



ANNUAL REPORT 2019

'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.

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. 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.

Playgroups are offered at the our hall in Carburnup. Our Kindergarten is open for 4, 5 and 6 year- old children. Primary Classes cover Class 1 through to Class 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.

**'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 and our Integrated Curriculum

As part of the Australian Steiner Curriculum Framework, Yallingup Steiner School's integrated curriculum provides a rich and diverse learning experience for all our students. Assessment and Reporting reflects the journey through which the students develop.

School Council Chairman's Report for the 2020 AGM

It is an honour to hand down the report as Chair of a school which continues to deliver a quality of education that enriches the lives not only of its students but also those they go on to encounter in their lives. This remains a constant at the school and is widely cherished by the Council, parents and the broader community. The year of 2020, for all its tumult, must be remembered for the school reaching the milestone of single streamed classes throughout its Primary years – a testament to the wonderful teachers who hold their classes, as well as the work of Konrad Korobacz in creating a stable and rich educational environment. As always, we thank first and foremost the teaching and admin staff at the school who work to create the unique environment for the community to cherish. This sense is clearly communicated in the annual survey data which is attached as an appendix. Due to circumstances, there were only 15 respondents last year, as opposed to 56 the previous year, and we encourage association members to participate in this vital work of planning and reflection.

The tasks of the year past have not been easy and have involved vast amounts of work by many hands, as well as moments of tumult. The vision of the school Council; to grow a culture of transparency, institutional stability and professionalism was intended to improve the school's viability and sustainability and necessitated a blurring of the distinction between governance and management. It has been a process which brought two highly distinguished educators in Kevin Lange and Rod Tomlinson to the school and, while such change has been unsettling on the surface, it has brought the school a richness of ideas, management and embedded practices from which to grow into its next phase.

Council

The School Council continued to go through an instability of personnel. While Michael and Anna Smart joined the body in Term 4, Renae McEnroe de Klerk departed this year after service for which we thank her, along with Beth Oates. After three years of service Beth was warmly farewelled and is thanked for the depth of integrity she showed throughout that time. The long-term goal of having a Council made up of professionals with areas of expertise in education, building, Steiner, legislation and finance continues to be held.

Executive Officers/school culture

The past year saw the sudden resignation of the long-term Principal. The work of Konrad Korobacz continues to be acknowledged, felt and lived. The anthroposophical training of staff, selection and mentorship of teachers and woodcraft teaching that he brought the school over 8 years will live on at YSS for its future. His depth of Steiner knowledge is widely respected by staff, and his emphasis on the vital role of place in a child's education has borne fruit in many of the programs and experiences that children experience as they move through the school.

His departure brought Kevin Lange to the school for a term and his expertise in community

engagement brought a warmth and stability to the school. He oversaw many critical decisions around classroom configurations and staff selection, and we thank him for the dedicated and kind approach to his work.

Attached is a farewell notice to Rod Tomlinson who has served at the school after the recruitment process during Term 4 broke down. While that was a difficult period, the gift it brought us in Rod's work make it seems like there may have been a divine hand at play!

Finances

The school has continued to enjoy a robust financial position thanks to sound management and low debtors amongst parents. This reflects both professional school management by both Karen Davie and Jane Huxley, and the shifting demographic of the school where a large parent body are attracted to the school for its depth of anthroposophical education, thus committing to the long term journey of their child through the school and being prepared to make the financial sacrifices that entails. This has permitted the school to continue to engage the services of a blue-riband Steiner architect to advance the building program from the school's reserves.

Strategic Planning

One of the most pleasing developments has been the advancing of a living strategic plan that involves the input and parentage of the entire school community. We thank Rod in bringing his firm commitment to see this through and his determination to complete the process despite the constraints of social distancing! He has been ably assisted by Michael Smart in recording the ideas of parents, College and Council, with the work of strategic planning now ahead. This long sought for process will produce a document to better guide the school's governing body in decision making and avoid the drawn-out processes of previous years when the Council could not always make a decision that we were sure reflected the will of the school.

Policy development/oversight

The Constitution has been a labour of many years and it is with great thanks to Jane Huxley, in particular, but also Sue Briggs, Anna Smart and Marie Eckert that it now comes into being. The Council is eager to get onto the governance work of implementing and reviewing policies so that the school's re-registration next year is no more than the legislative check-in that it should be. These healthy processes will then underpin a thriving school culture that better enables our role in oversight of the school.

Thank you again to all those who have been involved in the life of the school since last year's AGM and I look forward to the creative work that lies ahead.

Garry Dagg
Chair, YSSC

The Principal's Report On behalf of the College of Teachers to the 2020 AGM of the YSS Association

Dear Members of the YSS Association

Thank you for attending this evening to participate in the Association's Annual General Meeting.

Rudolf Steiner advised the teachers at the original Waldorf School not to *criticise* the school's shortcomings but rather to consider what they could *contribute* to its improvement. Thank you for contributing this evening by participating in the school association's AGM – it's quite *critical* that some members do!

In the absence of a Principal's Report on the 2019 school year, I offer the following report of developments during my Interim role of the past six months (January –June 2020).

The past nine months have seen tremendous upheaval and challenge for YSS as it emerges from one phase of its development and moves into another. It began with the departure of Konrad Korobacz, YSS's longest-serving Principal, after eight years of dedicated service. Konrad provided a unique emphasis on the anthroposophical life, health and striving in the school which has seen a vibrant culture flourish here for which the community can continue to be grateful. Increasing tensions between Konrad and the School Council emerged, as these forces for change began to make themselves felt. Feeling that these challenges were irresolvable Konrad unexpectedly resigned at the end of Term 3 2019. This obliged the School Council to find an interim Principal for Term 4 of 2019 to allow them to undertake a full recruitment process for a replacement Principal. Unfortunately, unforeseen fissures in the social fabric of the school opened up in the wake of Konrad's departure, presenting obstacles to a satisfactory resolution of the recruitment process and it had to be abandoned at the end of 2019. The decision was taken to appoint an interim head of school for six months to restore procedural confidence and stability and support the recruitment of a permanent head of school to commence in the middle of 2020.

In the midst of this process, a bellicose virus from China erupted onto the world stage and impacted even us in our remote, privileged corner of the world. The challenge to relational values of communities across the globe was as great as the health impact on many communities, including our own. After a few shaky first steps, the community ultimately prevailed with a new-found appreciation for the value of the support we can all offer one another in communities such as this when navigating upheavals of this order.

Two deeply unfortunate impacts for the children of Covid-19 was the cancellation of Mynda's visit to conduct the Eurythmy program this year and the cancellation of the Michael Courage Test – particularly the Courage Test, as the bridge has since been destroyed in that fateful storm of last month!

The Cape-to-Cape Learning Program which is a much loved YSS program by the children and staff alike, had to be postponed in Term 2 but is about to be reactivated as we enter into Term 3.

Last year and throughout Term 1 of this year, the school proceeded with the completion of the school's Master Plan under the expert guidance of David Jacobson, Australia's foremost Steiner School architect. This offers the school two Kindy buildings and six classrooms to house the Primary School from Class 1-6. David is now preparing the detailed drawings and the Development Application submission for Busselton Council.

We also managed to conduct an Australia-wide recruitment of the new school Principal. We are glad to announce the appointment of Jean-Michel David to the position of Principal at YSS. He has served previously at Little Yarra Steiner School in Victoria and Perth Waldorf School here in WA. He assumes his responsibilities from next Monday, 29 June 2020.

All staff and members of Council have collectively engaged in the work of the last six months, restoring procedural confidence and stability throughout the life of the school. This has involved:

- Amending and concluding the drafting of the new Constitution for the YSS Association.
- Engaging the entire community in contributing insights and ideas to the development of the new *YSS Strategic Plan 2021-2025*. The College and Council have now met to consider these community views and develop these further. The Strategic Plan is being drafted as clear strategic goals emerge from these discussions.
- The *YSS Strategic Plan 2021-2025* will allow an annual *YSS School Improvement Plan 2021* to be developed, to implement these goals and guide the College and Council in their deliberations.
- College have developed and adopted new lesson planning, assessment and evaluation documentation this year.
- College have adopted a new staff Review and Development Procedure to be undertaken annually.
- College have adopted new Staff Performance and Conduct Appraisal Procedures.
- The respective roles of governance and management in the school are increasingly being clarified to avoid unnecessary intrusions by one of these spheres of influence and responsibility into the other.

● Council are developing a skills matrix to inform and guide recruitment on to the School Council

● An Annual Schedule of Governance Tasks is being developed by Council to guide their meetings' focus throughout the year.

● A more conscious engagement with one another, sharing of information and transparency in communications has been cultivated throughout the school to cultivate greater mutual understanding.

Everyone is feeling increasingly reassured by this procedural transparency as it makes its presence felt and community confidence in this continues to grow. Further organisational commitment to these processes, will allow trust to grow as confidence in our respect for one another's differences, and the validity and importance of resolving unavoidable tensions, through striving for mutual understanding, is seen to be valued and appreciated.

'Trust' is one of the most highly regarded relational values in almost all organisations and communities, and it is always present to the degree that they are flourishing.

Parents entrust their children's education to the school, and staff entrust their professional reputations to the community and it is incumbent upon all of us to strive to be worthy of that trust and to earn it by our deeds.

A healthy social life is found not when I succumb to the narcissism of our age *nor* if I strive for the 'selflessness' of a bygone age, but only when I dispassionately seek everyone else's best interests along with my own, without distinction. We can only trust one another in the degree to which we see our interests reflected in another's eyes along with their own, and to be worthy of their trust they must be able to find the same reflected back to them whenever they look into mine.

There is a wonderful birthday tradition in the school, of clapping the number of years old that someone is and then, "one to make them grow!" As the school emerges from this one phase of its development into the next, I offer all members of the Yallingup Steiner School community, "one to *continue* making them grow!"

Rod Tomlinson
YSS Interim Principal

Finance Report

AGM BUSINESS MANAGER'S REPORT 2019

The Finance committee of 2019 comprised the following members: Karen Davie (Finance Manager), Jane Huxley (Business Manager) and Konrad Korobacz (Principal).

- During 2019 the Finance Manager's role focus was on the proposed capital building project inclusive of school's master plan and building development. And assisting in bringing together the current management of YSS and its vision.

YSS receivables were managed by FM and BM with some assistance by Mark McManus in his role as receivables clerk. YSS receivables have significantly improved year after year with policies and procedures in place to carry the school forward well into the future. 2019 was no exception and the yearend receivables results were the strongest to date with 90+ day accounts reporting at sustainable healthy figures.

Student Numbers

Enrolments were 116 on the State Census in February 2019 and 111 on the State Census in February 2020

Income and Expenditure

	2019	2018	2017	2016
Income				
Tuition Fees	\$572,286	\$592,806	\$479,891	\$452,550
Playgroup Fees	\$21,050	\$24,105	\$29,623	\$30,965
Commonwealth Grants	\$918,950	\$851,930	\$695,795	\$556,263
State Grants	\$265,183	\$283,946	\$256,065	\$214,209
Other Grants	\$15,203	\$16,629	\$20,594	\$19,110
Establishment Fees	\$10,791	\$13,091	\$13,000	\$12,132
Miscellaneous	\$22,682	\$22,769	\$16,570	\$14,486
Total Income	\$1,826,145	\$1,805,276	\$1,511,538	\$1,299,715
Employment Expenses	\$1,399,172	\$1,305,690	\$1,150,078	\$1,017,517
less LSL payments	-\$66,414			
Total Employment Expenses	\$1,332,758			
<i>Employment Expenses %</i>	<i>72.98%</i>	<i>72.33%</i>	<i>76.09%</i>	<i>78.3%</i>

YALLINGUP STEINER SCHOOL COMMENTS
For the Year Ended 31st December 2019

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 of the College, Council and the Finance Committee.

The accounting and record keeping have continued to be of a very high standard.

Income and Expenditure

This year there was an operating surplus of \$109,241 which was down on 2018 by \$88,314.

Income

Operating income was up \$20,869 on the previous year, Government grant funding increased by \$46,830 but was offset by a \$20,520 reduction in fee income.

Expenditure

Expenditure was up this year by \$116,182. The key contributors being staff costs \$93,481, Specialist Mediation \$12,015 and Literacy Specialist \$20,700.

Other Income

Additional income came from a \$1,000 PALS Grant and a P&F contribution of \$26,599.

Balance Sheet

Assets

Cash Funds

The school's cash position decreased by \$40,252.

Debtors

Debtors are down on last year, due to the wrote off of \$7,525 in accounts. The doubtful debt provision of \$1,926 is attributable to one outstanding account.

Liabilities

Long Service Leave (LSL) Payable

The amount of \$87,316 hasn't changed compared to last year despite \$66,413 being paid out during 2019. Rather than writing the LSL provision down it has been left as is because during 2020 LSL entitlements of approximately \$35,000 will accrue as staff pass 7 years of service. This will substantially reduce the cost of accruing added LSL entitlements in 2020.

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 bench mark for the school.

	2019	2018	2017	2016
Current Assets	\$557,353	\$580,282	\$400,419	\$333,269
LESS:				
Current Liabilities	\$158,103	\$187,489	\$95,972	\$106,647
Working Capital	\$399,250	\$392,793	\$314,547	\$226,622

The fact that working capital has Improved slightly compared to last year is an excellent result given that the overall surplus this year was only \$109,241 compared to \$197,555 in 2018.

The proposed building program for 2020, which has been deferred from 2019, 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 increased.

	2019	2018	2017	2016
Income	\$1,826,145	\$1,805,276	\$1,511,539	\$1,299,715
Employment Expenses	\$1,399,172	\$1,305,690	\$1,150,079	\$1,017,517
Less LSL Payments	(\$ 66,414)			
Employment Expenses %	72.98%	72.33%	76.09%	79.3%

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 K5 at YSS only attend 9 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 K5 at YSS are correctly claimed at 0.9 FTE.

Carbunup Hall

A management order for reserve 19339 has transferred responsibility for the hall to YSS. The school is now responsible for repair and maintenance of this 100-year-old building.

I note that the building is insured for \$350,000 plus contents of \$11,000. I doubt that the insurance underwriter would pay this amount for a heritage building destroyed by fire. I recommend that the cover be reviewed, and it established with some degree of certainty what amount of cover will be extended.

I am concerned that at some time soon the building will require considerable renovation imposing a substantial cost on the school.

Capital Grant from 2019

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 was not willing to support the building approval due to fire risk concerns. The school has since withdrawn the application and pursued the necessary need for a master plan.

Constitution

On 1st July 2016 new model rules were published by the Department of Commerce which should have been adopted within 3 years.

WACSSO has advised finally approved revised P&C constitution. The new constitution now needs to be approved.

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 2019. The only income was a small amount of interest.

Total cash on hand at year end was \$5,721.08

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.

\$20,000 was received as donations, plus \$37.75 in interest.

\$24,400 has been accrued as bursary amount payable because this has been recorded as a receivable on the school balance sheet and applied to 2019 school income.

The yearend account balance was \$45,942.84, with a prior claim of \$24,400 owing for 2019 bursaries payable, this leaves \$21,542.84 in free cash held. The free cash balance this year compares to \$25,905 in 2018.

**S E Dean for
McCloud Business & Taxation Management
Registered Company auditor No 56657
4th March 2020**

YSS P&F Chairperson's Annual Report for 2019

Profit and Loss

The P&F account started at \$31,250.13 on the 1st of January 2019 and the final amount was \$16,517.62 on the 31st of December 2019.

\$20,000, was paid to YSS.

\$1,800 was paid for deposit for 2020 school Camp at Donnelly River, in advance.

Fundraisers

We had a successful year of fundraising throughout 2019 -including (approx. profits below):

Term 1 Autumn Raffle and Sundowner \$3000

Term 3 curry night \$2000, MR Lions Sausage Sizzle \$1500

Term 4 Barefoot book night, School Picnic \$2000, Barramundi fish fundraiser \$800,

Entertainment Book \$300, School photos fundraiser,

Over the whole year is:

Carbunup school shop sales, ice cream and soup funds/ PPS Hours not completed were sent invoices this year and an extra \$400 was paid to P&F from this /school t-shirts sales.

Note: The main input for the year is usually from Spring Fair which in 2018 despite the rain still made over \$10,000 in profit, unfortunately the Fair was not held in 2019 due to lack of carparking for such a large amount of usually approx.. 400 patrons at one time.

These funds raised have allowed the school to pay for 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, icecream supplies (frozen berries,banana, cones etc) hot chocolate supplies for Michaelmas.

The school kitchen fridges and freezers 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.

YSS P&F implemented a Memorial seat to be made and engraved in Memory of Karen Bennett, \$560.

Other expenses were: Butter bulk purchase for soup day bread, kitchen supplies (cloths, detergents, sprays, tea towels etc)

Also Embroidery for school t-shirts plus cost of new t-shirts.

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.

The cashless system we trialled in 2018/2019 was successful in our opinion for the handling of Ice Cream and Soup money as the tallying of accounts and handling of money is tedious, this cashless system will be continued.

Alice Leavy
YSS P&F Chair

Building and Environment Report AGM 2019

Please see the Principal and Finance Manager's reports for Building and Environment in 2019.



SCHOOL PERFORMANCE INFORMATION 2019

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 2019:

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 2019 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 2019 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 2019



Our **Handcraft** programme was again productive this year along with the usual activities.



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.

Students in class 4 & 6 perform 'Let My People Go' Moses Play



Ramadan



Buddhas Birthday



C1-C6 Washing of the feet: One of the most beautiful and reverent festivals of the year enacted. As teachers and parents, following the example of Christ on Maundy Thursday, the

teachers washed the feet of their students while the parents and then massaged the children's feet.



School Tour

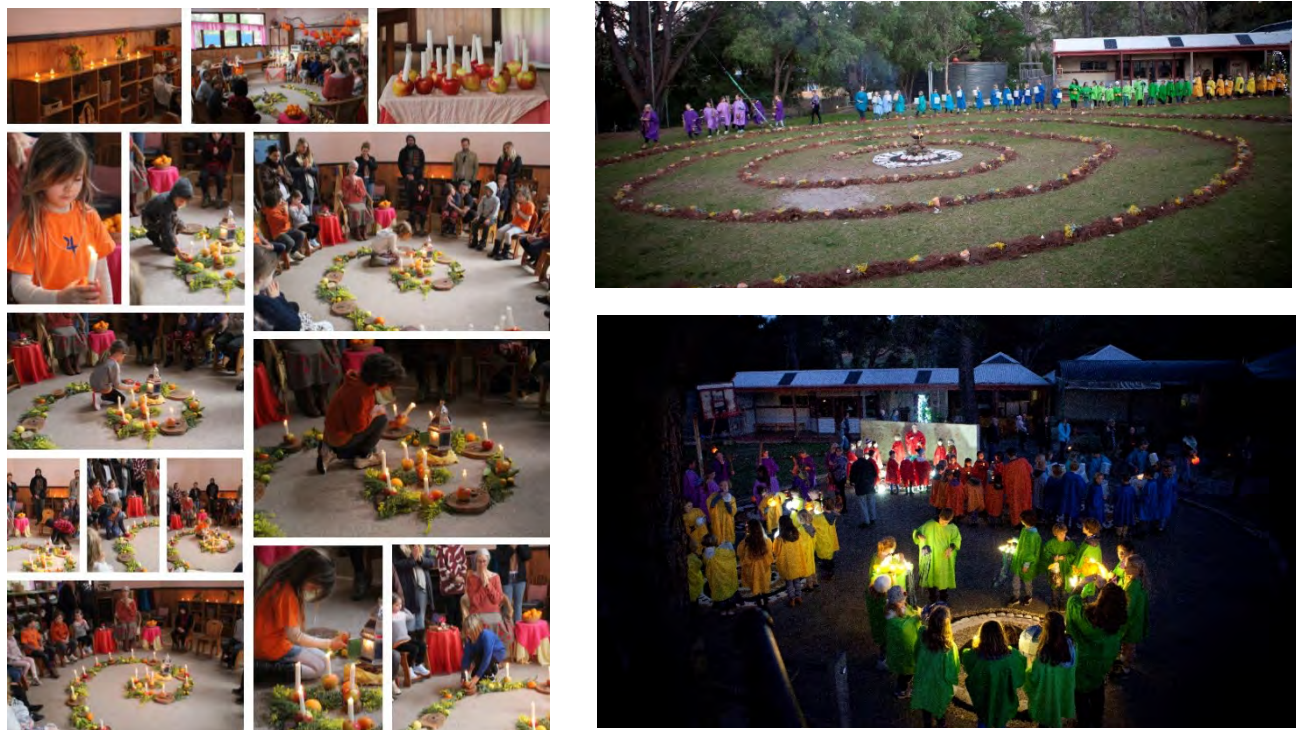


Courage Test

With parent's positioned on surf boards out in the ocean, each class made their way out with varying distances to travel & a new test of courage was made.



Mid-Winter Festival: Kindergarten celebrations took place during the day in the children's classrooms with parents invited to watch. The Primary school celebrations took place at dusk. Adrian and the children led the colourful procession in the form of a Waugal (rainbow serpent) around the school with lanterns burning bright before entering a beautifully adorned spiral.



Eurythmy

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.



As part of this year's Open Day we celebrated the 'Waldorf 100' commemoration of 100 years of Steiner Education Worldwide. As well as all classrooms being open for inspection students presented an Eurythmy performance for guests, which included student's family & friends the wider interested community as well as a large contingent of YSS Alumni.



Camps & Excursions

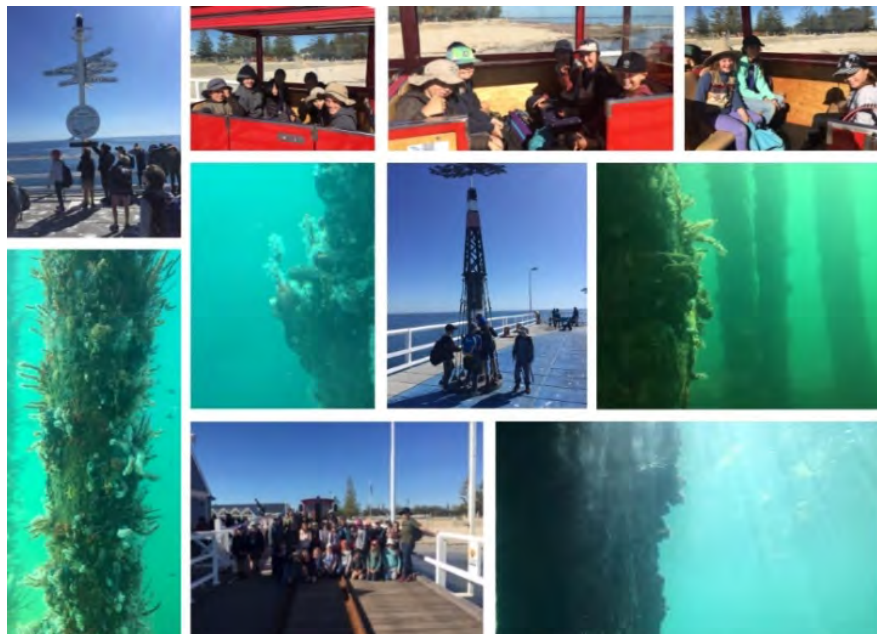
K6 Walking Fridays Term 2 & Term 3



Class 1 children along with their parents had their first school camp.



Class 3/5 visit the Busselton Jetty and Underwater Observatory



Class 4 Camp to Donnelly River in term 3.



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



Class 3/5 overnight camp to AQWA



Class 2 camp to Wharncliffe Mill. Surrounded by bush and only 2km from Margaret River, it offered a simple yet beautiful camp experience. The DBCA Ranger gave the children a deeper understanding of the Wooditchup National Park through their Nearer to Nature Program.



Class 5: Study of Ancient Greece and Class 3: Farming and Gardening Together Class 5 & Class 3 visited Leeuwin Estate to witness the grape harvest in the morning. In the afternoon, they pursued the Minotaur within the Labyrinth that is the beautiful hedged maze in Margaret River. (Amaze'n).



This year the Undalup Association has agreed to support and enhance our Cape to Cape Walking Program with an indigenous (Wadandi) cultural learning program. Led by Zac Webb, the primary students will be learning about country: through observation of the environment over the course of the six Noongar seasons, bush tucker, bush medicine, story-telling and importantly through Wadandi language dialects.

PROFESSIONAL ENGAGEMENT IN 2019

- **Staff Attendance**

Staff attendance rate was 96% 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 2019 was 81%.

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	Continuing as Kindergarten 5/6 Teacher
Karen Hodel	Commencing as Kindergarten 5/6 Teacher
Jane Huxley	Continuing as Business Manager & Registrar
Konrad Korobacz	Continuing as school Principal
Paul Lange	Continuing as Class 2 Teacher
Annie Malcolm	Continuing as Handwork Specialist and Chaplain
Adrian May	Continuing as Anthroposophy Support
Jacqueline Morris	Continuing as Class 5 teacher
Rae-Lee Rehill	Continuing as Class 3 Teacher
Claire Rewa	Continuing as Class 1/6 Teacher
Victoria Robertson	Continuing as Playgroup Leader
Nicki Porter Smith	Continuing as Kindergarten Teachers Aide
Marie Shervington	Continuing as Class 4 Teacher
Sky Thompson	Continuing as Kindergarten Teachers Aide
Sally Upchurch	Continuing as Kindergarten 5/6 Teacher
Jane Watts	Continuing as Administration Assistant & Registrar

- **Teacher Qualifications**

All teachers were registered with the WA Teachers Registration Board

Qualification/Experience

Number of staff: 19

A. Graduate Diploma of Education or Bachelor of Education, University Degree or combination	17
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

- **Staff Participation in Professional Learning**

A range of professional learning opportunities were taken up by staff, including Steiner-based 'Intensives' during January in Sydney, regular participation in weekly pedagogical and policy discussions, cross-school-based learning networks, and WA Steiner Schools professional development day.

Key Student Outcomes

- **Student Attendance**

In 2019 we had 190 teaching days. Student attendance across the whole School for classes Pre-Primary to C6 for the school year was 91.5%. This was an increase in attendance rate of 1.44% from the previous school year. As per the MySchool website, in Semester 1, 77% of Students attended 90% or more of the time and in Term 3, 60% of students attended 90% or more of the time. Parents are asked to email prior to 9.30am when a student is going to be absent for the day. If communication is not received a text message is forwarded through the school's student management system to follow up 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 2019.

- **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 wither 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

A Parent Satisfaction Survey was not conducted in 2019.

