



WARRAH
SPECIALIST SCHOOL

Annual Report

2022

Education with a difference



“Education is an art. It must speak to the child’s experience. To educate the whole child, their heart and their will must be reached, as well as their mind”.

Rudolf Steiner

Acknowledgement Of Country

In the spirit of reconciliation, Warrah Specialist School acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea, and community. We pay our respect to their Elders past and present, and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



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Chair's Report

I am pleased to report on the remarkable progress and achievements of Warrah Specialist School in 2022. Our dedicated staff, parents, volunteers, and supporters have created an exceptional learning environment for our students. Their unwavering commitment and hard work have profoundly impacted the success and growth of our school community.

Under the guidance of our Principal Anna Wetzel, Warrah Specialist School has thrived. During the year we engaged with the Voice Project to undertake an independent employee engagement survey. The survey results are a testament to the positive progress under the new leadership.

High Engagement, Commitment, and Optimism

The survey results, boasting an impressive 79% response rate, revealed high levels of engagement, positive wellbeing, and professional growth within our staff. It is truly gratifying to witness the unanimous belief in the overall purpose and ethics of Warrah Specialist School among all respondents. Their unwavering commitment to our mission is inspiring. The impressive results are outlined in more detail later in the report.

Changes to the Board

We warmly welcome Kerry Taylor and Sam O'Dell, our new Board members, who joined us during the year. Their respective expertise in property management, finance, and the NDIS, complement the Board's skills matrix, and we are already appreciating their contribution to our strategic decision-making and governance.

Infrastructure

In terms of infrastructure, we have been investing in various capital projects to enhance our school facilities. The implementation of a new playground surface, roof renovations, and the development of early childhood spaces are just a few examples of our commitment to creating a conducive learning and playing environment for our students.

Outlook

The robustness of our waitlist is a testament to the high demand and interest in our programs and services. It is with great pride that we share the news of increased interest from families, which reflects our school's reputation and the exceptional quality of education and care we provide.

As Chair, I am immensely grateful for the unwavering support and dedication of the Warrah community. The collaboration between the School Board, staff, parents, volunteers, and supporters has paved the way for our success. We are excited about the future of Warrah Specialist School and look forward to continuing our journey of growth and excellence.

On behalf of the Board, I extend our sincere appreciation to all who have contributed to the remarkable achievements over the year. Together, we are making a lasting impact on the lives of our students and their families.

Yours sincerely,

Steve Malin
Chair

Principal's Report



Reflecting on a Remarkable Year

As we reflect upon the challenges that have unfolded globally in recent years, we hold a deep appreciation for the many opportunities that graced our path in 2022. Stepping out of the shadows of the COVID pandemic, our students returned to school with unwavering commitment, infusing every corner with their warmth, energy, and laughter.

Expanding to Meet Demand

In response to the growing interest in our school, we proudly embarked on a new venture, launching an additional class group to accommodate the increased demand. Alongside this expansion, we warmly welcomed a host of remarkable new students, teachers, and teacher's assistants into our school community.

For me, as the newly appointed Principal of Warrah Specialist School, it marked the beginning of an exhilarating chapter filled with promise and excitement.

Nurturing a Love of Learning

Steiner education nurtures a love for learning that enables students to unlock their full potential. With a carefully crafted curriculum, we consider each child's unique developmental journey, introducing subjects at the appropriate time to meet their individual needs. By engaging in hands-on activities like cultivating crops, woodworking, and artistic expression, children acquire valuable life skills and a profound connection with nature. As they progress through school, they explore diverse experiences, fostering inner security, sharpening judgment, and cultivating reverence for their surroundings.

Our Thriving Weaving Program

Our weaving program continues to be a resounding success. Thanks to the support of our Master Weaving volunteer, Marianne, and our dedicated school team, the quality of our students' weaving work has grown exponentially.

Dedicated Spaces for Creativity

I am happy to share that we have developed a dedicated woodworking space and crafts area. The newly built facility has ample storage, can accommodate larger groups, and provides access to a sunlit grassy area. The students joyfully and creatively utilise the new space, which is proving to be a great addition to the wood crafting program.

Work Experience Opportunities

We were able to resume work experience at the Endeavour Foundation, where our senior students experience a range of work tasks to get work-ready. In addition, work experience in the Warrah Farm Shop provides opportunities such as packing fruit and vegetable co-op boxes and customer facing work. Learning and assisting in the Bakery provides a safe and well-known environment, where students can enhance their skills.

Gratitude to Parents, Staff and Volunteers

I extend my heartfelt thanks to our parents for their trust and support, and I am grateful for our engaged school community. I appreciate our dedicated staff, whose care provides a nurturing learning environment for our students to thrive. Lastly, I express my gratitude to all volunteers and supporters of Warrah Specialist School for their invaluable contributions to our students' success.

I am looking forward to a wonderful year ahead.

Anna Wetzel
Principal



School Profile

Warrah Specialist School provides *Education with a Difference* for Kindergarten to Year 12 students with moderate to severe intellectual disability and complex learning needs. We follow Rudolf Steiner's pedagogical philosophies and provide a unique and creative outdoor curriculum. Situated on an extensive bushland site, which includes a biodynamic farm, organic farm shop, and bakery. Our school provides a natural and idyllic environment where students thrive.

We offer high-quality, personalised education with a focus on Individual Learning Plans, which ensures learning is optimised and tailored for each student.

Key Learning Areas, including literacy, numeracy, science, and physical development are integrated with traditional arts, weaving, woodwork, music, life skills, cooking, and farming. This approach fosters academic learning while developing physical and social skills.



Our Vision

Our Vision is for Warrah to be known for its unique approach, innovative delivery, and outstanding results in the provision of support that serves the needs and aspirations of individuals with intellectual disability.

Our Mission

Warrah is a Rudolf Steiner organisation providing a range of engaging, responsive services for children with intellectual disability that maximise each person's capacity for self-determination, creativity, and contribution.

Curriculum Approach

At Warrah Specialist School, our ultimate goal is to equip students with the necessary tools and skills for a successful future beyond school, instilling in them a sense of pride and independence. Students are grouped according to activity and capacity.

Independent Learning Plans play a key role in a student's development through optimised and tailored learning. Our goal is to ensure each student achieves their full potential through meaningful, purposeful activity and work.

Warrah takes pride in its innovative outdoor curriculum, setting it apart as the only Steiner-based specialist school in Australia. Inspired by the principles of Steiner education, our school is dedicated to providing each student with a comprehensive and holistic educational experience.

Our curriculum emphasises individual growth and the acquisition of life skills. Utilising our outdoor learning environment, students cultivate a deeper understanding and appreciation of the natural world while participating in meaningful activities. Additionally, we prioritise literacy and numeracy advancement.

Students develop their sense of place within the landscape and their community. We place a deep focus on activities such as weaving, nature craft, bushwalking, gardening, and farming, which we consider necessary companions to literacy and numeracy. We know that it is not just what is taught that is important, but how and where children learn.

We value and celebrate each child and the personal qualities they bring to our school. We recognise that everyone has a contribution to make in our society and has a meaningful path in their self-development.





Characteristics of the Student Body

The student cohort travel from various areas of Sydney and represent a range of backgrounds and cultures. To be eligible for enrolment at Warrah Specialist School, students must have an intellectual disability as their primary diagnosis. This is determined by a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual intelligence test. In addition to intellectual disability, our school also caters for students with various accompanying diagnoses.



Accompanying diagnoses supported in 2022

ADD/ADHD	Microcephaly
Angelman's Syndrome	Oculomotor Apraxia
Autism Spectrum Disorder, levels 1-3	Oppositional Defiant Disorder
Disruptive Mood Dysregulation	Physical Disability
Dissociative Amnesia	Post-Traumatic Stress Disorder
Down Syndrome	Reactive Attachment Disorder
Foetal Alcohol Spectrum Disorder	Receptive and Expressive Language Delay
Gaucher Disease	Sensory Modulation Disorder
Genetic Chromosome Disorder	Sensory Processing Disorder
Hypomania	Speech Apraxia
Language Disorder	Subglottic Stenosis



Student Outcomes on Standardised Testing

Warrah Specialist School students did not participate in the Standardised National Literacy and Numeracy Testing. As a registered School of a Kind we do not offer the Record of School Achievement (RoSA) or the Higher School Certificate (HSC). Students graduating in Year 12 receive a Certificate of Achievement. External assessments were not taken by any student.

Student Attendance and Retention Rates

In 2022, a total of 33 students were enrolled at Warrah Specialist School, ranging from Kindergarten to Year 12. Among these students, there were 10 females and 23 males.

Given our focus on meeting the unique needs of our students, it is important to note that some students may require more intensive medical treatments and therapies. As a result, occasional absences may occur at a higher rate. Our dedicated staff work closely with students and their families to provide the necessary support and ensure the best possible educational experience.



Attendance Rate

Year Group	Number of Students	Attendance Percentage
K	5	88%
1	4	82%
2	0	0%
3	1	64%
4	2	88%
5	1	76%
6	4	83%
7	2	85%
8	3	90%
9	4	90%
10	3	87%
11	2	64%
12	2	93%
Total average		82.5%

Management of Student Non-Attendance

To ensure effective management of student attendance, the school has implemented specific policies and procedures. Parents verify absences by emailing admin@warrahspecialistschool.nsw.edu.au by 10am. Absences are uploaded to the student's file.

If any student is absent and the school has not been informed by 10am, the school will contact the parents via phone or text to notify them. Any unverified absence will be reported on the student's file.

Where parents repeatedly fail to notify the school of absences, the school will write a letter to the parents highlighting non-compliance. If absences continue despite of this notification, parents will be asked to meet with the Principal to discuss the matter. Mandatory reporting procedures apply where absences are extended or the student may be at risk of significant harm through school absence.

Retention Rate

We are very pleased to report a 100% retention rate for Years 10 to 12 in 2022. 100% of the Year 10 2021 cohort proceeded to Year 11 in 2022. 100% of the Year 11 2021 cohort proceeded to Year 12 in 2022.

Post-School Destination

In 2022, we celebrated the graduation of one of our students, marking a significant milestone in his educational journey. We are delighted to announce that he chose to participate in Warrah's Discovery for Young Adults program and fortunately a spot was available for him. This program is specifically designed to offer tailored support for school leavers, empowering them with the necessary tools for a successful transition into adult life. The program builds upon the skills and abilities developed during their time at school, fostering growth and independence in various aspects of their lives.

Discovery offers a range of activities, including social outings, continuing education opportunities, training in important life skills like travel and money management, and valuable work experience within our biodynamic farm, organic farm shop, and bakery.



Parent Satisfaction

The following heartfelt testimonials from our parent community capture their satisfaction and experiences at Warrah Specialist School.

“My son has been attending Warrah Specialist School since he was seven years old and has thrived in its beautiful environment. The rich and thoughtful curriculum offered meets his needs well. He loves being outdoors and in nature, which he is able to benefit from daily as the school is located in a peaceful vast bushland setting. The teaching staff has always been very communicative, warm, and supportive.

It’s an absolute joy to watch him go to school each morning with a spring in his step, looking forward to the day ahead of him. I can’t recommend this school and its ethos enough.”

Anonymous, Parent of Year 8 student

“Warrah Specialist School is one of those places where you walk in, can’t help but take in a long breath of air and get a sense of calmness and security for your child. Their careful detailing as well as flexibility in goal setting for my child’s academic and personal growth always amazes me. More importantly, they aim to accommodate every child based on the child’s own unique needs.

The best part about the school is that it brings together a community that includes not only the kids and teachers but also their families in their beautiful festivals. Warrah Specialist School has stuck by our family through some of our hardest times in life. The Warrah community has become a part of our own family.”

Phillipa, Parent of Year 11 student



“Our daughter has been a student at Warrah for nearly three years. When she arrived at the school she was terrified of everything – new places, new people, and new experiences. Under the nurturing guidance of the staff, her anxiety has gradually decreased and she has blossomed into a much more confident young lady. Warrah has a terrific and varied education program that exposes the children to a range of activities and caters to different learning styles. The children are well supported and have lots of variety in their day, with both outdoor and indoor activities, music and exercise sessions, farm activities, weaving and woodworking, and of course numeracy and literacy. I love the way that science is taught through hands-on experience and that science lessons can easily segue into craft activities. Our daughter is very happy at Warrah. She has progressed a long way from those early days of refusing to enter a classroom and now has the confidence to lead her fellow students in some of their daily routines. She has excelled in the weaving program and is very proud of her work. We are very grateful to have found Warrah!”

Sabeen, Parent of Year 8 student

Student Satisfaction

Measuring student satisfaction at our school poses unique challenges, particularly for non-verbal students who are unable to communicate in traditional ways. However, we have found alternative ways to gauge their contentment. The sheer excitement and joy our students exhibit upon arriving at school and interacting with their teachers and peers in the mornings serve as powerful expressions of their satisfaction. Our morning circle offers a special time for students to connect with one another and express their gratitude through uplifting songs and verses.

Throughout the day, our dedicated and highly trained staff closely monitor students' moods and emotional cues, allowing us to tailor the day to meet their individual needs and ensure they have the most fulfilling experience possible. Our observant teaching staff take great pride in their ability to keenly observe our students. It brings us immense joy to witness their social and emotional transformation.





Staff Satisfaction

At Warrah, we value our staff and are committed to ensuring they feel supported, valued, and engaged. In 2022 we partnered with Voice Project, an external independent agency, to undertake a survey to measure staff engagement, wellbeing, and progress. The survey had a response rate of 79%, with the majority of respondents reporting high levels of engagement, positive wellbeing and progress at work.

Belief in Warrah's Purpose and Ethical Standards

We are proud to report that 100% of our staff believe in the overall purpose and ethics of Warrah Specialist School. This result highlights the strong alignment between our staff's personal values and beliefs and the mission and values of our school.

High Engagement and Job Satisfaction

92% reported high engagement, job satisfaction, and commitment to their work. This result is a testament to our supportive and inclusive workplace culture, where staff feel valued and motivated to make a positive difference in the lives of our students.

Positive Wellbeing and Stress Management

We understand the importance of supporting our staff's emotional wellness and stress management, especially in a challenging and demanding work environment. We are pleased to report that 72% reported positive wellbeing, wellness, and stress management.

Positive Perception about Performance and Optimism

86% reported that they feel positively about performance and optimism at work. This result demonstrates that our staff are confident and optimistic about the future of Warrah Specialist School and are committed to achieving positive outcomes for our students and the wider community.

Encouragement for Improvement and Positive Results

96% reported that they are encouraged to put forward ideas for improvement, demonstrating our commitment to continuous improvement and innovation.

96% like the work they do, and believe our school has a strong focus on achieving positive results. These results are a reflection of our staff's passion and dedication to their work.

Continuous Improvement

We are pleased with the results of the 2022 staff satisfaction and engagement survey, which show that our staff are highly engaged, committed, and satisfied with their work at Warrah Specialist School. We remain committed to providing a supportive and inclusive workplace culture that promotes staff wellbeing, personal and professional growth, and continuous improvement.

“When compared with 4,900 staff across 29 independent schools in Australia, our staff engagement levels were 9% higher. Staff wellbeing exceeded standards by 2%, and staff perception of our progress and success exceeded benchmarks by 11%”.



Workforce Composition and Teaching Qualifications

Committed Staff and Strong Partnerships

Our staff are highly committed, dynamic, and dedicated. Throughout 2022, significant progress was made in establishing strong partnerships between the school, families, and other stakeholders. Our average staff to student ratio is 1:2.

Academic Structure and Support

The School's executive team includes the Principal and Deputy Principal. The academic structure consisted of five mixed-age classes spanning from Kindergarten to Year 12, with six to eight students in each class. Each class was assigned a teacher and two teacher's assistants.

International Volunteer Program

In 2022, we successfully reintroduced our international volunteer program, welcoming three dedicated volunteers from Germany to join us on a year-long journey at Warrah. Alongside our dedicated staff, these volunteers have been a wonderful addition to our school, and further enriched our educational environment.

Collaboration

The school also collaborates with allied health teams including Speech Pathologists, Occupational Therapists, and Behaviour Support Specialists.

Accreditation and Diversity

All teaching staff work with NSW Education Standards Authority (NESA) to ensure accreditation and proficiency requirements are met with the Association of Independent Schools of NSW (AISNSW) appointed as Warrah's supervising body for these matters.

No member of staff reports to be of indigenous descent. However, the school supports the principles of Equal Employment Opportunity (EEO) in the recruitment of staff, and we have a diverse staff group from varied ethnic and cultural backgrounds.

Workforce Composition

Staffing	Numbers	FTE
Teachers (including TA's)	24	13.5
Non-Teaching	3	2.5
External Therapists	10	N/A

Teacher Accreditation

We have 5 accredited teachers across a total of 5 classes.

Conditional*	1
Provisional	0
Proficient	4
Highly Accomplished Teacher (Voluntary Accreditation)	0
Lead Teacher (Voluntary Accreditation)	0

*Conditional accreditation permits professionals who are nearing the completion of their qualifications to commence working as teachers in certain settings.

Overview of teaching staff (including relief staff), responsible for delivering the curriculum as described by Parts 1, 3, 7 and 8 of the Education Act 1990.

Teachers who have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines,	4
Teachers who have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications,	1
Leadership and support roles who have relevant tertiary qualifications.	3

Professional Learning and Development



The School Principal's Leadership Journey

The School Principal successfully completed a 7-month leadership course organised by the Steiner Education Australia Leadership Centre.

Enriching Curriculum and Proficiency

All teaching staff actively participated in training sessions focused on our outdoor curriculum, Steiner Education principles, and mandatory requirements. These sessions provided a platform to enhance their expertise, ensuring a high-quality learning experience for our students.

On-Site Mentoring and Training: Elevating Outdoor Education

To further strengthen our teachers' proficiency in the outdoor curriculum, we arranged a four-day on-site mentoring and training program. This immersive experience allowed our staff to deepen their understanding of nature-based education.

Monthly Online Training Sessions

Our teachers and teacher's assistants engaged in monthly online training sessions. These sessions served as a valuable opportunity for professional growth, enabling them to delve into various educational topics and refine their teaching strategies.

Expanding Knowledge in Steiner Education

We were fortunate to have a renowned expert in Steiner Education conduct several training sessions for our entire staff. These sessions explored the art of storytelling, the significance of festivals at Steiner Schools, and the craftsmanship of various handiwork.

In addition to this, 14 staff enrolled in the comprehensive EduCareDo course. This year-long online program empowered participants to learn at their own pace, providing a solid foundation in Steiner pedagogy.

2022 Professional Development Opportunities

Professional Learning Activity	No of staff participating
Foundations of Anthroposophy	18
Pedagogical Section Australia, lectures by Michaela Glockler. The Senses, Inner Work, Anxiety and Trauma	2
MAPA training	20
VITAL Steiner Early Childhood Conference	4
Staff Code of Conduct	24
Stronger Together Conference	1
Diabetes at school, Level 1-3	7
Epilepsy Essentials, Epilepsy Action Australia Online Academy	7
Managing Student Disability - Adjustments, Behaviour & Discipline	1
Difficult Parents conversations	1
Individual Learning Plans by AISNSW	23
Fire Emergency Response	24
Child Protection Awareness Induction Training	15
Child Protection Awareness Refresher Training	6
Anaphylaxis e-learning Teaching and Administrative Staff	21
Anti-Racism Policy Training	21
Cyber Security NSW Essentials Training	21
Mandatory data breach preparedness training – reporting data breaches	21
E-Emergency care	21
Fraud and Corruption control	21
Work Health and Safety Induction for employees	21



School Determined Improvement Targets

Priorities for 2022	Achievements
Growth and Development	
Develop a strategic plan for future growth and development.	Deferred due to COVID-19 Pandemic.
A new organisation chart and structure will be developed with areas of responsibility outlined.	Achieved
Appointment of a marketing officer designated to the school will be sought.	Increased allocation of resources towards school marketing. This expanding area has shown growth, and it will continue to be developed.
Teaching and Learning	
Re-establish work experience at the Warrah biodynamic farm and organic farm shop, and with the Endeavour program.	Achieved
To develop a structured professional development program to increase staff knowledge and expertise.	Achieved. Continued progress and advancement planned for 2023.
Detailed documentation of Outdoor Curriculum development and implementation.	Achieved. Continued progress and advancement planned for 2023.
Community	
A formalised schedule of events to be established for festivals, parent information evenings and celebrations for 2022.	Achieved
Re-introduce the partnership and volunteering with Freunde Waldorf, an international volunteer organisation in 2022	Achieved
Broaden therapies offered to meet the needs of students and Steiner principles in 2022.	Deferred due to COVID-19 Pandemic.
Environment	
Resourcing the early childhood centre and upgrade facilities.	Achieved
The recommencement of the building program including roof restoration, and painting of the exterior of the school	Achieved
Meeting/conference room to be refurbished. Nominate and refurbish a therapy room.	Achieved
Upgrade of the sheltered area in the early childhood playground to commence.	Achieved
Replacement of soft fall in the high school playground.	Achieved



Proposed Targets for 2023

Growth and Development

Develop a strategic plan for future growth and development.

Teaching and Learning

Continued refinement of the outdoor curriculum.

Enhance teachers' performance and foster professional development by implementing a comprehensive range of learning opportunities specifically tailored to teaching students with disabilities.

Community

Expand the range of therapies offered to meet the needs of students while aligning with Steiner principles.

Environment

Develop a designated sensory room.





Initiatives Promoting Respect and Responsibility

Building a Supportive Community

Warrah Specialist School values the active participation of parents and staff in fostering a supportive and respectful school community where everyone is valued. Our school is guided by Rudolf Steiner's pedagogy, which form the foundation of our ethos and inform our approach to education.

Prioritising Student Wellbeing, Learning, and Safety

To ensure a holistic approach to student development, we prioritise student wellbeing, learning, and safety. We have implemented various practices and resources that promote a safe and inclusive environment, positive relationships, and optimal learning experiences.

Promoting a Safe and Inclusive Environment

Each student's Independent Learning Plan contains a wellbeing support document. This document outlines personalised strategies to keep students positively engaged throughout the day. We are dedicated to maintaining a safe environment, adhering to child protection requirements, and providing ongoing support to our staff.

Individualised Wellbeing Support

Daily debriefing sessions allow us to address operational matters, while also providing opportunities for staff to discuss individual wellbeing concerns. An Employee Assistance Program (EAP) is available free of charge to all Warrah Specialist School staff.

By prioritising the values of community, student wellbeing, and a safe learning environment, Warrah Specialist School strives to create a nurturing and enriching experience for all members of our school community.

Student Welfare Policy

The school strives to provide a safe and supportive environment. We have developed risk assessments to minimise harm and maximise safety of all students. The school works with the students and their Independent Learning Plans to foster personal growth and development. The school complies with all mandatory requirements. The full documentation can be viewed upon request from the Principal. No changes were made to this policy in 2022.





Anti-Bullying Policy

Any form of bullying is recognised as a serious matter which is dealt with promptly by the Principal. All documentation relating to the school’s Anti-Bullying Policy can be provided upon request from the Principal. The Anti-Bullying Policy is regularly reviewed by the school and Quality Manager. No changes were made to this policy in 2022.

Discipline Policy

Students are required to adhere to the school’s rules and to follow the instructions from teachers, teacher’s assistants, and therapists wherever possible. Due to the nature of students in our care, we acknowledge that students may be challenged by the school rules and common sense and fairness is always used in dealing with issues that arise. Warrah Specialist School complies with all mandatory requirements. The school prohibits corporal punishment. For a complete copy of the Discipline Policy, please refer to the Principal. No changes were made to this policy in 2022.

Complaints and Grievances Resolution Policy

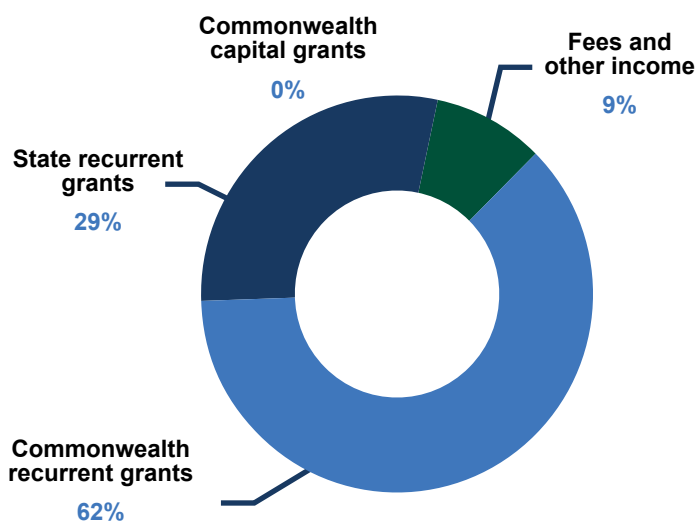
Warrah has a commitment to ensuring that the work environment for all staff members and volunteers is harmonious, supportive, and productive. This policy encourages early intervention, collaboration, and a focus on solutions. Effective grievance management and resolution contribute to positive working relationships and can prevent minor issues from escalating into more serious matters.

The intent of this policy is not to prescribe a set procedure on how workplace grievances are managed as the process adopted needs to be appropriate to the particular situation. Issues vary, and grievances can involve a range of circumstances, with varying levels of complexity or seriousness. The policy focuses on restoring effective working relationships by ensuring that each issue is considered individually as it arises, and is managed in the most appropriate way for the circumstances. The policy encourages early intervention, collaboration, and a focus on solutions. For a complete copy of the Complaints and Grievances Resolution Policy please refer to the Principal. No changes were made to this policy in 2022.

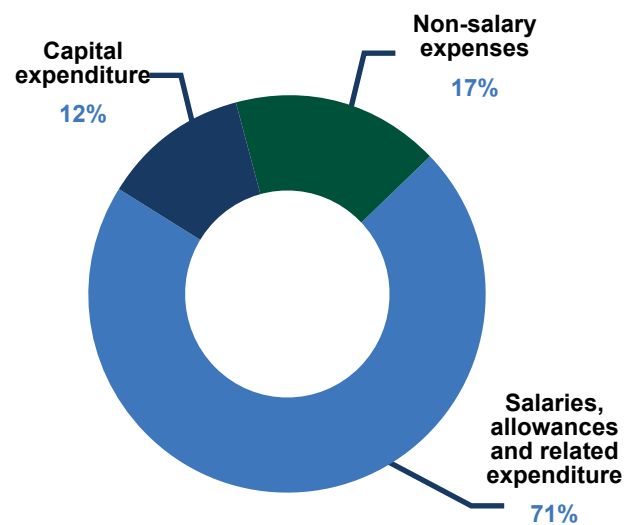


Summary of Financial Information

Recurrent/capital income
31 December 2022



Recurrent/capital expenditure
31 December 2022





Enrolment Policy and Eligibility Criteria

Policy Statement

Warrah Specialist School is a co-educational, non-denominational Rudolf Steiner Specialist School offering educational programs for children with an intellectual disability, from Kindergarten to Year 12. Warrah Specialist School students do not participate in the Standardised National Literacy and Numeracy Testing. As a registered School of a Kind we do not offer the Record of School Achievement (RoSA) or the Higher School Certificate (HSC).

Disability Standards for Education 2005

The Disability Standards for Education articulate the rights of students with disabilities; and the responsibilities of the school or 'standards' and 'measures of compliance' in the areas of enrolment, participation, curriculum accreditation and delivery, student support services and harassment and victimisation.

The school must take reasonable steps to ensure that a student with a disability can access the same or comparable opportunities and choices provided by the school 'on the same basis' as those opportunities and choices offered to a student without a disability. This may necessitate the determination and implementation of 'reasonable adjustments'.

In order to be enrolled at Warrah Specialist School, a student must be eligible for funding from the NSW Department of Education. Enrolment is dependent on a current assessment of a student's intellectual disability.

Warrah Specialist School welcomes all children with an intellectual disability as their primary diagnosis. Recent enrolments have also included students with Down Syndrome, Cerebral Palsy, Global Developmental Delay, Angelman's Syndrome, as well as Autism, amongst other diagnoses.

Funding is based on the formal assessment of disability, provided by a specialist medical practitioner or registered psychologist with appropriate clinical experience. Funding is scaled according to the level of disability.

Before applying for enrolment parent/guardian(s) should read the:

- Eligibility Criteria
- Enrolment Policy
- Current Fees Schedule, and
- Terms and Conditions of Enrolment.

All of these documents are available on the school's website, or the school will post the documents to your address upon your request.



Applications for enrolment can be made at any time by the parent/guardian(s) of students who wish to commence at Warrah Specialist School.

A student enrolling at school for the first time will be five years of age on or before 31 July.

When an application is received, the Principal at the school will consider it based on the school's enrolment policy criteria and (choose any/all that apply) and:

- (a) advise that the school declines to make an offer of enrolment and/or
- (b) advise the parent/guardian(s) that the student's name will be placed on a waiting list and an offer made if a place becomes available and/or
- (c) advise that the school will make a conditional offer of enrolment. The Principal, Deputy Principal and/or Class Teacher will conduct an interview with parent/guardian(s), at which the parent/guardian(s) expectations and the student's needs will be discussed. Following this meeting, the school will advise whether it will confirm or withdraw the offer, and/or
- (d) advise the parent/guardian(s) they must attend for an interview following which the school will decide whether to make an offer of enrolment and/or
- (e) other procedures adopted by the school as a part of the process e.g. meeting with the Business Manager and/or
- (f) advise whether it wishes to make an offer of enrolment.

Assessment for Enrolment

The School has an enrolment panel which consists of the Principal, Deputy Principal and the relevant Class teacher to review all applicants and make recommendations about the best allocation of the enrolment and ability to meet the needs of the student in the context of the school's cohort.

Applications for Kindergarten, Primary and High School programs can be accepted at any time and consideration is given to the date of application in allocating places.

In evaluating an enrolment application, parental advice, external specialist reports, the suitability of the program for the child and the needs of the class as a whole are taken into account. The School will base any decision about offering a place to a student on:

- (a) If a suitable vacancy is available for the student
- (b) If the educational and support needs of the student can be accommodated by the school and are consistent with the principles of Rudolf Steiner Curative Education
- (c) If the educational and support needs of the student are compatible with current and potential programs and with students already in the class, within reason
- (d) If the parent/guardian(s) support the philosophy and values of the school.

The parent/guardian(s) and families are required to support the ethos of the school, which is based on the principles of the Rudolf Steiner Curative Education, to pay fees on time or as agreed in writing, to be actively involved in the parent body activities and to support all school enrolment policies, and procedures.



Family relationship with the school:

- (a) sibling of a current or ex-student
- (b) they hold attitudes, values and priorities that are compatible with the school's ethos.

The student:

- (a) the contribution that the student may make to the school, including the co-curricular activities
- (b) The student's reports from previous schools or prior to school service e.g. the NSW Department of Education's Transition to School Statement.

The school:

- (a) Ability to meet the special needs or abilities of the student.

Other considerations:

- (b) Order of receipt- when the application to enrol is received by the school.

The school will meet with parent/guardian(s) of the student before offering a place.

- (a) The school possesses the full authority and discretion to assess and assign appropriate weight to the various factors considered when deciding whether to extend an offer of enrolment to a student

(b) Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently, and the student and the parent/guardian(s) observing all behavioural codes of conduct and other requirements of the school, which are applicable from time to time.

If the school makes an offer of enrolment or conditional offer of enrolment, the parent/guardian(s) must sign an acceptance of the offer on the form provided and pay a non-refundable enrolment fee of \$200.

If an offer of enrolment is made and accepted, not less than four months' notice must be given if the parent/guardian(s) decide not to proceed with the enrolment to give the school time to fill that position. If the required notice is not given, one term's fees will be charged.

The school must be informed of any change of address or contact details after an offer (or conditional offer) of enrolment is made.



Eligibility Criteria

To meet criteria for moderate or severe intellectual disability, students must have a full-scale IQ score of approximately three to four standard deviations below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.

Students with autism must have a current report (no older than two years) from a specialist medical practitioner or registered psychologist with appropriate clinical experience.

The report must detail the nature of the student's disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication and social interaction, which significantly affects the child's ability to learn.

There must be information of a functional assessment consistent with the student's disorder. The report must have a DSM-5 diagnosis. The DSM-5 essential diagnostic features of autism spectrum disorder are now: persistent impairment in reciprocal social communication and social interaction, and restricted, repetitive patterns of behaviour, interests, or activities. These symptoms are present from early childhood and limit or impair everyday functioning.

For questions about the eligibility criteria, please contact the Deputy Principal, Paula Kramer, on 02 9653 7253, or pkramer@warrahspecialistschool.nsw.edu.au



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