



2014 ANNUAL REPORT

“A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living”

School Context

The Alice Springs Steiner School came into being due to the energy and vision of a group of dedicated parents and friends and began with a kindergarten in 1996. Strong community support and involvement has seen the school steadily grow and develop. The school has a playgroup, four pre-school groups, two transition classes and primary classes from One to Six. The school moved on to its permanent site for the 2005 school year and since 2007 has steadily replaced demountable buildings with beautiful architect designed permanent buildings with established grounds.

The Alice Springs Steiner School offers a broad but solidly integrated curriculum interweaving academic subjects with art, craft, music, storytelling, and drama. This is complimented by a rich program of practical and outdoor activities, with the aim of balancing and developing the whole child - “head, heart and hands”. We aim for creative and imaginative teaching to instil and inspire a love of learning and self-motivation, which continues throughout life.

We are committed to;

- Educating the growing child through love.
- Fostering a love of learning and the pursuit of truth.
- Striving toward a collaborative relationship between home and school that supports the child’s development.
- Protecting the integrity of childhood.
- A comprehensive curriculum, which develops the physical, emotional, intellectual and spiritual potential of each child.
- Maintaining a distinct curriculum that reflects the major developmental stages of children.
- Fostering respect for one another and the environment.
- Striving to overcome racial, sexual and other forms of prejudice, and working positively in the community both socially and in the natural world.

Some of our recent achievements are;

- Obtaining a BGA grant to build new class 5/6 building
- Establishment of a Teacher Training Program
- Developing a Mentor/teacher to support Primary school teachers
- Consolidating the tracking and assessment of children via the Learning Support program

Principal's Report

Challenges and Changes

- Recruitment and retention of teachers is an ongoing question we are addressing through our teacher training program and mentoring program.
- We are continuing to work on creating an identifiable ethos
- Moving closer to finishing the school's current Master Plan
- A challenge is keeping pace with the changeable nature of the labour market in Alice Springs and the volatility of student numbers
- Our challenge is to market the school successfully

The spirit of co-operation and morale are strong in the school as we head towards the end of our 5 year Strategic Plan with a feeling of optimism and confidence accompanying us.

Challenges:

2014 began sadly with the loss of our good friend and colleague, Chris Masters, whose warm company and skilled professional attitude we were able to enjoy for such a short time. Chris' professionalism served us all so well and he is sadly missed.

We suffered a second loss of key personnel as Merren Weaver was suddenly hit by a stroke early in term 2, leaving her unable to continue in the role she loved as Learning Support teacher. She now is making steady progress and we wish her well.

Recruitment and retention of staff in Alice Springs is problematic in many employment sectors and education is no exception, specialist Steiner teachers are not easy to find. We have attempted to overcome this problem by 'home growing' teachers via our teacher training program run over two afternoons a week by experienced Steiner people.

We recognize young and inexperienced teachers need support as they are starting out on this challenging path so we committed resources towards a mentor teacher to assist those beginning teachers.

Our student numbers have remained stable despite some comings and goings due to the fluctuating nature of the Alice Springs workforce.

Our ongoing Professional Development Program continues to improve the skills of our teachers as well as provide a platform for camaraderie and collaboration. We have a talented bunch of teachers who I believe are going to serve the school well into the future.

Student Performance in National Literacy and Numeracy Testing

NAPLAN, The National Assessment Program- Literacy and Numeracy assess all students in Australian schools at years 3, 5, 7 & 9.

The Alice Springs Steiner School does not currently extend past Class 6 so NAPLAN only applies to Classes 3 & 5. In 2014 all but 3 Class 3 parents and 5 class 5 parents sought withdrawal from testing for their children and so NAPLAN testing consisted of 8 children across classes 3 and 5

Overall NAPLAN Results

Test Area	Above Minimum Standards		Below Minimum Standards		Band 6 Or Higher	
		C3 3 students	C5 5 students	C3 3 students	C5 5 students	C3 3 students

Reading			2	2	1	3
Writing		1	2	3	1	1
Spelling	2	1	1	1		3
Grammar & Punctuation		2	2	2	1	1
Numeracy	1	2	2	2		1

Major Events

The annual Autumn Fair is becoming iconic in the Alice Springs community and the spirit and sense of co-operation is heart-warming. It is also a major fundraising event for the school with proceeds going into our Building Fund. This has been an incredible boost for the school particularly as we had to fund our Cassia Building without assistance from the Government.

Financial Assistance

Other than the normal government grants the school received two grants were received through AISNT. One was to create a children's workshop to cater for children whose preferred learning style is creative and hands on. The second was to create a 'Senses Garden' where children can play and explore through their senses the world around them.

School Buildings and Facilities

The school's permanent buildings are all less than eight years old and in good repair. We have three demountable buildings also in good repair. The new Cassia double classroom is serving its purpose well and the double classroom for classes 5 and 6 commences in 2015, due for completion mid-year.

The school has been successful in attracting a grant from the Block Grant Authority for a double classroom to be built in 2015. This will take us within 1 building of completing the school's Master-Plan. What this means is we will be able to remove some of the demountable buildings which have been such a feature of the school's growth over the years. It also means we will be able to allocate dedicated spaces for all classrooms and specialist areas including Music, Library and performance area.

Teacher Qualifications

Category	No. Teachers
T – 6 Teachers having qualifications sufficient to meet the requirements of the NT Teachers Registration Board.	11
T – 6 Teachers <u>not</u> having qualifications sufficient to meet the requirements of the NT Teachers Registration Board.	0
Pre-school working towards Teaching Degree	1

Primary Workforce Composition (including transition)

Full-time Teaching Staff	7
FTE Teaching Staff	3
Full-time Non-teaching staff	3
FTE Non-teaching staff	7
FTE Music specialists	2

Student Attendance

From Ruby Salt Bush Kindy (pre-school) to Class 6, the overall attendance for 2014 was 96%. Class breakdown is as follows:

Preschool (RSB)	Transition (Cassia)	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
98.5	97.5	96.5	94.6	95.5	96.3	96.3	93.6

Management of non-attendance.

Rolls are marked by teachers. Rolls are brought to the office before 10am. Rolls are checked and any unexplained absences are followed up via phone calls to parents and attendance rolls marked accordingly.

Current Staff

Early Childhood

Name	Position	Load
Amie Sanderson	Transition (Cassia Kindy)Teacher	F/T
Rene McKay	Transition (Cassia Kindy)Teacher	F/T
Lenley Bursle	Class 1 assistant/Ruby Salt Bush Teacher	P/T
Lisa Kingma	Ruby Salt Bush Teacher	P/T
Rene McKay/ Tobie Coghill	Billy Button	P/T
Simone Dan Brandon	Assistant	P/T
Jen Rowe	Assistant	P/T
Janine Cock	Play Group Leader	P/T

Primary including Transition

Name	Position	Load
Susanne Doecke	Transition	F/T
Amie Sanderson	Transition	F/T
Zara Goldsack	Teacher	F/T
Katy Egger	Teacher	F/T
Sally Anderson	Teacher/Mentor	F/T & P/T
Noel Ferry	Teacher	F/T
Denise Berry	Teacher	P/T
Megan Hatton	Teacher	F/T
Bethany Lambert	Teacher/teacher's assistant	F/T & P/T
Ellen Sallows	Learning Support Teacher	F/T
Paul O'Brien	ISA	P/T
Paul Leggett	Music specialist	P/T
Nick Hempel	Music specialist	P/T
Kylie Adams	ISA	P/T
James Bristow	ISA	P/T
Lenley Bursle	Assistant + Ruby Saltbush	P/T

Administration and Facilities

staff

Name	Position	Load
Brian Dodd	Principal	F/T
Roger Craig	Business Manager	F/T
Chris Gillen	Finance Officer	P/T
Yvonne Betteridge	Front desk	F/T
Angela Crack	Administration	P/T
Tony Castleden	Gardener	P/T

Mark Hussey	Maintenance	P/T
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Professional Learning

Professional Learning Activity	No. Staff
<i>SEA conference</i>	8
<i>Glennaeon Teacher intensives</i>	5
AISNSW/SEA leadership course	1

Spending on Professional development - \$8,843