

Sophia Mundi Ltd

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

1) Present:

Board members: Robin Dexter (Chair), Rowan Doyle, Emrys Nekvapil, Robin Power

Parents: Matt Deeble (Chair of Enrolments Subcommittee), Johan Top, Kate Donovan, Spiros Klerides, Deneille Elkington (PFA Chair), Tatiana Kirkpatrick, Sam Mendelsohn, Poppy Lancashire, Tal Brener.

Mgt team: Jennifer West, John Bradshaw

Apologies: Uschi Bay (board member)

2) Agenda

- Welcome, Introductions
- Chair's overview of 2012
- Board Report: Finances, Facilities
- School Strategy
- Marketing and Enrolments
- Educational Report
- Update on the Principal Selection
- Questions and Answers
- Parents and Friends
- Conclusion

3) Chair's Overview of 2012

Rob Dexter presented the Chair's report to the School:

Welcome on behalf of the Board

We believe 2012 will be seen as a pivotal year in the history of Sophia Mundi

Our School Community has delivered a set of outstanding tangible results in the year. Culmination of actions initiated by our community over the last 5 years or so.

Still challenges ahead but we finally have

- long term leases for our Convent site
- the buildings we need to offer a senior curriculum - particularly the science labs
- Prep now back with the rest of the school
- expanded play areas for the school

And with the start of the IB Diploma Program in 2012 - for the first time in 3 years we have a senior school cohort in years 11 & 12 which has made the school feel so much more complete.

So looking back over 2012:

Facilities

We finally delivered the buildings and facilities that were so desperately needed to enable the school to offer the full Prep to Year 12 curriculum on one site at the Abbotsford convent.

Rowan will expand on these achievements in a later presentation - as organiser of the many many working bees last year, he more than most needs to be honoured for that commitment.

Financials

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

2012 was a difficult year with significant financial challenges due to confluence of a number of factors including:

- the Major Building programs,
- Costs associated with the implementation of a new senior curriculum,
- enrolments challenges and
- servicing of historic debt.

We are grateful for the financial support of community members via

- contributions to our building funds,
- multi year fee prepayments
- and other financial support.

The school's asset base has expanded considerably during 2012 with the construction of new buildings and the signing of long term leases.

Rowan and will expand on our financial performance later.

Enrolments

As in all schools, sustainable enrolment levels are the key to our on going financial sustainability. We are indebted to Matt Deeble for leading our enrolments sub committee, and Matt will inform you of the progress, challenges and plans in this important area.

Please give him your support, and tell your family, friends and colleagues about our school. Word of mouth is important.

Community

We cemented our place in the Convent community over 2012 - particularly with the opening of our courts and new play area out of school hours.

The groundwork was also laid for the renewal of the Parents and Friends association - more on this from Deneille later.

Educational Leadership

From the School Satisfaction Survey we undertook in July 2012, the areas of Curriculum and Teaching Staff were rated both the most important and the areas of highest satisfaction by the survey respondents. For this we must thank our wonderful staff, and the education leadership provided by Jennifer West, our inaugural Principal.

The school community owes a special debt to Jennifer, and the way she has carried and nurtured the staff, students and parents over the last 2 ½ years.

We as a Board are also grateful for the thought and care she has brought to the position. Jennifer has been a joy to work with and will be missed.

The good news is that the Principal recruiting process is progressing well, with a number of high calibre candidates applying for the Principal position.

I would like to thank again our community - students, parents, staff, friends and suppliers who have contributed so much to the school, and have helped us get to where we are today,

I would also like to take the opportunity to thank past and current Board members for their vision, dedication and determination over some fairly tough times.

4) Finances

Rowan Doyle, with input from John Bradshaw, took the meeting through the overall financial position of the school – refer to slides reproduced below.

Highlights included:

- Our 2012 has recently been completed and has been presented to the School Members (akin to the “shareholders” of Sophia Mundi Limited).
- The 2012 audit is “unqualified” – for the first time in at least 6 years. This means that the auditors are comfortable that the school is solvent (able to pay its debts as and when they fall due).
- Building program of more than \$1.2m delivered on time, on budget and without significant impact on the school’s cash. This is very different from many schools and we are really indebted to Robin Power as project manager, and the team of builders, for their very hard work last year.
- The audit of the 2012 “books” has been stewarded by our new Business Manager, John Bradshaw. We are very excited to be working with John and are confident that he will usher in an era of much improved process and certainty around Sophia Mundi’s finances.
- A copy of the audited financial results are available now through the Office. The Annual Report will be loaded up to our website within the next few weeks, incorporating the financial results.

2012 Financial Summary



The Inner City Steiner School P12

Item	2012 (with buildings)	2012 (excl buildings & depreciation)	2011 (excl buildings & depreciation)
Revenue	\$4,377,565	\$3,166,494	\$2,796,861
Expenses	\$3,327,852	\$3,182,454	\$2,627,662
Surplus (Deficit)	\$1,049,713	(\$15,960)	\$169,199
Net Assets (EoY)	\$1,154,043		\$104,330
Cash Flow	(\$53,331)		\$247,374
Borrowings (EoY)	\$805,148		\$921,123
Fees in advance (EoY)	\$254,180		

2012 expenses do include some building expense still

Fees in advance (unsecured loan) occurred before EoY in 2012, after EoY in 2011

- The significant increase in revenue is due to the inflow of funds for the school building projects (new classrooms, science labs, community meeting space and playgrounds). This is reflected in our increased asset position in our balance sheet.

Sophia Mundi Ltd

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

Profit and Loss Statement:

STATEMENT OF COMPREHENSIVE INCOME FOR THE YEAR ENDED 31 DECEMBER 2012

	Note	2012 \$	2011 \$
Revenue	2	<u>4,377,565</u>	<u>2,878,429</u>
Bad and doubtful debt expense		76,394	-
Borrowing costs		73,633	50,593
Bursary discount expense		69,324	70,564
Cost of sales		6,757	-
Sibling discount expense		64,749	49,974
Annual payment discount expense		62,738	35,581
Depreciation and amortisation expenses	3	145,398	120,060
Occupancy expenses		222,619	203,821
Salaries and wages		1,841,724	1,546,986
Salaries and wages overheads		205,987	182,662
Teaching contractors		147,372	151,647
Bank charges		21,976	20,406
Cleaning costs		15,786	21,148
Other operating expenses		<u>373,395</u>	<u>294,280</u>
Total expenses		<u>3,327,852</u>	<u>2,747,722</u>
Surplus before income tax expense		1,049,713	130,707
Income tax expense		-	-
Surplus for the year		<u>1,049,713</u>	<u>130,707</u>
Other comprehensive income:			
Other comprehensive income for the year		-	-
Total comprehensive income for the year		<u>1,049,713</u>	<u>130,707</u>

Balance Sheet:

SOPHIA MUNDI LIMITED

STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2012

	Note	2012 \$	2011 \$
Current Assets			
Cash and Cash Equivalents	4	3,560	26,759
Trade and Other Receivables	5	428,091	296,912
Other Financial Assets	6	<u>47,819</u>	<u>12,500</u>
Total Current Assets		<u>479,470</u>	<u>336,171</u>
Non Current Assets			
Trade and Other Receivables	5	-	234,460
Property, Plant and Equipment	7	<u>2,775,249</u>	<u>1,621,632</u>
Total Non Current Assets		<u>2,775,249</u>	<u>1,856,092</u>
Total Assets		<u>3,254,719</u>	<u>2,192,263</u>
Current Liabilities			
Trade and Other Payables	8	192,104	205,573
Borrowings	9	460,864	174,848
Provisions	10	75,545	95,379
Other Current Liabilities	11	<u>878,056</u>	<u>1,028,328</u>
Total Current Liabilities		<u>1,606,569</u>	<u>1,504,127</u>
Non Current Liabilities			
Trade and Other Payables	8	292,838	325,936
Borrowings	9	156,106	231,944
Provisions	10	<u>45,163</u>	<u>25,926</u>
Total Non Current Liabilities		<u>494,107</u>	<u>583,806</u>
Total Liabilities		<u>2,100,676</u>	<u>2,087,933</u>
Net Asset		<u>1,154,043</u>	<u>104,330</u>
Equity			
Accumulated Surplus		<u>1,154,043</u>	<u>104,330</u>
Total Equity		<u>1,154,043</u>	<u>104,330</u>

Financial Progress: past 5 years



Year	2008	2009	2010	2011	2012
Revenue	\$3,024,153	\$2,823,831	\$2,825,161	\$2,878,429	\$4,377,565
Surplus (Deficit)	(\$242,343)	\$159,439	\$43,148	\$130,707	\$1,049,713
End of year net equity	(\$228,964)	(\$69,525)	(\$26,377)	\$104,330	\$1,154,043
Total enrolments	190	189	173	187	193

2012 figures include buildings grants & fundraising

5) Buildings/ Construction

2012 was a year of building in many ways – physical buildings in particular. A photo show from the buildings progress, including showing the new science laboratories, playgrounds and classrooms was shown. Highlights included:

- The new classrooms
- The prep garden
- The conversion of the old swimming pool (weed infested and a danger) to a fantastic community meeting space and playground
- The new science laboratories
- The new senior students area
- Upgraded IT infrastructure including wifi in the senior student areas
- Library relocation and remodelling
- Hall/ Eurythmy room recreated and installation of a lovely new floor – special thanks to Chris Smith and his team

We're indebted to so many people for their really hard works in delivering all of this and more last year. Special thanks to Robin Power who not only led the whole of the projects as program manager, but also was always on hand to physically help out – Robin was at every working bee. Chris Smith has been a fantastic deliverer of so much of the facilities and provided practical input at every turn.

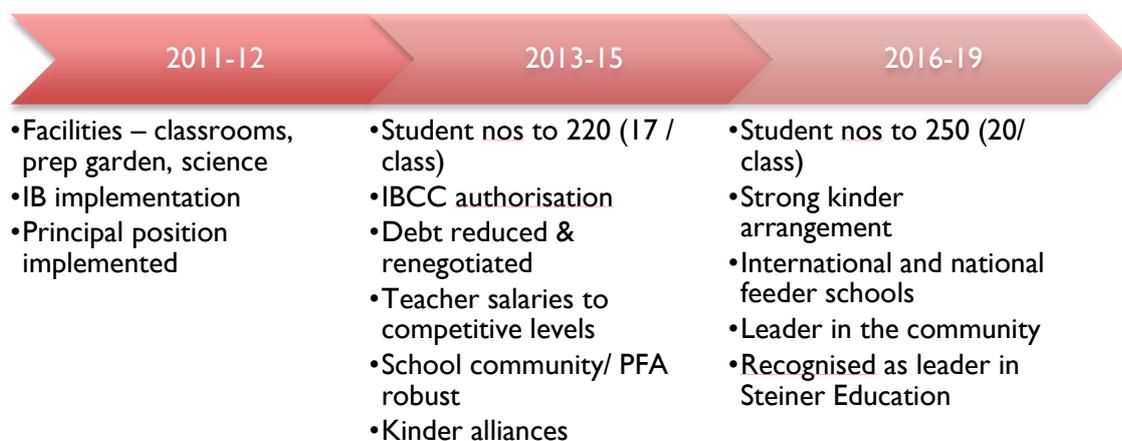
Facilities work continues this year, albeit at a much much reduced pace. We have a couple of projects which are important in making the place even more welcoming and would really encourage people to get involved in:

- Designing and building a “flowform” water feature for the senior area adjacent to hard arts. Some of the year 11 students will lead this but will need adult help, particularly from anyone with flowform experience or experience with pumps and pumping
- Designing and installing a mosaic outside the administration area and making this area beautiful. Teresa and Linda, with help from Franca, are leading this project.

- We'd really like to have both of these completed before the Spring Fair

6) School Strategy

- *Annual strategy meeting is held during August: Board, Management*
- *Documented in "School Plan" document which is available to parents through the office.*



Strategy

Strategy from last couple of years has not really changed - it is just that a number of the major items:

- Facilities
- Senior Curriculum
- Principal model for Educational Leadership

have now been largely delivered.

It is still critical for our Enrolments to grow to sustainable levels.

Matt Deeble will talk more about this in the next session.

So what sort of school do we see in the next 5 years or so?

Here are some of our thoughts:

- Our Community is seen as strategically critical to the school - on many levels - within the classroom, between our parents, with our neighbours, the Steiner and IB communities and more. Please be involved in these communities and support Deneille in her work with the PFA
- Stable and forecastable student numbers year to year
- National and International recognition as a unique Steiner community
- Families cared for, welcomed into and supported through their journey with the school.
- Stronger Kinder alliances to feed our wonderful Prep.
- CRICOS certification so students from overseas Steiner schools can take our senior offerings
- Improved family retention - the expectation when starting in prep is to continue to graduation.
- Strong demand for places
- Educational leadership and excellence. Great staff, fairly paid.

- Legitimises the place and worth of a contemporary Steiner Education.
- Students and parents proud that they are at Sophia Mundi.
- Parallel IB vocational qualification implemented (IBCC)
- Alumni that we can all be proud of

So are we on the right track here? - Please take the time to think about the type of school you want for your children - and give us feedback via the PFA or directly.

And please get involved in your school in whatever way you can - as your journey with it may be a long one.

7) General Discussion

At this point the meeting moved to a more general discussion. A great discussion was held around our ability to keep parents satisfied & passionate about the school and the following points were raised. In the notes below we've tried to communicate the intent of the discussion and actions following the discussion rather than minute the discussion as it occurred.

1. **Teacher Support:** Concern was raised about how we provide emotional and spiritual support for our teachers, particularly to support difficult children – noting that at different stages of their path through the school, different children will be the “difficult” ones. Perception that there is not much support provided for teachers. Jennifer explained that no school is able to refuse a place to a child on the grounds of learning needs because of anti-discrimination laws, unless they can demonstrate unreasonable hardship to the school. Jennifer also explained that the school often does not know beforehand about a child who has had difficulties at other schools – parents are often unwilling to explain this for fear of not being accepted at the school. Very limited support is provided by the Government, only for diagnosed disabilities, (there are only 3 cases in the school which attract Government support). Even if such support were available, an assistant is often not the right answer – assistant in the classroom can create a counter point to the class teacher. Sometimes the best arrangement is to have things like Extra Lesson and Support Education where a child has time away from the class for special support activities.
Question: do we have policies and procedures for the support of teachers and management of challenging children? Answer: yes, the Student Engagement & Wellbeing policy, which is reviewed at least every 2 years, is one policy, while there are other documents used by the teachers for guidelines and procedures. Request: when there's a situation, explain what policy or procedure the school is following. Jennifer explained that there were a number of things in place to support teachers:
 - a. Each teacher has a mentor
 - b. Some children would benefit from doing Extra Lesson or Support Education however in some cases parents do not want this.
 - c. The faculty (Primary faculty, secondary faculty, senior faculty) has as one of its core roles the support of the teacher. They provide an opportunity for teachers to deepen their understanding of the children and their needs and to voice concerns they may have.
 - d. The College of Teachers is designed to support the pedagogy and the teachers, and actively helps in discussing children and providing nurturing and support for the teachers
 - e. Moving forward, Jennifer is proposing to move into a role which provides ongoing support & review for teachers.

Action: Check that handbook and website describe the teacher support processes in place, update to ensure that these are described. Work with Jennifer to set up ongoing support processes for class teachers.

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

Action: If something arises and needs addressing (children with special needs, disciplinary process etc), take the families involved through the procedures / policies being followed – Teachers / Principal.

2. **Expectations and contributions to rosters:** For some parents, classroom cleaning, or flowers or walks, or cake stalls etc are really difficult to contribute to, particularly as in many cases parents are working. A main issue seems to be that expectations are not set or understood at the start of the year, particularly in class 1, so some parents feel guilty at not being able to contribute.

We had a good discussion around this and there are a few points:

- a. It should be very clear that there are lots of ways to contribute to the life of the school and the class – classroom cleaning, providing flowers, going on walks are some of these but by no means all. There's working bees, helping to organise the spring fair, there are opportunities to help with other projects, there's cooking for cake stalls, there's the ability to be involved within classrooms eg reading, etc. All of these are important – but not all parents need to be involved in every one of them!
- b. It needs to be made clearer that regular classroom cleaning and going on walks is important in the life of the class but that we all understand that different work arrangements for parents mean this is simply not possible for many of us – hence the different options to be involved
- c. If parents are not able to be involved at all, there could be an option to pay a little more to cover costs eg of a cleaner. (this will need investigation because for some parents the opposite applies – ie they don't want to have to consider paying any more, and any option like this needs to be very fair and let both options work)
- d. Could enable parents, particularly in early classes, to put their names to a roster of different things – at different times of the day/week/month/year so that it's clear within the class that there are different ways that people do contribute – that suit their own rhythm.
- e. Board members and other members of the community shared that some of them had not been able to help with classroom cleaning for example due to work commitments and instead contributed through working bees or IT support and other things (as well as board membership).
- f. It's important that the EXPECTATIONS are clearly documented in a short “new families” handbook, particularly aimed at class 1 but also all new families.

Action: By class, include a list of weekly / monthly / termly activities currently involving parents in the parents' handbook and the new parents' handbook. Determine which activities are required (e.g. attending class meetings) and those where it makes sense to have them optional for parents but where those who participate are rewarded (e.g. classroom cleaning). Put an economic value on the optional activities (action: John Bradshaw). Answer the question, does it make administrative / financial sense to add these costs from a billing perspective or alternatively have them as fee reductions to what would be a higher fee and add a positive spin to it. Test with parents e.g. using a survey. Publically recognize the problem and communicate what is being done. - PFA / School Management. [NOTE: I understand that a “new parents handbook” was drafted earlier this year by Jennifer when this issue was first raised by Poppy, and has been circulated to a number of the class 1 and 2 parents for review. It would be good to get this review done ASAP given that the issue has now been raised at a higher level ie with the Board - Rowan]

3. **Class Carers Role:** The requirements of the class carer's role were not felt to have always been clearly documented or explained by the class teacher, and there does not seem to be as good support of the

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

class carer and enablement of them to do their role – which is to support the class and class teacher - as well as they can:

- a. Discussion showed that the class carer role had evolved somewhat over the years and that it would be a great idea to have this properly documented, probably both in the parents handbook and in some documentation specific to the class carers
- b. Really need someone to coordinate the class carers overall, ensure that they are supported well – right from the start of the year, so that the class carers have someone to turn to for help and support as well as providing support to each other. Create a forum for the class carers to support new carers and each other. Suggestion that this be through the PFA.
- c. What's the economic value of the class carers? Should they be rewarded financially with a fee reduction (or should this be one of the contributions referred to above)? Test any assumptions.

Action: Create documentation for the class carer role, (this has been done), have it reviewed through the class carers' network and the PFA. Post to the school website. Create calendar items for management team & PFA each year to ensure that the class carers' network has been established and supported. [*See note above because I believe that some of these items may be covered in the draft "class carers handbook"*]

4. **PFA Roles:** A discussion was held around the role/s of the PFA and support for the PFA, led by Deneille. The following were some of the roles that the PFA could take:
 - a. Group to support the organisation of fun & informative stuff which builds the community
 - b. Group to support the organisation of fund raising events
 - c. Group to support the class carers network
 - d. Group to support working bees (this is in part Rowan calling for help!)
 - e. Parent/ Friend experience - conduit from parent group to management, meet monthly with management team to provide feedback
 - f. Parent/ Friend experience – conduit to Board (should not normally be needed if conduit through management is working properly)

Action: document the PFA roles a little more and in particular what the PFA's relationship with management and board should be. We need to ensure, though, that the PFA remains an enjoyable body to be involved in!

Action: Set up PFA email address (pfa@sophiamundi.vic.edu.au) as a conduit for queries.

Action: have a PFA note in each newsletter

5. **Curriculum:** We had a great discussion about Curriculum and about the need for communication about what the Curriculum was – at all stages of the school - through a number of forms.

Jennifer explained that SMSS does have a complete, structured curriculum and that we provided significant input from our curriculum into the development of the ACARA approved National Steiner Curriculum. We are now in the process of completing the alignment between our school curriculum and the National Steiner Curriculum.

We have mapped our existing Curriculum against the Victorian Essential Learning Standards (VELS) and will map the updated Curriculum to the AUSVELS (<http://ausvels.vcaa.vic.edu.au>).

- a. SMSS website currently has a very high level overview of the Curriculum but not a detailed overview. Some other Steiner schools have good Curriculum overview. Rowan explained that when we put the SMSS webpages together there was almost nothing on curriculum on other school websites but that it would be straightforward to put up. On review, Warranwood now has (recently added) a very good curriculum section to its website.

Notes from Whole School Meeting held from 7pm on Wednesday 12 June 2013

- b. Parent / teacher evenings should cover the detail of the curriculum, what the children are up to at the moment, how that fits into the overall curriculum (see below).

Action: Add overview of the curriculum, year by year, to the school website. This should be a point of differentiation between SMSS and State Steiner Streams [*note that Jennifer and staff are well through this item and it should be up on the website within the next few weeks. We will actively seek feedback on the content from parents particularly those who were keen to see this information.*]

6. **Parent/ teacher meetings:** There were different expectations of parent / teacher meetings. This is an item to be described in the new parents' handbook.

- a. It's important that the curriculum be clearly covered in parent/ teacher meetings – both an overview of the year's place in the whole school curriculum and an outline of what the year's curriculum is; with what the class is doing for the term.
- b. Parents in many of the classes have very fond memories of parent/ teacher evenings as helping to form the bonds among class parents – with shared food, as well as the teacher leading the parents in some of the activities which the class were doing or about to do eg modelling in wax, painting in watercolour, singing, maths problems, Eurythmy etc.
- c. Parent/ teacher meetings should generally be quite structured, by the teacher, and parents should allow the teacher to take them through what the expectations of the class are for the term, rather than just focussing on specific short term issues.

Action: Ensure that parents' handbook and particularly new parents' handbook cover these items. Also ensure that all class teachers understand the importance & functions of the regular parent/teacher evenings (bringing the parent group together, educating them about Steiner education, explaining where the children are in the development cycle etc) and that they have a relatively consistent format.

7. **Primary Playground area:** Class 1 and 2 parents present said that there were fantastic play areas for Prep, and for classes 3 and up, but not a lot for classes 1 and 2 (who cannot go out to the Courts and climbing frame area). This was discussed briefly at the end of the meeting:

- a. The main sandpit area is aimed at classes 1 and 2 particularly, and the recent addition of the grasses and softfall around the tree near the sandpit (funded by the Canteen) has been fantastic.
- b. We'd really like to see some more work done in the courtyard. It needs some design done, then creation through a couple of working bees.
- c. There's lots of material available now from the old Nicholson St site. Fences (to create small play areas), seating, plants etc.
- d. We have a working bee planned at the end of the holidays but we could also have an additional working bee during the holidays to get this stuff done – if class 1 and 2 parents could enthuse their parents and get them to come along please!

Action: Class 1 and 2 parents led by Poppy and Tal to sketch up some design ideas, work with Rowan to organise working bees to implement – this could be done during the upcoming holidays. Rowan's email address is rowan.doyle@sophiamundi.vic.edu.au .

8. **Communication:** Some parents said that they were not receiving communications, there was email overload and there was a mixture of people who did or did not read the newsletter.

- a. Suggest that some of the newsletters be printed out – on occasion. Hard copies are always printed and available in the foyer or from the office.

Action: Parents need to feed back clearly, via PFA or office, if the communication methods are not working **and provide clear recommendations on sensible alternatives**. It is also parents' responsibility to read communications coming from the school. In recent times we have started sending important emails from the Principal's email address.

Action: ensure that "how we communicate" is described clearly in the New parents handbook

8) Marketing / Enrolments

After the lengthy discussion above we ran out of time for the Marketing/ Enrolments discussion with Matt Deeble. Matt leads the Enrolments Subcommittee of the Board.

A few points:

- A key issue over the past few years has been retention of families, particularly from class 6 to class 7, and where issues within one class overwhelm some people. The discussions above were really good to help to raise issues so that they can be dealt with.
- Another issue has been fees and keeping the fee increases down. The Board has been in a bit of a "Catch 22" position: we've needed to raise fees in order to avoid making losses, but raising fees has also made it difficult for many families to afford. Really this emphasises the need to have the school "full" at all class levels.
- "Full" means at least 17 children in every class and ideally an average of 20 in each class. If we can get up to an average of 20 students per class then we would be able to pay our staff more competitively and be able to minimise fee increases.

9) Educational Report

After the lengthy discussion above we ran out of time for Jennifer's Educational Report. A summarised version of what Jennifer had planned to present is below.

10) Update on Principal Selection Process

This was covered briefly in the Chairperson's report above. The selection process is going well with some very good candidates having applied. A structured candidate review process is now underway.

11) Parents and Friends Association

Deneille spoke briefly about the PFA – however many of the items had been covered in the general discussion above.

Thank you to all who were able to come along to the meeting, while it was a long meeting it was very productive.

Meeting closed 10.20 pm. Notes taken by: Rowan Doyle

Education Report for 2012

- Much has been achieved over the past year, particularly with facilities as outlined in Rob Dexter's report. I would like to acknowledge the intense amount of work done by Fiona Cock, with the support of teachers in developing and implementing the IB Diploma programme for

Year 11 (& 12 in 2013). The IB students have been a great group to pioneer this new addition to the senior school and at the other end, it is great to have the Preps here with the rest of the school.

- Enrolments continue as a major focus – we are not quite sufficient in numbers. Started the year with 180, finished with around 190. Reasons for leaving continue to be a combination of financial and individual personal situations.
- The Primary School continues with excellent teachers to offer a strong curriculum and great care for the students.
- The High School continues to consolidate with work being done to ensure a stable curriculum true to the Steiner principles and quality teaching. The teachers have a great care for all the students
- Our assessment and reporting continues to be refined to become more consistent across the school and to reflect the integration with VELLS* (Victorian Essential Learning Standards). This is an ongoing work. Every student is tracked and this builds a full record for each class so teachers have an overview.
- The IB is progressing well, teachers and students work hard.
- Fiona Cock visited a number of Steiner schools in France and Switzerland including the Luxembourg School which offers the IB Diploma Programme in Years 11 & 12 She sat in on various classes at various schools.
- She found it interesting to see their challenges in the senior years, similar to what we have been through. Interest in a number of French-speaking schools to cultivate exchanges with us and also from some schools, including India, to send students here to do the IB.
- Connections were made with teachers from schools in Europe and the US who are looking to introduce the IB.
- It was good to see that we stand well among Steiner schools internationally and there is a real interest both within Australian Steiner High Schools and from various countries in the world as to how we will go with the IB.
- Jennifer & Fiona attended the World Steiner Teachers Conference at the Goetheanum in Switzerland.
- Teachers worked together on the Restorative Practices throughout the year. We began to use it in some situations in the high school with success. We continue to work on this in our College meetings
- The school obtained a small grant to establish an organic garden and this has been beautifully realised. The garden is used by the primary school classes and also the canteen.
- We hosted the first regional conference for Steiner teachers in Victoria for quite some years, that included teachers from the Steiner stream schools. Over 100 teachers attended.

Jennifer West