



LINUWEL SCHOOL ANNUAL REPORT - 2022





LINUWEL SCHOOL ANNUAL REPORT - 2022

This annual school report has been compiled to meet the reporting requirements of the Commonwealth & NSW State Governments and address those aspects of the school's operation relevant to these requirements.

1. Message from the School Board of Directors	1
2. Contextual information about the school and characteristics of the student body.....	2
3. Student outcomes in standardised national literacy and numeracy testing	2
4. Senior secondary outcomes	2
5. Teacher professional learning, accreditation and qualifications	3
6. Workforce Composition	3
7. Student attendance, and retention rates and post-school destinations in secondary schools	4
8. Enrolment Policy.....	5
9. Other School Policies	6
10. School-determined priority areas for improvement.....	8
11. Initiatives promoting respect and responsibility.....	9
12. Parent, student, and teacher satisfaction	10
13. Summary financial information for the 2022 school year.....	11



We would like to begin our Annual Report 2021 by acknowledging and paying respects to the Wonnarua people, the Traditional Custodians of the land on which Linuwel School gratefully lives and grows. We acknowledge that the entire nation of Australia has been cared for by Aboriginal and Torres Strait Islander peoples for tens of thousands of years. May the cultural, spiritual, and educational practices of Aboriginal and Torres Strait Islander peoples continue and may Linuwel School promote and facilitate amongst its community members respectful, trusting, and positive relationships with Aboriginal and Torres Strait Islander peoples.

Our Vision

Our vision is a school that provides a contemporary, relevant education that empowers students to meet their destiny with certainty through a sense of connection to place and community, self-knowledge, courage, compassion, and creativity. The aim of the educational experience at Linuwel School is to develop empathetic individuals who can contribute with purpose and direction to the renewal of the world for the betterment of all.

“Our highest endeavour is to develop young men and women who out of themselves are able to impart meaning and direction to their own lives.”

Marie Steiner

Linuwel School Mission

Our mission is to provide an educational pathway inspired by Rudolf Steiner’s indications that inspires an inherent love of learning and personal striving along with the capacity for imagination. The school promotes and protects a feeling for goodness and for beauty in childhood and feeling for truth together with the capacity for critical thinking in the high school years to provide a healthy foundation for the unfolding of individual potential. In its valuing of community and relationships, the school encourages gratitude, resilience, responsibility, compassion, and creative thinking in our students.

Linuwel School Values



The Values of Linuwel School encompass the following:

- *Anthroposophy.* We endeavour to work with the principles of anthroposophy making them tangible within the school. Anthroposophy is the wellspring from which Steiner education finds its meaning.
- *Collaboration.* We work in the spirit of collaboration with the various bodies of the school. We value an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony; we strive to make every classroom a learning community. We operate out of consensus, in the appropriate school forums.
- *Inclusive Community.* We acknowledge the inherent worth and dignity of all students to build and sustain a sense of belonging; we value and respect the beliefs, backgrounds, and ways of living of all community members. We support the development of community amongst students, parents, teachers, and all those involved with the school. We endeavour to integrate with and be active members of our local community.
- *Evidence based best practice.* We work out of current best practice for schooling in accordance with the indications given by Rudolf Steiner and with due consideration to and engagement with current educational research.
- *Fairness and Due Process.* In social, interpersonal, and professional interactions, we operate out of fairness, natural justice, the use of due process, and Restorative Practices.
- *Professionalism.* We comply at all times with a professional code of conduct and the Australian National Teacher Standards for teachers.
- *Respect.* We honour and respect the Traditional Custodians of the land, the Wonnarua people, and the rights of pupils, parents, employees, and all stakeholders of the school. We respect and value the uniqueness of each individual student, recognising that each is on a path of biographical development unfolding their sacred essence of Self

1. Message from the School Board of Directors

2022 saw a new phase in the school's life as we welcomed Jane Greenslade into her first year as Principal of Linuwel, as she helped to guide the school through the transitions and changes brought by recent years and reset steady foundations.

It has been heartening to see the enlivening return to school community events such as the whole school winter lantern walk, a return of the school fair, class plays and performances, after such a disruption to festivals brought about by Covid restrictions.

The school was honoured to have Kerrie Clarke work with the whole school to develop a school possum skin cloak, to be used for story and ceremony, as part of our ongoing Reconciliation Action Plan.

We are constantly striving to increase the Board's effectiveness and to stay informed across whole school issues, hearing from all areas of our community. In this light we trialled a board survey at the end of 2022, sent to staff and randomised parents, to receive feedback across a wide snapshot of the community. We received much valuable feedback during the process and are looking to broaden the focus to a whole school survey snapshot in coming years.

As a Board, we are also excited to be working on refining the Strategic and Master Plan for the school, a process that will continue to evolve after further consultation with staff and the wider Linuwel community, to ensure we have the facilities and staffing needed for the future success of Linuwel, working with the school vision, mission and values.

In our directors, 2022 has seen the resignation of Grieg Scott after many years on the Board, and the Board acknowledges and thanks him for his long and dedicated service to the school. We welcomed Christie Allen and Jane Farrah as our newest Board directors.

I would like to thank everyone involved in the school for the time and consideration you bring to helping the school and its community to thrive, and, to quote a verse attributed to Rudolf Steiner, "when in the mirror of each soul, the whole community finds it's reflection, and when, in the whole community, the virtue of each one is living."

Diana Thorvaldson

Chair Linuwel School Board

On behalf of the Board Directors: Christie Allen, Zoë Ambler, Wendy Butler, Jane Farrah, Diana Thorvaldson

2. Contextual information about the school and characteristics of the student body

Linuwel School Ltd was established in 1979 and offers Steiner education to children from Preschool to Year 12. It is a co-educational, nondenominational school located in East Maitland in the lower Hunter Valley of NSW. The school is single stream and is set in beautiful grounds with classrooms surrounding a wetlands area. The Steiner School movement is one of the largest nondenominational school movements in the world with over 2000 schools in over 60 countries and it offers a holistic approach to education.

We believe that teaching with an artistic approach through thinking, feeling and willing will enable each individual to develop their full potential and enable them to go out into the world with confidence and self-motivation as well-rounded individuals. Linuwel School is an active member of our peak professional body, Steiner Education Australia (SEA) and the Association of Independent Schools NSW (AISNSW). The curriculum fulfils all the requirements of NSW Education Standards Authority (NESA) and offers our students the scope and sequence to develop skills and understanding in all the key learning areas in a deep and enduring way.

Linuwel School has seen many Alumni develop the initiative and the moral strength to face the challenges of our times and the future with a positive outlook, and approach their adult life with constructive insight, balanced thought, and a striving to take care of their environment.

Further information about the school and characteristics of the student body can be accessed from the [MySchool website](#).

3. Student outcomes in standardised national literacy and numeracy testing

Student performance on NAPLAN is available on the [MySchool website](#).

4. Senior secondary outcomes

Students are not assessed for the NSW RoSA, nor for the HSC and so it is not applicable to report RoSA or HSC results.

No students were enrolled in VET certificate courses.

5. Teacher professional learning, accreditation and qualifications

5.1 Teacher Professional Learning

In 2022 teacher learning focused on Steiner Education with 18 staff taking part in the EduCareDo Foundation course. We also had our class teachers participate in the online primary school Steiner intensives. We sent several delegates to the online Steiner Education Australia Teacher conference and three delegates to the Vital Years conference.

The school supported our new coordinators by providing PL in middle leadership through AISNSW.

Two of our staff were trained in the mini-lit program.

In addition, all of our teaching staff participated in personal and elective professional development.

5.2 Teacher Accreditation

Level of accreditation	Number of teachers
Conditional	6
Provisional	2
Proficient	24

5.3 Teacher Qualifications

All but one of our teaching staff are fully qualified. One teacher is still completing their degree.

6. Workforce Composition

School Staff 2022	
Teaching staff	32
Full-time equivalent teaching staff	23.7
Non-teaching staff	23
Full-time equivalent non-teaching staff	13.6

One non-teaching staff member identifies as Aboriginal.

7. Student attendance, and retention rates and post-school destinations in secondary schools

School attendance data can be found on the [MySchool website](#). Year group attendance rates were as follows:

Year Level	Attendance Rate %
Kindergarten	78
Year 1	86
Year 2	85
Year 3	83
Year 4	84
Year 5	84
Year 6	84
Year 7	85
Year 8	83
Year 9	78
Year 10	82
Year 11	81
Year 12	84
Whole of school	83

*Note that as for 2021, attendance rates were down in 2022 due to the impact of Covid-19 which required students to remain at home if they exhibited **any** symptoms of Covid-19.*

All cases of non-attendance are followed up for a reason of absence. Absences are monitored and discussed with parents if a concern arises. Policies and procedures have been implemented around approving applications for leave and exemption from attendance.

Mandatory reporting procedures may apply where there are high levels of absenteeism.

42% of the 2020 Year 10 cohort completed Year 12 at Linuwel in 2022. The Linuwel senior school program does not offer the HSC which leads many students to choose an alternative school for Years 11 and 12. Of those completing Year 12, two have commenced university studies with two more taking a gap year prior to further studies – the remainder have not informed the school of their current status.

8. Enrolment Policy

Up to 26 students can be enrolled in each class.

Parents/carers interested in applying for a place for their child, must please book a school tour via our website. There are a couple of tours in the first half of each term for families interested in a place for the following term or later. On the tour you will meet our Principal, and find out a bit about the curriculum from preschool through to Class 12 as you walk through the school viewing the grounds and facilities. During the tour you will receive information about Linuwel School's values and the ethos of a Steiner school. It is our expectation that our families support the ethos of the school, and you will be able to get an understanding of what this means for our families at the information session.

Please be aware that children need to be fully vaccinated to be enrolled in our Preschool Program as this is a government requirement.

The next step is to complete an Application Form for your child. You will need to attach your child's most recent school report, any relevant health information and reports, and permission for us to contact your child's existing school. Applications will be reviewed by Class Teachers and Realm (faculty) Co-ordinators and interviews will be offered to some applicants. Priority is given to siblings of existing students and staff member's children, children moving from another Steiner school, and children whose family demonstrates commitment to supporting the ethos of Linuwel School and Steiner education. We will ask for written permission to contact your child's current school for a reference. If your child has any additional learning needs, we may ask you to take part in a second meeting to explore how we could meet your child's needs and support them to have a positive experience at school.

Successful applicants may be offered a place in the class for the following term, or a place on the waiting list for that class. Unsuccessful applicants are welcome to re-apply at a later time.

If your application is successful, our Registrar will ask you to complete an enrolment form and pay the non-refundable enrolment fee. A refundable (subject to conditions) bond and a term's fees must be paid before your child starts at Linuwel.

For Classes 6-12, enrolment is probationary for six months i.e. during or at the end of that time your child's enrolment may be cancelled by the School if they are not integrating successfully into the class and school. Unsuccessful integration might include breaches of expected behaviours and a lack of willingness of the child and/or the family to work with the School to resolve any issues that arise.

We are non-denominational and welcome children from a diverse range of cultural backgrounds.

Continuing enrolment is dependent on students abiding by the school's requirements regarding behaviour, satisfactory attendance, compliance with dress codes, and parents abiding by the school requirements agreed at enrolment, including payment of fees, contained in the [Information for Parents/Carers](#) page of the school website.

Characteristics of the school body can be accessed on the [MySchool website](#).

9. Other School Policies

The full text of school policies can be obtained by contacting the school.

9.1 Student welfare.

The school aims to provide an environment where learning & personal development can most effectively take place, and which is safe, supportive and pleasant for students and staff.

Protecting students from possible abuse and harm is a high priority for all staff. Staff are responsible for being alert to possible cases and responding appropriately in accordance with the relevant child protection legislation.

Staff are aware of their duty of care obligations to keep students safe, and for ensuring students are adequately supervised at all times. Detailed guidelines are provided for assessing and managing risks when the students undertake activities off the school site. WHS policies and procedures are regularly reviewed.

Students' well-being is centred around the provision of a safe and supportive environment in which the student has the one class teacher through the primary years and another for Years 7-10. Close co-operation and communication between parents and teachers is encouraged at all times. Being a small school enables close monitoring of the whole school environment and early awareness of potential issues affecting student welfare. Guidelines for the use of social media and other forms of e-communication promote respectful and appropriate use of IT.

There have been no changes to the policies this year.

The full text of policies is contained in the school's "Information for Parents" document, the "Child Protection Policy" and the "Education Staff Guidelines", which can be obtained from the school.

9.2 Anti-Bullying

All members of the school community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. Bullying is unacceptable and we [students, staff, and parents] all share a responsibility for preventing it.

Staff members are to be vigilant in monitoring student behaviour for unsafe behaviour and especially for indications of bullying. Incidences of bullying or suspected bullying are to be treated as a serious incident, carefully investigated and appropriate action taken. The perpetrator(s) are to be made aware that it is a zero-tolerance activity within the school and will be treated as a serious disciplinary offence. This policy includes a guide to rights and responsibilities, and the 'Anti-bullying Statement and Guidelines' including 'anti-harassment', has been updated. Policies around the use of social media have been strengthened to protect students from cyber-bullying.

The PDHPE program across the school contains lessons which address the issue of bullying.

There have been no changes to the policies this year.

9.3 Student discipline

School discipline stems from the long-term relationship which develops between the student and their class teacher, based on the teacher's understanding of child development and deep concern for each individual. Student co-operation is sought through making expectations clear and being consistent in ensuring those expectations are met. Where co-operation is not being obtained, teachers liaise with parents to overcome the problem. Teachers use a restorative practices approach to resolving behaviour issues, however this does not preclude the implementation of consequences. Corporal punishment is not permitted at the school, nor sanctioned in any circumstances. The policy has been expanded to clarify circumstances under which a student may be excluded from school. The policy is based on the principles of procedural fairness and parents are always included in any disciplinary process. The full policy is contained in the school's "Information for Parents" document, which can be obtained from the School's website: <http://www.linuwel.nsw.edu.au/information-for-parents-carers/>

There have been no changes to the policies this year.

9.4 Complaints and grievances.

Any concerns, complaints or grievances, which a parent / carer has, are raised with the child's class teacher. If a parent feels that there are issues which are not being resolved or which they cannot raise with the class teacher they are welcome to approach the principal or another senior member of staff who will mediate between the parent (s) and teacher to resolve the issue. The full text of policies is contained in the school's "Information for Parents" document, which can be obtained from the School's website: <http://www.linuwel.nsw.edu.au/information-for-parents-carers/>

10. School-determined priority areas for improvement

Area	Priorities	Achievements
Teaching and Learning	<i>Expanded elective offerings for senior students</i>	Addition of electives for year 11 and 12 students for 2023 academic year (year 12 commencing Term 4 2022)
Student and Staff Wellbeing	<i>EAP</i>	Continuation of employee assistance program with a permanent arrangement Finalisation of Compass funded program and continuation of a School Wellbeing Team
Facilities and Resources	<i>Internet Access</i>	Installation of Enterprise Ethernet to the school
Literacy and Numeracy	<i>NSW Government Literacy and Numeracy Action Plan</i>	Final year of implementation of the Literacy and Numeracy Action Plan including PD for new teachers and learning support staff
Reconciliation	<i>Reconciliation Action Plan</i>	Cultural engagement for all classes in the school
Staff Development	<i>Steiner Philosophy and Pedagogy</i>	Deepening an understanding of Steiner philosophy and pedagogy for all teaching staff. Leadership training for executive teachers. Staff PD on implementation of new syllabuses

11. Initiatives promoting respect and responsibility

All students are made aware of and are expected to abide by the Student Code of Conduct. This clearly outlines their rights, and reciprocal responsibilities, including the respect due to property, staff, fellow students, and people and property generally. Staff lead by example and are vigilant in taking constructive, restorative action when necessary. They also nurture an appreciation for the school environment and interaction with, and acceptance among, the entire student population through a range of whole-school and cross-class activities. Having a small school where the students and staff all know each other is advantageous in achieving this.

The school has a correspondingly low level of vandalism and formation of exclusive cliques. School visits to a wide range of community facilities and venues from a young age set a high standard for behaviour towards other people and property.

Guidelines are provided to promote respect and responsibility in the use of IT and social networking sites by students.

Circle solutions is implemented throughout the school to address issues not incidents, solutions rather than problems, and strengths rather than deficits, providing a framework for student engagement and learning. Student engagement with circle solutions promotes positive thoughts, feelings, and approaches.

12. Parent, student, and teacher satisfaction

12.1 Parents

The school continues to enjoy frequent and open communication with parents and the teachers make themselves readily available to discuss student progress and well-being. The vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. Where there have been parent concerns and suggestions, the school has addressed these, including the parents in the process as appropriate. Follow-up contact with parents continues until (as far as possible) the school has confirmed that matters have been dealt with to their satisfaction. In most cases parents have indicated their appreciation of the process and outcome.

New enrolments are largely a result of word of mouth recommendations, indicating a high level of support for the School within the parent body. Parents of leaving students are surveyed for reasons for leaving and the responses indicate that it is rarely due to dissatisfaction with the school.

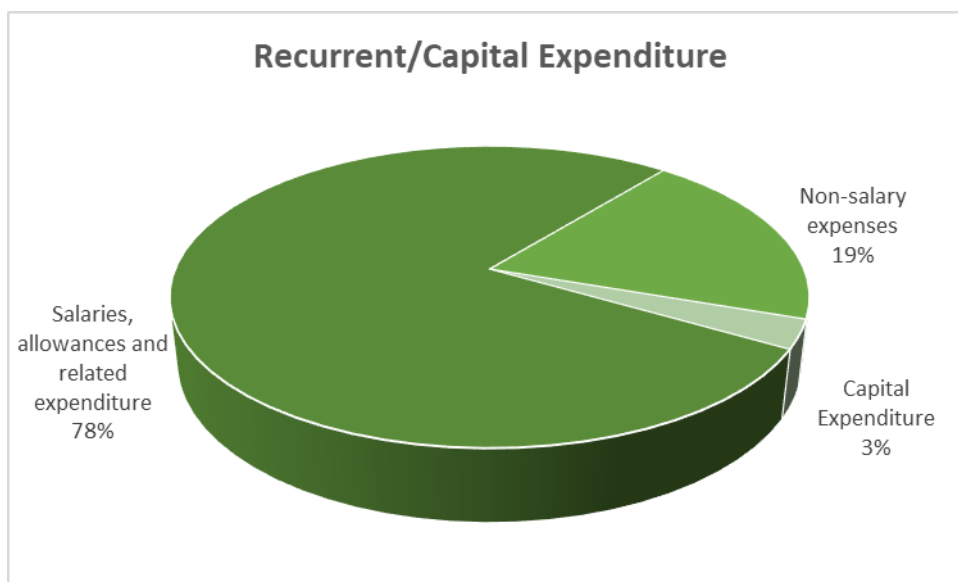
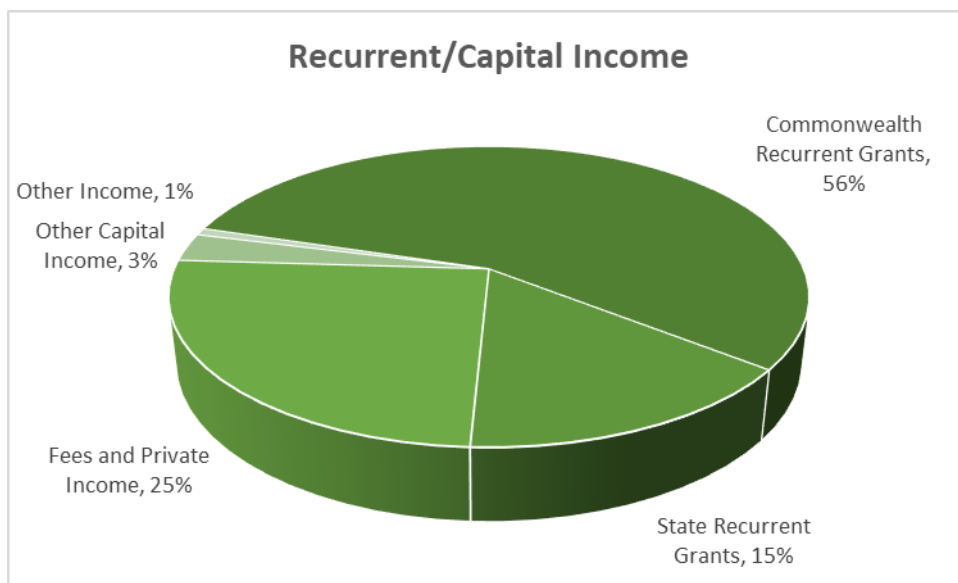
12.2 Students

Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. Students entering from other schools regularly articulate appreciation for the welcoming and accepting environment and enjoyable learning activities.

12.3 Staff

There were significant changes to staffing in October 2021 due to the NSW Government mandate for school staff COVID-19 vaccination, which carried over to 2022. A large number of new staff joined the school in 2021 on a casual or temporary basis and were added on a permanent basis in 2022. Additional staff were recruited through advertisement. The school has a good record of class teachers staying with their class for the full primary or high school commitment. A safe and pleasant physical environment; a positive, supportive and collaborative professional environment where issues can be raised and addressed; access to a wide range of PD opportunities; and good relations with students, all contribute to a high level of staff satisfaction.

13. Summary financial information for the 2022 school year



With gratitude to all who contribute to the health of our School.