

# Annual Report



January 28 2022

Staff PD Day before the start of school



February 28 2022

The historic flood

## 2022 - the year of the flood



# OUR CONSTITUTION

The guiding principles are based on developing a co-learning community, which:

- emphasises holistic, student-centred experiential learning
- is centred around sustainability, community, technology, citizenship and service, entrepreneurship, wellness and academic excellence
- is committed to celebrating, supporting and integrating indigenous culture and heritage
- has a focus on educating students using progressive pedagogy to address personal learning goals
- takes an active part in the community life of the local community for every campus under the governance of the Company; and
- if feasible, provides access to enrolment and residential care facilities for pupils outside the community.

# VISION

The Living School is about the power of inspiring places...

- where children learn in and out of the textbook, classroom, school and community
- teaching is untethered to be free to explore excellence through integrated thematic units, academic rigour in conceptual understanding, contextual association of concepts to experiences via excursions, incursions, artisan programs to embrace exploring, making, performing, serving, growing and cooking.
- parents connect via opportunities and involvement, drawing on our community and networks to support all our children and teachers.
- and a community thrives by connecting a school with a town, diverse natural landscape, indigenous lore and history.



In 2022, on 28 February, Living School had to manage the worst flooding in the history of European settlement. Although the community foresaw the flood, and moved property well above the forecasted heights, the inundation that occurred with the very limited warning that was given led to total devastation of our campus.

Then, four weeks later on 29 March, a second major flood event occurred - the sixth biggest in recorded history. Again, our campus was inundated.

Again, four weeks later on 30 April, a devastating overnight wind gust levelled our giant dome - a facility that was offering temporary schooling.



# Theme 1: A message from key school bodies

Dear Parents, Carers and members of the Living School community,

As Chair of the Guardians of Purpose, I feel it is important to share with you some important governance updates as the year draws to a close. While the Guardians of Purpose act as Directors of the Board as per usual legislative requirements, we also fulfil a critical role as stewards of the school's performance in pursuit of the school's purpose.

It is an understatement to say that this year has been challenging. For many organisations in the start-up phase of their development, experiencing the kind of devastation and loss that our School and community has suffered - not once but twice - would be enough to justify closure. Rather than succumb to this catastrophe, we adapted and responded strategically.

I say it was a strategic response, as we had just (and quite fortuitously) completed a planning retreat on the Central Coast, the weekend prior to the first flood. As a Board, we made decisions expeditiously and in the context of the school's strategic plan. We were prepared, as much as anyone could be, and our insurance cover has been sufficient to enable our response and rebuild. We made confident steps to realise our vision of establishing an outdoor education centre as the basis of our Onland Learning, thankfully funded as part of our business continuity provisions, that will equip the school long into the future.

Many of you experienced similar levels of loss and trauma as a result of the flooding this year. As a community, we are deeply aware of this and while the tangible signs of progress are often earmarked with construction, there was a much deeper disruption that was inflicted on our community - and that was the confronting instability that the disaster left in its wake. After two years of pandemic disruption, and then the floods, I feel the greatest impact has been on the mass disruption to the lives of young people in our Region. This instability created waves that rippled through so many aspects of our school community. We have been incredibly aware of this.

Yet, as a school community we have made it abundantly clear that we will not be defined by this disaster. Instead, our response to it will be a demonstration of our strength, our determination, our values. Many of us have experienced loss and trauma, and I know for many of you - including many of our staff - you put our young people first, and dug deep to do what was needed to keep the learning going. For this we are deeply grateful, and to be honest, we are in awe.

Despite the lows, we achieved some remarkable highs this year. Achieving full registration of the school, now from kindergarten to year 13, is truly remarkable for a School in its third year. Let alone a School that lost everything only ten months ago. In short, we didn't just survive: we adapted, we refined and we took confident steps in our further development. Much of this will be increasingly visible next year.

A large part of our governance has required a razor-sharp focus on the financial health of the school. Ensuring that we can rebuild, whilst operating and meeting all our budgetary obligations has been critical to achieve our overall healthy position. We will end 2022 having navigated this minefield, met all of our expenses, and without any debt. Our small end of year surplus will enable further reinvestment in the growth of the school next year.

As it is for households, the financial operating environment for the school is volatile. The inflationary pressures on our budget are real, and across almost every aspect of our operations we have seen increases in expenses.

As a result, we will need to increase our school fees by 3% from 2023 onwards. As a for-purpose not-for-profit, we simply do not have the capacity to absorb increases on top of all the other rises this year. While these are challenging decisions, it is critical that we safeguard the sustainability of the school into the future.

Ben Roche, Chair





Living School acknowledges we are all learning and growing together on Widjabul/Wyabal country *Chair of Board, 2021*  
of the Bundjalung Nation, and pays respect to Elders past, present and future.



## Theme 2: Contextual Information about the school and characteristics of the student body

Living School is established to offer a new progressive model of schooling. The focus is to be a co-learning community, where students feel ownership and are given the opportunity to thrive as engaged learners.

Living School is identified as inner regional, is combined (co-educational) and non-government, with membership to the Association of Independent Schools, NSW.

### **School student body:**

Living School in the annual census in 2022 had a roll of 185 students, seeing continued growth from the 2021 roll of 177 students K-11, having received conditional approval to offer Stage 5. This number did not acknowledge the growth over the final term whereby our roll at the conclusion of 2021 stood at 185. This increase from 98 students at the end of 2020 - our inaugural year of operation - highlights the confidence gained from a very committed teaching staff.

We had 11% identifying as Aboriginal and/or Torres Strait Islander, an increase of 6% from our 2020 roll.

As a new school, our population growth was beyond expectation – and the calibre of student upheld our values of Respect, Responsibility and positive/productive Relationships. A major emphasis for creating Living School was to engage learners in schooling. There are approximately equal numbers of boys and girls.

Living School emphasises individuality with policies such as no school uniform and teachers addressed by first name only.



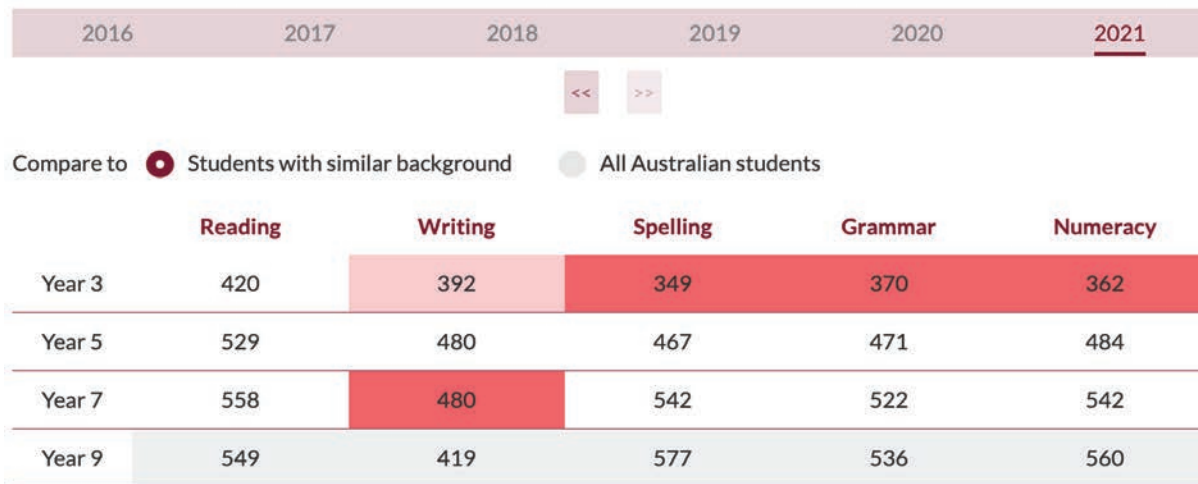


## Theme 3: Student outcomes in standardised national literacy and numeracy testing

Living School participated in NAPLAN for the second time in 2022. Results showed pleasing improvement and growth. Bearing in mind, these assessments fell just after the historic flooding, while the school was re-establishing itself.

Reading		Writing		Spelling		Grammar		Numeracy	
440		425		387		422		429	
Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
446	438	427	422	406	418	439	433	419	400
502		482		456		496		521	
Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
510	510	487	484	483	505	499	499	514	488
620		539		542		547		527	
Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
592	543	543	530	553	547	552	533	556	546
616		602		566		609		563	
Similar	All	Similar	All	Similar	All	Similar	All	Similar	All
608	578	592	560	580	577	594	573	595	584

When we compare results with the previous attainment - although different cohorts - we can see pleasing lift in nearly all areas.



Living School acknowledges we are all learning and growing together on Widjabul/Wyabal country of the Bundjalung Nation, and pays respect to Elders past, present and future.



## Theme 4: Senior secondary outcomes (student achievement)

Living School is only up to Year 11 in 2022. We have our first Y12 cohort in 2023.





# Theme 5: Teacher professional learning, accreditation & qualifications

Living School emphasises collective efficacy (or as we in our startup phase describe as contributive efficacy) as a key to driving learning success. Our staff are exceptionally creative, flexible and cohesive. Our website highlights our teachers' dreams, qualifications and experience - [CLICK HERE](#).

All teaching staff participated in regular professional development days. At the commencement of our second year, all staff attended two days of professional development, including compliance training in first aid and senior resuscitation.

As well, the first Saturday of every holiday break is a staff professional development day. Living School does not believe it is appropriate to hold Pupil Free Days for professional development, as we see school days as vital for our teaching and learning programs, and we acknowledge the impact on parents.

Finally, every Friday in the last term of the year was assigned for teacher professional development in preparation for the second-year of operation, which resulted in our unique programming template.

Description of the professional learning activity	No of staff participating
First Aid and Senior Resuscitation (includes CPR training, Asthma and Anaphylaxis and use of the Defibrillator).	32
ICT- use of Google Suite, Smart Board training and teacher administration	21
Child Protection	34
Teacher mentoring and development in Progressive Education.	21
Work Health and Safety (WHS) Policy overviews including Codes of Conduct, Supervision, Fire emergency evacuation Drill	28
Leadership and Performance Consulting- Personal and Community Healing (Call-a-Coach)	28
Positive Behaviour Support (includes pastoral care, behaviour management, learning support, disability legislation and conflict resolution)	28
Fire and Emergency Warden Duties and	2
MacqLit Professional Development Workshop- Macquarie University	1
eTAMS and professional expectations	21
Supporting Neurodivergent Students at School	21
Suicide Prevention- Safe TALK Alertness for Everyone	2
Progressive Curriculum overview / NESA proficiency	21



## Theme 6: Workforce composition

### School staff 2022

(as per Census)

Teaching Staff	22
Full-time equivalent teaching staff (FTE)	17.4
Non-teaching staff	16
Full-time equivalent non-teaching staff (FTE)	11.3
No. of staff who identify as Aboriginal	2

### Level of Accreditation No. of teachers

Conditional	
Provisional	2
Proficient	20
Highly Accomplished	-
Lead	-
TOTAL	22





# Theme 7: Student attendance, and retention rates and post-school destinations in secondary schools

The student roll at census was...

	Primary	Secondary	TOTAL	
Number of students	143	83	226	
Indigenous	10	4	14	6.19%

Considering the challenges faced by Lismore and the outlying areas over the past two years, the strength in our enrolment growth speaks volumes for what we are offering and our good word-of-mouth.

However, the devastating flood on February 28 2022 resulted in Living School's campuses being destroyed. The school realised the importance of supporting families impacted and suffering by having the children schooled, with routines of relationships sustained. We flipped the school to open at the Lennox Head sports community centre. We then moved into the Southern Cross University site - E Block, fittingly the old Education building.

This was quite an upheaval. Families left Lismore. Many were traumatised. Students withdrew from Living School with our retention rates down as a result. However, we also had students enrolling, who were supportive of our pedagogy and care. Living School, like Lismore, has a big heart.

There were no post-school destinations yet - as in 2022 we were still operating only at a Year 11 level, our first Year 11 students.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Kindergarten</b>	92.53%	82.62%	85.88%	85.90%	97.77%	91.81%
<b>Year 1</b>	82.01%	85.92%	74.57%	85.71%	96.93%	94.44%
<b>Year 2</b>	91.09%	90.89%	82.77%	87.62%	94.42%	91.61%
<b>Year 3</b>	88.26%	88.66%	84.06%	86.79%	95.69%	90.62%
<b>Year 4</b>	90.18%	77.42%	84.61%	88.90%	98.45%	89.11%
<b>Year 5</b>	88.60%	85.88%	83.53%	93.38%	96.96%	90.76%
<b>Year 6</b>	85.35%	79.51%	77.29%	93.49%	94.40%	87.70%
<b>Year 7</b>	92.19%	85.71%	80.34%	91.60%	94.12%	92.02%
<b>Year 8</b>	90.91%	84.47%	83.79%	87.53%	89.61%	86.56%
<b>Stage 5</b>	78.79%	75.76%	75.00%	86.05%	88.42%	82.40%





# Theme 8: Enrolment policies

## 1. The Application Process

Application for Enrolment Forms are obtainable online. When Living School receives the Application for Enrolment, any supporting documentation, as well as the required processing fee (\$200), the child's name is placed on the Admissions list for the required year of entry.

Understand, the receipt of an Application for Enrolment Form does not mean the child is enrolled. Lodgement of the relevant Application for Enrolment and processing fee will be deemed as agreeing to support the policy and procedures of The Living School.

- Each Application for Enrolment is subject to an interview with the Conductor (school principal), or the Conductor's delegate, in the year preceding entry.
- An offer of a place is confirmed in writing, pending outcomes of the enrolment interview.
- Acceptance of the offer of a place is confirmed on receipt by the School of the Enrolment Charge by the stipulated date.
- The School will collaborate with parents/carers to assess the diverse learning needs of each student, so we require all supporting documentation regarding a child's schooling needs.

## 2. Criteria for Enrolment

We will assess all applications to enrol against the following criteria: Siblings of students already enrolled in the school may be given priority for enrolment.

Applications for enrolment are prioritised according to the date order of receiving the application for enrolment.

While it is not a specified criterion in the Enrolment Policy and Procedures, when the number of available placements is limited, it is appropriate to consider the age and development of a child when discerning between applicants who are equally qualified.

## Factors for consideration

When considering whether a student will support the ethos of the school the following factors will be considered:

1. the capacity to self-manage, study independently, stay safe and adhere to the Living School's VAST model (in settings inside and outside of the school campus).
  2. The ability of the prospective student to benefit from the educational offering of the School.
  3. The ability of the prospective student to contribute positively to the Living School community.
  4. The student and family's preparedness and capacity to embrace the school's community-centred holistic learning approach.
- The school will not discriminate against students according to disability, race, gender, or denomination.

## 3. Notes and Procedures

### ENROLMENT PROCESS "POINTS OF ENTRY"

The School has limited places to offer. After these places are offered, a waiting list is drawn up. This list will be used to make later Offers of Enrolment if students to whom initial offers were made decide not to accept their offers, or if students already enrolled withdraw from the School.

### RECEIVING An Offer of Enrolment

The School's Enrolment Process is outlined in this document. All Offers of Enrolment are subject to an interview with the Conductor (school principal). Prior to the School making an Offer of Enrolment, an Application to Enrol, together with an Application Fee, needs to be received and processed. All Applicants are assessed against the Enrolment Criteria, and Applicants that meet the Enrolment Criteria are sent an invitation to participate in the Enrolment Interview. Successful Applicants then receive an Offer of Enrolment.

### DEFERRING An Offer of Enrolment

Whilst it is possible to defer a student's Application to Enrol to a later point of entry, it is not possible to defer an Offer of Enrolment. If we



offer a student a place for a particular entry point, that offer only applies to that point of entry – it does not apply for a later entry point.

For example, if we offer a child a place at the School starting in Year 5, but the parents decide that they wish to defer the child's entry until Year 7, they cannot defer the original offer to take it up at the later entry point. They can, however, choose to have their child remain on the normal "List of Prospective Students" for the next point of entry. We will reconsider their Application to Enrol at the next entry point, with all other applications.

#### ENROLMENT CONTRACT

Parents may accept a place for their child by signing the Enrolment Contract and paying the required Enrolment Fee. This will establish the parents' agreement to support the School Rules and Policies, to pay the School Fees and Charges, to accept the Conditions of Enrolment and the consequences of suspension or termination of Enrolment.

#### FEES DURING THE ENROLMENT PROCESS

Application Fee (\$200) to be paid and forwarded with the Application to Enrol form. This amount is non-refundable and does not guarantee a place at the School.

Acceptance Fee (\$1500) – to be paid within twenty-one (21) days of the Offer of Enrolment, unless otherwise specified at the time of offer. This fee confirms a student's enrolment at Living School and is refundable when enrolment in Living School terminates.

#### PRIVACY OF INFORMATION SUPPLIED

All enrolment information that parents supply during the enrolment process will be kept confidential and accessed only by those staff involved in the enrolment process. If an application to enrol is not successful we will retain the information, with the permission of the parents, in case a place should become available later.

#### PARENTS' DECLARATION

In completing the Application to Enrol form we will ask parents/carers to declare that to the best of their knowledge they have:

disclosed any individual needs of their child

provided a copy of any Parenting or Restraint Order that applies to the prospective student and parent(s) and

completed fully the Application to Enrol form

If a parent withholds information relevant to the Application and Enrolment Process then we will reserve the right to refuse, or terminate, the Enrolment Process on these grounds.

#### WHEN GUARDIANS OR CARERS ARE ENROLLING STUDENTS

In this Policy we have referred to 'parents' to indicate those people responsible for enrolling students. Most of our enrolments involve the natural parents of children so we have chosen to use this terminology to simplify our documents. However, we readily accommodate an Application to Enrol, where guardians or carers have responsibility for a student's application.

#### WHEN SEPARATED SINGLE PARENTS ARE ENROLLING STUDENTS

Living School expects openness and honesty when enrolling a student. The School expects all parties with legal responsibilities for a child to be aware, to communicate all enrolment requirements, and to be supportive of their child's enrolment at Living School.

#### ENROLMENT POLICY CHANGES

The School reserves the right to alter its Enrolment Policy. Parents are encouraged to contact the School to find out if there have been any changes.

#### FURTHER INFORMATION

In the event that you have any questions, or need further information, please contact: [enrolments@living.school](mailto:enrolments@living.school)



## 4. The Enrolment Timeline

As Living School will be taking enrolments in the first years of growth throughout the year, the following process will be adhered to:

- The parent/carer completes the Application for Enrolment Form, which contains questions about the student's educational needs.
- Living School's enrolment criteria is applied.
- The Conductor (school principal), or delegate, will interview all applicants.
- If individual education needs are identified, then the process of gathering and analysing information is undertaken.
- Following the collection of this information about the student, the school discusses the program of support and reasonable adjustments that can be offered with the parents/carers.

If the enrolment is to proceed, the support offered by the school is outlined in a letter of offer, which may include:

- assistant support
- teacher support
- agency support
- therapeutic support
- equipment and modifications
- an Individual Learning Plan as a framework to review the enrolment
- a behaviour management plan

Once Living School is operationally managed and enrolments are stable, the following timeline will be followed:

### Term 1

- Distribution of enrolment applications by the school.

### Terms 2-3

- Enrolment applications completed and returned to the school with registration fee and supporting documentation.
- Commence assessment for students with special needs.

### Term 4

- Enrolment interviews.
- Enrolment advice letter and offer of place if successful.

### Term 5

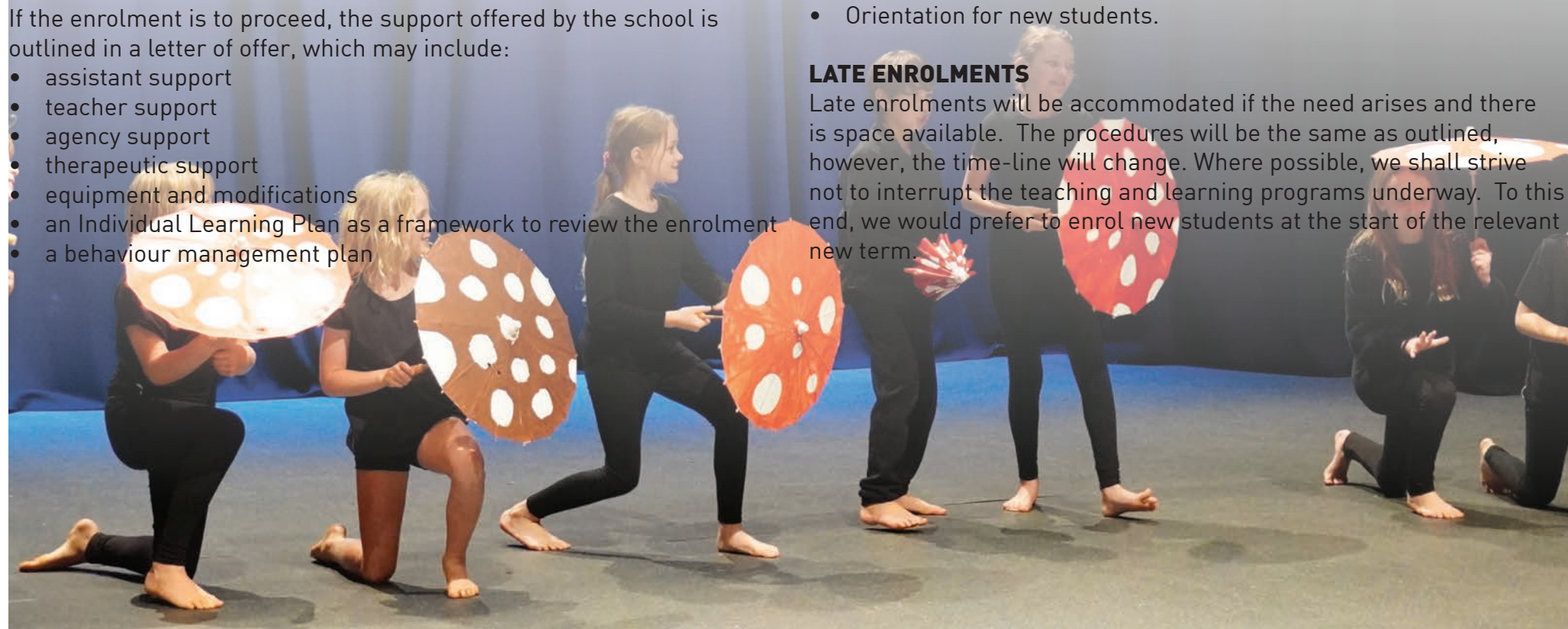
- Ongoing assessment of individual student needs.

### Term 6

- Orientation for new students.

### LATE ENROLMENTS

Late enrolments will be accommodated if the need arises and there is space available. The procedures will be the same as outlined, however, the time-line will change. Where possible, we shall strive not to interrupt the teaching and learning programs underway. To this end, we would prefer to enrol new students at the start of the relevant new term.





## Theme 9: Other School policies

Summary of Policy	Changes in 2021	Access to full text
<p><b>Student Welfare</b></p> <p>Living School seeks to provide a safe, supportive and nurturing environment to support the mental, physical and emotional wellbeing of learners through programs that:</p> <ul style="list-style-type: none"> <li>• Meet the personal, social and learning needs of students.</li> <li>• Provide early intervention programs for students at risk.</li> <li>• Develop students sense of self-worth and foster personal development and engagement in schooling</li> </ul>	<p>As a new school in its second year of operation, our welfare of all the community was emphasised as a key part of our KeyStone theme: Identity. Our focus was to establish a culture of belonging as quickly as possible. Our focus on attendance was refined with the piloting of electronic roll management systems. This had implications but our rolls were maintained via spreadsheet. We developed our Codes of Conduct, and we implemented training around Child Protection. Students were given opportunities to provide suggestions on how we develop as a school together. During the COVID-19 crisis, we ensured all our students were logged into Google Classroom, and our teachers used Google Meet to connect visually daily.</p> <p>With the initial offering of Stage 5, our policies were reviewed and aligned with the older year groups' needs - noting the need for a School Advocate (counsellor) with increased load. A room was set aside (called Chatterbox) and the advocate developed strong relationships. Many of our students reported feeling more supported and less anxious.</p>	<p>The full text of the school's student welfare policy can be accessed by request from the Office, and via direct request from the Conductor (school principal).</p>
<p><b>Anti-Bullying</b></p> <p>Living School's policy provides processes for responding and managing bullying including access to a school advocate, who can provide contact information for the local police School Liaison and Youth Liaison Officers.</p>	<p>In 2021, Living School reviewed and developed further procedures linked to our policy on Anti-bullying. This included extending the School Advocate to 3 days per week, with direct responsibility around counselling, restorative practices and management. Living School reviewed its Code of Conduct and strengthened the communication via a newsletter for increased transparency. The emphasis on our vertical Learning Families also established new pathways for support and allowed for explicit teaching around our VAST model.</p>	<p>The full text of the school's anti-bullying policy can be accessed via the Office or by direct request of the Conductor (school principal)</p>

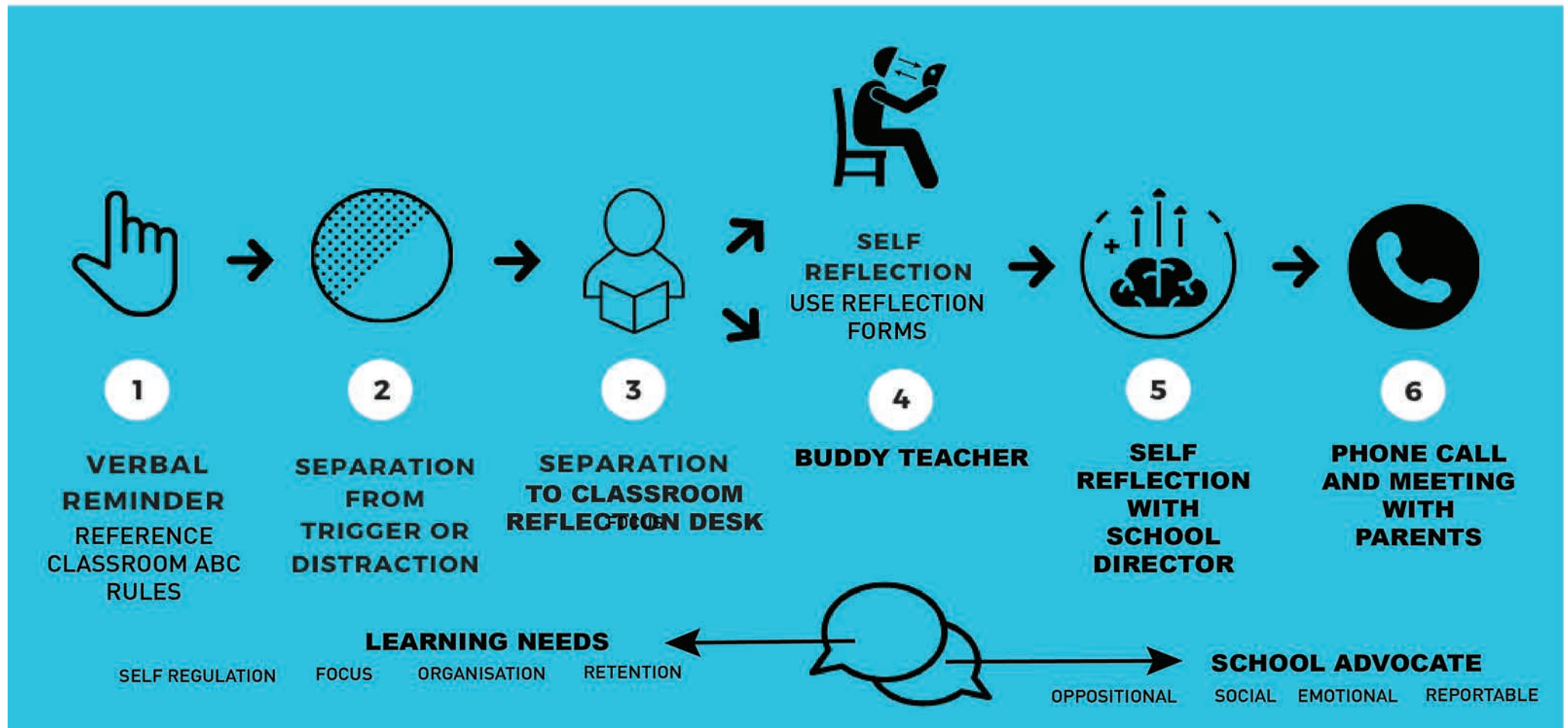


# CLASSROOM BEHAVIOUR MANAGEMENT

## BEHAVIOUR MANAGEMENT PLAN

RESPECT  
RESPONSIBILITY  
RELATIONSHIPS

LivingSchool



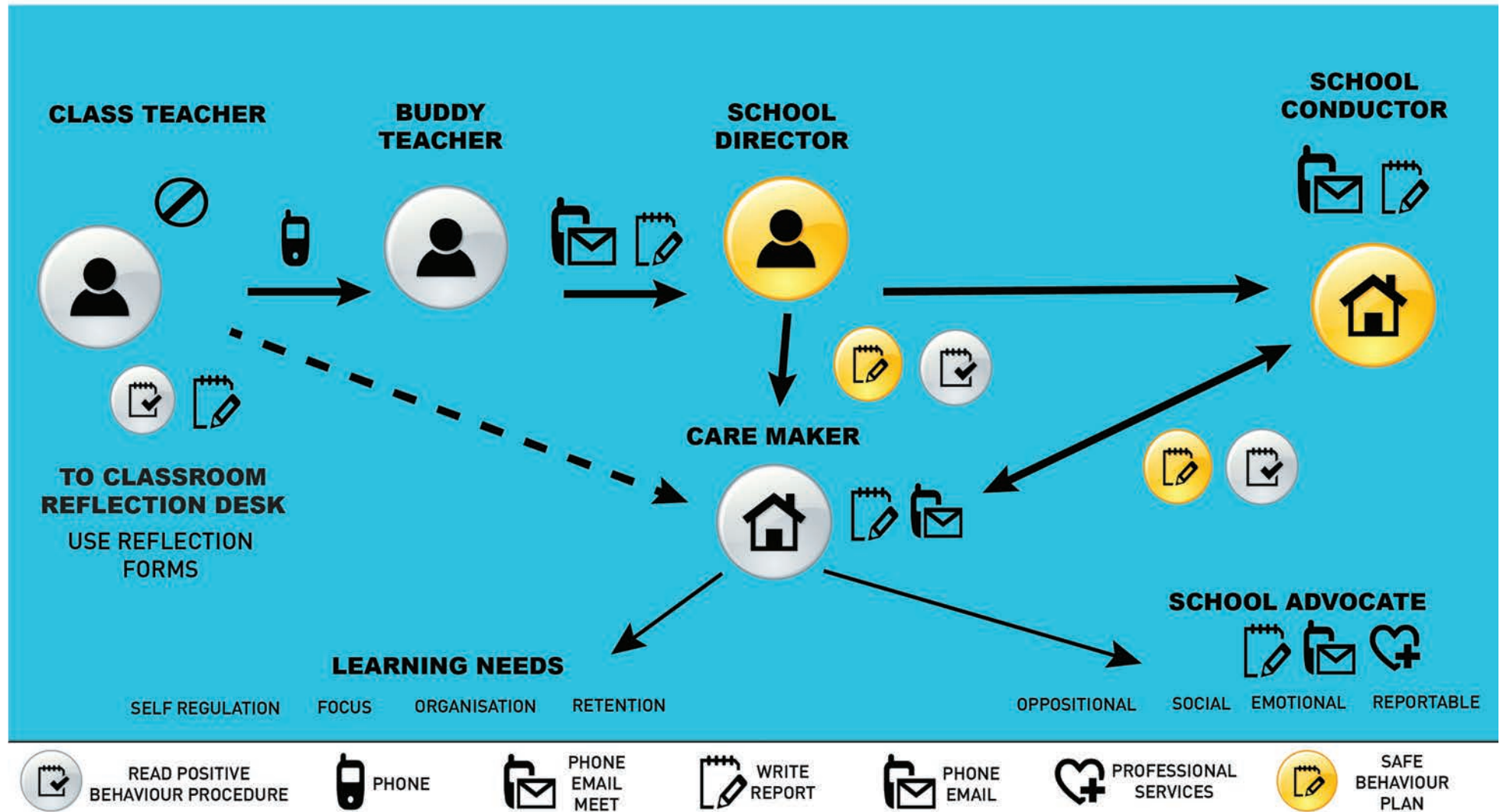


# SCHOOL BEHAVIOUR MANAGEMENT

## BEHAVIOUR MANAGEMENT PLAN

RESPECT  
RESPONSIBILITY  
RELATIONSHIPS

LivingSchool



## Theme 9: Other School policies (cont'd)

Summary of Policy	Changes in 2022	Access to full text
<p><b>Discipline</b> Living School expressly prohibits corporal punishment and does not explicitly sanction the administering of corporal punishment by non-school persons, including parents, to enforce discipline at our school.</p> <p>All behaviour management actions are based on procedural fairness and stem from a place of support and understanding for the individual but, ultimately, the community. Parents are involved in the processes of procedural fairness when sanctions result in suspension or - in extreme cases - the expulsion of a student. Disciplinary actions do not include exclusion.</p>	<p>Our discipline policy was always focused on expressly prohibiting corporal punishment, and to establish democratic principles of engagement.</p> <p>Over the year, there were workshops with teachers and students on our principles, resulting in a broader and deeper understanding of our discipline beliefs. We created a new document - Wise Choices - which emphasised a three-strike system. This document was then reviewed by a special forum of students working with two key staff members. Further focus is planned to strengthen a restorative model - and to give greater agency to our students.</p> <p>Actions resulting in discipline were communicated via regular staff meetings - and students were invited to discuss procedures. Parents were involved in a Parents as Partners program, whereby all were focused on the values of Living School and our expectations/requirements.</p>	<p>The full text of the school's discipline/positive behaviour management policy can be accessed via the Office or by direct request of the Conductor (school principal).</p>
<p><b>Complaints and grievances resolution</b> Living School's policy uses as appropriate, procedural fairness in dealing with complaints and grievances and includes processes for raising and responding to matters of concern identified by parents and/or students. These processes incorporate how parents raise complaints and grievances and how the school will respond.</p>	<p>As a result of our second year in operation, Living School focused on the communication of our policies to ensure all members of the community had awareness of, and support for, our resolution protocols.</p> <p>Toward the end of the year, the Board reviewed and strengthened the complaints and grievances communication and expectations.</p>	<p>The full text of the school's anti-bullying policy can be accessed via the Office or by direct request of the Conductor (school principal).</p>



# Theme 10: School determined areas for improvement

Living School has established its structure around the acronym CAPE: Community, Administration, Pedagogy, Environment

Area	Priorities	Achievements
<b>Community</b> Enrolments growth	To increase enrolments across the school in a careful, measured and responsible manner. Learning group sizes will remain as:  Kindy: 15 (+2) Year 1: 20 (+2) Year 2: 20 (+2) Year 3: 20 (+2) Year 4: 20 (+2) Year 5: 20 (+2) Year 6: 20 (+2) Year 7: 20 (+2) Year 8: 20 (+2) Year 9: 20 (+2) * new year group added in 2021 Year 10: 20 (+2) * new year group added in 2021	At the end of 2020, Living School grew enrolments from 78 to 98. In 2021, the roll increased to a registered 177 with additional interest for enrolment continuing in 2021, which led to wait lists. In 2022, our roll was 226. Every student called in for a possible place was interviewed over the latter months in 2022 for Kindergarten and all other year groups.  We held open days during the school holidays - and the support we gained from The Project and other media stories saw continuing strength in our enrolment applications.
<b>Community</b> Parents as Partners	To create a co-learning culture, whereby parents felt welcomed and supported.	The fall out from 2022 historic floods, COVID lockdowns and mandated restrictions led to a greater need to support our community. We continued to hold termly Parents as Partners training sessions. The major focus was on sustaining our operation and supporting our community - many who lost property over this period.

Area	Priorities	Achievements
<b>Community</b> Onland Learning and transport	To establish a well-managed outdoor education program, while we navigated lock-downs.	Every Friday the school moves to a farm for outdoor education offering. This program has been strengthened with the purchase of more buses (x2) and we outsourced our transport needs to a local provider. We have had to quickly pivot to this site as the flood impacted our operations in Lismore. New building was undertaken as part of Business Interruption funding.
<b>Community</b> Jabay and School Food Project.	To further strengthen our nutritious and home-cooked food to Living School via its unique Jabay canteen offering.	Living School lost operation owing to the floods but we reached out and offered other meals via local suppliers. When the kitchen is restored we will further our focus. The garden took shape and served vegetables to the community with a great crop of pumpkins!
<b>Community</b> Bus routes to school.	To offer private bus transport to Living School for families living some distance away.	Living School purchased and staffed two bus runs to the school, drawing on families from Byron Bay, Suffolk Park, Lennox/Ballina, Bangalow, Eureka, Clunes. Two new buses were purchased as we transported students to the farm as a result of our campus closures.
<b>Community</b> School Board - Guardians of Purpose.	To establish a working Board with exceptional guidance from experienced professionals to support the good governance of the school.	The board was consolidated with new procedures as our Chair established working parties around Wellness, Strategic Direction, Finance and Risk. A flood strategy committee was actioned.
<b>Administration</b> To establish the successful management of Living School in its second year of operation.	To establish the management of the school with greater administration.	Appointment of key positions for the administration of Living School, with our focus on employing an emergency Operations Manager.
<b>Administration</b> To establish a management system	The review and implementation of a whole-school SMS, CMS, LMS - the establishment of more technology with Chromebooks, more SmartBoards, printers and GoogleEducationPlus.	Introduced GoogleEducationPlus as our overall school management system during lockdown. Worked on developing our WordPress bespoke teacher portal, with additional security. Curriculum is being developed for delivery.



Despite the floods, Living School produced their first whole-school production of Wizard of Oz.



Area	Priorities	Achievements
<b>Administration</b> Governance Management of Policies	To establish a good governance model for reviewing and implementing policy.	The Guardians of Purpose undertook good governance training, established the workings of the Board, outlined policy development areas of urgency and created a calendar and review system of
<b>Administration</b> Office area and systems administration.	To grow our administration team and resources.	Appointment and designation of roles with review to manage reception, management of teaching/learning, systems and finances, and enrolments.
<b>Administration</b> Management of COVID requirements	Creation of online content, systems and lockdown requirements.	The successful management of lockdown requirements and school going online - utilising Google Suite.
<b>Pedagogy</b> Appointment of teachers to manage the syllabuses	Appointment and support of new teachers - as stage-based learning/teaching provisions	The appointment of staff as well as learning support. New teacher aides appointed as classes grew and as student needs were identified.
<b>Pedagogy</b> To create online access for teachers in programming.	Creation of timetables and systems to manage and support teachers with programming and accessing information. Introduction of SmartSchool	New timetables that were focused on best practice and use of Google Classroom and Meet to manage the learning online support systems. SmartSchool implementation.
<b>Pedagogy</b> To reinforce our focus on peripatetic teaching models.	Purchase of the Floating Classroom - a dayboat that is moored in Lismore and takes students on science/ maths and outdoor education pursuits.	All students enjoyed the boat and lessons - however, the lockdown did cause implications as did floods.



Area	Priorities	Achievements
<b>Pedagogy</b> Development of Onland Learning	To offer a new program for Onland Learning to support children and families devastated by the flood crisis - on the back of the COVID crisis.	Onland became much more developed and resourced. The successful creation of a new learning program every Friday called Onland Learning, which included a focus on the KeyStone themes of Nature, Civilisation, Phenomena. The real emphasis was on support for families over the historic flooding of Lismore.
<b>Pedagogy</b> Academic reports and Assessments	To generate for the first time new academic reports in meeting with NESA and legislative requirements.	Living School created academic reports in the flood crisis and presented two annual reports - as well as student led conferences. New development of Academy reports.
<b>Pedagogy</b> VAST model of Universal Skills.	To implement into our teaching/learning programs the VAST model of Universal Skills.	Generated the values weekly and outlined the attitudes. Developed the understanding in staff, teachers, parents and learners. Initiated exec meetings as part of the curriculum program associated with Onland Learning. Appointed an Advocate for three days a week.
<b>Pedagogy</b> Assessment	Assessment tools for mapping and tracking progress displayed on Teacher Portal	Development of Standards of Expectation in Literacy across the learning stages. Creation of Maths Radial Curriculum.
<b>Pedagogy</b> Resources	Purchase and integration of 40 more ChromeBooks, technology - smartboard screens, technology - printers, maths equipment, MultiLit resources, reading resources, furnishings and release times.	The successful purchase and inclusion of technology across the Stage 2-6 learner groups. More ChromeBooks to replace lost ones from the flood.
<b>Pedagogy</b> Teacher training	Professional Development Days linked to mandatory requirements and Living School learning lenses	teacher development and resource development.
<b>Pedagogy</b> Teacher training in MultiLit	Professional Development for all primary teachers and teacher aides	teacher development and resource acquisition for the teaching of InitialLit.

Area	Priorities	Achievements
<b>Environment</b> Development of the Brown and Jolly building	To offer a new learning space for our older students.	The successful initiation of a new building to house our high school.
<b>Environment</b> New School campus	The flip to the Southern Cross University	Successfully completed and opened our SCU campus at the height of the flood crisis.
<b>Environment</b> Office/Teacher space	The lease, acquisition and offices of a building alongside the school - Little 3D.	Leased and created new office spaces to secure growth for future enrolment options and to open new staff spaces.
<b>Environment</b> Growth assets	leasing of future growth areas: new warehouse, new learning platforms, new buildings	Finalised the lease of SCU E Block with space for the school as a temporary measure, and for teaching science in the lab.
<b>Environment</b> Communal access to learning areas	To access public spaces for learning opportunities.	The School leased an onland site for ongoing development of Onland Learning.
<b>Environment</b> Play space	further develop playspace as part of the campus' development.	Put on hold as we lost all of our campuses. However, we increased our access and the facilities available at SCU and at Onland Learning.
<b>Environment</b> Recycling and Repurposing	Recycling and waste management in keeping with the principles of Living School - ie no single use plastic.	Emphasis was on the hygiene and cleaning at the flooded campuses. A community affair, we were able to clean up after a devastating flood with good will and incredible support.
<b>Environment</b> Electricity management	To invest in green energy.	Upscaled the electricity at Onland to have a solar system, taking us predominantly off grid.



# Theme 11: Initiatives promoting respect and responsibility

Our second year of focus was on establishing our unique emphasis on the VAST model. This is a graphic representation of our Universal Qualities for Success. At the roots of this 'flower' diagram are three key values - which we refer to as the new3Rs: Respect, Responsibility and positive/productive Relationships.

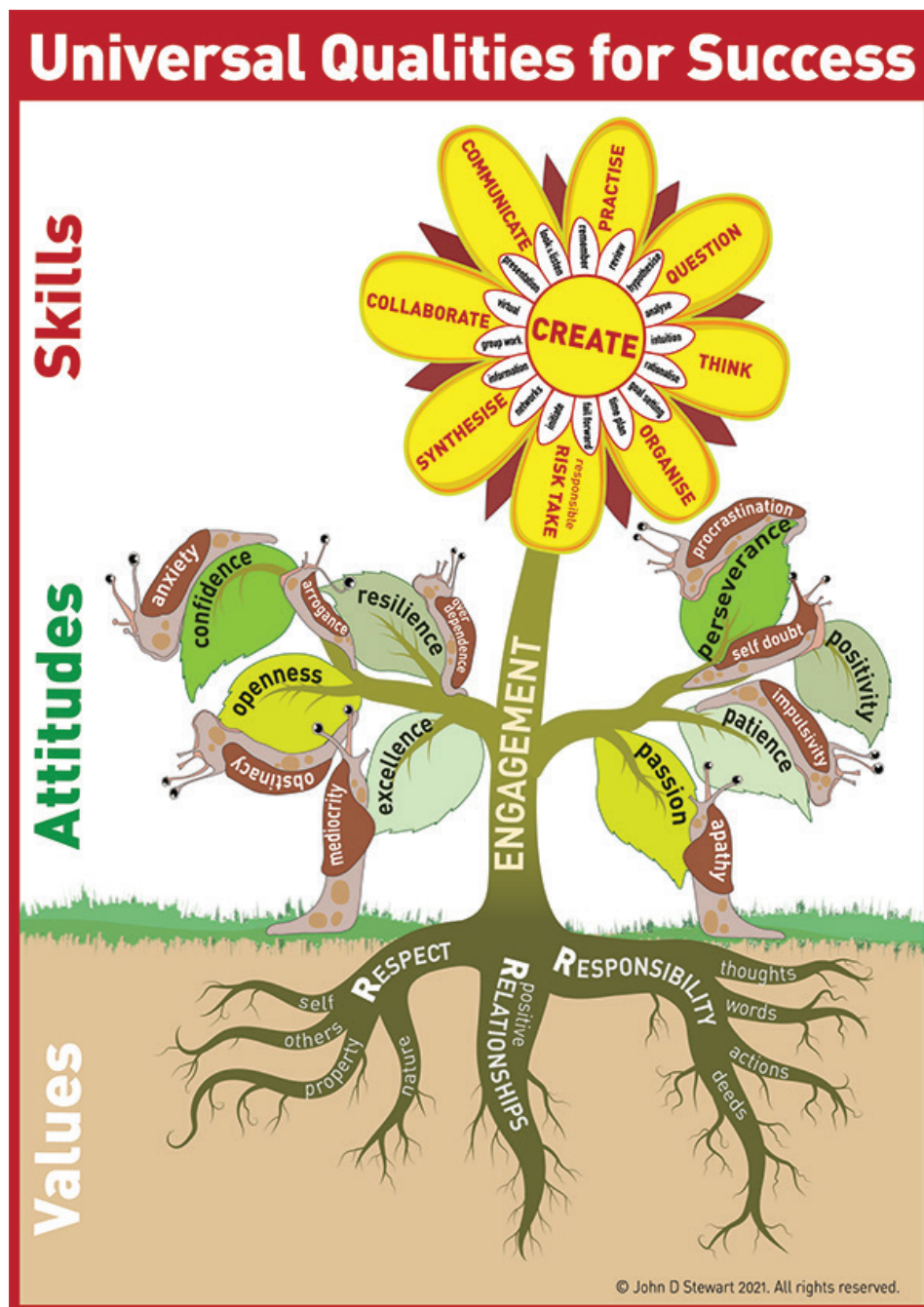
The school established a collective understanding of a co-learning space, where respect and responsibility afforded greater freedom. Teachers are known by their first names and there is no formal school uniform. There is a reference back to the student body when there are 'rules' to be considered.

The bus transport raised some social issues. These were addressed by responsibility cards and seating plans. A new procedure was introduced and communicated.

Our focus was on explicitly linking the new3Rs values into our teaching and learning. Via circle time organisation in the morning (to setup good learning behaviours) and afternoon (to conclude the schooling day).

Our gatherings (assemblies) focused on teaching a key value each week, using social stories and video snippets. Our Advocate worked to establish a teaching program for every Learning Family session based on the Universal Qualities. This was taught as a cross-age focus. Our teachers established values as part of our integrated morning learning routine.

As our student's needs were identified, we increased our school Advocate to support their wellness and to assist teachers in their understanding and programming to three days a week, as well as supporting parents with connections to services from the local area.



# Theme 12: Parent, Teacher and Student Satisfaction

As a new school, Living School was very focused on capturing the community's voice - we regularly survey students and present this information back to parents, students and staff..

In our second to third year of operation, this involved student forums, open days, drop box suggestions, student surveys and interviews. We emphasised the personal word-of-mouth and feedback tools rather than utilising system surveys from external agencies.

Our online surveys - especially around the flood crisis - were via our own developed WordPress plugin form creation - FluentForms. The focus on this survey tool was for security and greater administration management. The use of this survey format allowed us to scale up our support for the most needy families.

As we developed our teaching programs, we offered surveys for students. Input was included via discussion, surveys and drop-box suggestions... as we rolled out new timetables, teaching programs and staff appointments to develop our unique 'concept frame' and our Onland Learning. Students also had input to decisions around dress and important aspects of school life, like positive behaviour and the initial formulation of a student forum.

Students commented on the need for more electives, and for more students to grow their friendship opportunities. The need to support our community via our Onland Learning days led us to reopen the school 4 days after the first historic flood.

As a small startup with exceptional teachers, we were open to discussion and input - and we offered surveys via our reporting process and student-led conferences.

Offering days to draw community together built upon our growing culture - one of acceptance, pluralism and respect for diversity.

## MMG Education Professional Survey

Towards the end of 2021, Living School's Board commissioned MMG Education to run a current parent review. The report was presented in December 2021 - and the results that follow highlight our successes in comparison to their collated norm data from independent schools.

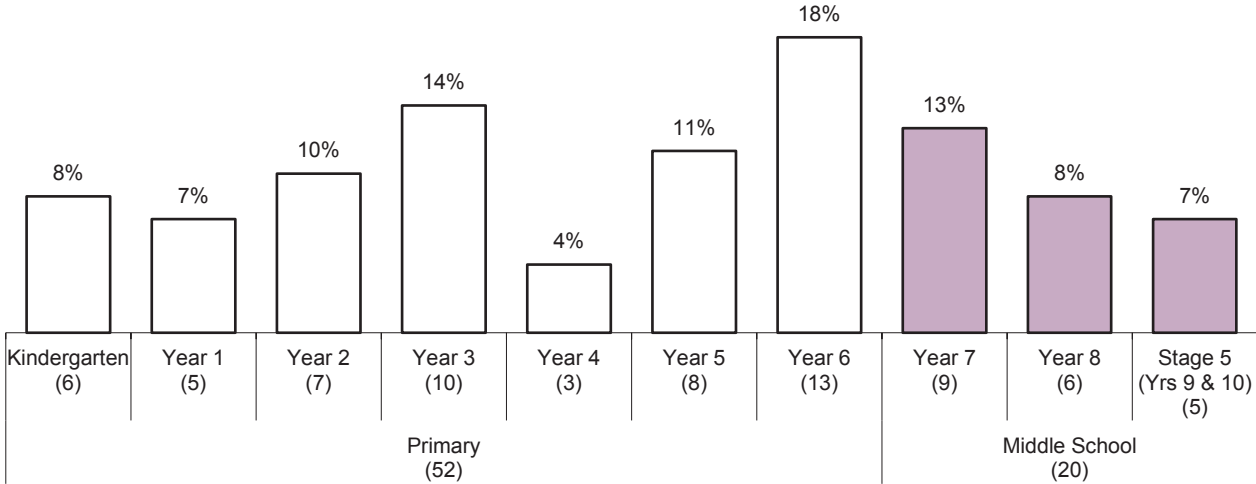




# Respondent Profiles

## - Child's Year, Gender & Year of Commencement

2021 Living School Parents - Child's Year Group (n=72)



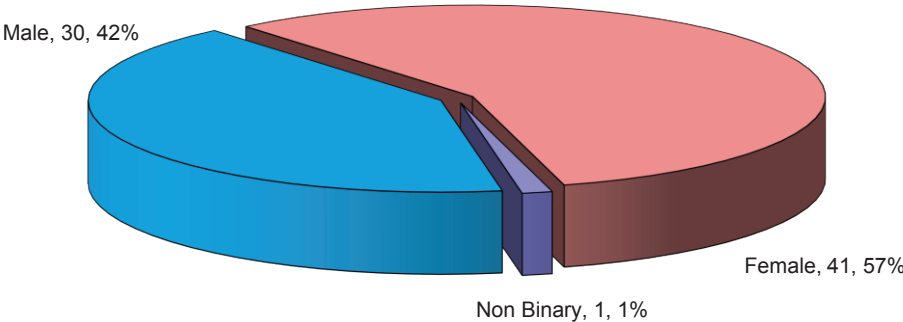
MMG Q1a 12/21

The top chart profiles parent respondents by their child's year group.

The bottom left chart profiles parent respondents by their child's gender.

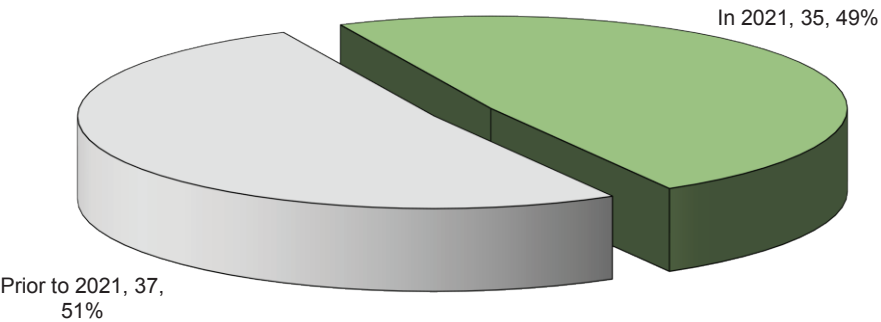
The bottom right chart profiles parent respondents by their child's year of commencement at the School.

2021 Living School Parents - Child's Gender (n=72)



MMG Q1b 12/21

2021 Living School Parents - Child's Year of Commencement at the School (n=72)



MMG Q1c 12/21

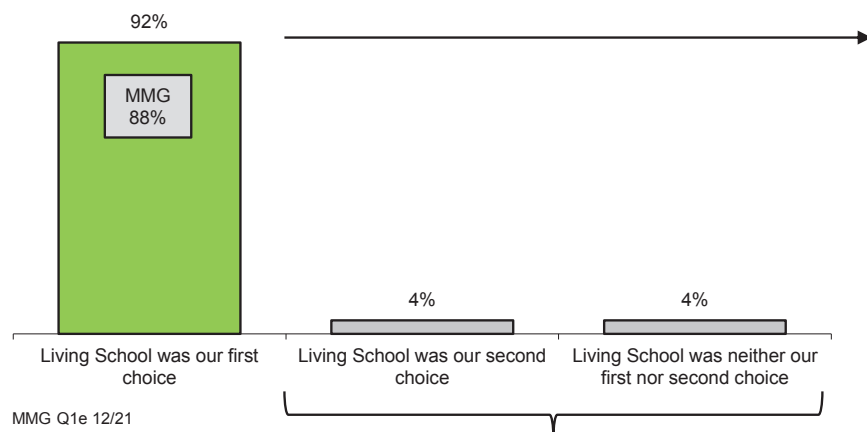
# Respondent Profiles

## - Choice Position and Reasons

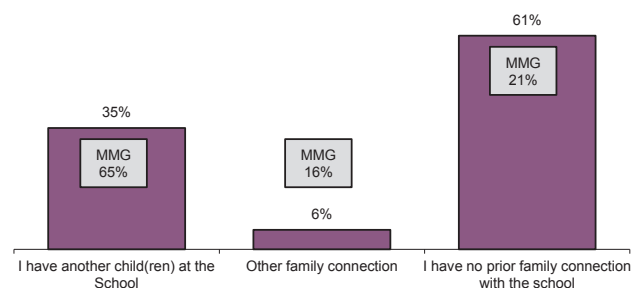
livingschool

2021  
Current  
Parents

2021 Living School Parents - Choice Position of Living School as a School for their Child (n=72)



2021 Living School Parents - Other Family Connection with the School (n=72)



This chart shows parents' other family connections with Living School.

- 35% have another child at the School
- 6% noted having another family connection
- 61% noted no prior connection with the School

2021 Living School Parents who Noted 'Living School was their School of First Choice' - Reasons (117 comments from 65 parents)	n	%
Alternative approach to education	14	22%
Progressive education	14	22%
Flexible individualised learning	10	15%
Genuine care for students	8	12%
Common values	7	11%
Promotes love of learning	7	11%
Suitable for my child	7	11%
Conductor's vision	6	9%
School philosophy	6	9%
Preparation for my child after school	5	8%
Community	4	6%
Focus on kindness	4	6%
Location	4	6%
Smaller classes	4	6%
Hands on education	3	5%
Onland learning	3	5%
Opportunities for my creative child	3	5%
Holistic education	2	3%
Non-religious	2	3%
Outdoor learning	2	3%
Strong academic plan	2	3%

Parents were asked to nominate their choice position of Living School as a school for their children. 92% of parents noted Living School to be their school of first choice.

This is above the MMG average benchmark score of 88%.

The table on the right details the reasons why Living School was their school of first choice.

Living School acknowledges we are all learning and growing together on wujabuu/ wiyabal country of the Bundjalung Nation, and pays respect to Elders past, present and future.



# Summary Dashboard

livingschool 2021 Living School Parent Review - Dashboard		Overall Levels of Satisfaction/Agreement				
		Very Low	Low	Moderate	High	Very High
		<50%	50-<60%	60-<70%	70-<80%	80% Plus
OVERALL SATISFACTION						
Overall Satisfaction with Child's Education at Living School	Primary					87%
	Middle School					87%
	All					87%
Attitudes About Life at the School	Primary					89%
	Middle School					82%
	All					87%
SCHOOL'S VISION						
Statements Relating to the School's Vision, Quest, Purpose and Goals	Primary					89%
	Middle School					84%
	All					88%
Satisfaction with Aspects of the Living School Philosophy	Primary					84%
	Middle School					81%
	All					83%
SCHOOL'S VALUES: NEW 3RS						
Statements Relating to the New 3Rs: Respect	All					89%
Statements Relating to the New 3Rs: Responsibility	All					85%
Statements Relating to the New 3Rs: Positive and Productive Relationships	All					91%
KEY DEVELOPMENTAL STAGES						
Overall Satisfaction with Child's Learning at Living School	Primary					89%
	Middle School				76%	
	All					85%
Emphasis Placed on Holistic Teaching ('About Right' Percent)	Primary					93%
	Middle School					94%
	All					94%
Satisfaction with the School's Keystone Themes in Relation to Child's Learning in 2021	Primary					87%
	Middle School					84%
	All					86%
Statements Relating to the Learning Program	Primary					84%
	Middle School				78%	
	All					83%

# Summary Dashboard

livingschool

2021  
Current  
Parents

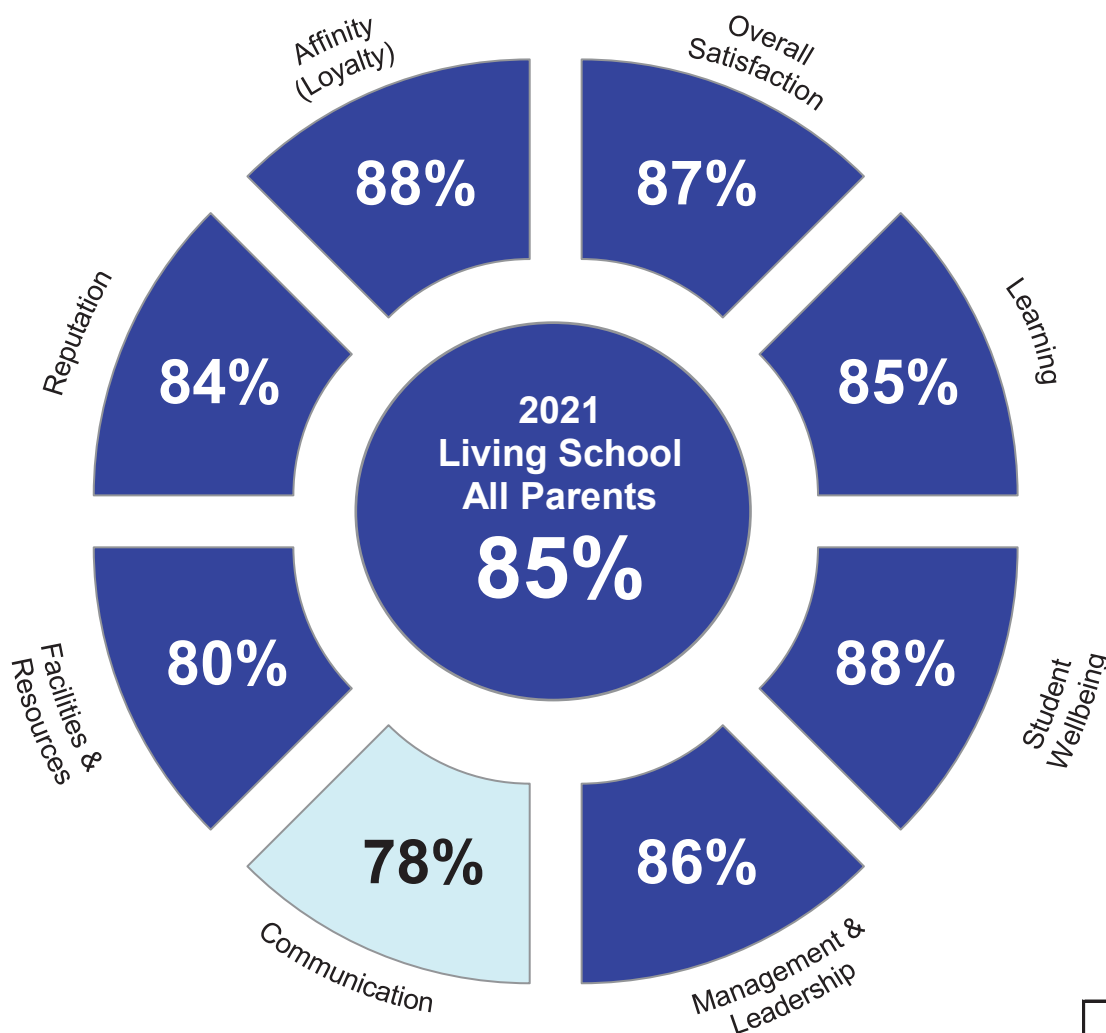
livingschool 2021 Living School Parent Review - Dashboard		Overall Levels of Satisfaction/Agreement				
		Very Low	Low	Moderate	High	Very High
		<50%	50-<60%	60-<70%	70-<80%	80% Plus
KEY DEVELOPMENTAL STAGES (CONT.)						
Statements Relating to the Teachers	Primary					93%
	Middle School					84%
	All					91%
Overall Satisfaction with Student Wellbeing at Living School	Primary					87%
	Middle School					88%
	All					88%
<i>Living School provides a safe and caring environment for my child</i>	Primary					93%
	Middle School					93%
	All					93%
Satisfaction with Aspects of Student Wellbeing	Primary					84%
	Middle School					81%
	All					83%
GOVERNANCE AND CONTRIBUTION						
Overall Satisfaction with the Management and Leadership of Living School	Primary					86%
	Middle School					86%
	All					86%
Satisfaction with Aspects of the Governance at Living School	All					82%
The Conductor	All					93%
School Board and its Strategic Direction	All			66%		
Guardians of Purpose	All			62%		
Reception, Administration & Finance	All					90%
COMMUNICATION						
Overall Satisfaction with the Overall Communication from the School	Primary				79%	
	Middle School				76%	
	All				78%	
Amount of Communication Received ('About Right' Percent)	Primary					82%
	Middle School			67%		
	All				78%	



# Summary Dashboard

livingschool 2021 Living School Parent Review - Dashboard		Overall Levels of Satisfaction/Agreement				
		Very Low	Low	Moderate	High	Very High
		<50%	50-<60%	60-<70%	70-<80%	80% Plus
<b>COMMUNICATION (CONT.)</b>						
Satisfaction with the School's Publications and Communications	All					82%
Statements Relating to School Communications	Primary					85%
	Middle School					80%
	All					83%
Statements Relating to Parent/Teacher Meetings	Primary					80%
	Middle School				78%	
	All				79%	
Statements Relating to the School Website	Primary					80%
	Middle School				77%	
	All				79%	
<b>STARTING AT THE SCHOOL IN 2021</b>						
Statements Relating to Starting at Living School in 2021	All					85%
<b>FACILITIES &amp; RESOURCES</b>						
Satisfaction with Facilities & Resources	All					80%
<b>REPUTATION</b>						
Reputation in the Wider Community	Primary					85%
	Middle School					80%
	All					84%
<b>AFFINITY (LOYALTY)</b>						
Affinity (Loyalty)	Primary					89%
	Middle School					84%
	All					88%

# Overview of Key Areas – Parents



The 'MMG Wheel' reflects the average scores of all parents in key areas.

Parents noted 'very high' scores for 7 of the 8 key areas and a 'high' score for the remaining area.

The overall score is 'very high' (85%).

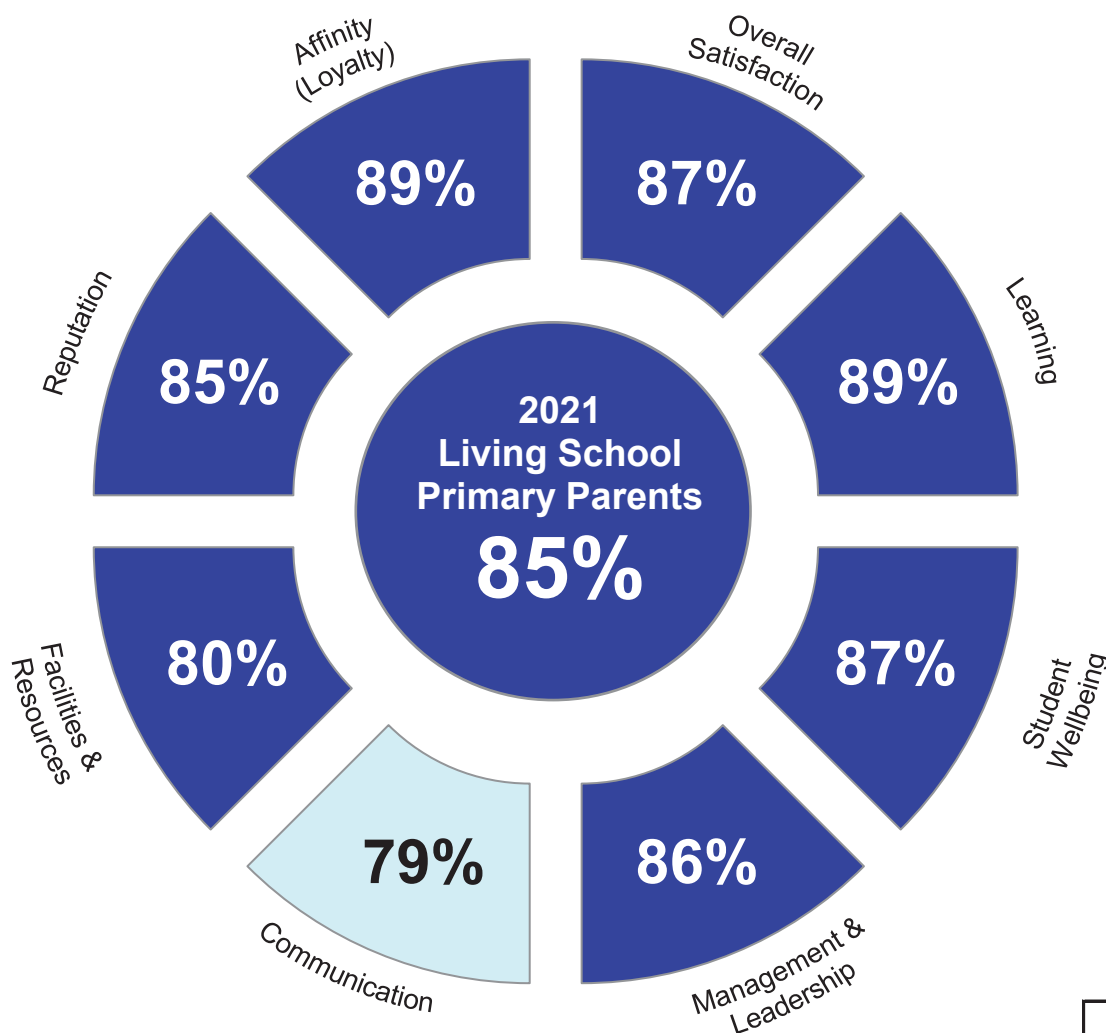
These scores suggest that from a parent's perspective, the School is in 'very good' overall health, and is above the 80%+ overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+



# Overview of Key Areas – Primary Parents



The 'MMG Wheel' reflects the average scores of Primary parents in key areas.

Parents noted 'very high' scores for 7 of the 8 key areas and a 'high' score for the remaining area.

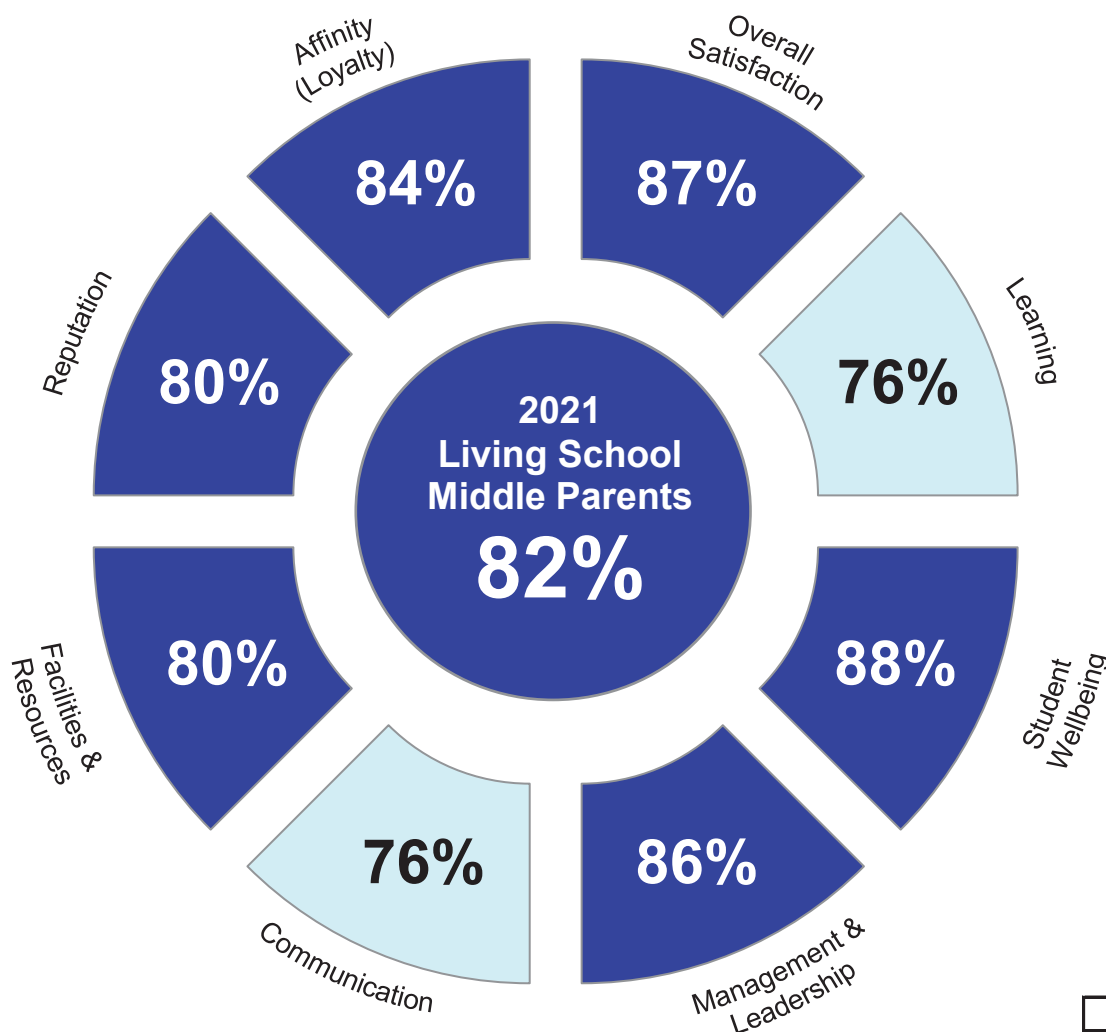
The overall score is 'very high' (85%).

These scores suggest that from a Primary parent's perspective, the School is in 'very good' overall health, and is above the 80%+ overall MMG hurdle level.

School of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

# Overview of Key Areas – Middle School Parents



The 'MMG Wheel' reflects the average scores of Middle School parents in key areas.

Parents noted 'very high' scores for 6 of the 8 key areas and 'high' scores for the remaining 2 areas.

The overall score is 'very high' (82%).

These scores suggest that from a Middle School parent's perspective, the School is in 'very good' overall health, and is above the 80%+ overall MMG hurdle level.

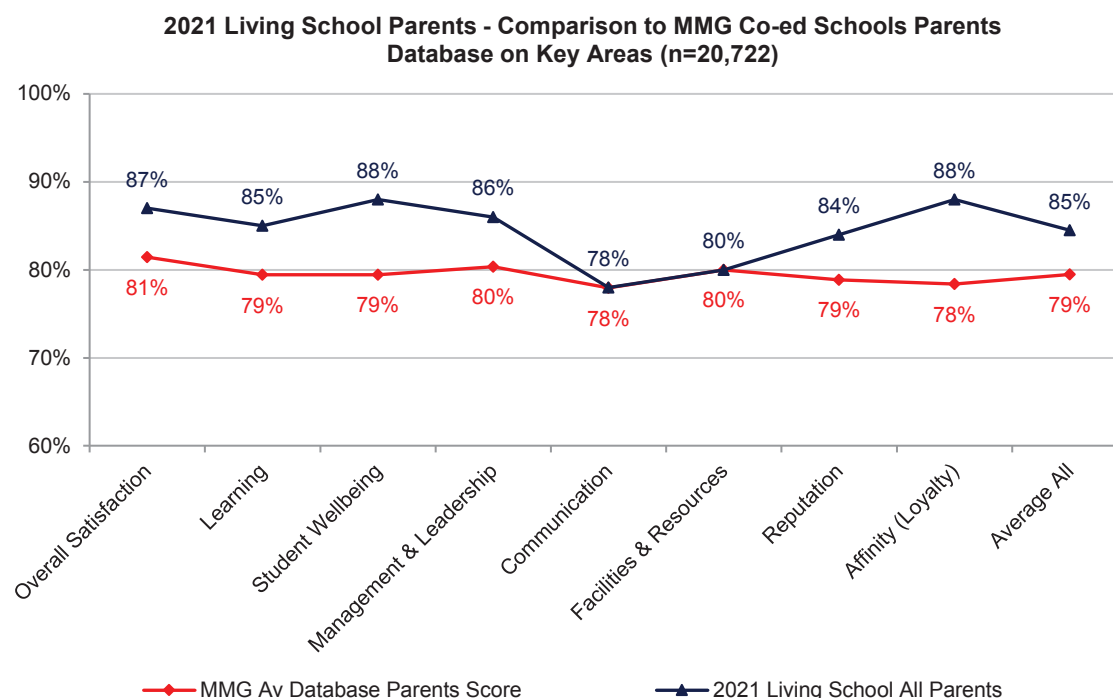
School of first choice, strong advocacy and loyalty, positive word of mouth (WOM) and strong conversion of waiting lists result from schools achieving overall 'very high' status.

Very low	Low	Moderate	High	Very high
<50%	50%–<60%	60%–<70%	70%–<80%	80%+

# Benchmarking – MMG Co-ed Schools Database

## – Parents

2021 Living School Parents Review - Comparison to MMG Co-ed Schools Parents Benchmark Database (236 school projects - 20,722 respondents)				
	Key Benchmark Area	MMG Av Database Parents Score	2021 Living School All Parents	Variance Living School to Average Score
1	Overall Satisfaction	81%	87%	6%
2	Learning	79%	85%	6%
3	Student Wellbeing	79%	88%	9%
4	Management & Leadership	80%	86%	6%
5	Communication	78%	78%	0%
6	Facilities & Resources	80%	80%	0%
7	Reputation	79%	84%	5%
8	Affinity (Loyalty)	78%	88%	10%
	<b>Average All</b>	<b>79%</b>	<b>85%</b>	<b>6%</b>



The above table and chart shows all parents' scores compared to the MMG Co-ed School Benchmark Database in key areas.

This includes a total of 236 school projects including 20,722 respondents.

Overall, the Living School all parents' score is 'very high' (85%), and is 6% above the MMG Benchmark Database average score of 79%.

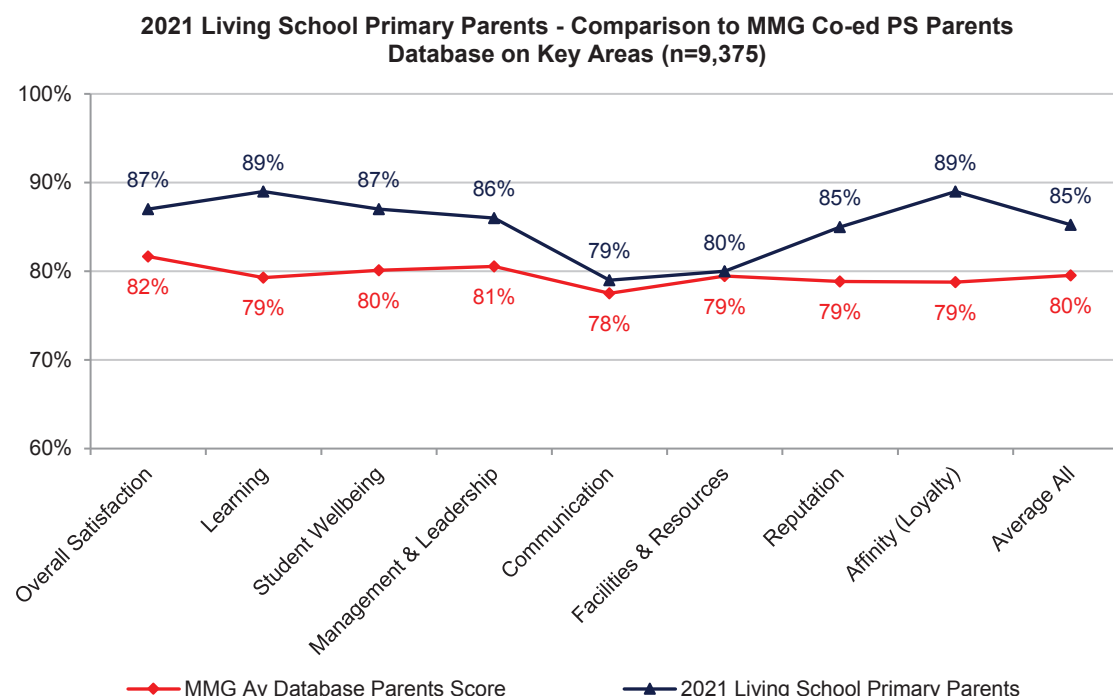


# Benchmarking – MMG Junior Co-ed Schools Database livingschool

## – Primary Parents

2021  
Current  
Parents

2021 Living School Primary Parents Review - Comparison to MMG Co-ed PS Parents Benchmark Database (131 school projects - 9,375 respondents)				
	Key Benchmark Area	MMG Av Database Parents Score	2021 Living School Primary Parents	Variance Living School to Average Score
1	Overall Satisfaction	82%	87%	5%
2	Learning	79%	89%	10%
3	Student Wellbeing	80%	87%	7%
4	Management & Leadership	81%	86%	5%
5	Communication	78%	79%	1%
6	Facilities & Resources	79%	80%	1%
7	Reputation	79%	85%	6%
8	Affinity (Loyalty)	79%	89%	10%
	<b>Average All</b>	<b>80%</b>	<b>85%</b>	<b>5%</b>



The above table and chart shows Primary parents' scores compared to the MMG Co-ed Primary School Benchmark Database in key areas.

This includes a total of 131 school projects including 9,375 respondents.

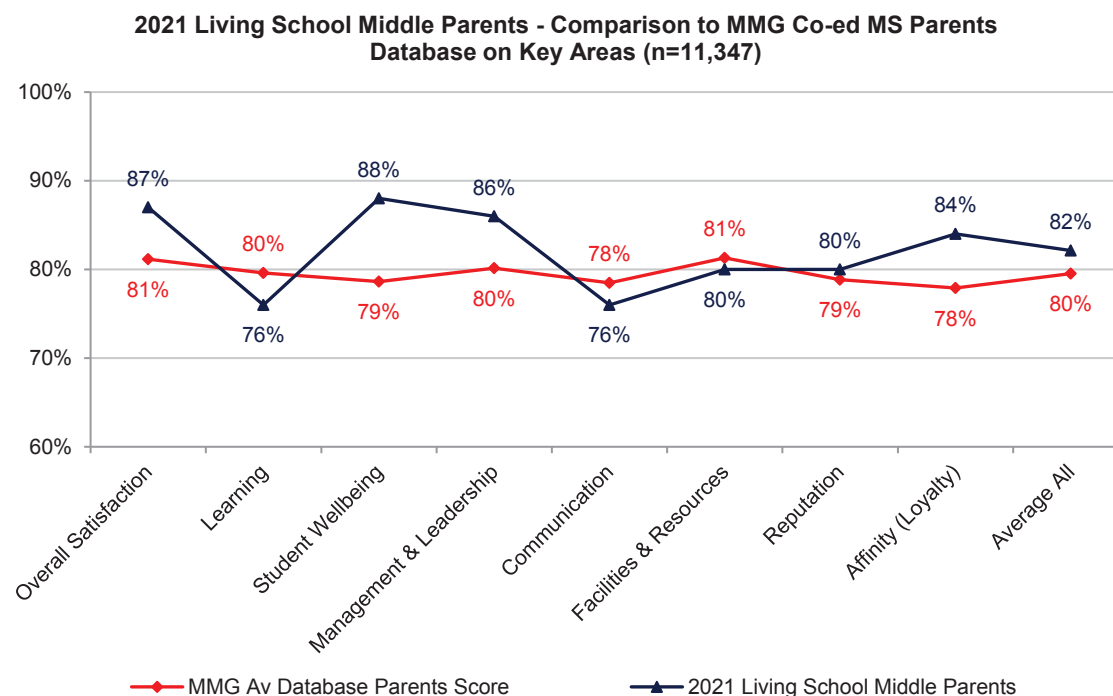
Overall, the Primary parents' score is 'very high' (85%), and is 5% above the MMG Benchmark Database average score of 80%.

# Benchmarking – MMG Middle Co-ed Schools Database living school

## – Middle School Parents

2021  
Current  
Parents

2021 Living School Middle Parents Review - Comparison to MMG Co-ed MS Parents Benchmark Database (105 school projects - 11,347 respondents)				
	Key Benchmark Area	MMG Av Database Parents Score	2021 Living School Middle Parents	Variance Living School to Average Score
1	Overall Satisfaction	81%	87%	6%
2	Learning	80%	76%	-4%
3	Student Wellbeing	79%	88%	9%
4	Management & Leadership	80%	86%	6%
5	Communication	78%	76%	-2%
6	Facilities & Resources	81%	80%	-1%
7	Reputation	79%	80%	1%
8	Affinity (Loyalty)	78%	84%	6%
	<b>Average All</b>	<b>80%</b>	<b>82%</b>	<b>2%</b>



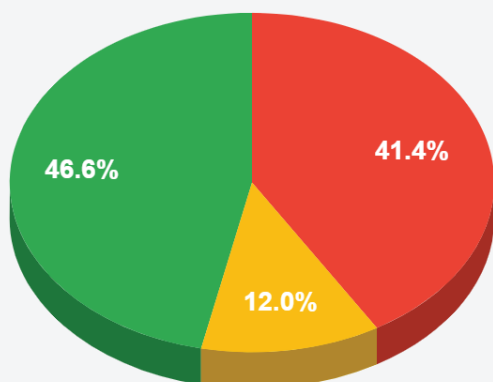
The above table and chart shows Middle School parents' scores compared to the MMG Co-ed Middle School Benchmark Database in key areas.

This includes a total of 105 school projects including 11,347 respondents.

Overall, the Middle School parents' score is 'very high' (82%), and is the 2% above the MMG Benchmark Database average score of 80%.

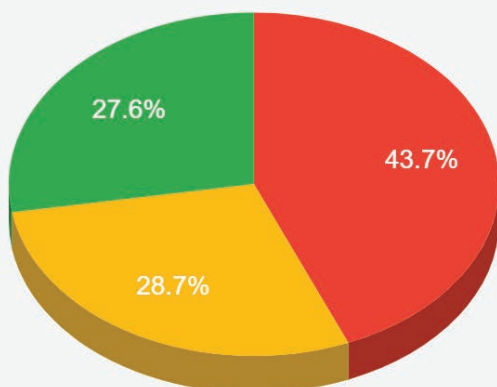
## Theme 13: Summary financial information

### Recurrent/Capital Income



● Fees and Private Income ● State Recurrent Grants ● Commonwealth Recurrent Grants

### Recurrent/Capital Expenditure



● Employee salaries, allowances & benefits ● Non salary Expense ● Capital Expenses





