

We acknowledge and respect the Gumbaynggirr people and their Elders past, present and future, as the custodians of the lands and waterways where we live, work, learn and play.

Contents	Page#
1. A message from key school bodies <ul style="list-style-type: none"> • Chair Report • Principal Report 	3
2. Tallowood School context <ul style="list-style-type: none"> • School Statement • Characteristics of Tallowood Students • Student Population 	6
3. Student outcomes <ul style="list-style-type: none"> • Student Learning • Student performance in Literacy and Numeracy Testing 	8
4. Teacher Professional Learning <ul style="list-style-type: none"> • Professional Learning in 2022 • Teacher Accreditation • Teacher Qualifications 	10
5. Workforce Composition	13
6. Student Attendance <ul style="list-style-type: none"> • Student Attendance rates • Management of non-attendance 	14
7. Enrolment Policies	16
8. Other School Policies <ul style="list-style-type: none"> • Student Welfare • Anti-bullying • Discipline • Complaints and Grievances resolution 	19
9. School Determined Priority Areas for Improvement	22
10. Initiatives promoting respect and responsibility	28
11. Parent, Student and Teacher Satisfaction	30
12. Summary Financial Information	32
13. School Contact Information	34

A message from key school bodies

Chair Report

I was lucky enough to be appointed as a board member during the AGM in June. Then I stepped in as Board Chair in late 2022; after Ben Whitaker stepped down, I would like to thank him for his time while in the role as chair.

2022 was a big year for Tallowood; with an increase in students and the number of classes we now offer, there was an increase in staffing which required some structural changes. We were lucky enough to welcome Lyn Sellers in the new role of Business Manager at the beginning of the year. Although the appointment of Bec Finch as Principal was confirmed, we waited with anticipation for her to start full-time at the beginning of Term Three. Once again, we were lucky enough to have Toni Wright-Turner stepping into the role of interim principal for the first half of the year to help hold the school. Although we gained some new faces during the year, it was also sad to say goodbye to some, and I would like to acknowledge Kim Shannon for her some 30 years of commitment to Tallowood School.

With the ease of Covid restrictions, we welcomed back our seasonal festivals and working bees throughout the year, which helped build on the Tallowood community spirit. It was great to see several new families and some familiar faces at these events, and I look forward to the continuation of building a solid community.

In October, we held a Special General Meeting for some necessary structural corrections to our constitution to allow for a more significant membership for our association. With the larger pool of association members, we hope to grow the board in 2023 to help steer Tallowood.

We are in a strong position with the new Executive Team leading the teaching, support and administrative staff. We look forward to strengthening Tallowood Steiner School in the coming years to accommodate the growing need of our beautiful children.

[“It is important that we discover an educational method where people learn to learn and go on learning their whole lives.”](#)

— [Rudolf Steiner](#)

As always, I would like to thank all the staff, families, volunteers, students, fellow board members and the broader community for all your ongoing support in allowing Tallowood to grow towards 2023.

Brad Edge

Chair, Tallowood Steiner School Board

Tallowood School Structure

Tallowood Steiner School Association

(1st and 2nd primary contact for all current fee paying students and other financial members)



Tallowood Steiner School Board

(Elected annually from the Association members max 7 persons)



Principal

(All student and educational matters)



All teaching staff

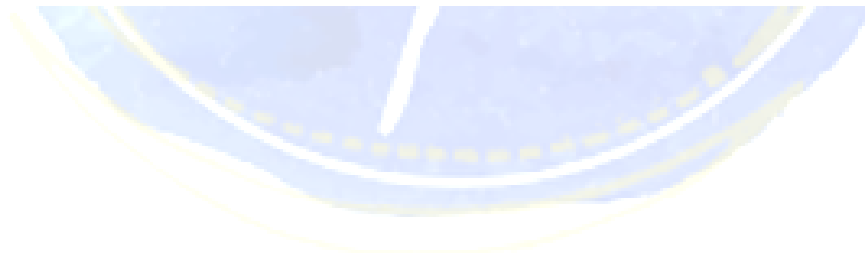


Business Manager

(All finances and non-educational matters)



Administration and Non-Teaching staff



Principal Report

Commencing my role as Principal in July 2022, I was gifted with a school held steadily through Semester 1 by the Interim Principal Toni Wright-Turner and new Business Manager Lyn Sellers. Toni and Lyn had settled the school community into the year with an emphasis on reconnecting community members, parents and families with each other and with the school.

This is the first year for Tallowood to have a Business Manager, and the role is essential in maintaining the financial stability and health of the school. With careful consideration of the schools' resources, staff and enrollment fee payment structures, Lyn has started the difficult and necessary task of keeping everyone accountable so that we can keep functioning within our tight operating margin.

Toni and Lyn were also responsible for guiding the school through the NESA Registration process, with documentation and curriculum assistance from the resigning Principal Michael Kirby. Tallowood was successful in achieving school registration for the next 4 years.

The decision to accept the position of Principal at Tallowood was one I did not take lightly, and was validated in my first 6 months by a strong sense of place and relational warmth held by the Board, staff and families. I feel grateful to be here. After the disruption to education, employment and social connection caused by the Covid pandemic, the school community seemed to welcome 2022 as a chance to resettle and recover. Attendance to Working Bees, community events and class meetings increased through the year. Enrolments rose steadily, starting at 66 students enrolled from Pre-Kindy to Year 6 and finishing at 81 students.

While operations were interrupted sporadically in 2022 by some Covid cases, and flood events, these were temporary hurdles overcome by the goodwill and efforts from the school staff and teachers. The loss of well-regarded staff members in previous years required some recruitment and consolidation of the teaching team. 2022 saw the establishment of a new part-time Learning Support team, ongoing Teacher Assistants for the early years and a First Nations Perspectives educator one day a week.

The desire to improve community and cultural connections with the local Bowraville schools began through the proposal of a Reconciliation Action Plan. Relationship building and participation in local events has been a positive process, with Tallowood students involved in the Bowraville Easter Parade, and Bowraville Readers and Writers Festival. Tallowood representatives attended an Aboriginal Education Forum hosted by Bowraville Central School, and the local Aboriginal Education Consultant Group (AECG) meetings. We have also strengthened our connections with neighbouring Steiner schools, Chrysalis and Casuarina Steiner, and the broader Steiner Education community through the SEA (Steiner Education Australia) and the Northern Steiner Leaders group.

At the centre of everything at Tallowood are the students; their sunny dispositions, positive attitudes, keen interest and sincere kindness continue to impress and inspire me to protect and nurture this unique educational space.

Rebecca (Bec) Finch

Principal, Tallowood School

Tallowood School Context

School statement

Tallowood Steiner School is a growing, independent school located in the beautiful rural setting of Bowraville, NSW. We aim for an enlivened education based on Rudolf Steiner's philosophy and adapted to meet the unique context of our natural environment and school community.

We provide dynamic learning opportunities through an integrated curriculum, cultivating a healthy life of imagination, connection and moral development. We encourage age-appropriate levels of individual responsibility from Kindergarten to Class Six, as they learn to work for the collective whole and celebrate diversity.

All integrated key learning areas are enriched with the arts, music, drama, creative movement, outdoor education and sport. Learning differentiation, assistance and individual tuition is enabled through our specialist and support programs. We aim to assist children to grow as people who are able to feel deeply, think clearly and communicate effectively.

Future directions for our school are based on developing connections with our local community and our natural environment - working towards sustainability for all children.

Characteristics of Tallowood Students

2022 saw enrolments stay steady at 71 students, with an additional 8 in our Pre-Kindy group. This number maintained combined stage classes: Kindergarten, Class 1&2, Class 3&4, and Class 5&6. Students travel to Tallowood from the nearby towns and locales of Eungai Creek, Congarinni, Macksville, Valla Beach, Nambucca Heads, Scotts Head, Missabotti and Bowraville.

Student Population

*Pre-Kinder	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
8	12	6	15	11	14	10	3

Student Outcomes

Student Learning

Our students benefit from multi-aged classes in numerous ways; socially, academically and in their personal development. Peer support and cooperation and peer tutoring have significant benefits for each child and each student is able to both shine in the areas of their strengths and also to receive positive role modelling and active support in their areas of challenge, from the other students. Children coming to Tallowood from other schools where they may have had difficulty learning or socialising, often adapt well to our small school environment; staff promote a high standard regarding school tone, behaviour management strategies and positive, consistent expectations.

Our practice of theme block lessons (Main Lessons) unifies and integrates all curriculum areas and all teaching and learning activities. Lesson content is developed from each core subject and subjects are taught in three or four-week blocks, depending on the subject.

This approach ensures that the children are engaged and participating in all the ways in which they are active as learners and make full use of their natural need for movement and rhythmical activity. Presenting curriculum content through literature and story really appeals to children's feelings and imaginations. Art is embedded as practice in all subjects and this enables children to be continually active as creators.

Throughout the course of each year, all Key Learning Areas are covered, in line with the requirements of the NSW Education Standards Authority.

In line with Steiner Schools throughout the world, Tallowood celebrates the seasonal Festivals at the end of each term. These Festivals provide an opportunity for the whole school community to come together in celebration of our school, the cycles of the seasons throughout each year and the student's achievements and growth. Students' work and achievements and a school play or performance pieces can be shared at these celebrations. A healthy feast is an integral component of these festivals and an ongoing reflection and affirmation of our Healthy Food Policy.

Kindergarten, Class 1,2,3 & 4 students attended swimming lessons in 2022. The older students from classes 5&6 enjoyed Sailing Lessons with a local sail school. Throughout the school day, students play cricket, basketball, handball and soccer, with lots of active skipping and running games as well as a continuing focus on fundamental movement skills.

Visual Arts and craft lessons provided the children with the opportunity to learn to weave their own recorder cases, sew their pencil cases, and engage in various art-based projects. All Craft activities are meaningful, purposeful and relate to something that the children need to use on a regular basis. They can also focus on artistic representations depicting aspects of the theme being studied at any given time. These can range from clay modelling, constructing

winter lanterns for use at our winter festival, making replica boats, tools and artefacts from different cultures and civilizations to creating backdrops for scenery to be used during school plays.

Creative play during break times is enhanced by the use of natural materials - particularly items from the school environment. Tallowood students have a number of bamboo poles and pieces sourced from the large bamboo stands on the school grounds. These pieces become cubbies, shops, horses, cups, bowls, megaphones, funnels and ramps.

School performance in National Literacy and Numeracy Testing

Please see the My Schools site for 2022 Naplan results: <https://www.myschool.edu.au/>. Tallowood School participated successfully in the online assessments for Naplan in 2022.

Teacher Professional Learning

At Tallowood, Professional development is recognised as an essential component of professional practice and is embedded in the yearly calendar in a number of ways. These include in-service staff days that occur at the beginning of each term. The focus here is on whole-school approaches, which are developed in areas such as ongoing curriculum development, school rhythms and routines, student behaviour policies and procedures, Child Protection legislation, Work Health and Safety practices and professional readings.

In addition to this, weekly pedagogical staff meetings are standard practice. All teachers undergo approved NESA training courses including annual Child Protection, CPR and First Aid updates as well as Professional Learning across curriculum areas, behaviour management and pastoral care, professional practice and Leadership training.

Governance and Management development continue to be supported through the Association of Independent Schools (NSW) and Steiner Education Australia (SEA). Our small school context requires a close and highly cooperative collaboration between the Principal, staff and the Board members and it is this collaboration that underpins the success of Tallowood.

Professional Learning in 2022

Description of the Professional Learning Activity	Number of participants
<i>Child Protection Training - CompliSpace</i> This course covered the depth and breadth of compliance obligations for staff, volunteers, and contractors in relation to Child Protection. It covered key definitions, risk factors, strategies to respond and practical guidance on how to prevent, detect and respond to child abuse or harm. Australian Professional Standards for Teachers: 4.1, 4.4, 6.2, 7.1, 7.2, 7.4.	All staff = 19
<i>Nationally Consistent Collection of Data - AIS</i> This course explored whole-school approaches to supporting students with disability, focusing on the NCCD as an essential element in strengthening effective inclusive schools. Participants will examine the roles of school leaders in fostering collaboration to enhance personalised learning and support for students. This course assumes participants have a working knowledge of the NCCD.	Teachers = 3
<i>Triple Thread Learning (Learning Difficulty Specialists)</i> Two half day (3 hour) workshops to educate and inform teachers how to use a structured literacy approach to teach reading and spelling.	Teachers = 7

<p><i>Understanding Temperaments with Lou Harvey-Zahra</i></p> <p>Knowledge the four temperaments was shared to support teachers and parents deeper understanding of people and children to increase connection and harmony.</p>	All Staff
<p><i>Steiner Bothmer Gym Intensive 1 day Workshop</i></p> <p>Bothmer Gym is a method of spatially oriented exercises which enhance movement skills through sports, games and gymnastics</p>	One teacher
<p><i>Connecting to Country - Nambucca Valley AECG</i></p> <p>Connecting to Country is an Aboriginal community cultural awareness teaching programme. This programme provides a much needed cultural conduit between the States teaching fraternity and Aboriginal peoples and communities. Teachers are offered a unique opportunity to engage directly with Aboriginal Australians at the local community level.</p>	One teacher
<p><i>Steiner Education Australia delegates meeting - Mt Barker</i></p> <ul style="list-style-type: none"> • Delegates from all SEA Member schools and Associate Member organisations are encouraged to attend these biannual meetings. Topics covered include: SEA Strategic Directions for 2023 - 2027 which has been developed from schools' consultation and survey, • review of the 2019 - 2022 strategic plan, and • facilitated ongoing work by the SEA Board. • Freshwater Creek Steiner School environmental sustainability project; • schools' sharing on the role of College; and • key priorities for SEA's reconciliation initiatives, including a review and revision of indigenous perspectives in Australian Steiner Curriculum Framework. 	One teacher and Principal
<p><i>First Aid Training - Mid North Coast</i></p> <p>The course covers assessing the casualty, providing safety, accessing emergency services, and using resources to provide first aid, such as providing CPR and using a defibrillator, administering an auto injector for anaphylaxis, administering asthma medication, assisting someone choking, using appropriate immobilisation techniques for envenomation, fractures, dislocations, sprains and strains, managing casualties with non-life-threatening bleeding and shock.</p>	Teaching and Support staff = 10
<p><i>NAPLAN online training - NESA</i></p> <p>These 3 eLearning modules have been designed to support staff involved in NAPLAN. Module 1 provides an overview of the NAPLAN process (including the principal's responsibilities). The remaining 2 modules have been designed to be role-specific and participants should complete all modules relevant to their role.</p>	Teachers = 4

<p><i>Steiner Education Australia GLaM (Governance, Leadership and Management) Conference</i></p> <p>Business Managers Forum</p>	Business Manager
<p><i>Northern Region Steiner Leaders meetings</i></p> <p>Once a term, the Northern Region Steiner Leaders meetings are for discussion of philosophical and practical aspects of leadership roles within a supportive collegiate setting.</p>	Principal and Business manager
<p><i>WHS Health and Safety - AIS (Association of Independent Schools)</i></p> <p>This two-day program provides attendees with the necessary understanding and skills to actively carry out the duties of a Work Health and Safety (WHS) committee member.</p>	Business Manager
<p><i>Michaela Glockler: Four lectures (Pedagogical Section Australia) Wellbeing</i></p> <p>Steiner Teacher intensive series of lectures regarding class curriculum in Class 1, 3 and 6</p>	Teachers = 3
<p><i>PC Schools Conference</i></p> <p>PC Schools is a comprehensive school management platform that helps schools of all sizes securely manage the entire student lifecycle, streamline communication, and enhance financial management.</p>	Business Manager
<p><i>Managing School Construction Projects</i></p> <p>A practical experience where principals, business/property managers and school board members can gain the knowledge and skills needed to reduce the risks involved in large scale school building projects.</p>	Business Manager
<p><i>Fire Warden Training</i></p> <p>This training provided staff with the knowledge and skills to effectively perform the duties of a Chief Warden/ Warden or Floor/Area Warden. The course meets the requirements of Australian Standard AS 3745 Planning for emergencies in facilities.</p>	Admin, Business Manager and Principal

Teacher Accreditation

Teaching Staff Accreditation	Number of Teachers
Conditional	-
Provisional	-
Proficient	6
Highly Accomplished Teacher (voluntary accreditation)	-

Lead Teacher (voluntary accreditation)	-
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Teacher Qualifications

All teaching staff have completed tertiary qualifications at a minimum Bachelor Degree level. All staff are recognised as having qualifications and are registered by NSW Education Standards Authority (NESA).

Workforce Composition

During 2022, the school employed a part-time Interim Principal for the first half of the year, and a new full-time Principal in the second half of the year. A full-time Business Manager was employed from January, alongside a part-time finance and payroll officer (0.6) and part-time office manager (0.6). An additional office assistant (0.2) was employed in the second half of the year.

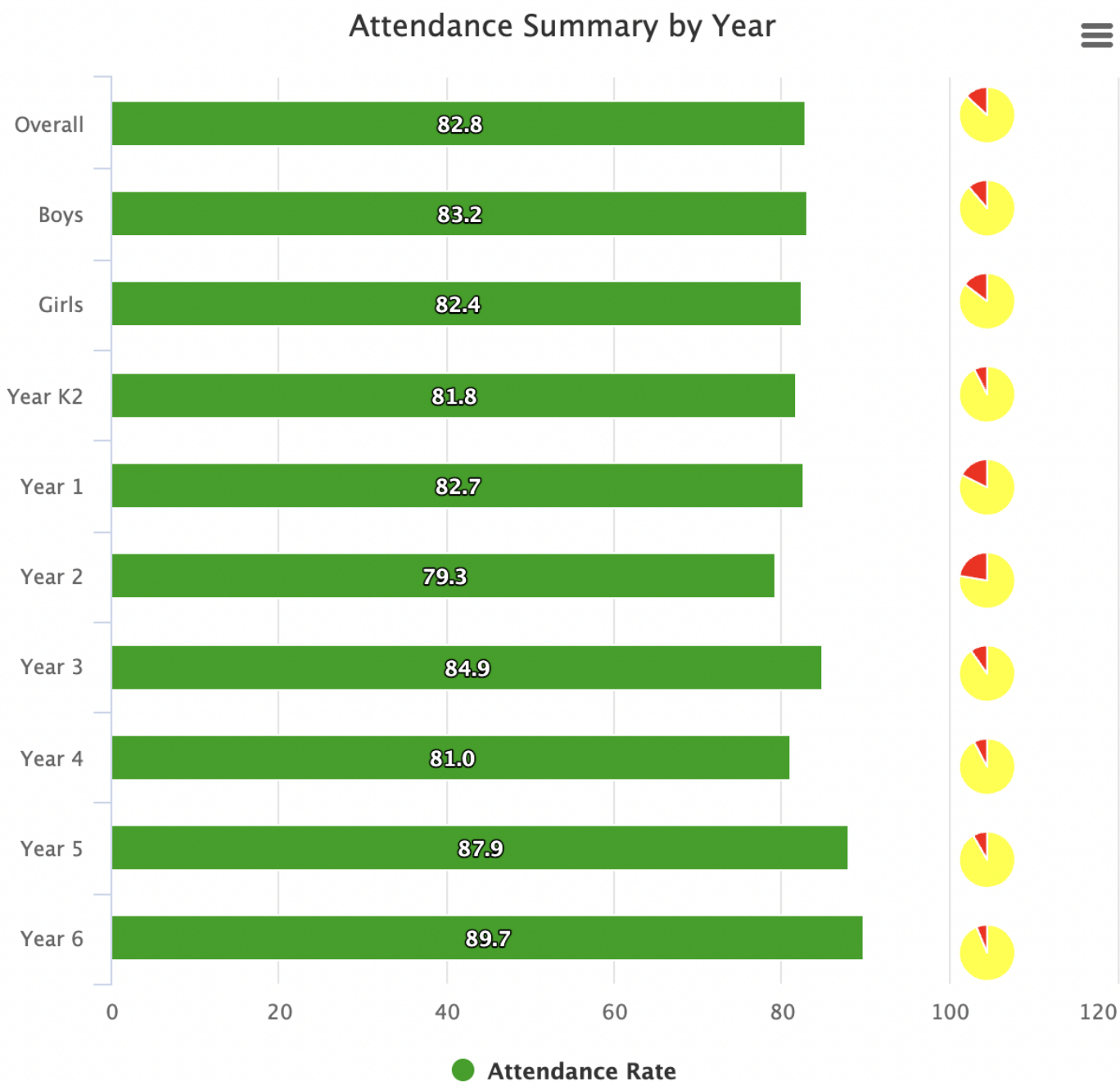
School Staff 2022	
Teaching staff	7
Full-time equivalent teaching staff	4.4
Non-teaching staff	7
Full-time equivalent non-teaching staff	4.3

In 2022, one staff member identified as Aboriginal.

Student Attendance

Student Attendance Rates

Our average student attendance rate at Tallowood School for 2022 was 82.8%, similar to the attendance rate in 2021.



Management of non-attendance

- The school maintains a daily attendance and absence register for students in each class.
- Student attendance and absence are identified and recorded online in PC Schools. Absences are recorded in student's files.
- Parents are alerted to unexplained absences through an automated message to the parents each morning.
- The School will contact parents and/or guardians in an appropriate manner where a student has a poor record of school attendance.
- Where unsatisfactory school attendance is identified, the attendance issue and any action taken will be recorded, as appropriate on the student file.
- In the event of a student who has continued absences, despite intervention with parents and carers, the school contacts the Department of Education
- All parents are given a copy of the Attendance and Absence Policy and Procedure on enrolment
- Staff are given a copy of the Attendance and Absence Policy and Procedure during induction.
- The school maintains a register of enrolments which will be retained for a minimum of five years before archiving. The register of daily attendances will be retained for a minimum period of seven years after the last entry was made.

Enrolment Policies

Enrolment Policy - full text

Tallowood Steiner School is a community co-educational K-6 school providing an education within the policies of the NSW Board of Studies. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, siblings already attending the school and other criteria determined by the school from time to time. Once enrolled, students are expected to support the school's ethos and comply with the school rules to maintain the enrolment. The school may determine a class to be closed to new enrolments based on various factors.

Procedures

1. All applications should be processed within the school's enrolment policy.
2. All relevant application paperwork will be provided to the school prior to commencement of the interview process.
3. Consideration is given to each applicant's interview responses regarding their ability and willingness to support the school's ethos.
4. Consideration is given to each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
5. Should the situation arise where, during the interview process it becomes apparent that the child will require additional support, the process for enrolment of students with additional needs will be followed.
6. Identification of strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
7. Inform the applicant of the outcome.
8. Should enrolment be accepted, all paperwork and documentation must be provided to the school prior to the commencement of enrolment.
9. Priority placement will be given to,
 - Children of Tallowood Steiner School Staff
 - Siblings of students already enrolled at Tallowood Steiner School

Students with Additional Needs

Tallowood Steiner School is committed to providing equal access opportunities for all students, where this is practically possible. The following process will be followed where an enrolment enquiry is made for a child or children with additional needs:

- All application paperwork and supporting documentation will be provided to the school by the applicant's parents/carers.
- An initial interview with the child/children's parents will be conducted with the Principal and Learning Support Coordinator

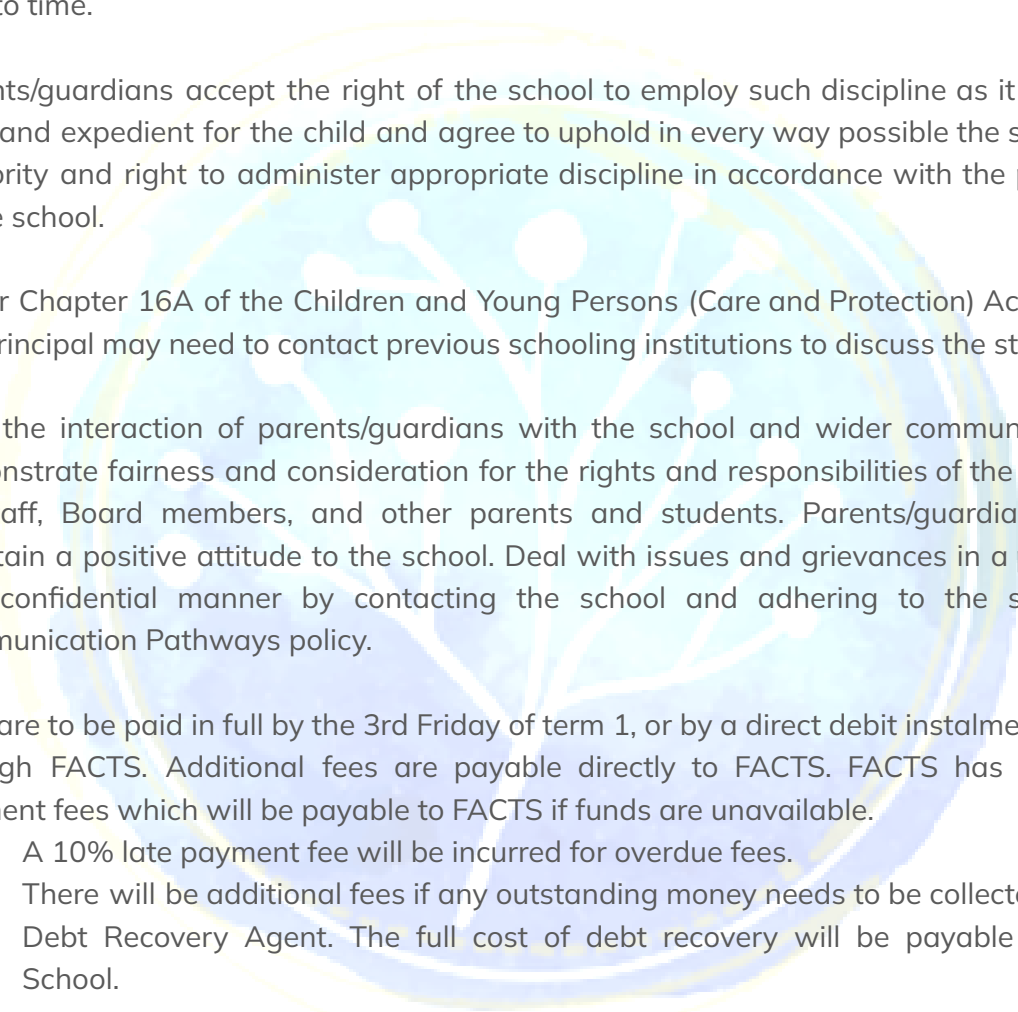
- This interview will ascertain the child's needs.
- The Principal and Learning Support Coordinator will meet with the class teacher concerned to discuss the proposed enrolment.
- The Principal will determine how the School can/will meet the needs presented by the particular child/children.
- The Principal will consult the Business Manager in order to fully clarify for the parents the scope of the school's resources and support mechanisms.
- The parents/carers will facilitate a channel of communication between the school and any external professionals working with the child.
- Develop a program which supports the child's education at Tallowood Steiner School.
- Should the enrolment be accepted, all requested paperwork and documentation must be provided to the school prior to the commencement of enrolment.

Policy Name: Enrolment Policy	Date of Origin: 31-3-11
Responsible: Principal	Review date: Every 5 years or as legislation requires.
Location: Executive Shared Drive	Attachments: Enrolment pack checklist
Last Updated: 21/3/22	By Whom: Principal

Conditions of Enrolment

Enrolment at Tallowood Steiner School is subject to the following terms and conditions:

1. Parents/guardians will agree to allow the child to share fully in the life and programme of the school. Acknowledge and accept the principles of Steiner education and support the aims of the school in this regard.
2. Parents/guardians will support and agree to the [Parental Code](#) of Conduct and Conditions of Enrolment and will undertake to support the aims of the school and order their own lives and home so that the child will be given every opportunity to flourish in a holistic learning environment where children learn to work for the whole and the collective good.
3. Parents/guardians will undertake to provide the child with all necessary resources and other equipment of a personal nature that may be required to enable the child to benefit from the education offered. Provide the child with appropriate shoes, clothing, and wide brimmed hat and to ensure that the child is always sent to school in a neat, clean manner and suitably dressed to enhance their educational experiences. Acknowledge and adhere to the Tallowood Steiner School dress code and the Healthy Food Guidelines.

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4. Parents/guardians will abide by Tallwood Steiner School's policies, protocols, procedures, management structure and decisions as they are and may change from time to time.
 5. Parents/guardians accept the right of the school to employ such discipline as it deems wise and expedient for the child and agree to uphold in every way possible the school's authority and right to administer appropriate discipline in accordance with the policies of the school.
 6. Under Chapter 16A of the Children and Young Persons (Care and Protection) Act 1998, the Principal may need to contact previous schooling institutions to discuss the student.
 7. That the interaction of parents/guardians with the school and wider community will demonstrate fairness and consideration for the rights and responsibilities of the school, its staff, Board members, and other parents and students. Parents/guardians will maintain a positive attitude to the school. Deal with issues and grievances in a prompt and confidential manner by contacting the school and adhering to the school's Communication Pathways policy.
 8. Fees are to be paid in full by the 3rd Friday of term 1, or by a direct debit instalment plan through FACTS. Additional fees are payable directly to FACTS. FACTS has missed payment fees which will be payable to FACTS if funds are unavailable.
 - a. A 10% late payment fee will be incurred for overdue fees.
 - b. There will be additional fees if any outstanding money needs to be collected by a Debt Recovery Agent. The full cost of debt recovery will be payable to the School.
 9. That while enrolled at the school, the student will behave in a way that does not bring dishonour to the School or is disrespectful of others. That the student will obey the rules of the school and conditions of enrolment, as applicable.
 10. Parents/guardians will give at least 1 term's prior notice of termination of enrolment in writing to the Principal and failure to do so may render them liable for 1 terms fees.
 11. That where the School Principal or School Board believes that a mutually beneficial relationship of trust and co-operation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school Principal or the School Board may require the parent to remove their child/ren from the school.
 12. That the school may suspend or terminate enrolment at its discretion for failure to comply with these conditions or other serious breaches of the school rules and regulations.
 13. On acceptance of a position a non-refundable application fee of \$150 is payable.

I/we accept the conditions of enrolment as set out above and hereby apply to have my/our child/ren

.....enrolled in the school.

Signed.....Father/Guardian.....Mother/Guardian

Print Name.....Father/Guardian.....Mother/Guardian

Date

Policy Name: Tallowood Steiner Conditions of Enrolment	Date of Origin:14/08/14
Responsible: Principal	Review date: As legislation requires.
Location: Enrolment pack	Attachments:
Last Reviewed: 8/5/23	By: Business Manager

Other School Policies

Student Welfare

Summary of Policy	Changes in 2022	Access to full text
Safe and Supportive Environment Policy The School wishes to promote a learning environment where teachers and pupils should be mutually supportive. Students and Teachers should respect each other and not engage in conduct which undermines this mutual trust and support, and also respects the philosophy and ethics of the school. The School encourages consultation between all members of the School community in matters which affect them.	No changes were made in 2022	The full text of the school's policy can be accessed by request from the Principal, from the school website, and from the school intranet.
Student Welfare Policy The policy is premised on the right of all students and teachers to engage in a healthy Learning and Teaching environment. Collaboration between school staff, students and parent(s) or carer(s) is an important feature of Tallowood Steiner School Welfare and Discipline Policy. When parents enrol their children at	No changes were made in 2022	The full text of the school's policy can be accessed by request from the principal, from the school website, and from the school intranet. Appendices available by request from the

Tallowood School they enter a partnership with the school. This partnership is based on the commitment to provide students with opportunities to learn and grow within the framework outlined by the Tallowood School Curriculum.		principal.
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Anti-Bullying

Summary of Policy	Changes in 2022	Access to full text
<p>Zero Tolerance of Bullying Policy</p> <p>The Principal, all staff, students and parents at Tallowood School are committed to a Zero Tolerance approach to Bullying. This is built through the positive and proactive strategies outlined in the Student Welfare Policy, the Behaviour Management Principles, and the Codes of Conduct for all staff, students, parents and volunteers. When there is a report or observation of bullying behaviour in the School it is addressed immediately with a consistent and procedurally fair response as outlined in the policy, and in the supporting policies and documents.</p>	No changes were made in 2022	The full text of the school's policy can be accessed by request from the principal, from the school website, and from the school intranet.

Discipline

Summary of Policy	Changes in 2022	Access to full text
<p>Behaviour Management Principles</p> <p>Tallowood School deals with behaviour management issues in a manner which is both fair and supportive to the students involved. Our behaviour management strategies meet the requirements of Federal and State legislations and are designed to support a safe and supportive learning environment.</p> <p>Tallowood School does not support, endorse or allow corporal punishment.</p>	No changes were made in 2022	The full text of the school's policy can be accessed by request from the principal, from the school website, and from the school intranet.

Tallowood School does not explicitly or implicitly sanction the administering of corporal punishment by nonschool persons, including parents, to enforce discipline at the school.		
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Complaints and grievances resolution

Summary of Policy	Changes in 2022	Access to full text
<p>Communication Pathways Policy and Procedure</p> <p>We strive to resolve educational or management issues in the school expeditiously and fairly so appropriate resolutions can be achieved.</p> <p>Many issues and disputes can be resolved informally. The procedures within the policy outline how issues may be resolved through the informal and formal processes. As far as is practical an issue of concern should be dealt with as close to the source as possible.</p> <p>The aim of this procedure is to handle the issue effectively in the spirit of procedural fairness:</p> <ul style="list-style-type: none"> • As quickly as possible • In a solution oriented way • With confidentiality and with respect • With due respect for natural justice 	No changes were made in 2022	The full text of the school's policy can be accessed by request from the principal, from the school website, and from the school intranet.

For further information please see the School website:

<https://www.tallowood.nsw.edu.au/about/annual-reports-policies>

School Determined Priority Areas for Improvement

Teaching and Learning

Priorities	Achievements	Status
Continue to develop Steiner educational philosophy, curriculum and methodology at Tallowood.	This is an ongoing evolution as our small school grows and expands and is being developed through the work of our Principal and teaching staff.	Ongoing
Continue to maintain and develop our Student Well-Being and Behaviour Management processes.	Ongoing with the whole staff. The implementation of optional lunchtime girls talking circles was a successful program.	Ongoing
Pursue equipment, resources and classroom style set up which enhances the capacity to facilitate the Steiner educational philosophy.	Classes have been refitted and the school reorganised to suit growing numbers	Ongoing with growing numbers and expansion of facilities.
To gain regular access to Funding to enable diverse and challenging sporting experiences to our students.	Application for Sporting grants successful.	Achieved
Continue to include swimming lessons as part of the educational week in at least Term 1 and surfing lessons for middle-upper primary students.	Kindergarten and Classes 1 to 4 completed swimming lessons. Surfing classes for upper primary were replaced by Sailing lessons in Term 4.	Achieved
Work to create a music and strings program across the school	This was achieved, within our current staffing including a weekly Specialist singing and Ukulele teacher.	Ongoing. Hope to employ a Violin teacher..

Employ a craft teacher to work across the school to support teachers and students.	This was not achieved, the craft program was reliant on the class teacher's skills and has created gaps in the students experience and skills.	The school-wide craft program was disrupted by the PHO and Vaccine Mandate in 2021.
Continue to provide a Foreign Language once per week for all students.	Indonesian was offered once a week for all classes.	Achieved.

Student Welfare

Achievement	Comment	Status
Continue to include "Circle Time" as a regular part of the student's active learning each school day.	Circle time continues to be a core aspect of the Main Lesson time and includes speech, recitation, active literacy and numeracy activities, singing and recorder playing.	Achieved and ongoing
To ensure that the existing class meetings and fortnightly whole school assemblies are linked with the social/emotional whole school program.	Working towards running similar programs in all classes.	Achieved and Ongoing
To continue to build the enrolments through school tours, marketing, open days/ festivals, and increasing visibility of the school through social media and the school Website. Maximising enrolments ensures our school's financial viability and increases the student's opportunities for peer learning and collaboration, relationship building and team games.	<p>This is an ongoing process, however enrolment numbers stabilised this year after some fluctuation in 2021.</p> <p>There continues to be a loss of students in upper years with the promise of securing a place at local independent High Schools.</p>	Ongoing
Ensure that staff are aware of and implementing the discipline	Achieved and ongoing through and regular Staff meetings, collegial conversations and support.	Achieved and ongoing

policy, Zero Tolerance Bullying Policy and Student Code of Conduct at all times.		
Encourage teacher and parent communication by appointment to facilitate open communication regarding any issue that may affect a student/s.	Achieved through face to face meetings, and increased opportunities for communication as parents were allowed back onsite.	Achieved and Ongoing

Staffing

Priorities	Status
Continue to employ a Music/language specialist teacher.	A music and choir teacher is employed for weekly sessions in all classes.
Continue to employ a specialist Violin teacher.	Unable to employ a Violin teacher in 2022.
Continue to employ a drama teacher.	Disrupted by the vaccine mandate.
Staff employed to support students with additional needs.	Achieved and consolidated in 2022
Support Staff have been employed to assist with Literacy and Numeracy.	Targeted literacy intervention program implemented across the school.
Focus on ongoing opportunities for new staff is to increase their knowledge of Steiner Education and its implementation within the school. To consistently aim for any replacement staff to possess Steiner Education qualifications and experience.	Disrupted by vaccine mandate and ongoing teacher shortages. Steiner Professional development offered to all staff through various providers.

Facilities and Resources

Priorities	Status
Organisation of classrooms.	Kindergarten remained in hall, Class 1 & 2 in first classroom, Library and Learning Support established in middle building alongside Classes 3&4 and Class 5&6 were established in the far building.

Maintenance of school grounds and buildings	Ongoing with employment of Maintenance and Bus Driver 3 days/week.
Maintain and monitor new Water supply safety measures in line with legislation.	Achieved and ongoing with monitoring.
Continue playgroup with an experienced playgroup leader.	Not achieved in 2022.

Administration and Financial Reporting

Priorities	Status
Continue to engage professional Auditor to review the chart of accounts used within the school administration, in line with increased reporting requirements.	Achieved and ongoing.
Continue to support financial and governance needs of School management and Board	Achieved and ongoing.
Policies, procedures, facilities and curriculum reviewed and updated for NESA Registration process.	NESA Registration Achieved
Curriculum outcomes continually mapped to meet NESA Syllabus outcomes	Ongoing.

Summary of school determined priority areas for 2023

GOVERNANCE AND MANAGEMENT

Commence Strategic planning with the Board, Management and the Tallowood Association members and community, including developing a Master Plan for the development of the school facilities across the whole site.

Governance training for Board and Management.

TEACHING AND LEARNING

Further development of our Tallowood Steiner School Curriculum, specific to a multi-age and/or stage-based classroom, small school context. Consideration and assessment in regards to the Curriculum to maintain flexibility which can accommodate single stream classes in 3 and 4 for 2023 if needed, as well as the potential of single Stage classes through 1 & 2, 3 & 4 and 5 & 6 as these students continue through the School. The school is working from the SEA curriculum and adjusting to suit the Stage based classrooms over a two-year period. Adjustments are ongoing due to new requirements outlined by NESA, ACARA and SEA.

- Review whole school Literacy and Numeracy programs, and establish consistent Scope and Sequences for each Stage.
- Continue weekly swimming lessons for Classes 1,2,3 & 4. Re-establish surfing and surf awareness lessons for middle and upper primary students.
- Continue targeted literacy intervention.
- Continue with specialist music program and re-establish strings program.
- Re-establish whole school Craft program.
- Establish recurring camps, excursions and out of school activities - particularly local community connections with other local Bowraville schools.

STUDENT WELFARE

- Link all programs with PDHPE outcomes, thus ensuring that the social/emotional welfare and development of the students is constantly monitored and evaluated.
- Continue to strengthen the cyber-safety program for Classes 5 & 6 year levels.
- Continue regular assemblies to discuss whole school issues and encourage positive peer relations

STAFFING

- Continue to employ qualified, experienced and passionate teachers who are provided with Steiner other relevant/ required training to teach in Tallowood School.
- Continue consolidation of office administration support and management programs to address the increasingly complex compliance and reporting obligations of the school.
- Ensure sufficient educational support for students with additional needs and literacy and numeracy support for individual students and in small and class groups.
- Ensure sufficient support staff to manage grounds and maintenance requirements

of the school.

FACILITIES AND RESOURCES

- Continue to create and maintain playground facilities which encourage creative play and enhance the physical and social development of our students
- Progress Strategic and Master Facilities Plan
- Continue site preparation and development for future facilities

ADMINISTRATION & FINANCIAL REPORTING

- Review and revise existing Policies
- Revise contracts and job descriptions
- Further define and document duties of each board member position

PROFESSIONAL DEVELOPMENT

Allowing opportunities for Professional Development across the School is a high priority with funds being allocated to this area. Staff Development will occur in Management, Curriculum Development, Business Administration, and Governance for the Board of Directors.

Planned Professional Development for 2023:

- Whole staff focuses on revising unit planning and programming for teaching units across all KLA's.
- Governance training for all Board members
- Teachers to attend Steiner National Teachers Conference (July).
- Triple Thread Literacy training for all teaching staff
- Steiner Pedagogy – Lou Harvey Zahra
- NAPLAN training
- NCCD training
- Child Protection PD
- First Aid Training
- AIS Principal Induction Program

School-based training planned for 2023:

- Weekly meetings with staff about school-based practice in all curriculum and student welfare
- Observation Days at other Schools.
- Principal/Teacher determined Professional Development courses across all KLA's.
- Steiner Pedagogy

Initiatives promoting respect and responsibility

'The highest endeavour of education is to help develop balanced individuals who are able, out of their own initiative, to impart purpose and direction into their lives.' Rudolf Steiner

Respect and responsibility for one's own actions and their impact on the school, home and society are an integral part of the methodology and pedagogy of Steiner Education. Weekly meetings in the Primary School will continue to play a significant role in monitoring the social health of the group and the well-being of each individual in the group. The student's maturing awareness of themselves as decision-makers and their ability to increasingly take responsibility for their actions is actively cultivated and developed, ensuring that Tallowood maintains a high standard of behaviour amongst its students and a respectful profile within the larger community. Weekly assemblies continue to be held with a focus on developing a whole school community awareness of personal safety and self-responsibility.

Tallowood Mission Statement: We strive to develop confident and successful learners who have purpose, imagination, a sense of connection and inner truth and a feeling of responsibility.

Strategic goals

In 2022 the School community has continued to implement our Strategic Vision which strives for the School to be:

Culturally and Environmentally Active

Supporting each other in discovering our identity so that we can contribute to our highest potential in building an inclusive learning environment built on equality, equity and respect.

Community Building

Harnessing educational and collaborative opportunities to our full potential through rhythmic curriculum development, high-quality amenities, resources and continuous professional staff and community development

Holistic Education and Wellbeing

Offering high quality educational and wellbeing programs that develop confident and successful learners with imagination, a sense of individual truth, a feeling of responsibility, that positively contributes to society and the natural environment in reverent and productive ways.

Dynamic Growth/ Change

Creating a highly respected independent educational environment offering contemporary, mindful, flexible and evolving educational and community programs.

Philosophy/ Core values Statement

Tallowood Steiner School encourages and actively supports:

- Children's moral and social development
- The nurturing and preservation of childhood
- Healthy peer relationships and interaction
- Positive parental input and contribution
- Core values of inclusivity of race, culture, ability, and spiritual and philosophical beliefs.
- A strong daily rhythm, healthy routines, self-discipline and care for each other and our environment.

The conditions of enrolment rest upon the assumption of a number of core values:

- Integrity
- Honesty
- Co-operation
- Loyalty to the interests of the School
- Fairness
- Conscientiousness
- Compassion
- Discretion in representing the school in community and personal conversations.
- Respect and support for the members of staff and the school community.

2022 Excursions, Incursions and Community Events

- Native Bee hive installation, maintenance, monitoring and education by Little Star Bee Sanctuary, funded by Woolworths Landcare Grant and the 100 Hives program.
- Bowraville Easter Hat Parade with local schools.
- Bowraville Readers and Writers Festival events
- Autumn Festival
- Kindergarten Wattle Festival
- Winter Festival (community members invited)
- Class 1 & 2 Camp overnight at Tallowood
- Class 3 & 4 Camp and Canoe overnight at Bellingen Showground
- Spring Festival (school community involved)
- Kindergarten, Class 1&2, 3&4 Swimming lessons
- Class 5 & 6 sailing lessons and two night camp at Urunga Sailing Club
- Summer Festival held off-site (school community invited)

Parent, Student and Staff Satisfaction

Parent Satisfaction

The school gauges the level of satisfaction of a parent's experience, through regular communication channels such as Newsletters, Class meetings, student progress reports, Parent/Teacher meetings and Parent surveys. Parents were invited to regular weekly morning teas with the Principal in Semester 2, and an open invitation to meet with the Principal for open discussion. The Communication Policy outlines procedures for complaints and grievances, and these are brought to the Principal's attention.

In 2022 parents generally reported a level of satisfaction in improvements seen across the school - particularly in communication, management and areas of the curriculum, teaching and learning. Areas of discontent regarding issues or events for individual students are addressed through open conversation in meetings involving class teachers, support teachers and often the student if developmentally appropriate.

There continues to be discontent expressed by parents regarding the past Covid 19 restrictions, the PHO and the loss of teaching staff due to the Vaccine Mandate. While some families returned to the school in 2022, there remains a need to maintain communication and rebuild trust in the community.

Parents have expressed some concerns about the teachers' level of Steiner training, and various expectations of what defines Steiner education. There is a reported satisfaction with the schools' small size and approach to education with the sometimes conflicting dissatisfaction with school fees and other costs associated with independent education.

Student Satisfaction

Student satisfaction and well-being are monitored in the middle/upper primary class through class discussion meetings, which provide a forum for students to provide feedback about their own perceptions and level of satisfaction with their school. These conversations are brought to staff meetings in order to monitor school wide patterns of behaviour and general wellbeing. Teacher observation is highly effective due to the size and physical layout of the school..

With the case-studies and perspectives provided by the new Principal's previous school, and those of other new staff, Tallwood's positive, kind and harmonious student body was evident. Overall, Tallwood students show resilience, respect and interest in their school environment. Disagreements, issues and concerns are shared readily with teachers and support staff, and worked towards a shared resolution.

Our school ethos is founded upon care, respect and consideration towards each other and our school environment. Clear and consistent expectations about behaviour, striving for individual

personal best and responsibility for individual actions and attitudes are at the core of our approach. The mixed aged classes allow for the full benefit of peer tutoring and peer interaction to be developed and the children's happy faces as they come to school each day is a pleasure to see.

The care and support for student learning is provided by our competent and committed class teachers. Additional literacy/ numeracy support teachers allow for each child to receive some individual help where needed and this contributes to the progress in academic skill of each child. The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, annotated checklists, individual projects and presentations and more formal assessment tests relating directly to the subject content under study. The school also offers the NAPLAN literacy and numeracy testing program for parents who agree to their child participating in this testing. Information on student progress is communicated on a regular basis and written progress reports were provided in June and December. Parents are encouraged to be involved in regular communication with their children. Class teachers and teachers aim to foster communication pathways with parents to support a united ethos regarding student education between home and school.

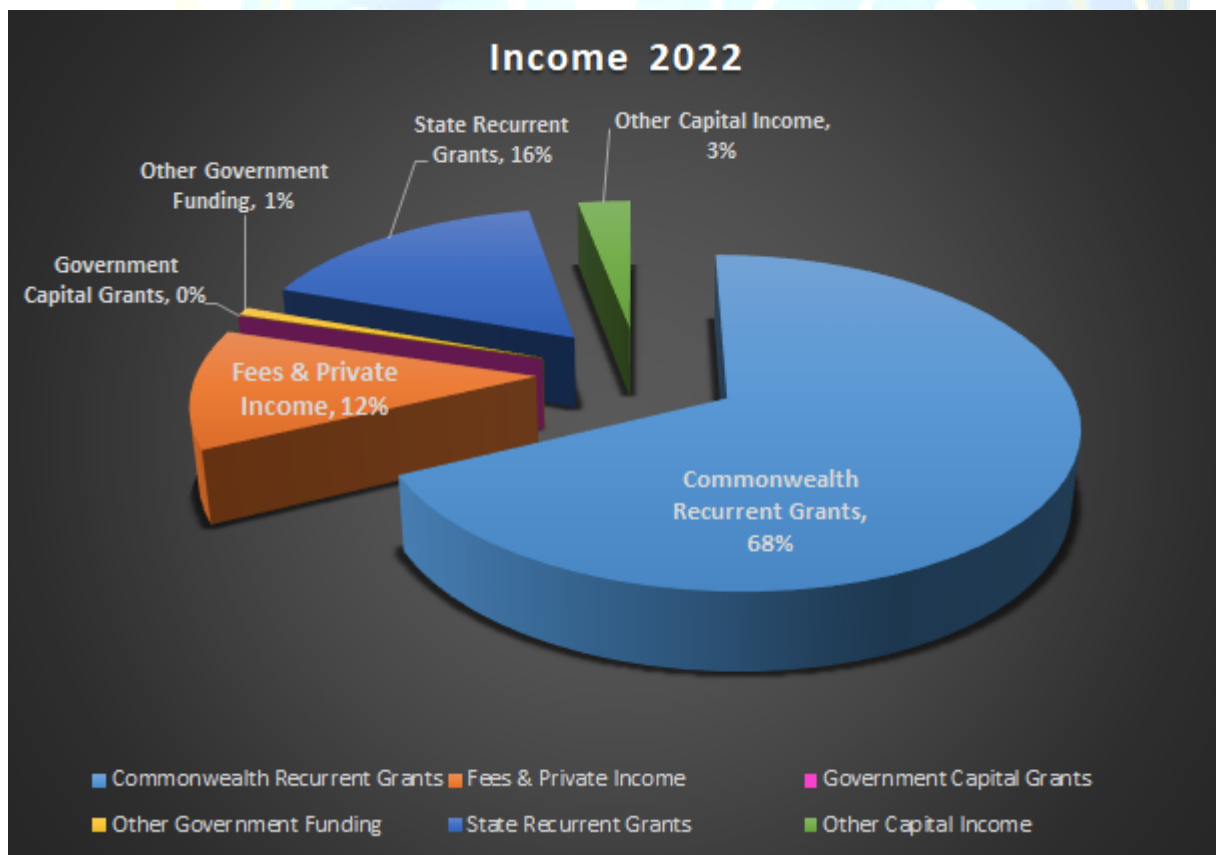
Staff Satisfaction

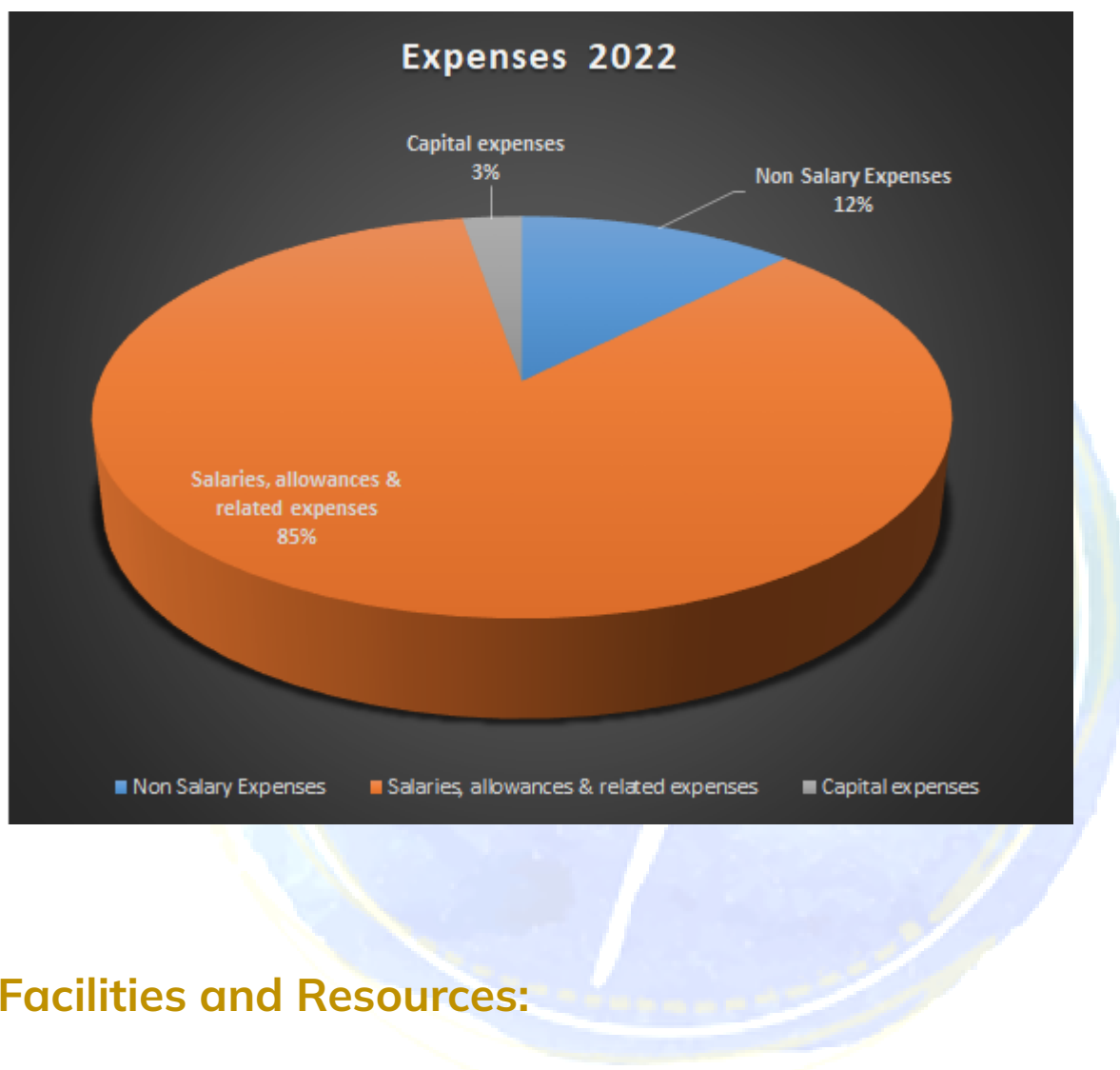
Staff have expressed and demonstrated commitment and hope for the future of Tallowood. With a change in Management, there has been some concern regarding actual and possible changes to systems and structures. As 2022 progressed there was an increasing sense of trust, harmony and collegiality, building a strong sense of support and cohesion in our small team.

Areas of tension continued to be the overall pattern of class teachers and staged groups, and the impact this has on curriculum and assessment. Weekly staff meetings, daily briefings and regular in-service staff days allowed discussion and study of mutually beneficial topics. Our staff are a dedicated and highly motivated team, and this underpins the success of Tallowood School.

Summary Financial Information

The operation of Tallowood School is dependent on funding from the Federal and State governments. This funding is calculated on a per-student basis and therefore our student numbers are critical to the school's financial viability. The school fees paid by parents are also a vital component of our operational budget. In order to remain a low fee-paying school, it is essential that our parent body agree to support our school by attending regular working bees or alternatively, making an additional financial contribution in lieu and ensuring prompt payment of school fees, levies and excursion costs.





Facilities and Resources:

2021 saw the School commence a single stream Class 1, which necessitated full utilisation of all teaching spaces for Kindergarten, Class 2&3, Class 3&4 and Class 5&6. Office Reception was fully established at the front of the School and the new Admin building continued to house School Management Staff, Learning Support and monthly Board and other meetings. The purchase of the adjacent block allowed the development of a fenced games and sports oval adjacent to the current playground, which was a great asset for sports, games and general play.

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