



SCHOOL FOR RUDOLF STEINER EDUCATION LTD.

2018 ANNUAL REPORT



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Introduction

We would like to open our Annual Report with an acknowledgment of the indigenous people of the Durug Nation who are the original custodians of this land and in respect to them we take our custodianship of our school land with the highest degree of regard. We acknowledge that once their children, played and laughed on this ground that now our children play and laugh on, listened to stories and learned the ways of the earth as now our children still do. We are grateful for the legacies imbedded in the land.

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, encompasses,

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 the works of Dr. Steiner.



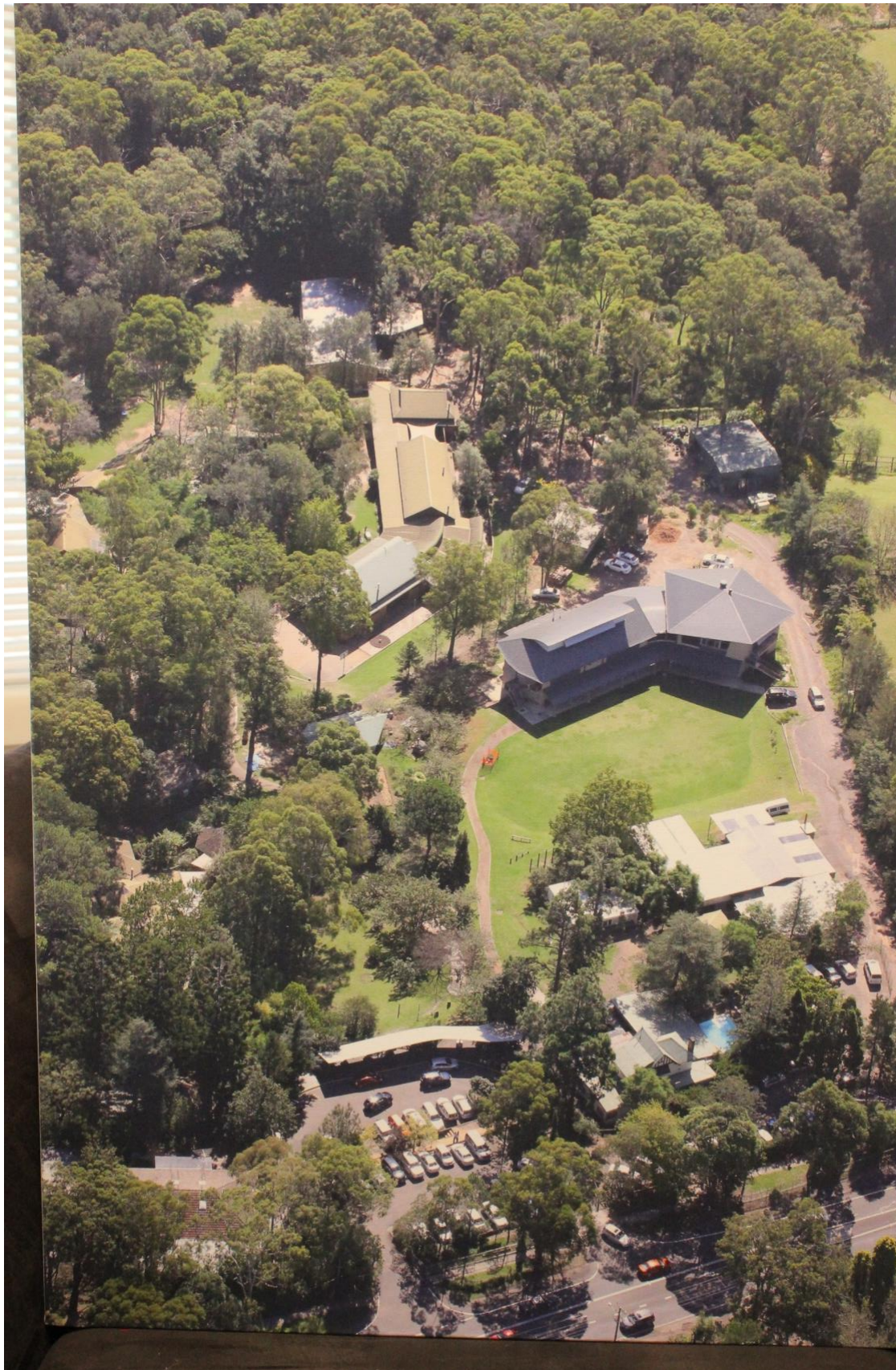
Lorien Novalis School

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.





A Message From The Board

Chairman's Report

A message from the Board. This year saw a couple of changes on the Board whereby Neil Steinhardt and Stuart Rushton stepped down from the board after many years of valued service and contributions to the school. Teja Jaensch and Amy McGillivray were asked by the board to fill the casual vacant positions. Over the last twelve months the Board has again worked harmoniously which has been a continuing stabilising and calming influence on the school.

One of the highlights of the year was the finalisation of the acquisition of the property next door which will provide many further opportunities for better education and growth of the school now and into the future. This property will 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 was 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.

Towards the end of 2018 financial difficulties became apparent and certain cost-cutting measures had to be implemented which were carried over into 2019. The administration and the Board worked very closely to remedy the situation. At the end of 2018 Barbara Kasper resigned from her position as Business Manager to take on a new role and I wish to thank her for her positive improvement contributions which have helped towards the growth of the school. Ray and Jennifer Blanch have taken

on a number of aspects of her position as business manager. There are still challenges ahead for the school such as achieving the optimal number of students.

Overall, I felt that the Administration and the Board were working in harmony with a common focus so as to be well placed to achieve the best outcomes for the school. 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

Principal's Report

This report is for the year 2018 which was a varied and interesting year. At the beginning of the year we were very focused on the purchase of 260A, the property next door. Negotiations had occurred with the bank and the process was moving forwards. We took ownership in April.

The grand plan for the property is many fold,

- 1) New administration centre and front for the school
- 2) Inclusion of community support services, such as therapies, Doctor, counsellor
- 3) New primary school workshop
- 4) High School gardening
- 5) New playing fields
- 6) Overflow parking
- 7) Development of agricultural resources including animal care
- 8) Room of developing Eurythmy and Speech School and other adult education centres
- 9) Buffer against encroaching development.
- 10) Future proofing the school

Plans for house renovations have been passed through council and the DA has been approved. Construction should begin in June.

While the student numbers were very strong when the property purchase was considered they have since declined, causing a final financial outcome for the year being much less than anticipated.

The reasons for decline have been varied as far as we can determine. Interestingly the greatest shortfall in student numbers has been in Early Childhood and Lower Primary.

There were several areas of focus over the year, including,

- **Facilities**
 - New busses
 - New Primary Craft Room

- New Primary Staff Room
- New Lower Primary Play equipment
- New computers in the High School Lab
- New Computers in the Primary Staffroom
- Upgrades to the sewage treatment plant
- **Administration**
 - Revamping school fees payment options
 - Collection of bad debts
 - Implementing and restructuring of administration processes
 - Developing the new School Website
 - Investigating new policy management systems
 - Closing the OSHC
- **Education**
 - Higher levels of positive parent engagement
 - Teacher Accreditation and training
 - Investigating new HSC pathways for 2019 implementation
 - Improving educational standards across the school
 - Improved progress reporting
 - Restructure of Pre-School
- **Compliance**
 - Addressing the final review documentation for Class Trips and Excursions
 - Review of policies and procedures.
 - Dealing with difficult and sensitive employer issues
 - Review and implementation of employer contracts

NESA signed off on our renewed Policies and Procedures for Excursions and Class Trips ending the two-year review process. This was a very helpful and positive process and has left the school with a valuable and comprehensive management system for Excursions and Class Trips.

All excursions and class trips in 2018 went very well without incidence. Staff became well accustomed to working with the new documentation. This process will be further assisted in 2019 with the appointment of an Excursions and Class Trip Manager who will oversee all trips and documentation with a specific focus on Risk Assessment and Induction Procedures.

The general feel around the school was one of getting on with business and standing strong on ethos and values, reviewing and updating policies as well as looking at operating systems and their implementations. 2019 will see the implementation of Policy updating through Complispace as well as a full WHS audit.

Generally, our Governance position is very strong with an over-hall of,

- Child Protection Policies (and others)
- Teacher Accreditation processes
- Fee payment options
- Parent College (Parent engagement)

- Professional Development and Mentoring
- Insight Days
- Website and school promotion

At the latter part of the year we discussed the options for the HSC and how we could better meet the needs of the students. After many discussions with students, parents and outside authorities we decided to offer the HSC Pathway to year 11 and 12 students. This will allow students to defer sitting for the HSC for up to 3 years after year 12, giving students the opportunity to explore a greater variety of lesson options in years 11 and 12. This will hopefully also help to decrease the number of students choosing to leave Lorien at the end of Year 10.

In conclusion, 2018 was quite a difficult year causing us to dig deep into our personal reserves and stand strong in the ethos of the school and what we stand for. The purchase of the property has given the school new possibilities with the majority of the community fully supporting the move. This was a visionary move and one that will be fully appreciated in the years to come.

To look now into the future, the school community must stand strong in Steiner pedagogy and promote the school through the knowledge of the living spirit in every child that we see before us each day.

Governance, succession planning, collaborative leadership and supportive management processes are the focal areas which will secure a strong future for the school while in education we must maintain the 'Lorien' initiative more strongly than ever, encourage teachers to develop their Steiner work in the arts and teaching practices.

The rest of the Waldorf world recognises the need for change, through the curriculum and teaching practices if Steiner Education is to meet the needs of the students for the future. Lorien has been on this 'change' path for many years and now stands poised to play a lead role in the future.

Norman Sievers.
Principal.

Teacher Professional Development

Lorien Novalis continues to operate The Novalis College for the professional development of the teachers.

Over the course of 2018 teachers took part in the following courses and seminars.



Term 1

| Course | Week/Date | Activity Name | Attended | Min 80% |
|---|-------------------------|--|----------|---------|
| Summer Seminar | 30, 31 Jan, 1 Feb | Storytelling – Working with the sacred liminal space | /3 | 2 |
| Term 1 Course Excursion Induction | 23 Feb | Understanding policies and procedures associated with excursions | | |
| | 2 Mar | Working with the Excursions Manual | | |
| | 23 Mar | The induction process, The parent meeting, Induction for helpers | | |
| | 6 April | Completing documentation, Excursion diary, Debriefing | | |
| | Total Course Attendance | | /4 | 3 |
| Term 1 Course (parents) Creative speech & Intro to Anthroposophy | Weeks 2-7 | Friday morning for parents and assistants/new teachers | /5 | |
| Term 1 Speech | Weeks 1-10 | Thursday afternoons | /9 | 7 |

Term 2

| Course | Week/Date | Activity Name | Attended | Min 80% |
|---|-------------------------|--|----------|---------|
| Autumn Seminar | 26, 27 April | Seeing the Unseen | /2 | 1 |
| Professional Development IT | 14 May | Software to support learning needs | /1 | 1 |
| Term 2 Course Faces of Humanity: look at the face of humanity through the medium of pastel work | 18 May | Pastel work | | |
| | 25 May | Pastel work | | |
| | 8 June | Pastel work | | |
| | 15 June | Pastel work | | |
| | 29 June | Pastel work | | |
| | Total Course Attendance | | /5 | 4 |
| Term 2 Course (parents) Creative speech & Intro to Anthroposophy | Weeks 3-8 | Friday morning for parents and assistants/new teachers | /6 | |
| Anthroposophy Talks by John Pater | 21 May, 18 June | The work of Rudolf Steiner Karma and Reincarnation | /2 | |
| Term 2 Eurythmy | Weeks 1-10 | Thursday Afternoons | /8 | 6 |

Term 3

| Course | Week/Date | Activity Name | Attended | Min 80% |
|---|-------------------------|--|----------|---------|
| Winter Seminar | 5 th July | First Aid | /1 | 1 |
| Term 4 Course Eurythmy | 3 Aug | Eurythmy | /1 | |
| | 10 Aug | Eurythmy | /1 | |
| | 17 Aug | Eurythmy | /1 | |
| | 31 Aug | Eurythmy | /1 | |
| | 7 Sept | Eurythmy | /1 | |
| | Total Course Attendance | | /5 | 4 |
| Term 3 Course (parents) Creative speech & Intro to Anthroposophy | Weeks | Friday morning for parents and assistants/new teachers | / | |
| Anthroposophy Talks by John Pater | 13 Aug, 10 Sept | Angels and other spiritual beings Life after death | /2 | |
| Term 3 Eurythmy | Weeks 1-10 | Thursday Afternoons | /10 | 8 |
| Term 3 Speech | Weeks 1-10 | | /9 | 7 |

Term 4

| | Week/Date | Activity Name | Attended | Min 80% |
|---|-------------------------|---|----------|---------|
| Spring Seminar | 11, 12 Oct | <i>For the Love of Spring</i> Biodynamic Agriculture Painting & Drawing | /2 | 2 |
| Term 4 Course No course in Term 4 | | | /1 | |
| | | | /1 | |
| | | | /1 | |
| | | | /1 | |
| | | | /1 | |
| | Total Course Attendance | | /5 | 4 |
| Term 4 Course (parents) Creative speech & Intro to Anthroposophy | Weeks 1-9 | Friday morning for parents and assistants/new teachers | /9 | |
| Term 4 Eurythmy | Weeks 1-9 | Thursday afternoons | /9 | 7 |
| Term 4 Speech | Weeks 1-9 | | /8 | 6 |

Professional Culture Professional Learning Activity – Non and School based

| | |
|-----|--|
| 35 | Staff completed Advanced First Aid Certificate refreshers |
| 3 | Teachers continued with AIS Leadership Training |
| 6 | Teachers attained their Proficient Teacher level |
| 35 | Staff completed Child Protection Compliance Briefing |
| 3 | Teachers completed Steiner Teacher Intensive at Glenaeon School |
| 28 | Teachers continued ongoing training at Novalis College |
| 6 | Other staff attended Novalis College sessions |
| 2 | School delegates represented Lorient and the SEA Conference |
| 6 | Administrators attended the SEA, GLaM Conference |
| 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 also be accredited or provisionally accredited by NESA and are, as follows:

| | |
|----|--|
| 5 | Existing Teachers |
| 18 | Proficient Teachers |
| 5 | Provisional Teachers |
| 6 | 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 |
| 29 | Teachers have teaching qualifications recognized by NESA |

Teachers with Indigenous Background

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

Student Attendance

Student attendance during the reporting period.

Lorien Novalis School does not have an 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.

| FORM | ATT OVERALL | ATT MALE | ATT FEMALE | ATT IND MALE | ATT IND |
|--------------|----------------|----------|------------|-----------------|---------|
| Kindergarten | 93.3% | 94.0% | 90.0% | 90.0% | |
| PS Lorikeets | 91.7% | 90.0% | 92.8% | | |
| PS Possums | 93.5% | 92.9% | 94.2% | | |
| Year 1 | 94.5% | 94.5% | 94.5% | | |
| Year 2 | 93.5% | 92.4% | 94.7% | | |
| Year 3 | 95.0% | 94.6% | 95.3% | | |
| Year 4 | 95.2% | 94.0% | 96.2% | 95.3% | 90.6% |
| Year 5 | 94.8% | 95.0% | 94.7% | | |
| Year 6 | 95.2% | 97.1% | 93.2% | | |
| Year 7 | 94.7% | 93.6% | 95.6% | | |
| Year 8 | 87.5% | 85.5% | 89.4% | | |
| Year 9 | 88.4% | 85.2% | 90.9% | | |
| Year 10 | 89.4% | 92.4% | 85.1% | | |
| Year 11 | 88.8% | 88.0% | 89.5% | | |
| Year 12 | 88.8% | 88.7% | 88.9% | | |

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.

Goals and Priorities Goals for 2018/19

- Focus on 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 through outreach and information talks
- Increase assistance for children with learning difficulties
- Reconfirm the importance of class trips and outings, to support the curriculum
- Reconstruct all Risk Assessments for excursions and Class Trips
- Support teacher's performance and professional development through the Novalis College and other providers.
- Introduce joint faculty meetings to encourage school unity and understanding
- Extend the VET program to support the Senior High School
- Include the new VET course of Early Childhood Studies
- Up train teachers for VET so that we have two teachers trained for each subject
- 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
- Purchase of the property next door and develop plans to convert the building into offices
- Start developing a Master Plan

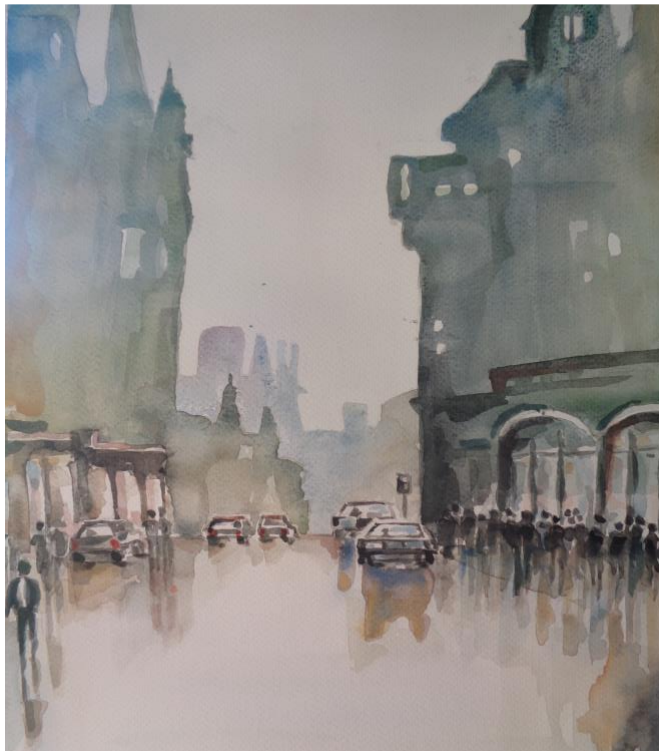
Leadership

The Principal is accountable to the Board of Directors and The College of Teachers with a full mandate of school function. As a relatively new role in Lorien Novalis the Principal position has consolidated into a collaborative leadership position with the Faculty Heads, the College of Teachers and the Board of Directors.

Overall the School is in a secure position and continues to consolidate around new program initiatives that have been implemented. 2018 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 and what we can offer senior students to improve retention.

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. The school is exploring the possibilities of using external policy management providers to maintain policy currency.





Staffing

Current staffing allocations and priorities are based on providing:

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

Workplace Composition

| 2018 | | | |
|--------------------------|-----------|-----------|-----------|
| | part time | full time | Total FTE |
| Principal | | 1.00 | 1.00 |
| Faculty head | | 2.00 | 2.00 |
| Early childhood teachers | 0.60 | 2.00 | 2.60 |
| Kindergarten teachers | | 1.00 | 1.00 |

| | | | |
|---------------------------|------|-------|-------|
| Primary Teachers | 1.60 | 7.00 | 8.60 |
| High School Teachers | 2.18 | 7.00 | 9.18 |
| VET Teachers | 0.45 | | 0.45 |
| Learning support Teachers | 0.80 | 1.00 | 1.80 |
| School Assistants | 1.70 | 4.00 | 5.70 |
| Admin Staff | 1.45 | 2.00 | 3.45 |
| IT Support | | | - |
| Grounds Staff | | 3.00 | 3.00 |
| Music Staff | | | - |
| total | 8.78 | 30.00 | 38.78 |

Community

Insight Days

People drive passed the school and don't know that we are here or what we are. The Lorien Markets were an open door to the community to come in and see what the school was like however when the markets closed in the middle of 2018 we had to create a new avenue to reach out to the community, hence the Insight Days, which invite the community, parents and individuals interested in Steiner Education to come into the school, listen to a talk, ask questions, take a school tour and get a hands on feeling of the school and its beautiful environment. These are proving to be successful and attendance numbers are steadily rising.

Current Community enhancements include:

- The introduction of the Parent College.
- The Introduction of Insight Days
- Leadership support for School Fair preparation (ongoing)
- Parent information evenings, talks and lectures
- Open meetings for High School students and parents
- Class meetings for all class groups within the school

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, 2019. Little Kindy student numbers have been good and will ensure a healthy Kindergarten uptake for 2019 Numbers in Pre School have not

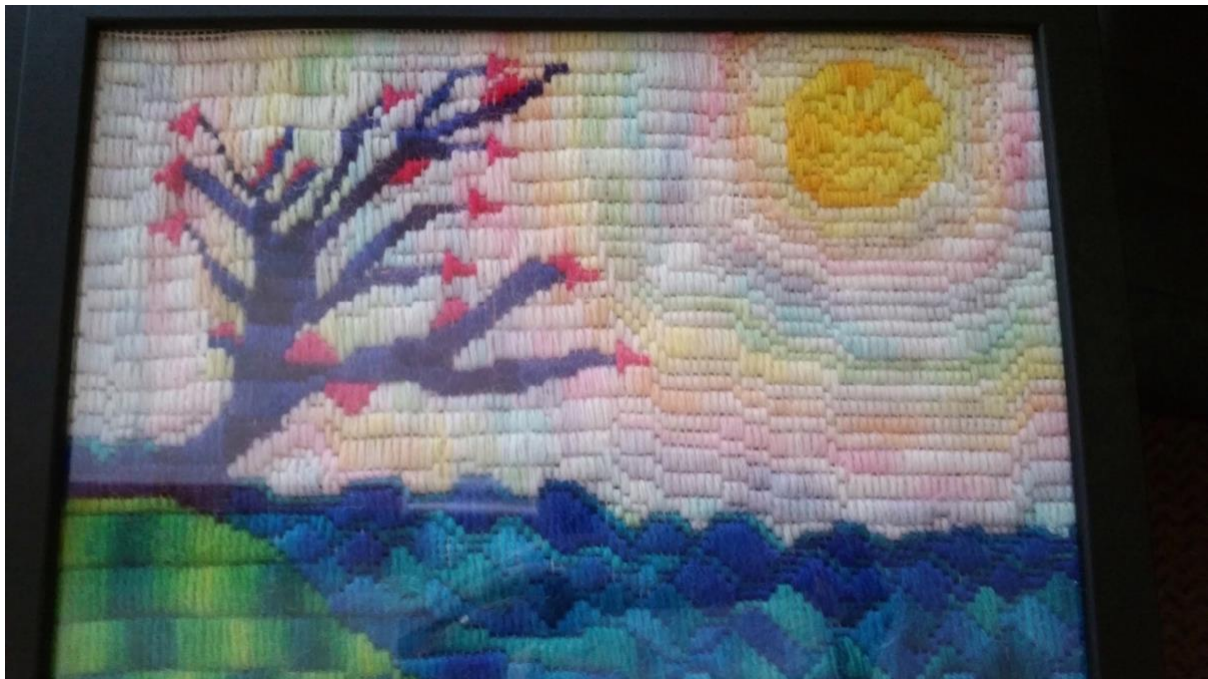
been so strong and I think we may need to revisit the entry age for Pre School to help build the numbers.



Primary School

The Primary School is running well despite a minor loss of numbers in some classes. Frances Corr, a very highly experienced teacher started her primary cycle again with a healthy and dynamic group of Class One students.

The Primary school continues to offer the community a rich and creative Steiner Education with a focus on developing the individual with respect to their talents, personality and their human spirit.



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.

The main focus in the Senior High School over the year has been exploration of HSC Pathways to give students more options at the end of their schooling. This will be implemented in 2019. The high loss of Year 10 students has been attributed to the lack of preference choices that the school can offer.



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 fourth year of the Diploma Course, which conclude for some participants at the end of 2018.

Operations and Facilities

The school is constantly focused on the improvement of facilities for the students, however funds are limited and maintenance and replacement cost continue to rise. Budgeting and fundraising are closely organised to help in this area.

The main highlight in our facilities area was the purchase of 260A, the school's next door property of 5 acres.

This property includes a large two storey home and five acres of land which includes a full size levelled playing field and areas for car parking and the development of our agricultural program particularly for the High School students.

The house will become the school's administration and reception centre. This will future-proof the school against the encroaching housing developments and allow a bush sanctuary to prevail in the ever developing Hills District.

Some of the other improvements that we achieved in 2018 were:

- New school bus
- Completion of the Lower Primary Playground

- Completion of the new Primary Staff room
- Completion of the new Primary Craft Barn
- Replacement of all computers in the computer lab
- Development of High School vegetable gardens on new property
- Use of new playing field on new property
- Continued improvements to the gardens and grounds.



Fundraising

The 2018 school fair was a great success, both socially and financially funds raised being set aside for the completion of the Primary Play Equipment and air conditioning for the rest of the primary classrooms as well as the Kindergarten. Other fund-raising events included the musical 'Greece' by High School students and a Winter Music night which highlighted student talent across the upper primary and High School. Funds raised was directed to the purchase on new equipment for the Performance Hall and the purchase of musical instruments for the school including 20 Ukuleles to form a Ukulele group in the school.



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. This year we started 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 and be more fully engaged in the processes of the school, creating a greater sense of ownership and community.

Summary

2018 has been a very interesting year for Lorien Novalis. On one hand we expanded our campus while on the other our student numbers struggled to reach estimated goals, causing some degree of financial stress on the organisation.

Across the school generally we were blessed with a general calm, after the difficulties of the 2017 school year. There was a general atmosphere of getting on with the job, consolidating policies and procedures, focusing on school ethos and particularly managing disruptive behaviours and their effects on classes.

As the Education Climate in Australia and across the world continues to change, there is more and more focus of the community on the elements of imagination and creativity. Lorien has always been focused on these elements of child development and how they apply to the curriculum.

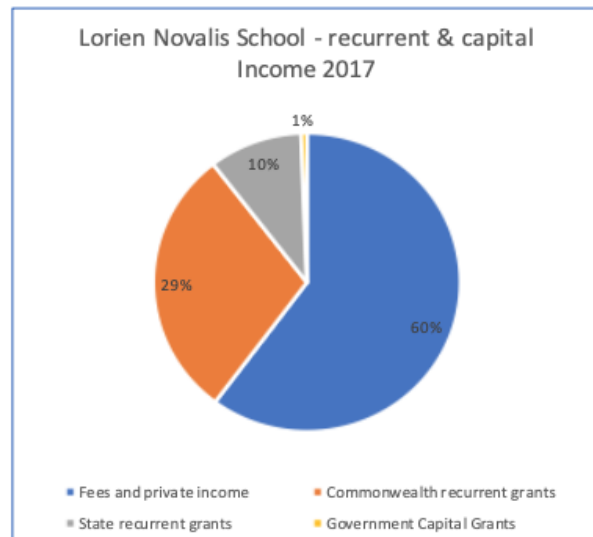
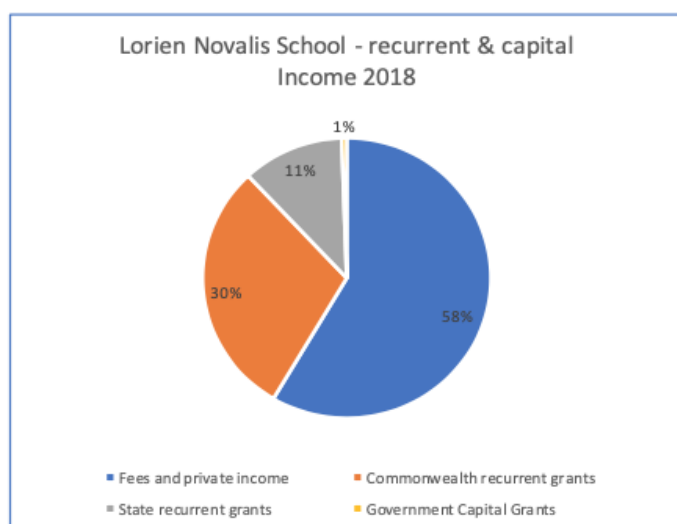
Our graduates continue to shine in their many careers and pursuits in the world, reflecting their journey through the school. At a recent parent and student evening Alumni student spoke of their journey to tertiary studies and reassured parents and students of their deep learning at school and the capacities that it built in them to take on their passions in the world.

Financial Summary 2018

Revenue

Fees and private income
Commonwealth recurrent grants
State recurrent grants
Government Capital Grants

| 2018 | 2017 |
|-----------|-----------|
| 3,316,959 | 3,565,636 |
| 1,673,089 | 1,737,364 |
| 647,600 | 583,589 |
| 31,662 | 35,774 |
| 5,669,310 | 5,922,363 |

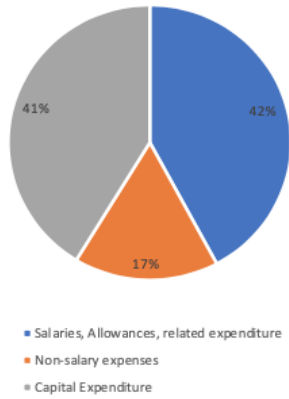


Expenditure - recurrent & capital

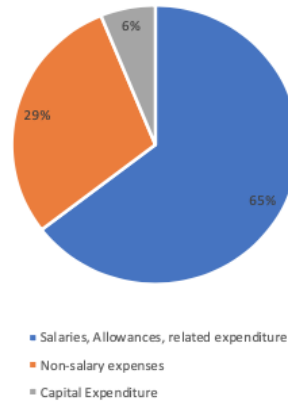
Salaries, Allowances, related expenditure
Non-salary expenses
Capital Expenditure

| 2018 | 2017 |
|------------|-----------|
| 4,252,598 | 3,986,165 |
| 1,668,408 | 1,804,619 |
| 4,165,416 | 382,082 |
| 10,086,422 | 6,172,866 |

Lorien Novalis School - recurrent & capital
Expenditure 2018



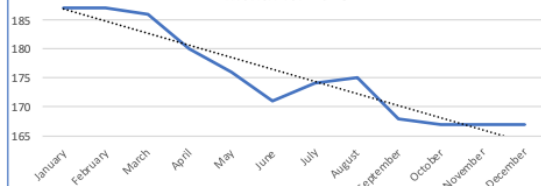
Lorien Novalis School - recurrent & capital
Expenditure 2017



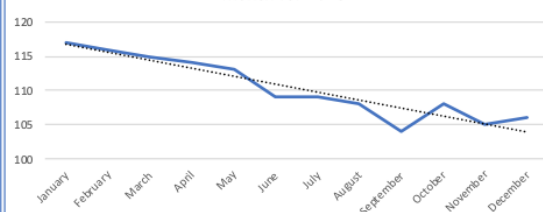
Student numbers by month

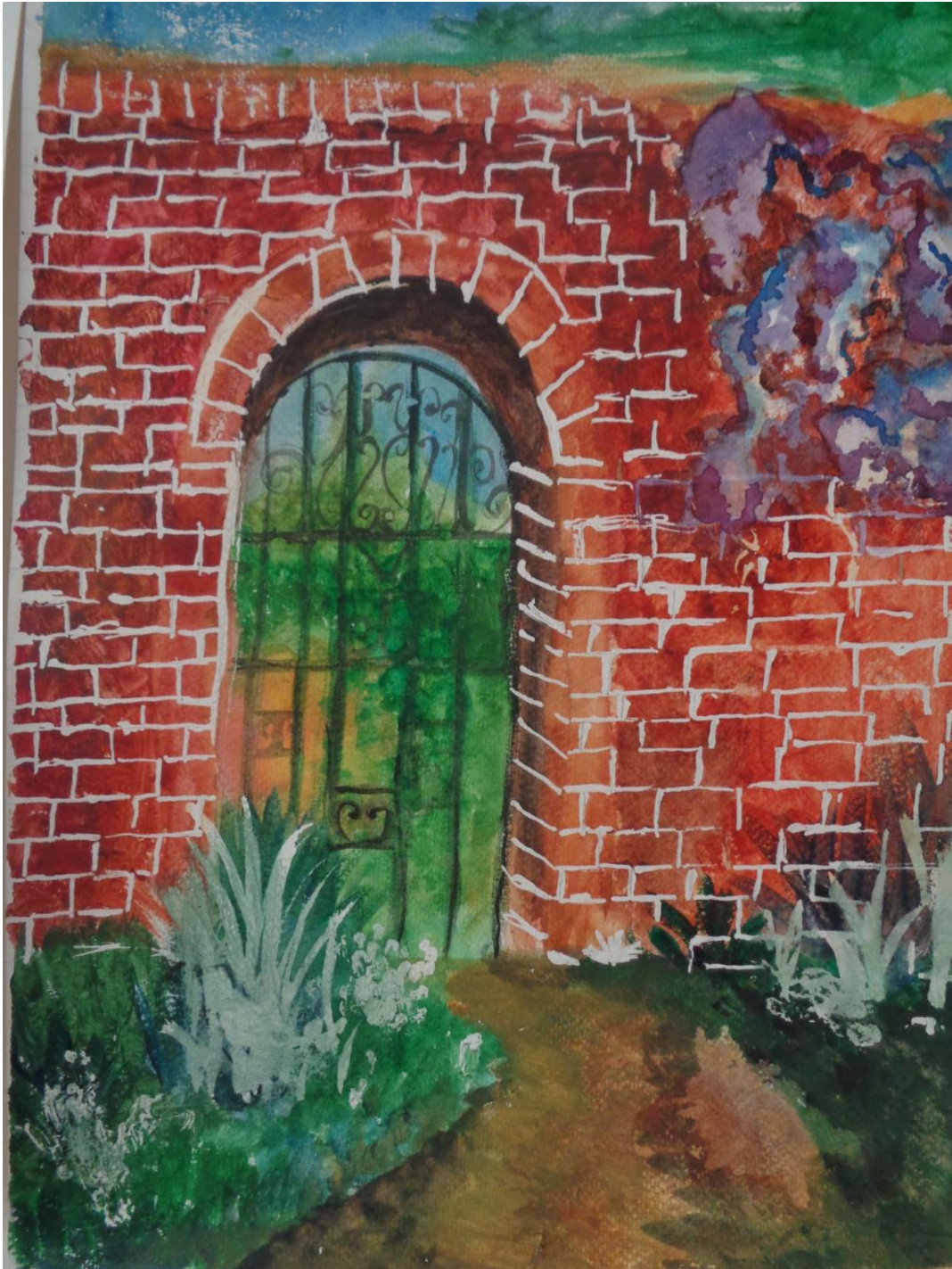
| | 2018 only | |
|-----------|----------------|-------------|
| | Primary School | High School |
| January | 187 | 117 |
| February | 187 | 116 |
| March | 186 | 115 |
| April | 180 | 114 |
| May | 176 | 113 |
| June | 171 | 109 |
| July | 174 | 109 |
| August | 175 | 108 |
| September | 168 | 104 |
| October | 167 | 108 |
| November | 167 | 105 |
| December | 167 | 106 |

Lorien Novalis - Primary School Student Numbers by
month for 2018



Lorien Novalis - High School Student Numbers by
month for 2018





Thank You

APPENDIX I
Child Protection Procedure



School for Rudolf Steiner Education Ltd

(241) Child Protection Procedure

| | | | |
|------------------------------|---|---------------------|----------|
| Date Approved | Feb 2018 | Date of next Review | Feb 2020 |
| Approved By | Head of School & College of Teachers | | |
| Custodian | Head of School | | |
| Relating documents and Forms | 240 Child Protection Policy | | |
| References and Legislation | NSW Family and Community Services www.community.nsw.gov.au NSW Ombudsman www.ombo.nsw.gov.au The Children's Guardian (formerly the NSW Commission for Children and Young People) www.kids.nsw.gov.au Department of Premier and Cabinet – Keep Them Safe www.keepthemsafe.nsw.gov.au | | |

(241) Child Protection Procedure

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1. Purpose and Scope

To outline processes for mandatory reporting.

PSOA = Person Subject to the Investigation

HOA = Head of Agency (at Lorien Novalis School this is the Head of School)

2. Responsibility for implementation of the Procedure

The Head of School is responsible for implementing this Procedure.

Specific responsibilities are outlined below and in 240 Child Protection Policy.

3. Procedure Framework

3.1 What should you do if you consider that a mandatory report is required?

Reporting by the School about these matters to Community Services and, where necessary, the police, is generally undertaken by the Head of Agency. This is in accordance with best practice principles and is the expectation of the School.

If you have a concern that a child or young person is at risk of significant harm you should contact the Head of Agency as soon as possible to discuss whether the case reaches the threshold of 'risk of significant harm' and the steps required to report the matter.

However, if there is an immediate danger to the child or young person and the [Principal] or next most senior member of staff is not contactable you should speak to the Police and/or the Child Protection Helpline directly and then advise the Principal or next most senior member of staff at the School as soon as possible.

You are not required to, and must not, undertake any investigation of the matter yourself.

You are not to inform the parents or caregivers that a report to Community Services has been made.

You are required to deal with the matter confidentially and only disclose it to the persons referred to above or as required to comply with your mandatory reporting obligations. Failure to maintain confidentiality will not only be a breach of this policy, but could expose you to potential civil proceedings for defamation.

3.2 What should you do if you have a concern that is below the mandatory reporting threshold?

While the Care and Protection Act outlines a mandatory reporter's obligation to report to Community Services, as an employee of this School, any concern regarding the safety, welfare and wellbeing of a student must be reported to the Principal.

You are required to deal with all reports regarding the safety, welfare or wellbeing of a student with confidentiality and only disclose it to the Principal and any other person the Principal nominates. Failure to do so will be a breach of this policy.

3.3 What happens when an allegation of reportable conduct is made?

3.3.1 Initial steps

Once an allegation of reportable conduct against an employee is received, the Head of Agency is required to:

- (a) determine on face value whether it is an allegation of reportable conduct;
- (b) assess whether Community Services or the Police need to be notified (ie, if reasonable grounds to suspect that a child is at risk of significant harm or criminal offence);
- (c) notify the child's parents (unless to do so would be likely to compromise the investigation or any investigation by Community Services or the Police);
- (d) notify the Ombudsman within 30 days of receiving the allegation;
- (e) carry out a risk assessment and take action to reduce/remove risk, where appropriate; and
- (f) investigate the allegation or appoint someone to investigate the allegation.

3.3.2 Investigation principles

The School will:

- (a) be mindful of the principles of procedural fairness;
- (b) inform the person subject of the allegation (PSOA) of the substance of any allegations made against them and provide them with a reasonable opportunity to respond to the allegations;
- (c) make reasonable enquiries or investigations before making a decision;
- (d) avoid conflicts of interest;
- (e) conduct the investigation without unjustifiable delay;
- (f) handle the matter as confidentially as possible; and
- (g) provide appropriate support for all parties including the child/children, witnesses and the PSOA.

3.3.3 Investigation steps

In an investigation the Head of Agency or appointed investigator will generally:

- (a) interview relevant witnesses and gather relevant documentation;
- (b) provide a letter of allegation to the PSOA;
- (c) interview the PSOA;
- (d) consider relevant evidence and make a preliminary finding in accordance with the NSW Ombudsman guidelines;
- (e) inform the PSOA of the preliminary finding and provide them with an opportunity to respond;
- (f) consider any response provided by the PSOA;
- (g) make a final finding in accordance with the NSW Ombudsman Guidelines;
- (h) decide on the disciplinary action, if any, to be taken against the PSOA;
- (i) apply the NSW Office of the Children's Guardian (OCG) Guidelines and decide if the matter is reportable to the OCG; and
- (j) send the final report to the Ombudsman and report to the OCG (where required)

The steps followed in the investigate process will be guided by the "Recommended Protocols for Internal Investigative and Disciplinary Proceedings, 2001" (IEU/AIS) as updated from time to time. The steps outlined above may need to be varied on occasion to meet particular circumstances. For example it may be necessary to take different steps where the matter is also being investigated by Community Services or the NSW Police.

A PSOA may have an appropriate support person with them during the interview process. Such a person is there for support only and as a witness to the proceedings and not as an advocate or to take an active role.

3.4 Risk management

Risk management means identifying the potential for an incident or accident to occur and taking steps to reduce the likelihood or severity of its occurrence.

The Head of Agency is responsible for risk management throughout the investigation and will assess risk at the beginning of the investigation, during and at the end of the investigation.

3.4.1 Initial risk assessment

One of the first steps following an allegation of reportable conduct against an employee is for the Head of Agency to conduct a risk assessment. The purpose of this initial risk assessment is to identify and minimise the risks to:

- (a) the child(ren) who are the subject of the allegation;
- (b) other children with whom the employee may have contact;
- (c) the PSOA;
- (d) the School, and
- (e) the proper investigation of the allegation.

The factors which will be considered during the risk assessment include:

- (a) the nature and seriousness of the allegations;
- (b) the vulnerability of the child(ren) the PSOA has contact with at work;
- (c) the nature of the position occupied by the PSOA;
- (d) the level of supervision of the PSOA; and
- (e) the disciplinary history or safety of the PSOA and possible risks to the investigation.

The Head of Agency will take appropriate action to minimise risks. This may include the PSOA being temporarily relieved of some duties, being required not to have contact with certain students, or being suspended from duty. When taking action to address any risks identified, the School will take into consideration both the needs of the child(ren) and the PSOA.

Please Note: A decision to take action on the basis of a risk assessment is not indicative of the findings of the matter. Until the investigation is completed and a finding is made, any action, such as an employee being suspended, is not to be considered to be an indication that the alleged conduct by the employee did occur.

3.4.2 Ongoing Risk Management

The Head of Agency will continually monitor risk during the investigation including in the light of any new relevant information that emerges.

3.4.3 Risk Management at the Conclusion of the Investigation

At the completion of the investigation, a finding will be made in relation to the allegation and a decision made by the Head of Agency regarding what action, if any, is required in relation to the PSOA, the child(ren) involved and any other parties.

3.5. What information will be provided to the PSOA?

The PSOA will be advised:

- (a) that an allegation has been made against them (at the appropriate time in the investigation); and
- (b) of the substance of the allegation, or of any preliminary finding and the final finding.

The PSOA does not automatically have the right to:

- (a) know or have confirmed the identity of the person who made the allegation; or

(b) be shown the content of the Ombudsman notification form or other investigation material that reveals all information provided by other employees or witnesses. The WWC Act enables a person who has a finding referred to the OCG under the Act to request access to the records held by the School in relation to the finding of misconduct involving children.

3.6. Disciplinary Action

As a result of the allegations, investigation or final findings, the School may take disciplinary action against the PSOA (including termination of employment).

In relation to any disciplinary action the School will:

- (a) give the PSOA details of the proposed disciplinary action; and
- (b) give the PSOA a reasonable opportunity to respond before a final decision is made.

3.7. Confidentiality

It is important when dealing with allegations of reportable conduct that the matter be dealt with as confidentially as possible.

The School requires that all parties maintain confidentiality during the investigation including in relation to the handling and storing of documents and records.

Records about allegations of reportable conduct against employees will be kept [in a secure area] and will be accessible by [the Head of Agency or with the Head of Agency's express authority].

No employee may comment to the media about an allegation of reportable conduct unless expressly authorised by the Principal to do so.

If you become aware of a breach of confidentiality in relation to a reportable conduct allegation you must advise the Principal.

3.8. Working with Children Check (WWCC)

All staff employed at Lorien Novalis School are required to obtain and maintain a current WWCC.

3.8.1. When to verify a WWCC

A staff member cannot commence working for Lorien Novalis School without the WWCC having been verified. New staff members are to present their WWCC number at least 7 school term days prior to the expected commencement date.

3.8.2 Verifying a WWCC Number

- Collect the WWCC number, plus the first and last name and the birth date of the person.
- The Officer Staff Member is not to accept the 'notification letter' or email as proof of a clearance. All WWCC numbers are to be verified online adhering to the following procedure.
- On the www.kids.nsw.gov.au website, click on the icon for "The Working with Children Check":



- Click on the icon for “Start here”:
- Click on “Employer log in and verify”
- Enter the surname, date of birth and WWCC number as supplied

When the verification appears on the screen, click on “Print Validation

3.8.3 Working with children checks for Volunteers

Any volunteer who will be working with or around children for 30 days or more over a school year must have a WWCC (Volunteers) Number that must be validated.

Other volunteers do not need to apply for, nor are they required to supply a new WWCC number, except where the Phase-In Schedule indicates volunteers will need to apply for a new WWCC number. Those volunteers who do not need a new WWCC number are to be processed in accordance with the 420 Volunteers Policy.

3.8.4 Exemptions reference

See Section 3.3 on Exemptions in the document “Information for Employers: The Working with Children Check”, regarding the exemption from a WWCC. This is available from www.kids.nsw.gov.au

3.8.5 Speakers, performers, assessors and other visitors

Speakers, performers, assessors and similar visitors who are visiting for a one-off event are exempt from providing a WWCC number.

3.8.6 Interstate Employees

Employees who will be temporarily employed by Lorien Novalis School in a one-off event (e.g. a jamboree, sporting or religious event or tour) and where the work does not exceed 30 days in one school year, are exempt from requiring to provide a WWCC number.

3.8.7 Work Experience students

Persons under the age of 18 are exempt from applying for, or supplying a new WWCC number.

3.8.8 Self-employed people

Self-employed people are required to obtain and maintain current a WWCC, which must be verified prior to any employment at Lorien Novalis School. Self-employed people include music tuition teachers who are not directly employed by the school, but who hold lessons with students on the school grounds and/or during school time and/or that are organised through the school.

3.10 Renewal of WWCC numbers and Phase-In Schedule

Current employees are responsible for applying for a renewal of a new WWCC number prior to the expiry date.

The Office Staff member will notify the Head of School 3-months prior to a renewal date.

Employees who do not complete the renewal will not be able to remain an employee of Lorien Novalis School.

3.11 Contract Workers

Visiting contract workers (e.g. maintenance contractors etc), are to sign in at the office, and wear a 'visitors' badge at all times.

4. Documentation and Records

4.1 Results of an online verification

For reference, the following is copied from the document "Information for Employers: The Working with Children Check", which is available from www.kids.nsw.gov.au

Once you have submitted these details, a brief report will appear on-screen. The table below provides the possible results and their meaning.

| Status | Meaning |
|-------------------------|---|
| Application in progress | A Working With Children Check application is being processed and the applicant may work with children. If the applicant becomes barred, the Commission will contact you and advise you of what to do next. |
| Cleared | This applicant has a Working With Children Check clearance that is valid until the listed expiry date. |
| Barred | The applicant has been barred from working with children and it is an offence to engage this person in child-related work or child-related roles. |
| Interim barred | The applicant has been barred from working with children during the course of a risk assessment. It is an offence to engage this person in child-related work or child-related roles. |
| Not found | The database cannot find a matching Working With Children Check for any one of these reasons: The data entered for verification (name, date of birth and Working With Children Check number or application number) has errors; The person's application has been withdrawn or terminated without an outcome; The person has not completed an application for a Working With Children Check (filled in the online form, presented proof of identity and paid any applicable fee). It is an offence to engage this person in child-related work or child-related roles. |

4.2 Persons who are not authorised to work with children

For reference, the following is copied from the document "Information for Employers: The Working with Children Check", which is available from www.kids.nsw.gov.au

You cannot employ a worker for child-related work (paid or unpaid) if the outcome of their online verification is:

- barred
- interim barred
- not found

4.3 Findings of misconduct involving children

For reference, the following is copied from the document "Information for Employers: The Working with Children Check", which is available from www.kids.nsw.gov.au

Findings of misconduct by a reporting body that the following conduct occurred will trigger a risk assessment:

- sexual misconduct committed against, with or in the presence of a child, including grooming a child
- any serious physical assault of a child.

A reporting body is defined and listed in section 35 of the *Child Protection (Working With Children) Act 2012*. Additional reporting bodies are prescribed in clause 25 of the *Child Protection (Working With Children) Regulation 2013*.

4.4 Acting on a notification that a person is not authorised to work with children

For reference, the following is copied from the document “Information for Employers: The Working with Children Check”, which is available from www.kids.nsw.gov.au

If you receive a letter advising you that a current employee or volunteer has become barred (or has an interim bar) you must immediately remove them from child-related work. It doesn't matter whether they are paid or unpaid; supervised or unsupervised.

Your options are:

- dismiss the worker
- suspend them from child-related work pending the outcome of an appeal
- transfer them to a non child-related role within the business (although you are under no legal obligation to find an alternative position for a barred worker).

PLEASE NOTE: The courts cannot order the re-employment of a person for child-related work if the person is barred from working with children. Damages or compensation are not payable to a worker who has been removed from child-related work because they are barred from working with children.

5. Privacy and Confidentiality

5.1 Information about a person that may be shared

For reference, the following is copied from the document “Information for Employers: The Working with Children Check”, which is available from www.kids.nsw.gov.au

The following information about a person contained in this register may be made available by the Office of the Children's Guardian to an employer or proposed employer on request by the employer or proposed employer:

- The Working With Children Check application number of any worker;
- The current Check status of a child-related worker;
- The number, type (volunteer or non-volunteer) and expiry date of a Working With Children Check held by a child-related worker.

The Office of the Children's Guardian must not make this information available unless the request is made in an approved format and contains the particulars required by the Office of the Children's Guardian.

5.2 Information about an employer that may be shared

For reference, the following is copied from the document “Information for Employers: The Working with Children Check”, which is available from www.kids.nsw.gov.au

The following information about an employer contained in the register may be made publicly available by the Office of the Children's Guardian:

- the trading name or registered business name of the employer
- the child-related work for which the employer engages a child-related worker
- the postcode or name of the place in which the employer's business is located
- whether any requests for information regarding a Check status were made to the Children's Guardian by the employer within a specified period

6. Documentation and Records

4.1 For a new employee or a returning employee

Indicate on the Employment Screening Checklist that the WWCC was validated.
Return the Employment Screening Checklist to the Principal.

4.2 Filing of verifications

File the printed Validation in the "Working with Children Checks Online Verification" Folder, located in the Office.

The printed Validation is to be checked that it has recorded the following details:

- Full name
- Date of Birth
- WWCC number
- Expiry date of the WWCC number
- Date of the verification
- Outcome of the verification

4.3 Register of verifications

An update Register of WWCC Verifications is to be kept at all times.
This is to include the name of the employee and the date of expiry.

4.4 Checking for renewal

The Office Staff member is responsible for notifying the Head of School 3 months prior to a current employee needing to provide to Lorient Novalis School a renewed WWCC number.

4.5 Induction and recording

All staff will be regularly inducted in Child Protection during the end of semester one school holidays. All staff are required to attend this induction and if they do not attend they must arrange induction within one month of the beginning of the second semester.

Staff are required to read the school's Child Protection Policy and sign off that they have read it. Attendance records will be kept of staff attending Child Protection inductions and they will be filed in individual personnel files.

Notification of induction times will be advertised to all staff prior to the holidays of the first semester of each year.

Evidence of notification will be maintained within the school's records. School System (Edumate)

7. Phase-In Schedule

The Phase-In Schedule is pasted below, or is available from: <http://www.kids.nsw.gov.au/Working-with-children/New-Working-With-Children-Check/Resources>

| INDUSTRY SECTORS – Phase-in dates | | | | |
|---|--|---|---|--|
| 15 Jun 2013 to 31 Mar 2014 | 1 Apr 2014 to 31 Mar 2015 | 1 Apr 2015 to 31 Mar 2016 | 1 Apr 2016 to 31 Mar 2017 | 1 Apr 2017 to 31 Mar 2018 |
| <ul style="list-style-type: none"> Child protection Disability services Justice services Religious services (work as a minister, priest, rabbi, mufti or other like religious leader or spiritual officer of the organisation) Youth workers Authorised carers* Adults who reside in the home of an authorised carer or family day care service provider or home-based education and care service provider | <ul style="list-style-type: none"> Child development and family welfare services Religious services (work in roles including youth groups, youth camps, teaching children and child care) Residential services Transport services for children | <ul style="list-style-type: none"> Clubs or other bodies providing services to children (including sporting bodies) Entertainment for children Assessment of reportable matters (assessment officer) Principal Officer of a designated agency Principal Officer of an accredited adoption service provider | <ul style="list-style-type: none"> Children's health services (Local Health Districts) <ul style="list-style-type: none"> Central Coast LHD Hunter New England LHD Illawarra Shoalhaven LHD Mid North Coast LHD Northern NSW LHD South Eastern LHD Education - Secondary schools Education - Vocational Education - Private tuition and coaching | <ul style="list-style-type: none"> Children's health services - All remaining LHDs The Sydney Children's Hospitals Network (Randwick and Westmead) Justice Health and Forensic Mental Health Network Ambulance Service of NSW Children's Health – remaining services Early education and child care Education – all remaining services Education and care service – approved provider, manager or certified supervisor |

8. Version Control

| Version Control | Date Effective | Approved By | Amendment |
|-----------------|----------------|--|--|
| 1 | | | First Version |
| 2 | Jan 2018 | College of Teachers Board of Directors | Addition of WWCC |
| 3 | Feb 2018 | | Merge with duplicate procedure (161) |
| 4 | July 2018 | | Edited to remove phase-in information for new WWCC |