



WILD  
CHERRY  
SCHOOL

For Waldorf/Steiner Education

## Annual Report 2023

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 21<sup>st</sup> 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 20223

### **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.

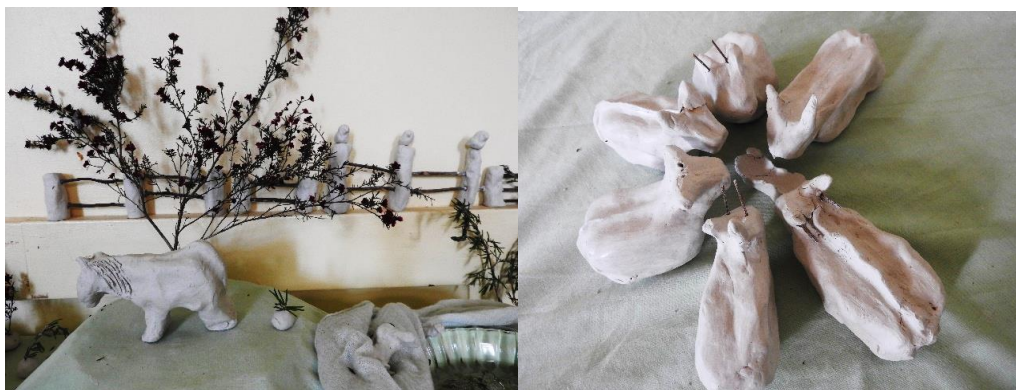
# Enrolments

Enrolment figures are taken in August 2023.

	2015	2016	2017	2018	2019	2020	2021	2022	2023
3yo Kinder	N/A	N/A	N/A	N/A	N/A	N/A	N/A	5	13
4yo Kinder	N/A	N/A	N/A	N/A	13	11	11	10	9
Prep	14	16	15	9	5	9	10	10	5
Class 1	11	10	13	11	5	6	15	7	10
Class 2	3	9	9	11	12	5	7	8	7
Class 3	10	5	5	2	10	11	6	4	10
Class 4	-	10	4	3	4	8	10	4	6
Class 5	-	-	7	3	2	3	5	8	3
Class 6	-	-	-	4	4	3	1	3	8
<b>Total - School</b>	<b>38</b>	<b>50</b>	<b>53</b>	<b>43</b>	<b>42</b>	<b>45</b>	<b>54</b>	<b>44</b>	<b>49</b>
<b>Growth School</b>	<b>90%</b>	<b>32%</b>	<b>6%</b>	<b>-19%</b>	<b>-2%</b>	<b>7%</b>	<b>20%</b>	<b>-19%</b>	<b>11%</b>
<b>Total - Kinder</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>15</b>	<b>22</b>
<b>Growth Kinder</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>100%</b>	<b>-15%</b>	<b>0%</b>	<b>36%</b>	<b>46%</b>
<b>TOTAL</b>	<b>38</b>	<b>50</b>	<b>53</b>	<b>43</b>	<b>55</b>	<b>56</b>	<b>65</b>	<b>59</b>	<b>71</b>
<b>Growth - Total</b>	<b>90%</b>	<b>32%</b>	<b>6%</b>	<b>-19%</b>	<b>28%</b>	<b>2%</b>	<b>16%</b>	<b>-9%</b>	<b>20%</b>
<b>Capacity</b>			<b>71</b>	<b>71</b>	<b>71</b>	<b>71</b>	<b>71</b>	<b>71</b>	<b>71</b>
<b>Capacity %</b>			<b>75%</b>	<b>61%</b>	<b>77%</b>	<b>79%</b>	<b>92%</b>	<b>83%</b>	<b>100%</b>
<b>Indigenous School</b>					<b>1</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>2</b>
<b>Indigenous Kinder</b>					<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>

Wild Cherry 4 Year Old Kindergarten service began 2019

Wild Cherry 3 Year Old Kindergarten service began 2022



Clay work. Farming Main Lesson, Class 3.

# Chairperson's Report

This year has been an eventful and exciting one for the school as the Wild Cherry Board has taken further steps towards moving to our new “forever home” in Johnsonville. We have engaged Mark Simnett of Mark Simnett building designs to do our planning and he has developed an exciting staged development for our new buildings. I invite members of the school community to have a look at the drawings so far, we are sure you will be impressed. Of course, there is the small matter of finding the money to do this without going into unmanageable debt or raising fees to a prohibitive level. The board is looking at all options for our initial move, the staged building of the school as well as fundraising options. We strongly encourage parents and members of the school community as well as those who have been involved in the past to come on board and help with this project and in particular the fundraising.

During the year we have really started to utilise our subcommittee structure. We are looking to engage more people to participate in the various subcommittees. I thank those who have already participated. As the school grows, a strong representation on subcommittees is a great way to become involved and make a real difference and will be essential for the future health of the school.

Our finance subcommittee has done a fine job of keeping us on task and in the black as far as our financial position is concerned. The key to our financial health is twofold. We need to continue to be prudent in our balance of income and expenditure, but most importantly, we need to look at new enrolments so we can afford to make our school a permanent fixture in the East Gippsland Education Environment. Each child we enrol adds to our financial stability as they bring with them not only school fees, but to a greater degree government funding which ensures our school thrives financially. I would like to think that every member of the school community is advocating Wild Cherry as the place to be. We want to become the number one choice for schooling in the area whilst keeping the essence of who we are.

We have updated our constitution and developed a strategic plan to guide our progress and direction over the coming three or four years. Strategic plans sound like a dry thing to be avoided at all costs, but we had a great day with College of teachers, board members and a parent contributing to lively discussion and have come up with a sound direction for the future.

Lastly, I would like to thank our School leaders Johanna and Carissa, the college of teachers and my fellow board members for their input and sustained enthusiasm for the school. If we want to go past just surviving and achieve a state of thriving, we need to keep the dream alive and build on all the efforts and sacrifices present and past members have put in. Their efforts are greatly appreciated.

## Board Membership 2023

Name	Role	Tenure	Qualifications and Experience	Conflict of Interest
Jeff Steedman	Chair	2 years, started 19 <sup>th</sup> May 2021	Diploma of Teaching Inclusive Schooling - Integration Grad. Diploma of Welfare Cert. Therapist Cert. Counselling Children Cert IV Workplace Assessor Critical Incident Management	Partner is employed on a casual basis
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	Owner of Business
Rebecca Durie	Secretary	2 years, started August 2022		Parent at school
Dean Hamer	Deputy Chair	2 Years, started August 2022	Graduate Diploma of Education Bachelor of Information Technology (Multi Media) Advance Diploma of Online and Interactive Technologies	Parent and Husband of Staff Member Employee at another School
Cath Lanigan	General Member	2 years, started August 2022	Certificate III in Accounting and Book Keeping Certificate III in Micro Business Operations	Operates a Business Business Manager at Dandenong Rangers Steiner School Secretary of Dandenong Rangers Steiner School Board

## 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 Wild Cherry School community,

2023 became the year to consolidate and build on the foundation goals and ideals for Wild Cherry School and community. We were both welcomed onto country by traditional owners and we worked with the policies and procedures developed during the VRQA review process and our striving in all realms was meaningful, satisfying, and authentic.

Colin Thomas Gunai Kurni elder welcomed us onto country with a smoking ceremony at our Mckean St site and at our new school site in Johnsonville. Our students and teachers sat on this land with Elma Thomlinson whose family had farmed in Johnsonville since the 1950's and who had so big heartedly allowed us to purchase the land at minimal cost and as the smoke cleansed us it felt like a missing piece had been restored.

The College of Teachers spent considerable time on the redevelopment of how we report and monitor student learning at Wild Cherry School and redesigned our student reports to align with the Australian Steiner Curriculum Framework Student Achievement Standards. The new reporting process making clear the links between curriculum planning documents and student reporting. Each member of the College of Teachers reviewed their delivery of curriculum areas English, Science and Geography, Integrated Studies and Main Lesson. This review included personal reflection, group moderation and goal setting and was complemented by each teacher then working with our external curriculum and teaching reviewer Debra Herbertson.

Building on our goal to have most staff with Steiner training Wild Cherry Kindergarten was very fortunate to welcome Janine Thompson Stokell. Janine joins the Wild Cherry College of Teachers and complements our dedicated Kindergarten team with a wealth of experience, love of Anthroposophy and deep commitment to the delivery of early childhood education and Steiner pedagogy.

Teachers participated in Steiner Teacher Training intensives, had observation days at other Steiner schools and participated in Steiner specific professional development across all areas of

the curriculum. Wild Cherry Class Six students made dolls for the first time in many years, and we continued to deliver high quality programs across all areas of the school and remain committed to improvement and growth towards our ideals and the Steiner Education Australia Core Principles.

2023 saw us run the smallest Prep class we've ever had alongside the largest graduating Class. Wild Cherry Kindergarten operated free kinder for the first time and both three and four year old programs ran at capacity. As we farewelled our Class sixes we also farewelled, dear Martin and Cyndie, Caroline, Celiene and wished Sarah C and her family a happy holiday. We welcomed Sandra back to Wild Cherry School in the role of Mental Health and Well Being Leader. Sandra's role to work with teachers, children and families to build on the foundational ethos of our school being one of kindness, having connection and being supportive.

Connecting community with Spring Fair, Tuesday Cherries, Working Bees and seasonal Festivals added to the life of the school community. Parent Enrichment and Education from both visiting speakers and members of the College of Teachers were offered, and the school applied for grants to improve and add beauty and life to the school grounds and curriculum.

Sharing our love of the school and addressing some misconceptions around our purpose and operations saw staff and families attend Bairnsdale Field Days, speak at Rotary, feature in newspaper articles and who could forget Aylah on the radio. Students participating in cluster sports wore our new school t shirts, perhaps sharing that Wild Cherry School is different but also much the same. We continue to reach out to local schools and organisations for collaboration and are supported by Steiner Education Australia and Independent Schools Victoria in many areas.

Plans for the relocation to Johnsonville continued with our grant application date moved to 2024 as we finalise our consultation with families, the building design with Mark Simnett, and the myriad of paperwork and preparation with funding options and permit applications.

2023 felt like a year that Wild Cherry School not only continued strongly with all that we have always done well but as a community we began to strive consciously across all realms to bring into reality our collective ideals. We would like to personally and whole heartedly thank and offer our sincerest appreciation to all the people with whom we get to share our time.

Kind regards  
Carissa and Johanna



# 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 Teachers<sup>1</sup> 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 teach<sup>2</sup>.

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.

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<sup>1</sup> [https://www.vit.vic.edu.au/\\_data/assets/pdf\\_file/0014/35015/Australian-Professional-Standards-for-Teachers.pdf](https://www.vit.vic.edu.au/_data/assets/pdf_file/0014/35015/Australian-Professional-Standards-for-Teachers.pdf)

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

# Staff Composition

## Teaching Staff

- Early Childhood (Kindergarten) – Janine
- Prep Teacher - Julieanne Bush
- Class 1/2 Teacher - Wendy Worner
- Class 3/4 Teacher – Sarah Thurgood
- Class 5/6 Teacher - Martin Poeder
- French – Celine Lachappe
- Craft – Karen Graham
- Strings – Marianne Rothschild
- Stephanie Alexander Kitchen Garden Program Facilitator – Sarah Connally
- Physical Education – Anna Hamer
- Mental Health and Wellbeing Leader – Sandra Hall

## General Staff

- Learning Leader – Johanna Camm
- Business Leader – Carissa Johnston
- Finance Officer – Jackie Griffiths
- School Support Officers – Jo Gaudion and Heather Wilkins
- Education Support Officer / Library and Early Childhood Co-Educator - Carolynne Balharrie
- Early Childhood Co-Educator and Education Support Officer – Caroline Taylor
- Early Childhood Assistant – Nicola Hutchins
- Playgroup Leader - Karen Graham
- Cleaning - Karen Waddell
- Garden Maintenance - Malcolm Bagnato
- Promotional & Web Design – Sophie Neate



# Student Attendance

	2015	2016	2017	2018	2019	2020	2021	2022	2023
Prep	98	91	89	90	86	85	70	95	89
Class 1	85	93	86	89	87	72	68	87	93
Class 2	94	92	93	90	87	74	73	85	90
Class 3	90	93	96	98	90	89	69	94	93
Class 4	-	92	88	94	90	76	72	90	93
Class 5	-	-	84	87	90	76	62	85	91
Class 6	-	-	-	88	90	65	58	90	92
<b>Average</b>	<b>92</b>	<b>92</b>	<b>91</b>	<b>91</b>	<b>89</b>	<b>77</b>	<b>67</b>	<b>89</b>	<b>91</b>

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, eg: 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 89%, the school initiates a conversation with the family to develop a suitable student attendance strategy.



Winter Festival

## 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, three students participated in the test.

NAPLAN One Class 3 student and two Class 5 students undertook the NAPLAN tests in 2023. The small number of students means the results are too limited to report on.

# Strategic Planning Survey

Each school, kinder and playgroup family was supplied the strategic planning survey and were asked to reply.

Four replies were received with the answers detailed below:

## Question one

### What is Wild Cherry School doing well? What do you like about Wild Cherry School, Kindergarten and Playgroup?

**Family one:** The genuine care that teachers and staff have for their students and families. The different festivals held throughout the year are lots of fun and well organised. Having the smoking ceremonies.

**Family two:** Festivals, communication, engagement, Teachers.

**Family three:** I really like the celebration of the seasons and the festivals at the school as I feel it is wonderful to help children feel more connected with nature and to the rhythms of the seasons. I also LOVE that the children are being taught the handcraft basics, and as an artist I can see the value in learning these important life skills, as they are important in many ways - living a more purposeful and sustainable life, as well as the mindful and meditative benefits that working with the hands brings. The teaching of cooking, gardening and especially the handcraft ARE the main reasons why I have chosen Wild Cherry as a school for my children, especially given my children are very hands on learners.

Where possible improvements could be made are on communications of important dates going further forward (maybe up to 3 months in advance continuously) - this is especially important for families who are planning months ahead or have medical appointments that are book months in advanced, and would help to make sure important events are not missed.

There is also an opportunity to potentially plan further ahead for major events like the Spring fair (if this is possible), for example maybe collecting prizes and handing out raffle tickets a term ahead (if regulations permit) to enable more time to sell tickets. This may help to make these bigger events less stressful and rushed - The recent fair was still an amazing event (as both a stall holder and parent), and something to be proud of, all I am wanting to express here is that there are always opportunities in everything for reflection and improvement, and this is just one small aspect that came to mind. I acknowledge that it can be tricky with only a few people organising the event.

**Family four:** I really like the school community and festivals and events like the spring fair and Tuesday cherries. The teachers are great at communicating and very welcoming as are the principals and reception staff.

## Question two:

### What will be important to focus on for the future development of the School?

**Family one:** Community engagement with local indigenous groups. Maybe an excursion to Krowathunkooloong Keeping Place?

**Family two:** Community engagement, growth, fundraising, Steiner Education for Parents.

**Family three:** I like the block learning in the school, and the teaching of focusing on one thing at a time - a very important skill to have in life and one that I feel was NOT emphasised in the public school system that I came from as a child, so another reason why I choose Wild Cherry. The overall vibe and community feeling that the school has created is also important, and this has been well achieved. There are times now and then that I can sense tensions underlying the atmosphere of the school, as can happen anywhere, but I feel that if emphasis is put on maintaining this wonderful and harmonious vibe then I think this would be a great drawcard for other parents and children when they come across it, as it is the heart of what makes Wild Cherry, Wild Cherry (If that makes sense).

I love the harmonious play of the Kindergarten, especially the rhythms, and I could see that this was well enjoyed by those parents that attended the information session recently with Janine. There was something special in this session that I feel if it was expanded out into the school as an opportunity for parents, that might help to more engage parents and give them a feel for the special things that Wild Cherry is offering and doing in the school (Having said that I have been unable to attend the last two annual information sessions for the school due to colds, so this atmosphere and opportunity may already be presented to parents). I also especially love the almost seamless transition into prep with the shared space with prep and kinder children. I have observed this is a lovely way for siblings to maintain their bonds at school, yet gives each child an opportunity to grow into themselves and become independent.



I did attend a couple of Bush Playgroup sessions and I found these were lovely times, especially given I am not able to drive they were within walking distance of home. I would have liked to continue going but the move to Paynesville, while understandable given the reasons and recent construction works in Eagle Point, made this a little challenging to get to as there wasn't any public transport that lined up with the times – this maybe something to consider for future planning and choosing of location.

**Family four:** I think more community engagement and publicity would lead to further enrolments for the school. Advertising more on social media platforms like the local pages and groups in the area and really making use of local advertising. I feel this is lacking a little and see a gap that could be filled. E.g. More photos of the school on social media would grab people's attention. Lots of colour in the photos and emphasis on the play based activities and class room set up etc, pictures of the yard and the amazing kinder space, the play areas, advertising the kitchen/garden, just a couple of ideas. Also with the parents more open teacher/parent or principal/parent discussions about education and what the kids have been learning could lead to getting the word out more about events, the school and the Steiner education.

**Question three: What are most important things for you and your family?**

**Family one:** Limited use of screens, Steiner philosophy, family involvement. Outdoor time.

**Family two:** Limited use of screens, Steiner philosophy

**Family three:** I may be new to the Steiner philosophy and very much still learning, but I think it is important for children to have the opportunity to just be children and to grow into themselves naturally - this being important for the development of the child and "self". I think children should have every opportunity to learn at their own pace and not "force feed" academics for the sake of ticking a box – children are not sheep to be herded or conformed into society "standards". It is also important to me also that "politics" doesn't enter into the education system – children need to be children first – another reason I have chosen the school with the alternative to be to home school my children as I'm not a fan of the politics that is creeping into the public school system.

I love the limited use of screens, having observed the effects first hand, but I would love to see more support given to families where there may be a divide between parents in the use of screens within the household – a tricky one I know.

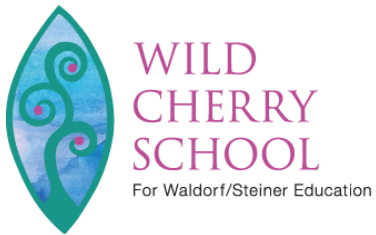
It is important to me as a person, mother, farmer and Artist that were possible aspects of lifestyle are sustainable and were possible circular to benefit the environment for the better. This is where the learning of simple life skills is really important for learning to live a simple and purposeful lifestyle, and the fact that these simple life skills are taught at Wild Cherry is another reason why I have chosen the school. Working with the hands in conjunction with the environment is so rewarding on many levels and instils a sense of value in everything we do.

I also asked Hubby what his thoughts were around choosing a school, and he said at the end of the day the children have to go to school somewhere, but it was important what the children were taught and how they learnt and reacted to those teachings. He would love to learn more about the school and what is taught, (and in essence the Steiner philosophy), but is limited by work hours and available time. He does struggle at times to understand why I love the Wild Cherry school (especially when we have a public school just across the road). On reflection of his response, I thought that maybe there is also an opportunity here for a "Fathers" or "Men's" parent group to be able to provide an opportunity for connection and learning... just a thought that came to mind afterwards as I know these connections can be more challenging for men to make as I observe and understand it.

Costs of private schools can sometimes be prohibitive, and when speaking to other potential parents in to community is often the "deal breaking" in considering moving their child to Wild Cherry, even when they are unhappy with their current school. I understand, as in business, that when not funded, the costs of running a school (or business) have to be paid somehow, this is but a point to consider when trying to attract new parents - the scholarship while great I feel is not widely known in the greater community. Times are challenging, money doesn't go far, and I feel only dedicated parents will forgo other things in life to pay for their child/children's education above all else. It can be challenging for parents to stand by a "you pay for what you get" way of thinking, when it comes to their child's education, especially when they are struggling to put food on the table... hope that makes sense, but costs are the main issue that comes up when speaking to other potential parents, now more than ever.

**Family four:** The limited use of screens and the Steiner education which we have seen spill out into our home life. Coming from a mainstream school we have really noticed a difference in behaviour and energy level improvement in (students name). Difference in temperament and just seems so much happier.

# Finance Report



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# East Gippsland Steiner Education Group Inc.

ABN: 67 979 556 082

## Financial Statements

For the year ended 31 December 2023

# East Gippsland Steiner Education Group Inc.

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For the year ended 31 December 2023

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# East Gippsland Steiner Education Group Inc.

## Board of Governors' Report

31 December 2023

The responsible persons present their report on East Gippsland Steiner Education Group Inc. for the financial year ended 31 December 2023.

### General Information

The names of each person who has been a responsible person during the year and to date of the report are:

Responsible persons have been in office since the start of the financial year to the date of the report unless otherwise stated

Names	Position	Appointed/Resigned
Carissa Johnston	Business Leader	
Jeff Steedman	Chair	
Johanna Camm	Learning Leader	
Cath Lanigan	Secretary	Appointed Secretary 7 August 2023
Dean Hamer	Vice Chair	Resigned 22 November 2023
Carina Turner	General member	Resigned 26 April 2023
Rebecca Durie	Secretary	Resigned 27 April 2023
Martin Poeder	General member	Appointed 8 March 2024
Murray Holland	General member	Appointed 30 August 2023

Governors have been in office since the start of the financial year to the date of this report unless otherwise stated.

### Principal activities

The principal activity of East Gippsland Steiner Education Group Inc. during the financial year was operating as an educational institution for years Prep to Year 6 and kindergarten.

No significant changes in the nature of the Company's activity occurred during the financial year.

### Operating results

The profit/(loss) of the Company after providing for income tax amounted to \$237,340 (2022: \$4,785)

### Auditor's Independence Declaration

The lead auditor's independence declaration in accordance with section 60-40 of the *Australian Charities and Not-for-profits Commission Act 2012*, for the year ended 31 December 2023 has been received and can be found on page 3 of the financial report.

Signed in accordance with a resolution of the Board of Governors.

*Jeff Steedman*

Jeff Steedman  
Chair

Dated: 22/5/2024

*Cath Lanigan*

Cath Lanigan  
General member

Dated: 22/5/2024

## Auditor's independence declaration to the responsible persons of East Gippsland Steiner Education Group Inc.

I declare that, to the best of my knowledge and belief, during the year ended 31 December 2023, there have been:

- no contraventions of the auditor independence requirements as set out in section 60-40 of the *Australian Charities and Not-for-profits Commission Act 2012* in relation to the audit; and
- no contraventions of any applicable code of professional conduct in relation to the audit.

Mitchell Wilson

*Doug Mitchell*

Doug Mitchell

Partner

Dated: 30/5/2024

883 Toorak Rd Camberwell VIC 3124

# East Gippsland Steiner Education Group Inc.

## Statement of profit or loss and other comprehensive income

For the year ended 31 December 2023

	Note	2023 \$	2022 \$
<b>Revenue</b>	<b>3</b>		
Revenue from tuition		169,564	196,139
Revenue from other sources		1,354,676	1,104,445
<b>Total Revenue</b>		<b>1,524,240</b>	<b>1,300,584</b>
<b>Gross profit</b>		<b>1,524,240</b>	<b>1,300,584</b>
Finance income	4	5,488	1,681
Other income	3	34,590	22,986
Payroll expenses		(1,063,719)	(1,037,687)
Finance expenses	4	(3,365)	-
<b>Other expenses</b>			
Other expenses		15,123	(36,498)
Depreciation expenses		(25,719)	(32,069)
<b>Total Other expenses</b>		<b>(10,596)</b>	<b>(68,567)</b>
<b>School expenditure</b>			
Fee discounts		(26,872)	(39,462)
Grant expenditure		(3,438)	(6,968)
Fundraising expenses		(14,121)	(9,914)
Operational expenses		(158,610)	(127,303)
Classroom expenses		(24,499)	(22,006)
Staff expenses		(19,579)	(18,129)
Historical depreciation adjustment		4,821	-
Provision for doubtful debts expense		(7,000)	-
<b>Total School expenditure</b>		<b>(249,298)</b>	<b>(223,782)</b>
<b>Profit (loss) before income taxes</b>		<b>237,340</b>	<b>(4,785)</b>
Income tax		-	-
<b>Profit (loss) from continuing operations</b>		<b>237,340</b>	<b>(4,785)</b>
<b>Profit (loss) for the year</b>		<b>237,340</b>	<b>(4,785)</b>
<b>Total comprehensive income for the year</b>		<b>237,340</b>	<b>(4,785)</b>

The comparative information is not compliant with Australian Accounting Standards.

The accompanying notes form part of these financial statements.

# East Gippsland Steiner Education Group Inc.

## Statement of financial position

As at 31 December 2023

	Note	2023 \$	2022 \$
<b>Assets</b>			
<b>Current assets</b>			
Cash and cash equivalents	5	478,157	688,108
Trade and other receivables	6	57,322	63,471
Other assets	8	274	27,217
<b>Total current assets</b>		<b>535,753</b>	<b>778,796</b>
<b>Non-current assets</b>			
Property, plant and equipment	7	498,097	2,057
Right-of-use assets	9	2,118	20,133
<b>Total non-current assets</b>		<b>500,215</b>	<b>22,190</b>
<b>Total assets</b>		<b>1,035,968</b>	<b>800,986</b>
<b>Liabilities</b>			
<b>Current liabilities</b>			
Trade and other payables	10	73,594	85,898
Provisions	12	90,506	108,766
Lease liabilities	9	4,637	17,586
Other liabilities	11	58,622	47,231
<b>Total current liabilities</b>		<b>227,359</b>	<b>259,481</b>
<b>Non-current liabilities</b>			
Provisions	12	17,008	1,748
Lease liabilities	9	-	4,637
Other liabilities	11	19,141	-
<b>Total non-current liabilities</b>		<b>36,149</b>	<b>6,385</b>
<b>Total liabilities</b>		<b>263,508</b>	<b>265,866</b>
<b>Net assets</b>		<b>772,460</b>	<b>535,120</b>
<b>Equity</b>			
<b>Retained earnings</b>			
Opening balance		535,120	539,905
Profit/(loss) for the year		237,340	(4,785)
<b>Total Retained earnings</b>		<b>772,460</b>	<b>535,120</b>
<b>Total equity</b>		<b>772,460</b>	<b>535,120</b>

The comparative information is not compliant with Australian Accounting Standards.

The accompanying notes form part of these financial statements.



# East Gippsland Steiner Education Group Inc.

## Statement of changes in equity

For the year ended 31 December 2023

<b>2022</b>	<b>Retained earnings \$</b>	<b>Total \$</b>	<b>Total equity \$</b>
Opening balance	539,905	539,905	539,905
Profit for the year	(4,785)	(4,785)	(4,785)
<b>Closing balance</b>	<b>535,120</b>	<b>535,120</b>	<b>535,120</b>

<b>2023</b>	<b>Retained earnings \$</b>	<b>Total \$</b>	<b>Total equity \$</b>
Opening balance	535,120	535,120	535,120
Profit for the year	237,340	237,340	237,340
<b>Closing balance</b>	<b>772,460</b>	<b>772,460</b>	<b>772,460</b>

The comparative information is not compliant with Australian Accounting Standards.

The accompanying notes form part of these financial statements.

# East Gippsland Steiner Education Group Inc.

## Statement of cash flows

For the year ended 31 December 2023

	2023	2022
	\$	\$
<b>Cash flows from operating activities:</b>		
Receipts from operations	210,693	358,094
Payments to suppliers and employees	(1,283,439)	(1,271,091)
Receipt from grants	1,373,817	942,693
<b>Net cash flows from/(used in) operating activities</b>	<b>301,071</b>	<b>29,696</b>
<b>Cash flows from investing activities:</b>		
Interest received	5,488	1,681
Purchase of property, plant and equipment	(498,924)	(1,181)
<b>Net cash provided by/(used in) investing activities</b>	<b>(493,436)</b>	<b>500</b>
<b>Cash flows from financing activities:</b>		
Payment of lease liabilities	(17,586)	(15,498)
<b>Net increase/(decrease) in cash and cash equivalents</b>	<b>(209,951)</b>	<b>14,698</b>
Cash and cash equivalents at beginning of year	688,108	673,410
<b>Cash and cash equivalents at end of financial year</b>	<b>478,157</b>	<b>688,108</b>

The comparative information is not compliant with Australian Accounting Standards.

The accompanying notes form part of these financial statements.

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 1. Introduction

The financial report covers East Gippsland Steiner Education Group Inc. as an individual entity. East Gippsland Steiner Education Group Inc. is a not-for-profit Company, registered and domiciled in Australia.

The principal activities of the Company for the year ended 31 December 2023 were operating as an educational institution for years Prep to Year 6 and kindergarten..

The functional and presentation currency of East Gippsland Steiner Education Group Inc. is Australian dollars.

The financial report was authorised for issue by those charged with governance on 20 May 2024.

Comparatives are consistent with prior years, unless otherwise stated.

### 2. Basis of preparation

The financial statements are general purpose financial statements that have been prepared in accordance with the Australian Accounting Standards - Simplified Disclosures and the *Australian Charities and Not-for-profits Commission Act 2012*.

These financial statements comply with International Financial Reporting Standards as issued by the International Accounting Standards Board.

The financial statements have been prepared on an accruals basis and are based on historical costs modified, where applicable, by the measurement at fair value of selected non-current assets, financial assets and financial liabilities.

Significant accounting policies adopted in the preparation of these financial statements are presented below and are consistent with prior reporting periods unless otherwise stated.

### 3. Revenue and other income

#### a. Accounting policy

##### i. Revenue from contracts with customers

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the Company expects to receive in exchange for those goods or services.

Generally, the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability.

None of the revenue streams of the Company have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

##### ii. Other income

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

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### b. Revenue from continuing operations

	2023	2022
	\$	\$
<b>Revenue from Tuition</b>		
Tuition Fees	169,564	196,139
<b>Donations and Grants</b>		
Donations	1,787	3,711
Grants	1,352,889	1,100,734
	1,354,676	1,104,445
	1,524,240	1,300,584

### c. Other income

	2023	2022
	\$	\$
Other income	34,590	22,986

### 4. Finance income and expenses

<b>Finance income</b>	<b>2023</b>	<b>2022</b>
	\$	\$
Other finance income	5,488	1,681

<b>Finance expenses</b>	<b>2023</b>	<b>2022</b>
	\$	\$
Interest expense	3,365	-

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 5. Cash and cash equivalents

#### a. Accounting policy

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value.

#### b. Cash and cash equivalent details

	2023	2022
	\$	\$
Cash at bank	477,329	687,907
Other cash and cash equivalents	828	201
	<b>478,157</b>	<b>688,108</b>

#### c. Reconciliation of cash

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

	2023	2022
	\$	\$
Cash and cash equivalents	478,157	688,108

### 6. Trade and other receivables

Current	2023	2022
	\$	\$
<b>Trade receivables</b>		
Accounts receivable	64,322	63,290
Provision for Doubtful Debts	(7,000)	-
<b>Total Trade receivables</b>	<b>57,322</b>	<b>63,290</b>
	57,322	63,290
<b>Other trade and other receivables</b>		
Sundry receivable	-	181
	<b>57,322</b>	<b>63,471</b>

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 7. Property, plant and equipment

#### a. Accounting policy

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

##### i. Land and buildings

Land and buildings are measured using the revaluation model.

##### ii. Depreciation

Property, plant and equipment, excluding freehold land, is depreciated on a reducing balance basis over the asset's useful life to the Company, commencing when the asset is ready for use.

Leased assets and leasehold improvements are amortised over the shorter of either the unexpired period of the lease or their estimated useful life.

The estimated useful lives used for each class of depreciable asset are shown below:

Fixed asset class	Useful life %
Capital works in progress	2.5%
Furniture, fixtures and fittings	10% to 33%
Development Costs	2.5%

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

When an asset is disposed, the gain or loss is calculated by comparing proceeds received with its carrying amount and is taken to profit or loss.

#### b. Property, plant and equipment details

Summary	2023	2022
	\$	\$
Land	385,911	-
Capital works in progress	-	100
Furniture, fixtures and fittings	17,849	1,957
Development Costs	94,337	-
	498,097	2,057

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

2022	Capital works in progress \$	Furniture, fixtures and fittings \$	Total \$
At Cost	194,200	106,634	300,834
<b>As at 31 December 2022</b>			
Opening Balance	8,089	8,750	16,839
Additions	-	1,181	1,181
Depreciation	(7,989)	(7,974)	(15,963)
	100	1,957	2,057

2023	Land \$	Capital works in progress \$	Furniture, fixtures and fittings \$	Development Costs \$	Total \$
At cost	385,911	194,200	39,726	95,058	714,895
<b>As at 31 December 2023</b>					
Opening balance	-	100	1,957	-	2,057
Additions	385,911	-	17,955	95,058	498,924
Depreciation adjustment	-	-	4,821	-	4,821
Depreciation	-	(100)	(6,884)	(721)	(7,705)
<b>Closing balance</b>	385,911	-	17,849	94,337	498,097

### 8. Other assets

Current	2023 \$	2022 \$
<b>Other assets</b>		
Prepayments	274	27,217

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 9. Leases

#### a. Accounting policy

At inception of a contract, the Company assesses whether a lease exists.

##### i. Lessee accounting

The non-lease components included in the lease agreement have been separated and are recognised as an expense as incurred.

The Company has chosen not to apply AASB 16 to leases of intangible assets.

At the lease commencement, the Company recognises a right-of-use asset and associated lease liability for the lease term. The lease term includes extension periods where the Company believes it is reasonably certain that the option will be exercised.

The right-of-use asset is measured using the cost model where cost on initial recognition comprises of the lease liability, initial direct costs, prepaid lease payments, estimated cost of removal and restoration less any lease incentives received.

The right-of-use asset is depreciated over the lease term on a straight-line basis and assessed for impairment in accordance with the impairment of assets accounting policy.

The lease liability is initially measured at the present value of the remaining lease payments at the commencement of the lease. The discount rate is the rate implicit in the lease, however where this cannot be readily determined then the Company's incremental borrowing rate is used.

Subsequent to initial recognition, the lease liability is measured at amortised cost using the effective interest rate method. The lease liability is remeasured whether there is a lease modification, change in estimate of the lease term or index upon which the lease payments are based (e.g. CPI) or a change in the Company's assessment of lease term.

Where the lease liability is remeasured, the right-of-use asset is adjusted to reflect the remeasurement or is recorded in profit or loss if the carrying amount of the right-of-use asset has been reduced to zero.

##### *Exceptions to lease accounting*

The Company has elected to apply the exceptions to lease accounting for both short-term leases (i.e. leases with a term of less than or equal to 12 months) and leases of low-value assets. The Company recognises the payments associated with these leases as an expense on a straight-line basis over the lease term.



# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### b. Company as a lessee

The Company has leases over a range of assets including land and buildings, vehicles, machinery and IT equipment.

#### i. Terms and conditions of leases

##### Buildings

The Association leases buildings for their corporate office and school operations, the lease is generally 8 years and contains an annual pricing mechanism based on CPI movements at each anniversary of the lease inception.

#### ii. Right-of-use assets

2023	Buildings \$	Total \$
Opening balance	48,319	48,319
Impairment	(46,201)	(46,201)
<b>Closing balance</b>	<b>2,118</b>	<b>2,118</b>

#### iii. Lease liabilities

The maturity analysis of lease liabilities based on contractual undiscounted cash flows is shown in the table below:

	2023 \$	2022 \$
< 1 year	2,118	18,015
1 - 5 years	-	23,129
<b>Total undiscounted lease liabilities</b>	<b>2,118</b>	<b>41,144</b>
Lease liabilities included in the statement of financial position	4,637	22,223

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 10. Trade and other payables

Current	2023	2022
	\$	\$
Trade payables	45,186	5,872
GST payable	(76)	21,024
Other trade and other payables	28,484	59,002
	73,594	85,898

Trade and other payables are unsecured, non-interest bearing and are normally settled within 30 days. The carrying value of trade and other payables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

### 11. Other liabilities

Current	2023	2022
	\$	\$
<b>Other liabilities</b>		
Income in Advance	58,622	45,231
Accrued Expenses	-	2,000
<b>Total Other liabilities</b>	58,622	47,231
	58,622	47,231
<b>Non-current</b>	<b>2023</b>	<b>2022</b>
	\$	\$
<b>Other liabilities</b>		
Capital Grants	19,141	-
	19,141	-

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### 12. Provisions

#### a. Accounting policy

Provisions are recognised when the Company has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

Provisions are measured at the present value of management's best estimate of the outflow required to settle the obligation at the end of the reporting period. The discount rate used is a pre-tax rate that reflects current market assessments of the time value of money and the risks specific to the liability. The increase in the provision due to the unwinding of the discount is taken to finance costs in the statement of profit or loss and other comprehensive income.

Provisions recognised represent the best estimate of the amounts required to settle the obligation at the end of the reporting period.

#### b. Provision details

Current	2023	2022
	\$	\$
<b>Other provisions</b>		
Provision for Annual leave - current	61,124	55,885
Provision for LSL - current	29,382	52,881
<b>Total Other provisions</b>	90,506	108,766
	90,506	108,766
Non-current	2023	2022
	\$	\$
<b>Other provisions</b>		
Provision for LSL	17,008	1,748
	17,008	1,748

### 13. Statutory information

The registered office and principal place of business of the Company is:

East Gippsland Steiner Education Group Inc.

# East Gippsland Steiner Education Group Inc.

## Responsible persons' declaration

The responsible persons declare that in the responsible persons' opinion:

- there are reasonable grounds to believe that the registered entity is able to pay all of its debts, as and when they become due and payable; and
- the financial statements and notes satisfy the requirements of the *Australian Charities and Not-for-profits Commission Act 2012*.

Signed in accordance with subsection 60.15(2) of the *Australian Charities and Not-for-profit Commission Regulation 2013*.

*Jeff Steedman*

Jeff Steedman  
Chair

Dated: 22/5/2024

*Cath Lanigan*

Cath Lanigan  
General Member

Dated: 22/5/2024

# Independent audit report to the members of East Gippsland Steiner Education Group Inc.

## Report on the Audit of the Financial Report

### Opinion

We have audited the accompanying financial report, being a simplified disclosure financial report of East Gippsland Steiner Education Group Inc. (the Company), which comprises the statement of financial position as at 31 December 2023, the statement of profit or loss and other comprehensive income, the statement of changes in equity and the statement of cash flows for the year then ended, notes to the financial statements and the Responsible persons' declaration.

In our opinion, the accompanying financial report of the Company is in accordance with the *Australian Charities and Not-for-profits Commission Act 2012*, including:

1. giving a true and fair view of the Company's financial position as at 31 December 2023 and of its financial performance for the year ended; and
2. complying with Australian Accounting Standards - Simplified Disclosures and the *Australian Charities and Not-for-profits Commission Act 2012*.

### Basis for Opinion

We conducted our audit in accordance with Australian Auditing Standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Report section of our report. We are independent of the Entity in accordance with the auditor independence requirements of the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (the Code)* that are relevant to our audit of the financial report in Australia. We have also fulfilled our other ethical responsibilities in accordance with the Code.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of Management and Those Charged with Governance

Management is responsible for the preparation and fair presentation of the financial report in accordance with Australian Accounting Standards - Simplified Disclosures, and for such internal control as management determines is necessary to enable the preparation of the financial report is free from material misstatement, whether due to fraud or error.

In preparing the financial report, management is responsible for assessing the Company's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Company or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Company's financial reporting process.

# East Gippsland Steiner Education Group Inc.

## Notes to the financial statements

For the year ended 31 December 2023

### Auditor's Responsibilities for the Audit of the Financial Report

Our objectives are to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

Mitchell Wilson

*Doug Mitchell*

Douglas Mitchell

Partner

Dated: 30/5/2024

883 Toorak Rd Camberwell VIC 3124