

WARRAH



WARRAH SCHOOL
ANNUAL REPORT, 2010



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Warrah School 2010

NAOMI, An, Enrico, Lawrence, GREG, Sarah, Alethea, Julian, SUE, Joshua, Lara
SAVITHRI, Henderson, Wesley, Sam, Chloe, William, Zachary, TONI
LIZ, Justin, Jamyma

Chairman's Message from the Warrah Board

During 2010 Warrah Board received monthly reports from the Principal, Ms Toni Wright-Turner. These reports addressed all key areas of the operation of the School, including budget, educational programs, critical incidents, enrolments, staffing, professional development and special projects. Ms Wright-Turner has also provided oral reports as required on School activities to meetings of the Warrah community and stakeholders held during 2010. Through these reports to the Board and stakeholders, I am pleased to acknowledge the continuing excellence of the educational programs and support provided by Warrah School to our students with intellectual disabilities and their families during 2010.

I am also pleased to report that during 2010 the School was inspected by the NSW Board of Studies and again achieved the renewal of our registration for the maximum period of 5 years, from the 1st January 2011 to the 31st December 2015.

AJ Molloy
Chairman

Principal's Comments

Warrah School is an independent Special School, operated by Warrah Society, an organisation offering services to children and adults with an intellectual disability based on the philosophy of Rudolf Steiner and according to the relevant State and Federal Legislation. The proprietors of Warrah School are the Board of Directors of Warrah Society. The Warrah Board is responsible for the good management and development of the School. The Board's responsibilities include the appointment of the Principal for the School. The Principal implements policy in the School under the direction of the Warrah C.E.O. and the Warrah Board. In 2010 Chair of the Warrah Board was Mr. A.J. Molloy; Warrah C.E.O. was Mr. Patrick McDonald and the Principal was Ms. Toni Wright-Turner.

Warrah School is registered as a School of a Prescribed Kind by the N.S.W. Board of Studies. Warrah School provides educational programs to children aged 4 to 18 years who have intellectual disability and/or autism that necessitates specialized teaching. The educational program is supported by specialist teachers, therapists and administrative personnel.

Each student at Warrah School has an individual education plan (IEP). This is a holistic and child-centered plan, designed collaboratively by the class teacher, therapists, the family and student and other key stakeholders. Families are acknowledged as important educators of their children and Warrah School values and nurtures positive and regular links between family and the School. Each student's IEP addresses the key learning areas including English, Maths, Science, Human Society and Its Environment, Physical Development, and aims to support each student to achieve their highest potential in the areas of communication, academic skills, vocational skills, social and community skills, self-care and domestic skills and recreation skills. Warrah School maintains strong links with the local community, including Lorien Novalis Rudolf Steiner School in neighbouring Glenhaven, and students undertake integration as appropriate to their IEP goals. These integration sessions facilitate shared learning and opportunities for interaction between disabled and non-disabled students.

All students are treated with dignity and respect and are encouraged to participate to the fullest extent in learning activities and in the school community. The school's welfare policies are based on the principles of honesty, respect, fairness and natural justice. The school's duty of care to its students and the broader community guides its practices and procedures.

On the following pages, you will find important information about the school's performance in 2010. Additional information about Warrah Society and Warrah School is available through the Warrah Society Annual Report and on the Warrah website at www.warrah.org. The information contained in this report is a genuine account of the School's policies and procedures, achievements and areas targeted for improvement.

Toni Wright-Turner B.A., Grad. Dip Ed
Principal, Warrah School

Enrolments

Warrah is a co-educational, non-denominational special school offering educational programs for children with an intellectual disability, from Kindergarten to Year 12. Enrolment is open to children with an intellectual disability who meet the Commonwealth Guidelines for Disability Funding. All applications will be processed in order of receipt and consideration will be given to the applicant's support for the ethos of the school, and other relevant criteria.

Enrolment procedures at Warrah School have regard to the following:

- All applications should be processed within the school's enrolment policy.
- Consideration of each applicant's supporting statement / interview responses.
- Consideration of each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
- Identification of any strategies which need to be put into place to accommodate the applicant before a decision regarding the enrolment is made.
- Informing the applicant of the outcome.

In 2010, enrolment at Warrah School was 16-17 students. All enrolled students had a diagnosis of intellectual disability or autism across the full assessment range of mild to severe. Student attendance across all enrolments in 2010 was 94.75% .

There were 4 classes at Warrah in 2010. These were a Primary class with 5 students, an un-graded Communication class with 4 students, a Junior High School Class with 4-5 students and a Senior High School Class with 3 students. The pupil: teacher ratio was 1:4. Each class teacher received assistance from the part-time support, specialist and therapy staff across the teaching week. This Aid and therapist support was applied to class groups as well as individually to address student IEP goals.

One senior student graduated in 2010, and one Year 11 (equivalent) student left in December 2010 because her family was relocating to S.A. The retention rate 2008 Yr 10 equivalent to 2010 Yr 12 equivalent was 100%.

Staff 2010

The teaching and support staff at Warrah in 2010 included the Teaching Principal, 3 classroom teachers, a teaching assistant, the Remedial (literacy and numeracy) teacher, a Massage therapist and a Nordoff-Robbins Music Therapist. All teachers have been employed due to their expertise and work directly under the supervision of the Principal who holds relevant tertiary Education qualifications and training and experience in Steiner Education. All have relevant qualifications, training and/or long-term experience which enable them to work effectively in a registered Special School in N.S.W., according to the principles of Steiner Special Education and within the requirements of the NSW Board of Studies. Three of the teaching staff, the three Therapy support staff and the aid have relevant qualifications in Rudolf Steiner Curative Education, and relevant therapeutic training. Two teaching staff have teaching qualifications from a higher education institution within Australia, 1 has qualifications as a graduate from a higher education institution within Australia, and 1 while not having State recognized qualifications as described above, has relevant Steiner training, significant and successful teaching experience, clearly demonstrate that they have appropriate knowledge relevant to the teaching context and is undertaking relevant professional development.

Teachers, therapists and support staff undertake relevant professional development throughout the School year. In 2010 professional development for staff included:

- Attendance by individual staff at modules presented by the Association for Rudolf Steiner Curative Education and Social Therapy in Australia,
- All School staff attended Child Protection training in 2010 to update knowledge and skills.
- Weekly pedagogical study meeting for all staff
- 4 X In-house staff planning and development each Term

No teacher took any unauthorized leave during 2010, so official teacher attendance was 100%. However, including periodic LSL taken over the year as well as sick-leave and carer's leave, there was an average teacher attendance rate of 95.24%.

While staff retention was 100% across the 2010 teaching year, as the .2 FTE Curative Eurythmist Jonathan White and .1 FTE class Eurythmist Annika Jaensch both left at the end of Term 4 2009, the staff retention rate 2009-2010 was 94.24%.

Learning Programs and Achievements

The curriculum used at Warrah School is adapted from the curriculum for Rudolf Steiner schools in Australia and relates appropriately to the NSW Board of Studies syllabuses. The holistic Steiner education approach creates an 'integrated curriculum' where literacy, numeracy, communication, creative arts, independent life abilities and physical education are woven throughout all subject areas. Each student has an annual individual educational program (IEP) which is reviewed formally and/or informally each Term with parents and parents receive a written report on their child's progress twice annually.

In 2010 students at Warrah made significant progress toward achieving their IEP goals. These IEP goals and achievements reflect progress students make towards individually appropriate benchmarks which are determined collaboratively between the parents, teachers, therapists and the individual student. This individual benchmark process of the IEP monitors and assists each student to progress educationally.

No students at Warrah sat the Benchmark Tests in literacy and numeracy in 2010, as all eligible (age-equivalent) students were withdrawn or exempt (ID) by parental request.

Significant educational achievements by students in 2010 include:

- The successful integration of students into age appropriate lessons in mainstream K-12 Steiner programs. Integration sessions in 2010 were with Class 1 and Class 4.
- As part of his integration with Class 4, Wesley Cottle successfully joined his Lorien class for an overnight camp for the Lorien Novalis Winter Festival at Mt Ousley, and also attended the annual class camp, spending 4 days away visiting Jenolan Caves and Dubbo Zoo.
- Samuel Back successfully attended all Main lessons throughout the year with Class 1 at Lorien Novalis.
- School students presented several major dramatic and musical productions for the School and wider community across the year. These included our annual presentation of 'St George and the Dragon' for the Warrah community in Autumn, "Persephone" in Term 3, and the Christmas Pageant and presentation of Class music ensemble and individual pieces for parents in December.
- The students participated in rich social and cultural programs across the School year. These programs were often shared with our School parents and friends and the Warrah community as well as with the broader local community. Participation by parents, families, teachers and students in all our educational, social and cultural activities across the year, and informal feedback received in communication books and daily exchanges with families and other stakeholders provides evidence of a high level of satisfaction with the educational services being provided by Warrah School.
- Weekly social integration with Yr 9 students from a local High School
- Participation with primary students from nearby Pacific Hills School in an afternoon of social games and activities.

Another significant achievement in the School in 2010 was the review and refinement of all Policy and Procedure, curriculum and programming matters to ensure compliance with Board of Studies requirements for our re-registration as well as to continue our striving for best practice in the provision of education to students with a disability. The new Parent Handbook was completed and distributed to parents and stakeholders as part of this process.

IMAGES OF WARRAH SCHOOL 2010

Term 1



Primary class lesson



Bike riding



Morning Tea time



New student Chloe concentrating in craft



Class room fun with copper rods



Zachary as St Michael



Sam at his desk in Class 1 at Lorien



Music class with Nordoff Robbins Therapist, Naomi



High School Eurythmy



Wesley at Winter Festival



Cooking hearty vegetable soup



Candle Spiral for the Mid- Winter Festival

Term 3



Sarah learning about butterflies



Julian having Spring-time fun with bubbles!



Chloe learning at RDA



PERSEPHONE - the Shades in the Underworld

Term 4



High-School Maori lesson



Wesley at Dubbo Zoo



Henderson receives his RDA award



End of year performances



School Policies

Warrah Society policies are published in a Policy Manual that is regularly reviewed and may be accessed by contacting the School.

Warrah School gives each student the opportunity to develop respect and responsibility for self and for others. These personal and social values are integrated throughout all programs and activities. High School students are also invited to participate in our Leadership Program and develop skill to assist and support others in the School community.

Warrah School seeks to provide a safe and supportive environment for students which:

- minimizes risk of harm and ensures students feel secure
- supports the physical, social, academic, spiritual and emotional development of students
- provides student welfare policies and programs that develop a sense of self-worth and foster personal development

Warrah School seeks to achieve this through appropriate policy and procedure which has regard to relevant legislation and requirements in Child Protection, Security, Supervision, Codes of Conduct and communication, and in consideration of the principles of Rudolf Steiner Curative Education.

Warrah School recognizes that behaviour in children with disabilities can be a significant language of communication. It is part of our responsibility to strive to understand our students and support each student to develop appropriate communication skills and appropriate behaviour.

Socially negative behaviour which impacts on the emotional or physical welfare of other students must be effectively managed to ensure the continuing safety and well-being of all students in the short-term and addressed with strategies to replace it with constructive behaviour in the long-term. The development of such strategies is achieved in consultation with parents and with external professionals as necessary to develop appropriate positive behaviour support strategies.

Where the school and parents have agreed that the education programs at Warrah are not proving effective for the needs of their child the School's policy is to provide advice and support towards finding a more appropriate placement.

Warrah School recognizes that students, parents and staff members of Warrah School all have the right to make complaints and to have grievances heard. Warrah Society policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate, as appropriate, principles of procedural fairness.

The Principal will investigate all formal complaints or grievances and will make a verbal and/or written response as soon as possible.

The Principal will inform the Warrah CEO, Board of Directors and/or the Chair of the Board of any serious complaints or grievances.

Our grievance policy provides an avenue for staff, students or parents who are not satisfied that Warrah's response to their concern has been adequate or fair.

Occupational Health and Safety

The Warrah OH&S committee met monthly throughout the year. Warrah School has an appropriately trained OHS representative to the committee. The School Principal was the Management representative on the OH&S Committee in 2010. OH&S inspections were carried out, and issues were efficiently managed by the Warrah Maintenance Officer and monitored through use of a written reporting system.

Buildings and Facilities

Warrah School was also successful in receiving a \$250,000 capital grant under the BER Primary schools for the 21st Century. This grant is to undertake a series of important refurbishments to our facility. As part of this, concrete cancer in the verandah columns was repaired and all columns sealed and repainted in 2010, and design planning was undertaken with architects Mark Baxter and David Jacobson for the refurbishment of the Music Therapy building, with construction due to be completed by October 2011.

Routine maintenance of the buildings and facilities was efficiently managed by the Warrah Maintenance Officer and monitored through use of a written reporting system.

Goals For 2011

Warrah School continues to work towards the ideal of an annexed specialist support class in a mainstream Steiner School. While to date this has been very difficult to realize within our current enrolments and programs, the ground work for such a facility in the future is continuing. The ongoing integration of Warrah students with their individually appropriate classes and activities at Lorien Novalis Steiner School continues to provide a foundation for this program.

It is anticipated that the completion of Early Childhood room in the refurbished of the Music Therapy building in late 2011 will create a suitable venue for early intervention and support for 4-5 year old children with a disability..

Warrah School will continue membership in significant professional Independent Schooling and disability education bodies, including the Association of Independent Schools (AIS NSW), the National Independent Special Schools Association (NISSA), the Rudolf Steiner Schools Association in Australia (RSSA) and the Association for Rudolf Steiner Curative Education and Social Therapy in Australia (ARSCESTA). Through this high level professional involvement Warrah will keep informed of developments and trends in the education of students with intellectual disability and will continue to support appropriate enrolment for students with disabilities in the Steiner education movement around Australia.

Financial Report for 2010

Warrah School is maintained and supported by Warrah Society. Warrah School is an independent school, and fees are kept as low as possible in recognition of the additional costs to which parents of children with disabilities can be subject. However, the tuition fee is still a significant contribution to the overall budget. There was a 4 % fee increase in 2010. There continues to be a significant proportion of parents who apply for varying levels of fee relief.

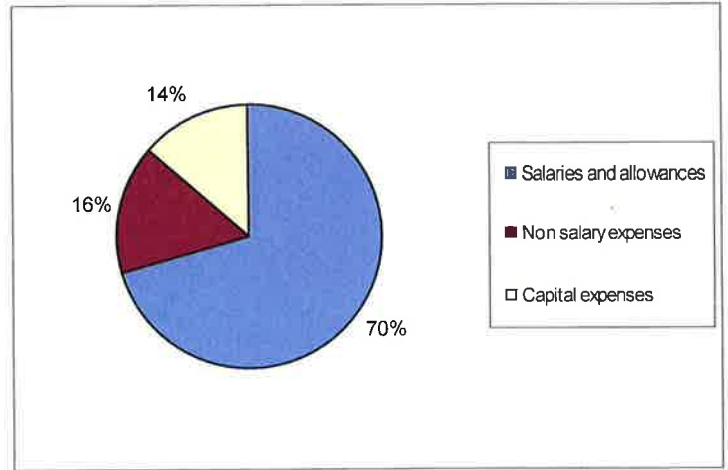
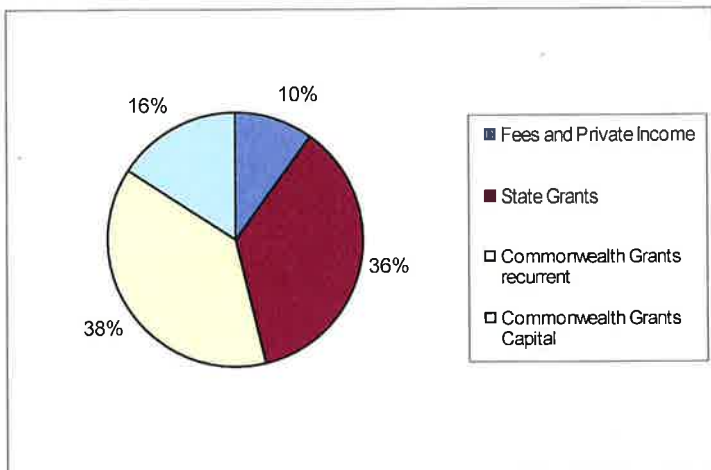
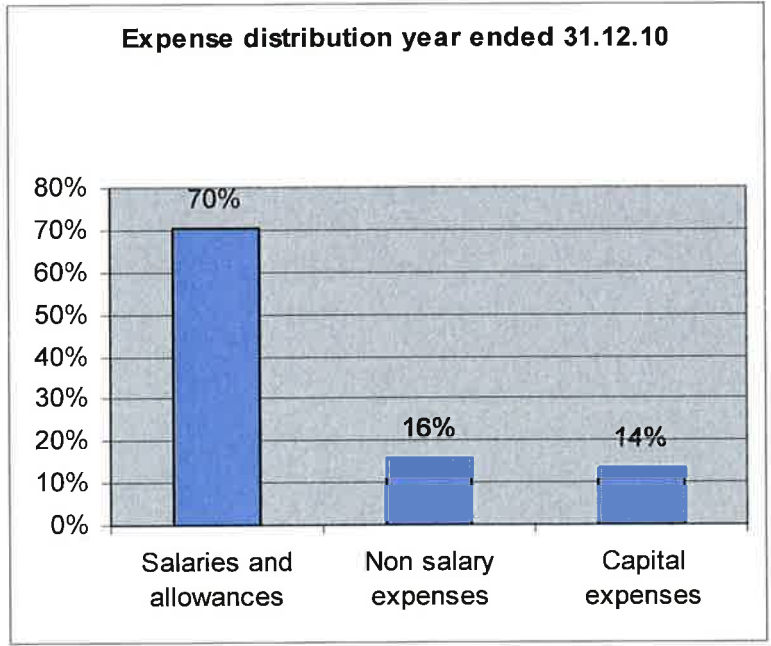
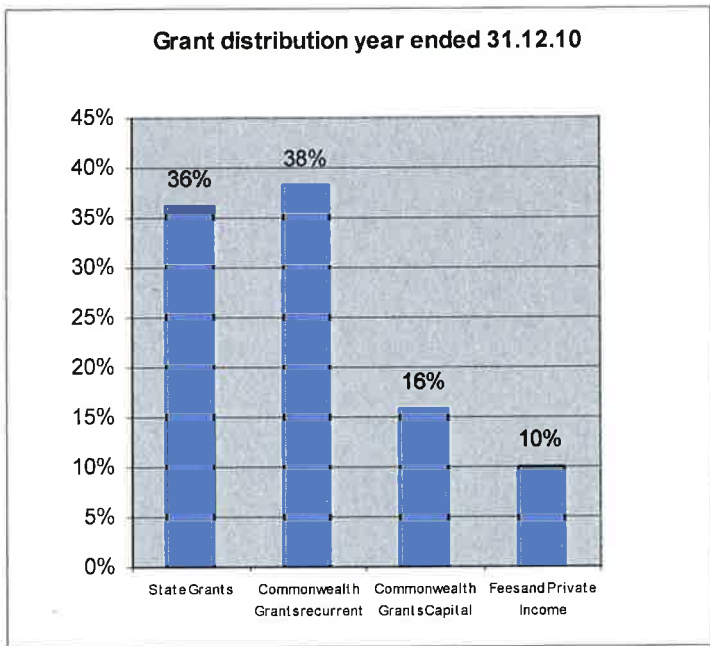
Recurrent funding is received from the Commonwealth and State Governments at the level designated for special schools. Funding for students with disabilities is distributed to Warrah by the Department of Education and Training and through the Association for Independent Schools. Warrah Society also undertakes fund-raising. The major fundraising in 2010 was again through the local business group "Friends of Warrah".

Financial information for year ended 31st December 2010

School: Warrah Rudolf Steiner School of Curative Education

It is noted that expenditure per student is higher than in a regular school because of the high support needs of our students, requiring small class sizes, a high staff: student ratio, and the employment of therapists and other specialists.

Income and expenditure for the year 2010 is shown in the following graphs:



Preparation of this Report

This report is submitted to meet the educational and financial reporting requirements for 2010 as laid out in the Registered and Accredited Individual Non-government Schools' (NSW) Manual.

In preparing this report, the Principal is the person responsible for:

- co-coordinating the final preparation and distribution of the annual report to the Board of Studies and other stakeholders as required
- determining the specific content to be included in each section of the report and reviewing this each year to ensure ongoing compliance, relevance and usefulness
- preparing the report in an appropriate form to send to the Board of Studies

For the areas relating to school description, policies and procedures, the Principal is responsible for the collection, analysis and storage of the relevant data and for inserting the relevant information into the report. The Finance Manager is responsible for the collection, analysis and storage of the financial data and for providing this to the Principal for inclusion in the report.

The Principal, in consultation with the Chief Executive Officer is responsible for setting the annual schedule for:

- preparation and publication of the report
- distribution of the report to the Board of Studies and other stakeholders

DEST Annual Financial Return

The Principal and Finance Manager are responsible for completing the questionnaire. The Financial Manager is responsible for the collection of the relevant data and for ensuring it is provided to DEST in an appropriate form.

