A School for Rudolf Steiner Education Inc.

Annual Report 2012
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Thank you to Leanne Osmond, Andy Rasheed, Dina Fieck and Giulius Canteri for the photographs in this Annual Report
INTRODUCTION

The Mount Barker Waldorf School (MBWS) was founded in 1979 and has been located at its current site, on twenty acres of beautiful, landscaped grounds and biodynamic gardens, in Sims Road since 1980. The Kindergarten, Primary School and High School provide for a total of 380 students from Kindergarten to Year 12. Mount Barker Waldorf School is recognised as a pioneer in the development and delivery of a full Australian Waldorf-Steiner curriculum.

The students from Classes 1-12 study a broad range of subjects with equal emphasis given to the arts, science and more practical subject areas. We strive to maintain a balance and rhythm to each day’s lessons: a three week Main Lesson block on a particular topic or theme starts the day; followed by practice lessons in subjects such as Maths, English and Languages. In the afternoons, the students are engaged in more practical subjects such as Technical Studies, Gardening, Craft, Music and Physical Education.

Our Year 12 curriculum offers a fully recognised alternative to SACE, and students are given an Australian Tertiary Admissions Ranking (ATAR) based on their substantial course work throughout the year, which includes an individual Special Project. Graduates of the school are accepted into all South Australian universities, and have been successful across a range of disciplines in their tertiary studies.

The Mount Barker Waldorf School is one of almost 1000 Steiner Waldorf schools operating around the world. The school is an active and valued member of the Steiner Education Australia (SEA).

The College of Teachers, which was the school’s governing body since its inception in 1979, began a process of renewal in 2008. This led to a new governance and management structure being established in September, 2009. The new structure is built around an Association where parents and friends of the school are Members. Accountable to the Members are a Board, a three-person Executive and the Collegiate Leadership Group. A Parent School Partnership Group has also been established to ensure a strong parent voice in the life of the school.

This Annual Report to the Mount Barker Waldorf School Association is designed to provide information on the 2012 school year in its various facets, an update on the priorities for 2013, and the school’s financial performance.

VISION STATEMENT

“A thriving school that provides an outstanding, evolving Waldorf Education, aimed at fulfilling individual potential, within an inclusive and respectful community”

AIMS:

At Mt Barker Waldorf School we aim to:

- provide an education of the highest quality so that our students become balanced individuals, having developed clarity of thinking, sensitivity of feeling and strength of will
- inspire within the students a love of learning, a morality which strives for goodness, an appreciation of beauty and the pursuit of truth
- inspire in our students a sense of wonder at, and a positive connection to the world, arising from a knowledge of and responsibility toward themselves and one another
- provide our students with values which will enable them to find meaning and purpose in their lives
- provide our students with the knowledge, skills and means to work competently in the world
- inspire a sense of the spiritual dimension of life, as well as a healthy respect for the physical dimension
MESSAGE FROM THE BOARD CHAIR

In many ways the year 2012 was a year of consolidation for Mount Barker Waldorf School.

Our Living Arts Centre had consumed an enormous amount of time and energy for everyone involved, and its completion enabled us to focus on what our community wanted for the school’s future.

This vision came to life in the School’s Strategic Plan, which was presented to the community at the Annual General Meeting in March 2012.

The Plan outlined five goals:

1. Ensure the provision of a broad, relevant and flexible curriculum
2. Support and enhance teachers’ abilities to deliver the curriculum
3. Enhance the quality of governance and leadership in the school
4. Strengthen the School as a community
5. Ensuring the School has infrastructure that supports the delivery of a high quality curriculum

Strategies were presented to achieve these goals, and during the year the Executive and Board worked towards turning each strategy into a series of actions across many areas of the school community.

FINANCIAL POSITION

Financial management has been a priority of the Board, and over the past years the school has implemented a number of cost reduction strategies to maintain an acceptable financial position.

Our student numbers stabilised early, and the cost reduction strategies meant our financial position stabilised. Our strategy focused on building student numbers in a sustainable way over the long term to allow continued investment in infrastructure around the school. In the short term, we were focused on ensuring the small classes that progressed through the high school would remain stable or grow. Yet our student population continues to see significant fluctuations, attracting many new students but losing even more.

Retention therefore became a major focus. We have worked to understand why students are experiencing difficulty in our school. In many ways, this matter increased the importance of the Strategic Plan, because the plan articulates what is important to the school and where it is going.

Enrolments have again stabilised, but unfortunately it is easier to lose families than to gain them, so it will take some time to get back to 2011 levels. This of course places significant pressure on the budget.

Another factor placing pressure on the budget is outstanding fees. Whilst Australia may have escaped the worse part of the Global Financial Crisis, some families have been struggling to pay fees. The school actively works with families to ensure debts remain manageable, but unfortunately some families do leave for financial reasons. The outstanding fees plateaued in 2011, and 2012 saw levels starting to decrease.
The Executive

In 2011, our inaugural Education Director, Merrill Badger, was diagnosed with cancer. He returned to the USA for treatment, but sadly passed away in early 2012. Although only at the school for a short time, Merrill made a lasting impression on many students, parents and teachers; and is remembered fondly.

Dina Fieck was appointed Education Director and has brought a wealth of knowledge and ideas to the school. Dina has been working hard on the educational side of the Strategic Plan with the CLG.

Each member of the Executive is appointed under a three year contract and 2012 was the final year of Libbi Turner’s contract as Educational Administrator. Reflecting on her journey over the past three years and looking at the demands on the Executive as the school enters a new stage, Libbi decided not to renew her contract.

During her tenure, Libbi undertook her role with warmth, humility and dedication. She helped bring the school through a very difficult period, working tirelessly to ensure the school would continue to provide an excellent education to our students.

 Whilst disappointed, the Board respected her decision and began the difficult task of finding her replacement. After an extensive recruitment process and a strong field of candidates, we were fortunate to appoint Norman Sievers as the school’s new Educational Administrator. We welcome Norman and look forward to working with him to achieve the goals outlined above.

Roger Quigley - Board Chair
REPORT FROM THE EDUCATIONAL ADMINISTRATOR

This report will cover the notable foci, achievements and initiatives that related to the broad responsibilities of Educational Administrator in 2012 - a year that began with energy, positivity and a full complement of staff including Dina Fieck, the newly appointed Education Director who joined Mark Lucas and myself on the Executive.

In relation to the core business of education for our students, several initiatives, improvements and highly successful outcomes were achieved:

- **The 2012 Year 12 students** achieved excellent results in the quality of their Special Projects, their end of year results, and subsequent university places offered. Annabelle Askew and Fraser Betley were offered places to study Medicine at Adelaide and/or Flinders Universities, which was a significant achievement for both students.

- **The service provision for our first year kindergarten children** was increased from three to five sessions per week due to parent demand. This enabled full days as well as mornings only for the children.

- **The employment of a Student Welfare Worker** was enabled through the successful application to the Chaplaincy and Student Welfare Worker Program. We were granted a three year funding contract. The appointee, Wendy Pryor, has already made a very positive impact on addressing student wellbeing in the primary and high school - particularly for newly enrolled students, dealing with issues arising in adolescence, specific social and emotional needs, and also preparing and supporting students to participate in the Outdoor Education Program.

- **The provision of Learning Support throughout the school** continued to expand and improve in 2012. The systematic team approach led by Kerstin Andersson in the Primary School and Pam Fitzgerald in the High School, included class assistants, inclusion assistants, individual and group literacy and numeracy support, and assistance to teachers eg. with internal benchmark testing. In her first year at the school, Pam made a very positive and valuable contribution, and is highly respected by all.

- **With the return of Brian Cusack**, the highly valued subject of Eurythmy was re-introduced from Kindergarten to Class 4, to continue into 2013 and hopefully beyond. This is a great bonus for the school.

- **In 2012 the Primary School** participated in the government funded initiative, **The Eat Well and be Active Program**, which provided Classes 2,3,4 and 6 with a specific fortnightly movement program. The teacher who came in gave feedback that the agility and coordination of our students was highly notable – which was a credit to the school.

- **The ITC curriculum** was reviewed and updated and the accessibility to, and allocation of lap tops to the senior high school students, increased.

- **Over the past three years**, significant focus has been given to improving **Student Reporting** - improving the format, reporting process for teachers and distribution time lines of the twice yearly reports for parents and students. New software has been introduced, training for teachers provided, and 2012 saw vast improvements in the efficiency and quality of reports. Leanne Osmond is to be commended on the time, patience and her persistence in this initiative.
Outdoor Education continues to be a highly valued aspect of the school. To ensure the safety and ongoing quality of the programs for students, staff and volunteers, particular emphasis has been given to the risk assessment and management of the Outdoor Education program, without compromising the range of activities and challenges of the camps.

The Student Diary was introduced to students from Class 4-12 to assist their organisational and time management skills, study and homework commitments and communication. The effectiveness of this tool depends largely on its use by teachers as well as the students.

Focus was also given to systematic communication between teachers and parents in regard to student progress - particularly in the senior high school.

Professional Learning

After significant attention on the organisational restructure of the governance and management of the school, 2012 saw a renewed stimulus and energy to deepen and improve aspects of the pedagogical work, management and leadership of teachers. This provided a rich collegial vitality in study and professional learning - particularly in relation to the foundations of Waldorf education, professional standards and/or the changes needed to ensure contemporary relevance and validity in the curriculum.

Teachers and staff shared a diverse range of professional learning opportunities throughout the year:

- The Early Childhood Faculty were keen to identify and compare the Waldorf Early Childhood Program to the standards of the Early Years Learning Framework and the demands of the National Quality Framework. They also organised their own Professional Learning program which included artistic activities and study.
- A research initiative within the Primary School Faculty emerged, focussing on indigenous education and improving awareness of multicultural inclusion, after approximately ten staff across the school attended a midyear conference in Alice Springs. This also provided the initiative and program for the 2013 pre-school January conference.
- The High School Faculty was inspired to renew and deepen their understanding of the curriculum in light of adolescent issues and human development, and initiated a study.
- A number of teachers attended the Class Teachers’ five day intensive program offered at Gleneaon School in Sydney in January 2012.
- Three teachers - one from each faculty - attended the World Conference for Waldorf Education in Switzerland during the Easter holidays.
- Dina Fieck initiated and coordinated an Introductory Course on Waldorf Education for new teachers (and parents).
- The AISSA Leadership Program once again provided high quality speakers and courses attended by several CLG and Faculty Chairs, as well as members of the Executive. These programs have helped to raise professional awareness and share skills - particularly in the management and leadership arena.
- A diversity of Professional Learning Programs in specialist subjects were also attended by teachers throughout the school.
- Encouragement was given to teachers to observe each other’s lessons or visit other schools - in order to develop self-reflective practices and enhance skills.
**Communication with Parents**

Vital to the satisfaction of all stakeholders within a school is effective communication. Life is busy, it is easy to be over-extended, and communication needs to be easy, clear and utilised. The school is small and has many regular systems of communication in place, but these are not always successful or utilised. As well as newsletters, news in brief, parent/teacher meetings, individual interviews with teachers, regular reporting of student progress via Main Lesson and half yearly reports, phone lines for reporting absences, student diaries etc, effective communication remains a challenge. Therefore, all of us must remain vigilant about our efforts in this important area.

The formation of the Parent School Partnership Group has provided a valuable channel for sharing of ideas, initiatives, planning and concerns. Margie Fischer has offered clear leadership of this small group for which I am very grateful, and she will no doubt provide an informative report of the year’s work. In particular I commend the group - Kai Schmidt, Julie Greswell and Graham Moss - who worked on the survey to determine the need for ‘Out of School Hours Care’, followed by a commitment to complete the application for funding to enable this program to become a reality in 2013.

Congratulations to the Spring Fair Committee - it was a marvellous 2012 Fair!

**Promotions**

Over the past three years, the school has adopted a new branding and logo. All the promotional material of the school, the website, the signage at the front and around the school has been updated and/or replaced. The formal planning and implementation of activities for promotional purposes was managed largely by a small group consisting of Deborah Bottin, Peter Spalding, Katherine Goodrick and myself. However, many people suggested initiatives and contributed voluntary work. Thank you to everyone involved.

In 2012, the school was represented via displays, information sessions or activities at various venues including:

- School Tours
- Kindergarten and High School information programs
- An information booth at the Flinders University Education Graduation Expo
- “Where to after Primary School?” A forum of speakers at Trinity Gardens Primary School
- The Stirling Autumn Garden Festival - a plant stall was co-ordinated by Sue Catlow, the Educational Garden Coordinator, plus volunteers - with school information provided
- Forums and Parent Education evenings
- Regular Parent Teacher meetings
- Attendance at Steiner Education Australia Delegates’ Meetings
- The Spring Fair
- Through the rich array of cultural events and activities of the school and other organisations, held in the Living Arts Centre
- It is heard very frequently that our senior high school students and graduates are our most effective promotion!

In addition to the promotional material, the Parent Handbook and Teachers’ Handbook have also been updated, with many of the policies being reviewed.
Staff Appraisals and Reviews

The Staff Appraisal Program Continued in 2012 with the valuable input of some external professional consultants - namely Peter Lang, who coordinated my own review; and Elizabeth Baxendale, who worked very successfully with staff. Roger Quigley and Members of the Board also took on the ambitious task of coordinating the review of the Education Director and Business Director in 2012. Many thanks to you all.

I commend the staff at the school for the depth of their commitment, the extra efforts put in, and their clear competence within particular areas of work - teaching and learning, administration, grounds and catering etc.

I thank Roger Quigley for his untiring commitment and numerous hours contributed to the school, along with other Board Members. It has been a challenging but exciting three years of working during a very intense period of organisational change in the school. I also acknowledge the work of my Executive colleagues during this period.

In conclusion, I made the decision during this final year of my contract to pass the baton on in 2013. I thank those who have supported me in the role. It has been memorable to work with this school community - staff, parents, students and professionals external to the school. I sincerely wish Norman Sievers all the best in stepping into the role in 2013. The school has a very strong foundation and important tasks ahead.

All the best!

Libbi Turner - 2012 Educational Administrator

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Enrolments/Number of students as per August 2012 Census
REPORT FROM THE EDUCATIONAL ADMINISTRATOR

After having only been at the school a few short months, it seems that the school is facing yet another defining stage in its life.

The school has been through a lot of turmoil and change over the past few years, and the wheel has been reinvented many times. There are systems and operations that have been etched in stone. The culture and methodology have been tried and proven; however, we have not met some expectations of growth and vitality.

The questions that arise are the same ones that plague all evolving bodies. How do we move from theory into affirmative action and implement sustainable changes with desired results?

This report should be read with an understanding of the playing field from which this perspective is derived. It is in no way a criticism or blame of anyone in the past or present, and is written with a deliberate attempt to move forward in an optimistic and enlivening direction.

In the words of Socrates:

*The secret of change is to focus all of your energy*  
Not on the old  
*But on*  
BUILDING THE NEW

From this perspective, the school needs to reaffirm itself as a major force in the Steiner School movement and the educational landscape in Australia.

In a well established school like Mt Barker Waldorf School, enthusiasm for change and revitalization is hard to achieve. Human capital is a delicate medium to manage and direct. It needs support and development, whilst implementing clear objectives and procedures. Our craft, ‘teaching,’ is based on an investment in people, and this investment must be managed in the best way possible to get the best out of our people.

While not diminishing the importance of administrative management, new initiatives aligned with clear direction are essential for the development of the school through big picture thinking, which is imperative to the school’s ongoing progress.

Some indications of the directives that we will focus on are:

The Nine Elements set out in the National Safe Schools Framework, which are:

- Leadership Commitment to a Safe School
- Supportive and Connected School Culture
- Policies and Procedures
- Professional Learning
- Positive Behaviour Management
- Engagement, Skill Development and Safe School
- Curriculum
- Focus on Student Wellbeing and Student Ownership
- Early Intervention and Targeted Student Support
- Partnerships with Families and Community

Of course some of these things we do well; however, we need to bring things into clearer directives and develop user friendly processes. We should be working toward making these principles a part of our school ethos.

The National Professional Standards for Teachers is another essential program that all teachers need to study. This is an integral part of teacher registration and will become directly linked with school registration in the future.

The Standards are a valuable tool for self-assessment and appraisal processes, whilst allowing teachers to manage their Professional Development in alignment with all teachers across the state.
These are valuable government-driven initiatives which will help to bring our school up to and in line with all schools. These should be seen as tools to use rather than impositions.

Appraisals, self assessments, student feedback and performance evaluations are all processes that we need to embed into our everyday function. These help us develop a culture of transparency and ongoing review.

If our vision is to have a strong, leading school which is focused on student wellbeing, creative education, positive learning experiences and excellent outcomes for our students, then we need to focus on how and what we do to realize that vision.

As the new Educational Administrator/Co-Principal, I have stepped into a well established and functioning school. My focus is not on reinventing the processes of the school as they have been worked over many times; but rather to help steer the ship in a direction where it can realize its greater potential.

Perhaps uncharted waters make nervous sailors; however, if Columbus didn’t believe that the world was round, would world consciousness have developed at the rate it has?

I could sit at my desk and administer the schools’ practices and processes as required; however, it is more a part of my nature to drive change and improvement. While I will see that the administration is done well, I will push also to make the changes needed to lift the school to a whole new level. This may create difficulties and problems of its own; however, it will also get things moving.

The Mt Barker College of Adult Learning is an initiative that I will be driving as an avenue to support teacher education, parent education and professional development.

Teacher appraisals and performance reviews, including student feedback and peer evaluation, is another area where student outcomes and experiences are directly affected. These measures will be implemented this coming term, with a focus on professionalism and transparency. This should not create more work for the teachers as it is an integral part of their work already.

The College hopefully will grow to accommodate and strengthen many aspects of professional development for teachers, and also support the school’s ethos and pedagogy in the community.

Thank you for your support and shared vision.

Norman Sievers - 2013 Educational Administrator
The role of the Education Director is to ensure the integrity of the Steiner curriculum and its effective delivery to the students; to instigate regular updates to guard against staleness; and to ensure teachers have the knowledge and skills required to realise these ideals. Arriving in the role at the beginning of 2012 was exciting but very challenging, despite the first-rate and supportive hand-over time with John Whisson. The role was not yet securely established and had only been in place for two years, and the reality of the role was different to its description on paper. However, with the excellent work of my predecessors and the good will of the staff, the role is consolidating and finding its rightful place in the school community. As a new person in a leadership role in this school, which has traditions and cultures built over thirty years, I needed first to create a degree of trust, and I thank every teacher, staff member, student and parent for their openness and willingness to facilitate the building of trust in me and in the position itself.

During the year I have striven for a balance between listening, initiating and taking charge, as it is the whole school that needs to encompass and implement the necessary ongoing change and re-vitalising process. Everyone is enthusiastic for change; however, change can be unsettling and requires stepping outside comfort zones. Therefore, we will take many small steps rather than one giant leap.

The first term saw the beginning of a Student Representative Council with SRC members being elected by Classes 7 to 11. The representatives met to establish form and protocol for their meetings, and during the year were able to provide input into the 2013 student diary, the new sport’s uniform, the new elective program. They also had long discussions about events and facilities within the school.

Next year we hope to have them initiate and organise social events for the high school students.

During the first term the CLG, as a continuation of John Whisson’s initiative, divided into three groups: the curriculum group, the professional learning group and the vision group.

- The curriculum group worked on the hours given to each high school subject, culminating in the work on how to fit in the elective program.
- The professional learning group initiated the content for the whole staff meetings and the direction for whole school staff learning, leading to the development of the content for the 2013 January conference.
- The vision group looked at how to implement two ideals worked on the previous year: the ideal of the school consisting of “highly engaged, energetic and dynamic teaching staff committed to the students’ learning and welfare”; and, “staff having vitality and interest in contemporary educational ideas.”

Towards excellence in teaching

- During Terms 1 and 2, Libbi and I were able to meet with most staff members to build a picture of how teachers were “travelling” at present, and where they would like to be two years in the future. Out of these meetings, Libbi and I were able to give direction about individual professional learning for some, and adjust working hours for others. I began a series of talks on child development and the philosophy behind our teaching methods for new teachers and parents. This was continued by the teachers in Term 3, and helped both the speakers and listeners deepen their understanding of the indications given by Steiner during education lectures.
- Adrienne Schulz and I instigated new craft projects for the older primary students, adding mosaicing and silk painting to the program.
- A more formal mentoring program was put in place to identify concerns and allocate resources, before the concerns became major issues.
- Many teachers travelled to Alice Springs for the mid-year conference entitled, “Rediscovering the Secret Sacred in Contemporary Life”. They brought back new ideas and made many new contacts with other Steiner Schools and teachers.
**To Strengthen and Modernise – Ideas and Actions**

This was an initiative developed from the CLG to enhance retention. The CLG identified areas that could be strengthened to create an atmosphere of stronger engagement by the students with their learning and school in general.

Examples of areas strengthened include:

- **Music** - support from the whole staff and finding performing time for students in bands and as class groups.
- **Camps** - ongoing development
- **Privileges for senior students** - allocation of individual laptops and access to classrooms at lunch time.
- **Behaviour management** - structure in place for upper primary and high school.
- **Marking** - Main Lesson books to be returned no later than three weeks after the completion of the Main Lesson.
- **Elective afternoon** - 2013 to see the introduction of an elective program. Students in Classes 7 - 11 choose a subject from a list of six to work with for two lessons per week on a Wednesday afternoon. This allows students to have a glimpse of controlling their learning as they will do as adults; and to allow for vertical streaming in the high school. Class 12 students can be involved as instructors if the subjects coincide with their major projects.
- **ICT** - laptops issued to Class 11 and 12 students; all rooms have projectors and screens; the ICT curriculum strengthened and begun in Class 8.

Overall we have made progress on the retention issue, as retention has increased by 35% and the High School has grown to 100 students.

**Events**

Pet day was introduced to the primary school and with about sixty dogs, many guinea pigs, rabbits, birds and even a tame snake, a fun day was had by all. The primary school celebrated all the seasonal changes with the high school joining in the Winter Festival. The Spring Fair was my first and one of the best I have ever seen in a Steiner school.

I have enjoyed every day over the last year at Mt Barker Waldorf School. The school has been welcoming and generally the atmosphere is one of “supporting the individual” and a “willingness to work towards forming a strong school community”. The challenges are most welcome as they demand constant up-skilling, research and creative problem solving approaches, keeping me on my toes and keeping the school alive and vibrant.

*Dina Fieck - Education Director*
Report from the Business Director

Year in Review

In financial terms, 2012 was a year of disappointment. The school continued to struggle with enrolment numbers and its level of debt due to outstanding fees, although the disciplines set in place at the beginning of the year helped see a small reduction in this area.

Operating Performance

The year 2012 saw the school record a deficit of $246,872 compared to a surplus of $7,733 for the previous year.

Student enrolments reduced to 282 students, a net loss of 3 students compared to the previous year which saw a net loss of 32 students. So while we lost students overall, the strategies implemented throughout the year saw the school reduce the exit rate and almost achieve a positive number. The effects will continue to be felt into 2013.

Total operating income reached $3.6m, a decrease of 1.1% from last year.

The school receives approximately half its income in the form of government funding, both State and Federal, and the remaining half in the form of fees for students, trading activities such as the canteen and other sources of income that don't fall into the main categories already mentioned.

Total Operating expenses reached $3.9m, a 5.4% increase compared to 2011.

Employee costs rose by 5% to $3.02m. This included the first wage increase for all employees for the first time since 2009 and subsequent flow on costs of superannuation and WorkCover. In addition, a number of staff members also took long service leave during the course of the year and required replacing. This will continue to be the school’s largest area of expense as we strive to provide the best education possible.

Finance expenses were $3K better than 2011. A more favourable interest rate environment in conjunction with the school’s policy of offsetting positive cash balances against line of credit debt helped this more favourable variance.

Other expenses increased by $64K (8.1%) compared with 2011. There were two main reasons for this increase.

First, a large proportion of the increase in expenses occurred as part of the National Secondary Schools Computer Fund. The school is yet to be reimbursed for this expenditure. It is anticipated that we will receive the funds some time in 2013. Secondly, some much needed maintenance was carried out around the school that hadn’t been planned but was necessary to ensure a safe environment for students and staff.

Cash

The net cash inflow for the year was -$122K

The year-end cash balance was adversely affected by the large amount of fees left outstanding, which meant we had a larger than anticipated reliance on the line of credit account.

Capital Works

The school has had to severely restrict its program of capital works due to the lack of a surplus history. It has only been due to the BER that we have been able to carry out any major works in recent times. The surplus from last year, small as it was, helped offset the accumulated deficit. Until the school can rid itself of this it will need to rely on careful budgeting to ensure small projects can be undertaken. In order to undertake any major project we will need to rely on money raised through the Spring Fair and the application for grants for which we may be eligible.
FUNDRAISING
The 2012 Spring Fair was an enormous success raising an incredible $25,427. After a lot of discussion with all stakeholders the final allocation of funds for the event was $15,256 (60%) towards the LAC kitchen and $10,171 (40%) to be allocated to the gym for the building of changerooms and toilets. The organising committee did an incredible job as did all of those who assisted on the day in making the event the success both financially and as a community event that it was.

DONATIONS AND THE MT BARKER WALDORF SCHOOL BUILDING FUND
During 2012 the school received very little support in the form of donations to the Building Fund. There was one very generous contribution of $5000 from one family, and that was all. All contributions to the fund are tax deductible and go towards either the maintenance of the school or a major project when adequate funds are available. I would encourage all families to contribute to the fund in order to provide additional resources that will help meet the school's future needs. Please remember that it is Tax Deductible.

IN SUMMARY
The school did not perform well financially during 2012: the end of year result was affected by lower income, low student enrolments and higher costs. Whilst we can control income and expenditure to a certain degree, it is student enrolment numbers at the school that have the biggest impact on the financial performance. If 2013 is to realise a different result we need to ensure that the strategies we have put in place for retention of students continue, and that we seek to further improve every aspect of the school to ensure it is as efficient as possible. Whether we like it or not the school is a business and must be run as a successful one to ensure the finances are there to provide the resources necessary to support its function as a centre of education.

These issues are not limited to Mt Barker Waldorf School, as many Steiner schools throughout Australia are reporting the same problems. What is of concern is that many independent schools within SA are reporting growth, especially in the Mt Barker area, a high growth region. As a school we need to link into this growth in order to help secure the future and gain additional students.

THE FUTURE
Next year and beyond are going to be challenging, with many hurdles to overcome in order to see the school flourishing financially as I know it can. From a financial perspective 2013 is going to be a year of consolidation, developing new initiatives and improving on the current strategies to help increase income and reduce expenditure. The main focus areas will be reducing the amount of fees that is outstanding and reducing the accumulated deficit of the school.

Mark Lucas - Business Director
**FACULTY REPORTS:**

**EARLY CHILDHOOD**

The Early Childhood Faculty of 2012-2013 consisted of Brioni Pridham, Gail Sprott, Deb Fisher, Wendy Pryor, Helen Moon, Stephanie Sones, Fran Bond and Anna Simpson-Nielsen. At the end of 2012 Gail Sprott and Fran Bond left for new positions in Waldorf Schools in NSW, while Kerryn Bentley has joined the team after several years’ absence.

During the last year the representatives from the Early Childhood Faculty on the Collegiate Leadership Group were Wendy Pryor and Brioni Pridham, while the Early Childhood Faculty Chairperson was Gail Sprott. Our representative on the Occupational Health and Safety Committee was Deb Fisher, while the representative on the Buildings & Grounds Committee was Brioni Pridham, and in the latter part of the year Gail Sprott.

The most involving and time consuming discussions were held on how we would integrate the new look of early childhood through the eyes of the National Quality Standards into the school, while maintaining our own authenticity as a Waldorf School. Out of the work done in early childhood, a decision was made with the Executive and CLG to develop a separate kindergarten for 3-4 year old children. Outcomes of these discussions are continuing to find their way into practical reality as the way forward is clarified with the continued support of the Executive and AISSA (The Association of Independent Schools of South Australia).

As a Faculty we have continued to create opportunities for professional development this year, specifically in the area of painting. Rosemary Toogood developed some extremely valuable exercises for us to breathe out into the colour world and experience it more fully. This work is essential to keep our wellspring of creativity nourished.

Providing information evenings for parents and other members of our community is always important. Fortunately this past year we were able to support an evening of learning simple and effective ways to help nurse children through sickness. We also had our annual talk on the development of senses and class one readiness given by Kerstin Andersson.

**OVERVIEW OF BANKSIA ROSE AND NIGHTINGALE KINDERGARTENS**

This year a group of 24 Kindergarten children were received by their Class teacher, Mary Medeiros, who is a long time member of our school and a valued colleague.

This year’s kindergartens have 21 children in Banksia Rose and 20 children in Nightingale. As usual we anticipate more families will enrol their children as the year continues so we will have a full Class One for 2014.

The Bush Kindergarten continues to be of vital importance for both Kindergartens: Nightingale enjoys a full term there each year, while Banksia Rose continues to have a morning there on a weekly basis, as well as developing an outside program similar to that of Bush Kindergarten in the term that Nightingale is away.

**ADMISSION PROCESS**

As with last year we have planned an Information Session in Term Two for prospective parents. Our Information Sessions are designed to give those who attend enough information so that they can make an informed choice about their child's education. After the initial information session there are meetings with each family who chooses to enrol. The enrolment process beginning at this time of the year helps build an earlier connection with the family as they journey to more formal education. Last year we began to review these many steps to see if this process can be simplified.

**SUPPORT FROM PARENTS**

Our community of parents continue to show their support in many different ways throughout the year. Events such as our annual fund raising initiative the Autumn Trading Table simply couldn't happen without their support. Other ways parents help out are: coming to gardening days, helping with the weekly laundry roster, running the early childhood parents library, helping with craft and working bees. Last year’s ‘hoped for’ initiatives using fundraised monies simply weren't possible, as we needed to understand what the National Quality Framework would allow and how that would affect us. It is hoped these projects will be able to go ahead soon. One is the building of a chicken house and the other a tree house.
**RECENT CHANGES ….NOW AND IN THE FUTURE**

During the course of the last year we made a few changes to help meet the needs of parents by increasing the number of session times offered to both older and younger children. This has met with a wonderful response from parents in their taking up of the extra sessions made available. It is imagined that when the new initiative of a 3-4 year old kindergarten is made available to our community, it will be gladly welcomed as well.

This will be developed in alignment with the new National Quality Standards and will make it possible to offer fifteen hours of care to children who are under school age. While funds will be required to develop this new initiative, it will also draw new government funding to it. The two kindergartens will continue to make sure that their work is aligned with the Steiner (Waldorf) National Curriculum and the National Quality Framework, so that we can continue to offer an authentic Waldorf Early Childhood Education at the Mt Barker Waldorf School.

*Gail Sprott - Early Childhood Faculty Chair*

**PLAYGROUP**

Playgroup has seen some changes over the last year, perhaps the most significant of which was the resignation of Fran Bond towards the end of last year. Fran had been leading Playgroups and nurturing families at the Mt Barker Waldorf School for many years, as well as lovingly tending the Playgroup garden.

Mt Barker Waldorf School is now offering Playgroup sessions five mornings per week; led from Monday to Thursday by Anna Simpson-Nielsen and on Friday by Leesa Kerr, who joined our community as a parent in 2012, and who is a trained Steiner Kindergarten teacher. All groups are currently full (with nine children per group) and we have a waiting list. A number of Mt Barker Waldorf School graduates are attending Playgroup with their children, which is a great advertisement for the school.

Our dream for this year is to build or have built a little garden shed in which to house our sandpit toys and garden tools. This will make the transitions between inside and outside a lot easier and will also free up much needed cupboard space.

This is an exciting time of growth and change for Playgroup as we seek to support, inform and nurture new families beginning their journey at the Mt Barker Waldorf School, as well as those who have older children at the school.

*Anna Simpson-Nielsen - Playgroup Teacher*
Faculty Report: 
Primary School

2012 was a year of growth and development in the Primary School. Teachers and students continued to work hard on their learning with a blend of artistic, intellectual and practical lessons. Staff worked to develop policies to help bring consistent expectations to each class and each lesson. The upper primary have developed clear rules and processes to help students maintain their best efforts in all lessons.

The Primary School Teachers worked together to develop artistic skills. We held a number of study workshops with specialist teachers to build skills, share ideas and develop parity across the classes. Workshops included Form Drawing across the year ranges with Julie Board, an exploration of technique and theory of Clay Sculpture with Rosemary Toogood, and working with Jo-anne Sarre on Speech and Drama exercises for the play, that can be used also with students.

Teachers examined issues surrounding the transitions between Kindergarten and Class One, and Class Seven to High School. There were also a series of after school workshops, with experienced teachers sharing their skills and knowledge with staff and parents.

The Junior Primary students joined together in a Festival of Friendship. Organised by Amrita Tranter, the classes came together with songs, dances and a shared meal to develop a feeling of togetherness and community.

This year Mt Barker Waldorf School hosted the Greek Olympics, bringing our friends from Trinity Gardens Primary School and Willunga Waldorf School to our school for a day of friendly competition. A great day was had by all, with students working together for the benefit of their teams.

Each class continued their journey with the curriculum whilst enjoying a variety of excursions and camps. Classes 2-7 experienced overnight adventures, with the oldest children travelling to Kangaroo Island and the Northern Flinders Ranges.

This year also saw the appointment of a Student Welfare Officer. Wendy Pryor began her new role helping students, parents and teachers with pastoral care, relationships and their experiences at school.

Staff performed a play for the Summer Festival. Directed by Jo-anne Sarre, “The Secret Garden”, was written by Jeremy Board, based on a story he heard from Midori Tsuruta. Students and their families greatly enjoyed seeing their teachers working together to bring this story of helping others, through the seasonal imagery of the cherry harvest.

Staffing and CLG Membership

Members of the CLG this year were Julie Board, Jeremy Board and Katherine Goodrick, who was then replaced by Basil Lazaros-Meyer.

In 2012 we said farewell to Jillian Catto as Class 5 Teacher. Katherine Goodrick stepped in to teach that class after completing a full class cycle the year before. Katherine departed at the end of Term Two and Debra Lutze, a long term teacher at our school, completed the year before Sally Delara was appointed to the position for 2013.

We congratulate Aaron Lokkin on completing the journey with his second class through the challenges of Classes 5 to 7.

We also wish to thank Libbi Turner in her role as Educational Administrator for helping to develop many policies and organisation for the Primary School.

Ian Price - Primary School Faculty Co-ordinator
FACULTY REPORT: HIGH SCHOOL

THE WORK OF THE FACULTY

In 2012 the Upper School Faculty went through a process of structural change. I replaced Mace Boston as Faculty Chair at the end of term 1. The position then changed from a chairing role to one of coordinator. This change in position allows more time for coordination of the upper school from within the teaching body rather than from administration, and aims to improve communication across the school.

In 2012 the faculty recognised the need to examine the curriculum we offer, and to inform and remind ourselves why we teach particular subjects to students at particular ages. We began a process of educating one another about our subjects and how they meet the needs of young people, according to Rudolf Steiner’s theories of child development. Education sessions were led by teachers, and this process will continue throughout 2013, with the intention that we as a teaching group gain further insight into why our curriculum exists in its current form.

We also reviewed our timetable to ensure that what we delivered throughout the year was as close to the ideal in terms of a Waldorf education. This culminated in a day of timetabling, where challenging but informed and considered decisions were made. We were able to ensure some subjects which had been arbitrarily cut in the past were reinstated, and found room for electives in Term Two, 2013.

Dina and the CLG brought to faculty the idea of electives as a way of students integrating with one another across year levels, and to give students the opportunity to follow their learning interest. Initially the idea was not well received, and much discussion and investigation ensued to ensure that whatever electives we offered would be of more benefit to the upper school than the subjects which they would replace. The decision to trial electives required us as a group to trust our colleagues and try a new idea. This generated a feeling of anticipation and excitement from teachers, who have the opportunity to teach something new about which both they and the students are passionate and interested.

Other aspects of the upper school that the faculty have been working on include;

- Beautifying the classrooms with student work
- Improving the courtyard area and surrounding gardens
- Policies including Behaviour Management, phone use and dress code
- Parent teacher meetings and communication with parents
- Offering a sports polo top

Robyn Maletz worked on the process of our Class Twelves entering university. Recognising that our students undertake a very broad range of subjects, Robyn negotiated with SATAC to slightly alter the process of producing ATAR scores to enable students who score above 55% in each Main Lesson to exclude the results of the two lowest scores for the eleven Main Lessons in their final ATAR. Robyn and other teachers also met with the Willunga Waldorf School about assessment and curriculum to ensure parity in the two Waldorf Class Twelve programmes.

STAFF

Pam, our Learning Support Coordinator, continued to undertake invaluable work in the upper school, co-teaching some of the Main Lessons, supporting teachers with strategies and ideas for modifying lessons, and tutoring and supporting students with learning needs in the classroom. Student support grew in term 4, as Wendy Pryor started her Student Wellbeing position. Working with Pam and other teachers on transitioning from Class Seven to Eight and the pastoral care program in the upper school, attending camps as well as supporting individual students, Wendy hit the ground running.
Both Huan and Kelly anticipated the births of their respective babies and are now enjoying the fruits of motherhood. Kelly worked tirelessly as the Class Eight Guardian and we look forward to her return next year. Huan's unwavering commitment to the students will be missed, and we are hopeful that we can have her back teaching sometime in the future. Peder had a well earned term off to build his house before getting back into the swing of teaching.

All teachers continued to work hard to deliver an engaging and nourishing curriculum, showing great dedication and commitment to their vocation.

**STUDENTS**

Our students had a busy year, with several successful camps and excursions. There were various knockout sporting events; our girls soccer team beat Cornerstone College 3-0, and our 8/9 boys volleyball team came fifth in the state for indoor and won gold medals for beach volleyball. We had visits to the school from various performers, including ‘The Wayfarers’ and drummers from Japan. Class Twelve helped to organise the Winter Festival, and the students held a fundraiser for the Tashi Waldorf School in Nepal. Lynette started a chess club, and some of our students entered a chess competition. In Term Two students from across the upper school participated in a musical, ‘The Gondoliers’, which was very well received. Class Ten put on an excellent production of Moliere's ‘The Mock Doctor’ and Class Twelve awed us with a version of Arthur Miller’s ‘The Crucible’. Class Twelve were a diligent and hard working bunch, resulting in some very high ATAR scores and acceptance into some very sought after university courses, including Medicine, Engineering and Psychology. They also gave back much to the school community, coaching after school sports, cooking for events, helping with lower school play productions and building a highly successful Parkour park, to name but a few. The Student Representative Council was created, and students began meeting to discuss several issues and aspects of the upper school they would like to help change. Students in classes Eleven and Twelve were each given school laptops and all students were issued diaries to aid in organisation and communication.

2012 was a productive and forward thinking year, the fruits of which we are seeing in 2013.

*Elise Duffield - High School Faculty Coordinator*
Parent School Partnership Report (PSPG)

The PSPG is the parents group of the Mt Barker Waldorf School. The group was formed in May 2010 and have met bi monthly since then.

The PSPG is committed to a supportive, informed, involved, and committed partnership between Parents, the Executive, Staff, Board and Students.

We are welcoming of all parents and promote parent involvement in our school.

The PSPG is a forum for parents to exchange ideas, raise concerns and provide input into the school. Parent involvement can be for one specific task/area, as there is no long term commitment required to be part of this friendly, active group of parents.

We have developed open, effective communication with the Executive and Board through Libbi Turner, Dina Fieck and Board Members joining our meetings and being active PSPG members.

Areas within the school we have explored/worked on/ had input into in 2012 include:

- The establishment of an Out Of School Hours Care (OSHC) program for the school. This involved a skilled parent working group undertaking an extensive on line survey for parents to establish their needs; investigating the processes involved; and working with the Executive so that this much needed service can begin in 2013.
- Investigating a non-compulsory school uniform for the school. This working group established the need for the option of a uniform, discussion on items of clothing, investigating prices, styles, quality of uniform garments. The uniform proposal includes a short sleeved polo shirt/t shirt in a choice of colours, shorts, sports top, winter blazer/jacket. The working group involved parents and an Executive Member. We look forward to the uniform becoming available in 2013.
- Supporting the development of a Student Representative Council for the High School.
- Investigating the re-establishment of the canteen’s Friday Café as a social space for parents.
- Coordinating the Spring Fair fundraising money allocation.
- Investigating the establishment of a ‘Community Hours Scheme’ for the school.
- A continuing discussion on Learning Support across the school.

- Assisting students to publicise Year 12 Project presentations.
- Assisting to update the parent handbook, and the establishment of a parent email data base.
- Discussions with the Executive on a broad range of subjects including indigenous plantings around the school, equipment on school camps, school signage, school repairs and more.
- Input to the Executive on promotion of the school in the wider community.
- Fundraising projects discussion.
- Support for the development of policies/strategies for bullying/exclusionary behaviour among students.
- Strengthening communication between parents and school staff.
- Being a contact point for members of the school community for information and clarification of school related matters.
- A wide range of informal support for school events.

During 2012 the PSPG membership grew. Although parents have many competing demands for their time, we have achieved a great deal and look forward to supporting the school further in 2013.

Margie Fischer - PSPG Coordinator
CULTURAL LIFE/FESTIVALS

AUTUMN FESTIVAL

The Autumn Festival was held to celebrate the passing season and the summer vegetable harvest. Class Four students presented the bread they had made from the cereal crops they grew the previous year. Students heard a special Autumn story, sang songs together and many classes had a shared meal. The afternoon was spent with the Junior Primary students playing games, doing co-operative obstacle courses and modelling. The Upper Primary students played together on the oval with the annual favourite giant version of ‘Storm the Castle’. Students in Classes 4-7 presented the play “Never-ending Story” as an autumn gift.

WINTER FESTIVAL

The Winter Festival provided a challenge with the weather forcing a change of plans. The whole school squeezed into the Living Arts Centre to hear beautiful singing and a Winter Story. Each Primary Class showed examples of the lanterns they had made from paper lanterns to handcrafted glass. Students returned to their classrooms for a Spiral Walk and shared meal.

SPRING FESTIVAL

The Spring Festival was held on a perfect sunny day, and the school community gathered in the Standing Stone Circle to watch a variety of different dances presented by each class. Class Four again starred with their beautiful Maypole Dance. The warm weather was greeted eagerly by students wearing garlands of flowers.

SUMMER FESTIVAL

This year at the Summer Festival, the teachers presented ‘Heaven’s Garden’, a play based on a Japanese story about a blind girl helping others. In return for helping a number of characters in their Summer Festival preparation, she received a great deal of community support to assist her grandfather bring in his cherry harvest. The play was written by Jeremy Board, based on a story from Midori Tsuruta. Jo-Anne Sarre directed an enjoyable and well-received play. At the end of the play all students and spectators were able to taste the new season’s cherries.
LEARNING SUPPORT

TEAM DEVELOPMENT

In 2012, Learning Support was covered by a stable group of five staff members. Our two co-ordinators, Pam Fitzgerald in the High school and Kerstin Andersson in Kindergarten and Primary School, overlap their area in class 7, which turned out to be very beneficial for a smooth transition of Class 7 into high school.

Emily Dallwitz carried literacy support for students in Classes 4 - 7, and Amrita Tranter was responsible for the support in Class 3, with both working as classroom assistants during Main Lesson. Tracey Oberg provided numeracy support in classes 4 - 7, did some co-teaching in math practice lessons in upper primary, and also worked as an inclusion assistant in the high school.

STUDENT WELFARE WORKER

From July 2012 onwards, we have welcomed Wendy Pryor as a new colleague, and the team changed its name to Student Support Team. Wendy is employed as a Student Welfare Worker in the National Schools Chaplaincy and Student Welfare Worker Program (NSCWP). This ten hour/week position is primarily supported and endorsed by the parent community and it is responsible to the Educational Administrator.

Wendy’s ongoing goal is to create a school culture of understanding and transparency around social-emotional wellbeing for students, parents and staff. Her services include delivery or facilitation of social emotional programs for students and parents; creation of safe, relationship-building and artistic havens for isolated students; developing a library of mental health information; facilitating supportive conversations and referrals into the professional health community; providing wellbeing support on some camps - all in consultation with teachers and in collaboration with the whole Student Support Team.

LEARNING SUPPORT 2012 IN PRIMARY SCHOOL

Beside the work with the students, some of our administrative goals could be achieved during the year:

- We were able to have weekly team meetings which improved the coordination of services.
- The learning support reports could be integrated into the general reporting format - parents now receive one comprehensive mid-year and end of year report for their children.
- The Student Support Team now regularly puts information about our work into the newsletter in weeks three, six and nine.
- We have compiled class folders for relief teachers with all relevant information about learning characteristics and health care plans for the students. This information is updated regularly by teachers and office staff.

LEARNING SUPPORT 2012 IN HIGH SCHOOL

Pam has done some intensive work on the High School Learning Support Program and has created several valuable tools:

- **In-class support**: Pam attended a Main Lesson every day in Years 8 - 10, supporting teachers in implementing their differentiation strategies; while Tracey assisted in Class 8 Main Lessons and Maths lessons to support students with disabilities and learning difficulties.
- **Collegial collaboration**: Pam provided teachers with updates on student information and progress, including informal observations and formal assessments. Meetings were held to discuss individual students and specific classroom strategies which support student learning.
- **Co-teaching**: Work in class often followed a co-teaching model, where the Learning Support Coordinator and the Main Lesson/subject teacher worked side-by-side.
- **Individual/group tutoring sessions in lieu of a language**: A number of students accessed individual or small group sessions in lieu of language lessons in Years 8 and 9. These were used to support students in meeting the requirements of their lessons, especially in maintaining Main Lesson work and homework, in addition to literacy skills training. Within the context of class tasks, literacy and numeracy skills were targeted on an individual basis, with explicit teaching and practice sessions. The same process is also offered for students in primary school.
- **Life Skills Program**: Students with identified disabilities were provided access to an alternative Life Skills Program which supplements their mainstream curriculum. This was developed by the Learning Support Coordinator through the Individual Education Plan, and negotiated with the Education Director and parents.
• **Technology support:** Following appropriate assessment, students were allowed to access assistive technology in class and for homework. These were organised on an individual basis and included laptop computers, electronic dictionaries and reading/writing software. With new technologies ever-evolving, it is an ongoing process for the Learning Support Coordinator to ensure that students are offered access to appropriate technologies.

**PROFESSIONAL DEVELOPMENT**

We had several interesting and relevant professional learning opportunities at our school in 2012 and the beginning of 2013. Psychologist Colby Pearce presented a session on ‘Attachment Disorder’, and Speech Pathologist Barbara Baldwin gave two talks about the rich toolkit we have as Waldorf Teachers to support students in their learning and their development. Waldorf teacher and author Shelley Davidoff was invited to talk about stress and stress reduction in children and adults. Jo-anne Sarre provided speech training during Terms 3 and 4 to primary school staff, who presented the play “Heavens Garden” as part of the Summer Festival in Term 4.

During our January Conference 2013, we received an excellent presentation about Autism Spectrum Disorders from Joanna Zeitz, who lectures at Flinders University. And finally, the impulse we started last year with our Learning Support Conference at Mt Barker Waldorf School was followed up with a 2013 Supporting Learning Conference in Cape Byron Waldorf School in Byron Bay, a wonderful opportunity for learning support and Class Teachers from Australian Steiner Schools to meet, practise, learn and exchange experiences together for a weekend in March.

**PLANS FOR 2013**

• Continued development and expansion of the High School Support Program, especially in the areas of collaboration, co-teaching and professional support for teachers
• Improved communication of support programs to parents through the use of diaries in primary school
• Formalised Individual Education Plans
• Supporting mathematical thinking through dance and cooking lessons
• Transition processes between Kindergarten and Class 1, and Class 7 and High School
• Professional Development in the teaching of Numeracy
• Working with the National Steiner Curriculum Framework
• Ongoing development of our social-emotional and mental health support programs.

*Kerstin Andersson - Learning Support Coordinator - For the Student Support Team*
Camps and Outdoor Education Programme Report

Outdoor Education at the Mount Barker Waldorf School is valued as a means of making learning experiences real, as well as presenting students with character building opportunities. Each camp directly relates to the curriculum, learning experiences and developmental needs of the student as indicated by Rudolf Steiner. This report serves to characterize each camp that happened in 2012.

All camps in 2012 brought to students the possibility of wet weather conditions. Celebrating the personal growth of every student through each camp continued; and camps were further refined through seeking improvements for the participants and the families involved.

A brief individual report of each camp of the 2012 school year follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Age</th>
<th>Term</th>
<th>Days</th>
<th>Main Lesson</th>
<th>Region: Location</th>
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<tbody>
<tr>
<td>6</td>
<td>12</td>
<td>1</td>
<td>5</td>
<td>Geology</td>
<td>Kangaroo Island</td>
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</tbody>
</table>

This camp trialed in Term 1 as a unifying experience at the start of the year. While this was a positive feature, the clear experiential differences that a younger class brought to the camp limited the capacity for Main Lessons in the field. Emu Bay found a place on the itinerary for its shade. Stokes Bay campground seemed to be an expensive venue.
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<thead>
<tr>
<th>Class</th>
<th>Age</th>
<th>Term</th>
<th>Days</th>
<th>Main Lesson</th>
<th>Region: Location</th>
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<tbody>
<tr>
<td>7</td>
<td>13</td>
<td>3</td>
<td>10</td>
<td>Australian Exploration</td>
<td>N Flinders Ranges</td>
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<td>This is a camp that has earned its place as a rite of passage rather than a profound link to the curriculum, although that has been developed and utilized by some Class Teachers. The main questions following the 2012 “Camel Trek” camp were about the expense of the camp and the fact that Safari Co. were reluctant to include students who suffer from asthma. The recent establishment of an ambulance service at Blinman has made Safari Co. more accepting of the risks of asthma, and comparative checks have confirmed the low costs of the camp relative to other camel treks.</td>
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<td>8</td>
<td>14</td>
<td>1</td>
<td>5</td>
<td>Physics of Air &amp; Water Sailing &amp; Cycling</td>
<td>Gulf of St. Vincent Yorke Peninsula</td>
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<td>This camp was trialed as a school week long event, rather than four days from a Saturday. The camp was based out of Edithburgh, rather than travelling down the coast from Port Vincent to Edithburgh. This was challenged by strong winds and then rain, which necessitated the shuffling of the itinerary to ensure that all students had an experience of both activities. Forecast weather [winds ≥ 25 knots] threatened and eventually terminated the sailing for the later days. The termination of the sailing combined with the washout of many students’ tents led to the early return of participants. This experience highlighted the need for education about the quality of equipment, as well as a review of the timing of the camp with regards to the heavy rain of 2011.</td>
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<tr>
<td>8</td>
<td>14</td>
<td>3</td>
<td>5</td>
<td>Geography: Ethnography</td>
<td>SW Victoria: Lake Condah</td>
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<td>This camp saw improvements to the itinerary and activities of students, and strengthened the school’s relationship with Windamara Aboriginal Corp. Penshurst Volcano Centre was visited for the first time, which helped to enliven the ‘volcanic’ experience.</td>
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<td>Class</td>
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<td>9</td>
<td>15</td>
<td>4</td>
<td>6</td>
<td>Geomorphology</td>
<td>River Murray: Walker Flat - Caloote</td>
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<td>This camp encountered hot weather; occurred 15 months after the last camp for that class; and staffing was difficult due to a clash with report writing needs of teachers. In 2013 this camp trialed in Term 1.</td>
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<td>Australian History</td>
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<td>This camp is under review and did not run.</td>
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<td>10</td>
<td>16</td>
<td>1</td>
<td>2</td>
<td>Trigonometry &amp; Surveying</td>
<td>Marne Gorge</td>
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<td>This camp took place for the first time during the school week, in the two days following the class’s Senior First Aid course. It was a good experience in navigation and personal growth for the class.</td>
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<tr>
<td>10</td>
<td>16</td>
<td>2</td>
<td>14</td>
<td>Surveying</td>
<td>Northern Flinders Ranges</td>
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<td>This camp saw the small class tackle the set activities well. There was a sense that the surveying possibilities at Moolooloo Station had been exhausted, although the Ivy Queen Mine was a fascinating subject. The class valued climbing Mount Patawarta.</td>
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<tr>
<td>Class</td>
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<td>17</td>
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<td>Botany</td>
<td>Mount Crawford</td>
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<td></td>
<td>Dennis Millar led this bush walk.</td>
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<td>11</td>
<td>17</td>
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<td>16</td>
<td>Botany</td>
<td>Blue Mountains Sydney</td>
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<td>This camp was not affected so much by rain as the previous year, which meant more fieldwork in the field. With the closure of The Grand Canyon Walk, Beauchamp Falls featured as a location visited. Students were keen to navigate for the bushwalk; the party was split into three in wilderness areas; a different first day’s route made the Denis Bulga Canyon more accessible. Sculpture by the sea was visited, although an earlier departure time was necessary.</td>
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</tbody>
</table>

Overall, the 2012 year saw a more temperate climate, as well as some positive further developments in refining the presentation and operation of camps. Expanding the overview of the Outdoor Education Coordinator for the Class 6 and 7 camps, which supported and relieved the class teacher, gave clearer management of levied funds. The compulsory nature of camps and support for all students to attend needs strengthening in the future.

*Giulius Canteri - Outdoor Education Programme Co-ordinator*
Staff and student details 2012-2013

Executive Group 2012
~Libbi Turner Educational Administrator
Dina Fieck Education Director
Mark Lucas Business Director

Executive Group 2013
*Norman Sievers
   Educational Administrator
Dina Fieck Education Director
Mark Lucas Business Director

Collegiate Leadership Group 2012
Dina Fieck - Chair
Libbi Turner
Brioni Pridham
Wendy Pryor
Jeremy Board
Julie Board
Katherine Goodrick
Dennis Millar
Lynette Doyle
Giulius Canteri

Collegiate Leadership Group 2013
Dina Fieck - Chair
Libbi Turner
Brioni Pridham
Wendy Pryor
Jeremy Board
Julie Board
Basil Lazaros-Meyer
Dennis Millar
Lynette Doyle
Giulius Canteri

Playgroup Teacher
~Fran Bond
*Anna Simpson-Nielsen
*Leesa Kerr

Kindergarten Teachers
Brioni Pridham
#Gail Sprott
*Kerryn Bentley
Deb Fisher
^Stephanie Sones
*Tracey Kelly

Kindergarten Assistants
Wendy Pryor
#Helen Moon
*Sally Amazon

Lower School Class Teachers
*Mary Medeiros
Ian Price
Sera Koth
Basil Lazaros-Meyer
Julie Board
~Katherine Goodrick/^Sally Delara
Jeremy Board
Aaron Lokkin

Lower School Assistants
Megan Card
Amrita Tranter
Judith Switchenbank

Lower School Specialist Teachers
*Brian Cusack
Adrienne Schulz
Midori Tsuruta
Maren Yakas

Music Staff
Ruth Bormann
Gillian Britton
~Sonya Mellor

Library
Kerri Greening

Learning Support Staff
Kerstin Andersson
Tracey Oberg
Emily Dallwitz
^Pam Fitzgerald

High School Teachers
Jarrod Anderson
#Brent Banham
*Nick Board
Mace Boston
Giulius Canteri
Sue Catlow
Michelle Dawson
Lynette Doyle
Elise Duffield
Anne Haratzis
Robyn Maletz
Dennis Millar
Kelly Neumann (on leave)
Peder van Loewe
Fiona Vogel
Maren Yakas

Administration Staff
Grace Bird
Deborah Bottin
Leanne Osmond
Kathrine Mills
*Laren Taverna

Maintenance/ Grounds/Cleaners
Daryl Jinnette
Simon Jaensch

Canteen Staff
*Kathleen Douglas
Soife Thomsen
Leanne Keeley
#Emma McCarthur
Liz Deer

* Appointed for/or during 2013  # Departed during 2013
^ Appointed for/or during 2012  ~ Departed during 2012