



WILLUNGA WALDORF SCHOOL

STRONG

BALANCED

DYNAMIC

# ANNUAL REPORT 2017

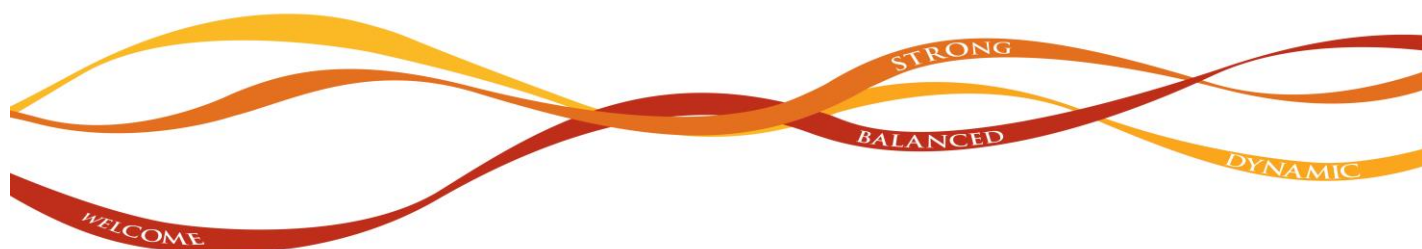
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*A Birds-Eye View*



## Report from the Head of School

*"To create a context in which children can practice the art of self-education, adults must themselves become examples of self-governing, creative, responsible human beings, committed to learning and self-development."*

John McAlice, 'Engaged Communities'

In 2017, Willunga Waldorf School recorded its highest ever enrolment of 369 students. Significant expansion took place in the High School. Responding to increased growth must continue to be the focus of our strategic planning processes. How can we offer Waldorf Education to ever greater number of students? This is a positive challenge that must be addressed.

A detailed school improvement plan was developed at the start of the 2017 year to target and evaluate ongoing progress in the eight, key priority areas that were collaboratively established in our three-year vision, spanning 2016 to 2018.

### *Eight Key Focus Areas*

1. Teaching and Learning of Waldorf pedagogy and curriculum
2. Student Wellbeing
3. Leadership, Structure and Governance
4. Parent Teacher Partnerships
5. Personal and Professional Development
6. Public Relations, Enrolments and Marketing
7. Policies and Processes
8. Resources and future growth

### *Teaching, Learning, Student Wellbeing*

*"The educational philosophy and teaching methodologies at WWS are closely entwined in the pedagogy of Rudolf Steiner. The Australian Steiner Curriculum Framework guides the teaching and learning at WWS. The national curriculum states that the prime purpose of Steiner Education is to support and educate children such that their own innate and unique human qualities may come to greater fulfillment."* WWS Vision Statement

The 2017 school year began with a staff conference on Student Wellbeing, exploring the signs and signals that indicate students are healthy, safe, engaged, supported and challenged. Staff set out to;

- highlight the indicators of student well-being and belonging;
- establish collegial learning communities for professional dialogue, peer feedback, self-reflection and student support; and
- affirm the importance of the languages of the arts in organic learning.

Amidst the hierarchy of needs conducive to learning and healthy, human development, a sense of belonging was considered critical to ongoing success. Throughout 2017, educators observed, supported and reflected on students' sense of belonging and how it impacts their learning. Teachers collaborated in professional learning groups named PODS and were tasked with making observations within each other's classroom. Professional conversations resulted about what constitutes a culture of learning and a sense of belonging. Every educator established a Professional Learning Plan that contained both individual and whole school development goals.

A review of assessment practices across the school was undertaken with a particular focus on the Senior School, given the Australian National Steiner curriculum extends only to Year 10.

In 2017, the teaching of Spanish language extended into Class Six and Seven for the first time. It was enthusiastically embraced by the students, resulting in sound preparation for High School Spanish.



Middle school students spent many hours rehearsing for the very successful Creepy town musical and students from Mount Barker travelled down to provide an audience for the afternoon show. This event will be long remembered by the students who participated and those who were lucky enough to see it. Our school hosted the Mount Barker and Trinity Gardens Steiner school students and teachers, for the Class Five ancient Olympics where strength, grace and beauty are celebrated and encouraged over competition. Much fun was had by all.



Class Ten participated in an inaugural inter-school modern Olympics, building on the Class Five tradition. This was a great success and will be repeated in the future.

A value on responsible stewardship of the physical and social environment saw increased student attention to the care of grounds and classrooms.

The richness and wisdom of the curriculum wove its way through twelve Main Lessons per class, punctuated by camps and outdoor experiences and supported by a wealth of specialist subjects.

As always, our seasonal festivals marked the passing of the year with beauty and meaning while bringing the community together in celebration. A special addition to our Spring Festival was the opening dance by visiting Balinese dancers.

### *Leadership and Governance*

*“At WWS, all staff are encouraged to exercise accountable leadership within their own domain, in service to the school mission. A culture of leadership is actively developed across the organisation. Specific, creative strategies are implemented to ensure succession planning and grow future WWS leaders from within. A tradition of collaborative and consultative leadership has long been established.” – Vision statement 2016 - 2018*

The leadership team is comprised of the Head of School, Business Manager, Early Childhood Coordinator, Primary School Coordinator and High School Coordinator. Faculty coordinators are recommended by members of their faculty on the basis of agreed, leadership criteria.

At the beginning of 2017, Jodie Thomas stepped into the role of Primary School Coordinator and thus a position on the leadership team. At the end of term one, Sean Ashford withdrew from the role of High School Coordinator and was replaced by Sophie Binder who opted to share the role with Jarrod Anderson by appointing him as High School faculty chairperson. Irene Bragg was re-elected to the role of Early Childhood Coordinator at the end of 2017. The leadership team meets weekly and works in close collaboration with all three faculties, providing links and connections across the whole school while holding the big picture overview.



A focus on leadership succession planning has been underway since

twelve staff members voluntarily participated in, “The Complete Leader” program, led by David Liknaitzky throughout 2016. Opportunities to apply this professional training and lead faculties, workshops, school tours and conferences are consciously provided, as is the opportunity to coach and mentor new teachers.

The College of Teachers is responsible for the pedagogical leadership of the school and actively influences its culture and direction. Throughout 2017, twenty-two staff members met weekly and College took a new direction mid-year when Jodie Thomas completed three years of strong leadership and members appointed Kelly Ryan as the new College Chairperson.

The School Council comprising nominees from College, P&F and Council itself, met twice per term throughout the year. Council is now a dynamic governing body overseeing the financial, legal, ethical and anthroposophical accountability of the school. After five years of dedicated and committed service, Paul Rosser retired from Council mid-2017 amidst grateful thanks.



In 2017, student leaders were appointed from across Years Eight to Twelve on the basis of peer agreed leadership criteria for the first time. Students nominated three peers from any High School class, whom they believed demonstrated qualities of leadership such as trust, interpersonal skills and organisational skills. First, second and third choices were weighted and averaged across all

High School classes. As a result of this process, the following students were appointed by their peers.

Caelan Bubridge – Class 12

Laura Hynes – Class 11

Radha Solomon - Class 10

Asher Seiler-Simmons – Class 8

Oliver Ashford – Class 8

Flora Castleden – Class 8

Members of the student leadership team played an active role in organising student events, reviewing the school dress code and acting as ambassadors for the school as required.

### *Parent Teacher Partnerships*

*“At Willunga Waldorf School we aim to develop parent teacher partnerships in such a way that respects the knowledge, understanding and contribution of the other and fosters connectedness in our shared responsibility of education and care for the students throughout the school.”*  
WWS Vision Statement, 2016 –2018

Staff and students at Willunga Waldorf School are strongly supported by the work of the Parents and Friends Association. In addition to the small but dedicated team that meet regularly, the P&F provides an umbrella for initiatives small and large that support the education and care of the students.

The 2017 Autumn Fair was once again an outstanding tribute to the collective efforts of the whole parent community. Congratulations all! The new basketball court, fully funded by the P&F was utilised by students with great enthusiasm and appreciation.

Yarong’s small food initiative, promoted as “Happy Belly, Happy Study” grew and expanded throughout 2017 feeding a huge number of people every Wednesday. The band of happy, willing parent helpers also grew with the help and guidance of Paul Armour who stepped in to assist Yarong. Every week staff, students and parents gather for a delicious shared meal with as much

produce as possible being sourced from our own educational gardens.

The miracle that is the Rainbow Room continued to inspire and amaze its visitors while the Friends of the Garden went about transforming pockets of the school grounds each week, simultaneously offering a point of connection to both newcomers and existing parents and sometimes grandparents!

Parents are keen to learn more about Steiner Education. While all Primary School classes were full with waiting lists throughout 2017, this was not the case in High School. It became apparent that we could do more to promote the wisdom and benefits of the broad-based curriculum that the High School offers. Many parents seemed unaware that we provide a complete Steiner curriculum to Year Twelve with three different Senior School pathway assessments, including direct entry to university for successful graduates.



In March, the school hosted an extremely well attended event called, "Where Are They Now?" A panel of six, old scholars generously shared perspectives and answered questions about their education at Willunga Waldorf School and where post school pathways had taken them. The panel included several lawyers, a computer software engineer, an archaeologist and a music composer studying at the conservatorium.

This was followed by the annual High School Information evening. Those in

attendance participated in some of the many curriculum subjects experienced by our students.

We reviewed and improved the transition to High School process and every student in Class Seven, along with their parents, had the opportunity to meet with the Head of School and High School Coordinators. Information was shared and questions answered. The largest Class Eight ever to enter the High School resulted.



The 2017 whole school satisfaction survey provided very positive feedback and also highlighted areas for improvement. Recommendations arising from parent feedback were linked to

- improved communication about student learning;
- increased health and social education opportunities for students; and
- opportunities for parents and caregivers to find out more about the principles underpinning Steiner Education.

In response, faculty coordinators worked with their teams to map opportunities within the curriculum where health and social education was already being delivered, identify gaps and create a scope and sequence across K to 12 learning. The Protective Behaviours curriculum relevant to each age level was also incorporated as a follow up to whole staff training at the end of 2016.

The leadership team mapped out existing and additional opportunities that



enable parents and caregivers opportunities to find out more about the principles of Steiner Education. Examples include parent teacher meetings, High School Information evenings, visits from key speakers such as Lakshmi Prasanna and Lisa Romero, Q&A panels, Experience Waldorf series, Janet Poulsen parenting course and invitations to relevant conference workshops. A calendar of events was devised for the following year.

The Circus program continued to be a very popular after school activity. In 2017, in response to parent feedback, the After School Kids Club was also established, offering outdoor games and nature play activities in a safe and supervised environment.

### *Professional Development*

*"Willunga Waldorf School aspires to deliver an educational experience consistent with the teachings of Rudolf Steiner. The expectations on teachers to meet the demands of our educational philosophy and stay up to date with contemporary developments in their teaching fields are extensive and challenging. For this reason the school operates a range of strategies to support staff professional development. The motivation to understand each child deeply through studies of Steiner's work and find ways to modernize these concepts, propel the professional development in our school."*

WWS Vision statement 2016 - 2018

In May 2017, Willunga Waldorf School proudly hosted a national Governance, Leadership and Management conference for Steiner Education Australia. The theme was, "Creating Capacity in a Complex World". Delegates attended from Steiner Schools all over Australia and New Zealand. Feedback deemed it a great success and visitors offered many compliments about our beautiful grounds, facilities and sense of culture.

During this time, Willunga hosted the farewells to the outgoing CEO of Steiner Education Australia, Tracey Puckridge who stood down after many years of effective leadership that transformed the national profile of SEA. Virginia Moeller is the new CEO.

Key visitors to the school delivering professional development opportunities during 2017 included Dr Lakshmi Prassana, Lisa Romero and David Liknaitzky, working respectively on student observation, sexuality, growth and development and a mid-term review of the vision, mission, values and goals identified in 2016.



After being appointed chairperson by her colleagues, Kelly Ryan commenced a College study of "Foundations of Human Experience" by Rudolf Steiner. This has resulted in rich, pedagogical conversations. Educators have been directly linking daily teaching and learning experiences with the principles explored in this foundational text. Across the world, Colleges in many Steiner schools are undertaking a similar study in the lead up to the 100<sup>th</sup> anniversary of Steiner Education in 2019.

Individual staff members were also supported to attend a huge diversity of professional development opportunities relating to their specific roles and development goals.

### *Public Relations, Marketing and Enrolments*

Throughout 2017, a collaboration with our information technology provider, I-nex was undertaken to update the existing school website. This was an exciting and extensive process as the old website was in need of a significant overhaul. Structure, written and photographic content were all upgraded. Stage one of a more contemporary website was due for release in early 2018 with further improvements and additions to follow. As a result of this process, we now have the capacity to “drive” our own website and hence the ability to keep it dynamic and responsive to events in the life of the school. In addition the website offers a means to establish an alumni network of old scholars.



School tours were very well attended throughout the year and enrolments reached an all-time high in 2017.

One of the core Waldorf 100 anniversary projects is the Postcard Exchange where every Waldorf school in the world sends one postcard to every other Waldorf school in the world. This commenced in 2017 with the arrival of pre-addressed, blank postcards and our students completed some outstanding art pieces to represent their local surrounds before sending them off to destinations all over the world. As a result of this project over 1,100 postcards will arrive in each school.



### *Policies and Processes*

The Kindergarten underwent an extensive review in 2017. This required updating our Early Childhood, Quality Improvement Plan. Using nationally established criteria, staff set out to demonstrate how the foundational principles of the first seven years in a Steiner setting meet these expectations in our own unique ways. Our Kindergartens were assessed as exceeding the national standards in six out of seven areas and meeting the standard in the one remaining area. This was an outstanding and well-deserved result.



A new, registration review process was introduced to South Australia, by the Education Standards Board. This requires each school to undertake and submit a self-audit in the key areas of

- School Governance
- Teaching and Assessment
- Student Safety, health and Welfare

To ensure that our non-standardised Senior School curriculum was meeting the Australian national standards, as well as to protect its unique integrity, we collaborated with staff at the Mount Barker Waldorf School. Key, Senior High School staff compared assessment practices and curriculum goals between the two schools and against the mandated standards. Our Australian Independent Schools Association, senior consultant, Aleida Mabarrack provided valuable support and guidance during this process.

Throughout 2017 staff, students and parents reviewed the dress code policy with the aim of improving consistency of practice across the school. This included a recognition of different expectations being appropriate for Primary and High School aged students. As a result, two dress code policies were finalised. Of note were the responsible and helpful contributions made from the various student groups who voluntarily participated.



Staff participated in an enterprise bargaining agreement which was finalised and renewed for a further three years in May. Progress ensured that every staff member has a current and relevant contract, accompanied by a clear position statement with both being reviewed and updated regularly.



### *Resources, Facilities and Future Growth*

A funding application was successfully made to the Block Grant Authority to subsidise an ambitious, new High School learning centre. Throughout the year, meetings continued with architect David Kilpatrick and the vision, scope and shape of this future project emerged. Simultaneously a Master Plan has been developed for the school site.

The Buildings and Grounds committee comprising, the Business Manager, teachers, gardeners and maintenance staff, work tirelessly and in collaboration with each faculty to upgrade and improve school facilities. In addition to the basketball court, significant landscaping and play equipment projects were completed and the bus shelter design was finalised.

Our head gardener, Glenn does an amazing job of keeping our grounds

### **Students**

Our 2017 Year Twelve graduates finished a successful year with an outstanding and very funny performance of "A Flea in Her Ear" by Georges Feydeau.

Several students moved straight into full time employment upon graduation while those who applied for university, all received first round offers including courses in paramedics, medical science, commerce, biodiversity and conservation.

### *Staffing*

In the beginning of 2017 we warmly welcomed Chantelle Sommers into the role of Kindergarten teacher and towards the end we farewelled Katrina Stowe from her position as class teacher after four years and three terms of dedicated and inspired service to the class. Jocelyn Grant also departed after ten years of invaluable service to our Middle and High School as Tech Studies teacher. Pru Mangos commenced team teaching in Class Seven and Steff Biggins, Corinna Hartman, Pete Sommers and Zeo Ween Vermazen all joined our team as co-educators.

<b>Incoming staff 2017</b>
Chantelle Sommers – Kindergarten teacher
Pru Mangos – Middle School teacher
Steff Biggins – Craft Assistant
Corinna Hartman – Learning Support Assistant
Pete Sommers – Learning Support Assistant
Zeo Ween Vermazen – Class 3 Assistant
<b>Exiting staff</b>
Katrina Stowe – Class 5 teacher, end of Term 3, 2017
Jocelyn Grant – Tech Studies teacher, end of 2017
Steff Biggins – Craft Assistant, end of 2017
<b>Internal staffing changes 2017</b>
Katrina Kytka – Head of School
Jodie Thomas – Primary School Coordinator
Sophie Binder – High School Coordinator
Jarrod Thomas – High School Faculty Chair
Kelly Ryan – College Chair



### *Conclusion*

In closing, on behalf of the school, my heartfelt thanks goes out to each and every individual who collectively make up the very special community we have here at Willunga Waldorf School.

- To the rich diversity of students around whom we all gather with dedication, purpose and meaning;
- To our marvelous Parents and Friends, for their seemingly boundless support of the school, those who meet regularly and those who simply appear as needed;
- To the Admin team, for warmly welcoming all who cross our threshold and for activities too numerous to name that keep the entire organisation humming;
- To our dedicated, creative, committed staff who demonstrate every day the importance of warmth, understanding and healthy relationships; and
- To the school Council for wise governance and supportive expertise, generously volunteered with care and consideration.

THANK- YOU ALL

**Katrina Kytka**  
Head of School

## COUNCIL REPORT

The groundwork of clarifying Council's role and processes over the past few years led to a fruitful and productive 2017. Council was able to move towards a more focussed governance oversight role where we reviewed and set our own organisational goals and focussed on strategic planning and risk assessment for the school as a whole.

A self-review of Council early in the year showed satisfactory results in the areas of Board Processes, Continual Improvement and Governance Roles. This was pleasing as it showed that Council was generally moving along well and meeting its obligations and responsibilities. Shortfalls were identified in the area of Board Functions, specifically Risk Management and Strategic Planning.

Key areas of risk for the school were identified as People, Financial, Strategic and Physical. Working with these in a matrix format, Council members were able to rate these risks in relation to their likelihood and consequences, and to clarify Council's oversight role in reducing or managing the risks. Under areas directly related to Governance Risk, Council began to focus on the actions required to manage and minimise these risk factors.

Council's success as a group is directly related to the people, the personalities and the group dynamics of those who serve on it. Therefore Council was very pleased to welcome Katrina Kytka into her new role as Head of School and council member, and was extremely impressed with the seamless transition she displayed and the care and

professionalism she showed as she hit the ground running.

Jason Haskett and Grace Vai-Stierman were also welcomed onto Council during the year, while another parent, Judi Denny, joined as a member of the Compliance and Finance Committee. Kelly Ryan joined Council mid-year as a College of Teachers nominee. These appointees showed great professionalism and interest in their new roles, brought unique experiences and perspectives to the group and added great value to the team as the year progressed.



After many years of service on Council, and as Chair of the Compliance and Finance Committee, we farewelled and thanked Paul Rosser as he stepped down from these roles. Paul served the school actively and thoughtfully during his time on Council and gave great insight from both his business and 'grandfatherly' experiences. Katrina Stowe stepped down from her role as College Nominee on Council and was also thanked for her insights and contribution to Council during her term.

As the group employing both the Head of School and the Business Manager,



Council undertook broad-based appraisals to gauge the perceived success of those in these roles, as well as remuneration reviews for both. Council was continually impressed with the caring and compassionate leadership shown by these appointees and the way they engaged with others professionally and personally.

The Finance and Compliance Sub-committee meanwhile continued its quiet work in assuring that the numbers add up and that the school remains in a strong, stable, compliant and legal position to maintain and grow our services.

A highlight of the year, for both Council and our wider school, was the hosting of the national GLaM (Governance, Leadership and Management) conference in May. Seven Council members engaged with GLaM sessions and gained great insight into issues around school governance. Coupled with several members' attendance at AISSA Governance training sessions, Council members' professional learning improved greatly during 2017.

Networking opportunities were abundant at GLaM and personal connections formed with the Council members of Mount Barker Waldorf School. On a cold night in June members of our two Councils met for a dinner and shared time of discussions and learning from each other's experiences and situations.

Council also reviewed its Terms of Reference in relation to the appointment of a Chair and its Council's Appointments Policy. A draft Delegation of Authority Matrix was begun which aimed to clarify the areas of key responsibility across the school. These improvements helped Council meet its 2017 aim of improving Board Processes.

A draft Operational Strategic Plan was discussed and Council outlined a process and pathway to collaboratively develop this into a full strategic plan. A sub-committee was formed to drive this process along. It began by asking the 'Why?' of Waldorf education. The answer to this would stand above the mission statement as the overarching guiding light, and help frame the school's aims, goals, actions and outcomes.

2017 was a positive and successful year for both the Council and our school as a whole. This success is largely due to the people involved. Council membership is both challenging and rewarding, and anyone who commits to this role - on the full Council or on a sub-committee - is to be commended. In 2017 these were Josh Anderson, Andrew Banks, Judi Denny, Jason Haskett, Neil Irvine, Katrina Kytka, Hannah Matthews, Paul Rosser, Kelly Ryan, Katrina Stowe, Graeme Tucker and Grace Vai-Stierman. As Chair I have been continually impressed with the teamwork and diligence these people display and wish to thank them all for a successful and positive 2017.

**Andrew Bentley**  
Council Chair



Class 7 Camel Trek

## COLLEGE of TEACHERS REPORT

*"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."*

*( Definition in the College of Teachers Terms of Reference )*

In accordance with the College of Teachers Terms of Reference, the role of Chair is reviewed at the end of Term 2. In June 2017 Jodie Thomas stepped away from the Chair position and I was appointed from the beginning of Term 3.

Since mid-semester, 2017 the College of Teachers has been working consistently with Steiner's text, 'The Foundations Of Human Experience'.

In coming together as a dedicated group of teachers with equal responsibility from all three faculties, we have been able to create a platform whereby all questions regarding pedagogy, modernity and spiritual science can be explored.



Major themes from our study have been :

- What is our task?
- What are the students of this century asking us?
- How does Steiner's work fit in to today's institutions?
- The physiological aspects of the human being-links between recent neurological studies and Steiner education.
- Breathing, sleeping, sympathy and antipathy, will development and the changing consciousness.

Highlights from our work together have been :

- the College verse
- singing in preparation for festivals
- enthusiasm for student welfare and development
- sharing conversations with Martin Sampson about changing consciousness and the Easter festival
- inspired exploration of the relevance of Rudolf Steiner's work
- seed for a neuroscience and Steiner education panel.

It is with deep gratitude that I thank my fellow College members for their willingness and commitment to prepare themselves weekly with the intention to create a healthy environment for growth and development for self-student-school-community-world.

Kelly Ryan  
College Chair







## PARENTS and FRIENDS

2017 commenced with the completion of the new basketball court fully funded by the P&F.



Basketball court 2017

Elizabeth Stewien, Cathy Phillips, Tara Anderson, and new members Corinna Hartmann and Grace Vai-Stierman were the core group that formed the P&F committee in 2017. We met regularly throughout the year to focus on aspects of event management, grant and funds distribution, fundraising and social and community building.

We take this opportunity to farewell Sarah Staiff and Tanya White officially from the P&F group, both having served at least 6 years in the fundraising efforts and running of P&F and for whom we finally held a special recognition dinner in January 2018. We appreciated their continued support at events through 2017 and thank them again on behalf of the whole school community for their commitment, perseverance, ideas and willing support for the school and school parent community.

### Autumn Fair 2017

The 2017 Autumn Fair was again a great success from a community development and event perspective. A number of notable improvements were made including:

- installing a pedestrian crossing from the carpark,
- a semi digital map with universal symbols to make it easier to read,

- proper waste management system for compost and recycling,
- pizza stacking boards to speed up pizza making, and
- a climbing wall to boost the upper school games on the big oval.



New waste management, Fair 2017

P&F made several investments to improve systems including 2 more marquees and a coin sorter (which reduced money counting time on Fair day by at least 3 hours).

The net funds raised from the fair totalled \$16,275.



New pizza stacking system, Fair 2017

Following the Fair, Autumn Fair folders were edited and added to resulting in a complete set for the first time, with new folders for food safety and waste management in class 4.

The Autumn Fair proceeds continue to be divided into three areas. Most were 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. In consultation with Katrina (Head of School) and Graeme (School Business Manager) several grant applications were successful:

- Playgroup - \$1000 (annual support for playgroup as it is not fully funded by the government school structure)
- Class 1 benches - \$500.
- Rain Wear pants for bush kindy- \$2300
- Hall kitchen equipment for lunch service- \$600



Class 1 Benches 2017

P&F also supported, in conjunction with the Rainbow Room, a rebate for parents who attended Janet Poulsen's "Let's Talk about Children" course, of which there was one in 2017. Parents are offered a \$10 rebate per session attended (out of 6 sessions) with half contributed to by the Rainbow Room.

### Other business

In September, P&F met with Katrina and Graeme and brainstormed a long list of possible options for planning ahead for our next major project to fund with fair proceeds. This list was long and inspiring

but resulted in late 2017, finalised in 2018, to contribute \$10,000 towards a bus shelter/stage on the small oval. We also used this list coming into 2018 to set goals for the next three years.

Early in 2017, Renee Haskett voiced her interest, and offered to compile, a school parent business directory under the P&F banner. A first edition was available from the office in December 2017, with plans to increase business entries for a more complete edition in 2018. P&F agreed to financially support postage of the 2<sup>nd</sup> edition, along with the parent phone book, as a community building and parent support initiative. Future editions will require a higher business entry fee to cover printing and postage costs.

In May, Josh Anderson's 2 year term on governing council was complete. P&F, after implementing processes for delegate selection, renominated Josh as P&F council delegate for 2017-2018.

### Events

The P&F organised a Quiz night this year. This was a successful evening and gathered about 70 people together for a fun night out. We made a profit \$1633, and had a great night as well. Many thanks to Josh Anderson as Quiz Master and to all those who enjoyed their night and gave generously.



Quiz night putt putt 2017

The Christmas Market was held on a warm day early in December and was

again very well attended with plenty of positive feedback from stallholders and visitors. The Christmas Market continues to be an event to look forward to on the social and school community calendar and is remembered for its wonderful atmosphere.



Christmas Market circus activities 2017

#### Looking ahead

2018 will be the year that we finally set fundraising goals. With some guidance from Graeme as Business Manager, P&F have decided to work towards raising

\$50,000 over the next 3 years, with the possibility of \$25,000 being committed to a new Yurt (as a multi-purpose and shared space) and \$25,000 contribution to a redevelopment of the hall kitchen, with a wish to make the kitchen more suitable as a small group teaching space.

P&F will continue to refine and develop our procedures and hope to continue to support the parent phone book and business directory. We look forward to working with several new P&F recruits and already valuable members, including Hope Willocks (incoming Treasurer), Alicia Lockyer, Tina Hart and Saffron Simpson and love the energy and ideas they bring.

We hope to continue to have the valuable and appreciated support and guidance, at least this year, from Cathy Phillips and Liz Stewien as their children head into upper high school. Grace Vai-Stierman has also been exploring the Onkaparinga grants program for new opportunities....watch this space.

**Tara Anderson**  
Chair

### *FINANCIAL SUMMARY*

Opening Balance 1/01/2017 (cash at bank)			\$ 12,947
	<b>Revenue</b>	<b>Expense</b>	<b>Profit</b>
Autumn Fair	\$27,546	\$11,271	\$16,275
Christmas Market	\$ 923	\$ 644	\$ 279
Quiz Night	\$ 1,068		\$ 1,068
P & F Grants		\$ 4,300	\$(4,300)
P & F Inventory c/f		\$ 1,245	\$(1,245)
P & F Net Expenses	\$ 384	\$ 1,323	\$ (939)
Surplus 2016	<b>\$29,921</b>	<b>\$18,783</b>	<b>\$11,138</b>
Closing Balance 31/12/2017 (cash at bank)			<b>\$24,085</b>

**Cathy Phillips**  
Treasurer



## RAINBOW ROOM

### *Financial Summary 2017*

Opening bank balance January 2017 \$19,187  
Closing bank balance December 2017 \$23,728

Total income for 2017: \$30,528 compared to \$32,991  
Total outgoing for 2017: \$31,501 compared to \$33,032

### *2017 Highlights*

Autumn Fair sales - \$2,202.40 compared to \$2797.30 in 2016  
Christmas Market sales - \$2,979.35 compared to \$1725.90 in 2016  
Special Christmas school holiday opening: \$2,979.35 compared to \$1433.60 in 2016

### *Running Costs for 2017*

Bank Fees (international transaction fees, merchant fees for EFTPOS, debit card fee) \$671.15  
Stationery, printing, bags, keys, tubs etc \$267.45

### *Key Financial Contributions ('donations') Total: \$1351.20*

Doll making subsidy: Term 3 August for 7 parents \$300,  
Term 4 for 6 parents October \$340  
Volunteer end of year appreciation dinner (main course paid for by Rainbow Room) \$187.20  
Janet Poulsen rebates \$460  
Items Purchased for Room B: \$32.00  
Wellness Room donation of mobile \$32.00  
10% discount given to teachers for classroom items  
Cost price to teachers by arrangement prior to order



Rainbow Room November 2017



Easter Coffee and Craft projects April 2017



Rainbow Room November 2017



Seasonal summer table inspiration



Subsidised doll making course with Heidi Thickens

### Summary

It is noticeable from our financial summary that we have not spent on big projects, nor have we continued to build our bank balance in 2017. We have certainly made some contributions, and do have running costs, but we have not increased our value, as it were, over the last couple of years.

On reflection, there are a number of factors at play. The Rainbow Room celebrated its 6<sup>th</sup> Birthday this year in September. It is the first year that the committee met as little as three times. Volunteer time is at a premium and we now only have the occasional item voluntarily made and sold (in the past this has been our most profitable income stream).



Spring Inspirations on display

We are now purchasing most of our items, keeping our mark up at a minimum in support of our school community. A positive and noble element to this is that we have been purchasing much more stock from parents who are making crafts and starting up, or running, small businesses and so have strengthened this element of our community support.

Without a particular fundraising goal or project to work towards, without extra room to expand, and without a regular committee meeting and monitoring progress, it is inevitable that the shop

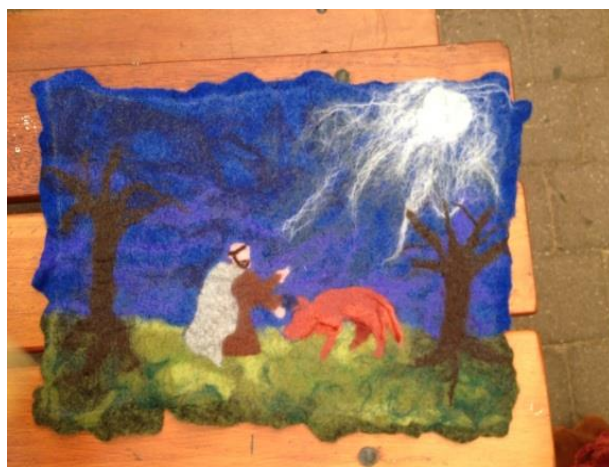
functions well, but does not continue upwards in its fundraising capacity.



Supporting parent businesses

The shop continues to carry upwards of \$25,000 worth of stock and we continue to build and develop skills, link parents together in friendships and shared projects and build parents capacity to learn more about Waldorf education and natural play. It offers a place of inspiration, wonder and curiosity.

Renee offered 2-4 weekend workshops each term – these generally were attended by up to a handful of people, however gave participants valued opportunities to learn about crafts that are unable to be taught within the Friday craft group timeframe and format. Tara and Renee held a wet felting workshop at Sheidow Park on their request, attended by 12 participants.



Wet Felting workshop, Sheidow Park May 2017

The Rainbow Room continues to subsidise doll making classes by about



\$50 per person (depending on numbers), which makes this a wonderful opportunity for parents to make something of high value for their children. It also ties in with the Kindergarten's focus on the importance of a doll in a child's life and play and the doll's tea party held in their honour.

We also continue to share a rebate with P&F for Janet Poulsen's "Lets Talk about Children" course.

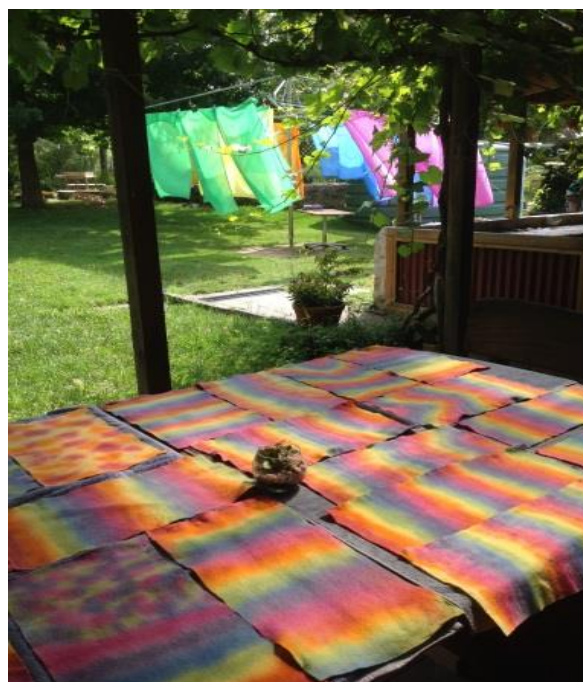
Coffee and craft attendance varied in 2017, with anywhere from 2 to 14 parents attending, with up to 15 children too. For some, it has become a regular meeting point during the week, for others it is a place to pop in when possible. Several baby blankets were lovingly put together with groups of parents meeting to share the activity and handwork.



Baby Blanket, Coffee & Craft, May 2017

As always, at least twice a year, a few of us gather to dye play cloths and rainbow felt. Each year we supply the new class 1 with a set of rainbow cloths and the rainbow felt is very sort after.

The committee in 2017 was Tara Anderson, Renee Haskett, Clodia Porteous, Kate Edwards and Lisa Poolman. We had several other volunteers opening the shop, some regularly all year and others who were able to help for a term.



Play cloth and felt dyeing day Sept 2017

We would like to take this opportunity to formally thank all the volunteers for 2017 including Beth Midgely, Julie Fisher, Susan Bennett, Clodia Porteous, Kate Edwards, Renee Haskett, Lisa Poolman, Emma Aldam and Lara Tilbrook.

**Hope Willocks, Treasurer and  
Tara Anderson, Co-ordinator**



## SCHOOL PERFORMANCE REPORT FOR 2017

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 – Our Education Garden



## FINANCE REPORT

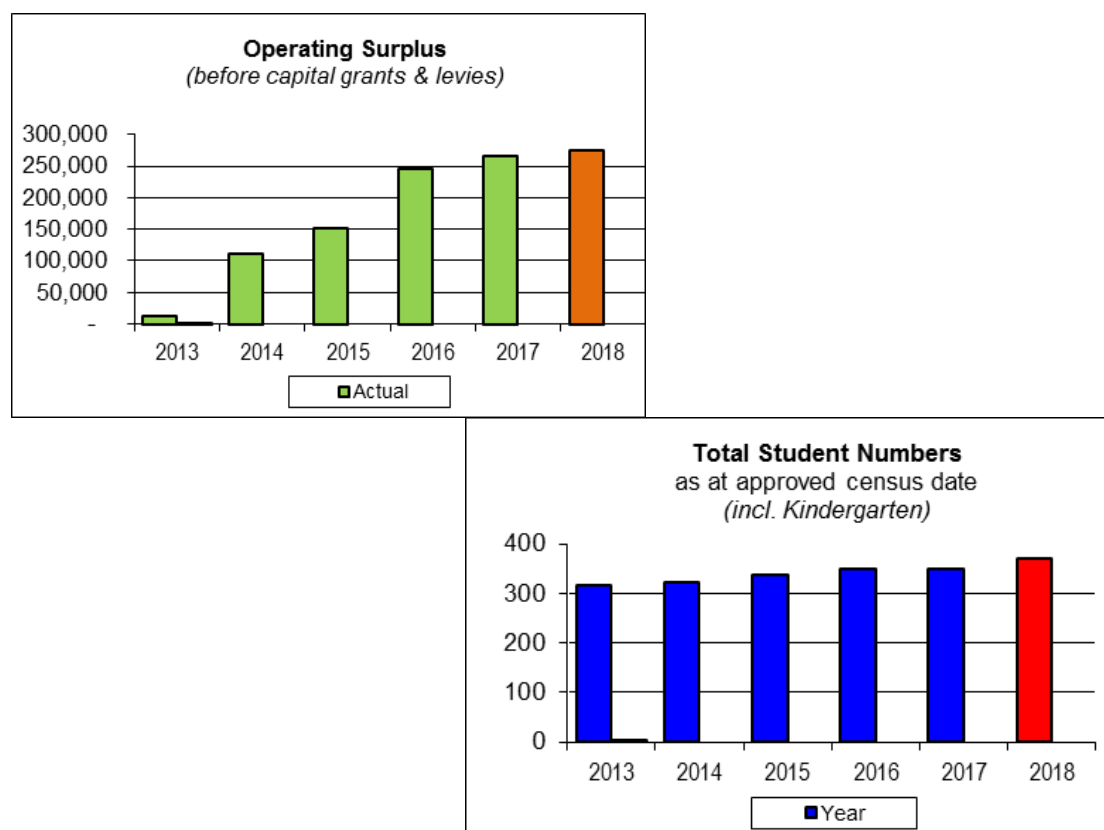
The net trading result for 2017 is another steady result with a surplus from school operations of \$265,262 compared to \$245,923 last year. This represents a 5.0% return on net revenues compared to 4.8% last year. With the addition of capital levy fees and building donations of \$66,505, which are designated for and spent on capital improvements but treated as income in the accounts, the result is \$334,766.

It is important to highlight this distinction between the core operating position and the final published result as the latter includes capital income only. Capital expense on equipment and building development of \$82,317 (net) is recorded in the balance sheet as an asset and detailed below. Capital incomes may also include government grant income from time to time received for special projects (the school received a grant of \$31,653 for the Art building in 2016).

Fee collection rates are generally satisfactory at 97% of fees billed for the year. Bad Debt write offs totaled \$8,682 or 0.5% of school generated income. In addition the provision for doubtful debts was increased by \$23,000 to \$83,000 to recognise a level of outstanding fees under extended payment plans. Fees outstanding for 2017 and prior total \$178,182.

Student enrolments were a static 348 students as at the August census date for government funding. This includes 26 Kindergarten students which are separately funded. There were 103 high school students in years 8 to 12 and 219 primary school students.

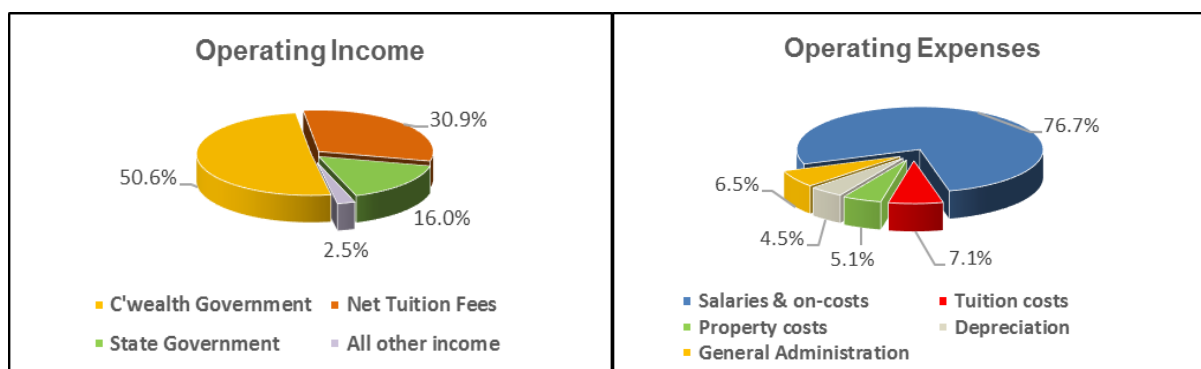
The following graphs reflect the trends in core operating results and student numbers including a forecast for 2018. There is a significant increase in enrolments for the start of 2018 with high school enrolments growing to 117.



## Operating Summary

	2016	2017	Change	
Income				
State Government	797,232	830,642	33,410	4.2%
Commonwealth Government	2,519,820	2,629,362	109,542	4.3%
Tuition Fees & charges	1,845,190	1,884,954	39,764	2.2%
Discounts & Concessions	(262,015)	(280,607)	(18,592)	7.1%
All other income	135,962	130,242	(5,720)	(4.2%)
Total Operating Income	5,036,189	5,194,593	158,404	3.1%
Expenditure				
Operating expenses	4,557,565	4,675,762	118,197	2.6%
Bad debts & Provn. for Doubtful Debts	47,293	31,682	(15,611)	(33.0%)
Operating margin before depreciation	431,331	487,149	260,990	60.5%
Depreciation	185,408	221,888	36,480	19.7%
Operating surplus before Capital Income	245,923	265,261	19,338	7.9%
Capital Income				
Commonwealth Govt. Capital Grants	31,653	-	(31,653)	(100.0%)
Capital Levy / Other Capital Income	66,615	68,610	1,995	3.0%
Building Fund Donations	1,058	895	(163)	(15.4%)
Total Capital Income	99,326	69,505	(29,821)	(30.0%)
Operating Surplus per Accounts	345,249	334,766	(10,483)	(3.0%)

School fees represent 31% of operating income with 66% of funding from government sources. Tuition fees were increased 1.5% in 2017. Salaries and related costs, including training and volunteer costs and provisions for accrued leave, dominate spending at 75% of total costs.





### *Building Fund & Capital Expenditure*

At the end of 2017 there was \$35,574 in the building fund account. General donations to the building fund are tax deductible and additional pledges are always welcome. Funds are generally used for small to medium improvements and maintenance projects.

Expenditure on minor capital works, including technology improvements and general student and staff facilities totaled \$82,317 which more than utilized general capital funds received of \$69,505. In addition the Parents & Friends group generously funded construction of a new high school basketball court which has been an extremely popular initiative with students !

A summary of new capital expenditure taken up in the accounts for 2017 is as follows –

	\$	<i>P&amp;F Funding</i> \$
Basketball Court including fittings	48,059	45,000
Bus Shelter - <i>deposit for January construction</i>	8,250	
Building infrastructure upgrades	27,595	
Playground Equipment	4,664	
Classroom / Office Fixtures and Fittings	14,837	
Student Laptop replacement program	21,203	
Office Computer replacement program	2,709	
<b>Total</b>	<b>\$127,317</b>	<b>\$82,317 <i>Net cost</i></b>



*The new bus shelter*

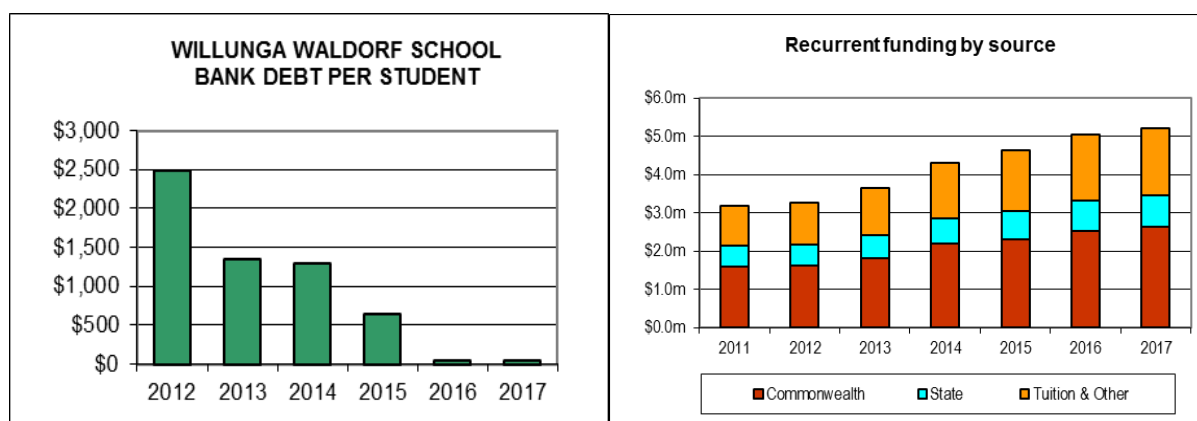
### *Government funding*

During 2017 there was much public discussion about government school funding with the Commonwealth focus on Gonski 2.0 and consequent accountability pressures on state governments. By the end of 2017 a new Commonwealth government funding structure was in place and the school has received advice of indicative funding rates which could see an increase of 10%. However changes in the method of calculation mean we will have to assess the structure of the student population at the time of census to determine actual funding rates. Similarly, the State government has advised indicative rates of increase, first at 6% but revised in December to 10%. However again there is no formal confirmation of outcomes and it may be June 2018 before we have clarity on final funding for 2018.

### *Planning & development*

In February 2017 the school lodged an expression of interest for a major capital grant towards a new high school building. After 10 months of submission and enquiry the school was notified it had been successful in its endeavours and a grant of \$665,000 was approved. The decision to proceed with a high school building arose out of master planning sessions during 2016 which involved the whole school community. It is anticipated building may commence towards the end of 2018 with a view to completion in time for the 2020 year.

Part of the grant process was an update of the school's master plan which has identified a number of projects on a small, medium and large scale basis. The school Finance sub-committee focused on forward projections to assist in the future funding of projects as they arise. In addition the School Council formed a Strategic Planning sub-committee with the ultimate goal of a school business plan to complement and underpin the infrastructure master plan. As the school continues to grow it is essential to have a good understanding of the school's fiscal capacity to meet future operational expectations.



### *Parents & Friends Association*

We are very grateful to the Parents & Friends Association and the Rainbow Room for their continued good work and in 2017 a net sum of \$15,680 was added to school funds as part of operating income. In addition the P&F provides funds for various projects within the school with the biggest being a grant of \$45,000 for the high school basketball court. In addition many school families volunteer time in many different ways from Festival support, the gardening workers and this year the Wednesday canteen workers. We thank them all very much for their contribution to the growth of the school community.

**Graeme Tucker**  
Business Manager

## Independent Audit Report

We have audited the accompanying financial report, being a special purpose financial report, of Willunga Waldorf School For Rudolf Steiner Education Inc (the association), which comprises the Statement by Members of the Council, Income and Expenditure Statement, Balance Sheet, notes comprising a summary of significant accounting policies and other explanatory notes for the financial year ended 31 December 2017.

### Council's Responsibility for the Financial Report

The Council of Willunga Waldorf School For Rudolf Steiner Education Inc is responsible for the preparation and fair presentation of the financial report, and have determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of the Associations Incorporations Act of South Australia 1985 and is appropriate to meet the needs of the members. The Council's responsibilities also includes such internal control as the Council determine is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

### Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments the auditor considers internal control relevant to the association's preparation and fair presentation of the financial report in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Council, as well as evaluating the overall presentation of the financial report. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### Opinion

In our opinion, the financial report presents fairly, in all material respects, the financial position of Willunga Waldorf School For Rudolf Steiner Education Inc as at 31 December 2017 and its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, and the requirements of the Associations Incorporations Act of South Australia 1985.

### Basis of Accounting and Restriction on Distribution

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial report has been prepared to assist Willunga Waldorf School For Rudolf Steiner Education Inc to meet the requirements of the Associations Incorporations Act of South Australia 1985. As a result, the financial report may not be suitable for another purpose.

**NJW Hutson FCPA, Director**

**TTA Accounting Pty Ltd**

23 Gulfview Road Christies Beach SA



Notes



WILLUNGA WALDORF SCHOOL

STRONG

BALANCED

DYNAMIC



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