

2021 Annual Report



Photo: Morning Verse with Class 1 and Class 2/3



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Introduction

Welcome readers to Port Macquarie Steiner School's 2021 Annual Report.

Port Macquarie Steiner School is an associate member of Steiner Education Australia and the NSW Association of Independent Schools. Our school holds NESA registration to offer classes from kindergarten to class 4. The school plans to progress NESA registration one year level at a time.

It is our aim to instil in our children a love of learning and encourage them to take an active role in their education. We nourish the children in our school and enrich our community through Steiner education in a way that is relevant and meaningful in today's world.

Mission Statement

To create a community-centred, Steiner education-based school for the Port Macquarie region, which fosters a holistic education for our children and a valuable, ethical, nurturing resource for our community.

Our Core Values

- Education which nurtures the head, the heart, and the hands
- Social relationships as a means for connection, inclusion, trust, and meaningful learning
- Art, creativity, and imagination as an integral part of the learning process to cultivate self-motivated free thinkers who are equipped to meet the challenges of the future
- Valuing whole-life-learning and actively supporting learning for parents, families, and our community as well as for the children
- Inclusiveness as opposed to exclusiveness
- Valuing community and the importance of skills and human contribution before economic value
- Education should be accessible to all, regardless of social, cultural, or economic background
- Supporting the long-term study and experience of the natural environment in order to deeply connect to ourselves, one another, and the world as a whole
- Recognising that the actions and thoughts of each individual impact the health of our community, and then our planet
- Festivals to celebrate the change of seasons, the natural rhythms of the earth and the community, and to experience reverence and gratitude for the natural cycles of life

A Message from the Board Chair

The 2021 year was certainly a period of challenges. It was also a period of achievement. The Board and school leaders worked together within the constraints of Covid-19 regulations which impacted on staff and parents. During this time our staff continued to inspire us with their work to bring Steiner education to the children.

Early in first term the mid north Coast Port Macquarie and the Camden Haven areas were devastated by record floods, affecting staff and students. School closure was, however, minimal and staff worked to keep everyone dry, safe, and engaged.

Meanwhile, the Board focussed on bringing together the plans for our site at Thrumster and with our architect, Bronwyn Bellmore, we began the process of consultation with stakeholders to develop a design that would give us a beautiful school and meet both our own values and Council regulations, in relation to environmental protections.

Earlier in the year, we had taken the decision to develop the Thrumster site and work towards the submission of both the Development Application and the application for funding through the Block Grant Authority. A Facilities Master Plan was developed and in April, the application was submitted to the Block Grant Authority.

In July we were pleased to have Education Director Stephen Campbell take up his position as Education Director full time and on site, joining Administration Manager, Mel Ayriss to complete the School Leadership team.

On 24 September 2021 the State Government issued a Public Health Order. This order made it mandatory for all our staff to be either fully vaccinated by 8 November 2021, or to have a medical contraindication certificate. We knew that for some of our staff this meant a very difficult decision. So, one of our priorities during this time was to support our leadership team to maintain the school, nurture the students, reassure parents, and keep Steiner education alive and thriving in the school.

In a report to the Board Mel Ayriss told us, *"The school has been through various difficulties this term, including losing valued staff but all staff both on site and off, have worked strongly together to keep the classes running."*

Work continued on the development of the site at 454 John Oxley Drive. By the end of June 2021, acting on early advice from the BGA, we knew that a reassessment of the original Facilities Master Plan was going to be necessary. This decision allowed us to re-submit the Block Grant Application confident our submission would be considered positively.

Drawing on little more than concepts, our Architect, Bronwyn Bellemore worked with us to bring into being plans that started to make the new school seem more and more possible.

Survey work began in August confirming, amongst other features of the site, the very constrained space parameters. Bronwyn says, *"Like everything to do with this site, it is the resolution of opposites that seems to be important – the trees preserved for koalas and humans Vs the bushfire protection and the need for tree removal. And between the two is the need for flowing, transformation, the meeting of opposites."*

We focused on the work needed to prepare the Development Application for submission and there will be lot of further work to complete before the Development Application is lodged in 2022.

We would like to thank our teaching team for bringing rich and engaging learning opportunities to the children.

We would like to thank our school leaders - Stephen and Mel, who have so ably supported, mentored, and motivated staff though the many challenges of this year. Thank you both too for the level of support you bring to the Board and our work.

I would like to thank my colleagues on the Board, Cheryl Meyer Millican, Alanna Alfaro and Jason Brooks who joined the Board at the 2021 Annual General Meeting for their commitment to our vision and values, for the many hours they gave as volunteers and especially for those long evening zoom meetings, held before we could finally get together.

And finally, we want to acknowledge and thank the parents and carers who have put their trust in all of us, one way or another, to bring to their children the richness of Steiner education.

Ruth Gallagher - Board Chair

A Report from School Leadership

The school year began with a graduation and our Rainbow Bridge ceremony, where the graduating kindergarten class of 2020 met their class teacher for the first time. The class 1 group of 12 children started their class journey with newly appointed Isabella Boyd. The class 1 from 2020 joined the class 2 group from 2020 to form a class 2/3 composite of 14 children, held by Emma Prince. The new kindergarten class of 9 children was held by Jedda Davis. In total, we had 35 students in the school in classes K-3.

Sally McDowell was the acting Head of School in term 1 before going on maternity leave in term 2. Barbara Fisher was the interim Head of School before Stephen Campbell was appointed to the permanent position of Education Director in July.

Mel Ayriss was appointed as Manager Finance and Operations and this position along with the Education Director position formed the school's new leadership model.

In February, the School Building Committee was formed, and members were co-opted from the parent group, members of staff and the school board. An effort was made to have all areas of the school represented on the committee to support a deeply collaborative design process. The School Building Committee worked closely with the appointed Architect to further develop the Facilities Master Plan.

In term 2, the craft group created a school shop from which to sell their creations. This was a wonderful initiative and addition to the school which brought much enjoyment for the children and the parent group.

A number of school community meetings were held throughout the year to outline the work of the School Building Committee at various stages and to keep the school interest groups informed of progress along the way. These meetings were also held to outline the school's plans in response to the vaccination mandates and other major changes in the life of the school.

The school submitted a Block Grant Application in April 2021 for capital funding to support the stage 1 project and proceeded to prepare the application for a concept DA for stages 1 and 2 with full approval for Stage 1.

In August, the Fundraising Committee was established to assist the school in raising the school contribution for the Stage 1 project. A strategy was created to generate an awareness of the project and to attract donations into the school building fund.

Throughout the year, the school received initial NESA registration for Class 4 until Dec 2022. Well done to the whole team for executing this in what was a particularly difficult year for all.

A significant point that arose from the strategic planning process undertaken in 2020 was the need to re-establish playgroup. In August 2021, playgroup was re-established and held on school grounds after 2 years of being inactive. The playgroup, facilitated by Arona Gibbons was very well attended by 14 local families and this brought a great energy to the school. Unfortunately, shortly after it was re-established, playgroup was not able to continue under the health regulations at that time.

The year ended with a Christmas festival where the whole school community was able to come together for the first time in many months to enjoy this special time of year. After another disruptive year with limited opportunity to connect with one another, this was a wonderful way to finish the term and the year.

Stephen Campbell – Education Director
Mel Ayriss – Manager Finance and Operations

Faculty Report – Kindergarten

The kindergarten began the year with Jedda Davis as their teacher. Jedda then went on maternity leave at the beginning of Term 2. Kylie Ross and Jeffery Styles then stepped into a shared Kindergarten position. The group explored all the stages of the Early Stage One Outcomes of the NESA curriculum, through the context of the Steiner curriculum.

Due to the many restraints put in place due to Covid-19 throughout the year, the class worked through some learning from home packages that were prepared by the teachers.

The year allowed the children many opportunities to work with the arts: painting, drawing, handcrafts, woodwork, storytelling, speech, and drama. As well as being engaged in daily domestic activities such as cooking and setting the table for meals.

The curriculum is in the rhythm with the seasons around us, and the songs, poems, verses, music, festivals and weekly bushwalks all provide a strong connection to the natural world. The seasonal gardening activities also help the children to connect to the seasons, the natural environment, and to work with meeting the outcomes of Key Learning Areas.

In the Steiner curriculum many opportunities are provided for artistic expression. Each day beginning with a morning circle, allowing time for songs, movement, clapping games, counting games, verses, and poetry. Each day the children are offered time for unstructured creative play, where they can create their own stories, retell a story they have heard at story time and relate and communicate with their peers.

Student Activities in the 2021 Kindergarten class

- Regular cooking experiences, such as making bread, using a roller press to press groats into oats, vegetable soup, squeezing fresh juices
- Regular artistic and handcraft lessons
- Woodworking activities
- Early numeracy and literacy skills
- Observing the day, the week, the year
- Candle making
- Mid-winter spiral and lantern walk
- Weekly bushwalking to Kooloongbung Creek Nature Reserve
- School Photos
- Weekly gardening in the kindergarten garden and veggie plot
- Eyesight Health check with Community Health

Kylie Ross – Kindergarten Teacher

Faculty Report – Primary, Class 1 and 2,3 Composite

In 2021 the school had two primary classes. Class 1 was taken by Isabella Boyd and Class 2&3 by Emma Prince. It was another challenging year with remote learning again throughout term 2 and with a huge amount of preparation and adaptability required to initiate a learning from home program for the primary classes. Families were provided with learning resources and packs to undertake learning from home. The school remained open during the lockdown phase and families were provided support to adjust to this new way of living and learning.

Throughout the cooler months the classes proudly grew most of the vegetables and herbs to be used in the soup they made in their classes. It was wonderful to see the cycle from the planting to the table being fully recognised and then the children consciously planting to enable the cycle to continue.

Our Mid-Winter Festival took place at Lake Cathie Community Hall at the end of term 2 fortunately parents and families were able to join in the festivities. The children thoroughly enjoyed it and were able to prepare their hand-dipped candles and lanterns prior to the festival and display them on the day.

A weekly strings program was introduced with class 3 commencing violin. The children have thoroughly enjoyed this addition to the curriculum and many thanks to the Coffs Harbour Conservatorium of Music for making this possible at our school.

In term four, school returned to normal classes with full-time face-to-face learning. The children and teachers were delighted to be back at school resuming their learning as a group.

The year finished with our Christmas festival, and it was a delight to see the children, parents, staff and friends of the school all able to gather together for the first time since mid-winter. It was a wonderful way to finish what had been a challenging year all-round.

Stephen Campbell – Education Director

Student activities in 2021

- Seasonal festivals – the Community Lantern Festival was not held in 2021 due to Covid-19 restrictions, but the Autumn Festival, Mid-Winter Festival, and Christmas Festivals brought much pleasure and a sense of continuity in the rhythms of the year.
- Cooking, gardening
- Woodwork projects
- Handcrafts and arts program
- Music – singing, recorder and Violin
- Seasonal activities such as making hand-dipped beeswax candles, lantern making, fabric dying

Parent Education Offered in 2021

During 2021 there were periods when we were significantly constrained by Covid-19, nonetheless we were, fortunately, able to have visits from some individuals of great experience in Steiner Education who shared with both parents and teachers alike, their knowledge and experience. These workshops and talks were inspirational, practical, and engaging to help parents connect with some of the many aspects of Steiner education.

- Barbara Fisher - A Steiner Education Australia (SEA) professional partner - brought many years of experience in schools and leadership skills to her visit in term 1
- Greg Noakes – A highly experienced teacher and educator - Talked to staff and parents about the need in our current age for Steiner Education
- Class Parent evenings

School Satisfaction

There was an overall sense of appreciation for the adjustments the school made in response to the evolving Covid-19 situation. The school published regular newsletters and bulletins to keep parents and the community updated on the evolving health regulations and impact on school operations. It was a challenging time, but the school remained operational for and continued to meet the needs of students and families.

The school continued to hold community meetings, mostly via zoom to discuss properties and plans that were being considered and leadership changes that were taking place to update the school community and engage feedback.

The feedback from the parent education sessions was positive and there was an appreciation from the parents that some of these were able to be offered remotely via zoom.

Wellbeing Report

The continuing Covid-19 situation had an ongoing impact on the wellbeing of staff, students, and families. The impact on social relationships was substantial as it was in the previous year. Connection was imperative during the learning from home period and whilst the school and families had

experience with this from the previous year, adjustments still had to be made to make the learning experiences as positive and effective as possible for the children.

Staffing the school was a great challenge throughout this time and the school had to manage by adapting to regular staff shortages. Often classes were combined which built connections and peer relationships amongst the students.

Many other aspects of Steiner education - such as the healing power of stories and allowing for healthy amounts of creative play; observing seasonal changes and connecting to nature - all help to build resilience and promote a sense of wellbeing in the children.

The effect of regular staff shortages, changing duties and combining classes posed particular challenges for our staff. Connection with and care for all school staff and their particular circumstances was very important during this time. Staff continued to meet face to face where possible and on zoom when that was not possible to continue the pedagogical work in the school.

The school implemented an Employee Assistance Program to support school staff and in recognition of the professional and personal impacts of the challenges all schools faced at this time.

Initiatives Promoting Respect and Responsibility

The school has a strong focus on respecting and caring for the natural world and this is embedded into all areas of the curriculum. For young children, the focus is on caring for their immediate surroundings and over time, the children come to understand their place in the world. There is also a strong emphasis on social responsibility in our school.

Throughout the face-to-face learning phases of 2021, the classes regularly combined to promote wellbeing and restore connections that were fractured during the lockdown periods. This combining of age groups provides a wonderful opportunity for the children to model respectful behaviour and learn from their peers. During these joint sessions, the older children would often help their younger friends with their work. The combined group learned teamwork, creativity, problem solving and confidence to suggest ideas.

Through the work of the curriculum and the seasonal festivals, the children strengthen their connection to and respect for the earth. Each morning the children and teachers recite a verse to acknowledge the traditional owners and wisdom keepers of the land. This is very natural for children, and they have a great curiosity about our natural history.

Teacher Accreditation Status

Level of NESA Accreditation in 2021	Number of Teachers
Conditional	
Provisional	2
Proficient Teacher	5
Highly Accomplished Lead Teacher	

Teacher Professional Learning

- Glenaeon Teacher Training Intensive was attended by the Class 1 and Class 2/3 teachers (remotely)
- Mentor sessions for Class 1 and Class 2/3 teachers with Elizabeth Baxendale from Forman Baxendale Consulting
- Leadership Circle through SEA for Principal
- GLAM conference online sessions, attended by Manager Finance and Operations and Board
- School visit from Greg Noakes – Steiner Education Consultant
- Child Protection training in school session, attended by all staff
- School visit from Julie McVeigh – Australian Association of Rudolf Steiner Early Childhood – brought professional development to our kindergarten, which was greatly appreciated

In July the staff and teachers re-commenced weekly college study in which they actively engaged and deepened the conversation on child development, and Steiner's insights into the human being, bringing this back to our classrooms and own teaching and learning at the school.

Workforce Composition

Staff	Position	Load
Stephen Campbell	Education Director	0.8FTE
Mel Ayriss	Manager Finance and Operations	0.84FTE
Emma Prince	Class 2/3 Teacher	1.0FTE
Isabella Boyd	Class 1 Teacher	1.0FTE
Sally McDowell	Teacher support (Jan-Mar)	1.0FTE
Jedda Davis	Kindergarten Teacher (Jan-April)	1.0FTE
Kylie Ross	Kindergarten Teacher (April-Nov)	0.6FTE
Jeffrey Styles	Kindergarten Teacher (April-Dec)	0.4FTE
Arona Gibbons	Teacher Assistant	0.5FTE
Nicola Firth	Teacher Assistant	0.8FTE
Danielle Tattersall	Teacher Assistant	0.4FTE
Nyree Pryce	Administration Officer (Jan-July)	0.87FTE
Leanne Leech	Administration Officer (from July)	0.87FTE
Judith Rumble	Cleaner	0.32FTE

Student Attendance

In total, at the end of 2021 we had 35 students in the school. The average student attendance rate in 2021 was 90.02%. Students engaging in learning from home were classed as in attendance.

Student Numbers

Student Population for 2021	
Kindergarten	9
Class 1	12
Class 2/3	14

Data as per the August 2021 census

Student Attendance Rates

Student Attendance for 2021	
Kindergarten	92%
Class 1	90.5%
Class 2/3	88.8%

Working to Improve Attendance

At the commencement of a child's enrolment to the school and at information sessions, parents and carers are given access to the school's attendance policy. The school's values around attendance and non-justified absences are communicated to parents in the attendance policy. The importance of regular school attendance is reiterated at termly parent-teacher evenings by the class teachers, and is addressed with parents in individual meetings, especially if attendance has been flagged as an issue.

School Policies and Procedures

The need for clear guidelines and a full policy framework which is compliant with the law is not only a requirement of NESA registration but is required to effectively operate, manage, and govern an independent school.

Enrolment Policy

The school's enrolment policy is as follows:

INTRODUCTION

All applications received by the school will be processed in the order they are received. To maintain their enrolment, once enrolled, students are expected to act consistently with the school's ethos and comply with the conditions and terms of enrolment. Parents and guardians are also expected to be supportive of the ethos of the school.

POLICY

1. Enrolment

Clear enrolment procedures are in place for the enrolment of students into the appropriate classes. These are outlined below in the Procedures section of this document. All Enrolment Application Forms will be processed as per these procedures and in order of receipt.

Students enrolling for the first time into Kindergarten will be five years of age on or before July 31 of the year preceding full-time Kindergarten entry.

When an enrolment application is received, consideration is given to:

- the applicant's support for the ethos of the school;
- siblings already attending the school;
- the educational needs of the students already attending each class;
- the school's ability to meet the needs of the student; and
- other criteria determined by the school.

All of these points are considered and none of the above, by itself, is a determining factor.

The following documentation must be included to support an Enrolment Application Form:

- a copy of the child's Birth Certificate;
- a copy of the child's latest School Report (if applicable);
- copies of educational and or medical assessment reports where relevant; and
- copies of Family Court Orders or Parenting Plans if applicable.

A photograph of the child for identification purposes is also requested.

The school acts in accordance with the *Disability Discrimination Act 1992 (DDA)* and will consider enrolment of all students who apply.

Where a student has a disability, it is important that the parents or guardians provide accurate and up to date information to the school and for the school and parents or guardians to go through the Collaborative Planning Process to ensure positive outcomes for the student. Failure to accurately complete all sections of the Enrolment Application Form and provide all relevant information may result in the school's inability to accommodate a child's needs any may affect the child's continued enrolment.

Communication between the school and parents or guardians is very important and as such it is the parent's or guardian's responsibility to inform the school of any change of address, telephone numbers or email as soon as it is known.

In order to assist parents or guardians to make a decision regarding their child's education at our school we offer all prospective parents an invitation to attend a school tour held by arrangement throughout the year.

2. Fees and Charges

Parents and guardians will be made fully aware of the financial requirements of the school, prior to enrolling their child. Continuing enrolment is subject to the satisfactory payment of all school fees and charges as per our Fee Schedule and Enrolment Contract.

For new families to the school, the first term's fees and charges are to be paid prior to the student's first day at school. For families with children already enrolled in the school, the required Fees, consolidated charges and other charges for the newly enrolled child will be added to the existing account and invoiced accordingly.

When bursaries are available, parents and guardians are welcome to complete the Bursary Application Form in order to be considered for a bursary. Information collected on this form is subject to the school's Privacy Policy.

3. Enrolment Contract and Acceptance of Placement

The Enrolment Contract is to be completed by all prospective families wishing to enrol their child/ren at the school. This document outlines the agreement between the school and the family. Where applicable, the Enrolment Contract is to be signed by both parents or by both guardians. An additional, separate Enrolment Contract is to be completed and signed by any third party responsible for paying school fees.

The Acceptance of Placement form is to be completed to acknowledge receipt of an Offer of Placement.

Enrolment decisions are led by the Head of School and are made in collaboration with the parents or guardians of the student.

If the decision is made to offer a child a place and there is a place available for the nominated commencement date, an Offer of Placement will be sent to the applicant.

4. Continued Enrolment

Continued enrolment at the school is dependent upon the student making satisfactory academic progress, attending consistently and the student and the parents or guardians observing all aspects of the student code of conduct and other requirements of the school which are applicable from time to time.

Policy Development

The development and refinement of school policies, procedures and guidelines is an ongoing task at Port Macquarie Steiner School.

We ensure all policies are readily available, either through the school's website for families or in the documents section on our management system for staff. There is also a folder with a printed copy of each policy in the school office. Policy sessions are run throughout the year to ensure staff are aware of and are part of the updating of policies that are relevant to their work.

Policy Changes Throughout 2021

Policies underwent review in 2021 and required changes to reflect the appointment of the new leadership positions of Education Director and Manager Finance and Operations. Policies were updated to ensure the proper delegations to these positions.

More general changes were made as part of this review process also. The registration renewal team included the following changes:

- Reworked Student Enrolment Policy and procedure which is in line with the Disability Discrimination Act and Disability Standards of Education

- The Bursary Policy was renamed in accordance with the change to Fee Assistance Committee
- Simplified Student Attendance Policy
- Improved Student Wellbeing and Pastoral Care Policy
- Updated Student Supervision Policy
- Updated Delegations of Authority Policy according to creation of school leadership positions
- Improved Communications Policy
- Improved Staff Code of Conduct
- Improved Complaints and Grievances Policy to include an internal complaints process

Student Welfare

The school is dedicated to providing a safe, secure, caring and supportive environment and to promoting personal growth and self-confidence for students. The welfare of our students and staff is a high priority and was tested in 2021 when we were met with Covid-19 lockdown and remote learning.

Our school promotes and practices a commitment to developing strong relationships between students and teachers. Steiner education, with its focus on creating and maintaining strong weekly and yearly rhythms; the development of the arts and placing an emphasis on social responsibility in the school and a play-based learning model in the kindergarten, all help to establish in the students a positive experience at school. As our class sizes are small, teachers know their students well and work with each student to know and understand both their strengths, and areas where they may need support.

Behaviour Management

Behaviour management at the school is met consistently through the classes, and may vary, depending on the age of the child. Individual parent meetings take place for teachers to communicate transparently with the parents if behavioural concerns continue and strategies, including communication strategies with the parents are put in place. The school's Behaviour Management Policy is linked to the Student Code of Conduct, which identifies the expected behaviour of students at the school.

The school staff collaboratively set expectations and teach students positive behaviours. Students are required to strive to meet these expectations and follow requests made by school staff. Staff of the school aim to instil in the students a sense of responsibility for their own actions by creating an honest and open approach to behaviour management and discipline.

Anti-Bullying

The school provides a safe, secure, caring, and supportive environment and promotes personal growth and self-confidence for students. We recognise the potential negative effects of bullying and other anti-social behaviours that disrupt the optimal learning and teaching environment. The school does not condone any behaviour which could be of a bullying, harassing, or violent nature and the school seeks appropriate interventions if such situations occur.

The school's Anti-Bullying Policy applies to all employees, students, parents, guardians, and volunteers both on and off the school site. It is a priority and an expectation of the school for all students, staff, and visitors to the school to be granted a safe, secure, caring, and supportive environment free of bullying, harassment, or violent behaviour. However, should situations of bullying, harassment or violence occur, the school has in place procedures to follow in response to these situations. These are undertaken in a timely manner, ensuring procedural fairness for all parties involved.

The school staff seek to identify bullying, violent or harassing behaviours and work with students, staff, parents, or other individuals involved to offer all parties a safe and restorative response.

The school has a Behaviour Management and Discipline Policy giving appropriate levels of response to behaviours including suspension and expulsion, and methods to record and identify repeated behaviours. Students and their parents and caregivers are encouraged to report bullying, harassment, and violence, so that appropriate support can be provided.

Complaints and Grievances

The Complaints and Grievances Policy is available to parents at the school and offers a mechanism for resolving disputes and or grievances about matters relating to the school. It specifies a process to be applied to such grievances when raised with the school and makes clear that the school will decide the most appropriate method of dealing with the matter on a case-by-case basis and incorporating principles of procedural fairness.

Through a complaints and grievances policy review, the school created a new process for internal complaints to support staff in this area.

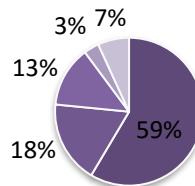
Financial Report

The school had an overall positive financial result in 2021 despite the operational challenges faced in this time.

The main expenses were salaries and wages which included teaching, assistance, administration, and maintenance staff. These and other expenses were well managed throughout the year. Due to the uncertainty in enrolments and staffing, some planned expenditure was deferred until later in the year, post census.

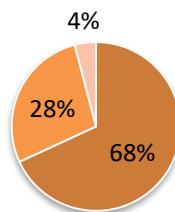
The school had a positive inflow of cash during the year which strengthened the balance sheet. The school committed some private funds towards consulting costs to develop the property at 454-456 John Oxley Drive in preparation for the DA submission and to progress the capital project for the Stage 1 development. The school submitted a Block Grant Application for the 2021 round of capital funding for this project.

Analysis of Income in 2021



- Federal Recurrent Funding ■ State Recurrent Funding
- Tuition fees ■ Other income
- Donations

Analysis of Expenses 2021



- Salaries and Wages Expenses ■ Non Salaries and Wages Expenses
- Capital

Looking Back on the Previous Year

The unfolding of the Covid-19 situation and the school's establishment of learning from home routines in 2020 allowed for a preparedness to re-enter periods of learning from home in 2021 as needed.

The work of the Future Site Committee in 2020 put the school in very good stead for the establishment of the School Building Committee and the continuing work on the future school development.

Looking Forward to Priority Areas for Improvement and Development

Priorities for 2022:

- strengthen the Steiner Education pedagogy throughout the school through the work of the Education Director and the teaching faculty
- further embed appraisal and professional development
- create a unified approach to assessment and reporting using the Steiner National Curriculum within the NESA framework
- to continue towards the goal of developing the school on the new site through the Stage 1 development



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