



Annual Report for 2021

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 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.

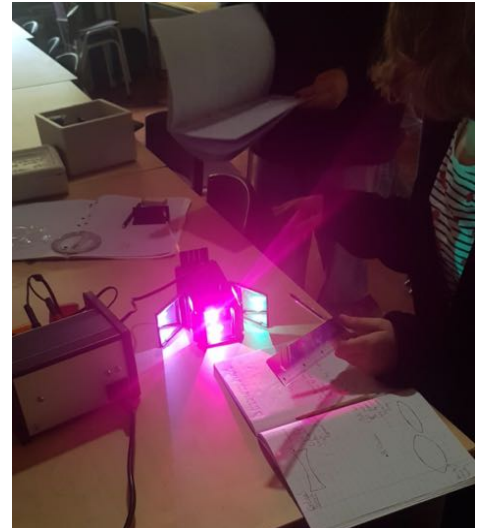
Statement of purpose

At Aurora Steiner, we offer a big-hearted education that nourishes the emerging individuality of each child, based on the indications of Dr Rudolf Steiner. We are part of a global network of over a thousand such schools.

Our approach is based on a deep understanding of the unfolding capacities of the child's physical and spiritual self, with our educational approach and content aligned with each stage in their development.

An education at Aurora develops the child's capacity for purpose, empathy and resilience. We provide a rich, engaging environment where students learn concepts and skills and actively involve the senses with real life experience and purposeful work.

This approach unlocks the innate curiosity and creativity in our students, paving the way for them to develop strong academic and practical skills. The skills our students build through their time at Aurora Steiner stay with them for life, allowing them to contribute as morally responsible global citizens.



“Our guiding star is that our young people, equipped with this education, can bring forward a social renewal and be ready to meet the future needs of our society and planet.”

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 with 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.

This year we have commenced our high school program. 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 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 weave 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 of 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 activity, 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 instil 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.

In the High School, the element of service, which has been an undercurrent in the Primary years, comes to the forefront as students embark on the next phase of their journey. Programs such as Individual Projects begin to teach students the skills of reaching outside of their immediate community, and their comfort zone, to embark on challenging and rewarding endeavours. This program will then lead into the Bronze Duke of Edinburgh Award in Year 9, and then the Creativity, Action and Service (CAS) element of the International Baccalaureate Diploma in Years 11 and 12.



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.

Key bodies within the school

The Board

SHCSE was developed in 2009 for the advancement of Steiner education in the Southern Highlands, and became a Company in 2021. SHCSE 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. The Board appoints the Principal who is responsible for overseeing all aspects of the running of the school.

Through the governance of SHCSE, 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.

The Principal & Executive Team

The Principal is part of the Executive team who are accountable for the execution of the educational direction and strategy built in collaboration with the College and the Board. The Executive team works collaboratively with staff to facilitate success for all students based on the pillars of an Aurora education. A key aspect of our organisational structure is to free the College as far as possible from administrative duties so they can focus on student learning and the educational impulse.

The Leadership Team in 2021 consisted of Melissa Savill as Principal, Jeddah Teasdale as Head of Teaching and Learning, and Lisa Devine as Head of Welfare. This stable team worked collaboratively to progress the school with all its responsibilities. The Principal is responsible for educational and business management, and works with the aid of the Leadership Team and the College of Teachers, as delegated by the School Board.

The College

At the heart of this school lies the College, which is responsible for the educational philosophy and direction of the school. The College meets each week and is open to all staff of the school. This meeting is devoted entirely to educational matters. The teachers are invited to share the work of their class, the content of their lessons, and most importantly to discuss the progress of their pupils. Matters of administration and day-to-day running is dealt with separately in Faculty meetings - Early Childhood, Primary School and High School

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 individual children can receive a time of focus. Our teachers are constantly developing their teaching practice in accordance with the needs of students at the school.

The Families

The families warm the heart of the school with their generosity, their vitality and their creative gifts. Parents and friends contribute to the rich cultural life of the school through festivals and celebrations, concerts and plays, school projects and excursions, planning and study groups and more.

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.

The parent body is the grounding element in our school. Our parent group is diverse and active, celebrating the fruits of what education brings to their children and, in turn, being celebrated in the school for their valuable contributions. The school recognises that parents through their payment of fees support the value of our school. 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.

Workforce composition

Staffing at Aurora

During 2021 we employed a total of 45 staff across teaching and support services. Of these, 6 are male and 39 are female. Two members of staff come from a First Nations background. Majority of staff are part-time, with 15 on full-time status, and an overall full-time equivalent of 23.5 staff as at the end of 2021.

Composition of 2021 Staff

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, many have a background of study in Steiner education. We are also blessed to have two members of staff from a first nations background.

Leadership Team

Melissa Savill – Principal

Jeddah Teasdale – Head of Teaching and Learning, Proficient Teacher

Lisa Devine - Head of Welfare and Eurythmy Teacher

Teaching Staff

Tamara Da Silva - Class 5/6 Teacher

Alexander Matthews - Class 4 Teacher

Eva Leone - Class 3 Teacher

Jenneth Tollin-Graham - Class 2 Teacher

Halina Mutton - Class 1 Teacher

Elodie Guidou - Kindergarten Teacher

Julie Torrisi - Kindergarten Teacher

Neil Anderson - English specialist

Sarah Fletcher - Handcraft specialist

Sarah Fuller - Visual Art specialist

Melissa Reyder - Music specialist

Melissa Lamrock George - Music specialist

Dale Scott - Science specialist

Ana Luz Camacho Anderson - Kindergarten Teacher

Jo-Anne Woodman - Japanese and Learning support

Claudia Moreno - Spanish specialist

Classroom Support Staff

Jann Todd - Learning Support

Terence Corbett - Teacher mentor

Pippa Eggleston - Classroom assistant

Sandra Marques - Classroom assistant

Emma Luxford - Classroom assistant

Renaye Dudek - Classroom assistant

Shirley Bell McLeod - Teacher mentor

Angie Sutton - Learning Support

Jenny Lloyd - Handcraft specialist

Katherine Koch - Teacher mentor

Aisha Martino - Classroom Assistant

Gerardo Montoya - Classroom assistant

Chris Condron - Handcraft specialist

Katie Deveigne - Classroom assistant

Margarita Futeran - Classroom assistant

Maria Whiteacre - Learning Support

Rachael Freeman - Classroom assistant

Sarah Corbett - Classroom assistant

Te'Audra Sanders - Classroom assistant

Administration and other Services

Annabel Brown - Director of Enrolments and Communications, Proficient Teacher

Juanita Rose - Executive Assistant

Pascal Nelemans - Administrative Assistant

Rachel Buckley - After School Care Coordinator & First Nations Cultural Educator

Rochelle Hairs - Playgroup Coordinator

Katarina Ferro - Catering and Social Media

Alan Hadfield - Bus driver

Staff profiles - Leadership team

Melissa Savill – Principal / General Manager

Bachelor of Nursing, Diploma of Business, Cert IV Accounting and Bookkeeping, Certificate III Education Support (Administration)

Jeddah Teasdale – Head of Teaching and Learning

NESA Accreditation: Teacher Accreditation Authority Delegate, Proficient Teacher

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

Lisa Devine – Head of Welfare & Eurythmy Teacher

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

Staff profiles - Main class teachers

Tamara Da Silva – Class 5 / 6 Teacher

NESA Accreditation: Proficient Teacher

Graduate Certificate in Steiner Education, Graduate Diploma of Teaching and Learning, Graduate Certificate in Media Studies, Certificate in Foundations of Rudolf Steiner Education, Advanced Diploma in Asian Languages (Japanese), TESOL Cambridge Certificate, Bachelor of Fine Arts

Alex Matthews - Class 4 Teacher

NESA Accreditation: Provisional Teacher

Bachelor of Education (Primary)

Eva Leone – Class 3 Teacher

NESA Accreditation: Provisional Teacher

Bachelor of Education (Primary), Advanced Diploma Steiner Education

Jenneth Tollin-Graham - Class 2 Teacher

NESA Accreditation: Conditional Teacher

Bachelor of Visual Arts and Design, Masters of Teaching – Primary, Foundations of Rudolf Steiner Education, Certificate in Rudolf Steiner Education

Halina Mutton - Class 1 Teacher

NESA Accreditation: Provisional Teacher

Bachelor of Development Studies/Bachelor of Arts, Graduate Diploma of Teaching and Learning (Primary), Foundations of Steiner Education

Élodie Guidou – Kindergarten Teacher

NESA Accreditation: Proficient Teacher

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

Julie Torisi – Kindergarten Teacher

NESA Accreditation: Proficient Teacher

Bachelor of Education, Diploma of Children’s Services, Advanced Diploma of Steiner Education, Certificate in Steiner Education (Early Childhood), Cert IV Training and Assessment

Neil Anderson - High School English, History and Maths

NESA Accreditation: Proficient Teacher

Bachelor of Education, Masters of Education

Dale Scott – High School Science, Geography and Technology

NESA Accreditation: Proficient Teacher

Bachelor of Science, Graduate Diploma Education

Claudia Moreno - High School Spanish and Commerce

NESA Accreditation: Provisional Teacher

Bachelor of Teaching and Languages: English, Spanish and French, Postgraduate Degree in Educational Leadership/Multiple Intelligences, Masters in Educational leadership

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

NESA Accreditation: Proficient 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

Other staff and specialists

Annabel Brown – Director of Communication and Enrolments

NESA Accreditation: Proficient Teacher

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

Terence Corbett – Class Teacher Mentor

NESA Accreditation: Proficient Teacher

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

Kate Koch – Class Teacher Mentor

NESA Accreditation: Proficient Teacher

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

Melissa Reyder – Music Specialist

NESA Accreditation: Provisional Teacher

Bachelor of Music Education

Melissa Lamrock George – Music Specialist

NESA Accreditation: Proficient Teacher

Bachelor of Music Education

Sarah Fletcher – Craft Teacher

NESA Accreditation: Teacher

Bachelor of Education

Jenny Lloyd – Handwork Specialist

NESA Accreditation: Proficient Teacher

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

Rachel Buckley – After School Care Coordinator & Cultural Educator

Bachelor of Adult Education and Indigenous Studies

Jann Todd – Learning Support Teacher

Bachelor of Teaching (Primary), Diploma of Education, Early Childhood Foundation and Teaching, Diploma of Horticulture, Diploma of Natural Therapies, Bush Kinder Certificate,, Cert IV Training and Assessment, AUSLAN Sign Language, Cert III Education Learning Support - Extra Lesson

Summary of professional learning

Staff from across the school participated in an array of professional development activities throughout the year. In addition to personal reading and research and regular shared study in College meetings. The following list is a summary of courses and training that staff attended throughout the year.

Association of Independent Schools, NSW:

- Autism Spectrum Disorder: Intensive Supports
- Autism Spectrum Disorder: Targeted Supports
- Autism Spectrum Disorder: Universal Supports
- Governance Online Module 1 - An introduction to independent schools
- Governance Online Module 2 - Critical priorities of the board
- Governance Online Module 3 - An introduction to legal compliance
- Governance Online Module 4 - Financial Compliance
- Governance Online Module 9 - Strategic thinking in schools
- Promoting and Protecting Student Wellbeing and Mental Health
- Disability Legislation
- Preparing for a Leadership Role
- Learning Support: Developing a Multi-tiered System of Support
- Aboriginal and Torres Strait Islander Perspectives in History K-6

Other courses attended from various providers:

- University of the Sunshine Coast - Intro to Steiner Masterclass
- Steiner Education Australia - Leadership development program
- Glenaeon Steiner School Teacher Intensives
- Steiner Education Australia - Mentor Training
- Spirit at Work - Mentor Training
- Steiner Early Childhood Association - Vital Years conference
- Steiner Education Australia - Governance, Leadership and Management conference
- First Aid and CRP training
- Melbourne Steiner Seminar
- Roadmap to Literacy training, Jennifer Militzer Kopprel
- Creative Discipline, Lou Harvey-Zahra

International Baccalaureate Teacher Training

- Head of School
- Leading the Learning
- Various subject area training: English, Maths, Spanish, Visual Art, Theory of Knowledge (TOK), Creativity Action and Service (CAS)

Characteristics of the student body

At the start of the 2021 academic year, Aurora had 99 students enrolled in the Primary years (K-6). 47 of these students were male and the remaining 52 were female. 6 students identified as Indigenous. At the end of the academic year, there were 92 students in the Primary - 45 male, 47 female, and 6 Indigenous.

In the Secondary School (years 7 - 9), Aurora had 25 students enrolled. 5 of these students were male and the remaining 20 were female. 65 students identified as Indigenous. At the end of the academic year, there were 26 students in the Secondary school; 7 male, 19 female, and 4 Indigenous.

In total, Aurora started 2021 with 124 students and ended the year with 118. A large turnover was experienced throughout the year as people moved closer to family or out of area for work, or encountered financial strain after lockdown. 29 students departed and 23 students started at various times across the year.

Student outcomes in NAPLAN

During May, 2021, students in years 3, 5, 7 and 9 sat the NAPLAN tests on paper. At Aurora, many parents withdraw their children from these tests for philosophical reasons. Therefore in some year groups there are insufficient numbers to statistically provide a school average. This is the case in Year 3 and Year 7 where, respectively, only 3 and 1 student sat the tests.

In Years 5 and 9, the minimum number of students was achieved and a school average was given. In all tests the school average was within the 'range of achievement for the middle 60% of students in Australia'. In majority of the tests (4 / 5 in Year 5, and 3 / 5 in Year 9), the school average for students at Aurora was above the national average.

Looking back at Aurora in 2021

Priority areas for improvement, as indicated in the 2020 Annual Report, are identified below

- Creating a school-wide professional development strategy for both teaching and non-teaching staff, encompassing areas such as professional accreditation, mentorship and peer mentorship, development activities, structured reviews, and strengths utilisation.
 - Mentor training attended and mentoring structures implemented across the school.
- Commencing the process of gaining candidacy and then authorisation to offer the International Baccalaureate as our senior qualification from 2023 onwards.
 - Candidacy was achieved and the authorisation period begun.
- Completing our next Strategic Plan, as well as a Master Plan to accommodate future growth.
 - 'Mapping Aurora's Future: 2021-2024' continued throughout the year, and was successfully completed and published.
- Expanding the learning support team and provision of in-class support for students with additional needs.
 - The learning support team expanded to better meet the learning needs of students.
- Securing extra rooms on the Kazcare site for additional classrooms and office amenities.
 - Five new rooms were secured to provide the necessary spaces for single streamed classes to Year 4, as well as adding Year 9, and Administration Office and a dedicated Craft and Music space.
- Continuing to develop cohesive whole-school approaches to literacy and numeracy learning, drawing on best practice Steiner pedagogy.
 - Training commenced and additional screening tools were introduced.
- Continuing development of the High School with the first Year 12 students completing the International Baccalaureate in 2024. Including program development, promotion and securing healthy enrolments, and gaining NESAC accreditation year by year. Registration for RoSA along with Year 10 to accommodate those not wishing to complete a senior qualification.
 - Initial registration and accreditation for Year 10 and the RoSA was successfully achieved, ready for 2022.

Priority areas for improvement

Going forward, priority areas for improvement are:

- Successful application for authorisation as an IB World School offering the Diploma Programme from 2023.
- Successful registration and accreditation to offer Years 11 and 12 from 2023.
- Completion of single stream status in the Primary grades.
- Formation of an effective parent body to assist with the coordination of fundraising activities and major events.

Attendance

The average student attendance rate in 2021 was **88%**

FORM	OVERALL	MALE	FEMALE
Kindergarten	88%	89%	87%
Class 01	88%	88%	87%
Class 02	90%	90%	90%
Class 03	93%	90%	96%
Class 04	89%	86%	94%
Class 05	91%	89%	93%
Class 06	84%	84%	85%
Class 07	91%	95%	90%
Class 08	84%	91%	81%
Class 09	76%	70%	79%

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.

Respect and responsibility

Aurora Southern Highlands Steiner School wants all students to feel 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

A comprehensive body of formal documents serve to guide many aspects of school life. Key policies are disclosed to parents within the information packs distributed upon enquiry. They are again disclosed during the Enrolment interview and advised that they are available in hard copy in the school office and in soft copy upon request. With the new website now live, all of our key policies are available online. The School's policies on Student Welfare, anti-bullying, discipline and complaints and grievances form part of this report and are freely available to the general public.

Each year, all policies are reviewed and updated to ensure that they are in true alignment with the school's values and practices. There were no significant changes to any policies during 2021. 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 wellbeing

Pastoral care at 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

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 (anti-bullying)

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. 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 registered with 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

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

<https://aurorasteiner.nsw.edu.au/enrolments/>

Parent, student and teacher satisfaction

2021 saw the continuing effects of the pandemic and restrictions, which meant that our usual community gatherings and connections were extremely limited. This had a real and tangible impact on the satisfaction levels of all members of the community as disconnection set in. Despite this, a host of parent and student initiatives via online platforms occurred throughout the year, including class conference calls, Zoom parent information evenings, and online education sessions.

Parents, teachers and students are involved in many aspects of school life. This involvement is welcomed and encouraged. The school regularly offers the community opportunities to provide feedback. The most formal of these opportunities is via the annual satisfaction survey. Below are some of the responses received in the 2021 survey.

Responses to the question 'How would you rate your overall satisfaction with school for your child in 2021?'

- Good teachers. Great location/environment. Limited excursions only.
- Fantastic class teachers. Very happy. School seems more organised and professional too

Responses to the question 'How do you find the teaching staff and the quality of teaching in 2021?'

- Amazing, dedicated and wonderful people
- There are a few older teachers who bring an invaluable contribution to our school.

Responses to the question 'How do you find the management and administration of the school in 2021?'

- I believe the school is very caring to its children.
- The Executive staff are a great team and the School is growing beautifully.

Overall satisfaction

- 83.3% of respondents were 'Satisfied', 'Very Satisfied' or 'Extremely Pleased' with their overall satisfaction with school for their child in 2021. 16.7% (2/12 respondents) were dissatisfied.
- 100% of respondents were 'Satisfied', 'Very Satisfied' or 'Extremely Pleased' with the teaching staff and the quality of teaching.
- 75% of respondents were 'Satisfied', 'Very Satisfied' or 'Extremely Pleased' with the management and administration of the school. 25% (3/12 respondents) were dissatisfied.

Financial summary

