

**LORIEN NOVALIS
ANNUAL REPORT
2014**

Messages from Key School Bodies

Lorien Novalis School

Students Outcomes including NAPLAN, RoSA and HSC

Teacher Professional Development

Attendance

Post School Destinations

Enrollment Policy

Student Body

School Policies

Goals and Priorities

Respect and Responsibility

Parent, Student and Teacher Satisfaction

Finance

Compliance

EDUCATIONAL AND FINANCIAL REPORTING LORIEN NOVALIS SCHOOL
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Message from School Council Chair

(Annual Report Legislation:
a message from key school bodies)

2014 has been a trying year for Lorien, to say the least; it has been a year of Physical, Emotional, Mental and Spiritual tests for everyone, some of which we may have passed and some that we are still working very hard to pass, but the general consensus is a feeling that we are moving in a positive direction.

On a more positive note, from mid-year in 2014, with the advent of a new School Council and a new Management team, the difficult process began of rebuilding our finances by refinancing all our loans with the Commonwealth Bank. The Council has implemented a strategy for 2015/16 that will help raise the number of students overall and hence allow us a more healthy surplus for the years ahead.

Since the beginning of 2015 we have a new, shared Leadership Team,

(Norman and Stuart) and already some very positive decisions are flowing through, for example the Novalis College initiative that will support teachers and interested parents in Steiner education, this will help immensely in the continuity of the Lorien Spirit in our community of teachers and parents and will greatly benefit the students.

In conclusion I am confident that we now have in place the right balance for the School in the working relationship between the Management, the Senior College and the Board.

I would like to thank our community of parents that have kept their trust unreservedly in the school, regardless of sacrifices for the sake of their children's education and well-being.

I want to thank the office staff and the grounds staff, often working outside their normal hours but always supportive and smiling to students, parents and visitors to our school.

Thank you to all the teachers who sometimes work in difficult circumstances, and with such dedication, and always manage to find a creative solution to a problem.

René Caminada
Council Chair

Message from the Co-Principals

(Annual Report Legislation:
a message from key school bodies)

We have been working in a shared leadership role since the end of 2014. As 2015 has progressed we have settled into our allocated Mandate and Support roles and are enjoying working together in what we see as a very important venture - Lorien Novalis. Overall we feel the School is in a far healthier position that it has been in recent years and point to some obvious KPIs in support of our leadership strategy:

- **School Community Morale.** By any measure, but especially in commentary from parents, teachers and students, the general feeling is that Lorien Novalis is a much happier and productive school than in recent years.
- **Complaints.** In the first four months of 2014 the School received more than 12 official complaints from a combination of teachers, parents and students. In the first four months of 2015 there were none.
- **Exit interviews.** Reports from the few families who have left the School this year indicate relocation and not dissatisfaction with Lorien Novalis as the reason for leaving. This is in marked contrast to Family departures in the 12 months prior.
- **Enrolments.** New enrolments continue at a healthy pace. Student numbers are firm with a positive trend.

Norm Sievers
Co-Principal
Teaching and Learning

Stuart Rushton
Co-Principal
Operations

Message from Lorien Novalis Parents & Friends Association

(Annual Report Legislation:
a message from key school bodies)

The Parents & Friends Association remains closely aligned with the ethos of Lorien Novalis and are actively supported and guided by the Co-Principals, Norman Sievers and Stuart Rushton, to ensure our efforts specifically uphold their vision for our school.

The past year has been fruitful with a successful Open Day Cafe held in the heart of the school in the hay bale building; a Parents Meet & Greet morning coffee initiated to bring the community closer together; the Craft Group generating many exciting projects for the upcoming Lorien Fair; the Mallorn Tree shop continuing to service the school with it's great range of offerings; Facebook groups established to create ongoing sharing; and several Parent Education evenings which offered valuable insight into various topics.

The upcoming year offers many opportunities for fundraising and community building, with plans already underway for a Midwinter Music Night and a Trivia Event. Thank you to all who contributed to the success of the P&F this year, and to our school for the opportunity to contribute to our community in a meaningful way.

Artemiss Keyhani
P&F Co-ordinator

Arthur Sannen

Lorien Novalis School

(Annual Report Legislation:
contextual information about the school)

Lorien Novalis School for Rudolf Steiner Education is a co-educational, non-denominational school located at Dural in the Sydney Hills District. The school is single stream and is set in a beautiful forest and orchard.

Student Performance

(Annual Report Legislation.
student outcomes in standardised national literacy and numeracy testing)

NAPLAN

NAPLAN	Lorien Novalis Students in top 3 bands	Australian Students in top 3 bands
Class 3 Reading	Below reporting threshold	Below reporting threshold
Class 5 Reading	Below reporting threshold	Below reporting threshold
Class 7 Reading	100%	57%
Class 9 Reading	72%	49%
Class 3 Writing	Below reporting threshold	Below reporting threshold
Class 5 Writing	Below reporting threshold	Below reporting threshold
Class 7 Writing	100%	70%
Class 9 Writing	50%	35%
Class 3 Spelling	Below reporting threshold	Below reporting threshold
Class 5 Spelling	Below reporting threshold	Below reporting threshold
Class 7 Spelling	63%	51%
Class 9 Spelling	58%	50%
Class 3 Grammar	Below reporting threshold	Below reporting threshold
Class 5 Grammar	Below reporting threshold	Below reporting threshold
Class 7 Grammar	87%	55%
Class 9 Grammar	50%	45%
Class 3 Numeracy	Below reporting threshold	Below reporting threshold
Class 5 Numeracy	Below reporting threshold	Below reporting threshold
Class 7 Numeracy	75%	55%
Class 9 Numeracy	57%	49%

RoSA

(Annual Report Legislation.
the granting of Records of School Achievement)

No students were awarded RoSA during the reporting period

HSC 2013

(Annual Report Legislation.

results of the Higher School Certificate including comparison of student performance to statewide performance and trends in student performance.

Where it does not contravene privacy and personal information policies, graphical and/or tabulated presentation of this information is required and should show:

comparative performance over time,

comparisons with statewide performance, and

comparative information in relation to similar schools where appropriate.

Interpretive comments for the graphical/tabulated information presented must be provided.

Publication of performance data must be consistent with the requirements of all relevant State and national legislation

senior secondary outcomes including:

percentage of students in Year 12 undertaking vocational or trade training, and

percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification)

HSC Courses Completed	Percentage of Students enrolled in HSC Courses	Number Completing the Course	Number not Completing the Course
Advanced English	100%	100%	0%
General Mathematics 2	100%	100%	0%
Sport Lifestyle and Recreation	100%	100%	0%
Philosophy	100%	100%	0%
VET Information Technology	60%	60%	0%
VET Entertainment Industry	20%	20%	0%
VET Construction	20%	20%	0%

HSC

High School Certificate	Bands 3 to 6
Advanced English (10 Students)	80%
General Mathematics 2 (7 Students)	57%

Professional Culture

(Annual Report Legislation.

a summary of professional learning undertaken by teachers (as defined by the Teacher Accreditation Act 2004) during the year

details of all teaching staff (as defined by the Teacher Accreditation Act 2004) who are responsible for delivering the curriculum in terms of the numbers in the following categories:

categories:

(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition

(AEI-NOOSR) guidelines, or
(ii) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
workforce composition, including indigenous (as known and with regard to consideration of privacy issues)

Professional Learning Activity – Non School based

- 10 Staff completed Advanced First Aid Certificate refreshers
- 3 teachers completed AIS Leadership Training
- 3 teachers completed Management and VET Compliance workshops
- 3 teachers completed AIS Mandatory Reporting Compliance Briefing
- 6 teachers completed Steiner Teacher Intensive at Glenaeon School

Teacher Standards

As a Steiner school we strive to have all of our teaching staff trained as Steiner Teachers. This is achieved through various teacher training Courses, some conducted at our school, others at venues throughout Australia and overseas

All teachers required to be so are accredited or provisionally accredited by the NSW Institute of Teachers. And are, as follows:

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

8 teachers have teaching qualifications from a higher education Institution within Australia or one recognised within the AEI-NOOSR guidelines but have not completed a teacher diploma (education qualification)

Teacher Attendance and Retention Rates

In 2014 the average daily staff attendance rate was 92%. The proportion of staff retained from 2013 is 86%.

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

50% of Teachers have over 10 years teaching experience in Steiner Schools within Australia and/or overseas

Teachers with Indigenous background

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

Teaching Staff Overview

	2013	
Overall Attendance	92%	Average attendance rate
Teacher Retention	86%	Teachers retained from the previous year

Full Time Teachers	16	
Part Time Teachers	6	
Teacher Qualified	14	Qualified to teach based on teaching qualifications
Subject Qualified Teacher	8	Qualified to teach bases on tertiary qualifications

Student Attendance

(Annual Report Legislation:
student attendance rates for each Year level and the whole school
a description of how the school manages student non-attendance
retention of Year 10 to Year 12 (where relevant))

Student attendance during the reporting period.

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

CLASS	Overall Attendance
K	92.8
1	96.1
2	96.0
3	96.7
4	95.2
5	96.5
6	96.2
7	95.2
8	94.2
9	92.8
10	94.8
11	78.3
12	87.3

Whole Student Retention 2014

Start Year	End Year	out	in	Net Change
252	212	81	40	- 16%

Senior Retention

Beginning 2012 Y10 Enrollments	Ending 2014 Y12 Enrollments	Year 10 students still in year 12	Apparent Retention	Actual Retention
23	10	6	40%	27%

Post-School Destinations

(Annual Report Legislation:

post-school destinations (secondary schools only). For students beyond the compulsory years of schooling these can be represented in broad terms (eg workforce, further study, unknown) and in the most appropriate way according to each school's circumstances

2014 graduates are either in the workforce, or undertaking further studying. Some 2014 graduates will apply for Tertiary studies in 2016 through STAT entry.

	Tertiary Studies	TAFE	Workforce
2014 Graduates (10 students)	50%	10%	40%
2013 Graduates (12 Students)	20%	10%	70%

Enrollment Policies

(Annual Report Legislation:.

the full text of the school's enrolment policies, including all prerequisites for continuing enrolment

(130) Enrolment Continuation and Exit Policy

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2. Overview

This Policy outlines the policy for enrolment of prospective students at Lorien Novalis School for Primary School and High School.

The Policy is for current students progressing to the next stage within the School (Primary or High School).

The Policy applies to a student exiting the School.

3. Scope

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

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

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

4. Definitions and/or Legislation

3.1 Pre-School Age

A child is deemed to be of pre-school age in the year that he/she turns 4 or 5 years of age.

For enrolments for Early Childhood refer to *680 Early Childhood – Enrolment and Exit Policy*.

3.2 From Kindergarten to the end of Class 12

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

5. Policy framework

4.1 Enrolment

4.1.1 Competing applications

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

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

4.1.2 Prior to a First Interview

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

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

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

- Any psychological assessments
- Any intellectual assessments, including any NAPLAN or similar testing
- School Reports for the past 12 months

- Any medical assessments
- Any other assessments relevant to the child
- Copies of school work (including artwork).

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

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

4.1.3 The First Interview

If it is decided to proceed, then the Registrar, the Primary and/or High School Coordinator, parents and the child/children attend the Interview.

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

4.1.4 The Second Interview

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

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

4.1.5 Visiting days

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

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

4.1.5 Prior to enrolment

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

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

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

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

4.2 Enrolment of Overseas Students

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

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

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

4.3 Review prior to continuation to next stage in school

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

4.4 Exiting the school

4.4.1 Documentation

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

4.4.2 Students under 17 years going to an Apprenticeship

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

4.4.3 Giving notice of withdrawing a child from the School

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

4.5 Exclusion from Lorien Novalis School

- a) If the Educational Administrator considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion.
- b) If the Educational Administrator believes that a mutually beneficial relationship of trust and cooperation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school council or the principal may require the parent to remove the child from the school.
- c) The school will only exercise its powers under this clause to exclude a pupil permanently if it has provided the pupil and the parents or guardians of the pupil with details of the conduct which may result in a decision to exclude the pupil and provided them with a reasonable opportunity to respond.

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

6. Responsibilities

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

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

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

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

Student Body

(Annual Report Legislation:
characteristics of the student body

The 320 children and students of Lorien Novalis School range in age from Playgroup to Year 12. Many of them live in the Sydney Hills District but there are some from further afield including the Hawkesbury region. We also have students from overseas including China.

School Policies

(Annual Report Legislation:
school policies. A summary of policies for student welfare, anti-bullying, discipline and complaints and grievances, with information on:
changes made to these policies during the reporting year
how these policies are disclosed publicly
(Note: the policies may be discrete or integrated according to school context)

The following policies are available on the school's web site.
No changes were made to these policies during the reporting period.

(513) Complaint Resolution Procedure

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7. Purpose and Scope

1.1 Purpose

This Policy aims to facilitate the smooth functioning of the school and to assist students, staff and parents to work successfully together. The guidelines complement the regular, informal communications that already take place between members of the school community.

Lorien Novalis School is committed to good communications and the efficient and fair resolution of grievances and complaints. The school acknowledges the right of teachers, parents and students to make complaints and to have their complaints handled by the school. The school understands that complainants can provide useful feedback and will endeavour to resolve genuine complaints in a positive and constructive manner.

The purpose of this policy is to provide processes for the effective management and resolution of grievances and complaints within the school and to define the procedure to be used in the acknowledgement, recording, tracking and resolution of complaints.

1.2 Grievances/complaints that can be dealt with under this policy and procedures.

Grievances/complaints that can be dealt with under this policy and procedures are any staff, parent or student grievances or complaints, except those listed in 2.1 below, relating to any decision, act or omission by a member of the school community, which is alleged to be wrong, mistaken, unjust or discriminatory.

1.3 Grievances/complaints for which this policy is not applicable.

Grievances or complaints in relation to the following are not to be dealt with under this policy and may be resolved using other mechanisms as appropriate.

1.3.1 Staff

Appointments
Breaches of Awards and Conditions of Employment
Promotions, reclassification and allowances
Matters of Occupational Health and Safety
Procedures for termination on the grounds of ill-health
Any matter that has, or in the opinion of the School Management, is likely to lead to prosecution
Any matter which is subject to specific legislation, such as Privacy and FOI Act

1.3.2 Students

Assessment of performance
Matters covered by the Occupational Health and Safety Legislation
Misconduct
Any matter of child protection
Any matter that has, or in the opinion of the School Management, is likely to lead to prosecution

1.3.3 Parents

Assessment of performance of a student in their care
Any matter which is subject to specific legislation, such as Privacy and FOI Act
Matters covered by the Occupational Health and Safety legislation
Misconduct
Any matter that has, or in the opinion of the School Management, is likely to lead to prosecution.

8. Responsibility for implementation of the Procedure

2.1 Receiving Complaints

2.1.1 Oral Complaints

School staff receiving oral complaints (including telephone complaints) should follow these steps:

Receptionists/Teachers/or Admin staff etc. who directly receive a complaint:

Identify yourself listen and record details and determine what the complainant wants.

If useful refer the complainant to the Grievance Procedure or give the complainant a copy of this policy

Confirm and record the details received

Empathise with the complainant in a courteous manner.

If it is more than a simple or straightforward matter that you can resolve easily - refer the matter to a senior teacher or manager as appropriate

Explain the courses of action available to the complainant.

Do not attempt to lay blame or be defensive.

Ensure the complainant is informed who the complaint will be referred to.

2.1.2 Written Complaints

School staff receiving written complaints should follow the same steps as above except the response should be given in writing by the person handling the complaint.

2.2 Complaint Resolution

2.2.1 Record and Evaluate the Complaint

5.1.1 The following process is to be used by the Management Team for all complex/formal complaints:

Keep full confidential records of details of all complaints

Obtain full information from the 'complainant' about their complaint and the resolution they are Seeking

Empathise with the complainant in a courteous manner

Do not attempt to lay blame or be defensive

Confirm the details received

From the information received determine the nature of the complaint

Record the complaint in the Issues Log

Determine who is the appropriate person to continue handling the complaint on the basis of perceived and real impartiality - Assign

responsibility

Assignee to respond to the complainant to explain the courses of action available

Assignee to check whether the complainant understands and is satisfied with the proposed action and if not advise alternative course of action

Assignee to ensure the complainant is informed that the complaint is receiving attention without creating false expectations.

Assignee to provide acknowledgement eg a follow up email, phone call or letter – depending on nature and seriousness of complaint

If relevant Assignee to hold a formal interview with the subject(s) of the complaint

Assignee to provide an opportunity for the subject(s) of the complaint to respond to the complaint

Assignee to determine the 'issues' at the heart of the complaint and evaluate the validity of the complaint.

2.2.2 Taking Action to Resolve a Complaint

5.2.1 If the complaint is considered to be a valid complaint, determine and promptly initiate appropriate action to resolve the complaint. Appropriate action includes, but is not limited to any or all of the following:

5.2.1.1 Conducting an evaluation of teacher(s) and/or student(s) behaviour, determining if action is needed and reporting appropriately the outcome of any action

5.2.1.2 Holding a three-way meeting with the complainant, teacher or other staff member and support person(s) to resolve the complaint. (NB teacher support person(s) should have at least three years experience in the school).

5.2.1.3 Seeking a meeting with any other interested parties and appropriate support person(s) to resolve the complaint.

5.2.1.4 Reviewing reasons for administrative action that is the subject of a complaint.

5.2.1.5 Reviewing any Policy that is the subject of a complaint and reporting outcome of review to the Management Team, then:

Determining if the Policy needs to be revised

If required revising the policy in accordance with the approved procedure

Publishing the revised policy in accordance with the approved procedure

5.2.1.6 Conducting a detailed investigation into the circumstances giving rise to the complaint.

5.2.1.7 Mediation using internal expertise - use appropriate persons and mediation process to bring about resolution.

5.2.1.8 For mediation using external expertise.

Seek the agreement between the school and the complainant as to the cost-sharing arrangements.

Use appropriate external expertise and mediation processes to bring about resolution

(Note: Any mediation requires the agreement of both parties. Parties are not required to settle in the mediation. However, if a settlement is reached, the terms of the settlement should be set down in writing, binding upon the parties.)

2.2.3 Resolution and Further Action on a Complaint

5.3.1 Once the appropriate course of action has been determined, advise the complainant. Seek agreement as to how the issues might be resolved. If agreement cannot be reached and/or the complainant is not satisfied with the outcome of the complaints resolution process they have three further options available to them:

5.3.1.1 Take no further action

5.3.1.2 Request further resolution or a review of the process from the Management Team.

5.3.1.3 Request that the matter be referred to an external resolution process.

2.2.4 Disciplinary Issues

5.4.1 At the conclusion of a complaint resolution process some form of disciplinary action may be taken against a person or persons if:

They have breached one of the school's policies or standards

They have otherwise engaged in inappropriate conduct

A complaint is found to be vexatious

A person has breached confidentiality or discussed an incident about which a complaint has been made when there is an attempt in progress to resolve the complaint.

5.4.2 The nature of the disciplinary action will depend on the circumstances and the following may be taken into account in deciding what disciplinary action is appropriate:

The seriousness of the circumstances

Whether the person(s) knew what they were doing;

Whether the person(s) has been officially warned or disciplined before about the same type of conduct; and

Whether there are any circumstances that mean the person(s) should not be disciplined at all or not disciplined seriously.

2.2.5 Disciplinary action

5.5.1 Disciplinary action could involve one or more of the following:

5.5.1.1 Possible options for disciplinary action against a teacher

Verbal warning - no staff file record

Written warning - letter on staff file

Compulsory counselling.

Suspension from duty with pay

Suspension from duty without pay

Dismissal

5.5.1.2 Possible options for disciplinary action against a parent

Verbal warning -- no file record

Written warning -- letter on file

Severance of relationship with the school

5.5.1.2 Possible options for disciplinary action against a student

Verbal warning -- no file record

Written warning -- letter on file

Suspension.

Expulsion.

2.2.6 Review Process

5.6.1 The Office Manager in conjunction with the Management Team shall review all open and recent grievances and complaints monthly in order to:

Monitor the progress of grievances and complaints

Assess the effectiveness of resolution processes

Determine the presence of any recurring complaints or issues

Assess the need for further corrective action.

5.6.2 Once resolved the person assigned to the complaint (Assignee) is

responsible for advising the Office Manager by email that the matter is closed.

5.6.3 The Daily Office Manager will record the matter as closed and enter the closure date on the Issues Register.

2.2.7 Invalid and Vexatious Complaints

5.7.1 From time to time complaints received will be found to be invalid and/or vexatious. Complainants (and/or anyone acting on their behalf) may be considered to be vexatious complainants where previous or current contact with them shows that they meet two or more of the following criteria, in that the complainants:

Persist in pursuing a complaint where the School's complaints procedure has been fully and properly implemented and exhausted.

Change the substance of a complaint or continually raise new issues or seek to prolong contact by continually raising further concerns or questions upon receipt of a response whilst the complaint is being addressed. (Care must be taken not to discard new issues which are significantly different from the original complaint. These might need to be addressed as separate complaints.)

Are unwilling to accept documented evidence of treatment given as being factual, or deny receipt of an adequate response in spite of correspondence specifically answering their questions or do not accept that facts can sometimes be difficult to verify when a long period of time has elapsed.

Do not clearly identify the precise issues which they wish to be investigated, despite reasonable efforts of school staff to help them specify their concerns, and/or where the concerns identified are not within the remit of the school to investigate.

Focus on a trivial matter to an extent which is out of proportion to its significance and continue to focus on this point. (It is recognised that determining what is a 'trivial' matter can be subjective and careful judgment must be used in applying this criteria)

Have threatened or used actual physical violence towards staff at any time - this will in itself cause personal contact with the complainant and/or their representatives to be discontinued and the complaint will, thereafter, only be pursued through written

communication. All such incidences should be documented.

Have in the course of addressing a registered complaint had an excessive number of contacts with the School placing unreasonable demands on staff. (A contact may be in person or by telephone, letter, fax, or email. Discretion must be used in determining the precise number of "excessive contacts" applicable under this section, using judgment based on the specific circumstances of each individual case.)

Have harassed or been personally abusive or verbally aggressive on more than one occasion towards staff dealing with their complaint. (Staff must recognise that complainants may sometimes act out of character at times of stress, anxiety, or distress and should make reasonable allowances for this. They should document all incidents of harassment.)

Are known to have recorded meetings or face-to-face/telephone conversations without the prior knowledge and consent of other parties involved.

Display unreasonable demands or complainant expectations and fail to accept that these may be unreasonable (eg insist on responses to complaints or enquiries being provided more urgently than is reasonable or normal recognised practice).

5.7.2 If the complaint is found to be invalid or vexatious it will not be further investigated. Affected parties will be informed of this decision in writing.

(220) Positive Behaviour Policy

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9. Overview

1.1 Purpose

This policy and procedure states the School's position on positive behaviour in the School Community and in particular has been developed to assist in each child's development into a balanced, responsible and self-disciplined person who is able to take their place in the community and contribute in a positive manner to school life.

This Policy is framed as an affirmation of positive School Community behaviour, rather than a negation of poor student behaviour (anti-bullying)

1.2 Community Behaviour Statement

Children all have a right to work, play and learn in a friendly, safe and helpful environment.

Teachers all have a right to teach in a friendly, safe school, which is supported by the school community

Parents all have a right to be informed, feel welcome and know their children work, play and learn in a friendly, safe school environment.

1.3 Why do we need a dress code?

Whilst there is no school uniform Lorient Novalis has a school dress code that is regularly revised so that it is relevant and responsive to changing times. The dress code endeavours to address the safety and health standards of the students and the school community (safety is used broadly to describe emotional, social and physical well being).

The dress code should improve the learning environment and outcomes of students so that it is supportive, positive, non discriminatory, equitable and safe. The intent is to complement and enhance an environment that reflects the ethos of a K – 12 Steiner education. Early childhood to late adolescence casts a wide span and yet within the school these worlds interact and overlap, hence the best interests of all need to be addressed in formulating a dress code.

The school values freedom of expression and individuality and this particularly emerges in High School. However, the need to foster a culture of respect for others, and the gaining of skills to enable appropriate decision making are also valuable lessons needed for High School students in preparation for the world. Cooperation and enforcement of the dress code is expected and delivered from this understanding and should never be confused with it being about personal judgements or preferences.

1.4 Anti-Bullying, Anti-Discrimination, Anti-Harassment

At Lorien Novalis School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and all students, staff and parents share a responsibility for preventing it.

Lorien Novalis School fosters ideas, beliefs and behaviours which include people, and discourage marginalisation and victimisation.

Lorien Novalis School is committed to the development of our workplace as an environment that fosters the dignity of human person. We are therefore committed to uphold the law on bullying, discrimination and harassment and to ensuring, so far as is reasonably practicable, that procedures are in place to address all forms of bullying, discrimination and harassment.

Bullying, discrimination and harassment will not be tolerated under any circumstances. Corrective action will be taken with regard to any person who breaches this policy. This policy statement sets out to safeguard the rights of all those involved.

10. Scope

2.1 The document aims to make clear to all teaching staff the ways in which Lorien Novalis School intends to promote a positive learning environment and where necessary how to correct student behaviour.

2.2 We strive, within the School Community as a whole, to promote a culture of respect, cooperation and individual achievement

2.3 In addition, we have identified through our review processes the need, for students in Class 8 and above, to have a coherent Conduct Agreement.

2.4 Anti-bullying, Anti-discrimination and Anti-Harassment: This policy applies to employees, students, parents, care-givers and volunteers on the Lorien Novalis School site and when attending Lorien Novalis School related off-site events such as camps and excursions. It also includes social networking communication¹, and other electronic communication², between Lorien Novalis School community members, even if such communication occurs outside of school hours.

¹ *this includes but is not limited to facebook, twitter, myspace, tumblr etc*

² *this includes but is not limited to e-mail, sms texting, etc*

11. Definitions and/or Legislation

3.1 Bullying

Whilst there is no universally accepted definition of bullying, there is general consensus that Bullying behaviour:

- is deliberate and often repeated
- intends to cause fear, distress, hurt or harm to another
- is action by a more powerful individual or group over a less powerful individual or group

3.2 Harassment

Harassment is any behaviour, which is not asked for and not wanted and that happens because of a person's sex, race, age, marital status, pregnancy, disability or sexuality. Harassment may be explicitly directed at an individual or group or occur through the creation of a hostile environment. Harassment offends, upsets, humiliates or intimidates another person. It makes the workplace uncomfortable and unpleasant.

Harassment is not always intended. Acts or behaviour, which some see as amusing or trivial, may hurt or offend another. To prove harassment, the complainant does not need to demonstrate disadvantage. It is sufficient to have felt offended, humiliated or intimidated by the behaviour and for it to be reasonable to have felt that way. Harassment can often occur when power is used wrongly. Harassment can have a serious adverse impact on the work satisfaction and performance of staff and students.

3.3 Discrimination

Discrimination can take a number of forms, and includes but is not limited to:

- racial
- sex / gender
- sexuality
- religion
- impairment or disability

Discrimination can be direct, indirect or systemic.

3.3.1 Racism

The following is from: <http://www.racismnoway.com.au/teaching-resources/school-planning/guide.pdf>, accessed on-line August 2013.

In Australia, the Human Rights and Equal Opportunity Commission (1998) defines:

Racism is an ideology that gives expression to myths about other racial and ethnic groups, that devalues and renders inferior those groups, that reflects and is perpetuated by deeply rooted historical, social, cultural and power inequalities in society.

Racism has its roots in the belief that some people are superior because they belong to a particular race, ethnic or national group.

The concept of race is a social construct, not a scientific one. Racist attitudes and beliefs are misconceptions about people based on perceived racial lines and are often founded on the fear of difference, including differences in customs, values, religion, physical appearance and ways of living and viewing the world. This includes negative attitudes towards the use of:

- different languages,
- foreign accents or
- the use of non-standard variations of a dominant community language.

3.4 The NSW Anti-Discrimination Act

The NSW Anti-Discrimination Act (1997) makes it unlawful to discriminate against or harass a person on the grounds of race, sex, marital status, disability, homosexuality or age. Its provisions apply to the delivery of public education and to the establishment of a discrimination free workplace.

12. Policy framework

4.1 Implementation Kindergarten to Class 7

4.1.1 Between Kindergarten and Class 7 the Class Teacher works to build a cohesive class community based on cooperation and mutual respect between children, and child and teacher. Fundamental to Teacher's practice is daily meditative work on all the children and the class as a whole. The private individual work is supported by Child Studies during Teachers Meetings.

4.1.2 Teachers are to treat each child with respect and courtesy and in return we expect each child to:

- Follow a teacher's instructions
- Enable other children to learn without distraction
- Maintain a positive attitude;
- Respect the physical boundaries of other children.

4.1.3 Community living is based on each member fulfilling their responsibilities towards others in order to enjoy the right to be respected themselves. Where children are unable to meet any of these expectations the child may be asked to learn separately, remaining beside the teacher for example, for a time in order to learn to appreciate the value of community learning. Such boundary

confinement will be at the discretion of the Class Teacher Coordinator/Student Conduct group in conjunction with the Class Teacher.

4.2 Implementation Classes 8 to 12

4.2.1 The same core values apply in the years Class 8 to Class 12 but with a different implementation approach to meet the needs of High School students. This approach relies on *223 Behaviour Support (High School) Procedure* outlining the responsibilities and rights of members of the community and a clear Agreement defining the conditions with which the school expects each child to comply. Just as in the early years there are age appropriate consequences for breaches of the agreement. The conditions are actively taught to each class and once taught they are to be adhered to without the need for any further warnings to be given.

4.3 Behaviour in the Playground

- Follow duty teacher's instructions
- No ball games after school
- Adhere to specific age and class related play boundaries. This can mean a student needs to ask a teacher for permission to retrieve balls, etc
- Correct hat (full brim or legionnaire) to be worn in all play areas in Terms 1 and 4
- Tackling and branding games not permitted
- Sticks should not be used as weapons. No running with sticks
- Observe quiet areas: steps, decking and veranda
- Eat in appropriate areas
- No ball games on the 'soft-fall'

4.4 Playground equipment

- Slippery dip – only slide down, do not climb up from base

- Swings – sit appropriately moving backwards and forwards without shortening chains
- Climbing - do not climb to top of equipment
- Trampoline - use under the supervision of a teacher

4.5 Parent clarification

Parents are welcome to approach the students High School Guardian if they have questions about the application of a consequence for their child.

4.6 Teachers and procedural fairness

4.6.1 Staff must not, under any circumstances, use any form of discipline that involves corporal punishment, or engage in any form of behaviour which could constitute the physical or emotional abuse of students.

Corporal punishment is expressly forbidden.

Staff must not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at the school

4.6.2 Staff must behave in such a manner as to protect and enhance the esteem and standing of Steiner education, and provide a level of supervision and care that meets the school's high standards of duty of care.

4.6.3 Staff must complete Prohibited Employment Declaration procedures

4.6.4 Staff must be familiar with the school's Child Protection Policy, and adhere to its guidelines

4.7 Procedural Fairness

4.7.1 Procedural fairness is a basic right of all when dealing with authorities. Procedural fairness refers to what are sometimes described as the 'hearing rule' and the 'right to an unbiased decision'. The 'hearing rule' includes the right of the person to:

Know details of any allegation including any other information that may be taken into account in considering the matter

Know the process by which the matter will be considered

Respond to the allegations

Know how to seek a review of the decision made in response to the allegations.

An unbiased decision, implying:

Impartiality in the investigation and decision-making

An absence of bias by a decision-maker

4.7.3 Procedural fairness includes making available to students and parents or caregivers policies and procedures under which disciplinary action is taken. It also includes providing details of an allegation relating to a specific matter or incident. This will usually involve providing an outline of the allegations made in witness statements and consideration of witness protection. As part of ensuring the right to be heard, the school would establish any need for parents/caregivers to be provided with interpreter services and, if required, make arrangements for such services to be available.

4.7.4 While it is generally preferable that different people carry out the investigation and decision-making in the school setting this may not always be possible. If the teacher is conducting both the investigative and decision-making stages, he or she must be reasonable and objective. To be procedurally fair, the teacher must act justly and be seen to act justly. While it is difficult to combine the roles of investigator and adjudicator, it is acceptable to do so given the nature of the teacher's responsibilities. Nevertheless, it may be preferable to have another appropriate officer, such as the College, Administrator or child protection officers, carry out the investigation where possible. The review mechanism adds to the fairness of the process.

4.7.5 In matters where a long suspension, expulsion is contemplated, the gravity of the circumstances requires particular emphasis to be given to procedural fairness. This includes the offer of having a support person/observer attend formal interviews. The key points of the interview/discussion are taken down in writing.

4.8 Lorien Novalis School Dress Code

4.8.1 What is appropriate?

Teachers ask for tidiness and cleanliness of hair, nails and clothing. Please make sure students retain their natural hair colour throughout their time in primary school.

Clothing should allow students to be physically active and free in their movement and be appropriate for activities or weather conditions.

Students need adequate protection against draughts and weather changes. Please make sure clothing covers the torso. Singlet tops are fine on hot days but midriffs should always be protected.

To protect and maintain the special atmosphere we strive to create in our school, we would like everyone to be sensitive to the images that are presented on their clothing. Images that are irreverent, frightening or grotesque in any way should not be worn.

Sensible shoes are needed for sport, kitchen tasks, workshop lessons etc.

Common sense and good judgement is needed in choosing clothing that is conducive to the learning environment at our school. Clothing that is comfortable, practical, that does not need constant adjusting or attracts undue attention. If you question the appropriateness of the attire, it probably isn't appropriate.

4.8.2 What is not appropriate?

- Thongs and sandals/slip-on shoes without a back strap and heel. This footwear may not provide adequate protection and also hinder balance.
- Trousers/shorts, dresses or skirts which are too restrictive by being too tight, short or revealing. Not only does such clothing restrict free movement but may also be perceived as being overtly sexualised by younger children who look up to older students as role models. In our K to 12 school environment we undertake to protect and respect the Kingdom of Childhood. Whilst such personal choice is supported outside of school it needs to be acknowledged that within the school environment and culture it may not be deemed appropriate.
- Clothing that is too loose or baggy, for such clothing needs constant adjusting and again hinders movement and raises the same concerns as above.
- Upper body wear that does not provide adequate coverage of the torso and midriff, that is too low cut and/or flimsy.
- Clothing that displays or contains negative, offensive, loud and overbearing imagery, advertising and slogans.
- Excessive makeup, dangling earrings or other piercings. Jewellery needs to be kept to a minimum for safety reasons.
- Clothing that is shredded, torn and pinned for effect.

4.9 Bullying harassment & discrimination

Bullying is viewed as a major breach of the school/college rules and behavioural expectations and therefore follow up action will align with the Positive Behaviour Policy.

The Lorien Novalis School has a Discipline Procedure giving appropriate levels of response to behaviours including suspension and exclusion, and methods to record / identify repeated behaviours.

Students and their parents and caregivers are to be encouraged to report bullying, harassment and violence, so that appropriate support can be provided.

13. Responsibilities

5.1 Students have a responsibility:

- To treat others with understanding and empathy; not to laugh at others, tease others or hurt the feelings of others.
- To treat all other students, teachers and non-teaching staff, school community and the general public politely and with respect. Students have the responsibility to respect the position of teachers and respond to their instructions politely.
- To help others feel safe at school by not threatening, hurting or harming anyone in any way, and by accepting the consequences that may arise from my actions.
- Not to steal, damage or destroy the property of other students and excursion venues, and to protect and to care for our school equipment and grounds.
- To attend classes on time and homework completed.
- To ensure that my behaviour does not interfere with other students' right to learn.
- To support the Lorien Novalis Smoking Drug and Alcohol Policy.
- To care for the school grounds, buildings and equipment: to keep them clean, safe and well presented.

5.2 Students have the Right:

- To be treated with understanding, empathy and equality, free from pre-conceived notions.
- To be listened to and treated with respect and politeness

- To be safe and to feel secure at school, knowing that these rights and responsibilities will be enforced.
- To expect their property to be safe.
- To work in a positive work environment that promotes learning and recognises achievement.
- To expect that their school have an excellent reputation in the community.

5.3 Student action regarding bullying harassment & discrimination

- take some positive action to stop the bullying if they observe an incident
- report the bullying incident to a teacher as soon as possible
- make it clear to their peers that bullying is not accepted

5.4 Staff action regarding bullying harassment & discrimination

- take some positive action to stop the bullying when they observe an incident
- pass on information about any reported or observed bullying behaviours to the Primary or High School Coordinator and to the Primary / High School meeting or to the Educational Administrator / Educational Administrator

5.5 Parent action regarding bullying harassment & discrimination

- listen to their child and encourage their child to speak to their Class Teacher or Class Guardian
- contact the Class Teacher or Class Guardian, or the Primary or High School Coordinator if the parent has a concern

14. Liaison Police contacts

Contact details for the School Liaison Police: Constable Jason Roughley, Castle Hill Police Station (02) 9680 5399

Contact details for the Youth Liaison Officers: Senior Constable Rob Paterson, Castle Hill Police Station ph (02) 9680 5399

Goals and Priorities

(Annual Report Legislation:

priority areas for improvement as selected by the school including comments on the achievement of priorities for the previous year. The areas selected for improvement by the school may or may not include targets for student achievement)

Goals for 2014

- Improve student enrollment and retention
- Complete community access pathway between the top car park and the classroom areas
- Complete a major review of policies
- Complete BOSTES inspection and VET compliance audit successfully
- Research OOSH support

Goals for 2015

Outside School Hours Care Project

Staff and Community meetings have been held and discussions are directed towards starting an Outside of School Hours Care program.

Commercial Kitchen Project

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

Fund Raising

The main fundraising event for 2015 is the School Fair. Planning is well underway.

Novalis College

The Novalis College officially started operations in term two. The College is an internal dimension to the school that will support the performance and professional development of the teachers. It will also offer to the parents and wider community an opportunity for adult education and personal development in regards to Anthroposophy and Steiner Education.

Respect and Responsibility

(Annual Report Legislation: actions undertaken by the school to promote respect and responsibility. These may relate to respectful behaviour, involvement in community service activities, and specific class-based activities)

Lorien Novalis School nurtures respect and responsibility by modeling inclusive and empathetic behavior throughout the professional body and community generally. Respect and responsibility are fundamental attributes of Steiner education.

Respect and responsibility, as a theme, culminates in community building excursions by High School Classes. Class 10 building project in Vanuatu.

Parent, Teacher & Student Satisfaction

(Annual Report Legislation:

a description in plain language of parent, student and teacher satisfaction. This can be represented in the most appropriate way according to each school's circumstances

Parents, teachers and students are involved in many aspects of policy and school life generally. This involvement is welcomed and encouraged. Various parent and student initiatives occurred throughout the year including Parents and Friends initiatives, parent library, market days, cultural days, fund raising events, fruit and vegetable co-op, parent information education evenings, parent involvement in classes and more.

The Parents & Friends Association engaged with teachers and parents to create successful working bees at the school.

With the support of the school the P&F also established an email address and webpage to create access to information about the P&F.

Financial Report

(Annual Report Legislation:

summary financial information which includes:

income from all sources, including Commonwealth and State grants and subsidies and all private income, including fees and donations

expenditure on all purposes, including teaching and learning, administration and financing (ie borrowing costs, depreciation, etc).

Financial information is to be based on and reported in a form consistent with the detailed information provided to the Commonwealth Government each year in the Commonwealth Financial Questionnaire.

The presentation of financial information may be in graphical forms such as pie charts, provided that each segment of the graphic represents specific dollar amounts aggregated from the financial information that each school provides annually to the Commonwealth. Where schools use a graphical representation, the overall financial position of the school must be organised according to the areas covered by the Commonwealth Questionnaire as follows:

Graphic one

recurrent/capital income, with segments detailing percentages derived from - fees and private income - State recurrent grants - Commonwealth recurrent grants - government capital grants - other capital income

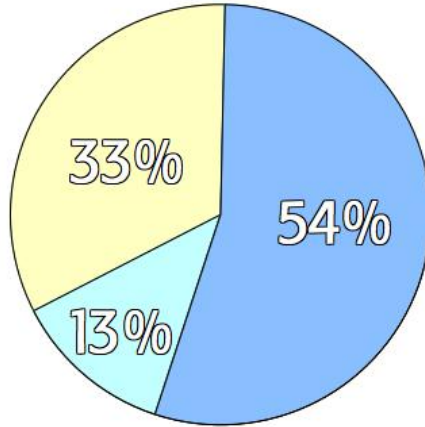
Graphic two

recurrent/capital expenditure, showing percentages spent on - salaries, allowances and related expenses - non-salary expenses - capital expenditure)

Financial Report

2014 INCOME

- Fees, Grants and Other Income
- State Recurrent Grants
- Commonwealth Recurrent Grants



2014 EXPENDITURE

- Salaries and Allowances
- Non Salary Expenditure
- Capital Expenditure

