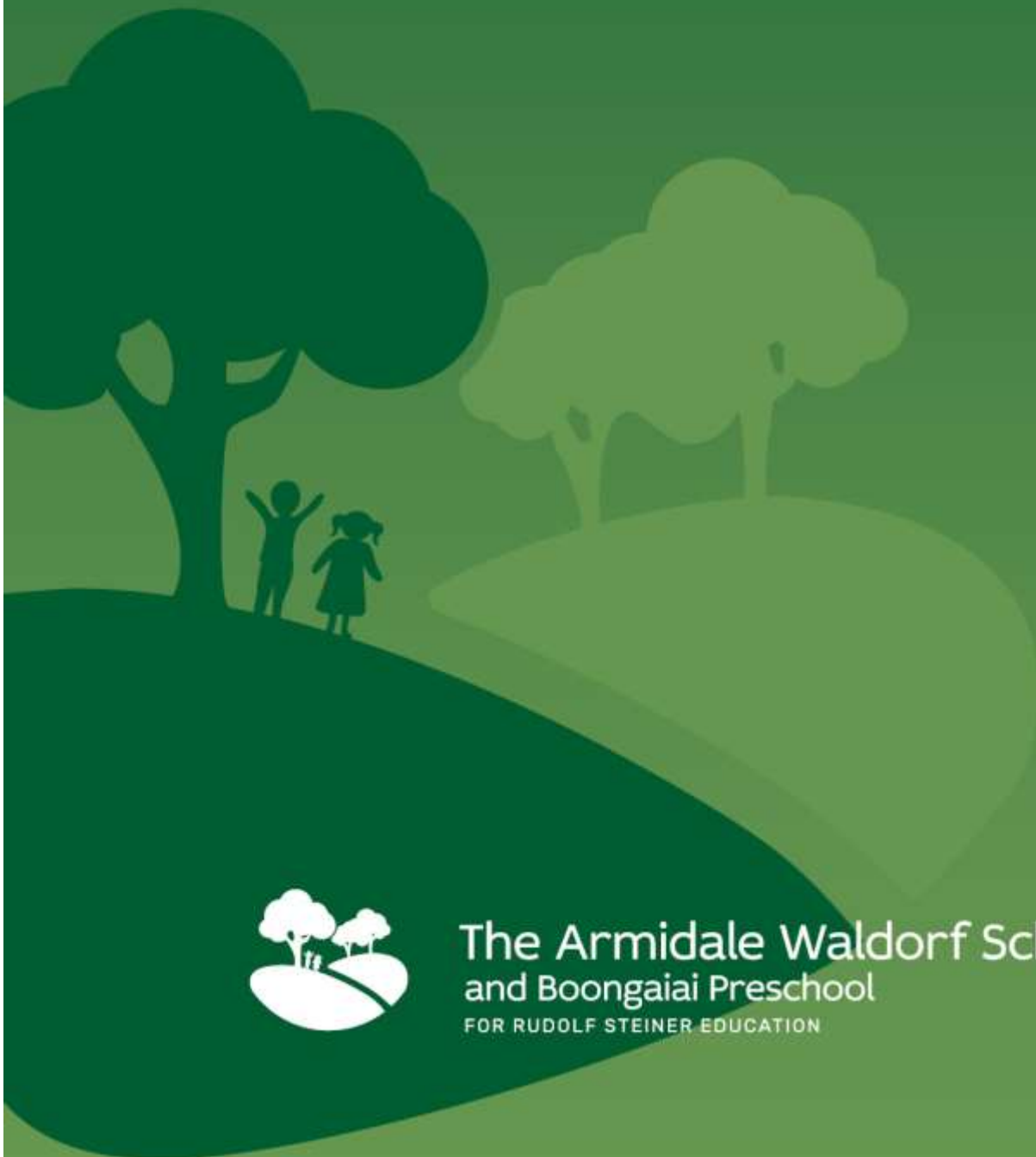


Annual Report

For the year ending 31 December 2018

ABN 33 002 811 332



The Armidale Waldorf School
and Boongaiai Preschool
FOR RUDOLF STEINER EDUCATION

Vision Statement

The Armidale Waldorf School provides a comprehensive education from early childhood through to secondary school, that works clearly out of anthroposophy and the indications of the late Dr Rudolf Steiner, providing children and youth with a foundation for life and inspiring them toward fulfilment of their destiny. It is a school where students are educated to take their place in the world in a meaningful way for humanity, secure in their earthly existence, with their souls nourished and their creative spirits liberated.

An integral part of the School is the College of Teachers, which has the purpose, responsibility and authority to lead the School on pedagogical matters; to maintain and develop the quality of the educational programs and experiences; and to enrich the spiritual heart and purpose of the School.

The School's dynamic approach to education permeates every aspect of school life, with students, teachers, parents and friends all being recognised and valued as the unique spiritual beings that they are. The school community seeks to nourish and support this vision. The School has clear structures and processes to facilitate trust, objectivity and communication.

We empower each other with the mandate to take responsibility for the tasks identified, and to work together with an attitude of openness, honesty and trust.

We strive to make decisions through consensus, with honest and respectful discussion, and to ensure that all the voices in our school community have the opportunity to be heard.

We, the School community of students, teachers, parents and friends, interact with the world with courage and love; truth, beauty and goodness stand as an inspiration for all.



Governance and Structure of The Armidale Waldorf School

The Armidale Waldorf School Ltd is a company limited by guarantee. Its objects include 'establishing and maintaining a preschool and a school, the latter comprising Primary and Secondary sections of the highest standard' ... and 'at all times to work out of and foster the educational philosophy and principles of the late Dr Rudolf Steiner in their application to the education of children and the training of teachers, including those that:

- a) emphasise the harmony of nature;
- b) respect the individuality of the child;
- c) foster self-determination in the child;
- d) develop the child's creative and critical abilities;
- e) stress cooperation rather than competition, and
- f) stress active involvement of learners in a wide range of educational situations.'

Governance

The Armidale Waldorf School Board is the School's and Preschool's governing body, or board. It holds financial and legal responsibility for the conduct of all matters relating to the objects of the company, including capital and human resource management, strategic planning, financial planning and oversight, approval of policies and the management of risk. The College of Teachers is established under the Constitution to hold certain educational responsibilities, especially in relation to curricular matters.

The Board receives reports from College, the Education Director and School Manager, and has established committees from which it also receives advice. Additionally, it receives input from the School community at large, as well as class carers and parents/guardians, from time to time.

The management staff of the school consists of the Education Director and School Manager. There are support staff in the form of a finance officer and office administrative staff.

Membership of Board, College and Committees in 2018

The Armidale Waldorf School Board

Elected: Maureen Chapman (Chair), James Vicars (Vice Chair), Rebecca Schaefer, Rachel Mitchell, Nickie Murcell and Lisa Nolan. Ex officio: Zana Clarke (Education Director), Steven Breese (School Manager).

The College of Teachers

Karen Jenkins, Tim Kemp, Tracey Somerville, Michelle Hollands, Lynne Beclu, Zana Clarke. The role of Chair was undertaken by Karen Jenkins during 2018.

The Finance and Compliance Committee (TFCC)

Rebecca Schaefer (Chair), Zana Clarke, Steven Breese.

Preschool Committee

James Vicars (Chair), Amber Rudge, Zana Clarke and Steven Breese

Building Committee

Friends of Waldorf Committee (FoW)

Cathie Lamont (Chair), Belinda Nano, Sara Brown, Felicia Corney

Report from Board

2018 in review

Yet another year has passed. I take great pride in being able to once again thank this wonderful team of teachers, administrators, facilities staff and managers who continue to excel in delivering such high quality education for our students. The benefit of stability in our team of educators and administrators has I believe been well felt by our school community and is evident in the character and standard of those students who go on from our school to complete their final years of education. The regular comments I receive in the general community praising the many young people who have gone on to other schools is a wonderful testament to them. As Education Director I thank you, Zana, for your leadership, and of course all of the team. It is you that has paved their way.

The work we began back in 2017 when we held our first Community Conversation has really begun to bear fruit. Our second Community Conversation held in September 2018 provided you as our School Community with an opportunity to delve a little deeper into those broad areas already identified and as a result, we now have a Business Plan that truly represents the priorities set by you. This would not have been possible without you, Steven, as the School Manager who continues to go above and beyond in ensuring our business needs are always met.

This time last year I talked about the importance of harnessing and building on the energy created through these Community Conversations. This second Conversation was a perfect example. The commitment, energy and expertise brought to those tables by our broader school community was extraordinary. As a direct result we have begun to look into the feasibility of growing our School to Years 9 and 10, and so has set us on a path to what can only be a stronger and more successful future.

Just as we watched our student numbers steadily climb during 2017, they have continued throughout 2018 and once again we start the 2019 School Year on increasingly solid ground. The continued strength of enrolments in the early years again demonstrate the growing appreciation among the Armidale community in general for the particular style and character of the education we offer. This is testament to the care and dedication of our teachers. The work of the College of Teachers is vital in this respect and I warmly thank Karen Jenkins as the College Chair for ensuring the values of Steiner Education are firmly embedded in our teaching practices.

At a time when so many conversations about leadership globally are sadly tinged with cynicism and distrust, providing our young people with an education that has its roots soundly in creativity, capability and resilience has never been more important.

Board changes

Some changes to Board membership during 2018 included the retirement of Ken Gilbert in January 2018, and Julie McCarthy in March 2018. We thank them both for their hard work and their commitment to the School.

Nickie Murcell joined the Board at the AGM in March 2018 and we later welcomed Lisa Nolan in July as a Director and have both enjoyed and benefited greatly from the skills, experience and history that Nickie and Lisa bring. We thank you for joining the TAWS Board and look forward to continuing to work with you.

Governance and professional development

All Board directors and senior management staff continue to ensure they undertake Governance Training as required by AIS.

Directors and senior management also attend and participate in the annual SEA Governance, Leadership and Management (GLaM) conference.

Participation in these events and training opportunities is important if we are to continue to deliver quality Steiner education in challenging times.

Volunteers and community

The school community successfully hosted the Steiner Education (SEA) delegate meeting in August. This was an exciting event, providing an opportunity to showcase our school to 50 leaders from Steiner Schools across Australia. Thank you to all those in our community who contributed to this wonderful event.

As always, the Friends of Waldorf continue to contribute greatly to maintaining the School's energy and vitality. In late 2018 long-time contributor Cathie Lamont retired from her formal role with the Friends of Waldorf Committee. As convenor, Cathie has played an important role in the revitalisation of the School Community and in many ways has helped reintroduce Steiner education to the broader community. Thank you Cathie for your unwavering commitment.

This School succeeds because of the community that surrounds and nurtures it. The parents, friends and volunteers who bring life to the School through festivals, plays, camps and excursions – who help with craft and music, with working bees and story-telling, with tuck-shop and reading programs,and of course, the gifted teachers who inspire and nourish the children in their care as they guide them safely to take their place in the world.

You are all so greatly appreciated.

*Maureen Chapman
Director and Board Chair*



Report from Education Director

The focus for 2018 was in the following key areas:

- Building and consolidating our work within the composite teaching model.
- Deepening our engagement with the Literacy and Numeracy Action Plan (LNAP)
- Increasing teaching resources and professional development across the school.
- Increasing enrolments with a focus on early years and the high school (Class 7/8).
- Actively forging links with other Steiner schools.

Overview

The theme for 2018 was building and consolidating, enrolment growth and strengthening the quality of teaching and learning. In February, we started the year with 99 students from Kindergarten to Class 8 and had 107 by the August census. Our classes were Kindergarten, Class 1/2, Class 3/4, Class 5/6, and Class 7/8. During the year, primary class sizes ranged from 12-31. The early childhood area continued to grow to 100% capacity in Term 4 (providing for 33 families), along with PlayTime running for two mornings per week (servicing 12 families).

SEA Delegate meeting

The school successfully hosted the Steiner Education (SEA) delegate meeting in August. This was an exciting event, providing an opportunity to showcase our school to 50 leaders from Steiner Schools across Australia. A number of leaders came a day earlier to observe our work with LNAP and to experience our composite model in action. This was the first time many of the Delegates have visited our School and they were very impressed with our beautiful bush surroundings and lovely atmosphere.

Feasibility for 9/10

The School did an initial survey to gauge interest in the possibility of expanding into Class 9/10 at some point in the future. The school has employed a facilitator to carry out a feasibility study around this topic and to then inform the Board in 2019.

Community Conversation

We held our second Community Conversation in September, inviting review and input on how the School was performing against its strategic plan.

Strategic Plan

The school published its Strategic plan that came out of the input from the previous year's Community Conversation. This document is available on the School's web site

Business Plan

The School also developed a Business Plan during 2018 which provides further details as to how the School will achieve the objectives identified in the Strategic Plan.

EARLY CHILDHOOD (Playtime and Preschool)

PlayTime

PlayTime, Coordinated by Rosy McGrath, has maintained healthy numbers of enrolled families in 2018 with the Wednesday group exceeded capacity by term 4 and all but one family (due to work commitments) expressing a desire to return in 2019. Most of the current Playtime children who are eligible to enrol in Preschool have done so or have submitted expressions of interest. Next year we will be trialing a 3-5 year old Playtime group aimed at families that are not eligible to enroll in the

Preschool. This will serve to bridge a gap and maintain a connection to the school community for those years until the children can go to Kindergarten.

Playtime families have continued to be receptive to the school's philosophy and often seek out advice or recommendations for further reading. The parents always look forward to festivals and other opportunities to engage with the wider school community.

Boongaiai Preschool



Enrolments 2018

Term 1 – 92%

Term 2 – 96%

Term 3 – 100%

Term 4 – 100%

At the end of 2018, 11 out of 18 kindergarten-aged children from the Preschool enrolled in The Armidale Waldorf School's Kindergarten class for 2019, with 8 other children enrolling from the broader community

Amber Rudge was the Preschool Director for Term 1 and 2 and Khalida Khan took over as interim Director for the remainder of the 2018, where we saw enrolments bloom, finishing with 100% capacity. Over the course of the year Playtime, Preschool and Kindergarten shared with enthusiasm in promoting Early Childhood within the school and the broader community.

PRIMARY and HIGH SCHOOL (Class K-8)

Programs and Activities for 2018

The High School. Class 7/8 combined to make a class of 18, immersed in the rich Steiner curriculum which included Human Anatomy, Connections and Birthing, The Renaissance, Food Chemistry, Geometry, Money and Society, The Age of the Revolution and Shakespeare and the Art of Poetry.



The class also enjoyed many curriculum enrichment programmes, including woodwork classes at TAFE, Art with Belinda, Maths with Chris, and sessions on Wellbeing with Melanie Deefholts.

Learning Support: The Learning support staff increased this year to include additional Student Learning Assistants working from Kindergarten to Class 5/6. The Learning Support team (with 6 part-time staff) strengthened and expanded the capacity of Learning

Support in the school both in and outside the classroom. We introduced whole-school screening for all students at the beginning of each year and again at the year's mid-point. These reviews inform teaching practice while also focusing attention on any additional support that might be needed to strengthen student learning and engagement. We continued to work with the AIS Phase 2 Literacy and Numeracy Action Plan, funded by the NSW Government, for Kindergarten and Class 1/2 with other teachers taking part in the professional development on explicit teaching. Learning Support also received many additional resources to meet the needs of the students.

Student Learning Assistants: We expanded our use of student learning assistants from Kindergarten to Class 5/6 to support the student learning in and outside the classroom. The student learning assistants worked together as part of the Learning support team to support access to the curriculum for all students.

Music: Every class has a music lesson each week, as well as a class 3-6 Choir and a class 6-8 Choir accompanied by a pianist. Our 3/5 Choir performed in the Armidale Eisteddfod.

String Programme: As part of our curriculum, Class 3 began the violin and Class 4 continued



developing their skills. The Class 4 Viking Ensemble played the dance music for the Spring Festival in Term 3, and the combined class went to Thalgarrah Environmental centre for their music camp in Term 2.

Fiddlers Club: Fiddlers Club is made up of musicians in Class 4-8, often playing at our festivals and assemblies. Camilla lead the group this year, with the group playing a variety of repertoire.

French: Classes from K-8 enjoyed weekly French lessons under the guidance of Tess in Term 1 and 2, Christopher in Term 3 and then Michelle in Term 4.

Gardening:

Our large vegetable garden is tended by the classes under Woody's guidance, each student spending regular time weeding, making compost, planting and harvesting. The produce is then used in our Friday Tuckshop.



Sport Programs/Activities: As a school we offer a holistic approach to education based on what is developmentally appropriate for each child. In the same way that we do not have standardised testing and competition in the class room, our games and sporting events are based on cooperation and participation, rather than winning:

- **Bush Walks** – All primary students do a weekly or fortnightly bush walk, usually to the pine forest. This builds students' stamina and resourcefulness, while allowing the teacher to cement the class as a group (important for extended camps).
- **Swimming Lessons** – Each year we hold swimming lessons for the students to improve their swimming ability and confidence, as well as allowing teachers to gauge individual swimming levels in preparation of camps, etc. This happened in Term 1; 1 day per week over 5 weeks and Class 7/8 did lifesaving in Term 4.
- **Friday Games** – Every Friday afternoon students from Classes 1 to 6 come together to play physical games, which incorporate strategy, strength and coordination. All students need to cooperate if the game is to be a success, and so older students teach and help the younger students in how best to play the games, while the younger students look up to and imitate the skills of the older students.
- **Swimming Carnival** – During Term 1, Classes 1 to 8 participate in a swimming carnival. Only Class 3 and upward join the swimming 'races', while Class 1/2 play organised games and swim with their teacher and helpers. They also watch the older students and teachers in the big pool, preparing them for the time when they too will be developmentally ready to join the 'races'.
- **Cross Country** – Our Cross Country is held at the end of Term 2 in the Pine Forest. Courses vary in length and difficulty and are set and marked out by the Class 7/8 students the day before. Students from Classes 1 to 8 are free to choose the course or courses they wish. Some students like to challenge themselves and/or each other by running as many courses as possible, while others simply meander around only one course.
- **Athletic Carnival** – We held our athletics carnival at Charleston Willows on the last day of Term 3. Classes 1 to 6 come together to participate in both traditional athletic events, such as high jump and discus, as well as fun events like the sack race and wheelbarrow race.

School Fair: The School Fair was again a successful showcase of our school to the community, and



also a day out for all involved in the school to come together and share in the many traditions and activities. The open classroom was well attended with many new visitors to the school. A special thanks to Woody and Terry for volunteering as the coordinators, and bringing everyone together to enjoy a day of music, crafts, food and fun for the whole community.

The School Camp Program - This continues to be a very popular part of our curriculum where students are encouraged to find identity, meaning and purpose in life by forming connections with community and the natural world.



Extended camps promote environmental ethics, appreciation of nature and provide opportunities to develop values, knowledge and new skills through the exploration of unique geographical locations and diverse environments. Our camps create a platform where stories can be told and heard, where students learn about each other and their responsibility to each other; they improve social skills, build self-confidence and resilience, and allow students to experience a variety of

circumstances directly related to that particular environment. The camp experience transforms students in positive ways, providing moments of reflection, observation, and exploration of ideas and experiences that can only be found in nature.

Camps - In 2018, Class 1/2 spent 2 nights near Moffat Falls staying at Little Styx River Cabins, where they experienced bushwalks, paddling in the river and helping prepare meals. Class 3/4 participated



in a 2-night music camp at Thalgarrah and were very lucky to visit the North Coast during term 3, where they went sea kayaking with whales, spotted dolphins from the beach and visited the amazing Crystal Castle. Class 5/6 went to Myall Lakes early in the year where they enjoyed many coastal treats and spent 4 nights along the Nymboida river in term 4, tackling the rapids and abseiling. Class 7/8 went to Carnarvon Gorge and Fraser Island earlier in the year and had 2 trips to Sydney where they experienced some circus skills and

got to see a performance of Shakespeare.

Class Plays - Our class plays give teachers many chances to build the social strength of their class; it



often also reinforces aspects of the curriculum. Plays in a Waldorf school are called "pedagogical" dramas. They aid the class teacher in developing skill and capacity in students, strengthening the sense of

interdependence in the whole class, and brightening the creativity of the class through drama. Class 1/2 performed Briar Rose in Term 4, Class 3/4 performed The Story of Moses, Class 5/6 performed a Greek play called The Story of Persephone, and Class 7/8 performed a stunning rendition of Shakespeare's A Midsummer Night's Dream.

RAP: Our Reconciliation Action Plan working group continued working towards creating respectful relationships and meaningful opportunities for members of the Aboriginal and Torres Strait Islander people. Uncle Steve and Ruth introduced the children to the bush tucker from our bush school land. The whole staff had a very rewarding Cultural Awareness session with Dave in Term 2.

The school celebrated Naidoc week for the first time in Term 3 with a whole day of activities including basket weaving, dancing, performances and story telling. The school now has 3 welcome signs in Aniawan - "Nyanga ndaga wanga-n" that means "what brings you here?". We have begun to incorporate the Aniawan language into the classroom and the children saying an acknowledgement at school events. The group has explored the introduction of the Anaiwan language into the curriculum, as well as developing a bush food area in the garden, and arranging professional learning to support cultural awareness within our community. We look forward to working with the Aniawan language group to further expand our use of the Aniawan language in the classroom.

We established an Aboriginal and Torres Strait Islander Traineeship to work in the Preschool and to support and work with the school's Reconciliation Action Plan.

Student Wellbeing Programme

Class 5-8 continued to have sessions with Melanie Deefolts, around Wellbeing and puberty. This was supported by a talk for parents about the developmental milestones for upper classes. In Term 4 the school put in place a Student Wellbeing co-ordinator to help support students that needed additional Wellbeing support.

Support for students and teachers. The emphasis for the first part of 2018 was on preparing for the NESAs monitoring visit in March. The Literacy and Numeracy Action Plan provided many opportunities for staff to learn about current research in this area, allowing much discussion and reflection in College. As a whole staff, we worked with Restorative Justice skills with Shelley Davidow, to strengthen our capacity to have healthy staff relationships. The Learning support for students was strengthened with LNAP Professional Learning, and with extra support from Student Learning Assistants. Staff participated in the Royal Far West 4 Capacity Building Webinars around children with additional needs and two staff attended the ACEL Disability Summit. There were opportunities to strengthen the inner world of staff members with sessions in Eurythmy, Art and Speech and Drama from "Developing the Self". Other teachers undertook observations and conferences in other Steiner schools. Some of our teachers attended the Glenaeon Intensives, working with other teachers of the same level in preparation for the year ahead and the Early Childhood team attended the vital years Conference. Two staff members attended a workshop on autism.

Library: Our library collection of books and resources continued to blossom and grow under the guidance of our library coordinator, and with support from our Freunde. The library is a great space for class plays, meetings, workshops and talks.



Tuck Shop: This activity continued to provide wholesome food on Fridays with the help of parents and classes. This year the school in partnership with Friends of Waldorf employed a Tuckshop co-ordinator. We continued the much-loved tradition of Dads' barbeque, followed by ice-cream in a cone for the last Friday of each term. Often the Tuckshop menu is created from produce grown in our own vegetable garden.

Festivals...times for the whole community: Festivals are integral to the rhythm of life within our school; the goal is to develop in the child a sense of the rhythm of the seasons and the passage of time, and a sense that there is something bigger than oneself.

In 2018, our first festival was the TAWS Autumn and Kite Festival. This was overseen by Class 1/2, with many activities and run races enjoyed by the children and families.

Class 3/4 led the Spring Festival, with some of the class also providing the music for the dances (as part of the Class 4 Viking ensemble). And our last festival, the Christmas Festival, was led by Class 5/6, with craft activities and carols and a lovely supper provided by FOW.



Class 6/7/8 led the Winter Festival with a complex rhythmical fire display set to music. This is a spectacular festival beginning with a whole-school singing performance followed by a silent spiral walk. The highlight is the lighting of the bonfire, which is done using the fire sticks from the Class 6/7/8 performance. Class 5 also participated in the festival preparations by baking pastries for supper.

Freunde: At the beginning of the year we continued hosting 1 young visitor from Germany who was spending a gap-year doing volunteer-work abroad. Halfway through the year, we received our intake of 3 new volunteers. The Freunde are hosted by families from within the school community, and they spend the week days performing various duties around the school – they may be assisting in a classroom, working in the garden, repairing desks and chairs, or helping on a class camp. This program is an invaluable part of the school's life, and we are very grateful to be a part of it.

Community Engagement and Education. There was a great programme of talks and workshops throughout the year, including: Knitting workshop coordinated by Kirrilee Heartman who supported a group of keen knitters, teachers, parents and community members making beanies and recorder bags. Kirrilee shared her research into the many benefits for children in learning to knit, and how the Steiner curriculum incorporates many knitting projects to support the different stages of child development. Melanie Deefholts spoke with parents and teachers on 2 occasions this year, sharing her knowledge on child development for different ages with an array of practical advice to help parents and students cope with the ups and downs of raising healthy, confident children. The school also supported the community to learn practical metal work skills with a Welding workshop by Rodney Day.

Friends of Waldorf: The focus of the group is on promoting the school by fostering and supporting a vibrant and happy school community. FoW also supports the school by providing funding for special projects made possible by the money raised at the Spring Fair and other fundraisers.

Craft Group – A group of enthusiastic parents met weekly to make beautiful craft items coordinated by Simone. The aim of the group is to create beautiful handmade items to sell at our November Spring Fair, while also strengthening social opportunities within the school community. Craft skills are shared and learnt together in a happy, safe environment.

External Compliance

First Aid: All staff had the opportunity to complete their full First Aid training (required every 3 years) or completed their yearly Anaphylaxis and Asthma training.

Fire Training: All staff completed Fire Training and 3 staff members also completed the Fire Warden training.

NAPLAN This year we had 6 students in Class 3; 4 students in Class 5 and 2 students in Class 7 sit NAPLAN.

NCCD. (National Consistent Collection of Data) One staff member attended professional development in recent updates for NCCD with the AIS, which supported the school in the process of collecting and entering data on disabilities and its yearly submission.

Child Protection

All staff undertook child protection training with the AIS with the programme Creating Safer NSW Schools.

Privacy Laws

All staff undertook training on privacy laws in relation to schools (conducted by the Association of Independent Schools).

Report Writing. The Armidale Waldorf School sends out 2 formal reports to parents, during mid-year and again at the end of the year. This is supplemented by parent-teacher meetings following these reports. This year the School changed its report format for a more consistent reporting system across the classes.

NESA. The School underwent a monitoring visit for the primary School.

Governance Training: Management and some directors completed AIS Independent Schools Governance online modules.

Conclusion

I have been in this role for 3 years now, with each year bringing new opportunities to learn and grow. It is such a privilege and honour to work within this wonderfully supportive school community.

This year The Armidale Waldorf School has grown in its capacity to provide a unique education and to support our expanding school community. For a small regional school, The Armidale Waldorf School has a wealth of expertise in its teaching and support staff, a wonderful admin team, and an amazing community of parents and children! I would like to take this opportunity to thank the Board Chair and the Board for their guidance and support this year; Steven Breese for his dedication and commitment to streamlining our systems and processes for the smooth running of the school; the College of Teachers for their commitment to inner work and reflections on Steiner education in the world today, and the impulse and courage that comes from this; all teaching staff for their dedication to teaching and the love of children; the admin staff for their behind-the-scenes support of the children, parents, teachers and Management team. I have worked in this school over many years now, in several different roles. I have really valued the insights and perspectives I have gained from each one of these points of view. When I reflect on the school now, I appreciate more than ever how important it is for it to function as a team right across the board, with respect for the strengths and gifts each one brings to the whole. It is the children, the parents, the teachers, the support staff and the Board all working together that allows the school to continue to grow and provide the richness of a Steiner education for all the children in our care both now and in the future.

Zana Clarke,
Education Director

Report from School Manager

2018 was a huge success with major projects such as the adoption of the new Constitution, creation of the Strategic Plan and Business Plan and the refinement of the Facilities Master Plan. This important work supports the teaching and learning experience at The Armidale Waldorf School. 2018 also saw the continuation and refinement of Student Learning Assistants (previously Class Assistants) working to directly support the students in the classes K-6.

School Finances:

The Armidale Waldorf School was able to achieve a surplus of \$198,885 for 2018 which is the third surplus in a row. The School has been keen to rebuild reserves after a number of prior year losses so that it is more financially secure and can reinvest in some much-needed infrastructure. This result was achieved due to careful management of expenditure during the year and includes the non-cash costs of depreciation and the recognition of all staff entitlements. The School maintains provisions for staff annual leave and long service leave.

School income is essentially derived as a factor of enrolments. As enrolments increase so does the income and conversely, as enrolments decrease, so does the associated income. Much of the Schools costs are fixed (e.g. employment costs 68%), therefore there is often little capacity to reduce costs when enrolment numbers are low. The School is actively working toward maintaining and increasing enrolment numbers where possible so that it not only remains viable but will also prosper into the future.

The Armidale Waldorf School receives funding from both the State (12%) and Federal (45%) governments based on the number of students enrolled at particular points throughout the year. As an independent school, this funding does not cover all of our expenses, so to maintain our viability, it is important that the school charges fees. Fees are an important and integral part of the Schools revenues (25%), assisting the school to provide quality education. The Fee structure is designed to help everyone contribute fairly to meeting the costs incurred by the School and need to be collected in a sensible, transparent and thorough manner. Debt collection is now primarily carried out in-house, with a procedure designed to enhance the transparency and accountability of the process.

Staffing:

Karen (Kindergarten), Tracey (Class 1/2), Lynne (Class 3/4) and Tim (Class 5/6) and Joanne (Class 7/8) continued to provide quality education following the Australian Steiner Curriculum Framework, under the educational philosophy of Rudolf Steiner. Lynne did an amazing job filling in for Angela this year and will be very much missed by her students, families and colleagues

Boongaiai Preschool continued to provide quality early childhood education under the caring and professional direction from Khalida Khan. We would like to take this opportunity to thank Khalida for stepping into the Directors role at short notice and guiding the Preschool through much of the year.

Playtime continued to thrive under the guidance of Rosy McGrath, who has welcomed a number of new families to the School.

Our friendly and professional administration team is made up of Julie, Tanya and Tracy.

School Community:

The School would not be the same without the community of parents, grandparents, friends, staff and of course the students. Steiner Education does not start and stop at the School boundary, but continues in every aspect of the children's lives, with all of us role models for the children.

Our Festivals and Fair are very much dependent on our volunteer community, who come together to make each one a success. Volunteers contribute enormously in many different ways, for which we are extremely grateful.

The school offers parents and carers the opportunity to reduce their fees by contributing to the daily upkeep of the school by cleaning classrooms and other buildings. This also has the added benefit of keeping the schools' costs (and therefore fees) down. These tasks are largely unseen by the wider school community, however they keep our school beautiful and tidy. We would like to express our appreciation for all of our wonderful cleaners.

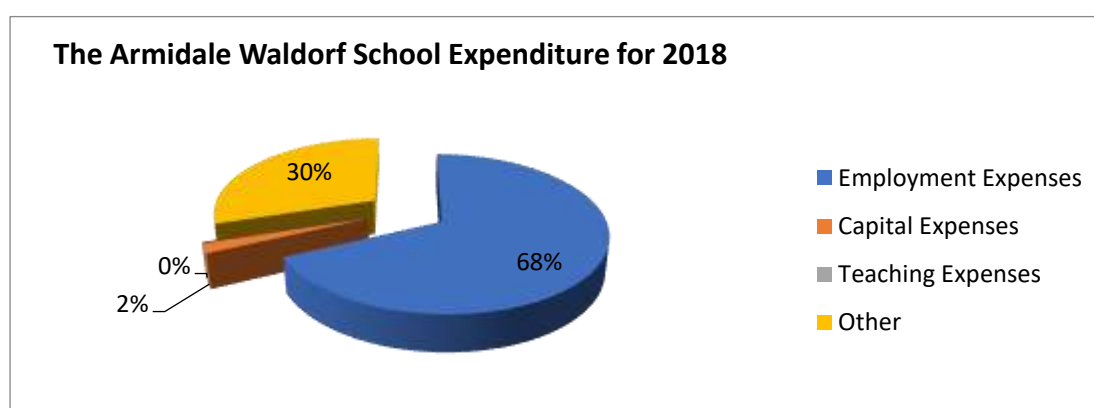
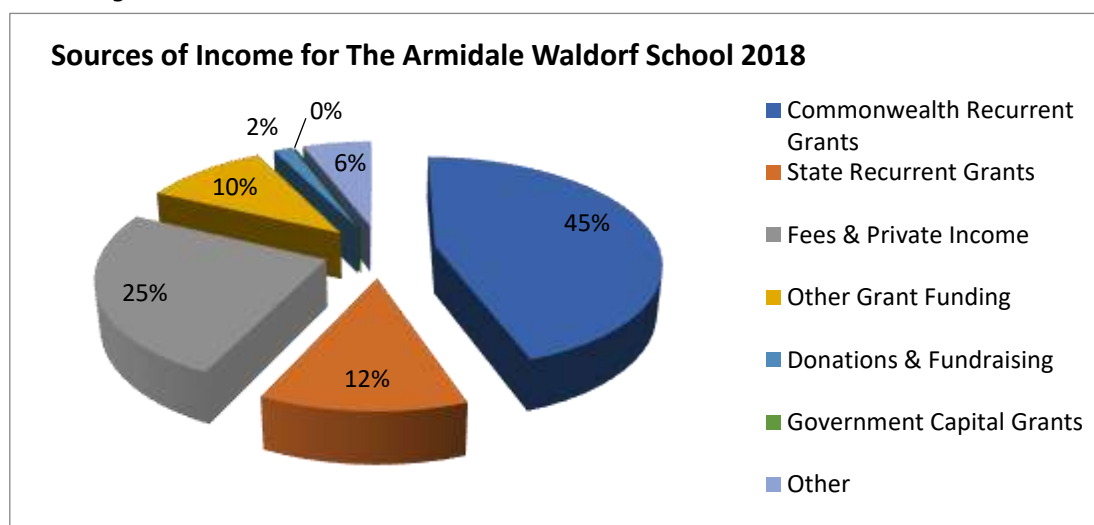
Looking Ahead:

2019 will be an exciting year with capital works projects commencing in Term 1 including the upgrade and remediation of the drainage and carpark as well as the enclosing of the space under the Library to provide additional learning spaces.

We are very happy to be able to increase direct classroom supports in 2019 with the continuation of our Student Learning Assistant roles in our Kindergarten, 1/2, 3/4, 5/6 and 7/8 Classes. These roles will provide support to the students with direction from the Learning Support Team and the teacher. Wellbeing is also expanding with a dedicated staff member now employed as well as the addition of Extra Learning. This is a deliberate investment in the School and reflects the increasing demands placed on teachers.

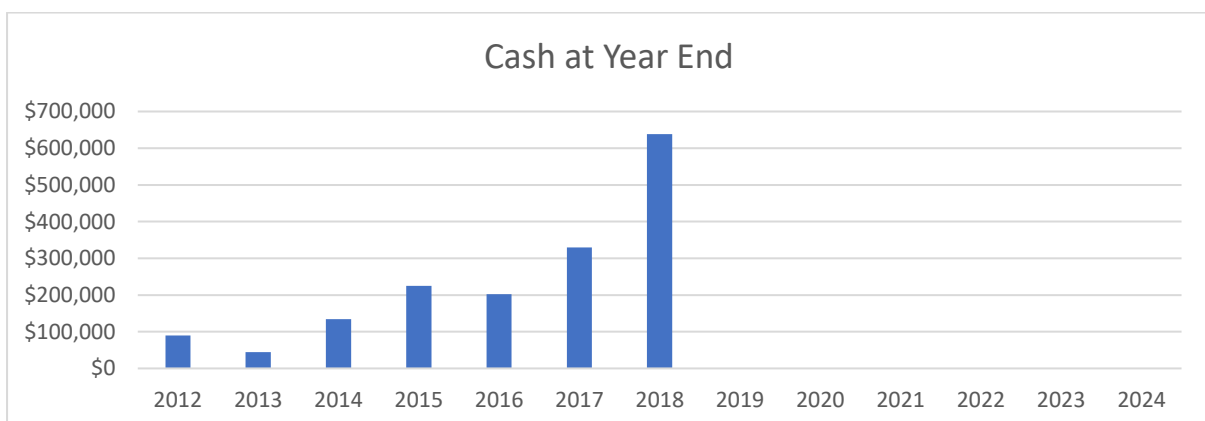
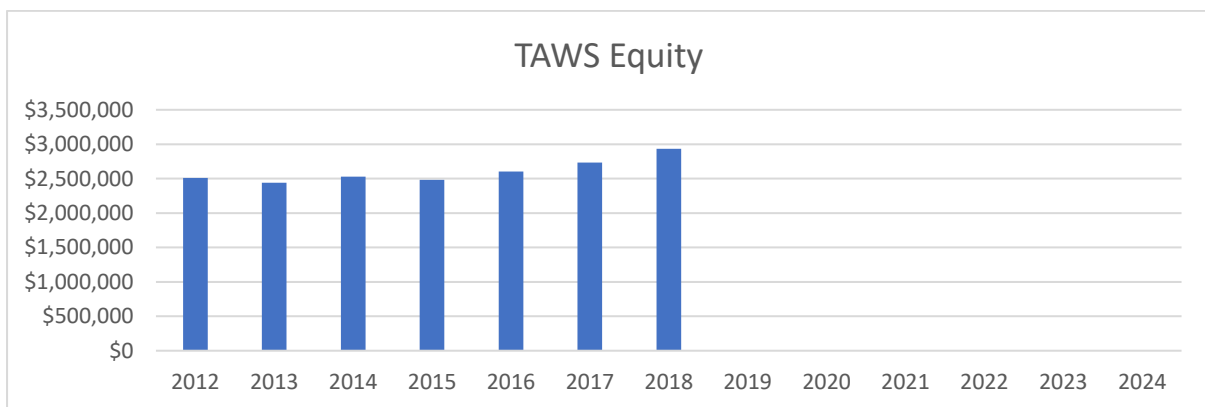
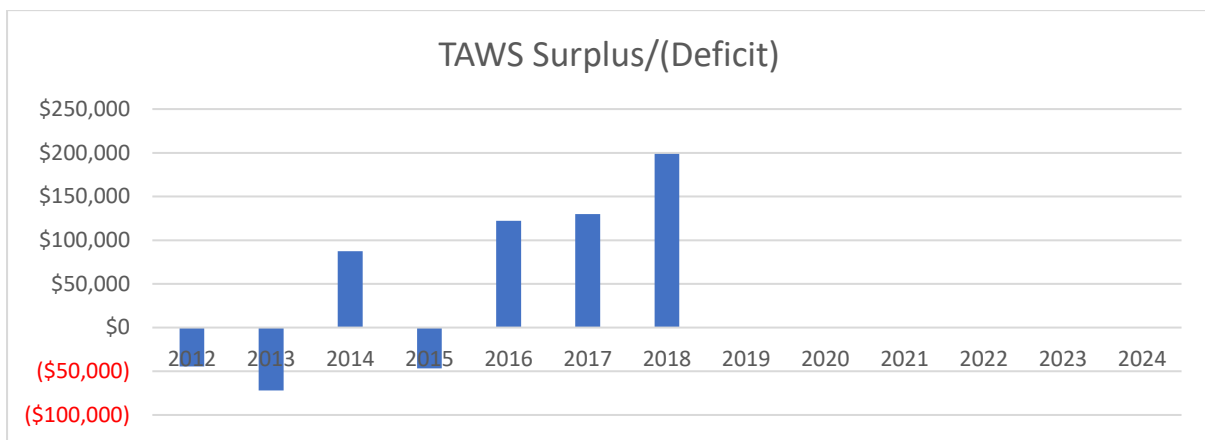
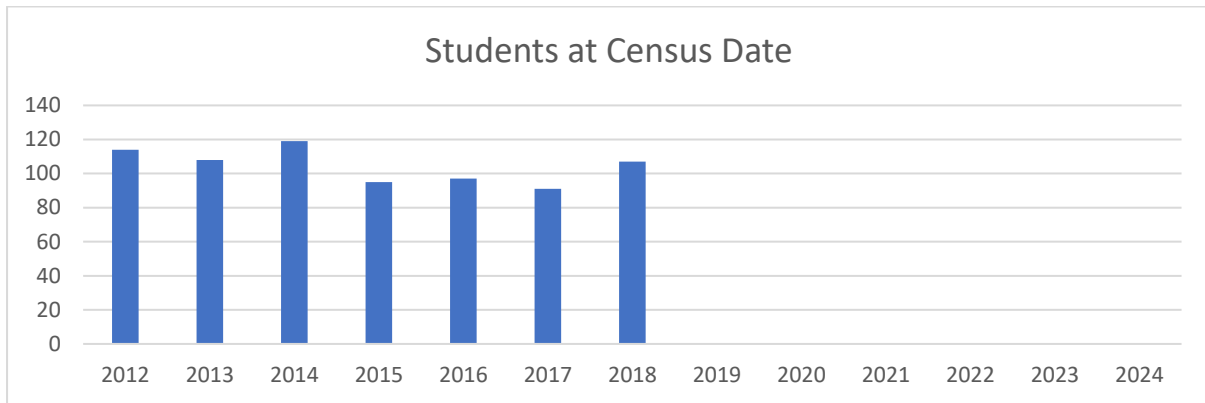
The Class 9/10 Feasibility Study will also be undertaken during 2019 to inform the Board of the viability of expanding beyond the current offering to Class 8.

Steven Breese
School Manager



TAWS Financial Performance

The following graphs show a selection of key performance indicators for the School over a number of years.



Report from Boongai Preschool

Enrolments 2018

Term - Capacity	Monday	Tuesday	Wednesday	Thursday	Friday
1 – 92%	15	18	20	19	20
2 – 96%	16	20	20	20	20
3 – 100%	20	20	20	20	20
4 – 100%	20	20	20	20	20

Kindergarten enrolments

At the end of 2018, 11 of the 18 kindergarten-aged children from the Preschool enrolled in The Armidale Waldorf School's Kindergarten class for 2019. This shows what a great transition program the Preschool ran in 2018. Early Childhood has already begun to discuss how to continue the successful preschool to kindergarten transition program.

Staff Professional Development

Preschool staff attended a range of professional development opportunities which supported their team building and professional development throughout the year.

Community Spirit

Over the course of the year Playtime, Preschool and Kindergarten shared the enthusiasm of promoting Early Childhood within the school and the broader community. A range of targeted promotions were successfully implemented including:



promotions were successfully implemented including:

- Open Days
- Festivals
- Presentations in the Armidale Show
- Information Stall and storytelling at the Farmer's market

Report from The College of Teachers

Current members of College (February 2019)

Tracey Somerville, Tim Kemp, Michelle Hollands. Zana Clarke, Belinda Nano, Kim Bizo, Tiarna Brown, Karen Jenkins (Chair)

The Functions of the College of Teachers

The College of Teachers works to deepen the understanding and experience of Rudolf Steiner's educational principles and his vision of human development. This is carried out through study, artistic endeavour, teacher's meditation, research and discussion on a weekly basis. The understanding thus achieved is then applied to various educational issues that are discussed in detail as they arise from week to week. The College meets on Tuesdays between 4.20pm and 6.00pm.

Study, Artistic Activities and Professional Development

Book Study continued into 2019 of 'solving the riddle of the child' by Christof Wiechert.

NCCD (Nationally Consistent Collection of Data on students with disability) presentation and review of IEPs including documented evidence of both the assistance and adjustments made. These are to be reflected in programmes by documenting exactly how the student's needs are being met.

Educational workshop on-line given by Royal Far West-Telecare-topics were Capacity building schedule and anxiety in children and adolescents 23/10/18 and Supporting literacy and language 6/11/18

LNAP modules and observations continued throughout the year

Topics covered:

Introduction of the lower case and upper-case letters in Class 1 in a creative presentation through drawing and story appealing to the child's heart and feeling. This is in line with the LNAP research which promotes current research in literacy and numeracy to ensure children don't fall behind. Upper- and lower-case letters will continue to be taught in line with what R. Steiner talks about in bringing life to the letters. (A modern art of education P135)

NESA visit 9/2/18 discussed and the implications the regulations will have on the School's curriculum.

Cessation of home visits Due to the composite model and children now staying with teachers for 2 years, unless a child is needing one.

Communication processes and the responsibilities of College, Management and Board.

LNAP diagnostic screening showed a need for some related learning support – Teacher to contact parent first about their child needing learning support.

Review of ICT (information and computer technology) syllabus in each KLA.

Outcomes and assessment grid reviewed for the whole school to ensure consistency across the classes.

Discussed the possibility of extending the high school.

Discussed the pros and cons of 'introducing phonics' into Kindergarten in term 4.

Discussions on 'How could we best support children with special needs in our school. Special needs divided into several areas; educational, behavioural, emotional/social.

Reported that SEA has agreed with NESAs that all outcomes to be met within the stage across all grades. Discussion on how to meet the numeracy and literacy writing outcomes in Kindergarten while still being true to the Steiner philosophies.

Discussion of ideas for normalising assessment; suggestions were to have standardised tests across the grades for; phonics, reading fluency and comprehension, S.A spelling quiz and numeracy.

Review of NAPLAN results. Overall results were good. Some results were above some average and some below average.

New meeting format in 2019 - Discussed and proposed that faculty meetings would be focussed on inspiring and improving teaching practice, the meeting could be called Supportive Teaching Community (STC). The meeting is to be focussed on discussions on our professional practice. Meetings are to be productive, meaningful and valuable. All business to come out in a staff bulletin. Problem solving difficulties are taken to Zana and if not sorted out then the problem would be taken to college to work on further. Child study gets done in college and then college can take the results to faculty. Idea of a Positive Equal peer support programme discussed where each teacher sits in on another Class and meet afterwards. Teachers would swap over with observing the following week. The objective is to learn from each other and to share and support one another more. Teachers would be released from their class to do this. This would allow inspiring ideas or discussions to be brought to faculty, sharing of ideas on lessons and programmes and insights into children. It is NOT a mentoring session but is about collegial support and coherence across the school.

A whole school spelling programme to help maintain consistency between classes to be investigated in 2019.

Attendance:

Michelle Hollands 19, Karen Jenkins 18, Lynne Beclu 17, Zana Clark 16, Tracey Somerville 16, Tim Kemp 10.

I would like to thank all the Board members and the leadership group for all their time and focussed work. Your hard work in bringing our school to the strong position it is now in is truly appreciated.

*Karen Jenkins
College Chair*





Report from Friends of Waldorf School

The Friends of Waldorf is the name we give our wider school community and functions a bit like a P&F only friendlier! Our coordinating group is a sub-committee of the School Board, so the School does most of the tricky paperwork. Our main aims are to strengthen the social fabric of the school and raise funds for it.

All parents and staff are encouraged to participate in the FoW activities. It is a wonderful way to be introduced to the school community. The FoW raise valuable funds each year for much needed educational resources and are a great support for the teachers.

FoW Members in 2018

Cathie Lamont (Chair), Belinda Nano, Sara Brown, Felicia Corney

Projects, Activities and Contributions

The Friends of Waldorf coordinated and encouraged a number of activities during the year, including:

1. Bush Dance at Dangarsleigh Hall in June
2. "Welcome" afternoon tea for the new Freunde and their hosts and new families
3. Planning, design and commencement of a new Camp Trailer
4. Support to the classes
5. Craft Group
6. Commencement of a new Garden Shed
7. Contribution to the Bushtucker Garden project
8. Outdoor table settings
9. Blackboard Noticeboard
10. Class 7/8 Sewing Machines
11. Class 3/4 Mosaic project
12. Supported the coordination of the Spring Fair
13. Staff appreciation (catering of professional development days)

Lisa Nolan

FoW Board Representative

Friends of Waldorf (FoW) Profit & Loss

	2018	2017
Income		
Tuckshop Income	\$ -	\$455
Bush Dance Income	\$350	\$ -
Craft Group Fundraising	\$176	\$ -
Spring Fair proceeds	\$19,030	\$17,141
Total Income	\$19,556	\$17,596
Expenses		
Spring Fair Expenses	\$6,693	\$5,597
FoW Appreciation Fund	\$1,074	\$357
Support to School Festivals	\$400	\$ -
Class Supports	\$575	\$ -
Craft Group Support	\$518	\$ -
Garden Shed	\$205	\$ -
Garden Watering System	\$65	\$ -
Bushtucker Garden	\$1,000	\$ -
Outside Tables	\$300	\$ -
Blackboard Noticeboard	\$500	\$ -
Camp Equipment	\$96	\$ -
Class Projects – 7/8 Sewing Machines	\$2,391	\$ -
Class Projects – 3/4 Mosaic	\$1,000	\$ -
Camp Trailer	\$9,100	\$ -
Tuckshop Coordinator (contribution)	\$3,579	\$ -
Playground Shading	\$374	\$ -
Total Expense	\$27,871	\$5,954
Operating Surplus (Deficit)	(\$8,316)	\$11,642
Opening Account Balance	\$49,416.57	
Closing Reconciled balance	\$41,101.04	

The Grace Newberry-Dupé Therapeutic Education Trust

Gracie's Gift Report

Gracie's Gift is an independent trust established in memory of Grace Newberry-Dupé, who arrived with her identical twin sister Isabella on 1st March, 1999 and was, in terms of mainstream thinking, considered to be profoundly disabled.

Grace had not responded during attempts at mainstream 'early intervention' programs, but when enrolled at Boongaiai Preschool she truly embraced the activities presented to her. Nurtured by the gentle rhythm which enfolds the children at Boongaiai and the inherently therapeutic nature of the curriculum, she was freed from expectation and enabled to give of her unique gift.

Gracie passed away in July 2003, and this fund was set up out of a strong desire to ensure that no child should be denied an opportunity to fully access the therapeutic curriculum provided by The Armidale Waldorf School and Steiner curriculum.

Children requiring additional therapeutic support will be referred to the fund via the Class teacher and/or a treating Specialist in consultation with the child's parent/guardian.

Tax-deductible donations to Gracie's Gift are gratefully accepted via the Armidale Waldorf School's website.

Gracie's Fund Income Statement for the Year Ended 31 December 2018

	2018	2017
Income	\$	\$
Donations - Special Needs	-	50
Donations - Therapies	-	-
Donations - Bursaries	-	-
Donations - Excursions	-	-
Donations – General	2,989	-
Interest Received	251	280
Total Income	3,240	330
Expenses		
Monies to Support Special Needs	-	-
Monies to Support Therapies	-	-
Monies to Support Bursaries	-	-
Monies to Support Excursions	-	-
TS Elliot's "Four Quartets"	5,106	-
Total Expense	5,106	-
Net Profit/(Loss)	(1,866)	330

Gracie's Fund Statement of Financial Position

	2018	2016
	\$	\$
Open Retained Earnings	20,205	19,875
Net Profit/(Loss)	(1,866)	330
Closing Retained Earnings	18,339	20,205
Cash at Bank	18,339	20,205