



Little Yarra  
STEINER SCHOOL

## Annual Report 2020

2020 was a year of challenge and disruption for Little Yarra Steiner School. We experienced a long lockdown in the state of Victoria which saw the introduction of remote learning for all of our students, teachers and families. Our teachers and staff provided rich content and artistically rendered websites for all classes to access quality learning experiences to balance with family life. These have been very well received, enjoyed and appreciated by families and students.

Our Year 12 students continued to have the choice to undertake a year-long Independent Project or ATAR scored exams. Tertiary pathways for our non-ATAR students have been established and are available for our graduates.

The school participates in the Independent Schools Victoria Lead Survey with the most recent reporting 9 out of 10 for parents satisfied with the school overall, 8.4 out of 10 satisfied with the quality of teaching and 8.3 out of 10 respondents would recommend the school to other parents. In 2020 regular correspondence with parents included offers of support for those who had lost income, jobs and contact with families. The school received many letters of thanks and gratitude and more importantly increased its enrolments over the year with the measured and conscious approach to student and family-supportive remote learning.

Staff welfare was also a priority in 2020 with working from home arrangements put into place, regular check-ins and offers of support. The school employed a part-time psychologist to offer mental health support to parents, staff and students throughout the year. Student support staffing was increased and investment in outdoor classroom staff were also put into place to offer healthy activities and extra support services when students were able to be onsite.



## **Curriculum**

In 2020 the Australian Steiner Curriculum Framework (ASCF) continued to be used throughout the school. The ASCF is recognised by the Australian Curriculum, Assessment and Reporting Authority in the areas of English, Mathematics, Humanities and Social Sciences, The Arts, Health and PE and Technologies.

NAPLAN participation through the withdrawal of student participation by their parents was minimal. Results obtained by this method are therefore statistically insignificant with insufficient data to provide comparative value.

## **Attendance**

In 2020, average student attendance for classes 1 to 10 were as follows:

Class 1	93.2%
Class 2	94.3%
Class 3	89.8%
Class 4	93.2%
Class 5	96.2%
Class 6	93.9%
Class 7	93.5%
Class 8	94.4%
Class 9	87.9%
Class 10	91.1%

## **Student numbers and VCE results**

Student numbers increased in 2020 with 144 Primary and 117 Secondary students totaling 261. Our senior students comprised 11 students in Class 12 and 14 students in Class 11.



Our class of 2020 represented our 18<sup>th</sup> year of providing the VCE with most students supplementing this by undertaking and successfully completing a Class 12 Independent Project. There was 1 student who elected to receive an ATAR (80.45) and one who elected to receive a study score in English (43).

The median study score increased to 34 (32 in 2019).

Of our graduates from 2020 100% successfully completed and received a Victorian Certificate of Education (VCE). 100% of the students who elected to go on to tertiary education were successful in gaining offers of direct entry to courses commencing in 2021 and 75% of these were into Bachelor Degrees.

## Staffing

New staff in 2020 included Rachel Sinclair, Howard Chaston, Claire Gilbert, Tomi Muramatsu and Sandra Rosa. Staff who were bid farewell during 2020 were Daniel Jareugui Marquez, Cath Dimsey, Glenn Leembruggen, Woody Clark, Iden Reidy, Jules Ward and Annette Cameron.

In 2020 our staff consisted of 62 individuals in 42.6 Full Time Equivalent roles holding the following qualifications:

PhD	1
Masters Degree	6
Bachelor Degree	45
With Honors	4
Graduate Diplomas	20
Diplomas	24
Certificate IV	10
Certificate III	2

These include 27 staff holding further qualifications in Steiner Education.



## **Finances**

Following are the summary results from our Audited Financial Statements:

Revenue:	
Government Recurrent Grants	\$3,693,243
Fee Revenue	\$1,613,987
Other Income	\$984,046
Total	\$6,291,276
Recurrent Expenditure (Inc. Provisions):	\$5,788,538
Capital Expenditure:	\$583,689
Operating Result	\$534,765
Cash Result	\$1,097,195

The Capital Development and Maintenance programs in 2020 included commencement of a new Prep/Preschool building to open in 2021 and upgrade of the gymnasium to a multipurpose facility in 2021.

## **Conclusion:**

Little Yarra Steiner School continues to work consistently and collegially to maintain a supportive and safe learning environment for our students and staff, and to provide a quality independent K-12 Steiner education for families and their children in the Yarra Ranges and surrounds. Our school has excellent and satisfied teaching staff as well as a supportive parent community. Improved facilities in 2021 and a focus on the environment and outdoor learning will support further development and capacity to provide leading edge education and facilities for our students into the future.

