



WILLUNGA WALDORF SCHOOL

STRONG

BALANCED

DYNAMIC

ANNUAL REPORT 2015

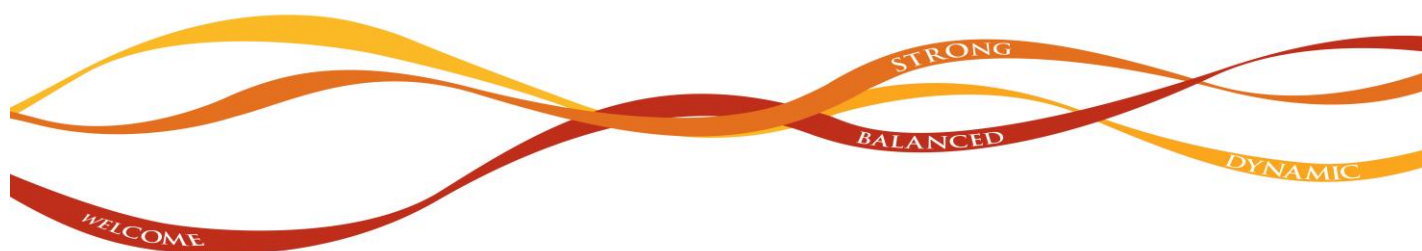
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Spring Festival Fun



Report from the Head of School

By term 4, 2015, Willunga Waldorf School's projected enrolment number for February 2016 was 347 students with enrolments in the high school exceeding 100. With waiting lists in the early childhood and primary school, a new challenge presented itself during the 2015 year. What can be done to address the future demand? In taking stock of the school's growth, particularly over the previous 10 years with the development of the high school, significant focus was given to reviewing and renewing the school's mission, vision and values, and clarifying aspects of the school's structures and processes which support the provision of the educational delivery. To plan for the following 10 years is the task to be addressed in 2016.

Self- Review and School Improvement

Throughout 2016, focus will continue on the development of a formal school improvement plan in conjunction with the development of a strategic and master plan. Parent, teacher and student surveys will be incorporated in this to identify the areas of current and future needs.

Governance, Leadership and Management

2015 was a successful year in developing whole school clarity and understanding of organisational change to the leadership structure introduced in 2014. Very significant work was done throughout the year in the Council and the College of Teachers which included refining the role, responsibility and desired leadership brief for the Principal (with a changed title of Head of School); and roles, responsibilities, operating principles and processes of the overall school structure by developing specific individual terms of reference for the School Council, the College of Teachers the Parents & Friends and a proposed internal Leadership Team.

This was a very comprehensive, participatory and collaborative process. Role statements and an appointment process for Faculty Head/Coordinators were developed and approved as was an appointment process for membership of the Leadership Team. This resulted in the completion of the new leadership structure. Coordinators of each of the three faculties were appointed in conjunction with the formation of a 5 member Leadership Team in late term 4, comprising of the Head of School, the Business Manager and the Faculty Leader /Coordinator from each of the three faculties.



The clarity of school processes and procedures was also consciously given a focus of review and improvement:

- Role statements for all the many positions across the school were updated.
- WHS policies, risk assessment/management

- All policies pertaining to early childhood and a number of whole school policies
- Staff Induction information
- Significant upgrading of the school's intranet which provides access to significant school resources, policies, forms,
- information for staff.



Mission, Vision and Values

In July, a Vision and Values workshop was held over three days, facilitated by an external organisational consultant, David Liknaitzky, attended by all staff, representatives of the Council and the P&F. This was also a highly beneficial school development event bringing about a renewal of a future vision, and aligned values of a collaborative working model based on the school's philosophy and principles. The summarised mission, and values that were also identified are as follows:

***WILLUNGA WALDORF SCHOOL MISSION:**
Willunga Waldorf School provides an education, from Early Childhood to Year 12, derived from a deep understanding of and respect for the developing and unfolding human being, inspired by the work of Rudolf Steiner.*

Current promotional descriptors for Willunga Waldorf School are: ***Strong - Balanced – Dynamic***

AT WILLUNGA WALDORF SCHOOL WE VALUE:

- *A deep understanding and respect for the developing, unfolding human being which guides our education and interpersonal relationships*
- *A culture of ongoing learning, reflection and self-development*
- *Collaboration, trust and support in professional relationships*
- *The fostering of connectedness and partnership*
- *Responsible stewardship of our social and physical environment*

Working with our mission and values, Willunga Waldorf School offers:

STUDENTS –

- *An ability to learn with authenticity, to think freely, to adapt and be inquisitive*
- *A sense of self, with inner feelings that are recognised (as all important to the journey)*
- *Interpersonal skills, sociability*

PARENTS –

- *Comfort that their children are growing as balanced human beings*
- *Reassurance their children will manage in a changing world*
- *That their children will have learning skills for life*

TEACHERS –

- *Satisfaction, creativity and connection in their vocation*
- *Pride in their place of employment*
- *An opportunity to find challenge, to continually grow and develop*

WILLUNGA COMMUNITY –

- *Pride in the local centre of learning*
- *Good citizens who contribute to the community*
- *Reciprocal relationships of value: sharing resources and ideas*

VISION STATEMENTS: 2016-2018

Willunga Waldorf School provides a rich Waldorf curriculum from ECH through to year 12. The focus of the school's current 3 year vision is to consolidate our educational service by an ongoing process of plan, reflection and review in the following areas:

1. Waldorf pedagogy and curriculum: Teaching and Learning
2. Student Wellbeing
3. Structure / Governance / Leadership
4. Policies & Processes
5. Parent Partnerships
6. Personal & Professional Development
7. Enrolments / PR Marketing
8. Resources / Growth of School / Planning structures

Curriculum and Pedagogy***- Teaching and Learning***

The school provides a K-10 curriculum in alignment with the Australian Steiner Curriculum Framework, which is an ACARA approved option to the Australian National Curriculum. Our years 11 and 12 curriculum is also Waldorf-authentic. At year 12 level, the assessment formula has been developed in conjunction with and approved by SATAC. Teachers continue to follow a process of 'plan, do and review.'

Year 12, 2015

The 2015 Year 12 students impressed teachers throughout the year with their strengths and capacity for learning, engagement and productivity which manifested in some extraordinary Year 12 projects and end of year results.

Congratulations to all graduates. The Project Presentations in November were outstanding – and attracted a full hall of interested guests. Out of the 13 students, 12 chose a SATAC assessment option in Year 12. Every student gained entry into the university course of their first choice, with 7 out of the 11 attaining equivalent ATAR grades in the 90's. Accolades go to Allie Sinclair and Scott Johnston who accompanied and supported this class through their high school years as Guardians.

***Multi Lit Program******– in the Primary School***

In addition to our ongoing curriculum delivery, the Learning Support Team introduced the Multi –Lit Program in 2015 to enhance and support reading tuition. Multi – Lit is a multi - sensory program to improve reading for individual children.

In 2014 two teachers completed training and in January 2015 a specialist teacher was appointed as a Multi Lit tutor for children from Class 4-7 as a trial in term 1. Assessment and observation at the end of term showed substantial improvements in children's

reading resulting in the continuation of the program.

Early Learning Years /

National Quality Framework

Irene Bragg continued to lead the Early Childhood Faculty's development and implementation of the Quality Improvement Plan, in alignment with the seven national standards.

All Educators completed the specific ECH qualifications.

In August, the ECH service in the kindergarten underwent the NQS assessment process.

In 2016 as a follow up, strategies will continue to address the assessment report and move forward on the quality improvement plan.



Music

The Music Program in the school has continued to grow and develop. Class teachers incorporate music strongly into their daily curriculum. In addition to specialist class music lessons from years 1-12, which incorporate theory, choral and ensemble, a significant

instrumental music program is introduced from Class 3. Extra curricula success was the 2015 Musical: Congratulations go to Writers and Directors, Allye Sinclair and Albert Jamae, along with the entire cast who performed in the Musical, "Twin Beat". Staff as well as students were included in the cast. The lead roles are to be commended and Michael Kwiatek, in Class 11 was a star! Well done all! Musicals and other productions offer many benefits - to students and staff, as well as the school community, and the positive ripple effect it has on the school's standing in the extended community.

Allye Sinclair, supported by other staff and parents, took the Senior Ensemble to Melbourne in term 3, visiting Little Yarra Steiner and various other Waldorf schools, giving concerts and playing music together with students from those schools. From all the feedback, it was a very successful trip and certainly promoted the musical strengths of WWS!

Outdoor Education/Camps

The school's camps program is ambitious and very rewarding for students, teachers and the school. In the current climate of protective safety regulations, it is a fine balance to aim for experiences that will challenge students' skills, courage and personal learning and develop resilience while ensuring compliance with risk management demands etc. However, comprehensive processes have been developed to ensure risk assessment and safety is well managed.

Class camps in 2015 included the usual camps across the year levels. In class 7 we utilised the professional expertise of a new company to us, and a little more sophisticated than previous years, but still maintaining the 'new frontier' experience. The recently introduced Class 9 Geography camp, following the Tjilbruke Trail from the city to the

Fleurieu Peninsula, was developed another step forward through the knowledge and innovation of Rebecca Hicks and Sean Ashford and an increased budget!



Enrolments and Marketing

The 2015 year began with 329 enrolments; at the 2015 August census there were 337 enrolments.

A staff change in the position of Registrar took place in June 2015, Elle Summers replacing Charlotte Robinson. Annual promotion and information events were held which were informative, creative and well attended, resulting in full classes in Kindergarten and the first year of high school (class 8).

The High School Information Evening on 19 May included a program of excellent activities and presentations by high school teachers, Sandra Van Vliet, Scott Johnston, David Blacklock and Alex Walker-Symonds. Class 8.

The Kindergarten Information Morning – Saturday 6 June was also a significant event attended by 30 parents. Presentations of the various areas of the school were given by the Head of School, Early Childhood teachers and a High School teacher.

School Tours held twice per term throughout the year were keenly attended.

Staffing

The core business of education is carried by very capable teachers across the three faculties who are highly committed to their role at WWS. Participation in professional development internally and externally is encouraged and supported by the school. In 2015 a week of in-service professional learning in the context of school development for all staff was held in January and another week in July. Both were highly participatory, clarifying and beneficial for staff wellbeing and future directions.



In 2015 staff positions of responsibility in education were held by the following:

Chair of College: Jodie Thomas
Early Childhood Coordinator- Playgroup and Kindergarten: Irene Bragg
Lower Primary School Coordinator- Classes 1-4: Katrina Kytka
Middle School Coordinator –
Classes 5 -7: Jodie Thomas
High School Coordinators:
Kathy Lawrence, Renee McGowan and Sandra Van Vliet

Staff Movement 2015

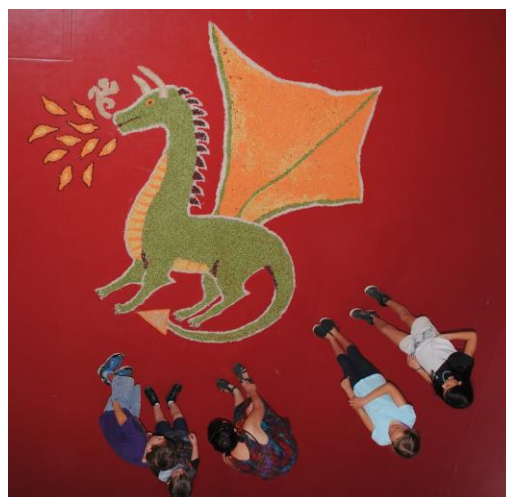
Incoming staff
Libbi Turner- Interim Principal
Eurythmy Teacher - Alexander Forkel
Class 1 Assistant Keely Van Vliet, replaced Sarah Snook.
Graeme Tucker –Business Manager
HS Teacher – Alex walker Symonds temporary replacement teacher
Clodia Porteous- Class 2 Assistant
Registrar - Elle Summers (June)
Tom Deliveyne (Jan 2016)
Nyree Davis (Jan 2016)
Sally Delara (Jan 2016)

Exiting staff
Janet Malloy (end of 2014)
Alexander Forkel (Return to Switzerland)
Sarah Snook (Maternity leave)
Jocelyn Grant – Sabbatical for term 1 & 2
Renee McGowan – (Maternity Leave for terms 3 & 4)
Rachael Hoffmann – (Maternity Leave for terms 3 & 4)
Tiffany Harrison (end of 2014)
Ben Prosser- HS Teacher end of 2015
Charlotte Robinson (April)
Andrea Garcia- Spanish – end of 2015 to NSW
Catherine Freeborn (Maternity Leave term 1 2016)
Jonathon Waetford (Class 5)

Head of School recruitment

A lengthy and comprehensive recruitment process did not result in an appointment of a permanent Head of school in 2015. Expectations were high and a collaborative style of leadership an essential quality for this position. A contract extension was offered to me for 2016 which I accepted (with the exclusion of 8 weeks leave at mid-year 2016).

The position will be advertised again in term 2, 2016.

*Professional Learning for Staff*

Professional Learning came in many guises for teachers and staff in 2015:

- January in- service conferences for all staff in the week preceding the school year : “Moving Forward”
- July 3 day school development workshop with David Liknaitzky on Vision and Values
- A number of teachers participated in Steiner Education conferences and courses –sponsored by Steiner Education Australia (SEA):
- 2015 Waldorf Teachers Conference – Mullumbimby NSW, Governance, Leadership and Management,
- Kolisko Conference, July, New Zealand (Health, Education and Wellbeing)
- Specific specialist subject conferences and seminars – eg. Music, Science, Bothmer Gymnastics, Learning Support.
- Leadership Programs
- SEA Delegates meetings (March and August)
- AISSA run courses in SA:
 - AISSA Leadership Course – Managing Change
 - AISSA Briefings on a variety of educational, compliance, legal, HR issues
 - Governance (May)

- Other:
 - Specific specialist subject areas – for both educational and non educational staff

2016 - to date

- 5 day Pre-school conference: Lisa Romero – 3 day seminar on Sexuality and Gender from KG-Year 12
- 4 x 3 day intensive Leadership Program, across the year led by David Liknaitzky (January, April, July and September)

The Support of the Waldorf School Community

The school is strongly and warmly supported by an impressively active, abled and committed staff –in the classroom but also in the admin, grounds, gardens, maintenance and cleaning.

The P& F who are a small band of energetic and organised parents (all women dare I say it), are like a beehive....they come and go without much noise or fuss but my goodness me – what a lot of honey they produce!!!! The Rainbow Room, craft groups, organising the school fair,

allocating their fundraised monies – all as volunteers! In 2015 the P&F also organised a Quizz night in the school hall – which was a buzz of fun and trivia. Tara Anderson, Cathy Phillips and the P&F: I salute you all in your untiring contributions!

The members of the School Council also contribute voluntarily to the school – carrying a significant responsibility for the governance of the school.

Parents, grandparents and friends contribute in so many ways – in the classrooms, help with the extra curricula Music events, in the gardens, on excursions, camps etc.

There is so much that is deserving of a mention in an AGM report. However, suffice to say that the school thrives in so many ways – educationally, socially, culturally and creatively. I believe the school is a valued beacon of culture and creativity in the extended community of Willunga. Most certainly the hundreds of people who make a point of coming to the school's Autumn Fair day is testament to the quality and attraction of this healthy, hearty and inspirational beacon.

LibbiTurner
Head of School



Class 12 play – The Importance of Being Ernest

COUNCIL REPORT

The Willunga Waldorf School Council enjoyed a year of consolidation, growth and “professionalisation” in 2015. After the complexity of 2014 with its staff changes and challenges we began the year by welcoming both Libbi Turner and Graeme Tucker into key positions on Council.

Council spent several meetings looking both inwardly and outwardly during the year. Our own Terms of Reference was developed, clarifying such areas as our roles, responsibilities, methods and processes. We also developed and included additional policies on Member Responsibilities, Confidentiality and Council Appointments to Council.

A similar process was begun towards the end of the year with a Council-nominated parent, Anisha Anta, working with the Parents and Friends Group on their own process of self review and development of a Terms of Reference.

As part of a wider Strategic Planning process Council looked at the big picture of where we could be in ten or twenty years’ time. Given the reality of healthy waiting lists in many classes Council looked at the pros and cons of various ways to manage this. Different scenarios ranged from ‘doing nothing’ to opening new sites / schools. All options presented a range of complexities and needed to be brought to wider attention through the Strategic / Master Planning process.

Council members eagerly undertook a range of training opportunities in 2015. Several members were enthused and engaged with their experience at the

GLaM (Governance, Leadership and Management conference, run by Steiner Education Australia) in Mullumbimby, NSW in May. Also during May several members attended the AISSA Governance training at Walford College. The learnings from these opportunities were shared by attendees and helped the ‘professionalisation’ and skill development of Council members.

Council’s subcommittee structure worked well with several key functions being efficiently covered. Josh Anderson convened a Constitutional Review subcommittee that engaged with parents and staff to look at key overdue ‘functional’ changes as well as clarifications and improvements that will ensure our constitution is relevant, updated and useful.

The Principal Recruitment subcommittee began work in term 1 with the aim of appointing a new Principal for term 3. This group consulted with College and Council to update the Principal’s job description and went to market in term 2 via a recruitment campaign in conjunction with Stillwells Recruitment Agency. The panel was unable to identify a suitable candidate during this time and so maintained an open advertisement into term 4. Although several candidates made progress in this process, there were none who met the panel’s high standards. Council was therefore very pleased when Libbi Turner agreed to extend her contract with us into 2016.

The Compliance and Finance Subcommittee is a permanent subcommittee of Council and

completes much of the detailed 'number' work, compliance obligations and legal requirements necessary for the good running of the school. A Terms of Reference was developed which helped strengthen and consolidate itself. Parent involvement in this subcommittee is important and Council would like to thank those parents, Hannah Matthews, Cathy Phillips and Neil Irvine who commit their time to this group.

The people who serve on Council are certainly its most important asset. Council membership changed during the year as we farewelled and thanked both Bill Wood and Scott Johnston for their terms of service. Notably after many years on Council we also thanked Marita Huxholl for her valuable insight and contributions. Certainly big shoes to fill ! Following the May AGM we welcomed Katrina Kytka and Andrew

Banks as College nominees onto Council and also welcomed a WWS parent, Michael Smale, onto Council as a Council nominee, as well as onto the Finance Committee.

Council managed performance reviews for both the Principal, subsequently renamed as Head of School, and the Business Manager and were extremely pleased with the results. Both Libbi and Graeme have seamlessly fitted into the Council team and brought skills and experiences that have added to and developed Council's awareness and effectiveness. Together with the teaching staff and parent / grandparent membership, Council has developed into a cohesive and effective team. With increasingly clear and documented processes, policies and procedures, Council is increasingly assured that the governance of our school and association is in safe hands.

Andrew Bentley
Council Chair



Autumn Fair – The wonder of Science

COLLEGE of TEACHERS REPORT

THE ROLE OF THE COLLEGE OF TEACHERS

"The College of Teachers, through its responsibility for the core pedagogical leadership of the School, carries a collective care for the School's educational and cultural wellbeing and is engaged in shaping the culture, direction and evolution of the school."

(Defined in the College of Teachers Terms of Reference 2015)

During the 2015 year, the Interim Principal, Libbi Turner, together with the College Chair, led the College of Teachers through a year's collaborative review and clarification of the roles, responsibilities and operating principles of the College of Teachers and the proposed Leadership Team, developing a terms of reference for each group.

Other tasks throughout the year included:

- Electing representatives for the School Council subcommittees:
 - (1) Review of the Principal's Position Statement : Scott Johnston and Kathleen Stack
 - (2) The Principal Recruitment Panel: Katrina Kytka and Lin Muirhead
 - (3) The Constitution Review Group: Katrina Kytka and Lin Muirhead



- Presenting the proposal for the name change of the leadership position from Principal to Head of School, which the Council approved.
- Organization of the school's festivals throughout the year.
- Inviting guest speakers in to present chosen topics eg. the CEO of Steiner Education Australia presented a current picture of the Waldorf movement in Australia, Aleida Mabbarrack gave a presentation on the National Teacher Standards, David Skewes on Festivals and Lakshmi Prassana on aspects of Child Development.
- Nominated members for the Council: Katrina Kytka and Andrew Banks.

I would like to thank these College members for the work and effort they have contributed to these groups.

In the July conference, David Liknaitzki led the staff through a process which directly supported everyone to revisit the mission, vision and values of the school. The shared participation and workshop activities developed transparency, openness and trust amongst stakeholders and clearly left us with clear pictures of the future school direction and values.

In 2016, the pre-school conference was on the theme of Gender and Sexuality- from Kindergarten to year 12 – led by Lisa Romero. Discussions on this theme will continue through the year in College meetings, deepening our understanding of gender and sexuality

in the curriculum, in particular age groups.

I would like to thank Katrina Kytka for her time on Council and the continuing work of Andrew Banks and Katrina Stowe (the current members). Thank you also to Lin Muirhead for her untiring work and support on the Building and Grounds Committee over many years. Lin has stepped down and Kelly Ryan is replacement for 2016. I am also grateful for my colleagues' continued trust and

support for me as College Chair throughout 2015. Elections take place annually by mid- year.

The year's success has been carried by the dedication, love and inspiration of all teachers and staff. I am continually grateful to be part of a team that puts 100% into the student centred teaching and learning, with such a willingness to look at the overall needs of the school.

Jodie Thomas
College Chair



Educational Display

LEARNING SUPPORT FACULTY REPORT

"We shouldn't ask: what does a person need to know or be able to do in order to fit into the existing social order? Instead, we should ask: what lives in each human being and what can be developed in him or her? Only then, will it be possible to direct the new qualities of each emerging generation...The society will become what young people, as whole human beings, make out of the existing social conditions. The new generation should not just be made to be what the present society wants it to become" Rudolf Steiner

Over the last year, members of the Learning Support Faculty have included Sandra Van Vliet, Class 5 to 12 Co-ordinator, Katrina Kytka, Kinder to Class 4 Co-ordinator and Gabriel Scarman, our newly appointed Literacy Coordinator for Classes 4 to 7. This faculty is supported by the work of our student welfare officer, Lukas Heck and an Extra Lesson practitioner.

Extra Lesson support is delivered in Classes 1 to 3. An extensive assessment is conducted to inform a program comprising movement, painting and drawing exercises. Participation translates into increased confidence with many classroom activities. Class teachers in collaboration with Learning Support recommend children who may benefit from sensory integration activities as well as the special warmth of relationship that is provided by this programme. We fare-welled Marianne Nicholas from this role at the end of 2015 and warmly welcomed Kirsten Andersson at the beginning of 2016. Students love their visits to the Sanctuary for this work and classmates always want to know when it is their turn.

Learning Support Coordinators oversee the delivery of many different programmes to meet a wide diversity of learning needs and are assisted by the

valuable work of numerous classroom assistants. As co-educators of the students, our assistants perform many special support roles. In recognition of this, a faculty group with its own curriculum and professional learning has formed and is led fortnightly by Tatjana Samson. The benefits of this work flows back into the classrooms with all assistants being greatly appreciated by staff and students alike.

A very successful peer mentoring programme, sees students from the High School matched with Primary School students for a vast array of learning activities co-ordinated by Lukas Heck and Learning Support. High School students develop leadership, communication and mentoring skills through this programme and get to model responsible and appropriate behaviour to younger students who are always eager to meet with their mentors.

The Reading Tutor programme, introduced early last year, has now been established long enough to assess the benefits to participating students. Designed to explicitly intervene where reading development has not been well established by Class Four, this programme addresses sight word recognition, fluency, comprehension and word attack skills. Researched through Macquarie

University, as a multi faceted approach to reading intervention, the programme has been highly successful. This is in large part, due to the consistent one on one support provided by Gabriel Scarman to students in need.

Building on this success, the Learning Support faculty commenced a literacy review process at the start of this year to identify applications to our programme delivery across the Primary School. By the end of Term 2, the structured, comprehensive and sequential approach outlined in the national Steiner curriculum will be expanded to include our review recommendations.

The scope of Learning Support is enormous and comes in many forms. On any given day it may include student support plan meetings with class teachers and parents, networking with psychologists, audiologists or speech therapists, providing lemon foot baths, supporting successful student participation within classrooms, small group or one on one withdrawal, listening to children read, writing up health care plans, preparing students with special needs for camps, holding parent conversation mornings,

conducting standardised tests and other assessments, investigating anxiety treatment and prevention programmes – the list goes on and on.

The culture of openness and collaboration that exists at Willunga Waldorf School means Learning Support staff, are experienced as valued team members who, along with dedicated class teachers, surround and care for the various classes and work together for student success.

Beyond the Learning Support Faculty lies another layer of support for children and families through the work of the Special Ed Support Group. This small but dedicated group of teachers and parents contributed enormous funds and volunteer efforts in order to bring the Learning Support Sanctuary into being over the last five years. In October last year they organised a very successful, biannual art auction at the school. The school is ever grateful for the additional support and subsidies they provide.

Katrina Kytka, Sandra Van Vliet and Gabrielle Scarman
Faculty Co-ordinators



Pre-Kindy Forest Fun

PARENTS and FRIENDS

The Willunga Waldorf School Parents and Friends continued with five key members who met regularly through the year to focus on aspects of event management, grant distribution, fundraising, spending of proceeds as well as commencing terms of reference discussions and raising community needs with the school. We were joined from time to time by other parents, particularly those interested in supporting events. Elizabeth Stewien, Cathy Phillips, Tara Anderson, Sarah Staiff and Tanya White were the core group that formed the P&F committee in 2015.

Autumn Fair 2015

The 2015 Autumn Fair was again a great success from a community development and event perspective, despite it being slightly less prosperous as a fundraiser than the previous year. For the second year, we offered cash out facilities (with the help of rostered school staff) which was again a great success. For a number of reasons, P&F decided to change from inviting stalls to offer a 10% commission collected at the end of the day, to having a pre-paid fee for all external stalls. Cathy Phillips (Treasurer) developed a formal stall application form with comprehensive terms and conditions to give more structure and information to external stall holders. There were many more applications for stalls and it became apparent that the role of 'screening' stall holders for appropriate stall content was becoming more important. The introduction and increased use of a P&F Facebook page to advertise for stall holders and the Fair in general meant slightly wider distribution and advertising.

We encouraged class coordinators of school activities at the Fair to purchase more of the items their stall required. This reduced the hiring costs, but also lessened the organisational load and, for this year, improved the safety of

cooking at the Good Food stall due to the purchase of new gas burners. Crockery and cutlery for the Autumn Leaf Cafe was also purchased.

P&F had a strong focus on food hygiene and safety at the 2015 Autumn Fair with several food hygiene message signs for all sinks and toilets being developed and used, as well as providing appropriate hand soap, washing and sanitiser requirements for all food stalls.



Christmas Market stalls 2015

Following the Fair, P&F continued the work on "Fair Folders" that was commenced in 2014 and focussed all year on expanding the information in these information guides further. This meant that the number of folders grew from a handful to over 21, the class 4 roles were divided into more manageable chunks. A huge effort was given to collating and gathering more substantial and detailed information for each class stall/activity.

The Autumn Fair proceeds continued to be divided into three areas. Most was placed into a savings account to go towards a substantial project, some was kept in a transaction account as capital for the Fair and other events, and some was offered as grants. Grants were offered to school staff and the community in 2015 following the development of a refined and improved application form and criteria. In consultation with the school's leaders, successful applications included:

- Playgroup - \$1000 (annual support for playgroup as it is not fully funded by the school)
- David - \$500 gardening tools utilised by LETS volunteers and VEG (Volunteers Energising the Gardens)
- Katrina - \$200 portable projector screen
- School Senior Ensemble - \$1000 contribution for their trip to Victoria

A further grant which requested a subsidy for Janet Poulsen's parent course was discussed and negotiated throughout the year. P&F recognised that this was something that would be better to support in an ongoing way, rather than once off and the logistics of this required more thought. The Rainbow Room and Parents and Friends decided on a joint venture to support a subsidy. By the end of 2015, and following discussions with Janet, a rebate for parents attending her course was looking like the most workable option.

While the Autumn Fair preparation requires a flurry of activity, coordination, collaboration, pressure and often frustration for all parent volunteer organisers, it also offers much satisfaction, camaraderie, achievement and pride.



Other business

P&F raised with the school the possibility of re-instating a school contacts list to support with the organisation of the Fair due to the high communication requirements and

difficulties connecting with parents of older children who 'kiss and drop' and often work more hours. By the end of 2015, this initiative moved further and the school registrar planned for the availability of a parent phone book for 2016.

The school held a Vision Day on the 28th June and the work that commenced on this day was progressed and workshopped more in a subsequent P&F meeting. We aim to use these ideas and visions as a foundation for developing our terms of reference.

The Buildings and Grounds Committee were asked if there were any projects or development needs that the Parents and Friends could consider as candidates for a larger investment. One option they proposed included a multipurpose structure that could be used as a bus shelter, stage and gathering point on the side of the small oval. P&F discussed this at length and after viewing a second quote and sketch approved a substantial contribution to this project. This offer was withdrawn following the Christmas Market as we felt more discussion was required around the design and possibly the location. It became clear at the Christmas Market that the position of the structure as a stage would not serve this event fully with the design proposed, and we felt further discussion and thought was required. This will continue in 2016.

Towards the end of 2015, the P&F began discussing possible content and structure for a policy and procedure manual. Towards the end of the year, Anisha Anta approached the P&F to offer her support with this. The work on a Terms of Reference document as well as refining current policies will continue into 2016.

Events

The P&F organised a Quiz Night on June 13th. Led by Quiz Master Josh

Anderson this was a fun, well attended night that threw regular quiz goers off guard and cleaned off the cobwebs for most.

The Christmas Market was a warm beautiful day early in December and was a huge success in terms of attendance, enjoyment and community gathering. There were again many carefully chosen external stalls. We worked hard to gather food stalls to cater for the early evening time frame as Friday nights this year were popular in the wider community for local markets. The music was a pleasure, come-and-try circus was a hit and many families stayed on to soak up the atmosphere.

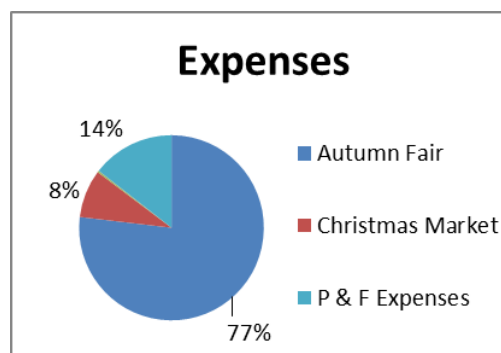
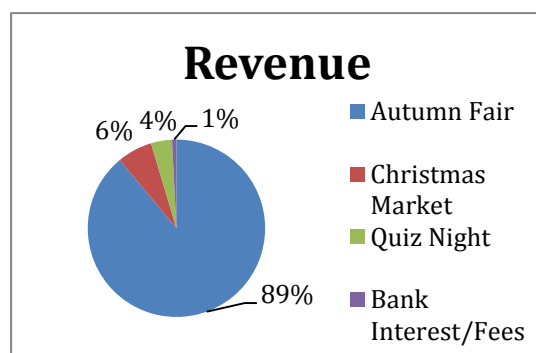
Looking ahead

Overall, the P&F continue their (not always) tireless work and commitment to developing community, fundraising and supporting the school. As we look ahead to 2016 we look forward to continuing to define our processes and policies through the development of a Terms of Reference. We intend to continue to refine the Autumn Fair folders and gather hardware to support the overall organisation of the ever growing Autumn Fair. We look forward to a dance night as a social function in 2016 and look forward to developing a more concrete business plan that will offer clarity and a goal for spending Autumn Fair proceeds.

Tara Anderson
Chair

FINANCIAL SUMMARY

Opening Balance 1/01/2015 (cash at bank)			\$ 31,982.40
	Revenue	Expense	Profit
Autumn Fair	\$ 24,702.00	\$ 9,809.84	\$ 14,892.16
Christmas Market	\$ 1,776.70	\$ 1,071.10	\$ 705.60
Quiz Night	\$ 1,059.30	\$ 34.94	\$ 1,024.36
Bank Interest/Fees	\$ 224.82	\$ 5.00	\$ 219.82
P & F Expenses		\$ 1,842.40	-\$ 1,842.40
	\$ 27,762.82	\$ 12,763.28	\$ 14,999.54
Outstanding creditors 2014			-\$ 997.30
Petty Cash Balance 31/12/2015			-\$ 174.30
Closing Balance 31/12/2015 (cash at bank)			\$ 45,810.34



Cathy Phillips
Treasurer

RAINBOW ROOM REPORT

Financial Summary 2015

Opening bank balance January 2015 \$15,571

Closing bank balance December 2015 \$19,228

2015 Highlights

- Autumn Fair sales - \$2803.20 (up \$729 from the previous year)
- Christmas Market sales - \$1538.10
- Special Christmas school holiday opening sessions (2 hours each):
 - Wednesday 16th December - \$ 599.10
 - Wednesday 23rd December - \$1,476.10
 - Total \$2,075.20



Shop Term 2 2015

Interesting stats for 2015

Saturday workshops:

- 21/2/15 - \$ 94.90 – 4 people
- 14/3/15 - \$237.00 – 4 people
- 21/3/15 - \$141.10 – 8 people
- 16/5/15 - \$351.40 – 3 people
- 30/5/15 - \$120.00 – 10 people
- 15/8/15 - \$ 36.00 – 2 people
- 22/8/15 - \$367.45 – 9 people
- 29/8/15 - \$354.80 – 6 people
- 31/10/15 - \$54.00 – 5 people
- 7/11/15 - \$ 88.00 – 5 people
- 28/11/15-\$181.00 – 4 people

Total – 11 Saturday workshops - 60 participants, \$2025.65 (workshop fees and store sales for Saturdays when workshops are on)



Needle felting workshop Term 2 2015

Key Financial Contributions

Doll making subsidy

Term 2 \$180 - 9 participants paying \$90ea ie \$810.

Heidi charged \$720 class + \$270 materials ie \$990.

Term 3 \$180 - 9 participants paying \$90 +\$60 for two extra kits ie \$870.

Classes \$720 + \$330 materials ie \$1050.

Term 4 \$120 - 10 participants paying \$90 ie \$900.

Heidi charged \$720 classes and \$300 for materials ie \$1020.

Book donations to School Library \$152.40

- Weaving with children \$24.39
- Finger Strings \$28.70
- Woodworking with children \$19.11
- Magical Window Stars \$24.69
- Paper Folding with Children \$19.20
- Painting with Children \$14.89
- Wish Soup \$21.45



Dyeing play cloths October 2015

\$25 gift voucher redeemed as a donation to SESG art auction.

Dr Lakshmi parent talks \$500

Volunteer appreciation dinner (main course paid for by Rainbow Room) \$266

Summary

In 2015, the Rainbow Room saw several changes with Saffron Simpson taking on the Treasurer role initially but quickly relinquishing it to Renee Haskett after leaving to live overseas. We had several changes in volunteers for opening times, introduced the Rainbow Room in social media and have enjoyed the reliable use of Room B for meetings and coffee and craft. The Rainbow Room continues to be run by volunteers, although LETS hours are available for committee members who open the shop. The shop opened for 30-45 minutes 4-5 times a week during term time.

Throughout the year, 3 or 4 weekend workshops were offered per term and were reasonably attended, including an Easter in Autumn and Christmas in the Southern Hemisphere workshop with very positive feedback. There was interest in children attending the weekend workshops which are designed to be more adult focussed and we hope to offer a workshop in Term 2, 2016 for school aged children.

The EFTPOS facility has continued as a successful business decision and in term 4 we decided to introduce gift vouchers in the lead up to Christmas.

Coffee and craft attendance varied in 2015, sometimes 8 parents attended, other times one or two. Coffee and craft offered a program of crafts but was flexible for parents to make their own projects. Many parents opted to make a project to take home, rather than making for the shop. The committee welcomed this, not only for the pride parents can feel out of making something for their child, but also that this is more satisfying for them. What they learn in craft skills along the way will eventually 'pay off' as they are able to take packs home prior to Fairs to make extra for the shop. Children were invited to attend coffee and craft under parent supervision and Room B offered

a great indoor environment for them and their parents.

Parents did, however, experience challenges with in the 2-4 year old child, when they developmentally need activity and space, constantly 'escaping' from the room onto the inappropriate parkour area. The Rainbow Room has proposed to the Buildings and Grounds Committee installation of a fence behind room B to create an outdoor play area there.

During this year we created a Facebook page so that we could share workshop and craft information, and share more widely pictures and inspiration from the Rainbow Room. We held two 2hr special openings in the Christmas school holidays and had over \$2000 in sales – this was essentially only advertised via Facebook.

Looking ahead, we are excited at the prospect of creating a safe outdoor play area behind room B, with an increase in attendance at coffee and craft being expected. We look forward to continuing to finance parent talks, workshops or other identified parent support, including a joint venture with Parents and Friends to offer a rebate for parents who attend Janet Poulsen's parent workshops. We intend to continue to review our policy and procedure manual and develop a more formal business plan that gives more structure to our financial spending.

The committee in 2015 was Tara Anderson, Renee Haskett, Clodia Porteous, with Saffron Simpson being replaced on the committee by Kate Edwards shortly after she left. We had several other volunteers opening the shop, some regularly all year and others who were able to help for a term.

**Renee Haskett, Treasurer and
Tara Anderson, Co-ordinator**

SCHOOL PERFORMANCE REPORT FOR 2015

As part of the school's funding agreement with the Australian Government, we are required to ensure that specific "School Performance Information" is made publicly available to the school community. This information is provided in a separate report which is available on the school's web site.

The School Community



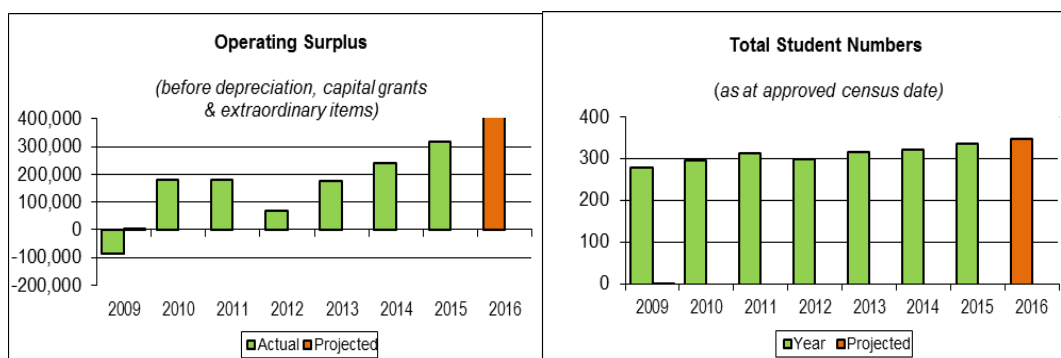
FINANCE REPORT

The net trading result for 2015 is a pleasing increase on 2014. The surplus from school operations is \$150,478 compared to \$113,117 in 2014. With the addition of capital levy fees of \$62,895, which are designated for capital expense on building projects but treated as income nevertheless, the result is \$214,168. However the financial accounts also show as income Commonwealth Government grants received for the Art Building project totaling \$229,515. This takes the final reported result to \$443,683. It is important to highlight this final result does not reflect the true core operating position as it includes one off special purpose government grant income that is immediately expended on building developments.

While fee collection is generally satisfactory there was a greater than usual increase in bad debts written off in 2015 as this included significant past debts not dealt with in 2014 and does not reflect any adverse trend in payment defaults.

Student enrolments continue to grow with a total of 337 students at the census date for government funding (including 26 Kindergarten students) of which 96 are high school students. AS many classes are at capacity continuing growth will slow. The forecast for 2016 is 347 students including 106 high school students.

The following graphs reflect the trends in core operating results and student numbers including a forecast for 2016 :-



Our school continues to grow

Operating Summary

	2015	2014	Change	
Income				
State Government	747,457	652,148	95,309	14.6%
Commonwealth Government	2,307,733	2,192,392	115,341	5.3%
Tuition Fees & charges	1,783,623	1,615,383	168,240	10.4%
Discounts & Concessions	(310,106)	(288,350)	(21,756)	7.5%
All other income	96,314	119,258	(22,944)	-19.2%
Total Operating Income	4,625,021	4,290,831	334,190	7.8%
Expenditure				
Operating expenses	4,251,305	4,012,188	240,588	6.0%
Bad debts written off	54,685	1,471	53,214	3617.5%
Operating margin before depreciation	319,031	278,643	40,388	14.5%
Depreciation	168,553	165,466	3,087	1.9%
Operating surplus before Capital Grants	150,478	113,177	37,301	33.0%
Capital Income				
Commonwealth Govt. Capital Grants	229,515	49,322	180,193	365.3%
Other Capital Income	62,895	51,116	11,779	23.0%
Building Fund Donations	795	8,585	(7,790)	-90.7%
Total Capital Income	293,205	109,023	184,182	168.9%
Operating Surplus per Accounts	443,683	222,200	221,483	99.7%

BUILDING FUND & CAPITAL EXPENDITURE

At the end of 2015 there was \$23,861 in the building fund account. Donations to this fund are tax deductible and additional pledges are always welcome. Funds are used for smaller improvements and maintenance projects.

During 2015 significant capital works were undertaken most notably the commencement of the Art Building for which a government grant was received. The net cost of this project is estimated at \$545,000 excluding furniture and fittings with estimated completion in term 2 of 2016. A summary of project cost incurred in 2015 is

Art Building Progressive Cost	\$351,210
Grants received ex BGA	\$229,515
Net Cost to WWS in 2015	\$121,695

A summary of new capital expenditure taken up in the accounts for 2015 is as follows -

Capital Expenditure	\$
BGA Art Building	351,210
Other Building Improvements	9,970
Trailer	2,005
Student laptop replacement program	5,359
Office Computer replacement program	4,568
Total	\$373,112



Our New Art Building

Parents & Friends Association

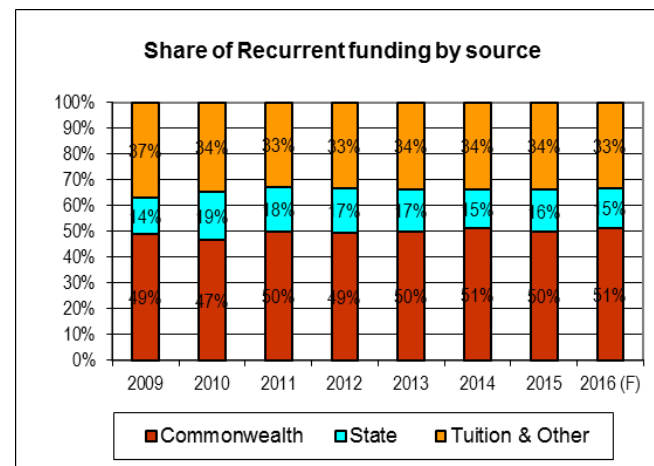
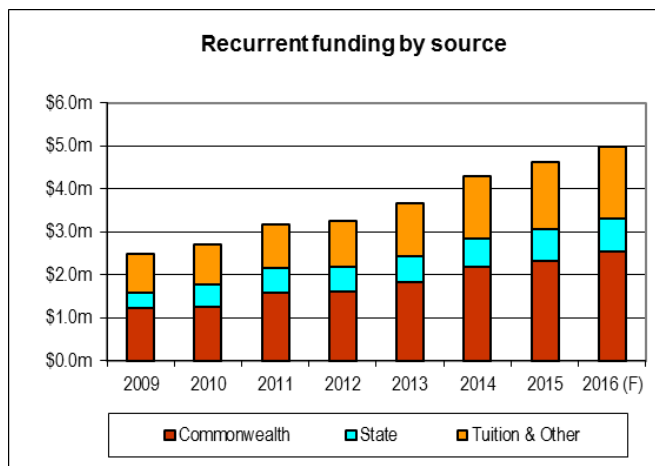
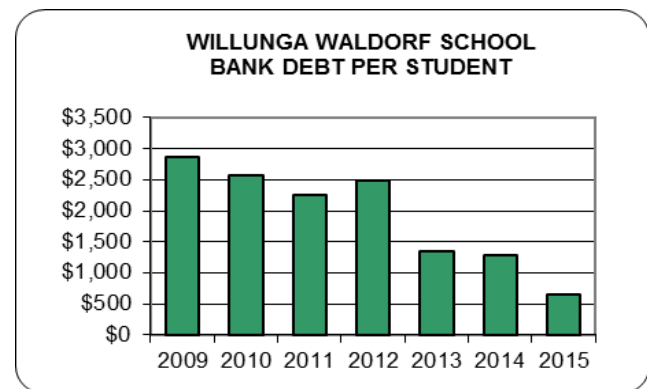
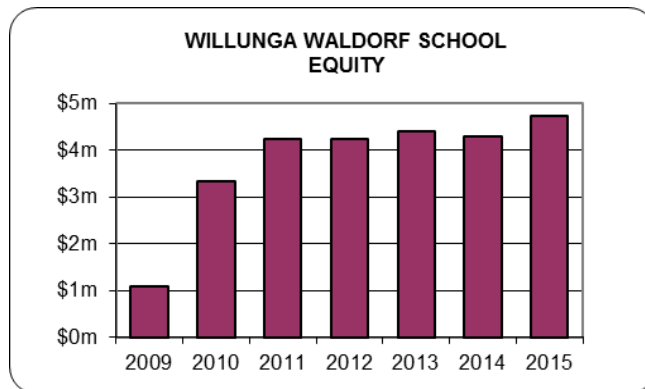
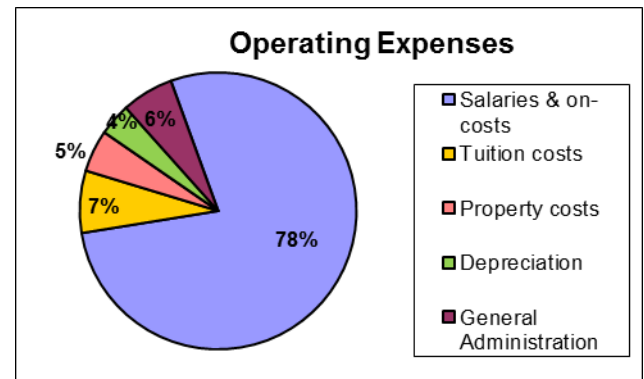
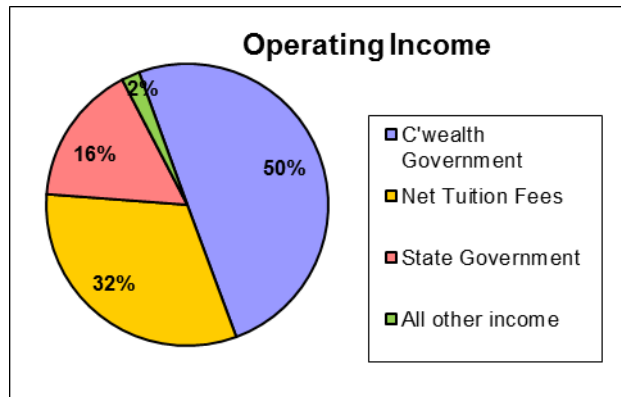
We are grateful to the Parents Association for their continued good work and in 2015 a net sum of \$13,828 was added to the P&F funds account. The Rainbow Room added a further \$3,657. These funds are available for project grants currently under consideration by the P&F Committee.

LETS (Local Exchange Trading System)

Scholarships were granted to a sum of \$51,462 in 2015. LETS Scholarships make possible the payment of a proportion of fees in LETS currency. The proportion is calculated based on a needs formula. The value of LETS work in 2015 was \$42,368.

Graeme Tucker
Business Manager

FINANCIAL SUMMARY 2014



Audited Accounts for 2015

Independent Audit Report

Scope

We have audited the attached financial report, being a special purpose financial report comprising the Statement by Members of the Council, Statement of Financial Performance, Statement of Financial Position, and Notes to the Financial Statements for the year ended 31 December 2015 of Willunga Waldorf School For Rudolf Steiner Education Inc. The Council is responsible for the financial report and has determined that the accounting policies used and described in Note 1 to the financial statements which form part of the financial report are appropriate to meet the requirements of the Associations Incorporations Act SA and are appropriate to meet the needs of the members. We have conducted an independent audit of this financial report in order to express an opinion on it to the members of Willunga Waldorf School For Rudolf Steiner Education Inc. No opinion is expressed as to whether the accounting policies used are appropriate to the needs of the members.

The financial statements have been prepared for the purpose of fulfilling the requirements of the Associations Incorporation Act SA. We disclaim any assumption of responsibility for any reliance on this report or on the financial report to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards. Our procedures included examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report, and the evaluation of significant accounting estimates. These procedures have been undertaken to form an opinion whether, in all material respects, the financial report is presented fairly in accordance with the accounting policies described in Note 1 so as to present a view which is consistent with our understanding of the association's financial position, and performance as represented by the results of its operations and its cash flows. These policies do not require the application of all Accounting Standards and other mandatory professional reporting requirements in Australia. The audit opinion expressed in this report has been formed on the above basis.

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Audit opinion

In our opinion, the financial report presents fairly, in accordance with the accounting policies described in Note 1 to the financial statements, the financial position of Willunga Waldorf School For Rudolf Steiner Education Inc as at 31 December 2015 and the results of its operations for the year then ended.

NJW Hutson FCPA, Director
TTA Accounting Pty Ltd
23 Gulfview Road Christies Beach SA



Our Class 3 Building Projects

Kindergarten Spring Festival



Spectacular Winter Festival





WILLUNGA WALDORF SCHOOL

STRONG

BALANCED

DYNAMIC



WILLUNGA WALDORF SCHOOL FOR RUDOLF STEINER EDUCATION

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STRONG - BALANCED - DYNAMIC