



WILD
CHERRY
SCHOOL

For Waldorf/Steiner Education

Annual Report 2021

East Gippsland Steiner Education Group Inc.
ABN 67 979 556 082

We acknowledge the Gunaikurnai people of East Gippsland, who have walked this country and cared for it for thousands of years as the traditional owners of the land on which Wild Cherry School stands today.
We pay our deepest respect to their Elders past, present, and those who will come in the future.

About Wild Cherry

Our Story

Wild Cherry School for Waldorf/Steiner Education was established in 2013 by East Gippsland Steiner Education Group Inc. as an independent, non-denominational and co-educational primary school. The School is situated in Bairnsdale, commercial capital of East Gippsland and gateway to the Gippsland Lakes and Alpine Country, and leases an area of the iconic, heritage-listed original Bairnsdale Hospital surrounded by lovingly nurtured gardens and playgrounds.

Wild Cherry School offers a balanced and holistic education K-6 based on the educational principles developed by Austrian Anthroposophist Rudolf Steiner and is the only Steiner school between Dandenong Ranges and Bega in NSW.

Wild Cherry uses the Australian Steiner Curriculum Framework (ACARA approved) for the delivery of a highly relevant and meaningful as well as flexible and adaptable curriculum that suits the needs of children growing up in the 21st century.

Wild Cherry teachers maintain a strong connection with families with whom they share the task of educating and nurturing the children. With families supporting the values and intentions of our teachers, we bring education to life. This bond is what makes us unique as a school and as a community.

One of the fundamental tasks of the Waldorf/Steiner teacher is to recognise the child as a spiritual being who brings his or her gifts into the world and to foster these gifts by helping the child become his or her true self.

Wild Cherry provides an engaging learning environment, physical, emotional and intellectual, where not only thinking, but also willing and feeling can grow and truly reflect the whole person.

Artistic and academic excellence continue to flourish in a non-competitive environment. The delivery of the curriculum reflects the developmental stages of the growing child on physical, emotional, intellectual, and spiritual levels.

Early years at Wild Cherry are dedicated to the development of physical, gross and fine motor skills followed in primary years by high sensory learning through a focus in art, craft and music. The Wild Cherry Waldorf/Steiner curriculum is broad and engages the child's imagination and strengthens his or her will, through balanced academic and artistic learning.

Children and students at Wild Cherry develop a deep and sequential knowledge base imbued with creative, artistic, and rhythmic elements. Music, movement, performance, and a connection to the natural world play an important part every day and provide balance to the cognitive aspects of learning.

"The smallest things in its rightful place can lead to the highest goals."

Rudolf Steiner



Photo by Lauren Anderson Photography, March 2021.

Our Purpose

Our purpose is to nurture the whole child through a holistic education that encourages curiosity, creativity, bold questioning, positive social consciousness, and a connection to the natural world.

Our Vision

At Wild Cherry School we continually strive to educate and support the development and potential of each individual child, whilst fostering a creative and ethical community.

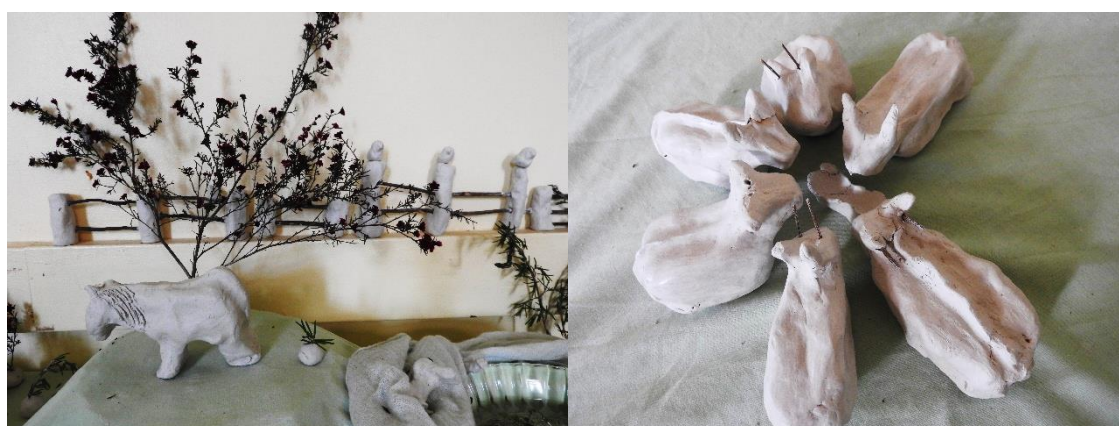
Our Values

- Fostering a desire in our students to aim for academic and artistic excellence, by providing them with a rich, diverse, and integrated curriculum.
- Inspiring the children with a lifelong love of learning, a morality that strives for goodness, an appreciation of beauty, and a pursuit of truth.
- Developing trust and respect for themselves, each other, the broader community, and the earth.

Enrolments

Enrolment figures are taken in August 2021.

	2014	2015	2016	2017	2018	2019	2020	2021
4yo Kinder	-	-	-	-	-	13	11	11
Prep	8	14	16	15	9	5	9	10
Class 1	3	11	10	13	11	5	6	15
Class 2	9	3	9	9	11	12	5	7
Class 3	-	10	5	5	2	10	11	6
Class 4	-	-	10	4	3	4	8	10
Class 5	-	-	-	7	3	2	3	5
Class 6	-	-	-	-	4	4	3	1
Total - School	20	38	50	53	43	42	45	54
Growth School	33%	90%	31%	6%	-18%	-2%	6%	20%
Total - Kinder	-	-	-	-	-	13	11	11
Growth Kinder	-	-	-	-	-	100%	-15%	0
TOTAL	20	38	50	53	43	55	56	65
Growth - Total	33%	90%	31%	6%	-18%	28%	2%	16%
Capacity				71	71	71	71	71
Capacity %				70%	60%	77%	79%	91%
Indigenous School						1	4	0
Indigenous Kinder						1	0	1



Clay work. Farming Main Lesson, Class 3.

Chairperson's Report

"It is only wholesome when in the mirror of the soul of humanity the whole community takes shape, and in the community the strength of the single soul lives."

Rudolf Steiner

What a challenging year it has been since the last annual board report. Change and challenge have been the environment we have all worked in. I am pleased to say the school, through its officers, staff, parent and children have been outstanding in facing down and competently turning what could easily have been seen to be overwhelming circumstances into opportunities to renew and grow.

The board faced upheaval and a period of great change as it went through a number of members and chairs during this period. To each of those who put their hands up as volunteers and devoted time and energy to the school, we thank and salute you. I am delighted to say that since the last half of this reporting period began, we have welcomed onboard a highly skilled, energetic, committed and importantly stable board.

The Covid challenge is one which faced every school and organisation in the country. Wild Cherry tackled it head on, and with creativity and energy made it work. The staff and school leaders deserve a huge vote of thanks for the manner in which they guided the school through this global pandemic and its associated lockdowns and social distancing. Such an achievement doesn't happen by accident, it takes real people rolling up their sleeves, facing the reality of the situation and finding a way to make it work.

Back to the future could easily have been the theme of the 2021/22 year. The board faced a situation where the leadership structure of the school was in direct contravention of the school's constitution which stated that there was to be a dual leadership model. The current board could not legally allow such a situation to continue and took immediate action to remedy it. Consideration was given to two courses of action. Either alter the constitution to confirm the single leadership model or change the leadership structure to comply with the constitution. The board decided that the constitution as it stood was well thought out and that we should comply with it. School leader at that time, Uli Hasel took the return to a dual leadership model as a pertinent time to retire from her position. We thank her for her service to the school over the previous years.

Our return to the co-leader model meant we had to interview and appoint two new leaders. After receiving high quality applications from a number of applicants, we were delighted to appoint Johanna Camm to the Learning Leader position and Carissa Johnston to the Business Leader role. The founding principle of the co-leading model is that whilst each leader has their area of responsibility, both are equal in decision making and leading. The board is absolutely delighted with the professionalism, energy and enthusiasm these leaders have brought to the school.

The board made the decision that we needed to commit to a new home. Our current sites lease expires in a few years and as the site is aging and requires a lot of expensive maintenance, plus major works in the near future, it became imperative that we make the commitment to move to our forever home on the Johnsonville site. We are now engaged in the process of making this happen and would hope to move around 2024. There is a lot to be done between now and then, but it is an exciting project and one we encourage all of the school community to engage in. It's not often you have the opportunity to take a greenfields site and turn it into the school of your dreams. What a great opportunity for all of us to be involved.

There has been some fine work instigated by Johanna Camm and the teaching staff in renewing and refreshing the curriculum. In the process they are ensuring that our children are getting a great education under Steiner principles. The collegiate approach and a willingness to keep seeking high quality outcomes is a hallmark of the work they are doing. Our children's learning is in very good hands and this is confirmed by the number of enquiries we have had regarding enrolments. The word is getting out that Wild Cherry is a great place for kids to grow and learn.

The non-teaching staff led by Carissa Johnstone, have been heavily engaged in looking carefully at the practices and procedures in the school to ensure that we are not just viable, but are thriving as we look to our next couple of years. In particular, every policy in the school is being looked at for compliance and currency, a huge task, but one we need to keep on top of to maintain our registration as a school. Good policy, practices and procedures are the framework that ensure our school not only continues to exist but thrives.

Finally, I would like to thank the board and all of the other volunteers who contribute to our school. Wild Cherry is not a large school with lots of money, fees are kept as low as they can be whilst still allowing us to operate effectively. The work done by our board happens quietly in the background, as does most of the other volunteer work which ensures we can function successfully. A committed board is essential to the health of the school and is the guardian of the school's culture and its legal compliance and survival. Thank you to these caring individuals, many of whom do not have any other direct ties to the school other than their board participation.

Jeff Steedman, Board Chairman
22nd April, 2022

Board Membership

Name	Role	Tenure	Qualifications and Experience	Professional Development 2021	Conflict of Interest
Bridie Cornall	General Memeber	2 years, started 30 April 2019 Resigned April 2021	Entrepreneur		Parent at School
Nicole Becker-Edwards	Secretary	2 years, started April 2020	Natural Therapist, Entrepreneur		Parent at School
Jeff Steedman	Chair	2 years, started 19 th May 2021	Diploma of Teaching Inclusive Schooling - Integration Grad. Diploma of Welfare Cert. Therapist Cert. Counselling Children Cert IV Workplace Assessor Critical Incident Management	Governance & Risk Management Training with Governance Institute GO Australia	
Carly Duncan	Deputy Chair	2 years, started April 2021	Grad. Cert. Child & Family Practice Diploma of Community Services		Parent at School
Jackie Griffiths	General Member	2 years, started April 2021	Advanced Diploma of Business		

Terry Savidis	General Member	2 years, started April 2021	Master of Business Law Grad. Cert. Innovation & Business Bachelor of Economics Diploma of International Business		
Uli Hasel	School Leader, resigned August 2021		Master of Business Administration; Bachelor of Applied Management; Advance Diploma of Furniture Design Diploma of Art (Furniture Design); Sinology and Ethnology		-
Johanna Camm	Learner Leader, Appointed August 2021		BA Youth Work Certificate Education Support Grad Diploma Primary Teaching		
Carissa Johnston	Business Leader, Appointed August 2021		Certificate III in Business		

Affiliations



Wild Cherry School is a developing member of Steiner Education Australia (SEA). SEA is the peak body for Waldorf/Steiner education representing member schools throughout the states and territories of Australia. SEA supports, advocates, promotes and represents the free and healthy development of Waldorf/Steiner education in Australia in contemporary, diverse contexts.

<https://www.steinereducation.edu.au/>



As an independent, non-government school, Wild Cherry School is a member of Independent Schools Victoria (ISV). ISV represents and supports the interests of Victorian independent schools and the students they teach, promotes choice in education and champions the values and autonomy of member schools. <https://www.is.vic.edu.au/>

Child Safe Standards

Wild Cherry School is committed to the child safe standards. All teaching staff and volunteers undertake annual training in relation to these standards.

- *We want children to be safe, happy and empowered.*
- *We are committed to the safety, participation and empowerment of all children.*
- *We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures.*
- *We have legal and moral obligations to contact authorities when we are concerned about a child's safety, which we follow rigorously.*
- *Our school is committed to preventing child abuse and identifying risks early and removing and reducing these risks.*
- *Our school has robust human resources and recruitment practices for all staff and volunteers.*
- *Our school is committed to regularly training and educating our staff and volunteers on child abuse risks.*
- *We support and respect all children, as well as our staff and volunteers. We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.*
- *We have specific policies, procedures and training in place that supports our leadership team, staff and volunteers to achieve these commitments.*



Class 1/2 craft. Recorder bags and needle pouches.

School Leaders Report

“Waldorf education is not a pedagogical system but an art – the art of awakening what is actually there within the human being.”

Rudolf Steiner

Dear Families,

We began 2021 with renewed hope and an acknowledgement of having shared and survived together the challenges of 2020. We knew that there had been change, in ourselves, the children and Wild Cherry. This change continued.

The school year started with a sense of near normality. It was great to be back with teachers and children on site but, the pleasure was short-lived when a snap lockdown was announced on Friday 12 February. COVID restrictions including Remote Learning continued on and off between February and September 2021.

Wild Cherry staff transitioned between on site and remote learning more easily in 2021 and responded to feedback from families by developing an integrated whole school remote learning curriculum plan. This plan was multi aged and contained an overarching theme with differentiated learning tasks across age and ability. The collective work from our College of Teachers on this plan showed not only an understanding of the Australian Steiner Curriculum Framework but a proven appreciation of child development and stages of learning. Having a staff group physically sit together, inspiring, sharing, brainstorming, compromising, and having input into the development of this document to support the learning of the whole school truly showed the feeling of warmth that our teachers have for each other and our school. Thanks to our teachers who were able to stay connected with their classes and had programs up and running straight away for all children except those from essential worker and vulnerable families who remained learning onsite. We noticed an increase in families accessing on-site learning as the pressures of restrictions impacted our school community.

2021 COVID safe restrictions included required Worker Permits, masks, density limits, attendance registers, QR Codes, social distancing, hand sanitizing and gathering number caps. Administrative infrastructure and processes to record and implement the new restrictions meant an increase in the workload of our office staff who rose to the occasion with patience, diligence, and efficiency.

Restrictions saw the cancellation of many whole school events and the use of ZOOM to hold board, whole school and staff meetings and parent teacher interviews.

Our Spring Fair format changed and then changed again from a public event to an event for only parents and students to its final format of children and teachers only. This incarnation was a beautiful and meaningful celebration of the season and of resilience and adaptability. Congratulations to all staff who each created beautiful stalls for the children to enjoy. Terrariums made by the class 5/6 children, popcorn, lemonade, and a box maze by Class 3/4. Clare painted faces and Johanna ran the treasure hunt. Class 1/2 teacher Wendy with help from Peter and Carolynne brought to the children the most beautiful woodworking stall. Ingrid and parent helpers filled the children's tent with the sweetest creations for the children to delight over and purchase with their cherry dollars. The 2021 Spring Fair was a day for the children, they basked in the recognition that their class had worked hard to contribute to the fair and that it was an afternoon they had created together and they enjoyed owning that success. We started the year with 11 kinder children and 52 in P-6 and a waitlist in prep, class 1-2 and class 3-4. That puts us at a capacity of 86% up from 80% last year. The class size limit is necessary due to small size of the classrooms

Wild Cherry continued with composite class structure in 2021: Kindergarten and Prep taught by Julieanne, Class 1-2 by Wendy, Class 3-4 with Sarah, Johanna and Anna and Class 5-6 by Martin. We acknowledge that this composite structure is not ideal as normally the teacher would remain with their pupils from class 1 through to class 6 but because of the available space at our current location we determined that this was the best solution at least while we are at 28 McKean St. Children and class teachers are supported by 4 Education Support Officers. Carolynne and Jaclyn as in-classroom support and library, Dan as in-classroom support and maintenance, Clare in the role of Literacy tutoring and Nicola and Dawn supporting Julieanne as Kindergarten assistants. We employ Karen as Playgroup Leader and have specialist teachers: Ingrid for Craft and French, Inge, Xani and Marianne taught strings over the year and Daphne taught Physical Education resigning at the end of the year with a move out of the area. Our administration team consisted of Jason and Sophie and Heather as Finance Officer. Our staff team also includes Jane our school counsellor, Karen our cleaner and Malcom caring for our garden and grounds. Rebecca was the co-ordinator of our Parent Engagement Group.

Throughout the year staff participated in professional development including the Steiner Curriculum Intensives, Responding to Trauma, Sounds write and SPELD training. The Whole School Curriculum plan was completed and linked to the Math and Literacy Assessment Schedule to support our delivery of the Australian Steiner Curriculum Framework and improved student learning outcomes. We were very proud to share that Martin had an article published in Teachers Magazine discussing student engagement with nature.

In 2021 the board conducted a staff satisfaction survey and actioned change based on several consistent themes. The survey was offered to the whole staff in the spirit of growth; to build on strengths, and address gaps, to make Wild Cherry the best it can be.

As a result of the staff satisfaction survey the College of Teachers and the Board worked together on the Wild Cherry Leadership structure and the identified need to incorporate an education and learning leadership position within this structure. The result of much discussion was the reintroduction of the co-leadership model. As a Waldorf/Steiner school the model is different to the traditional School Principal. Wild Cherry adopted a constitution which embeds a dual leadership model. The roles created are called Learning Leader and Business Leader. The principle under which this model is expected to operate is "first among equals" The Merriam Webster Dictionary defines this as: The leader of a group of people who is officially considered equal in rights and status to the other members of the group. The principle pays homage to the original Waldorf/Steiner school leadership model, keeping the College of Teachers central in decisions made in the school through their participation in the nomination of a person for role of Learning Leader. This change to appoint a Business Leader and a Learning Leader was one supported, encouraged, and celebrated by the board and College of Teachers.

The Board of Wild Cherry School regretfully informed the community that after serving a long tenure at the school, School Leader Uli Hasel resigned from her position in August 2021.

Uli had been an invaluable asset to the school and will be sorely missed. The school community are very appreciative of her hard work during her long association with Waldorf/Steiner education in East Gippsland.

During her tenure as School Leader Uli played an integral part in the development of the school. Her key achievements include:

- Fostering an environment where children are nurtured on their learning journeys.
- Facilitating the creation of Wild Cherry's first five-year strategic plan from draft, community consultation and research to launch.
- Finding Wild Cherry's potential future location and maintaining a connection to the opportunity.
- Turning a financially failing school into a financially sustainable and flourishing school that is now close to enrolment capacity and ready to take the next leap.

Wild Cherry has a special place in Uli's heart as is evidenced in her passion for the school and her dedication and diligence to its growth and we thank her for all her efforts.

The Wild Cherry board membership fluctuated, and we thank all those who contributed over the course of 2021 Nicole, Carly, Jeff, Terry and Will.

In September 2021 the board appointed Carissa Johnston as Wild Cherry Business Leader and Johanna Camm as Wild Cherry Learning Leader.

We continued with preparations to offer 3yo kinder in 2022 to close the gap between playgroup and 4yo kinder. We had our current kindergarten/prep yard re-assessed by the Department of Education and Training for use by 3yo kinder children and made the required modifications and presented a detailed feasibility with cost forecast for the board. This was approved and work began on site, advertising for enrolments and to secure staffing for the opening of the program in 2022. Wild Cherry was extremely grateful to be able to welcome Cyndie Bignell back to Wild Cherry as our combined 3-4yo kindergarten teacher for 2022. Wild Cherry purchased 10 laptops and conducted an information and technology review. Updating process, documentation and record keeping by the creation of a shared server. This shared drive and updated IT system streamlined sharing of curriculum planning, student individual learning and behaviour plans, reports, record keeping, policy and procedures and all school documentation. Providing staff with the technology to be able to perform their duties responded to an identified need for improvement and mitigated risk. The new computers have a staff and student login allowing senior students to use the computers for research purposes when appropriate.

2021 saw the board and school leadership continue with plans for a new school site in Johnsonville. These plans are extremely exciting for the school community but as with most connections in 2021 the ability to gather to discuss, inspire and generate momentum was hindered. We look forward to continuing with this work in 2022.

2021 was a year of changes and perhaps the full effects which will take some time to truly reveal themselves. Consistent across all this change was our commitment to the philosophy of Rudolf Steiner and the delivery of the Australian Steiner Curriculum Framework.

Johanna Camm, Learning Leader

Carissa Johnston, Business Leader

April 22nd 2022

Teacher Standards and Qualifications

Wild Cherry teachers are required to be registered with the Victorian Institute of Teaching. Full details of annual registration for teachers are set out in the Victorian Institute of teaching record of Annual Registration and are available from <https://www.vit.vic.edu.au/>.

Most of our teaching staff hold multiple qualifications including:

- Advanced Diploma in Rudolf Steiner Education 1
- BA Education 1
- BA Youth Affairs 1
- B Education – Early Childhood 1
- B Fine Arts 2
- Cert III Visual Arts 1
- Cert IV Anthroposophical Studies 1
- Grad Dip Education 1
- Grad Dip Fine Arts 1
- Grad Dip Special Education 1
- Grad Cert in Steiner Education 1
- Masters Nutrition & Dietetics 1

Teachers' performances are reviewed annually with performance measured against the Australian Professional Standards for Teachers¹ The seven Standards identify what is expected of teachers within three domains of teaching: professional knowledge, professional practice, professional engagement. Teachers' demonstration of the Standards occurs within their specific teaching context at their stage of expertise and reflect the learning requirements of the students they teach².

Standard 1: Know students and how they learn.

Standard 2: Know the content and how to teach it.

Standard 3: Plan for and implement effective teaching and learning.

Standard 4: Create and maintain supportive and safe learning environments.

Standard 5: Assess, provide feedback and report on student learning.

Standard 6: Engage in professional learning.

Standard 7: Engage professionally with colleagues, parents/carers and the community.

¹ https://www.vit.vic.edu.au/_data/assets/pdf_file/0014/35015/Australian-Professional-Standards-for-Teachers.pdf

² <https://www.aitsl.edu.au/docs/default-source/national-policy-framework/australian-professional-standards-for-teachers.pdf>

Staff Composition

In 2021 Wild Cherry School employed 7 FTE staff including 4.7 FTE teaching with an overall teacher to student ratio of 1:11 and a staff to student ratio of 1:8. The total number of staff at the end of the year was 15 including seven teaching staff and eight general staff with the string teacher position vacant (filled again for 2021).

Teaching Staff

- Early Childhood (Kindergarten/Prep) Teacher - Julieanne Bush
- Class 1/2 Teacher - Wendy Worner
- Class 3/4 Co-Teachers - Johanna Camm and Sarah Connally
- Class 5/6 Teacher and Music - Martin Poeder
- French and Craft - Ingrid Wimbury
- Health and Physical Education (Bothmer Gymnastics) - Daphne Yeo
- Strings – Marianne Rothschild

General Staff

- School Leader (to August 2021) - Uli Hasel
- Learning Leader (from August 2021) – Johanna Camm
- Business Leader (from August 2021) – Carissa Johnston
- Accounts Officer - Heather Trewin
- School Support Officers - Sophie Neate & Jason Ficheroux
- Education Support Officer / Library and Early Childhood Co-Educator - Carolynne Balharrie
- Early Childhood Co-Educator and Education Support Officer - Clare River
- Education Support Officer – Dan Goold
- Early Childhood Assistants – Nicola Hutchins & Dawn Mills
- Playgroup Leader - Karen Graham
- Cleaning - Karen Waddell
- Garden Maintenance - Malcolm Bagnato



Whole School End-of-year Performance. December 2020.

Student Attendance

The year 2020 saw a higher-than-normal number of students absent due to COVID-19. All figures in %.

	2014	2015	2016	2017	2018	2019	2020	2021
Prep	91	98	91	89	90	86	85	70
Class 1	n/a	85	93	86	89	87	72	68
Class 2	n/a	94	92	93	90	87	74	73
Class 3	-	90	93	96	98	90	89	69
Class 4	-	-	92	88	94	90	76	72
Class 5	-	-	-	84	87	90	76	62
Class 6	-	-	-	-	88	90	65	58
Average	91	92	92	91	91	89	77	67

In accordance with the *Education and Training Reform Act 2006*, schooling is compulsory for children and young people aged 6–17 years unless an exemption has been granted. In normal circumstances, all students are expected to attend school during normal school hours every day of each term, unless their parents/guardians have sought an approved exemption from the school. Approved exemptions include doctors' certificates and special requests.

Wild Cherry actively promotes attitudes and habits that lead to punctuality and responsibility. Arriving at school late disrupts classroom routines and lessons. For this reason, we seek the support of families in ensuring children arrive on time for the start of each school day.

Non-attendance

- Families are asked to notify the school with a phone call or text message if a child will be absent and provide an explanation for the absence.
- Teachers record attendance **twice daily** and relay this information to the school office.
- If a child is recorded as absent and the parent has not notified the school, we follow up with a phone call to ensure the child's safety.
- Voluntary absences, e.g. family holidays, are discussed with the class teacher in advance so the impact of the absence on the child's learning progress can be considered and a learning plan developed.
- When a student's attendance falls below 90%, the school initiates a conversation with the family to develop a suitable student attendance strategy.

Attendance during Remote Learning

The Minister for Education issued a direction to afford schools to monitor attendance once rather than twice daily. The direction recognised the challenges Victorian schools faced during the delivery of remote learning. Importantly, as a school we continued to ensure the care, safety and welfare of students whether they learned at home or were in attendance at school.

Parent Satisfaction Survey

In 2021 Wild Cherry School participated in the Lead School Effectiveness Survey. All school and kindergarten families were invited to complete the survey, with 10 families participating. The 2020 response rate was 18, the response rate in 2019 was 18, in 2018 the response rate was 10, in 2017 18, in 2016 26 and in 2015 7.

What did we do well in 2021?

- 90% of participants were satisfied with their decision to send their child to Wild Cherry
- 90% of participants believed that Wild Cherry provides an excellent environment for students to learn.
- 90% of participants felt like they were welcomed to visit the school.
- 90% of participants believed that the Teachers of Wild Cherry knew and cared about their children.
- 90% of the participants believed that the students had access to high quality materials and resources to help them learn.
- 80% of participants felt that the Teachers stay up to date in the things that they teach.
- 90% of participants felt that the Teachers at the school are keen to teach.
- 90% of participants felt that the school does a good job developing the thinking and reasoning skills of students.
- 90% of participants felt that the School staff are approachable when parents want to talk about their children.
- 90% of participants felt like students are treated fairly at this school.
- 90% of families surveyed said that their child was looking forward to the next year at Wild Cherry.

What areas need attention?

- 40% of families surveyed felt that library and resource centre could be improved
- 30% of the families surveyed felt that their children needed more preparation for the next stage of their education.
- 40% of families surveyed thought that their children lacked access to technology.

Family, Child and Teacher Connections

Education is more effective when the relationship between all members of the school community, children, teachers and parents/carers, are real and meaningful. This is one of the reasons why in many Waldorf/Steiner schools the class teachers stay with their students from class one through to class six. During these years strong relationships are formed between the child, teacher and family.

In 2021 Wild Cherry offered four composite classes: Kinder/Prep, Class 1/2, Class 3/4, and Class 5/6.

Parent/teacher conversations occurred in many different shapes and formats in 2021 allowing the communication and connection between teachers and families. Parents contact teachers regularly through different channels. Each class also had an assigned class carer that acted as liaison person for activities.

Throughout 2021, as challenging as the year was, families continued to support the school in many ways.



Painting Tuk the Musk Duck from the Gunaikurnai ancestors' story *Borun the Pelican and Tuk the Musk Duck*. Class 1/2.

National Assessment Program

Every year the National Assessment Program – Literacy and Numeracy (NAPLAN) is offered in Government and Non-government schools for students in years 3, 5, 7, and 9. This program, which is run at the direction of the Education Council, is intended to assess the literacy and numeracy learning of students in all Australian schools.

As major funding contributor, the Government expects all students in years 3, 5, 7, and 9 to participate in NAPLAN tests. All children in those grades, whether they will sit the test or not, must be registered for NAPLAN.

The test is designed to be a snapshot in time; therefore, results are not a comprehensive assessment of the children's abilities, but rather how they perform in a test environment when compared with children from the same year level at other schools. Discussions around comparability are ongoing.

NAPLAN was offered to Wild Cherry Class Three and Five students, two students participated in the test.

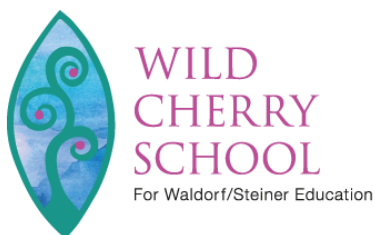
These students tested at a high level.



Early Childhood Teacher Julieanne Bush with Prep children. *Koala in the gumtree* artwork in the making in kindergarten.

Finance Report

Income by Funding Source	2020	2021
Grants		
Commonwealth Government Grants	704,998	745,604
State Government Grants	173,787	172,127
Kindergarten	79,003	94,492
Other Grants	17,684	
Camp Sports and Excursion Fund	18,546	5,617
	<u>994,018</u>	<u>1,017,840</u>
Fees		
School	140,484	169,155
Kindergarten	29,700	-
Playgroup	709	4,698
	<u>170,893</u>	<u>173,853</u>
Donations		
Building Fund	6,909	5,665
Other Donations	446	2,371
Rent Income	8,116	8,116
Other Income	3,944	8,442
Cash Flow Boost	100,000	-
	<u>119,415</u>	<u>24,594</u>
	<u>1,284,326</u>	<u>1,216,287</u>



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