



LINUWEL STEINER SCHOOL ANNUAL REPORT 2023





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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.

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We acknowledge and pay respect 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

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. CONTEXT

1.1 Message from the School Board of Directors

2023 saw new changes in leadership as we farewelled Jane Greenslade after her second year as Principal of Linuwel, as she moved to be closer to family at the end of Term 3, and we welcomed Abigail Sawyer as our new Head of School from Term 4. The Board appreciates the huge amount of work involved behind the scenes from so many across the school, in ensuring the transition and handover was as smooth as possible and look forward to settling into this new chapter in the life of the school.

As a Board we are committed to ensuring opportunities for supporting Steiner development and connections, and there have been so many opportunities for staff and the wider community this year including the SEA teachers conference held at our school in the July holidays, with teachers and community from Australia and beyond, a nourishing reminder of the strength and diversity of connections we all weave across the global Steiner community.

Linuwel's Reconciliation Action Plan (RAP) continues to aim to support Aboriginal and Torres Strait Islander relationships, respect and opportunities and this year as part of our ongoing commitment to RAP processes many staff had the opportunity to undertake the deeply moving work with Sharon Gollan into Cultural Respect and Safety, with plans for this to continue into 2024.

The Strategic and Master Plans for the school are still being worked on and have seen some changes in the timeframes due in some part to the change of our Head of School from Jane, to Abigail. The Board will continue to work with the Head of School to consult staff and the wider Linuwel community to ensure we develop plans that will provide the facilities and staffing needed for the future success of Linuwel, working within the school vision, mission and values.

With the developing master plan in mind, regular maintenance and improvements around the school are constantly happening, most recently seen in the freshly remodelled kitchens in some of primary classrooms, the primary handrail, internal and external building painting throughout the school and beautiful garden projects. Fair funds raised have been allocated to their respective projects such as primary playground improvements, although due to drainage and site issues there have been delays in being able to start equipment installation, and we hope to see the fruition of these soon.

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, "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." - Rudolf Steiner

Diana Thorvaldson
Chair Linuwel School Board

1.2 Contextual information about the school and characteristics of the student body

Linuwel Steiner School 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 non-denominational 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 thinking, feeling and willing will support children to grow as free-thinking individuals, ready to face the world with confidence.

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](#).



2. OUTCOMES AND RESULTS

2.1 Student outcomes in standardised national literacy and numeracy testing

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

2.2 Post-school destinations

In 2023, 8 students graduated from Year 12 at Linuwel. Of these students, two are currently studying at university. Another student recently sat the Special Tertiary Admissions Test (STAT), with a view to commencing university later this year. Four students are studying at TAFE and the final student is in full-time employment.

2.3 Senior secondary outcomes

Students are not assessed for the NSW RoSA or the HSC. No students were enrolled in VET certificate courses during Year 12 2023.

Students at Linuwel complete a Major Project, a substantive piece of independent study accompanied by both oral and written dissertations. This piece of work is presented to the school community prior to graduation and is part of the student portfolio students may use to gain access to university and other post-secondary options.

Linuwel students have also experienced success gaining entry to university by sitting the Special Tertiary Admissions Test (STAT).



3. STAFFING

3.1 Teacher Accreditation

Level of accreditation	Number of teachers
Conditional	2
Provisional	3
Proficient	22

3.2 Workforce Composition

School Staff 2023	
Teaching staff	27
Full-time equivalent teaching staff	20.8
Non-teaching staff	23
Full-time equivalent non-teaching staff	14.4

One non-teaching staff member identifies as Aboriginal.

4. ATTENDANCE

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

Year Level	Attendance Rate %
Kindergarten	90
Year 1	89
Year 2	91
Year 3	90
Year 4	86
Year 5	90
Year 6	87
Year 7	86
Year 8	88
Year 9	80
Year 10	78
Year 11	82
Year 12	94
Whole of school	87

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.

5. SCHOOL POLICIES

The following school policies are publicly available on the school website:

- [Enrolment policy](#)
- [Child protection policy](#)
- [Anti-bullying policy](#)
- [Discipline policy](#)
- [Complaints policy](#)

6. STAKEHOLDER SATISFACTION

6.1 Parents

The school continues to enjoy frequent and open communication with parents, Teachers conduct class meeting each semester to inform parents about curriculum offerings for the current term and answer questions about upcoming camps and other school activities. Teachers meet upon request and at scheduled times to discuss student progress and well-being. They also communicate information about learning programs and class activities through an internal community noticeboard, SPACES.

Most parent 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 in line with its complaints management procedure. Follow-up contact with parents continues until the school has confirmed that matters have been dealt with to parents' 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. Exit interviews are conducted with parents of students leaving the school, if they wish to share reasons for leaving or provide the school with feedback.

Parents interested in enrolling at Linuwel can also access information about the school through our website, to which they are directed if making inquiries about available Steiner schools through the Steiner Education Australia platform.

6.2 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.

6.3 Staff

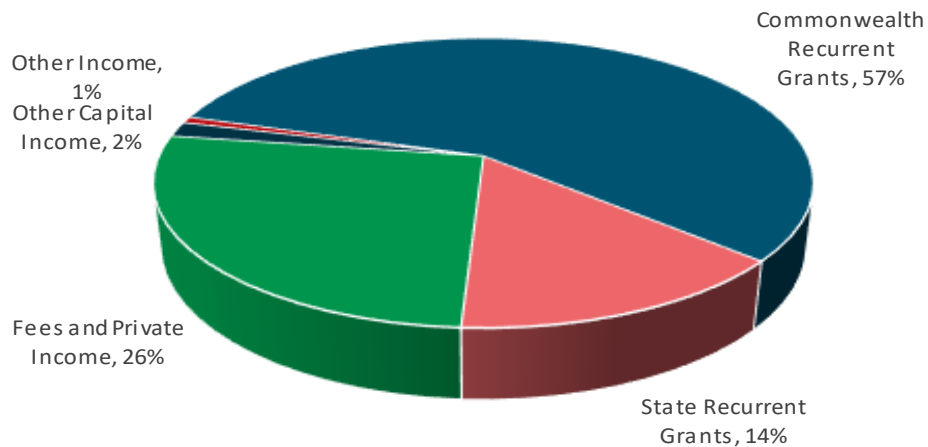
There was a high level of staff movement in October 2021, due to the NSW Government mandate for school staff COVID-19 vaccination, which continued to impact staffing into 2022.

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

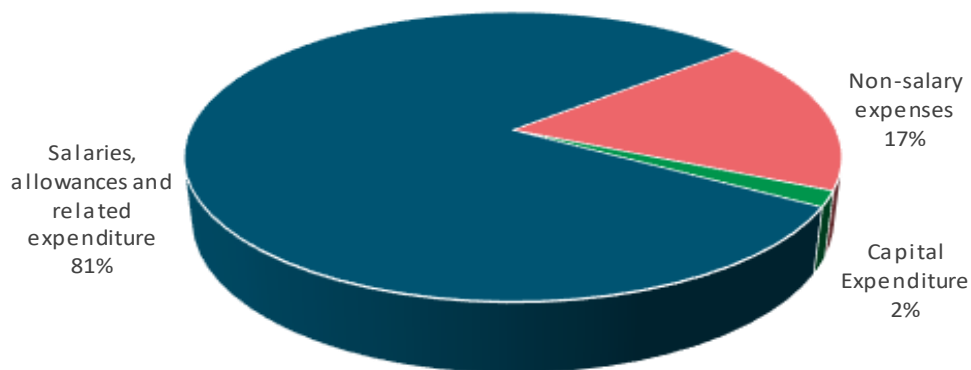
their class for the full primary or high school commitment. A safe and pleasant physical environment; a positive, supportive and collaborative professional environment where issues can be raised and addressed; access to a wide range of PD opportunities; and good relations with students, all contribute to a high level of staff satisfaction.

7. SUMMARY FINANCIAL INFORMATION FOR THE 2023 SCHOOL YEAR

Recurrent/Capital Income



Recurrent/Capital Expenditure



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