

The Alpine School

Annual Report 2022



“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



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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 Monaro 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 infant’s 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 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 goal is to establish a modern co-educational and non-denominational Steiner school for children, irrespective of their social, religious or cultural background which:

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

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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

2. CHAIRPERSON’S REPORT

What is the role of the Board of Directors?

The Board of Directors of The Alpine School (TAS) is responsible for strategic planning, policymaking, and compliance with all legal, financial, environmental and other external requirements. The Board carries the ultimate legal and financial responsibility of TAS.

Our Directors during 2022 included Mike Mesley, Mark Kenmir, and Allen Caldwell. I wish to acknowledge our Board of Directors who volunteer their time, energy and significant skills in a myriad of ways. Thank you for your dedication, vision, and tireless hard work.

2022 brief overview

2022 was our fourth year of operation, and it came with many continued challenges resulting from three years of COVID restrictions.

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, 2022 at TAS resulted in change, growth and achievement. Of note was the purchase of the Salvation Army site at 2-8 Mittagang Road as our dedicated high school campus.

Thank you

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 has contributed to the creation of this amazing school, and their courage, commitment and willingness to be a part of this exciting journey.

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

Lyndall Dean
Chair of the Board

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“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

3. PRINCIPAL’S REPORT

The following report is based on the 2022 academic year at The Alpine School

Teaching and Learning

Staffing - Administrative Staff:

Principal – Education Manager	Olga Blasch / Tash Moore
Principal – Business Manager	Nikki Wallis
Office/Admin	Annette Rendoth

Teaching Staff and Assistants:

Kindergarten	Monika Klempfner
Class 1&2	Fran Robertson and Tash Moore
Class 3&4	Katrina Joyce and Myolene Mesley
Class 5&6	Kathy Symons / Eric Hopf
Class 7&8	Liz Dee and Penny Vos / Nikki Wallis
Indonesian	Ruth Salzke
Music	Phil Horneman
Handcraft & Kindergarten Assistant	Natalie Petrov
Learning and Support assistant	Alison Langenhorst
School Chaplain	Ioanna Panagiotopoulos
Playgroup Leader	Trish Nubel

General comments:

- The Principal role was split into two roles – Education Manager and Business Manager, commencing at the start of Term 3.

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- The teachers' dedication and commitment in bringing a solid and creative education to their classes is to be commended.
- Ioanna continued in her role as school pastoral care worker supporting teachers and parents. Her work with the children was through speech and drama.
- Playgroup was held at the Uniting Church on Tuesday mornings.

Pre-Service Teacher Training

- Caroline Minchin – one day a week for six months.

Deepening our Professional Practice

- Professional learning focussed on the Arts and was delivered by Ioanna.
- In Term 3, we commenced our Child Study professional learning, led by Ioanna.
- Several teachers attended Orana to deepen their understanding of Steiner education in the classroom.
- Ongoing mentoring of teachers was in place at The Alpine School.

Each year the teachers set **professional goals** that relate to their teaching practice and professional development. School based and personal goals are identified and are categorised and reviewed in the following way:

- What do I intend to do? One goal must be in relation to Steiner pedagogy and three relating to the AITSL Australian Professional Standards for Teachers.
- What are the steps that will help achieve the goals? What is the timeframe for achieving the goals?
- How will I know that I have been successful? How will my students benefit? What is the evidence of improvement?
- What professional learning will I need to achieve my goals? What support do I need from school leadership/colleagues?

Working with the Children

- Working in the classrooms with the children is, of course, what The Alpine School is all about. The day-to-day delivery of the curriculum is inspiring! The teachers in every area, class teachers and specialist teachers, bring wisdom, inspiration, imagination and humour to their work.
- Liz Dee worked with students in Classes 5-8 in a debating competition.
- Class 7&8 were involved in some leadership initiatives which will grow over time:
 - Leading the weekly school assembly
 - Assisting the younger children at the winter festival

Student Support and Student Well Being

- Student Support Plans were written for students with a formal educational or developmental diagnosis.
- Stephanie Martin commenced as the school counsellor from Term 3.
- Ioanna also provided wellbeing support and pastoral care to students and staff.

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Teacher Accreditation Authority (TAA)

The Alpine School uses the expertise of an established school to manage the TAA process. All teachers regularly log and review their progress via NESAs eTams portal.

NAPLAN

NAPLAN was undertaken by students in Class 3, 5 and 7.

Physical Education

Each class teacher builds formal physical education time into their daily and weekly program. The formal sports program was delivered by the class teacher for classes 1-6 for one 40 minute period per week. Class 7&8 had three 40 minute PDHPE lessons per week.

External sports programs were undertaken across all classes.

- Children in Kindergarten to Class 8 participated in external swimming lessons.
- Class 7&8 had mountain bike lessons.
- Classes K-6 participated in a term of gymnastics
- K-8 began a snow sports program

Some activities of the 2022 school year:

- Members of the community were engaged in stunning festivals:
 - The Harvest Festival with the King and Queen of the Harvest in attendance. Parents made donations of food for charity;
 - Winter Festival, including a fire sticks performance by Class 7&8. Parents were in attendance for all the winter festival activities;
 - Spring festival included Maypole dancing and musical performances.
 - The Christmas Festival was held during the day with much community support. We did, however, gather presents under a giving tree; the gifts were donated to the Salvation Army.
- On the 27th May we held “The Biggest Morning Tea” as a cancer fundraiser. Parents were invited to picnic with their children in the playground.
- Semester 1 and 2 reports were provided to parents.
- Class meetings took place at the beginning of the school year
- Mid-year parent/teacher interviews took place at the beginning of term 3.

Significant Event of 2022

- Full NESAs registration was received for Year 8 and initial NESAs registration for Year 9.

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Governing and Managing

Board of Directors

The Board is an incredibly skilled and dedicated group of people who give generously of their time and expertise to support The Alpine School.

Children's Safety

- All permanent staff participated in child protection training at the start of term one. The policies were read, and a signed acknowledgement page was returned to the school.
- Evacuation drills were undertaken.

Compliance

The huge increase in compliance requirements for schools is mainly to do with evidence-based auditing in complex areas such as child protection, school attendance, student welfare and risk assessment processes.

Enrolments

New enrolments continued to grow with some minimal movement of families leaving Cooma or moving to attend a different school.

Community and Caring

Parent Association

The Parents and Friends Association was not operational during 2022 due to COVID restrictions.

Parent Education

The Alpine School is building its connections and resources around parent education.

The intent being for parents to be involved in workshops and talks which supports them in gaining a deeper understanding of the philosophy and the curriculum. This is vital for parents, carers and grandparents and goes a long way to building the community and supporting families.

Ioanna and Holly offered some parent workshops and meetings through the year.

Parent education is an area to grow into the future.

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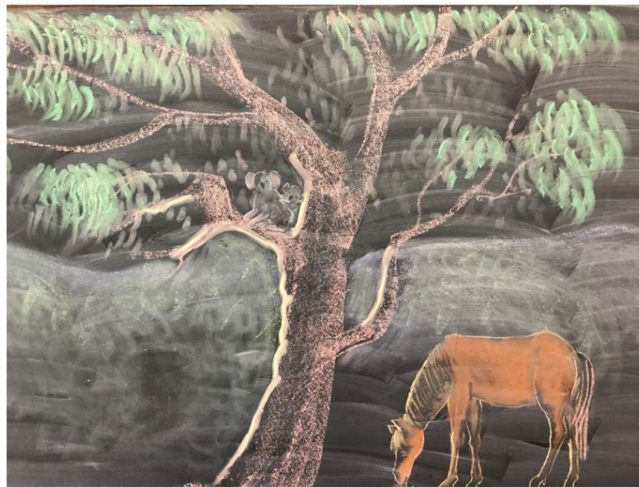
Thanks

I wish to thank the Board of Directors for the huge amount of work they put in throughout the year. All Board members add significantly to The Alpine School.

I wish to thank the staff at The Alpine School for their time, energy and commitment to work together in the interests of creating a positive future for our school. There is always much to do in the school and the staff are constantly rising to new challenges and expectations.

With gratitude, generosity, goodwill, dedication and commitment to our core values and a vision for future growth The Alpine School will continue to achieve so much together.

Tash Moore and Nikki Wallis
Principal



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

- Ken Robinson

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4. STUDENT OUTCOMES – STANDARDISED NATIONAL LITERACY AND NUMERACY

Student growth reports for 2022 cohort is unavailable due to absence of 2020 NAPLAN results.

4.1. NAPLAN Year 3

STUDENT PERFORMANCE ON NAPLAN 2022 – YEAR 3

Most parents choose to withdraw Year 3 students from the testing, as the timing and pacing of the Steiner curriculum at mid-Class 3 does not correspond with the NAPLAN content. In 2022 we had four students sit the test. As the student cohort is very small and comparison with other students in NSW AIS schools or with the general state scores would be skewed, the school average could not be calculated and therefore not represented on any test summary. A simple report on The Alpine School scores follows. The table shows 2022 only.

NAPLAN 2022

Reading

The range of achievement for 75% of Year 3 students was Band 7.

Grammar and Punctuation

The range of achievement for 50% of Year 3 students was Band 4 and 25% at Band 7 and 25% at Band 8.

Spelling

The range of achievement for 25% of Year 3 students was mid band 3 to 50% achieving Band 6.

Writing

The range of achievement for 25% of Year 3 students was mid Band 3 to 50% achieving Band 6.

Numeracy

The range of achievement for 50% of Year 3 students was Band 3 with 25% at Band 4 and 25% at Band 8.

4.2. NAPLAN Year 5

STUDENT PERFORMANCE ON NAPLAN 2022- YEAR 5

In 2022, 5 to 6 students in Class 5 participated in the NAPLAN tests. The table shows 2022 only as NAPLAN did not take place in 2020 so no comparison could be made with the previous year.

NAPLAN 2022

Reading

The range of achievement for 40% of Year 5 students was Band 7 and 40% at Band 8.

Grammar and Punctuation

The range of achievement for 50% of Year 5 students was Band 7 and 17% at Band 8.

Spelling

The range of achievement was 33% of Year 5 students was Band 5, 33% Band 6 and 33% Band 7.

Writing

The range of achievement for 33% of Year 5 students was Band 5 with 50% achieving Band 6 and 17% at Band 8.

Numeracy

The range of achievement for 60% of Year 5 students was Band 6 with 20% at Band 7.

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4.3. NAPLAN Year 7

STUDENT PERFORMANCE ON NAPLAN 2022- YEAR 7

In 2022, 2-4 students in Year 7 participated in the NAPLAN tests. The table shows 2022 only as NAPLAN did not take place in 2020 so no comparison could be made with the previous year.

NAPLAN 2022

Reading

The range of achievement for 50% of Year 7 students was Band 6 and 50% at Band 10.

Grammar and Punctuation

The range of achievement for 50% of Year 7 students was Band 6, with 25% at Band 7 and 25% at Band 9.

Spelling

The range of achievement was 25% of Year 7 students was Band 5, 50% at Band 7 and 25% Band 9.

Writing

The range of achievement for 67% of Year 7 students was Band 5 and 33% achieving Band 8.

Numeracy

The range of achievement for 25% of Year 7 students was achieved at Band 5, Band 6, Band 7 and Band 8.

“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. RECORD OF STUDENT ACHIEVEMENT (ROSA)

2022 was the first year TAS offered Year 8. During 2022, TAS obtained full accreditation status to be able to offer the RoSA.

“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

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.

An in-service learning program was developed and facilitated by the Principals and worked through at staff meeting regularly throughout the year. The in-service program addressed a variety of topics.

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Teachers were also encouraged to source programs that were in line with their own personal professional development. Some topics covered as a whole staff include:

Professional Learning In-service Topics - 2022	Timing
Curriculum – painting and speech work	January PD days
Class Teachers Intensives (optional)	One week in January
Child Protection Training	February
Planning – Teaching and Learning with outside provider	July
Restorative Practice training	Semester 2 and ongoing
Steiner pedagogy	Ongoing through the year
Program sharing and discussion	October and November
Child Study – Student Wellbeing	Ongoing through the year

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

7. TEACHER ACCREDITATION STATUS

Details of the professional accreditation status for TAS teaching staff during 2022 was as follows:

Category	Number
Number of teaching staff employed at TAS during 2022	13
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.	13
Teachers who hold NES A Proficient Accreditation	13
Teachers who hold NES A Provisional Accreditation	0

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8. WORKFORCE COMPOSITION

Taking into account changes of staffing over the course of the year, details of the workforce composition for TAS teaching staff during 2022 was as follows:

Category	Number	Fulltime Equivalent
Principal	2	0.8
Other teaching staff	11	6.4
Non-teaching support staff	2	0.7
Administrative staff	1	0.6
School staff reported as being of indigenous origin	0	0

9. STUDENT ATTENDANCE

9.1. Attendance Rates

During 2022 the average student attendance rate across all years (K-8) was approximately 81%. Specific attendance rates for each year level in Semester 2 are provided below.

2022 Attendance rates by Year Level (K-8)	
Year Level	Attendance Rate %
Kindergarten	72
Class 1	88
Class 2	78
Class 3	89
Class 4	78
Class 5	82
Class 6	87
Class 7	74
Class 8	78
Average	81

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,

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may include investigation by the Principals, 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. Given that 2019 was our opening year, and all policies were current at the time of opening, there has been minimal change to our policies throughout the course of the year.

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.

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 and POL-118-001 Work Health and Safety.

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.

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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.

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12. ACHIEVEMENTS AND PRIORITIES

TAS achievements and priorities for 2022 are provided below:

AREA	PRIORITIES	ACHIEVEMENTS
Curriculum and Programme Development	<ul style="list-style-type: none"> ➤ Continued working as a team to develop our documents to ensure ongoing compliance with NESAs. All teaching staff continuing to study NESAs syllabuses and documents. ➤ Continue to develop links and understanding between Steiner Curriculum and key areas for TAS curriculum. ➤ Ongoing development of plans for TAS Secondary School as it grows into Class 9 in 2023 	<ul style="list-style-type: none"> ➤ 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 NESAs syllabuses. ➤ 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. ➤ Staff members continue working on integrating Steiner as a part of the curriculum during pedagogical meetings. ➤ Ongoing secondary school curriculum development
Staff Development	<ul style="list-style-type: none"> ➤ Continuing to increase Steiner teacher training. ➤ Continue mentoring of teachers in 2022. 	<ul style="list-style-type: none"> ➤ All teaching staff working very closely and giving each other support in specific areas. ➤ Extensive restorative practice sessions were a professional learning focus during 2022.
Facilities and resources	<ul style="list-style-type: none"> ➤ Continuing to improve specific areas of maintenance targeted for compliance with WHS requirements. 	<ul style="list-style-type: none"> ➤ WHS improvements ongoing during 2022 attended to in terms of risk priority. ➤ Acquisition of another student campus, to be operational in 2023.
Financial	<ul style="list-style-type: none"> ➤ Continuing planning and management to ensure the school remains in a solid financial position. ➤ Building of enrolments to support school viability within a competitive environment and continual developments in accountability. 	<ul style="list-style-type: none"> ➤ Financial stability maintained during 2022 with a net profit. ➤ Net increase in enrolments during 2022. ➤ Teacher/student ratio continues to be healthy due to composite classes.
Policies	<ul style="list-style-type: none"> ➤ School policies continue to be reviewed, checked and updated for compliance with new legislation. 	<ul style="list-style-type: none"> ➤ Achieved and ongoing. Continuing to establish new levels and ensuring consistency.
Management and School Leadership	<ul style="list-style-type: none"> ➤ Principal appointment process. 	<ul style="list-style-type: none"> ➤ Two Principals appointed.

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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 professional development workshops/course run by Glenaeon Rudolf Steiner School and other professionals with expertise in Steiner/Waldorf pedagogy.

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

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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.

“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

14. PARENT, STUDENT AND TEACHER SATISFACTION

Parents

Wherever possible, TAS welcomes and encourages parent involvement, and views the whole school community as participating in an inspiring teaching and learning environment. There are roles 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. The parents enjoy connecting with the life of the school, which is in turn nurturing for the family and the whole school community.

The parents are supportive of the work of the school staff and encourage us to continue to strengthen the ethos of the school to differentiate from mainstream education. Parent education articles in the school newsletter and talks at event days and information evenings assist in this way.

From time to time, parents wished to report behavioural issues during the school year. These issues were standard behavioural issues that can occur in the playground. Parents have both formal and informal check-ins with the appropriate staff member as necessary, and any issues are 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.

With the removal of COVID restrictions, parents and community members were welcomed in a voluntary capacity. This was in the form of working bees, reading assistance in the classroom, and participation in school camps and excursions.

Students

Student feedback is encouraged in all their learning contexts. From both staff observation and student feedback, the children are highly engaged in academic, creative and social learning in both the classroom and the playground. The children report especially valuing the many movement-based, creative and interactive activities, such as ball games, artwork, fitness runs, camps, baking, and event days such as festivals. In addition, there are swimming and gymnastics lessons and handcraft.

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Our students feel comfortable to make suggestions and know that they are heard. They also enjoy being enabled to assist in the improvement process following their suggestion, as far as possible.

Teachers

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

- Teachers being able to work creatively with the children in the classroom
- 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.

Teachers commented that they continue to enjoy learning and working creatively following the Steiner pedagogy.

*“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 for the year ended 31 December 2022 resulted in a cash deficit of \$281,260.

The following table shows the total net cash provided by the operations of the school for the 2022 financial year as well as the use of those funds.

Opening Cash Assets at the start of the year	\$689,041
Cash provided by operating activities during the year	\$271,332
Acquisition of Assets (Improvements to facilities)	\$(562,726)
Cash Items from Financing Activities	\$10,134
Closing Cash Assets at the end of the year	\$407,781

The school has a \$500,000 long term debt which was used to fund 50% of the purchase of the new high school premises. The remainder of the purchase costs were paid for using funds accumulated from school operations. The only other liabilities are for tax obligations and employee entitlements, all of which are up to date.

The Alpine School Limited had a profit for the 2022 year of \$358,388. The following table provides a summary of the income and expenses for the year.

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Revenue	\$	%
Commonwealth Government Funding	\$1,073,832	68.23%
State Government Funding	\$301,752	19.17%
Tuition Fees	\$149,033	9.47%
Building Fund Contributions	\$2,600	0.17%
Other Revenue	\$46,724	2.97%
Total Revenue	\$1,573,941	100.00%
Expenses		
Salaries – Teachers	\$791,760	50.30%
Salaries – Administration	\$65,832	4.18%
Superannuation	\$87,332	5.55%
Rent	\$63,910	4.06%
Classroom Supplies	\$20,054	1.27%
Repairs / Cleaning / Rubbish Removal	\$16,395	1.04%
Insurance	\$14,723	0.94%
Other Expenses	\$155,547	9.88%
Total Expenses	\$1,215,553	77.23%
Net Profit / Surplus	\$358,388	22.77%

15.2 Non-Current Assets

The Alpine School Limited invested in improvements and equipment during the 2021 financial year totalling \$30,412. This included the following:

2 Mittagang Road, Cooma NSW (High School Premises)	\$1,057,167
Aluminium for Fire Stick Construction	\$175
Fencing Materials	\$401
Gates for Orchard Fencing	\$628
Binder	\$176
Laptops	\$4,182
Mobile Phone	\$393
Brushcutters	\$1,559
Recorders	\$185
Total Improvements and Equipment	\$1,064,866

15.3 Income

The 2022 financial year was the third 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 \$1,375,584 and this was 87.40% of the income of the school for the year. Tuition fees were \$149,033 which was 9.47% of total income.

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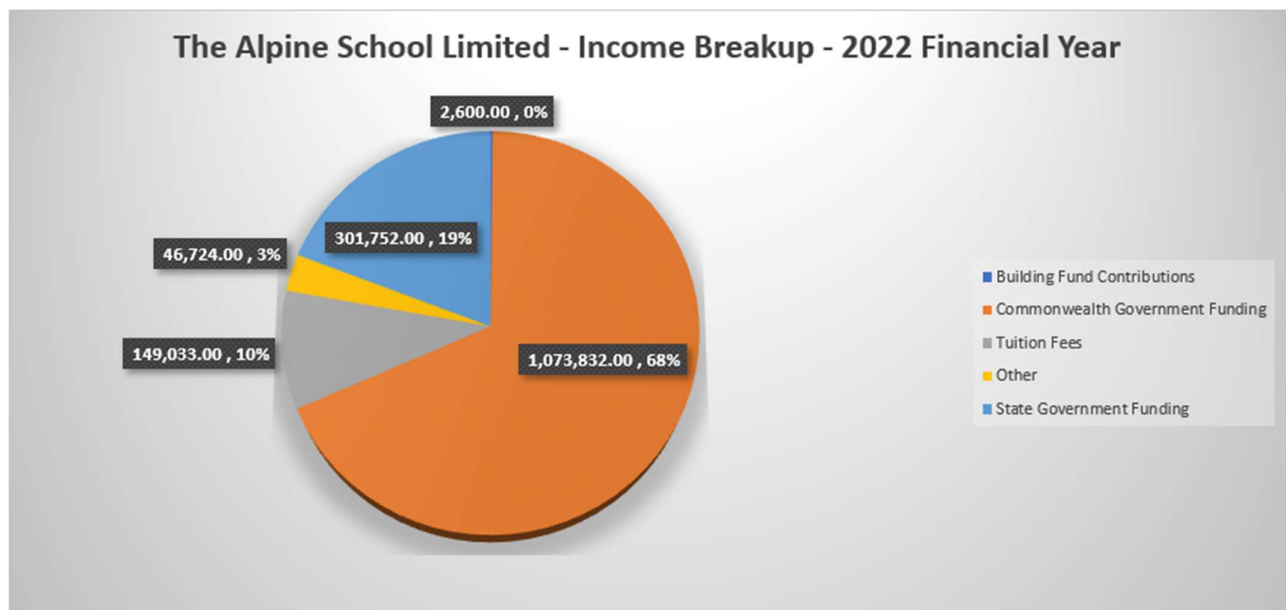
2022

15.4 Expenditure

The main expense of the school for the 2022 year was wages which totalled \$944,925 (inclusive of superannuation) and this was 77.74% of the total expenses. Rent, at \$63,910, was 5.26% of the total expenses. The rest of the expenses made up the remaining 17.00%.

The budgeted profit of the school for the 2022 financial year was \$99,737 and the final profit of \$358,388 exceeded the budget by 359.33%.

The following graphs show the breakdown of income for The Alpine School for 2022.



Mark Kenmir
Treasurer, The Alpine School Limited Board.

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16. APPENDIX – TAS STUDENT ENROLMENT PROCEDURE

1. INTRODUCTION

This document describes the enrolment process for The Alpine School.

2. PROCESS

2.1 Enrolment Application

Parents / guardians are required to complete an application form (FR-108-002 Enrolment Application). The information provided on this form is confidential and will be carefully recorded. The Alpine School is required by law to collect certain information at the time of enrolment (Refer to POL-108-001 Student Attendance for specific details).

Parents / guardians are requested to provide copies of the prospective students' previous two school reports (if applicable) and any other recent assessments, including those related to special needs.

The Alpine School is open to all students regardless of cultural, socio-economic or religious background. The Alpine School is non-selective, however we may administer a pre-entry assessment.

Your application form should be accompanied by:

- a copy of the child's birth certificate
- any court orders where applicable
- immunisation records
- specialists reports where applicable
- previous two school reports where applicable
- Completed Student History Form (FR-122-003)
- Completed Medical Information Form (FR-112-004)

2.2 Submit Completed Enrolment Application

Parents / guardians should submit completed enrolment applications directly to The Alpine School. Enrolment applications should be accompanied by the additional supporting documentation requested as a part of this procedure. Enrolment applications can be returned via email, in person or by post.

2.3 Acknowledgement and Interview

Parents / guardians will be contacted by The Alpine School upon receipt of the enrolment information in order to:

- a) Confirm that all enrolment information has been received (Refer to FR-122-008 Enrolment Checklist)
- b) Arrange a mutually convenient time for an interview.

The interview will be conducted at a mutually convenient time for parents / guardians and the prospective student. In some circumstances, more than one interview will be required. The purpose of the interview is to:

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- a) Discuss the prospective student including any specific needs, and;
- b) Discuss the school and its culture, operations and expectations, and;
- c) Provide parents / guardians with the opportunity to ask questions.

A record of the interview will be undertaken using the following forms depending upon the age of the prospective student:

- FR-122-004 Enrolment Interview - Kindergarten
- FR-122-006 Enrolment Interview – Primary
- FR-122-007 Enrolment Interview - Secondary

2.4 Assessment of Applications

Each enrolment application will be carefully assessed by The Alpine School subsequent to the interview. In assessing applications for enrolment, the educational needs of the prospective student are considered and, where necessary, further information is sought in consultation with parents/guardians and other relevant parties.

2.5 Confirmation of Acceptance

Written confirmation of enrolment acceptance, or otherwise, will be provided to the applicant subsequent to the assessment process.

2.6 Payment of Deposit

After receiving written confirmation of an offer for a place in The Alpine School, parents / guardians may secure the place for the student by payment of a non-refundable enrolment deposit. The enrolment deposit equates to 10% of the annual school fees (without discounts applied) and this amount will be deducted from Term 1 fees.

Parents / guardians will receive an invoice for the enrolment deposit accompanied by a Letter of Offer. The acceptance of placement becomes a legally binding contract between the parents / guardians and The Alpine School.

2.7 Welcome Pack

Parents / guardians will be provided with a welcome pack at the successful completion of the enrolment process. The welcome must include a copy of POL-107-001 Complaints and Grievances.

2.8 Enrolment Register

A register of all enrolled students (REG-122-005 Enrolment Register) will be maintained by the Principal in accordance with POL-108-001 Student Attendance.

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3. ENROLMENT TERMS AND CONDITIONS

Enrolment of a student at The Alpine School is conditional upon the following terms and conditions:

- a) A non-refundable Enrolment Fee of 10% of the annual school fee is payable upon acceptance and before a student commences at The Alpine School. This Enrolment Fee will be deducted from Term 1 fees.
- b) Fees are due and payable in the second week of each term. Accounts will be sent by email beforehand. The acceptance of placement becomes a legally binding contract between the parents / guardians and The Alpine School.
- c) One full term's written notice of the withdrawal of a student from the school is required, otherwise the term's fees will be charged in lieu of notice.
- d) Details of the school fees, including information on available discounts, can be found at our web page: www.thealpineschool.com
- e) Continuing enrolment of a student is dependent upon:
 - i. adherence to the school's Student Code of Conduct (POL-111.004), Parent and Guardian Code of Conduct (POL-111-002) and other relevant behaviour policies;
 - ii. the school's ability to meet a child's needs; and
 - iii. the payment of school fees.
- f) As a parent/guardian of a child at The Alpine School, you acknowledge that you will uphold the values of The Alpine School and act in good faith and in line with the ethos of the school, and endeavour to work in partnership with the school to enhance the learning outcomes and support the wellbeing and conduct of your child.

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