



ANNUAL REPORT

2009

Presented at AGM Wednesday 21 April 2010

Acknowledgments and thanks to all staff
and Board members who have
contributed to the compilation of this report

ANNUAL REPORT 2009

This is the ninth Annual School Report presented to parents, teachers, staff and friends of the school community at the Annual General Meeting, held at the Castlemaine Steiner School and Kindergarten, Rilens Road, Muckleford, on Wednesday 21 April 2010. It is an amendment of the School Report presented at the School Community meeting in October 2009, as the school brings the annual reporting cycle in line with the governance processes of the school.

This report summarises the full year's activity of the school of 2009.

1. Introduction

In summary, 2009 was a year of new structures, both physical and organisational, and all the challenges of change that this entails. This report will cover:

- 1 A report from the newly revised Board of Directors summarising outcomes of the Governance Review undertaken over the past 2 years.
- 2 A report from the School Facilitator, summarising the key educational programs undertaken by the College of Teachers and specialist teachers and developments in the administrative areas.
- 3 A report from the Front Line Manager on the Administration of the school.
- 4 A report from the Site Manager on development of the grounds, facilities and buildings.
- 5 The annual business management and finance report.
- 6 Information on school performance as required by the federal government (Appendix 2).
- 7 Fee Schedules for 2010 (Appendix 4).

Most significantly, the College of Teachers and Board of Directors have endorsed the following school vision statement, which provides the foundational principles for all activities of the school. The mission statements appear as Appendix 3.

VISION STATEMENT

Out of love and hope for the future of the earth and all life upon it,
We strive to
Develop the unique capacities of all within our care;
To ennoble the mind;
Fire the imagination;
Fortify the will and
Quicken the initiative for life.

The school is still taking ownership of the proposed school motto. It has not yet become fully part of the school identity, and a strategy to adopt the motto is yet to be planned. The current school motto "Nurturing the Whole Child" is still used on letterheads and logos. The proposed motto is:

SCHOOL MOTTO

Learning
For life,
From life,
Throughout life.

2. Board of Directors

Jeff Huzzey

In response to changing external accountability requirements, as well as a desire to improve and clarify internal accountability and decision-making functions across the school, in 2009 the school completed the review of its governance structures. A revised constitution replaced the fledgling constitution which founded the school over 20 years ago. The new constitution meets the current legislative requirement and establishes a new Board of Directors. Company membership is opened up to parents and friends of the school. Seventy seven people have to date joined as members of the school company, and these members elected the two parent members of the Board of Directors at an election held on 14 May 2009.

Thanks must be expressed to the previous Board of Directors, who held this responsibility for so long. Jeff Onans, Helen Butcher and Anne Perry were thanked sincerely when the old Board was closed at the last AGM. Thanks are also expressed to the previous Administrative Council members who carried much of the responsibility for overall management of the school over the past years. Admin Council members who finished were David Storm and Heather Osborn. Three members of the old Admin Council continued onto the new Board of Directors, giving it sound continuity of knowledge and experience.

The members of the new Board of Directors are:

- Jeff Huzzey: Chairperson, previous Admin Council member
- Paula Cromwell: Deputy Chair, Community member
- Jeff Onans: Executive Support, previous Admin Council member
- Aileen Caddy: Elected parent, previous Admin Council member
- Dave Carré: Elected parent member
- Hugh Finlay: Community member, previous Admin Council member
- Lyn Farrow: Teacher member
- Rob Jorritsma: Teacher member
- Pamela Oakley: Community member

The school sincerely thanked Ian Stehlik, the ex-business manager of the Orana Steiner School in Canberra and endorsed member of the Rudolf Steiner Schools Association (RSSA) Support Panel, for his assistance in completing the Governance Review. In this review the school revised and clarified the function of the Board of Directors, making a clear distinction between the governance and management functions of the school. The confidence of the new Board in leading the school in planning and governance is palpable and illustrated by the enthusiasm and energy the new Board members are bringing to the role. The positive foundation that the revised governance structure offers the school is outstanding and firmly places the school with a capacity to move confidently into the next ten year stage of development. Notably high levels of Board members' attendance at recent Association of Independent Schools Victoria (AISV) Board training sessions augers well for well informed and constructive leadership of the school.

The revised Vision and Mission statement, as redrafted by the College of Teachers, has been approved to underpin the work of the Board and to guide future activities of the school.

The capacity of the Board to now guide and oversee future planning processes for the whole school enables the future vision of the school's development to be widely researched and clearly articulated. For example, following on from the school's participation in the recent RSSA conference, and after hearing inspirational talks by Christopher Clouder, the vision of consolidation of programs which develop social and emotional health of children, and which link the school positively with the whole community, is ripe for further exploration, through support of the College of Teachers.

Running parallel to the governance review, the educational management functions of the school and, in particular, the administrative roles of the College of

Teachers were also reviewed, drawing on the SLAM (School Leadership and Management) workshop held in November 2008. This workshop was facilitated by Alan Wagstaff, drawing on the school management model being used at Silkwood School in Queensland. This revised management structure of the school, named the Facilitated Distributed Leadership Model, was adopted by the Board and formally implemented in Term 3 of 2009.

The Board of Directors recruited and appointed the first two management positions of this model; the new position of School Facilitator and the revised Business Manager position were appointed at the start of Term 3 2009.

The Board has elected office bearers and established the mandate for the first Administration Advisory Committee. These structures and the goodwill of members of the school community filling these roles, auger well for the work of the Board of Directors in 2010.

Board member, Jeff Onans, has worked on the executive of Steiner Schools Australia (SEA), formerly the Rudolf Steiner Schools of Australia (RSSA), recently as the Chairperson. The work of the SEA to bring together Steiner schools of Australia to endorse the development of a national Steiner curriculum is a landmark achievement. Our school has been proud to support Jeff in this national work.

3. School Facilitator's Report

Deborah Wardle

With the significant farewell of Jeff Onans at the end of 2008, the school moved into a new phase in 2009. The school formally farewelled Jeff at a lovely function in early May where current staff, friends and members of his past two classes gathered to thank and acknowledge his input to their lives and to the formation of this school.

The review of the management structure of the school created the revised position of the School Facilitator, an overall coordinating role, which foundationally works to support the Vision and Mission statements of the school and further the implementation of the Strategic Plan. One important task of the position is to ensure that the educational management decisions within the school refer to the pedagogy, as articulated in the school's Curriculum Document. This new position is directly accountable to the Board of Directors. The School Facilitator will orchestrate the development of the whole school yearly plan. This planning forum of managers will generally be held in early Term 4 (October) each year.

The School Facilitator position was still formative in 2009 and aims to keep the school in a continual state of forward development. The School Facilitator leads the school from the centre (rather than from the apex) fostering teams to address specific issues. The position ensures the smooth day-to-day running of the school, using a facilitative model of leadership as described in the school's Facilitated Shared Decision Making manual, and responds to the unexpected demands of day-to-day management. The Facilitator acts as a conduit of information regarding the school's progress to the Board of Directors. The leadership of the school remains authentically distributed in this model.

The Facilitator's role is analogous to a stage manager's role; the Facilitator knows when events should happen. S/he keeps the school team focused on completing tasks in a timely manner and focuses the team on continuous improvement.

I would like to thank Sue Bruce, who acted as the Caretaker College Facilitator during Terms 1 and 2 of 2009, while the new FSDM management model was being established. Sue also worked in a handover role in Term 3, the first term of this new management model. In effect this report reflects two terms of the formal adoption of the new management structure. The College of Teachers decided in Term 1 to practise the mandated management roles in pairs during Terms 1 and 2, and formally took on the responsibilities in Term 3. Most educational managers have been allocated up to 1.5 hours per week to undertake the work of the mandate. Sue Bruce's assistance in the establishment of the new School Facilitator role in term 3 in a handover capacity is greatly appreciated.

The School Facilitator endorsed the management team positions, as follows:

The Administration Team:

- Front Line Manager - Bea Carr.
- Site Manager - Peter Foran.

The Educational Management Team:

The six mandated Educational Managers positions and the initial tasks they have commenced are as follows;

❖ **Curriculum Managers**

Diana Brooks and Rob Jorritsma

The rationale for the mandate states: *A school curriculum is a living document. It needs to be informed by and respond to the changing needs of students and appropriate innovation from the broader educational community. The curriculum incorporates new insights and innovations originally developed by*

the pedagogy of Rudolf Steiner. A curriculum that is constantly under review will provide this and it will help teachers to take ownership over teaching and learning. Curriculum management ensures the demands of various disciplines are met more equitably and helps identify and balance the resource demands, including teaching spaces, required by various disciplines. As Curriculum Manager, Diana and Rob began:

- A review of the structure of the timetable.
- A review of the model of support education programs with recommendations for improvements for 2010.
- Consultative work with Staff re curriculum development and planning.
- The review of programs with a view to updating the curriculum to meet future curriculum needs.
- Screening possible curriculum support activities.
- The collection, collation, and storage of curriculum support materials.
- Close liaison with the Teacher Learning Manager.

❖ **Assessment and Reporting Managers: Dagmar McNamara and Ann Campbell**

The rationale for this mandate states: *Education is more effective when students and care-givers are given accurate information about progress and attainment. Accurate assessment information allows better preparation for future teaching and targeted remediation.* Initially in this mandate Dagmar and Ann have:

- Revised the mid-year and end of year parent report format, collating learning statements from all teaching staff.
- Revised the dates for the parent-teacher interview schedules for 2010 in consultation with colleagues and parents.
- Revised the End of Year Report format with the aim of a uniform structure which allows for individual comments from class teachers and specialists.

❖ **Early Childhood Manager Heather Osborn**

Endorsed as a mandate in early October.

- Prepared Transition Statements for Kindergarten students moving into Prep in 2010. .
- Coordinated new enrolments in the early childhood programs.

❖ **Teacher Development Managers** **Lyn Farrow and Anne Perry**

The rationale for this mandate states: *A school culture where professional development, based on critical self-reflection, is the welcomed goal of every teacher; it is a sound foundation for the pursuit of educational excellence. Teachers concerned about their own learning provide good role models for students. Our school culture must respond to the deeper understandings of the pedagogy that supports Steiner education that are continually developing.*

Initial tasks in this mandate have included:

- Professional support and mentoring for class teacher and specialist teacher roles.
- Revising the annual teacher review process for specialist teachers and for the College of Teachers

❖ **Teacher Learning Managers** **Rob Jorritsma and Diana Brooks**

The rationale from the mandate states: *Learning is the core business of schools. An organisation where the fundamental attitude of every employee is one of learning, empowers both students and teachers. The management of learning will build a proactive interest in and focus on all developments in the world of education and related fields, both within Steiner inspired pedagogy and without. This openness will have a positive impact on the way teachers work together and on the way they relate to and work with every student.*

The mandate includes responsibility for enhancing the learning environment by bringing in new information to support teachers as learners. Initially in this mandate Rob and Diana have:

- Organised the Thursday mentoring meetings of the College of Teachers.
- Researched discussion topic information to support College "debate meetings" on (a) the teaching cycle in Steiner schools, (b) the optimum structure of the timetable, and (c) how to best support the Class 7 and 8 program.

❖ **Student Behaviour Manager** **John Goble and Mary Nesbit**

The rationale for this mandate states: Rights and responsibilities are twin facets of a successful school discipline milieu. Education proceeds well in a safe, well-disciplined learning environment. Discipline works effectively when there are visible systems in place which are applied fairly and consistently across the whole school. Disciplinary systems need to be in place to support teachers and students so that learning can proceed. Disciplinary consequences need to be recorded and to increase in proportion to the misdemeanour.

Initial tasks have included:

- Consultation and development of the revised Student Behaviour Policy and implementation of new procedures to support this policy. The revised policy was successfully introduced during Term 3.

The College has had two "debate meetings", (as named in the FSDM model); a particular discussion meeting on a school-wide topic which usefully clarified the College position on the class teacher cycle and the proposed development of the timetable model. The total model will be reviewed in Term 3 2010, to ensure continued confidence in, and effectiveness of, the mandated roles and to monitor the influence of change on the College of Teachers..

4. College Report

Sue Bruce

The past 12 months has been a period of unprecedented change in the life of the school and the College of Teachers. College has undergone significant change and embraced a new management and governance structure while continuing to drive and creatively develop individual teaching programs.

College sorely felt the loss of Jeff Onans, founding teacher of the school and member of the College of Teachers for 19 years. However, whilst this significant event caused College to draw breath, it also presented it, and the combined wisdom of its constituent members, with an opportunity to fully grasp its role as a crucible to this wonderful pedagogy.

During this period of adjustment, the College has also moved to the implementation of a new school management and governance structure. Some College members have taken on specific mandated responsibilities, as listed previously, co-ordinated by the School Facilitator, clarifying and further

strengthening College's role in the shared and facilitated management of the school.

In my capacity as Caretaker College Facilitator for the first six months of 2009, I would like to take this opportunity to extend my gratitude for being granted the honour and privilege to support the College through the early days of these changes. I would also like to express my great admiration for each and every one of them for their professionalism, fortitude and creativity in meeting the challenges of this exciting new era in the life of Castlemaine Steiner School and Kindergarten.

The school has made a strong commitment to supporting professional development of teaching staff in 2009 having invested over \$18,500, or nearly 1% of the whole school budget, on professional development activities. Appendix 2 gives more details of the Professional Development activities undertaken this year.

The school has continued to take student teachers on placement throughout the year. Students have come from Warranwood Steiner Teacher Training Seminar, Deakin University, Latrobe University and Monash University. New young Steiner student teachers are generally in short supply in Victoria, making this work an important contribution to future teacher availability.

The College of Teachers is delighted that Anne Perry has returned as the Class One teacher to lead them on their wonderful journey to Class 8. This will be Anne's third class.

The College of Teachers continues as a strong and focused group of colleagues, meeting usually twice weekly, on alternate Mondays for school-wide business meetings and every Thursday for mentoring and professional support and learning. The mandate managers consult with College members and other teachers on matters in their brief, ensuring that whole-school issues have the full support of the College of Teachers. The role of the College of Teachers in holding the anthroposophical pedagogy remains foundational to the ethos of this school as a Steiner school.

Following is an overview of each of the **specialist teaching and support programs**. The breadth and richness of the Steiner curriculum, as held by the College of Teachers, is augmented by the various specialist and support programs at Castlemaine Steiner School.

Eurythmy

Ros Watson

The character of last year was much defined by the fact that it was my first year here in this wonderfully diverse community of Castlemaine Steiner School. It was a year of getting myself established, of getting to know the school community and the students in particular, and of re-establishing eurythmy in the curriculum, as there had been a long break.

I have been fortunate to have been supported by pianist Iain Mclean, who, apart from his outstanding musicianship, contributes so much through his complete involvement and his sensitive presence on various levels of the work. Thank you, Iain.

To establish or re-establish a eurythmy program in a school usually takes about 3 years minimum, so we are very much at the beginning. Unfortunately, this process had to be interrupted in Term 3 as I had to travel to Germany several times due to the passing of my father and the ill-health of my mother.

The program this year was very much about "completely being where we are", about experiencing what it means to be completely involved, which in turn then will have a beneficial effect on all the faculties needed for successful learning and self expression, such as presence of mind, imagination, creativity, attention, concentration, self-motivation, social awareness, interest and appreciation for the cultural aspects of life.

In the younger classes I tried to meet the children in the imaginative realm through stories and verses interwoven with music, thus gently introducing the basic elements of language and music as movement and experience of the very first foundations of geometry in space.

In the older classes we began working more consciously with the various elements of language and music as movement, always in the context of following the themes of the Main Lesson. The upper classes also worked with complex geometrical transformations in space, which foster social and spatial awareness, concentration and presence of mind. The work in classes 7 and 8 is culminating with the question "What does the soul experience in meeting the world - and how can we make this visible?"

I also introduced exercises with copper rods and wooden balls which develop manual dexterity, nimbleness of the body, concentration, courage and presence of mind.

Eurythmy works with how the life forces manifest in the body and endeavours to keep them energetic and flexible. Many of the exercises can be seen as being similar to the stretching exercises of a dancer or athlete, but their aim is not only to keep mobile the physical body but also the soul of the child.

The relationship between emotional life and the body has been much discussed in medical literature over the past decades. Much research has been done in regards to the "armour" which is made up of postural habits, muscle tension, and of all kinds of physical and psychological tendencies of hardening and avoiding in order to cope with stress on various levels. While all of this initially performs a protective function, it later can freeze in place and inhibit free movement and the unfolding of future capacities. Because eurythmy directly confronts the inflexibility of these blocks and thus exposes them, it can be a most challenging subject to teach.

The particular requirement for eurythmy is that every movement is "ensouled", an expression of soul, just as it is the case with the sounds of language and non-electronic music. This requirement can be experienced as confronting and challenging as generally we are not accustomed to giving Soul a central place in our culture.

As a eurythmy teacher I am privileged to witness processes which are very intimate, fragile and precious. These processes can come about when we, the students and I together, can create a space of warmth, trust and mutual respect. Developing this space takes time and patience. Thank you, dear students, for what you have shared with me and taught me so far. I am looking forward to the journey ahead.

Stringed Instrument - Music program

This program for all students from Class 3 to Class 8 continues at its wonderfully high standard. In striving for excellence, the staff, parents and students firstly see the relevance of music to growing children and ultimately a deep love of music making.

We were sad to lose our Wonderful Wendy but delighted to welcome in her place Jovial Jeanette Stoll (strings) and also Charismatic Carl Pannuzzo (multi-instrumentalist and choirmaster for the boys). Leonie and Andrew continue their committed journey from Melbourne each week and we love to have their smiles and skills in the school. After another successful concert at the Phee Broadway, we are looking forward to moving into our extended on-site venue for future performances in the new extended Multipurpose Room.

The Music Program continues to flourish throughout the school and showcased student talents - Classes 3 to 8 - at the Spring Fair. Soirees remain a regular and less-formal opportunity for each class to perform for class and family members. (Libby Anderson)

Choirs

The **senior choir** has been a continuing weekly feature this year and we extend our thanks to Andrée Cozens and, recently, Carl Pannuzzo, for their great skills in bringing quality singing to our senior choir. The choir performance at the Phee Broadway concert in August had us all in awe at the beauty of massed children's voices. The weekly singing in the junior choir remains an uplifting and joyous event.

Languages other than English (LOTE)

After more than seven years of teaching the **German** program, Gitesha Brendel was farewelled and we welcomed Wayne Burtt as the new teacher of German in Term 2. The College of Teachers reviewed the LOTE program and decided to recruit for a Mediterranean language for 2010 (Spanish, Italian or French) to integrate well with the Main Lesson themes. The new LOTE language selected was **Spanish** and an orientation program for the new Spanish teacher during Term 4 enabled a smooth commencement of the new Spanish program in 2010. The school has maintained a commitment to teaching **French in Classes 7 and 8**, in order to support students wishing to continue this language in secondary school. "French is progressing well with a new teaching method being used in Class 7 - only French is to be spoken in the classroom. I'm hoping the classroom will become a noisy place!" (Rebecca Morton)

Craft

Chris Curtis and Paul Hayes

The Junior Craft program is very much established now, this being my (Chris Curtis') fourth year at the school. Classes 1 - 5 have in their individual program 6 - 8 projects that can be taught to suit the individual needs, Main Lessons, skill level and readiness of each class.

This comprehensive program enables Craft to stimulate the children's creative powers, giving them aesthetic confidence and problem-solving abilities, as well as an appreciation of hand-made goods, connecting them with the world through the making and completing of a project.

By Class 5 the children have consolidated their "soft" craft skills of knitting, embroidery, weaving, sewing and felting. From Class 4 upwards other techniques are introduced, such as basketry, dry felting, book making, plant dyeing, knot tying (to make a hammock), ceramics and woodwork.

This year was my first year teaching Class 6. It has been a productive year, hand-building ceramic Greek vases, and developing basic woodworking skills while making a Jacob's Ladder. The students consolidated these skills, while developing further skills during the making of a wooden spoon. This is a year to introduce the children to a studio setting and develop particular skills, readying the children for Senior Craft.

At the start of 2009 the **Craft** program welcomed **Paul Hayes** as the new **Senior craft teacher** with increased hours by blocking of craft for Classes 7 and 8. From Paul: "Beginning a new program this year with Classes 7 and 8 has been a huge learning curve for me. Concentration has been on the "hard crafts" such as woodwork, ceramics, glass, mosaic and stone. We are slowly improving the facilities and upgrading the tools for this program. I have also begun work with some younger classes, such as blacksmithing with Class 4 in connection with Viking Main Lesson. Class 7 have also begun work on a major project - the porphyry (cobblestone mosaic) under the canopy outside the new Admin Building."

Library

Johanna Winchcomb

The library program continually grows, with more student library sessions offered introducing senior students to the Dewey Decimal Classification System, and the younger students to the qualities of good fiction.

The collection is maturing with 982 titles in the fiction collection, 500 picture story books, 388 junior fiction titles 1720 teacher reference titles and 162 titles in the Parents and Friends Library. The P & F library is now located in the new Parents Room in the kitchen of the Multipurpose room and three generous volunteer parents are confidently monitoring the borrowing system there. More titles will be moved from the Teacher Collection to the parent collection when time permits. Student and teacher use of the library has improved as the collection widens to meet the wonderful breadth and depth of the curriculum. Of the collection, 640 books are currently on loan.

Gym and Sport - Physical Education (PE)

Stuart Dunn

Gym is offered from Class 3 to 8 and this year we farewelled Mara Macs at the end of Term 3 after more than seven years teaching this program. The PE

programs were reviewed in context of planning for 2010. As a result, the decision was made by College that Gym will not be continued in 2010.

Stuart Dunn, as our senior **Sport** teacher, has inspired Classes 5 to 8 with a range of new sports, including lacrosse and golf. Sadly through family tragedy, Stuart was away for Terms 3 and 4. Brad Adams ran the Sport and PE program in Term 4. Brad introduced volleyball and tennis and wushu forms as activities in Term 4.

Horticulture

Lisa Hall

Students in Classes 3 and 4 work and learn in the vegetable garden, growing edible produce from seed to table. They have also worked in the wider environment around the school property, undertaking revegetation, pruning, mulching and biodynamic activities. The addition of the greenhouse (thank you to Peter Watts for the donation) will mean that learning about propagating will increase for students. I have added the opportunity for Class 4 to reflect on their horticulture activities, showing their growing maturity and depth of learning. The increasing size of the general school gardens is adding considerably to the workload, though all new plantings ensure consideration of drought tolerance and low maintenance gardening. A big thank you to parents and friends who have voluntarily helped in the maintenance of the growing and thriving school garden

Support Education and Classroom Assistants

The school has been well placed with excellent programs and staff to provide a range of **educational support programs** to children across the school:

- **Lynn Wallace** continued our **Support Education** program for one-on-one support, and worked with approximately 20 students from Class 3 to Class 8.
- **Sue Murphy** ran a **Developmental Movement Program** for Class 1 and 2 students, along with **Debbie Hanrahan** and **Sue Murphy**, our private one-on-one "**Extra Lesson**"/**Movement** instructors.
- **Helen Jones** and **Julie Luckman** have continued their invaluable support work as **Classroom Assistants** working to support Class teachers and individual students in their participation in classroom activities across classes 1 to 8. **Melinda Wilson** filled in as a Classroom Assistant in Term 4.

Pastoral Care

Lorna Atkinson has continued as our **Pastoral Carer** with the Commonwealth-funded National School Chaplaincy Program. Lorna has provided support to the core Class Teacher/student relationship by working with teachers, parents and students. Participation in the program is voluntary. Evidence of the success of and need for the program has been demonstrated through teacher feedback and a regular review of the program. Surveys are currently being collated on this program in the school.

The National Safe Schools Framework: In July 2003 all Australian state and territory governments endorsed a program called the National Safe Schools Framework which has the very simple vision statement that:
"All Australian schools are safe and supportive environments."

The framework was adopted in an attempt to provide a consistent national approach to ensuring safe school environments, and to countering all forms of bullying, harassment, violence, abuse and neglect. The school works within this framework in many ways and has been furthered this year through

- Continued development of the Rock and Water program.
- The continuation of the Pastoral Carer under the Commonwealth Government's National School Chaplaincy Program.
- Parent forums and information evenings.

Practical Skills Program

Lynn Wallace and mentors

The program has consolidated in 2009 and is designed to support specific needs of children in classes 5 - 8 who are best continuing their education in an "apprenticeship" model, or those who are experiencing emotional or social difficulties.

The program prepares children to cultivate life, work and social skills through the following academic, social and practical means:

1. Maintaining self confidence and self esteem.
2. Providing opportunities to experience success in areas of intelligence they naturally possess.
3. Using the above to build skills in their less-developed areas.
4. Experiencing success and instilling a sense of pride and ownership of a task by contributing to the needs and life of the whole school.
5. Fostering meaningful relationships with children and adults across the school.

The ultimate aim is to foster the development of children who value themselves and their skills, and who feel they can contribute positively to the world. This program has run for a number of years and this year **Lynn Wallace** continued in the coordinator role.

Three students have participated since the beginning of Term 1. The Practical Skills Program has been very successful, with these students producing work well beyond their years. The three individual projects undertaken have been:

1. Constructing bench seating for the Class 8 outdoor table.
 2. Constructing a Roman shield for the Class 6 room.
 3. Designing and constructing floor vents to replace broken ones across the school.
- Mentors
 - Peter Foran - Technical skills.
 - Deborah Wardle - Business planning.
 - Tim Preston - Design expertise.
 - Paul Hayes - Technical skills - Term 4.
 - Outcomes for 2009
 - High quality of work and product.
 - Increased independence in planning, problem solving, journal keeping, time management.
 - Increase in ability to perform production tasks, e.g. calculate, measure, quantify, record, sequence, describe, and explain.
 - Increased self-esteem, through recognition by peers, teachers, mentors, family; interaction with adults with high skill levels; positive results of commitment and effort; meeting and overcoming challenges and problems.

In planning for 2010 the intent is to re-orientate activities towards a core project with opportunities for individual students to pursue interests within the overall core project. This differs from previous years where individual projects have evolved purely from individual interests. This change will align the practical skills program with the initial vision, i.e., to provide a central or core project to which many creative interests could be directed.

Therefore in 2010 the Practical Skills program will focus on developing the "Barn" and surrounds. Development may include many facets suitable for Practical Skills, e.g., surveying (already begun Term 3, 2009), developing a

fire pit area (begun in Term 4), building, farming, camping skills, community activities, class activities, gardening, animal husbandry, seasonal festivals, art and craft, outdoor learning area, class camping, astronomy, environmental studies, outdoor drama and performance area - to mention a few!

5. Finance Report

Chris Sedgman

The 2009 year continued the recent healthy trends for the school. Recurrent costs were steady and capital works did not require any extension to the school borrowings. (Refer to the Annual Audited Statement for details.)

The percentage breakdowns for 2009 total income remained the same as 2008; with 38% coming from all parents' fees and 62% coming from Commonwealth and State recurrent funding plus a range of grants and other income.

Teachers' wages accounted for 63% of total expenditure and other wage costs (administration and building and grounds staff) were 17.6% of total expenditure. Non-salary operating costs were approximately 17.3% of total expenditure. It would be expected that teachers' wages would take up the major amount of the school expenses, with administration, buildings and grounds staff amounting to only approximately one-quarter of the education-related salaries. Our 2009 figures were in this percentile range and show consistent and reliable spending.

As previously reported, over the past five years **teachers' wages** have been incrementally increased to bring wages in line with Victorian State Teaching Awards. The increase continued in 2009, with further increases in 2010 and 2011 which will maintain parity with the State Teachers' Award.

Through strong financial management, the school met its loan commitments without default. The school continued to save interest through efficient cash flow management creating positive mortgage offsets.

The 2009 financial audit was completed "**without qualification**". The school continues to improve its forward planning capacity to minimise financial risk and is improving the checks and balances within its administration and finance arm. Mr Tim Bunning of Prowse Perrin & Twoomey continued as the Auditor.

With new staff, appointed in mid 2009, bringing in additional skills and experience in administrative management, the finance and administration team will continue to improve and develop administration procedures and management practices.

The school's budget process for the 2010 year was completed and the Board have assessed the income and expenditure in conjunction with me and the School Facilitator. The 2010 year is expected to provide opportunities and challenges in the following areas:

- Reduction in expected net profit due to funding of the continuing commitment to maintain alignment of teaching wages to Victoria State Awards and a reduction in student numbers.
- Continued management of cash flow in the face of increased interest costs.

The financial management of the school will give attention to expected changes in education funding in the light of recent Federal Government review of education and the current debate of newly adopted Schools Assistance Bill 2008. The Schools Assistance Bill 2008 puts in place the legislative arrangements necessary to continue existing recurrent, targeted and capital funding arrangements for non-government schools for the 2009-2012 funding quadrennium, as well as introducing additional compliance and reporting requirements for non-government schools.

There will be ongoing attention to management of the **fee retrieval policy** and communication with families to provide assistance with payment of school fees and reduction in current arrears. Outstanding parent fees of more than 3 months are still a significant liability to the school and, as at December 2009, were approximately \$73,000. The administration staff will continue to focus on fee retrieval in 2010 to ensure that all fees are paid in full, by the end of each term, as per the school Fee Retrieval Policy, unless a Fee Agreement has been approved.

The Board of Directors has endorsed an ongoing commitment to the Fee Assistance program in the 2010 budget, allocating \$25,000 to families facing serious financial hardship.

The third and final reduction for sibling discounts will occur in 2010. From that time forward, until further review is required, the rates will be: first child full fee; second child 15% discount, third child 45% discount; fourth child 60% discount.

In summary, the school continues to operate from a healthy financial situation. The management of financial risk is handled with sound financial management principles, ensuring ongoing viability and a bright future.

6. Front Line Manager's Report

Bea Carr

Enrolments

Enrolments were steady for 2009, though have reduced marginally for 2010. Our junior classes are generally quite full, especially Kindergarten for 2010, which will be a very big group. There has been some reduction in Class 7 for 2010, though the school continues to attract students into older classes, where new students adapt quickly to our program. The challenge to inform students and parents of the richness and relevance of the Class 7 and 8 curriculum remains an important task for 2010 in order to maintain solid enrolments in the upper school.

Admin Team changes

This year we farewelled Alison Parish from the admin team and welcomed Jenni Milne as the new Admin Assistant. Annemarie Boorsboom has commenced as the new bookkeeper, replacing Allison Bodinar. While change has been somewhat challenging, the new admin team augers well for continued efficient front line service. Ines Jewell has continued this year as an Admin Assistant for one day per week, and has kindly assisted by filling in as needed on busy days.

Parent Education

The school organizes speakers or workshops at least once every term. So far this year, we have been fortunate enough to have had a talk by Ros Watson, our Eurythmy teacher, a talk by Lorna Atkinson, our Pastoral Care worker, and a doll-making workshop with Chris Curtis. We hope that parents will suggest speakers or topics to us for 2010.

Thank you, too, to Ines Jewell for resurrecting our school journal. It has been reborn as "Reflections" and a copy has been given to every family at the school and is available online. Ines has done a wonderful job of collecting interesting articles and some lovely artwork by our students, so we hope that everyone has been able to enjoy this lovely publication. We hope that we can make the journal an annual production.

Finally, after spending several years squashed in what is now the library office, and then several more jammed between the stove and the fridge in

the fundraising kitchen, we moved into the new admin building in Term 3, 2009. We have been in our new offices for a term now and people keep asking us how we like it. We like it very much! It is light, warm and comfortable, and we have lots of room. We are very grateful to the parents who came to help us on moving day, which made the move very easy and very smooth. We have a lovely view of the whole school from the front office, and it's almost worth feeling ill just to spend time in the first aid room!

Marketing

The school has maintained a positive profile in the community through regular media coverage, updates of the school website, redevelopment of the Parent Handbook, and by opening the school twice a year on our Open Days. Use of the school logo has ensured that the icon of the school is widely seen and recognised. Many thanks to all the parents who have volunteered many hours of graphic design work, notably Michael Wolfe, Alison Woodgrove, Chris Curtis and Anne Lucchesi.

Our Spring Fair is also an important way of showcasing our lovely school, and we look forward every year to putting on the best Fair we can!

7. Site Manager's Report

Peter Foran

After nine years working as the Safety and Maintenance Officer I am very happy to now be in the role of Site Manager. I am enjoying the challenges of this additional responsibility and it's great to be part of the team developing the school.

This year the major building project has been the completion of the new Administration building, as designed by Des Cullen. As final touches are being made to the new Administration building, foundation landscaping design implementation around it is near completion and we acknowledge the ongoing landscape design work and project coordination of Grant Saltmarsh. Grant has done all the landscape design of the "Heartlands" and now around the Administration building.

The canopy entrance is also finished, and a team of creative people within the school community are working on an appropriate mosaic-type design for the entrance area, scheduled to be completed by the end of Term 2.

These elegant designs are further complemented by the final exposed aggregate pathway linking the entrance and music areas to the higher school buildings.

Adding to this, the covered walkway and seating area linking classes 5, 6, 7 and 8 has been completed and this allows smooth and clean all-weather access as well as addressing the problem of dust.

The designated fire water supply tank is appropriately plumbed in accordance with CFA specifications and filled (hopefully not needed) ready for the fire season. Three more fire hose reels have been installed to keep up with building development. A new fire fighting pump has been installed to maintain fire fighting capacity.

The Emergency Plan has been (and is continually) reviewed and updated and an emergency plan drill is scheduled to occur each term.

We have purchased a new 8x5 tandem trailer complete with brakes, stock crate and tarpaulin cover. This is very useful on school camps as weather proof carriage and storage of camping gear as well as being useful generally around the school.

The two rainwater (drinking water) tanks are now full, a total of 417,000 litres. The dam, enlarged last year to around 2 megalitres, is also almost full.

The old Stage 1 hot water service has been replaced with two solar hot water units (gas backup), funded by the Solar in School program. Each unit is centrally located and services two classrooms, therefore saving water, as hot water is available soon after turning on the tap.

Another recently completed installation is the recycled water tank, cleverly plumbed to accept excess rainwater when the two potable water tanks are filled. Design for efficient use of recycled water is still being fine tuned. (Funded by Community Water Grants).

A special reflective film has been applied to the inside of the clerestory windows in Stage 1. (Also funded by the Federal government Solar in Schools program). This will greatly reduce glare within the Class 1-4 rooms, and therefore heat. The film also contributes to reduced winter warmth loss.

The 2 kVA photovoltaic cell system has been updated to 4 kVA, feeding "green" power back into the grid. (Solar in Schools program funding).

The complete locking system around the school has been changed/upgraded. The ageing lock system increasingly needed maintenance. Also over the years, several of the master keys had been lost. The new system is more tailor-made to our current needs, and gives the school a better level of security.

A generously donated hothouse has been erected to enable plant propagation. Gardens around the school are continually being beautifully developed by Lisa Hall, helped by the class children and working bee volunteers. A big thank you to all the people who contribute the development and maintenance of our beautiful school, from building and landscaping design to garden development and maintenance, and of course one of our major assets, parent volunteers. All contributions are gratefully received and deeply appreciated.

The school greatly appreciates the ongoing involvement of Des Cullen, the school architect, whose design work on the school makes it a landmark architectural site in this region. The next building stage from the school Master Building plan was brought forward with the provision of federal economic stimulus package funding. The extension to the Multipurpose building should be ready to commence in early 2010. The school has then one last project on the Master Building Plan to consolidate facilities for the primary school. Stage 8, yet to be scheduled, includes a senior craft, design and technology centre, to replace the ageing portable.

8. School Community Groups

Playgroup

Tania Chaffey

The commencement of the fourth group in Term 4 2009 illustrates the growing strength of this vital program where many families start their journey with Steiner Education. The gentle rhythms of Playgroup, including stories, cooking and playing, and the forming of new and potentially lasting friendships is indeed the nurturing "potting mix" at the start of the school. 2009 has been a very successful year for Playgroup judging by the regular feedback from parents. The beauty of the garden and the special Playgroup room, indeed, nourish all children and families attending.

Fundraising

Debbie Taylor and Nikki Valentini

Fundraising contributes to school life in several important ways:

- It raises \$500 for each class every year to help offset the cost of camps and excursions;
- It pays for many improvements to our grounds and surroundings that would not be covered by the school's operational budget, for example
 1. Basketball Court.
 2. Blackout screens for the Multipurpose Room.
 3. New Gas BBQs.
 4. Turf sand for the new oval.
 5. Construction and furnishing of the Playgroup building.

Fundraising helps to connect the families at school in purposeful social activities. Events like the Spring Fair showcase the school to the wider community in an extremely positive way.

Coordinators Nikki and Debbie

Planned a true community event in the 2009 Spring Fair. There was a wonderful and overwhelming response from all families, with a 97% response to the new system of voting for the activity you would like be involved in on the day and before the day.

A new pre-fair ticket presented a small "saving" to families. What we may stand to lose in "financial capital" we are sure to gain in "social capital".

There were many new items at the Fair as parents were motivated to try new ideas. The Interactive Craft Tent, where children can make periscopes, tin telephones or kites; the Stitch' 'n' Dunk Garment Garage where students from Class 6-8 can construct or deconstruct costumes from the materials available; ending in a finale of a free dunking at the dunking tank. The Hazard zone will open at 11 am and the senior students can find some time out to relax and play some games.

With the mixing up of parents from different year levels on the Spring Fair roster, there was great cross-pollination of ideas about our school and most importantly our children! With wonderful weather it was the wonderful festive day we have grown accustomed to!

Drama Group**Rob Jorritsma**

This year an enthusiastic group of the Waldorf Players continued to meet every week to rehearse *Accidental Death of an Anarchist* by Dario Fo. This fast-paced political farce made a huge change from last year's very successful production of *Antigone* at the Phee Broadway Theatre, and enjoyed a good three-night run at the lovely old music hall behind the Guildford Pub.

The group has continued to meet each week for further character and improvisation work in readiness for a new major production in mid-2010. New members are always welcome and the group meets on Tuesday evenings at the school.

Study Group

Study Group met earlier in the year and is now in abeyance. The continued deepening of our school community understandings of the inspirations of Rudolf Steiner form firm foundations to the school and need regular nourishment. The group always welcomes new members, however irregular! Contact the office for current activities of the study group.

Appendix One
Staff of Castlemaine Steiner School & Kindergarten

A. Teaching Staff - 2009

- Helen Butcher Teacher Kindergarten & Ring-a-Rosie
- Heather Osborn Teacher Prep,
- Dagmar McNamara Teacher Class 1.
- Lyn Farrow Teacher Class 2
- Mary Nesbit Teacher Class 3
- Rob Jorritsma Teacher Class 4
- Diana Brooks Teacher Class 5
- Ann Campbell Teacher Class 6
- John Goble Teacher Class 7
- Anne Perry Teacher Class 8 / Class 1 teacher 2010
- Sue Bruce Caretaker Facilitator/Class 8 Thu and Fri

Assistants and Specialist Teachers

- Debbie Hanrahan Prep Assistant
- Tania Chaffey Prep Assistant and Playgroup Coordinator
- Lisa Hall Horticulture and Gardener
- Helen Jones Classroom Assistant (Class 5)
- Julie Luckman Classroom Assistant (Class 1-8)
- Sue Murphy Extra Lesson Teacher and Prep Reliever
- Dorothy Wright **Resigned:** Kindergarten and Ring-a-Rosie Assistant
- Ros Watson Eurythmy
- Iain MacLean Eurythmy Accompanist
- Lynn Wallace Support Education
- Johanna Winchcomb Librarian
- Libby Anderson Music - Cello
- Leonie Shellhorn Music - Violin/Viola
- Wendy Rowlands **Resigned:** Music - Violin/Viola
- Andrew Schellhorn Music - Violin/Viola
- Jeanette Stoll Music Violins / Violas
- Gitesha Brendel **Resigned:** Language German
- Wayne Burt Language teacher German and Senior Science
- Rebecca Morton Language teacher CI 7&8 French
- Paul Hayes Senior Craft
- Chris Curtis Junior Craft
- Mara Macs **Resigned:** Gymnastics
- Stuart Dunn Outdoor/Physical Education (Personal Leave in Term 3&4)
- Lorna Atkinson Pastoral Carer - Chaplaincy Program

B. Administrative Staff - 2009

- Deborah Wardle Business Manager / School Facilitator, Compar Secretary,
- Christine Sedgman Business Manager (Commenced 15/07/09)
- Bea Carr Administration Co-ordinator / Front Line Manager
- Alison Parish **Resigned:** Administration & Finance Assistant
- Ines Jewell Administration Assistant
- Allison Boddinar **Resigned:** Bookkeeper
- Annemarie Borsboom Bookkeeper (Commenced 22/07/09)

C. Grounds & Maintenance Staff - 2009

- Peter Foran Safety & Maintenance Officer / Site Manager
- Lisa Hall Garden & Grounds Maintenance
- Martin Hinderberger German Volunteer 2008/2009
- Jan Kalkmann German Volunteer 2009/2010
- Jamie Byrne Cleaner
- Ron and Nola McKnight Cleaners

Appendix Two

School Performance Information

Information provided in this schedule forms part of the Federal Government's accountability regulations. It has been deemed by the Government that this information may be useful to parents.

Some indicators of Professional Engagement

1. Staff and Student Attendance

Teaching staff consist of 12 College members and 17 part-time specialist teachers. This is the third year in the history of the school that we have single classes of Prep to Class 8, with no composite classes.

- There were 37 teaching weeks over four terms of 2009. The school had 17 non-teaching days this year (in addition to public holidays) to cater for planning days, parent teacher interviews, report writing and curriculum days. The number of student-free days has been reviewed for 2010, leading to a reduced number of days. This is seen as possible due to the new management mandates.
- As at the time of writing (October 2009) the school had employed Casual Relief Teachers for 95 full days, to replace class teaching staff for either sick leave or professional development.
- Pro rata to October, teacher attendance was 95 %. This indicates the excellent dedication of our teaching staff.

2. Staff Retention

The school employs 42 people in approximately 22 Equivalent Full Time (EFT) positions. The school had five staff members leave the school in 2009 for a range of personal reasons. (Gitesha Brendel -German; Wendy Rowland - Music; Mara Macs - Gym; Allison Bodinar - Bookkeeper, Alison Parish - Admin and Finance Assistant). Over the total EFT this is a retention rate of approx 89%. Continuity of staff leads to excellent program development and strong collegiate relationships. Again this is an indicator of the strong staff morale and commitment.

Staff recruitment for 2010 is still being planned as program details are being confirmed.

3. Teacher Qualifications

All teachers employed at the school have appropriate Victorian Institute of Teaching (VIT) registration. VIT Permission to Teach is also confirmed for some sessional teachers. Working with Children checks have been obtained for all other staff and volunteers working at the school.

Qualifications of the 12 College members are either three- or four-year education degrees. Seven of the 12 Class teachers have also completed the additional specific Steiner Education training course.

4. Professional Development

Our strong professional development program continued in 2009 with expenditure of just over \$18,500 on professional learning for all staff. This represents approximately 1% of the total school budget.

Funded professional development activities are summarised here:

- Annual RSSA teachers conference
- Painting conference
- Downes Syndrome workshop
- Behaviour management workshops
- Seven Steps
- THRASS literacy program
- Dyspraxia workshop
- Brain Gym workshop
- French AIM teaching method
- Vital Years - Steiner Early Childhood Conference
- FIRST AID training and updates for approx 60% of staff.

5. Key Student Outcomes - government indicators

No students undertook the 2009 NAPLAN testing based on a 100% withdrawal by parents from this activity.

Students at this school tend not to participate in the NAPLAN testing program due to the acknowledged pedagogical differences of Steiner curriculum and approach at these levels. The school continues to participate in the national SEA (Steiner Education Australia formerly the RSSA) efforts to have the Steiner school approach to education recognized in relation to benchmarking requirements. There has been no change in the approach or the proportional numbers of students undertaking the NAPLAN test (formerly AIMS) in our school over the past four years. The school remains committed to providing quality assessment and reporting activities which are relevant to the learning outcomes of our students. There are mid-year and end of year comprehensive written reports to parents and two formally scheduled parent teacher interviews throughout the year. Class meetings each term also provide an essential reporting mechanism on the class activities, class dynamics and the social development of the class.

6. Value-Added Features

Over and above the ordinary benefits of Steiner curriculum which our school offers, this year we mention the features of the Class 8 program. The final year, Class 8, at the school is marked by three special activities. The undertaking of the major Class 8 project provides a special challenge for students and an opportunity for them to focus their energies on a topic of specific interest. The student projects were again this year of outstanding quality and the project presentation evening was a wonderful testament to the quality of the young people in Class 8. The Class 8 students also participate in a particularly challenging excursion. The end of year graduation evening is the culmination of their eight years at the school and it is a respectful and memory-filled occasion. Senior students participation in the Practical Skill Programme also adds resilience and focus for at risk students at this level. The Year 8 program equips students for a confident and successful transition to larger secondary schools in the district.

7. Post-school destinations

Our students have for the past three years predominantly attended the Steiner Stream at Castlemaine Secondary College. The school has not yet been able to collate statistical evidence of post-year-12 activities of school leavers from our school. Anecdotal evidence indicates that 95% of ex-students successfully complete VCE with a large proportion continuing to tertiary education. Four of our eight past Year 8 students studying year 12 in 2009 received ENTER scores of over 90 in the 2009 VCE.

8. Parent, student and teacher satisfaction

The school annual parent satisfaction survey was available online and in hard copy, in late November as a means of receiving feedback and planning school improvements for 2010. Whilst return rates were somewhat lower than in previous years, the 2009 parent satisfaction report indicated overall excellent levels of satisfaction with the school and some outstanding ideas for the school to examine for improvement. In particular this has meant the undertaking of the Parent Values Forums and the Governance review as described earlier. Annual teacher reviews indicate that staff members are satisfied with the match of duties and responsibilities and working conditions. Parents are regularly reminded of the School Communication Policy and are invited to provide input and ideas on any aspect of the school operations on a regular basis.

Appendix Three

MISSION STATEMENTS

This vision will be achieved in education through:	This vision will be achieved in the organisation through:
➤ Continually developing a practical expression of the pedagogy elucidated by Rudolf Steiner.	❖ Maintaining a supportive employment environment which enables all staff to achieve the highest quality of professional and personal outcomes.
➤ Maintaining a high standard of academic work.	❖ Ensuring that effective communication is maintained between all levels of the organisation
➤ Recognising that rhythm, kinaesthetic learning and movement are integral parts of the curriculum.	❖ Supporting a high level of staff professional development.
➤ Cultivating a sense of guardianship of the natural world.	❖ Recognition of the strengths of all staff members and offering appropriate professional support wherever necessary.
➤ Recognising the central role of art in the development of culture and society and developing it through the cultivation of creative thinking.	❖ Maintaining the highest standard of financial management.
➤ Accepting only behaviours and attitudes that respect each individual regardless of race, creed, appearance and or perceived capacity.	❖ Ensuring that the school is fully compliant with all the requirements established by all relevant authorities.
➤ Cultivating a collaborative relationship between parent, teacher and child.	❖ A commitment to foster continual community development.
➤ Providing a school which is a safe and supportive environment free from violence and where bullying, harassment are minimised.	❖ Developing and maintaining high quality facilities.
➤ Acknowledgement of the modern cultural context of the lives of students.	❖ An openness to innovations in business and financial management practices.
➤ Recognising and admiring students for their unique selves, cultures and spiritual life.	❖ Active strategic planning.
➤ Supporting the human element in all children's interactions, thereby enriching their capacity to participate purposefully and constructively in their immediate communities and in society generally.	❖
➤ Providing our students with values which enable them to find meaning and purpose in their life.	❖

Appendix Four

Early Childhood Programs Fee Schedule 2010

Program	Hours	Fees per Term
Playgroup	Four groups meet once per week Tuesday – 9.15am – 11.15am Tuesday – 1.30pm-3.30pm Wednesday - 9.15am – 11.15 Thursday 9.15am – 11.45	\$120 per term (GST included)
Ring a Rosie (4 yr old Kindergarten session)	Groups commence in Term 2, Term 3 and Term 4. (According to demand)	\$130 per term (1 session per week)
Kindergarten	Monday: Tuesday: Wednesday Thursday and Friday Session times to be confirmed	\$580 per term for three sessions per week.
Prep	Monday to Thursday 8.45 am – 3.00 pm The four day Prep program is charged at the full school fee. This assists with the employment of two staff members in the Prep room.	First child \$1,000 /term
		Second Child \$850 / term
		Third Child \$550 / term
		Fourth child \$400

Enrolment Application Fee – Applicable to Ring a Rosie, Kindergarten and Prep to Class 8 Applications

A non-refundable Enrolment Application Fee **per child** is payable with enrolment application.

Entry Bond - Applicable to school only: Prep to Class 8

Entry into the school requires the payment of an Entry Bond is payable prior to commencement. (Commencing 1/1/2010)

See the document *Conditions of Admission* for further information

Castlemaine Steiner School & Kindergarten

School Fees Information Sheet - 2010

The following information applies to all parents making an enrolment application and parents of enrolled students.

Enrolment Application Fee – Applicable to Ring a Rosie, Kindergarten and all School Applications

A non-refundable Enrolment Application Fee **per child** is payable with enrolment application.

Entry Bond - Applicable to school only: Prep to Class 8

Entry into the school requires the payment of an Entry Bond is payable prior to commencement. See the document *Conditions of Admission* for further information

CLASS	FEES PER TERM	Fees per Year	INFORMATION
Kindergarten	\$580 per term for three sessions per week.	\$2,320	Children are enrolled in either 3 sessions per week. No Pro Rata charging of fees for less than 3 sessions per week.
Prep to Class 8	First child \$1000	\$4,000	1. The Prep program (4 days) is charged at the full school fee. This assists with the employment of two staff members in the Prep room. 2. Class 3 to Class 8 Fee does not include instrumental lessons, ensembles and camp fees. Day excursions will also be charged separately each term. 3. Music Fee: Class 3 to 8 @\$300/term
	Second Child 15% \$850	\$3,400	
	Third Child 45% \$550	\$2,200	
	Fourth child 60% \$400	\$1,600	

Please refer to Conditions of Admission sheet for additional fees information. The Conditions of Admission must be signed and lodged at Reception during enrolment.

Tuition fees are subject to change on an annual basis with a minimum of one term's notice.

Music Tuition Fees. (Stringed instrument) **\$300 per term** for all students in Class 3 upwards, includes lessons and ensembles.

Participation in Percussion Ensemble in Class 7&8 only is charged at **\$150 per term**.

Discounts: Sibling discounts apply to school enrolments only (15% for second child, 45% for third child and 60% for the fourth child). No discounts apply to Kindergarten, Ring a Rosie or Playgroup enrolments.

Other Costs –_invoiced each term

- Stringed Instrument Music Tuition will be invoiced each term for Classes 3-8.

- Excursions/camps and special performances and events (such as the multi-cultural week performances) as required in each year level
- Individual class levy for text books – as required in each senior level
- Personal equipment/Musical Instruments (recorders and violins/violas/cellos are purchased by the family as required in each year level.

Payment of Tuition Fees

Fees are payable in advance at the beginning of each term within 3 weeks (approximately 21 days) of receiving the invoice.

Any fees outstanding after a total of 30 days, without a signed Fee Agreement, will incur a \$25 Administration charge.

The school has implemented a Fee Retrieval Policy which all incoming parents must receive. A Condition of Entry to the school is that each parent / guardian sign the Conditions of Admission form. A collection agency will be engaged for unpaid fees.

Fee Assistance scheme

The school has adopted a Fee Assistance Scheme, which forms part of the Fee Retrieval procedure. Fee Assistance packages are available on an application basis, for families with severe financial difficulty in meeting fee agreements.

Tax Deductible Donations

The school is undertaking major capital building projects within the School Master Building Plan, which require regular financial commitments. Donations to the school's Building Fund are tax deductible.

The school also operates a tax deductible Library Fund and a Bursary Fund. Donations enable these programs to develop and can be made on a regular basis. These payments are voluntary and are welcomed at any time throughout the school year.

Other Financial Support

The school has kept tuition fees to a minimum in order to remain accessible to all families. This requires that the school community as a whole supports the school's working bees and fundraising activities. Commitment of time is expected of all families at working bees, the Spring Fair and other events organised by the school.

MUSIC TUITION FEES - 2010

\$1,200 PER YEAR

CLASS	FEE	INFORMATION
Stringed Instrument Program Class 3		

to Class 8	\$300 per term	Weekly stringed instrument lessons and participation in ensembles
Percussion Ensembles Class 7-8 only	\$ 150 per term	For participation in one percussion ensemble

Castlemaine Steiner School and Kindergarten

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April 2010