



Annual Educational and Financial Report 2016



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1. MESSAGE FROM KEY SCHOOL BODIES

REPORT FROM THE CHAIR



It is hard to believe that it has been 12 months since I last reported as Central Coast Rudolf Steiner School Chair, we have had an incredibly productive year. We are very proud of the development of our facilities. The School has installed a new state of the art phone system incorporating evacuation and lockdown alarms. We have completed a renovation of the high school, a new craft space and Learning Support room under the library, renovations in Early Kindergarten and the construction of a kiln room to house the kiln purchased with the proceeds of the 2015 Spring Fair. The administration extension promises to be a beautiful, functional and welcoming space. The School is currently in planning for a new dedicated music room planned for construction to commence in 2017. At the close of 2016, our high school students performed the musical production 'Annie' on our beautiful outdoor stage. This showcased the incredible pool of talent we have within our School community.

The last twelve months have seen our Board comprising of Lisa Senior, Melanie Rozga, Tony Hester and myself continue our commitment to ensuring that our responsibilities are undertaken in a professional, responsible and highly ethical manner. I thank them for their dedication and hard work. NESAS (Formally BOSTES) requires that all Board members undertake a minimum of twelve hours of professional development over a three-year period. In 2016, I attended the AIS Governance Symposium and was privileged to hear eminent presenters discuss the compliance complexities within independent school sector.



Our Principal, Rosemary Michalowski has continued to provide outstanding leadership. Her knowledge and experience is recognised not only within the Steiner School sector but more broadly within the Independent School sector. The Board is grateful for her continued commitment to ensuring the school is caring, considerate and delivers the very best Steiner education. The Board acknowledges the high pressures that are placed on the role of the Principal. The increasing demands for compliance and documentation, and the management of the learning and complex wellbeing needs of a growing school community are an enormous responsibility. Our school remains privileged to continue to have Rosemary leading us.

The Board is formulating our new rolling 5-year strategic plan. We engaged the consultancy services of 'Resolve' in 2016 to review our administration and management. The departure of our bursar was an opportunity to undertake a finance review as well. 'Resolve' also assisted us with the recruitment and structuring for our Business Manager position. Patrick Attard has quickly become an integral part of the school. I am grateful for his hard work, dedication and patience. The School remains in a healthy financial position and able to confidently meet the future.

We are grateful to our students, parents, guardians and extended families for their support throughout 2016. Our Spring Fair again was a huge success- our new kiln is a testament to the direct benefits the school gains from community efforts. The Board also acknowledges the generous efforts of our Parent Community Network 'Cornerstone' throughout the year.

The Board acknowledges with gratitude our wonderful teaching and support staff. Their continuing dedication and love is behind the growth, learning, successes and wellbeing of our community.

I look forward to the next 12 months as our school continues to prosper and grow.

Peter Lumsden
Chair
CCRSS Board of Directors





REPORT FROM THE PRINCIPAL

Our school is a place where students and staff love to come and to feel a sense of connection. Looking back on the year 2016, there is a tangible sense of health and harmony in our community. CCRSS continues to rejuvenate its practices, offering creative, nurturing and challenging experiences to our students.

Our primary school and early kindergarten provide a welcoming environment for young children. At the end of 2016, Kylee Even, our Class 3 teacher, resigned and we were fortunate to engage an experienced Steiner teacher, Trish Evonly, to take her place. We employed Natika Newling-Stern for the year 2017 as part of our commitment to help develop new Steiner teachers. Our primary class teachers were delighted with the prospect of an additional craft room under the library and a peaceful place to study within our renovated administration building. Our orchestra program expanded under the guidance of Felicity Lund-Conlon and our students took part in an orchestra camp at Casuarina Steiner School, Coffs Harbour.



In 2016 we concluded our formal participation in the 'NSW Literacy and Numeracy Action Plan'. This program has enabled wonderful opportunities for teacher



professional development and increased resources for learning support. We engaged in an extensive review process with Dr. Robert Carbines from *Erebus International*. Our School was commended as 'a shining example of how the key principles of LNAP can be effectively integrated with a school living a contemporary Steiner philosophy'. Thanks to judicious financial planning, we have been able to retain our learning support staff beyond the LNAP timeframe. It was a priority focus of LNAP in 2016 to share our findings with the broader educational sector. In May 2016, I was invited to deliver a presentation on Literacy at the Steiner Education Australia *Governance Leadership and Management* Conference. Since that time, I have made further presentations to

other Steiner schools and also at an AIS Literacy and Numeracy conference at The Mint in Sydney. I have been invited to present in 2017 at the Steiner National

Teachers conference. The 'NSW Literacy and Numeracy Action Plan' has resulted in significant progress at our school and I am thankful to the outstanding consultants at the AIS who guided our journey.

Our high school has strengthened. The 'house' system provides for vertical integration for students from Years 7-10 and is a source of cohesion in the high school. Highlights from 2016 included the beautiful performance of the musical 'Annie', the Year 7 Medieval day and the Year 10 service learning trip to Cambodia. We have further developed our electives program and invested in resources for the teaching of robotics in Years 9 and 10. Our learning support team has been boosted with the provision of an additional teaching space. The successful 'High School Expo' was offered again in 2016. This is a fabulous showcase of our School and continues to draw students to enrol. I am thankful to Tiffany Reynolds-Flannery for her capable leadership of the high school.

It has always been a distinguishing feature of Steiner education that our teachers focus on the needs of the whole individual. I am continually impressed by the dedication and attention to student wellbeing demonstrated by all our teachers. Our commitment to student wellbeing was included as an initiative in our 'Embedding Excellence' program. In 2016, Sharon Everson and Lisa Evans attended the 'Positive Schools' conference. We employed a new counsellor, Lewis Jonker and continue to benefit from the wellbeing support and parent education program offered from Lisa Devine.



The deepening of our practices as Steiner educators has been reflected in our professional development program. At the end of 2016, we established professional learning communities within our College of Teachers. These 'pods' are small groups of 7-8 teachers who gather to focus on particular themes, drawing on our shared expertise. We work collaboratively, benefitting from our individual strengths and enhancing the potential of all members. We continue our 'Study Night' model and gather to share the fruits of our studies twice a year. In August 2016, it was a source

of great inspiration to host Gerd Kellerman, an experienced Steiner educator from Germany, and hear his perspectives on our school development. In Spring 2016, the entire College attended the regional conference at Glenside Steiner School.

From an operational perspective, our risk management practices have been further consolidated. Along with several other Steiner schools, we chose to work with the organisation *Complispace* to assist us in managing the ever-increasing legislative demands that are placed on NSW schools. In 2016, I attended a legal professional development course. The expertise of our Operations Manager, Kate Rayner, contributes substantively in providing a safe school environment. I am working collaboratively with our new Business Manager, Patrick Attard, who was appointed at the end of 2016. Together we envisage an ongoing healthy and well-managed financial position for our school.

The School management strives to respond to the needs of our community members. In 2016, we purchased a third school bus to service the northern areas and employed Robert Henkel as the driver. Our initiative to start up an out of hours care program did not succeed in 2016 and we resolved to work with another provider in 2017. Our Parent Community Network has worked to clarify a structure that will best suit both its needs and those of the school. I am very thankful to Nikki Timmermans for the joy that she brings to this parent group and her ongoing commitment to nurturing community spirit at our school. The 2016 Spring Fair was beautifully managed by Nancy Huang and the funds raised have financed the purchase and installation of a kiln.

I consider it a great privilege to serve the School as Principal. Every day there are ample opportunities to witness truth, beauty and goodness in action. I am thankful to the trust of our parent and guardian community and to the genuine good will of our staff and Board members.

Rosemary Michalowski
Principal



2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Students travel to the Central Coast Rudolf Steiner School from a wide catchment including areas to the south of the Central Coast and lower Hunter region.

Our students come from a range of backgrounds with 17% from a Non-English Speaking Background. Enrolments Early Kindergarten to Year 10 at the end of 2016 numbered 259 in total. The student population gender was split with 152 girls and 107 boys. Our indigenous student enrolment was 7%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1064
Average ICSEA value	1000

Distribution of students

	Bottom quarter	Middle quarters		Top quarter
School Distribution	9%	23%	34%	34%
Australian Distribution	25%	25%	25%	25%



3. STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING



In 2016 students participated in the National Assessment Program Literacy and Numeracy (NAPLAN). Low student numbers sitting these tests is a reflection of the decisions made by parents to withdraw their children from them. The number of students that participated in testing from Year 3 and Year 9 were below the threshold for reporting.

Results for Year 5 students are reflected in the following percentages:

Percentage in bands for all students in Year 5 Reading:

Class 5	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	0%	0%	0%	67%	33%	0%
Statistically Similar Schools	13%	17%	27%	28%	14%	0%
Australian schools	15%	21%	27%	21%	14%	0%

Percentage in bands for all students in Year 5 Spelling:

Class 5	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	0%	0%	33%	50%	17%	0%
Statistically Similar Schools	11%	24%	35%	18%	12%	0%
Australian schools	18%	23%	28%	19%	11%	0%

Percentage in bands for all students in Year 5 Writing:

Class 5	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	0%	33%	17%	33%	17%	0%
Statistically Similar Schools	11%	33%	37%	15%	4%	0%
Australian schools	18%	32%	31%	13%	4%	0%

Percentage in bands for all students in Year 5 Numeracy:

Class 5	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	0%	33%	50%	17%	0%	0%
Statistically Similar Schools	13%	27%	31%	16%	13%	0%
Australian schools	17%	25%	28%	18%	11%	0%

Results for Year 7 students are reflected in the following percentages:

Percentage in bands for all students in Year 7 Reading:

Class 7	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	11%	22%	44%	0%	22%	0%
Statistically Similar Schools	2%	9%	26%	27%	22%	13%
Australian schools	4%	14%	27%	28%	18%	9%

Percentage in bands for all students in Year 7 Spelling:

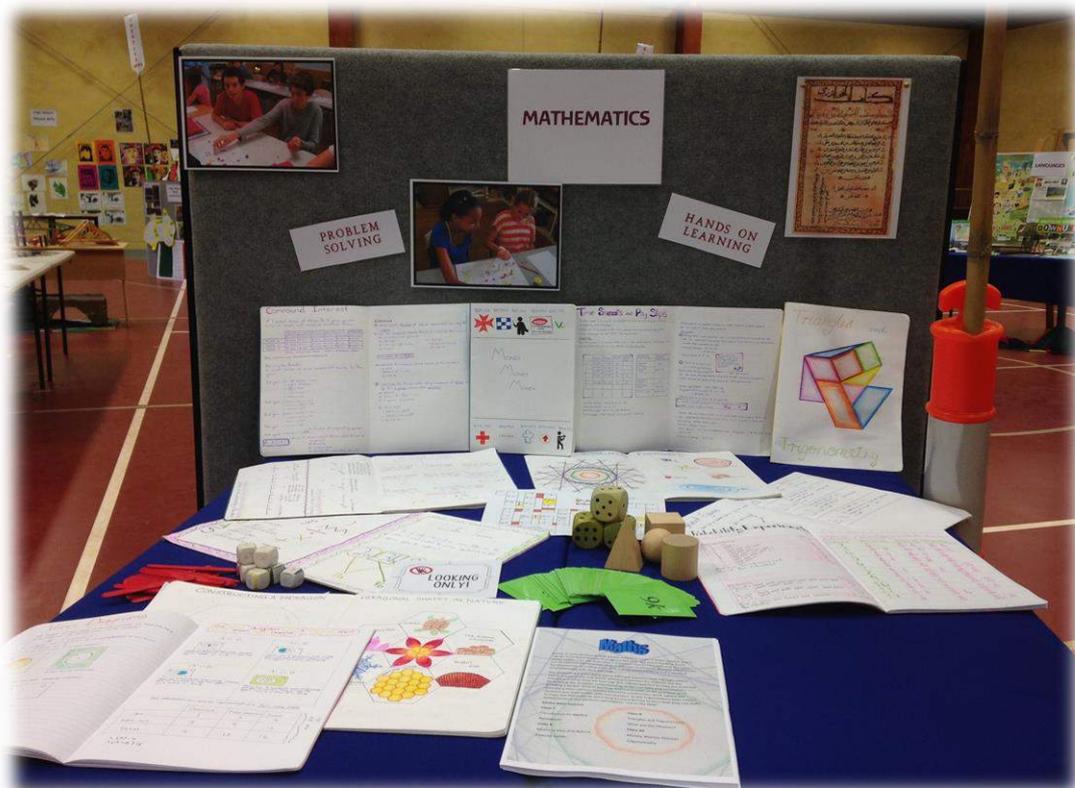
Class 7	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	11%	11%	11%	56%	11%	0%
Statistically Similar Schools	14%	11%	24%	27%	22%	11%
Australian schools	17%	12%	24%	28%	18%	10%

Percentage in bands for all students in Year 7 Writing:

Class 7	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	22%	44%	33%	0%	0%	0%
Statistically Similar Schools	3%	14%	31%	30%	17%	5%
Australian schools	9%	18%	31%	25%	12%	4%

Percentage in bands for all students in Year 7 Numeracy:

Class 7	Band 4 or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	0%	33%	50%	17%	0%	0%
Statistically Similar Schools	13%	27%	31%	16%	13%	0%
Australian schools	17%	25%	28%	18%	11%	0%



4. STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The Central Coast Rudolf Steiner School teaches the NSW Australian curriculum and meets its outcomes. Our approach is one that fosters the potential of the whole learner. We value a broad, rich range of learning experiences. We favour formative assessment processes over NAPLAN testing or similar examinations.

In 2016, our school offered tuition from Early Kindergarten to Year 10. Our Year 10 students completed their BOSTES Record of School Achievement. This included all mandatory Stage 5 subjects and electives.



5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

PROFESSIONAL DEVELOPMENT

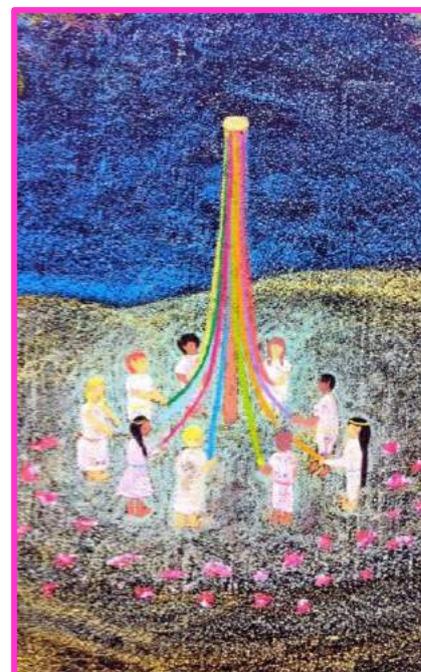
Our continued commitment to professional learning is reflected in the broad range of courses accessed in 2016.

Steiner Education Professional Learning included:

- Steiner Education Australia Delegates Conference
- Governance, Leadership and Management for Boards and Leaders of Steiner schools
-
- Steiner Intensive Conference Glenaeon
- NSW Regional Conference Glenaeon
- Workshop with Gerd Kellerman
- Vital Years Conference in Tasmania

WHS and Wellbeing Professional Learning included:

- Positive Psychology Conference
- Lifeline workshop on self-harming behaviours
- SMART: Strategies for Managing Abuse Related Trauma training
- Principal's Police Forum : Cybersafety
- 'Reading the Signs': Student welfare/suicide prevention
- 'School Communities Working Together': online module
- 'Working it Out' sexual health training



Assessment and Learning Support Professional Learning included:

- Principles of Purposeful Programming module
- Engaging Learners through Authentic Assessment and Differentiated Practice
- Embedding Excellence: Assessment and Differentiation
- Redesigning Assessment Practices 7-12 AIS
- Steiner Learning Support conference Brisbane

Subject specific Professional Learning included:

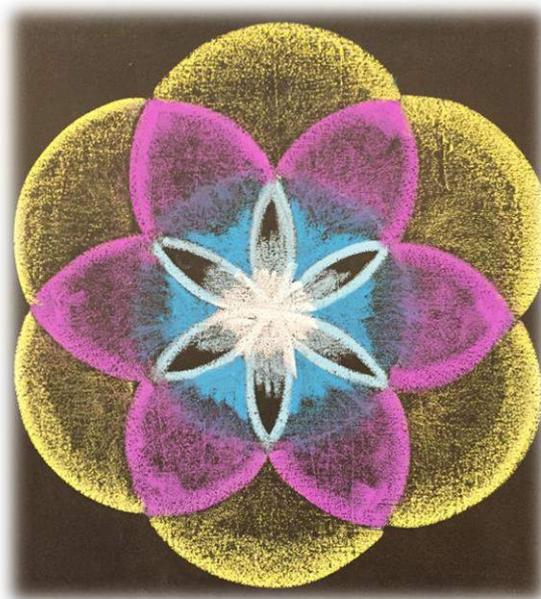
- Visual Arts and Design Educators Association Conference
- 'The Sound of Music' AIS
- AIS Languages course
- Geography new syllabus training
- Orff Music Level 1
- Creative Arts: Felting workshop

Literacy and Numeracy Action Plan Professional Learning included:

- AIS Numeracy consultancy with Lynelle Campbell
- AIS Literacy consultancy with Pat Hodges
- Mathematics: 'Teaching so that All Children Can Learn' AIS
- 'Working Mathematically' AIS
- Writing K-6: 'Teaching Beyond Text Types' AIS

Leadership and Research Learning included:

- Embedding Excellence workshops - AIS
- Governance Symposium 2016
- AIS Education Research Symposium
- School Law training
- 'Understanding Self as Leader' AIS



STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate was 96.8%. 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 2016, we welcomed four new teachers to our school. We established the new part-time role of Operations Manager and appointed a new bus driver and Maintenance Officer.

At the end of 2016, there was one teacher departure. The retention of teaching staff from 2016 commencing at the start of the new school year for 2017 was 94.45%.

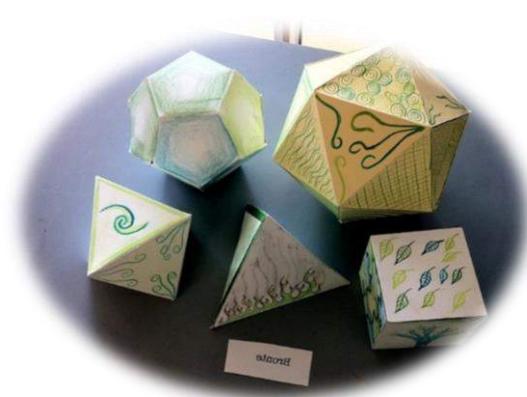
TEACHING STANDARDS

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

6. WORKFORCE COMPOSITION

Principal	1
Full time teachers:	11
Part time teachers:	10
Female teachers:	18
Male teachers:	4
Full time support staff:	1
Part time support staff:	4
Administration staff:	6
Grounds/Maintenance/Bus:	4

Aboriginal and Torres Strait Islander staff: 0



<https://www.myschool.edu.au/SchoolProfile/Index/96487/CentralCoastRudolfSteinerSchool/43772/2015>

Senior secondary Outcomes: N/A

7. 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.

In 2016, the School transferred to using the student management database *Educonnex*.

89% of students attended school on average each school day in 2016.

Year Level and Percentage Attendance

Year 1	91%	Year 6	92%
Year 2	89%	Year 7	88%
Year 3	87%	Year 8	88%
Year 4	91%	Year 9	87%
Year 5	89%	Year 10	93%



8. POST-SCHOOL DESTINATIONS

In 2016, the graduating Year 10 students continued their education in the following schools:

- Central Coast Grammar School
- The Entrance Senior Secondary College
- Hunter TAFE
- Employment/apprenticeship



9. ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

Central Coast Rudolf 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 2016, the school had 259 students enrolled in Early Kindergarten to Year 10. The student population gender was split with 152 girls and 107 boys.



ENROLMENT POLICY

INTRODUCTION

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

Central Coast Rudolf Steiner School is an inclusive, co-educational and non-denominational school. Our students come from a wide variety of religious and non-religious backgrounds. Enrolment applications are welcomed for any parents 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 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 behaviours 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.



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.

Stages of the Application Process

- Initial inquiry – Information pack sent
- Interview with the Principal/Deputy Principal (compulsory), which may include a School tour. This interview will serve to gather information about the student that needs to be considered and to provide an overview of the [Parent/Guardian Guidelines and Code of Conduct](#) and the [Student Code of Conduct](#).
- Reports from previous schools/pre- schools attended are required to be submitted as part of the enrolment process.
- Lodgment of Application Form and all relevant paperwork and application fee. A passport photo and certified copy of the birth certificate must be submitted with the application.
- Meeting with teacher/guardian to discuss all learning, behaviour and wellbeing needs
- If the application is successful and all documentation is complete, a formal offer of acceptance is made by the School verbally and in writing from our Enrolments Officer
- Acceptance of offer received
- Enrolment is confirmed upon payment of \$500 enrolment fee
- A meeting with the Business Manager/Accounts Clerk follows. 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 process, and at any time during 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
- fully 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 enrolment application 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 then the Principal reserves the right to refuse, or terminate enrolment on that ground.

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 observed as per the Schedule and Fee Policy for each 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.

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.

WITHDRAWAL OF STUDENT/S

If a child is to be withdrawn from school, either during term or between terms, four weeks prior notice during term time is required in writing. Fees paid for that term, including excursion fees are not refundable.

EVALUATION

This policy will be reviewed annually or as required.



10. SCHOOL POLICIES

Central Coast Rudolf Steiner School is committed to providing a safe, supportive and welcoming environment in which all students can thrive. Our policies and guidelines provide a clear framework for our School and its community. All our Policies and Guidelines were reviewed in 2016 in preparation for the school registration process.

Policy	Last Review	Access to full text
Accident, Injury and First Aid Guidelines	Reviewed in 2016	School office
Child Protection Policy	Reviewed in 2016	School office
Communication Guidelines	Reviewed in 2016	School office
Complaints Handling Policy	Reviewed in 2016	School office Website
Crisis Management Plan	Reviewed in 2016	School office
Discrimination, Harassment and Bullying Guidelines	Reviewed in 2016	School office
Excursion Guidelines	Reviewed in 2016	School office
Information Technology, Computer, Telephone and Equipment Code of Use	Reviewed in 2016	School office
Learning Support Guidelines	Reviewed in 2016	School office
Parents/Guardians and Visitors Code of Conduct	Reviewed in 2016	School office
Pastoral Care Policy	Reviewed in 2016	School office
Privacy Policy	Reviewed in 2016	School office Website
Safe and Supportive Environment Statement	Reviewed in 2016	School office
Staff Grievance Guidelines	Reviewed in 2016	School office
Student Anti-Bullying Policy	Reviewed in 2016	School office
Student Attendance Policy	Reviewed in 2016	School office
Student Behaviour Management Guidelines	Reviewed in 2016	School office
Student Code of Conduct	Reviewed in 2016	School office
Student Discipline Policy	Reviewed in 2016	School office
Student Health Care and Medical Treatment Guidelines	Reviewed in 2016	School office
Student Supervision Policy	Reviewed in 2016	School office
Student Wellbeing Guidelines	Reviewed in 2016	School office
Workplace Health and Safety Policy	Reviewed in 2016	School office

STUDENT WELFARE

Our School provides a beautiful, calm and nurturing environment for all students. The wellbeing of our students is supported within an empowering school culture where diversity is valued. We acknowledge that student wellbeing contributes significantly to learning outcomes. A holistic picture of the developing human being informs our educational practices.

The strength of our teacher-student relationships is crucial to student wellbeing. Respectful and cooperative school-family relationships provide a solid framework for meeting the needs of our students.

Our chaplain, Lewis Jonker is available to provide wellbeing support to our students on a regular weekly basis.



ANTI BULLYING

All members of Central Coast Rudolf 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 Rudolf Steiner School rejects ideas, beliefs and behaviours 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 Rudolf 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.

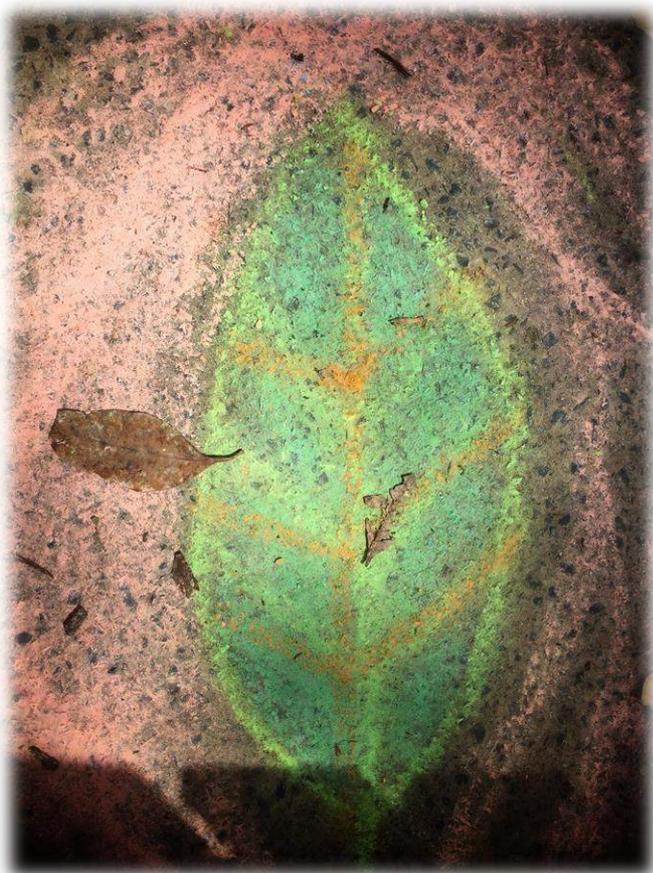
A concern may be raised about any policy or procedure, decision, behaviour, act or omission that is considered to be unsatisfactory, unfair or unreasonable.

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 Rudolf 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 Rudolf 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.

11. SCHOOL DETERMINED IMPROVEMENT TARGETS

	PRIORITY	ACHIEVEMENTS
Governance and Management	<ul style="list-style-type: none"> Ongoing development of Board members in compliance and risk management Participation in <i>Embedding Excellence</i> program (AIS) 	<ul style="list-style-type: none"> Board members' participation in Governance, Leadership and Management courses Further development of Governance Manual Policy reviews Action Plan initiatives developed with Steve Stretton, embedded and reviewed
Staff Development	<ul style="list-style-type: none"> Ongoing teacher professional development in Steiner Education Focus on early literacy and numeracy as part of NSW Literacy and Numeracy Action Plan Teacher engagement in research and study 	<ul style="list-style-type: none"> Attendance at national and international Rudolf Steiner Education conferences, guest speakers at school Principal attendance at Steiner Delegates conferences, <i>NSW Literacy and Numeracy Action Plan</i> conferences, teacher focus on early literacy and numeracy Study Night model, establishment of professional learning communities
Teaching and Learning	<ul style="list-style-type: none"> Broaden elective options in secondary school program Focus on differentiation and formative assessment processes Expansion of music/artistic/performing arts programs Consolidation of high school Connection to other Steiner Schools 	<ul style="list-style-type: none"> Investment in resources for teaching robotics Whole school participation in <i>Embedding Excellence</i> workshops Primary Orchestra in cooperation with Central Coast Conservatorium of Music Orchestra project on partnership with Armidale Waldorf and Casuarina Steiner School Introduction of High School 'House' system High school performance of 'Annie' Successful High School Expo

<p>NSW Literacy and Numeracy Action Plan Priorities</p> <p>Further information about the NSW Literacy and Numeracy Action Plan can be accessed here:</p> <p>http://ccrsw.nsw.edu.au/resources/</p>	<p>Implementation of NSW Literacy and Numeracy Plan Goals for 2016 included:</p> <ul style="list-style-type: none"> • Focus on instructional leadership, diagnostic assessment and differentiated learning • Strengthened home-school partnerships • Showcasing of outcomes to other parties, including other independent schools 	<ul style="list-style-type: none"> • Inter-school sports carnivals with students from Glenaeon, Lorient, Novalis and Linuwel high schools • Professional development and focus on numeracy instruction • Professional development and focus on writing instruction • Further development of assessment practices of literacy and numeracy primary school • Working with parents and guardians to support student learning through participation in parent-teacher evenings, reading groups and consultative development of individual learning plans • Acquisition of improved resources for literacy and numeracy instruction • Presentation by Principal at Steiner Governance, Leadership and Management Conference on 206, planned presentation at National Teachers Conference in 2017 • Participation in independent review with <i>Erebus</i>, resulting in resounding commendation
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	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 Promote the school to the broader community Ongoing commitment to Reconciliation initiatives 	<p>Initiatives included:</p> <ul style="list-style-type: none"> Support for 'Coast Shelter' through canned goods drive and 'care boxes' and fundraisers 5 cent challenge fundraiser 'Paws and Claws' animal shelter fundraiser Parent education program with Lisa Devine Parent participation in festivals and drum making workshop Beautiful and well-visited festivals and Spring Fair Work with Adam Drylie, Ngurra Bu Aboriginal Corporation Ongoing connection with <i>NAISDA</i>
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> Improved facilities, upgrade of resources 	<ul style="list-style-type: none"> New Learning Support space New craft room Upgrade of high school facilities New kiln New phone and alarm system Improved waste management New bubbler/ water refill station



12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives in 2016 included:

- Student Representative Council, broader leadership opportunities within House Family structure
- House Family structures focus on community service
- Diligence Reward Days for high school students as recognition of exemplary behaviour
- Employment of new counsellor and increased presence across the school
- Drum making and personal development workshops in Year 6
- Ongoing support of 'Coast Shelter' through donation of Harvest Festival food and other initiatives
- Service learning for all Year 10 students in Cambodia
- Development of 'Clean Up Kits' to take on excursions so that students make a positive impact
- Support of animal welfare league and animal shelter
- Aboriginal cultural workshops and dance performances

Excerpt from Speech celebrating the 'House Families':

'Today we begin a new tradition in our school. A tradition that recognises the features of the land in which our school exists, the vision of the founding people who created our school, and the will of the teachers who are making it reality. Today we bring a new form to the qualities of truth, beauty and goodness that we strive for in our learning and lives.

Three house families will be born today and become part of your life at CCRSS. Moulded from the Australian soil and a life breathed into them from the moral qualities of our students and teachers. Three tribes that will honour themselves and their community through their kindness, friendship and effort. Three parts of a whole that will burn a torch for future generations of students at Central Coast Rudolf Steiner School, leading the way in warmth and light. On behalf of the High School Faculty, I introduce to you the three House Families of **Bouddi**, **Rumbalara** and **Girrakool**.

Bouddi is an Aboriginal word for heart and is also a beautiful National Park here on the Central Coast. The Bouddi house family will be represented by the colour blue. Bouddi's focus will be diversity and inclusivity, Indigenous/First Nation people, refugees and migrant issues.

Rumbalara is an Aboriginal word for rainbow. The Rumbalara Reserve is an area of natural beauty and importance to the past and present community. Rumbalara's focus will be Family welfare, Women and children's safety, domestic violence, LGBTI rights.

Girrakool is an Aboriginal word for still water. The Girrakool loop track contains many Aboriginal rock carvings and scenic waterfalls not far from here. Green represents the Girrakool House Family and the focus will be - environment and sustainability, pollution, recycling, wildlife and habitat preservation, sustainable living.

The spirit of these three House Families will grow from the qualities brought to them by the people within them. Your team spirit, courage and agility will shine through. But, more importantly, your House spirit will emerge from your service to the school and your service within the wider community.'

13. PARENT, STUDENT AND TEACHER SATISFACTION

We value strong supportive relationships and open communication. In the class teacher period, the teacher moves with the class and close bonds are formed. These are continued with the guardian program in our secondary school. Through our *'Embedding Excellence'* program, we engage in community surveys and base our goal setting on the feedback we receive. Our parents and guardians see the close relationships formed at our School as a source of confidence, as expressed here:

'I am sure that the inspiring way the students have been taught by the passionate teachers of this school will be a constant source of inspiration and a great grounding for them throughout their lives and help them in whatever they choose to do. We will always be grateful for the wonderful schooling life our son has had here.'

It is especially heartening to hear our students reflect on the impact of our schooling and their respect for the teachers:

'I have been blessed to have had amazing teachers throughout my whole journey. If I was to talk about all the great qualities of my teachers individually, I would be here until tonight. I can easily say that all of the incredible teachers I have been so lucky to have, inspired in me a great love of learning. If I was asked to give them a grade for their teaching, I would say: outstanding!

I have been very fortunate to have had this wonderful education through my life so far.

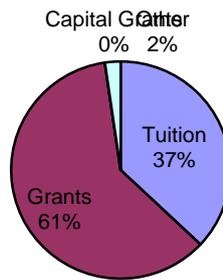
The seeds of joy, love, hope and compassion have been planted within me on this journey, and I hope to share these qualities with others throughout my life.'



14. SUMMARY FINANCIAL INFORMATION

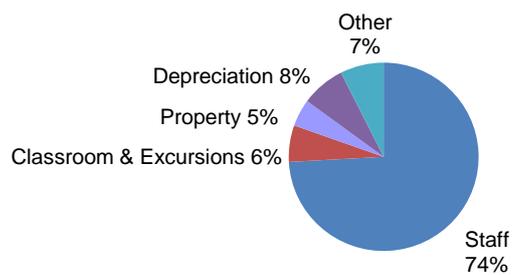
INCOME 2016

Income 2016



EXPENSES 2016

Expenses 2016





Where students flourish

**10 Catamaran Road
FOUNTAINDALE NSW 2258
Phone: 02 4362 3400**

