



ANNUAL REPORT 2018

'Our highest endeavor must be to develop free human beings, who are able of themselves to impart purpose and direction to their lives.'

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WELCOME to the Yallingup Steiner School.

A place where love brings out the best in the child, the teacher, and
the community.

A long-standing relationship between the school community and the local Wadandi people is held dear by our school. The blessing of the Kindergarten as 'Coorlingamia' meaning 'children's house' by the elders of the Wadandi at the beginning of our journey is in recognition of this relationship. This rich collaborative cultural exchange continues to this day.

Yallingup Steiner School began its journey from a parent group who shared a common vision to educate their children in a more creative way.

In 1986 a group of people from the Yallingup area interested in natural childbirth joined together with the regional midwife to begin ante-natal classes. As time went on, it became clear that these same people shared a common interest in exploring an innovative and holistic approach to their children's early education. One of the members was involved in using Rudolf Steiner's biodynamic farming methods and was aware of the worldwide network of schools following Steiner's principles of education.

Through these informal gatherings and after much research into different schooling methodology, the Waldorf Education system was decided upon. In this system, it was felt that the children would receive an education that was designed to enrich their spiritual as well as their physical being, thereby giving each child in the school's care the self-esteem, confidence and freedom to enter the world as a complete human being.

A Steiner playgroup was opened in 1989 with the Perth Waldorf School assisting, ensuring its development was consistent with Steiner principles.

In the ensuing two years the group progressed from meeting at the house of one of its members, to occupying premises at Millbrook, and finally to its present premises.

The site on which the school is situated was the original Yallingup State Primary School. In what was the original school house, is now heritage listed and still used to accommodate playgroup and classes.

The school had a student population of 128 at the commencement of 2018. Playgroups are offered at the Yallingup Steiner School and out of our hall in

Carbunup. Our Kindergarten is open for 4, 5 and 6 year- old children. Primary Classes consisted of: Class 1, Class 2, Class 3, Class 4 and a Class 5/6.

“Our highest endeavour must be to develop free human beings,
who are able of themselves to impart purpose and direction to their
lives”

Rudolf Steiner

DR RUDOLF STEINER

Since the first school opened in Stuttgart, Germany in 1919 Steiner / Waldorf schools have spread to every continent and now number around 1,100 which embrace the educational indications given by Dr Rudolf Steiner. Over 45 of these schools are in Australia.

The profound educational insights of Rudolf Steiner continue to inspire educational initiatives in diverse cultures and social conditions around the world. Rudolf Steiner was an outstanding intellectual as well as a natural clairvoyant. His aim was to investigate the spiritual world with scientific adequacy. Dr Steiner brought forth practices to develop the spiritual life, balance the emotional life and strengthen an individual's will. It is almost impossible to convey the enormity of Dr Steiner's work, as he lectured and wrote on psychology, politics, pedagogy, architecture, farming, art, community, religion, nutrition and more.

Statement of Educational Approach

**‘Our rightful place as educators is to be removers of hindrances...
each child in every age brings something new into the world
from divine regions, and it is our task as educators to remove
objects out of the child's way; to remove hindrances so that the
child's spirit may enter, in full freedom, into life.’**

Rudolf Steiner



STEINER EDUCATION

RUDOLF STEINER'S APPROACH TO EDUCATION IS BASED ON "ANTHROPOLOGY", THE STUDY OF THE WISDOM OF MAN. A CHILD IS UNDERSTOOD TO BE REPEATING THE EVOLUTIONARY DEVELOPMENT OF HUMANITY WHILST GROWING UP. THE CURRICULUM IS DESIGNED TO REFLECT THESE DIFFERENT STAGES AND IS SPECIFIC TO AREAS OF STUDY AND STORY CONTENT. THIS ENABLES THE TEACHER TO MEET THE CHILD'S NEEDS WITH DEPTH AS THE STUDY AREAS MIRROR THE INNER CONDITION, INTERESTS AND CHALLENGES OF THE CHILD.

THE KINDERGARTEN YEARS



In preparation for the Primary School the time spent in Kindergarten helps to lay a foundation by establishing daily rhythms, social awareness and healthy play activities. The natural capacities for wonder, awe and reverence are supported by the pervading mood of the Kindergarten.

The Curriculum offered to the Kindergarten child is structured to respond to the first developmental phase, which is characterised by *Imitation*. Out of their own inner need to imitate the children are immersed in meaningful activity, which develops and strengthens their will forces.

The Curriculum also includes painting, drawing, modelling with clay and beeswax, weaving, plaiting, finger-knitting, story play, puppet shows, circle games, poetry, finger rhymes and music. The Curriculum broadly integrates all subject areas within a day-to-day rhythm and the yearly flow of seasonal changes in nature and seasonal festivals.

Each day has its own order, the children often beginning with free play and coming together for activities at various times.

The basic skills of numeracy and literacy are developed as a natural part of daily activities. Solid foundations for language skills are laid in the day-to-day storytelling, songs, rhymes, puppet shows and personal interaction of each child. The teacher nurtures the child's imagination in the telling of carefully selected stories and helps them to experience many aspects of life more deeply by encouraging free play. Numeracy skills are developed in play as children engage themselves in stacking, measuring, sorting, collecting, gathering, counting, number rhymes, stamping, clapping and game playing.

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 various artistic activities, the developing feeling or emotional life of the child can be educated. Rhythms in lessons within each day, week and year, 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. The process of education is teacher directed but child related. A feature of Primary education in Steiner Schools such as Yallingup Steiner School is that the Class Teacher moves with the children from Class 1 to 6 and therefore gains an in depth understanding of the class as individuals and as a group.

Class Teachers integrate lessons with movement, speech, drawing, painting, modelling, story-telling, writing and singing as lesson content, in order to cultivate the feeling-life of the child. It is recognized that during the Primary phase there is a burgeoning imaginative-thinking ability that flourishes and is exercised in an environment filled with creative endeavour. It is a discipline in a Steiner School to meet the child's age-related developmental phase with appropriate tasks and content.

Steiner Education and our Integrated Curriculum

As part of the Australian Steiner Curriculum Framework (ACARA approved), Yallingup Steiner School's integrated curriculum has also been approved by the WA Department of Education Services (DES). Assessment and Reporting requirements has also been made compliant with the School Curriculum Standards Authority (SCASA).

School Council Chairman's Report for the 2019 AGM

I felt honoured to take over the role in January 2018 as chair having previously served for 2 years as an ordinary member. I would like to also thank Tim Langois the previous chair in 2017 for his effort and commitment in his role.

We started the year with many intentions, these were to: Encourage new members onto council which represented the whole school community, revise our constitution, review the roles and responsibilities of the council with regard to the commencement of the registration standards in July 2018 and to foster more transparency, communication and inclusivity between the council and the school community. In order to achieve this, we worked with the support of AISWA and in particular with Valerie Gould (the executive director) and our consultant Audrey Jackson (Former AISWA executive director) and would like to show our appreciation for their invaluable assistance. We also got our new revised parent satisfaction survey up and running on-line and would like to thank everyone who participated, it was a major improvement from the previous written feedback form and has assisted us successfully in hearing the voice of the parent body and directly influences our future strategic planning.

In 2018 the council started to consider that even though our operations must align with the responsibilities of being part of the Association of Independent Schools WA, which means we receive government funding to allow the school to be more accessible to local and committed families, we also have to reflect on our task within a Steiner school which follows the educational philosophies directed by Rudolf Steiner. We have definitely started a dialogue about how we can do this authentically with consideration for both.

It was wonderful to be joined on council at the last AGM by some new members, Adele Pierce, Sue Briggs who stepped in as vice chair, Laura Hammond who has taken the role as treasurer, Annie Malcolm, Garry Dagg who re-joined council and took over as chair in 2019. Thank you to all members who helped towards achieving the intentions we set at the beginning of 2018.

Thank you also to Yallingup Steiner management for accommodating the changing nature of the school council, its members and their roles.

Thank you, as ever, to all the staff and teachers at Yallingup Steiner school for your continuous professionalism, love of teaching and commitment to Steiner/Waldorf education.

Thank you to the parents for your devotion, dedication and support of the school.

And lastly, thank you to the children

Claire Parker

**Principal's Report
On behalf of the College of Teachers
for the year 2018
Annual General Meeting of 2019**

Introduction

In 2018 The Yallingup Steiner School continued to make progress towards becoming a sustainable educational institution. This included improvement in staff stabilisation through a consistent and consensual educational direction, quality educational delivery, the implementation of strong finance policies, clarification of the role of governance and management in the School and the formulation of realisable plans for its future direction. 2018 saw full enrolments in the Early Childhood classes (K4,5,6). Enrolments remained steady in the Primary School. Enrolment numbers for 2018 have increased to 131.

YSS proved itself to be a viable place of learning, both financially and educationally. It owns its own property and buildings, has minimal debt (all low interest government loans), strong cash reserves, and staff committed to Steiner's educational vision and to living in the area.

YSS received a Commonwealth Government financial building grant of \$80K through the Block Grant Authority (BGA) to construct a new classroom and approval for a further Low Interest Loan of \$60K.

YSS continues to function as a unique place of learning, which provides a rich cultural, supportive and nurturing educational environment for its children, parents and its staff.

1. Governance and Accountability

Human Resources and the Teacher Registration Board WA

Alternative Curriculum/Reporting on Student Achievement Recognition.

The *Further Evidence* required by the WA School Curriculum and Standards Authority (SCASA) was submitted on December 9 2017. This application was a joint effort by All Steiner Schools and documented by Donna Bieundurry of the Silver Tree Steiner School. Recent correspondence from SCASA conveyed approval of an Alternative Curriculum for English, Health and Physical Education, Mathematics and Science until 31 December 2021.

SCASA also approved Alternative Curriculum Recognition for Humanities and Social Sciences until December 31 2021.

It also approved Reporting Recognition until December 31 2021.

Provisional status for Alternative Reporting Recognition. Resubmission of documents required end of Term 1 2018.

Recent correspondence from SCASA conveyed approval of an Alternative Curriculum for English, Health and Physical Education, Mathematics and Science until 31 December 2021.

Provisional status was granted for Humanities and Social Sciences. Resubmission required to at the end of Term 1 2018.

Provisional status for Alternative Reporting Recognition. Resubmission of documents required end of Term 1 2018. This limited recognition applied to all Steiner Schools

Meeting of Heads of Steiner Schools in WA.

Heads of WA Steiner Schools met regularly in 2018. It gives schools leaders the opportunity to discuss matters of mutual interest. The Principal attended these meetings. Participants included: Bruce Lee (Perth Waldorf School), Mark Pandaia (Silver Tree), Gerard Tonti-Filippini (West Coast Steiner) Jacqui Hamblin (Golden Hill Steiner School - Denmark) and Tanami Magnus (River Blossom).

Donor Gift Recipient (DGR) status for Bursaries

During the year, separate anonymous donations of \$20,000 and \$2,300 were received by YSS and these are to be received on an annual basis. An anonymous Bursary Committee allocates these resources to families in need.

2. Student Learning

Partnerships

Steiner Education Australia (SEA)

Konrad Korobacz (Principal) and Jacqui Morris attended the *SEA Delegates Meeting* on March 16/17 in Melbourne. Konrad helped lead the World Café discussion groups and co-presented an Innovation in Schools project.

The SEA GLaM conference.

The Business Manager and the Finance Manager attended the SEA GLaM conference in May which was held at the Chrysalis Steiner School, in Bellingen, NSW.

AISWA

The team at AISWA was always available for consultation. The School received visits by Rebecca Delaney (Inclusive Education Coordinator) that were particularly helpful in matters pertaining to children in need at YSS. She will be leading the staff through 'Implementing the Keeping Safe: Child Protection Curriculum' as Yallingup Steiner School's mentor for this program.

The principal attended the AISWA PL Certificate for Revised National Quality Standards Leaders Update on February 9th.

Parents and Friends

The P & F report highlights the many fundraising activities that our parents and friends are involved in. The P & F at YSS not only plays an important fund-raising role, but also offers parents an opportunity to socialise and to get to know each other and our children. These activities facilitate participation as active members of the school community and cultivate a genuine sense of ownership.

The Spring Fair was again a financial and social success raising \$ 10,200

In 2018 the P & F has reconvened under the continued leadership team of: Corrie Wright (President), Alice Leavy (Vice-President), Jen McNab (Treasurer), Ciaran McCabe (Secretary), Veronica Lapidi (Class Rep Co-ordinator), Brooke Thomas, Lisa Archer and Kate McGeachie.

Thank you to joint Curry Night co-ordinators Renae McEnroe de Klerk and Corrie Wright who led a hard-working team for this popular and successful fund-raising event.

The P & F also supported the School Tours with free refreshment for the public.

Education is first and foremost a social endeavour and the Yallingup Steiner School community is a rare treasure through which we can freely interact to create meaningful and mutually supportive relationships.

Throughout the year, the P & F made significant financial contributions for the Grandfather Tree playground, library and reading books, the Cape to Cape Walk Learning Program (including K6 Walking Program), and support for the visiting Eurythmist (Mynda Mansfield).

Visit of Teachers from Golden Hill Steiner School, Denmark

Staff from The Golden Hill Steiner School (Denmark WA) visited YSS on August 9 & 10. The teachers passed on their thanks to YSS for their hospitality and generosity in allowing them to observe classes and participate in the culture of YSS.

Teacher Observation

Ashleigh Norman from the Melbourne Rudolf Steiner Seminar is visiting (5 weeks) YSS to observe classes as part of her second-year diploma studies.

Pippi Tucker (current Cape Naturaliste College and former YSS student) is observing with Rae-Lee's class as part of her work experience placement.

Opportunities for the Public to see the School

The Open Day, Spring Fair, school tours and Winter Solstice Festival provided an attractive venue and opportunity for the public to visit and experience the school.

Eurythmy at YSS

What is Eurythmy?

Eurythmy is a new art form developed by Rudolf Steiner and his students to give expression to the subtle workings of the cosmos in the human being. Through the medium of artistic movement and gestural response to the living word (speech eurythmy) and sound (tone eurythmy) the human being finds resonance and harmony with its spiritual origin and purpose.

Eurythmy takes three directions: artistic, pedagogical and therapeutic and is taught in nearly all Steiner Schools throughout Australia and the world. For three weeks in Term 2, experienced pedagogical eurythmist Mynda Mansfield made herself available to work with staff and all the classes. Her contribution was invaluable, and she has been engaged to teach two three week sessions in 2019.

To help her with music, Anna Bogachova provided piano accompaniment.

Exhibition of Children's Work

Due to a full program of Term 4 events including Summer Concert and Circus and GLaM the College has decided to morph Open Day to an Exhibition of the Children's Work as part of the Spring Fair. This was held in the Hall. During the course of the day, hundreds of parents, friends and members of the community viewed an impressive and high quality display of the children's work.

Michael Courage Test

The Michael Courage test was celebrated with great success on the occasion of the Autumn equinox (March 21) at Canal rocks. The weather and tide was perfect and a wonderful day had by all. Thanks to Lisa Archer for coordinating the parent support in the water and to the P & F for providing the hot chocolate and biscuits.

The festival encapsulated what the school is about.

Spring Fair

The P & F organised and ran a successful Spring Fair, which raised \$10,200. With a circus activity as its focus, the day ran smoothly with hundreds of visitors passing through the school grounds. Congratulations to the P & F and all of its generous volunteers.

Circus and Surfing Program

As part of the School's Health and Physical Education program, Class 4/5/6 participated in the *Surfing Program* down at Smiths Beach.

All of the Primary School classes have participated in the Circus lessons with Fat Matt (Lunar Circus). The program concluded with a gala performance for parents and friends on November 22.

The *School Tour* was well attended and a success. Parents and visitors were shown around the school and through the classes and given the opportunity to hear about the curriculum from experienced staff and ask questions.

The public were kept informed of the school's activities through the many newspaper stories published in the School Newsletter, the Dunsborough Mail and the Busselton Times. Displays promoting the School were also on show at the Dunsborough Centre Point shopping complex. Jane Watts (front office) also co-ordinated the YSS Alumni facebook page which continues to attract significant numbers of viewers.

K6 Graduation and Class 6 Graduation

The K6 Graduation took place on Dec 12 and the two Class 6 graduating students (Tessa Rowell and Marley Darlington) were acknowledged at their graduation as part of the End-of-Year concert on December 13.

Parent Communication

In 2018 the School hosted 17 parent meetings including 15 class meetings and one all School/parent meeting. A social evening for parents was also held early in the year with staff in attendance. Parents were also involved in the School Tour, Curry Night and the Spring Fair.

Newsletters were published weekly to communicate to the parent body information regarding upcoming events, current happenings at the School, policies and procedures, photos and to share articles of interest. The newsletter is primarily prepared by Jane Watts.

In addition to Newsletters the School continues to develop its email distribution lists to enable information to be disseminated to parents in a quick and resource efficient manner.

All significant excursions or School events were also communicated to parents via an individual notice and in some cases 'permission slips'.

The new YSS webpage was formatted and continues to be updated.

Fire Brigade Visit

The Kindergarten children enjoyed a visit from the three (one a parent) local Yallingup Fire and Rescue volunteers and their fire truck. They demonstrated their equipment much to the delight of the children.

3. Curriculum, Children's Learning and Staff Development

Delivery of the Curriculum

Quality delivery of the School's culturally rich Learning Program ensured enthusiastic learning and contented parents. This was achieved through the dedicated work of the staff, all of who possessed commitment and depth of teaching experience. Continuing quality programs included: Swimming lessons (conducted at the Dunsborough foreshore), Circus Workshops, The Afternoon Block lesson Craft program, Cape to Cape Walking program, Surfing, the Festival and Cultural Assembly program and the Ukulele music program.

Gaining Recognition of an Alternative Curriculum (and/or reporting on student achievement) to WA SCSEA.

At the end of Term 2 YSS, together with all other WA Steiner schools submitted its application for *Gaining Recognition of an Alternative Curriculum (and/or reporting on student achievement) that aligns with the Western Australian curriculum and assessment outline* to the Government of WA School Curriculum and Standards Authority. The SEA sponsored Donna Bieundurry of the West Coast Steiner School to update the compliance detail on behalf of all WA Steiner schools.

Carbunup Playgroups

Victoria Robertson continues to conduct three Playgroup sessions at the Carbunup Hall. Enrolments are growing. There is significant urban development in Vasse, Dunsborough Lakes and along Wildwood Road from which the school would draw future enrolments.

Reports

Reports of high quality were sent out to parents at the end of each semester. The teachers made a conscientious effort to produce an aesthetically produced document of a very high standard. The qualities of the individual comments are a testament to the dedication, care and nurture that the teachers provide for the children attending the school.

Festivals and Assemblies

Under the guidance of Adrian May and the support of the College of Teachers, the school's tradition of celebrating festivals was continued: Michaelmas in autumn (Courage test), the Easter Washing of the Feet ceremony, the Winter Festival (Makkura Kenning) and Spring Festival in Dunsborough which included a walk through Blythe Reserve to observe the wildflowers.

Adrian May also facilitated school assemblies in which religious festivals, birthdays and deaths of important writers, poets, religious deities were celebrated. These included: the celebration of Easter (Washing of the Feet), Gautama's birthday, Krishna's birthday and Ramadan.

Open Day

The YSS Open Day was on September 20. The focus of the day was the presentation of the children's work and included an opening with performances from each of the classes.

A *Summer Concert/picnic and Kindergarten Graduation* was also held during the last week of Term 4. The Primary School children and staff presented a well-produced and well-rehearsed Christmas Concert program for the parents on December 1. It was a moving performance allowing the children to showcase their skills and artistic grace to the School community.

Teacher Learning (Professional Development)

At YSS, ongoing teacher learning activities play an important role in the life of the school.

Teacher Learning Day and Induction Program

All staff came together on the first Monday of the school year (January 29) to participate in the Teacher Learning Day – *Embracing Salutogenesis*. The day's proceedings included a College Meeting.

The Early Childhood staff continued to work towards meeting the NQS requirements in 2018.

Mentoring

The Principal continues to meet with staff on a regular basis to assist and review the progress of classes and the ongoing development of the staff. The *Early Childhood Faculty* meets as a group at each teaching space (including Carburnup and Margaret River) on a rotational basis, twice every term with the principal in attendance.

Senior EC staff meets with the principal on early Wednesday mornings four times per term.

Cape to Cape Learning Program

Jacqui, Rae-lee, Marie and Claire continued to evolve the *Cape to Cape Learning Program*, which involves learning in place. In walking and exploring the coastal region of the South West, the children involved themselves in an experiential way with the region's unique biodiversity, studying its geology, flora, fauna and coastal sea. During Terms 2 and 3, all classes walked parts of the Cape to Cape Track.

The Kindergarten 6 group also ventured out on walking excursions in Terms 2 & 3, visiting Yallingup Beach, Caves House gardens and Dunsborough.

Class Camps

Class 4 (Jacqui) and Classes 5/6 (Claire) travelled to Perth in Term 4, staying overnight at the zoo and later at Woodman Point. To conclude their trip, Class 5 participated in the Greek Olympics, held annually at the Perth Waldorf School.

Teacher Learning

Courses to ensure proficient level of care skills were conducted during the course of the year: First Aid, Asthma and Anaphylaxis In-service programs.

The *College of Teachers* meets every Thursday and the *Early Childhood Faculty* twice per term.

Teacher's Painting class also continues to be conducted every Tuesday morning.

Vital Years Conference (Early Childhood)

Ute Ten Hompel and Nia Almeida (Early Childhood) attended the Vital Years Conference which was held in Sydney (Glennaeon Steiner School) during Mid-Winter break.

Konrad Korobacz attended the *National Arts Conference* in Brisbane (Samford Valley Steiner School) working with Iris Sullivan (Colour Therapist) – most rewarding ...

Adrian May attended the *Liberal Arts Conference (Geometria)* held in Chartres (France). He will also attend the *Choreocosmos Conference* in Kinsal (Germany) in August.

Listening to Country

The Principal attended a for day conference at Shearwater in Mullumbimby entitled *Listening to Country* where indigenous elders shared and engaged with participants in a broad range of cultural activities. This had a strong flow-on effect with enhancing the School's indigenous learning program and re-engagement with the Wadandi (Undalup Association).

Bangarra

As part of the School indigenous professional learning program, the staff attended a performance of *Dark Emu* by the renowned Indigenous Dance Company, Bangarra. the choreography was inspired by Bruce Pascoes's award winning book of the same name. Outstanding...

Searching for a Vertical Horizon Anthroposophical Conference – Perth

Konrad Korobacz, Mynda Mansfield and Julie Vivian Williams attended this engaging conference in August which took place at Point Walter. Leading the conference were two members of the Anthroposophical Society (Goetheanum) executive: Bodo von Plato and Constanza Kaliks.

Master of Education (Steiner Education) course, Sunshine Coast University Two members of staff (Paul Lange and Charlie Gould) and the YSS Council Chair (Claire Parker) continued to study and completed their Graduate Certificate of Steiner Education course at Sunshine Coast University.

Rae-Lee Searle is also studying for a M.Ed at Charles Darwin University (CDU) and Marie Shervington worked towards her M.Ed credential in Steiner Education at a Norwegian university. Victoria Robertson (Carbunup Playgroup Leader) is studying for her education degree in Early Childhood at Edith Cowan University.

LOTE PD

Paul Lange, the YSS teacher of LOTE attended a two-day course organised by AISWA during Term 1.

WA Steiner Schools Professional Learning Day

4. Level of Care

Chaplaincy

Annie Malcolm, the school chaplain is fully integrated and embedded within the teaching staff. As students, family and community difficulties arise, she works with staff to assist and support. She meets with the Principal on a weekly basis, reviewing student and staff personal and professional needs.

In 2018 she continued to work effectively in the key areas of student behaviour and management, staff and student support and communication between parents, staff and school administration.

In 2018 the Chaplain focused on supporting the Teaching Staff in forging connections with parents and the needs of their children. Through the Chaplain the School received support of the Non-Government Schools Psychology Service. The new NGSPS representative to the School was Jane Kirkham, who worked in a positive and co-

operative way with the Chaplain to assist parents to source and access assistance for their children's needs. Janes services are made available to schools through the AISWA School Psychology

The Chaplaincy also worked with the Principal in helping new staff and students integrate within the school community.

The School Chaplain was available to parents with concerns about their children's behaviour and/or social issues. Much work has been done with parents in this area and it has been most encouraging to see positive results.

Home visits were made where necessary to support both parent and child and strategies put into place to ensure the issues were effectively resolved.

The Chaplain has encouraged use of the services offered, making herself available from both the school and at home.

Satisfaction with the Chaplaincy Service has been demonstrated through positive feedback to the school administration from parents and staff via email and phone calls and through feedback to the Chaplain herself.

OH&S

Regular OH&S inspections were held throughout the year with the assistance of the School OH&S officer.

Child Protection

In June of 2016 the West Australian Minister for Education released new 'Standards for Non-Government Schools' (the Standards) which will take effect from 1 January 2017. The Standards are prescribed by section 159 of the School Education Act 1999 (WA) (the Act).

New Child Protection Standard

DES has introduced a new Standard 12 – Child Abuse Prevention. In response to this aspect of the Standards, Yallingup Steiner School (YSS) sought the assistance of (AISWA) and engaged its Inclusive Education Co-ordinator, Rebecca Delaney to lead us through the Keeping Safe: Child Protection Curriculum (KS: CPC) developed by the South Australia [Department for Education and Child Development](#).

Rebecca Delaney (AIWA) visited YSS on Feb 1 and on for Staff PD and to meet in the evening with the parent body to inform them about the Child Protection curriculum.

Rebecca also conducted a refresher course for staff on Child Protection and Mandatory Reporting October 25. Her visit also included an address to parents on child protection and the School's Keeping Safe: Child Protection Curriculum.

5. Financial Management

(See Business Manager's Report)

Finance Committee

The Finance Committee, consisting of The Principal and the Business Manager met prior to each Council Meeting to refine policy relating to finance: budget estimates, forward financial projections and strategic planning.

6. Staffing and Management in 2018

Staff Appointments

Appointment of a K5/6 teacher in 2018

Charlie Gould has been appointed to this position. She is a long-term committed parent. She also completed her studies in the Steiner Education Masters of Education program conducted by the Sunshine Coast University.

Literacy Assistance

Jodie Jeanes Waterson has been appointed to work with children in need of support with literacy. She will also be involved in assisting staff with testing (literacy) and assessment.

Appointment of the Class 1 Teacher and other staff in 2019.

Due to challenges presented when submitting the school's DA to construct further classrooms (see Building Committee report), the proposed new classroom for 2019 was not constructed. The K5 class was amalgamated with K4. Claire Rewa offered to take a mixed Class 1/6 group. To support her in delivering the curriculum to Class 6, Annie Malcolm and Konrad Korobacz were secured to deliver Main Lessons and Afternoon Block Lessons.

Staff Recruitment/ Teacher Learning

Following an address by the principal to professional teachers interested in Steiner Education, held towards the end of 2017, a Teacher Learning program: *Towards an Art of Education in the Twenty First Century* was organised to take place over the course of the year on a Saturday. Led by the principal, Dr Konrad Korobacz, the course (x 8 sessions) was attended by a number interested teachers and members of the YSS staff.

Staff Schedule for 2018

Administration

Principal:	Dr Konrad Korobacz	.9 FTE	(This included an afternoon teaching component.)
Finance Manager:	Karen Davie	.4	
Business Manager:	Jane Huxley	.6	
Registrar	Jane Watts	.8	
	Jane Huxley	.2	

Early Childhood

Playgroups

Carbunup:	Victoria Robertson	.4
YSS:	Victoria Robinson	.2
K4:	Julie Vivien Williams	.6
Assistant	Marsha Brawls	.6
K5/6 - 1:	Sally Upchurch	.5
	Charlie Gould	.5
Assistant:	Skye Thompson	.8
K5/6 - 2:	Ute ten Hompel	.8
Assistant:	Nia Almera	.8
	Nikki Porter-Smith	.2

Primary School

Class 1:	Paul Lange	Full Time
Class 2:	Rae-Lee Searle	.8
Class 3:	Marie Shervington	Full Time
Class 4	Jacqui Morris	.8

Class 5/6:	Claire Rewa	Full Time
Specialist Staff		
Art & Craft	Annie Malcolm	.44
Chaplaincy	Annie Malcolm	12 hours per fortnight
LOTE/Festivals	Paul Lange	.2
	Adrian May	(working x 3 terms this year)

The Principal

The Principal worked at .9 FTE in 2018. While absent from the School, the Principal was in daily contact with the Office and staff and continued to administer the school through the inter-net. While at YSS, Konrad worked extended hours to ensure all the principal's responsibilities were met.

The Principal wishes to acknowledge the support of Office and the Staff for seamlessly taking on those of his responsibilities (when required) during absences.

Staffing at YSS is healthy and stable and the workplace proved to be harmonious and contented.

Due to workload demand the Principal will be returning to a full-time work-load in 2019

7. Physical Environment

Building and Grounds and Maintenance

Regular Building and Grounds checks, maintenance and repairs were conducted and undertaken throughout the year according to the YSS R & M schedule.

K 4/5/6 Toilet upgrade

During the Term 3 break, Colin and Julie (All Alive Garden & Property Management) arranged for the tiling upgrade of the K4/5/6 toilets.



Bubbler Upgrade

Colin and Julie also installed the mosaic panels on the bubbler. Employing bird themes, these panels were designed and made by Class 6 students Tess and Marley.



Grandfather Tree and Play Area Upgrade

During the Term 3 break, work continued on the Grandfather Playground project. A huge thanks to Kate McGeachie, Luke Hill and the construction team for their enthusiasm and professionalism in organising and completing this wonderful project.



K6 Deck

A wooden deck was constructed under the Marri tree in the K6 playground to cover the denuded lawn playing area. This was made ready for the 2019 year.

Construction of a Further Classroom

Following the approval for a BGA grant and approval of a LIL, steps were taken to employ Fraser McAlpine to draw plans for two new classrooms and submit a Development Application to the City of Busselton. This was done in May.

Since the previous DA and BA for the classroom construction in 2016, legislation outlining strict compliance to bushfire regulations have come into place that saw the engagement of Garry McMahon (Eco-Systems Solutions) to prepare a report. The COB (City of Busselton) planning department had concerns about parking and the Department of Main Roads decided not to support the DA because of traffic at the Wildwood/Caves Road T-intersection.

After garnering the support of local member for Vasse Libby Mettam, a new report was completed by Main Roads Department which was favourable to further YSS development.

In the meantime DFES stipulated that it would not recommend construction in a 15 m boundary from the eastern and southern boundary, giving it a BAL 40 rating. Two of the classrooms fell into this zone. Construction would be allowable in the rest of the property (BAL 29), which leaves building options that would be difficult to negotiate.

Options of a boundary adjustment with the next-door neighbours were explored – to ease the fire load and offer further play area.

Because of these challenges (and the fact the buildings were sited in an *ad hoc* manner, it was recommended that the School employ an architect to develop a master plan that would address immediate (Class room for 2020), intermediate (developing a purpose built Early Childhood area) and long- term (new property incorporating a high school) solutions.

The council decided to employ an architect to develop a masterplan.

DA - Main Roads

Following communication with local Member for Vasse Libby Mettam, a letter was sent from her office to the Minister for Transport; Planning; Lands voicing YSS concerns regarding Main Roads opposition to our current DA. As a result, staff from MR contacted the YSS to meet the Principal and conduct a safety Audit which was completed on September 25. This proved to be more positive with the main Roads Dept supporting the YSS DA.

Grounds Maintenance and Cleaning - Summer Holiday Maintenance

Extensive summer holiday maintenance has been effectively carried out during late December and January. This included: Floor sanding and polishing (Hall), Floor maintenance – all classrooms, Oiling of all decking, Cleaning of carpets and rugs. The Office and some classroom interior walls were painted.

All Alive Garden Property

Colin and Julie have continued their commitment to the School and its grounds by maintaining high standards in their maintenance and cleaning of the school.

Critical Incident Report

Due to a serious outbreak of gastroenteritis among the children and staff at YSS, in the best interests of all concerned, it was decided to close the School on November 29th and 30th.

The Health Department notified YSS that the 'gastro' is most likely a viral airborne infection (Norovirus) that infected children and staff at Dunsborough Primary School over the past three weeks. The virus brings on stomach cramps and vomiting. It is highly contagious.

Those infected will need to be quarantined and kept at home for 48 hours after the final symptoms have subsided.

Staff attended school; as per normal and worked to disinfect the classrooms. Cleaners Colin and Julie disinfected the toilets and other general areas.

With two days of closure plus the weekend, the children and effected staff were given an opportunity to recover and not infect others.

A letter from the Department of Health and a Fact Sheet: Norovirus was sent to the parents.

The Department of Education has been notified via the Critical and Emergency Incident Report format.

The action proved to be successful, with children returning to school with only one further instance of illness.

Summary

In the past three years, the substance and quality of the teaching at YSS has reached an unprecedented level. The workplace environment among the staff is healthy and harmonious.

The facilities are, however of variable standard, that don't always meet the quality of education provided.

The future direction of the Yallingup Steiner School now stands at a cross-road. Situated on a small footprint and having developed buildings in an ad hoc manner, the school's enrolment numbers have reached a point of saturation. This, together with new compliance regulation, demand that the school needs to seriously apply itself to long term planning. A step in this direction has been taken with the employment of an architect to develop a masterplan. Carefully considered master-planning direction is in the offering that will take into account short, intermediate and long-term goals. These can now be harnessed to a strategy driven by sustainable enrolments and staged financial planning.

A well thought through and staged planning strategy promises a healthy and sustainable future for the school.

Finance Report

AGM Business Manager's Report 2018

The Finance committee of 2018 comprised the following members: Karen Davie (Finance Manager), Jane Huxley (Business Manager) Mark McManus (Receivables) and Konrad Korobacz (Principal).

During 2018 the Finance Manager's role focus was on the proposed capital building project inclusive of working with numerous consultants to complete a Development Application, Bush Fire Management Plan, Road Safety Inspection, School Traffic report and school parking reviews. The building development application was lodged mid May 2018 however the school received the unfortunate notice in December 2018 that the City was not willing to support the DA due to bush fire regulation restraints. The classroom project has many compliance contingencies and presented the need to review the schools master plan.

YSS receivables were managed by Jane Huxley Business manager with some assistance by Mark McManus in his role as receivables clerk. YSS receivables have improved significantly year after year with policies and procedures in place to carry the school forward well into the future. 2018 was no exception and the yearend receivables results were the strongest to date with 90+ day accounts reporting at sustainable healthy figures.

Steiner Education Australia

2018 Glam Conference

Governance Leadership and Management 11th Annual Conference

Chrysalis Steiner School Bellingen

Building Community, the power of One, Two and Many

Keynote Session 1 May 11

Dr Julia Wolfson – The Art and practice of facilitating conflict and creating community.

Like any collective, school communities are vibrant hubs where current world issues play out in personal lives, in interactions and in teams. Just as global warming heats up the atmosphere moods and conflicts hang in the psychological air that everyone breathes. By putting the spotlight on how we think, relate and deal with conflict in the here and now, home-grown portals of world healing pop up in our own back yard. This is good for our health, important for our relationships and essential for community building.

The moment we welcome diversity, conflicting views emerge. Opposing views almost always lead to some tension or conflict. Developing the capacity to work with difference and conflict is an essential skill for building community. The ability to facilitate conflict is an essential foundation of community building.

In the background of Steiner education is a big dream...

To awaken every persons' right to be human to bring our deepest inspirations and inner powers into the world each in our own special way and in doing this help our world to be home to everyone.

School leaders and boards are entrusted with this vision as a living breathing experience in each unique school community.

How do we know that our vision and approach is alive and well in the school community?

How do we deal with criticism and conflict?

How is power understood, perceived, used and shared from leadership, to the classroom, to the playground, between students, between colleagues and in interactions with parents and the ups and downs with our own authority structure?

To facilitate conflict means to appreciate conflict for what it has to offer in terms of spiritual and psychological awareness. Conflict is good for us. It makes us grow and become more aware. Making a mess inside and out is inevitable.

Facilitating conflict involves skills and attitudes that can be taught and learned. How do you detach from the trouble and connect to something larger to weather the ups and downs?

How do you develop an attitude of friendliness towards making a mess being in the mess and cleaning it up?

If you are in conflict and through it discover your humanity in the person or the situation in conflict with, you are living the anthroposophical ideal; *I am you, you are me I and the world are one.*

Professional development, leadership development and personal development are inseparable in addressing the complexity of inner outer pressure and conflict. The skills involved are as applicable for students, teachers, specialists, leaders, administrators and board members.

The Concept of deep democracy is really about allowing all types of information to be present at the same time. Three-fold moving through the phases of life.

Think of the planet like a great workshop and we all still have our training wheels on we are still young we are still learning how to get on with each other how to take care of this beautiful planet and how to live in this world and this universe together.

A desire for each of us to become more of who we are for us to find a way to befriend the situations that are difficult so that we can bring more of who we are out into the world and thrive.

Four helpful principles for working with conflict, in collaborating and in building community

1. The more you are connected to your sense of personal power the better you are going to use the power given to you by your position and the easier it is to collaborate. Personal power and collaboration go hand in hand.

Inner work is key.... Inner work - are you able occasionally to have a sense of awareness that the trouble and complication outside is also inside of me. Is it possible to say that complication out there is me, too? One, two and many...

How can we do that inner work? One way is in discovering and strengthening our Innate powers...

2. Concept of power, what does power mean? We are much better at attacking our leaders, then we are at supporting our own inner leadership to come out. A concept of power that reclaims the beauty of power both the inner power and the power that goes with your position and your role is essential to collaboration.

3. Issues that an organisation faces and is working with, mirror global issues.

You cannot be working on something as a group that is not being working on, on this planet at this time. Macrocosm, microcosm Steiner 101. We are in the sense of the totally of human evolution. Steiner education is given over to evolution. The evolution of consciousness. There is no issue that you can separate out from any other issue they are all connected.

4. Student inspired direction. If we really believe that the young people of today the youth of today are born with an inner knowledge inner capacity to step into the times and step into the problems of the times, then we think the students are really the best placed people to help us learn about conflict resolution and facilitation. They embody and carry innately these gifts and skills.

The powers of collaboration come from our innate powers that are slumbering inside all of us and just need to be woken up.

Keynote Session 2 May 12

Dr Julia Wolfson – The Art and practice of facilitating conflict and creating community.

On the one hand we must know what our ideals are and yet possess the flexibility to adapt to what is far removed from our ideals. The way that these two opposing forces can be brought into harmony will be difficult for each of us and will only be possible if everyone utilises their full personality from the beginning.

The innate powers that we each carry and how we can awaken these to be able to collaborate and use the positional power of our noble roles.

We need our full personality to be able to have moments of harmony. Making the invisible visible.

If we really want to collaborate, we need to focus on the inner capacities and powers within us that enable us to expand and stretch our personality capabilities to use it for the greater good.

Three-fold concept of power.

Positional power, social power the power of your noble role the rank that you are given at birth. Anthroposophy and many other spiritual traditions say there is this thing called innate power that gives you a different kind of rank and its beauty is you can take it wherever you go. By accessing your innate powers, you gain a different kind of inner resource that buoys you up to be able to cross over into arenas and gives you influence when a positional rank is not in your court.

Change doesn't just come naturally by saying let's be harmonious. Apparently, there is something about using our personality through the rough and tumble of life to move into harmony.

Awakening and strengthening our inner capacities allow us to have a little more emotional and psychological bandwidths to be a little more centred in times of trouble and to know yourself and know your opponent.

These powers are about tuning in to the diversity inside of me because the more I can catch that, the easier it is to open-up and befriend things outside that are a little more troublesome to me so that I can connect and flow. Self-attune.

We need to acknowledge what we have been through, so we can move forward from the past.

If you go inside before you go into the meeting, go into all the sides before you interact then you are prepared because you can meet the other side before the other side is on their own side. Role switch theory says the minute I'm on your side I have knocked out your chi and you will naturally even an inch come over to my side. Cycling argument between two sides this and this and this is what we see facilitating collaboration is about. Differentiating the different sides not how I form the outside judge and view your side, but how I be the spiritual warrior and go right over to the other side and bow to your side and find within it an essence that I can feel and say yes that makes sense and then come back.

We can all do this because we each have innate powers.

Inner work exercise

Power. We think of social power as the power that comes from a position in life. The power that comes with a professional role. Then we have our inner innate powers. The better you sit inside your inner powers the more you can inhabit the influence and rank of your role and use and share it and pass it on. If you are not sitting so happy in your inner power, then the chances are you are going to overuse or underuse the power of the position.

Exercise

Ask – look up to the sky use your imagination go up to the universe and ask the star beings a question? Whatever drops in just believe in it.

Imagine the role that you have in your school imagine that that is a noble role it has a cloak it is amazing it has meaning it has importance it has power and it is meant for you. Look up to the sky and ask - Why did you put me in this noble role?

**Jane Huxley
Steiner Education Australia
Business Manager's Meeting
Bellingen, NSW
Thursday 10th May 2018**

Keynote Speaker

David Barker, Bursar of Barker College and immediate past President of ASBA NSW.

David has been the Bursar of Barker College for over ten years. As Bursar he has overall responsibility for the School's Finance, Taxation, Budgeting, Property, IT, Archives, Catering and Facilities. He is also secretary to the School Council and School Foundation.

David's history with Barker College, which was originally an all-boys school, is really interesting as they are currently changing to fully co-ed, which has meant that David has had to deal with many challenges and still stay focussed on keeping the school running efficiently.

He talked about the challenges that Business Managers face whilst they try to keep things flowing, but also need to be able to communicate effectively with the Council. This can sometimes be very challenging, when there is a lot of change going on.

To alleviate Councils getting side-tracked by sideline anecdotes, educate them in how the business of the school operates by using financial trends/formulas.

He pressed that the Constitution is what drives the school, so make sure you understand it and that the Council understands it. It is also good to have a strong Constitution that you can work with (wording directed towards choosing board members)

His role was also to help induct Council Members.

Education Act (NSW) – all costs must be for the school – in NSW it is now illegal to pay Board members for being on the board.

**Hali Fernandez, Mumbulla Steiner School
Capital Grants**

Hali has been very successful in obtaining substantial grant funding for Mumbulla School (around \$1million in federal grants over the last couple of years).

She stressed the importance of having a long term plan when deciding to build. Part of the Master planning process must include:

1. Planning infrastructure creating in stages.
2. Review of current buildings, structures
3. Architecture plan of new buildings

4. Quantity Surveyor costing
5. Prepare 5 year cash flow

Recommended that the BGA people look more favourably on those schools whose balance sheets are not great looking. I think more needs to be looked into with this because keeping cash in the bank is not necessarily a bad thing.

**Jane Huxley
Steiner Education Australia
GLAM Conference, Chrysallis Steiner School,
Bellingen, NSW**

Friday 11th May

Keynote Speaker: Dr Julia Wolfson

The Art and Practice of facilitating conflict and creating community

Dr Julia Wolfson is an international facilitator and coach working with anthroposophical communities around the world, including Waldorf schools, Camphill communities and Steiner institutes for further and higher education. She views community building as a spiritual path, using down-to-earth, real-life conflict resolution skills.

The moment you welcome diversity, conflicting views emerge. Opposing views almost always lead to some tension or conflict. Developing the capability to work with difference and conflict is an essential skill for building community. Conflict goes with the territory, but who is home to facilitate it? The ability to facilitate conflict is an essential foundation of community building.

Dr Wolfson talked about embracing conflict, delving into "the mess", not shy away from it. And that the most conflict occurs where brotherliness (community) exists.

Workshop

Reputational Risk

Tracey Cain

Over the past 25 years, Tracey has advised the non-government schools sector on a range of public affairs matters from reputation building and protection through to critical incident management.

During this time she has worked with hundreds of independent schools and schools associations, working regularly with Principals, Chairs and Boards.

Most of the people in this workshop were Board members, but it was still very informative for me to be there.

It was very keenly noted that Risk Management is the responsibility of the Board and that the Board must take more responsibility of reputational risk, if there was any chance of mitigation.

Friday Workshop
Realising a Vision for Reconciliation
Tracey O'Leary and Kerri Clarke

Tracey O'Leary is Principal of Linuwel School in the NSW Hunter Valley, where she has worked for the past 24 years. Tracey has an advanced Diploma in Steiner Education and Bachelor of Arts in Children's Literature. Tracey has been at the forefront of establishing Linuwel's Reconciliation Action Plan and has achieved some goals with still some more to realise.

Kerri Clarke is a Boon Warrung woman and a cultural adviser to the Linuwel School and also a working adviser to the Steiner Education Australian Reconciliation Action Plan group.

I found this workshop so deeply moving. Both ladies talked about the work their school is doing towards reconciliation. They've changed their mission statement to reflect and include the aboriginal heritage in the area. A welcome to country is voiced before any verse, assembly or meeting and their curriculum now includes the local indigenous language, stories and art.

I was so moved by this because of the sadness surrounding our own country (Wardandi) and the disfunction of the local Wardan Centre. I would hope that our school can embody more from the local indigenous people and culture and I would encourage more dialogue, even though at present this may seem impossible. Our place is their place.

Saturday Workshop
Jen St Clair
Decision-Making
Capability – lessons from Athena on Wisdom and wickedness for School Leaders

Karen Davie and I both attended this final session and found it so interesting. Jen St Clair is a leadership expert and strategist with deep experience as a facilitator of group work.

The hardest decisions rise to the top of organisations, where leaders and Boards typically face problems so complex they have become known as "wicked".

In this workshop Jen St Clair set the scene for reflections on how Athena goddess of wisdom made decisions about wicked problems, and on practical lessons for Steiner school leaders.

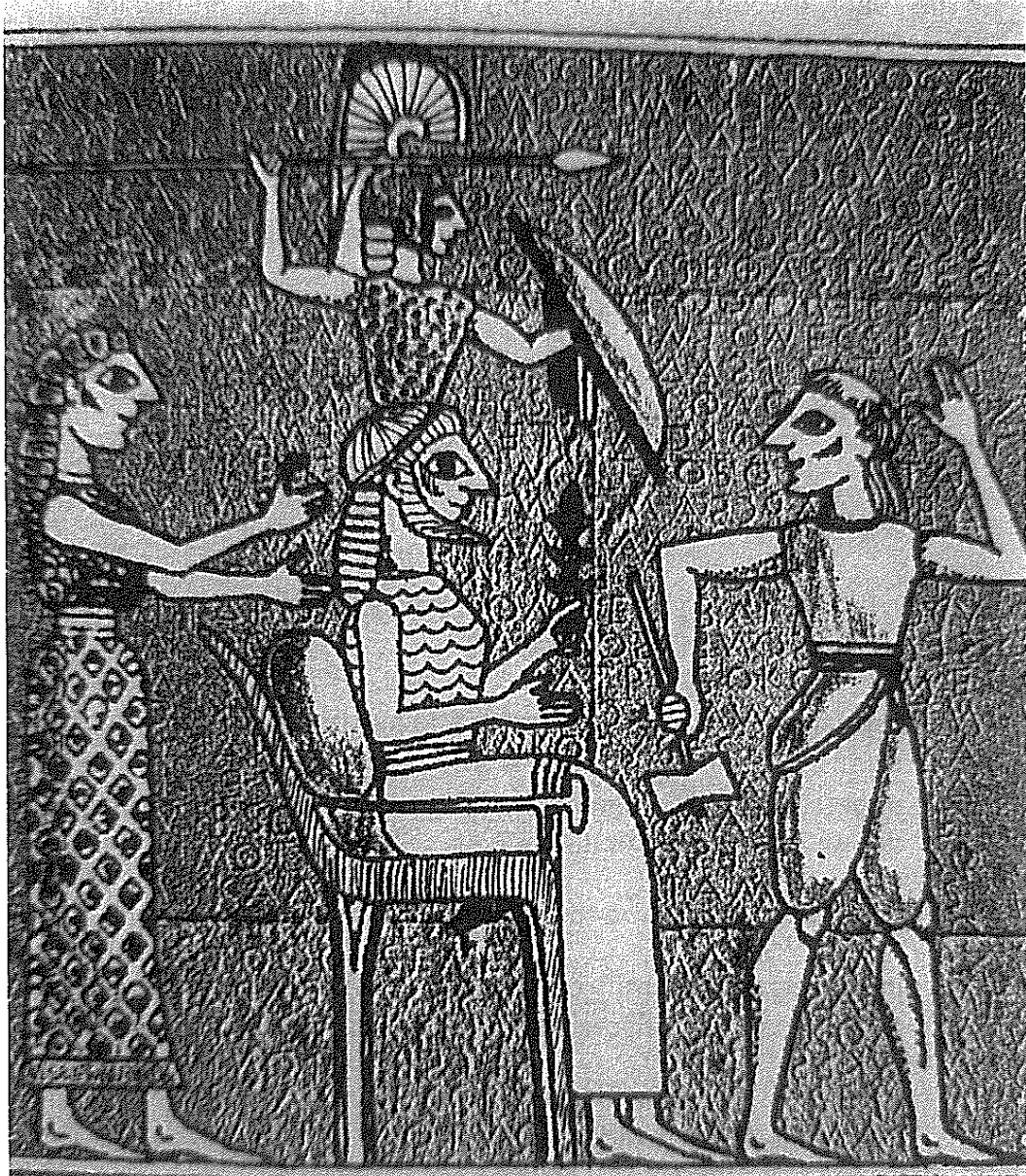
The question, 'how does a human being exercise judgement'? Ms St Clair used the methodology of Athena as goddess of wisdom to understand the answer.

- *Owl eyes* – Ability to see - having foresight - a vision.
- *Plumed Helmet* – exquisite sense of timing, being able to pick your moment.
- *Spear* – Focussed – being able to avoid unintended consequences – having the long view.
- *Aegis (cape/cloak)* – authority – powerful – knowledgeable source.

- *Shield* – having a good argument and remaining steady in the face of pressure.
- *Distaff* – strength – thread of meaning – cunning – spin.
- Her mother behind her – Blind spot – don't fail to check how it's going to feel.

Super interesting workshop!

BIRTH OF ATHENA GODDESS OF WISDOM (AND CRAFT!)



Student Numbers

Enrolments were 131 on the State Census in February 2018.

Income and Expenditure

	2018	2017	2016	2015
Income				
Tuition Fees	\$592,806	\$479,891	\$452,550	\$406,660
Playgroup Fees	\$24,105	\$29,623	\$30,965	\$44,212
Commonwealth Grants	\$851,930	\$695,795	\$556,263	\$602,016
State WA Grants	\$283,946	\$256,065	\$214,209	\$223,587
Other Grants	\$16,629	\$20,594	\$19,110	\$15,028
Establishment Fees	\$13,091	\$13,000	\$12,132	\$12,540
Miscellaneous	\$22,769	\$16,570	\$14,486	\$22,453
Total Income	\$1,805,276	\$1,511,538	\$1,299,715	\$1,326,495
Employment Expenses	\$1,305,690	\$1,150,078	\$1,017,517	\$1,044,456
Less; One off LSL payment				(\$ 19,444)
				\$1,025,012
<i>Employment Expenses %</i>	72.33%	76.09%	78.3%	77.3%

YALLINGUP STEINER SCHOOL COMMENTS

For the Year Ended 31st December 2018

The following comments have been made as a consequence of the annual audit that has been conducted. Some items require follow up action; others are more of an explanatory nature for the information the College Council and the Finance Committee.

The accounting and record keeping have continued to be of a very high standard. It is pleasing to note that the key control accounts for GST, PAYG and Super all reconciled; well done Jane.

INCOME AND EXPENDITURE

This year there was an operating surplus of \$176,955 which was up by \$66,904 on last year's surplus of \$110,051. There were other income items in addition to the normal operating income, being a \$1,000 PALS Grant, \$5,000 donation for books plus \$14,600 from the P&F.

INCOME

Operating income was up \$293,738 on the previous year, the major gains being increases of \$112,914 in Fee Income plus \$180,050 in Government funding.

The Scholarship Fund contributed \$19,456 towards tuition fees this year, compared to \$25,059 in 2017.

EXPENDITURE

The increased operating income was offset by a total expenditure increase of

\$226,833. The bulk of the increased expenditure was due employment expenses increasing by \$155,612. Admin staff leave and LSL accruals totaling

\$25,482, were a significant part of the increase.

OTHER INCOME

An additional \$20,600 was received as non-operating income; being a \$1,000 PALS grant, \$5,000 book donation plus \$14,600 from the school P&F.

BALANCE SHEET

Assets

Cash Funds

The school's cash position improved by \$178,334.

Debtors

Debtors are down on last year, but more importantly is the reduced provision for doubtful debts. The \$3,630 reduction in the provision has added the same amount to fee income for this year.

Last year there were 21 debtors outstanding > 90 days, this number is down to 10, which is reflected in the much smaller provision for doubtful debts.

Liabilities

Admin Staff Leave Payable

A new item has been added to the balance sheet to track admin staff leave owing. The leave owing needs to be taken or paid out. The preference is for leave to be taken since this cost is included in the normal wage's payments.

A new item has been added to the balance sheet to accrue admin staff leave. The administration staff are part time and expected to be available at most times throughout the year as well as during school term breaks. The preference is for leave to be taken and the school has employed an extra part time admin staff member to cover this need from January 2019.

Long Service Leave (LSL) Payable

A one-off adjustment has been made to bring to account the full value of the school's LSL liability.

Working Capital & Financial Viability

Working Capital is an indication of the school's capacity to meet its current payment obligations, so it is a key financial benchmark for the school.

	2018	2017	2016	2015
Current Assets	\$580,282	\$400,419	\$333,269	\$309,194
LESS:				
Current Liabilities	<u>\$187,489</u>	<u>\$85,872</u>	<u>\$106,647</u>	<u>\$110,937</u>
Working Capital	<u>\$392,793</u>	<u>\$314,547</u>	<u>\$226,622</u>	<u>\$198,257</u>

The increase in working capital has been impacted by the one-off catch-up provision for Admin Staff annual leave and LSL, which together increased the current liabilities by \$101,617.

The proposed building programme for 2018, which has been deferred, if it progresses will require the school to spend \$60,000 of its cash reserves.

Employment Expenses

Total employment expenses as a percentage of income has decreased.

	2018	2017	2016	2015
Income	\$1,805,276	\$1,511,538	\$1,299,715	\$1,326,495
Employment Expenses	\$1,305,690	\$1,150,078	\$1,017,517	\$1,044,456

Less;	
One off LSL payment	(\$ 19,444)

\$1,025,012

<i>Employment</i>	72.33%	76.09%	78.3%	77.3%
<i>Expenses%</i>				

Rolls - Census Review

As a matter of record, I note the following pre-primary funding arrangement.

In 2015 full time pre-primary school funding was mandated as a compulsory full time year. Pre-primary age students who are in KS at YSS only attend 8 sessions per week. A dispensation to allow this was given the Director General in a letter dated 21st May 2015. Pre-primary age students in KS at YSS are correctly claimed at 0.8 FTE.

Carbunup Hall

As a matter of record, I note the following.

A management order for reserve 19338 has transferred responsibility for the hall to YSS. The school is now responsible for repair and maintenance of this 100-year-old building.

Long Service and Annual Leave

LSL and annual entitlement are being maintained in a spread sheet. I recommend that the leave entitlements be taken up into MYOB and that MYOB be used for the ongoing management of leave entitlements.

New Capital Grant for 2018

An \$80,000 capital grant has been approved for the construction of a general learning area. This is to be matched by a school contribution of \$60,000 plus a pending Low Interest Loan application of \$60,000.

This loan has not been advanced because the city of Busselton has declined the building approval due to fire risk concerns.

Yallingup Steiner School Building Fund

The school building fund is a tax-deductible gift recipient (TDGR).

The accounting records are maintained in a separate MYOB file.

There was minimal activity in 2018. The only income was a small amount of interest.

Total cash on hand at year end was \$5,713.61

Bursary Fund- Yallingup Steiner (Inc) Scholarship Fund The

bursary fund is a tax-deductible gift recipient (TDGR)

The bursary fund is being maintained within the school MYOB system, but it has been moved out of the school accounts for the purposes of year end reporting and presented as a separate set of accounts.

There was little activity during the year, with donations totaling \$22,500 received, plus interest of \$26.39.

An amount of \$19,456 was paid into the school operating account to provide bursaries.

The yearend account balance was \$25,905.09

S E Deanfor

McCloud Business & Taxation
Management Registered Company
Auditor No 56657

7th February 2019

Concluding comments:

2018 presented many challenges and disruptions, proving the strength of our school lies in our ability to work collaboratively together. Fortified we have all grown. I have now experienced two reregistration's and over the years witnessed the culture of our school refine and progress. I am committed to Steiner Education and extremely grateful to offer my contributions whilst carrying the future vision, that is the Yallingup Steiner School. I would like to offer my thanks to the administration team, YSS colleagues and the school council for your continued support in my role as FM. And a big thankyou to our school community, of which we are all a part of.

Sincerely
Karen Davie
Finance Manager
Yallingup Steiner School

YSS P&F Chairperson's Annual Report for 2018

Profit and Loss

A profit and loss has been deemed a little difficult to attain as we only have the one account to work with, however, the accounts started at \$17,380.71 on the 1st of January 2018 and the final account was \$31,236.08 on the 31st of December 2018. Profit for the year 2018 is \$28,455.37 (+ \$14,600 pmt to the Yallingup Steiner School)

Fundraisers

We had a very successful year of fundraising throughout 2018 including Term 1 Autumn Raffle, and Sundowner, Term 3 curry night and Donnelly river camp, Term 4 Barefoot book night, Gnome Hollows Shop sales and the main input from Spring Fair which despite the rain still made over \$10,000 in profit. Lions Club Doantions, Entertainment Book fundraiser,

Other funds raised was via school kitchen soup and ice-cream.

These funds raised have allowed the school to attend Circus Classes for all School Class 1 -6, Cape to Cape School Walks for C1-6 and K6, Nature playground and equipment, Eurythmy classes for Kindy and all classes.

Funds Spent

Funds spent by the P&F throughout the year were on items to assist the fundraising events; sundries and food. We purchased nit combs to sell, upgraded some of the kitchen items; kettle, matts, plastic boxes with lids, matts, a glass door commercial fridge and separate freezer. These two fridges are in excellent working order, however, the freezer works better when the door is actually closed, the glass doors allow us to see exactly what we have without having to open the doors or delve deep into the chest to see what is at the bottom. The two commercial fridges generate some heat due to

the external motors, hence, a security screen has been put in place of the fly screen to allow 24 hour external cooling.

Funds expected to go out in 2019 include annual payment of \$26,000 to assist with school sundry expenses for the year, playground improvements etc. We expect a slight decrease in 2019 fundraising figures (\$1000 - \$2000) as Gnome Hollows school shop has now closed at YSS and is only open at Carbanup Hall.

Future Planning

For the future planning of fundraising events we are concerned about the lack of parking for the Spring Fair which is heightened due to inaccessibility to additional parking across from the school.

We are trialling a cashless system for the handling of Ice Cream and Soup money as the tallying of accounts and handling of money is tedious.

We have found that no new P&F members have returned since the first meeting and although we have a great team it would be more sustainable if new people were to take on some of the roles of only a few. The Curry Night Program was written and is available to assist in alleviating this issue

Corrie Wright

Building and Environment Report AGM 2018

Please see the Principal and Finance Manager's reports for Building and Environment in 2018.



SCHOOL PERFORMANCE INFORMATION 2018

Yallingup Steiner School offers a culturally rich, comprehensive and integrated curriculum. The school takes a holistic view of the child as a moral, social, spiritual and intellectual being and the Steiner Curriculum brings a richness using the creative arts and the development of the imagination. To enrich educational experience even further and improve learning, the following occurred during 2018:

Reporting – Assessment is based on close observation by the teachers of each child, their class work and Main Lesson books, attitude in class and evaluating their achievement towards the outcomes incorporated in the Australian Steiner Curriculum Framework. These observations are passed on to parents via parent/teacher meetings, Open Day, festivals and performances, and via written reports which are posted each semester.

Special Programmes

Our LOTE program in 2018 was run by Paul Lange. Adrian May primarily as an adjunct to his Assembly presentations also introduced the primary students to French, Spanish, Italian, German and some Indian language.

In an effort to deepen our physical education curriculum, we continued with our successful **Circus Skills** program in Term 4 for all children in Classes One to Six. In 2018 our circus skills program was run by Fatt Matt of the Lunar Circus. Teachers always report a marked increase in confidence and inner strength from the weekly sessions which flow through into classroom activities.



Students completed swimming lessons at Dunsborough beach in Term 1. Class 4/5/6 did Surfing Lessons with the Yallingup Surf School in term 4 2018



Our **Handcraft** programme was extremely productive this year along with all the usual activities the student's in class 5/6 participated in the designing and making of mosaic panels to decorate the primary school bubbler.



Festivals, performances, special celebrations and camps

We are proud of the wide variety of seasonal festivals, plays and fairs as well as performances by invited or visiting guests from around WA and Australia. Our own festivals include; Michaelmas and the Courage Day, Mid Winter Festival, Washing of the feet.



Ramadan



Buddhas Birthday



C1-C6 Washing of the feet



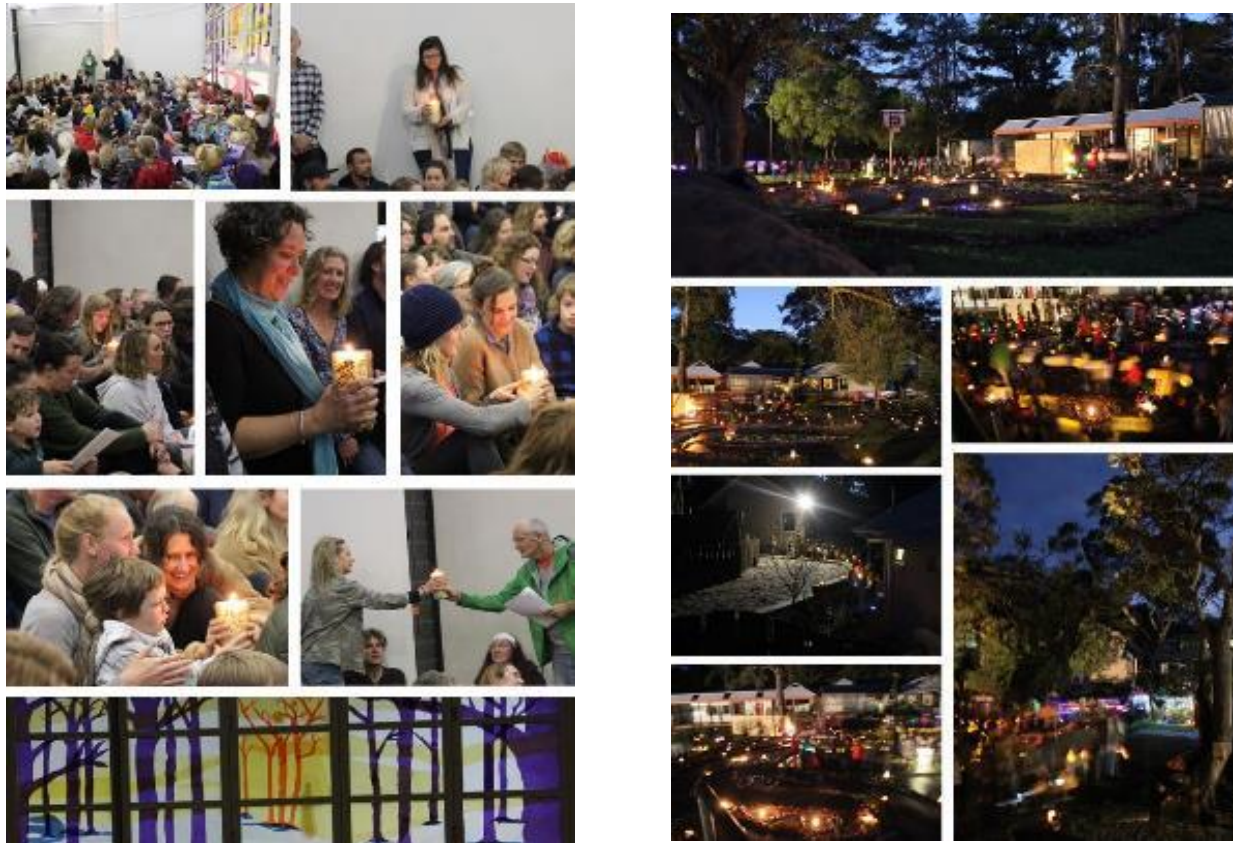
C1-C6 Celebrate Sukkoth



School Tour



Mid-Winter Festival



Kindy Spring Festival held in the school grounds and the primary school festival was held at Meelup



Eurythmy teacher Mynda visited the school for three weeks and worked with all students from K4-C6. A demonstration for parents was held in the Dunsborough Hall.



Class 5/6 put on a Ukulele concert for their families and friends.



This year we incorporated our Open Day with our annual Spring Fair. We used the school hall as an exhibition space displaying students work from Kindergarten 4 through to Class 6. It was a celebration of the creative and engaging work of children and teachers.



Camps & Excursions

Class 1 and 2 enjoyed a tour through beautiful Ngilgi cave.



Class 3 Visit Biodynamic Farm, Vineyard and local Soap Factory



Classes 4, 5 & 6 overnight camp in Perth and Visit to the Zoo.



Class 5 visit Perth Waldorf School to take part in the 'Greek Olympics'



K6 Walking Fridays Term 2 & Term 3



Class 5/6 graduation camp



Primary classes walk the Cape to Cape



PROFESSIONAL ENGAGEMENT IN 2018

- **Staff Attendance**

Staff attendance rate was 95% based on absences through sick leave or personal leave. Absence at professional development activities, camps, excursions, sporting activities etc are all professional requirements of teachers and therefore constitute school business and not included in this percentage.

- **Staff Retention**

Staff retention rate from 2018 was 95%.

Staff Changes are as follows:

Nia Almera	Continuing as Kindergarten Teachers Aide
Marsha Brawls	Continuing as Kindergarten Teachers Aide
Karen Davie	Continuing as Finance Manager
Charlie Gould	Commencing as Kindergarten 5/6 Teacher
Jane Huxley	Continuing as Business Manager & Registrar
Konrad Korobacz	Continuing as school Principal
Paul Lange	Commencing as Class 1 Teacher
Annie Malcolm	Continuing as Handwork Specialist and Chaplain
Adrian May	Continuing as Anthroposophy Support

Jacqueline Morris	Continuing as Class 4 teacher
Kerrie Naughton	Not continuing as Registrar
Rae-Lee Rehill	Continuing as Class 2 Teacher
Claire Rewa	Continuing as Class 5/6 Teacher
Victoria Robertson	Continuing as Playgroup Leader
Nicki Porter Smith	Continuing as Kindergarten Teachers Aide
Marie Shervington	Continuing as Class 3 Teacher
Ute Ten Hompel	Continuing as Kindergarten 5/6 Teacher
Sky Thompson	Continuing as Kindergarten Teachers Aide
Sally Upchurch	Continuing as Kindergarten 5/6 Teacher
Julie Vivian Williams	Continuing as Kindergarten Teacher
Jane Watts	Continuing as Administration Assistant & Registrar

- **Teacher Qualifications**

All teachers were registered with the Western Australian College of Teaching

Qualification/Experience

Number of staff: 21

A. Graduate Diploma of Education or Bachelor of Education, University Degree or combination	19
B. Waldorf Teacher Training/Foundation Anthroposophical Course	1
C. both A and B	1
D. No qualification per A or B, but relevant teaching experience	1

- **Expenditure and Staff Participation in Professional Learning**

Professional Development in 2018 included:

- Courses to ensure proficient level of care skills were conducted during the year: First Aid, Asthma and Anaphylaxis In-service programs.
- The *College of Teachers* meets every Thursday and the *Early Childhood Faculty* twice per term.
- *Vital Years Conference (Early Childhood)*. Ute Ten Hompel and Nia Almeida (Early Childhood) attended the Vital Years Conference which was held in Sydney (Glenaeon Steiner School) during Mid-Winter break.
- Jacqui Morris attended SEA delegates meeting held in Melbourne in February.
- Marie Shervington class teacher attended conference the millennial child.

- The Principal Konrad Korobacz attended the *National Arts Conference* in Brisbane (Samford Valley Steiner School) working with Iris Sullivan (Colour Therapist)
- Adrian May attended the *Liberal Arts Conference (Geometria)* held in Chartres (France). He also attended the *Choreocosmos Conference* in Kinsal (Germany) in August.
- The Principal Konrad Korobacz attended a for day conference at Shearwater in Mullumbimby entitled *Listening to Country* where indigenous elders shared and engaged with participants in a broad range of cultural activities. This had a strong flow-on effect with enhancing the School's indigenous learning program and re-engagement with the Wadandi (Undalup Association).
- As part of the School indigenous professional learning program, all staff attended a performance of *Dark Emu* by the renowned Indigenous Dance Company, Bangarra. the choreography was inspired by Bruce Pascoe's award-winning book of the same name.
- The Principal, Mynda Mansfield and Julie Vivian Williams attended *Searching for a Vertical Horizon* Anthroposophical Conference – Perth. Leading the conference were two members of the Anthroposophical Society (Goetheanum) executive: Bodo von Plato and Constanza Kaliks.
- *Master of Education (Steiner Education) course, Sunshine Coast University.* Two members of staff (Paul Lange and Charlie Gould) and the YSS Council Chair (Claire Parker) continued to study and completed their Graduate Certificate of Steiner Education course at Sunshine Coast University.
- Rae-Lee Searle continued her studies for a M.Ed at Charles Darwin University (CDU) and Marie Shervington worked towards her M.Ed credential in Steiner Education at a Norwegian university. Victoria Robertson (Carbunup Playgroup Leader) is studying for her education degree in Early Childhood at Edith Cowan University.
- Eurythmy with Mynda Mansfield August 2018. All Staff attended.
- Water Colour Painting 2018 weekly classes with Dr Konrad Korobacz
- Steiner Education Australia Business Managers and GLAM conference attended by BM Jane Huxley and FM Karen Davie at Chrysalis Steiner School Bellingen NSW.

Professional Development First Aid	\$1,018
Professional Development Administration	\$3,428
Professional Development Teaching Staff	\$9,540
Professional development Early Childhood	\$4,511
Professional Development Conferences	\$7,496
Total	\$25,993

Key Student Outcomes

- Student Attendance

In 2018 we had 190 teaching days. Student attendance across the whole School for classes K4 to C6 for the school year was 90.06%. This was a decrease in attendance rate of 4.84% from the previous school year. It should be noted that these figures also include students of non-compulsory school age. Parents are asked to call or email prior to 9.30am when a student is going to be absent for the day. If communication is not received the Registrar, then attempts to contact the parent/s to ascertain the reason for the student's absence. Should there be continued unexplained absences the School will contact the Warren/Blackwood District Education Office to seek assistance. This was not required during 2018.

- Performance in National Assessment Program Literacy and Numeracy

2008 saw the introduction of a National Testing program to replace the previous State based testing. Assessment at Yallingup Steiner School is based on progression rather than competition, with a view to the child reaching their own potential in an atmosphere of striving. Children's on-going work is assessed, used as a guide to lesson planning, as a diagnostic tool and progress is reported to parents – in written and verbal form. We aim to focus on what the child can do and needs to do. As Steiner Education focuses on the abilities of each child in an age-appropriate and natural progression, many parents of students enrolled in our school do not want their children to be subject to government comparative assessments or tests which may not be suitable in style and content for young children.

"In schools which trialled the tests, particularly in the lower years, it was felt that in both format and content, the experience was so foreign as to render invalid the results of the tests and make them of little use either to the school or to the Government." (From RSSA Position Paper on mandatory state testing, 2001)

The My School website shows 100% withdrawal.

School Satisfaction Surveys

Recommendations from Survey subcommittee.

Out of the survey comments, answer replies and SWOT analysis, the subcommittee reinforced the belief and findings that YSS maintains a wonderfully nurturing learning environment, reflected in a high level of satisfaction with the teaching and learning at the school. The dedication of teachers and their love and care for their students remains the key foundation of the school and reason it is so loved by its community.

Within that, there are opportunities for the school to implement some strategies to mitigate other perceptions and to focus on the retention of students throughout Year K-C6, leading to the following recommendations;

- Update in newsletter from YSS Council after each minutes with information for parent body. These updates would be a brief summary of relevant topics.
- A fortnightly summary of class topics in the newsletter from each Class; C1-6. This would be a summary of learning topics to add to parents' awareness of their child's learning as well as to reinforce concepts at home. This would also add to parents' feeling of being 'brought along' with their child's journey through the school.

- For YSS to take a broader involvement in community projects, as a key understanding for children to be more aware of their natural and social environment and reinforce the sense of community and place. This will allow Steiner philosophies to have a broader local reach and could have the added benefit of increasing the profile of the school. This will involve projects such as adopting a section of the C2C, being involved in City of BSN/agency outreach programs and/or other possibilities.

Beyond these recommendations, other comments from the survey are seen to be essential in the goal of retention of students and increasing a sense of parental partnership;

1. A mentoring/partnership arrangement between longer term parents with new parents, to be organised through the P+F.
2. A formal music program at the school.
3. Return individual comments on reports.

The survey also brought up some questions:

- a.) Is there a duty teacher before school?
- b.) What is the school start time?
- c.) Have the issues around fencing been resolved and communicated to parents?



