



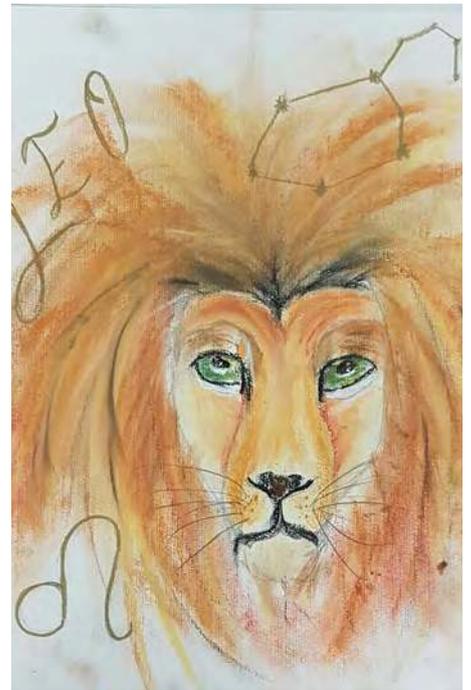
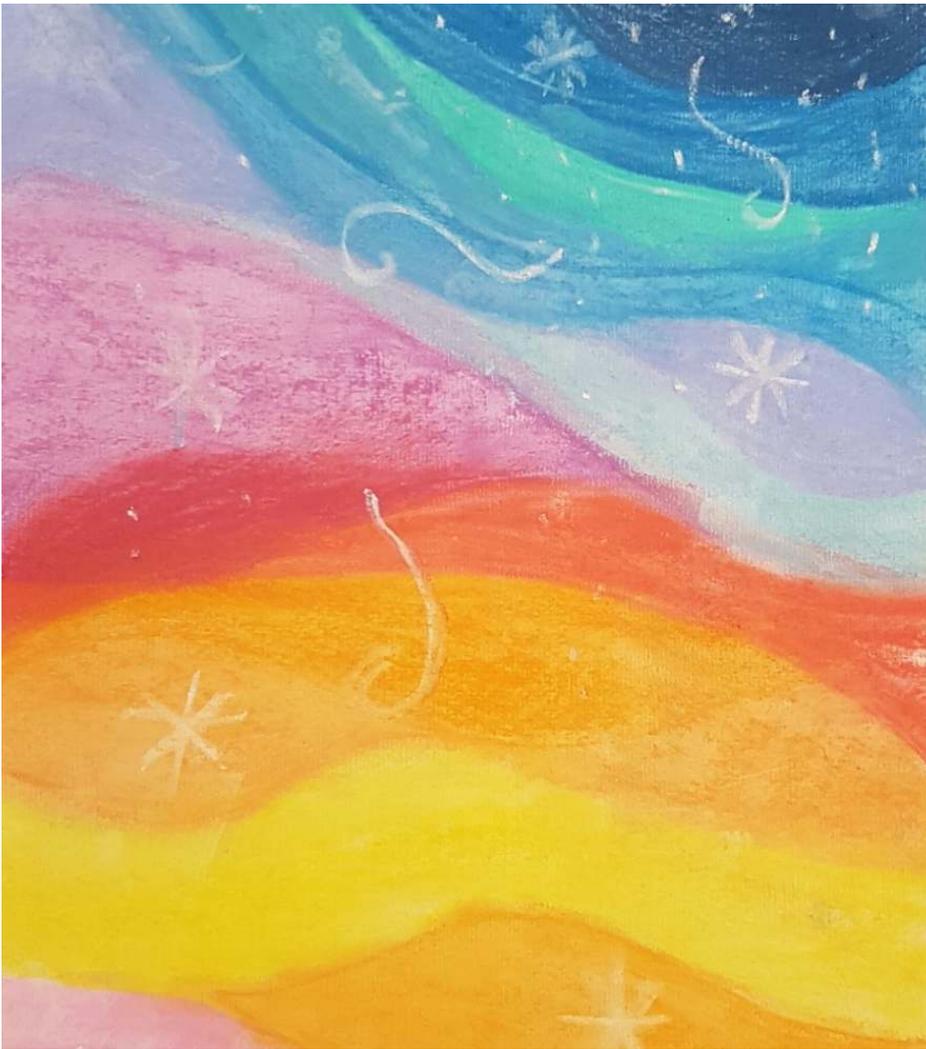
Cairns Hinterland
Steiner School

Academic Nurturing Creative

Annual Report

for 2020

STUDENTS' ARTWORK



2021 ANNUAL REPORT to the Minister for Education and Minister for Industrial Relations Public.

Availability: A copy of the report is available on our webpage at: www.chss.qld.edu.au/welcome/school-documents

Copies of the report are available in paper form on request to: Cairns Hinterland Steiner School Telephone: (07) 4093 8809

E-mail: reception@chss.qld.edu.au

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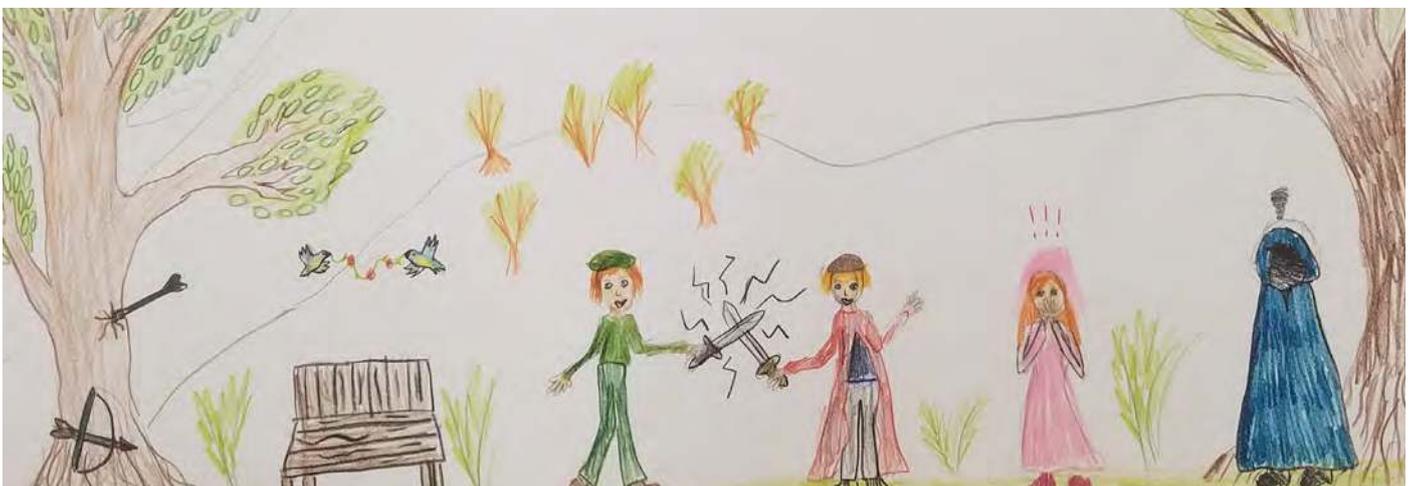
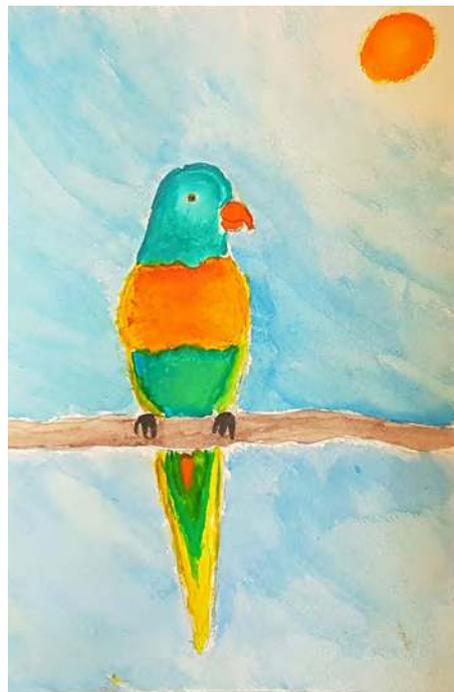


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*“STEINER EDUCATION
IS RECOGNISED AS AN
EDUCATIONAL APPROACH
THAT DEVELOPS FLEXIBLE
AND AGILE THINKING
WITHIN ITS STUDENTS”*



*Marcus McDonald,
Acting School Administrator*

As an independent, co-educational school, the Cairns Hinterland Steiner School's (CHSS) journey began two (2) decades ago, with the school operating from a residential house in Stratford, Cairns. In 2007, the school moved to its current location situated in the Kuranda hinterland (approximately 20 kms from Cairns), nestled amongst sixteen (16) hectares of beautiful rainforest. In 2020, CHSS hosted an early childhood education facility, a primary, and a secondary campus with single-stream classes from foundation to year level eight (8). Our School follows the education model based upon the principles of Rudolf Steiner, an Austrian philosopher who came to prominence in the early part of the 20th century. Now more than ever as we head into the 21st century, Steiner education is recognised as an educational approach that develops flexible and agile thinking within its students. The curriculum presented to students at Steiner schools worldwide is unique in that artistic subjects are given equal time and attention alongside, and within, academic subjects to ensure that each child gains real skills in the areas of art, music, drama, and handwork, that they can use throughout their lives – developing a lifelong love of learning.





OUR VISION

CHSS is a thriving and dynamic Steiner K-12 School, internationally recognised for delivering an authentic Steiner education that supports every student to unlock their true potential and develop into well-rounded adults who make a positive difference in the world.

Histo Our Vision, Purpose, Values

OUR PURPOSE

True to the spirit and intention of the educational impulses and insights offered by Rudolf Steiner, we create a place where goodness, beauty and truth permeate the pedagogical, physical, and social fabrics. Through a balanced, well-rounded education of the highest quality based on a deep understanding of the stages in childhood development and the child human being, we support each child's unique gifts and emerging potentials to unfold in the faculties of thinking, feeling and willing – head, heart, and hands. Within each child, strong foundations are laid for creative inspiration and moral steadfastness. We facilitate a movement from loving external authority in the early years to internal authority through self-discipline and responsibility in the older years. Through our practice, we enable children to develop into balanced and capable adults, who are, in and of themselves, able to impart meaning to their lives. We empower students to create solutions to complex challenges with resilience and confidence in themselves and the world they live in.

OUR VALUES

- Are Child Focused, Heart Centred
Wholesome, joyful, therapeutic. We provide a sanctuary and experience that cherishes childhood and welcomes the young adult.
- We Journey, Together
Transparency, accountability, trust. As students, staff, and parents, we are the sum of all parts, working together to seed the future.
- Be Human, Be Kind
Humility, empathy, respect. We strive for our highest good in all that we do, as we look outward, to the diversity of all beings and the natural world.
- Have Courage, Honour the World
Open, adventurous, brave. Our world needs our best selves, we move forward with curiosity and inquiry to solve the challenges of today and into the future.

INTRODUCTION

CHARACTERISTICS OF THE STUDENT BODY

The student body is made up of 69 males and 86 females; there are 4 students (3%) that identify as Indigenous. Approximately 54% of our students live within local Kuranda area, and approximately 40% from Northern Cairns region, with the balance of our students living in Mareeba and other parts of the Tablelands. 26% of our students have a language background other than English. Our average attendance rate for 2020 year was 93%. During the height of the COVID Pandemic, class rolls were maintained.

ENROLMENTS

As at the August 2020 census, CHSS had a total number of students across both campuses of 155, compared to 172 in 2019. This change was due to the School Board's decision in late 2019 not to offer Class 9 in 2020. During the second half of 2020 the school experienced significant and abnormal number of enrolment enquiries; the school is preparing for a significant growth in enrolment in 2021.



YEAR LEVELS

Students Comparison

	2019				2020			
	ALL Students		Indigenous Students		ALL Student		Indigenous Students	
	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
Foundation	17	17,0	-	-	18	18,0	1	1,0
Year 1	22	22,0	-	-	20	20,0	-	-
Year 2	23	23,0	-	-	20	20,0	-	-
Year 3	24	24,0	1	1,0	23	23,0	1	1,0
Year 4	20	20,0	1	1,0	22	22,0	1	1,0
Year 5	20	20,0	1	1,0	21	21,0	1	1,0
Year 6	20	20,0	1	1,0	14	14,0	-	-
Year 7	8	8,0	-	-	12	12,0	-	-
Year 8	11	11,0	-	-	5	5,0	-	-
Year 9	1	1,0	-	-	-	-	-	-
Year 10	6	6,0	-	-	-	-	-	-
TOTAL	172	172,0	4	4,0	155	155,0	4	4,0



FROM THE BOARD OF DIRECTORS



*Sharonika Camplin,
Board Chair*

We journey, Together

2020 was dominated by COVID-19 however in terms of the School, it was a time where we exemplified our value of 'We Journey, Together'. The lock-down period allowed families a unique insight into Steiner education without students facing the burden of intense digital learning that many of their peers in other schools experienced. It also demonstrated the resilience of our educators to extend their teaching capacities beyond the classroom and into homes. The economic effect on the region was

considerable and many families were negatively impacted, with the school providing fee relief to families in need. Through good financial management, the School weathered this and also continued to invest in growth.

The CHSS Strategic Plan was ratified in 2020, with a clear vision, mission, values and strategic goals to provide the path forward for CHSS to become an authentic, high-quality K-12 Steiner school, that supports every student to unlock their true potential and develop into well-rounded adults who make a positive difference in the world.

The current Board is relatively new, being elected in July, 2020 under the framework of the new Constitution. During our tenure in 2020, the Board





provided oversight of the current Executive Management structure which was approved by the previous Board as a collaborative approach to leadership, to ensure the strategic goals of the school, including: the commitment to the high school; improving the quality of education as part of a whole of school approach; and ensure healthy numbers of satisfied families across early childhood and primary years.

In 2020, the School became an accredited provider of the Certificate of Steiner Education, this gives students pathways for further studies nationally and internationally. This also paved the way for the School to open to Class 10 in 2021. Wellbeing was a critical area for 2020, a Wellbeing Coordinator was employed and a consulting space setup. A national framework for mental health and wellbeing was initiated that included increasing the capacity of staff to better

deal with behaviour issues.

The school continued to focus on building best practice organisational processes and structures to better support teachers and provide quality outcomes for every student.

Towards the end of 2020 the school focused on a theme of renewal. After the upheaval of COVID-19 and the busy momentum created by a growing School, the Spring Fair brought together the immediate community to celebrate and reflect on the year so far in such a beautiful way. The School remains committed to educate our student's head, heart and hands with willingness, openness, and continuous improvement in the year ahead. Thank you for continuing the journey with us.



A uniquely positive Experience



*Marcus McDonald,
Acting School Administrator*

Much of 2020 was checkered with uncertainty as COVID-19 impacted the world. Despite Cairns Hinterland Steiner School being in a remote location, the effect on our community was substantial. Whilst the daily uncertainty experienced throughout the year was at times burdensome, we can say now, in hindsight, that 2020 was a uniquely positive experience for the School. 2020 brought about changes within all of us, and for the School, a change in directional focus and resolve.



FINANCIAL COMMENTARY

At the commencement of 2020, CHSS entered the year with 160 census students enrolled (Prep to Class 8). With this number of students, the best financial outcome the school could endeavor to achieve would be a break-even position.

The new School Executive soon realised that financial resources were needed to be applied to solve pre-existing operational challenges. 2020 became the year that the school 're-set', dealing proactively with longer term parent concerns, cultural change, and human resource issues. In addition, the economic effect of COVID-19 on the region was significant. Through government support of households with Jobseeker and JobKeeper payments, and in turn the school providing fee relief, the school was able to weather the economic downturn.

Consequently, at the year end of 2020, the school reported an operating deficit of (\$137k).

During 2020, the School Board made the decision to change its auditor Cairns Quality Accounting to BDO Audit. This change was deemed necessary given that the incumbent had been conducting the annual audit for many years and to ensure effective financial governance practices are in place to assist the school's future development.

Our amazing education staff developed and successfully delivered a remote Steiner curriculum, whilst at the same time supporting children of essential workers in the classroom. CHSS did not close for a single scheduled day throughout 2020, being available for families that needed our support to care and educate their children. In March 2020, the Board and Executive made a commitment that no family would leave CHSS due to financial impacts of the pandemic and no staff member would be stood down or employment terminated – this decision was honoured throughout 2020.

2020 gave all within our team the ability to meet adversity with resilience, flexibility and agility which will again be essential as the School enters a new chapter of significant growth and development.



HUMAN RESOURCES

As at the August 2020 census, the school employed 10 teaching staff, some of whom were part time, resulting in an overall FTE (Full time equivalent) of 9.4. In addition, there were 20 non-teaching staff members, equating to an FTE of 16. All the school teaching staff are bachelor's degree qualified.

CHSS invested \$40k in professional development

for teaching staff over the course of 2020, equating to \$4k per staff member. Staff attendance for the year was 97%.

New positions established within the school were Enrolments & Student Services Officer, Marketing & Comms Officer, Assessment & Reporting Coordinator, Wellbeing Coordinator, and a Projects Officer.

Staff Summary

Type	Gender	ALL STAFF		Indigenous	
		Headcount	FTE	Headcount	FTE
Principal	Male	1	1,0	-	-
Teaching Staff	Male	3	3,0	-	-
Teaching Staff	Female	10	9,4	-	-
Specialist Support	Male	1	0,6	-	-
Specialist Support	Female	15	11,6	-	-
Building Operations	Female	1	1,0	-	-
Administrative and Clerical	Female	5	4,2	-	-
TOTAL		36	30,8	-	-



OTHER AREAS OF FOCUS WERE:

- With the passing of the new constitution at the General Meeting of the Company on 6 July 2020, the Company Secretary role was removed from the Business Manager's position description with a Board Director taking on the role.
- Communications were improved with families across all media platforms including an increased frequency of the school newsletter to weekly, and recurrent branded social media posts to engage not only our current families but prospective ones.
- Marketing & retention program was kick started by the establishment of a Marketing Board subcommittee and the employment of a Marketing & Communications Officer. Initiatives implemented through 2020 included:
 - Engagement of an external digital marketing company to assist the school with its digital marketing campaigns.
 - An increased presence in local print media, providing editorial content in Cairns, Kuranda and the Tablelands.
 - Development of a new website to provide general information to current parents and prospective families.
- Work Health & Safety initiatives were undertaken to implement a safety culture at the school, with the engagement of Injury Prevention and Management (IPaM) – WHS Policy & Engagement Services, a department attached to Work-Safe Queensland. This program runs for two (2) years and is designed to build capacity within the School through development of policy and procedures to employ safe work practices.
- The first version of a draft Building and Infrastructure Master Plan was developed with community and staff sessions facilitated by the School's Architect to gather feedback and comment being held. The Master Plan will be finalised in 2021.



*Shelley Bowen,
Education Director*

Growth and Renewal

Reflecting on 2020, there was considerable growth and renewal across all areas of the School, against a backdrop of a sense of uncertainty as the global pandemic reached its heights in the world sphere. It was a profound year at Cairns Hinterland Steiner School; a period of rapid professional growth driven by a strong improvement agenda derived from our 5 yearly cyclical review by the Non-State-Schools Accreditation Board (NSSAB). Below is a summary of the most notable highlights and some of the achievements against those improvement goals.





TEACHER DEVELOPMENT

A rich variety of conferences, seminars and webinars were offered to teaching staff, as well as a significant investment in bringing external professionals to the School. The School renewed its commitment to investing in teacher development particularly in anthroposophical training and joined sister schools Samford Valley and Noosa Pengari in delivering module 1 and 2 of the Teacher Development Intensive program facilitated by anthroposophical doctor Lakshmi Prasanna. The modules also featured High School leader and mentor Timothy Dunn, International Eurythmist Paries Orange and Primary curriculum mentor Gregorio Noakes. Each module provided a rich program of lectures, explorations through study, a focus on curriculum and practical and artistic activities. It was evident that the work during these intensives renewed the collective vision of the College of Teachers and enriched each teacher in their practical work with the curriculum and their commitment to Steiner Education.

STUDENT WELL-BEING

Wellbeing has been a major focus within the School since late 2019. The welfare and best interests of the children is crucial to our School and student wellbeing was identified as an essential area in need of improvement, particularly with the Board and Executive's commitment to developing the High School. In term 4, Jess Woolf was appointed to the Well-being Coordinator role, a new position at Cairns Hinterland Steiner School. Jess spent the term immersing herself to develop an understanding of its unique culture and extrapolating from her observations, where the priority of needs were.



Jess Woolf, Wellbeing Coordinator:

In 2020, I began at the start of Term 4. In that time, I observed and listened to school community's needs followed by conducting research into and launching a successful proposal for the Be You whole school mental health framework. I established preliminary relationships with students, families, and staff; established initial relationships with wellbeing staff from other Steiner schools; and engaged with an Educational and Developmental Psychologist supervisor. I began facilitating weekly wellbeing meetings with other school support staff. I followed up on outstanding child safety concerns and began development of behavioural and therapeutic support plans for children with challenging behaviours. I also commenced child counselling sessions, risk and needs assessments, and family outreach by referral and consent from staff and/or families.

ASSESSMENT AND REPORTING

From the sphere of educational compliance, assessment and reporting was targeted as an area in need of development. An Assessment and Reporting Coordinator, Kristin Doyle, was employed to oversee this improvement agenda for assessment and reporting across the school. This included a review of whole school assessment practices and professional development. In the quest to achieve these goals rigorous professional dialogue occurred across the faculties, acknowledging the educational compliance needs whilst remaining true to our own core Steiner principles and evidencing learning in an authentic and meaningful way. The assessment project *Assessment Guidelines at CHSS* was undertaken to provide a framework to support whole school processes. This involved meeting with teachers around current practices and creating a consultative group for formulating plans for a whole school approach. Collectively the faculties developed existing and new templates to foster consistency and support for all teachers with various resources for assessment. Jenene Rosser, Executive Manager of Curriculum and Assessment, ISQ (Independent Schools Queensland) facilitated a professional development session for teachers to build understanding in progression points as a continuum of development and working with the Achievement Standards.

In Semester 2, a coordinated parent teacher interview process was adopted across the School and proved a huge success. All teachers and specialists were available for bookings on three consecutive afternoons to enhance the opportunities for clear, transparent communication between home and School around student progress and development.

PARENT EDUCATION

In 2020, there was an emphasis on improving communication and transparency between the School and its families with the recognition that this promotes positive relationships through cultivating a shared understanding of the curriculum and child development, which in turn, strengthens the outcomes for the children by encouraging community growth.

An initiative to develop a school-wide parent education schedule was developed by the Faculty Representative team, highlighting important transitions in the development of the child. It was recognised that times where a period of disequilibrium occurred, there was an increased need for open dialogue between family and the School to provide stability for the students, and for the health and success of the class community and the school as a whole.



Targeted sessions included:

The Development of Literacy in the Early Years with a focus on Reading; Developmental Transitions - the Rubicon years for lower and upper primary; Curriculum of Class 6 and beyond; The Subtle Changes in the Transition to Adolescence and How the Curriculum meets the Adolescent; and the Introduction of the Certificate of Steiner Education.

LEARNING SUPPORT

The Learning Support improvement agenda focussed on improving referral and communication processes within the Learning Support Unit. The aim was to drive efficiency in the internal processes so as to meet student needs in a timely and responsive manner. Care group processes were reviewed to increase communication and transparency around student progress with families and the development of Individual Education Programs (IEPs). Teacher aides were allocated for class 1 through to 4 to provide a more intensified support system for laying strong foundations to the academic program and to support a diverse range of learning needs in the classrooms.

CURRICULUM

In early 2020, the global pandemic brought with it varying degrees of challenge and uncertainty, but also intense growth, collaboration and productivity to meet the demands of an ever-changing landscape. In a very short time, the class teachers needed to transform the curriculum into a remote program, develop and refine their technological skills and write learning programs suitable for a very different and diverse audience. The faculties met the challenge with tenacity, worked above and beyond in unfamiliar territory and delivered a home learning program and professional service of a high standard, whilst also delivering on site throughout the year – no mean feat!

We both farewelled and welcomed new staff during 2020; each transition bringing aspects of loss and renewal.

Under normal circumstances all schools must ensure that all students in years 3, 5, 7 and 9 sit the NAPLAN test, unless a parent signs a conscientious objection to the test. In 2020, because of the COVID-19 pandemic all NAPLAN testing was deferred.

A regular part of the weekly curriculum is the learning of a second language. Japanese is taught at the School from Class 1 through to Class 8 and in 2020 we introduced a second language

lesson for all classes. Rudolf Steiner spoke of the importance of learning another language to diversify the child's inner life, to counter-act the one-sided influence that the mother tongue exerts on the developing child and to expose children to other cultures in a living way. Foreign language is taught as one means to encourage in students the development of tolerance for difference – underpinning another aspect of an integrated approach to moral and social development.

A second weekly lesson for Physical Education was introduced for all classes, acknowledging the growing need for physical activity in modern childhood and its importance for healthy development. Games play a key role in social and emotional development with the structure and atmosphere such that all can participate in a meaningful and joyful manner. Physical education classes also include focussed skills development and, from upper primary, popular team sports. 2020, without a doubt, has been a very challenging and fast paced time for both the school and global community. It, too, has been a time we recognised ourselves as a community; supportive of each other, holding the space for growth and kindling those qualities we value so highly of empathy, resourcefulness, and resilience.



Providing a steady, unwavering Rhythm



*Shelley Pollard,
Early Childhood Coordinator*

In early childhood we provide a warm, nurturing, home-like environment filled with simple 'open-ended' play things to encourage creative and imaginative free play. As teachers we strive to be worthy of imitation and to provide examples of wholesome, purposeful work for the children to imitate.

The times of the 'in-breath' are times for quiet attention to what is happening, a time of inwardness; (craft, baking, morning circle movement journeys, oral story time etc..) while the 'out-breath' is a time for expansion, a time

to let go and turn their attention to the world in exploration and play. Our curriculum itself is built around the cyclical nature of the natural world in an effort to build connection and belonging. Seasonal festivals, stories and songs help mark the passage of time and connect the child to world around them.

We run three Early Childhood programs. 'Sunbird' is our 3-4-year-old room, Lilly Pilly for 4-5-year-olds and Rose Apple for 5-6-year-old prep children. In 2020 we also ran 3 child focussed playgroup sessions in our Sunbird room.

Jenny Edney joined us as Prep teacher in 2020, with the view to continuing on to take the group through to primary school; an invaluable gift to get to know the class in the play-based Prep setting. Jenny launched straight into creating our first formal parent report template for Prep. She did a fantastic job of meeting the assessment and reporting requirements without compromising our unique play-based prep curriculum, where it is the rich oral storytelling, rhyme, verse and song which provide such a solid foundation for literacy and academic learning to follow.

2020 brought some unique challenges to Steiner Early Childhood world-wide, however the challenges were not without reward. With the arrival of COVID-19 we were challenged to get creative to find a way to continue to deliver a quality early childhood curriculum to our children and to support our families in the best way possible – remotely!

Deep philosophical discussion and debate was shared with Steiner Early Childhood teachers throughout the country via zoom as we considered how to approach the challenge. Take home packs were assembled lovingly with fleece felting projects, art and craft supplies with instructions, recipes, parent readings and ideas for home activities and a handmade gift of a fleece angel for the children.





Our children are carried through the day in a harmonious and consistent rhythm which can be likened to the rhythm of breathing.





Teachers recorded oral stories and morning circle songs for parents to play at home, including therapeutic stories written to help our young children understand the strange situation we found ourselves in, all updated weekly online for families staying at home.

In the first seven years the young child is characterised by a gesture of trust and openness toward the world. They absorb sense impressions right into their being without the reflective or analytic skills of the older child or adult. Therefore, foremost in our minds at this time was how to protect and restore the child's feeling of

trust in their world and how to help them make sense of the COVID-19 pandemic and the fear it was creating in the adults around them.

For the children attending during this time we focused on maintaining a steady, unwavering rhythm to provide a sense of security, while bringing therapeutic stories that speak to the child in an appropriate pictorial way.

In reflection, the gift of this strange time was that our families really received a deeper insight into the magic of this wonderful curriculum. And... we all learned to use Zoom!

A very different Place



*Sajidah Abdullah,
High School Board
Subcommittee Chair*



Our High School was a very different place at the end of 2020, to how it started at the beginning of the year. In September 2019, the Board decided not to offer above class 8 the following year due to a range of issues which led to a contraction of the high school, and an increase in student withdrawals down into the primary years as families could not see a future for their children at Cairns Hinterland Steiner School.

On 28th October 2019, the Board ratified the Terms of Reference for the High School Board subcommittee to undertake a Feasibility Study into running the High School and the work began in earnest.

While progress was being made on-the-ground, the Board and Executive recognised the need for expert advice and so, in May 2020, engaged Tim Dunn, educational consultant and previous High School Director from Samford Valley Steiner School. Tim made key recommendations, ranging from clarifying the roles and responsibilities in the Executive Management Team; staff professional development including specialisations required in the High School plus in teaching adolescents; parent and student



information about the points of difference of a Steiner high school which in turn improves retention of students; and that CHSS deliver the Certificate of Steiner Education (CSE) from Class 10 through to Class 12.

In July 2020, CHSS applied to become an accredited provider of the Certificate of Steiner Education through SEDT (Steiner Education Development Trust) who own and manage the internationally recognised Certificate. The CSE is an approved secondary schooling pathway in Queensland and is delivered at Samford Valley Steiner School, Brisbane and Noosa Pengari SS, on the Sunshine Coast.

When considering options for the High School the Board and Executive toyed with the idea of fast-tracking the rebuilding of the High School by delivering both Class 9 and Class 10 in 2021; this was a bold idea requiring the introduction of the CSE at CHSS to be accelerated, Tim Dunn's continued support of the project and mentoring of our staff, developing parent understanding about the High School educational journey and for previous students to return.

By the end of 2020, the Board and Executive were focused and committed to the development of the High School with the Board having contracted SEDT to oversee the delivery of the CSE to Class 10 in 2021, and engaged a builder to build a new classroom and renovate another room into an additional classroom and Wellbeing space. Tim Dunn had renewed his intention to support our High School's development with visits planned each term in 2021 and by co-teaching and mentoring our staff. CHSS had established relationships with Samford Valley and Noosa Pengari with plans for our C9 and C10 students to join Samford students for some Main Lessons in 2021. A Wellbeing Coordinator was employed with a working space in both the High School as well as in the Primary, and 5 returned students were enrolled in Class 10.

Looking back, it was an extraordinary year, that without each person's commitment to the development of the High school, each member of the Board, the Executive, the staff across the School and of course, our community's families we would not be where we are today.

FROM THE FESTIVAL MANDATE GROUP

With the onset of COVID-19, some festivals, camps and events such as the Bush Dance, Class 5 intrastate Greek Olympics, Class 6/7 Music Camp with Qld and NSW Steiner Schools and our CHSS Community Music Day were cancelled or postponed. Facing the challenges of COVID-19 head on, the school, was able to run the following festivals and the Spring Fair. With agility and innovation, the Festival Mandate Group and staff of the school developed new forms for each event to meet the ever-changing restrictions in place at the time.



*Alan MacLean,
Festival Mandate
Group Representative*



Michaelmas Festival

CHSS celebrated the Autumnal Equinox (falling on 20th March) with an outdoor version of our dramatic pageant. Students from Classes 1 to 8 enacted the transformation of evil or fear into good through intelligence, courage, and strength as the main part of our Michaelmas Festival. Michaelmas Festival Friday, 20 March
Alan MacLean, Music Teacher and Coordinator



Michaelmas is traditionally celebrated on September 29 in the northern hemisphere close to the Autumnal equinox, however there is equal significance for us living in the southern hemisphere to celebrate the Festival at a time close to our own southern Autumnal equinox. Michaelmas is a celebration of St. Michael, who according to fifth century tradition, tames a dragon to save the kingdom. Although Michaelmas is traditionally a Christian Festival, the metaphor of the beast that threatens human development being tamed through courage and strength, appears in the mythology of

many cultures. Ancient Indian writing describes Indra, the great warrior god who defends humankind and defeats many demons. Similarly the Bhagavad-Gita speaks of Mithras and the ancient Babylonians tell of Marduk who slew Tiamat the dragon. For Waldorf students, the Michaelmas festival is an opportunity to look ahead to the future; celebrating and encouraging human transformation as we strive toward our full human potential. Our students celebrated the weeks leading up to the festival with songs, stories, and verses containing themes of courage, inner strength, and deeds of goodness.



Midwinter Sun

Instead of our annual Festival of Lights we held a Celebration of the Mid-Winter Sun in school time for our students only, with no parents present.

The Class 6 students “collected” the light of the midday, Mid-Winter sun, using its power to light a candle flame that featured at the centre of our spiral. Each Class sang the songs of the Winter season in support of the gathering of the light and walked one-by-one into the spiral to experience the gesture of the Winter spiral (albeit by daylight). Even though our school community did not have a chance to meet in the evening because of the restrictions, our Class 6 students “carried the flame” on behalf of our community into the cool of the Winter night. After dark, the students celebrated Mid-Winter with our traditional “Fire Movement” accompanied by the string quartet, with participation from the Middle School (Classes 6 to 8) students and teachers.





Spring Fair

Our annual Spring Fair held on our beautiful school grounds is always a time of celebration for our school community and in 2020 this was most welcomed by our families. Music is a big part of the Fair and was again an opportunity for our students to showcase their musical and choral performances. Whilst the games and activities of the Fair took a slightly different direction this year, and service of food and drinks were at variance to the usual format, the fantastic support from our Parents & Friends Association and our school community meant that the Spring Fair was once again the highlight of our school year.

Advent Festival

With Advent beginning on Sunday, 29th November then celebrated on each of the four Sundays leading up to Christmas, ending on Christmas Eve, our own Advent Festival provided an opportunity for some quiet 'breathing in' during what is usually an outwardly busy time of year. The lighting of candles for each week of Advent is a tradition that can allow us to reflect upon our own 'Divine Light' and help us to develop a contemplative mood at this time. Our annual Advent Festival featuring singing from our choir with orchestral accompaniment, as well as a Nativity pageant devised by our students proved to be a successful evening and a fitting way to approach the end of the school year.

Financial Statements for the year ended 31 December

The Statement of Profit or Loss and Other Comprehensive Income is to be read in conjunction with the attached notes.

Statement of Profit or Loss and Other Comprehensive Income for the year ended 31 December 2020	Note	2020	2019
		\$	\$
Income	2 (d)		
Government Subsidies	3	2,428,339	2,418,137
Tuition and Other fees	3	953,406	993,782
Interest income	3	403	1,651
Other income	3	207,049	108,874
Total income		3,589,197	3,522,444
Expenses			
Bad Debts		-	9,871
Depreciation	7	174,312	213,594
Interest expense		11,604	21,186
Overhead expenses	4	760,307	590,362
Repairs and Maintenance		61,819	65,257
Salaries and Wages	5	2,584,094	2,489,015
School equipment and excursions		134,119	112,432
Total expenditure		3,726,255	3,501,717
Surplus before income tax expense		(137,058)	20,727
Income tax expense			
Surplus after income tax expense for the year		(137,058)	20,727
Other comprehensive income for the year, net of tax			
Asset Revaluation	16	-	(1,606,097)
Total Comprehensive Income for the year		(137,058)	(1,585,370)

The Statement of Changes in Equity is to be read in conjunction with the attached notes

Statement of Changes in Equity for the year ended 31 December 2020		Revaluation Surplus	Retained surpluses	Total Equity
		\$	\$	\$
Balance at 1 January 2019		2,085,273	4,410,014	6,495,287
Deficit after income tax expenses for the year		-	20,727	20,727
Other comprehensive income for the year, net of tax:				
Asset Revaluation – revaluation surplus	16	(1,606,097)	-	(1,606,097)
Balance at 1 January 2020		479,176	4,430,741	4,909,917
Deficit after income tax expenses for the year		-	(137,058)	(137,058)
Other comprehensive income for the year, net of tax:				
Asset Revaluation – revaluation surplus		-	-	-
Balance at 31 December 2020		479,176	4,293,683	4,772,859

FINANCIAL STATEMENTS

The Statement of Financial Position is to be read in conjunction with the attached notes

Statement of Financial Position as at 31 December 2020	Note	2020	2019
		\$	\$
Assets			
Current assets			
Cash and cash equivalents		220,302	285,400
Trade and other receivables	6	125,358	162,392
Total current assets		345,660	447,792
Non-current assets			
Property plant and equipment	7	4,944,657	5,053,765
Total non-current assets		4,944,657	5,053,765
Total assets		5,290,317	5,501,557
Liabilities			
Current liabilities			
Trade creditors, other payables & provisions	8	147,008	207,189
Employee liabilities & provisions	9	69,665	20,680
Interest-bearing loans and borrowings	10	132,043	133,842
Total current liabilities		348,716	361,711
Non-current liabilities			
Trade creditors, other payables & provisions - Non-Current	0	0	
Interest-bearing loans and borrowings	10	168,742	229,929
Total non-current liabilities		168,742	229,929
Total liabilities		517,458	591,640
Net assets		4,772,859	4,909,917
Equity			
Assets revaluation surplus /reserve		479,176	479,176
Retained funds		4,293,683	4,430,741
Total equity		4,772,859	4,909,917

The Statement of Cash Flows is to be read in conjunction with the attached notes.

Statement of Cash Flows for the year ended 31 December 2020	Note	2020	2019
		\$	\$
Cash flows from operating activities			
Receipts from:			
Government subsidies		2,428,339	2,418,137
Tuition and other fees and levies		1,094,374	1,104,379
Other income		114,296	16,362
Interest received		403	1,651
Interest paid		(11,604)	(21,186)
Payments to suppliers and employees		(3,563,405)	(3,285,178)
Net cash flows from operation activities		62,403	234,165
Cash flows from / (used in) investing activities			
Purchase of property plant & equipment	7	(64,514)	(88,815)
Net Cash flows from / (used in) investing activities		(64,514)	(88,815)
Cash flows from financing activities			
Proceeds from borrowings		0	0
Repayment of Loan		(62,987)	(128,999)
Net cash flows from financing activities		(62,987)	(128,999)
Net increase (decrease) in cash and cash equivalents		(65,098)	16,352
Cash and cash equivalents at beginning of year		285,400	269,048
Cash and cash equivalents at end of year		220,302	285,400

CORPORATE INFORMATION

The financial report of Cairns Rudolf Steiner School Ltd, trading as Cairns Hinterland Steiner School (the company) for the year ended 31 December 2020 was authorised for issue in accordance with a resolution of the directors on 15 March 2021.

The following is a summary of the material accounting policies adopted by the company in the preparation of the financial report. The accounting policies have been consistently applied, unless otherwise stated.

SUMMARY OF ACCOUNTING POLICIES

Basis of preparation

These general-purpose financial statements have been prepared in accordance with Australian Accounting Standards – Reduced Disclosure Requirements, and the Australian Charities and Not-for-Profits Commission Act 2012.

The financial statements have been prepared under the historical cost convention. The concept of accruals accounting has been adopted in preparation of the financial statements. The accounting policies have been consistently applied, unless otherwise stated.

Comparative figures

When required by Accounting Standards, comparative figures have been adjusted to conform to changes in presentation for the current financial year. A prior year error has been corrected in the comparative figures, refer to note 16.

New, revised or amending Accounting Standards and Interpretations adopted

The company has adopted all of the new or amended Accounting Standards and Interpretations issued by the Australian Accounting Standards Board ('AASB') that are mandatory for the current reporting period.

Any new or amended Accounting Standards or Interpretations that are not yet mandatory have not been early adopted.

Significant accounting judgments, estimates and assumptions

Management bases its judgements, estimates and assumptions on historical experience and on other various factors, including expectations of future events, management believes to be reasonable under the circumstances. The resulting accounting judgements and estimates will seldom equal the related actual results. The judgements estimate and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

Estimation of useful lives of assets

The company determines the estimated useful lives and related depreciation and amortisation charges for its property, plant and equipment. The useful lives could change significantly because of technical innovations or some other event. The depreciation and amortisation charge will increase where the useful lives are less than previously estimated lives, or technically obsolete or non-strategic assets that have been abandoned or sold will be written off or written down.

Long service leave provision

The liability for long service leave is recognised for individual employees who have completed at least seven years of service. The provision represents the amount that would have been payable had the employee departed as at the reporting date and fulfilled certain conditions for release.

Revenue recognition

Revenue is recognised when the entity satisfies its performance obligations by transferring goods or services to its customers or funding providers. Revenue is measured based on the consideration to which the entity expects to be entitled in a contract with a customer or service provider. Revenues are recognised net of the amounts of goods and services tax (GST) payable to the Australian Taxation Office.

Donation and grant funding received for the purchase or construction of non-financial assets is initially recorded as a liability and recorded as revenue as the purchase or construction progresses. Donation and grant funding that is received under an enforceable contract and has sufficiently specific performance obligations been initially recorded as a liability and recorded as revenue when the performance obligations are satisfied. All other donation and grant funding is recognised as revenue when it is received.

FINANCIAL STATEMENTS

Interest

Interest revenue is recognised when received.

Other revenue

Other revenue is recognised when it is received or when the right to receive payment is established.

Trade and other receivables

Trade receivables, which comprise amounts due from services provided to school families, are recognised, and carried at original invoice amount. Normal terms of settlement vary up to 10 weeks to reflect the length of a school term. The notional amount of the receivable is deemed to reflect fair value. The school has policies in place for discounts, hardship relief, sibling discounts and paying off fees over time. An expected credit loss allowance is not made when there is objective evidence that the company will be able to collect the debts. Bad debts are written off when identified.

Property, plant, and equipment

Bases of measurement of carrying amount

Land and buildings are stated at fair value less accumulated depreciation and any accumulated impairment losses. Plant and equipment is stated at cost less accumulated depreciation and any accumulated impairment losses. Any property, plant and equipment donated to the company are recognised at fair value at the date the company obtains control of the assets.

The company in 2019, obtained an external independent valuation of the school land and buildings with the current financial statements reflecting these values. The carrying values of property, plant and equipment is reviewed annually by directors to ensure it is not more than the recoverable amount from those assets. The recoverable amount is assessed based on expected net cash flows that will be received from the assets' employment and subsequent disposal. The expectant net cash flows have been discounted to their present values in determining the recoverable amounts.

Depreciation

Items of plant and equipment (other than land) are depreciated over their useful lives to the company commencing from the time the asset is held ready for use. Depreciation of plant & equipment is calculated on either a diminishing basis or straight-line basis over the expected useful economic lives of the assets as follows:

	2020 % pa	2019 % pa
Buildings	2.5 - 100	2.5 - 100
Plant & equipment	7.5 - 50	7.5 - 50
Motor Vehicles	16.67	16.67

De-recognition and disposal

An item of plant and equipment is derecognised upon disposal when the item is no longer used in the operations of the company or when it has no sale value. Any gain or loss arising on de-recognition of the asset (calculated as the difference between the net disposal proceeds and the carrying amount of the asset) is included in profit or loss in the year the asset is derecognised. Any part of the asset revaluation reserve attributable to the asset disposed of or derecognised is transferred to general funds at the date of disposal.

Impairment

At the end of each reporting period, the entity assesses whether there is any indication that individual assets are impaired. Where impairment indicators exist, recoverable amount is determined, and impairment losses are recognised in profit or loss where the asset's carrying value exceeds its recoverable amount. Recoverable amount is the higher of an asset's fair value less costs to sell and value in use. For the purpose, of assessing value in use the estimated future cash flows are discounted to their present value using a pre-tax discount rate that reflects current market assessments of the time value of money and the risks specific to the asset.

Trade creditors and other payables

Trade creditors and other payables represent liabilities for goods and services provided to the company prior to the end of the financial year that are unpaid. These amounts are usually settled in 30 days. The notional amount of the creditors and payables is deemed to reflect fair value. Liabilities for wages and salaries expected to be settled within 12 months of balance date are recognised in other payables in respect of employee's services up to the reporting date.

Employee benefits

Employee benefits comprise wages and salaries, annual, non-accumulating sick and long service leave, and contributions to superannuation plans. Liabilities for annual leave in respect of employee's services up to the reporting date which are expected to be settled within 12 months of balance date are recognised in the provision for annual leave account. Recognition of annual leave pertains to non-teaching staff. Teaching staff are deemed to have taken all their annual leave at the end of the final term of the school year.

Both liabilities are measured at the amounts expected to be paid when the liabilities are settled. Liabilities for non-accumulating sick leave are recognised when the leave is taken and are measured at the rates paid or payable. Other employee benefits that may be payable later than one year are to be measured at the present value.

The company pays contributions to certain defined contribution superannuation plans. Contributions are recognised in the income statement when they are due. The company has no obligation to pay further contributions to these plans if the plans do not hold sufficient assets to pay all employee benefits relating to employee service in current and prior periods.

The liability for long service leave is recognised in current and non-current liabilities, depending on the unconditional right to defer settlement of the liability for at least 12 months after the reporting date. The minimum Long Service Leave entitlements are outlined in the Industrial Relations Act 1999 (Qld). The school's Long Service Leave entitlement policy is 1 week for each year after completing 7 years' continuous service. Long Service Leave can only be taken at a mutually agreed time.

Taxation

Income tax

The company is a non-profit educational facility and for the purposes of Australian taxation legislation is exempt from income tax. This exemption has been confirmed by the Australian Taxation Office. The company has GST concessions, holds FBT rebate concessions, and has Deductible Gift Recipient status.

Goods and services tax (GST)

Revenues, expenses and assets are recognised net of the amount of GST except where the amount of GST incurred is not recoverable from the Australian Taxation Office, in which case it is recognised as part of the cost of acquisition of an asset or as part of an item of expense. Receivables and payables are recognised inclusive of GST. The net amount of GST recoverable from or payable to the Australian Taxation Office is included as part of receivables or payables. Cash flows are included in the statement of cash flows on a net basis. The GST component of cash flows arising from investing and financing activities which is recoverable from or payable to the Australian Taxation Office is classified as operating cash flows.

Going Concern

The accounts have been prepared on a going concern basis. The company has net current liabilities of \$3,098 as at 31 December 2020 (2019: \$86,081) an approximate 104% decrease in net assets. The Directors believe that the company will continue to generate positive cash flows in the foreseeable future with steady increased enrolments and sustainable school fee increases and tighter expenditure control. The Directors believe that they will be able to pay their debts as and when they become due.

FINANCIAL STATEMENTS

Income	2020	2019
	\$	\$
Government Subsidies – Commonwealth	1,808,179	1,759,844
Government Subsidies – State	497,861	535,994
Non-State School Bus Fare Assistance	122,299	122,299
Government subsidies	2,428,339	2,418,137
Tuition and Other fees	815,560	872,626
Building Fund income	67,587	68,299
Student Bus Fair Income	70,259	52,857
Tuition and Other fees	953,406	993,782
Interest received	403	1,651
Other income	207,049	108,874
Total income	3,589,197	3,522,444

Overhead expenses	2020	2019
	\$	\$
Audit, legal, accounting and bookkeeping	92,380	27,454
Insurance	59,143	55,678
Staff training, professional development & welfare	117,904	82,239
Travel, accommodation, and conference expenses	8,953	3,274
Rates, taxes, and utilities	47,144	53,044
Subscriptions	36,509	40,902
Advertising & promotion	25,523	691
Bank fees	5,220	3,617
Computer Expenses	48,817	36,201
Fundraising expenses	11,031	3,079
Student Transport Costs	227,488	206,359
Postage, Printing & Stationery	245	1,794
Other overheads	79,950	76,630
Total Overhead expenses	760,307	590,362

Salaries, wages, and employee Benefits	2020	2019
	\$	\$
Wages	2,334,476	2,262,458
Superannuation	216,648	207,730
Long Service Leave	32,970	18,827
Total Salaries, wages, and employee benefits	2,584,094	2,489,015

Receivables	2020	2019
	\$	\$
Trade Debtors	79,375	138,221
Less: Provision doubtful debts	(12,000)	(33,616)
Prepayments	57,983	57,787
Total receivable	125,358	162,392

All the Company's trade and other receivables have been reviewed for indicators of impairment. Certain trade receivables were found to be impaired and an allowance for credit losses of \$12,000 (2019: \$33,616) has been recorded accordingly. Bad debts of \$21,616 (2019: \$99,346) have been recorded in the accounts as uncollectable. The school is reviewing policies and procedures to ensure payment of school fees are made and collection of outstanding fees are followed-up in a timely manner.

Property, plant, and equipment	2020	2019
	\$	\$
Boyles Road – Myola at valuation	350,000	500,000
Revaluation Decrease – prior year error (refer note 16)		(150,000)
Carrying Amount	350,000	350,000
Buildings at valuation	5,810,633	7,258,031
Revaluation Decrease – prior year error (refer note 16)		(1,456,097)
Less accumulated depreciation	(1,363,861)	(1,221,934)
Carrying Amount	4,446,772	4,580,000
Plant & equipment at cost	241,201	184,696
Less accumulated depreciation	(119,099)	(91,872)
Carrying Amount	122,102	92,824
School bus at cost	65,638	65,638
Less accumulated depreciation	(39,855)	(34,697)
Carrying Amount	25,783	30,941
Total property, plant & equipment	4,944,657	5,035,765

FINANCIAL STATEMENTS

2020	Land	Buildings	Plant & Equipment	Motor Vehicle	Total
	\$	\$	\$		
Cost					
WDV at 1 January 2020	350,000	4,580,000	92,824	30,940	5,053,765
Additions	-	8,699	56,505	-	65,204
Disposals	-	-	-	-	-
Depreciation	-	(141,927)	(27,228)	(5,158)	(174,313)
Net carrying amount at 31 December 2020	350,000	4,446,772	122,102	25,782	4,944,657

Trade creditors, other payables, and provisions	2020	2019
	\$	\$
Current		
Trade creditors and other payables	93,990	81,402
GST liability	(903)	38,740
PAYG With-holding tax liability	37,140	33,406
Superannuation payable	16,781	53,641
Total Trade creditors, other payables, provisions, and retentions	147,008	207,189

Employee liabilities & provisions	2020	2019
	\$	\$
Current		
Provision for long service leave	48,557	15,587
Provision for annual leave	21,109	5,093
Employee liabilities and provisions	69,666	20,680

Interest-bearing loan and borrowings	2020	2019
	\$	\$
Current		
Bendigo Commercial Loans	125,789	119,906
School Bus Loan	6,252	13,936
Interest-bearing loans and borrowings	132,041	133,842

Interest-bearing loan and borrowings		
2020		
2019		
	\$	\$
Non-Current		
Bendigo Commercial Loans	168,742	229,929
Interest-bearing loans and borrowings	168,742	229,929
Total Non-Current Trade creditors, other payables, and provisions	168,742	229,929

Commercial loans are secured by mortgage over the property located at Myola Road Kuranda. Interest is charged at 3.1%. The loan is due to expire in March 2023.

Contingent liabilities and assets

Pursuant to the conditions attached to Commonwealth and State Government capital grants, the school is contingently liable to repay, based on a formula, all or part of the grants received if the project to which the funds are applied ceases to be used for the purpose approved, or is sold or otherwise disposed of with 20 years of the completion of the project.

Related parties and related party transactions

Directors

Directors of the company in office during the year are disclosed in the directors' report that accompanies these financial statements.

Director's remuneration

The directors do not receive fees for meetings attended as compensation for their services, however, may be paid remuneration for their contracted services to, or employment contract with, the school. Or may be reimbursed for travel expenses incurred.

Transactions with related parties

There were no transactions with related parties during the current and previous financial year.

FINANCIAL STATEMENTS

Receivable from and payable to related parties

There were no trade receivables from or trade payables to related parties at the current and previous reporting date.

Loans to/from related parties

There were no loans to or from related parties at the current and previous reporting date.

Key management personnel

Disclosures relating to key management personnel are set out below. Any person(s) having authority and responsibility for planning, directing, and controlling activities of the company, directly or indirectly, including any director (whether executive or otherwise) is considered key management personnel.

Key Management personnel	2020	2019
Key management personnel compensation	\$	\$
Total benefits	457,309	499,660
	457,309	499,660

Economic dependency

The company is dependent upon the ongoing receipt of grants from the Commonwealth and State Governments to ensure the continuance of educational activities. At the date of this report the Board of Directors has no reason to believe that the company will not continue to receive funding support from both Commonwealth and State Governments.

Events after the reporting period

The impact of the Coronavirus (COVID-19) pandemic is ongoing, and it is not practicable to estimate the potential impact, positive or negative, after the reporting date. The situation continues to develop and is dependent on measures imposed by the Australian Government and other countries, such as maintaining social distancing requirements, quarantine, travel restrictions and any economic stimulus that may be provided.

No other matter or circumstance has arisen since 31 December 2020 that has significantly affected, or may significantly affect the company's operations, the results of those operations, or the company's situation in future financial years.

Correction of prior year error

An adjustment has been made in the comparatives to these financial statements to reflect the correction of an error in the financial statements for the year ended 31 December 2019. Land and buildings included in property, plant and equipment were overstated by \$1,606,097, therefore an adjustment has been made to reduce property, plant and equipment and asset revaluation surplus by that amount.

Restated financial information for 2019 is presented below as if the error had not been made:

Statement of Profit or Loss and Other Comprehensive Income Surplus after income tax expense for the year	Previous	Adjustments	Restated
	2019	2019	2019
	\$	\$	\$
Other comprehensive income for the year, net of tax	20,727		20,727
Asset Revaluation		(1,606,097)	(1,606,097)
Total Comprehensive Income for the year	20,727	(1,606,097)	(1,585,370)
Statement of Financial Position			
Non-current assets			
Property plant and equipment	6,659,862	(1,606,097)	5,053,765
Total non-current assets	6,659,862	(1,606,097)	5,053,765
Total assets	7,107,654	(1,606,097)	5,501,557
Net assets	6,516,014	(1,606,097)	4,909,917
Equity			
Assets revaluation surplus /reserve	2,085,273	(1,606,097)	479,176
Retained funds	4,430,741		4,430,741
Total equity	6,516,014	(1,606,097)	4,909,917

Director's declaration for the year ended 31 December 2020

The Director's declare that in their opinion:

- The attached financial statements and notes thereto comply with Accounting Standards – Reduced Disclosure Requirements and the Australian Charities and Not-for-Profits Commission Regulations 2013, and.
- The attached financial statements and notes thereto give a true and fair view of the entities financial position as at 31 December 2020 and of its performance for the year ended on that date;
- There are reasonable grounds to believe the company will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of the directors by Board Chair Sharonika Camplin.

On behalf of the directors



Sharonika Camplin

Kuranda, Qld

Dated _____ / _____ / _____





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