



# Annual School Report

## 2017

## 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 2016 census we had a total of 164 full time students compared to 174 in 2015.

### 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 74 Males and 90 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.

A second exchange with Chengdu Waldorf School was undertaken in 2016, which included the first visit of students from Chengdu to CHSS. One student in Class 10 even undertook their Work Experience placement in China, by returning to Chengdu and working on a Biodynamic Farm and offering English support in language classes.

### **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 can 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 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 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 2016:

- 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 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. The next survey will be conducted in 2017.

### **Contact Person for Further Information:**

Colin Baker – 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 2016 census, the school employed 15 teaching staff, some of whom were part time, resulting in an overall FTE (Full time equivalent) of 14.1. In addition, there were 16 non-teaching staff members, equating to an FTE of 12.7.

### 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	
Bachelor Degree	100%
Diploma	
Certificate	

### Expenditure on and Teacher Participation in Professional Development:

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
15	\$48,855	\$3,257
The total funds expended on teacher professional development in 2016		\$48,855
The proportion of the teaching staff involved in professional development activities during 2016		100%
The major professional development initiatives were as follows: Study of Man and In-class Mentoring with Arlene Cairns and attendance at Steiner Training at the Goetheanum in Switzerland		

### 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
15	184	112.5	95.9%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 95.9% in 2016			

**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
14	10	71%

From the end of 2015, 71 % of staff members were retained for the entire 2016 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 2016 was 90%

**Average student attendance rate for each year level:**

Year levels	Average attendance rate for each year level as a percentage in 2016
Prep	91%
Year 1	94%
Year 2	89%
Year 3	92%
Year 4	92%
Year 5	90%
Year 6	88%
Year 7	86%
Year 8	86%
Year 9	90%
Year 10	93%

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 contacts the parent.

## **NAPLAN results for Years 3, 5 and 7 and 9 in 2016**

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 2016, only one student sat the NAPLAN tests.

## **Other Information of Interest**

In 2016, we introduced a Middle School model for students in Classes 6 to 8, to help them transition from primary school into high school. A review of the model and its implementation will inform further work in 2017.

Following consultation with students in the Upper School, they were provided with an opportunity to choose an Elective subject in which they could participate for one Semester or the entire year. Students could choose from subjects like: Visual Arts, Music, Drama, Manual Arts, Permaculture Gardening, Chinese and Handcraft. Students enjoyed the opportunity to focus on an area of interest for them and the Electives will continue to be offered in 2017.