



SCHOOL FOR RUDOLF STEINER EDUCATION LTD.

2016 ANNUAL REPORT



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EDUCATIONAL AND FINANCIAL REPORTING LORIEN NOVALIS SCHOOL

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1. A message from the Board.

The financial year 2016/17 has been good year for the school as a whole. Overall student numbers continue to track upwards and financially the school is in pretty good shape.

The government inspectors visited earlier this year to check on the last couple of outstanding accreditation issues and they were happy with what had been done to address earlier concerns. There are now no outstanding accreditation issues. The Board would like to extend a big thank you to all involved in getting us to this point!

The forecast student numbers for next year would indicate continued growth at Lorient Novalis and, if Gonski 2.0 is adopted, we are expecting some more financial support from the government. This should put us in a position to consider some exciting projects in the year(s) to come.

Though with current student numbers the school runs at a profit, the number of students that would have to leave to turn this profit into a loss is not very high and as such we need to remain diligent in our retention efforts.

The Board has worked with the College of Teachers and Association members to draft a new constitution for the school and we hope this document will be ready to be presented and approved at the AGM in August.

I would like to take this opportunity to thank all the staff and helper parents for the hard work that has been put in over the last year. Together we are creating a brighter future for Lorient Novalis.

Arthur Sannen
Chairman of the Board of Directors

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 Co-Principals, Norman Sievers and Stuart Rushton, 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; a Parents Meet & Greet morning coffee initiated to bring the community closer together; the Craft Group generating many exciting projects for the upcoming Lorien Fair; the Mallorn Tree shop continuing to service the school with it's great range of offerings; Facebook groups established to create ongoing sharing; and several Parent Education evenings which offered valuable insight into various topics.

The upcoming year offers many opportunities for fundraising and community building, with plans already underway for a Midwinter Music Night and a Trivia Event. 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.

Artemiss Keyhani
P&F Co-ordinator

Arthur Sannen
P&F Treasurer



Lorien Novalis School

Lorien Novalis School for Rudolf Steiner Education is a co-educational, non-denominational 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.



Student Performance

NAPLAN – No information available – Participation below the reporting threshold.



HSC Performance by Course 2016

In 2016, there were ten students in Class 12 at Lorien Novalis School.

The results, and comparison to NSW state results are given below:

Subject	Number of students	Band 2	Band 3	Band 4
Advanced English	4	LNS: 10% NSW: 1%	LNS: 10% NSW: 8%	LNS: 10% NSW: 29%
General Mathematics 2	4		LNS: 40% NSW: 24%	
Philosophy	10	<i>Not applicable: no external exams</i>		
Portfolio & Presentation	10			
VET Construction	4			
VET Entertainment	3			
VET Hospitality	3			

NSW results: <http://www.uac.edu.au/documents/atar/Scaling-report-2016-TableA2.pdf>

ATAR Results 2016

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

Post-Year 12 Destination

Destination by type	Number of students
University	
Private College	
TAFE	2
Full-time employment	6
Gap Year	
Apprentice / Traineeship	
Unknown	2

Professional Culture

Professional Learning Activity – Non and School based

32 Staff completed Advanced First Aid Certificate refreshers
2 teachers completed AIS Leadership Training
25 teachers completed AIS Mandatory Reporting Compliance Briefing
4 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
1 Administrator attended the SEA, GLaM Conference
1 Teacher completed Cert 4 and VET training
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	10
Provisional	7
Proficient	7
Conditional	3

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

17 teachers have teaching qualifications recognized by NESSA

Teacher Attendance and Retention Rates

In 2016 the average daily staff attendance rate was 86%. The proportion of staff retained from 2012 is 92%.

Current teaching staff years of continuous employment at Lorient Novalis School
1 to 5 years 36% 6 to 10 years 32% 11 to 15 years 14% 16 to 20 years 11% Greater than 20 years service 8%

62% of Teachers have over 10 years teaching experience in Steiner Schools within Australia and/or overseas

Teachers with Indigenous background

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

Teaching Staff Overview

	2016	
Overall Attendance	86%	Average attendance rate
Teacher Retention	96%	Teachers retained from the previous year
Full Time Teachers	16	
Part Time Teachers	7	
Teacher Qualified	16	Qualified to teach based on teaching qualifications
Subject Qualified Teacher	7	Qualified to teach bases on tertiary qualifications

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.

CLASS	Overall Attendance
K	93.6%
1	93.9%
2	95.1%
3	93.9%
4	95.1%
5	94.7%
6	94.7%
7	93.5%
8	93.5%
9	94.0%
10	92.0%
11	89.9%
12	88.4%

Whole Student Retention 2016

Start Year	End Year	out	in	Net Change
338	360	58	80	6.5% increase

Senior Retention

Beginning 2014 Y10 Enrollments	Ending 201 Y12 Enrollments	Year 10 students still in year 12	Apparent Retention	Actual Retention
17	11	9	55%	55%



Enrolment Policies

(130) Enrolment Continuation and Exit Policy

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3. 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.

4. 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.

5. 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'.

6. 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, the Primary and/or High School Coordinator, parents and the child/children attend the Interview.

At the First Interview, a sample assessment is 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 Lorient 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

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

Lorient 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 Lorient 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 Lorient Novalis School

- a) If the Educational Administrator 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 Educational Administrator 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.

7. 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 Educational Administrator 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.

Student Body

The 355 children and students of Lorient 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.

Goals and Priorities

Goals for 2016

- Renewal of Lorient 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 Lorient Novalis School Parents and Friends Association. This has been achieved
- 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 introduce 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
 - to introduce joint faculty meetings to encourage school unity and understanding
 - to extend the VET program to support the Senior High School, particularly Year 10.
 - To include the new VET course of Kitchen Operations
 - 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 BOSTES inspection and VET compliance audit successfully

Leadership

Lorien Novalis has continued working in a shared leadership role since the beginning of 2015. Throughout 2016 we saw unprecedented enquiry and student number growth. Student numbers have grown to very healthy levels. Overall the School is in a secure position and continues to consolidate around new program initiatives that have been implemented and point to some obvious KPIs in support of the leadership strategy:

- **School Community Morale.** By any measure, but especially in commentary from parents, teachers and students, the general feeling is that Lorien Novalis has moved on to a secure and prosperous position. Parents are happy with new initiatives
- **Complaints.** Over the year of 2016 there were minimal complaints. The centered mainly around communication and availability of policies.
- **Exit interviews.** Reports from the few families who have left the School this year indicate relocation and not dissatisfaction with Lorien Novalis as the reason for leaving. This is in marked contrast to Family departures in the 12 months prior. At the end of 2016 several student left from the class 10 group. 1 family relocated, 1 transferred to another Steiner school, 1 transferred to another local school, 1 entered the workforce and took up an apprenticeship, 1 was asked not to return.
- **Enrolments.** New enrolments continue at a healthy pace. Student numbers are firm with a positive trend.

2016 BOSTES Audit

The final Bostes Audit was carried out in May 2016. The school was granted 5 years full registration and accreditation. There will be a monitoring visit held early in 2017. The school is fully Registered and Accredited through to the end 2021

Policies and Procedures

Developing and Reviewing School Policies and Procedures is a major focus of our work. Policy work, including for the upcoming Inspection, remains a significant task into the future. In particular School Governance Policies and Procedures requires 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 the BOSTES Inspection burden
- 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 towards a future Out of Hours School Care program

Teaching and Learning

Early Childhood

Kindergarten and early childhood are all running smoothly with the Kindergarten growing in number. With 29 children in Kindy at the moment this poses a strong class one for next year, 2017.

Little Kindy student numbers have been good and will ensure a healthy Kindergarten uptake for 2017

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.

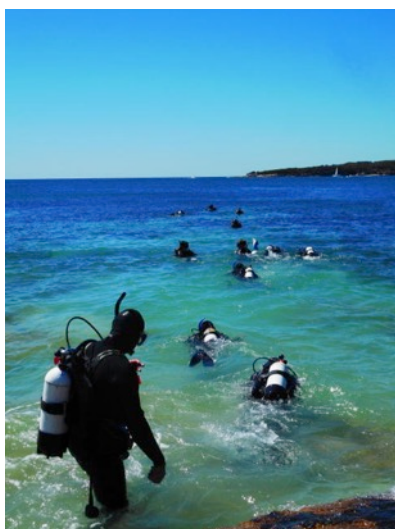
2016 saw the introduction of the Middle School model which includes class seven. While the class is still overseen by their class teacher, they have began an inclusion of several lessons with the High School.

High School

Numbers in the High School have grown significantly and with the introduction of new programs, the general atmosphere is very positive and enthusiastic with students being involved in landscaping and school improvement programs.

The staff have been very positive and working collaboratively for the overall improvement of the high school.

Ground work for the SRC has been laid with a proposed introduction and establishment in 2017.



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.

Operations

Many improvements to facilities were made in 2016, some included,

- 1) The start of rebuilding 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) Re-surfacing of the main pathway with rubber soft fall
- 7) Installation of the under- surface irrigation system for the back field

WHS

Workplace Health and Safety projects include:

- * Resurfacing the pathways with rubber soft fall
- * Removal of trees and dangerous branches
- * Installation/extension of the underground irrigation system on the back field
- * Installation of LED lighting in the classrooms and offices
- * Installation of gas heaters in all primary classrooms
- * Installation of air conditioner in Primary Staff Room/ Pre School

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.

Commercial Kitchen Project

Professional advice has been sought to develop a small commercial kitchen facility at School. The Kitchen would be available for general School Community use as well as for student VET training.



Fund Raising

The main fundraising event for 2016 is the School Fair. Funds raised at the fair were assigned to the new web climbing frame for Primary School which was installed over the Christmas Holiday period.



Summary

Since the beginning of 2015 has been a concerted effort to re-establish the Lorian 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
- 3) Senior College
- 4) New clarity in process for election of board members
- 5) Clearly established autonomy for leadership

Other specific initiatives that were designed in 2015 and introduced at the beginning of 2016 were,

- the establishment of special classes to better assist students with different learning styles and abilities
- to increase assistance for children with learning difficulties
- to introduce the Middle School Model as a concept to help bridge Primary and High School as well as integration
- to continue the work of the Novalis College in the professional support of the teachers.
- The addition of the VET program to support the Senior High School, particularly Year 10.
- To include the new VET course of Kitchen Operations
- To up train teachers for VET so that we have two teachers trained for each subject.
- To provide a Senior Study room to support senior students in their work, specifically the major works.

All the above initiatives were started in 2016 and have all proven to be very effective, as they were designed. Some changes have been made to help improve the programs even more.

Norm Sievers

Director of Teaching and Learning

Stuart Rushton

Operations



*New back field irrigation



* New pathway re-surfacing

Respect and Responsibility

Lorien Novalis School nurtures respect and responsibility by modeling inclusive and empathetic behavior 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 policy and 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.

Financial Report.

