

MELBOURNE
RUDOLF STEINER
SCHOOL

Annual Report – 2021

1. Information about the School

What Makes Our School Unique?

*Confidence is one of the golden words that must govern social life in the future.
The other golden word is love, love of that which we have to do.
And in the future, good deeds will be done out of love for humanity.
~ Rudolf Steiner*

At the Melbourne Rudolf Steiner School we work with the philosophy elaborated by Rudolf Steiner (1861 - 1925) which describes the child as a spiritual being who brings his or her own gifts into the world. It is the task of the teacher to recognise and foster these gifts and to help the child to become his or her true self. This gives education a purpose which extends beyond that of getting a job or into a course. Steiner education strives to provide an environment - physical, emotional and intellectual - where not only the thinking, but also the will (striving towards a purposeful destiny) and the feelings of the child can grow and truly reflect the whole person.

Rudolf Steiner awakened a new impulse in education with this philosophy.

In earlier centuries the feeling and will life of children naturally followed the teaching given to their minds. So children who had well-educated thinking would, as a result, have deep and appropriate feelings and be practical and active. We know that in this time this is no longer so. Children with finely trained minds may have difficult feeling lives and may be lacking in initiative and committed action even to ideas they think of as good.

In Steiner ("Waldorf") Schools we strive to teach children in their feelings and their will more directly, in association with each area of knowledge that we tackle. We are trying to help the children develop their feelings as they grasp ideas, and help them gradually cultivate their own impulses of action and initiative.

We believe education can be a process of growing in the light of truth and the warmth of a community dedicated to improving our world. Being clever is not enough in our times; the solid human qualities of freed will and healthy deep feeling must accompany clear thought.

At the same time one of the issues of great concern to many people in our somewhat troubles times, is whether or not education is actually meeting the real needs of today's, or particularly tomorrow's, world. Many parents want an education which, while not overtly religious, reflects a spiritual view of the world.

And so we ask what do our children need from us? What do we most wish to do for them? *Love* is, of course, the essence of the answer to both of these questions. Our children must have our love to nourish them every day of their growth to adulthood, and it goes beyond this, for they need our love every day of their lives, even after we have passed over the threshold of death. We, for our part, will know our life to be fulfilled as we give love to our children and share their joys and trials on the

path towards maturity. We may feel many tasks to be essential in our life, but loving our children has first claim upon us.

Therefore teachers work closely with our community of parents to share in this task. All parents who support the values and intentions of the teachers, who bring the education at The Melbourne Rudolf Steiner School, recognize the unique qualities that define Steiner Education and are specific to our school.

Education prepares our children for life. The way children are educated by family, school and society determines so very much about their innate attitudes and their will to act in the world. Children live in deep community with their parents and teachers and guardians, because by their nature they are innocently open to all the influences of the world. In consequence, what we adults really are, and what we are really trying to do with children, has a profound influence upon their character. Our being and our deeper impulses have more influence than our educational techniques or our stated aims. It is of the essence, therefore, that all of us who educate children shall educate with love for them, for their eventual independence, and for their aims and aspirations. We parents and guardians and teachers therefore strive to create a community which will lovingly care for the interests of the children, and will protect them from self-seeking influences which seek to rob the youngsters of their natural growth to freedom. Commercial and political and dogmatic religious influences can be balanced in the soul of a mature adult, but we must protect the children from such influences which are not based upon a loving concern for their free development.

Each of our years of education, from the innocent early childhood years to the trial by fire of the Victorian Certificate of Education, requires that we look with wonder and love at the efforts of the child to become a citizen of the Earth, and the challenge is always there to find loving methods to initiate the child into our ways of understanding the world.

At this school we provide an education which is based upon an understanding of children as divine beings who have descended to Earth from spiritual spheres. Because we teachers have been on Earth longer than the children in our care, we have the opportunity to help them find their way into human culture. We know that we are not adequate to this task but our understanding is that by our loving interest in the children, and by our constant striving to engage fully with them and with our subject, we allow them to grow beyond us to their own full potential for self-realization and working for the world. It is a miracle to observe again and again how our students can take what we teachers offer them and use it to develop faculties and knowledge far beyond that which we can demonstrate or embody. Our teaching therefore is offered in service to the unfathomable potential and destiny of each one of our children, and it must be offered with imagination and love for both our students and our subject if it is to nourish the free development of the human beings in our care.

We have what is called the *Steiner Curriculum*, this being a shared body of knowledge accumulated by hundreds of Steiner Schools over eighty years and in many different national settings. This is a blessing to us, for it allows us to enjoy the fruits of experience of the world community of Steiner Teachers. However it is secondary to the principle of teachers striving to understand the nature of the children before us, and learning to love them in a deeply responsible way, and bringing our subjects to them in a form commensurate with the stage of growth they are enjoying. We are trying not to force demands of the subjects upon the students, for this would require us to step into a rather impersonal and unsympathetic role. Rather we use the great tools of true imagination, art and music, and we work to engender the warmth of enthusiasm, and the glow of reverence for that which is worthy of the children's devotion. This does not preclude the necessity for plain hard work to finish that which must be completed, or to learn that which must be known, but it is vital that these demands are presented in the context of a loving and supportive community.

We watch generation after generation of young people pass through the school and grow through the community life of our school. Teachers try to grow with them, we rejoice in their triumphs and transformations, and we watch them leave us and go out into the next stage of their lives. Now we have many students who are children of former students, and we feel that the culture of our school

grows richer by the year. Each new generation brings fresh and remarkable impulses both to our school community and to the world, and we strive to create an educational system which allows them to express their unique contributions to society.

Teachers of the Melbourne Rudolf Steiner School therefore strive to educate children in an atmosphere of human love, of preparation for good and noble deeds, of penetrating thinking. Our school is non-denominational, co-educational, and invites students of any race, ethnic or religious background. We cater for children from kindergarten through to VCE.

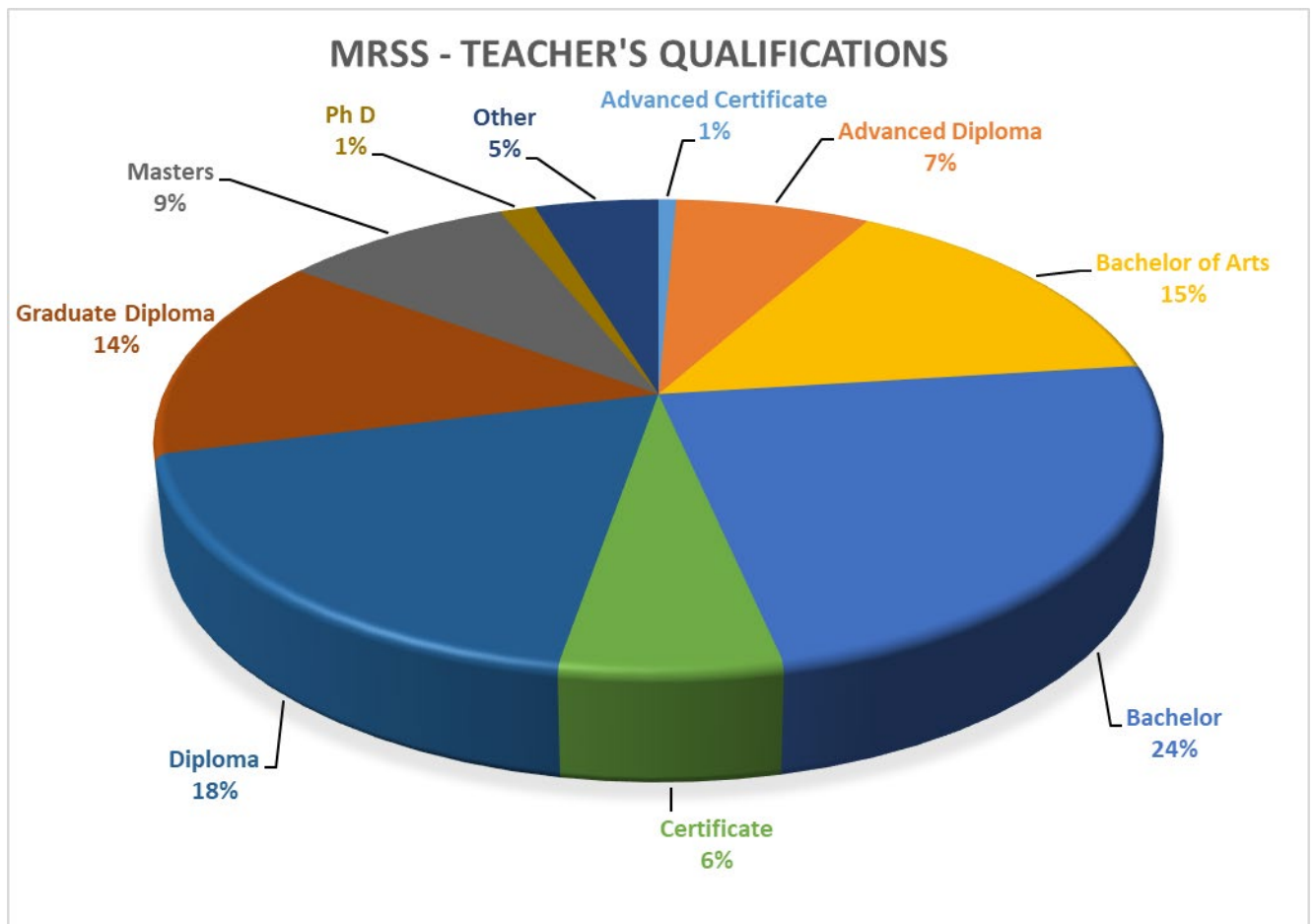
For detailed information about curriculum and our school community please see our website www.mrss.com.au or telephone the school on +61 3 9876 2633 for our prospectus and further information.

2. Teacher Standards and Qualifications

All MRSS teachers are registered with the Victorian Institute of Teaching.

Our Music staff members have various qualifications and many are active performers, composers, recording artists and some tour nationally & internationally.

The General and Support staff members at MRSS have a diverse range of qualifications and experience in many industries in and outside of the education sector.



		Teachers	Music	Support
	2021	MRSS Employee Qualifications		
Advanced Certificate Jazz and Pop Music	1	1	0	0
Advanced Diploma Education	1	1	0	0
Advanced Diploma in Children's Services	1	0	0	1
Advanced Diploma Rudolf Steiner Education	13	10	0	3
Assoc Diploma Mech Engineering	0	0	0	0
Assoc Diploma of Performing Arts	1	0	0	1
Bachelor Applied Science	3	3	0	0
Bachelor Applied Science - Human Movement	1	1	0	0
Bachelor Education	7	7	0	0
Bachelor Education (Hons)	1	1	0	0
Bachelor Education in Early Childhood Education	1	1	0	0
Bachelor Education Music & Drama	0	0	0	0
Bachelor Education Physics	1	1	0	0
Bachelor Education Primary	5	3	0	2
Bachelor Education Secondary	2	2	0	0
Bachelor Fine Arts	1	1	0	0
Bachelor Music	5	2	3	0
Bachelor Music Instrumental Music Education	1	0	1	0
Bachelor Music Performance	5	2	3	0
Bachelor Science	7	6	0	1
Bachelor Science – Music & Out Field	0	0	0	0
Bachelor Science (Hons)	2	2	0	0
Bachelor Teaching	2	2	0	0
Bachelor Teaching & Learning	0	0	0	0
Bachelor Theology	1	1	0	0
Bachelor of Arts	22	16	2	4
BA Humanities (Hons)	1	1	0	0
BA Outdoor Ed	5	5	0	0
Certificate 2 Australian Land Conservation and Restoration	1	0	0	1
Certificate 3 Carpentry	1	1	0	0
Certificate 3 Early Childhood	4	1	0	3
Certificate 3 Bus Admin	1	0	0	1
Certificate 3 Horticulture	1	1	0	0
Certificate 3 in Children's Services	3	1	0	2
Certificate 4 Education Support	1	0	0	1
Certificate 4 Financial Services (Bookkeeping)	1	0	0	1
Certificate Rudolf Steiner Early Childhood	2	1	0	1
Certificate State Registered Nursing Family Planning	1	0	0	1
Certificate Steiner Teacher Training (3yr part time)	4	3	0	1
Certificate Theatre Studies	1	1	0	0
Dip Anthroposophical Studies	2	1	0	1
Dip Bio Chemistry	1	1	0	0
Dip Children Services	1	0	0	1
Dip Curative Eurythmy	1	1	0	0
Dip Early Childhood Education	2	2	0	0
Dip Education	14	13	1	0
Dip Eurythmy	2	1	0	1
Dip Music	1	1	0	0
Dip Music Performance	1	0	1	0
Dip of Teaching	2	2	0	0

Dip of Teaching – Primary	2	2	0	0
Dip of Teaching – Secondary	1	1	0	0
Dip Outdoor Education	0	0	0	0
Dip Professional Performance	2	0	1	1
Dip Steiner Waldorf Education	2	2	0	0
Dip Visual Arts Illustration	1	0	1	0
Grad Dip Adolescent Health & Welfare	1	1	0	0
Grad Dip Advanced Music Performance	1	0	1	0
Grad Dip Applied Learning	1	1	0	0
Grad Dip Education	9	7	1	1
Grad Dip Education Primary	3	2	0	1
Grad Dip Education Secondary	7	7	0	0
Grad Dip Film & TV	1	1	0	0
Grad Dip Graphic Design	1	1	0	0
Grad Dip Physics Education	1	1	0	0
Master of Arts by Research	2	2	0	0
Master of Visual Arts	1	1	0	0
Masters of Applied Linguistics	1	1	0	0
Masters of Arts	1	1	0	0
Masters of Education	4	4	0	0
Masters of Music Perform Teaching	2	1	1	0
Masters of Secondary Education	1	1	0	0
Masters of Social Ecology	1	1	0	0
Masters of Teaching (P-12)	1	1	0	0
Ph D	2	2	0	0
Post Grad Certificate in Ed - Modern Foreign Languages	1	1	0	0
Post Grad Writing and editing	1	0	0	1
Social Practice - Centre for Social Development	1	1	0	0
Steiner Education Qualified	5	4	0	1
T.S.T.C	1	1	0	0
TOTAL	241	175	21	45

3. Workforce Composition

The school has 72.22 equivalent full time staff.

- 45.43 FTE Teachers
- 6.46 FTE Music Staff
- 20.32 FTE Support Staff

4. Student Attendance

Prep	97.85
1	89.67
2	90.11
3	92.53
4	95.41
5	95.46
6	96.95
7	92.13
8	89.70
9	88.10
10	91.42
11	91.55
12	92.90
Average	92.37

One role of our school is to promote in students attitudes and habits that are responsible and thoughtful. Punctuality is one such habit. Lateness in arriving at school or school activities means a poor start to the day and disrupts the class, teacher and lesson. We seek the support of all parents in ensuring their child arrives at school in time for the first bell. Students are expected to be punctual for all school activities including class excursions, sports and camps.

Non-Attendance

- ▶ A parent should contact the school if the student is away and also advise if the student was scheduled for a music lesson.
- ▶ Class teachers or class guardians will contact the student's home promptly if a student has been absent without explanation.
- ▶ A written explanation to the class teacher on the day the student returns to school should also be provided by the parent.
- ▶ Extended voluntary absences, such as family holidays, should be discussed with the class teacher/guardian beforehand so that the impact of the absence on the student's progress can be considered.
- ▶ For a predictable absence during the school day, a note beforehand from the parent is necessary. The class guardian should sign the note for the student to show the teachers of the class/es to be missed.
- ▶ Un-excused absence, i.e. 'wagging' of a day or of a class, is dealt with by the class guardians/teacher as they see appropriate.
- ▶ Consistent tardiness is a problem that is dealt with by the class teacher/guardian in appropriate ways.

Class teachers or class guardians will phone the student's home promptly (*Primary Class Teachers and Class Guardians should phone parents or guardians at the end of each week if any unexplained absences have occurred. They may send a list of any such absences to the office on a Friday if they are too busy to phone themselves*) if a child has been absent without explanation. MRSS uses a database system that advises parents via text messaging if their child is absent from school at the beginning of the day.

5. Senior Secondary outcomes

Congratulations to our year 12 students from 2021 and the results they achieved. Our students have begun to spread themselves in different directions through the wider community, some with work, study, travel, apprenticeships or some combination of these options. The following is a breakdown of results, numbers studying and the study areas they were offered/or have taken up.

2021 Year 12 results and course enrolments (summary)

41 students enrolled in VCE/VCE subjects. All students obtained their VCE certificate.

1 student chose to complete an unscored VCE certificate.

All other students received an ATAR (Australian Tertiary Admissions Ranking) based on scored internal and external assessments (including exams)

31 students chose to apply for tertiary places, all 31 received an offer or several offers.

All students who applied received offers in the 1st round and 6 students received further offers in rounds 2-3.

ATAR outcomes:

7 students achieved an ATAR rank over 90 (top 10% in the state), **the highest was 99.05**

12 students achieved an ATAR rank over 80 (top 20% in the state)

9 students achieved an ATAR rank over 70 (top 30% in the state)

5 students achieved an ATAR rank over 60 (top 40% in the state)

2 students achieved an ATAR rank over 50 (top 50% in the state)

1 student achieved an ATAR rank over 40 (top 60% in the state)

1 student received an unscored VCE certificate (this means they didn't do exams and so have no ATAR ranking)

The Victorian Baccalaureate is nestled within the VCE; this certificate recognises students who take on higher-level study. To receive the award of VCE (Baccalaureate), students must complete:

*Unit 3 and 4 sequence in English, English language or Literature with a study score of 30 or above

*Unit 3 and 4 sequence in Mathematics Methods (CAS) or Specialist Mathematics

*Unit 3 and 4 sequence in a VCE language

*At least two other Unit 3 and 4 sequences.

1 of our students received this award for completing subjects in the above 4 criteria, congratulations to them.

Students received offers in the following areas:

7 x Arts

3 x Science

2 x Animal Veterinarian science

2 x Psychology

1 x Law (Arts)

2 x Fine art

3 x Environment/conservation

1 x Biomedical

3 x Architecture/design

2 x Health (Nursing/paramedic)

2 x Outdoor Education

2 x Business

1 x Engineering

3 x Apprenticeships

As you can see our students have a wide variety of opportunities open to them. Arts and science degrees are often the most popular (particularly arts), but the mix of courses our students receive tertiary offers for changes every year and highlights the diversity of their interests.

Current enrolment in tertiary institutions

13 students are enrolled full time study

11 Deferred their course offers

7 Didn't take up their course offers.

Those that deferred and/or didn't take places offered to them are either doing one of (or a combination of) working, travelling, in a private course or apprenticeship.

We congratulate **all** our students who, at different times, struggled but persisted throughout the year and completed their VCE (particularly given the covid related interruptions we have had over the last 2 yrs.)

6. Student outcomes in standardised national literacy and numeracy testing. Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks

In 2021, 93.99% of MRSS parents chose to remove their children from participation in these tests. Therefore results are not available.

In 2020, Education ministers made the decision to cancel NAPLAN due to the COVID-19 pandemic. This means students in Years 3, 5, 7 and 9 did not undertake the assessment.

7. Parent, student and teacher satisfaction

No education can be effective unless the relationships between all members of the school community - students, teachers and parents - are real and meaningful. This is one of the reasons why the teacher travels with the class through each level from class one to eight. In those eight years strong relationships are built between, not only the child and the teacher, but also all significant people in the child's world, their family. Parents can contact teachers at any time to arrange personal interviews or phone conversations. Class liaisons meet with teachers if any issues need to be raised. Class meetings held each term inform parents of the work being done in class and festivals and invite the families to share in the fruits of each particular year's work.

From year levels nine to twelve 'class guardians' accompany their class into their final years. In this way every child can be loved as a fellow person, not just another student passing through. Class meetings are held each term and parents can contact teachers at any time to arrange personal interviews or phone conversations.

The journey of each child through the school is celebrated on the 'Year Twelve Farewell Day'. On this day the school and each class room is beautifully and sensitively decorated by the year twelve students as a farewell gesture. In turn, all the class children prepare gifts representative of their specific year. At mid-day the whole school gathers in an assembly to honour the particular year twelve class. Year eleven students make a banner and form a guard of honour as the graduating students enter the school hall. We are fortunate to have several past students on our staff and many children of past students now attend or are enrolled for when they reach kindergarten age.

We have waiting lists for kindergarten and classes one to twelve.

Our parents support the school in many ways and we value their contribution greatly. They become involved in many ways to support class activities but also in markets, Open/Fair days and an annual Art/Craft exhibition and sale.

8. Post-school destinations

Our students come from a wide range of family backgrounds, and we offer a broad enrolment policy and a fairly broad program in years 11 and 12, so it is to be expected that our school destinations reflect this breadth.

While the majority of students enroll at university, several undertake TAFE training and some will take up trade training or direct employment options.

We have students at a wide range of universities, and we have many outstanding alumni, having taken deep interest in their field and been offered marvelous opportunities.

Our students are well represented in broad fields of employment and study. We have strong interests and accomplishments in science, math and environmental studies, in the arts, and in particular music, fine arts, architecture and film. There is also strong interest in nursing, midwifery, teaching and social service.

9. Income broken down by funding source:

Total Fees	\$5,328,910
Sundry Income	\$114,389
Donations	\$18,260
Government Subsidies	\$0
Victorian Government Grants	\$935,902
Federal Government Grants	\$4,088,561
TOTAL INCOME	<u><u>\$10,486,022</u></u>

