FOR RUDOLF STEINER EDUCATION LTD.

2025 ANNUAL REPORT
EDUCATIONAL & FINANCIAL REPORTING

We, the community of Mumbulla School, acknowledge that this school is situated on the lands of the Djiringanj People.

We acknowledge that this land was never ceded, and we recognise that the Koori Peoples have cared for this country over thousands and thousands of years.

We express our deep respect and gratitude for all the wisdom of the Elders past, present and emerging. We strive to strengthen our relationship with the Djiringanj People in order to further our understandings and connections to Country.

37 Bega St
Bega NSW 2550
Phone: (02) 6492 3476
Email: info@mumbullaschool.com.au
Website: www.mumbullaschool.com.au

Mumbulla School for Rudolf Steiner Education
Mission Statement:

Mumbulla School is based on the philosophy of Rudolf Steiner, which acknowledges the spiritual nature of human beings. The school community, through the encouragement and co-operation of individuals, sets out to create a harmonious school environment which fosters the balanced development of children, preparing them to act in freedom, with intelligence, creativity and purpose in a changing world.

Mumbulla School for Rudolf Steiner Education is in Bega, NSW. It is non-denominational and inclusive of all enrolled children and their families. Currently we offer classes from Kindergarten to Year six.

Parents bring, rather than send, their children to our school to experience a human-centred education embodying the ideals of goodness, beauty, and truth. Respect for each other and care for the environment are highly valued as is creativity in learning and teaching. All Key Learning Areas are presented in ways that promote students' active involvement and growing confidence. Our School offers a rich and varied curriculum and a caring and personal approach to the teaching of each child.

MESSAGES FROM THE BOARD OF DIRECTORS

CHAIR'S REPORT

Love is higher than opinion. If people love one another the most varied opinions can be reconciled – thus one of the most important tasks for humankind today and in the future is that we should learn to live together and understand one another. If this human fellowship is not achieved, all talk of development is empty.

Rudolf Steiner

It has been a great honour to serve as a Director of the Mumbulla School Company in 2025. Between love being the key to human fellowship and the contribution our children will make to the future the world urgently needs, I think we've got things sorted!

Failing immediate success achieving world peace, we can be assured that the children being taught at Mumbulla School are on the best trajectory to give it a go and I am very grateful to everyone involved in their growth and development.

Our teachers have the greatest responsibility in guiding our children and they do so with such love, consideration and possibly exhausting attention to detail. Thank you for all you provide to each child and their families.

It's been a dynamic 12 months. There have been significant changes with the retirement of Reagan White and Emma Hibbert coming in as Head of School. I am grateful for all the preparation and guidance Reagan and others have provided to assist Emma.

The other exciting dispersal of responsibilities has been from Hallie Fernandez to Kristy Fontaine so that Kristy is able to extend her talents beyond the very important role of Human Resources to Business Operations Management.

In taking on the role of Business Development Manager, Hallie Fernandez has re-written and updated the Master Plan. Hopefully a successful capital grant application will support the plan.

Thank you to Monique Watt who continues as College Chair and to Vickie Goldsmith who just about manages everything else.

Thank you to all the administration staff who ensure everyone's needs are taken care of. We appreciate the effort that goes into writing reports and thanks to everyone who is involved in a Mandated Group.

This has been my 10th year on the Mumbulla School Board. I feel privileged to have held the Chair position and wish Alex Cunningham all the best as he takes on this role moving forward.

I believe the growth and development of good governance at Mumbulla School, the ratification of a strong Constitution and the dedication of talented and hardworking staff and Directors (parents / teachers) make this school stronger. To all those who have supported me in the past as Chair, I extend my appreciation and thank you for the trust you placed in me just as I have trusted you all throughout.

Ingrid Mitchell
Chair of the Board
Mumbulla School for Rudolf Steiner Education

COLLEGE OF TEACHERS (COLLEGE) EDUCATION REPORT

This reporting year has been one of quiet strength, deep reflection, and meaningful transition. Across the classrooms, playgrounds, festivals and meetings that shape the life of the school, there has been a steady sense of purpose — a shared commitment to the children, to one another, and to the educational heart of the school. While much has remained familiar in rhythm and practice, this year also marks the closing of one chapter and the opening of another.

Teaching and learning throughout the year continued to be grounded in thoughtful, child-centred practice. Across all classes, teachers have worked with care and attentiveness to meet students where they are developmentally, socially and emotionally. Classroom life has been enriched by strong rhythms, artistic and practical work, outdoor learning, and a curriculum that supports imagination, inquiry and growing independence. Seasonal festivals, excursions, performances and shared community events have continued to offer moments of connection and meaning, reinforcing the social and cultural fabric of the school.

Professional dialogue within the College has remained a central pillar of educational quality. Regular meetings, collaborative planning, mentoring and reflective practice have supported teachers to refine their craft while holding the broader pedagogical vision of the school. Teachers have continued to engage in professional learning across both Steiner and mainstream educational contexts, strengthening assessment practices, child safety understandings, wellbeing frameworks and curriculum knowledge, while remaining anchored in the school's values and ethos.

A further moment of professional inspiration this year came through the wider sharing of pedagogical work beyond the school community. Dan Scollay's article, *Voices for Social Harmony: How Steiner Schools Empower Through Song*, published in the *Steiner Education Australia* newsletter, offered a thoughtful and articulate reflection on the role of music and singing as forces for connection, inclusion and social renewal. Her writing beautifully illuminated how daily classroom practice — when guided by care, artistry and social intention — can nurture both individual voice and collective harmony. The publication of this work stands as a testament to the creative depth of the teaching within our School, and to the way lived practice at Mumbulla can resonate meaningfully within the broader Steiner education movement.

This year has also been marked by significant leadership transition. In January 2026, Emma Hibbert commenced as the school's new Head of School, bringing fresh perspective, warmth and clarity to the role. Her arrival signals the beginning of a new chapter — one that builds on strong foundations while looking thoughtfully toward the future. The College has welcomed this change with openness and collegiality, recognising the importance of continuity alongside renewal.

At the same time, the school community farewelled several long-standing and deeply respected staff members whose contributions have shaped the school in lasting ways. The resignations and retirements of Reagan White, Lee Slater and Annabelle Cuifo represent the conclusion of many years of dedicated service, leadership and care. Each has played a significant role in the educational life of the school — through classroom teaching, mentorship of colleagues, curriculum development, and the quiet, consistent work that sustains a healthy school culture.

Their influence can be seen not only in programmes and structures, but in the confidence of students, the strength of collegial relationships, and the shared language and practices that continue to guide the work of the College. While their daily presence will be missed, their legacy remains embedded in the life of the school and in the many teachers and students they have supported along the way.

Change of this nature invites both gratitude and reflection. The College has approached this moment with a strong sense of stewardship — honouring what has been built, while consciously creating space for new voices, leadership pathways and ways of working to emerge. Throughout the year, staff have demonstrated

professionalism, flexibility and mutual support, ensuring that transitions have been navigated with care and stability for students and families.

Importantly, the wellbeing of staff has remained a priority. The school continues to recognise that sustainable education depends on healthy, supported educators. Collegial trust, shared responsibility and a culture of care have been evident throughout the year, particularly during periods of change. This commitment to staff wellbeing directly supports the quality of learning and relationships experienced by students.

As the school moves into its next phase, it does so with a strong sense of continuity and shared purpose. The foundations reflected in this report — thoughtful teaching, collegial practice, and a deep commitment to students — provide a steady base from which to grow. There is a clear readiness within the College and wider community to both sustain what is valued and respond with care and intention to what lies ahead. Through ongoing collaboration between staff, families and students, the school is well placed to continue fostering a vibrant, responsive and future-focused learning environment.

Emma Hibbert and Reagan White

OUTCOMES AND RESULTS

In 2026, only four students in Class 3 and three students in Class 5 took part in the NAPLAN testing. The majority of parents opted out of the assessments for philosophical reasons, resulting in insufficient data for comparison. For more details, please visit the MySchool Website.

Mumbulla School employs a thorough system for assessing and reporting to parents, demonstrating our dedication to holistic education and continuous improvement:

- **Main Lesson books**, complete with teacher comments, are sent home at the end of each Main Lesson. Parents and carers are encouraged to provide feedback.
- **Ongoing Diagnostic Assessments** in Key Learning Areas are conducted in every class and inform the reports for both semesters.
- **Electronic written reports** are sent to families at the end of Terms 2 and 4.
- **Parent-teacher interviews** are available and encouraged in Terms 2, 3, and 4, or upon request by parents/carers.
- **Needs-based interviews** can be initiated by the class teacher, learning support teacher, specialist teachers, or parents/carers.
- **Class meetings** are organised throughout the year to discuss learning outcomes, teaching methods, child development, and the school's educational philosophy. This information is also provided in hard copy for those unable to attend or when meetings are held online.
- **Weekly Bulletin articles** are written by class teachers and specialist teachers, detailing current and upcoming class activities and the educational approach behind them.
- **Independent Learning Plans (ILPs)** are created for students identified by the class teacher and Learning Support teacher/s as having additional learning needs, with input from parents/carers.
- **Behaviour Support Plans (BSP)** are developed for students requiring behavioural support to ensure a safe and positive learning environment for all. These plans are created in line with the school's social welfare and behaviour management procedures and in consultation with parents/carers.

ENROLMENTS

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Kinder	40	38	40	36	37	36	32	42	41	39	42	35	41
Class 1	22	26	23	26	23	22	23	25	26	28	24	26	27
Class 2	25	24	26	26	26	24	23	21	26	26	26	26	26
Class 3	22	26	24	26	27	27	22	26	20	26	27	26	26
Class 4	27	24	26	25	27	24	28	22	26	20	25	26	26
Class 5	24	27	24	26	25	25	22	27	25	25	20	26	23
Class 6	23	25	25	24	24	22	26	25	27	21	25	18	26
Total	183	190	188	188	189	180	176	188	193	185	189	183	195

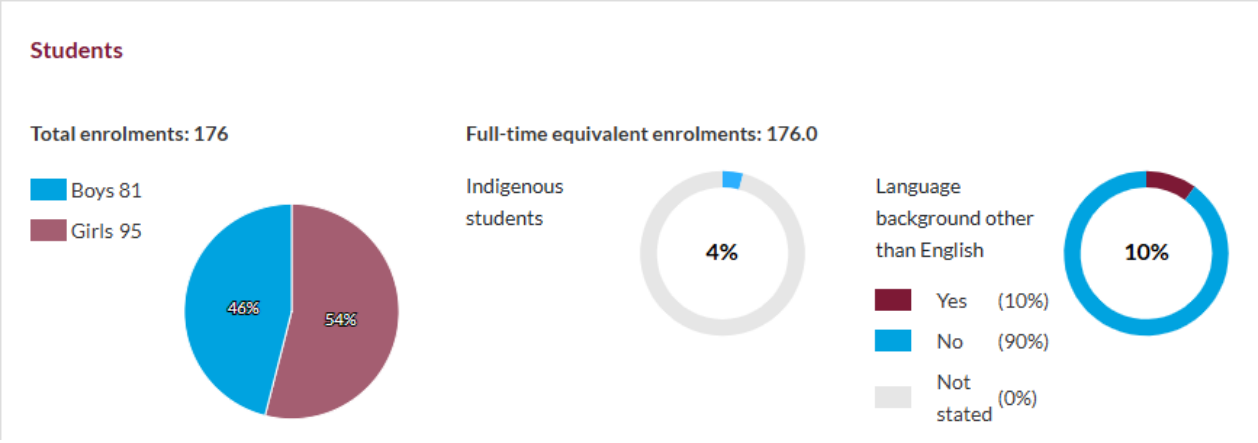
Notes on Enrolments:

- The 2026 total enrolment is 195, which includes 13 children in Kindergarten who have another year of Kindergarten so do not receive government funding.
- Kindergarten enrolments have strengthened compared to 2025. We are planning future enrolments to be 28 in Class 1, allowing the class to settle at 26. This means that classes continue as a more cohesive group with more children who have been at Mumbulla School since Kindergarten.
- The school is at full enrolment capacity for Kindergarten through to 2028 (which corresponds to Class 1 in 2029) with 8 places remaining for Kindergarten 2029.

Playgroup Enrolments

Playgroup currently has 65 children enrolled, with an average of 13 children attending each session. We usually fill groups to 12 children however there are a number of babies and younger siblings so the Facilitators have agreed to larger groups on some days. We have a list of almost 50 children who have previously come to Playgroup or are interested in enrolling but a space that fits their schedule was not available.

STUDENTS 2025



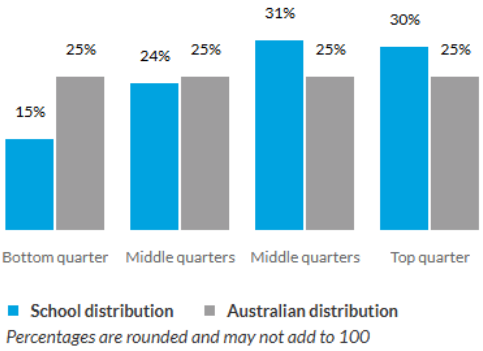
STUDENT BACKGROUND 2025

Student background

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1056
Average ICSEA value	1000
School ICSEA percentile	70

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

Reference: [MySchool Website.]

STAFFING

Workforce Composition

As reported on the Commonwealth Census reports, the Mumbulla School workforce composition is:

Category	Number of Staff
Teaching Staff – head count	25
Full time equivalent teaching staff	13
Non-teaching staff – head count	21
Full-time equivalent non-teaching staff	10.6

During this period, none of our teaching or non-teaching staff identified as Aboriginal or Torres Strait Islander. However, we are committed to fostering diversity and strongly encourage First Nations teachers and staff to apply for positions as they become available.

Teacher Accreditation 2025

Level of Accreditation	Number of Teachers
Conditional	0
Provisional	1
Proficient	24
Highly Accomplished	0
Lead Teacher	0

8 teachers are Accomplished Teachers. This voluntary accreditation is available to teachers in independent schools with an industrial agreement that includes ISTAA-accreditation.

Teacher Qualifications 2025

Category	Number of Teachers
Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or	25
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0

Mentoring and observations are key components of our professional development framework. Every teacher is paired with a mentor who conducts regular observations and provides written feedback, which is documented in the teacher's employee file. Additionally, formal appraisals are conducted by the Education Manager/Head of School on an annual basis or as needed/requested.

PROFESSIONAL LEARNING (PL) AND CONFERENCES

We continue to prioritise professional learning. It helps teachers and staff to develop their skills and improve their practices, creates a positive school culture, improves retention rates, boosts student achievement, and supports innovation. By investing in professional development, we believe we create a more effective and engaging learning environment for all. This list summarises the professional learning activities, workshops, conferences, and mentoring sessions undertaken by many educational staff members. Each activity contributes to the professional development and growth of all educators within the school community.

Teacher/Staff Professional Learning 2025

Steiner	Mainstream
• Primary Steiner Education Teaching through Melbourne Rudolf Steiner College. • Steiner Early Childhood Association meetings, focusing on strategic planning and Vital Years conference preparation. • Vital Years Conference • Governance Leadership and Management conference and Business Manager Forum. • SEA Delegates meetings • Steiner Pedagogical Teacher Intensive Workshops • Staff Eurythmy sessions	• Mandatory Child Protection Training • Staff First Aid and Annual CPR training • Autism, Attachment and Trauma training • Planning and Programming new K-6 Creative Arts Syllabus (IS) • School Business Administration Training (ASBA) • Emerging Leaders Program (ASBA) • Effective Mentor Training (IS) • Australian Human Rights Commission Training • Ongoing professional conversations and staff mentoring • Certificate II in Auslan (2 staff members)

Professional Learning Expenditure

Total (approx) from June 2020 to May 2021	**Total = $13, 486** Course costs = $13,226 Travel costs = $220; Accommodation costs = n/a
Total (approx) from June 2021 to May 2022	**Total = $14,750** Course costs = $14,610 Travel costs = $140; Accommodation costs = n/a
Total (approx) from June 2022 to May 2023	**Total = $20,416** Course costs = $18,332 Travel costs = $2,084
Total (approx) from June 2023 to May 2024	**Total = $38,376** Course costs = $23,342 Travel costs = $15,034
Total (approx) from June 2024 to May 2025	**Total = $18,304** Course costs = $14735 Travel costs = $3569
Total (approx) from June 2025 to May 2026	**Total = $25,009** Course costs = $17,200 Travel costs = $7809

STUDENT ATTENDANCE RATES

Routine and rhythm are an essential part of the school day at Mumbulla School, and punctuality is considered important. The school's Student Attendance Policy and Procedures clearly sets out the expectations of attendance and guidelines for following up unexplained absences.

Attendance is monitored daily by class teachers, the Front Office and the Head of School. Parents/Carers are contacted via the school's Student Management System (Compass) in the morning to provide an explanation for any unexplained absence. This includes children who arrive late to school without an explanation from a parent/carer.

Student Attendance 2025 – Updated from MySchool website

Semester 1

Student attendance rate	Percentage
All students	88%
Indigenous students	80%
Non-Indigenous students	88%

Term 3

Student attendance rate	Percentage
All students	87%
Indigenous students	79%
Non-Indigenous students	87%

Reference: MySchool Website

Student Attendance by Class 2025

Year group	2021 Attendance %	2022 Attendance %	2023 Attendance %	2024 Attendance %	2025 Attendance %
Class 1	92.07%	83.32%	86.06%	91.29%	87.18%
Class 2	89.88%	84.43%	86.84%	87.24%	87.10%
Class 3	92.31%	83.34%	85.70%	90.11%	88.46%
Class 4	89.12%	84.67%	86.24%	91.44%	87.54%
Class 5	92.41%	81.06%	89.62%	84.00%	88.97%
Class 6	87.34%	84.24%	87.49%	87.04%	83.16%
Whole School (Classes 1-6)	90.58%	83.36%	87.00%	88.52%	87.27%

The rates of attendance have not yet returned to our pre-covid attendance rates, but it is pleasing to see a continued upward trend.

SCHOOL POLICIES

Policies are regularly reviewed in consultation with individuals or groups who have a special interest in the policy under review. Updated policies are ratified by the Board of Directors.

All policies are available from the Front Office and public facing policies are on the school's website, www.mumbullaschool.com.au, for parents and other interested parties to read, including those listed below.

CHILD SAFE POLICY

ENROLMENT POLICY AND PROCEDURES

ATTENDANCE POLICY AND PROCEDURES

BULLYING PREVENTION AND INTERVENTION POLICY

STUDENT DISCIPLINE POLICY AND PROCEDURES

COMPLAINTS HANDLING POLICY AND PROCEDURES

FEE POLICY

SCHOOL DETERMINED IMPROVEMENTS

Achievement of priorities for 2025 as identified in the school's 2024 Annual Report:

Priority areas for improvement in 2024 and 2025

Area	2024 Priorities	Status	2025 Priorities	Status
Teaching & Learning	Enhance teachers' engagement and dedication to teaching Sustainability.. A case study of our work is available online for reference.	This was successfully achieved by being awarded the 2024 NSW Sustainable School of the Year Award, with a significant focus on composting in every class	Update our Strategic Plan and Master Plan from educational perspective. Continue and broaden our sustainability initiatives.	In process Ongoing
Staff Development	Focus on sustainability within the curriculum and school	Ongoing yearly	Child Safe Standards Support teachers to achieve their Professional Learning Plan goals	Achieved and ongoing Ongoing yearly
Facilities and resources	Review and prioritise the Master Plan, focusing on renovating old buildings, improving spaces between buildings, and creating new, purpose-built teaching spaces.	In process	Review and update our Strategic Plan. Review the Master Plan – prioritise old buildings, spaces between buildings and new teaching spaces that are purpose built.	In process Completed in April 2026

Area	2026 Priorities
Teaching & Learning	To nurture a consistent schoolwide culture of belonging and kindness Lead strategic school-wide planning and preparation for the mandatory 2027 implementation of the new NESA K–6 Creative Arts, HSIE, and PDHPE syllabuses.
Staff Development	Focus on Psychosocial aspects of staff development and well being. Continuation of operational staff restructure and incorporation of new organisation chart with Head of School.
Facilities and resources	Finalise the Master Plan (completed in April 2026). Develop plans for the expansion and improvement of Music Instruction and general classrooms. Remediation of the newly acquired block of land for further educational opportunities.

INITIATIVES PROMOTING RESPECT & RESPONSIBILITY

Creating a positive and inclusive school environment hinges on fostering respect and responsibility. Here are some of the initiatives we have in place to uphold these values:

Positive Behaviour Support: We focus on encouraging positive behaviour and reducing negative actions through proactive support. Each class teaches and reinforces positive behaviours, sets clear expectations, and applies consistent consequences for negative actions, guided by our Behaviour Support and Bullying Consequences Action Plan Summary Sheet.

Restorative Practices: Our restorative practices, inspired by restorative justice principles, aim to mend harm, restore relationships, and build a sense of community. These practices, utilised by both teachers and the school counsellor, include circle meetings, peer mediation, and conferencing to resolve conflicts and nurture positive relationships.

Moral and Ethical Development: We nurture students' moral and ethical values such as respect, responsibility, honesty, and compassion. This is achieved through classroom lessons, assemblies, and activities designed to foster positive character traits.

Student Leadership: We provide opportunities for students to take on leadership roles and responsibilities within the school community. This includes our buddy program, Class 6 students lead assemblies, and various service projects that promote responsibility and respect. Additionally, we have a My Voice Matters box in the Front Office where students can make suggestions, voice concerns, and participate in decisions affecting them at school.

Student Welfare: Our student welfare programs aim to prevent and address mental health issues and disrespectful behaviours by promoting positive attitudes and behaviours. We also have a School Psychologist on campus working with students three days a week.
Promoting respect and responsibility involves a comprehensive approach that includes teaching positive behaviours, setting clear expectations, providing consistent consequences, and fostering a positive and inclusive school culture. By implementing initiatives like positive behaviour support, restorative practices, moral and ethical development, student leadership programs, and a focus on student welfare, we create a safe and welcoming learning environment for all students.

Respect and responsibility are fundamental values embedded in everything we do at Mumbulla School. Teachers and staff are encouraged and supported to model respect for themselves, others, the environment, and the community. Responsibility for actions, behaviour, belongings, and personal learning is integrated throughout the curriculum and reflected in classroom management. Signs outlining the school's rules are displayed around the campus to remind children, staff, and parents of their responsibilities.

PARENT, STUDENT & TEACHER SATISFACTION

The satisfaction and engagement of parents/carers, students, and staff continue to be central to the strength and sustainability of Mumbulla School. Throughout 2025, this foundation remained clearly evident across the community, reflecting an ongoing commitment to holistic education, a collaborative culture, and open, transparent communication.

The 2025 Parent Survey attracted 48 responses, providing meaningful insight into family experience and connection with the school. The findings indicate that parents continue to feel welcomed (87.5%) and well informed (89.6%), while expressing strong appreciation for the

school's nurturing approach, creative curriculum, and the quality of relationships between teachers and students.

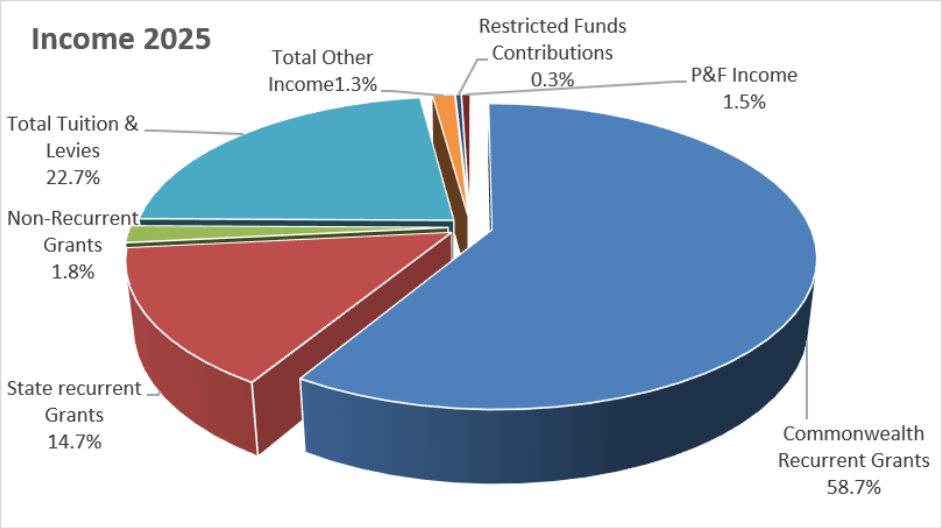
Students likewise demonstrate a positive connection to their school experience, characterized by a strong sense of belonging, pride, and engagement in daily life. Continued low student turnover, sustained waitlists across several year levels, and consistent informal feedback from families all suggest that students feel safe, supported, and actively engaged in their learning journey.

Staff wellbeing and retention also remained stable in 2025, supported by a committed and experienced team across both educational and operational roles. Mumbulla continues to offer a professional environment that balances creative autonomy with collegial collaboration, alongside access to both mainstream and Steiner-aligned professional learning. Teachers report feeling acknowledged, supported, and connected in their work, underpinned by a shared dedication to student wellbeing and the school's educational vision.

Photo: Daisy Hill Photography

Financial Information 2025

This is a summary of income and expenses explaining the financial foundation of our school.



The above graph represents Mumbulla School's revenue sources for the 2025 calendar year.

The *Federal and State Recurrent Funding* are represented separately, however combined, contribute to 73.4% of total income sources. Non-recurrent *Grant Funding* is for special programmes that we receive direct funding assistance.

Net Tuition Fees represent all tuition and levies from parents/guardians including:

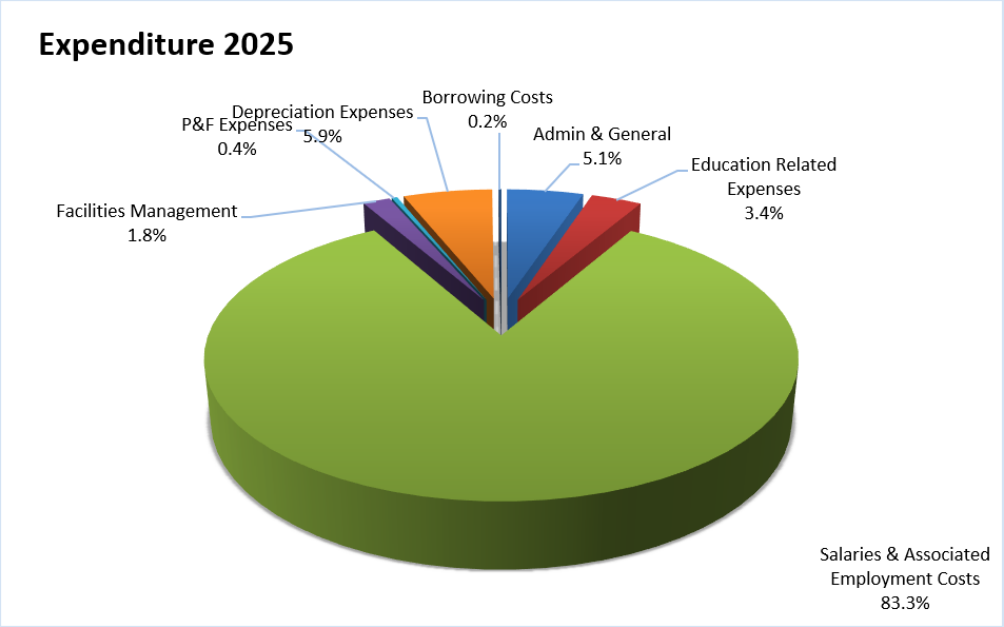
- activities
- excursions
- sport
- music
- performance
- building & grounds maintenance fees
- Discounts on fees for siblings and fee relief for financial hardships

Other Income includes interest, private donations, and sundry income (ie registration fees, facilities hire).

P&F Income relates to sales of items in the Front Office and special fundraisers, including the Spring Fair.

We have noted the Building and Scholarship Funds donations as the *Restricted Fund Contributions.* They are placed into Deductible Gift Recipient Funds, therefore, separated from general donations.

This graph represents the School's expenditure distribution for the 2025 calendar year.



Salaries and Associated Employment Costs are the greatest expense which includes teachers, specialists, class assistants, management, administration and facility staff. This also includes any expenditure for superannuation, workers' compensation insurance and provisions for Long Service Leave and Annual Leave.

Education related expenses compose all class activities, excursions, sports programmes, music ensembles, class stationery and materials and whole school events.

Facilities Management relates to all costs associated with maintenance, repairs, cleaning, occupancy and utility costs.

Borrowing costs relate to the interest paid on our school debt.

Administrative & General relate to all administrative, financial, legal costs, insurance, memberships, professional development, travel & Information, Communications and Technology (ICT).

P&F relate to costs of items sold through P&F shop and directly related to special fundraisers.

Capital expenditures, not represented in the chart above, are purchases made that become assets for the school eg. library books, new computers, equipment, musical instruments, furniture & fittings, grounds and building improvements. The capital expenditure this year included musical instruments, readers & library books, classroom desks, other educational resources, equipment for students with special needs, playground equipment, and ICT computer hardware.

The School's Board of Directors, in conjunction with the College of Teachers, strives to preserve a quality educational school. Fees are maintained as low as possible and are adjusted due to inflation and wage agreement increases. We offer our community a variety of interest free payment options and provide short term fee relief upon request for families who find themselves in need.

Hallie Fernandez
Business Development Manager

Kristy Fontaine
Business Operational Manager