

# The Alpine School

## Annual Report 2020



*“Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The needs for imagination, a sense of truth, and a feeling of responsibility – these three forces are the very nerve of education”*

*- Rudolf Steiner*

**Steiner Inspired Excellence**



TABLE OF CONTENTS

1. THE ALPINE SCHOOL – WHO WE ARE .....2

1.1. OUR HISTORY AND ETHOS .....2

1.2. VISION AND MISSION .....2

1.3. CORE VALUES .....3

1.4. LEGAL STRUCTURE .....3

2. CHAIRPERSONS REPORT .....4

3. PRINCIPALS REPORT .....6

4. STUDENT OUTCOMES – STANDARDISED NATIONAL LITERACY AND NUMERACY .....7

4.1. NAPLAN YEAR 3 .....7

4.2. NAPLAN YEAR 5 .....7

5. RECORDS OF STUDENT ACHIEVEMENT (ROSA) .....7

6. PROFESSIONAL LEARNING .....8

7. TEACHER ACCREDITATION STATUS .....9

8. WORKFORCE COMPOSITION .....9

9. STUDENT ATTENDANCE .....9

9.1. ATTENDANCE RATES .....9

9.2. MANAGEMENT OF NON-ATTENDANCE .....10

10. STUDENT ENROLMENT PROCEDURE .....10

11. SCHOOL POLICIES .....10

11.1. OVERVIEW .....10

11.2. STUDENT WELFARE .....10

11.3. ANTI-BULLYING .....11

11.4. DISCIPLINE .....11

11.5. COMPLAINTS AND GRIEVANCES .....11

12. ACHIEVEMENTS AND PRIORITIES .....12

13. PROMOTION OF RESPECT AND RESPONSIBILITY .....14

14. PARENT, STUDENT AND TEACHER SATISFACTION .....15

15. FINANCIAL STATUS .....16

15.1. ASSETS AND REVENUE .....16

15.2. NON-CURRENT ASSETS .....17

15.3. INCOME .....17

15.4. EXPENDITURE .....17

16. APPENDIX – TAS STUDENT ENROLMENT PROCEDURE .....19

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 1 of 19 |



## 1. THE ALPINE SCHOOL – WHO WE ARE

### 1.1. Our History and Ethos

The Alpine School (TAS) is an independent, non-denominational school founded in 2019 and situated in the Snowy Mountains region of NSW.

The impetus for TAS arose from a strong community desire for a high quality alternative to mainstream education in the form of a Steiner school. In mid-2017, two of the founding directors, Lyndall and Allen, commenced preparations to bring TAS to life. After some months of negotiations a site was purchased for use by the school. The purchased property, located on 4 ½ acres in Cooma, was previously a Catholic school and was therefore equipped with the necessary facilities to operate as a school.

Having overcome what can often be the most significant hurdle for new schools, that being securing appropriate premises, work commenced on all of the other aspects required to commence a new school. This included securing a Development Application for the use of the site as an educational facility, NESA registration process, and pulling together a strong and diverse group of directors.

Following the core principles of the Steiner Waldorf education system, TAS offers a modern, holistic education which focuses on ensuring children fully realise their potential and possess the creativity and skills required to thrive in our constantly changing world.

We achieve this by offering a curriculum which focuses on creative and hands-on modes of learning, and is tailored to meet the individual needs, interests and learning style of each student.

Students emerge with a balanced development of intellectual, cognitive, creative and imaginative capacities, practical life skills, a strong sense of self and a life-long love of learning.

*“One of the essential problems for education is that most countries subject their schools to the fast-food model of quality assurance when they should be adopting the Michelin model instead. The future for education is not in standardising but in customising; not in promoting groupthink and “de-individualisation” but in cultivating the real depth and dynamism of human abilities of every sort”*

*- Sir Ken Robinson, The Element: How Finding Your Passion Changes Everything*

### 1.2. Vision and Mission

Our vision is to provide a purposeful, integrated and holistic education that will inspire children to work creatively and achieve the best of their individual ability.

Our mission is to establish a modern co-educational and non-denominational Steiner school for children, irrespective of their social, religious or cultural background which:

- Provides an inspired and engaging learning environment, which strives to foster the qualities of goodness, beauty and truth;

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 2 of 19 |



- Builds a strong academic foundation through providing a rich, engaging environment where students learn concepts and skills at a time that is developmentally appropriate;
- Nurtures attributes of curiosity, creativity and capacity, ensuring children are equipped for today's world as morally responsible global citizens; and
- Strives for a respectful, safe and loving environment for all who work and learn at the school.

Our highest endeavour is to provide a purposeful education that will inspire children to achieve to the best of their individual ability and work creatively. Our curriculum is designed to provide for the balanced development of human intellectual and cognitive faculties, artistic and imaginative capacities and practical life skills. We aim to provide an education that is integrated and holistic.

*“Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution. It is, strictly speaking, a real factor in scientific research”*

*- Albert Einstein*

### 1.3. Core Values

Our core values are:

**Creativity:** A focus on art, creativity and imagination as an integral part of the learning process to cultivate self-motivated free thinkers who are equipped to meet the challenges of the future;

**Mastery:** Creative and practical learning opportunities provided at a time when the student is most ready to enjoy, appreciate, understand and benefit from them, and a lifelong love of learning where students master concepts in a way that is most meaningful for them.

**Community:** Values of trust, respect, responsibility and care, for each other and our surroundings; valuing community and the importance of skills and human contribution before economic value; social relationships as a means for connection, inclusion, trust and meaningful learning; and rhythm as a vital connection to learning, teaching and a healthy life.

*“In a traditional academic model, the time allocated to learn something is fixed while the comprehension of the concept is variable....What should be fixed is a high level of comprehension and what should be variable is the amount of time students have to understand a concept”*

*- Salman Khan, The One World Schoolhouse: Education Reimagined*

### 1.4. Legal Structure

The Alpine School Ltd is a public company limited by guarantee. It is a not-for-profit organisation and is registered with the Australian Charities and Not for Profit Commission (ACNC) as a charity with education as its purpose.

*“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid”- Albert Einstein*

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 3 of 19 |



## 2. CHAIRPERSONS REPORT

2020 was the second year of The Alpine School (TAS). The year came with many challenges, having started with the devastation of the bushfires followed shortly thereafter by the COVID pandemic.

COVID had a significant impact on all schools, TAS included, including being thrown in to ‘home learning’ at the end of term 1. Our talented teachers rose to the challenge and pulled together an amazing home learning program for our students. In doing so, they demonstrated our key values of Creativity, Mastery and Community.

While COVID continued to present challenges throughout the year, our dedicated and passionate staff remained incredibly focussed on the wellbeing of our students and continued to facilitate a depth and quality of learning that we are proud of.

Despite the challenges we faced, 2020 at TAS resulted in change, growth and achievement.

Olga Nielsen, our Founding Principal, left in mid-2020 and we were delighted to welcome Olga Blasch as our Principal from term 4.

### Some milestones

Some of our milestones for 2020 are as follows:

- The achievement of initial registration and accreditation for Years 7 to 10 at our high school;
- We increased our student numbers from 25 students when we opened in 2019, to 38 by the end of 2020; and;
- We finished 2020 in a strong financial position, notwithstanding the challenges that came with COVID.

As part of our response to the COVID pandemic, we looked for ways we could support our wider community, so we brought forward a range of capital and maintenance projects designed not only to improve our school facilities, but to inject much-needed funds into our local community. We completed the following projects:

- Erection of our amazing outdoor classroom;
- Complete refurbishment of the kitchen in the lower building;
- New guttering where needed;
- Additional landscaping which included a new garden along the terrace in the playground;
- Installation of a roof structure and associated works over the two storage containers;
- Extension and completion of fencing on the corner of Mittagang and Bolaro Streets; and
- Installation (finally!) of a sign for the front of the school, with our new logo.

We also invested in the purchase of violins and cellos as part of the development of our music program.

Wherever possible, all materials and purchases were made locally to support our local businesses.

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 4 of 19 |





## THE ALPINE SCHOOL – ANNUAL REPORT

2020

### Acknowledgement and thanks

I wish to acknowledge our board of directors who volunteer their time and energy in a myriad of ways. Our directors include Mike Mesley, Mark Kenmir, Yvi Henderson and Allen Caldwell. Thank you all for your dedication, vision, and tireless hard work.

I am incredibly grateful for the passion and dedication of all the staff of TAS and thank them all for their contribution.

I also wish to acknowledge everyone who have contributed to the creation of this amazing school, and their courage, commitment and willingness to be a part of this exciting journey.

I continue to be grateful for everything, small and large, that has been done in support of the creation of TAS, for the children in this school, and their parents and families. With newness comes the unknown, and it takes courage, strength and creativity to work through challenges as they arise. In each case something better and stronger is forged, and our school evolves as a result. It is only through the contributions of many that our school exists, and it will be with the contributions of many that it will continue and thrive into the future.

I am excited and confident about the bright future that lies before us.

Lyndall Dean

Chair of the Board

*“If everyone had exactly the same kind of mind and there was only one kind of intelligence, then we could teach everyone the same thing in the same way and assess them in the same way, and that would be fair. But once we realise that people have very different kinds of minds, different kinds of strengths - some people are good in thinking spatially, some in thinking language, others are very logical, other people need to be hands on and explore actively and try things out – then education, which treats everybody the same way, is actually the most unfair education....”*

*- Howard Gardner – Professor of Cognition and Education at the Harvard Graduate School of Education at Harvard University*

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 5 of 19 |



### 3. PRINCIPALS REPORT

2020 was a year like no other for any school, let alone a pioneering school such as The Alpine School.

After the resignation of the Founding Principal, Olga Nielson, I took up the role of Principal in term four.

Although we had come out of lockdown and on-line learning, restrictions were still heavily in place for all schools. Parents were not permitted to be on the school site apart from dropping off and picking up their children each day. As the term progressed these restrictions were eased somewhat, and we could bring the parents into school for specific periods of time and for some events.

COVID-19 protocols remained in place, all visitors to the school were required to sign in each visit.

Some normality returned to school through the term with the following taking place:

- Classes 3 and 4/5/6 were able to each participate in a camp
- Children in Kindergarten to Class 6 participated in swimming lessons
- We celebrated the Christmas festival
- School photos were taken in October
- Assemblies were held each week led by Class 6 students
- Kindergarten orientation took place over three Wednesday mornings in November

The teachers work was focussed on curriculum documentation and the registration process for Class 7 in 2021.

The professional development focus for teachers was on the Steiner curriculum frameworks and how best to deliver these outcomes alongside the required NESAs outcomes.

As the term drew to a close we prepared for 2021 and with the hope of a year with more freedom of movement and re-building of our dispersed community.

Olga Blasch

Principal

*“Teaching is a creative pursuit, not a delivery system”*

*- Ken Robinson*

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 6 of 19 |



#### 4. STUDENT OUTCOMES – STANDARDISED NATIONAL LITERACY AND NUMERACY

##### 4.1. NAPLAN Year 3

NAPLAN was not conducted in 2020 due the COVID-19 pandemic

##### 4.2. NAPLAN Year 5

NAPLAN was not conducted in 2020 due the COVID-19 pandemic

*“Kids make their mark in life by doing what they can do, not what they can’t....school is important, but life is more important. Being happy is using your skills productively, no matter what they are”*

*- Howard Gardiner*

#### 5. RECORDS OF STUDENT ACHIEVEMENT (ROSA)

TAS operated only as a primary school (Kindergarten to Year 6) during 2020. Accordingly, all activities associated with the operation of a secondary school, including the administration of the RoSA, were not undertaken by TAS during this period.

*“If you want your children to be intelligent, read them fairy tales. If you want them to be more intelligent, read them more fairy tales”*

*- Albert Einstein*



| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 7 of 19 |





### 6. PROFESSIONAL LEARNING

TAS recognises that ongoing professional learning is a critical component in the quest for continuous improvement and educational excellence. To this end, budget allocation for professional learning was provided to teaching staff for participation in both school in-service learning and attendance at external courses.

Professional development was significantly restricted during most of 2020 due to COVID-19, however professional learning was undertaken in a variety of ways including self-development. More formal professional learning was undertaken in term 4.

The in-service learning program, developed and facilitated by the Principal, involved a structured program that addressed the following topics:

- Curriculum
- Planning – Teaching and Learning
- First Aid Training
- Steiner pedagogy in practice
- Child protection training
- Child Study – Student Wellbeing

External professional learning during 2020 included:

- Glanaeon Intensive – 5 day training
- Steiner Education Australia Governance, Leadership and Management (GLaM) courses - conducted on-line
- Steiner Education Australia Meeting – conducted on-line
- Early Years Regional Network Meetings – conducted on-line

In addition, all members of the TAS board undertook mandatory professional learning programs provided by the Association of Independent Schools (AIS).

*“The best teachers are those who show you where to look, but don’t tell you what to see”*

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 8 of 19 |



## 7. TEACHER ACCREDITATION STATUS

Details of the professional accreditation status for TAS teaching staff at the conclusion of 2020 are as follows:

| Category   | Number |
|--|--------|
| Number of teaching staff employed at TAS at the conclusion of 2020   | 8      |
| Teachers who hold teaching qualifications from a higher education institution within Australia or one recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines. | 8      |
| Teachers who hold NESA Proficient Accreditation  | 8      |
| Teachers who hold NESA Provisional Accreditation   | 0      |

## 8. WORKFORCE COMPOSITION

Details of the workforce composition for TAS teaching staff at the conclusion of 2020 is as follows:

| Category  | Number | Fulltime Equivalent |
|---|--------|---------------------|
| Principal   | 1      | 0.6                 |
| Other teaching staff                                | 7      | 3.8                 |
| Non-teaching support staff                          | 1      | 0.1                 |
| Administrative staff                                | 1      | 0.4                 |
| School staff reported as being of indigenous origin | 0      | 0                   |

## 9. STUDENT ATTENDANCE

### 9.1. Attendance Rates

Attendance during 2020 was negatively impacted by COVID and the Public Health Orders which prohibited students attending school with even the most minor of cold/flu symptoms.

During 2020 the average student attendance rate across all years (K-6) was approximately 82%. This figure compares with the previous year average attendance of 88%. Specific attendance rates for each year level are provided below.

| 2020 Attendance rates by Year Level (K-6) |                   |
|---|-------------------|
| Year Level                                | Attendance Rate % |
| Kindergarten                              | 66%               |
| Class 1                                   | 84%               |
| Class 2                                   | 78%               |

| Document Owner | Version | Issue Date | Page         |
|----------------|---------|------------|--------------|
| Chairperson    | 1       | 30.06.21   | Page 9 of 19 |



## THE ALPINE SCHOOL – ANNUAL REPORT

2020

|                |            |
|----------------|------------|
| Class 3        | 86%        |
| Class 4        | 82%        |
| Class 5        | 88%        |
| Class 6        | 90%        |
| <b>Average</b> | <b>82%</b> |

### 9.2. Management of Non-Attendance

TAS has developed documented processes for the monitoring of attendance, maintenance of attendance records and to specify the response to non-attendance. Management of non-attendance, depending upon circumstances, may include investigation by the Principal, meetings with relevant parents / guardians and the development of an attendance improvement plan.

In circumstances where a student is absent for a significant amount of time without an appropriate explanation, or has had repeated unexplained absences, the Principal may be required to undertake mandatory reporting in accordance with relevant NSW legislation. Refer to POL-108-001 Student Attendance for further detail.

## 10. STUDENT ENROLMENT PROCEDURE

A copy of the full-text TAS enrolment procedure, current at the time of writing this report, has been included as an appendix to this report.

## 11. SCHOOL POLICIES

### 11.1. Overview

TAS has developed, and maintains, an extensive suite of policy and governance documents that relate to all aspects of our operations. These documents address topics ranging from the operation of the school board, financial management, professional development of teachers, assessment and reporting of student performance, and codes of conduct for staff, students and parents. Collectively, these documents provide the benchmark standards that guides all personnel at TAS to consistently work towards, and achieve, standards of excellence in all areas of our operations.

Summaries of selected TAS policies are provided below. Each of the policies listed below have been forwarded in full to the parents / guardians of each enrolled student.

### 11.2. Student Welfare

TAS has developed an extensive suite of documented processes aimed at ensuring the welfare of our students and the appropriate management of a range of risks. Collectively, these processes ensure that risks to student welfare are appropriately identified and managed.

Student welfare in relation to buildings and evacuation is addressed in POL-101-001 Buildings and Premises and POL-115-001 Emergencies and Critical Incidents.

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 10 of 19 |



Supervision of students and risk management for both on-site and off-site activities is addressed in POL-111-001 Staff Code of Conduct, POL-117-001 Off-Site Activities, FR-117-002 Off-Site Activity Risk Assessment, POL-118-001 Work Health and Safety and the addition of several risk management tools.

Student welfare in relation to the behaviour of staff, parents and other students is addressed in POL-111-001 Staff Code of Conduct, POL-111-004 Student Code of Conduct, POL-111-003 Anti-Bullying Code of Conduct, POL-116-001 Pastoral Care, POL-111-002 Parent and Guardian Code of Conduct and POL-110-001 Child Protection.

### **11.3. Anti-Bullying**

TAS is committed to the belief that everyone has the right to be free of bullying. It is a priority and an expectation of the school that all students, staff and visitors to the school are granted a safe, secure, caring and supportive environment free of bullying, harassment or violent behaviour.

TAS has in place procedures to follow in response to aggressive situations that involve bullying, harassment or violence. TAS policies require that these procedures be undertaken in a timely manner whilst ensuring procedural fairness for all involved parties. Refer to POL-111-003 Anti-Bullying Code of Conduct for further details.

### **11.4. Discipline**

TAS aims to promote the discipline of self-control and to cultivate virtuous qualities such as acting for the welfare of others. TAS believes that discipline is a response to individuals and situations in such a way as to lead to the development of skills that promote responsibility and accountability, and that these responses are different at differing age levels.

Disciplinary action may be undertaken in circumstances where a student disregards rules, instructions or otherwise engages in conduct which causes or may cause harm or undue disturbance to the school, staff members or other students. Disciplinary consequences will vary according to the behaviour of the student. In all cases, students will be supported to address their behaviour through considered restorative practices under the guidance of the Class Teacher. Refer to POL-104-001 Student Discipline for further details.

### **11.5. Complaints and Grievances**

TAS is committed to open, honest and effective communication between parents, teachers and other stakeholders as a necessary condition for the optimal functioning of the school. All stakeholders are encouraged to openly communicate any issues, complaints or grievances. The school commits to taking prompt and effective action to address complaints and grievances.

Wherever possible, complaints and grievances will be resolved by a process of discussion, cooperation and conciliation. The aim is to reach an acceptable outcome that minimises any potential detriment to ongoing relationships. Refer to POL-107-001 Complaints and Grievances for further details.

| <b>Document Owner</b> | <b>Version</b> | <b>Issue Date</b> | <b>Page</b>   |
|-----------------------|----------------|-------------------|---------------|
| Chairperson           | 1              | 30.06.21          | Page 11 of 19 |



## 12. ACHIEVEMENTS AND PRIORITIES

TAS achievements and priorities for 2020 are provided below:

| AREA                                 | PRIORITIES   | ACHIEVEMENTS  |
|--------------------------------------|--|---|
| Curriculum and Programme Development | <ul style="list-style-type: none"> <li>➤ Continued working as a team to develop our documents to ensure ongoing compliance with NESA. All teaching staff continuing to study NESA syllabuses and documents.</li> <li>➤ Internal appraisals conducted in 2020 and continuing with this process for all teachers to ensure best practice.</li> <li>➤ Continue to develop links and understanding between Steiner Curriculum and key areas for TAS curriculum.</li> <li>➤ Develop plans for TAS Secondary School commencing 2021</li> </ul> | <ul style="list-style-type: none"> <li>➤ Further developed and implemented our integrated curriculum. All teaching staff using the National Steiner Curriculum Framework as support documents for lesson planning within the context of the overarching NESA syllabuses.</li> <li>➤ TAS teachers continued to have scheduled times to share work samples from Main Lessons and in-depth feedback sessions, concentrating on areas where further development was needed.</li> <li>➤ Staff members continue working on integrating Steiner as a part of the curriculum during pedagogical meetings.</li> <li>➤ Ongoing secondary school curriculum development</li> </ul> |
| Staff Development                    | <ul style="list-style-type: none"> <li>➤ Continuing to increase Steiner teacher training.</li> <li>➤ Continue mentoring of teachers: internally &amp; externally.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ One class teacher enrolled in intensives at Rudolf Steiner College in Sydney. Staff members have attended various other training opportunities including a Governance and Leadership conference mid-year.</li> <li>All teaching staff working closely together and giving each other support in specific areas.</li> </ul>   |
| Facilities and resources             | <ul style="list-style-type: none"> <li>➤ Continuing to improve specific areas of maintenance targeted for compliance with WHS requirements.</li> <li>➤ Facilities upgrades planned</li> </ul>  | <ul style="list-style-type: none"> <li>➤ WHS improvements ongoing during 2020 attended to in terms of risk priority.</li> <li>➤ Refurbishment of kitchen; new outdoor classroom, new garden beds, various other building refurbishment works</li> </ul>   |
| Financial                            | <ul style="list-style-type: none"> <li>➤ Continuing planning and management to ensure the school remains in a solid financial position.</li> <li>➤ Building of enrolments to support school viability within a competitive environment and continual developments in accountability.</li> <li>➤ Improve website providing a better online view of the school.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Financial stability maintained during 2020 with a net profit.</li> <li>➤ Net increase in enrolments during 2020.</li> <li>➤ Teacher/student ratio continues to be healthy due to composite classes.</li> <li>➤ Website updated</li> </ul>  |
| Policies                             | <ul style="list-style-type: none"> <li>➤ School policies continue to be reviewed, checked and updated for compliance with new legislation.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Achieved and ongoing. Continuing to establish new levels and ensuring consistency.</li> </ul>  |

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 12 of 19 |





## THE ALPINE SCHOOL – ANNUAL REPORT

**2020**

|   |  |  |
|---|--|--|
| <p>Management and School Leadership</p> | <ul style="list-style-type: none"> <li>➤ Position of Teaching Principal for first part of year, then transition to part time Principal</li> <li>➤ Review leadership framework and plan updates according to the current needs of the school.</li> <li>➤ Team building through careful selection process during interviews with potential new staff members.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Finished 2020 with a part time Principal focussing on the educational leadership of TAS</li> <li>➤ Continued review of current leadership structure.</li> <li>➤ Comprehensive interview processes.</li> </ul> |
|---|--|--|



*“Creativity is as important now in education as literacy and we should treat it with the same status...if you can light the spark of curiosity, children will learn”*  
*- Sir Ken Robinson*

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 13 of 19 |



### 13. PROMOTION OF RESPECT AND RESPONSIBILITY

TAS believes that all students have the right to feel happy, safe and valued as members of the school community. We are a school based upon a philosophy that values the importance of educating children in the context of building positive healthy relationships with peers, teachers and community members.

Our student needs are met by a community that respects and acknowledges the developmental stage of the child. Our community has a strong appreciation of process, context and school narrative which supports a student's journey in reaching developmental milestones. This understanding of our students' developing nature and needs underpins the care and support required for the development of a positive self-concept, self-esteem, mutual respect and responsibility in our students.

TAS encourages students to develop a sense of their place as an individual within a group. Because we recognise that the child develops this awareness of individuality slowly (becoming strong at around nine years of age), teachers must be aware of the general 'age culture' belonging to the children in their care, as well as the specific needs of their students. This awareness of child development is studied and discussed by TAS teachers in pedagogical meetings and Teacher Training Modules administered by the Sydney Rudolf Steiner College and Glenside School.

We are always working on developing student-to-student and student-to-teacher relationships which enhance self-regulation in our learning environment. Behaviour management strategies used at the school always aim to assist the child to become more empowered in resolving conflict which recognises relationships as the cornerstone of our personal growth. A focus on the growing awareness of the child's development enables us to continually improve the way we approach our discipline and behaviour policies.

At TAS there is awareness of the growth in the child's consciousness leading to a change towards individuation around nine years of age. This is reflected in the way we deal with interpersonal conflicts between students and the way in which we discuss these issues with parents. Prior to this 'nine-year change', we tend to view interpersonal conflicts as largely developmental. That is not to say they cannot create problems, just that we would not automatically use the label "bullying", but rather age-related behaviour. We guide children by modelling more appropriate behaviour and monitor the situation including looking for patterns of behaviour. We also approach the parents with this consciousness. This has supported us in terms of dealing with the individual child within the context of school policies.

After the 'nine-year change', we believe children become more conscious of themselves being separate from the world around them and therefore gradually become more conscious of not only their own behaviour but also the consequences of this behaviour, not only for themselves but for others. Ages eleven to fourteen years are considered the optimal and integral time to develop a real and deep understanding of consequences related to actions.

The restorative justice model we have adopted is continually useful, particularly in the context of choices the children are making. Some of the values embedded in this approach that fit particularly well with our school

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 14 of 19 |



philosophy are those that value relationships and seek to engage people in restoring relationships damaged by conflict, as well as learning that helps promote the development of self-discipline. Circle work which focuses on the issue and not personalities is used to develop our students' understanding of compassion and empathy.

## 14. PARENT, STUDENT AND TEACHER SATISFACTION

### Parents

The opportunity for parent involvement at TAS during 2020 was severely restricted due to the COVID pandemic. However, wherever possible, TAS welcomes and encourages parent involvement and views the whole school community as participating in an inspiring teaching and learning environment. Various roles at TAS are taken up by parents in many spheres of the school, from leadership on the TAS Board and parent committees, to being involved by assisting in the classroom, at event days, working bees or helping with the festivals. Parents typically report a sense of enjoyment when connecting with the life of the school, which is in turn nurturing for the family and the whole school community.

Parents are supportive of the work of the school staff and encourage TAS to continue to strengthen the ethos of the school to differentiate TAS from mainstream education.

From time to time, parents reported behavioural issues during the school year. These issues were generally standard behavioural issues that can occur in the playground. Parents have both formal and informal check-ins with the appropriate teaching staff as necessary, and any issues are generally resolved quickly. Students with specific social issues and behavioural plans continued to be monitored and parents of children with behavioural plans were kept informed and involved in their child's plan. Issues were investigated and addressed as needed.

Generally, the parent community was very vibrant and supportive within the constraints imposed by the pandemic.

### Students

Student feedback is encouraged both within the classroom, during playtimes and at Assembly. Based on staff observation, the children are highly engaged in academic, creative and social learning in both the classroom and the playground. The children value the many movement-based, creative and interactive activities, such as ball games, artwork, fitness runs, camps, excursions, baking, bushwalks, and event days such as festivals. In addition, there are swimming and gymnastics lessons, craft, and participation in local community events.

### Teachers

The teaching staff have noted the following as some of the strengths of our school which make for a rewarding workplace:

- Successful implementation of alternative and remote learning modalities during periods of COVID restrictions
- being able to work creatively with the children in the classroom

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 15 of 19 |



## THE ALPINE SCHOOL – ANNUAL REPORT

2020

- The opportunity to offer children both breadth and depth in curriculum in a creative manner
- Working collaboratively alongside skilled colleagues
- An understanding that we can work through issues
- The opportunity for skills sharing with colleagues
- A meaningful appraisal process that provides opportunity for celebration of teaching successes
- A beautiful school and classroom environment.

Overall, the level of satisfaction from members of school community was high during 2020 despite the unique teaching challenges encountered throughout 2020.

*“Educating the mind without educating the heart is no education at all”  
- Aristotle*

### 15. FINANCIAL STATUS

#### 15.1. Assets and Revenue

The operations of the school in its second full year resulted in a cash surplus of \$347,712.

The following table shows the total net cash provided by the operations of the school for the 2020 financial year as well as the use of some of those funds.

|   |                  |
|---|------------------|
| Opening Cash Assets at the start of the year          | \$158,256        |
| Cash provided by operating activities during the year | \$404,616        |
| Acquisition of Assets (Improvements to facilities)    | \$(56,904)       |
| <b>Closing Cash Assets at the end of the year</b>     | <b>\$505,968</b> |

The school has no long term debt and the only liabilities are for tax obligations and employee entitlements, all of which are up to date.

The Alpine School Limited had a profit for the 2020 year of \$383,777. The following table provides a summary of the income and expenses for the year.

| <b>Revenue</b>                    | <b>\$</b> | <b>%</b> |
|-----------------------------------|-----------|----------|
| Commonwealth Government Funding   | \$607,402 | 56.48%   |
| State Government Funding          | \$232,578 | 21.63%   |
| Tuition Fees                      | \$61,856  | 5.75%    |
| Building Fund Contributions       | \$4,500   | 0.42%    |
| Other Revenue                     | \$10,666  | 0.99%    |
| Covid-19 JobKeeper Reimbursements | \$66,000  | 6.14%    |
| Covid-19 Stimulus Cash Flow Boost | \$92,384  | 8.59%    |

| <b>Document Owner</b> | <b>Version</b> | <b>Issue Date</b> | <b>Page</b>   |
|-----------------------|----------------|-------------------|---------------|
| Chairperson           | 1              | 30.06.21          | Page 16 of 19 |



## THE ALPINE SCHOOL – ANNUAL REPORT

2020

|                                      |                    |                |
|--------------------------------------|--------------------|----------------|
| <b>Total Revenue</b>                 | <b>\$1,075,386</b> | <b>100.00%</b> |
| <b>Expenses</b>                      |                    |                |
| Salaries – Teachers                  | \$479,187          | 69.29%         |
| Salaries – Administration            | \$20,531           | 2.97%          |
| Superannuation                       | \$44,076           | 6.37%          |
| Rent                                 | \$60,831           | 8.80%          |
| Classroom Supplies                   | \$10,835           | 1.57%          |
| Repairs / Cleaning / Rubbish Removal | \$13,554           | 1.96%          |
| Insurance                            | \$6,455            | 0.93%          |
| Other Expenses                       | \$56,140           | 8.11%          |
| <b>Total Expenses</b>                | <b>\$691,609</b>   | <b>64.31%</b>  |
| <b>Net Profit / Surplus</b>          | <b>\$383,777</b>   | <b>35.69%</b>  |

### 15.2. Non-Current Assets

The Alpine School Limited invested in improvements and equipment during the 2020 financial year totalling \$56,771. This included the following:

|   |                 |
|---|-----------------|
| Air Conditioning                        | \$18,297        |
| Fencing                                 | \$12,076        |
| Kitchen Renovations                     | \$8,470         |
| Shade Shelter                           | \$7,428         |
| Computer Equipment & Copier/Printer     | \$9,653         |
| Other Sundry Equipment                  | \$847           |
| <b>Total Improvements and Equipment</b> | <b>\$56,771</b> |

### 15.3. Income

The 2020 financial year was the second full year of operations for The Alpine School Limited and the main source of income for the year was government funding (both Federal and State) totalling \$839,980 and this was 78.11% of the income of the school for the year. Tuition fees were \$61,856 which was 5.75% of total income.

The school also received additional Government support with JobKeeper Reimbursements of \$66,000 (6.14% of total income) and the Cash Flow Boosts of \$92,384 (8.59% of total income).

### 15.4. Expenditure

The main expense of the school for the 2020 year was wages which totalled \$543,794 (inclusive of superannuation) and this was 78.63% of the total expenses. Rent, at \$60,831, was 8.80% of the total expenses. The rest of the expenses made up the remaining 12.57%.

The budgeted profit of the school for the 2020 financial year was \$206,013 and the final profit of \$383,777 exceeded the budget by 86.29%.

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 17 of 19 |



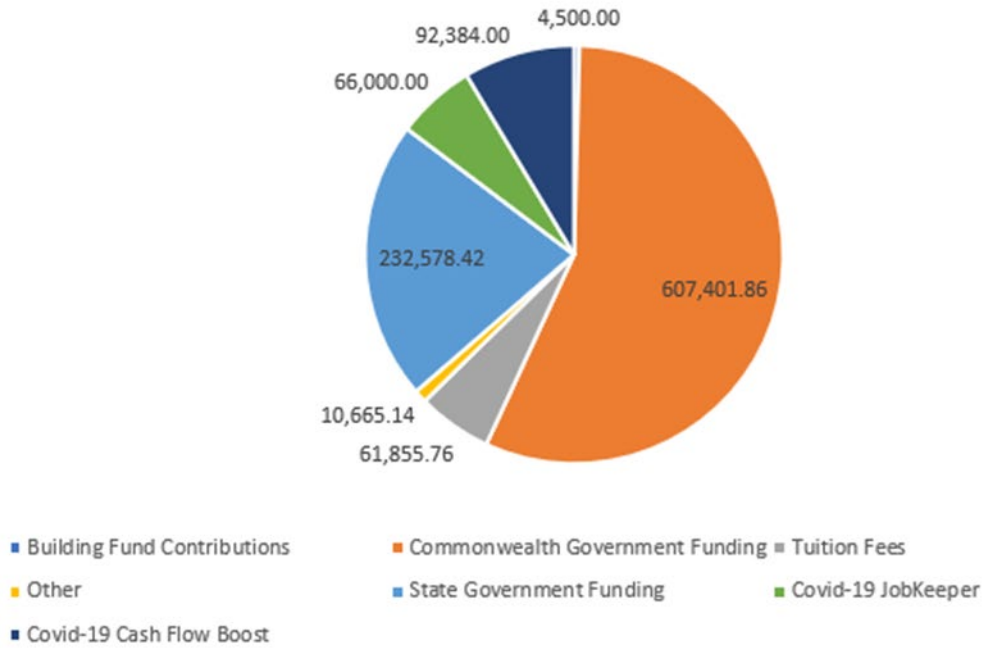


# THE ALPINE SCHOOL – ANNUAL REPORT

2020

The following graphs show the breakdown of income for The Alpine School for 2020.

## The Alpine School Limited - Income Breakup - 2020 Financial Year



| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 18 of 19 |



## 16. APPENDIX – TAS STUDENT ENROLMENT PROCEDURE

| Document Owner | Version | Issue Date | Page          |
|----------------|---------|------------|---------------|
| Chairperson    | 1       | 30.06.21   | Page 19 of 19 |