

Sophia Mundi Steiner School

Annual Report

2022



SOPHIA MUNDI
Steiner Education and IB World School

Sophia Mundi Board of Directors' Report

After the two years of change brought about by COVID-19 lockdowns, 2022 was a time of revitalisation. Under the leadership of Tony Sullivan, the School Executive Officer, and Peter Henderson, the Acting Principal, the school made substantive progress in improving academic rigour across the year levels, while consolidating our financial stability. This would be a difficult task under normal circumstances but one that had to be accomplished in an environment of nationwide teacher shortages and unpredictable student enrolments. We are immensely grateful to Tony and Peter for working together so closely and providing such able leadership under challenging circumstances.

During the year the School hired Dianne Rich as the new Business Manager, replacing our Acting Business Manager John Mulhall. We are deeply appreciative

of the attention to detail that John and Dianne have brought to the role. Changing school Business Managers can be a time of uncertainty and we want to acknowledge how collaboratively John and Dianne, together with Tony, worked together to ensure a smooth handover. School affordability has always been a strategic priority, and this was the sixth year in a row the school has managed to avoid raising tuition fees, despite the substantial inflationary pressures and fee increases across the sector.

After an extensive search, we appointed Matthew Cunnane as the new Principal of Sophia Mundi Steiner School, beginning in January 2023. Matthew has been studying, researching, and working in Steiner Education for over twenty-five years in schools across the US, UK and Australia. He was chair of the Board of Steiner Education Australia and assisted in developing the Steiner Curriculum

in Australia. He brings a wealth of expertise in best practices for assessment, inclusion, and differentiation. His depth of experience in blending Steiner's educational principles and evidence-based education methods places him in a unique position to lead the school.

At the Board level, we have welcomed two new Directors this year; David Simpson and Fereshteh Zamani, who bring fresh energy, perspective, and expertise to our governance practice. We are all honoured by the opportunity to serve on the Board of such a dynamic school with such committed staff.

On behalf of the Board -
Damien Hicks and Michael Arcella

**Cochairs, Board Of Directors,
Sophia Mundi Steiner School**

*2022 Board of Directors -
Damien Hicks, Michael Arcella, Cheryl Nekvapil, David Simpson, Fereshteh Zamani*

Acting Principal's Report 2022

2022 continued a period of significant change and development at Sophia Mundi. As the Acting Principal, I was joined by Tony Sullivan as the Executive Officer. My role was to oversee the Teaching and Learning program, while Tony oversaw the development of a School Strategic Plan, including the appointment of the new Principal Matthew Cunnane. Tony's role also included the administrative processes and systems, policy review and compliance, as well as the finance and business-related responsibilities.

There were significant areas of growth across the Teaching and Learning program, specifically around differentiation. Teachers participated in extensive Professional Development on planning that addressed the

individual needs of each child. Furthermore, we continued our focus on meeting the academic needs of high achievers and students requiring additional support.

Other areas of focus included development of a Literacy Program in Primary School, criteria-based marking in English, Mathematics, and Science in the Middle School (Year 7 - 10), mentorship for new/graduate teachers, and restructuring Support Education to Wellbeing and Inclusion. There were also extensive discussions around improving our pathway through the Middle School to better prepare students for the Year 11 and 12 International Baccalaureate Diploma Program. There were now several key proposals which have been made for next year's consideration.

Finally, we undertook the migration and implementation of Compass as our new learning management system. This was quite a logistical challenge that culminated in the first batch of students reports at the end of Semester 2, 2022.

I am pleased to report much of the work of 2022 has begun to show positive gains in 2023.

Peter Henderson

2022 Acting Principal

Financial Report 2022

2022 saw a return to a more normal operating environment with the school generating a small surplus of \$4,817 (\$59,810 in 2021). Gross parent revenue decreased slightly offset by a slight increase in government grants, both reflecting the change in student numbers and year level mixes.

Operating cost rose slightly but despite this the School was able to keep tuition fees at their 2021 level as well as providing some \$400,000 in financial assistance to parents to enable their children to remain at Sophia Mundi.

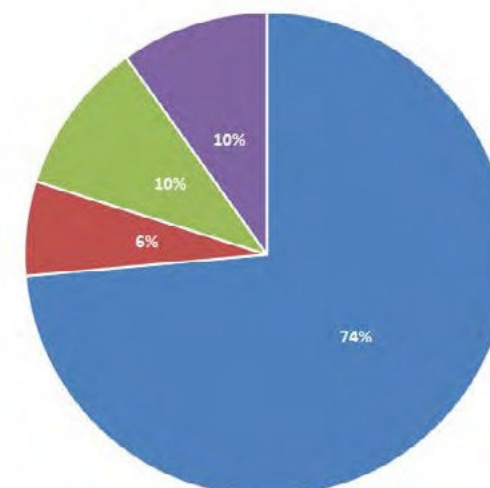
As per the income/expenses category charts, government grants account for approximately 48% of income, with student tuition fees and levies making up 49%. Employee expenses represent 74% of expenses which is consistent with prior years and the industry.

Additional financial information is available in the schools audited financial accounts on our website and the Australian Charities and Not-for-profits Commission (ACNC).

Dianne Rich
Business Manager

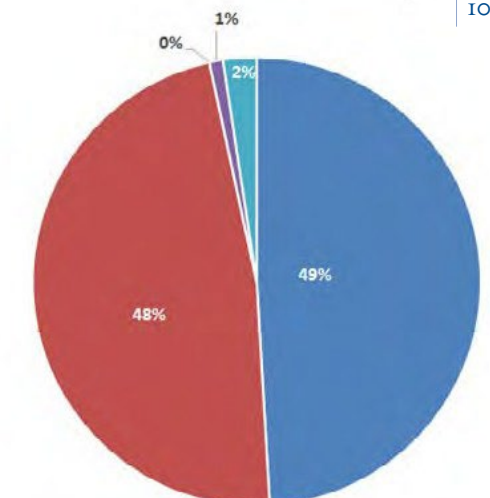
EXPENSE CATEGORIES - EXPRESSED AS PERCENTAGES

EXPENSE CATEGORIES	2022
● Employment (Salaries)	74%
● Educational Expenditures	6%
● Operational & Financial Expenditures	10%
● Occupancy (incl. Depreciation)	10%
	100%



INCOME SOURCES - EXPRESSED AS PERCENTAGES

INCOME SOURCES	2022
● Tuition Fees & Levies	49%
● Government Income	48%
● Government Capital Grants	0%
● Donations (inc. Building Fund)	1%
● Other Income	2%
	100%





Graduating Class of 2022

The students of our graduating class of 2022 are to be congratulated on their success in the International Baccalaureate Diploma Programme (IBDP). The class of 2022 is the tenth cohort to graduate from Sophia Mundi through the Diploma Programme pathway. We were thrilled to be able to continue to offer a wide range of subjects. The class of 2022 consisted of seven students, six of whom successfully completed the IB Diploma in November 2022.

A seventh individual, a member of the class of 2022, chose not to complete all subjects. Their results are not included in the statistics for the year group. Of the seven enrolled students, six students joined the School in Prep. One student joined the School in class three.

The two-year IB Diploma Programme curriculum encompasses the study of six subjects together with the core

components of CAS (Creativity, Activity and Service), TOK (Theory of Knowledge) and the Extended Essay (a 4000-word academic research based essay). The aim of the challenging and rigorous Diploma Programme is to develop internationally minded people who strive to display the IB Learner Profile attributes of being inquiring, knowledgeable, thinking, communicators, who are principled, open-minded, caring, curious, balanced and reflective individuals.

Of the six students who attempted the full Diploma, all earned their Diplomas, making the pass rate 100%. The one student who was not able to achieve the full Diploma did earn course certificates in five subjects and achieved marks ranging from 3-6. The highest score earned in the 2022 session was 35 (ATAR 92) and the lowest 25 (ATAR 72). The average total score of those who completed the Diploma was

31 which was equal to the world average IB Diploma score for the November 2022 session.



The average subject grade achieved was 4.92 (out of 7.00). All six Diploma graduates have been accepted into a tertiary institution of their choice. They will commence degrees in Engineering (RMIT) and Humanities (Melbourne University). One candidate has chosen to have a gap year and another will be working.

This year, 67% of the cohort earned additional points from the Core subjects, Theory of Knowledge (TOK) and Extended Essay (EE).

We are excited to see how each student chooses to use their unique talents and achievements to benefit the local and global communities in the years to come.

Melanie Brown
IBDP Coordinator

School Summary Report 2022

In 2022 only a small group of students from Class 3, 5, 7 and 9 undertook the NAPLAN testing at Sophia Mundi. Many parents at Sophia Mundi choose to withdraw their children from the NAPLAN tests based on philosophical objection. Our parents appreciate that unlike many schools countrywide, Sophia Mundi provides a rich, wholesome, and inclusive education that does not focus on teaching to NAPLAN.

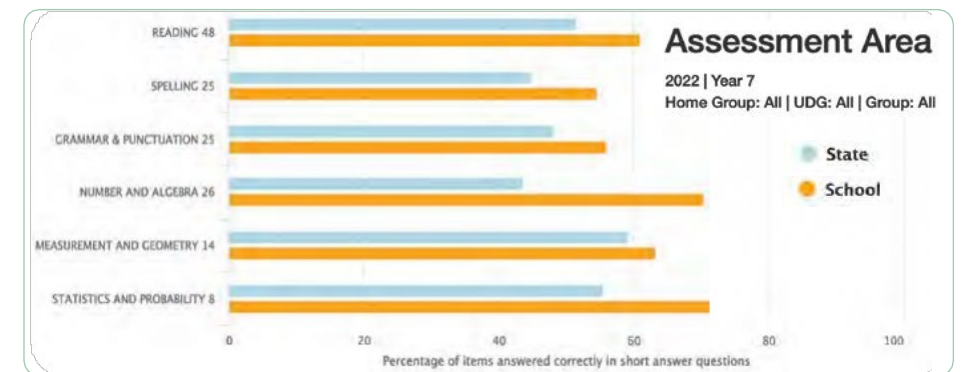
In 2021, an average of 49% of students from the four year levels (approximately six students from each class) completed the NAPLAN tests and the results therefore only reflect the performance of a small cohort of students. This means that our data is insufficient

to draw conclusive comparative results either from class to class or from year to year, especially from class 3 and 5, who had the lowest participation levels.

Our class teachers, guardians, Literacy and Numeracy teachers as well as the leadership team do however note the students' results as part of the ongoing assessment

process and data analysis in place at Sophia Mundi. We particularly look at individual student results to see how we can best support these individual students to extend their current capacities.

Emma Gillette
NAPLAN Coordinator



Professional Development Distribution

Staff Professional Development in 2022 amounted to \$16,368:

\$13,635 for all staff, plus \$2,733 for International Baccalaureate Diploma Programme (IBDP) sessions.

Teaching Staff Qualifications

Doctorate	3
Master of Education	6
Master (Other)	7
Grad Dip (Education and/or Teaching)	14
Bachelor (Education and/or Teaching)	8
Bachelor (Other)	28

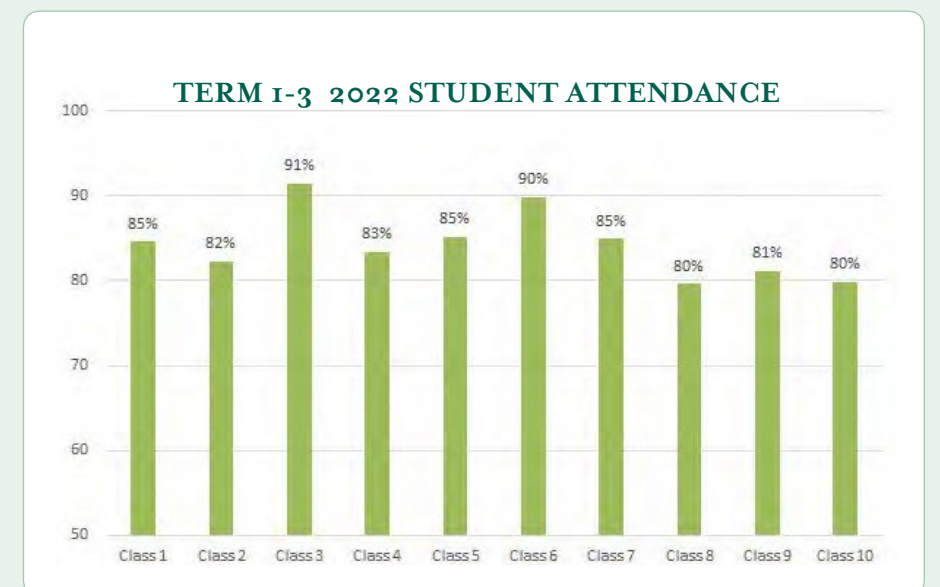
Staff Retention

All Teachers 85.7%

Staff Attendance

There was an attendance rate of 96% for both General and Teaching Staff during 2022.

In addition, some staff took Annual Leave and Long Service Leave, which is not reflected in the figures.



Our Vision:

Education towards freedom

Our Values:

Truth, courage and moral
and ethical responsibility

Our Mission:

To be a living and contemporary
embodiment of the spiritual,
cultural, and educational impulse of
Anthroposophy that contributes
towards social renewal in the world



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June 2023