

FRESHWATER CREEK STEINER SCHOOL



ANNUAL REPORT
2021

*We respectfully acknowledge
the Wadawurrung people of the Kulin nations,
the traditional owners of the land
on which the school community gathers today.
We pay our respects to the local people
and to their Elders;
past, present and future*



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Freshwater Creek Steiner School

OUR VALUES

Warmth • Integrity • Balance • Inclusivity • Vitality

OUR MISSION

To provide children with a living, artistic and natural Steiner education in a loving, learning community.

OUR VISION

The children's healthy and holistic learning and development is at the centre of all we do.

- ❖ We work together, to develop clarity of thinking, depth of feeling, and strength of will in each child, creating a balance between head, heart and hands.
- ❖ We teach and learn through the creative arts, connecting the children to the beauty of the world.
- ❖ In the classrooms, playgrounds, farm and bushland the children are loved, and held in warmth and security.
- ❖ FWCSS students retain a sense of wonder, love learning, and grow as creative, cooperative and capable individuals, who confidently step forward to greet the next stage of their education.

- ❖ We are a community of seekers, brought together by our search for an education that will support our children's healthy and holistic growth and development.
- ❖ The cultural and social life surrounding the children is enriched by the unique world view and experience of each individual and family.
- ❖ FWCSS is a learning community where adults are continually deepening their understanding of humanity through inner work, study of anthroposophy and individual initiative. Our united community is the sum of the individual strengths of each member.
- ❖ FWCSS Community works together to guard and nurture the school for future generations.
- ❖ School Council governs with integrity.
- ❖ School Management balances the sustainable resourcing of the growing school with meeting the needs of the children who are coming.
- ❖ The Administration supports and facilitates the work of the teachers, families and the governing body.
- ❖ The Teachers collaborate to bring the living art of education to the children.
- ❖ The Parents and Friends warm the heart of the school, with their generosity, their vitality and their creative gifts...

FWCSS is a sanctuary for our local flora and fauna. The children are immersed in this natural world.

- ❖ By living and working with the natural environment, and the seasons, FWCSS students develop a sense of respect, responsibility, resilience, courage and an understanding of the constancy that lies beneath change. Through sustainable practices, use of natural materials, practising "old skills", and bonding to "special places" they connect profoundly to the natural world that sustains them.
- ❖ Our 24-acre site is a beautiful, natural and sacred space for our children from Playgroup to Year 12.
- ❖ We acknowledge and respect the Wadawurrung people; the traditional owners of the school site, and we seek reconciliation and friendship for our children and our community.



HISTORY AT FRESHWATER CREEK

The impulse which led to FWCSS was first expressed when Steiner-inspired playgroups began in Geelong in the 1990s, followed by the opening of the "Friend-in-hand Kindergarten" in 1996. The school commenced operations in Humble St, East Geelong in Term 1, 2000 with 20 students.

The premises in Humble St were not secure. A school family, the Colemans, offered to nominally lease 2.8 hectares of farmland in Freshwater Creek, to the school, for the eventual establishment of a permanent home. A planning application, which included a Master Plan and justification for having a Steiner school at Freshwater Creek, was submitted to the Surf Coast Shire in December 2002. The application was initially rejected on zoning grounds, but following a successful appeal, a permit was granted in May 2003, allowing the school to relocate to the farm. Through donations and loans from school families the adjoining property at 735 Anglesea Rd, was purchased with the objective to eventually amalgamate the two land parcels and gain a title for the school's own property.

In 2003 families and teachers prepared the farmland. The school opened on its new site, for Term 1 in 2004.

Initial buildings consisted of the house that was already on the adjoining site, 5 portable classrooms, and a toilet block, elegantly titled 'Dan's Dunny', after a school Dad. The first purpose-built building was erected in 2005 with the help of funding from the Commonwealth Government Block Grant Authority (BGA). The building consisted of a general-purpose room, first dubbed "the Big Room", and now called Wirran; an office, Barnong; and new toilets for staff and students. Two of the portable classrooms were linked to create the Early Childhood Area, made up of one Kindergarten and a Prep room. Playgroups continued to be held in the house at 735 Anglesea Rd.

The period between 2006-2009 saw various improvements to the buildings, playgrounds and natural environment of the school including the creation of Kandeloupa (the Wetlands). Funding from a second BGA grant paid for the construction of an outdoor kitchen facility, which was later walled in to become the Honey House.

In 2010 the school received Building Education Revolution (BER) funding for the completion of the "Wetlands Building" adding two classrooms, Go Yin and WurrWirrt, a kitchen, storeroom, foyers and a deck.

Continued growth put pressure on spaces. In 2015 FWCSS self-funded the expansion and renovation of the Class one, two and three portables (Kanjul, Mon Garrk, Yandal) to cater for increased class sizes. A spacious Prep classroom was constructed which allowed for the expansion of the kinder program to two dedicated rooms, and additional playgroups. The

Wetland foyers were converted to offices for Reception and Head of School; shipping containers and portables were brought on site for additional office space, curriculum, maintenance and community storage, and a small library.

In 2016/17 a school funded multipurpose space, the Rose Room, was built. This room was dedicated to the Coleman family at the 2016 Annual General Meeting and named after Mary Rose Coleman, the school farmer and elder, and her mother Rosemary Coleman (d. 2015), who had played a vital role in the school's development since its inception.

In 2018, after lengthy negotiations, it was confirmed that amalgamation with the block at 735 Anglesea Rd was not feasible. The school opened negotiations for an alternative plan - to sell the adjoining block, purchase 7.2 hectares of land from neighbouring Smith and Coleman families, and amalgamate the new land with the original 2.8 hectares that had been donated by the Coleman family. The block at 735 Anglesea Rd was sold, with settlement occurring in early 2019. Throughout 2019 the school continued to work closely with our neighbours, and the Surf Coast Shire, to meet the requirements of the subdivision. In late 2019 the Surf Coast Shire issued a new s173 agreement, signifying the completion of the subdivision.

On 27th November 2020, the first 4.4 hectares to the north of the current school site, was settled with Andy and Claire Smith. On the same day the FWCSS Strategic Plan for 2021-2023 and the Master Plan for the new land was launched! This day represented a major turning point for the school, one that cemented our commitment to providing Steiner Education in this beautiful location and community.

The second parcel of land, 2.8 hectares purchased from Mary Rose Coleman, was settled in February 2021. FWCSS received notice of the official title of the 10 hectare school site on March 4th, 2021

During 2020 and 2021 the school contended with the challenges of the COVID 19 pandemic. Focus remained firmly on supporting the children's learning as we moved in and out of lockdowns, and on community wellbeing. Though this slowed the apparent growth of the school, the community spirit and dedication to the vision for the school deepened.

SCHOOL STRUCTURE

Freshwater Creek Steiner School was registered as a non-profit Incorporated Association on 1 November, 1999. All parents at the school, from Playgroup to Class 6, are members of the FWCSS Association.

FWCSS is governed by the School Council (Council). Council members are nominated and elected by members of the Association. During 2021 the School Council consisted of office bearers: Chair, Vice-Chair, Treasurer and Secretary, and general members.

The first and primary duty of the Council is to ensure that the school's fundamental principles embodied in its Key Values, Mission and Vision, are carried out and implemented. The Rules of the Association clearly states that the Council has the ultimate responsibility for all matters relating to the running of the school. In 2020 the School Council updated the FWCSS Council charter which outlines the role and responsibilities of Council. This document provides clear direction for the benefit of members of the association, and nominees for Council.

The Head of School is an ex officio member of the Council and reports to Council.

The Head of School is delegated the task of overall management of the school and employs staff to fill educational and operational roles on behalf of the School Council, who is the legal employer.

The Business Manager is delegated the task of financial and business management for the school and oversees the administration and operations staff. The Business Manager reports to the Head of School and is a member of the Council's Audit and Finance Committee.

All staff are accountable firstly to the Head of School and then to Council. The Head of School appoints a Learning Coordinator to lead the Primary School Faculty in educational matters, and a Kindergarten Supervisor to lead the Early Childhood faculty.

The role of College (of Teachers) in Steiner Schools is defined by the individual school.

At FWCSS the College is an advisory body made up of members of staff who are committed to holding and deepening the understanding of Anthroposophy and Steiner education in the context of 21st century Australia. The College is a highly respected organ of the school. The Head of School is a member of College. Council members attend College meetings and College representatives attend Council meetings so that the flow of information and understanding of each area is maintained. One of the core principles of Steiner Education is that Steiner schools exist by virtue of the collaboration between parents, teachers and other staff.

Additional to being members of the Association and electing the Council, parents and friends of the school and early childhood area are members of the FWCSS community. Community activities surround the children and warm the “heart” of the school. Community activities vary from year to year and include Craft Circle, Parent Choir, Chai Cafes, Spring Fair and voluntary help with classroom activities. Inclusivity and vitality are FWCSS values that are embodied within the school community.



IN THE CLASSROOM

EARLY CHILDHOOD

In 2018 the Freshwater Creek Steiner Early Childhood Centre became the first in Victoria to be accepted as a member of the Australian Association of Rudolf Steiner Early Childhood Educators (AARSECE), giving international recognition as a quality Steiner Early Childhood Centre.

Playgroups provide an opportunity for parents to learn more about Steiner education and enjoy the peace and friendship of other parents.

Our Jerringup and Gnarri Kindergarten rooms provide rhythmic daily programs in nurturing environments filled with beautiful, natural play materials. The outdoor spaces allow for the development of gross and fine motor skills, and imaginative play.

Prep is recognised as the first year of primary school, in accordance with the Department of Education guidelines. However, in Steiner schools Prep is held in the Early Childhood area, aligning with the 5-6-year-old child's developmental stage. Literacy and numeracy are developed through play, stories and the arts.

PRIMARY SCHOOL

Freshwater Creek Steiner School follows the Australian Steiner Curriculum Framework (ASCF), which was developed by Steiner Education Australia, and is recognised by the Australian Curriculum and Reporting Authority (ACARA) as an alternative to the National Curriculum.

The ASCF is fully mapped to the National Curriculum and recognises the integrity of Rudolf Steiner's indications regarding child development, and recommendations regarding pedagogy.

We nurture each child's gifts, growing imagination, skill, confidence, respect, and empathy.

From Class 1 the children learn literacy and numeracy in their Main lesson, through stories, painting, modelling, bookwork, language arts and more.

Specialist subjects include Music, Japanese, Craft and library. In Class 3 children do farming and building and start to learn their stringed instrument. Singing, recorder, woodwork, clay work, excursions, camps, cooking, gardening, sport activities and community events all form part of the student's school and community experience.

MUSIC

Singing is integrated into the daily routine for every child from playgroup to Class 6. The love of music, singing and playing instruments, unites our school community.

From Class 1 children learn recorder and later learn either violin or cello, play in ensemble and sing in the Choir. Music generates a wealth of growth in the children; it is truly holistic, being a physical, social, intellectual, creative, and spiritual activity.

FARMING AND GARDENING

Our school is on a large rural site. Students and their families work in the kitchen and Class gardens, the restored wetlands, on the farm and in the surrounding local area. Class 5 study botany, Class 6 horticulture and all enjoy the fruits of the orchard in the centre of the school grounds.

Class 3 work each week with our farmer Mary Rose on her Biodynamic farm next door, and in the school grounds. Through propagation and planting of native vegetation, fruit and vegetables, mulching, weeding, feeding and caring for the animals, the children learn to revere the Earth that sustains us and the importance of biodiversity and sustainable land practices.

FESTIVALS

Each season brings awareness of the cyclical nature of life. We celebrate Spring, Autumn and Summer with festivals held during the school day. The Winter Festival is a whole-community event at Winter solstice, when the longest night of the year takes us to the turning of the season, and the days begin to lengthen again.

SUSTAINABILITY

In 2021 the school community continued to build on the solid work of previous years to reduce resource consumption, such as water, energy and waste to landfill, while focusing on increasing and improving biodiversity on and around the school grounds. This biodiversity focus brought deeper understanding and reverence of the beauty, complexity and significance of our natural world and our part within it. Progress in planning and planting of The Cultural and Nature Discovery Trail was a highlight.

The goal to become a 5 Star Resource Smart School (RSS) within 5 years achieved a significant milestone at the end of the year, with the submission of the RSS Biodiversity Module and 2 Star status for accreditation, in Core Practices and Biodiversity.

In 2022, the focus will move to minimising consumption of natural resources and production of waste, better known as waste management. Biodiversity growth will continue with planning for

the Cultural & Nature Discovery Trail well underway; with seedlings growing for Spring plantings, grant applications submitted and many other actions bubbling along in the background.

2021 Key Achievements in sustainability:

- 13 out of 14 Sustainability Annual Action Plan goals were achieved.
- School Strategic Plan Goals 3 and 4 - significant progress.
- Curriculum innovation and enhancement through enriched and expanded curriculum offerings in biodiversity.
- Staff involvement through Professional Development sessions and regular sharing at faculty meetings.
- Community continues to be engaged with biodiversity through regular newsletter articles.
- Completion of RSS Biodiversity Module and 2 Star status submitted to Sustainability Victoria for accreditation.
- Billing data regularly uploaded to RSS online, used to inform improvements and calculate usage savings (\$18,462.84 since RSS benchmark year 2018 which is \$137.67 per student savings).
- Increase in Quality Habitat Biodiversity score with significant plantings.
- Reductions in resource consumption across all areas.
- Reduction of CO2 emissions - 13kg per student since 2020.



BENCHMARK REPORT

Resource	Benchmark (per student)	Usage		Currently meeting or below benchmark
		Baseline Year	Current Year 2021	
ELECTRICITY	250.0 kWh	169.59	126.86	Y
LANDFILL	0.3 m3	0.19	0.13	Y
WATER	4.0 kl	10.40	5.33	N
PAPER	N/A	1.34	0.81	N/A
RECYCLING	N/A	0.12	0.22	N/A
*BIODIVERSITY	>75	78.00	66.00	NR

* Biodiversity is an aspirational goal and should be striven for where possible.

School Habitat Quality (Biodiversity score)

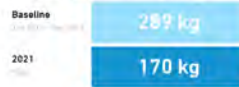
We can view and measure our school as a biodiverse space and as habitat. We complete a habitat survey of our school grounds each year; monitoring the size, types and quality of plants and trees, soil, weeds, mulch and other improvements. This provides an overall indication of the quality of habitat our school provides for native fauna, flora and fungi species in the context of our area.

Our overall Biodiversity/Habitat Quality score is less than our baseline due to the new land acquisition and not a decrease in quality in our original site, which continues to increase each year.



Your school:

Freshwater Creek Steiner School
 Baseline year: Jan 2018 - Dec 2018
 Steiner year: 2020-21 (LA22) kg
 Average usage per year from baseline: 16,457 kg



Your school has reduced its usage of all resources by 118 kg per student

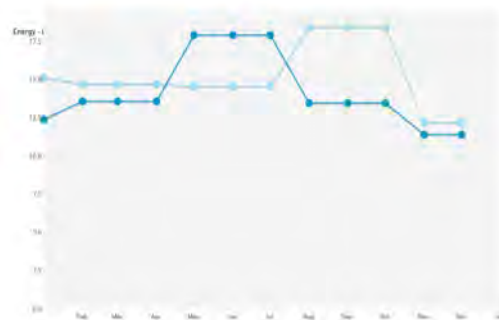
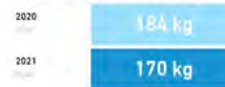
This equates to the following reductions per student

Freshwater Creek Steiner School

- Equal to 2 million balloons worth of CO₂
0 Tonnes of CO₂
- Equal to travelling 13,818 kms in a full bus
0 Tonnes of CO₂
- Equal to flying Melbourne to Sydney 3 times
0 Tonnes of CO₂

Your school:

Freshwater Creek Steiner School
 Baseline year: Jan 2018 - Dec 2018
 Steiner year: 2020-21 (LA22) kg
 Average usage per year from baseline: 16,457 kg



Your school has reduced its usage of all resources by 13 kg per student

This equates to the following reductions per student

Freshwater Creek Steiner School

- Equal to 243,136 balloons worth of CO₂
0 Tonnes of CO₂
- Equal to travelling 1,539 kms in a full bus
0 Tonnes of CO₂
- Equal to flying Melbourne to Sydney 0 times
0 Tonnes of CO₂

PARENTS AND FRIENDS

Parents and Friends comprises many initiative groups whose projects are co-ordinated by the administration staff. The following are some of the ways that parents are involved in our school community:

BUILDINGS & GROUNDS

Buildings and Grounds supports the work of the contracted maintenance staff in doing small jobs such as weeding, and bigger projects like creating new play areas. In 2021, Sarah Olliff, FWCSS Operations Manager had the unenviable task of managing working bees during long periods of social distancing and mandates.

CHAI CAFÉ

In ordinary times, Chai Cafés are held roughly once a month. Due to COVID-19 PnF were only able to host one Chai Café in 2021, on 26th March. When possible, groups of parents organised informal gatherings outside of school to give the community opportunities to socialise together. We look forward to the opportunity to gather together in 2022 to connect over delicious chai and home baked goodies once again!

SPRING FAIR

The biggest activity co-ordinated by the parents and friends of Freshwater Creek Steiner School is the annual Spring Fair and Open Day. For the second time in the past two years, we were unable to host our Spring Fair due to COVID-19 lockdowns and restrictions. The loss of this major event was strongly felt through the whole school community as many struggled to maintain their sense of social connectedness. We hope to bring back Spring Fair in 2022.





CHAIRPERSON'S REPORT



As the 2021 year began there was an optimistic feel that the worst of COVID-19 and associated lockdowns were scribed into the history books. Little did we know that 2021 was intent on presenting more challenges, with meaningful impact to our small school community. Navigating lockdowns, mandates and an ever-changing macro climate became part of life for us all and normal FWCSS business. It would be wonderful to write about how, with a prevailing sense of optimism, these were overcome without impact, but I feel that would be an injustice to those at the school who were so greatly affected.

Council would like to acknowledge the personal contributions made by staff over many years, who were not able to continue their employment in their chosen profession of education within a school setting. The Victorian Government mandate specifying vaccination requirements was felt state-wide, through most industries, but particularly by Steiner schools. For some, decisions around this topic came easily, and for others it raised questions, concerns and ethical considerations that were wrestled with. Ultimately all staff and volunteers made their own personal decisions within the imposed climate. For some this resulted in travelling a different path and embracing new opportunities beyond FWCSS. We not only heartedly thank them for all they have contributed, but also wish them well.

Throughout a disrupted year we were able to comply with the Department of Education and Training, Independent Schools Victoria and Steiner Education Australia operational guidelines, ensuring the community was kept safe. The leadership worked tirelessly to dissect health order publications. The teachers, support staff and administration were incredible at adjusting to changes and supporting the learning of the children, often at the drop of a hat. Staff professionalism and judgement was visible, as were the child centred decisions they made in a very difficult climate. The energy that went into the 2021 school year by staff was indisputable. The continual changes impacted our community in various ways and FWCSS adjusted to the community needs through increased communication and community forums. The limitations during the peak of COVID restrictions resulted in increased frustration for some and the forums allowed a space for open dialogue. These ultimately resulted in improved whole of community understanding, and appreciation, and a parent body who enabled joyous celebrations at the conclusion of the school year, often at the Magic Woods. These shared experiences were novel in 2021, and we could leave feeling a little more connected, or rather, reconnected.

The FWCSS Council is charged with the responsibility of governing the school. The broad term "governing" encompasses the strategic direction of the educational product, the management of the school infrastructure, financial management, and the appointment of the Principal.

Council membership covers the necessary skill sets of education, legal, accounting, business and development, and health and wellbeing. These skills and connections blend together to provide an energetic Council that takes a vital interest in the long-term growth and success of FWCSS to provide a spirited education for our children.

An integral component of FWCSS's future direction is held equally by staff and the wider school community; the parent body. As an association governed by its members (parents), School Council relies on feedback which is gathered annually through the MYP School Survey. The results are utilised in decision making about allocation of resources, areas for improvement and enhancement of strengths. Data is analysed year on year to establish trends and ensures that voices are heard. In 2021 the survey commenced on June 6 and concluded June 20 with a very pleasing overall satisfaction score of 82%, an improvement from 77% in 2020. There were 109 respondents from an eligible 223, a response rate of 48.9%. The results spoke strongly to an overall improvement at FWCSS from 2020, particularly within the areas of learning environment, resources and facilities, values and culture, school communication, amongst others. An area for improvement identified was support for diversity of learners. As a result, the schools Learning Support team has grown, and enhancements to supporting children as learners have occurred. This is an example of how the results of the parents' voice drive positive change at the school. Feedback through these surveys is important and we thank you for taking the time to contribute.

I would like to thank the outgoing Chairperson, Joel Orenstein, for his continued dedication and commitment to development of FWCSS over his 4-year tenure as Chairperson within 5 years of Council membership. Joel's leadership has resulted in a cohesive Council team and efficient meeting environment. He led with the rigor required to oversee operations, the empathy needed to deeply understand the team, and the vision required to see the future pathway. The improvements to governance he led will be felt well into the future of FWCSS. Joel remains on Council as an Ordinary Member for which we are very grateful.

At the May AGM, Council welcomed Casey Tutungi and Lucy O'Grady as new members, appointed for 2-year terms. At times, there are retiring Council Members throughout their term and I wish to thank them for their contributions to school governance. In December Jo Lange retired, as she concluded being a parent at FWCSS, and Lucy O'Grady also tendered her resignation from Council. Erin Betz filled a casual vacancy and immediately stepped into the position of Secretary left vacant by Jo.

I would like to recognise and thank all Council Members for the work they do for the school, their dedication to improving FWCSS and contributing to its future growth. Their work is often not seen, nor should it be, but is integral to our school's ongoing vitality and success.

In concluding, we know FWCSS draws people who are often inspired to be part of a connected and organic community. The social cohesion has traditionally been very strong and continues to grow, change and evolve as the school naturally breathes in and out. Although challenges continued to arise in 2021, we are now optimistic for the new year to begin, with hopefully more opportunities for the community to develop deep connections within.

Best wishes to all,

Tom Cannavan

Chairperson, FWCSS Council

Council Membership and roles as at December 2021

Chairperson	Tom Cannavan
Deputy Chairperson	Casey Tutungi
Treasurer	Mark Kilinski
Secretary	Erin Betz
Ordinary Members	Joel Orenstein

Attendance of 2021 Council Meetings

Meeting number	1	2	3	4	5	6	7	8	August Council Workshop
Tom Cannavan	Y	Y	Y	Y	Y	Y	Y	Y	Y
Casey Tutungi	--	--	--	Y	Y	Y	Y	Y	Y
Mark Kilinski	Y	Y	Y	Y	Y	Y	Y	Y	Y
Erin Betz	--	--	--	--	--	--	--	Y	--
Joel Orenstein	Y	Y	Y	Y	L	L	Y	Y	L
Jo Lange	Y	Y	Y	Y	Y	Y	Y	Y	Y
Cathy Kumnick	Y	Y	N	Y	N	--	--	--	--
Lucy O'Grady	--	--	--	Y	Y	Y	Y	Y	N

Legend:

Y: attended

N: apology

L: approved Leave of absence

--: not a Council Member at the time



HEAD OF SCHOOL'S REPORT



Though the school was greatly challenged by the impact of the COVID 19 pandemic during 2021, the staff and community of FWCSS continued to reach out to each other to create positive responses to new and difficult circumstances. We had our moments! But goodness, we sure came through. The continual stop/start of lockdowns (6 in 2021) took its toll yet everyone worked hard to maintain quality and be positive. This can be clearly seen in the creativity of the education activities; the daily support given to students online and in one/one communications; the teamwork preparing the take home packs and Assemblies; and the flexibility of Kinder and ESS staff when supervising mixed age groups. When onsite, teachers still managed to hold camps, plays and celebrate festivals with the children! The financial impact of the pandemic is outlined in the auditor's report.

During this stressful time, support for staff was a high priority as, like everyone, they were juggling work with their families at home and health matters. As Head of School this also applied to me, so a Leadership Group was convened made up of a representative from Early Childhood, the Primary School Learning Coordinator, the Business Manager and the Chair of College and me. This group has provided transparency and cohesion of communication, and valuable support. The Leadership Group continues to meet in 2022.

COVID shone a light on the importance of connecting to nature and community. In 2021 we initiated a Community Planting Day for families to work together on the next section of the school's Cultural Walk. This magnificent project evolved from many conversations about how we could honour and work with the traditional custodians of our site, the Wadawurrung people of the Kulin Nation. Simultaneously, the school is working with Rewilding Freshwater Creek and Resource Smart Schools, to revegetate our school environment and enhance the biodiversity of our region. Wadawurrung traditional owner, Corrina Eccles, volunteer Jill Korevaar, school founder Mary Rose Coleman and many others have worked diligently and devotedly to manifest this intention and now we can see the results as the Cultural Walk grows.

Other initiatives for connecting in 2021 included our inaugural Alumni evening, connecting past FWCSS students with current Class 5 and 6 families; playground developments including the installation of monkey bars in the teardrop and Class 1 yard; and online and face to face forums with parents about how we were tracking as a community that had to work with vaccination and mask mandates.

Regarding classroom matters, the Primary School teachers developed a digital curriculum for Classes 4-6 that would satisfy VRQA registration requirements while maintaining the school's low/no tech approach. For 2 years our Primary students have used online platforms whilst learning offsite, and this informed a curriculum plan that enables children to benefit from learning how to use digital technology without it becoming the primary tool of learning.

Student Support has been a strong area of focus in recent years and our team was enhanced in 2021 by additional staff hours and skills. Staff benefitted from Professional development in Restorative Practice, Berry St Trauma Informed Positive Education and more. Families and children also had the opportunity to attend sessions with Melanie Deefholts from Developing the Self, on social wellbeing and Child development Birth to 8 years. College provided a range of opportunities for parents to connect to Steiner Education.

Our administration team implemented systems to streamline our school processes including a School Interview booking APP, Consent2Go for excursion planning and student information, and CompliSpace primary for policies, incident reports and other back of house processes. FWCSS signed with GravIT for technical support and moved to Microsoft platforms.

Traffic engineer Kevin Flynn advised on an improved traffic management system to cater for increased cars once COVID measures were eased.

Branding company Taylor and Grace were contracted to work with us to create a new look for our publicity materials.

In 2021 we had an unusually high number of staff changes, largely due to the vaccine mandates that came into effect in Term 4.

Early in the year we farewelled Deborah Green, and welcomed Madi Lawson to team-teach Class 6, with Alex Cunningham; Tanya Carmody joined as Gnarri kinder teacher; Liz McColl as Class 1 assistant; and Sam Pearson for Numeracy support.

Midyear Laura Moore started her maternity leave and Louise Brown joined us as Cello tutor, and Kate Rees as singing teacher. Our wonderful Business Manager, Vanessa Como decided not to renew her contract and we commenced a long recruitment for a suitable replacement, working with Gembridge Recruitment Services. John Aras took on this role for a short period and in November Emily Galang started as the school's Business Manager.

In Term 4, we were very grateful that the following teachers stepped temporarily into vacant roles: Sara Sentfleben as violin tutor, Amy Murphy as Class 5 team-teacher, Lisa Bianchi as Class 1 teacher and Cassandra Thieme as Class 1 assistant. Kelli Lavelle took on Gardening. Profound

thanks to all the staff who continued to provide Steiner Education to our beautiful students during Term 4.

At the end of the year, we farewelled Lizzi Muller, David Nicholson, Rita Sousa, Tracey Rose, Pairoj Prommar, Liz McColl, Alex Cunningham and Madi Lawson. These fine people leave us with our love and best wishes for their next adventure.

I was honoured to be invited to fill a casual vacancy on the board of Steiner Education Australia and joined in November 2021. It is a privilege to be able to serve the national Steiner Education movement in this capacity, and as a representative of FWCSS.

I sincerely thank the School Council for their support during 2021. They are a great group of people who work together with the school educators and administration in service of the best interests of our school.

Best wishes

Gabby Brennan, FWCSS Head of School





EDUCATIONAL AND FINANCIAL REPORTING

Information in this section of the Annual Report is provided in compliance with the Federal Government's accountability regulations.

WORKFORCE COMPOSITION

Freshwater Creek Steiner School employed 25 teaching staff in 2021, 8 full-time class teachers, 5 part-time class teacher, 8 part time specialist teachers and a further 5 part-time specialists. An additional 11 staff were employed in the areas of administration and teacher support (non-teaching). No indigenous staff members were employed in 2021.

TEACHING STAFF		
Full-time	Male	Female
Kindergarten	1	1
Prep		1
Class 1	1	1
Class 3		1
Class 4	1	
Class 5	1	
Part-time	4	4
Kindergarten		2
Class 2	1	
Class 6		2
Violin		1
Cello		1
Choir	1	1
Craft		1
Learning Support		3
LOTE (Japanese)	1	
Library		1
Gardening		1
Farming		1
Total	3	14
NON-TEACHING STAFF		
Full-time		
Administration		1
Part-time	0	1
Administration	1	5
Playgroup		1
Classroom Assistants		4
Total	1	10

TEACHER QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT

All of the full and part-time teachers employed by FWCSS are VIT registered and our part-time specialists all have qualifications and extensive experience in their areas of expertise (violin, cello, choir, library, gardening and farming).

Staff are allocated a budget of \$2,000 each for professional development (pro rata for part time employees) and are encouraged to develop their own professional development program to best meet their needs. Some of the workshops attended in 2021 were:

- SEA Leadership Program 2021, SEA (Gabby Brennan)
- Glenaeon Intensive Lectures, Glenaeon (various staff)
- Early Childhood Rudolf Steiner, Melbourne Rudolf Steiner Seminar Ltd (various staff)
- Trauma Informed Positive Education, Berry Street Model (various staff)

In-house PD:

- Restorative Practices Workshop, Behaviour Matters
- Understanding, Gender and Sexuality School Well Being Program, Developing the Self, Developing the World (all teaching staff)

All teaching staff and many specialists and administration staff completed or updated their HLTAID003 - Provide First Aid training.

Total spending on training and professional development for 2021 was \$21,942.

NAPLAN RESULTS

Class 3 results indicated that compared to all other Australian schools:

- Reading skills were well above average
- Writing skills were above average
- Spelling skills were close to average
- Grammar and punctuation skills were below average and
- Numeracy skills were below average.

Class 5 results indicated that compared to all other Australian schools:

- Reading skills were above average
- Writing skills were above average
- Spelling skills were below average
- Grammar and punctuation skills were close to average and
- Numeracy skills were below average.

NAPLAN participation for Freshwater Creek Steiner School is 79%

NAPLAN participation for all Australian students is 95%

STUDENT ATTENDANCE

	Attendance Rate Semester 1*
Attendance rate	90%
Attendance level (% of students attending 90% or more of the time)	58%

*Mandatory reporting period

School attendance data for Term 3 2021 has not been published for Victorian schools due to extensive COVID-related disruptions during this period for a number of jurisdictions.

PROCEDURE FOR ABSENTEEISM

During COVID-19 lockdown/learning from home periods, attendance was recorded when a student logged in to the school's ZOOM meetings or Seesaw site to access learning activities for the day.

If a child was not attending school, the parent was required to notify the school before 9.00am on the day, giving reasons for the absence. If the school received no notification after morning roll call has been registered, the Head of School or the Administration staff contacted the child's parent/guardian for an explanation of absence.

The Head of School, Administration staff, or other staff members continued to attempt to make contact with the child's parent/guardian up until 1pm on the day of absence. In cases where the parent/guardian could not be contacted via home phone, mobile or sms, further action was taken by contacting the child's emergency contacts to ascertain the child's safety.

If the absence without notification or explanation continued for more than one day, the Head of School or Administration staff repeated the steps above. Further follow up may have been undertaken and may have included, but was not limited to, the Head of School and another staff member attending the child's home or writing to the parent/guardian/carer at the child's home address.

Where the Head of School or another staff member was concerned about the safety of the child and held a reasonable belief that a child was at risk of physical abuse, a notification was made

to DHS Child Protection (1800 075 599), as soon as such a belief was held. Where the Head of School or another staff member was concerned about the general safety or wellbeing of the child, a referral was made to ChildFirst (1300 551 948) or the local police station, as appropriate. In either of these instances, further action was in line with advice received from the nominated authorities and/or contact with the local police station.

Where a child returned to school after a period of absence without an explanation having been provided by the child's parent/guardian/carer, the Head of School or Administration staff requested an explanation. The explanation was noted on the child's electronic file. A refusal to provide an explanation was also noted.

POST-SCHOOL DESTINATIONS

Our Class 6 students' secondary school destinations were: Belmont High School, Oberon High School, Geelong High School, Lorne Secondary School, and Surf Coast Secondary School.

SCHOOL SATISFACTION

In June 2021 Freshwater Creek Steiner School conducted parent and staff-wide School Results surveys, provided by MYP Corporation. All parents of currently enrolled students and all staff members (full and part-time) were encouraged to provide feedback on their experience and school satisfaction, via an online survey.

A summary of key responses from the two surveys can be found in Appendix 2 - Parent Summary Report and Appendix 3 - Staff Summary Report. For a more detailed summary of the responses, please contact the school's Administration Office.

FURTHER INFORMATION

This Annual Report is available for download from the school website: www.fwcoss.vic.edu.au. Further information, including printed copies of the report can be requested from the FWCSS School Office.

TREASURER'S REPORT



It is my pleasure to report to the members on the state of the FWCSS Finances.

The 2021 independent audit was completed by Davidsons, and all necessary documentation was supplied. Freshwater Creek Steiner School Association Inc is a not-for-profit Association incorporated in Victoria under the Associations Incorporation Reform Act 2012 ('the act'). The financial reports have been prepared to meet the reporting requirements of the Act and in accordance with the Australian Accounting Standards and Accounting Interpretations.

In 2021, COVID-19 continued to cause challenges. With six lockdowns between February and September the school had to adjust rapidly to the ever-changing dynamics of the pandemic. Families continued to be offered Covid Fee Relief for which the school did not receive any requests.

Sadly, due to Victorian vaccine mandates the school lost several key staff members along with the loss of 16 enrolments.

Financially, the school's total revenue increased from \$2.67M in 2020 to \$2.89M in 2021.

Our total expenses also increased from \$2.4M to \$2.7M in 2021 due mainly to employee termination costs, administration costs which includes staff advertising costs, marketing fees, and building and grounds maintenance for the year. The result was a profit for the year of \$173k, compared to a profit in 2020 of \$253k.

The school is in a healthy financial position with total equity of \$2.42M, as well as enough cash reserves to pay staff and debts during the funding lulls over the year.

Appreciation

During the year we said goodbye to Vanessa Como who decided to follow new challenges. Vanessa was kind enough to provide John Aras a handover. Due to unforeseen circumstances John also left our school, giving Emily Galang an opportunity to be our current Business Manager. Vanessa was again kind enough to provide a lengthy handover which we are indebted for. I wish Vanessa all the best in her future endeavours. I also welcome Emily to the Freshwater Creek family.

Mark Kilinski

Treasurer, FWCSS Council



APPENDIX 1

FRESHWATER CREEK STEINER SCHOOL ASSOCIATION INC.
AUDITED FINANCIAL REPORT FOR THE YEAR ENDED
31 DECEMBER 2021

Freshwater Creek Steiner School Association Inc

ABN: 32 925 428 918

Statement of Profit or Loss and Other Comprehensive Income
For the Year Ended 31 December 2021

	2021	2020
	\$	\$
Revenue from ordinary activities		
Grants	2,036,294	1,756,982
Tuition fees	829,011	763,742
Parents & friends income	3,187	592
Site maintenance levy	12,864	16,907
Other income	6,944	136,156
Finance income	1	221
Total revenue from ordinary activities	2,888,301	2,674,600
Expenses from ordinary activities		
Administration	(197,920)	(105,904)
Doubtful debts	(5,089)	(5,780)
Borrowing costs	(210)	-
Depreciation	(70,771)	(67,335)
Buildings and grounds	(186,588)	(130,536)
Utilities	(10,599)	(9,878)
Classroom expenditure	(91,162)	(71,107)
Employee benefits expense	(2,122,108)	(1,969,522)
Other expenses	(1,464)	(30,970)
Misc whole school expenses	(19,357)	(25,924)
Centralised resources	(7,692)	(4,585)
Fundraising expenses	(2,803)	(334)
Total expenses from ordinary activities	(2,715,763)	(2,421,855)
Net result for the year	172,538	252,745
Other comprehensive income for the year	-	-
Total comprehensive income for the year	172,538	252,745

The accompanying notes form part of these financial statements.

1

Freshwater Creek Steiner School Association Inc

ABN: 32 825 428 918

Statement of Financial Position

As At 31 December 2021

	Note	2021 \$	2020 \$
ASSETS			
CURRENT ASSETS			
Cash and cash equivalents	3	573,118	410,643
Trade and other receivables	4	36,723	339,552
Prepayments		51,203	36,720
TOTAL CURRENT ASSETS		661,044	786,915
NON-CURRENT ASSETS			
Property, plant and equipment	5	2,406,635	2,071,214
TOTAL NON-CURRENT ASSETS		2,406,635	2,071,214
TOTAL ASSETS		3,067,679	2,858,129
LIABILITIES			
CURRENT LIABILITIES			
Trade and other payables	6	366,692	325,427
Employee benefits	7	235,293	219,008
TOTAL CURRENT LIABILITIES		601,985	544,435
NON-CURRENT LIABILITIES			
Employee benefits	7	43,469	64,007
TOTAL NON-CURRENT LIABILITIES		43,469	64,007
TOTAL LIABILITIES		645,454	608,442
NET ASSETS		2,422,225	2,249,687
EQUITY			
Retained profits	8	2,422,225	2,249,687
TOTAL EQUITY		2,422,225	2,249,687

The accompanying notes form part of these financial statements.

Freshwater Creek Steiner School Association Inc

ABN: 32 825 428 818

Statement of Changes in Equity

For the Year Ended 31 December 2021

	Retained Earnings \$	Total \$
2021		
Balance at 1 January 2021	2,249,687	2,249,687
Profit for the year	172,538	172,538
Balance at 31 December 2021	<u>2,422,225</u>	<u>2,422,225</u>
2020		
Balance at 1 January 2020	1,996,942	1,996,942
Profit for the year	252,745	252,745
Balance at 31 December 2020	<u>2,249,687</u>	<u>2,249,687</u>

The accompanying notes form part of these financial statements.

Freshwater Creek Steiner School Association Inc

ABN: 32 926 428 818

Statement of Cash Flows

For the Year Ended 31 December 2021

	2021	2020
Note	\$	\$
CASH FLOWS FROM OPERATING ACTIVITIES:		
Receipts from operations	3,510,243	2,789,709
Payments to suppliers and employees	<u>(2,941,574)</u>	<u>(2,848,295)</u>
Net cash provided by/(used in) operating activities	<u>9 568,669</u>	<u>121,414</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Purchase of property, plant and equipment	<u>(406,194)</u>	<u>(272,589)</u>
Net cash provided by/(used in) investing activities	<u>(406,194)</u>	<u>(272,589)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Net increase/(decrease) in cash and cash equivalents held	162,475	(151,155)
Cash and cash equivalents at beginning of year	<u>410,643</u>	<u>581,798</u>
Cash and cash equivalents at end of financial year	<u>3 573,118</u>	<u>410,643</u>

The accompanying notes form part of these financial statements.

4

Notes to the Financial Statements

For the Year Ended 31 December 2021

The financial statements cover Freshwater Creek Steiner School Association Inc as an individual entity. Freshwater Creek Steiner School Association Inc is a not-for-profit Association incorporated in Victoria under the *Associations Incorporation Reform Act 2012* (the Act).

The principal activities of the Association for the year ended 31 December 2021 was the provision of education to primary and early childhood aged children based on the child development principles of Rudolf Steiner.

The functional and presentation currency of Freshwater Creek Steiner School Association Inc is Australian dollars.

Comparatives are consistent with prior years, unless otherwise stated.

1 Basis of Preparation

In the opinion of the Committee of Management, the Association is not a reporting entity since there are unlikely to exist users of the financial statements who are not able to command the preparation of reports tailored so as to satisfy specifically all of their information needs. These special purpose financial statements have been prepared to meet the reporting requirements of the Act.

The financial statements have been prepared in accordance with the recognition and measurement requirements of the Australian Accounting Standards and Accounting Interpretations, and the disclosure requirements of AASB 101 *Presentation of Financial Statements*, AASB 107 *Statement of Cash Flows*, AASB 108 *Accounting Policies, Changes in Accounting Estimates and Errors* and AASB 1054 *Australian Additional Disclosures*.

2 Summary of Significant Accounting Policies

(a) Revenue and other income

Grant revenue

Grant revenue is recognised in the statement of profit or loss and other comprehensive income when the Association obtains control of the grant, it is probable that the economic benefits gained from the grant will flow to the entity and the amount of the grant can be measured reliably.

When grant revenue is received whereby the Association incurs an obligation to deliver economic value directly back to the contributor, this is considered a reciprocal transaction and the grant revenue is recognised in the statement of financial position as a liability until the service has been delivered to the contributor, otherwise the grant is recognised as income on receipt.

School fees

Revenue from school fees is recognised upon delivery of the education service to the students.

Other income

Other income is recognised on an accruals basis when the Association is entitled to it.

(b) Goods and services tax (GST)

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Notes to the Financial Statements

For the Year Ended 31 December 2021

2 Summary of Significant Accounting Policies

(b) Goods and services tax (GST)

Receivables and payable are stated inclusive of GST.

(c) Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

Freehold land is shown at fair value based on periodic valuations by external independent valuers. Freehold land was last revalued as at 31 December 2019 based on a sworn valuation.

Depreciation

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to the Association, commencing when the asset is ready for use.

The following table indicates the rates upon which depreciation charges are based:

Class of Fixed Asset	Depreciation Rates
Buildings	2.5%
Software	20%
Plant and equipment	20% - 33.3%

(d) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, at banks and on deposit.

(e) Employee benefits

Provision is made for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be settled within one year have been measured at the amounts expected to be paid when the liability is settled. Employee benefits payable later than one year have been measured at the present value of the estimated future cash outflows to be made for those benefits.

In determining the liability, consideration is given to employee wage increases and the probability that the employee may not satisfy any vesting requirements. Those cash outflows are discounted using market yields on national government bonds with terms to maturity that match the expected timing of cash flows at their nominal amount.

Contributions are made by the company to employee superannuation funds and are charged as expenses when incurred.

Notes to the Financial Statements

For the Year Ended 31 December 2021

3 Cash and cash equivalents

	2021	2020
	\$	\$
Cash on hand	145	1,252
Bank balances	572,973	409,391
Total cash and cash equivalents	573,118	410,643

4 Trade and other receivables

Trade receivables	53,423	97,717
Provision for impairment	(16,700)	(43,185)
Other receivables	-	285,000
Total current trade and other receivables	36,723	339,552

5 Property, plant and equipment

Freehold land		
At cost	527,418	237,554
Total Land	527,418	237,554
Buildings		
At cost	2,568,561	2,463,607
Accumulated depreciation	(706,287)	(643,398)
Total buildings	1,862,274	1,820,211
Office equipment		
At cost	61,687	51,298
Accumulated depreciation	(47,329)	(42,115)
Total office equipment	14,358	9,183
Computer software		
At cost	4,481	4,481
Accumulated depreciation	(4,481)	(4,292)
Total computer software	-	189
Classroom equipment		
At cost	104,234	102,453
Accumulated depreciation	(101,649)	(98,376)
Total classroom equipment	2,585	4,077
Total property, plant and equipment	2,406,635	2,071,214

Notes to the Financial Statements

For the Year Ended 31 December 2021

5 Property, plant and equipment

Movements in carrying amounts of property, plant and equipment

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	Land	Buildings	Office Equipment	Computer Software	Classroom Equipment	Total
	\$	\$	\$	\$	\$	\$
Year ended 31 December 2021						
Balance at start of the year	237,554	1,820,211	9,183	189	4,077	2,071,214
Additions	289,864	105,114	10,389	-	827	406,194
Depreciation	-	(63,051)	(5,214)	(189)	(2,319)	(70,773)
Balance at the end of the year	527,418	1,862,274	14,358	-	2,585	2,406,635
Year ended 31 December 2020						
Balance at start of year	-	1,851,871	9,505	1,075	3,529	1,865,980
Additions	237,554	27,944	4,243	-	3,010	272,751
Depreciation	-	(59,604)	(4,565)	(886)	(2,462)	(67,517)
Balance at the end of the year	237,554	1,820,211	9,183	189	4,077	2,071,214

6 Trade and other payables

	2021	2020
	\$	\$
Trade payables	32,248	51,681
GST payable	96,066	77,799
Pre-paid school fees	198,301	183,475
Other payables	40,077	32,472
Total trade and other payables	366,692	325,427

7 Employee benefits

CURRENT		
Provision for long service leave	190,334	158,728
Provision for annual leave	44,959	60,280
Total current employee benefits	235,293	219,008
NON-CURRENT		
Provision for long service leave	43,469	64,007
Total non-current employee benefits	43,469	64,007

Notes to the Financial Statements

For the Year Ended 31 December 2021

8 Retained earnings

	2021	2020
	\$	\$
Retained earnings (accumulated losses) at the beginning of the financial year	2,249,687	1,996,942
Net profit/(loss) for year	172,538	252,746
Retained earnings at end of the financial year	2,422,225	2,249,687

9 Cash flow information**(a) Reconciliation of cash**

Cash at the end of the financial year as shown in the statement of cash flows is reconciled to items in the statement of financial position as follows:

Cash and cash equivalents	573,118	410,643
---------------------------	---------	---------

(b) Reconciliation of result for the year to cashflows from operating activities

Reconciliation of net income to net cash provided by operating activities:

Net profit/(loss) for year	172,538	252,746
Non-cash flows in profit:		
- depreciation	70,773	67,335
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	288,346	(303,342)
- increase/(decrease) in trade and other payables	41,265	89,558
- increase/(decrease) in employee benefits	(4,253)	15,118
Cashflows from operations	568,669	121,414

Notes to the Financial Statements

For the Year Ended 31 December 2021

10 COVID-19

The second year of the COVID 19 pandemic was in many ways more challenging than the first. There were a total of 6 lockdowns from February to September which caused disruption and required rapid adjustments. Staff and families were fatigued but continued to support the children's learning and wellbeing.

Bursaries continued to be offered but the school did not receive any applications for COVID specific bursaries. There was no financial assistance offered by the government so families continued to be invoiced for full fees throughout the year.

When the students were learning from home the teachers continued to provide imaginative lessons, tutorials and Whole School online assemblies via the Seesaw platform, face to face via ZOOM, or in take home packs. When onsite the staff fitted in camps, plays and excursions around the normal curriculum. The kindergartens remained open throughout the year.

In order to keep the classes running we needed many more Casual Relief teachers than usual. During lockdowns more permitted workers applied to have their children supervised on sight. When onsite, there was an increased need for CRTS due to staff illness or isolation requirements. In September the Victorian Government introduced mandatory vaccination for education workers. This led to greater absenteeism as staff who chose not to be vaccinated took sick leave, leave without pay or long service leave.

The vaccination mandate had the biggest impact felt by the school during the whole pandemic. All staff were offered counselling via the Employment Assistance Scheme, and discussion and support from the school. Seven education staff members chose not to get vaccinated. Independent Schools Victoria (ISV) advised that under the regulations the school had two options. The first was to formally require staff to get vaccinated and dismiss them for misconduct if they did not comply. The second option was to inform staff that vaccination was now a requirement of their role and if they did not meet the requirement their contract would have to be terminated, with full entitlements.

The school chose the second option, as the more compassionate approach. This was costly financially, and in time and emotional investment. By the 16th December, one unvaccinated teacher's contract had expired, and six other education staff had their contracts terminated, with full entitlements.

Loss of key staff, including 3 Class teachers, a class assistant, the gardening and violin tutors, and the student support teacher required some redeployment of current staff and focussed recruitment in Term 4 and over the Summer break. All positions except for part of the Student Support role, were filled by the commencement of the 2022 school year.

There were also families who were impacted financially and/or philosophically by the vaccination mandate and this caused tension in the school community. 18 enrolments (12 in primary school and 4 in kinder) were lost in Term 4 directly due to loss of family income due to the vaccination mandate, philosophical objection to the school's response to the mask and vaccination mandates, relocation or choice to home school. The impact on enrolments continues to unfold during Term 1 2022 with 6 further enrolments lost term 1 2022.

Statement by Members of the Committee

The committee has determined that the Association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 2 to the financial statements.

In the opinion of the committee the financial report as set out on pages 1 to 10:

1. Presents fairly the financial position of Freshwater Creek Steiner School Association Inc as at 31 December 2021 and its performance for the year ended on that date.
2. At the date of this statement, there are reasonable grounds to believe that Freshwater Creek Steiner School Association Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the committee and is signed for and on behalf of the committee by:

Treasurer *Mark Kilinski*

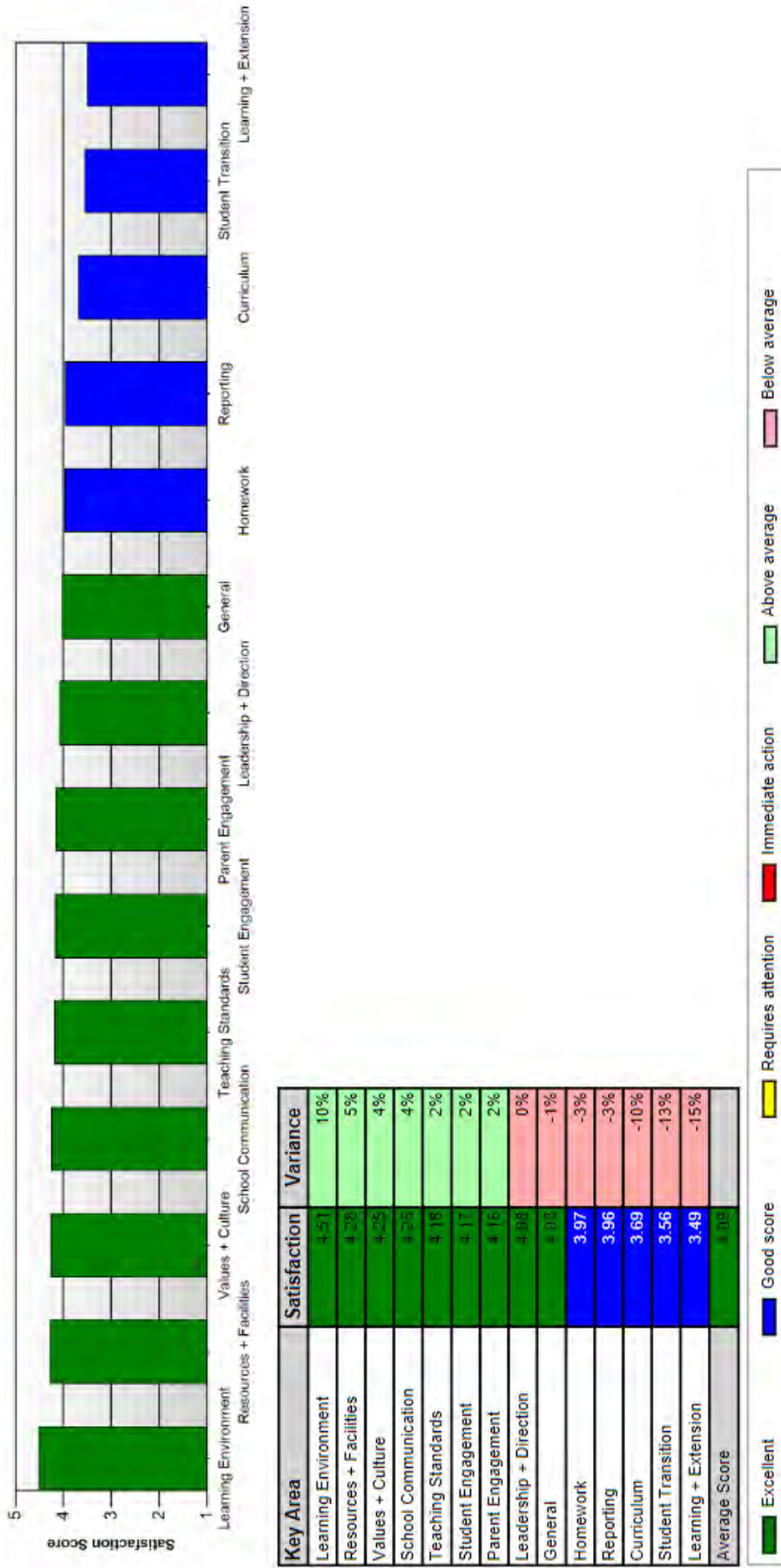
Dated this 13th day of May 2022

APPENDIX 2

PARENT SUMMARY REPORT – SRS PARENT FEEDBACK SURVEY,
JUNE 2021

6. Section 3 - Summary of Responses by Key Area

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.

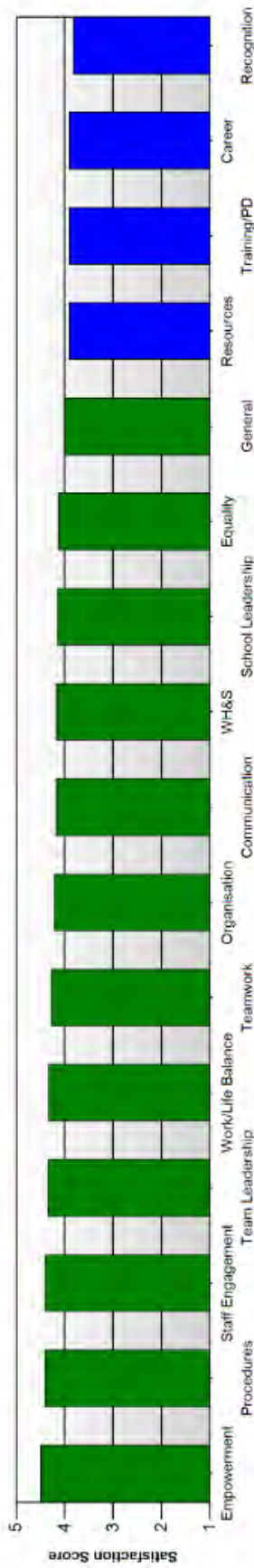


APPENDIX 3

STAFF SUMMARY REPORT – SRS STAFF FEEDBACK SURVEY, JUNE
2021

5. Section 2 - Summary of Responses by Key Area

This report section provides a summary of the total responses grouped by key area. Results are ranked from highest to lowest and compared to the average overall score.



Key Area	Satisfaction	Variance
Empowerment	4.50	8%
Procedures	4.41	6%
Staff Engagement	4.41	6%
Team Leadership	4.35	4%
Work/Life Balance	4.33	4%
Teamwork	4.28	2%
Organisation	4.22	1%
Communication	4.17	0%
WH&S	4.17	0%
School Leadership	4.15	-1%
Equality	4.12	-1%
General	4.06	-4%
Resources	3.91	-6%
Training/PD	3.91	-6%
Career	3.90	-7%
Recognition	3.83	-8%
Average Score	4.05	







FRESHWATER CREEK STEINER SCHOOL INC

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School #1988 Children's Services License #10527