ANNUAL REPORT
INCLUDING DATA & FINANCIAL STATEMENTS FOR 2013

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MISSION STATEMENT
To offer high quality education to the Mansfield and surrounds community, in the light of the teachings of Rudolf Steiner.

SCHOOL VALUES:

1. A non-judgmental attitude towards all people.
2. Seek to understand the situation of others.
3. Adopt a co-operative attitude in working with others.
4. Develop open communication skills.
5. Work respectfully with other people.
6. Work out of reverence for the world.
7. Strive towards goodness.
8. Appreciate beauty.
9. Work from a basis of trust.
10. Be responsible for your actions.
11. Uphold the educational philosophy which underpins Steiner Education.

GUIDING FORCE

1. IDENTITY ~ Ours is an open community of Parents, Teachers and Friends dedicated to providing the education of children in the light of Rudolf Steiner’s philosophy. It is a philosophy, which is both spiritual, and practical, it strives to educate the whole person so that they may develop a deep and broad feeling life, clear and penetrating thinking and the capacity to undertake purposeful deeds.

2. RELATIONSHIPS ~ responsible communication within defined forums and guidelines, with respect for the diversity of personalities and roles. To keep our focus on the spiritual aims and purpose of Steiner education.

3. ENHANCING LIFE FORCE/ENERGY FOR EACH ONE AND FOR ALL ~ we acknowledge that we strive to act from a higher purpose: that we work with the spiritual world as described by Anthroposophy. To enhance the flow of the life force energy we have clarity of policy and procedure. We have 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 and we have regular workshops, seminars and study groups.

4. THE PHYSICAL ENVIRONMENT ~ reflects the philosophy of Steiner education. Our approach to the environment will be thoughtful and purposeful, with a strong sense of child. We will respect and work with the natural environment pertaining to the spirit of place, creating warmth, beauty, simplicity and reverence. The environment will nurture the natural curiosity and imagination of the child. Using natural materials, our buildings, structures and gardens will complement each other and allow thought for the future.

ASPIRATIONS

The vision will be achieved in harmony with our values if six key objectives, “the most important things we must aim for”, are realised. These are:

1. A strong Steiner based curriculum and culture
2. Effective leadership, governance and administration
3. Qualified and committed staff
4. An involved and supportive community
5. A school of full classes at all levels
6. Quality facilities, integrated with the curriculum

~ 1 ~

"Love is higher than opinion. If people love one another the most Varied opinions can be reconciled... This is one of the most important tasks For humankind today and in the future: That you and I should learn to live together And understand one another."
Rudolf Steiner
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

BACKGROUND

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 CLASSES 1 - 8

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 AND GOVERNANCE COMMITTEE MEMBERS**

**SCHOOL LEADERSHIP TEAM**

Frances Cummins – Principal
Matthew Reynolds – Deputy Principal

Richard Merton – Business Manager

**GOVERNANCE COMMITTEE**

Sarah Leiber – President
Mark Lee – Vice President
Tony Hausnecht – Treasurer
Erik Suggate

James Tehan
Principal and Vice Principal
School Business Manager

**PRESCHOOL**

Roslyn Webb – Rosa Mundi teacher
Kaz Wilson – Morning Star Facilitator
Morag Huggins – Preschool assistant

Ishe Boge – Preschool assistant
Charlotte Reynolds – Preschool assistant
Rebecca McMillan – Preschool assistant

**CLASS TEACHERS**

Matt Reynolds – Class 1 & 2
Lou Pullar – Class 3 & 4
Peter Berenyi – Class 5 & 6

Fran Cummins – 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
Sandy McKinnon – Latin

ADMINISTRATION

Richard Merton - School Administrator
Sally Singleton – School Secretary

Melinda Gray – Admin Assistant

GARDENS & MAINTENENCE

Barney Nolan – Gardens & Grounds
Ruth Flutey – Garden Assistant

Carolyn Suggate – Garden Assistant
Rolf Attley – Maintenance Officer

None of our staff are of Aboriginal or Torres Strait Islander background.
Our first challenge of 2013 was settling in to our roles as newly elected members facing some pretty tough managerial tasks. The major goal of the Governance Committee has been to work more effectively with the School Leadership Team. To this end a newly formed Exec Committee consisting of the SLT, President and Vice President of the GC meets monthly or as needed. These meetings allow extra time for discussion and facilitation of background work prior to agenda items being presented at Governance Committee.

2013 saw the resignation of 3 teaching staff which impacted significantly on the school and required extra commitment from the new committee in ensuring a smooth transition from that position to one of a full staff again. In fulfilling its role as the legal employer of the school the GC implemented a new employment panel made up of both staff and governance members to provide a more robust and rigorous selection process.

Restructure of Early Childhood provided another challenge for the committee. It is an ongoing process as we endeavour to remain a provider of exceptional Early Childhood education in Mansfield.

Much work has been put into the 2014-18 Strategic Plan over the past year and I very much look forward to this being available at our AGM. The plan presents our school’s vision for the next 5 years identifying 6 key areas of focus for the next phase of the schools growth. Essentially the strategic plan will underpin the work of the governance committee in the coming years as we strive to fulfill the schools vision.

Finally I wish to commend my fellow governance committee members, each and every one for their commitment to excellence in upholding the vision of the school whilst making strategic business decisions throughout 2013.

Sarah Lieber
Governance Committee Chair
2013 was an eventful and difficult year for the Mansfield Rudolf Steiner School.

The year began with many changes to staffing; Fran Cummins was taking long service leave for 6 months. To accommodate the leave Matt Reynolds stepped into the Principal’s position and Lou Pullar was employed to take Class 3 and 4 in Fran’s absence. Matt Reynolds continued in his position as Class 1 and 2 teacher, Amanda McDonald was Class 5 and 6 teacher and Yiota Cleary Class 7 and 8. The Specialist teachers included Peter Berenyi as Literacy and Numeracy coordinator, and Jenny Rekers was appointed as part time Librarian and literature teacher. The Music faculty consisted of Jen O’Donnell, Howard Chaston and Serena Moring, Sandy Mackinnon was the Latin and Drama teacher and Richard Smith, the Science teacher for Class 7 and 8, Maureen Mackay continued as Craft Co-coordinator. In Early Childhood Roslyn Webb was the Kinder/Prep teacher and Kaz Wilson was the Little Kinder and Play group facilitator. The early childhood assistants were Bec Macmillan, Morag Huggins, Charlotte Reynolds and Ishe Boge.

The school (prep to yr 8) underwent its regular 5 year major review this year, undertaken by the VRQA (Victorian Regulations and Qualifications Authority), who are our licensing body. It was a thorough review of governance, administration, policies, teaching standards, curriculum and infrastructure. The school was rated at meeting all requirements. See the Administrator’s report for more information.

Matt Reynolds had worked hard to prepare a Composite Class Main Lesson schedule which covers the Australian Steiner Framework. The Composite curriculum addressed achievement standards and learning outcomes for every year level. In weekly Teaching and Learning meetings, Matt discussed and planned rubrics with all class teachers, to ensure learning standards were being met. Lesson plans and evaluations were placed in Drop box, for all teachers to access. This initiative will help planning in the future. The Composite Main Lesson ensures continuity and prevents repetition between the shared classes.

To address some of the behaviour and social issues within the school, Circle time was introduced into the timetable, this time allowed every student the opportunity to speak openly about how life at school was for them, issues were discussed and resolved at Class level.

In term 2, Yiota Cleary submitted her resignation as Class 7 and 8 teacher, it was accepted by SLT and Governance. This announcement raised many concerns
within the school and caused a divide within the parent body. A public meeting, with a moderator, was called by SLT and Governance to discuss matters openly. Yiota Cleary left her position before the end of term 2. Amanda McDonald submitted her resignation at the same time citing family issues as her reason and she finished at the end of Term 2. Jenny Rekers submitted her resignation due to ill health and Jenny regretfully passed away in July. Serena Moring resigned from her position as Music teacher at the end of Term 3. Five students exited Class 7 and 8 at the end of term 2. This had a profound effect on the remaining students.

All of these events created an enormous disruption and were very unsettling for the School Community. The experience really tested the strength of the policies and procedures of the school and the resilience of our organization.

Term 3 saw Fran Cummins return to take over the position of Class 7 and 8 teacher and Peter Berenyi became Class 5 and 6 teacher. Lou Pullar continued in Class 3 and 4. The loss of students and resignation of teachers was costly to the school, so programs such as Library and Literacy support were suspended for the rest of the year.

Despite the traumatic events, many of the programs went from strength to strength. The quality of the class plays presented were outstanding, especially the Class 7 and 8's 'The Once and Future King'.

Camps continued to be a vital part of the curriculum, extending main lesson themes into the wider world. Class 3 and 4 went on a farming camp to Greenwood's Orchards and also had an overnight camp at the Melbourne zoo. Class 5 and 6 went on a surf camp to Phillip Island and Class 7 and 8 had a rock climbing experience at Mt Arapiles and went on a camp to Central Australia.

The cooking and lunch program continued to be a favored part of the curriculum, with the vegetable garden being rebuilt and replanted to supply more produce to the kitchen. Class 3 and 4 worked hard under the guidance of Pat Dowling, and the much valued help of a number of volunteer parent helpers, to transform the garden area.

The snow season was patchy, but every class enjoyed a
May.
The Class 8s presented some fine projects, with topics being diverse and interesting. The projects allow the students to follow their passion and to work with a mentor. It also provides a unique opportunity to learn from another adult, who is not a parent or teacher.

The Journey Through the School has become an important annual event to promote the benefits of Steiner Education to prospective parents. The highlight of the evening is always to hear former students speaking so passionately about their experience at the school.

Open Day took on a new format this year, allowing for more “hands on” activities in every classroom. Everyone embraced the new format and hopefully 2014 will see greater participation in the activities.

The music program continued to encourage and extend students, and the Solo concerts in third term showcased the abilities and endeavors of every student from Class 3 to 8. Howard and Jen reorganized the program after Serena’s resignation to ensure every student was encouraged to reach their full potential within the programme. The end of year music concert was dynamic and uplifting.

We interviewed many applicants for the Class teacher vacancies, and after interviews appointed Lou Pullar as Class 3 and 4 Teacher and Sandy Mackinnon as Class 7 and 8 Teacher for 2014.

NAPLAN TESTS

The school had low numbers sitting the NAPLANTests, which were conducted in May.

The results of the Naplan Tests were generally at or lower in comparison to past years, particularly in Class 7. One reason may be the unsettled nature of the class even at that time of the year.

Only one child sat the test in Class 3.

Those students who struggle with this academic work have been identified through teacher observation, monitoring and internal diagnostic testing. Because of the financial and staffing situation of the school, Peter was working as a full time class teacher and was unable to carry out his role as Numeracy and Literacy support person. We will prioritize this role in future, so those students in need of extra support will receive it, and every child from Class 3 will be tested annually using Pat Math and Neale Analysis. We are currently reviewing the role of “individual learning plans” for children who are rated below National Benchmarks, either by the NAPLAN testing or by our internal school monitoring.

Spelling has been identified as a major concern. Matt Reynolds and I will attend a professional development programme THRASS in 2014 which offers a different approach to spelling and word attack skills.

EARLY CHILDHOOD

Roslyn Webb commenced as Early Childhood Facilitator, and Prep and kinder teacher, with Taryn Baker providing Admin time for her on Mondays. Kaz Wilson was kinder educator for Morning Star kinder (kinder 3). There were healthy numbers in the Early Childhood area, 8 in Kinder 3, 12 in Kinder 4 and 13 in Prep.

Roslyn Webb submitted her resignation from her position as Kinder/Prep teacher in Term 4. Her reason was family based. Roslyn’s resignation and the large numbers in the following year’s prep class allowed for potential reorganization of the EC
programme. Many discussions took place around this topic. The position was advertised and we appointed Ariel Stava as our first “stand alone: Prep teacher. We had no applicants for an Early Childhood teacher.

**EARLY CHILDHOOD QUALITY IMPROVEMENT PLAN**

In 2013 our Early Childhood Service underwent a major review by ACECQA (Australian Children’s Education & Care Quality Authority), which took the form of a major self review, followed by a visit by one of their officers. 7 areas were rated, including all aspects of administration and teacher practice. Our School was rated at meeting all requirements in each of the areas.

**SURVEYS**

In 2013 we were fortunate to receive funding for extensive professional surveys of our School Community. See Administrator’s report and appendices for more details.

2013 was a stressful year for all, dealing with resignations and divisions within the School Community demanded a lot of time, especially during the first half of the year. The Governance Committee and the staff worked unceasingly together through the duress, teaching staff in particular, went without face to face release time and took on a lot of extra duties to support the school and to ensure all students received quality education, and were unaffected by internal turmoil. It was a confusing and hurtful time for all, but despite the damage, the whole experience has strengthened the school, especially our employment and review procedures.

Matt and I attended a 3-day Classroom observation seminar to assist us with teacher appraisals. The first Monday of every term is a professional development discussing pedagogy and ending with an artistic activity. Our Tuesday meetings include all staff members; they begin with meditation and singing, followed by “What Went Well”. Wednesdays was study and Thursdays all Class teachers met to discuss teaching and learning.

In 2014 every staff member will be part of a self-reflection and appraisal programme to improve planning, evaluation and classroom management techniques. The classroom teachers will attend Intensives in January at Glenaeon (the oldest Steiner school, in Sydney) and every staff member will be encouraged to undertake some external professional development over the year.

We look forward to 2014 being a year of consistency, consolidation and growth.

Frances Cummins  
Principal
Parents and Friends in 2013 coordinated a very successful Open Day. Building on previous days and incorporating all the activities, stalls and attractions which have become traditional favourites amongst children and parents. We presented the Open Day in a format to enhance our “Journey through the School” theme encouraging all those who attended to actually visit each part of the school and in some way experience the school curriculum. From digging for treasure in the Morning Star sandpit to hearing monologues delivered by confident and competent Year 7/8 students we aimed and I believe succeeded in providing another window into our school. Feedback was mainly positive and with some tweaking of stall positioning to create a better flow this format will be used again this year. The food which is always a great success provided a meeting place for everyone in our beautiful Melliodora hall and the craft stall “grotto” seasonally themed in the Rosa Mundi room was a huge success. Selling out by 10am I have been told!! Everyone in the school needs to be acknowledged for their part large or small in making the school Open Day a wonderful showcase for all to enjoy.

The overarching wish of Parents and Friends is to acknowledge that every family associated with the school is in fact a member of P&F. The structure of the P&F committee for 2014 has changed slightly by recruiting class representatives at each year level from Kindergarten to Year 8. Some year levels chose to job share the position which means including the P&F rep on Governance there are 13 parents that will meet regularly to discuss and plan the role of P&F. It is important to point out that this is not an exclusive group everyone is welcome anytime to join in.

P&F continue to assist the school in providing morning teas and suppers at school events and parents who volunteer at the school in such roles as gardening, costume making and attending camps to name just a few are also a part of this assistance. We welcome feedback and ideas from everyone. It is my pleasure to work with like minded parents in our school community towards enhancing both the assistance offered to the school and the social life of our school community.
It is my pleasure to present the Treasurer’s Report for 2013. Please read this in conjunction with the printed financial statements.

2013 was a challenging year financially. The school was hoping to consolidate on the positive 2012 year and budgeted for a surplus. However with enrolments down from 2012 levels, revenue from government funding and fees was reduced by nearly 12% on the previous year.

Total expenses were above budget. Staff salary costs and property costs were the main contributors to this overrun.

Outstanding fees increased from $33,876 in 2012 to $47,642 in 2013. On face value this may seem insignificant; but when compared to the total fees received for the year, it represents an increase from 5.9% to 9.5% of total fees for the respective years.

The result of these factors left the school with cash flow issues and a substantial operating loss.

As with many schools, a snap shot of year end results reveals that short term liquidity ratios are quite poor. However, long term solvency ratios are sound given the school’s significant fixed assets.

Sustainable enrolments underpin the financial stability of the school. Looking to the future, the new 5 Year Strategic Plan recognizes this issue and its goal is to reach full class numbers. Furthermore the Governance Committee has embarked on a program to review opportunities to achieve greater operational efficiency in the school.

My thanks to Richard and Sally for the support they have given me in taking up this role. I have enjoyed the opportunity to work with fellow Governance Committee members and the position has given me a greater insight into the dedication and commitment the teaching and support staff bring to make our school a joy for our children.

Tony Hausknecht
Treasurer
2013 continued a “consolidation” theme from 2012, with no new capital works and a lot of effort going into improving policy and procedure as well as staff support and development, with particular effort in management, leadership and governance areas.

It was a difficult year in many respects, with the high enrolments from the year before meaning that Cashflow was good early on in the year, but with the disruptive events of the middle of the year reducing enrolments significantly before our “census” day, funding for the last third of the year was drastically cut. This will also impact on the first two thirds of 2014.

I have again attached an annualized 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 2013 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 on pages 18 of 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 was below our usual expectations.

You can get more details at the myschool website.

SATISFACTION SURVEYS

We were fortunate in 2013 to receive funding for a range of professional surveys through ISV (Independent Schools Victoria).

They included surveys for:
- Governance Committee
- School Staff
- Early Childhood Staff
- School parents
- Early Childhood parents
- Class 7&8 Students

Results from these surveys are published in 6 books, which will be studied by School Leadership and Governance Committee, and will help inform the strategic plan. Excerpts from the summary book are included in this document, from page 24.
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, 2013 in Mullumbimbi. Matthew Reynolds, Fran Cummins and I attended. These conferences are timely reminders of the governance responsibilities of schools, and the importance of keeping up to date with issues and trends.

All staff are encouraged to engage in appropriate PD, both external and internal. In 2013 we instigated formal internal PD on the first day of each term, as part of our planning for the term. Overall we spent 1.3% of payroll expenses on staff PD.

See below for more details on the PD attended by our Staff in 2013.

| GLaM leadership & Governance Conference | Richard, Matt and Fran |
| Early Childhood conference             | Kaz, Roslyn             |
| SEA Delegates Conference               | Matt (2 delegates conferences) |
| Steiner Bursar’s Conference            | Richard                 |
| VRQA audit briefing                    | Richard                 |
| First Aid                              |                         |
| Class Teacher intensive at Glenaeon    | Amanda, Yiotia          |
| Steiner teacher training at Warranwood | Amanda, Yiotia, Howard  |
| SchoolPro2 update PD                   | Richard                 |
| Country areas small schools issues PD  | Richard, Matt, Fran     |
| Anaphylaxis awareness                  | All staff               |
| IPad us in schools                     | Richard, Fran           |
| First Aid                              | Lou                     |
| Thrass program                         | Fran                    |

ATTENDANCE

One measure of commitment by our staff is the very low level of absenteeism. Average attendance for staff in 2013 was 98.72%. The graph on page 16 shows details over the year.

Student attendance is also good with an average of 93.28 compared with 89.1% last year. Page 16 also shows student attendance over the year. The graph below shows attendance broken down into year levels and gender.

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 2012 and end 2013 our total number of teachers reduced by three, with Serena Moring, Amanda MacDonald and Yiota Cleary resigning, and Jenny Rekkers tragically passing away mid year. Lou Pullar started the year filling in for Fran, who was away on long service leave, and was able to pick up a class in the second half of the year. The drop in staff numbers was required due to the drop in enrolments at mid year. Preschool FTE increased slightly, and a part time receptionist helped in the office. Gardening hours were increased in the latter part of the year to cater for the vege garden project. (see table 1 below)

Here also is a breakdown of the qualifications of our teaching staff

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<thead>
<tr>
<th>Staff</th>
<th>Qualifications</th>
<th>Steiner Trained</th>
</tr>
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<tbody>
<tr>
<td>CHASTON, Howard</td>
<td>Bachelor of Arts; Bachelor of Music (performance violin) VCA</td>
<td>Yes</td>
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<tr>
<td>CUMMINS, Fran</td>
<td>Bachelor Of Education, Diploma Of Teaching (Primary), Grad Dip (Special Ed), Grad Dip Buisness, Bothmer Gym training</td>
<td>Yes</td>
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<tr>
<td>PULLAR, Louise</td>
<td>Bachelor of Business Management, Graduate Diploma in Teaching and Learning</td>
<td>Currently studying</td>
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<tr>
<td>REYNOLDS, Matthew</td>
<td>Bachelor Of Arts, Diploma of Education, Diploma of Teaching (Primary)</td>
<td>No</td>
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<tr>
<td>MACKINNON, Sandy</td>
<td>BA, Dip Ed</td>
<td>No</td>
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<tr>
<td>WEISS, Heather</td>
<td>Bachelor Of Teaching (Early Childhood)</td>
<td>Yes</td>
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<tr>
<td>O'DONNELL, Jennifer</td>
<td>Bachelor of Arts; Bachelor of Music; Diploma of Education</td>
<td>No</td>
</tr>
<tr>
<td>MORING, Serena</td>
<td>Bachelor of Music Performance, VCA; Diploma of Education</td>
<td>No</td>
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<tr>
<td>SMITH, Richard</td>
<td>Bachelor of Science (hons); Diploma of Education; PhD (Chemistry)</td>
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<tr>
<td>BERENYI, Peter</td>
<td>Teachers Certificate, Teachers Certificate (Specialist), Bothmer Gym training, Extra lesson</td>
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I would again like to publicly acknowledge and thank all who are involved in our School Mandate groups, which regularly review many aspects of our school, including OHS, Policy development, Gardens & Grounds, Publicity, Building projects, and Finances. These groups have played an important role in making our School a safer, more beautiful and more effective place for our children to be in, and for our Teachers to do their wonderful work.

Richard Merton
School Administrator
## Student & Staff Welfare 2013

### Student & Staff Attendance %

<table>
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<tr>
<th>Month</th>
<th>Student Attendance</th>
<th>Staff Attendance</th>
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<tbody>
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<td></td>
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</tr>
</tbody>
</table>

### Students

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>14</td>
<td>6</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Primary</td>
<td>37</td>
<td>35</td>
<td>72</td>
<td>86</td>
</tr>
<tr>
<td>Secondary</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>24</td>
</tr>
<tr>
<td>School Total</td>
<td>45</td>
<td>40</td>
<td>85</td>
<td>110</td>
</tr>
</tbody>
</table>

### Staff (FTE)

<table>
<thead>
<tr>
<th></th>
<th>Teachers Primary</th>
<th>Secondary</th>
<th>Aides</th>
<th>Preschool</th>
<th>Admin</th>
<th>Grounds/ Maint</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>2.6</td>
<td>0.2</td>
<td>1</td>
<td>3</td>
<td>0.8</td>
<td>0.5</td>
<td>4.1</td>
</tr>
<tr>
<td>Secondary</td>
<td>2.6</td>
<td>1.4</td>
<td>1</td>
<td>3</td>
<td>1.2</td>
<td>3</td>
<td>9.2</td>
</tr>
<tr>
<td>Total</td>
<td>5.2</td>
<td>1.6</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>5.5</td>
<td>13.3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Male FTE</th>
<th>Female FTE</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>5.2</td>
<td>1.6</td>
<td>6.8</td>
</tr>
<tr>
<td>Aides</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Admin</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Grounds/Maint</td>
<td>0.5</td>
<td>0.5</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>8.3</td>
<td>5.6</td>
<td>13.9</td>
</tr>
</tbody>
</table>

### Student Teacher ratio

- Primary: 13.8
- Secondary: 8.1
- Total: 12.5

### Student/Admin&Grounds staff ratio

- 52.5

### Student sickness & injuries

#### Level 1 & 2 injuries

<table>
<thead>
<tr>
<th>Level</th>
<th>Injuries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Minor injuries - no discernable trauma</td>
</tr>
<tr>
<td>2</td>
<td>Minor cuts or bruising - simple first aid required</td>
</tr>
<tr>
<td>3</td>
<td>Medical attention required</td>
</tr>
<tr>
<td>4</td>
<td>Serious injury - hospitalisation required</td>
</tr>
</tbody>
</table>

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

5 Level 3 injuries over the year, none requiring significant treatment.

### OHS issues & Incidents - Details

Nil
Financial Indicators 2013

Income

- Preschool
- Federal
- State
- Other
- Capital

Expense

- Tuition Costs
- Staff Costs
- Admin Costs
- Property Costs
- Finance Costs
- Preschool Costs
- Capital Costs

P & L Table

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Budget</th>
<th>Diff</th>
<th></th>
<th>Actual</th>
<th>Budget</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Fees</td>
<td>$392,228</td>
<td>$388,536</td>
<td>$3,692</td>
<td>1%</td>
<td>$157,198</td>
<td>$159,300</td>
<td>$2,102</td>
</tr>
<tr>
<td>State Funding</td>
<td>$197,287</td>
<td>$196,000</td>
<td>$1,287</td>
<td>0.7%</td>
<td>$908,512</td>
<td>$876,833</td>
<td>($31,679)</td>
</tr>
<tr>
<td>Federal Funding</td>
<td>$608,187</td>
<td>$603,651</td>
<td>$4,536</td>
<td>0.8%</td>
<td>$79,235</td>
<td>$70,000</td>
<td>($9,235)</td>
</tr>
<tr>
<td>Preschool Fees</td>
<td>$53,169</td>
<td>$54,000</td>
<td>($831)</td>
<td>-1.5%</td>
<td>$23,415</td>
<td>$23,130</td>
<td>($285)</td>
</tr>
<tr>
<td>Preschool Funding</td>
<td>$17,987</td>
<td>$19,100</td>
<td>($1,114)</td>
<td>-5.8%</td>
<td>$3,038</td>
<td>$3,000</td>
<td>($38)</td>
</tr>
<tr>
<td>Capital Income</td>
<td>$54,818</td>
<td>$52,856</td>
<td>$2,962</td>
<td>5.7%</td>
<td>$2,622</td>
<td>$3,000</td>
<td>$378</td>
</tr>
<tr>
<td>Other Income</td>
<td>$19,321</td>
<td>$15,600</td>
<td>$3,721</td>
<td>23.9%</td>
<td>$40,021</td>
<td>$45,000</td>
<td>$4,979</td>
</tr>
<tr>
<td>Total Income</td>
<td>1,342,996</td>
<td>1,329,743</td>
<td>13,254</td>
<td>1%</td>
<td>$1,397,936</td>
<td>$1,359,239</td>
<td>($38,697)</td>
</tr>
</tbody>
</table>

Balance Sheet

| Bank balance (Savings) | $163 | $163 | $61.3% | Max 70% |
| Bank balance (Recurrent) | ($106,263) | ($5,304) | Loan outstanding | 331,599 | Original amount | 450,000 |
| Owed by Debtors | $43,508 | $67,333 | Interest pd this year | 31,569 |
| Current Assets | ($62,455) | $62,329 | loan pmts/income | 2.4% | Max 10% |
| Total assets | $2,744,171 | $2,886,281 | Loan/student | 3,901 | Max 4,500 |
| Owed to Creditors | $29,044 | $20,907 | Bad debt/tot fees | 0.0% | Max 5% |
| Other current liabilities | $76,869 | $85,064 | Staff costs/Rec Income | 82.4% | Max 75% |
| Total Liabilities | $544,329 | $546,866 | Curr. Assets/Curr. Liab. | -59.0% | Min 100% |
| Equity | $2,199,843 | $2,321,415 | surplus/income | -2.2% | min 3% |
| Interest Cover | -154.9% | Min 200% |

Cash Flow

<table>
<thead>
<tr>
<th>Month</th>
<th>Cash at bank</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>170,104</td>
<td>162,557</td>
</tr>
<tr>
<td>Feb</td>
<td>146,145</td>
<td>139,916</td>
</tr>
<tr>
<td>Mar</td>
<td>54,554</td>
<td>54,337</td>
</tr>
<tr>
<td>Apr</td>
<td>5,684</td>
<td>-5,646</td>
</tr>
<tr>
<td>May</td>
<td>2,036</td>
<td>8,355</td>
</tr>
<tr>
<td>Jun</td>
<td>-38,226</td>
<td>58,957</td>
</tr>
<tr>
<td>Jul</td>
<td>57,600</td>
<td>38,483</td>
</tr>
<tr>
<td>Aug</td>
<td>25,392</td>
<td>-1,771</td>
</tr>
<tr>
<td>Sep</td>
<td>36,672</td>
<td>40,686</td>
</tr>
<tr>
<td>Oct</td>
<td>4,068</td>
<td>-66,508</td>
</tr>
<tr>
<td>Nov</td>
<td>17,165</td>
<td>23,199</td>
</tr>
<tr>
<td>Dec</td>
<td>5,718</td>
<td>61,562</td>
</tr>
</tbody>
</table>

Fees Outstanding

<table>
<thead>
<tr>
<th>Owing last term</th>
<th>November</th>
<th>October</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to...</td>
<td>15,010</td>
<td>16,592</td>
</tr>
<tr>
<td>Last term</td>
<td>17,165</td>
<td>23,199</td>
</tr>
<tr>
<td>&gt;1 term arrears</td>
<td>17,165</td>
<td>23,199</td>
</tr>
</tbody>
</table>
NAPLAN 2013

A series of charts showing NAPLAN results for classes 3, 5 and 7, from the tests of May 2013.
National Assessment Program - Literacy and Numeracy Tests 2013

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%

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%

A: Absent The National Minimum Standards percentages do not include absent students

THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Online tutorial assistance for reports can be accessed at http://usingassessmentdata.vcaa.vic.edu.au/naplan/index.aspx
National Assessment Program - Literacy and Numeracy Tests 2013

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: 33%
Students AT the National minimum Standard: 67%
Students BELOW the National minimum Standard: 0%

Students ABOVE the National minimum Standard: 67%
Students AT the National minimum Standard: 33%
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%

Students ABOVE the National minimum Standard: 67%
Students AT the National minimum Standard: 33%
Students BELOW the National minimum Standard: 0%

Absence: The National Minimum Standards percentages do not include absent students

THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE

Online tutorial assistance for reports can be accessed at http://usingassessmentdata.vcaa.vic.edu.au/naplan/index.aspx
National Assessment Program - Literacy and Numeracy Tests 2013

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: 75%
Students AT the National minimum Standard: 25%
Students BELOW the National minimum Standard: 0%

Students ABOVE the National minimum Standard: 50%
Students AT the National minimum Standard: 50%
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: 75%
Students AT the National minimum Standard: 25%
Students BELOW the National minimum Standard: 0%

A: Absent

The National Minimum Standards percentages do not include absent students

THIS REPORT USES THE NATIONAL ASSESSMENT PROGRAM SCALE
SCHOOL AND EARLY CHILDHOOD
SURVEYS 2013

A series of charts showing a summary of survey results supplied by LEAD through Independent Schools Victoria. Surveys were done in term III and IV 2013.

“The L E A D Report is primarily designed to provide schools with an effective assessment of their performance in the key elements of effective schooling and to help schools improve their overall effectiveness and student outcomes. It also provides schools with a useful reporting tool.

The L E A D Report is informed by literature and research into effective schools and draws on both objective and subjective (perceptual) data. The L E A D Report has its roots in the Harvard Business School ‘balanced scorecard’ approach, where traditional measures of performance are supplemented by a range of stakeholder responses.

The L E A D Report brings together all data sets from the Parent, Student, Staff, and Governance Satisfaction Surveys into one report. It provides feedback about performance from each of the key stakeholder groups, and aligns these perceptions with real performance data, student attendance and financial data, collated from reliable sources.

This report provides those responsible for school performance with a helicopter view of the complete data set, from the perspectives of all stakeholder groups. Each element of the report is underpinned by a richer data set that can be used for additional analyses.”
Overall school performance for Mansfield Rudolf Steiner School & Kindergarten in 2013 is summarised in Chart 1.

The subjective indicators report Mansfield Rudolf Steiner School & Kindergarten’s overall performance from the perspectives of four key stakeholders: Parents, Students, Teachers and School Leaders (i.e. staff in positions of responsibility or leadership).

The objective indicator here is ‘Academic Achievement’. Where data are available, the school’s score for ‘Academic Achievement’ is an objective measure drawn from NAPLAN results for the school. (A more detailed review of ‘Academic Achievement’ is provided in Chart 1a).

**ACADEMIC ACHIEVEMENT**

Chart 1a shows Mansfield Rudolf Steiner School & Kindergarten’s ‘Academic Achievement’ from the perspectives of the Parents, Students, Teachers and School Leaders (the subjective indicators).

- Parents are asked questions assessing whether the school encourages students to be responsible for their own learning; how well the school teaches basic skills; how motivated students are to learn; the development of thinking and reasoning skills; and how challenged students are in their studies.

- Students are asked questions about how challenged they are; their confidence in basic skills; how well the school encourages them to be responsible for their learning; how motivated they are; whether they are encouraged to develop thinking and reasoning skills and to try their best.

- Teachers and School Leaders are asked the same questions as the parents and students. In addition, they are also asked whether staff are dedicated to improving student learning outcomes; whether they give students a variety of ways to show how well they have learned (for example portfolios, projects, presentations, tests); and whether they use the results of tests and other assessments to adjust instruction to individual students.

The objective indicators are the school’s NAPLAN results, as shown in 1a Academic Achievement in chart above.
Chart 2 presents scores for the key indicators of overall school effectiveness. These indicators have been drawn from the academic literature relating to school effectiveness and school improvement. The literature reports these to be the most important.

This overview chart combines all the findings from the Parent, Student, Staff and Governance Satisfaction Surveys as well as data from the Financial Questionnaire.

Chart 2a reports perceptions of Mansfield Rudolf Steiner School & Kindergarten’s Teacher Quality, drawn from the perspectives of all key stakeholders: Parents, Students, Teachers and School Leaders. These perceptions are drawn from Independent Schools Victoria’s 2013 stakeholder surveys.

The ‘School’ indicator of Teacher Quality combines five objective measures. These are teacher experience; teacher absentee rates; teacher turnover rates; proportion of teachers with higher responsibilities; and proportion of teachers with Masters’ degrees or higher.

The ‘Start Salaries’ indicator compares teacher starting salary with the average of the Independent Schools Victoria 2013 Salary and Conditions of Employment Survey. This indicator has been included for information purposes only. It is not part of the combined score for the teacher quality indicator reported in Chart 2.
**FINANCIAL WELL-BEING**

The calculation of ‘Financial Well-being’ now includes ‘Total Recurrent Income per Student’; ‘Total Income/Debt (at end of year)’ as well as ‘Total Recurrent Expenses per Student’; the school’s ‘Current Ratio’ (Current Assets / Current Liabilities) and a ‘Surplus/Deficit Ratio’ (Recurrent Income / Recurrent Expenses) to provide a broader picture of Mansfield Rudolf Steiner School & Kindergarten’s financial well-being relative to other Victorian Independent schools. All data were derived from the 2013 Financial Questionnaires (FQs) of Victorian Independent Schools.

- The greater the total school income (from all private and public sources), the greater the educational resources that can be devoted to each student.
- The greater the total school income relative to total school debt, the greater the ability of the school to meet its financial obligations.
- The lower the spending relative to income, the greater the ability of the school to meet its financial obligations. The surplus to deficit ratio for the sector in 2013 was 0.98 (averaged to 100). The chart indicates to what extent your school is in surplus, or deficit, relative to the sector).
- A Current Ratio of close to or less than one means that a school is in danger of being ‘cash-flow insolvent’ - unable to meet its debts as and when they fall due. In 2013, the Current Ratio for Victorian Independent Schools was 0.70 (averaged to 100). This is a reflection of the fact that the financial data is collected from DoE as at 31 December. If Mansfield Rudolf Steiner School & Kindergarten’s ‘Current Ratio’ falls below that of the Sector, then it is more cash flow insolvent than the sector.
- Summary charts of the data used to calculate Mansfield Rudolf Steiner School & Kindergarten’s total recurrent income and expenses per capita are shown in Appendix C.
- This Chart is supplemented with the SES score of participating schools. SES is a measure of the relative socio-economic status of Mansfield Rudolf Steiner School & Kindergarten’s community and thus provides an indicator of the financial capacity of your community. It is compared against the SES scores of Independent Schools Victoria’s Member Schools.
- The Sinking Fund indicator (which showed how much a school would need to set aside in 2013 in order to ultimately replace its building stock) was removed in 2013, because the results were not very useful for schools.
MORALE

Chart 2f reports perceptions of Mansfield Rudolf Steiner School & Kindergarten’s ‘Morale’ from the perspectives of the stakeholder groups in 2013.

- Parents are asked questions about teacher enthusiasm; how happy their children are; whether the learning environment is excellent; and whether students look forward to their next year at school.
- Students are asked questions such as how students help each other to learn; whether they feel a part of the school; how fairly they are treated; and how happy they are at school.
- Teachers and School Leaders are asked the similar questions to parents and students, in addition to whether the school acknowledges students’ achievements appropriately; if there is a real sense of pride at the school; how well students get on well with each other; whether the longer-serving members of staff still seem fresh and enthused about working at the school; whether students respect the staff; if the school is well run; and whether staff morale is high.

COMMUNITY INVOLVEMENT

Chart 2h reports the stakeholder groups’ perceptions of Mansfield Rudolf Steiner School & Kindergarten’s ‘Parent and Community Involvement’ and the communication between parents and the school.

- Parents are asked questions such as whether there are excellent opportunities for contact with teachers at this school; whether teachers provide useful and relevant information at parent / teacher interviews; how approachable staff members are when parents want to talk about their children; and whether they feel welcome to visit the school. Parents are also asked how well informed they are about the learning programs and academic performance of their child relative to others; whether the school uses a broad range of communications to keep parents informed; and whether they are encouraged to be involved in a variety of ways at school.
- Students are asked whether the school encourages participation in community activities as well as plenty of opportunities for all students to participate in co-curricular activities.
- Teachers and School Leaders are asked whether there are adequate opportunities for staff contact with parents; how well informed parents are kept about the learning programs undertaken by students; whether parents are encouraged to be involved in a variety of ways; the openness of the communication between staff and parents; whether staff respond to parents’ concerns or queries in a timely manner; whether the school helps students to develop a commitment to improving others’ social circumstances; and if it encourages participation in community service.
Health and Safety

The final chart in the ‘Domains of School Effectiveness’ section, Chart 2j, reports the perceptions of stakeholder groups of Mansfield Rudolf Steiner School & Kindergarten’s ‘Health and Safety’.

- Parents are asked questions about whether the school is a safe place to learn; the behaviour and discipline of students; whether bullying is a concern; how fairly students are treated; responsiveness when problems occur; drug awareness and prevention education; and whether racism poses a problem.

- Students are asked if they receive care and support outside the classroom; whether bullying and racism pose a problem; and whether the school is a safe place in which to learn.

- Teachers and School Leaders are asked similar questions to the parents and students. In addition, they are asked questions such as whether bullying and discipline is dealt with according to best practice; whether the school has a clearly articulated cybersafety policy; if the school educates students about the safe and responsible use of information and communication technologies; if the school effectively educates students against racism; whether staff take prompt action when problems occur; and if the school clearly communicates its expectations for student behaviour.

In addition, it reports two objective indicators:

- ‘Teacher Attendance’ which measures the relative attendance record of Mansfield Rudolf Steiner School & Kindergarten’s teachers, as provided by the school.

- ‘Student Attendance’ which measures the relative attendance record of Mansfield Rudolf Steiner School & Kindergarten’s students as reported to DEEWR in May each year.

Parents’ Perceptions of Overall School Effectiveness

Chart 3a presents detailed perceptions of school quality for each of the L E A D domains of school effectiveness from the perspective of the parents. The results were derived from the Independent Schools Victoria Parent Satisfaction Survey.
STUDENTS’ PERCEPTIONS OF OVERALL SCHOOL EFFECTIVENESS

Chart 3b presents detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspective of the students. The results were derived from the Independent Schools Victoria Student Satisfaction Survey.

TEACHERS’ PERCEPTIONS OF OVERALL SCHOOL EFFECTIVENESS

Chart 3d presents detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspectives of the 2013 teaching staff. The results were derived from the 2013 Independent Schools Victoria Staff Satisfaction Survey.
SCHOOL LEADERS’ PERCEPTIONS OF OVERALL SCHOOL EFFECTIVENESS

Chart 3e presents detailed perceptions of school quality for each of the LEAD domains of school effectiveness from the perspectives of staff in positions of responsibility or leadership. The results were derived from the 2013 Independent Schools Victoria Staff Satisfaction Survey.

TEACHERS’ PERCEPTIONS OF MANSFIELD RUDOLF STEINER SCHOOL & KINDERGARTEN AS A WORKPLACE

Chart 3f presents an overview of how teaching staff perceive the working environment at Mansfield Rudolf Steiner School & Kindergarten. The results were derived from the 2013 Independent Schools Victoria Staff Satisfaction Survey, and are not included in the LEAD domains of school effectiveness. The questions for each of these five domains are taken directly from the Staff Satisfaction Survey. The domains were determined by psychometric analysis.
ANNUAL GENERAL MEETING
19th May 2014, 7:00PM, School Library
91 Highett St, Mansfield