

# WARRAH

## SPECIALIST SCHOOL

EDUCATION WITH A DIFFERENCE



Annual Report  
**2021**

# Contents

---

Acknowledgement of Country	3
School Profile	3
Chairman's Report	6
Principal's Report	7
Our Therapies	8
Student Attendance and Retention Rates	9
Policies	10
Professional Learning and Staffing	12
Parent, Staff and Student Satisfaction	14
Student Outcomes on Standardised Testing	15
School Determined Improvement Targets	16
Fees	18
Summary Financial Information	19
Attachment – Enrolment Policy	20

## Our Vision

Our Vision is for Warrah to be known for its unique approach, innovative delivery and outstanding results in the provision of support that serves the needs and aspirations of individuals with intellectual disability.

## Our Mission

Warrah is a Rudolf Steiner organisation providing a range of engaging, responsive services for children and adults with intellectual disability that maximise each person's capacity for self-determination, creativity and contribution.

**“You can create something beautiful even from the stones placed in your way for you to stumble on”.**

*Johann Wolfgang von Goethe*



*Behind each one of us stands our Angel  
Gently laying its hand on our head.  
This Angel gives us the strength which we need.  
Above our heads sweep the circling Archangels  
They carry from one to another what each has to give the other.  
They unite our souls.  
Through this spiritual sculpturing the chalice of courage is formed above our heads.  
This chalice gives us the courage of which we stand in need.  
The light of wisdom is bestowed on us by the exalted Beings of the Archai  
Which do not confine themselves within a circle, but coming out of primal beginnings,  
reveal themselves then disappear into primal distances.  
They penetrate into this space only in the form of a drop of light.  
Into the chalice of courage there falls a drop of light  
The light of wisdom.*

*Rudolf Steiner*

## Acknowledgement Of Country

'In the spirit of reconciliation Warrah Specialist School acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.'

## School Profile

Warrah Specialist School, located in Dural, is a caring and supportive community that provides quality and individualised education for students with disabilities. We provide education for students with moderate to severe intellectual disabilities which can include Cerebral Palsy, vision impairment, Autism Spectrum Disorder, sensory and physical disabilities. Warrah Specialist School follows the pedagogical guidelines given by Rudolf Steiner in addition to offering an Outdoor Curriculum.

Our school offers *Education with a Difference* for Kindergarten to Year 12 students on a bushland campus of 28 acres. The campus also serves and supports adults with disabilities – a living example of how a community supports the life and purpose of each individual from childhood through to adulthood and into the senior years.

Founded in 1969, Warrah Specialist School offers an innovative curriculum and inclusive approach, ensuring all students find their place in the community and reach their full potential. Over recent years Warrah has responded to the changing needs of students ensuring meaning and learning are relevant to the modern world.

We work with individual learning plans so students are grouped according to activity and capacity rather than in traditional classes – this ensures their learning is optimised and tailored to each one. Academic learning is fostered through a range of traditional arts and crafts, including woodworking, weaving, music and drama; and other programs including cooking, gardening and farming. Key learning areas, including literacy, numeracy, science and physical development are integrated as an outcome of this learning approach, so the student finds the connection between learning and doing through experience.



## Characteristics of the Student Body

Although almost all of our students have a diagnoses of Autism Spectrum Disorder (ASD), 98% of the student body have co-morbidities. The following is a list of disabilities that we are currently catering for at our school.

Angelman's Syndrome	ADD/ADHD
Sensory Processing Disorder	Genetic Chromosome Disorder
Receptive and Expressive Language Delay	Autism Spectrum Disorder, levels 1-3
Language Disorder	Intellectual Disability
Fetal Alcohol Spectrum Disorder	Microcephaly
Sensory Modulation Disorder	Gaucher Disease
Oppositional Defiant Disorder	Oculomotor Apraxia
Reactive Attachment Disorder	Subglottic Stenosis
Disruptive Mood Dysregulation	Post-traumatic Stress Disorder
Dissociative Amnesia	Hypomania
Speech Apraxia	Physical Disability



## Curriculum Approach

Warrah Specialist School has developed an exciting curriculum on the leading edge of special needs education as the only Steiner based (specialist) school in Australia. Waldorf education is passionate about offering each individual student a full, balanced and holistic education. Accordingly, the philosophy of Warrah is to assist in the acquisition of knowledge, appreciation of the arts, humanities, science, history and world culture in addition to competencies in literacy and numeracy. Warrah prepares students for a working life beyond school and strives to develop a sense of pride and independence.

### Developmental

We value the foundation that a healthy childhood gives to a successful life. We recognise the importance of play, the positive impact nature has on the child and the importance of allowing children time to explore this stage.

### Balanced

We strive to provide an innovative outdoor education program that naturally draws the children in to engage in their learning in a meaningful way. Every student has the opportunity to engage in all Key Learning Areas across the years in addition to Music Therapies.

### International

In addition to the 2,000 Steiner schools around the world, we promote international understanding and tolerance of diversity in cultures and individuals.

### Compassionate

We value the holistic child and all that encompasses. Each students' individual achievements are celebrated in our classrooms.

### Individual

We value and celebrate each child and the personal qualities they bring to our school. We recognise that everyone has a contribution to make in our society and has a meaningful path in their self-development.



## Chairman's Report

***"It is with credit to the Warrah Specialist School team that we look back on 2021 with a sense of pride."***



Steve Malin  
Warrah Board Chair

The team have seamlessly navigated some extremely stressful challenges, particularly those beyond our control such as COVID-19 related absences and vaccine mandates. To work through those challenges and emerge on the other side without compromising the quality of the education delivery is testament to the collective effort of all staff.

2021 was a big year for the school. After seven years at the helm, we bade an emotional farewell to our Principal Jan Fowler. As some may have been aware, Jan had for some time been looking to take a step back from the coalface to spend more time with her family.

Jan had been instrumental during her time at Warrah in building the school into what it is today. We witnessed a positive transformation of our school because of her inspirational leadership, her deep connection with our students and the development of the immersive outdoor curriculum. This positive impact has been significant for our school and in our students' lives and she leaves behind a fantastic legacy that she should be immensely proud of.

For a school board, a change in Principal is a critical time. Whilst most of the time a board's responsibility is to provide oversight and high-level strategy, managing a change of school principal presents the board with a tangible task to do! I must admit that recruiting a new principal was one task I was not relishing. In particular I was anxious that the very unique profile of our school and a desire to ensure the seamless continuation of the educational vision that had been developed would make even identifying suitable candidates a challenging process. As we have highlighted before we are the only Steiner Specialist School in Australia so finding candidates that have a blend of Steiner and Special Education knowledge is not easy.

We are lucky to have had Warrah People and Culture Executive Anna Hay help to drive the process and after an arduous and extensive search and review of more than 30 candidates, we were delighted to offer the position to Anna Wetzel. Steiner educated and with professional experience that spans diverse education systems in Germany, New Zealand and Australia Anna's practical knowledge ticked all our boxes. Her academic qualifications which include a Bachelor of Education with Honours and a Master of Secondary Teaching (Research), an additional Master of Inclusion and Communication and a Graduate Diploma in Steiner Education met our needs perfectly. Coupled with her obvious passion for teaching and her infectious enthusiasm we could not be happier to see her step into the role and see her already start to flourish.

2021 was without question a very challenging period for all schools, not just ours. Whilst we are still feeling considerable strain around staffing (and anticipate there will be no short-term reprieve), it seems like we can once again start to move forward. Under Anna's leadership we continue to see a robust level of interest from prospective families looking to enrol. As word continues to spread about the quality of our programs our waiting list continues to grow. For the board this presents a whole new and very different set of challenges (such as how to provide space for new classes!) which we will endeavour to tackle head-on.

Thanks as always to my fellow board members, Anna, and the school team, the broader Warrah management for all their hard work and to all of our amazing students and families for their support. I look forward to a strong and successful year ahead.

# Principal's Report

On behalf of Jan Fowler



Anna Wetzel  
Principal

***“2021 was a year full of challenges, however, it was also a time for unity and solidarity in which our school grew in strength and commitment to a higher purpose.”***

The school year was once again full of disruption to the regular timetable and we were physically separated for some time. We all understand now how important it is to stay connected through word, deed, thought and interest with our work and personal communities.

At Warrah Specialist School it has been no different. The school community experienced the power of celebrating festivals in person and online with the joy and connection being palpable. Perhaps it was best experienced with the Lantern Festival celebrated through story, song, light and conversation when, after a long period of many students working remotely, everyone deeply felt the joy of connection which has been so important in the realising of the curriculum work.

Our weaving program has proven to be a great success – supported by our Master Weaving volunteer, Maryanne, and a strong school team the students could immensely improve their weaving skills. The quality of work has grown exponentially to the point of establishing an Etsy shop online – Woven with Love @ Warrah.

The new woodwork space is finally completed and placed near the weaving rooms so the school sees now the beginnings of our crafts working area. The new building allows for larger groups, good storage and safety opening out onto the grassed area filled with natural light. 2022 will be an exciting year for the wood crafting program.

Despite the short window, the opening up after an extended lockdown period allowed the students to resume work experience for our senior students. A new relationship with Access Industries has begun with some very happy students returning from their time there. The program facilitates an opportunity to work as part of a team in a vibrant and supported atmosphere with the prospect for those who might join a TAFE course, paid employment and a social group after leaving school.

Packing food co-op boxes of fruit and vegetables at the Warrah Farm Shop has also been re-established by the school this year. Warrah students have built up a reputation of producing work of a high standard and we are very appreciative for the opportunity this provides our students.

We have had a healthy number of new enrolments to the school this year with numbers surpassing previous years. We are thrilled that all our hard work and dedication to our students has been received so positively by the wider community. We are currently running at capacity, managing a waitlist.

After 7 years the Warrah school community had to say goodbye to the Outgoing Principal Jan Fowler, who led the school with dedication and enthusiasm. I wish her all the best in her future endeavours. I am thrilled to commence my official appointment in January 2022.



## Our Therapies



The year began with Swimming, and Music Therapy with Nordoff Robbins, however, due to the COVID-19 Pandemic, this service was suspended throughout terms two and three, resuming in a limited capacity in term four. Therapies play a significant role in strengthening, harmonising and balancing the child supporting their learning in daily life. We value what they bring and the insights into the student.

The Music Therapy Program is designed to engage and interact with the student – individually and in small groups. The therapist follows the student's response building confidence and skill. Music plays an important role in communication, movement and listening for our students. Our days close with a celebration of how we as a group can play, sing and move with joy and harmony which arises from the sense of community and sharing not any demand for words.



## Student Attendance and Retention Rates

In 2021, 31 students were enrolled from Kindergarten – Year 12. This number comprised 8 female students and 23 male students. The average daily student attendance rate in 2021 was 85%.

The school implements policy and procedures for the management of student non-attendance. If a child is absent from school due to sickness on a given day, the parent is required to contact (phone or email) the School Office and inform the school of this absence, prior to 9.30am. Phone calls need to be followed up with written, electronic or email verification.

Parent notes and emails verifying the absence are to be forwarded to [admin@warrahspecialistschool.nsw.edu.au](mailto:admin@warrahspecialistschool.nsw.edu.au) for processing and uploading to the student's file.

If any student is absent and the school has not been informed by 9.30am, the school will contact the parents via phone to notify them. Any unverified absence will be reported on the student's file and recorded on the semester reports.

Where parents repeatedly fail to notify the school of absences, the school will write a letter to the parents highlighting non-compliance. If absences continue despite of this notification, parents will be asked to meet with the Principal to discuss the matter. Mandatory reporting procedures apply where absences are extended or the student may be at risk of significant harm through school absence.

Exceptions: To mitigate risk for our vulnerable students during the current pandemic, for some students following medical advice their return to school was prolonged and cautious. These students remained on our remote learning program despite a return to school option being in place. Daily participation was recorded and a return plan discussed with families to ensure safety, health and education delivery.

Year Group	Number of students	Absentees
Kindergarten	4	95%
Year 1	1	87%
Year 2	1	92%
Year 3	1	99%
Year 4	1	88%
Year 5	2	91%
Year 6	0	-
Year 7	3	96%
Year 8	4	97%
Year 9	3	94%
Year 10	2	92%
Year 11	3	90%
Year 12	6	84%

## Retention Rate

Year	Start Year	Finish Year	Out During Year	In during Year
2020	18	20	0	2
2021	26	31	1	6

## Post-school destination

We had 6 students graduating in 2021. 1 graduate started working at Fighting Chance and 2 graduates are spending time with their family due to medical conditions.

We are very pleased we could offer 3 graduates a place at Warrah's Discovery for young adults program. This program offers a tailored approach for school leavers and is designed to deliver individualised programs that support the transition to adult life, while maintaining and building on skills developed at Warrah Specialist School.

## Policies

### Enrolment Policy

To register a student for enrolment, parents/caregivers are required to complete an Application Form available on the school website which can be submitted to [admin@warrahspecialistschool.nsw.edu.au](mailto:admin@warrahspecialistschool.nsw.edu.au) with a non-refundable application fee. Once this is processed the student will be placed on a waiting list. Parents/caregivers are encouraged to attend an Open Day (held once per term) where they have the opportunity to learn more about the school and its offerings.

Once a position becomes available, students on the wait list are invited to attend an interview at the school with the Principal. Interviews are arranged not on chronological order of application but wherever a vacancy becomes available. Regrettably, priority cannot be given to siblings, children of past students or current staff members. During the interview process, parents are expected to declare their child's known specific educational needs and not to withhold information relevant to their application. Successful enrolment applications will be based on careful assessment of each students' individual needs and level of disability. Warrah strives to accommodate all students' needs and high staff ratios allow for our school to accommodate students with moderate to severe disabilities. All successful applicants will be offered a time of transition where they can attend the school prior to officially starting. If any issues arise at this time that were not disclosed by the parents, the school reserves the right to terminate the enrolment.

To accept an offer of enrolment, parents/caregivers must return the enrolment form signed and within 14 days of the offer being made. Payment must accompany the enrolment from including a bond of one terms' fees in advance.

For a complete copy of the Enrolment policy, please refer to the Principal. This policy has been updated Dec 2021.

### Eligibility Criteria

Funding for Warrah Specialist School from the NSW Department of Education is dependent on a current assessment of a student's intellectual disability. Warrah Specialist School welcomes all children with a disability.

Funding is based on the formal assessment of disability, provided by a specialist medical practitioner or psychologist. Funding is scaled according to the level of disability.

Evidence of eligibility as required by the NSW Department of Education is based on the following:

To meet criteria for moderate or severe intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

Students with autism must have a current report (no older than two years) from a specialist medical practitioner or registered psychologist with appropriate clinical experience.

The report must detail the nature of the student's disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, which significantly affects the child's ability to learn. There must be information of a functional assessment consistent with the student's disorder. The report must have a DSM-5 diagnosis. The DSM-5 essential diagnostic features of autism spectrum disorder are now: persistent impairment in reciprocal social communication and social interaction, and restricted, repetitive patterns of behaviour, interests, or activities. These symptoms are present from early childhood and limit or impair everyday functioning.



## Student Welfare Policy

The school strives to provide a safe and supportive environment which supports students to feel safe and supports all areas of development. It has developed risk assessments to minimise harm and maximise safety of all students. The school works with the students and their individual learning plans to foster personal growth and development. The school complies with all mandatory requirements. The full documentation can be viewed upon request from the Principal. No changes were made to this policy in 2021.

## Anti-Bullying Policy

Warrah Specialist School recognises any form of bullying as a serious matter which will be dealt with promptly by the Principal. All documentation relating to the schools' Anti-Bullying Policy can be provided upon request from the Principal. The Anti-Bullying Policy is regularly reviewed by the school and compliance officer. No changes were made to this policy in 2021.

## Discipline Policy

Students are required to adhere to the school's rules and to follow the instructions from teachers, teaching assistants, and therapists wherever possible. Due to the nature of students in our care, we acknowledge that students may be challenged by the school rules and common sense and fairness is always used in dealing with issues that arise. Warrah Specialist School complies with all mandatory requirements. The school prohibits corporal punishment. For a complete copy of the Discipline Policy, please refer to the Principal. This policy is due for revision in 2022.

## Complaints and Grievances Resolution Policies

Warrah has a commitment to ensure that the work environment for its staff members and volunteers is harmonious, supportive and productive. This policy encourages early intervention, collaboration and a focus on solutions. Effective grievance management and resolution contributes to positive working relationships, and can prevent minor issues escalating into more serious matters.

The intent of this policy is not to prescribe a set procedure on how workplace grievances are managed as the process adopted needs to be appropriate to the particular situation. Issues vary, and grievances can involve a range of circumstances, with varying levels of complexity or seriousness. The policy focuses on restoring effective working relationships by ensuring that each issue is considered individually as it arises, and is managed in the most appropriate way for the circumstances. The policy encourages early intervention, collaboration and a focus on solutions. For a complete copy of the Complaints and Grievances Resolution Policies please refer to the Principal. No changes were made to this policy in 2021.

## Professional Learning

### Teaching Support and Professional Development

In 2021 due to pandemic-related restrictions there was significantly less professional development activity in attending formal courses and seminars. However, a range of professional learning was approved and undertaken by our staff.

Our main focus for professional development evolved around our Outdoor classroom curriculum. Fortnightly training opportunities were offered via Zoom for our teachers with educator and master craftsman John Lawry to deepen the teacher's knowledge in our Outdoor Curriculum. 2021 became a year of bedding down the new curriculum and honing our skills.

In addition to that, the 2021 professional learning calendar included senior leadership team seminars, and First Aid Training as part of the professional learning program at the school. Teaching and non-teaching staff are also encouraged to pursue their own professional learning, and access courses and readings as relevant to their roles.

## Staffing

### Workforce Composition and Teaching Qualifications

All teaching staff work with NESA to ensure accreditation and proficiency requirements are met with the AISNSW appointed as Warrah's supervising body for these matters.

No member of staff reports to be of indigenous descent. While the School supports the Principles of Equal Employment Opportunity (EEO) in the recruitment of staff, there are few applicants from varied ethnic backgrounds.

Staffing	Numbers	FTE
Teachers (including TA's)	25	14
Non-Teaching	3	2.5
External Therapists	13	N/A





Average Staff / Student ratio is 1:2.

The table shows an overview of teaching staff, including relief staff, responsible for delivering the curriculum as described by Parts 1, 3, 7 and 8 of the Education Act 1990.

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEINOOSR) guidelines,	5
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEINOOSR guidelines but lack formal teacher education qualifications,	0
Leadership and support roles who have relevant tertiary qualifications	3

## Teacher Standards

Conditional	1
Provisional	3
Proficient	1
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0

## Parent, Staff and Student Satisfaction

*“Both of my beautiful sons with differing degrees of autism have been lucky enough to spend their high school years at Warrah. It was absolutely the best decision I ever made, to see them happy each day, going to a school where everyone is treated with respect and kindness. The setting is beautiful and the staff are dedicated.”*

School Parent

Warrah Specialist School has implemented a number of strategies to understand the level of satisfaction from our parents and teachers.

Parent satisfaction is measured in a number of ways:

- The opportunity for parents to meet the Principal, Deputy and Class Teachers at any time to discuss issues relating to their child.
- Parent/teacher interviews conducted twice per year.
- The opportunity to set parent goals in the Individual learning Plans (ILP's) which are reviewed twice per year.
- Parents are encouraged to attend information afternoons, open days, festivals and celebrations throughout the year, offering feedback through personal reflections.
- An exit interview, conducted if a parent decides to withdraw a student from the school, to determine whether there are issues related to parent satisfaction.

Staff satisfaction is measured in a number of ways:

- Through exit interviews conducted with teachers and other staff who leave the school to ascertain whether there are areas of dissatisfaction for staff.
- Warrah encourages a safe, non-threatening environment where issues of concern may be raised at staff meetings.
- All new staff are required as part of their probation requirements to provide feedback on their experience of the school after the first six months of their employment. This gives valuable insights into strengths, weaknesses and possible areas for improvement.
- Teachers and Teaching Assistants are encouraged to raise concerns with the Principal, Deputy Principal, Head of HR or the General Manager at any time. A representative of the Independent Education Union is available to any staff member upon request.
- All members of the Leadership Team maintain an open-door approach and are always prepared to meet with staff.
- Members of the Senior Leadership Team are always prepared to meet with parents upon request.

Student satisfaction is difficult to measure as many of our students are non-verbal and do not have the faculty to complete surveys and interview scenarios. The students do, however, express their excitement and joy upon arriving at our school or meeting their teachers and classmates in the mornings. Our morning circle provides a time for the students to connect with the other students and teachers for the day and express their gratitude through song and verse.

Throughout the day, our highly trained staff pick up on students' moods and emotional triggers to adapt the day to ensure the student's individual needs are met and that they have the best day possible.



## Parent Communication

Daily communication books are our main means of communication between home and school. We value this method as it provides immediate information enabling us to support and work with families as needed for the betterment of the child. Carrying a common picture optimises the ability to meet the needs of the student.

Warrah Specialist School encourages and welcomes parent's, teacher's, and student's involvement in many aspects of school life. Unfortunately, due to COVID-19 restrictions, parent, school and social gatherings were suspended this year but communication remained strong – most particularly in the area of remote learning. It is our wish and commitment to have a strong supportive parent body behind our work while also recognising that our families have many demands placed on them.

Termly newsletters are also sent out and parents are invited to make contact with the school at any time. Reports are semester based and aligned to the mutually agreed ILPs.

## Parent Feedback

Feedback the school has received from parents are genuinely positive. The word that best describes Warrah School is compassion. It is a school that seeks out the positives in students and uses this as a base to build skills and confidence.

Another parent, who rated the school's quality with a 5 star review reads as follows: "My son has attended this school for several years. We have always been very impressed with the dedication of the staff and we absolutely love the new curriculum which gives the students the opportunity to spend more time outdoors in the beautiful surroundings."

One other parent commented: "Amazing school for kids who need a peaceful setting with compassionate staff. I feel so lucky to have found this school for my son."

## Student Outcomes on Standardised Testing

Students at Warrah Specialist School declined to take part in Standardised National literacy and numeracy testing at the request of parents. As Warrah School is a registered, not accredited school, namely a School of a Kind, we do not offer students the HSC. In 2021 6 students graduated Year 12 and received a Certificate of Achievement. No student sat any external assessments.

## School Determined Improvement Targets

Priorities for 2021	Achievements	Proposed Goals for 2022
<b>Growth and Development</b>		
Build enrolment numbers to reach capacity	Warrah School is now at capacity with a waiting list.	Develop a strategic plan for future growth and development.
Establish a strong Early Childhood Group.	The Early Childhood group has reached capacity.	Resourcing the Early Childhood Centre and upgrading facilities.
Build the infrastructure of the school to secure sustainability.	Deferred due to COVID-19 Pandemic.	Recommencement of the building program including roof restoration, and painting of exterior of school. Meeting/conference room to be refurbished. Nominate and refurbish a therapy room.
Develop and improve playground facilities for students.	New playground has been built for Early Childhood Class as well as a new woodworking shed.	Upgrade of sheltered area in Early Childhood playground to commence. Replacement of softfall for High School playground.
<b>Teaching and Learning</b>		
Increase work experience opportunities for senior and graduating students.	Deferred due to pandemic.	Re-establish work experience at the farm and with the Endeavour program.
Further Development and consolidation of Outdoor Curriculum.	Professional development commenced with John Lowry and will continue into 2022.	To develop a structured Professional Development program to increase staff knowledge and expertise in this area. To formalise documentation of the Outdoor Curriculum. Detailed documentation of Outdoor Curriculum development and implementation.
<b>Community and Support Personnel</b>		
To increase community participation.	Our goals have been hindered by the COVID-19 Pandemic. Limited opportunities were made available to the community to participate in school activities.	A formalised schedule of events to be established for festivals, parent information evenings and celebrations for 2022. Re-introduce our overseas training program "Freunde" (Friends) in 2022.
To continue offering a range of therapies to support our students on the campus.	The delivery of therapies has been hindered by the COVID-19 Pandemic.	Broaden therapies offered to meet needs of students and Steiner principles in 2022.
<b>Human Resources</b>		
Transitioning new leadership team.	We have been successful in acquiring a new Principal for 2022 and a Deputy Principal who commenced employment mid-year.	A new organization chart and structure will be developed with areas of responsibility outlined.
		Appointment of a marketing officer designated to the school will be sought.





## Initiatives Promoting Respect And Responsibility

Warrah Specialist School recognises that everyone is an integral part of the school community, with parents and staff providing care and support that promotes self-esteem, mutual respect and responsibility. Warrah Specialist School has a commitment to ensuring all team members know and uphold our values to ensure they are reflected in their daily interactions. Rudolf Steiner's teachings remains at the centre of our school ethos and provides a solid framework from which we develop.

Student wellbeing, student learning and student safety are reinforced by the practices and resources that connect them to promote learning, a safe and inclusive environment and positive and caring relationships.

Some Wellbeing programs in 2021 included:

- Introduction of a Wellbeing support document added to every student's Individual Learning Plan, This document highlights for each individual student, strategies that need to be in place and consistently implemented to keep students positively engaged throughout the day.
- An ongoing commitment to ensure that every student at the school is free from harm, that school is a safe place and as mandatory reporters, continues to be committed to Child Protection requirements.
- Bi-Weekly debriefing sessions with staff to discuss classroom operational matters and individual opportunities for staff to discuss wellbeing matters.
- Weekly wellbeing contact with parents and students during periods where the school program was operating under an off-campus learning model due to COVID-19.
- EAP counselling services made available, free of charge, for all Warrah Specialist School Staff.



## Fees

### Tuition Fees

Tuition fees provide tuition 9am to 3pm daily, Monday to Friday for the school term (excluding public holidays and scheduled pupil-free days).

Age Group	Per Term	Per Annum
Primary Student (12 years and under)	\$1,035	\$4,140
Junior High School Student (13-15 years)	\$1,350	\$5,400
Senior High School Student (16-18 years)	\$1,700	\$6,800

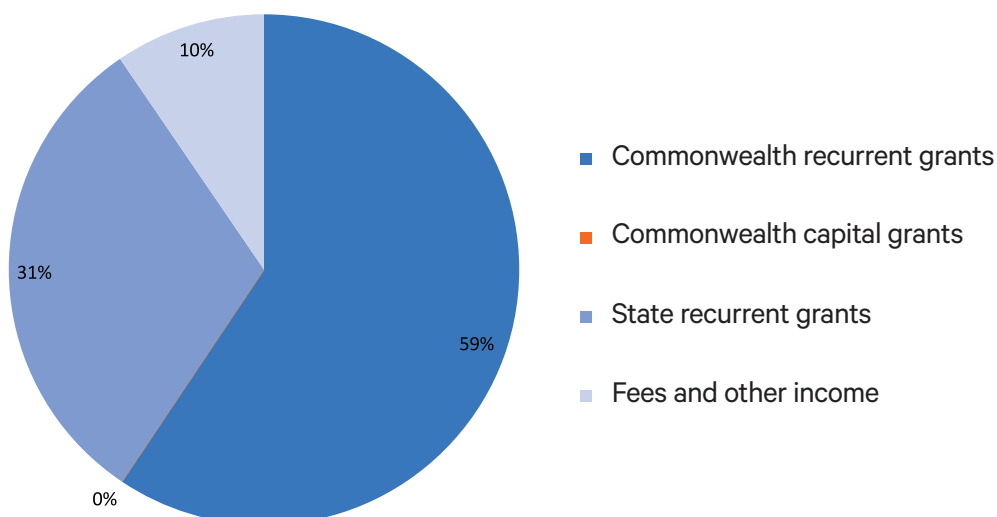
### Activity Fees

Age Group	Per Term	Per Annum
Primary Student (12 years and under)	\$110	\$440
Junior High School Student (13-15 years)	\$150	\$600
Senior High School Student (16-18 years)	\$190	\$760

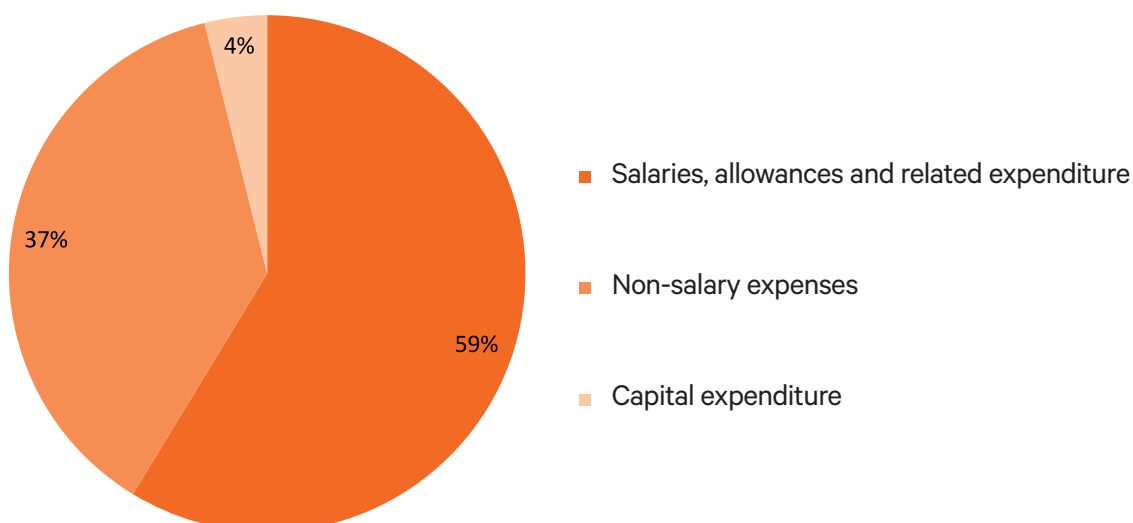
## Summary Financial Information

Year ended 31 December 2021

### Recurrent/Capital Income - 31 December 2021



### Recurrent/Capital Expenditure - 31 December 2021





## Quality Management System Policy and Procedure

<b>Title</b>	Enrolment		
<b>Version Number</b>	1.2	<b>Policy number</b>	School 005
<b>Status</b>	Current		
<b>Date last amended</b>	March 2020	<b>Review Date</b>	March 2023
<b>Responsible Person</b>	Principal	<b>Approval Authority</b>	Board
<b>Scope</b>	This policy applies to students of Warrah School		
<b>Related Documents and References</b>			

### Policy Statement

Warrah Specialist School is a co-educational, non-denominational Rudolf Steiner Specialist School offering educational programs for children with an intellectual disability and/or autism, from Kindergarten to Year 12. Warrah Specialist School is a registered but not accredited school that means students who attend the High School will not be able to achieve a Year 10 certificate (Recognition of School Achievement) or HSC (Higher School Certificate). It is designated by National Education School Authorities as a School of a Kind.

### Disability Standards for Education 2005

The *Disability Standards for Education* articulate the rights of students with disabilities; and the responsibilities of the school or 'standards' and 'measures of compliance' in the areas of enrolment, participation, curriculum accreditation and delivery, student support services and harassment and victimization.

The School must take reasonable steps to ensure that a student with a disability can access the same or comparable opportunities and choices provided by the school 'on the same basis' as those opportunities and choices offered to a student without a disability. This may necessitate the determination and implementation of 'reasonable adjustments'.

In order to be enrolled at Warrah Specialist School, a student must be eligible for funding from the NSW Department of Education and is dependent on a current assessment of a student's intellectual disability.

Warrah Specialist School welcomes all children with a disability. Recent enrolments have included students with Down Syndrome, cerebral palsy, global developmental delay, Costello syndrome, as well as autism, amongst other disabilities.

Funding is based on the formal assessment of disability, provided by a specialist medical practitioner or psychologist. Funding is scaled according to the level of disability.

## Quality Management System Policy and Procedure

Before applying for enrolment parent/carer(s) should read:

- the Criteria for Enrolment
- the Enrolment Policy
- the current Fees schedule, and
- the Terms and Conditions of enrolment

All of these documents are available on the School's website/ or you can arrange with the School to have these documents posted to your address upon your request.

Applications for enrolment can be made at any time by the parent/carer(s) or guardian of students who wishes to commence at Warrah Specialist School.

A student enrolling at school for the first time will be *five years of age on or before 31 July*.

When an application is received, the Principal at the school will consider if it is based on the school's enrolment policy criteria and (choose any/all that apply) and

- (a) advise that it declines to make an offer of enrolment and/or
- (b) advise the parent/carer(s) that the student's name will be placed on a waiting list and an offer made if a place becomes available and/or
- (c) Advise that the school will make a conditional offer of enrolment. The Principal and/or Class Teacher will conduct an interview with parent/carer(s), at which the parent/carer(s)' expectations and the student's needs will be discussed. Following this meeting, the School will advise whether it will confirm or withdraw the offer, and/or
- (d) advise the parent/carer(s) they must attend for an interview following which the School will decide whether to make an offer of enrolment and/or
- (e) Other procedures adopted by the school as a part of the process e.g. meeting with the Business Manager and/or
- (f) advise whether it wishes to make an offer of enrolment

### **Assessment for Enrolment.**

The School has an enrolment panel which consists of the Principal ,and the relevant Class teacher to review all applicants and make recommendations about the best allocation of the enrolment and ability to meet the needs of the student in the context of the schools cohort.

Applications for Kindergarten, Primary and High School programs can be accepted at any time and consideration is given to the date of application in allocating places.

In evaluating an enrolment application, parental advice, external specialist's reports, the suitability of the program for the child and the needs of the class as a whole are taken into account.

## Quality Management System Policy and Procedure

The School will base any decision about offering a place to a student on:

- (a) Is a suitable vacancy available for the student
- (b) The educational and support needs of the student can be accommodated by the school and are consistent with the principles of Rudolf Steiner Curative Education,
- (c) The educational and support needs of the student are compatible with current and potential programs and with students already in the class, within reason.
- (d) The parents/guardians support the philosophy and values of the school

The Parents and families are required to support the ethos of the School, which is based on the principles of the Rudolf Steiner Curative Education, to pay fees on time or as agreed in writing, to be actively involved in the Parent body activities and to support all school enrolment policies, and procedures.

Family relationship with the school:

- (a) sibling of a current or ex-student;
- (b) they hold attitudes, values and priorities that are compatible with the School's ethos

The student:

- a) the contribution that the student may make to the school, including the co-curricular activities
- b) The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement

The school:

- (a) Ability to meet the special needs or abilities of the student

### Other considerations

- a) Order of receipt- when the application to enrol is received by the school

The School *will* meet with parent/carer(s) of the student before offering a place.

- (a) The School has an absolute discretion in determining the weight of each of the factors it takes into account in determining whether to offer a place for the student.
- (b) Continued enrolment at the School is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/carer(s) observing all behavioural codes of conduct and other requirements of the School, which are applicable from time to time.



## Quality Management System Policy and Procedure

If the School makes an offer of enrolment or conditional offer of enrolment, the Parent/carer/Guardian(s) must sign an acceptance of the offer on the form provided and pay a non-refundable enrolment fee of \$200.00

If an offer of enrolment is made and accepted, not less than four months' notice must be given if the Parent/carer(s) decide not to proceed with the enrolment to give the School time to fill that position. If the required notice is not given, one term's fees will be charged.

The School is informed of any change of address or contact details after an offer (or conditional offer) of enrolment is made