



# 2018 ANNUAL REPORT

**Daylesford Dharma  
School Inc.**

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*Our vision is to flourish as a school abiding in the view of compassion, interdependence and universal responsibility, nurturing each child's capacity to grow into kind and wise individuals.*



# FROM THE PRINCIPAL

It has been a true honour to join the Dharma School community as Principal in 2018. I entered into a unique and inspiring community with so much to teach me, and with such great willingness to do so, and I am deeply grateful for the support and friendship of young and old that has been offered to me in this journey.

2018 was a big year for the school. It was a year when we would either find the money to move to our permanent home, or when we would see our lease at Perrins St end, and the school come to a close. It was a year when we would either make it into 2019 with a certain future or when we would not. It was a year of hard work, and long hours, of anticipation and anxiety. It was a year that saw obstacles approached with optimism and belief, and uncertainties overcome. It was our last year at Perrins St, and it was the year before we realised a dream, and moved to our new permanent home. It was a year that started with apprehension and ended with true cause for celebration.

For me personally, 2018 was a year that reignited my passion for, and long-standing but wavering belief in education. With over twenty years in teaching and leadership roles in Australia, the USA, Vietnam and South Korea, I have had the chance to experience a range of schools and cultures, and I have come to realise that an education that is built upon rich cultural values is the most meaningful and life-enhancing education a child can receive. Yet, so many schools continue to offer an education that is built upon performance. And while performance does matter, when a child is driven to perform and success is measured by when and how well they meet goals that are often set by others, they often lose the joy of actually living in the present and being able to truly embrace the wonderful person they are at any given moment. The quest to strive to be better seems to get in the way of being able to simply embrace and celebrate who we are in this moment of time in our lives. And yet, it is only when we are truly in the moment that we can really know ourselves, and to learn and grow and flourish as a human being, knowing and understanding ourselves sits at the heart of a happy existence.

It is a true blessing to have the opportunity to spend my moments in a community that holds such deeply meaningful and essential guiding values as those of Buddhism. To spend my moments embracing Deep Listening and Loving Speech, Generosity, Reverence for Life, Mindful Consumption and Body Responsibility really is a gift. To do this for the purpose of holding and guiding your children, as they learn and grow and experience their precious moments of childhood, is so much more, it is a wonderful, rich and meaningful reason to celebrate this life!

With Loving-Kindness,

Jen Willis, Principal



# FROM THE BOARD

“The main principles guiding the Daylesford Dharma School are the two views that are fundamental to Buddhism. They are like the two wings of a bird. On one side are the method teachings and on the other are the wisdom teachings. The method teachings include the principles of non-harm and loving kindness and guide the cultivation of behaviour. ...On the other side are the wisdom teachings. These teachings are particular only to Buddhism. The wisdom teachings hold with the view of interdependence. They are a tool to see how phenomena exist, especially when viewed in relationship to difficulties. They are a framework for understanding our present and unpleasant situations. The wisdom view teachings promote the efficient use of our intelligence to overcome the difficulties, rather than to be overcome by our difficulties. This particular use of intelligence, conjoined with loving kindness and universal responsibility is the philosophy that will inform the Daylesford Dharma School’s approach to education. It will support children to realise their innate goodness - to be open hearted and warm human beings. It will provide an approach to problem solving that is in accord with the future challenges that they will potentially meet.”  
(Geshe Konchok Tsering , School Founder, 25 July, 2008).

The Board of the Daylesford Dharma School held with this statement to underpin and guide its efforts towards the enormous task of planning for and relocating the school at the end of the 2018 school year. The many challenges implicit in packing up a school, relocating demountable buildings and locating new buildings during the January holiday period were met with generosity, enthusiastic perseverance and faith by our tireless staff, teachers, parents and volunteer school community. Our Board gives acknowledgment and gratitude for the enormous effort in the achievements of our school community in 2018.

We also warmly and reverently thank our partner and great supporter the Quang Minh Temple and the education committee of the Phuoc Hue Temple, for their financial support and untiring belief in the validity of compassion and wisdom education in Australia, to nurture open hearted children with the capacity to problem solve complex difficulties and meet an unknown future with confidence and courage. A permanent home for the Dharma School in time for its 10 years celebration in 2019 is a great achievement and possible only through our community realising the principles of interdependence and universal responsibility.

Behind the scenes during 2018, the Board evaluated and evolved its structure to support the successful relocation and the next stage of development for the school. It also engaged with and re-framed the 2017-2022 Strategic Plan to address its achievements and the implicit changes.

The Board continued to pursue fundraising and relationship building within the Buddhist community.

A robust Board committee program was managed to support the pending relocation:

- The Communications & Stakeholder Committee managed the parent and community communications to support stability with the impending change. A strategic retreat with our teachers and staff was facilitated by education consultant Marilyn Chambers to enable us to maximise the benefits of a new start and identify the strengths that would carry the school and its learning programs across to the new campus.
- The Finance and Audit Committee met more regularly and managed a dynamic budget with defined margins that could accommodate the many anomalies of a new building and grounds development program.
- The Governance and Risk Committee continued to review the governance framework and key policies. The committee began recruitment to engage a professional to develop a risk management framework in 2019 that will support the vision and sustainability of the school across the next 10 years.
- Additionally, Terms of Reference were drafted to enact 2 new Board convened committees in 2019 to support the new school location: a Buildings and Grounds Committee and a Fundraising and Marketing Committee. These committees will enable active participation of parents and community stakeholders in their membership and activities, under guidance from the Board.

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# FROM THE BOARD

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The Board also developed a new membership recruitment approach of inviting guests to the Board for a 3-6 month tenure. This enables time to build relationships and offer an experience of the deep ethical conduct demanded of a school Board whose Buddhist philosophy underpins each cornerstone of governance and decision making.

Finally, it must be noted that along with our school community debt of gratitude, there exists a deep gratitude and acknowledgement of merit for the outstanding work and commitment of our Board member Mel Ogden. Mel has undertaken the lion's share of work to relocate the school on schedule and within budget while establishing respectful relationships with our amazing work force who undertook the work. We thank you Mel.

We give our thanks to the businesses listed below who worked with Mel to bring our school to its new property across the 2018 holiday period. These professionals displayed a generosity of time, thought and spirit that exceeded all expectations.

Fleetwood Australia  
TGM Group  
Multiplicity Architects  
Low Loader Services  
Rodney Baker Excavations  
Keogh Contracting  
Nev Purtell Earthmoving  
Gori Plumbing  
Fells Electrical  
Cluney Constructions  
Peter Donnellan Law  
Solid Concrete  
Designscope  
Sam Thompson Planning  
Butler Excavations  
Hepburn Shire Council  
AbleWorks Construction  
Brian Williams Excavations

2018 Board of Governance  
Andrea Furness (Interim Chair)  
Joel Hines (Vice Chairperson)  
Solomon Li (Treasurer)  
Melissa Ogden ((Ordinary member)  
Venerable Dorje Warren Gibson (Ordinary member)  
Associate Professor Zane Ma Rhea (Ordinary member)

As a Board, we look forward to continuing to engage with the Eightfold Path as we embrace the next 10 years of compassion and wisdom education in Australia. We warmly invite you to walk with us.

Andrea Furness, Board Chair



# FROM THE TREASURER

## Income

Total income for 2018 was \$1,105,000, a positive result overall achieved with the assistance of the Quang Minh Temple and community donations. Approximately \$568,200 of this (24%) was Government funding to assist with operational expenses, and an additional \$263,100 (23%) went into the building fund from the Victorian Independent Schools Building Grants Administration.

Student fees of \$110,400 (10% of income) were billed and collected. (Another \$6,500 was collected from outstanding fees carried over from 2017). The school ended the year with only 34 students, a decrease from the previous year which impacted income from fees.

Income from fundraising and interest was \$202,000 (over 18% of total income). \$150,000 of this was generously donated from the Quang Minh Temple and friends, particularly for the building fund.

## Expenditure

Total expenses for the year amounted to \$736,700, in line with budget.

Teachers' salaries, as expected, amounted to \$618,000- just over 56% of expenditure. A further \$27,200 in professional fees was incurred.

Property expenses and insurance fees were \$52,000.

General and administrative expenses (\$22,400), curriculum purchases (\$22,700) and fundraising expenses (\$4,400) accounted for around 3.5% of expenditure.

## Summary and conclusion

Funds remaining at the end of 2018: \$368,300. Of this, \$363,100 is put aside for the building fund. This leaves a surplus of \$5,200 carried over into 2019.

The school continues to operate on a very tight budget and will need to acquire some further cash reserves for depreciation and maintenance, along with long service leave, going forward.

It is worth noting that government funding did not cover the full cost of salaries. The school continues to rely heavily on the very substantial financial support of the Quang Minh Temple, and it is hoped that increased enrolments in 2019, along with ongoing attention to the collection of outstanding student fees, will assist the school to be financially viable.

1) Note that figures provided in this overview are rounded to the nearest \$100.

Kim Woodrum, Treasurer



# PARENT, STUDENT, TEACHER SATISFACTION

## **Teachers:**

When surveyed, parents indicated high levels of satisfaction with the following areas of their roles:

- The compassionate and ethical workplace
- The strong, caring and supportive collegial relationships
- The small school and class sizes
- The Buddhism inspired approach, and notably the Five Precepts
- The opportunity to be progressive and try new things
- The happy and engaged students

Teachers would also like to see more of the following:

- Increased wages to reach parity with the State schools
- Increased teacher resources
- More social time together
- Parents upholding the Precepts

## **Parents:**

When surveyed, parents indicated high levels of satisfaction with the following areas of their child's schooling:

- The reading and spelling programs- CAFE Literacy and Soundwaves
- The Specialist classes- Chinese, the Arts and Health and Physical Education
- The Project Learning Program
- The Awareness Program, the Five Precepts and Meditation
- The focus on kindness and community
- The support of children's social and emotional development
- The friendly, open and approachable staff

Parents would also like to see more of the following:

- Information regarding the curriculum
- Coordinated home reading program
- Time in nature
- Music education, cooking and arts and crafts
- Communication from the School Board

## **Students:**

When students were asked what they believed a Dharma School learned looked like, they shared the following:

Listening deeply, aware of actions, concentrating, sharing our time, patient, calm, mindful, forgiving, us, happy, rejoicing for others, in the moment, giving everything a go, generous, kind to all people, patient, relaxed, listening deeply, compassionate, focussed, respecting people and the planet, friends, caring for all, kind. As a school, we are so proud that this is how our students see themselves.

# ANNUAL ASSESSMENTS

During the most recent 2018 NAPLAN testing period our Year 3 and 5 students performed on average at or above the National Minimum Standards across all testing areas.

Year Level	Year	National Minimum Standard	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Yr 3	2018	Above	100%	86%	71%	86%	86%
		At			29%		14%
Yr 5	2018	Above	75%	75%	75%	100%	75%
		At	25%	25%	25%		25%
Yr 3	2017	Above	100%	78%	80%	90%	70%
		At		11%			20%
Yr 5	2017	Above	50%	50%	50%	50%	100%
		At	33%	50%	50%	50%	
Yr 3	2016	Above	100%	100%	33%	67%	67%
		At			67%	33%	33%
Yr 5	2016	Above	75%	100%	100%	100%	100%
		At	25%				
Yr 3	2015	Above	80%	100%	60%	80%	60%
		At			40%		40%
Yr 5	2015	Above	86%	71%	100%	100%	100%
		At	14%	29%			

## ANALYSIS OF RESULTS

Our 2018 NAPLAN results indicated continued growth in the key learning areas of English and Mathematics. The Year 5 reading and writing demonstrated significant growth in comparison to the previous year's data. The introduction in 2017 of a consistent whole-school approach to spelling with the use of Soundwaves, and of a consistent whole-school reading structure using CAFÉ Literacy has continued to support student learning.

In Year 3, 100% of students achieved above the National Minimum Standard in Reading and 86% achieved above the National Minimum Standard in Writing. In Spelling 71% of students achieved above the National Minimum Standard and 29% achieved at the National Minimum Standard. In Grammar & Punctuation 86% achieved above the National Minimum Standard and 14% achieved at the National Minimum Standard.

In Year 5, 75% of students achieved above the National Minimum Standard and 25% achieved at the National Minimum Standard for Reading and in Writing 75% of students achieve above the National Minimum Standard and 25% achieved at the National Minimum Standard. In Spelling 75% of students achieved above the National Standard and 25% achieved at the National Minimum Standard. In Grammar and Punctuation 100% of students achieved above the National Minimum Standard. In Numeracy 75% of students achieved above the National Minimum Standard and 25% achieved at the National Minimum Standard.

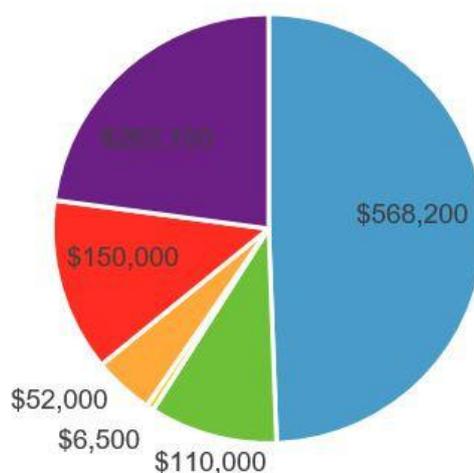
# KEY NUMBERS

Enrolment by Grade	Male	Female	Total
Prep	2	7	9
1	2	4	6
2	2	5	7
3	2	5	7
4	4	0	4
5	3	3	6
6	1	3	4
<b>Total Students</b>	42 is the total students enrolled throughout 2018, including those that have exited or enrolled throughout the school year.		

Attendance is monitored three times daily. All absences, early leavers and latecomers are required to inform the school either by phone, email or through Compass. Unexplained absences are followed up by Administration via phone, email or text. Attendance rates are reported to parents in the student's reports, and can be viewed anytime in Compass.

Year Level	Attendance
Prep	76%
1	89%
2	86%
3	88%
4	86%
5	89%
6	95%
<b>Average attendance across the school for 2018</b>	<b>87%</b>

## 2018 Income Sources



- State and Federal Funding
- Student fees
- 2017 past fees
- Fundraising and interest
- Temple donation
- VISBGA

# STAFFING

Rosie Berenvi- Mansell	Office Administrator	Certificate IV in Business Administration
Jaala Freeman	Chaplain	Certificate IV in Pastoral Care
Tanya Wiggins	Learning Manager	Graduate Diploma of Education (Primary)
Jen Willis	Principal	Grad Dip Ed, Master of Education, MBA (Leadership)
Selena McVeigh	Learning Support	Certificate of Education Support
Neil Jobson	Learning Support	Certificate of Education Support
Annshar Wolfs	LOTE- Chinese	Bachelor of Education (P – 6)
Juliet Johnstone	Arts	Bachelor of Education (P – 6)
Ann Fitzgerald	Classroom Teacher	Diploma of Education (Primary)
Nicole Simirenko	Classroom Teacher	Graduate Diploma of Education (Primary)
Tina Halvy	Classroom Teacher	Bachelor of Education (P – 6)
Emily Wilden	Classroom Teacher	Master of Teaching (Primary)
Sandra Laudan	Finance Administrator	No formal qualification

All teachers employed at the school have the appropriate registration required by the Victorian Institute of Teachers (VIT). Working with Children checks have been obtained for all other non-teaching staff and volunteers working at the school.

Professional development for 2018 included:

- First Aid, CPR
- Specific training, seminars, workshops and events from approved Educational Training Providers in areas including Behaviour Management, Respectful Relationships, Mathematics teaching, Play is the Way.

Non-Indigenous Full-Time Staff	Full-Time			Part-Time					
	Male	Female	X	Male		Female		X	
	HC	HC	HC	HC	FTE	HC	FTE	HC	FTE
<b>Teaching Staff</b>									
Principal	0	1	0	0	0.0	0	0.0	0	0
Teaching Staff (including librarians)	0	2	0	0	0.0	5	1.8	0	0
<b>Total Teaching Staff</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>5</b>	<b>1.8</b>	<b>0</b>	<b>0.0</b>
<b>Non-teaching Staff</b>									
Specialist Support	0	0	0	1	0.6	2	0.7	0	0
Administrative and Clerical (including aides & assistants)	0	1	0	0	0.0	1	0.7	0	0
<b>Total Non-teaching Staff</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0.6</b>	<b>3</b>	<b>1.4</b>	<b>0</b>	<b>0.0</b>

***"When educating the  
minds of our youth,  
we must not forget to  
educate their  
hearts."***

***HH the Dalai Lama***