



Annual School Report

2016

Descriptive Information

Cairns Hinterland Steiner School is situated in Kuranda (approximately 20kms from Cairns) in Far North Queensland. Nestled amongst forty two acres of beautiful rainforest, CHSS opened on this site in 2007. The School boasts an early childhood complex, a primary campus and a secondary campus with single-stream classes from Class One to Ten. A large multi-purpose hall, library and kitchen complex, as well as a sports oval add further dimensions to this beautiful property.

School Sector:

Independent

School's Address:

46 Boyles Road, Kuranda, QLD, 4881

Total Enrolments:

As at the 2015 census we had a total of 174 full time students compared to 164 in 2014.

Year Levels Offered:

Pre-school to Year 10

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The student body is made up of 81 Males and 93 Females. There are 4 indigenous students. Students live within the local Kuranda area, the greater Cairns region and the Mareeba and Tablelands District.

Distinctive Curriculum Offerings:

The curriculum presented to students at Steiner schools worldwide is unique in that artistic subjects are given equal time and attention alongside, and within, academic subjects to ensure that each child gains real skills in the areas of art, music, drama and handwork, that they can use throughout their lives.

A Learning Support teacher leads a team of specialists and aides in supporting students who require various levels of learning support in academic, social and emotional areas of their schooling.

In 2015, CHSS introduced Mandarin as a Language Other than English and our Year Nines and Tens undertook the inaugural Exchange Visit with a school in Chengdu. Students from Chengdu will visit CHSS in 2016.

Extra-curricular Activities:

At Cairns Hinterland Steiner school we are committed to providing extra-curricular activities for students and their families, to enrich their schooling and to promote and enhance school and community relations.

Each year the school provides many opportunities for our students, their families and friends to meet socially, such as the annual Bush Dance, the seasonal festivals, Community Music days, the Open Day and others. Our students sing together in a school choir and, from Class 3, students perform together in music ensemble groups.

The School also facilitates extra lessons for students in singing, piano, guitar, violin, recorder and drumming.

All classes experience excursions, which enrich their educational programme, as well as incursions, where visitors to the school bring specialised knowledge. These include elders from our local community, who deepen the students' cultural understanding. Each class, from Class 3 and up, goes on at least one class camp every year.

Social Climate:

At Cairns Hinterland Steiner School we seek to remove competitive pressures inherent in many educational establishments. We prefer to see each child reach his or her own full potential and express his or her own uniqueness and individuality. This individuality is allowed to unfold in a creative, nurturing, stress free, peaceful and respectful environment. It is inhibited where children are required to compete against each other to achieve externally imposed goals. Steiner education prefers motivation and direction to come from within the depths of each human being. It is the teacher's role to kindle this spark through creative, caring and inspired teaching practice. The teacher then allows the individual to unfold, in freedom, that which lies within.

All teachers are encouraged to foster loving relationships with all the students in the school and to develop relationships with the families of the children in their care. Teachers are as much concerned with the children's emotional and physical development as their academic progress. Cairns Hinterland's unique curriculum has been specifically designed to address all aspects of the child's developmental stage, with academic learning delivered in a way that stirs the feelings, awakens a sense of morality, connects students to the natural world, engenders a sense of wonder and enthusiasm for life and learning and enhances healthy physical growth and development.

Close relationships between teaching staff are fostered via weekly meetings to ensure that the care, safety and needs of every student in the school are supported. Teachers work collaboratively to help students and solve problems and issues that may arise. The school has a well-developed behaviour management policy based on the understanding that for children to develop in a healthy way there needs to be a steady movement of authority from outer to inner. When children are young, there is initially a need for constant positive and gentle guidance from adults who can model loving authority steeped in personal discipline. Gradually we begin to expect children to develop self-discipline and to take more and more responsibility for their own behaviour and actions. Teachers at the school support and encourage this process through the specific behaviour management techniques implemented at different stages of children's development.

Parental Involvement:

We seek to work alongside parents to ensure that, together, we can offer the children the very best educational experience. School and home are seen as two elements that create a whole learning experience for children. Both must be working harmoniously towards the same goal for a successful outcome.

One of the roles of the parents within the school is to help develop and grow the cultural life of the school. To help organise and participate in community building activities, festivals and celebrations, concerts and plays,

excursions, music concerts, fund raising and study groups.

Parents also contribute by helping out at the tuck shop or in the library, assisting teachers in and out of the classrooms, in gardening and craft and by attending working bees, etc. A Class Carer is elected for each class and it is their role to organise class social events and support the teacher as needed.

We aim to promote a strong and meaningful sense of community within the school. This sense of community is encouraged through community gatherings and festivals. The school hosts four seasonal festivals each year.

CHSS school parents were involved in the following activities in 2014/2015:

- Organising fundraising events for the Class 9 exchange with a school in China
- Building and grounds maintenance and upgrade
- Festival organisation
- Tuckshop and Kitchen Garden programme assistance
- Craft group
- Class carers
- Driving and helping on excursions and camps
- Gardening
- Working Bees in Early Childhood
- Classroom reading programmes
- Library help
- Open Day

Parent, Teacher and Student Satisfaction with the School

Effective communication is seen as critical for building trust and rapport between a school and its parents, teachers and students and thus increasing satisfaction with the school. The school aims to conduct a parent satisfaction survey every two years. In 2015, parents were surveyed to gain information about what they value most at the School. The data collected from this survey will inform future marketing and development strategies.

Contact Person for Further Information:

Donna Pickford – Administration Officer

School Income Broken Down by Funding Source

Refer to the *My School website* <http://www.myschool.edu.au>

Staffing Information

Staff Composition, Including Indigenous Staff:

As at the 2015 census, the school employed 17 teaching staff, some of whom were part time, resulting in an overall FTE (Full time equivalent) of 14.8. In addition, there were 10 non-teaching staff members, equating to an FTE of 6.9.

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	
Masters	6%
Bachelor Degree	94%
Diploma	
Certificate	

Expenditure on and Teacher Participation in Professional Development:

a) Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Blue Sky Therapy	17
National Education Conference	12
World Teachers Conference (paid in 2015, held 2016)	7
Glenaeon Intensive	6
ISQ Literacy Training	5
First Aid training	4
Sensory colour workshop, Samford	3
Ignite Development - Learning Support	3
SEA GLaM Conference	2
SEA- Educational Leaders Forum	1
AUT University Steiner training	1
School Governance Programme	1
Individual trainers providing PD to all teaching staff:	
John Burnett – Study of Man	17
Lakshmi Prasana (Child Observations)	17
Lisa Devine (Working with Adolescents)	17
Total number of teachers participating in at least one activity in the program year	17

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
17	\$74,496	\$4,382
The total funds expended on teacher professional development in 2015		\$74,496
The proportion of the teaching staff involved in professional		100%

development activities during 2015
The major professional development initiatives were as follows: Study of Man and In-class Mentoring with John Burnett and attendance at the SEA National Teachers' Conference ' <i>The Meeting Point</i> '.

Average teaching staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
17	182	110	96.4%

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96.4% in 2015

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
15	13	87%

From the end of 2014, 87 % of staff members were retained for the entire 2015 school year.

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2015 was 89%

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2015
Prep	84%
Year 1	87%
Year 2	88%
Year 3	90%
Year 4	91%

Year 5	91%
Year 6	87%
Year 7	88%
Year 8	86%
Year 9	89%
Year 10	92%

A description of how non-attendance is managed by the school:

All students are required to be in attendance on all days that the school is open for classes. Parents are required to advise the school of their child's absence by 8.30am by phoning the dedicated absentee line. Where a student is absent without parent notification, the school makes contact with the parent.

NAPLAN results for Years 3, 5 and 7 and 9 in 2015

All schools must ensure that all students in years 3, 5, 7 and 9 sit the NAPLAN test, unless a parent signs a conscientious objection to the test.

In 2015, only three students from three different classes sat the NAPLAN tests.

Other Information of Interest

During 2014/2015 CHSS, in conjunction with third party consultants, conducted a comprehensive assessment of its performance against the accreditation criteria as part of the Non State Schools Accreditation Board's cyclical review programme. This review covered a variety of areas including:

- Corporate governance and Administration
- Financial viability
- Philosophy and Aims
- Educational Program
- Students with a disability
- Work Health and Safety
- Student Welfare
- Staffing
- Land and Buildings
- Facilities and Materials
- School Improvement

The review concluded that the school is complying with all the requirements for ongoing accreditation.