth in enrolments. These buildings are transportable should the school move to another site.

This master plan covers 3 phases of building at Aurora. Stage 1: 2019 building 1 new GLAs for the primary faculty, Stage 2: 2020 building 2 new Kindergarten GLAs, and Stage 3: 2021 building new facilities for a Years 7 and 8 on another site.

In 2016, a combined strategic plan and business plan, *Mapping Aurora's Future*, was created to provide direction in 2017-2019. The concepts established in the strategic plan are the basis for this master plan.

1.2. School Enrolment

The Master Plan is based on the development of new facilities to serve a total student population of students across K-6 2019 = 75, 2020 = 94, 2021= 117. The population is approximately split 50% males students 50% female students. Of the total enrolment, 9 students with recognised disabilities, requiring significant adjustments, are integrated within K-6. There are 7 students who identify as Aboriginal students. The SES level is 95.

1.3. Assessment of Educational and Staff Needs

An assessment was made of the school's educational and staff needs to determine whether additional general purpose classrooms and specialist facilities were required in relation to student numbers. The outcome of this assessment determined that the overall General Learning Areas (GLAs) and specialist facilities are currently inadequate for predicted growth. This is the key in developing this master plan.

1.4. Aesthetics and Brand

Since the school's inception in 2013, the pre-existing learning spaces, from a previous school that closed in 2007, have been renovated, extended, altered and beautified. The existing buildings were: an office

space, a design and tech room, an art room and primary classroom but we have managed to convert these rooms to: 2 small office spaces, 4 classrooms, a small library, and kitchen. These rooms will be inadequate to meet the growth in enrolment numbers and there is already pressure on 3 learning spaces with existing numbers. Use of natural, environmentally responsible materials, a connection with nature and developmentally appropriate architecture in relation to colour, light and how open to the outside or how cloistered the spaces, are an important feature of existing spaces and will continue with further development.

2. Purpose

2.1. General Master Plan

The purpose is to provide a forward looking strategy and framework for the orderly physical development of Aurora School which will respond to the school's vision and strategic plans.

A master plan should establish:

- Big picture ideas
- Broad planning principles
- Zoning of the campus and the relationship between the zones
- Location & connections of new facilities to existing facilities
- Preservation of sites & corridors for future development
- Opportunities for expansion into another property
- Ways to improve functionality and amenity

2.2. Updates to the Master Plan

The purpose of this master plan is to guide the building development of the school over the next 4 years. The master plan is a living document that needs to be flexible to changing circumstances and modified over time as the school's educational and physical needs change and evolve. This master plan will provide a record of the thinking, decisions, and directions taken at the time of its preparation for review, modification or implementation at a future date.

The initial impetus for this updated master plan came from the requirement in the application for a BGA grant in late 2017. Even though it is still in its beginning stage, it has grown to become part of the school's strategic vision. With the 3 principles of financial sustainability, professionalism and child focus we face 2 main options as a school:

1. We grow to the limit in our existing infrastructure with 4 composite classes to a maximum of 100 students. This maximum level, we predict, will occur by the end of 2020 with waiting lists on all classes K-2.
2. As we do not have the resources to build infrastructure and the SES background of our student body suggests we will not be able to raise funds in the foreseeable future, we seek close to 100% external funding to build for further growth now. The 3 main stages recognised:
 - a. **Stage 1:** 1 new primary General Learning Areas (GLA)
 - b. **Stage 2:** 2 new Kindergarten GLAs; move Year 1 into the current Kindergarten classroom, build outdoor covered learning space outside the current Class 1/2 classroom.
 - c. **Stage 3:** Establishment of High School on a new site

For Option 2, the actual planning process so far has involved the following distinct stages:

- a) The site selection of new Primary and Kindergarten GLAs
- b) Identifying and resolving the displacement of existing functions
- c) Site Assessment
- d) Usage Assessment
- e) Staging

- f) Board approval
- g) Design Concept for Stage 1
- h) Financial Costing and Capacity Assessment
- i) Funding proposal and BGA application

Next steps if funding is granted:

- j) The Outcome
- k) Construction of Stage 1
- l) Design Concept for Stage 2
- m) Financial Costing and Capacity Assessment
- n) Funding proposals
- o) The Outcome
- p) Construction of Stage 2
- q) Design and construction of Stage 3
- r) Longer-term Planning Issues

The proposed timeline for development is as follows:

- **2018:** funding application to BGA for Stage 1 and further design development of Stage 2
- **2019:** Construction of Stage 1 – Middle School GLA and Funding application to BGA for Stage 2
- **2020:** Construction of Stage 2- Kindergarten and outdoor learning space for Primary. Site acquisition for High School and funding application to BGA for Stage 3 – High School buildings
- **2020:** onwards - Continued long term landscape and infrastructure planning, expansion to Years 7 and 8.
- **2021:** Stage 3 building- High School

3. Historical review of Aurora School

3.1. History and Philosophy of Aurora School

Aurora School began in Bowral in 2013 when a group of dedicated parents were inspired to start a primary school based on the educational principles of Rudolf Steiner. The school began with 7 Kindergarten students in a classroom formerly used as a woodwork room in the old Eukarima School, a Steiner school that closed in 2007. From these humble beginnings, the school has grown steadily to 63 students in K-6, offering a comprehensive primary curriculum delivered by a dedicated team of teachers and specialist tutors in a nurturing and inspiring environment.

Aurora School has a strong policy of inclusiveness. To this end, the school aims to provide the highest quality education in a manner affordable to as many people as possible. Inclusive practices include: parent volunteerism, scholarships for Aboriginal students, bursaries for families with limited financial resources and an integrated learning support program for students with special needs. The school welcomes students from all social, ethnic, and religious backgrounds, and students with diverse intellectual and physical needs.

The students currently enrolled at the school come from near and far. From South West Sydney, as far North as the Oaks 60 kms, the Illawarra and as far South as Wingello, 50 kms. Many families move to the area from Sydney to send their students to the school. The ability of Aurora School to attract students from such a large geographic area is a testament to its success.

3.2. What Aurora School offers

Our School provides a unique learning environment focused on equipping students with the intellectual, social, physical, practical and emotional skills to thrive in the world. Unique features include a kitchen garden program with provision of healthy lunch for students each day. Aurora School had their first graduating Year 6 class in 2017 who have adapted well to moving to several independent and state high schools.

As well as strength in the core, academic curriculum, the school has very strong music, creative arts, languages, craft, kitchen garden and environmental science programs. The school employs specialist eurythmy, language, craft, music and strings tutors as an integral part of the weekly curriculum. The school also offers specialist literacy and numeracy support based on individual student needs. The ICT program is enhanced in Year 5, familiarising students with the use of computers in preparation for high school.

The school provides a Kindergarten program, with a mix of 4, 5 and 6 year old students. It provides an excellent beginning to the child's school life, is formative in establishing their social learning and inducting them in the school ethos and culture of learning that will stay with them for the rest of their schooling. The Kindergarten is now full with a maximum of 22 students on any particular day. There is now a waiting list for Kindergarten students.

The school currently provides 3 composite classes from Years 1 to 6. Class 1/2, Class 3/4 and Class 5/6. With growth in the lower end of the school, the new buildings would allow there to be single stream classes in the coming years for Years 1-4 and a composite for Years 5 and 6. It is the intention of the master plan to maintain this configuration of primary classes in one section of the school and early childhood classes in another section.

The school offers playgroup for 60 children aged 0 to 4 years 4 mornings per week. It is open to everyone regardless of a parent's intentions to enrol their child in Kindergarten at Aurora School. However, the overwhelming majority of children attending playgroup are enrolled for school. Playgroup is a very positive way to familiarise future parents and their children with the ethos and educational style of the broader school environment. For these reasons, playgroup is an important part of our early childhood educational program at the school.

3.3. The Future

Aurora School has a healthy future with strong enrolment numbers and waiting list for Kindergarten. This situation is projected to continue for a variety of reasons:

- Aurora School offers a unique and highly regarded educational environment. Many families move to the region specifically for their children to attend the school;
- Local schools such as Bowral Public School are overcrowded and have run out of play space. There have been students enrolling at Aurora, in part, for the reason of overcrowding in the local public school;
- The Southern Highlands has a strong and diversified economy;
- The most recent 2016-2017 ABS figures show surrounding areas of Leppington/Cobbity and the Illawarra as among the highest population growth areas in NSW and the new Renwick development of 700 dwelling will provide for an influx of 1500 people, 10 minutes drive from the school.
- The School will expand to Years 7 & 8 in 2020. This would complete the 2nd 7-year development phase of Steiner curriculum and establish our Middle School concept (Years 5-8). The possibility of purchasing land would allow us to extend our campus size creating space for the next stage in development, High School (Years 9-12).

3.4. Background to the Infrastructure of Aurora School

Since the initial establishment of the first Kindergarten class in 2013 in a rented woodwork space, and its subsequent conversion to classrooms, Aurora School has prioritised educational excellence and prudent financial management over any lavish spending on infrastructure.

Over the last 5 years the school has creatively and frugally developed and adjusted spaces in existing infrastructure to suit its growing needs. While this has served the school adequately, it has meant that

the majority of the school's buildings are not purpose built facilities. Class sizes have grown and these converted spaces will only house small classes.

Aurora School has funded all these developments with its own resources. This is its first application for grant money for building works.

3.5. While the school will continue to steward its infrastructure for the successful long-term education of its students, the program outlined in this master plan offers a pressing and much needed improvement to enable its educational program to flourish.

4. Background to the Master Plan

4.1. History of Planning at the School

Aurora School's Master Planning Group (MPG), comprises the Principal, the Business Manager, other members of staff, the Board, and school parents.

- In February 2016 and February 2018 the Principal attended BGA Capital Grants Applications briefings at the AIS.
- In February 2018, the MPG engaged the Architect, Helmut Rohde, to assist developing plans for the first stage of the master plan.
- Wednesday 18th April 2018 the Principal led a meeting of the MPG to check that all were on-board with a plan to apply for BGA grant for Stage 1 to build twin GLAs in 2019. This meeting used the existing strategic and business plan, Mapping Aurora's Future 2017-2019, as the basis for discussion about the master plan. The decision was made by the MPG and subsequently, the Board, to apply for the grant with the approaching deadline of 30th April 2018. It was also decided that, given the tight time frame, for the Principal to lead the writing of the master plan with assistance from the MPG in preparation for the grant submission.

This document is the result of that mandate and provides the critical thinking and subsequent framework for master planning over the next 4 years. We believe that with more efficient, modern and larger primary classrooms, school enrolments will be able to increase with single stream classes in the primary. The experiences and educational opportunities we offer existing students will increase as well. This master plan and the projects it proposes are about better managing the school's future growth and also much needed upgrading of facilities. Completing these projects allows the school to consider offer Middle and High School in the future with a further increase in student numbers.

The MPG report on infrastructure needs also recognised the need to identify and consider longer term planning issues beyond the 3 year time scope of the 2017-2019 Strategic Plan. In order to avoid future planning conflicts, this master plan has identified the relevant longer-term issues in its final section.

5. Strategic and Business Review & Plan

In 2016, the school's management group embarked on developing a strategic and business plan Mapping Aurora's Future 2017-2019 to establish goals that encompass the school's decision making process, educational and financial needs, and its relationship with the broader community.

Mapping Aurora's Future 2017-2019 identified key aims relating to infrastructure, as outlined below:

- To remain on the Kazcare site until the end of 2019.
- To accommodate 4 composite classes in 2017 aiming for 25 students per class by the end of 2019.

6. Primary GLAs Development

In 2013 the first Kindergarten was housed in what is now the Class 3/4 and kitchen area. A small office was set up in what is now the library. In 2014 another classroom became available (which has remained the Class 1/2) and then in 2015 another learning space became Class 3/4 and in 2017 it became Class 5/6 when Kindergarten moved to a new classroom on the North West corner of the Kazcare site. In 2016 the new office space was converted into 2 smaller office spaces with a dividing wall.

The learning areas have been painted and refurbished to be appropriate primary classrooms. The Class 1/2 and Class 5/6 rooms could accommodate class sizes of up to 30 students, the Class 3/4 room would struggle with accommodating 25 students.

Whilst we have a supportive environment for students with special needs, we are increasingly unable to accommodate new special needs students due to the limitations of space and the extra complexity that composite classes present.

6.1. Primary GLAs Site Selection - 3 stages

6.1.1. Detailed Brief development

The MPG review led to the following brief for new primary GLAs.

The Brief: In summary, a new Primary facility would comprise 2 classrooms, each with a capacity for 25 students. Each classroom would have a wet area. It would have ample storage, 2 children's toilets per classroom, a disabled toilet and a small office for interviewing parents and children. Currently, on site storage of supplies is very limited. Equipment is stored off site. This requires transport for supplies

The covered outdoor space and outside play space would be large enough to cater for both classrooms, would have direct access to a large grassy area, as well as a variety of garden spaces.

Note: Due to funding limitations this brief has changed in 2019 to a single classroom with 4 toilets including 1 disabled and a total capacity of 25 students

6.1.2. Site Assessment

A site assessment was carried out to determine appropriate locations for a new Primary GLAs. The site assessment involved examining the most effective and efficient use of space and resources as well as practical considerations.

The review included:

1. Portability- as the school does not own the property, the ability to dismantle buildings with relatively low expense and practical ease and be able to transport them to a new site
2. Building areas that the landlord (Kazcare) would approve
3. Other factors such as fire and flood
4. Proximity to other Primary school facilities
5. Aesthetics and architectural sympathy with existing buildings

6.1.3. Options were proposed and evaluated

With both the Primary school brief and site assessment, options for selecting a site for the Primary learning spaces were examined. Two overall sites presented themselves as suitable for a new Primary GLAs:

1. The area between the existing Kindergarten space and the cricket oval; or
2. The Primary playground.

For each of these sites, two further options were considered:

1. Build 2 separate learning spaces; or
2. Build a twin classroom space

After consulting with the architect it was decided that the best option was to build a twin classroom in the Primary playground where the cubby and swings currently reside. The reasons:

1. There are efficiencies in building a single, combined building with adjoining classrooms as opposed to separate buildings such as: site preparation, services and materials.
2. It would take up less total ground area and allow for less encroachment on playground space.
3. One of the two areas earmarked for a single GLA is prone to flooding so we need to use the other area.
4. Close proximity to other Primary spaces makes it more functional and efficient when used.

Other considerations in design phase

I. Storage

More storage is needed. In planning the new GLAs, consideration has been given to providing storage areas both within the GLA, and under the building.

II. Additional Toilets

More toilet spaces are required generally in the school as well as specifically for this area. In planning the new Primary GLAs, consideration was given to providing 3 general use toilets and 1 disabled access toilet.

III. Disabled access to the Primary GLAs

In planning the new GLAs, consideration has been given to providing disabled access. Access to the GLAs, deck and disabled toilet is provided with wider doorways and from ground level, an access ramp and new crushed granite pathway.

7. Overview of provision of facilities

7.1. Development Proposals

Year	Building Description/Planning	Proposed Stage	Estimated Cost (excl GST)
2015-18	Completed Projects: <ul style="list-style-type: none"> ● Bus shelter ● Primary school building renovations, alterations and additions ● Primary playground landscaping ● Kindergarten renovation and playground landscaping 	Completed	<ul style="list-style-type: none"> ● \$9,500 ● \$43,000 ● \$8,500 ● \$39,000 <p style="text-align: right;">\$ 100,000 total</p>
2018	<ul style="list-style-type: none"> ● Primary GLAs design development. ● BGA grant funding application 	Pre-stage and project management	\$ 100,000
2019	<ul style="list-style-type: none"> ● Construction 	1	\$ 350,000

2019	<ul style="list-style-type: none"> BGA grant funding application for Kindergarten development 	1a	\$ 100,000
2020	<ul style="list-style-type: none"> Construction of Kindergarten 	2	\$ 1,250,000
2020	<ul style="list-style-type: none"> Refurbishment of old Kindergarten room and relocate Year 1 into it. 	2a	\$ 20,000
2020	<ul style="list-style-type: none"> Purchase land for high school development 	2b	\$ 3,000,000
2020	<ul style="list-style-type: none"> BGA grant funding application for High School development 	2c	\$ 100,000
2021	<ul style="list-style-type: none"> Construction High School GLAs 	3	\$ 1,250,000



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ACCOUNT NO. 0000000000
 2 February 2019 00

Project Title
Title page

Project Code
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8. Stage 2 - A New Kindergarten

Having built a new Primary GLA in 2019, ideally, the Kindergarten construction program would commence early 2020 for 2 new Kindergarten GLAs relocating later in the year.

9. Financial and Capacity Assessment

The spectre of the old Bowral Steiner school closure in 2007 due to financial difficulties looms large over this new and separate Steiner school entity, Aurora. Aurora school has never been in debt and does not intend to be until the end of its strategic plan cycle, 2019. It has operated with a healthy surplus until 2017, when there was a loss due to staffing growth and building and landscaping costs. Recommendations from the school's auditor in conjunction with the application of the 3 key principles outlined in the school's strategic and business plan (financial sustainability, professionalism and child focus) have informed financial planning. Exercising extreme caution, the MPG have made a decision that growth in school building infrastructure is almost entirely dependent on government funding. If this is not provided, the school will not be in the position to expand significantly beyond its current building profile in the foreseeable future.

It has been determined that the division of the project into 3 distinct construction stages was a prudent strategy from a capacity perspective. As a small school, it is critical that any given building development remain well within the capacity of the school's human resources.

It is important to note that all of the proposals contained in this master plan are contingent on BGA funding as well as approval by Wingecarribee Shire Council. If Stage 2 funding application is unsuccessful, there will be a need for a complete reassessment of school growth. For that reason, none of the proposals should be seen as inevitable. Aurora School has positive relations with the local shire council and is in communication with town planner as part of the process of infrastructure planning.

10. Funding

This document read in conjunction with the architectural drawings for the proposed Stage 2 of construction, provides the information required to seek grant funding from the AIS Block Grant Authority (BGA) to enable the school to expedite the development.

The school requires the vast majority of additional funds for Stages 1 and 2 even though the school's cash position is quite positive and healthy. We have prepared a strategic cash flow forecast for 2018-2021 and beyond. This demonstrates that the positive cash position held now is required to carry out the school's capital expenditure plans, including the Stage 1- Primary/Middle School GLA Development & Stage 2 – new Kindergarten GLAs, as well as all other capital expenditures planned.

Funds are required for additional minor capital projects that are not reviewed in this master plan, such as:

- Shade sail over the Kindergarten playground area
- Additional playground equipment
- New & upgraded ICT equipment (WIFI, Laptops, Projection equipment)

Therefore, with the Stage 1 project having an estimated cost of approximately \$350,000 we believe we are able to fund the project approximately \$100,000 from our funds for pre-stage costs and apply to the Block Grant Authority for the remainder.

11. Outcome

By the end of 2020, Aurora School would have achieved its goals of continuing enrolment growth at approximately 25% per year. Single stream classes up to Year 4 in 2021 may be realised with a composite Class 5/6 onsite and Class 7/8 and Class 9/10 moving offsite (or temporarily on-site). The following functional areas would be constructed or refurbished:

- 1 Primary/Middle School GLA
- 2 new Kindergarten GLAs
- Moving Year 1 to the current Kindergarten site

The school's major infrastructure requirements would then be satisfied and could then be in a position to expand to High School (Years 9 and 10) in 2021 (Stage 3).

If land becomes available to purchase, the school would be very interested in pursuing the possibility for that very likely expansion.

12. Longer Term Planning Issues

In preparation for this master plan, a great degree of consideration was given both to the longer term implications of the master plan presented in this document, as well as any pertinent external factors beyond the school's immediate control.

These issues are recorded here with the intention that they form a starting point for future planning.

12.1. Finance

Given that the school does not currently own property or buildings, it is more difficult to obtain a bank loan to purchase property for Stage 3 development. Planning for how we finance property purchase needs to start now.

12.2. Car Parking

Car Parking is a long-term issue at the school. While currently the car parking is adequate and will be for Stage 1 development, the school is mindful of finding ways to increase car parking and increase efficiency in transportation systems in the future so there is less congestion.

12.3. Expansion of the Education levels to Years 7 & 8

A Steiner curriculum normally extends to Year 8 to complete the primary education program as it represents the end of the 2nd developmental stage. We will be expanding to Years 7 and 8 in 2020 and the Stage 1 building will enable this to occur. Further expansion to high school is planned beyond that and investigated for its sustainability during our next strategic plan review in the second half of 2019.

Mapping Aurora's future

A strategic plan and business plan for Aurora Southern Highlands Steiner School 2017-2019

Background and rationale

Mapping Aurora's Future is a process and a working document, led by Aurora's Principal, James Goodlet, in consultation with members of the school community including: the Business Manager (Melissa Savill-financial), the College of Teachers (educational), Board members (governance), parent representatives, Business Management Consultant (Steve Klipin- professional partner), Koori Kulcha and Kazcare (community partners).

From the beginning of 2015 there was a recognised need by the School Board and management team for a comprehensive business plan. With Aurora being a new school it had been challenging to develop an accurate business plan as we didn't have an established pattern of income and expenditure, especially in relation to government funding. As the school has progressed there has been greater capacity to plan due to more reliable data being available. Thanks to careful financial management and commitment from the School Board, staff and parent community, the school is currently in a very solid financial position. The establishment of the Statement of Purpose in early 2015, with the whole community invited for

input, helped us set a path for our school vision but there was an increasing need for us to be able to plan financially for this vision.

In October 2015, business planning discussions started between management and the Board and then with Steve Klipin- Business Management Consultant. A working group was established in March 2016 consisting of Business Manager- Melissa Savill, Board Chair- Jane Button, Treasurer- Chris Cloran and Principal- James Goodlet. It was at that time that we established the 3 main identified areas/values of the school that underpin current practice and will drive planning in the next 3 years. These are: financial sustainability, professionalism and child focus. It also became evident that the business planning should be expanded to include another layer, broader school strategy and vision. It was identified that priorities for spending are linked to the values and vision for the school. The name for the overarching plan was suggested: Mapping Aurora's Future. In August 2016 a stakeholder meeting took place with representatives from the school community and other interested groups. The participants were asked to discuss and list priorities for the school's future.

Summary of school priorities from stakeholder meeting August 2016 - collated by Annabel Brown

Financial sustainability

- Developing a long-range vision for the school's year levels and size
- Planning for premises to accommodate that vision
- Diversifying funding streams
- Creating structures that feed enrolments into the school and accommodate students when they leave
- Building community awareness of our school - marketing and promotion that reflects what we're about

Professionalism

- Valuing staff by investing in their development, drawing on their expertise and passions, and creating opportunities for staff to learn from one another
- Connecting with current educational discourse and best practice, and making these our own as we apply them in our setting
- Deepening our engagement with Steiner's indications and their application in our contemporary Australian context
- Creating excellence in our Wiritjiribin program
- Building a culture of free and inspired teaching

Child focus

- The integrity of the Steiner curriculum and its expression to suit the needs of our students in this time and place
- Environment as teacher - creating environments indoors and out that represent what we're about, including our links with Aboriginal culture
- Literacy and numeracy as a foundation for a life of learning
- Food production, gardening and outdoor education as focus areas in our school
- Parent education and early childhood experiences as a foundation for ongoing student success

Aurora Southern Highlands Steiner School Business Plan (2017 – 2019)

From a business perspective, 2017 heralds a somewhat different set of factors than what we faced 12 months earlier.

Key assumptions

- As with the last three years, there is a projected budget surplus in 2016. It will be larger in 2016 due to a significant increase in student numbers with minimal increase in outgoing costs. This surplus will assist in funding significant extra costs in 2017.
- Although our enrolment numbers have doubled in 2016 our plans will be based on a more conservative 25% increase per year 2017-2019.
- In the last three years there has been uncertainty surrounding both state and federal recurrent funding which has made planning challenging. This funding accounts for approximately 75% of our income. There is now a greater understanding of funding arrangements but this will only last until the end of 2017 when new arrangements will be in place.
- Aurora school will undergo statutory Years 5 and 6 registration in 2017 and whole school registration for K-6 in 2018 from BOSTES (soon to become NESAS). Arising out of the preparation for our inspections a number of policies and practices are being revamped and will become current practice in 2017. The impact of these changes requires changes to some administrative matters. This will be done with a slight increase in the admin FTE load in 2017.
- In 2017 there will be a new class (Middle School 5/6) with a new teacher employed along with increased load for some specialists and room rental costs.
- Aurora school has a new Multi-Enterprise Agreement 2017+. This will bring employees into line with the vast majority of other independent schools in NSW. It will have implications for salaries and conditions.
- Aurora school will remain on the current site (Kazcare) for 2017-2019.

This business plan format has layers associated with it. These include: the 2017 budgets (wet and dry), educational offerings, the marketing strategy and the place in which this sits as part of the strategic vision of the school. The business plan along with additional documents will form part of the adopted 'Mapping Aurora's Future' in February 2017.

Assumptions

The following key areas address the Business Plan for the start of the triennial 2017–2019. These areas are the drivers for the school plan.

- **Financial sustainability**
 - a. A budget surplus (excluding depreciation) is a requirement.
 - b. That Aurora continues to seek opportunities for expanding student numbers and protecting financial sustainability.
- **Professionalism**
 - c. Ongoing staff mentoring and support is the highest staff priority.
 - d. Professional development courses such as: Diploma of Steiner Ed, Glenaeon Class Teacher Intensives, Vital Years conference, SEA conferences and AIS courses will continue.
- **Child focus**
 - e. Meeting the needs of children and developing healthy relationships are the highest priorities.
 - f. Literacy, music, Eurythmy, language, creative arts, Aboriginal education, environmental and outdoor education are priority areas.

External matters

- BOSTES (NESA) Years 5 and 6 registration March 2017
- BOSTES (NESA) teacher accreditation will be a compulsory element of teacher development from 2017 onwards including minimum professional development hours, application for/retention of proficient teacher level and professional profile.

Recommendation:

That an allocation equivalent of 0.1 FTE administrative workload be budgeted in order to support the teachers and Principal comply with the registration requirements for the NSW Board of Studies inspection

Methodology:

Hire extra administration staff as required to assist in the compilation and organisation of the documentation for the NSW BOSTES inspection and teacher accreditation process in 2017.

Internal matters

• **Financial sustainability**

Recommendations

- a. That a budget surplus of minimum 5% per year be achieved over the life of the 3-year business plan.
- b. Aim in 2019 to have full classes of 25 students in Kindergarten, Class 1/2, Class 3/4, Middle School Class (5-8). Financial planning is geared more conservatively with an anticipated 25% growth in enrolments each year.

Methodology

- Develop a wet budget for 2017 in Dec 2016 and a dry budget in Feb 2017 reflecting actual enrolment numbers.
- Identify areas that can be contracted in the event of a decrease (or less increase than anticipated) in student enrolment numbers.
- Develop a formal marketing plan in 2017 to be implemented in 2018 to continue enrolment growth.

2. **Professionalism**

Recommendations

- a. That ongoing professional development including mentoring and supervision be enhanced and included in Mapping Aurora's Future developed and implemented commencing 2017.
- b. That the BOSTES teacher accreditation process is accounted for with teachers moving to proficient teacher level, developing a professional profile and completing required professional development hours.

Methodology

Allocate up to 200 hrs towards the development and implementation of a school wide professional learning plan for staff including mentoring, appraisal, professional development, staff profile development in alignment with BOSTES Teacher Accreditation and Aurora Map

3. **Child focus**

Recommendations

- a. New kindergarten classroom and playground establishment
- b. Greater support and supervision needed in the Kindergarten
- c. Learning support program

- d. Separate classrooms for each class (Playgroup will be off site unless we can find a separate space on campus)
- e. New resources needed for new Middle School Class students including IT
- f. Consolidation of Wiritjiribin Program including language and culture specialist teaching and provision of four new scholarships for Aboriginal students in 2017
- g. Specialist lessons in music, Eurythmy, language, craft.
- h. Continue 2016 literacy review and implementation of program 2017-2019

Methodology

- Staff and parents set up working group. Employ landscape gardening contractor and handyman/builder, to help set up Kindergarten classroom and playground
- Employ Kindergarten assistants (1.6 FTE) for 2017 to cater for the range of students
- Employ part-time LS teacher (0.6) coordinating resources, volunteers, administration and literacy program implementation.
- College to recommend the best spaces for age levels and resources for new spaces by December 2016
- Work with Koori Kulcha to welcome new Aboriginal students; continue to pursue options for financial support from Koori Kulcha.
- Continue with specialist teachers with a small increase in time allocation to allow for the new class in 2017.

Changes for Term 4 2016

1. Employ Kindergarten assistants (1.6 FTE) to assist with cooking and supervision of students (in the light of growing numbers of students with special needs and an increase in pre-Kindergarten student enrolments). Three educators present at busy times.
2. Establish a working group to design new Kindergarten.
3. Start the learning support program on a small scale (0.1) in readiness for 2017 (0.6) position.
4. Start purchasing IT resources for Middle School (5-8) Class 2017 in consultation with the Middle School Teacher.

To be decided by January 2017

1. Whether to apply for BOSTES (NESA) registration for Years 7 and 8 for 2018. Application needs to be submitted by 31st March 2017.
2. Whether to purchase a school bus for 2017 and beyond.

This Business Plan (2017-2019) comes to the Board with the support of the Business Plan Working Group. Although the Principal has led this process, it has involved the input of many members of the school community. The Business Manager has developed and provided consultation and supporting documents, such as financial statements. I believe it is a cohesive document which fits our current and strategic plans and aspirations. In December of each year the Business Plan will be reviewed and altered to suit the current conditions.

Attendance and retention rates

Attendance

The average student attendance rate in 2018 was **90.7%**

FORM	OVERALL	MALE	FEMALE
Kindergarten	89.6%	87%	92.4%
Class 01	87.5%	85.8%	91.4%
Class 02	93.9%	87.7%	97.7%
Class 03	85.4%	77.4%	91.9%
Class 04	89.9%	89.2%	91%
Class 05	90.7%	87.3%	92.9%
Class 06	93.5%	n/a	93.5%

How the school manages non-attendance

The school recognises that a child's school attendance is compulsory. Parents are provided access to the school attendance policy at orientation or soon thereafter and this is also discussed with the parents at the child's enrolment interview.

The school has in place a policy, reviewed annually, regarding non-attendance. An attendance register is maintained on a daily basis.

Parents of students are required to report their child's absence as soon as practicable after the absence is known. Where absence has become frequent, meetings are conducted with parents to ascertain whether any difficulties have arisen that the school and parents can work through together.

Mandatory reporting procedures apply where absences are extended or the student may be at risk of significant harm through school absence.

Student Retention - Kindergarten to Year 6

Year	Start Year	Finish Year	Out during Year	In during year
2018	56	59	9	12

Respect and responsibility

Aurora Southern Highlands Steiner School intends that all students feel they are valued. Parents and teachers work together to provide care and support, thus engendering self-esteem, mutual respect and responsibility.

The School Board has developed policies and procedures within their 'Safe and Supportive Environment' and 'Student Welfare' goals, to ensure that respect and responsibility comes through clearly for students, teachers, parents and the community in which the school resides. These policies are publicly available to parents and are reviewed annually.

In addition to regular parent teacher meetings, the Board and College of Teachers hold regular meetings for parents to discuss the basis for these policies and the framework in which the policies have been created, so as to educate the school community in how these are to work. These policies are developed with the aim of promoting respect and responsibility among students, parents, teachers and the wider community.

Key school codes, policies and procedures

Student wellbeing

Pastoral care at the Aurora Southern Highlands Steiner School is based on the philosophy and core values underpinning Steiner education and the school. It is holistic in nature, recognising that the social and emotional wellbeing of young people needs to be addressed along with intellectual and physical wellbeing. The promotion of wellbeing is integral to young people's schooling outcomes, their social development and their capacity to contribute to their families, the community and the workforce. The creative, artistic and imaginative aspects of Steiner education provide opportunities for participation, communication, engagement and expression that can increase student's self-esteem, build resilience and connectedness to the school community.

Aurora Southern Highlands Steiner School seeks to provide quality education for all students taking account of their age, background, ability and interests. As a Steiner school, we believe:

Our highest endeavour is to develop individuals who are able out of their own initiative to impart purpose and direction to their lives.

Rudolf Steiner

We follow the 'Three Golden Rules for Teachers' to:

Receive each child in gratitude from the world they come from; educate each child with love; lead each child into the true freedom that belongs to human beings.

Rudolf Steiner

A comprehensive body of formal documents serve to guide many aspects of school life. All are available on the school's website. Each year, they are reviewed and updated to ensure that they are in true alignment with the school's values and practices. Below are excerpts from a range of key documents relating to student wellbeing, the conduct of all school community members, complaints and grievances, and enrolments.

Student Rules and Code of Conduct Policy and Procedure

This policy provides a framework to guide students and parents on the school's approach to acceptable behaviour to ensure that a positive and productive learning environment is maintained for all students. Descriptions of behaviours that are acceptable and not acceptable are provided in areas such as respect towards others, completion of homework, care for the environment, care of personal belongings and public behaviour. School rules are also set out in this policy.

Policy and Code of Conduct for Parents, Guardians, School Community

In addition to the Code of Conduct for Students, a Code of Conduct has been developed to encompass all community members who may contribute to the development of the child's education or be associated with the school. The Policy and Code of Conduct for Parents and Guardians is developed on reasonable community expectations of behaviour encompassing mutual tolerance, respect and personal safety of all with the goal of making the school a safe and pleasant environment for all our community.

Promoting Positive Behaviour and Discipline

Bullying conduct is not tolerated in our school. Anti-bullying policies concerning staff are located within the Discrimination, Harassment and Bullying Statement for Employees, Contractors and Volunteers.

Anti-bullying policies concerning students are located within the Behaviour Management and Discipline Policy as well as the Codes of Conduct for Students, and for Parents, Guardians and the Community.

Discipline Policy

Under the school's Discipline Policy, students are required to abide by the School Rules and Codes of Conduct and to follow the directions of teachers and other people with authority delegated by the school.

Where a student disregards rules, disobeys instructions or otherwise engages in conduct, which causes or may cause harm, the student may be subject to disciplinary action and required to engage in considered restorative practices.

The disciplinary procedures undertaken and restorative practices required by the school vary according to the seriousness of the alleged offence. When advised of an allegation the student and parents will be informed of the procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, the student will be informed of the nature of the allegation and given an opportunity to respond to the allegations.

The School's Complaints and Grievances Policy

Aurora Southern Highlands Steiner School is committed to providing a work and study environment that is safe, fair and free from discrimination for all members of the school community. The school has a responsibility under state and federal legislation to ensure staff and students are not subjected to behaviour that may constitute discrimination, harassment, vilification or victimisation. An essential part of developing that environment is ensuring that students and parents are encouraged to come forward with their matters of concern and grievances in the knowledge that the responsible staff will take prompt and effective action to address these concerns. Grievances that are not addressed have the potential to grow into major problems that can cause tension, low morale and reduced learning and academic achievement.

In line with this aim, the school has developed a Grievances Framework, which is downloadable from the school website. This Framework was developed so that parents, students and other members of the community know to whom to take their particular concern and how they can expect their concern to be addressed.

Enrolment policies and prerequisites for continuing enrolment

Aurora Southern Highlands Steiner School is a co-educational primary school providing an education based on the philosophy and values of Steiner education and, like all NSW schools, we are approved by the NSW Education Standards Authority. 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 enrolled in the school and other criteria determined by the school from time to time. To maintain their enrolment, once enrolled, students are expected to act consistently with the school's ethos and comply with the conditions and terms of enrolment. Parents are also expected to be supportive of the ethos of the school.

Enrolment procedures Information

We offer all prospective parents the following information by email or mail:

Aurora Southern Highlands Steiner School Prospectus

Relevant school policies

Current newsletter

An invitation to attend a school tour

Enrolment procedures for K - 6

Application for Enrolment

Enrolling Parents are required to complete the Aurora Southern Highlands Steiner School Application Form available on the website or from the school office.

Receipt of the Application Form, Application Fee and any other relevant documentation will be acknowledged by telephone, email or mail as appropriate. If a place is available, the school will forward an invitation to attend an interview with the Class Teacher and Principal or their nominee. If a place is not available, the child's name will be added to the Waiting for Interview List. Prospective parents will be informed of this, and contacted for an interview once a place becomes available.

Interview with Class Teacher and Principal

Both the parent/s or guardian/s and the student are required to attend an initial interview with the Class Teacher and Principal or their nominee at which all aspects of the student's education at Aurora Southern Highlands Steiner School will be discussed, including the financial requirements of the school in the form of fees and charges. It is expected that parent/s or guardian/s and the Principal or their nominee will have some private time during the interview. Parents are to make arrangements for younger students to be cared for while this happens. During this interview a start date may or may not be nominated and subsequent interviews may be requested.

Letter of Offer

If a place is available for the nominated start date, a letter of offer will be forwarded to the applicant.

Conditions of Enrolment Form and Acceptance Fee

The Conditions of Enrolment form, together with a non-refundable enrolment fee, must be returned to the school within 14 days of receipt of the offer. Payment of this fee reserves a place for the applicant's child to commence at the nominated time. If the offer is not accepted, then it will lapse. Upon receiving the formal Offer of Place, parents will be required to read and accept the school's Policies and Procedures. After reading the policies parents will need to sign the Conditions of Enrolment Form to indicate that they have read and understood the school's policies.

Payment of fees and charges

The first term's fees are to be paid prior to the student's first day at school. For families with children already enrolled in the school, the required fees for the newly enrolled child will be added to their existing account and invoiced accordingly.

The full Enrolment Policy and current fee schedule can be found at

<http://aurorasteiner.nsw.edu.au/forms/>

Parent, student and teacher satisfaction

Parents, teachers and students are involved in many aspects of school life. This involvement is welcomed and encouraged. A host of parent and student initiatives occurred throughout 2018 including parent information evenings, education sessions, parent involvement in classes and much more.

The school welcomes and regularly offers the parent community opportunity to provide feedback. The most formal of these opportunities is via the annual satisfaction survey. Below are some of the responses received in the 2018 survey.

Responses to the question 'What did you value most about our school in 2018?'

- The care from teachers
- The high class teachers, community and willingness to improve
- Willingness to adapt and openness
- Sense of community
- Friendliness, opportunity and sense of adventure

Responses to the question 'From your perspective, what values does our school represent?'

- Child centred learning and the value of community
- Education of the whole child, ethical decision making, child centered approach.
- Inclusivity, community.
- Community, holistic education, respect for nature.
- Creativity, tolerance, personal achievement, holistic education

Responses to the question 'What was the highlight of the 2018 school year?'

- Camps and outdoor activities
- Winter festival was magical. The weekly newsletters from the classroom were a highlight every week
- The evening music performance
- Watching my children enjoy nature

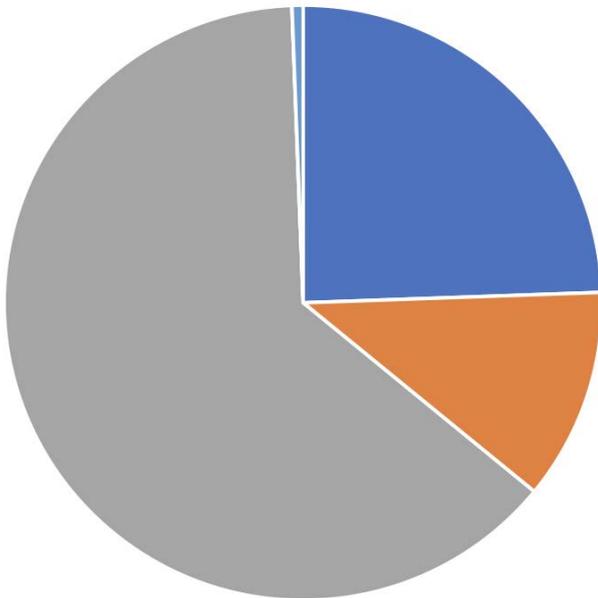
100% of respondents were 'Satisfied' or 'Extremely satisfied' with their overall satisfaction with school for their child in 2018.

100% of respondents were 'Satisfied' or 'Extremely satisfied' with the teaching staff and the quality of teaching.

88% of respondents were 'Satisfied' or 'Extremely satisfied', with the remaining 12% neither satisfied nor dissatisfied, regarding the management and administration of the school.

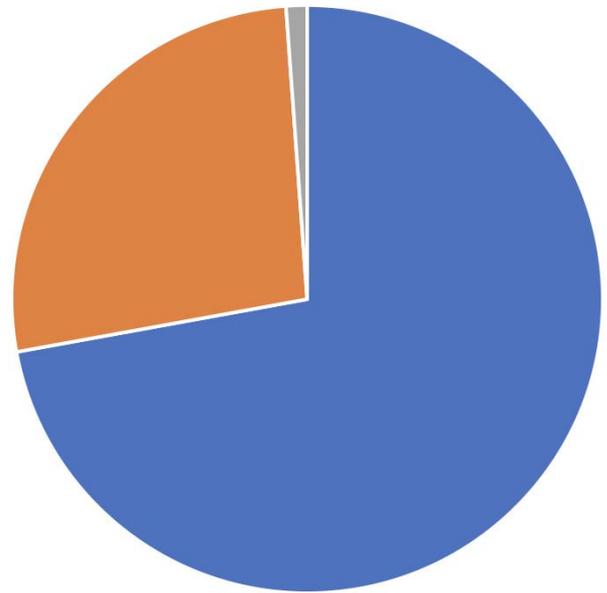
Financial Summary

Income



- Fees and private income
- Commonwealth recurrent funding
- Other capital income
- State recurrent funding
- Government capital grants

Expenditure



- Salaries and related expenses
- Non salary expenses
- Capital expenditure