BALLARAT STEINER SCHOOL and Kindergarten

Business Plan

TABLE OF CONTENTS

1. Statements....3

2. Executive summary....4

3. The Ballarat Steiner School and Kindergarten; background....6

4. Steiner Education: an approach for our times....7

5. Ballarat Steiner School and Education: Management profile....9

6. Education industry analysis....11

7. Third five year plan (2012-2016)....15

8. SWOT analysis....17

9. Financial plan current and Third five year plan 2012-2016....18

10. Assets and Libilities Analysis....19

11. Objectives of the Second and Third Five year plans....20

1. Statements

Mission Statement

Our highest endeavour in education must be to develop free human beings who are able, out of their own initiative to impart purpose and direction to their lives.

Vision Statement

We are committed to the development of an educational journey for residents in the Ballarat region, based on the principles of Rudolf Steiner, which will further the growth and nourishment of our entire community. Our core values are to:

"Receive the child in reverence

Educate him in love

Let him go forth in freedom" *Rudolf Steiner*

2. Executive summary

The Ballarat Steiner School and Kindergarten offers parents and children an educational environment based on principles advocated by Rudolf Steiner.[1] Steiner schools form the largest and fastest growing non-denominational educational movement in the world. The Ballarat School is one of 60 Steiner schools throughout Australia, and one of over 800 schools located across the world[2]. In this State, Steiner schools are now streamed with some Government schools.

Broadly, Steiner education thrives universally because it is found to be relevant, equipping children for the rapid and unpredictable changes that characterize our times. In Ballarat, Steiner education is particularly attractive to those families with young children who relocate from large cities to this regional centre in order to provide a more wholesome environment for their children.

The holistic educational environment invites parents to participate in creating a community around their children. Numerous activities for adults such as eurhythmy classes, lectures on a range of topics, festivals, working bees, cleaning and gardening complement fund raising activities and enhance the sense of community that is very important for the Ballarat School.

Currently, the profile of families within the school community indicates a majority of families have at least one professional income, have tertiary education and have moved to Ballarat in recent years. Cultural diversity among families is also greater at our School than in most Schools in Ballarat.

Demographic information suggests that the trend toward increased migration into the region will remain strong for many years. The Australian Council of Local Government Report on Regions 2003 identifies Ballarat as one of three regions throughout Australia set to experience solid growth.[3] This is largely fuelled by lower real estate prices, potentially shorter travel times to Melbourne, advertising campaigns, financial incentives, increased employment and academic opportunities in addition to a rising awareness of life-style imperatives.

The Ballarat School has grown rapidly in recent years following an international wave of popularity for Steiner education. Migration to the region of families that hold the education of their children as core values and have the disposable income to explore non-government options has also contributed to the growth of the school. Demand for playgroup, kindergarten and School places has dramatically outstripped supply. Currently, there are over 150 children on the Ballarat Steiner waiting lists for 36, 2010 places.

A fifteen year planning strategy for the Ballarat Steiner school was divided into three, five year plans. The first five year plan (Jan 2003-2007), was successfully implemented with the primary objective of relocating the school to its current premises.

---

[1] Appendix 1. Rudolf Stenier and the Steiner Educational Philosphy.
[2] Freedom In Education. www.freedom-in-education.co.uk
[3] To be made available for web download from the Australian Local Government Association www.alga.asn.au in 2004

During both the first and second five year plans, recurrent expenses were and will continue to be funded by a mixture of parent's fees (approximately 32% of total, fund-raising (2% of total income) and government grants (66% of total income from State and Commonwealth recurrent funds). These figures have remained steady throughout the first 8 years

The current (second) five year plan has seen the establishment of more classrooms, library and kitchen. Teacher and administration staff numbers have also increased accordingly. Management restructuring has also taken place in order to equip the school with the governance, compliance and industry experience required for the effective running of the school. Prudent administrative outcomes have also seen current debt levels at or below the industry standards. Debt to equity ratio remains low as does debt to income proportion. To date the school has achieved its objectives related to buildings, class rooms, teacher numbers and teacher experience. Students numbers are slightly less than projected. This is in great part the result of delays in relocating the school due to local government and Vicroads delays to the reassigning of speed limits and turning lanes required to comply with student safety.

The third five year plan consists of the establishment of single stream classes from grade 1 to 6 (There are currently 3 composite classes due to variations in class numbers). The following further building will take place for the schools to reach its described goals and objectives.; Building upgrades to early learning – Play group, kindergarten and prep. Expanded administrative centre and Music Rooms and the establishment of craft and workshop facility. These improvements have been costed based on current levels of income has will be funded by grants from government, fees and philanthropic organizations, a parent pledge system already in place, and future fund-raising activities and future debt. At all times the school has ensured that all spending and debt acquisition is reasonable and costed on current known income rather than projected income

The Ballarat Steiner School and Kindergarten aims to raise awareness of Steiner education specifically and as an alternative educational philosophy more generally by working closely with other early learning organizations, cooperation with other local schools as well as through our local, state and federal government representative.

Ballarat has been at the vanguard of quality education for the Western Districts for over one hundred years. With two universities, prominent private and public schools, and life-long learning initiatives, the Ballarat region has taken the importance of education to a degree that belies its population. The details contained in this plan provides for the historical background and feasible expansion of the Ballarat Steiner School and Kindergarten over the past 10 years and the next five years. It follows in the spirit that has kept education prominent in the region and will provide a thoroughly creative education for future generations of Ballarat children.

3. The Ballarat Steiner School and Kindergarten; background

In 1988, a small group of parents familiar with Steiner education began a playgroup in Ballarat. The gentle approach of rhythmic routines of bread making, song, stories and play made the Steiner playgroup popular for parents and children. The region's first Steiner kindergarten was founded two years after the inception of the playgroup. A three year kindergarten was established in 2002 to cope with the unmet demand for places.

The playgroup and kindergarten was held at various locations over the initial years including community halls, church halls and private homes. From 2000 - 2006, the kindergarten was located in Brown Hill, on a property owned by a parent and donated rent-free for the purpose. The building, a transportable cottage, was purchased largely by parents fund-raising efforts.

The Ballarat Steiner school primary section opened in 2000. Too large for the kindergarten premises, the School was initially established in a community hall at Bungaree, approximately 12 kilometers east of Ballarat. In 2001-2, the School moved into a purpose built classroom on the Brown Hill land so that the transition from kindergarten to school was more seamless for children and so that a community that involves all parents could more readily be developed. The buildings and relocation was done with enormous voluntary parent and teacher labor.

From 1988 a core group of parents and teachers formed the committees that existed to run the school, playgroup and kindergarten. In 2002, to keep in line with anthroposophical principles, the College of teachers was officiated to become the heart of the school, responsible for final decisions. One of those parents is currently serving on the College of Teachers and others are still heavily involved in the community and provide mentoring and other support. (See Section 5 for more details on the structure and administration of the Steiner School)

Fuelled by the migration to Ballarat of many middle to high income level families, aware of Steiner education, the Ballarat Steiner School and Kindergarten at Brown Hill experienced large numbers of enquiries. Enrolments had been, by necessity, restricted to class sizes that could be accommodated in the existing buildings. The two full time school teachers, a part-time kindergarten teacher and assistants, and a part-time book-keeper maintain the school with the support of numerous parents. The cleaning of the buildings, gardening, fund-raising and other activities are performed by committees of parents under the guidance of the College of Teachers. This provided resources for important jobs and also provides a ready made community for newcomers to participate in. The school relocated to it's current premises in 2006 which allowed the school to grow in numbers due to the bigger space and buildings. In 2008 a government grant allowed the school to purchase the building from the founding parents which finally allowed the school to financially prosper.

4. Steiner Education: an approach for our times

> *"The task of educators remains to prepare children for an unpredictable future by nurturing healthy development 'from the inside''*
>
> Rudolf Steiner

Steiner education grew from the ideas of Rudolf Steiner (1861-1925), an Austrian philosopher, scientist and artist. After a lifetime of work in various fields Steiner is best known for his unique approach to agriculture (he founded the biodynamic movement) and education. Steiner education is also known as the Waldorf approach after the first school, in the basement of the Waldorf Cigarette factory in Germany in 1920. The curriculum Rudolf Steiner designed aimed to empower children to become adults who have purpose in their lives, a strong sense of integrity, contentment and peace within themselves and the ability to be creative for the betterment of society and the world. That curriculum is based on a deep understanding of child development from physical, emotional, spiritual, intellectual, creative and moral perspectives.

The curriculum of a Steiner school is based on creating the most effective learning environment whilst adapting to the local conditions in various countries where these schools are founded. The education has been allowed to consolidate the deep philosophical insights

since the first school and thus avoid the enormous changes of direction seen in many 'mainstream' educational systems.

Steiner believed that effective learning could only take place if the whole child is involved. Therefore in Steiner schools, lessons are constructed such that a child's mind, imagination and body is actively participating in an integrated way. This integration of all the senses makes for a joyous and profound experience for the child. By engaging the whole human it does not reduce the learning process to that of simply drilling the mind. The curriculum is designed to be responsive to the various phases of a child's development, nurturing imagination and balancing academic subjects with artistic and practical activities. Music, painting, drama, drawing and modeling are integrated into the entire academic curriculum including mathematics and science. This approach to education through the arts awakens imagination and creative powers, bringing vitality and wholeness to learning.

Steiner also believed that for effective learning to take place children need to have time to immerse themselves in an activity. A '*main lesson*' approach is a distinctive element of the Steiner curriculum. The curriculum is constructed so that a main lesson is emphasized for blocks of several weeks at a time in the morning when the children are more alert and for a duration of around 1 ½ - 2 hours. The main lesson concept provides a learning experience of greater depth, is more satisfying and therefore more successful with regards to the acquisition of knowledge and understanding. This approach, as distinct from a typical mainstream timetable of 30-40 minute time slots that change throughout the day, reflects another distinctive aspect of Steiner's theory of learning which suggests that most effective learning takes place through the continuity of the rhythmic process of remembering and forgetting. In this approach the material is rested from 1-6 weeks and then it is recalled, looked at afresh before moving to the next block.

The Steiner curriculum also places great emphasis on continuity and consistency as the most effective tools to learning. In a Steiner school a class typically keeps the same teacher for as many primary years as possible, although specialist teachers are involved in taking classes such as language, music or movement. This is the aim of Ballarat Steiner School with the hope we will achieve it by 2015.

In a Steiner school, children develop capabilities and skills that can be applied independently in any setting by learning to operate from a strong centre within themselves. Competitiveness is not emphasized but rather a striving for one's own sense of achievement and excellence through cooperation is encouraged.

Steiner education is an approach to education that seeks to educate the 'whole' child where positive individual differences and achievement of personal excellence is encouraged. Steiner education is an integrated approach whereby the curriculum, the method of teaching and the school organization exist to further the child and their family so that the child is capable of making a contribution for the betterment of themselves and the society in which they live.

5. Ballarat Steiner School and Education: Management profile

The school, kindergarten and playgroup have no single principal. The day to day running of the school is overseen by the schools Leadership Management Team. Currently this is made up of a senior member of the College of Teachers and the Business Manager. The College of Teachers is made up of most of the teacher body based on experience and tenure. The College of Teachers is responsible and is the functioning authority in all areas of the educational and curriculum aspect of the school. The Committee of Management is made up of 2 College members, 2 parents, the schools Business Manager and other elected or invited members with specific expertise in required area. The Committee of Management is responsible for all matters including legal, financial, compliance and Governance as well as any matter that requires support or decision making to assist the Management team or College of Teachers.

Leadership Management Team

The management team is currently made up of Louise Cheslett – the school Business Manager and Gareth Jones the Senior College of Teacher Member. The Leadership Management team meet weekly and oversee any day to day issue that arise. Decisions are made jointly and bring together both the teacher and the administrative experience of the school.

College of Teachers

The College of Teachers consists of teaching staff that are committed to the principles of Rudolf Steiner education. All decisions made by the College of Teachers are made by agreement in consultation and not by democratic voting. The College oversees all educations matters. The College meets on a weekly basis and, when appropriate, meetings are attended by representatives of various Sub-Committees upon. Currently, three teachers serve on the College of Teachers:

Gareth Jones

Ambika Bone

Lisa Hylan

Committee of Management

The Committee of Management ensures the efficient administration of the school, kindergarten and playgroup.

The Committee of Management oversees the correct audit of accounts and annual returns to the Office of Fair Trading and Business Affairs. Establishing the years budget, assisting with dispute resolution and ensuring the governance and compliance requirements are met as well as the hiring of staff.

Committee of Management members:

Ines Kallweit	Gareth Jones
Raimond Placidi	Louise Cheslett
Damien Gray	Angela Bone
Denise Williams	

Other Teaching Staff

As well as College of Teacher members, The school currently employs 2 other full time teaching staff, 2 part time playgroup leaders and 2 part time music teachers, a craft teacher, maintenance person, cleaner and a eurhythmy (dance) teacher.

Administration Staff

Louise Cheslett has been employed as the school Business Manager since 2007 and is a member of the Leadership Management Team as the senior Administrative Officer.

3 other part time personnel currently fill the reception administrative office positions.

School Mentor

John Allison is a mentor to the school and is the main advisory person for the College of Teachers and the Leadership Management Team. Johns extensive years of experience as a follower, active participant and teacher of Rudolf Steiner's philosophies puts him in good steed for this position. John has served as College of Teacher and Board member of other Steiner schools and has a thorough and broad understanding of all aspects of the schools functioning. John also participates in Committee of Management discussion upon request.

Other staff

The school engages a maintenance person on a permanent part time basis.

Other Short term positions are filled by existing part time staff or external personnel as required such as emergency teaching.

Community

Parents at the Ballarat Steiner School come from a variety of backgrounds and form a vibrant community committed to the provision of quality education for their children. The range of professional occupations represented by forty-nine families that have children at the school are varied. A sample is represented in (alphabetical order):

> *administrative officer, builder (2), call centre operator, community worker, company director (3), computer analyst, computer programmer (2), dentist, financial analyst, gardener, lawyer, lecturer, magistrate, musician, primary teacher, psychologist, researcher, secondary school principal, secondary teacher, social worker, surgeon, tennis coach, university lecturer*

Legal Structure

The Ballarat Steiner School and Kindergarten Incorporated (A00177701F) is maintained legally by an Incorporated Association. All fee paying families are automatically members. Other persons who apply and are approved for membership are eligible to be a member of the Association on payment of the entrance fee and annual subscription.

6. Education industry analysis

Steiner schools form the largest and fastest growing non-denominational educational movement in the world[4]. There are approximately 60 Steiner schools in Australia and enrolments have been increasing in every state in recent years. For example, enrolments rose in Victoria from just over 1000 in 1995 to over 2000 in 2001.[5] The two Steiner schools in Melbourne, Sophia Mundi and Warranwood have extensive programs and enrolments. There are Steiner streams in many government schools throughout Melbourne such as in Collingwood. The Steiner school in Castlemaine has been established for some years and has experienced strong growth in recent years. The Steiner school in Geelong has been operational for a number of years and, with the recent purchase of extensive land, is set to take advantage of recent growth trends there.

The projected growth of enrolments from 59 in 2011 to a projected 120 in 2016 is consistent with Steiner trends in Australia. Whilst in numerical terms this represents a doubling of the schools population in practical terms it is an achievable and modest task with much ground already having been laid. There are two key factors indicating that the projected enrolments are quite conservative: the population of Ballarat is projected to increase and a substantial proportion of the increase will be made up of professionals and semi professionals migrating to the region from Melbourne looking for lifestyle and economic change. The Australian

[4] According to Sophia Mundi: An inner city Steiner School Melbourne www.sophiamundi.vic.edu.au/
[5] Steiner Schools in Australia. Private web site. www.steiner-australia.org.au

Local Government Association[6], a federation of local government associations in each State produces an annual State of the Regions report that provides a stock take of the economic well being of Australia's regions and their prospects for economic development and employment growth. The 2003 report released[7] identifies Ballarat as one of three regions in Australia set to experience substantial growth in coming years and net migration of academic and technology industry professionals from Melbourne. Additional factors such as the affordability of real estate, Ballarat-Melbourne fast train project, extensive media campaign and a strong local information technology base affirms that the trend for professional people to migrate from Melbourne will continue. This growth is precisely consistent with the client profile of parents at the Ballarat Steiner School.

Current enrolment number numbers do not reflect Australia wide Steiner School enrolments as proportional to population size of the nearest centre. This suggests there is room for growth that can occur with appropriate marketing and community involvement and engagement.

Client profile:

Approximately 70% of families with children at the Steiner school or kindergarten have moved to the Ballarat area in the past twelve years or less. The majority of these families have migrated from Melbourne though some are from Europe and interstate. Over 85% of parents of Steiner children have tertiary qualifications.

Market size and share:

Over 14,000 children were enrolled in primary schools within commuting distance to Ballarat in 2006.[8] The projected enrolment of 120 students in 2016 represents a market share of less than 1% (0.85%).

Population trends in Ballarat:

The total population in the Ballarat and surrounds in 2000 was 114,835. This is projected to increase progressively to 122,764 (that is, by 7%) by 2015. The most populous local areas are Ballarat Central (35,359), Ballarat Inner North (23,977) and Ballarat South (20,788).

The largest proportional increases are projected for Ballarat South area where the Ballarat Steiner School is located:

- Ballarat South (increasing to 24,180, that is, by 16%),
- Golden Plains North-West (which is south-west of Buninyong) (by 22%)
- Hepburn East (which includes Daylesford) (by 16%).
- Ballarat Central and Ballarat North are actually predicted to drop in population from now to 2015, as is the most outlying area (Pyrenees South).

According to the Victorian Independent Schools projections, the population of playgroup/kindergarten-age children (1-5 years old) is predicted to decrease slightly from

[6] Australian Local Government Association www.alga.asn.au
[7] Available for web download from www.alga.asn.au
[8] Summary prepared 14 Oct 2000 of demography statistics from Nigel Bartlett of Victorian Independent Schools

7741 in 2000 to 7497 in 2015, that is, by 3%. This is in line with the progressive ageing of the Australian population. Features of the decline are:

- the decline is severest in outlying areas such as Pyrenees South (by 34%) and Ballarat North (which contains no major towns) (by 43%).
- the decline is least in Ba1larat South (from 1579 to 1532, that is, by 3%), and Ballarat Inner North and Golden Plains North-West (both by 12%).

Similar patterns of change are predicted in the population of primary school-age children (6-10 years old).

The demographic data thus indicate that Ballarat South (centred on Buninyong) is both a populous area, and an area in which the number of available children is predicted to remain relatively high.

Various government migration and relocation initiatives have also seen these patterns lessen to some extent.

Attendance at non-government schools

The proportion of primary school students attending non-government schools in 2006 varied greatly, from 3.4% (Pyrenees South) to 48.6% (Moorabool West) -the median figure was 22.6%. The figure for Ballarat South was 28.5% (typical of the Ballarat area generally), and for Buninyong post-code (3357) was 12.9%.

However, the great majority of the non-governmental attendance was at Catholic schools. The proportion of primary school students attending independent schools in 2006 was much less, varying from 0.0% (Pyrenees South) to 7.2% (Ballarat North) -the median figure was 3.4%. The figure for Ballarat South was 3.6% (the lowest for any Ballarat area), and for Buninyong post-code (3357) was 1.5%. These figures may be significantly affected by the presence or absence of an independent school in these areas, and may indicate a currently unmet demand for independent schools in the Ballarat South area.

Note: these figures predate the relocation of the Ballarat Steiner School to Mount Helen

Competitors to Ballarat Steiner School and Kindergarten

- *Mainstream Primary Schools* There are 26 primary schools in the Ballarat area. They are typically more convenient and less expensive than the Steiner school and kindergarten but do not offer the community cohesiveness and unique educational approach of the Steiner school.
- *Montessori.* Montessori education is an alternative primary school system. Currently, the closest Montessori school in the region is located in the Southern area of Ballarat.
- *Local private schools.* E.g. Ballarat and Clarendon College, Ballarat Grammar School, Catholic Education. These schools are similarly priced to the Steiner school and offer

consistency from primary to secondary schools. In addition, the reputation and public standing of these schools has been established for many decades. The curriculum is often extremely competitive and less attractive to parents that have recently moved away from city lifestyles to avoid an overly competitive environment for their children.

- *Minority religious schools (eg Brethren, Seventh day Adventist)*. There are a small number of minority religion schools in the region. These schools are not thought to be in direct competition with the Steiner school.
- *Home schooling* Although the western districts of Victoria boasts some of the highest rates of home schooling in the country, the proportion of parents that home school is very small. Home schooling is not expected to be a major competitor.

Premises

The school currently stands on a ten acre property on the southern edge of Ballarat, between Sebastopol and Buninyong. The relocation from the previous premises took place in 2007 as part of the schools' then future plans for expansion and growth.

Premises on the land comprise a beautiful sandstone building previously used as a showroom and gallery for artisans. This was added to with the recent completion of 2 further classrooms on a second level above 2 existing classrooms making a total of 4 classrooms. A further 2 storey building was completed in late 2010 comprising of 2 more classroom with lift and stair access as well as private teachers areas. 3 separate buildings make up the Prep, Kindergarten and Playgroup rooms

The land occupies a prominent position on the Midland Highway, the main route between Geelong and Ballarat. Consequently, the School will be seen by a great deal of motorists each day. The closest school is the Buninyong Primary School. With over 600 students, this is the largest primary school in Ballarat and has trouble accommodating new enrolments each year.

Substantial businesses and enterprises that are located within a short distance from the School include the State Revenue Office - employing over one hundred people which relocated from Melbourne to the Ballarat Technology Park, The Rural Ambulance Service - relocated to the same park early in 2004 and the State Emergency Response (dial-000) Centre - relocated in 2003. IBM Global Services has occupied premises on the park since 1996. The University of Ballarat Main campus at Mt Helen is also within five minutes drive from the new school site.

7. Third five year plan (2012-2016)

The five year plan from 2012 to 2016 aims to consolidate current gains and to grow the School to a size that ensures it's sustainability into the future. Specific goals, plans, resources required and time lines are illustrated in Table 7.1.

GOALS	PLANS	RESORCES	TIME LINE
Major refurbishment For Administration and Music Rooms	• Fund raising ISV BGA grant application, Parents Pledge , debt • Architect design	• Grant committee • Paid Architect	Feb 13 To June 13
Expand enrolments to 120 students in Grades Prep to 6 in 2016	• Process waiting lists • Liaise with other local schools and early learning centres. • Recruit teaching staff • Develop ongoing rapport with community stakeholders to raise awareness.	• College of teachers • Committee of Management • Paid recruitment and	2012 to 2016
Establish Biodynamic market garden	• Consult experts for garden plan • Fund-raising • Fence, develop garden	• College of teachers • Fund-raising committee • Landcare coordinator	2012 to 2013
Redevelop early learning – Playgroup, Kindergarten, prep	• Move buildings • New buildings required	• Cash surplus from 2012 • Loans	2013-2014

GOALS	PLANS	RESORCES	TIME LINE
Community building Community building cont..	• Encourage parent participation through parents and friends and other committees • Invite parents to support maintenance, teaching • Liaise with local authorities to settle parents from outside the region • Organise festival celebrations • Organise eurythmy classes, other public service education	• College of teachers • Parents	2011 – 2016
Consolidate the planning based culture	• Develop, review and revise plans regularly • Disseminate plans throughout community constantly	• Committee of management	2012 - 2016
Raise public awareness of Steiner education	• Liaise with neighboring schools • Offer information events at local forums	• College of teachers • Parents	ongoing
Steiner teacher training	• Invite student-teachers placements • Fund staff attendance of Steiner training	• College of teachers	ongoing

Table 7.1 Goals of the five year plan

8. SWOT analysis

Strengths

- Enrolment projections are clearly achievable given trends in Steiner Education, the profile of new arrivals to the region and current waiting lists
- School has progressed through the critical early years phase and is now well established
- Committee of Management has strong members that cover all aspects of management, administration and governance
- College of teachers are very experienced in Steiner and mainstream education
- Steiner community is close and active
- Support from mentors and network of Steiner schools is present
- Membership of our Parent Body, Steiner Education Association, ensures ongoing support and industry strength – particularly in relation to the National Curriculum.

Weakness

- Reliance on government funding for capital and recurrent costs
- Restricted market due to educational philosophy.

Threats

- Variations in enrolments impact on yearly budget
- Limited availability of qualified teachers
- Lack of unity in College of Teachers
- Uncertainty in government funding model
- Government funding reductions
- Internal pressures on philosophical model

Opportunities

- Rare opportunity to advance an alternative educational philosophy to increase the diversity of schools in the region
- Opportunity for hundreds of children to benefit from a unique educational system and contribute to a more holistic society

9. Financial plan - Third five year plan 2012-2016

The financial projections into the five year period indicate a manageable and steady growth in turnover as enrolments increase. A summary of recurrent revenue and expenditure is provided in the table 9.1 below. The expansion strategy is realistic and within market estimates. Expenditure is tightly controlled and care is taken to keep debt well within industry accepted standards as a percentage of total revenue and student population

Table 9.1

Year	Revenue-$	Expenditure-$	Gross Profit-$	Enrolments Total number of students
2009*	721661	572058	149,603	47
2010**	1,775,384	1799846	-24,462	51
2011	664,361	703,749	-39,387	59
2012	780,915	766,983	13,932	69
2013*	1,132,435	1116983	-15,452	80
2014	1,060,390	1,006,983	53,407	90
2015*	1,437,121	1,396,983	40,138	105
2016	1,413,852	1,376,983	36,869	120

* includes past/proposed Capital Grants

** includes BER funding

Current levels of State and Commonwealth funding are assumed for years 2012 - 2016

Table 9.1. Enrolment, revenue and expenditure for the last 3 years of current five year plan and projection for the next five year plan

Table 9.1 illustrates a consolidation of revenue and student numbers. Works completed in 2009-2011 will enable increased growth to occur. Future Capital grants have been factored for the establishment of early childhood facilities, expanded administration, Music, sporting and science rooms. Much of this infrastructure has been put in place as part of the current development.

Future revenue is has been assumed to be at current levels of total per student income. Expenses have also been projected to increase to proportionally with the growth of the school and to include the schools contribution to capital works as well as increase in staff numbers as the school moves to single classes as well as CPI and other increases.

For the purposes of this plan Enrolment growth has been capped at minimum class numbers required to achieve single classes as well as the optimization of the current venue and facilities.

Information provided by Independent Schools of Victoria and other government funding guidelines, indicate that the levels of government funding as quoted in the budgets for the period 2012 – 2016 are accurate for the given enrolment numbers. Revenue and expenditure details are consistent with the running of a school the size and nature of the Ballarat Steiner School and Kindergarten.

Capital grants from the Independent Schools Victoria Building Grant Authority will be applied for in December 2013 for capital works in 2015. Funds sought will be used to enhance the administration facilities, music, art room and early childhood buildings to cater for the projected enrolments. .

Tuition fees paid by parents represent approximately 40% of total revenue. The pricing strategy aims to keep fees affordable relative to mainstream schools yet encouraging a diversity of families. A bursary fund has also been established. Any fund applicant must pass the schools discretionary income and assets assessment in order to be eligible. Successful applicants receive a 50% discount on their yearly fees. At the time of writing 2 families totaling 3 children were currently in receipt of this assistance. Currently the term fee is set at $770 per term per child with a second child receiving a 15% discount. A third child receives a 25% discount.

10. ASSETS AND LIABILITIES ANALYSIS

As of January 1, 2011 the Ballarat Steiner School has assets valued at approximately $2.5m

These assets are described as follows:

Insured value of buildings; $1.75m and Land Value; $750,000

The school currently has debts to financial institutions totaling $200,000. Debt interest is serviced by school fees.

The school has worked very hard to maintain low debt levels and to position itself to embark on future growth with a strong financial base. Prudent fiscal responsibility has seen organic growth occur whilst the debt to equity ratio remains at or under 10%. Due to uncertainty in the future of government funding the school has adopted a low debt approach and to achieve cash reserves in order to finance future growth.

Total debt as proportion of student numbers is at $3,500 per student. Over the next 5 years this debt level should remain constant whilst student numbers increase. By 2016, should the student population goals be achieved then debt to student ratio will be at $1,500.

11. Summary of Objectives of the Second and Third Five year plans

The objectives of the third year plans are listed below.

The second five year plan is in its final year and the school has positioned itself well with new buildings for current and future growth as well low and manageable debt levels.

Third Five Year plan

- Refurbish and Build a performing arts facility
- Institute single stream classes through to Year 6
- Develop sports facility such as Futsal / Basketball Court and general multipurpose activities
- Build an experiential science room including woodwork and ceramics
- Construct early childhood facility to replace current temporary buildings
- Complete land care program