ANNUAL REPORT

MANSFIELD RUDOLF STEINER SCHOOL & KINDERGARTEN INCORPORATED

Financial Year 2015
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OUR SCHOOL

Our School

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 programs 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.

- Honouring 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.

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.

We receive funding from both the Federal and State Governments.
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 (e.g. 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 program 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 lessons demanding 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.
President’s Report

2015 saw a significant growth in enrolments in the lower end of the school. In addressing the schools’ Strategic Plan this growth was the catalyst for our work in developing a financial model to move to single streaming in 2016 for Classes 1 to 4.

Making this momentous decision created an enormous amount of work for the Principal, Business Manager, Administration team and various mandate groups to ensure adequate staffing, classroom space and resources would be in place for a smooth start to the 2016 school year.

The Project Steering committee secured BGA funding and have worked tirelessly throughout the year with Maya & Moss in developing the schools new Masterplan. The masterplan provided a platform for the application to the BGA to fund the next building phase of the school. It soon became clear with our growing enrolments, expanding staff, need for new facilities and the increase in compliance and reporting, that the team at the heart of carrying out this work was also needing support to accommodate the changes and challenges they were experiencing in supporting a growing school. The GC commissioned a Structural and Role Review of the operational area of the school. fmconsult was appointed to carry out the review and the report was received outlining recommendations to adopt industry best practice structures, reporting lines and procedures. The new Mansfield Steiner School organisational structure was accepted at GC and the recommendations associated with this structure will continue to be rolled out over 2016.

The formal appointment process of our first ever Principal was completed over December 2015 to commence 2016 and it was with great pleasure that we announced the appointment of Fran Cummins at the end of Term 4. Her patience, hard work and collaboration has set the tone for a strong working relationship with the GC.

I commend the Marketing Mandate Group for its work in rebranding our school as Mansfield Steiner School and the beautiful logo which is starting to appear and define our school in this next part of the journey.

P&F have had another wonderful year of connecting our current school community with both past members and the local community and at the same time raising much needed funds which support the school to purchase items outside of budget that enhance the curriculum.

In 2016 the GC will turn its attention to Year 9 and beyond. We are eagerly awaiting news from the BGA regarding our application for building funding. We will revisit the Strategic Plan to ensure it is a working document with achievable milestones and continue to address the recommendations outlined in fmconsult’s review.

I would like to thank each and every single one of the GC members who have given endless hours of their time over 2015 in supporting this school to realise its strategic plan, for their commitment to working through difficult decisions and for remaining in a space of upholding the vision and mission of the school at all times. I would particularly like to thank the outgoing members for their contributions and commitment over the year and to welcome the new members to the committee.

I would like to acknowledge and thank the wonderful staff who work at our school and continue to deliver an exceptional education and to thank the administration and operation staff whose work supports them to do so.

Most importantly I would like to take the opportunity to thank all the school parents for their wholehearted involvement and support as the strength of this community remains the core of our vibrant school.

Sarah Lieber
President, Governance Committee
Treasurer’s Report

It is my pleasure to present the Treasurer’s Report for the 2015 financial year. The audited financial statements are available to members.

It has been another good year for the school financially. The school’s total revenue increased from $1.55M in 2014 to $1.8M in 2015. This was due to record enrolments, which generated the increased fees and extra government funding.

Our total expenses also increased in 2015 to $1.73M from $1.45M in 2014. This was due again to the increased enrolments. Larger classes necessitated increased teacher aide time to maintain the school’s lower student/teacher ratio there were also other “once off” expenses.

Overall the result was a surplus of $80,000, down from $98,000 in the previous year.

The school was also able to apply and receive grant money of $18,000 to fund a new building Master Plan. This work will guide the school with it future building development.

Whilst revenue and expenses definitely allow an opinion to be formed on the school’s financial performance, it is through analysis of the balance sheet that a view of the overall financial health and viability can be obtained.

The school has managed to record a cash surplus for the second year in a row. This is the first time in many years. Having cash available creates financial sustainability and allows many more options for future planning and strategic direction.

Our current ratio, which measures the ability of the school to meet its short term financial obligations has gone from a minus in 2013 to about 1 (when reporting leave provisions as non-current as per 2015). Anything less than 1 means the school can be assessed as being technically cash flow insolvent. I say “technically” because year end is the lowest point of the cash flow cycle for schools. Cash inflow from government funding and fee income are only a couple of weeks away at this point, and both totally change the ratios when received.

For the school to have a current ratio of 1 at year end (possibly the first time ever), gives indications of its financial stability. Our debt to equity ratio has continued to decrease with 2015 showing a figure of 0.197. This benchmarks favourably again when compared to other similar schools. Other long term solvency ratios remain sound.

So what does this mean? As I mentioned earlier with financial health and stability it allows for future planning and changes in strategic direction. This has materialized in our school in the form of single streaming for 2016 and intention of future high school classes beginning with Class 9 in 2018. Equally as ambitious is the building program (which hopefully begins in 2017) to house the new classes, students and teachers.

2015 was a good year financially for the school. It was great to see a plan come to fruition due to the hard work of all our school community.

With continued growth, dedication and strong finances, 2016 is shaping up to be an exciting year. It will in many ways shape the next 30 years of our fantastic school.

Tony Hausknecht
Treasurer
Principal’s Report

2015 was a year of steady growth in enrolments. It was also a year of change. Matt Reynolds was on a year’s leave; teaching Class 6 at Cape Byron Steiner School. My role as Principal was extended, my week was 3 days teaching Class 5 and 6, and 2 days in a role as a Principal with a designated office space allowing more privacy for holding meetings. Jen O’Donnell took over Matt’s role as Deputy Principal. The School Leadership Team of the Principal, Deputy and Business Manager met weekly at 8 am on a Monday morning.

NEW STAFF:
- Clare Bennetts was employed to take over Matt’s Class 3 and 4 on a 12-month contract. Clare was a former student of Maindample Steiner School.
- Maria Lieberth joined the music faculty (.2) to teach singing to all classes throughout the school.
- Paul Britton was employed as an assistant in the Morning Star Room, assisting Taryn with the Kindergarten Programme, but it became evident through the year that Paul’s experience working with students with ASD was needed in the school to assist in Class 3 and 4.
- Vanessa Bragg took over Paul’s assistant role in Morning Star.
- Linda Sampson taught Class 5 and 6 2 days per week while I was in the Principal role.

It was decided due to large Class sizes and with the number of students requiring extra support to increase assistance time in the classroom. Paul Britton’s was increased to full time and Kaz Wilson also spent more time in Class 3 and 4 supporting individual students.

OTHER STAFF:
- Morning Star: Taryn Baker. Assistant Vanessa Bragg
- Prep: Ariel Stava Assistant Ishe Boge
- Class 1 and 2: Lou Pullar Assistants: Paul Britton Maureen McKay
- Class 3 and 4: Clare Bennetts Assistants: Paul Britton Kaz Wilson
- Class 5 and 6: Fran Cummins .6 Linda Sampson .4
- Class 7 and 8: Sandy Mackinnon
- Literacy/Numeracy: Peter Berenyi .3
- Library: Peter Berenyi .3 Assistant: Kaz Wilson
- Science: Richard Smith
- French: Jen O’Donnell
- Music: Jen O’Donnell, Howard Chaston and Maria Lieberth
- Craft/Costumes: Maureen McKay
- Woodwork: Rob Allan
- Cooking Coordinator: Janine Oborne
- Gardening Coordinator: Pat Dowling

None of our staff have indicated they are of Aboriginal or Torres Strait Islander background.

A number of staff were on 12 months leave:
- Matt Reynolds
- Charlotte Reynolds
- Bec McMillan
EARLY CHILDHOOD:
Taryn assisted by Vanessa Bragg ran the Morning Star Kindergarten Programme (18 hours) for 3 terms. When Taryn went on maternity leave in the end of term 3, Vanessa, assisted by Ishe Boge, joined the Rosa Mundi Prep group for a revised programme.

The playgroup, facilitated by Jane Nealon, continued to be very popular with young families and was extended to 2 mornings per week.

PROFESSIONAL DEVELOPMENT
Four Class teachers and Jen, as Language teacher attended the Glenaeon Intensives in January. It is always a valuable experience, as Steiner teachers from all over Australia share knowledge and gain new insights into Steiner teaching and the curriculum. It was also a great planning and bonding opportunity, and we were well prepared for the school year.

Many teachers also attended the SEA Teachers conference at Cape Byron in July.

Every staff member underwent an appraisal in the first half of the year. There were 3 parts to the appraisal, self-reflection, classroom observation and an interview. It was during the interview that areas where more professional development or classroom support was identified. Teachers availed themselves of various courses offered by ISV: On numeracy, dyslexia etc. A specialist teacher visited the school from Mansfield Autism State-wide Services (MASS) and addressed the whole staff on working with student with ASD. She also spent a day working with the classroom assistants. Sandy and Linda attended a literacy workshop, The Big Write hosted by Mansfield Primary School. Sandy also attended a workshop in Benalla on Adolescent Health and Sexuality. I attended a 2-day workshop on Restorative Practices. I also attended the Steiner Education Delegates meetings in March in Bellingen and in August in Noosa. All teaching staff (and most other staff) have up to date qualifications in First Aid and Anaphylaxis training.

Greg Noakes Steiner Maths Specialist ran a PD day on the first day of Term 3. He also spoke to parents in the evening.

Mansfield Steiner School hosted the annual Victorian Steiner Schools curriculum day on Friday August 28th. Over 150 teachers listened to keynote speaker Tracy Sayn Wittgenstein Piraccini who spoke on the topic Contemporary Steiner Education. Andrew Hill Principal of Glenaeon also addressed the teachers and hosted a Parent information night on the Human Story. All participants attended 2 workshops on subjects related to Steiner Education. It was a great occasion to present our School to other Victorian Steiner Schools.

We also had four students on teaching practicum from various universities around Australia. Hosting students is a great opportunity for students to understand more about Steiner Education, and for the school to recognise potential teachers. Michael Brittain was one of these students.

FESTIVALS, CAMPS AND OUTDOOR ACTIVITIES:
Rhythm and reverence for nature is reinforced through the seasonal festivals, and four very successful festivals marked the seasons: The Autumn Bonfire, The Winter Spiral, The Spring Games and the Christmas festival closes the school year.

Camps and excursions continue to offer a vital extension to our curriculum, with every class enjoying a camp and several day excursions throughout the year. The Prep children began visiting Bindaree on a regular basis
entertaining the residents with songs and activities from their morning circle. Class 1 and 2 had many walking outings around the town. Class 3 and 4 had two farming camps; an overnight camp to Clare’s parent’s farm in Barjarg and a 4-day camp to Merrigum in the Goulburn Valley. Class 5 and 6 went on a horse-riding camp to Buttercup in Merrijig and a Surf Camp to Phillip Island at the end of the year. Class 7 and 8 journeyed to Central Australia for a 10-day camp with Remote Tours.

All classes from Prep to 8 were involved in the Ski Program at Mt Stirling and the older classes had a day at Mt Buller. The school again hosted the Mansfield combined Primary schools’ cross country event at the Botanic Gardens. Some of the Year 8 competed at Broadford in the Secondary schools’ event, we joined the SSSV as an associate member and Class 7 and 8 will be eligible to compete in zone events in 2016.

MUSIC:
Our very dedicated music faculty ensured that our music program continued to maintain a very high standard, with every student from Class 3 to 8 showcasing their skills at the Solo Concerts mid-year held over several nights and the End of Year concert where students perform in ensemble groups.

Some students elected to undertake the AMEB exams which were held at the school. Howard and Jen also worked hard with their early morning Strings Orchestra. They performed at many public performances, as well as a memorable flash mob performance. They were invited to perform at the Delatite Winery and Tin Shed Harvest festival.

Little Yarra and Willunga Steiner School also visited the school allowing for a sharing of skills, tunes and talents.

COOKING AND GARDENING:
Our grounds and gardens are outstanding, under the careful nurturing of Pat Dowling and some volunteer parents, the amount of vegetables the school produces continues to expand each year. The Class 3 to 6 students have enjoyed the Gardening sessions with Pat and Iris, the satisfaction of seeing the fruits of their labours is encouraging a love of gardening. Janine has worked well with Pat, planning the planting and seasonal menu. The whole school appreciates the weekly nutritious and tasty meals produced in the kitchen. The Package Free Week occurred each term. Janine, a team of parents and class groups worked hard to supply every meal for every student and staff member for the entire week. The students also learnt a lot about sharing and table manners, as each PFW concluded with a whole school sit down lunch.

NAPLAN:
Many parents chose to withdraw their children from the Naplan test, so the small number of students’ results do not give an accurate picture of students’ progress in Class 3 and 5. Only one child sat all sections of the test in Class 3 and Class 5, five students sat all sections of Naplan in Class 7, with such a small sample of students it is hard to compare school against the State and National results. There was quite a range of abilities in Class 7.

The five-year trend Data report shows our results in Class 7 have remained consistent with the national and State average in Grammar, Punctuation and Numeracy, well above in Reading and slightly under performing in Spelling.

Peter Berenyi continued to diagnostically test every student from Class 3 to 8 in Literacy (Neale Analysis, South Australian Spelling Test) and Numeracy (Progressive Achievement Test). He identifies students who require additional support and works with them. He also gives feedback and suggestions for teaching individuals and the whole class in areas that may need attention. Overall reading is generally of a high standard throughout the school, spelling and writing require continual vigilance.
A summary of results appears later in this report, also including 5 year trend data for year 7. You can get more details at the MySchool website.

PLAYS:
All classes performed a play relating to a Main Lesson theme. Each class presented their play to the school during the day and parents in the evening. Class 7 and 8 performed a play written by their teacher Sandy Mackinnon.

PARENT/TEACHER
All classes had 2 information nights for parents in Term 1 and 3, a mid-year report and formal parent/teachers interviews in June and a comprehensive end of year report. Communication between teachers and parents is continually encouraged to discuss anything which may impede learning.

LOOKING AHEAD
The composite class system which had been in place in the school for 20 years was not allowing for growth in the younger classes. The classes were large and proving challenging, In May it was decided after much discussion with Governance, and looking at the finances of the school to single stream the classes from Prep to Class 4 in 2016. This meant employing extra teachers and finding classrooms for the extra classes.

Matt Reynolds submitted his resignation in order to continue teaching at Cape Byron.

Taryn took maternity leave and was replaced for the last by Vanessa Bragg. Vanessa was on a 12-month contract. She moved interstate with her family. Charlotte Reynolds resigned from her position as EC assistant.

Advertisements were placed on the SEA website: We interviewed many teachers and decided to employ Glenn Hood for Class 1, Clare Bennetts Class 3, Jacinta Class 4 and Michael Brittain for Class 5 and 6 and Linda Sampson. Sandy Mackinnon, also resigned after being offered a position at Timbertop. We also farewelled Maria Lieberth and Rob Allan.

We had no response for the Early Childhood Teacher maternity leave replacement, so Paul Britton has agreed to undertake a Diploma in Early Childhood and Jane Nealon offered to complete her Certificate III In Early Childhood in order to run an unfunded multi aged Morning Star Programme in 2016.

The end of the year was a busy time rearranging teaching spaces to accommodate the classes for the next year. 2015 was all about preparing the school the school for an exciting and robust future.

Frances Cummins
Principal
Parents & Friends Report

I was lucky enough to attend Steiner Education Australia’s (SEA) Governance Leadership Annual Meeting (GLAM) at Shearwater – Mullumbimby. SEA members come together each year from all over Australia to share ideas, learn techniques, develop relationships and find inspiration. This proved to be a great opportunity to develop a greater understanding of what it is to be a Steiner School and what opportunities our children are blessed with by attending Mansfield Steiner School. Each school is different, but part of a wonderful family that is bound together by Dr Rudolf Steiner’s philosophy, and nurtured by SEA.

GLAM highlighted to me the amazing opportunity that, parents have in our children’s journey to become lifelong learners. Through forging strong relationship between school, child and home, we have a unique opportunity to help develop a whole child, one that can face the uncertainties of the future with the ability to mould their own future and harness their inner strength to create a better world.

We are so blessed here in Mansfield to have passionate parents, who have a great love and understanding of our school. They create many opportunities to extend the school past the school gates. P&F held events that proved to be both fun and profitable:

- Story Telling Workshop
- Apron themed WAM
- Slack line installation
- Easter Raffle
- Craft Group
- Croissants
- Ski Gear buy swap and sell
- Open Day

In 2015 P&F purchased an oven and dishwasher for the school kitchen, these purchases not only help the cooking program, but makes the Hall a viable choice for people in our region to hire out – therefore creating more revenue for the school.

2016 is looking to be an incredibly exciting year. P&F has purchased a new Table Tennis Table for the year 7/8’s and are looking at purchasing a modular stage for our performances. Parents have thrown their support behind single streaming and are looking forward to the school growing.

Rebecca O’Gorman
Committee member responsible for Parents & Friends
2015 continued the necessary rebuilding after the difficulties of 2013. School Leadership continued to improve the culture of collaboration and staff support and development, management, leadership and governance that had been started in the second half of 2013.

The staff is a much more cohesive team, ready for the expansions which are planned for the next few years.

Again enrolments have increased, with 2015 census being 104, the first time we have had more than 100 students. The greatest increase was in the earlier years, creating larger classes than we would normally have. This led to the decision to split these classes for 2016, so single streaming classes 1 to 4.

Intentions were also set to investigate the possibility of extending to Class 9 by 2018. This lead further to a new masterplan, funded by the Federal government, showing a possible progression to Year 12 in the middle of the next decade. Plans were developed to apply for a funding grant to build new classrooms in 2017. There is a lot that will have to fall into place over 2016 for these plans to be realised, in particular continued growth in enrolments, but it is an exciting possibility.

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.

SATISFACTION SURVEYS

Surveys for Staff and parents for 2015 were conducted in December 2015. Excerpts from the document appear in the last section of this report.

ATTENDANCE

One measure of commitment by our staff is the very low level of absenteeism. Average attendance for staff in 2015 was 98.3%. The following graph on the shows details over the year.

Student attendance is also good with an average of 96.3% compared with 96.8% last year. The chart also shows student attendance over the year.
STAFFING

Between end 2014 and end 2015 our total number of teachers increased by two. Fran also increased her time acting as Principal from one day to two. There was an extra aide employed, due to the need for classroom help with high needs students. We employed Megan Dunn as part time receptionist/admin assistant mid-way through the year and our Gardener, Pat Dowling increased his time fraction.

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<td>CHASTON, Howard</td>
<td>Bachelor of Arts; Bachelor of Music (performance violin) VCA</td>
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<tr>
<td>CUMMINS, Frances</td>
<td>Bachelor Of Education, Diploma Of Teaching (Primary), Grad Dip (Special Ed), Grad Dip Business, Bothmer Gym training</td>
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<tr>
<td>PULLAR, Louise</td>
<td>Bachelor of Business Management, Graduate Diploma in Teaching and Learning</td>
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<tr>
<td>MACKINNON, Sandy</td>
<td>Bachelor of Arts, Dip Ed</td>
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<td>STAVA, Ariel</td>
<td>Bachelor of Arts, Bachelor of Teaching</td>
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<td>O’DONELL, Jennifer</td>
<td>Bachelor of Arts; Bachelor of Music; Diploma of Education</td>
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<td>BAKER, Taryn</td>
<td>Bachelor of Teaching (Early Childhood)</td>
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<td>SMITH, Richard</td>
<td>Bachelor of Science (hons); Diploma of Education; PhD (Chemistry)</td>
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<td>BERENYI, Peter</td>
<td>Teachers Certificate, Teachers Certificate (Specialist), Bothmer Gym training, Extra lesson</td>
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<td>BENNETTS, Claire</td>
<td>Bachelor Ag Science, Grad Diploma of Education</td>
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<td>SAMPSON, Linda</td>
<td>Bachelor of Education, Diploma of languages-Indonesian</td>
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The concerted efforts of many people, Staff, School Leadership, Governance Committee, parents and other Community members have all go into the building up of our school. At the end of 2015 we seem to be at the start of a new phase in its development. There will be new changes and challenges over the next few years. The lessons we have learned and the strength of our people will see this phase reach positively into the future.
The following pages are:

1. A graphical representation of NAPLAN results for the school. The first page shows our 2015 results (the black dots) within the state and national averages. Note we only had one student sitting the test in class 5, and the numbers in class 3 varied from test to test. The second and third pages show year 7 results over the past 5 years. If you want more test results they can be accessed via the My School website http://www.myschool.edu.au/

2. Survey results from the parent surveys carried out in November/December 2015.

Richard Merton
Business Manager
Financial Indicators

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<td>6.8%</td>
<td>$1,149,368</td>
<td>$1,130,313</td>
<td>-($9,055)</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Federal Funding</td>
<td>$915,715</td>
<td>$842,088</td>
<td>$73,627</td>
<td>8.7%</td>
<td>$107,855</td>
<td>$104,000</td>
<td>-($3,855)</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Preschool Fees</td>
<td>$27,316</td>
<td>$27,000</td>
<td>$316</td>
<td>1.2%</td>
<td>$30,270</td>
<td>$26,700</td>
<td>-($3,570)</td>
<td>-13.4%</td>
</tr>
<tr>
<td>Preschool Funding</td>
<td>$23,018</td>
<td>$17,100</td>
<td>$5,918</td>
<td>34.6%</td>
<td>$28,260</td>
<td>$16,263</td>
<td>-($11,997)</td>
<td>-73.8%</td>
</tr>
<tr>
<td>Capital Income</td>
<td>$60,640</td>
<td>$64,246</td>
<td>-($3,606)</td>
<td>-5.6%</td>
<td>$7,837</td>
<td>$6,800</td>
<td>-($1,037)</td>
<td>-15.2%</td>
</tr>
<tr>
<td>Other Income</td>
<td>$29,558</td>
<td>$18,094</td>
<td>$11,464</td>
<td>63.4%</td>
<td>$27,487</td>
<td>$31,000</td>
<td>($3,513)</td>
<td>11.3%</td>
</tr>
</tbody>
</table>

**Total Income** 1,798,065 1,695,598 102,467 6.0%

### Total Expenses

<table>
<thead>
<tr>
<th>Item</th>
<th>Actual</th>
<th>Forecast</th>
<th>Diff</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Costs</td>
<td>$162,744</td>
<td>$168,100</td>
<td>-($5,356)</td>
<td>-3%</td>
</tr>
<tr>
<td>Staff Costs</td>
<td>$1,149,368</td>
<td>$1,130,313</td>
<td>-($9,055)</td>
<td>-0.8%</td>
</tr>
<tr>
<td>Property Costs</td>
<td>$107,855</td>
<td>$104,000</td>
<td>-($3,855)</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Admin Costs</td>
<td>$30,270</td>
<td>$26,700</td>
<td>-($3,570)</td>
<td>-13.4%</td>
</tr>
<tr>
<td>Advertising</td>
<td>$7,837</td>
<td>$6,800</td>
<td>-($1,037)</td>
<td>-15.2%</td>
</tr>
<tr>
<td>Presch'l Costs</td>
<td>$105,070</td>
<td>$114,369</td>
<td>($9,299)</td>
<td>8.1%</td>
</tr>
<tr>
<td>Other Costs</td>
<td>$25,308</td>
<td>$29,756</td>
<td>($4,448)</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

**Total Expenses** $1,718,411 $1,701,514 ($16,897) -1.0%

### Balance Sheet

<table>
<thead>
<tr>
<th>Item</th>
<th>2015 End</th>
<th>2014 End</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank balance (Savings)</td>
<td>$164</td>
<td>$164</td>
<td>Funding/Income 65.9% Max 70%</td>
</tr>
<tr>
<td>Bank balance (Recurrent)</td>
<td>$90,171</td>
<td>$218,808</td>
<td>Loan outstanding 261,059 Original amount 450,000</td>
</tr>
<tr>
<td>Owed by Debtors</td>
<td>$18,820</td>
<td>$48,259</td>
<td>Interest pd this year 18,971</td>
</tr>
<tr>
<td>Current Assets</td>
<td>$109,291</td>
<td>$267,847</td>
<td>loan pmts/income 1.2% Max 10%</td>
</tr>
<tr>
<td>Total assets</td>
<td>$2,821,993</td>
<td>$2,982,721</td>
<td>Loan/student 2,510 Max 4,500</td>
</tr>
<tr>
<td>Credit card</td>
<td>$65</td>
<td>$1,423</td>
<td>Bad debt/tot fees 0.0% Max 5%</td>
</tr>
<tr>
<td>Oowed to Creditors</td>
<td>$13,828</td>
<td>$4,676</td>
<td>Staff costs/Rec Income 72.2% Max 75%</td>
</tr>
<tr>
<td>Other current liabilities</td>
<td>$102,337</td>
<td>$93,329</td>
<td>Curr. Assets/Curr. Liab. 94.1% Min 100%</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$464,764</td>
<td>$440,670</td>
<td>surplus/income 8% min 6%</td>
</tr>
<tr>
<td>Equity</td>
<td>$2,357,229</td>
<td>$2,535,515</td>
<td>Interest Cover 1396.0% Min 200%</td>
</tr>
</tbody>
</table>

### Cashflow forecast
Student & Staff Welfare

<table>
<thead>
<tr>
<th>Students</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>Primary</td>
<td>41</td>
<td>47</td>
<td>88</td>
<td>86</td>
</tr>
<tr>
<td>Secondary</td>
<td>9</td>
<td>7</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>School Total</td>
<td>50</td>
<td>54</td>
<td>104</td>
<td>110</td>
</tr>
</tbody>
</table>

| Staff (FTE) | Teachers Primary | 2.6 | 2.6 | 5.2 |
| Secondary   | 0.2             | 1.4 | 1.6 |
| Aides       | 1               | 1   | 2   |
| Preschool   | 3               | 3   | 6   |
| Admin       | 0.8             | 1.4 | 2.2 |
| Grounds/ Maint | 0.5 | 0.5 |     |
| Total       | 5.1             | 9.4 | 14.5|

Student Teacher ratio (primary) 16.9
Student/ tot staff ratio 7.8
Student Teacher ratio (secondary) 10.0
Student/Admin&Grounds staff 41.9
Student Teacher ratio (total) 15.3

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

Student sickness & injuries

Level 3 & 4 injuries - details:
Level 3: 1. Student fell, breaking both arms; 2. Student knocked head on pipe, possible concussion.

OHS issues & Incidents - Details
Nil
School Summary Report
National Assessment Program - Literacy and Numeracy Tests 2015

Year 3 - Gender: All, LBOTE: All, ATSI: All

Year 5 - Gender: All, LBOTE: All, ATSI: All

Year 7 - Gender: All, LBOTE: All, ATSI: All
National Assessment Program - Literacy and Numeracy Tests 2015

Year 7 - GRAMMAR & PUNCTUATION, Gender: All, LBOTE: All, ATSI: All

Year 7 - NUMERACY, Gender: All, LBOTE: All, ATSI: All

Year 7 - READING, Gender: All, LBOTE: All, ATSI: All
In 2011 the genre for writing changed from narrative to persuasive and results for 2015 are reported against a Persuasive Writing scale. Consequently, direct comparisons to narrative writing results (2008 - 2010) should not be made.
Q1 How well does our School consider the individual needs of students?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all well

Q2 How fairly do the teachers at our School treat the students?

- Extremely fairly
- Very fairly
- Moderately fairly
- Slightly fairly
- Not at all fairly

Q3 How much individual attention does your child get at our School?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Q4 How regularly does your child get the help he or she needs from teachers at our School?

- Extremely regularly
- Very regularly
- Moderately regularly
- Slightly regularly
Q5 How strong are the relationships between your child and his/her teachers at our School?

- Extremely strong
- Very strong
- Moderately strong
- Slightly strong
- Not at all strong

Q6 How helpful are the teachers at our School when a child is bullied?

- Extremely helpful
- Very helpful
- Moderately helpful
- Slightly helpful
- Not at all helpful
- Do not know

Q7 How respectful are students to teachers at our School?

- Extremely respectful
- Very respectful
- Moderately respectful
- Slightly respectful
- Not at all respectful

Q8 How useful is the information our School gives you about the academic growth of your child?

- Extremely useful
- Very useful
- Moderately useful
- Slightly useful
- Not at all useful
Q9 How high are the expectations for students at our School?

- Extremely high
- Very high
- Moderately high
- Slightly high
- Not at all high

Q10 Is your child required to do too much homework, too little homework, or about the right amount of homework?

- Much too much
- Somewhat too much
- Slightly too much
- About the right amount
- Slightly too little
- Somewhat too little
- Much too little

Q11 How regularly does your child get the help he or she needs from teachers at our School?

- Extremely regularly
- Very regularly
- Moderately regularly
- Slightly regularly
- Not at all regularly

Q12 How fairly do the teachers at our School treat the students' parents?

- Extremely fairly
- Very fairly
- Moderately fairly
- Slightly fairly
- Not at all fairly
Q13 How appropriate are the discipline practices at our School?

- Extremely appropriate
- Very appropriate
- Moderately appropriate
- Slightly appropriate
- Not at all appropriate

Q14 How safe does your child feel at our School?

- Extremely safe
- Very safe
- Moderately safe
- Slightly safe
- Not at all safe

Q15 How well do the policies at our School reflect the school's objectives?

- Extremely well
- Very well
- Moderately well
- Slightly well
- Not at all well
- Not sure

Q16 How open is our School to students' families?

- Extremely open
- Very open
- Moderately open
- Slightly open
- Not at all open

Q17 How quickly do teachers at our School respond to questions from parents?

- Extremely quickly
- Very quickly
- Moderately quickly
- Lightly quickly
- Not at all quickly
Q18 How much input do you have in your child's education at our School?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Q19 How concerned are you about bullying at our School?

- Extremely concerned
- Very concerned
- Moderately concerned
- Slightly concerned
- Not at all concerned

Q20 How concerned are you about your child making friends at our School?

- Extremely concerned
- Very concerned
- Moderately concerned
- Slightly concerned
- Not at all concerned

Q21 How concerned are you about your child's safety at our School?

- Extremely concerned
- Very concerned
- Moderately concerned
- Slightly concerned
- Not at all concerned
Q22 Are you satisfied with the overall quality of instruction at our School, neither satisfied nor dissatisfied with it, or dissatisfied with it?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied

Q23 How often are students at our School challenged to do their best?

- Extremely often
- Very often
- Moderately often
- Slightly often
- Not at all often

Q24 How large a role does our School play in the community?

- Extremely large
- Very large
- Moderately large
- Slightly large
- Not at all large

Q25 How caring is the administrative staff at our School?

- Extremely caring
- Very caring
- Moderately caring
- Slightly caring
- Not at all caring
Q26 How comfortable do you feel talking to teachers at our School about problems your child is having?

- Extremely comfortable
- Very comfortable
- Moderately comfortable
- Slightly comfortable
- Not at all comfortable

Q27 How safe are the facilities at our School?

- Extremely safe
- Very safe
- Moderately safe
- Slightly safe
- Not at all safe

Q28 How much has our School improved your child's confidence?

- A great deal
- A lot
- A moderate amount
- A little
- None at all

Q29 How satisfied are you with the overall performance of the teachers at our School?

- Very satisfied
- Moderately satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Very dissatisfied

Q30 Are you satisfied with our School, neither satisfied nor dissatisfied with it, or dissatisfied with it?

- Extremely satisfied
- Moderately satisfied
- Slightly satisfied
- Neither satisfied nor dissatisfied
- Slightly dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied
Contact Information

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