Mansfield Rudolf Steiner School & Kindergarten

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Annual Report
INCLUDING DATA & FINANCIAL STATEMENTS FOR 2014
Our foundation

The Mansfield Rudolf Steiner School had its beginnings when, in 1986, a small group of children began their education in a parent-built mudbrick room at Maindample. In the early days the parents carried the enormous task of building, developing, maintaining and running the school without government support or funding. In 1986 the school received formal registration and a certain amount of government funding followed.

Years of hard work, determination, passion and faith saw the school overcome many setbacks and challenges. It grew into a vibrant community offering a creative and innovative educational option in the Mansfield district.

By 1996 the school had outgrown the Maindample site and with a successful application for Capital Funding the decision was made to move into Mansfield. Subsequent years have seen a series of building programmes develop the beautiful and well resourced school which exists today.

Our success

The first of these building programs began in 2007 which saw the addition of a Kindergarten and this was followed later by a library, four classrooms, art and science rooms and a hall. The development of the site was coordinated with a detailed Master plan created with input from the school community, local builders Soft Loud Architects and with funding from the Federal government.

The building program was driven by a steady growth in enrolments and now the school has around 95 students from Prep to Class 8. Students enjoy a rich curriculum with particular strengths in Music, Science, Language, Textiles, Fine Art and the Performing Arts.

The Class 7&8 program was parent-driven initiative in 2008 and each subsequent year has seen a strong retention of students who complete their Steiner school journey with a major individual project presented to the school community at end of Class 8. Most of these students go on to the Mansfield Secondary College where they are welcomed as positive, active and enthusiastic learners. They are well prepared for the Year Nine curriculum and their attitude and application to learning earns them many commendations and positions of leadership. Many move on to tertiary education following their VCE year and into a wide variety of career paths, to name just a few: Architecture (Urban design), Environmental engineering, Fine Arts Degree / Working at the National Gallery of Victoria, Environmental Sciences, Nursing, Occupational Therapy, Opera Singing, Performing Arts, Primary/Secondary teaching, Professional Musician, Medicine.
Our Vision
Our Vision is a School Community of free, responsible and ethical contributors to our contemporary world.

Our Mission
Our Mission is to provide high quality education informed and enriched by the teachings of Rudolf Steiner and our shared values.

Our Values
- Upholding the rich educational and spiritual philosophy that underpins Steiner Education.
- Cultivating a deep understanding of child development in order to nurture the full measure of a human being - body, soul and spirit.
- Honoring the need for a healthy childhood: to play, to feel part of the natural world and to be free from the influence of commercialisation.
- Creating a learning environment that balances creative expression, critical thinking, empathy, compassionate understanding and ethical action.
- Striving towards a professional culture that is committed to quality, transparency, innovation, and principled leadership.
- Developing organisational structures that foster respect, collaboration and open communication between people.
- Appreciating beauty and working out of reverence for the natural world.
- Building sustainable and welcoming physical structures that facilitate healthy learning, working and playing.
Our Character

Identity
Ours is an open community of parents, teachers and friends, dedicated to providing a holistic education in the light of Rudolf Steiner’s philosophy. This is a philosophy both spiritual and practical that strives toward breadth, depth and balance in emotion, intellect and motivation.

Relationships
We encourage assertive communication within defined forums and guidelines, respecting the diversity of personalities, perspectives and roles. We strive to keep our focus on the spiritual aims and purposes of Steiner Education as a foundation for purposeful interaction.

Enhancing life force for each one and for all
We strive to act from a higher purpose - working with the spiritual world as described in Anthroposophy. To enhance the flow of the life force energy we support clarity of policy and procedure. We uphold a supportive and nourishing environment that enhances creativity. To bring form to our work with the spiritual world we work deliberately and consciously through meditation, festivals, ritual, rhythm and reflection.

The physical environment
Our approach to the physical environment reflects the philosophy of Steiner education - thoughtful, purposeful and focused on the needs of the developing child. We respect and work with the natural environment pertaining to the spirit of place, creating warmth, beauty, simplicity and reverence. The environment we create nurtures the innate curiosity and imagination of the child. Using natural materials, our buildings, structure and gardens complement each other and provide for the long term future of the school.

The School supports and promotes the principles and practice of Australian democracy, including a commitment to elected government, the rule of law, equal rights for all before the law, freedom of religion, freedom of speech and association, the values of openness and tolerance.

Steiner Education – A Precis

Mansfield Rudolf Steiner School & Kindergarten is part of the world-wide educational movement known as “Steiner” or “Waldorf” schools, comprising some 800 schools to date. Since the inception of the first school for children of the workers in the Waldorf-Astoria cigarette factory in Stuttgart in 1919, Steiner schools have been established all over the world. In middle Europe, Steiner Schools draw the greatest numbers of independent school enrolments. Scandinavia, Great Britain, North and South America, Asia, New Zealand and Australia all have numerous Steiner Schools, many of which offer education from pre-school to Class 12. In Australia, there are some 40 Steiner schools; in Victoria there are 8 established schools, several “streams” in government schools and a number of smaller groups.

The Philosophical basis
Steiner or Waldorf Schools share a common philosophical foundation in Anthroposophy arising from the work of the Austrian philosopher Rudolf Steiner (1865 – 1923). Anthroposophy views the human being as multi-faceted including spirit, soul and body and outlines the stages of human development from birth.
through phases of approximately 7 years (eg from ages 1 to 7, 8 to 14, 15 to 21). The curriculum is
designed to reflect and strengthen these phases. Natural indications for an art of education follow and
form the principles and ethos of a Steiner School.

**Kindergarten**

In the Kindergarten, education is centred upon meeting the needs of the child’s developing motivation or
will. A caring environment which abounds with many possibilities for sensory and will activities is provided
for children at this level.

The vital and purposeful activity of the Kindergarten child in which the world around is imitated and
explored is simply called play. A young child’s work is play. The programme for these children is focused
around activity and play, in a colourful environment equipped with natural, basic materials. The children’s
faculty for imagination is given scope to develop as they call up from within themselves the pictures and
experiences they are absorbing from life. They express themselves and make sense of the world through
activity and play.

In the Kindergarten, children also experience a dynamic social environment guided by their teachers which
is in tune with their stage of development. The next step into class 1 can be taken with readiness to attend
in group lessons which demands more participation in structured tuition.

**The Class Teacher period**

The primary phase of schooling commences around the age of seven when the first important phase of
growth and development is completed. Emerging independent capacities of memory and imagination are
now ready to be called upon and exercised. Through emphasis on rhythmical and musical activities, the
developing feeling or emotional life of the child can be educated.

Rhythms in lessons within each day, week and year, various artistic activities, stories of nature, mythologies
and metaphors concerning life, all work to strengthen the child’s inherent forces of a feeling, imaginative
nature. They are nourished with knowledge that “lives” for them.

To the extent that the teacher is the one who brings such experiences into the child’s daily life, this is the
phase of authorship or authority in a guiding sense. A feature of Primary education in Steiner schools such
as ours is that the class teacher moves with the children from Class 1 to 8, and therefore has an in depth
understanding of the class as individuals and as a group.

Class teachers engage classes in movement, speech, drawing, painting, modeling, story-telling, writing
and singing as well as lesson content, in order to cultivate the feeling life of the child. It is recognised that
during the Primary phase there is a burgeoning imaginative thinking ability which flourishes and is
exercised in an environment filled with creative endeavour. It is a discipline in a Steiner School to meet the
child’s developmental phases with appropriate tasks and content.

The Class Teacher period is completed with Class 8 when the students are around 14 years of age and
moving into the developmental phase of puberty.
Staff & Governance Committee Members

SCHOOL LEADERSHIP TEAM - Frances Cummins – Principal; Matthew Reynolds – Deputy Principal; Richard Merton – Business Manager

GOVERNANCE COMMITTEE - Sarah Lieber – President; Mark Lee – Vice President; Tony Hausnecht – Treasurer; Nic Gellie; Bek O’Gormann; School Leadership team.

PRESCHOOL - Taryn Baker – Rosa Mundi teacher; Kaz Wilson – Morning Star Facilitator; Ishe Boge – Preschool assistant; Charlotte Reynolds – Preschool assistant; Rebecca McMillan – Preschool assistant

CLASS TEACHERS; Matt Reynolds – Class 1 & 2; Lou Pullar – Class 3 & 4; Fran Cummins – Class 5 & 6; Sandy Mackinnon – Class 7 & 8

SPECIALIST TEACHING STAFF - Howard Chaston – Music (violin, guitar); Jen O'Donnell – Music (singing, piano, guitar) And French; Maureen McKay – Craft, Textiles; Rebecca McMillan – Art, Class assistant; Richard Smith – Secondary Science; Rob Allan – Woodwork

ADMINISTRATION - Richard Merton – Business Manager; Sally Singleton – School Secretary
Melinda Gray – Admin Assistant

GARDENS & MAINTENANCE - Pat Dowling – Gardens & Grounds coordinator; Rolf Attley – Maintenance Officer

None of our staff have indicated they are of Aboriginal or Torres Strait Islander background.
Early in 2014 time was spent finalising the 2014-2018 Strategic Plan which was launched at Open Day and presents our school’s vision for the next 5 years. The strategic plan identified 4 management areas; School Administration, Staff Recruitment and Well Being, Resource Management and Marketing, Publicity and Publications. The mandate groups, which report to the Governance Committee (GC), were restructured to reflect this requirement.

As we continue our endeavour to remain a provider of exceptional Early Childhood education in Mansfield the committee spent time exploring different options and structures for 2015 both in response to the needs of the community and the challenges presented by competitors. This review resulted in different operating hours and group structures being implemented for 2015.

The School Staff Recruitment and Wellbeing Committee (SR&WBC) worked well in supporting the School Leadership team with all employment matters. The establishment of recruitment panels made up of staff and governance committee members has assisted in complying with the schools’ employment policy by continuing transparent and professional practice. With 3 staff requesting special leave from the school for 2015, the SR&WBC were occupied with recruitment process to ensure a full complement of staff for 2015.

Policy review and update has been a focus. In particular the Casual Employment Policy was developed to facilitate the contracting of cleaners at the school. The Fee Policy has also received a rigorous review and will be implemented in 2015.

As a team the Governance Committee has grown throughout 2014. Spending now almost 2 years together on GC we have learnt a lot about each other, we have recognised each other’s strengths and skills and have been able to put them to good use in working together always to uphold the school’s vision.

Sarah Lieber
President
2014 was a conciliatory year after a very disjointed and unsettled 2013.

We employed two new class teachers. Sandy Mackinnon was appointed as Class 7 and 8 teacher and Ariel Stava was appointed as the class teacher of our first stand-alone Prep class. Matt Reynolds was Class 1 and 2 teacher, Lou Pullar Class 3 and 4 and Fran Cummins took over as Class Teacher of Class 5 and 6. Specialist teachers included Peter Berenyi as Librarian and Literacy and Numeracy support teacher, Jen O’Donnell as French teacher and Class Singing teacher and together with Howard Chaston formed the Music Faculty. Richard Smith continued as Science teacher for Class 7 and 8. Maureen McKay was Craft Co-coordinator and Rob Allen took weekly woodwork sessions with the senior students.

In Early childhood sessions had been altered to accommodate Rosa Mundi Prep. Bec Macmillan was the Prep assistant as well as supporting Matt and Fran in their classrooms to allow time release for Leadership duties. Taryn Baker was the Early Childhood teacher working on Mondays in the Morning Star Room. She was ably assisted by Kaz Wilson who changed roles from assistant to Educator for the remaining Kindergarten sessions on Wednesdays and Fridays. Charlotte Reynolds also worked as an Early Childhood assistant. Ishe Boge continued in her many roles as support person to early childhood supervising lunch breaks and being bus monitor.

The main focus of the year was to restore confidence and routine into the school and to improve teaching quality. Class teachers, specialist teachers and assistants were all involved in an appraisal process. Fran or Matt, as members of the Senior Leadership Team (SLT) observed each staff member at work and then met with each individual to discuss their observations. There was a follow up report to consolidate the discussions with suggestions of professional development. Three class teachers attended the Gleneaon Intensives in the January holidays. Ariel visited Castlemaine to observe their Prep programme, Peter attended several numeracy and literacy professional development days at ISV. All teachers and assistants held a Level 2 First Aid qualification.

Matt continued to refine the composite curriculum, based on the Australian Steiner Curriculum Framework. He also developed a more efficient reporting process using the achievement standards of each subject. In the weekly Teaching and Learning meetings teachers had the opportunity to discuss education in general as well as individual students.

The school again had low numbers sitting the Naplan Tests and the results of Class 7 showed a lower achievement standard than in past years, particularly in spelling and maths. Class 5 students generally performed at higher level than both state and national standards. The numbers in Class 3 sitting were too low to compare the overall trend of the school. More details of the school’s NAPLAN results appear in the Administrator’s report. Peter continued to test all students from Class 3 and above with the Neale Analysis test for reading, the South Australian Spelling Test and PAT maths test. These test are diagnostic tests and allow Class teachers to follow up the results using the reports from Peter, which offer suggestions on the best way to support the student academically. The hours available for Literacy and Numeracy support were reduced.
this year, and this needs reconsideration next year.

School Camps continued to be an essential and valued part of the school’s programme; their purpose is to extend main lesson themes into the wider world. Class 3 and 4 followed up their Local Surroundings Main Lesson by tracing the Delatite River, and finishing at the Pines, spending 2 nights under canvas, hearing stories from an elder of the local Taungerong people, kayaking and hiking. Class 5 and 6 spent 3 days at a costume school, The Ragged School at Sovereign Hill. The class also had a 4-day camp to Canberra visiting the major sights as well as being involved in role-play learning situations at Parliament House and the Electoral Commission. Class 7 and 8 had a 7 camp in Tasmania. They stayed at Cockle Creek, hiked along part of the South West Track, visited caves, fished and enjoyed the beauty of this rugged region. Teachers and Governance worked hard on the camp approval process, particularly risk management, trying to refine, improve and minimise the risks associated with each camp, particularly those involving outdoor activities.

Drama and the performing Arts continue to play a major part in our curriculum. Each year level performed a class play from a nature-based play in Class 1 and 2, Thor’s Hammer Class 3 and 4, Alice in Wonderland Class 5 and 6 and the Merchant of Venice Class 7 and 8. The Shakespearean play was performed at the PAC and was open to the general public to attend. The school continued to be involve in community performances, particularly in the Mansfield Arts Festival.

The Class 8 Project Presentation continues to be a highlight of our graduation process with many students presenting a whole year effort on a project of their choice. The emphasis is on the journey rather than the finished project and the relationship between mentor and student.

The music programme encourages and extends students as well as fostering a love of music. Jen and Howard’s concerts throughout the year allowed students to showcase their accomplishments to parents and the wider school community.
There were several school tours throughout the year so that prospective parents had the opportunity to see the school at work. These tours had a variety of attendees, not particularly potential enrolments but did allow for a deeper understanding of Steiner Education. Teachers worked hard during Teaching and Learning sessions to improve their presentations at the Journey Through the School evening. Unfortunately the attendance at the evening was poor but the delivery of material was of a high standard. There was much discussion on how to improve the marketing of the school and to improve the numbers in Class 4. One suggestion was to offer a music scholarship to a Class 5 student.

**Early Childhood**

Early childhood was reorganized at the end of 2013 after the resignation of Roslyn Webb. The stand alone Prep meant fewer assistants were needed. Morag offered to stand down from her position as prep assistant. Morag was been a founding member of the school and a vital part of Early Childhood, she will be missed, but hopefully will continue to be involved in the school especially as a mentor. Although numbers in Prep allowed for a single stream, numbers continued to be low in the Kindergarten age group. Morning Star offered 15 hours of kindergarten sessions over 3 days. Parents choosing the sessions whether 3 year old or 4 year. Kaz also facilitated Playgroup. There was much discussion on how to improve our enrolments at this end of the school for considering extended care.

Morag, Matt, Charlotte and Bec submitted requests for 12 months leave for 2015. Positions were advertised before the end of the year for temporary replacements for these positions.

2015 promises to be a year of challenges and new ideas to ensure our point of difference and values are not compromised as we look for new ways to offer contemporary Steiner Education to the Mansfield District.

Frances Cummins
Principal
Treasurer's Report

It is my pleasure to present the Treasurer's Report for 2014. Please read this in conjunction with the printed financial statements.

The 2014 year was a successful year financially and in many ways the direct opposite to 2013. Enrolments increased substantially in the school compared to 2013. This created revenues about 15% higher than the previous year and larger than benchmark of 2012.

The school was able to increase its curriculum offering and through controls on expenses and other cost saving initiatives keep expenses below 2012 and comparable to 2013 levels.

The surplus generated has allowed some much needed capital expenditure in the school in the Melliodora Hall. The Kindergarten and office also had some upgrades ready for the 2015 school year. Treasurer

Short term liquidity ratios are much improved over 2013. Long term solvency ratios remain sound.

With record enrolments the 2015 outlook is positive and the school will build on the good results of 2014. Planning around 2016 and beyond is well advanced.

My thanks go to Fran, Matt, Richard and Sally for the support they have given me throughout the year. I have enjoyed the last two years on the Governance Committee, particularly the leadership and commitment offered by Sarah Lieber and Mark Lee throughout this time.

Tony Hausknecht
Parents and Friends started out in 2014 with a more structured approach to meetings and general organisation by bringing together Class Representatives from each class level to form a P&F Committee. This structure created a wonderful regular space where lots of ideas bubbled and commitment to social events and fundraising took place. These meetings continue to be open to the whole parents and friends community.

We kicked off the year with an Autumn themed social event “The Giant Pumpkin Harvest Dance” open to the whole Mansfield community which was very well attended. Participants were welcomed in to the autumn themed Melliodora Hall which was filled with wonderful music and lots of smiling faces. Produce harvested from the school grounds was used to provide a nourishing supper for all who attended.

The committee decided early on that upgrading the kitchen was a priority to predominantly enhance the school’s garden and cooking program but also make catering for social and fundraising events easier and increase community use. The “Warm up the Oven” Giant Pictionary Night idea was born. The night attracted a large crowd who battled out 3 rounds of Pictionary using crayons, beeswax and paint. The Melliodora hall was ringing with laughter and high spirits. With everyone in the school getting on board in some way or another either donating items for auction, contributing to organisation for the night or actually participating we hosted a very successful fundraiser that made the wish of a commercial oven a reality. I can report that the commercial oven was purchased and installed and the kitchen continues to be a buzz of activity.

A very successful Open day was held in October. The Alice in Wonderland theme adopted from the Class 5/6 play provided lots of opportunity for improvisation. Class 5/6 performed scenes from their play and a Mad Hatter’s Tea Party themed café popped up in the courtyard. The usual treasures of Open Day were enjoyed by young and old. A huge amount of work goes in to Open Day on many levels and I will take the opportunity to thank everyone again for their efforts large and small in making it such a special day for the students, families, friends, staff and visitors. It always showcases our school beautifully.

2015 sees Bek O’Gorman take on the P&F coordinator role and I wish her fun times ahead.

Sarah Lieber
P&F coordinator
2014 was a year of rebuilding after the difficulties of 2013. There was a conscious effort on the part of School Leadership and Governance groups in improving policy and procedure as well as building on the foundations of the changes in staff support, management, leadership and governance that had been started in the second half of 2013. With a bit of perspective now, we can see that what we the learned from the issues of 2013 have catalysed a revitalisation in many areas of the school. The staff is a much more cohesive team, management is much more responsive and focused and the parent community have responded with a far more positive energy than we have enjoyed for some years. There is no doubt that this has contributed to the record enrolments by the end of 2014, with projections for 2015 being even greater.

I have again attached an annualised version of the report which is reviewed monthly by our Governance Committee. It not only gives financial data, but also includes incident and first aid data. This enables us to keep track of these issues over time.

**NAPLAN**

Our NAPLAN results for 2014 were generally below our longer term average. Looking through individual results there seems the normal sort of spread of abilities. As always, it is hard to draw firm conclusions from these results, due to a low number of children participating, particularly in the lower classes. Our school is not in favour of this sort of testing and do not particularly “train” for it, although we make sure that children are somewhat familiar with the style of questions so as not to be intimidated by them.

A summary of results appears later in this report, also including 5 year trend data for the three year levels. As you would expect from the way we run our curriculum, class 3 tends to be under average in terms of academic results, class 5 is about even and class 7 generally tends to be above average, however last year, although better than 2013, was below our usual expectations.

You can get more details at the MySchool website.

**SATISFACTION SURVEYS**

Surveys for Staff and parents for 2014 were conducted by Michelle Kent of EnviroPlan. The complete document of some 22 pages is an important part of considerations by School Leadership and Governance Committee who will study the independent results and analysis from these surveys. Excerpts from the document appear in the last section of this report.

**PROFESSIONAL DEVELOPMENT**

We continued our meeting with other Steiner schools as well as other education organisations, Government & non Government.

Each year SEA (Steiner Schools Australia) host a Governance Leadership and Management (GLaM) conference. The 2014 conference was held in Mullumbimby. Matthew Reynolds, Fran Cummins and Tony Hausknecht attended. These conferences are timely reminders of the governance responsibilities of schools, and the importance of competent and effective management. It is a great opportunity to share issues and ideas with other Steiner Schools from around the country.

All staff are encouraged to engage in appropriate PD, both external and internal. In 2014 we continued formal internal PD on the first day of each term, as part of our planning for the term. Overall we spent 2.0% of payroll expenses on staff PD up from 1.3% last year.

See below for more details on the PD attended by our Staff in 2014.

<table>
<thead>
<tr>
<th>GLaM leadership &amp; Governance Conference</th>
<th>Matt and Fran</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEA Delegates Conference</td>
<td>Matt (2 conferences)</td>
</tr>
<tr>
<td>Steiner Bursar’s Conference</td>
<td>Richard</td>
</tr>
<tr>
<td>BGA briefing</td>
<td>Richard</td>
</tr>
<tr>
<td>First Aid</td>
<td>All staff</td>
</tr>
<tr>
<td>Class Teacher intensive at Glenaeon</td>
<td>Matt, Fran, Lou</td>
</tr>
<tr>
<td>Steiner teacher training at Warranwood</td>
<td>Ariel, Jen, Lou</td>
</tr>
<tr>
<td>SchoolPro2 update PD</td>
<td>Richard</td>
</tr>
<tr>
<td>Anaphylaxis awareness</td>
<td>All staff</td>
</tr>
<tr>
<td>iPad us in schools</td>
<td>Sandy</td>
</tr>
<tr>
<td>Remedial education</td>
<td>Taryn, Ariel, Lou, Kaz</td>
</tr>
</tbody>
</table>
ATTENDANCE

One measure of commitment by our staff is the very low level of absenteeism. Average attendance for staff in 2014 was 97.6%. The graph on the following page shows details over the year.

Student attendance is also good with an average of 96.8% compared with 93.3% last year. The chart also shows student attendance over the year. When a student has been absent for three days and the reason for absence is unexplained, the class teacher will contact the student’s parents. In the event of this situation continuing, the Principal or Deputy Principal will meet with the parents to present the school’s position and to mediate in rectifying the situation.

STAFFING

Between end 2013 and end 2014 our total number of teachers reduced by three, with 2014 saw a consolidation of some areas, particularly early childhood, which was operating at a reduced level. Overall number of music teachers also reduced.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Qualifications</th>
<th>Steiner Trained</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHASTON, Howard</td>
<td>Bachelor of Arts; Bachelor of Music (performance violin) VCA</td>
<td>Yes</td>
</tr>
<tr>
<td>CUMMINS, Fran</td>
<td>Bachelor of Education, Diploma Of Teaching (Primary), Grad Dip (Special Ed), Grad Dip Business, Bothmer Gym training</td>
<td>Yes</td>
</tr>
<tr>
<td>PULLAR, Louise</td>
<td>Bachelor of Business Management, Graduate Diploma in Teaching and Learning</td>
<td>Yes</td>
</tr>
<tr>
<td>REYNOLDS, Matthew</td>
<td>Bachelor Of Arts, Diploma of Education,</td>
<td>Yes</td>
</tr>
<tr>
<td>MACKINNON, Sandy</td>
<td>Bachelor of Arts, Dip Ed</td>
<td>No</td>
</tr>
<tr>
<td>STAVA Ariel</td>
<td>Bachelor of Arts, Bachelor of Teaching</td>
<td>Yes</td>
</tr>
<tr>
<td>O’DONNELL, Jennifer</td>
<td>Bachelor of Arts; Bachelor of Music; Diploma of Education</td>
<td>Yes</td>
</tr>
<tr>
<td>BAKER, Taryn</td>
<td>Bachelor of Teaching (Early Childhood)</td>
<td>Yes</td>
</tr>
<tr>
<td>SMITH, Richard</td>
<td>Bachelor of Science (hons); Diploma of Education; PhD (Chemistry)</td>
<td>No</td>
</tr>
<tr>
<td>BERENYI, Peter</td>
<td>Teachers Certificate, Teachers Certificate (Specialist), Bothmer Gym training, Extra lesson</td>
<td>No</td>
</tr>
</tbody>
</table>

The concerted efforts of many people, staff, Governance Committee, parents and other Community members have all go into the building up of our school. 2014 was a great improvement on 2013 in many ways and we all look forward to keeping that momentum going for the future.

Richard Merton
Business Manager
### Student & Staff Welfare - December 2014

#### Students

<table>
<thead>
<tr>
<th>Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>7</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>Primary</td>
<td>38</td>
<td>37</td>
<td>75</td>
<td>86</td>
</tr>
<tr>
<td>Secondary</td>
<td>9</td>
<td>11</td>
<td>20</td>
<td>24</td>
</tr>
<tr>
<td><strong>School Total</strong></td>
<td><strong>47</strong></td>
<td><strong>48</strong></td>
<td><strong>95</strong></td>
<td><strong>110</strong></td>
</tr>
</tbody>
</table>

#### Staff (FTE)

<table>
<thead>
<tr>
<th>Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Primary</td>
<td>2.6</td>
<td>2.6</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>0.2</td>
<td>1.4</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>Aides</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Admin</td>
<td>0.8</td>
<td>1.2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Grounds/Maint</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4.1</strong></td>
<td><strong>9.2</strong></td>
<td><strong>13.3</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

- Student Teacher ratio (primary): 14.4
- Student/total staff ratio: 8.0
- Student Teacher ratio (secondary): 12.5
- Student/Admin&Grounds staff ratio: 42.8
- Student Teacher ratio (total): 13.970588

#### Student sickness & injuries

- Level 1: Minor injuries - no discernable trauma
- Level 2: Minor cuts or bruising - simple first aid required
- Level 3: Medical attention required
- Level 4: Serious injury - hospitalisation required

#### Level 1 & 2 injuries

- Level 1 Minor injuries - no discernable trauma:
  - February: 157
  - March: 66
  - April: 11

- Level 2 Minor cuts or bruising - simple first aid required:
  - February: 18
  - March: 28
  - April: 23

#### Level 3 & 4 injuries - details:

- Level 3 Medical attention required: Nil
- Level 4 Serious injury - hospitalisation required: Nil

#### OHS issues & incidents - Details

- Nil
Financial Indicators  

P & L  

<table>
<thead>
<tr>
<th>Income</th>
<th>Actual</th>
<th>Budget</th>
<th>Diff</th>
<th>Percent</th>
<th>Expense</th>
<th>Actual</th>
<th>Budget</th>
<th>Diff</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>$417,771</td>
<td>$426,078</td>
<td>-$8,307</td>
<td>-1.9%</td>
<td>Tuition Costs</td>
<td>$132,220</td>
<td>$115,050</td>
<td>-$17,170</td>
<td>-14.9%</td>
</tr>
<tr>
<td>State Funding</td>
<td>$221,550</td>
<td>$217,025</td>
<td>$4,525</td>
<td>2.1%</td>
<td>Staff Costs</td>
<td>$946,264</td>
<td>$932,375</td>
<td>-$13,889</td>
<td>-1.5%</td>
</tr>
<tr>
<td>Federal Funding</td>
<td>$800,434</td>
<td>$693,815</td>
<td>$106,619</td>
<td>15.4%</td>
<td>Property Costs</td>
<td>$94,252</td>
<td>$88,600</td>
<td>-$5,652</td>
<td>-6.4%</td>
</tr>
<tr>
<td>Preschool Fees</td>
<td>$31,637</td>
<td>$30,000</td>
<td>$1,637</td>
<td>5.5%</td>
<td>Admin Costs</td>
<td>$23,761</td>
<td>$23,640</td>
<td>-$121</td>
<td>-0.5%</td>
</tr>
<tr>
<td>Preschool Funding</td>
<td>$2,339</td>
<td>$2,300</td>
<td>$39</td>
<td>1.7%</td>
<td>Prof Fees</td>
<td>$4,104</td>
<td>$4,000</td>
<td>-$104</td>
<td>-2.6%</td>
</tr>
<tr>
<td>Capital Income</td>
<td>$57,695</td>
<td>$59,300</td>
<td>($1,605)</td>
<td>-2.7%</td>
<td>Advertising</td>
<td>$6,325</td>
<td>$5,500</td>
<td>($825)</td>
<td>-15.0%</td>
</tr>
<tr>
<td>Other Income</td>
<td>$18,115</td>
<td>$18,225</td>
<td>($110)</td>
<td>-0.6%</td>
<td>Finance Costs</td>
<td>$34,918</td>
<td>$39,640</td>
<td>$4,722</td>
<td>11.9%</td>
</tr>
<tr>
<td>Presch'l Costs</td>
<td>$95,529</td>
<td>$103,258</td>
<td>$7,729</td>
<td>7.5%</td>
<td>Other Costs</td>
<td>$36,009</td>
<td>$37,820</td>
<td>($1,811)</td>
<td>4.8%</td>
</tr>
<tr>
<td>Other Costs</td>
<td>$36,009</td>
<td>$37,820</td>
<td>$1,811</td>
<td>4.8%</td>
<td>Total Income</td>
<td>$1,549,541</td>
<td>$1,446,743</td>
<td>$102,798</td>
<td>7.1%</td>
</tr>
<tr>
<td>Total Income</td>
<td>$1,549,541</td>
<td>$1,446,743</td>
<td>$102,798</td>
<td>7.1%</td>
<td>Total Expenses</td>
<td>$1,373,382</td>
<td>$1,349,883</td>
<td>($23,499)</td>
<td>-1.7%</td>
</tr>
</tbody>
</table>

Balance Sheet  

<table>
<thead>
<tr>
<th>Indicators</th>
<th>End Year</th>
<th>Start Year</th>
<th>End Year %</th>
<th>Start Year %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank balance (Savings)</td>
<td>$163</td>
<td>$0</td>
<td>66.1%</td>
<td>Max 70%</td>
</tr>
<tr>
<td>Bank balance (Recurrent)</td>
<td>($1,128)</td>
<td>($113,733)</td>
<td>Loan outstanding</td>
<td>299,328</td>
</tr>
<tr>
<td>Owed by Debtors</td>
<td>$33,594</td>
<td>$47,642</td>
<td>Interest pd this year</td>
<td>26,202</td>
</tr>
<tr>
<td>Current Assets</td>
<td>$32,796</td>
<td>$65,791</td>
<td>loan pmts/income</td>
<td>1.7%</td>
</tr>
<tr>
<td>Total assets</td>
<td>$2,744,399</td>
<td>$2,675,335</td>
<td>Loan/student</td>
<td>3,151</td>
</tr>
<tr>
<td>Credit card</td>
<td>$2,358</td>
<td>$0</td>
<td>Bad debt/tot fees</td>
<td>1.4%</td>
</tr>
<tr>
<td>Owed to Creditors</td>
<td>$15,952</td>
<td>$24,139</td>
<td>Staff costs/Rec Income</td>
<td>69.8%</td>
</tr>
<tr>
<td>Other current liabilities</td>
<td>$74,798</td>
<td>$72,711</td>
<td>Curr. Assets/Curr. Liab.</td>
<td>36.1%</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$466,852</td>
<td>$495,951</td>
<td>surplus/income</td>
<td>4.7%</td>
</tr>
<tr>
<td>Equity</td>
<td>$2,277,575</td>
<td>$2,179,383</td>
<td>Interest Cover</td>
<td>509.9%</td>
</tr>
</tbody>
</table>

Chart Title  

Fees Outstanding  

<table>
<thead>
<tr>
<th>Fees Outstanding</th>
<th>End 2014</th>
<th>End 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>2,936</td>
<td>15,771</td>
</tr>
<tr>
<td>Prior to 1 term</td>
<td>15,042</td>
<td>15,010</td>
</tr>
<tr>
<td>Last term</td>
<td>15,887</td>
<td>17,165</td>
</tr>
<tr>
<td>Total</td>
<td>33,865</td>
<td>47,946</td>
</tr>
<tr>
<td>% of total fees</td>
<td>8%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Students ABOVE the National Minimum Standard 100%

Students AT the National Minimum Standard 0%

Students BELOW the National Minimum Standard 0%
Students ABOVE the National Minimum Standard 100%

Students AT the National Minimum Standard 0%

Students BELOW the National Minimum Standard 0%

The National Minimum Standards percentages do not include absent students.
MANSFIELD RUDOLF STEINER SCHOOL
Group Summary Report
National Assessment Program - Literacy and Numeracy Tests 2014
Year 5 - Class Code: All

**READING**

Students ABOVE the National Minimum Standard 100%

Students AT the National Minimum Standard 0%

Students BELOW the National Minimum Standard 0%

**WRITING**

Students ABOVE the National Minimum Standard 75%

Students AT the National Minimum Standard 25%

Students BELOW the National Minimum Standard 0%

**SPELLING**

Students ABOVE the National Minimum Standard 75%

Students AT the National Minimum Standard 25%

Students BELOW the National Minimum Standard 0%
Students ABOVE the National Minimum Standard 75%
Students AT the National Minimum Standard 25%
Students BELOW the National Minimum Standard 0%

Students ABOVE the National Minimum Standard 100%
Students AT the National Minimum Standard 0%
Students BELOW the National Minimum Standard 0%

A: Absent The National Minimum Standards percentages do not include absent students
MANSFIELD RUDOLF STEINER SCHOOL
Group Summary Report
National Assessment Program - Literacy and Numeracy Tests 2014
Year 7 - Class Code: All

Date: 13/05/2015 Time: 11:53:42 AM

Students ABOVE the National Minimum Standard: 83%
Students AT the National Minimum Standard: 17%
Students BELOW the National Minimum Standard: 0%

Students ABOVE the National Minimum Standard: 17%
Students AT the National Minimum Standard: 83%
Students BELOW the National Minimum Standard: 0%

Students ABOVE the National Minimum Standard: 33%
Students AT the National Minimum Standard: 33%
Students BELOW the National Minimum Standard: 33%
Students ABOVE the National Minimum Standard 83%

Students AT the National Minimum Standard 17%

Students BELOW the National Minimum Standard 0%

A: Absent The National Minimum Standards percentages do not include absent students
National Assessment Program - Literacy and Numeracy Tests 2014

Key:
- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

Year 5 - READING

Year 5 - GRAMMAR & PUNCTUATION

Year 5 - NUMERACY

Year 5 - SPELLING

Year 5 - WRITING
National Assessment Program - Literacy and Numeracy Tests 2014

Key:
- 90th percentile
- 75th percentile
- 50th percentile
- 25th percentile
- 10th percentile

Year 7 – READING

Year 7 – GRAMMAR & PUNCTUATION

Year 7 – NUMERACY

Year 7 – SPELLING

Year 7 – WRITING
School parent satisfaction survey

Report prepared for the Mansfield Rudolf Steiner School and Kindergarten
by Michelle Kent of EnviroPlan.

Twenty two parents responded to the School Parent Satisfaction Survey. Generally respondents were highly positive about the school. More than 90% of respondents were moderately or extremely satisfied with the School. No respondents were dissatisfied with the School. Comments from parents included statements such as “we feel so fortunate to send our children to such a beautiful school” and “it’s a wonderful little school, keep up the great work”.

Parents cite the school’s extracurricular activities, the supportive environment, the focus on ‘community’, the caring philosophies, and the educational curriculum itself as strengths of the school. Weaknesses are identified as communication (a lack of clarity and irregular), variable standard of teaching, and some level of disorganisation. One respondent thought academic rigor could be improved. On the other hand, two respondents lamented the unavailability of years 9 to 12.

Suggestions for improvement include more interaction with the broader community, provision of structured lunch time activities, smaller class sizes, better preparation for other secondary programs in the higher years (or adoption of a year 9 to 12 program). One respondent thought it would be beneficial to connect with the wider Steiner community.
Preschool Survey

Seven people responded to the Preschool Survey. All respondents had a child attending the Morningstar Kindergarten. One parent had a child attending the Playgroup as well. Responses were very positive with one respondent stating that ‘Kaz is amazing’.

All respondents believe the School considers the individual needs of the children very well. Parents believe there are sufficient opportunities for parent and teacher interactions and the discipline practices are appropriate. All respondents believe their children feel safe at the School and the School supports their child’s social development very well. All respondents believe their children receive the help they need very regularly and that each child receives a lot of attention from their teachers.

Respondents indicated that the strengths of the Preschool include small groups, the focus on the natural environment, the emphasis on social skill development, and recognition of levels of development. Children are made to feel they are important and can contribute to their small community. The only true weakness identified was one concern around communication of policies to parents. Other respondents wrote that there are a limited number of girls and that it would be great if the Preschool could take younger children. Suggestions for improvements included developing an online feedback system and building student numbers while keeping class sizes the same.