

2019 Annual Report



WALDORF
100

LEARN
TO CHANGE
THE WORLD



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REPORT FROM THE CHAIR OF THE BOARD

In the past seven years at the Central Coast Steiner School, I have witnessed many wonderful times. The last twelve months have been no exception. I am proud that our school has continued to grow and flourish under Rosemary Michalowski's inspirational leadership. Our Business Manager, Jarrod Harridge, has settled very well into the position, due to his high level of expertise in financial management. As you will see in this report, our school continues to deliver strong financial performance and our parents and staff can look forward to our school's future with confidence.



Recognition of the quality of our educational philosophy is growing across the Central Coast, leading to increased enrolment demands. Accordingly, in consultation with teachers, the Board has developed a Master Plan to guide the School's future growth. In 2019, we were successful in being awarded a BGA grant for our major new multi-purpose facility. This building will form the core of our high school and provide a flexible performance space worthy of a school that highly values the performing arts.

We are also planning the construction of purpose-built woodwork facilities and a new staff room for all teaching staff. This will enable and foster great collaboration, supporting the teachers in their continued dedication to creative teaching. Our learning support facilities will be expanded, and we will develop a new flexible learning space adjacent to the library. I look forward with great enthusiasm

to our school's continued growth and developments.

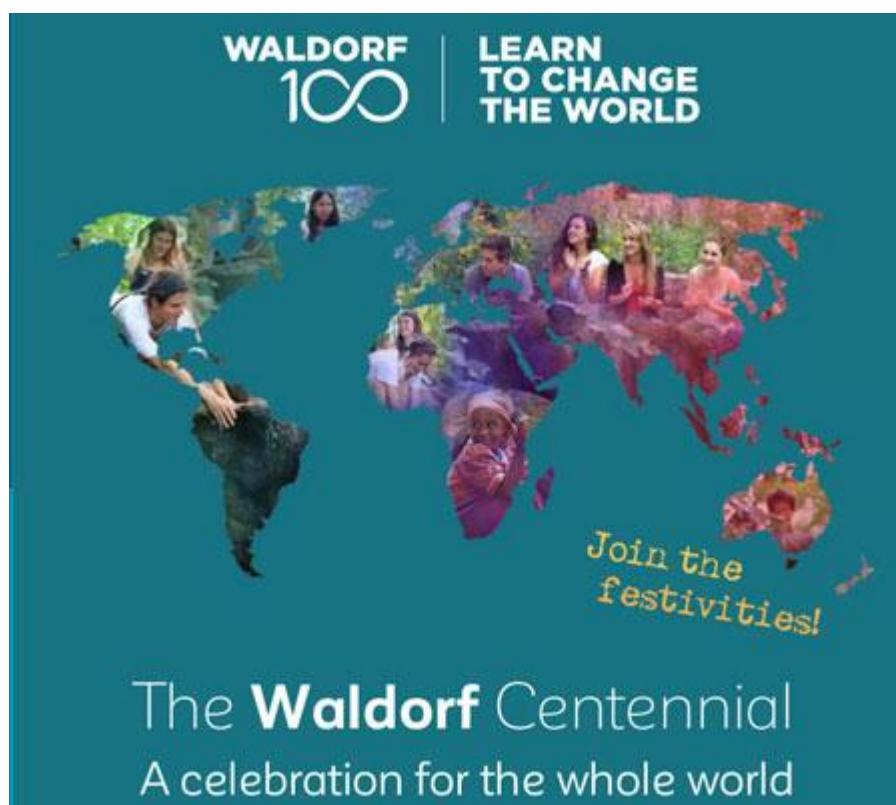
I would like to acknowledge the dedication and support of my fellow board members. We applaud the developments and the integrity of the Steiner pedagogy that is lived every day within the Central Coast Steiner School. Our school is part of a relevant and vibrant global community of Steiner educators who proudly celebrate 100 years of Waldorf pedagogy in 2019.

Lastly, I would like to express my thanks to our loyal families and welcome our new members to the community. You are part of a truly unique and wonderful learning environment and we are grateful for your contribution to our community.

Best wishes for the new 12 months.

*Peter Lumsden
Chair
CCSS Board of Directors*

REPORT FROM THE PRINCIPAL



'We must always change, renew, rejuvenate ourselves; otherwise we harden.'
Johann Wolfgang von Goethe

The centenary celebrations of Steiner Education were the highlight of 2019. Across the world, we acknowledged the beauty and tenacity of the educational philosophy that grew from the first Waldorf school founded in Stuttgart, Germany. Waldorf pedagogy was borne out of a genuine belief that the human being is in essence good, and capable of shaping a better world.

The international celebrations drew on the theme: 'Learn to Change the World'. They were a testament to how diverse the philosophy is lived in varying contexts. Within the diversity there was a tangible sense of world- wide unity; a common picture of the developing human being which is the inspiration that we draw upon.

Having studied the works of Goethe, the theme of metamorphosis is central to Rudolf Steiner's pedagogical philosophy. Steiner encouraged us to strive to understand the essence, the potential of each individual and how that essence unfolds at different stages in life. Just as human beings evolve, so too a human-centred philosophy must evolve in order to maintain its continuing relevance to contemporary circumstances.

At the Central Coast Steiner School, we strive to work out a fresh and deeply considered application of Steiner's philosophy. One shining example is our approach to literacy and numeracy. Since 2013, we have sought to continually review and improve our practices, marrying

the fundamentals of the Steiner approach with the findings of contemporary research. The changes we made have now been well- embedded and have borne fruit.

One measure of this was our 2019 NAPLAN results, which ranked our secondary students' results in fourth place on the Central Coast. Whilst this was a pleasing result, a more meaningful measure of success is the love of learning and willingness to strive that we witness in our students on a daily basis. The cultivation of gratitude was important to Steiner. In so many ways, our students show gratitude in giving back to others and to our environment. Examples in 2019 were our coastal clean-up initiatives, support of shelters for the homeless and fundraising event for girls' education in developing countries.

It is a source of immense fulfillment to see our school grow, to see our teachers' dedication and to witness the flourishing of the individuals in our care.

Rosemary Michalowski
Principal



RUDOLF STEINER IN 1920
Engraving by the late Professor Karl Bauer, Munich, from a sketch made by Steiner in 1919.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Students travel to the Central Coast Steiner School from a wide catchment including the northern suburbs of Sydney and the lower Hunter region.

Our students come from a range of backgrounds with 19% from a Non-English-Speaking Background. Enrolments for Kindergarten to Year 10 at the end of 2019 numbered 281 in total. The student population gender was split with 165 girls and 116 boys.

In 2019, our indigenous student enrolment was 2%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1079

Average ICSEA value 1000

Distribution of students:

	Bottom quarter	Middle quarters		Top quarter
School Distribution	7%	20%	36%	37%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100.

<https://www.myschool.edu.au/school/43772>



STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

In 2019 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Our secondary results in 2019 ranked us fourth on the Central Coast. These results are a 'snapshot' and reflective of the high quality of our literacy and numeracy teaching. They are particularly pleasing in the context of our unique pedagogy that nurtures the whole person, educating 'head, heart and hands'.

Please access our 2019 NAPLAN data here:

<https://www.myschool.edu.au/school/43772/naplan/results/2019#results>



STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The Central Coast Steiner School offers tuition from Early Kindergarten to Year 10, meeting the outcomes of the NSW Australian Curriculum. We carefully assess and monitor the growth of our students and consultatively develop Individual Learning Plans to support and extend student learning where required.

In 2019, 17 Year 10 students were issued the formal Record of School Achievement credential by NESA. This included all mandatory Stage 5 subjects and electives.



PROFESSIONAL LEARNING AND TEACHER STANDARDS

Our continued commitment to professional learning is reflected in the broad range of training accessed in 2019.

Steiner Education Professional Learning included:

- Steiner Education Australia Delegates Conference
- Governance, Leadership and Management for Boards and Leaders of Steiner schools
- Steiner Intensive Teachers' Conference, Glenaeon Rudolf Steiner School
- Artistic Development in Steiner Schools, Glenaeon Rudolf Steiner School
- Assessment Practices in Steiner Schools, Steiner House Sydney
- Positive Discipline and Understanding the Temperaments, Steiner House, Sydney



WHS and Wellbeing Professional Learning included:

- AIS Child Protection Training
- An Educators Guide to Child and Adolescent Mental Health, Equi Energy Youth
- Understanding Stages of Child Development, Lou Harvey-Zahra
- CPR Training, Royal Life Saving



Assessment and Learning Support Professional Learning included:

- AIS: Developing and Embedding Effective Assessment and Differentiation Strategies with Steve Stretton
- NCCD Workshop
- 7-10 PDHPE and Wellbeing Toolkit
- Engaging Learners through Authentic Assessment, AIS
- Autism Spectrum Disorder Webinars
- Using Technology to Access Curriculum, SPELD
- Assessing to Differentiate, AIS



Subject Specific Professional Learning included:

- Reading K-4, Focus on 5 Fundamentals, AIS
- Phonics and Soundwaves
- Talk for Writing, SPELD
- Structured Literacy Course, Rosemary Ruthven
- SEQTA Curriculum Training
- On Track with PDHPE, AIS
- Teaching EAL/D Students K-6
- Australian Children's Laureate Summit
- The NSW/ACT German Teachers' Conference 2019 - *Blick in die Zukunft*
- Visual Arts and Design Conference



Administration Professional Learning:

- Cash flow/Budgeting/Tax, Chartered Accountants
- SEQTA/ School Pro Demonstration and Training
- MEA Webinar

Leadership and Research Learning included:

- AIS Governance Symposium 2019
- AIS Business Manager Symposium
- Valuing Educator Experience, AIS
- *School Improvement* workshops, AIS
- Our Principal is an ongoing member of the AIS Education Research Council
- Waldorf 100 Conferences in Stuttgart, Berlin and Stockholm



STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2019 was 96.18%. This figure does not include staff members who were absent on approved leave, including family or long-service leave, or those attending professional development courses or excursions with students.

In 2019, we welcomed five new teachers. At the end of 2019, there were two teacher departures.

The retention of teaching staff from commencing at the start of the new school year for 2019 compared to the teaching staff commencing at the start of the new school year for 2020 was 83%.



TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	21
Provisional	1
Conditional	0

TEACHING STANDARDS

Category	Number of Teachers
Teachers who have teaching qualifications from a higher educational institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines; or	22
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications; or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

WORKFORCE COMPOSITION



Principal	1
Deputy Principal	1
Business Manager	1
Operations Manager	1
Full time teachers	13
Part time teachers	9
Female teachers	18
Male teachers	4
Full time support staff	1
Part time support staff	6
Administration staff	7
Grounds/Maintenance/Bus	4

Aboriginal and Torres Strait Islander staff 0

<https://www.myschool.edu.au/school/43772>

Senior Secondary Outcomes: N/A

STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

The Principal holds the legal responsibility for maintaining attendance records and providing exemptions. The School strives to ensure the safety, welfare and wellbeing of all students through close monitoring of attendance.

91% of students attended school on average each school day in 2019.

Year Level and Percentage Attendance:

Kindergarten			
Year 1	94%	Year 6	92%
Year 2	91%	Year 7	91%
Year 3	95%	Year 8	86%
Year 4	92%	Year 9	90%
Year 5	94%	Year 10	84%

<https://www.myschool.edu.au/school/43772/attendance/2019>

POST-SCHOOL DESTINATIONS

In 2019, the graduating Year 10 students continued their education in the following schools:

- Bradfield Senior College, St Leonards
- St Edward's College, East Gosford
- Launceston College, Tasmania
- Tuggerah Lakes Secondary College, The Entrance Campus
- Kariong High School
- TAFE NSW Hunter and Central Coast
- Cairns School of Distance Education



ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

Central Coast Steiner School is an inclusive, non-denominational, co-educational school.

Our students come from a wide variety of religious and non-religious backgrounds. Enrolment is welcomed for all parents and guardians seeking an education based on the Steiner philosophy.

In December 2019, the school had 281 students enrolled in Kindergarten to Year 10. The student population gender was split with 165 girls and 116 boys.



ENROLMENT POLICY

No changes were made to the Enrolment Policy in 2019.

INTRODUCTION

Reverence for the human being underpins all that we do at the Central Coast Steiner School. In enrolling a child at CCSS, Parents and Guardians enter into a partnership with the school based on mutual respect and responsibility.

Central Coast Steiner School is an inclusive, co-educational and non-denominational school. Enrolment applications are welcomed for any Parents and Guardians seeking an education based on the principles indicated by Rudolf Steiner. We work cooperatively with Parents and Guardians to provide open communication about mutual expectations for the furthering of our pedagogical work.

This *Student Enrolment Policy* provides a consistent approach in relation to the enrolment of all children; one that complies with the *Disability Discrimination Act* and the *Disability Standards for Education*.

In the course of the enrolment procedure, the School considers information in order to best process the application. Where enrolment is sought for a student who is considered to have additional needs, these will be discussed and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified by consultation with the Parents/Guardians and student in the interview process. Previous schools may need to be contacted for further clarification. All available reports need to be provided to clarify the student's need for adjustments to his/her learning program. If a student with a disability is seeking enrolment, any strategies or adjustments to accommodate the student's additional needs will be identified before the enrolment is confirmed. After assessing the level of adjustments necessary and how they may need to be modified over the period of the student's education, the Principal will decide whether to proceed with the enrolment.



A school does not have to make an adjustment if by doing so it would impose an unjustifiable hardship on itself. If there were a case for considering declining an enrolment on these grounds, the school would seek advice from the *Association of Independent Schools*.

Where information obtained by the School suggests a profile of willful misconduct, illegal activities or strong anti-social behaviour that indicate that the student's enrolment at the School is likely to be detrimental to other students, the staff or the School, the Principal may decline to proceed any further with the enrolment process until a comprehensive risk assessment has been conducted.

1 THE ENROLMENT PROCESS

All applications will be processed in order of receipt with due consideration given to the applicant's support for the principles of Steiner education, siblings already attending the school, previous attendance at a Steiner school and other criteria determined by the School from time to time. Acceptance of an application form will not guarantee an offer of enrolment.

1.1. Stages of the Application Process

- Initial inquiry – Information pack provided with overview of Enrolment Process.
- Interview with the Principal/ Deputy Principal (compulsory), which may include a School tour. This interview will serve to provide information about the School and its philosophy and to gather information about the student.
- Reports from previous schools/ pre- schools attended are required to be submitted as part of the enrolment application process.
- Lodgment of *Application for Enrolment* form, all relevant paperwork.
- Meeting with Principal/ Teacher/Year Guardian to discuss all learning, behaviour and wellbeing needs.
- If the application is successful, a fee of \$150 is payable and a formal offer of acceptance is made by the School. An *Acceptance Package* is provided by the Enrolments Officer
- Enrolment is confirmed upon payment of \$500 enrolment fee and full completion of all documentation including a passport size photo and certified copy of the birth certificate.
- A meeting with the Business Manager /Accounts Clerk may follow if required. All fee arrangements must be signed prior to commencement.

If there are reasons for the School to give further consideration to the enrolment application, additional documentation may be requested and/or a Risk Assessment may be developed.

Parents or Guardians will be required to declare at the time during the enrolment application process, and at any time during the enrolment that they have:



- disclosed all special needs of the prospective student where it relates to the student's education;
- disclosed all relevant medical or psychological conditions and/or health care requirements of the prospective student;
- provided a copy of any Court Orders which apply to the prospective student and/or parent/s;
- provided all relevant visa documentation if the student is not a resident of Australia; and
- fully and truthfully completed the *Application for Enrolment* form with all required documentation.

If Parents/Guardians have not provided or are unwilling to provide all requested documentation, the application for enrolment may be unsuccessful. If the application for enrolment is unsuccessful, the Principal will contact the Parent/Guardian to discuss and advise of the outcomes in writing.

If a Parent or Guardian withholds information relevant to the application/enrolment process, the Principal reserves the right to refuse, or terminate enrolment on that ground.

2 REQUIREMENTS FOR CONTINUED ENROLMENT

To maintain their enrolment, students are expected to demonstrate satisfactory effort, attitude, behaviour and regular attendance.

Students are to take part in all school activities including school excursions, camps and festivals.

Students, parents and guardians are also expected to support the School's ethos and act within the *Codes of Conduct* and *School Policies and Guidelines*.

To maintain an active enrolment, payment of all tuition and other fees and charges must be satisfactorily completed as per the current *Fee Schedule* for that year.

Parents or guardians are required to disclose at any time during enrolment any special circumstances that may need to be taken into account by the school including medical, behaviour and psychological information. Any lack of disclosure that may become apparent during the duration of a student's enrolment at the school may cause the enrolment of the child to be terminated.

3 LEAVE

Enrolled students may be granted leave at the discretion of the Principal during term time and this must be done by submitting a request for an *Application for Leave* form for approval by the Principal. The Principal's decision regarding leave approval is final. Fees must still be paid for that period in order to hold the child's place at the school. A holding deposit will be required for extended holidays and will be at the discretion of the school.

4 WITHDRAWAL OF STUDENT/S

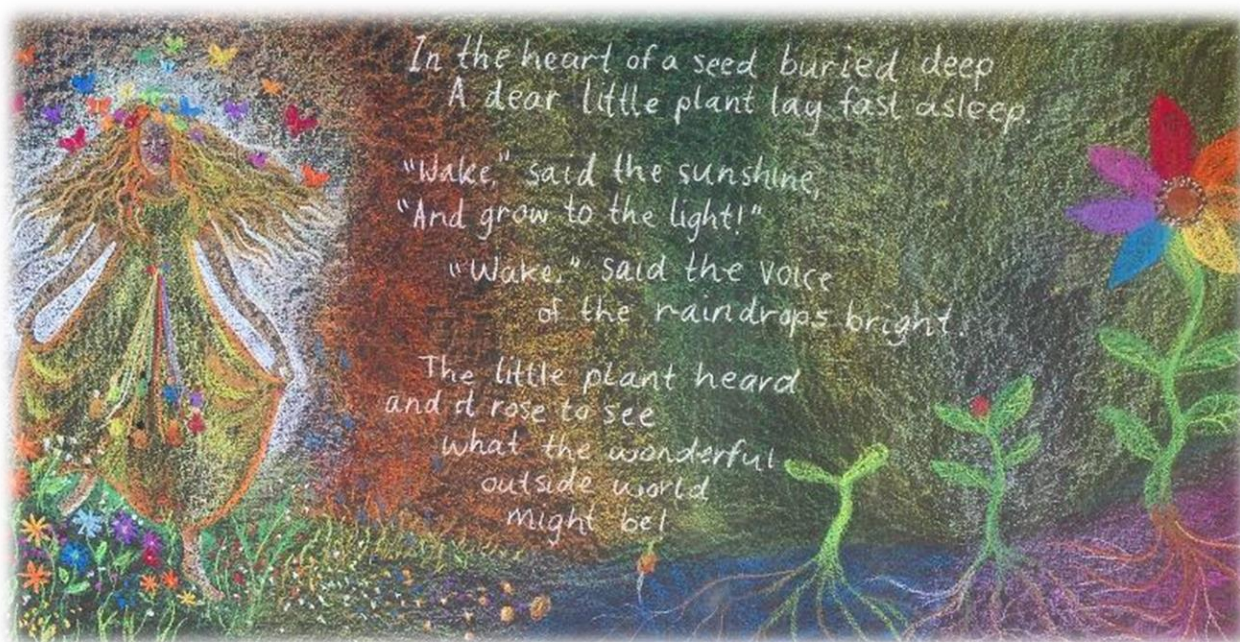
If a child is to be withdrawn from school, either during term or between terms, prior notice is required in writing as per the current *Fee Schedule* for that year. Fees paid for that term, including excursion fees are not refundable.



SCHOOL POLICIES

The Central Coast Steiner School's policies and guidelines provide a clear framework for our School and its community and are subject to regular review.

Policies and Guidelines relating to Anti-Bullying, Discipline, Complaints and Grievances	Last Review	Access to full text
Complaints Handling Policy	Reviewed in 2018	School office Website
Discrimination, Harassment and Bullying Guidelines	Reviewed in 2019	School office
Parents/Guardians and Visitors Code of Conduct	Reviewed in 2017	School office
Pastoral Care Policy	Reviewed in 2019	School office
Privacy Policy	Reviewed in 2018	School office Website
Safe and Supportive Environment Statement	Reviewed in 2018	School office
Staff Grievance Guidelines	Reviewed in 2018	School office
Student Anti-Bullying Policy	Reviewed in 2019	School office
Student Behaviour Management Guidelines	Reviewed in 2019	School office
Student Code of Conduct	Reviewed in 2019	School office and Student Diary
Student Discipline Policy	Reviewed in 2019	School office
Student Wellbeing Guidelines	Reviewed in 2019	School office and Student Diary



STUDENT WELFARE

Where is the book in which the teacher can read about what teaching is? The children themselves are this book. We should not learn to teach out of any book other than the one lying open before us and consisting of the children themselves.

— Rudolf Steiner

At the heart of our philosophy lies a deep concern for the wellbeing of the individual. We begin by valuing the magic of childhood. By allowing children time to play and to develop in an unhurried, unpressured environment, we lay healthy foundations for life. Our creative approach to teaching integrates the arts and the power of imagination across all curriculum areas. The calm natural environment of our school connects students with the healing qualities of nature. Our teacher-student relationships are respectful, warm and caring. For many parents, it is the school's nurturing of enduring, supportive relationships that is the quality they most highly value.

Through the years at our school, the students learn how to understand their place in the world so that they can give meaning to their lives. We nurture a deep sense of belonging and foster a sense of gratitude. Our pedagogy serves us well in meeting the wellbeing and broader educational needs of each individual. We recognize that student wellbeing contributes significantly to learning outcomes.



ANTI BULLYING

All members of the Central Coast Steiner School community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. At our School, bullying is unacceptable and we (students, staff, parents and guardians) all share a responsibility for preventing it.

Central Coast Steiner School rejects ideas, beliefs and behaviour which marginalise or victimise people. Bullying is viewed as a major breach of the School rules and behavioural expectations.



Any actions taken to address bullying will align with our Student Discipline Policy. Any reports of bullying will be investigated and appropriate action will be taken promptly.

STUDENT DISCIPLINE

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action. The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents/guardians will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students and parents/guardians will be informed of the nature of the allegation and given an opportunity to respond to the allegation/s. The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The School prohibits the use of corporal punishment in disciplining students attending the school. The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the school. In all cases involving suspension or expulsion, students and parents/guardians may appeal.



COMPLAINTS

Our **Complaints Handling Policy** provides a framework for the handling of matters of concern that relate to the Central Coast Steiner School. It is intended to provide to students, parents/guardians and members of the wider community a process for communicating concerns within a supportive environment. It provides a clear process so that the concerns raised are met with both confidentiality and a commitment to fairness.

A concern may be raised about any policy or procedure, decision, behaviour, act or omission that is considered to be unsatisfactory, unfair or unreasonable.

The **Complaints Handling Policy** is in place so that, so far as is reasonably practicable, complaints are addressed in a timely and confidential manner in order to prevent minor problems or concerns from escalating. Complaints may be verbal or written. Written complaints include those sent by letter, fax or email. Anonymous complaints do not allow for this Policy to be implemented fully.

There is an underlying assumption on the part of the School that complaints are not vexatious or malicious i.e. that they are made in good faith with honest good will and an intention for resolution. The School expects that complaints will be brought forward and processed in a respectful manner recognising the dignity of each person concerned. The Central Coast Steiner School has a firm commitment to seeking the fair resolution of complaints at all levels.

The School's Complaints Handling Policy will:

- endeavour to foster healthy relationships between the Central Coast Steiner School, students, parents/guardians and the wider community
- recognise and protect the right to raise matters of concern or complaints
- recognise the rights of a person who is the subject of a complaint (the respondent)
- provide a fair and accessible process for prompt response
- provide for the principles of procedural fairness to apply at all times
- provide, so far as is reasonably practicable, a complaint handling process that is impartial, inclusive and confidential
- provide clear information on the complaints handling process including the right of review

The School's **Complaint Handling Policy** is available on our website or at the school by request.



SCHOOL DETERMINED IMPROVEMENT TARGETS

	PRIORITY	ACHIEVEMENTS
Governance and Management	<ul style="list-style-type: none"> • Development of Board members in governance • Management continues to work with the AIS School Improvement Plan 	<ul style="list-style-type: none"> • Board members' participation in AIS Governance, Leadership and Management courses • Ongoing work with Steve Stretton (AIS)-initiatives developed, goal setting and review on ongoing basis • Principal professional development 'The Leadership Circle' program
Staff Development	<ul style="list-style-type: none"> • Teacher professional development in Steiner Education • Improved formative assessment practices 	<ul style="list-style-type: none"> • Teacher Intensive workshops at Glenaeon Rudolf Steiner School • Bothmer Gymnastics training • Principal attendance at Steiner Delegates' conferences • Study Night – regular study and presentation of papers at College of Teacher evenings • Teacher attendance at Teachers' Conference and Waldorf 100 events • Ongoing training with Steve Stretton (AIS)

	PRIORITY	ACHIEVEMENTS
Community/ Parent Involvement	<ul style="list-style-type: none"> School Community engagement in social justice issues Provide opportunities for parents and guardians to learn about the principles of Steiner education Community partnership in learning Ongoing commitment to Reconciliation initiatives Environmental/Sustainability initiatives 	<ul style="list-style-type: none"> Self-initiated student involvement in fundraising activities e.g. 'World's Greatest Shave' 'Do it in a Dress' Maintained regular support for 'Coast Shelter' through Harvest Festival donations Beautiful and well-visited festivals and Spring Fair Parent education program with Lisa Devine and Lou Harvey-Zahra Parent participation in events, e.g. drum-making workshop Waldorf 100 events Annual student-led conferencing with parents and guardians Parent workshop on wellbeing and resilience Diverse Aboriginal cultural workshops and dance performances Whole primary school beach clean-up as part of Science Day activities High School river clean-up 'Planet Protectors' student group established
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> Improved facilities, upgrade of resources 	<ul style="list-style-type: none"> Water flow form and plaque installed for Waldorf 100 celebrations Successful BGA grant application for future multi-purpose building

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives in 2019 included:

- *Planet Protectors* Student environmental group
- Bouddi House sleepover to raise awareness for homelessness
- Environmental awareness- *Take 3 for the Sea* incursion
- Book week community event
- Science week- kite making and beach care activities
- Science Week- beach/waterways clean up, Bateau Bay
- Clean Up Australia Day
- Girls' education initiative: 'Do it in a Dress' fundraiser
- Diligence Reward Days for high school students as recognition of exemplary behaviour
- Service learning for all Year 10 students in Cambodia
- Community bush dance and forum on Wellbeing and Resilience
- Drum making and personal development workshops in Year 6
- Year 9 service camp at Warrah Farm (school for people with disabilities)
- Cultural exchange with students from Japan



PARENT, STUDENT AND TEACHER SATISFACTION

I just wanted to drop a quick note of appreciation on the quality of the parent interview that we last night about our daughter's progress in Term 2. It was thorough, collaborative and informative, open to how we can all work as a team to help in her learning, at school and at home. I came away from the meeting so impressed by the professionalism shown by the teacher and her insights into our daughter as a person and the extent of background inquiry she does in her own professional development. Deeply grateful at our end that she has her as a teacher.

- Parent



'I wanted to share how blown away we have been by the love and support of both EK and Year 2.

The parents and teachers have been amazing to our whole family over the past 6 weeks... I particularly wanted to praise how our Year 2 teacher has been there for our eldest boy when he really needed it. She pulled the class together and we received a card from every child. Sounds simple but the words in these cards were just what he needed to hear...

This is just another example of the beauty of Steiner Education and the teachers. I really feel it's been a big factor to how well my boys have been managing this time. I know you will hear from me a million more times how being at your school is the best decision of our lives but I feel like it's important to tell you over & over again. Thanks again for everything in 2019 and I hope that you & the other teachers have a well-deserved break with family and friends. We really do feel blessed to be a part of this community. I must add that the Early Kindergarten teachers have made our other boy's first year so smooth and special. Filled with so much love. A great foundation to his Steiner education.'

- Parent

'Thank you to my parents for sending me to this amazing school and thank you to my nan for attending hundreds of school festivals with me! Thank you to the past students that are here today that also made Steiner that much more amazing. So, I guess this concludes my journey here at Steiner. I can't thank everyone here enough for this amazing time, these past 12 years have definitely been the best years of my life. I love you all.'

- Student

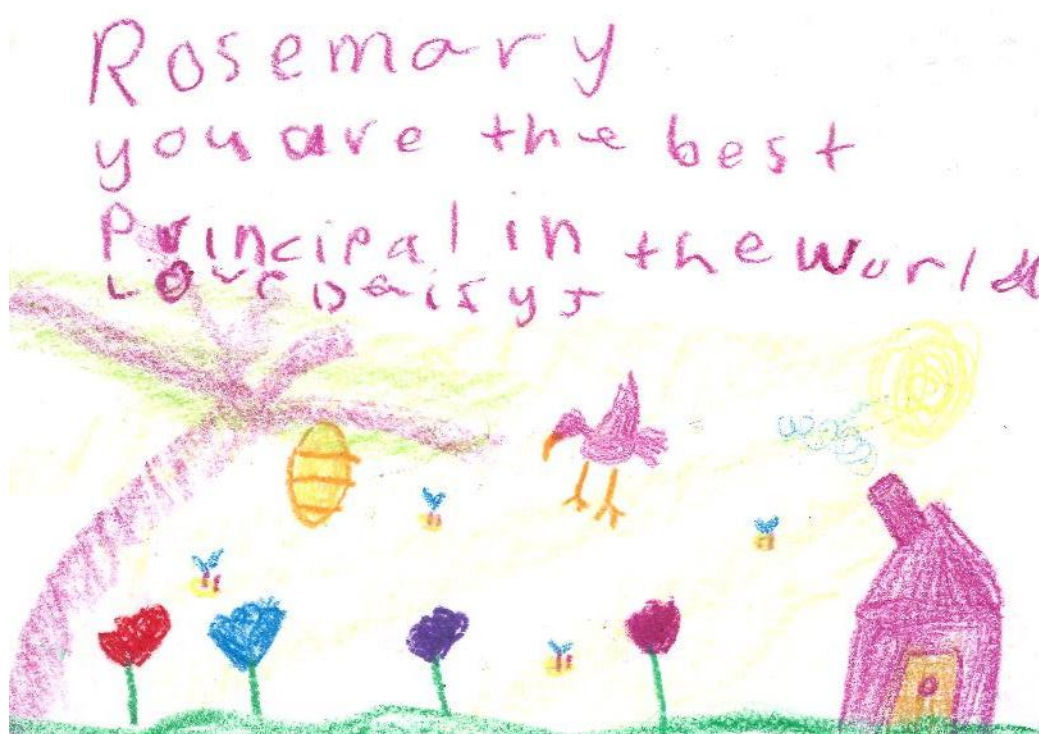
'Thank you so much for giving me this opportunity to attend this phenomenal school, I have loved every minute and I can't thank you enough. I have changed and achieved so much at this school. When I first came here...I was super quiet and shy, but now I feel like I can leave this school saying I am less shy and more confident in myself and what I do. I would like to finish my speech with a happy quote by Dr. Seuss: 'You're off to great places! Today is your day! Your mountain is waiting, so.....Get on your way'. Thank you.'

- Student

'As said, all good things must come to an end. Unfortunately, my journey at Steiner has come to that time, but I know it will carry on for all the years yet to be explored. Thank you immensely. I would not be who I am today without the love of my peers, the school staff and my family pushing me to strive in life. You will all be held close to my heart and will be a reminder of the good years we've spent together.'

Thank you.'

-Student



'Once again I am obliged to offer my sincere gratitude to you and all Central Coast Steiner School community. Our Japanese students are now in Canberra having completed a very successful visit, which of course is due in its entirety to all of you. Your cooperation and loyalty has been outstanding and is greatly appreciated. All bar none of our Japanese students have expressed their admiration for the hospitality and friendliness of your school and host families. Their teacher has asked me to pass on her gratitude to all concerned. In her words "this is a visit that will have life long memories for our students" I now look forward to next year hoping and more importantly praying for your continued support. In the meantime, I wish you all good health and one final mighty "thank you".'

- Japanese Student and Teachers (cultural visit)

'Thank you for facilitating Study Nights... –they are always surprising and nourishing.'

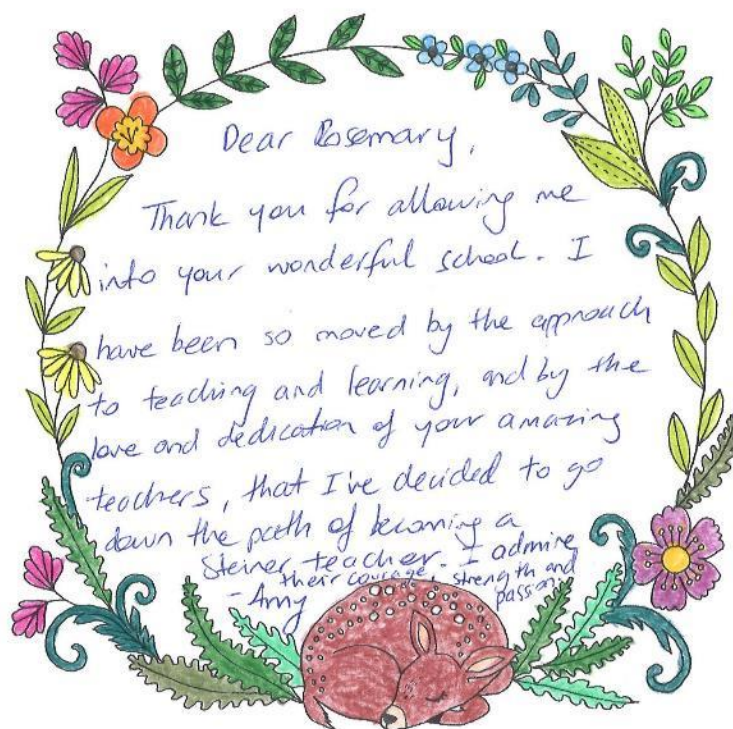
-Staff member

Thank you so much for having me on the team the last two and a half years. I have loved being a part of the school and community. You are all so unique and have such wonderful things to offer the children, school and each other. It's a really special community to be a part of!

- Julia, Staff member

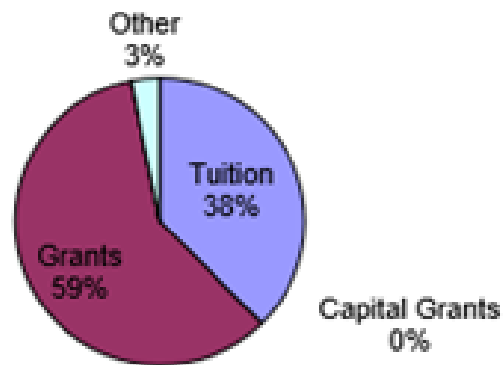
I just wanted to say how thrilled we are with your students and staff. They bring a beautiful energy and much goodwill with them...Congratulations to you all.

- Student Teacher



SUMMARY FINANCIAL INFORMATION

INCOME 2019



EXPENSES 2019

