This formal Annual School is the thirteenth since the school became Castlemaine Steiner School Ltd. This report is to provide information about the activities of the school in 2013 and will be officially presented to all parents, teachers, staff and the wider school community at the Annual General Meeting. The Annual General meeting will be held at Castlemaine Steiner School and Kindergarten, Rilens Road, Muckleford on the evening of Wednesday 28 May, 2014.

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 ennobles the mind;
Fire the imagination;
Fortify the will and
Quicken the initiative for life.

INTRODUCTION
2013 was a year of consolidation and development, not only organisationally and physically but spiritually as well. The winds of change brought with it some endings and an opportunity to reflect, however, it also brought new beginnings and re-invigoration of spirit.
This report will include the following information.

A report from the Board of Directors
A report from the Educational Director
A report from the College of Teachers
Reports from Specialist Teachers
A report from the Administration Manager

A report from the Site and Grounds Manager
The Annual Business and Finance Report from the Business Administrator
A Staff List for 2013
School performance information as required by the federal government
A report from the Board of Directors

by Kathie Teasdale

When Lucy Mayes penned the last Board of Directors report she used the fantastic analogy of the School coming of age in their 21st year. My daughter just happens to be the same age as the school being 22 years of age and she is finishing her undergraduate studies and trying to map out her future. She is running into brick walls and some frustrations but slowing moving in the direction she craves. The setbacks only solidify her resolve and determination.

At times I really need to reinforce to her all the successes she has had as they can be lost amongst the current challenges. I believe that we all need reminding of the accomplishments to give incentive to future efforts and to take time to celebrate.

The annual report and AGM reflects on the year that has been and is a chance to take the time to marvel at our remarkable school. It is also a time to regain focus, apply perspective and prioritise our future goals.

To all Board Members who have willingly given their time and expertise over the last 12 months, you have my sincere and heartfelt thanks. It is you have my sincere and heartfelt thanks. It is an immense amount of work completed in the last 12 months, some brick walls and some frustrations but slowing moving in the direction she craves. The setbacks only solidify her resolve and determination.

We have had training in governance provided by ISV during the year to assist members with the governance expectations and detailed induction packages. We also have sub committees and executive positions to ensure Board members are clear on their individual goals.

For a Board to function effectively there needs to be clarity regarding its role. While part of a Board’s role is to oversee the operations and finances of the organisation, it is usually also externally focused and concerned with the larger context and “settings” of the organisation. Management, on the other hand, tends to focus more on operational detail.

The role of management is often described as being responsible for implementing the strategy approved by the Board, to get the right results and deliver the right outcomes (depending on the organisation’s purpose), without too much direct Board involvement.

Our constitution seeks to have various stakeholder groups “represented” on the Board. This can help to promote an appropriate diversity of views and add to a sense of involvement by those groups “represented”. Boards can experience difficulties, however, if individual directors regard themselves only as representatives of a particular group.

It is important to remember that even though a director’s appointment may be because he or she is associated with a particular group or might look like they represent certain “constituents”, directors must in practice act in the interests of the whole organisation and apply an independent mind to the Board’s work and decision-making.

Principle 2: Board Composition

To be effective a Board needs the right group of people, with an appropriate mix of skills, knowledge and experience (e.g. professional backgrounds and relevant experience) that fits with the organisation’s objectives and strategic goals. This should be considered not only when new appointments are being contemplated or made, but in the context of regular Board evaluations. We will be developing a skills matrix well as a Board succession plan.

Principle 3: Purpose and Strategy

A vision by its nature is usually aspirational. It sets out what the organisation wants to accomplish into the future, and should be something that inspires members, staff, volunteers, financial supporters and others. Our priority is supporting, developing and achieving the School’s strategic goals. This can only be completed with the support of the Educational Director, College of Teachers, other staff and parents.

Principle 4: Recognition and Management of Risk

It is often helpful to think about risk in a strategic and cultural context – getting on top of risk matters will enable the School to do the things it needs to do and make it more robust. For many NFPs their ability to achieve their purpose relies upon them showing they have appropriate, effective and current risk management controls, systems and processes in place. There has been an immense amount of work completed in the area of policies and procedures in the last 12 months, which is due to the diligence of Amanda Colebrook, Pamela Oakley and Linda Mira-Bateman.

Principle 5: Organisational Performance

The degree to which an organisation is delivering on its purpose can be difficult to assess, but this can be aided by the Board assessing and determining appropriate performance categories and indicators for the organisation.

The Board has sound financial indicators and measurements but is still developing the non-financial assessment tools particularly relating to the strategic plan. It would be our goal to communicate to the members on a regular basis the schools progress on meeting our goals once these are developed.

Principle 6: Board Effectiveness

The way in which the Board is structured and operates can have a direct impact on the ability of an organisation to meet its strategic objectives.

To improve a Board’s effectiveness the directors should consider:

• Appropriate Board structures
• Planning activities in advance
• Running meetings efficiently
• Assessing Board and director performance regularly
• Making effective use of Board sub-committees
• Board succession planning

Most of the above is considered regularly however, Board succession planning is being developed currently and we have not yet ventured into formally assessing the Board members performance but will commence this in 2014.

Principle 7: Organisation Building

A fundamental part of the Board’s role in serving the best interests of the school is to ensure the organisation develops and implements strategies and supporting policies to enable it to fulfil its purpose consistent with the objectives set out in the organisation’s constitution. While the Board delegates the day-to-day management of the organisation, directors remain accountable for the NFPs performance i.e. the Board has its strategic and monitoring role, while also continuing to offer support to management, staff and any volunteers.

Principle 1: Roles and Responsibilities

Individual directors are more likely to be effective in their roles when they are clear on their responsibilities and what is expected of them as a member of the Board, including the nature of directors’ duties and the operations and finances at a level that permits them to govern effectively.

Due to the increased turnover of Board members this year, it has taken a little while for the Board to gain traction. The learning curve has been quite steep especially to the more independent directors. I have detailed the 10 principles.

I would like to take this opportunity to explain the Board’s role and principles within the School. Taking our lead from the Australian Institute of Company Directors and their direction for Not for Profit entities, I have detailed the 10 principles.

Principle 1: Roles and Responsibilities

Individual directors are more likely to be effective in their roles when they are clear on their responsibilities and what is expected of them as a member of the Board, including the nature of directors’ duties and the operations and finances at a level that permits them to govern effectively.
Principle 8: Culture and Ethics
It is widely recognised that the culture of an organisation will be influenced by the conduct and actions of the Board and individual directors. Some organisations set out elements of expected conduct and ethical standards in “codes of conduct”. One area of particular focus has been to put in place arrangements aimed at having potential conflicts of interest dealt with appropriately, including policies and procedures concerning the identification, declaration and management of conflicts.

Every decision made by a Board must be impartial and in the best interests of the organisation. If a particular decision is likely to benefit a director in some way, or benefit someone close to a director, that director is no longer in a position to make an impartial decision; he or she has a conflict of interest. We consider conflicts of interest at the start of all Board meetings and also during the meeting if the need arises.

Principle 9: Integrity and Accountability
Essential to good governance is an effective working relationship between the chair, directors, the CEO and other senior management. It is critically important that there is a clear understanding of and agreement on:

- Roles and responsibilities
- The required mix of directors
- How effectively the Board operates
- How effectively the Board interacts with management
- The Board’s accountability to its members
- Directors’ accountability to one another

The foundation of a healthy Board and management relationship is the content and quality of the information that meets the Board’s reasonable expectations. For directors to fulfil their role and carry out their responsibilities with integrity and ensure appropriate accountability, they need to have current and relevant reports and information.

Amanda Colebrook, our Educational Director, has been invaluable throughout the year and the Board would like to thank her for her support, wisdom and contributions. As our immediate representative in the School we respect her leadership and believe her successes throughout the year should be recognised and celebrated.

The Management Team have worked well throughout the year especially dealing with the finance role gaps and we look forward to building these relationships further in the new year.

We are also keen to work closer with the College of Teachers and John Goble this year and together with Amanda reach the goals of the Strategy.

Principle 10: Engagement
Successful stakeholder engagement requires a commitment to engage actively with stakeholders; listen to them, talk to them about why your organisation exists, what it does and build a relationship with them in a mutually beneficial way. Engagement is not an end in itself, but a means to help build better understanding and relationships with the individuals, groups, departments or other entities with whom the school intersects.

We are introducing this year an opportunity for parents and teachers to interact with the Board members. There will be a catch up, once a term, for both groups prior to Board meetings. We hope to increase communication and also provide a forum for questions and feedback.

The school has a lot to celebrate this year. This will be reflected when we review the Strategy and educational report at the AGM. But when we hit those brick walls or challenges we just have to look at the children’s accomplishments and smiles to lift, inspire and motivate us.
2013 was a very busy year and here are some reflections on the year that was.

In remembering the expectations around my appointment in July 2012, I was asked to implement greater processes of authority, transparency, accountability and responsibility into our school in order to strengthen our school’s foundations for the future. This has required a steady process of incremental change over time with the vision of excellence in Steiner education, the needs of the children of our school and effective resource management as the foremost priorities.

As part of any change process there are changes for the better but also difficult situations which arise as we refine better ways of doing things. In saying that, there is no end point to our development as a school and we will be forever growing and learning.

This is the nature of a Steiner school and the challenges we lay before ourselves to connect on a deeper level with the spirit, each other and the world we live in. I continue to work within this vision towards a secure and strong future.

Part of building this vision in 2013 was the finalisation of the school’s strategic plan which sets out a series of strategic goals for 2013 - 2018. Copies of the plan are available at the front office and the plan will be under continual review by the Board of Directors, Management Team and College of Teachers. Ongoing parent consultation will form part of these reviews.

The College of Teachers continue to develop the educational portfolios. In small groups, the teachers meet weekly to build knowledge and practices to meet our educational obligations and ensure that the school maintains excellent standards in Assessment and Reporting, Behaviour Management, Teacher Learning, Early Childhood and Curriculum Management.

SEA Curriculum
A significant outcome of the portfolio work has been the implementation of the SEA (Steiner Education Australia) national curriculum. The curriculum was developed by SEA as a response to the Federal Government’s proposal to create a mandatory Australian Curriculum for all schools. To protect the integrity of Steiner education, SEA formed an alternate curriculum framework in line for ACARA (Australian Curriculum, Assessment and Reporting Authority) recognition. The Curriculum Management portfolio continues to work closely with SEA as the curriculum develops.

Cultural Meetings
All staff had the opportunity to participate in the school’s cultural program through weekly whole staff meetings and teach-ins. The meetings, hosted by staff and external speakers, provide a forum for anthroposophical study and discussion and bring practical elements of anthroposophy into our school life such as Biodynamic Farming and Eurythmy.

Parents Study Group
The parent study group continued all year. Initially, the group studied Rudolf Steiner’s autobiography and then interjected with Steiner’s foundational work from his book Theosophy. The group is small and very enthusiastic. Thank you to the members of the group who have made this study engaging, fun and inspiring. Next year our group will try to draw in new interested members.

Eurythmy
We were extremely pleased to have Nicole Peterson join us in July as our Eurythmy Teacher. Nicole, originally from WA, has undertaken extensive Eurythmy training in Europe and the USA as well as studying Anthroposophy and Herbal Medicine. Nicole was teaching Eurythmy at a Steiner School in Canada before relocating to Maldon to take up the position at our school. Being able to offer a complete Steiner curriculum with such an accomplished teacher is something we are proud to have achieved during 2013.

Multicultural Week
Multicultural Week had a Spanish/French theme in 2013 and was organised by Jose Baena Rodriguez and Danilo Pagliaong with the support of the Class teachers. How fortunate we are as a school to have Jose (from Spain) and Danilo (from Uruguay). Their love of country and extensive knowledge of European customs and cultures helped our students enjoy an authentic multicultural experience. Many children took great pride in dressing with a Hispanic flair and our school was alive with warmth and colour. Our special visitors included Chef Mario who cooked Paella and helped the students prepare Gazpacho. Our French teacher Lynn helped the children make Crepes. Alejandro the Flamenco guitarist taught some of the senior boys Flamenco guitar whilst dancers Aya, Renee and Donny taught each Class a different style of dance. The week culminated in a school concert where the children were excited to show what they had learnt. Our guests also taught us to flamenco music and dancing and a demonstration of traditional and modern Tango. The week was a great success and I would like to commend the school community for their enthusiasm and support.

Extension of the Craft facilities and appointment of Chris Curtis as the Senior Craft Teacher
2013 saw much development in the Craft department. As well as teaching Junior Craft, Chris Curtis was appointed the position of Craft, Design and Technology Teacher.

In order to deliver a Craft program of the highest standard, renovations were carried out in the Craft area. Peter worked hard with the assistance of Huw Walters and Franz (German Volunteer) to create a space that is sheltered from the elements yet has natural light suitable for fine art and craft work. The benches for the new workshop were built in-house and fitted with vices by the ever-resourceful Peter. The appointment of Chris and the renovations to the craft room have enhanced our program significantly and provide new opportunities for our students to explore their creativity.

We acknowledge the Commonwealth Government Country Area Program Grant which funded this project as well as other programs such as numeracy, literacy and practical skills.

Development of the Class 1 yard
The Class One yard also received some TLC. As well as deepening the soft-fall and extending the sandpit, Peter and his team constructed an impressive large dome shade structure to provide extra protection from the elements whilst the children are at play.

Parents Room Play Area
Another project that Peter completed was the play area next to the parents’ room. The extension to the parents’ room provides an enclosed outdoor area with a shaded sandpit where parents can let their young children play freely in the knowledge that they are within a secure space. The funding for this project came from the 2012 Spring Fair and was earmarked for this project following consultation with Class Carers at the beginning of 2013. We hope to soon have a plaque installed which acknowledges the contribution of the school community in creating this project.

Welcome and farewells
We welcomed several new staff members in 2013: Nicole Peterson – Eurythmy, Lynn Sunderland – French, Alan Mack – Administration Assistant, David Wybar – Site and Grounds Assistant, Joanna Muller and Amanda McDonald – Early Childhood Assistants.

VALE - it was with deep sadness that we said goodbye to Darren Bujeya. As a music teacher, a parent and an employee, Darren was a much loved member of our school community. We also said farewell to Dagmar McNamara, Chris Sedgman and Helen Callaway.

It was an eventful and dynamic year and I would like extend my thanks to the following for their hard work and support: the Board of Directors, The College of Teachers and Specialist Teaching Staff, the Management Team, the Administration Team and the Finance Office and Site and Grounds staff and of course, you – the parents and students who are at the heart of the school.

Amanda Colebrook.
On behalf of the College of Teachers, it is with great pleasure that I report that in 2013 the school was once again able to offer a full program across in all subject across all year levels. This included Eurythmy, French as well as Design & Technology.

Nicole Peterson, our Eurythmy teacher, commenced in July last year, her most eager students being the staff, with Eurythmy quickly becoming a part of many of the staff Cultural Meetings. Nicole also ran sessions for many of the parents during the various Class meetings throughout the second half of last year.

French was again offered for our Class 7 & 8 students and is taught by Lynn Sunderland who on occasion was heard to confide that some of her students initially spoke French with decidedly Spanish accents!

Design and Technology also became available with the completion of the newly expanded and refurbished Craft rooms for Classes 6, 7 and 8, a program superbly delivered by Chris Curtis.

Another important initiative involved moving our two Support Education Staff into more spacious and purpose specific rooms thus raising the profile of the program to more appropriately reflect its importance within the School.

Our teachers have continued to take Pre Service Teachers on placement in their classrooms throughout the year. Students have come from Warranwood Steiner Teacher Training Seminar, Deakin University, Latrobe University, Monash University and Swinburne. New young Steiner student teachers are generally in short supply in Victoria, making this work an important contribution to future teacher availability. Equally this is an opportunity to showcase what we do to teacher trainees who are taking more traditional tertiary pathways.

This year the College also welcomed Amanda McDonald to the staff. A familiar face around the school in years past Amanda came to us from Mansfield Steiner School to take up the Class One position.

The College of Teachers is presently made up of all Class Teachers, two Specialist Teachers, the Educational Director and College Chair. Together they participate in the shared commitment to continually improve the schools educational processes and initiatives in order to best serve the school community through focus and commitment to the students in our care.

While the Portfolio structure continued to be a productive mechanism for College to distribute its workload amongst its members, a decision was also made to raise the profile of the Secondary Focus Group by making it a separate Portfolio, tasked with the investigation and planning required to realise the Schools Strategic Plan and vision of expanding into years 9-12 in the future.

The College itself faced a number of challenges that served to test the recent administrative processes and structures established within the College of Teachers. It was a year in which the College confronted circumstances for which there was no precedent and it was a year that required much collegiate trust, mutual support and resolve to bring to a successful conclusion.

Amidst all this, The College of Teachers continued its twice weekly meetings. On Tuesdays the focus was on the Educational aspects of the school. Here the teachers responsible for work on various aspects of school's operation reported back to the whole College. Thursday evenings were given over to the Cultural study of various aspects of Anthroposophical understanding with the whole staff as well as teachers staying together for child study, curriculum study and facilitated, professional conversation.

Above and beyond their involvement with the running of the school. The College of Teachers is a singularly unique group of professionals, bound by their common spiritual endeavour to continually hold at their centre of the classes and children in their care, the spiritual understandings of Rudolph Steiner. Meetings then are the living forum through which individual inspirations and imaginations join to form a collective so much larger and more inclusive than any of its individual parts.

John Goble
Spanish – Jose Baena Rodriguez

Spanish continues to be a growing program with the children progressing from basic vocabulary to more formal writing. The Cultural aspect of Spain came alive this year with Multicultural Week having a Spanish/French theme.

Many children took great pride in dressing up (as did some of the staff!). The school was alive with colour and movement and cries of ‘Ole’!

It was incredibly special to have a Flamenco group visit the school to work with the students in different ways. Some spent time learning Flamenco guitar whilst professional dancers Aya, Renee and Donny taught each Class a different style of dance.

At the end of the week everyone came together for a very lively school concert where the children were excited to show what they had learnt. We were then treated to a special performance by the visiting dancers and musicians which included Flamenco music and dancing and a demonstration of both traditional and modern Tango.

Junior and Senior Craft – Chris Curtis

The Castlemaine Steiner School offers a comprehensive Craft program that meets individual and developmental needs, skill level and readiness of the children while closely connecting with the Main Lessons taught in each epoch.

The Craft program, from Class 1 to Class 8, holds firmly the belief of ‘Making Something Well’ for its own sake. Thus, building and giving birth to technical skills, commitment and judgement or in Steiner terms: awakening the Willing, Feeling and Thinking realms of an individual.

Craft builds the intimate connections between the hand and the head, awakens the ‘intelligent hand’ and connects us to the world, as well as laying the foundation of our thinking by co-ordinating the hand, eye and brain while making beautiful, functional goods. This gives the children the appreciation of handmade items and establishes aesthetic confidence while stimulating their creative powers.

By Class 8, the children have consolidated the skill development required for knitting, weaving and embroidery (the Soft Crafts). This is achieved by repetition of techniques, going over our action again and again - year after year. From this, particular techniques/skills become so ingrained that children begin to work from the realm of imagination as well as being able to tackle any project offered, Doll Making, for example in Class 6 and 7. This foundation gives the children the ability to achieve successfully while working the ‘Hard Crafts’: Stone carving and Woodwork, in years 6-8.

All skills begin through the movement of the body; technical understanding develops through powers of imagination, and imagination can lead to the abilities of problem solving, self-criticism, improvisation, problem finding, new and different ways of using tools, organising bodily movement, and most importantly, develops sustaining habits that give the children resolve to conduct life with skill.

Working with vibrant colours, textures and fine fabrics is good for the soul. Working with materials that require manipulation and offer resistance: such as linoleum cutting, soap stone carving and woodwork make us not only skillful but sensitive and strong. The children truly enjoy craft and are very proud of their work. Pride in ones work lies at the heart of craftsmanship and is the greatest reward for the skill development and commitment required. The slowness of the craft serves as a source of satisfaction, allowing time for reflection and imagination; and imagination opens the possibility of conducting life with strength and becoming good crafts persons in our environment.

Movement and Learning – Sue Murphy

The Movement Program is designed to address the harmonious development of the physical body for the children in years 1 and 2 of their schooling.

This program runs for one day per week with half-class groups receiving a 45 minute session each in Classes 1 and 2.

The program focuses on a number of key areas of movement education to enable the children to develop the appropriate physical skills for their age and stage of development. These areas are:

1. Movement Co-ordination
2. Body Geography
3. Spatial Organisation
4. Integrated Postural System
5. Timing and Rhythm.

The classes are designed with an element of imagination and play involving the children in a range of individual and group activities.

Horticulture – Lisa Hall

The Horticulture program is a weekly occurrence for Classes 3, 4 & 7.

It is an opportunity to work physically in the grounding cycle of seed to table, seasons and life and death in the garden. We focus on the vegetable garden which offers wild foraging opportunities at playtime and produce for the Class 4 cooking program.

We expand into the wider school grounds when appropriate and a favourite place is the Bush Food Island, where we add to the understanding of our particular place in the world of seasons and indigenous plants.

The cycle from decay (composting & mulching), new life (seeds, bulbs & cuttings) and growth (pruning, staking & harvesting) are all covered within the framework and practices of biodynamic horticulture.

Support Education – Sue Murphy and Lynn Wallace

Both Lynn Wallace and Sue Murphy continued working 4 days per week in Support Education.

Aim: to provide support in Literacy and Numeracy to students between Class 2 and Class 8.

Approximately 30 Students participate in the program.

Eurythmy – Nicole Peterson

As of Term Three 2013, Eurythmy re-emerged in the school curriculum from Kindergarten through to Class Eight. It is continuing to grow, develop and expand its influence as a living, health-giving ‘pulse’ in the school community.

Classes have focused on cultivating the social skills and expanded awareness necessary to move together in the ‘eu’ (from the greek, meaning harmonious/beautiful) ‘rhythmic’ way.

In addition, a deeper exploration and embodied understand of poetry, music and self is offered through the pedagogical art of Eurythmy.

Pastoral Care – Lorna Atkinson

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. Funding for this programme is being reviewed by the Federal government and we remain hopeful that this vital support to the school community is able to continue.
French – Lynn Sunderland

Students in Classes 7 and 8 were able to broaden their language exploration in 2013 by adding French to their repertoire, alongside Spanish. Many interesting comparisons have emerged between the two languages and I am certain that each student's capacity for hearing, speaking and enjoying French has been enhanced by this previous exposure to another lovely Romance language of Europe.

In both classes during 2013 we have used song, poetry, recitation and simple greetings and instructions to develop our everyday mastery of French. Our approach to the structure of the language is much like the way we learned our very first language: from single words to sentences, building our knowledge of grammar and syntax as we go. We have had a lot of fun with the idea of 'whole text translation' – which really means jumping in at the deep end of language (an experience familiar to anyone who has travelled in another country) and tackling a piece of French text using all our skills of existing knowledge, deduction, problem solving and inspired guesswork. Dictionaries are a last resort ... and the results can be both entertaining and surprising!

Students also applied their French learning in both practical and creative activities such as writing storybooks to share with younger students and practical and creative activities such as writing storybooks to share with younger students and cooking traditional French fare such as Crêpes and Madeleines.

And finally, it has been a source of constant interest to explore and extend the themes of the Main Lesson as they might apply to French culture and history. In 2013 we looked at the French Revolution, the role of Chrétien de Troyes in the formation of Arthurian legend, the amazing hot air balloon invented by the Montgolfière brothers, the last years of Napoleon, the exploration of Canada and the poetry of Pierre de Ronsard ... to name just a few topics.

In 2014 we look forward to consolidating the best of what we have learned and explored in the last twelve months and carrying it forward into our future French studies.

Music – Jeanette Stoll – Music Coordinator and Violin/Viola tutor

Music continues to be a strong and evolving program for the Castlemaine Steiner School. The music team have continued to improve the program to ensure all students are working from a complete and thorough learning base, to enable diversity to be introduced as their skills improve.

Classes 4, 5, 6, 7 and 8 stringed instrument students continued their studies, working toward class soirees, which are held twice a year. Weekly ensemble rehearsals are held also to enable a rounded education in varying formats.

Classroom music continued for Classes 7 and 8, having a set subject time on a weekly basis. Class 7 students also had the opportunity to choose another instrument at this level. Some students chose to cease learning their stringed instrument, whilst others began another instrument as well as continuing their strings.

Alternative instrument choices for Class 7 students were Acoustic Guitar, Acoustic Bass, Piano (Keyboard), Percussion and Vocals. This was the first year that Vocal lessons have been offered with separate instruction. This has been a great success.

Prompted by the Music staff, a decision was supported by the College of Teachers, to introduce the ‘amplification’ of instruments in Class 8 only, encouraging the students to become technically and musically skilled as well as confident prior to them ‘plugging-in’! This was incorporated into the music program at the beginning of 2013 with great outcomes.

Thank you to the Music staff for another year of dedication and inspiration which has been evident through the high calibre of our school's Music students.

Elisabeth Anderson – Cello
Leonie Schellhorn – Violin/Viola
Carl Pannuzzo – Piano/Percussion/Voice

Darren Bujeya – Guitar/Classroom Music
Jacob McGuffie – Guitar
Penny Larkins – Voice
Tracey Candy – Voice
Wendy Rowlands – Classroom Music/Piano Accompaniment/Score Arrangements

Sport – Stuart Dunn

2013 saw another productive and successful year for the school Sport Program. As previously the program extended from Class Three into Class Eight, beginning with a skills based approach and moving along the continuum into a more formal approach to sport and games.

A pleasing aspect of the 2013 program was the trial of a swimming program with Class 5, who spent four weeks having sessions at the Newstead pool.

This vital aspect of the curriculum has been lacking from our program in the past due to issues with disruption of the daily rhythm of the classes, and it was pleasing to gain enough support to complete a well-received pilot program which will now be expanded in 2014.

Our relationship with golf professional Tony Collier continued into a sixth year, with Tony visiting the school to conduct clinics over two sessions, a wonderful opportunity for our students.

Budget expenditure included equipment for LaCrosse and Croquet allowing us to add two new sports to the program.

On a professional learning note, in 2013 I was pleased to accept a school ambassador role with Netball Victoria and Swimming Australia, alongside my existing ambassadorships with Cricket Victoria and the AFL, providing me with the latest information on programs and opportunities available to schools and students.

I would like to take this opportunity to thank all of the students, parents and caregivers and colleagues who provide so much generous support and encouragement of the sports program and assist in allowing it to thrive.

Library – Johanna Winchcomb – Teacher Librarian

The past year has been extremely busy in the library, with Diana Brooks and Mary Nesbit held the fort while Johanna was on long service leave for 6 weeks.

Over the year 294 new titles were added to the collection which now totals 6,384 items. Noteworthy additions were 25 Spanish Text Fiction books purchased by Jose Rodriguez whilst he was in Spain and Ken Chapman’s generous donation of $1000 towards the Alison Chapman Memorial Collection – these additions have added much life to our aging Junior Fiction and Picture Story collections. A fascinating new display which has caught the eye of many students in the senior library is an impressive shell collection which was donated by Dagmar McNamara.

The book collection is well used - Teachers, with borrowings of 554 items and Class 3 & 4 with borrowings of 330 items are the most active users of the library's resources. Over the year 1,528 items were borrowed and shelved so I am most grateful for the support from Helen Jones, Melinda Wilson and Library Monitors from Anne Perry's class, who assist with another reliable voluntary helper, Liz Harmann. Liz spends two hours each week covering all our new books.

Many thanks to Diana, Mary, Helen, Melinda and Liz who have provided great support throughout the year.

Specialist Teachers Reports

Carl Pannuzzo – Piano/Percussion/Voice
Leonie Schellhorn – Violin/Viola
Elisabeth Anderson – Cello

Wendy Rowlands – Classroom Music/Piano Accompaniment/Score Arrangements
Tracey Candy – Voice

Darren Bujeya – Guitar/Classroom Music
Jacob McGuffie – Guitar
Penny Larkins – Voice
Tracey Candy – Voice
Wendy Rowlands – Classroom Music/Piano Accompaniment/Score Arrangements

Library – Johanna Winchcomb – Teacher Librarian

The past year has been extremely busy in the library. And Diana Brooks and Mary Nesbit held the fort while Johanna was on long service leave for 6 weeks.

Over the year 294 new titles were added to the collection which now totals 6,384 items. Noteworthy additions were 25 Spanish Text Fiction books purchased by Jose Rodriguez whilst he was in Spain and Ken Chapman’s generous donation of $1000 towards the Alison Chapman Memorial Collection – these additions have added much life to our aging Junior Fiction and Picture Story collections. A fascinating new display which has caught the eye of many students in the senior library is an impressive shell collection which was donated by Dagmar McNamara.

The book collection is well used - Teachers, with borrowings of 554 items and Class 3 & 4 with borrowings of 330 items are the most active users of the library's resources. Over the year 1,528 items were borrowed and shelved so I am most grateful for the support from Helen Jones, Melinda Wilson and Library Monitors from Anne Perry's class, who assist with another reliable voluntary helper, Liz Harmann. Liz spends two hours each week covering all our new books.

Many thanks to Diana, Mary, Helen, Melinda and Liz who have provided great support throughout the year.
**Playgroup – Tania Chaffey**

Throughout the last twelve months Playgroup has continued to flourish and consolidate with our program currently running 5 groups over 4 days of the week.

In 2013 we introduced a maximum capped enrolment of 10 children per session instead of our previous 10 families per session. This has allowed the Playgroup program to deliver a deeper and more personal experience to each individual child and family, avoiding an often over-stimulating and over-crowded room with too many people. As a result our sessions flow with greater rhythm and calm from one activity to another.

Playgroup continues to offer young children (and parents) a nurturing homely program where they can relax in a supportive space and begin their journey in exploring and experiencing the principles, indications and curriculum of Rudolf Steiner Education as relevant to the very early years (0-4 years).

Over the three and a half years that families often attend our Playgroup program, a rich community of friendships and connections develop amongst them. This community of connected parents move through the school together; learning, growing and nurturing each other’s parenting and education of their children. At the Playgroup level the vital foundation stones of a Steiner Education are established.

**A Report from the Administration Manager**

*by Jenni Milne*

The Front Office has been running along smoothly with the continued and inspired efforts of our wonderful team.

Ken Chapman, as well as establishing and maintaining the Asset Register, has become the school's Camps and Excursions Co-ordinator, member of the OH &S committee (specialising in further development of the Emergency Management Plan for the school), technical consultant for lighting and projection for plays or presentations and all round jolly fellow. He can lift heavy things too!

Tanya returned from maternity leave in May, then left to go on maternity leave again; she gave birth to another beautiful boy, Percy, in November. Alan Mack was appointed to fill this position most ably for the next 12 months.

Our two Open Days, in May and October, were again well attended, with most interest in the Early Childhood area; many people are moving, or intending to move, to the area to enable their children to attend the School – there are waiting lists for a number of the junior classes.

The “Wellness Room” continues to provide first aid care for children needing band aids, ice-packs and TLC. All staff will attend a Level 2 update day at the beginning of next year; this qualification is current for 3 years with annual updates for CPR, Asthma and Anaphylaxis.

Thanks to everyone for another good year at Castlemaine Steiner School and Kindergarten.

**Specialist Teachers Reports**
A Report from the Site and Grounds Manager
by Peter Foran

2013 has been another exciting year of meeting challenges, and achievement in the ongoing development of the Grounds, Buildings and Play equipment to reflect the stimulating and aesthetically beautiful nature inside us all.

The year is also marked by the passing of a great friend and selfless contributor to the School, both in Music and as a support to Site Management; Darren Bujeya. While Darren’s memory lives on here, we welcome Huw Walters who has stepped in to fill the gap. Huw is also well known for his unique and beautiful contribution in the role.

We continue to receive strong interest in the International Community Service Volunteer Program from Germany despite the fact that neither military, or in lieu, community volunteer service, is no longer mandatory there. Cedric, our current volunteer, is enjoying his stay in Australia as well as his contribution to the School.

As I orient in a more focused and systematic way around meeting the compliance requirements of our unique and interesting School site and her buildings, I’m more and more appreciative of the support I receive; from the support and solutions oriented Management Team, to the jovial, helpful and delightfully friendly office staff, (as many of you will be familiar with) to the hands-on help of Huw, Lisa and Cedric. I appreciate our reliable contractors, and of course all the staff, the parents, and your lovely children; each contribute in their own unique way to the special energy and generous dynamic which make up our beautiful School.

I’m in awe of this whole amazing assemblage and give Thanks for all the hard work- much of it voluntary- done to get this whole shebang onto the magic carpet and flying! Personally, I feel so proud, humbled and lucky to be part of it.

A Report from the Business Office
by Kathie Teasdale (Treasurer)

Financial statements record the performance of the organisation and allow management and other stakeholders to see the strengths and weaknesses by providing a summary of the financial activities for a given period.

The 2013 Financial Statements have been audited and an unqualified audit opinion issued.

There are additional tests and disclosures we would like to make to ensure the Financial Statements better reflect our financial standing. The asset register needs to have a stock take completed and the Long Service Leave accrual should be extended to include all staff. Currently the Long Service Leave accrual is only for staff who have been employed for over 7 years.

Financially the 2013 year was an improvement on the previous year. The operating deficit improved significantly and the school had a surplus before depreciation.

The “Current Ratio” is one of the most common measures of financial strength. This ratio enables you to see if the organisation has current assets sufficient to meet its due debts with a margin of safety. A ratio under 1 would suggest the company is not in good financial health. Our current ratio has been improving over the last 3 years and currently is over 1.5.

We still have problem areas such as outstanding parent fees, which have increased, and debts that remain unpaid over 90 days, resulting in an increase to the bad debt provision. Management will continue to follow the Fee Retrieval Policy and work with parents to reduce the current level of overdue fees.

Our budget for 2013 was very close to the 2013 outcomes except that many depreciation and provision movements were not budgeted for. Next year we will be putting a lot of work into developing an interactive and reportable format moving forward.
Staff List 2013

Appendix One
Staff of Castlemaine Steiner School & Kindergarten 2013

Educational Management
• Amanda Colebrook - Educational Director
• John Goble - College Chair

Management Team
• Helen Heydon - Executive Support Officer
• Jenni Milne - Administration Manager
• Peter Foran - Site Manager
• Ken Chapman - Administration Assistant
• Tanya Blake - Administration Assistant
  (Maternity Leave November)
• Alan Mack - Administration Assistant
  (November onwards)
• Annemarie Borsboom - Bookkeeper
• Christine Sedgman - Business Manager
  (resigned October)

Teaching Staff
• Helen Butcher - Kindergarten Teacher
• Heather Osborn - Teacher Prep
• Anna Campbell - Teacher Class 1
• Danilo Pagliaionga / Diana Brooks - Teacher Class 2
• Jacob George - Teacher Class 3
• Anne Perry - Teacher Class 4
• Dagmar McNamara / Mary Nesbit - Teacher Class 5
• Lyn Farrow - Teacher Class 6
• John Wright - Teacher Class 7
• Rob Jorritsma - Teacher Class 8

Early Childhood Staff and Classroom Assistants
• Debbie Hanrahana - Prep Assistant
• Tania Chaffey - Prep Assistant and Playgroup Coordinator
• Helen Jones - Classroom Assistant
• Melinda Wilson - Classroom Assistant
• Helen Callaway - Kindergarten Assistant
  (resigned June)
• Amanda McDonald - Kindergarten Assistant
  (July onwards)
• Joanna Muller - Kindergarten Assistant
  (July onwards)
• Pam Barnes - Kindergarten Assistant

Specialist teachers
• Lisa Hall - Horticulture Teacher
• Sue Murphy - Support Education and Movement
• Lyn Wallace - Support Education
• Johanna Winchcomb - Librarian
• Libby Anderson - Music - Cello
• Leonie Schellhorn - Music – Violin/Viola
• Jeanette Stoll - Music Violin / Viola
• Carl Panuzzo - Music - Multi-Instrumental Ensemble
• Wendy Rowlands - Music - Multi-Instrumental Ensemble
• Jacob McGuffie - Music - Guitar
• Tracey Candy - Music - Singing
• Jose Baena-Rodriguez - Language - Spanish
• Lynn Sunderland - Language - French
• Chris Curtis - Craft and Senior Art
• Stuart Dunn - Physical Education/Sport
• Nicole Peterson - Eurythmy (July onwards)

Pastoral Care program
• Lorna Atkinson - Pastoral Carer - Chaplaincy Program

Grounds & Maintenance Staff
• Lisa Hall - Garden & Grounds Maintenance
• Darren Bujeya - Grounds Maintenance
• Huw Walters - Grounds Maintenance
  (June - December)
• Franz Nitche - German Volunteer
  (Jan – September)
• Cedric Hergenrother - German Volunteer
  (October onward)
• Anthea Diprose - Cleaner
• Ron and Nola McKnight - Cleaners
• Lisa Clarke - Cleaner

Appendix One
Pastoral Care program
• Lorna Atkinson - Pastoral Carer - Chaplaincy Program
Grounds & Maintenance Staff
• Lisa Hall - Garden & Grounds Maintenance
• Darren Bujeya - Grounds Maintenance
• Huw Walters - Grounds Maintenance
  (June - December)
• Franz Nitche - German Volunteer
  (Jan – September)
• Cedric Hergenrother - German Volunteer
  (October onward)
• Anthea Diprose - Cleaner
• Ron and Nola McKnight - Cleaners
• Lisa Clarke - Cleaner
Information provided in this schedule forms part of the Federal Government’s Accountability regulations - Indicators of Professional Engagement

Staff and Student Attendance:
Teaching staff consist of 11 Class teachers and 17 part time specialist teachers. There were thirty-eight teaching weeks, over four terms of 2013. The school had 5 non-teaching days this year (in addition to public holidays) to cater for planning days, parent teacher interviews, report writing and staff review days.
- The school has employed Casual Relief Teachers for a total of 105 effective full days (some were half days), to replace class teaching staff for either personal leave or professional development.
- Teacher attendance was approximately 97%. This indicates the high level of commitment and dedication of our teaching staff.

Staff Retention:
The school employs 49 people. The school has had four staff members leave the school this year (Darren Bujeya, Helen Callaway, Dagmar McNamara and Christine Sedgman). Over the total EFT this is a retention rate of approximately 96%. Continuity of staff leads to excellent program development and delivery as well as strong collegial relationships. Again this is an indicator of the strong staff morale and commitment.

Teacher Qualifications
All teachers employed at the school have the appropriate registration required by the Victorian Institute of Teachers (VIT). Working with Children checks have been obtained for all other non-teaching staff and volunteers working at the school.
Qualifications of the 10 College members are either 3 or 4 year tertiary education degrees. Seven of the Class teachers have also completed the additional specific Steiner Education training course.

Professional Development:
Professional development expenditure of just over $17,600 (including travel costs) was used for professional learning for all staff.
Funded professional development activities were:
- Annual SEA conferences plus other industry body conferences
- Specific training, seminars, workshops and events from approved Educational Training Providers.
- Inter school networking for teacher mentoring and support

Key Student Outcomes – Government Indicators
Three students undertook the 2013 NAPLAN testing based on a 95% 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) 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 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. This includes internal standardised testing in order to ensure we are achieving standards in line with the Australian Steiner curriculum. There are mid-year and end of year comprehensive written reports to parents and two opportunities for parent teacher interviews throughout the year as well as class meetings to inform parents about curriculum, assessment and reporting developments.

Post School Destinations
Our students have for the past two years have attended the Steiner Stream offered at Castlemaine Secondary College as well as Girton Grammar School, Bendigo and Sacred Heart School Kyneton. The school has not yet been able to collate statistical evidence of post year 12 activities of school leavers from our school.

Parent, Student and Teacher satisfaction
The school bi annual Parent Satisfaction Survey is managed by ISV in 2013 and internally surveys parents during alternate years. Surveys are available online and in hard copy, in late November as a means of receiving feedback and planning school improvements for the forthcoming year. Return rates were reasonable. The 2011 parent satisfaction report indicated overall excellent levels of satisfaction with the school and some outstanding ideas for the school to examine for improvement. The 2013 parent satisfaction survey is currently being collated. The school endeavours to address any areas for improvement which are identified from the survey.
Annual Teacher reviews indicate that teaching staff are satisfied with the match of duties and responsibilities and working conditions. Class Teachers were more optimistic about the school and the role of the new management structure in supporting their teaching responsibilities.

Parents were reminded of the School Communication Policy and provided with process maps for ease of communication in the beginning of the year. Parents are regularly invited to school events and can provide input and ideas on any aspect of the school operations.

Students Attendance data
Rates of student’s attendance 2013
- Prep 85%
- Class 1 90%
- Class 2 93%
- Class 3 90%
- Class 4 94%
- Class 5 96%
- Class 6 94%
- Class 7 95%
- Class 8 95%

Over the four terms of 2013 the overall student attendance was 92%.

Attendance slips are completed by each class teacher every school day at 9:15am and 2:15pm. These are sent to the office so the administration staff can record them on the school database SchoolPro. Where children are recorded as absent from school with no prior notice, their parents/guardians are notified immediately of their child’s non-attendance.