



SCHOOL FOR RUDOLF STEINER EDUCATION LTD.

2017 ANNUAL REPORT



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EDUCATIONAL AND FINANCIAL REPORTING LORIEN NOVALIS SCHOOL
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Introduction.

We welcome everyone to our Annual Report for 2017. Lorien Novalis continues in the role of educating students and particularly helping them unlock their talents and goals.

Steiner Education continues to play an important role in the education landscape of the world with an ever-increasing number of schools across the globe.

Our Pedagogy, like all other Steiner Schools is,

- **Developmental:** we value the foundation that a healthy childhood gives to a successful life. We support the need for children to play, be part of Nature and enjoy a time free from the stresses of premature, commercial age compression; we also value the developmental picture of human consciousness that has evolved through the ages of history;
- **Balanced:** we provide a balanced education to every child fostering the development of clear thinking, rich emotions and a strong **will** delivered through a high quality academic program, a flourishing creative and performing arts

experience, and a practical training in traditional and contemporary technologies for every student;

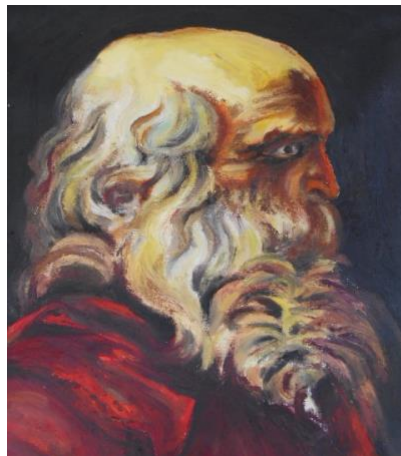
- **International:** along with the other 1,000 Steiner schools around the world we promote an international understanding and tolerance of diversity;

- **Compassionate:** we value an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony: we strive to make every classroom a learning community;

- **Individual:** we value the uniqueness of each individual student, recognising that each is on a path of biographical development unfolding his or her sacred essence of Self

- **Sustainable:** as Dr Steiner was a pioneer in sustainable agricultural practice in the early 20th Century, so we aim to continue this tradition through working in harmony with the forces of Nature in a creative, collaborative manner;

- **Mindful:** we value the expressions of the “wisdom of humanity” that have guided humanity through the great world religions and traditions and strive to find the appropriate expressions that will nourish and support students, teachers and parents in creative, contemporary ways in harmony with Dr Steiner’s work.



1. A Message from the Board.

The last AGM saw a change in the Board with new Association Members stepping into Board Roles.

I would like to thank those members of the Association who have given so much of their time over the years in the dedication to the school and its' success.

There were also many new members voted onto the Association to help balance the teacher/ parent ratio. This has proved very successful and the

harmonious working of the Board over the last twelve months has been a stabilising and calming influence on the school.

The financial year 2017/18 has been good year for the school as a whole.

Student Numbers have decreased minimally from the previous year.

There has been a review of Excursions and Class Trip policies and Procedures due to a monitoring inspection process implemented by NESA.

All Policies and Procedures in relation to Class Trips, Excursions and outings have been reviewed and updated to meet current legislation. The monitoring inspection will continue after the cycle of class trips to review the process.

Today, there are many serious personal and legal responsibilities associated in taking on the role of being a board member of a school so it has been imperative to myself that all the legal and financial issues are being handled appropriately and I'm sure likewise with my fellow board members. So whilst the Leadership position in the school had changed earlier in the year with the retirement of Stuart Rushton, Norman Sievers has taken on the role of School Principal and is responsible for all aspects of the school and its functions and together with, Barbara Kasper, who is the new business manager, have provided at each Board meeting detailed quality information for all aspects of the running of school which has given confidence to the Board that the required legal and financial functions have been undertaken and are appropriately reviewed.

Over the year there has been considerable discussion concerning the opportunity to purchase the 5 acre property on our northern boundary, 260a Old Northern Road.

This property would allow a new administration centre, car parking, farming and gardening opportunities as well as a huge playing field. It will also offer the school opportunity to extend community inclusion through a school store and other services.

With the encroaching development around the school this is the last window of opportunity for the purchase of more land. It will give the school a 16 acre home in the Hills District which will be an enormous asset in the future.

As many of you know that in a Steiner based school the educational aspects and the vision for the school are set by the college teachers together with the head of school so the Board is not required to involve itself in these aspects but is responsible to ensure that appropriate governance is undertaken.

John Pater
Board Chairman.

Message from The Parents and Friends Association

The Parents & Friends Association remains closely aligned with the ethos of Lorien Novalis and are actively supported and guided by the Principal, Norman Sievers to ensure our efforts specifically uphold their vision for our school. The past year has been fruitful with a successful Open Day Cafe held in the heart of the school in the hay bale building; the Craft Group generating exciting projects for the Lorien Fair and this year was especially notable with

the making of a huge blanket which raised over \$1700 ; the Mallorn Tree shop continuing to service the school with its great range of offerings; Facebook groups established to create ongoing sharing; and several Parent Education evenings which offered valuable insight into various topics. Thank you to all who contributed to the success of the P&F this year, and to our school for the opportunity to contribute to our community in a meaningful way.

Lorien Novalis School

Lorien Novalis School for Rudolf Steiner Education is a co-educational, nondenominational school located at Dural in the Sydney Hills District. The school is single stream and is set in a beautiful native forest and orchard. Welcome to Lorien Novalis School and the school community. Our school has been operating for over 45 years in the Hills District of North Western Sydney and is a part of the world-wide Steiner school movement that started 100 years ago. The Steiner School movement is one of the largest non-denominational school movements in the world with over 2000 schools in over 60 countries and it offers a holistic approach to education. We believe that teaching with an artistic approach through thinking, feeling and willing will enable each individual to develop their full potential and enable them to go out into the world with confidence and self-motivation as well-rounded individuals. Lorien Novalis has seen many of our students develop the initiative and the moral strength to face the challenges of our times and the future with a positive outlook, and approach their adult life with constructive insight, balanced thought and a striving to improve their environment.

The school grounds

Lorien Novalis has been at the current location on Old Northern Road since the early 1970s. This road is an ancient pathway that has significance to our cultural heritage since settlement and to that of the traditional inhabitants of the lands, being the path to the river or Muru Durubbin. We acknowledge an acceptance of the traditional inhabitants and we would also like all members of our school community to treat every aspect of the school environment with respect and veneration. The school property has been developed over the past 40 years to accommodate the growing school community needs. Our architect, David Jacobson himself a student of a Steiner school, has designed all of our buildings keeping in mind the developmental and educational needs of the students. This focus on retaining the natural surrounding environment helps younger children develop imaginative forces and creative play and helps older students relate to the outer world. Environmentally, the school grounds have been developed through Steiner's guidelines of bio-dynamics for over 45 years.

Principal's Report.

2017 saw the beginning of a year full of triumphs and tribulations, challenges and rewards, all the things that you may expect in a school year.

At the end of Term One, Stuart Rushton announced his retirement after working at the school for over thirty years. Stuart and I were co-principals for the past two years and his departure has caused a shift in responsibilities and mandates however the school moved forwards in a positive and strengthened way.

The first part of the year was somewhat unsettled with parent unrest over the necessary decision to let a teacher go. This created a positive opportunity to strengthen and build our music program and with the help of Barbara and Kevin the music program has been firmly embedded in the primary years and the benefits of that are really showing through.

The new Commercial Kitchen, an initiative that Stuart had started was completed much to the delight of the VET Hospitality students. It has also been a great asset to other school events.

Sarah Fletcher who graduated through the Rudolf Steiner College, took up the challenge of Class One with the able assistance of Halina Mutton who had joined us from South Australia.

At the other end of the scale, our Graduating Year Twelve Class, produced an amazing array of Major Works as well as very impressive results in the HSC for those students who did the exams. One Student achieved Band 6 in Mathematics and is now starting a Science degree in University.

Another student who didn't follow the HSC path, but produced an incredible Major Work, was immediately accepted into university and is now doing a double degree.

The year saw an uplifting program of class drama performances which Marcus Pater, our Drama teacher, had produced and a new rotunda built largely by the VET Construction group which provides a meeting place for students to sit and chat.



The Annual School Fair was a resounding success this year. The weather was perfect and the day proved to be one of our most successful to date. As we move into a widening debate about the future needs of our students and how best to prepare them for the future, to school is also looking closely at what and how we can offer the students to help them best engage in their learning journey and not get caught up in the distraction of technology and the promise that it brings but to focus on the human qualities which will command that technology and not circum to it.

The school has a strong complement of teachers with a healthy and supportive working relationship and this has developed well over the year. Lorien has always placed its unique attributes of imagination and creativity in the arts of education and in the human qualities of wisdom and compassion. These are the qualities that we believe will see students flourish in the future. A lot of work has gone into the feasibility of buying the next door property. This is a golden opportunity for the school to consolidate the future vision for the school in the full development of a 'learning community' based on the values given by Rudolf Steiner.

While 'it takes a community to educate a child' it also needs to create possibilities for this to happen. This opportunity will allow the school to further develop the Agriculture/Gardening/Animal Husbandry aspects of the curriculum while providing hard court and soft playing fields along with artisan opportunities for creative and artistic work. It would also give us the option to extend the adult learning program, speech, eurythmy, bio dynamics and so on.

Norman Sievers
Principal.

Student Academic Performance

NAPLAN Performance by Test 2017

For Classes 3 and 5, participation in the NAPLAN tests was below the reporting threshold, and no results are available.

The NSW comparative results given below are from: https://www.nap.edu.au/docs/default-source/default-document-library/naplan-national-report-2017-final_04dec2017.pdf?sfvrsn=0

Results that are at or above the national minimum standard are indicated in green:



In 2017, there were eleven (11) Class 7 students who sat the NAPLAN at Lorien Novalis School. The results, and comparison to NSW state results are given below:

		Band
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		Lorien Novalis School results (NSW results)					
Test	No. of Students	4 & below	5	6	7	8	9 & above
Reading	9	11% (4%)	11% (12%)	11% (24%)	22% (28%)	44% (20%)	
Writing	11	9% (9%)	27% (18%)	27% (30%)	27% (24%)		9% (5%)
Spelling	10			50% (19%)	30% (27%)	20% (23%)	
Grammar & Punctuation	10	10% (6%)	20% (13%)	10% (23%)	50% (26%)	10% (19%)	
Numeracy	9		10% (11%)	40% (22%)	20% (27%)	20% (20%)	

In 2017, there were eleven (11) Class 9 students who sat the NAPLAN at Lorien Novalis School. The results, and comparison to NSW state results are given below:

		Band Lorien Novalis School results (NSW results)					
Test	No. of Students	5 & below	6	7	8	9	10 & above
Reading	10	20% (5%)		20% (25%)	30% (30%)	20% (19%)	10% (6%)
Writing	10	10% (15%)	20% (20%)	10% (24%)	30% (22%)	20% (11%)	10% (6%)
Spelling	10		10% (7%)	20% (25%)	40% (28%)	20% (28%)	10% (9%)
Grammar & Punctuation	10	10% (8%)	10% (15%)		70% (27%)	10% (7%)	
Numeracy	11		20% (13%)	20% (27%)	40% (28%)	30% (18%)	

HSC Performance by Course 2017

In 2017, there were twelve (12) students in Class 12. Four of these sat HSC exams.

The NSW comparative results given below are from:

<https://www.uac.edu.au/assets/documents/scaling-reports/Scaling-Report-2017-NSW-HSC.pdf>

		Band Lorien Novalis School results (NSW results)				
Subject	No. of students	Band 2	Band 3	Band 4	Band 5	Band 6
Advanced English	4			50% (28%)	50% (48%)	
Mathematics General 2	3	33% (17%)		33% (25%)	33% (19%)	
Mathematics	1					100% (23%)

VET Construction	1	<i>Not applicable: no external exams</i>
VET Entertainment	2	
VET Hospitality	3	
VET Information & Digital Technology	6	
Philosophy	12	
Portfolio & Presentation	12	

ATAR Results 2017

Students at Lorient Novalis School did not undertake to achieve an ATAR.

Post-Year 12 Destination

In 2017, there were twelve (12) students in Class 12. Four of these sat HSC exams.

Destination Type	Number of Students
University	2
Private College	1
TAFE	
Full-time employment	1
Gap year (with part-time employment)	2
Apprentice / Traineeship	
Unknown	6







Professional Culture Professional Learning Activity – Non and School based

- 32 staff completed Advanced First Aid Certificate refreshers
- 3 teachers continued with AIS Leadership Training
- 25 teachers completed AIS Mandatory Reporting Compliance Briefing
- 2 teachers completed Steiner Teacher Intensive at Glenaeon School
- 26 teachers continued ongoing training at Novalis College
- 2 School delegates represented Lorient and the SEA Conference
- 3 Administrator attended the SEA, GLaM Conference
- 2 Leader/Administrators completed a Certificate Course in Governance and Risk Management.

30 Staff participated in Holiday seminars
 All staff attended the Holiday Induction Days in Jan, April, July and Sep.

Teacher Standards

As a Steiner school we strive to have all of our teaching staff trained as Steiner Teachers. This is achieved through various teacher training Courses, some conducted at our school, others at venues throughout Australia and overseas. All teachers are required to be also accredited or provisionally accredited by NESA and are, as follows:

Accreditation level - No of teachers

Existing 6

Proficient 9

Conditional 8

10 teachers have teaching qualifications from a higher education Institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines

27 teachers have teaching qualifications recognized by NESA

Workplace Composition

	# Part time	# Full time	Total FTE
Annual Report 2017			
Principal		1	1.00
Faculty Heads		2	2.00
Early Childhood Teachers	4	2	3.96
Kindergarten teachers		1	1.00
Primary teachers	1	7	7.80
High School Teachers	4	3	5.38
VET teachers		4	4.00
Learning Support Teachers		1	1.00
School Assistants	31	1	9.49
Admin staff	2	3	3.87
IT Support	3		1.00
Grounds Staff	1	3	2.23
OSCH Staff	15		1.54
Music	4		0.46
	65	28	44.72

Teachers with Indigenous background

No teachers with an indigenous background were employed during the reporting period.

Student Attendance

Student attendance during the reporting period.

Lorien Novalis School does not have a issue with non-attendance. When issues do arise from time to time, the school conducts meetings with families, negotiates contracts, and communicates with Home Liaison Authorities.

2017 Student Attendance

FORM	ATT-OVERALL	ATT-MALE	ATT-FEMALE	ATT-INDIG
Little Kindy	92.3%	92.2%	92.4%	
Kindergarten	92.7%	91.8%	93.4%	
Class One	94.0%	94.0%	94.0%	
Class Two	92.6%	93.2%	92.1%	
Class Three	93.8%	92.5%	95.0%	95.2%
Class Four	92.2%	92.0%	92.3%	
Class Five	92.5%	95.2%	91.0%	
Class Six	91.4%	89.1%	93.7%	
Class Seven	88.3%	89.1%	87.5%	
Class Eight	88.4%	90.2%	86.5%	
Class Nine	89.6%	92.7%	85.3%	
Class Ten	87.8%	90.1%	85.8%	
Class Eleven	89.4%	85.6%	92.9%	
Class Twelve	87.2%	92.5%	82.8%	



Enrolment Policy.

(130) Enrolment Continuation and Exit Policy

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1. Overview

This Policy outlines the policy for enrolment of prospective students at Lorien Novalis School for Primary School and High School.
The Policy is for current students progressing to the next stage within the School (Primary or High School).
The Policy applies to a student exiting the School.

2. Scope

This policy relates to all families seeking to enrol a Primary School or High School aged child/children at Lorien Novalis School, including overseas students and those seeking to return to Lorien Novalis School.

The policy relates to all current Students within the School who are progressing to the next 'stage' within the School.

The policy relates to all current Students within the School who are exiting the School prior to the conclusion of Class 12.

3. Definitions and/or Legislation

3.1 Pre-School Age

A child is deemed to be of pre-school age in the year that he/she turns 4 or 5 years of age.
For enrolments for Early Childhood refer to *680 Early Childhood – Enrolment and Exit Policy*.

3.2 From Kindergarten to the end of Class 12

Compulsory school ages are indicated by the Department of Education documents 'Compulsory School Attendance' and 'School Attendance Policy'.

4. Policy framework

4.1 Enrolment

4.1.1 Competing applications

Lorien Novalis School enrolment processes consider the following in weighing competing applications:

- Siblings of children already enrolled at Lorien Novalis School
- Family interest in and commitment to Anthroposophy

4.1.2 Prior to a First Interview

Prior to the First Interview the Registrar asks parents to complete the following;

- Preliminary Application Form ('green form')
- Interview Questionnaire

Parents are also asked to attach copies of the following, to be provided to the Registrar prior to the First Interview:

- Any psychological assessments
- Any intellectual assessments, including any NAPLAN or similar testing
- School Reports for the past 12 months
- Any medical assessments
- Any other assessments relevant to the child
- Copies of school work (including artwork).

Lorien Novalis School may refuse enrolment of a student on the grounds of previously documented violent behaviour if there is evidence that the student has not learned the appropriate skills to manage this behavior.

The School will contact the family regarding the possibility of an Interview.

4.1.3 The First Interview

If it is decided to proceed, then the Registrar will arrange an interview with the Principal or the Primary Coordinator.

At the First Interview, a sample assessment may be conducted with the assistance of an available teacher. The assessment covers basic literacy and numeracy skills appropriate to the age of the child.

4.1.4 The Second Interview

If it is decided to proceed further, a second interview is arranged for the family and child to meet the Class Teacher or Class Guardian.

The Second Interview, if called, should identify whether any support plans are needed to ensure a successful transition for the student. In this case, it is essential that the Learning Support and Student Support Coordinators are present.

4.1.5 Visiting days

In some cases it will be suggested a prospective student visit the school for a period of time e.g. a school day.

Where a child exhibits dangerous or otherwise unacceptable behaviour, the child should be reported to the Primary School or High School Coordinator, in accordance with the School's behaviour management procedures. The incident should be reported to the child's parents and the proposed enrolment discussed with a view to identifying the child's support needs.

4.1.5 Prior to enrolment

Where a placement of enrolment is offered, parents/carers are to first read the Lorien Novalis School Handbook.

The Handbook and the Policies referred to in the Handbook can be viewed on the School's website.

It is the policy of Lorien Novalis School that parents agree to abide by school policies and procedures, including but not limited to policies regarding homework, behaviour, anti-bullying etc.

It is the policy of Lorien Novalis School that enrolling families support the School ethos, treat teachers and school staff with respect and abide by the parent code of conduct.

4.2 Enrolment of Overseas Students

Lorien Novalis is registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

Lorien Novalis School does not provide any boarding facilities and does not enter into any form of contractual agreement for the provision of accommodation for any students.

Contact the Registrar for further information regarding the enrolment of an Overseas Student.

4.3 Review prior to continuation to next stage in school

All Class 10 students will be interviewed by the Class Guardian and/or the High School Coordinator, to discuss the most suitable pathway for the student, including continuation into the senior school at Lorien Novalis School.

4.4 Exiting the school

4.4.1 Documentation

Documentation is maintained by the school regarding students who transfer to another school, who continue to TAFE, full-time work or an apprenticeship.

4.4.2 Students under 17 years going to an Apprenticeship

Parents of a student who is under 17 years of age and who has gained an Apprenticeship need to complete *146a Exemption from Enrolment Form*, and attach the necessary documentation to prove the student has been accepted into an apprenticeship. This is a NSW government legal requirement.

4.4.3 Giving notice of withdrawing a child from the School

For any new students notice of at least 1 (one) Term is required if a child is withdrawn from the school. Otherwise, parents are required to pay the 1 Term fees.

4.5 Exclusion from Lorien Novalis School

- a) If the Principal considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.
- b) If the Principal believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the principal may require the parent to remove the child from the school.

- c) The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

No remission of fees will apply in relation to any of the above cases.

5. Responsibilities

The Registrar is responsible for being the first person of contact for any families seeking to enrol their child/children at Lorient Novalis School.

The Primary School and/or High School Coordinator are responsible for making a decision regarding the enrolment of a student at Lorient Novalis School.

The Primary School and/or High School Coordinators, together with the Primary and/or High School teachers will make a recommendation to the Principal about the continuation from one stage at Lorient Novalis School to the next stage.

Parents / Carers are responsible for disclosing all relevant information about a child that would affect his/her education.

OTHER POLICIES.



School for Rudolf Steiner Education Ltd

(240) Child Protection Policy

Date Approved	May 2015	Date of next Review	Dec 2020
Approved By	Principal/ Board/ College		
Custodian	Principal		
Relating documents and Forms	241 Child Protection Procedure 410 Staffing Policy 420 Volunteers and Visitors Policy		
References and Legislation	Children and Young Persons (Care and Protection) Act 1998 No 157 The Ombudsman act 1974 Child Protection (Working with Children) Act 2012 NSW Family and Community Services www.community.nsw.gov.au NSW Ombudsman www.ombo.nsw.gov.au vdf The Children's Guardian (formerly the NSW Commission for Children and Young People) www.kids.nsw.gov.au		

(240) Child Protection Policy

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6. Overview

This Policy document is provided and made available to staff including employees and contractors during their employment or engagement with the school to ensure a clear

understanding of their duties and obligations under the key items of child protection legislation in NSW. This Policy outlines the key concepts and definitions under the relevant legislation including mandatory reporters, reportable conduct, and risk management. It also sets out expected standards of behaviour in relation to employees and contractors and their relationships with students.

7. Informing Staff

Staff and volunteers are informed of their legal responsibilities related to child protection, mandatory reporting and other relevant expectations at the first staff meeting every year. The Head of School conducts a professional learning session that covers:

- The Ombudsman act 1974
- Children and young persons (Care and Protection) Act 1998
- Child Protection (Working with Children) Act 2012
- School expectations in relation to child protection

Teachers receive a copy of the latest version of the school's Child Protection Policy and Procedure at this meeting.

All Staff and Volunteers must sign off the register for:

- Attending the professional learning
- Reading and understanding the school's Child Protection Policy

8. Scope

The safety, protection and well-being of all students is of fundamental importance to the School. Safety of children underpins everything that is done in the school, through management to teaching.

Both you and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a) a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- b) obligations under child protection legislation; and
- c) obligations under work health and safety legislation.

The purpose of this Policy is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School and to provide guidelines as to how the School will deal with certain matters.

Child protection is a community responsibility.

9. Definitions and/or Legislation

3.1 Legislation

There are three key pieces of child protection legislation in New South Wales:

- a) the *Children and Young Persons (Care and Protection) Act 1998* (NSW) (the **Care and Protection Act**);
- b) the *Child Protection (Working With Children) Act 2012* (NSW) (the **WWC Act**); and
- c) the *Ombudsman Act 1974* (NSW) (the **Ombudsman Act**).

3.2 Who is a mandatory reporter?

Under the Care and Protection Act persons who:

- a) in the course of their employment, deliver services including health care; welfare, education, children's services and residential services, to children; or
- b) hold a management position in an organisation, the duties of which include direct responsibility for, or direct supervision of, the provision of services including health care, welfare, education, children's services and residential services, to children, are mandatory reporters.

All teachers are mandatory reporters. Other School employees may also be mandatory reporters. If you are not sure whether you are a mandatory reporter you should speak to the Head of Agency or the Principal.

3.3 Definition: “reasonable grounds”

'Reasonable grounds' refers to the need to have an objective basis for suspecting that a child or young person may be at risk of significant harm, based on:

- a) first hand observations of the child, young person or family
- b) what the child, young person, parent or another person has disclosed
- c) what can reasonably be inferred based on professional training and / or experience.

'Reasonable grounds' does not mean that you are required to confirm your suspicions or have clear proof before making a report.

3.4 Definition: “Significant Harm”

A child or young person is 'at risk of significant harm' if current concerns exist for the safety, welfare or well-being of the child or young person because of the presence, to a significant extent, of any one or more of the following circumstances:

- a) the child's or young person's basic physical or psychological needs are not being met or are at risk of not being met,
- b) the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive necessary medical care,
- c) in the case of a child or young person who is required to attend school in accordance with the Education Act 1990 —the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act,

- d) the child or young person has been, or is at risk of being, physically or sexually abused or ill-treated,
- e) the child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm,
- f) a parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm,
- g) the child was the subject of a pre-natal report under section 25 of the Care and Protection Act and the birth mother of the child did not engage successfully with support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

3.5 Definition: “at risk of significant harm”

A child or young person is at risk of significant harm if the circumstances that are causing concern for the safety, welfare or well-being of the child or young person are present to a significant extent.

What is meant by 'significant' in the phrase 'to a significant extent' is that which is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or well-being.

In the case of an unborn child, what is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth.

The significance can result from a single act or omission or an accumulation of these.

Child is a person under the age of 16 years for the purposes of the Care and Protection Act.

3.6 Definition: “Child abuse and neglect”

There are different forms of child abuse. These include neglect, sexual, physical and emotional abuse.

Neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision.

Physical abuse is a non-accidental injury or pattern of injuries to a child caused by a parent, caregiver or any other person. It includes but is not limited to injuries which are caused by excessive discipline, severe beatings or shakings, cigarette burns, attempted strangulation and female genital mutilation.

Injuries include bruising, lacerations or welts, burns, fractures or dislocation of joints. Hitting a child around the head or neck and/or using a stick, belt or other object to discipline or punishing a child (in a non-trivial way) is a crime.

Serious psychological harm can occur where the behaviour of their parent or caregiver damages the confidence and self esteem of the child or young person, resulting in serious emotional deprivation or trauma.

Although it is possible for 'one-off' incidents to cause serious harm, in general it is the frequency, persistence and duration of the parental or carer behaviour that is instrumental in defining the consequences for the child.

This can include a range of behaviours such as excessive criticism, withholding affection, exposure to domestic violence, intimidation or threatening behaviour.

Sexual abuse is when someone involves a child or young person in a sexual activity by using their power over them or taking advantage of their trust. Often children are bribed or threatened physically and psychologically to make them participate in the activity.

Child sexual abuse is a crime.

Child wellbeing concerns are safety, welfare or wellbeing concerns for a child or young person that do not meet the mandatory reporting threshold, risk of significant harm.

Young person means a person who is aged 16 years or above but who is under the age of 18 years for the purposes of the Care and Protection Act.

3.7 Other school policies

A number of other school policies are relevant for child protection, these include but are not limited to:

- 220 Positive Behaviour Policy (with particular reference to bullying, harassment and discrimination)
- 310 Medical Policy
- 413 Staff Code of Conduct Procedure
- 510 Communication & Grievance Policy

3.8 Definition: "reportable conduct"

Reportable conduct is defined as:

- a) any sexual offence or sexual misconduct committed against, with or in the presence of a child (including a child pornography offence or an offence involving child abuse material);
- b) any assault, ill-treatment or neglect of a child; and
- c) any behaviour that causes psychological harm to a child whether or not, in any case, with the consent of the child.

Reportable conduct does not extend to:

- a) conduct that is reasonable for the purposes of the discipline, management or care of children, having regard to the age, maturity, health or other characteristics of the children and to any relevant codes of conduct or professional standards; or
- b) the use of physical force that, in all the circumstances, is trivial or negligible, but only if the matter is to be investigated and the result of the investigation recorded under workplace employment procedures; or

- c) conduct of a class or kind exempted from being reportable conduct by the Ombudsman under section 25CA.

10. Policy framework

4.1 Obligation to report

The Lorien Novalis School Policy is to follow legislation that requires reporting of particular child protection issues, the School requires teachers and staff to report **any concern** they may have about the safety, welfare or wellbeing of a child or young person to Head of School.

If the allegation involves the Head of School or Heads of Faculties, teachers/staff are required to report to the Chairperson of the School Council.

This obligation is part of the School's overall commitment to the safety, welfare and well-being of children.

4.2 When to make a report to Community Services?

A mandatory reporter must, where they have reasonable grounds to suspect that a child (under 16 years of age) is at risk of significant harm, report to Community Services as soon as practicable, the name, or a description, of the child and the grounds for suspecting that the child is at risk of significant harm.

In addition, while not mandatory, the School considers that a report should also be made to Community Services where there are reasonable grounds to suspect a young person (16 or 17 years of age) is at risk of significant harm and there are current concerns about the safety, welfare and well-being of the young person.

11. Responsibilities

5.1 Responsibilities of teachers

Teachers and staff have a responsibility to report suspected child protection issues to the Head of Agency or the Principal.

All staff are required to attend annual Child Protection Inductions and briefings.

5.2 Responsibilities of the Head of School

Part 3A of the Ombudsman Act requires the heads of certain agencies, including non government schools in New South Wales, to notify the New South Wales Ombudsman of all allegations of reportable conduct by an 'employee' and the outcome of the School's investigation of these allegations.

An 'employee' includes employees, contractors, volunteers, work experience participants, clergy, ministers of religion and instructors of religion who provide pastoral or liturgical services. In this part where there is a reference to an employee it includes all of these persons.

The Head of Agency is the Head of Primary and Early Childhood, at Lorien Novalis School. Under the Ombudsman Act the Head of Agency must:

- a) set up systems within their organisation to ensure that they are advised of any allegations of reportable conduct against employees;

- b) notify the Ombudsman as soon as possible and no later than thirty days after being made aware of an allegation;
- c) notify the Ombudsman whether or not the School plans to take disciplinary or other action in relation to an employee who is the subject of a reportable allegation or conviction, and the reasons for taking or not taking any such action as soon as practicable; and
- d) provide the Ombudsman with any documentary and other information as the Ombudsman may from time to time request to assist in the Ombudsman's monitoring of an investigation.

12. Version Control

Version Control	Date Effective	Approved By	Amendment
1			First Version
2	Jan 2018	Principal Board of Directors College of Teachers	

ACKNOWLEDGEMENT

I _____ have read, understood and agree to comply with the terms of this Child Protection Policy.

Signed _____

Dated _____

Student Body

The 340 children and students of Lorien Novalis School range in age from Playgroup to Year 12. Many of them live in the Sydney Hills District but there are some from further afield including the Hawkesbury region. We also have students from overseas including China, India and Germany.



Goals and Priorities Goals for 2017/18

- Renewal of Lorien Novalis High School with input from teachers, parents and students has been in place for 12 months and many positive changes have occurred
- Establish a Lorien Novalis School Parent College. This is designed to engage the Parent body in the ethos and values of the school and to work out of that source.
- Improve student enrolment and retention through, the establishment of special classes to better assist students with different learning styles and abilities
- to increase assistance for children with learning difficulties
- to consolidate the Middle School as a concept to help bridge Primary and High School
- to reconfirm the importance of class trips and outings, to support the curriculum
- to support teacher's performance and professional development through the Novalis College and other providers.
- to introduce joint faculty meetings to encourage school unity and understanding

- to extend the VET program to support the Senior High School
- To include the new VET course of Early Childhood Studies
- To up train teachers for VET so that we have two teachers trained for each subject
- To hold joint College and Board meetings to work through strategic planning, succession and master planning issues.
- * Complete a major review of policies
- * Complete NESA inspection and VET compliance audits successfully
- * develop the plan for the purchase of the property next door.

Leadership

For the first time in the history of the school, Lorien Novalis has adopted the 'Principal' model. The Management Team of Early Childhood and Primary Coordinator, the High School Coordinator and the Finance and Business Manager support the role of Principal.

The Principal is accountable to the Board of Directors and The College of Teachers with a full mandate of school function.

Overall the School is in a secure position and continues to consolidate around new program initiatives that have been implemented.

2017 saw a considerable decline in the students going on into year 11 from year 10. Several of these students were attracted to the diverse offerings of Bradfield College. This has prompted the school to look closely at what we can offer senior students to improve retention.

During the year the school also lost students from other classes mainly due to families moving out of the Sydney area.

Policies and Procedures

Developing and Reviewing School Policies and Procedures is a major focus of our work. Policy work remains a significant task into the future. In particular School Governance Policies and Procedures require implementation including professional development for Board members.

Staffing

Current staffing allocations and priorities are based on providing:

- Stability and confidence within the Community, within existing School budget limitations
 - Quality teaching and learning across the school
 - Adequate staff to meet requirements
 - Positioning for future growth



Community

Current Community enhancements include:

- Leadership support for Parents and Friends Association (ongoing)
- Leadership support for School Fair preparation (ongoing)
- Consultation and leadership for Out of Hours School Care program
- Parent information evenings
- Open meetings for High School students and parents

Teaching and Learning

Early Childhood Kindergarten and early childhood are all running smoothly with the Kindergarten growing in number. With 26 children in Kindy at the moment this poses a strong class one for next year, 2018. Little Kindy student numbers have been good and will ensure a healthy Kindergarten uptake for 2018. Numbers in Pre School have not been so strong and I think we may need to revisit the entry age for Pre School to help build the numbers.

Primary School

The Primary School is running well with ever strengthening numbers of students. Most of the Primary classes have filled over the year and waiting lists now apply to several classes. 2016 saw the introduction of the Middle School model which includes class seven. While the class is still overseen by their class teacher, they have begun an inclusion of several lessons with the High School. Over 2017 this integration has been working well with only minor issues identified.



High School

Numbers in the High School have been stable with a noted loss at the end of Yr 10. The staff have been very positive and working collaboratively for the overall improvement of the high school. The Student Council had several meetings with requests for more involvement of students in planning and curriculum development. It has been challenging to maintain enthusiasm within the SC.

This year's Class Eleven continued with their community work in Vanuatu which included the reef generation. Being a part of the Marine Studies Main lesson the students get work first hand in a real world situation.



Novalis College

The Novalis College has continued to provide an ongoing teacher training program to support the teachers. The program runs for 5 Fridays out of every term with a reprieve week at week 5 of each term. On other Fridays at the beginning and end of the term there is a reading group to cover some of the philosophical background of Steiner Education. Eurythmy classes, Speech Classes and teacher workshops and inductions are also covered by the umbrella of the Novalis College. This is the third year of the four year Diploma Course, which will conclude at the end of 2018.



Operations and Facilities

Many improvements to facilities were made in 2017, some included,

- 1) The new Film Lab and Recording Studio
- 2) Upgrading facilities in the English room
- 3) Upgrading the lighting in the classrooms with LED lighting
- 4) Installation of Gas Heaters in all the Primary Classrooms
- 5) Full operation of the School After Care Facility
- 6) Building of the Primary Climbing Frame
- 7) Start Building the Lower Primary Play Equipment
- 8) Construction of the Commercial Kitchen Facility
- 10) Lining the Stage area in the Performance Hall
- 11) Extensive improvements to the gardens and grounds.
- 12) New School bus for the larger Class Trips



WHS

Workplace Health and Safety projects include:

- * Resurfacing the pathways with rubber soft fall
- * Removal of trees and dangerous branches

- * Continuation of LED lighting in the classrooms and offices
- * Installation of gas heaters Early Childhood classrooms
- * Installation of air conditioner in Primary Classrooms and the Maths room and the Eurythmy Hall

Facilities

The focus on facilities has been to fully utilise the current spaces to their optimum to improve teaching and learning and for the benefit of the School community. Improvements have been made to various rooms and new facilities also initiated.

Outside School Hours Care Project

The After School Care was trialled during term three 2015 and then fully implemented at the beginning of 2016. It has run very effectively for the year as is proving to be a great asset for the parents. Numbers of students attending the service are still below what was expected however growth is expected to occur over the coming years.

Commercial Kitchen Project

The New Commercial Kitchen was completed this year and is a fantastic new facility for the school and the VET Hospitality students.





Fund Raising

Fund raising ventures for 2017 have been directed to the building of new play equipment for the lower primary classes. These playground improvements will continue well into 2018.

The 2017 school fair was a great success and one of our highest fund raisers in the history of the school.



Summary

Since the beginning of 2015 has been a concerted effort to re-establish the Lorien culture and ethos with a clear direction into the future. This strategic directive has facilitated the introduction of essential changes in the way in which the school operates on a day to day basis. Some of the more significant changes that have been introduced are;_

- 1) New governance structure
- 2) Principal Leadership Model
- 4) New clarity in Professional Development for Board members
- 5) Clearly established autonomy for leadership
- 6) Harmonious working of the Board
- 7) Less micromanagement from the Board
- 8) Higher levels of financial transparency
- 9) Clearer long term direction and strategic planning.

2017 saw a high level of NESA scrutiny of the Excursions and Class Trip Program. This was prompted by a complaint from a parent and a review of our Policies and Procedures was initiated.

Since then the school has completely reviewed and changed its practices in relation to Class Trips and Excursions through the introduction of the

Excursions Pack which allows teachers to proceed with the planning of trips only by the correct progression of approvals, risk assessments and budgets.

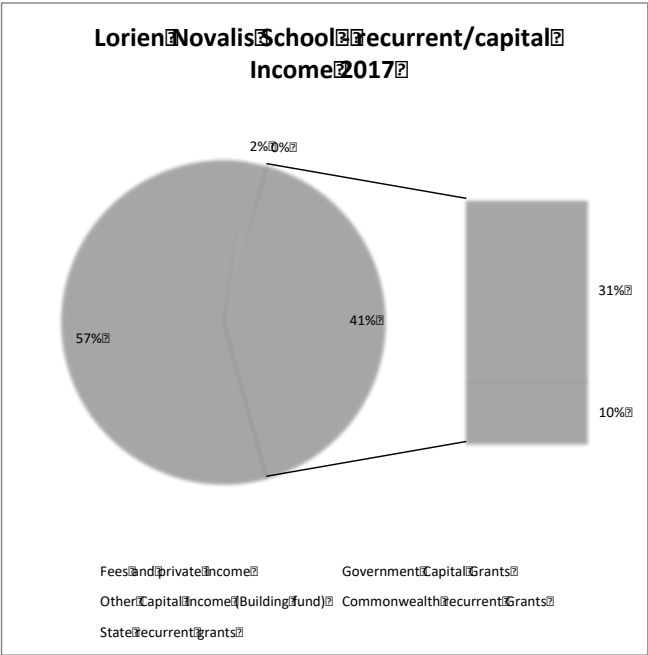
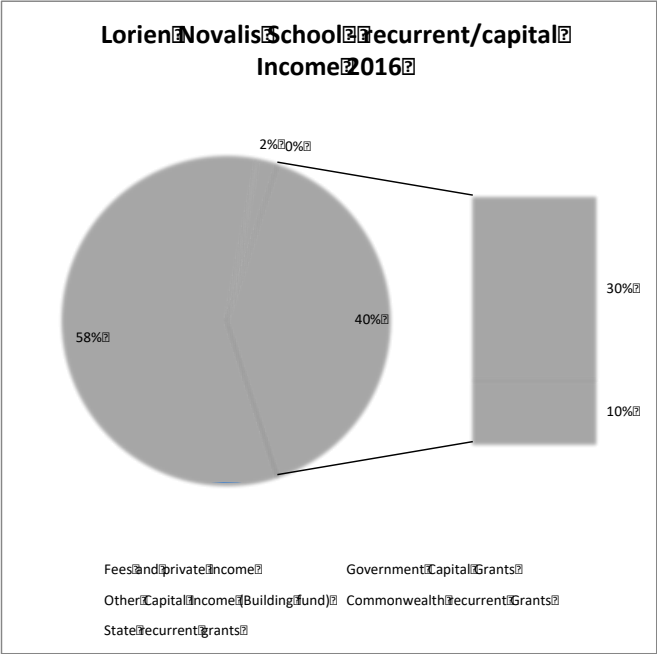
Respect and Responsibility

Lorien Novalis School nurtures respect and responsibility by modelling inclusive and empathetic behaviour throughout the professional body and community generally. Respect and responsibility are fundamental attributes of Steiner education. 2016 saw the development and promotion of the strength-based learning approach across the school, which acknowledges the strengths and capabilities of all students, rather than a focus on their weaknesses. This approach helps students build their self of worth, self-esteem as well as respect and regard for others. The school fosters respect and value in the teachers and parents and this is obvious inculcation for all students. Respect and responsibility, as a theme, culminates in community building excursions by High School Classes such as Class 10 building project in Vanuatu and Class 12 Community Project in Vietnam.

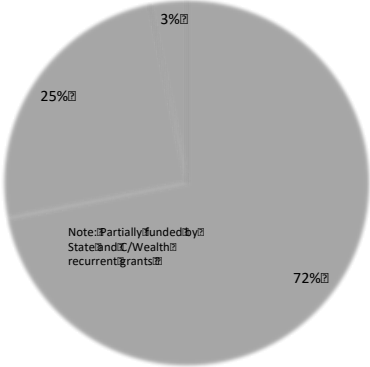
Parent, Teacher & Student Satisfaction

Parents, teachers and students are involved in many aspects of school life generally. This involvement is welcomed and encouraged. Various parent and student initiatives occurred throughout the year including Parents and Friends initiatives, parent library, market days, cultural days, fund raising events, fruit and vegetable co-op, parent information education evenings, parent involvement in classes and more. The Parents & Friends Association engaged with teachers and parents to create successful working bees at the school. With the support of the school the P&F also established an email address and webpage to create access to information about the P&F. Next year we will start the Parent College to help Parents engage in the school at a higher level giving them opportunity to contribute to policy development and school ethos.

Financial Report.

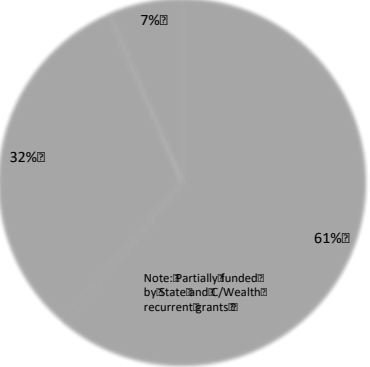


Lorien
Novalis
recurrent/capital
Expenditure
2016



Salaries, Allowances, Related Expenditure Non-salary Expenses Capital Expenditure

Lorien
Novalis
recurrent/capital
Expenditure
2017



Salaries, Allowances, Related Expenditure Non-salary Expenses Capital Expenditure