



**HELENA RIVER
STEINER SCHOOL**

**ANNUAL REPORT
For the year ended 31 December 2020**

**HELENA RIVER STEINER
SCHOOL COMMUNITY
ASSOCIATION INCORPORATED**

HELENA RIVER STEINER SCHOOL

Annual Report 2020

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Our vision

On Whadjak Noongar boodja, guided by love for all life on earth, we strive to foster in all children entrusted to our care clear, enlightened thinking, warmth of feeling and strength of will for good deeds and life-long purpose.

Our mission

Helena River Steiner School aims to provide education based on the principles of Rudolf Steiner. This will be done by:

- Fostering the healthy unfolding of each unique individual in a creative, nurturing and respectful community.
- Providing a curriculum and pedagogy appropriate to the developmental stage and needs of the learner.
- Educating the whole human being in thinking, feeling and willing through learning experiences which engage the head, heart and hands, guided by a sense for goodness, beauty and truth.
- Striving to engender care, respect and reverence for the natural, cultural and spiritual worlds.

Our values

Wonder:

We cultivate a sense of wonder and reverence in the child by encouraging the child's innate affinity with the natural world. We stimulate curiosity and love for other beings and natural phenomenon.

Compassion:

Our teaching staff provides an example through their actions and deeds with clear thinking, balanced emotions and unconditional love for the children, other staff, the community and nature. This assists the children to develop into confident adults who care for others.

Creativity:

We provide a wide-ranging curriculum that includes a balance of academics and arts with physical, social and emotional development. By encouraging creativity and imagination students develop a capacity to think laterally in later life.

Authenticity:

We will strive to allow the child to seek and value truth, individuality, integrity and authenticity. We provide guidance on moral courage to stand up for what is good, true and beautiful.

Wellness:

We value and foster wellness in body, soul and spirit. We do this by providing a holistic education and environment that develops the whole child. We acknowledge and celebrate the other through collaboration, tolerance and inclusivity.

ABOUT US

Helena River Steiner School started off as the Guildford Steiner Playgroup in 2013. Local parents discovered the value of the Steiner method of nurturing and educating their children.

In 2014, as more Steiner educators and interested families joined, the River Blossom Education Association Inc was formed and the budding early childhood organisation moved to the current premises at 39 Spring Park Rd, Midland which previously formed part of the old Midland Primary School.

In 2015, the Playgroup expanded, and several other educational activities were included such as home-schooling workshops, early childhood program and curriculum support.

In 2016, the first mixed-age kindergarten (3-6 years) began operating as an Education and Care Service while applying for school registration with the Department of Education.

In December 2016, we changed our name to Helena River Steiner School. At this point a lease was entered into with the adjoining property (35 Spring Park Road) for the purpose of housing the new primary class of 2017.

In June 2018, the School was granted non-government school registration to provide Pre- Kindergarten to Year 6 education.

In 2020 we received approval for providing high school year levels. In 2021 we began our Middle School with a combined Class 7/8.

OUR PEOPLE

Board members

Name	Position	Date Joined Board
Shashi Booshan Sharma	Chairman	March 2020
Devi Ratnasari	Treasurer	Sept 2019
Gladstone Davies	Member (Ex. Chairman)	Oct 2017 (Chairman from July 2017 to July 2020)
Peter Fern	Member	April 2016
Yan (Anna) Liang	Member	May 2020
Adam Lee	Member (To be elected)	Nov 2020 (up for election)
Ralph Witschge	Member (To be elected)	April 2021 (up for election)
Gwen Breadmore	Ex. Joint Secretary	Sept 2019 to July 2020
Tammy McCallum	Ex. Joint Secretary	Jan 2019 to July 2020
Lisa Liu	Ex. Member	July 2018 to April 2021

Current Staff – May 2021

Name	Position	Employee since	Qualification
Tanami Magnus	Principal	1 July 2013	B. Ed (K-7) 2009, Dip. Steiner Education (Primary) 2001, CELTA 2010
Kamran Hussain	Finance Manager	23 April 2020	CPA – Australia 2018, Advanced Diploma in Management Accounting - CIMA 2007, Associate Cost and Management Accountant – ICMAP 2003, Bachelor in Commerce / Accounting - UOP 1999
Maureen McPhee	Admin Officer	16 April 2020	
Melissa Harvey	Primary Education Coordinator	28 January 2018	Dip. Ed (P) in progress, Grad. Dip Steiner Education, B.A. (Sociology), B.A. (Creative Writing and Theatre)
Catherine Vann	High School Coordinator	26 October 2020	Dip Teaching (1983) Bachelor of Communications and Media (2016)
Anna Edwards	French Language Teacher	28 January 2018	Grad Dip Education (Secondary)
Jessica Coker	Pre-Kindy Teacher	06 February 2018	B. Ed (EC) 2013, Dip ECE 2010
Katherine Riley	Primary Teacher	24 April 2017	Dip. Ed (Primary) 2016, B. Business 2009
Carol Fuller	Art and Craft	01 January 2019	20 years EA experience
Debora van Tright	Primary Assistant	01 January 2019	Bachelor in Teaching (Amsterdam)

Lucy Brown	Primary Teacher	19 August 2019	Graduate Diploma of Primary Education (ECU) 2017, Bachelor of Music Studies 2014
Danielle Scampoli	Music Instructor	10 December 2019	Bachelor of Music: Performance Studio Teaching and Pedagogy UWA 1998-2001
Stacie Tompsett	Kindy Assistant	01 January 2020	Teacher Assistant Certificate - 1997 (ECU)
Sarah Moore	Marketing & Communications Coordinator	02 March 2020	
Ann Porter	Kindy Assistant	20 July 2020	Certificate III in Education Support
Katherine Taylor	Playgroup Leader	21 July 2020	BSc Social Work 2004 BSc Psychology 2000 Diploma of Music Industry Skills 1998
Thomas Fisher	Primary Teacher	12 October 2020	Bachelor of Architectural Science (2010) Master of Teaching - Primary (2020) Bachelor of Art (2017) (Anthropology/Fine Art) Steiner Primary Teaching (2020)
Claire Parker	Kindy Teacher	01 January 2021	Masters Fine Art 2001 Post Grad Education 2003 Grad Dip Primary Ed 2016 Masters Steiner Ed 2018 Masters Early Childhood Ed 2019
Kerewin de Souza Signer	Sport/Craft/Primary Teacher	01 January 2021	Bachelor of Arts (English and Cultural Studies) 2017 Masters in Teaching (Primary) 2020
Robert Gillman	High School Teacher	01 January 2021	Dip Teaching (1986)
Sarah Duffus	Kindy Teacher and Playgroup Leader	01 January 2021	Bachelor of Arts (1998) Masters of Teaching (2011)
Cynthia Moody	Noongar Assistant	01 January 2021	
Mary Yarran	Noongar Language Teacher	25 January 2021	Bachelor of Education (Curtin) Indigenous Language through Education Department of WA and Certificate IV in Mental Health at Marr Mooditj
Elena Jensen	Primary Assistant	22 March 2021	

Ben Clapton	Music Teacher	14 April 2021	Master of Teaching (Secondary) - Music (ECU) - commenced 2020 (2022) Master of Divinity 2019 Grad Dip Theology 2013 Bachelor of Music 2008 ECU Adv Dip Performing Arts 2006 (ECU)
Damien Gavillet	Maintenance / OH S Officer	14 April 2021	
Maureen Hampele	Music Teacher	14 April 2021	Doctor of Philosophy UQLD - Music Psychology 2018 Master of Music UWA 2005 Bachelor of Education UND 2002 Bachelor of Music UWA 1994 Bachelor of Arts UWA 1990

Past Staff:

Name	Position	Dates Acted
Susannah Sirolli	Pre-Kindy and Kindy Teacher	From 29 Apr. 2019 To 11 Dec. 2020
Bradley Suriani	Games Teacher	From 27 Aug. 2020 To 11 Dec. 2020
Lesley Willow	Playgroup Leader	From 28 Feb. 2019 To 11 Dec. 2020
Zara Goldsack	Primary Teacher	From 12 Oct. 2020 To 11 Dec. 2020
Ian Bettinson	Property, Maintenance & OSH Coordinator	From 28 Oct. 2019 To 12 Oct. 2020
Stephen Fauset	Primary Teacher	From 14 Oct. 2019 To 06 Sep. 2020
Kamran Hussain	Finance Manager	From 09 Oct. 2019 To 15 Jan. 2020
Nicole Peterson	Eurythmy Teacher and Bothmer / Games Teacher	From 23 Jul. 2018 To 24 Jan. 2020
Faisal Nawaz	Finance Manager	From 13 Jan. 2020 To 07 Feb. 2020
Janine Cream	Finance Manager	From 07 Feb. 2020 To 25 Feb. 2020
Tammy McCallum	PA to Principal (Admin. Officer)	From 05 Mar. 2019 To 05 Mar. 2020
Lauren Rankin	Finance Manager	From 05 Mar. 2020 To 23 Apr. 2020
Elaine Meyer	Primary Teacher	From 29 Jan. 2020 To 17 Jul. 2020
Lindsay Rall	Bothmer / Games Teacher	From 10 Dec. 2019 To 06 Sep. 2020
Yvette Ghouse	Primary Teacher	From 24 Jul. 2020 To 25 Sep. 2020

PHOTO GALLERY



SHASHI SHARMA
Board Chairman



DEVI RATNASARI
Treasurer



ANNA LIANG
Ordinary Member



PETER FERN
Ordinary Member



GLADSTONE DAVIES
Ordinary Member



Lisa Liu
Ex. Ordinary Member



TANAMI MAGNUS
Principal

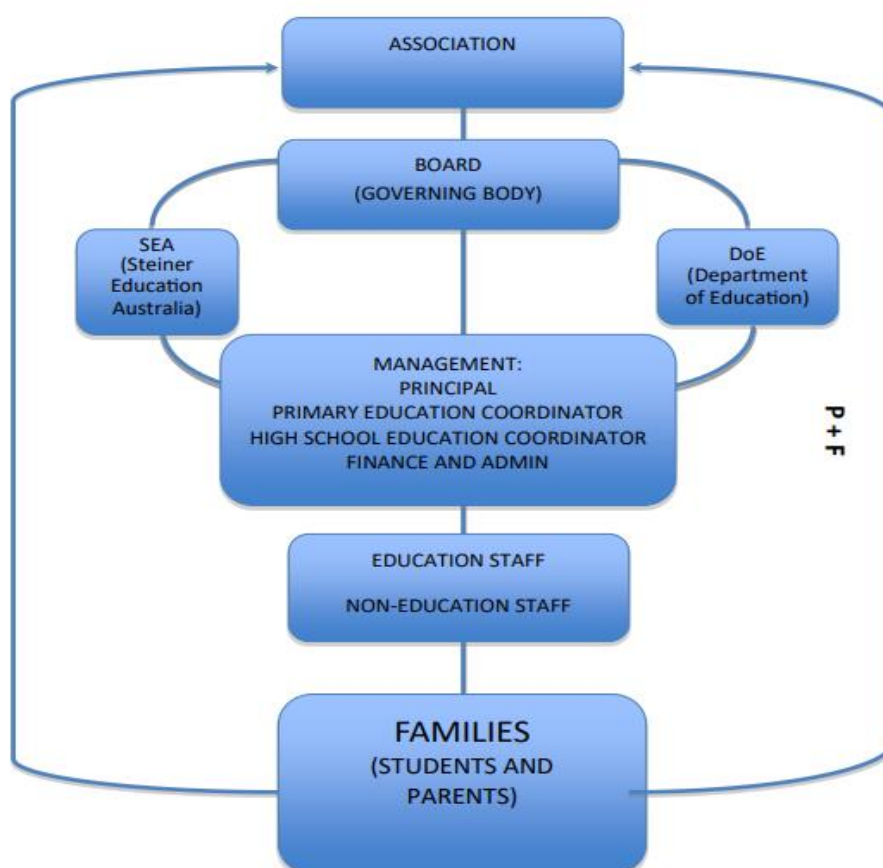


KAMRAN HUSSAIN
Finance Manager

STRUCTURE & MANAGEMENT

Helena River Steiner School Community Association Incorporated is registered with the Australian Charities and Not-for-profits Commission (ACNC). Following is the Organisational structure: -

School Organisation Chart 2021



BOARD OF GOVERNORS AND OPERATIONAL MANAGEMENT

In 2015, the newly incorporated association formed a committee of Steiner teachers to guide the direction of the association's activities. In 2016 parents also joined the steering group. Together they identified the skill sets required of its steering body to successfully govern a school and began recruiting members to meet the needs. A new constitution was developed at this time relevant to school operations. In 2017, the steering committee became the Board, and many structures were developed to ensure effective governance and compliance with non-government school registration requirements.

There are now different sub-committees including Finance & Audit Committee, Strategic Plan Committee and Building & Relocation Committee which are directly reporting to the Board and are supporting the Board through performing different obligations. The Chief Operating Officer of the school is the Principal who is the main pillar of the school. The Operational team comprises of Finance Manager, Admin Officer, Coordinators, Teachers and Assistants. They all are reporting to different levels as and when required but basically responsible to report to the Principal.

CHAIRMAN'S REPORT

In June 2013, the Helena River Steiner School started off as the Guildford Steiner Playgroup. Five years later, in June 2018, the School was granted Provisional Initial Registration to provide education to Pre-Kindergarten to Year 6.

In June 2021, I am pleased to report that the school has successfully grown into a fully funded middle school with some cash reserve. This is an excellent outcome, which is underpinned by visionary planning and dedicated hard work of several people over time including the past and present Board members, School's staff, parents, and the community members.

Last year, the reporting period for this meeting, has been an exciting year, full of uncertainties, expectations, and achievements. The Governing Body as well as the teachers, and the management team of the school led by the Principal, Tanami Magnus had a busy, challenging, and exciting last 12 months. The Covid 19 pandemic has been disruptive and despite a staggered start to the teaching year due to Covid restrictions, and a couple of weeks of teaching in masks, the impact on our school was managed well by Tanami and her team.

The Board was actively engaged in several key initiatives during the year to help steer the school in achieving some important outcomes. Some of the key initiatives during the year include but are not limited to:

Strategic Plan

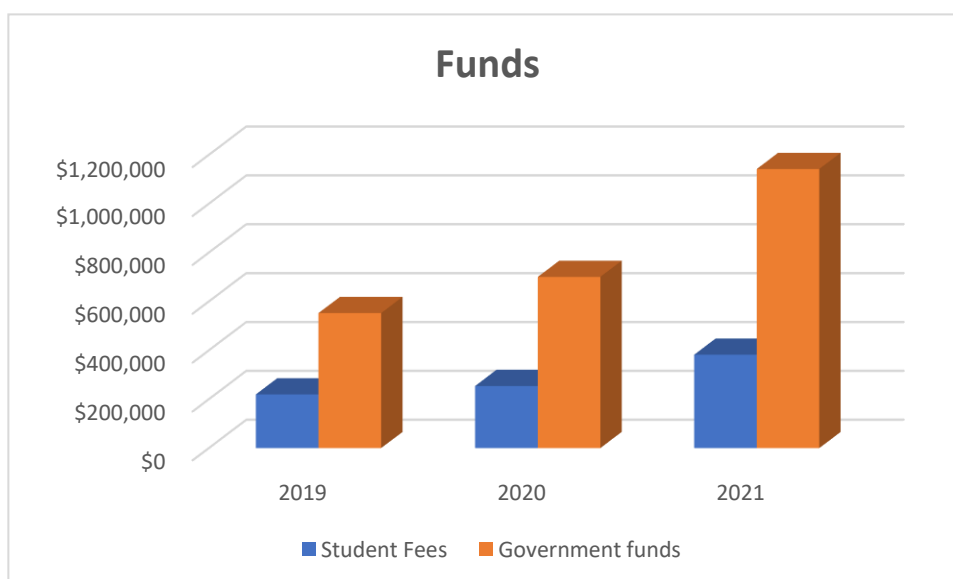
A five-year strategic plan (2021-25) was prepared and implemented in January 2021 with six strategic goals:

1. *Curriculum and Pedagogy* - Deliver high quality Steiner, student-centered education with a developmentally appropriate curriculum, which grows organically with the community we serve.
2. *People* - Become an employer of choice through an empowering and well-planned recruitment and human resource management process to ensure quality staff are attracted and retained.
3. *Environment* - To relocate the school to a place which provides security of tenure for the school to develop and thrive.
4. *Community* - To enhance the engagement of the school with the community it serves ensuring that it is recognised as a quality based educational facility which caters honestly and openly to community needs.
5. *Governance* - To actively improve and develop the governance of the school.
6. *Finances* - To deliver financial sustainability to the school.

Tanami and her team members are presently working hard to progress and achieve the strategic goals.

Funding

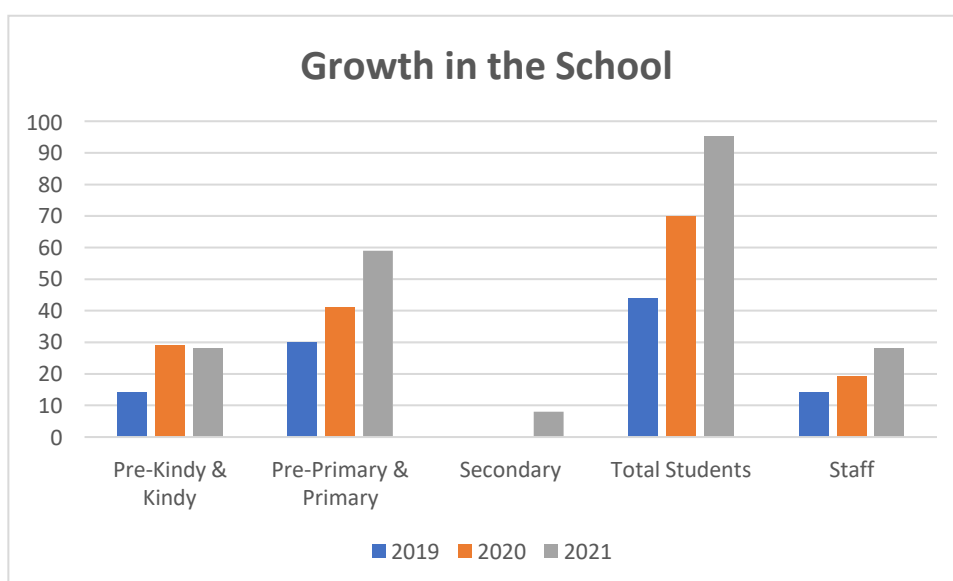
The School is now getting regular recurrent funding from the State and the Federal governments and has accumulated adequate cash reserves to meet its on-going financial obligations. Federal and State funding has increased as a result of growing number of enrolments. In 2018, when the school was granted registration, it received total funding of \$178,169. In 2019, the funding increased to \$552,400, and in 2020, it further increased to \$700,550. In 2021, we are expecting our funding to increase to over \$1,142,074. So far, we have seen around 60% growth in our funded students in the year 2021 as compared with 2020. The Board has established a Finance and Audit Committee, which provides oversight and governance to the management of the school's financial statements and annual budgets.



Growth of the School

The school is growing very fast, and with the successful introduction of middle school, we are looking to relocate to a new site and build new school facilities. In 2018, we had only 30 students from pre-kindergarten to Class 6, which now has grown to about 100 in 2021. With increasing number of students, the staff number has also significantly increased over the year to ensure that we provide high quality education and care. We consider this impressive increase in student numbers an indicator of growing community interest and trust in the school.

This year, our attempts to purchase a new site in Woodbridge to relocate the school were unfortunately unsuccessful. We were not granted permission mainly because it was assessed that the volume of traffic estimated to be generated by the proposed school would adversely impact the amenity of residences. We have learnt from this experience and started to look for other suitable sites with renewed enthusiasm. In the meantime, the school has been successful in obtaining a low interest loan of \$2.25 million from the Education Department for the purchase of new property and relocate the school to a new location. In addition, the school has applied for a grant from the 2021 Round of the Commonwealth's Capital Grant Program.



Governance

The Board is committed to the aims and ethos of the Steiner based education system. Two members of the Board are members of the Anthroposophical Society. The Board has an advisor who is eminently qualified in Steiner education. The Board has members with outstanding skills, experience and competence needed for ensuring good governance and providing guidance to the Principal and her team for achieving best outcomes for the school. The school is indeed very lucky to have a very competent, sincere, and dedicated team comprising the Principal, Finance Manager, teachers, and administrative and other support staff. I believe that we have the necessary skill set in the Board and the school staff to help the school grow and become an outstanding centre of education for the community.

Looking ahead

One of the primary aims for the year ahead will be to efficiently relocate and build new school facilities at a new location in nearby area. This is necessary to accommodate the increasing enrolments and organically grow the school. Other priority activities consistent with the strategic plan include growing interactions with other Steiner and non-Steiner schools as well as the Anthroposophical Community as a whole with the aim of providing the best Steiner education for our students that we can.

In closing, I would like to thank all the staff members of the school for their sincere hard work. I would also thank all the Board members for volunteering their precious time for the school. I also acknowledge the continuing support of our community, which we greatly value.

Thank you,



**Shashi Sharma, Chairman
HRSS Community Association Inc.**

PRINCIPAL'S REPORT

2020 was an exceptional year.

We started in high spirits having just received two brand new transportable classrooms to accommodate our now three distinctly separate primary classes: 1/2, 3/4, and 5/6. Finally, our pioneer teacher Kathy Riley was no longer teaching in the cramped room behind the Reception. Teachers were swooning at the fresh new incredibly large teaching spaces.

Once we had settled into the new term and new year, COVID 19 arrived and cast a great amount of change and uncertainty into the future. We transitioned well to providing home learning programs for our students and when restriction were lifted in Term 2, we welcomed our students again with open arms (metaphorically speaking!).

2020 saw the beginning of a Sports/Games program led by a dedicated physical education teacher, and also the teaching of Noongar language (in addition to French) by a Noongar teacher.

The Indigenous Scholarships that we had launched mid-2019 were now attracting more Aboriginal students.

2020 was also the year we introduced Leadership Scholarships for new Upper Primary year levels to foster a culture of leadership among our older students, and to grow our upper primary numbers in preparation for the high school we planned to commence the following year.

In the middle of the year, we heard news that plans were developing for another Steiner high school in the Perth metropolitan area which affected our business plan for our proposed high school. We reassessed our finances and Strategic Plan in light of this new information and made a decision to proceed, knowing however that the challenges would be greater.

We received approval from the Education Minister and the Education Department for conducting high school year levels and a classroom, teaching staff and resources were secured.

Enrolments increased steadily throughout the year and our overall direction was maintained. What a joy to be living and working in this community with the students, staff and families we have.

Blessings on our school,



Tanami Magnus, Principal
HRSS Community Association Inc

STRATEGIC GOALS

1. Curriculum and Pedagogy

Deliver high quality Steiner, student-centered education with a developmentally appropriate curriculum, which grows organically with the community we serve. In order to provide secondary education opportunities for students in the area, we will organically grow the School into a Middle and High School.

Goals:

1. Develop excellence in delivering Steiner education which is consistent with the Australian Steiner Curriculum Framework and which meets the guidelines of the West Australian Education Department. This goal will be achieved by:
 - a. Continually striving for a well-balanced, creatively focused curriculum which ensures a sound grounding in all facets of education including but not limited to language, culture, academics, drama, arts, music and sport.
 - b. Continually reviewing and developing the curriculum and related policies that are aligned to HRSS strategic goals.
2. Provide a Class 7 program in 2021 and add a subsequent year level each year until we have all high school year levels in 2026.

2. People

Become an employer of choice through an empowering and well-planned recruitment and human resource management process to ensure quality staff are attracted and retained.

Goals:

1. Sound recruitment process to attract dedicated staff
2. Provision of competitive, sustainable working conditions that are designed to retain quality staff including but not limited to: -
 - Adequate provision of DOTT (aiming to match DOE guidelines) –
 - Competitive wages and/or conditions –
 - Provision of quality Professional Development –
 - Yearly performance appraisal

3. Environment

To relocate the School to a place which provides security of tenure for the school to develop and thrive.

Goals:

1. Identify a suitably sized property in the Midland/Swan Valley area which will cater for the School's current and future development needs.
2. Prepare and implement a major Capital Fundraising Campaign to secure the capital and operating funds required to purchase the properties and build Phase I of the School at its new location.
3. Create a Project Management Team that will oversee the relocation of the School. The focus will be on using sustainability principles to develop a nature-based environment which is both functional and aesthetically pleasing.

4. **Community**

To enhance the engagement of the school with the community it serves ensuring that it is recognised as quality based educational facility which caters honestly and openly to community needs.

Goals:

1. Expand and promote a growing vibrant school community. This will be achieved by:
 - a. Supporting and developing an active and engaged P&F Association.
 - b. Assisting the P&F Association to identify needs within the school and promote events and activities which showcase the School's character and philosophy to the wider community.
 - c. Ensuring the correct balance between school administration and parent body participation.
2. Engage the community in the students' education. This will be achieved by:
 - a. Undertaking an induction process for new parents and extended support to all parents of the School.
 - b. Hosting informative, interesting talks and workshops on Steiner philosophy and in particular Steiner education.
 - c. Building collaborative connections with other Schools.
 - d. Developing links with the wider community including local community and commercial groups as well as government and regulatory bodies.

3. **Governance**

To actively improve and develop the Governance of the School.

Goals:

1. Set the broad direction and vision and undertake strategic planning for the school in consultation with the Leadership Team.
2. Oversee and monitor preparation of policies and briefs necessary to ensure the objectives of the Association are met.
3. Oversee and monitor the financial resources and budget of the Association.
4. Oversee and monitor all statutory and regulatory compliance requirements.
5. Oversee and monitor the quality of the educational programs provided by the school.

4. **Finances**

To deliver financial sustainability to the school.

Goals:

1. Maintain the registration of the School by the Department of Education.
2. Implement a marketing strategy to boost enrolments to full capacity.
3. Ensure the School remains affordable by actively managing costs and by developing a business model for enrolments.
4. Apply for capital and building funds from government and private institutions.
5. Create a model for fundraising and community engagement to capitalise on donor potential.
6. Maintain a measured approach to growth.

SECTION 3

OUR SCHOOL

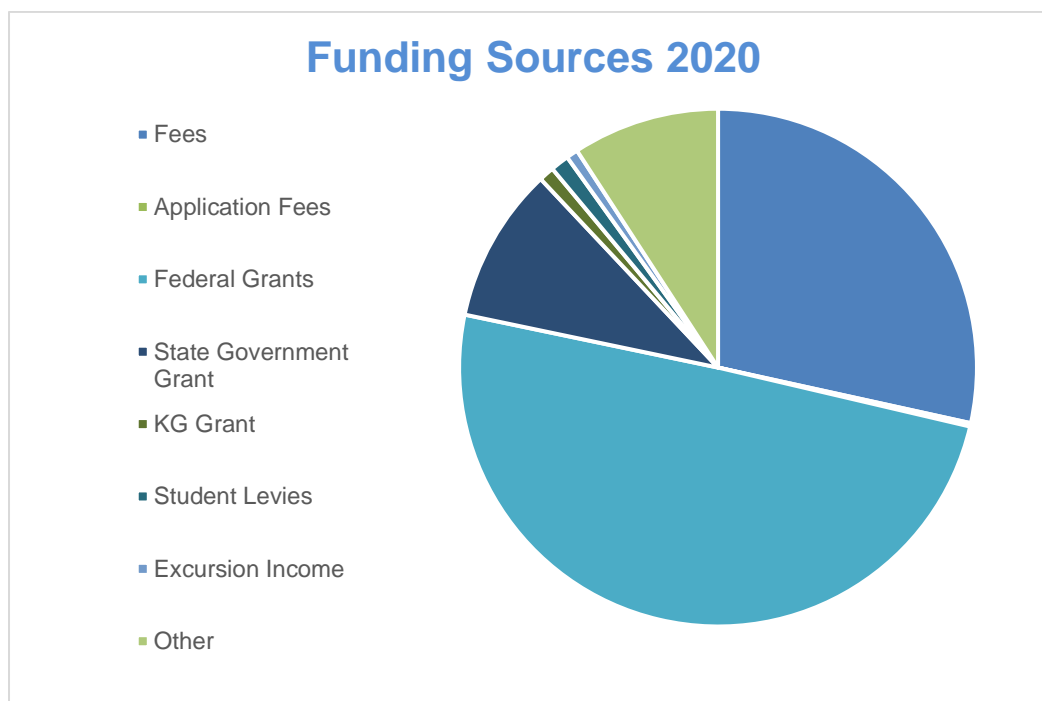
School Facts 2020	
School Sector	Non-government
School Type	Primary
Year Range	PP-6
Location	Metropolitan

Students 2020	
Total Enrolments Pre-K – CI 6	65
Total Enrolments - Funded	43
FTE Girls - Funded	23
FTE Boys - Funded	20
Full-time Equivalent	43
Indigenous Students	21%
Language background other than English	12%

Funding Sources 2020	
Fees	\$335,747
Application Fees	\$2,550
Federal Grants	\$585,671
State Government Grant	\$114,579
KG Grant	\$11,254
Student Levies	\$13,647
Excursion Income	8,586
Other	\$108,273
Total	\$1,180,307

School Staff 2020	
Teaching Staff	7
Full-time equivalent Teaching Staff	4.4
Non-teaching Staff	8
Full-time equivalent Non-teaching Staff	5.2

Attendance Rates 2020	
Class	%Average attendance
Kindy 6	84%
Class 1	89%
Class 2	84%
Class 3	81%
Class 4	87%
Class 5	83%
Class 6	89%



NAPLAN Results 2020

As part of the National Assessment Program – Literacy and Numeracy (NAPLAN), national tests are conducted in May each year for students in years 3 & 5 at Helena River Steiner School. The NAPLAN Test results are provided to parents. When there are issues identified with the results, the school then works with the relevant teacher to improve any deficiencies in Literacy or Numeracy.

The school results where statistically significant can be found at <http://www.myschool.edu.au/>

In 2020 the NAPLAN testing was cancelled due to COVID-19.

Feedback

Parents and Friends feedback is received through a variety of forms including parent nights, meetings with Teachers, meetings with the School Administrator and through the Parents & Friends Association. There is also a Class Carer for each class at the school.

Annual Surveys are completed, and any issues are investigated and resolved as per our Grievance and Concern Policy and Procedures which is found on our website.

- 93% of families surveyed felt informed when undertaking home schooling in April 2020,
- 85% of families surveyed felt supported by the school when undertaking home schooling in April,
- 100% of families surveyed felt comfortable when returning to school in Term 2,
- 100% of families surveyed felt supported by their child's teacher when implementing home schooling,
- 81% of families surveyed had access to their child's teacher when they felt the need to contact them,
- 100% of families surveyed felt the school is kept clean and tidy,
- 100% of families surveyed felt the school teaches students and practices excellent hygiene,
- 100% of families surveyed felt the school adapted well to the Government requirements and guidelines during isolation, phase one and phase two,
- 100% of families surveyed felt well informed about additional health and safety measures that were to be implemented in Term 2,
- 100% of families surveyed felt their child has felt comfortable returning to school,
- 100% of families surveyed felt their child has adapted well to new health and safety measures implemented at the school,
- 94% of families surveyed felt the amount of home schoolwork provided was appropriate for their child,
- 75% of families surveyed felt the methods for completing schoolwork were conducive to a home environment,
- 88% of families surveyed felt well informed about school matters,
- 90% of families surveyed felt administrative staff were friendly and helpful towards parents,
- 89% of families surveyed felt comfortable reaching out to the school in relation to protocol, schoolwork, finances or any other matter,
- 90% of families surveyed felt the school takes parent's opinions and concerns seriously,
- 100% of families surveyed felt leadership and direction provided by the school was excellent,
- 100% of families surveyed felt there was effective leadership in the school,
- 82% of families surveyed felt the school was well managed,
- 100% of families surveyed felt this school look for ways to improve,
- 31% of families surveyed had concerns for their child or family,
- 89% of families surveyed are intending to complete their child's primary education at HRSS, and
- 89% of families surveyed would like their child to complete their high school education at HRSS.

Staff feedback is received via weekly faculty meetings. The school remains small enough that issues of concern become clear relatively quickly and can be dealt with in a timely manner.

TREASURER'S REPORT

On behalf of the Board, I present you this year's Treasurer's report which includes the audited financial statements for the financial year ended 31 December 2020 for Helena River Steiner School. I would like to thank you all members of Finance and Audit Committee for their contributions. The committee was established in June 2020 to provide oversight and governance to the management of the school's financial statement, annual budget and reporting requirements.

The year 2020 has been a challenging year for the school. Tanami and her team have worked very hard to ensure that the costs are managed diligently and high-quality Steiner and student-centred education are well provided to our students.

Majority of the income are received from Federal and State Government Funding. This funding has increased from \$552,400 in 2019 to \$700,550 in 2020. This makes up 60% of the income followed by Student fees 28% and Other Income.

The expense that saw the highest was Staff Expenses followed by Rent, Rates & Utilities and Fee Reductions & Discounts. The Staff Expenses for this year was \$813,738 compared to last year \$538,974. The expense represents around 69% of total revenue this year with last year being 68% of total revenue. Rent, Rates & Utilities has increased from \$15,970 in 2019 to \$83,742 in 2020. The significant increase relates to 2 additional transportable classrooms required to meet the increasing number of students. Fee Reductions & Discounts is another expense with a significant increase due to the impact of Covid-19 where discounts were given to family with financial hardship. This year total operating expense represent 96% of total revenue compared to 84% last year. Overall, a net surplus of \$46,271 was achieved.

The Balance Sheet remains in a healthy position with the Net Assets of \$271,030 consists of total assets of \$365,821 and a total liability of \$94,791. The total assets of \$365,821 includes \$349,602 in cash assets. The total liability of \$94,971 includes \$55,240 GST & PAYG withholding payable and \$19,306 of Unearned Student Income.

This year, we have successfully obtained the Deductible Gift Recipients (DGR) status from the Australian Taxation Office (ATO) for School Building Fund. This means the school can receive donations that are tax deductible, donors can deduct the amount of their donation from their taxable income when they lodge their tax return. In addition, the school has been successful in obtaining a low interest loan of \$2.25 million from Department of Education for the purchase of new property and relocate to a new site. We have applied for a grant from the 2021 Round of the Commonwealth's Capital Grant Program.

Finally, I would like to thank all staff members of the school for their sincere hard work. I would also thank all the Board members for volunteering their precious time for the school. I also acknowledge the continuing support of our community, which we greatly value.

Regards,



Devi Ratnasari,
HRSS Community Association Inc.

ACKNOWLEDGMENTS & THANK YOU

We take the opportunity to say thanks to the following groups who supported us on this journey in different aspects:

Donors

Board members, staff, parents, different businesses including IGA and other local community.

Grants and funding

1. Department of Education (State and Federal)
2. Sporting Schools (Sports grants)

Volunteers

Parents, staff and other community members.

Board Members and Staff

All the board members and employees current and past who contributed their valuable time and efforts to support us in different aspects.

HOW YOU CAN HELP

Become a member

You can be our Board member and can play an important role in decision making.

Volunteer your time

You can spend your time for the school's activities on different times as and when required.

Make a donation:

We have maintained a Building Fund for which we obtained DGR status which means any contributions you make into it will be tax deductible. The account details are:

Name: HRSS Building
FundBSB: 633 000
Account: 166 863 001

Other ways you can help our cause:

We are planning to build our own school and require a lot of support in respect of referrals for new enrolments, volunteering, and donations. You can share our cause among your networks and encourage others for bringing new enrolments and donations.

CONTACT US

Postal Address	39 Spring Park Road, Midland WA-6056
Phone (Reception)	08 9374 0230
Email (Reception)	reception@hrss.wa.edu.au
Email (Finance)	finance@hrss.wau.edu.au
Email (Principal)	principal@hrss.wa.edu.au
Website	www.hrss.wa.edu.au
Facebook	Helena River Steiner School

Further information about the School

School Principal	Tanami Magnus
School Admin	Maureen McPhee
Finance Manager	Kamran Hussain
Email	reception@hrss.wa.edu.au
Telephone	08 9374 0230
Website	www.hrss.wa.edu.au
Mail	39 Spring Park Road, Midland, WA, 6056

“If a child has been able in his play to give up his whole being to the world around him, he will be able, in the serious task of later life, to devote himself with confidence and power to the service of the world.”

- Rudolf Steiner