



MOUNT BARKER  
WALDORF SCHOOL

STRENGTH

SKILL

GRACE

A School for Rudolf Steiner Education Inc.  
Annual General Report for 2022





*Rose Ceremony*

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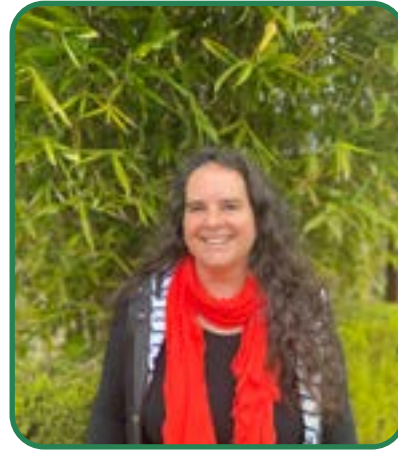
*"To be free is to be capable of thinking one's own thoughts - not the thoughts merely of the body, or of society, but thoughts generated by one's deepest, most original, most essential and spiritual self, one's individuality."*

**Dr Rudolf Steiner**





*Grant Whitehead*



*Kerry Jones*

## **From the Board Co-Chairs**

### **Strategy Refocus and Leadership Vision**

As we moved through 2022, we took a step back to realign our strategic priorities, a refocus warmly embraced by our community. This resulted in clear priorities that both build on the strengths of our community while evolving to meet the needs of the future. [See Strategic refocus Aug 2022](#)

We sought to strengthen our practices of shared accountability through the development of a governance framework and culture that promote our values. Our Leadership and Governance Vision remained central to this work, guiding us as we navigated the challenges and opportunities of the year.

We enter 2023 with strong foundations and remain committed to further refining and realising this vision in service of our community and the future of the Mount Barker Waldorf School.

### **Financial Performance**

2022 was the second year of consolidation, when your school improved its financial stability and further recovered its financial viability, and we offer our thanks to our finance team who have been managing this progress. While expenses increased by 14% over 2021, total School income grew by 15%, primarily due to the benefits we gained from the new way the Federal Government calculates, through its socio-economic index, the support they provide to a school's families, resulting in a 24% increase from Government funding.

This means that we have earned some significant short-term benefits. For the first time in recent memory, we did not at any stage over the year need to draw on our overdraft facility, thus avoiding high interest payments. Plus, we have reduced our total borrowing down to \$2.7 million, which will reduce financial costs over the longer term. And by recording a surplus of \$409,418, we will be able to further reduce our loans and interest bill and thus continue to invest in the school's future infrastructure and operational development.

You may have noticed that, with this improving financial condition and the arrival of Business Manager Roger Moreton, who has brought much dynamism to that role, the School grounds and buildings are already showing the benefits of increased investment. And thanks to the efforts of Principal Liam Waterford we have been able to increase learning support funding and invest more in supporting those students needing additional support. This approach to financial management has also been demonstrated in how we are now better at collecting outstanding tuition fees in the year they fall due. As a result, end-of-year receivables were down by \$136,624, but we were still carrying some \$329,482 in long-term debtors, the collection of which the finance team continues to manage proactively.

Looking forward, we hope to continue to further reduce our bank interest costs, maintain our financial viability and progressively increase our capacity to invest in the school's infrastructure and operational development.

## Senior Leadership Team Developments

We welcomed Roger Moreton into the Senior Leadership Team, as Business Manager. Roger's exceptional management skills have facilitated significant improvements in our school's infrastructure and administration.

Deborah Bottin, School Registrar, has become an active member of the Senior Leadership Team. Her deep understanding of the school's people and processes have been key to our smooth operations and ongoing evolution.

As 2022 came to an end, we bid farewell to Neal Maxwell, who served as a member of our Senior Leadership Team. We are grateful for the positive influence Neal has had on our school's development and will carry forward the lessons learned from his time with us.

Co-Principal Liam Waterford remained a pillar of dedication and perseverance throughout 2022. He has maintained the heart of the Waldorf way while navigating the complexities of the year with unwavering commitment.

Assistant Principal Eleanor Waterford has ensured we continually grow in our educational excellence, and together with the CLG is keeping our focus firmly on learning and pedagogy.

Assistant Principal Elise Duffield has kept a vigilant eye on the school's culture and behaviour and learning support, shaping a positive and inclusive environment for our students and staff.

As they combine their individual strengths, we look forward to their shared leadership in the evolution of our school.

## Infrastructure and Facilities

The successful implementation of our building levy has been a significant milestone in enhancing our school's environment.

The diligent leadership of our Business Manager, Roger Moreton and the hard work of our grounds and administrative teams has seen many enhancement projects progress; including upgrades to car parking, refurbishing the oval seating, implementing a comprehensive building painting program, enhancing the audio-visual system in the Living Arts Centre for school events, and a continuous effort to strengthen the infrastructure and security of our IT network.

The consultative process for our next 5-year Master Plan has commenced and we are inviting our community to share their insights and contribute to the school's future plans.

## Sustainability and Climate Action

In 2022, Mount Barker Waldorf School continued to place a high value on our commitment to environmental sustainability. Acknowledging the importance of our role as stewards of our beautiful school grounds, we strived to ensure that our activities and initiatives were respectful of our natural surroundings.

We remain dedicated to this mission, committed to nurturing our grounds and continuing our exploration of sustainability in the coming years.



*OSHC, Music Room and Hub have been repainted*

## Thanks and Acknowledgements

On behalf of the Board we would like to express our deep gratitude for the Staff at Mount Barker Waldorf School who worked passionately and tirelessly, from the dedicated administrative team to the committed and experienced teaching staff. Their unwavering commitment to the students in their care, as well as their flexibility and dedication to adapt to the challenges of our time ensures the ongoing success and sustainability of our school.

We would like to specifically acknowledge the exceptional leadership and commitment of our former Co-Chairs Daniel Hockin and Kristy Carter, they led us through challenging times globally. It took countless hours and an unwavering focus on our mission to navigate 2021-2022, we are grateful for their love and commitment to our school.

After concluding her term as Co-Chair, Kristy Carter remained an active and influential member of the Board, contributing her substantial knowledge to our governance. Kristy's contributions enriched our discussions and helped to ensure decisions were well-informed and grounded in sound principles. Kristy concludes her 3 years of service on the board at this year's AGM. Her dedication to our school and its mission remained steadfast throughout her term, and her influence will continue to be felt long after her term ends. We extend our heartfelt thanks to Kristy, her presence on the Board will be deeply missed.

We appreciate the dedication, hard work, and professionalism of all our Board Members and extend our gratitude to them. Shelley Warchol, who served as Board Secretary has been instrumental in establishing a strong governance framework supported by new and improved board policies and procedures. Peter Follet has been invaluable in his work on leadership, strategy and as the chair of the Finance, Audit and Risk Committee. Hannah Murphy brought her professional financial knowledge and perspective to the Board as Treasurer, as well as a helpful outside perspective on key leadership and governance matters. Lachlan Jeffries was a clear voice on business and finance, offering timely perspectives founded on his historical experience. Katherine Hawkins offered helpful insight from her many years involved in the school, as well as her deep leadership expertise. Katherine concludes her service on the Board at this year's AGM. We are grateful for her contributions particularly in the work that will enable us to progress the core commitments of the Leadership and Governance Vision.

In retrospect, 2022 was a year of significant transition and growth for Mount Barker Waldorf School. We grappled with challenges, welcomed new leadership, and embarked on transformative initiatives, all while maintaining a steadfast focus on our core mission: delivering an exceptional Steiner education. Throughout these changes, our community's resilience and commitment to our school's future remained resolute, a testament to the strength and unity we share.

With our dedicated staff, an engaged community, and a clear strategic focus, our school is well-positioned for the journey ahead. As we embark on this next chapter, we remain guided by our shared values and vision, ready to embrace the opportunities and challenges that lie ahead.

*Grant Whitehead and Kerry Jones - Board Co-Chairs*



*Thank you to Kristy Carter and Dan Hockin*





*Liam Waterford*

## Principal's Annual Report 2022 - A year of innovation and consolidation

*“Someday, when I have grown sufficiently, I shall attain that which I am destined to attain.” R. Steiner*

Our school strives to bring Steiner’s words into fruition for all the students, parents, staff and community members who are associated with our school. 2022 was a year where we were able to realise a more ‘normal’ vision of what this looks like compared to the previous years.

We started the year with a vision for **“Growth and Renewal, Collaboration, and creating a Culture of Care and Welcome”**. With the vaccine mandates at the end of 2021 meaning that we had 16 staff take a year’s leave without pay, and more than 20 new staff coming in, we had a need to be innovative in our approaches, as well as making sure that we consolidated what we did well as a school.

I would like to highlight some of the strengths for the year, what we learnt, and how we adapted to what the year brought us.

### What went well in 2022? (In no particular order)

#### Double streaming Class 8

After an intense period of consultation and preparation through 2021, we welcomed a Class 8 of 42 students. With split Main Lessons and 3 groups for Practice Lessons, it allowed us to be innovative and flexible in our teaching and pedagogy.

#### Highest enrolments at census in the last 20 years

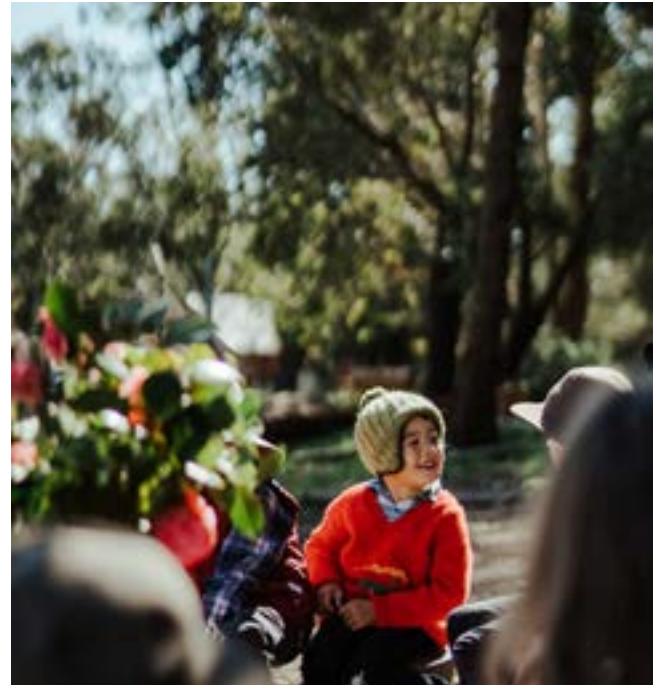
Our census figure of 338 funded enrolments was the highest for the last 20 years (we had 334 in 2003). This figure has allowed us to consolidate our finances and look towards what is needed for the school.

#### Grants for playgrounds

We were awarded grants for High School and Primary School playgrounds. Both were completed in 2022 and were able to contribute towards extra areas of play that meet the needs of the students.

#### Moving Primary Library into the Primary space

The Primary Library was moved into the old Class 7 room and shared the space with Adrienne the Craft teacher. This was highly successful and allowed students easier access to books and reading spaces, as well as a dedicated space closer to the classrooms for Craft.



*Bush Kindergarten*

### **Successful BGA grant for 2023**

We were successful in applying for a Block Grant Authority (BGA) grant for 2023. Initially we had asked for money from the BGA to build more classrooms. However, when the cost of building spiked and we realised we would not be able to fully fund the build without going into significant debt, we were able to pivot and persuade the BGA to redirect our funds into a refurbishment of the High School Library space to make it fit for purpose. This work will commence in 2023.

### **Bringing together the Finance team and Admin team**

2021 saw much upheaval in the Admin and Finance teams. By the end of 2022 we had a brand-new team at the front desk and in the finance office, as well as a new Business Manager. We had a healthy operating surplus and were visibly using our Maintenance Levy funds to improve the school. I would like to especially thank Priscilla Bailey and Marcelle Avgoustinos who held our school together financially through some rocky years and finished their roles in Term 2 of 2022.

### **New teachers bringing fresh ways of thinking and seeing**

With the addition of so many new teachers to our school through the vaccine mandates, we had an opportunity to be able to see our school afresh – to identify what we were doing well, and to recognise those things that could be improved. Through this process we simultaneously celebrated and shared the mission and vision of our school with our new staff. We expanded our teacher development with an inaugural additional ‘new Teachers conference’ and expanded Waldorf professional development and mentoring for teachers. With a mixture of early years and experienced teachers, some new to Waldorf and some veterans, we were able to bring a lively and refreshing experience across the school, particularly in High School.

### **Maintenance levy and work beginning to show improvements across the school**

With the introduction of the Maintenance Levy, the Board recognised the need to focus on the upkeep and maintenance of our facilities, many of which had been worked on or built by our pioneering teachers and parents. There were many refreshing examples of this money being spent wisely and in a timely manner.

### **Bringing the best of what was learnt during covid time**

While we were forced into many undesirable situations over the past two years, there was some learning to come from these times that had benefits for the students. At the beginning of the year, we had much of our learning taking place outside in the fresh air. Many teachers saw this as an improvement and are still using the infrastructure that was set up for this, particularly in the High School. The use of online tools to enhance our learning (rather than detracting from it) was also successful and continues to be used effectively.

## Student support and NCCD funding

The Student Support team grew through the year, and we were better able to identify needs of students and provide them with the support that they need. This was achieved through ensuring our NCCD funding reflected the support that we were providing, particularly in the Early Childhood space. Students were able to learn at the level appropriate to them, using strategies specifically designed for their needs, and thrive.

## Steiner Leaders gathering from around SA

2022 saw a deepening of the relationships between all schools that provide a Waldorf education in South Australia. Meetings were held each term hosted by different schools and there was an active will to identify and work with issues. For example, we had guest speakers from Flinders University talk about teacher training, as attracting Waldorf trained teachers is a big issue for all schools. We also coordinated events across schools such as string concerts and the Class 5 Greek Olympics.

## Representation of South Australian Schools Nationally

I was lucky enough to be invited to represent South Australia in talking about state issues for Waldorf schools at a national level. These meetings had representatives from around the country and we were able to share and support each other through some of the challenges we face systemically and individually within our contexts, as well as giving Steiner Education Australia feedback and guidance on their role as our peak national body.

## SEA Board representation

I was also lucky enough to be nominated to the Board of Steiner Education Australia. As part of my appointment I have been given valuable insight into the workings of other schools and their strategic directions, as well as working through SEAs strategic planning process. I work closely with our school Board and I have a renewed gratitude for their knowledge and capabilities, having experienced it from the other side!

## Shelley Davidow

Shelley Davidow was the keynote presenter for our January Conference. She set us up beautifully for the year, particularly with the number of new staff we had. Her ability to articulate the essentials of Waldorf Education without falling into the everyday trappings of content was essential to the great beginning of the year we had. Her contribution was so successful, we had her come back for our 2023 conference as well.

## German Volunteers – Lennart and Noemi

After a few years hiatus, we were able to again welcome volunteers from Germany through the “Friends of Steiner Education” association in Germany. Lennart Ziedler and Noemi Obasi joined our school at the end of August and have been doing excellent work around the grounds, in classes and on camps.

## Returning to ‘normality’!

Despite the slow beginning to the year, by the middle of the year we were back to a place where we could have excursions and camps, assemblies and festivals, singing and performances again without disruption. This allowed us to focus on the important rhythms and routines that bring a wholesome breathing into our daily, weekly and termly rhythms. The wellbeing of our students is paramount, and being able to provide these opportunities to work in the ‘heart’ realm are key to our success.



*Class 11 Botany Camp*



## What did we learn?

### Listen to the community and hear their wisdom

We had opportunities throughout the year to understand and learn from the wisdom of our community. There were some occasions that caused us to come together in challenging circumstances. As a leadership team we were open to listening to what worked well and what could have been done differently. It was a humbling experience to recognise the impacts that different decisions and events can have on our community, and how we can learn from these.

### Be flexible when the situation demands

We were able to recognise the opportunities to adapt and pivot that presented themselves through the year. Examples of this were changing our BGA funding focus, and recognising that Class 7 was not able to be double streamed. This mindset of allowing things to be more fluid, rather than structured and set, is a pleasing dynamic to work with into 2023.

### The importance of working with teachers to develop culture

The teachers have the biggest impact on learning in the classroom. It has been a joy to work actively with them to develop the culture of our school. Through an expanded mentoring program, connection groups that go beyond faculties, and a conscious attitude of care and welcome, we were able to shift and move staff dynamics to be more positive and inclusive.

### Be open to what comes and learn from adversity

Adversity has a way of making things change and grow, and we strove through the year to be open to what was coming and to recognise what was changed for the better. Things of value do not always arise when we are settled and positive, and there were some opportunities that arose from our work during covid that were valuable additions to our school.

### Understanding the longer-term effects of covid requirements – wellbeing for students, teachers and families

One big difference we are seeing in students now is the long-term effects that mandates, lockdowns and mask wearing has had on our students. Particularly in High School we are seeing higher rates of mental health issues and lack of stamina for learning. We will be actively working on the wellbeing of everyone at our school, focusing on students, teachers and families to ensure we address these trends and understand their significance.



*Class 12 Scuba Camp*

## What are we bringing into 2023?

### Returning teachers

2023 sees the return of teachers who were on leave. This represents another opportunity for us to work on our culture of learning and growth. It is said that you can't cross the same river twice, and even though our school might be physically the same, the spirit and culture within continually grows. We are committed to working with those returning as they will have a strong sense of what has changed through 2022. We will learn from seeing through their eyes, and by helping them to adapt.

### Strong culture of learning – Restorative Practices and Berry Street

Through 2022 we recognised that we needed new ways to embed the strong culture of learning and growth that we were championing. We have been given the opportunity to work with Restorative Practices and the Berry Street Education model as student-centred frameworks which will further support healthy relationships and learning in 2023. We have a core of staff who have done the training and identified how it will fit into our school. 2023 will be a time of implementation.

### Good financial management from 2021 and 2022

2023 will see the benefits of some good financial management in the previous years. It will allow for more targeted maintenance and upkeep as well as major refurbishment in the High School Library. We will have more targeted support across the school, and there will be little wins along the way that will add up to a better school experience for all.

### Primary School Library expanding

The Primary Library will be expanding its operation in 2023. Having moved down to the Primary School in 2022, we have slowly been putting in the infrastructure to allow the space to expand and meet the needs of our students today. Despite our reliance on technology as a society, reading is still a fundamental skill and the library is essential to this.

### Farewell to staff

Finally, we farewelled some staff through the year as well as at the end.

Through the year: Tania Coles and Vanessa Johns from the Front Office team. Gary Rosser from the High School. And Aaron Lokkin from the Primary School.

At the end of the year: Adrienne Schulz from Primary Craft. Halina Mutton from Class One. Tracey Kelly and Kylie Brown from Early Childhood. Nicola Grieger from the Music team. Denver Darcy from the High School. Susan Berry from the Student Support team. And Neal Maxwell from the Leadership team.

Our school is greatly appreciative of the efforts of these staff who have helped and supported the students and community in 2022.

We are looking forward to 2023 and the challenges that it will bring. We believe we are setting the foundations for a sustainable future for the school financially, academically, socially and spiritually.

*Liam Waterford - Principal*



*Class 7 Mandala*



*Winter Festival*



# Report from the Business Manager - Roger Moreton

For the year ended 31 December 2022

## Overview

2022 was a year of consolidation and stabilisation. Financially, we had a year of improvement, and our staffing situation was stabilised with the employment of long-term admin staff and myself as Business Manager. Priscilla Bailey, from Precision Accounting, continued to step in as support for the first half of the year and was fully supported by Marcelle Avgoustinos and Matt Stone. By the time I started in June, the finance team was stable and operating very efficiently.

## Facilities

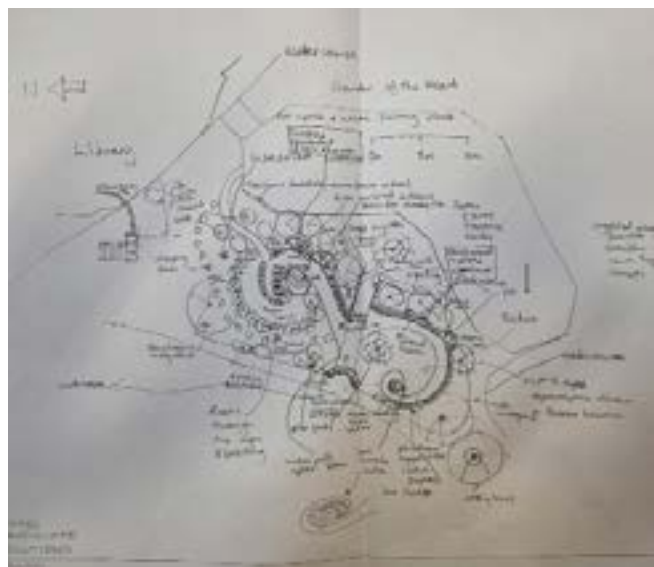
In tight financial times, general building maintenance is generally the area that is the first to be trimmed as we still need staff and essential utilities to maintain our core purpose. The school has built and refitted some beautiful buildings in recent years, but other building and grounds were looking a bit tired. This can affect the current school families' attitude to the school but also can detrimentally affect a new family's decision on whether to join our school. Some of the issues also affected safety which is vitally important.

We have tried to prioritise areas requiring maintenance while still working within our budget. We have painted key areas including the reception, four secondary classes, primary verandas, primary library, Nightingale Kindy, the LAC foyer, the music and OSHC buildings. More painting is continuing in 2023 as part of a larger focus on this area.

Our beautiful grounds have also had some attention with our horticulture trainee Oliver starting at the beginning of the year supporting Daryl and Simon. Sue Catlow took on some part time gardening in term 4 and she handed over to Nick Woods over the summer. We have seen evidence of their work in the Memory Garden in front of the Science block, gardens at the front of the school and general garden improvements. We also welcomed back some German volunteers Noemi and Lennart in August, who really helped in many areas of the school, including the grounds.

Safe pathways have been a priority, with multiple areas being repaved and some new concrete paths being constructed. This is an area of great need for safety and accessibility, and the budget allowed needs to increase to become compliant. As part of our current Master Plan consultation, we have found that our accessibility around the site needs to be vastly improved.

The new building and grounds levy has enabled improvements that may have been otherwise out of the budget, and the carpark resurfacing was the focus in 2022. This improved safety, flow and the aesthetics of the front of the school and it has received a lot of positive feedback. The carpark resurfacing will continue to be a focus for the use of the levy, as most of the school community benefits from these improvements.



*Memory Garden*

## IT

Our IT infrastructure was another area that required significant focus due to vulnerabilities in security and reliability. 2022 saw Stephen Randell work as a contractor with Dora Chen and Jimmy Liu to bring our server management up to industry standards. There were extensive vulnerabilities identified and these have been worked through. We have currently surpassed many schools in what we can offer. The initial focus was ensuring good connectivity so that any areas that require it, have the machines and connection to do their job. We are rolling out school supplied laptops for teachers and admin staff and upgrading the devices that high school teachers can use to securely do their work with all the school owned software. Stephen has since started as IT Manager and is continuing to decrease our vulnerabilities and increase our capabilities.

## Administration Team

2022 saw a lot of stabilisation in the Admin Team. We welcomed Kali Amazon-Benveniste and Karen Noble to the front reception, and they have both brought their individual skills to provide a welcoming presence to visitors and the school community. The Finance Team saw Matt Stone join as Finance Officer and he has brought his accounting experience to our school setting which has benefitted us. Deborah Bottin and Marcelle Avgoustinos have continued to provide our school with their wealth of experience.

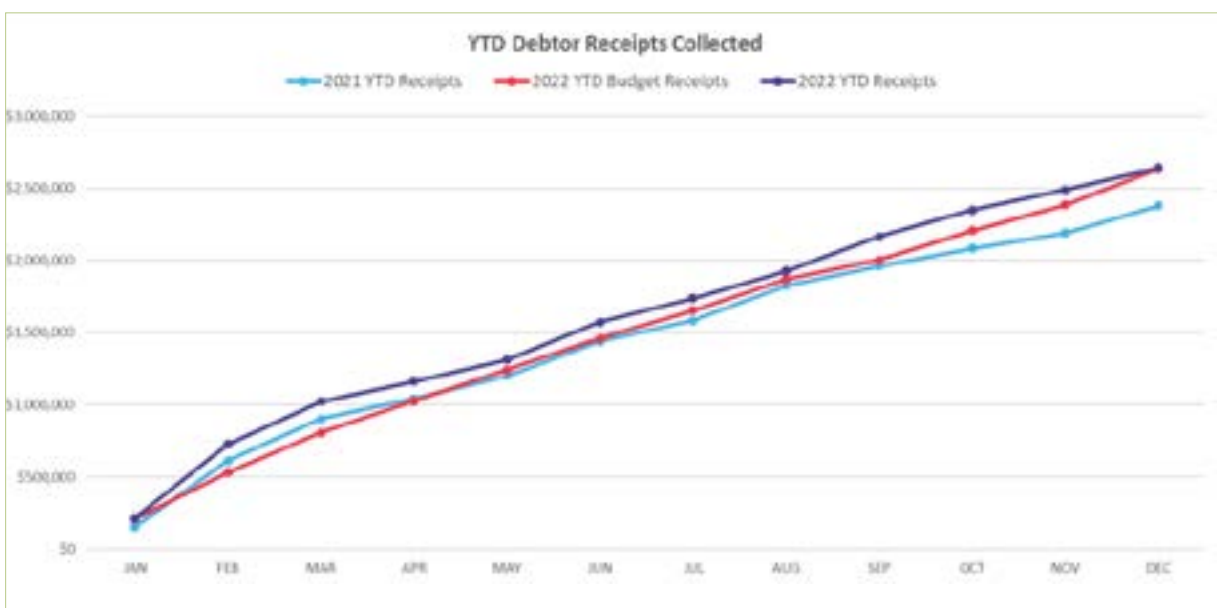
## Fees & Enrolments

The fees for 2022 were set before I started in the Business Manager role and would have gone through the same process as before in determining the increases. The increase in costs and the goals to be achieved were considered. The increase in fees were then kept as low as possible to try to lessen the impact during these tight financial times.

FACTS has been a big step forward because it gives families some flexibility in payments schedules while giving the school some certainty for when we will receive fee income during the year. Marcelle has continued with the big responsibility of monitoring the generation and payment of fees and following up on delinquent payments. FACTS gives us real time fee payment information, so families do not get themselves into financial difficulties with payments.

Our enrolments fluctuated over the year with a sharp decline experienced with the government mask mandates in January. While this drop was concerning, the enrolments climbed throughout the year to reach to budgeted figures of funded students by census time which guaranteed our funding. There appears to be a trend across most schools of a more transient student population, which makes budgeting based on enrolment numbers more difficult.

Our fee collections for 2022 tracked well and there has been improvement compared to budget and the 2021 actual collections.





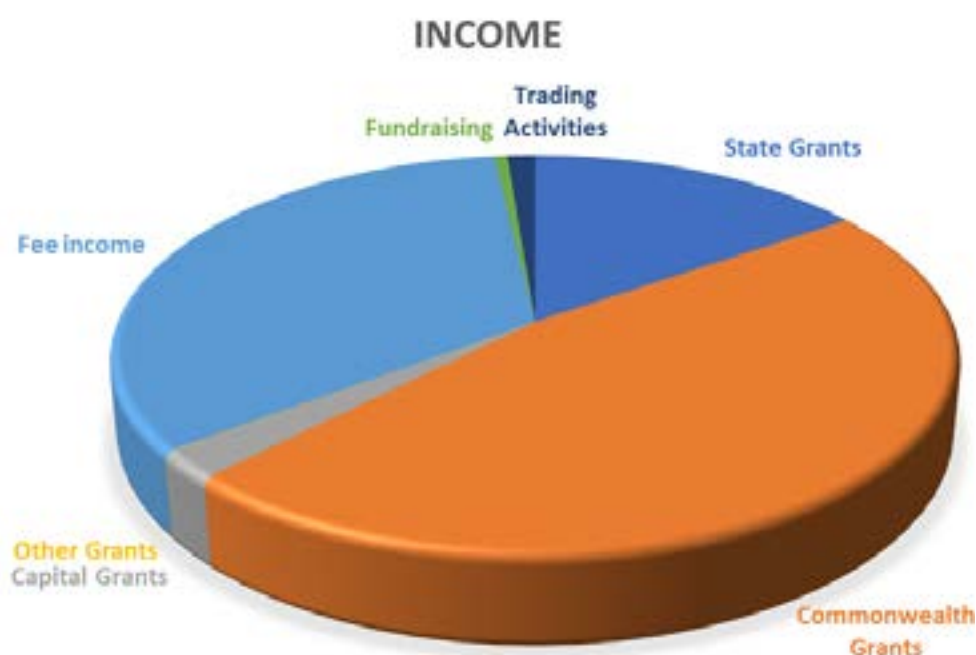
## Financial Accounts 2022

The Financial Accounts for the year ending 2022 show a surplus of \$409,418. The overdraft was not drawn upon for the entire year which has not been able to be achieved in recent history. Our trade creditors were paid on time throughout the year. Our loan obligations were met, and our long service leave provisions have been steadily increasing. All our key indicators improved in 2022 and we still were able to improve our buildings and grounds at the same time.

### Recurrent Income

A focus on reporting the learning support needs for our students resulted in a sharp increase in NCCD funding. With this reporting from the Learning Support Coordinators and teachers, our funding increased to \$343,773, up from \$154,202 in 2021 and \$39,160. in 2020. This increase in funding has allowed us to put more resources into learning support which benefits all students.

Because the enrolment number rose over the year and were on budget at census, the surplus was maintained. Most of our income is still reliant on enrolment numbers, especially at census time in August. Movement of students around this time can severely impact the school's capability to deliver all the planned student activities and facility improvements.

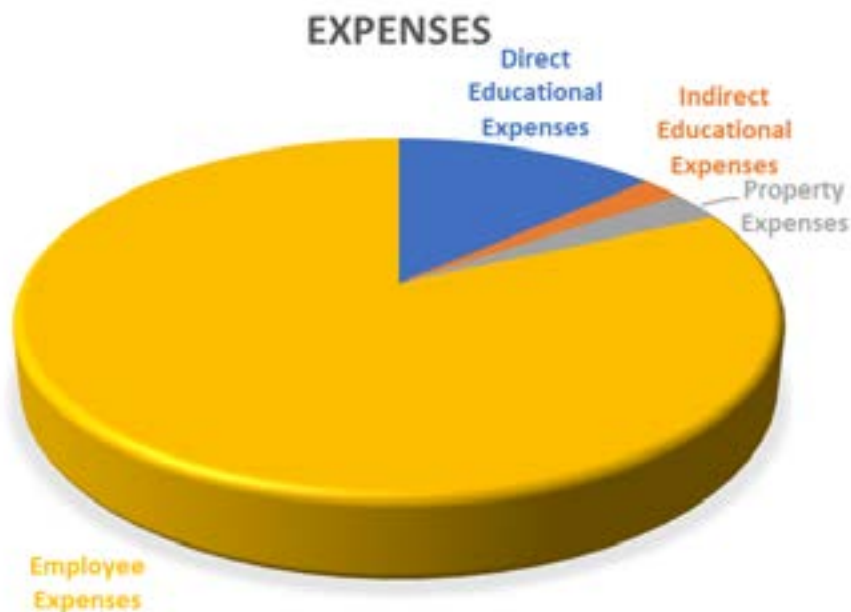


*Working Bee*

## Recurrent Expenditure

Expenditure continued to be slightly affected by covid-19 with increased relief teacher costs but the overall expenditure on teacher expenses still fell within a normal percentage of recurrent income. Wages will always be the largest expense for the school and for 2022 accounted for almost 82% of total expenditure and 72% of recurrent income.

Getting the staffing ratio correct is the critical decision that can impact the school's viability. The school has put processes in place to ensure that our staffing levels are optimised.



*Primary School life*



## The Future

The future of the school is looking strong. There has been a focus on sustainable improvements throughout the school. And while there is still a lot to do, through the Master Plan to be completed in 2023, we are able to identify priorities.

Student retention is vitally important for sustained growth and financial viability. The balance of maintaining facilities and educational programs while keeping fees as affordable as possible can be challenging, especially in the current financial climate.

With the current stable Leadership team and Admin team, we can plan strategically for the long-term future of the school. There is a refit planned for the library in 2023, along with continued upgrades around the school. We are focussing on areas that can benefit the most students and members of the school community. This is an exciting time for the school, and you should continue to see evolving improvements in what the school can offer.

## Thank you

I would like to thank Priscilla Bailey for stepping in and steering the school in a sustainable financial direction, and Marcelle Avgoustinos and Matt Stone for going above and beyond to ensure that the finances of the school were well managed. Also, I would like to thank Liam Waterford for stepping in as an authorised person in finance and Deborah Bottin for helping to maintain compliance. In a challenging time, everyone stood up to help keep the school financially secure.

*Roger Moreton - Business Manager*

## 2022 Enrolments

Enrolments and exits throughout the year were between 323 – 315 (funded) students. Additional to these enrolments, we had 37 children in our 4- and 5-year-old group (which is not government funded). Playgroup numbers were 45+ families with a waiting list for enrolment.

### Enrolments/Number of students as per August 2022 Census

	<b>Total</b>
Kindergarten	33
Lower School	154
High School	151
<b>Total</b>	<b>338</b>



*Spring Fair*

## Strategic Focus into 2024

### A: Delivering a Quality Steiner Education

- A1 Teachers are actively engaged with the Steiner pedagogy.
- A2 Students have Agency. Every student's voice counts and can be heard.
- A3 A strong collegial relationship lives among South Australian Steiner Schools and Streams.
- A4 Students receive a contemporary Steiner Education that is enlivening and relevant.
- A5 We engender a conscious relationship with technology as creators over consumers.

### B: Embedding Sustainability, Custodianship and Conservation Practices

- B1 Our actions reflect our commitment to closed-loop sustainability.
- B2 Custodianship is embedded in our community.
- B3 Conservation and environmental principles are applied across the school.
- B4 The school grounds are a sanctuary for native animals.

### C: Parent Engagement and Education

- C1 Families are highly engaged advocates of Waldorf education and our school.
- C2 The broader school community is active and engaged.
- C3 Families are enlivened by relevant Steiner education opportunities.
- C4 Communication between school and parents is timely, concise and accessible.



# Strategic Plan

5 (years)

## D: Pride in our school

- D1 We recognise and celebrate our achievements.
- D2 Our Alumni are active and engaged.
- D3 A culture of giving and contribution is encouraged and celebrated.
- D4 We have beautiful and well maintained grounds and facilities.

## E: Effective Leadership & Governance

- E1 The school board and leadership champion and live our school values.
- E2 Families experience being supported and empowered when engaging with our school board and leadership.
- E3 Our constitution supports our effective governance as a Contemporary Waldorf School.
- E4 Policies and procedures manage risk and enable personal initiative.
- E5 Board members, appointors and school leaders are effective in the performance of their duties.

## F: Engagement with Wider Community

- F1 We encourage the expansion of Waldorf Education into more locations across South Australia.
- F2 Student service to the wider community is actively encouraged, promoted and recognised.
- F3 We are recognised as an integral part of the broader Adelaide Hills Community.
- F4 We foster healthy relationships with other Steiner Aligned Organisations.



MOUNT BARKER  
WALDORF SCHOOL

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