

Central Coast
Steiner
School



Strategic Plan 2014-2021

2020 Update





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Introduction

Central Coast Steiner School offers Steiner education to students from pre-kindergarten to Year 10. The education at Central Coast Steiner School aims to deeply engage the children, enlivening their learning in such a way that a genuine love of learning sustains them throughout their lives.

This document is a 2020 update of the Strategic Plan which covered the five year period from 2014- 2019. The Strategic Plan aims to be sustainable into the future, to ensure a healthy place for the richness of Steiner pedagogy to thrive on the Central Coast. This plan builds on the strong foundations of the past and serves to strengthen those foundations to ensure that the education remains contemporary and relevant.

This plan is supported by clear goals, which have been identified through ongoing community consultation. Measures are in place to guide the success of the outlined priorities. Our intent is to regularly review and communicate progress on these measures with our community. We want to ensure that this plan remains a living and dynamic instrument for guiding future growth.

We commend to you this Strategic Plan.

Rosemary Michalowski
Principal

Peter Lumsden
Chair, Board of Directors 2020



'Steiner Education strives to ennoble the mind
And to fire the imagination;
to fortify the will
and to quicken the initiative for life;
to sow such seeds as may produce new vision and discovery
in the years to come:
not to mould the mind
but to enable it to grow to new dimensions.
Thus it serves the present for the future
and awakens the motivation for lifelong education
and self-development.'

- Francis Edmunds



Vision

Our vision is a school that provides a contemporary education, empowering students to meet their future with clarity, courage, compassion and creativity. 'Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives.'- Steiner

Mission

Our mission is to provide an educational pathway, which inspires an intrinsic love of learning and a capacity for imagination. In protecting the beauty of childhood, we provide a healthy foundation for the unfolding of individual potential. We cultivate resilience, confidence and creative thinking in our students. Our aim is to develop strong, articulate and empathetic individuals capable of changing the world for the better.

Ethos

Reverence for the human being underpins all that we do at Central Coast Steiner School. We show respectful kindness to others and take pride in both the quality and purpose of our work. We believe that a learning environment imbued with care, beauty and goodness helps students to flourish.

In enrolling a child at Central Coast Steiner School, parents and guardians enter into a partnership with the school based on mutual respect and responsibility. Parents and guardians at the Central Coast Steiner School are expected to have a commitment to upholding our ethos and all that a Steiner education represents.



Education at Central Coast Steiner School is:

1. **Developmentally appropriate:** The educational path is shaped in accordance with the needs of the learner. The Steiner tradition respects the rights of children to fully experience the wonder of their childhood. There is ample time for creative free play in kindergarten. We offer an unhurried, unpressured learning environment, endowed with beauty, truth and goodness.
2. **Creative:** Our integrated curriculum enlivens content and connects meaningfully to life. At Central Coast Steiner School, learning is a joyful activity. The imagination of the students is fired through our artistic approach to all facets of teaching.
3. **Active and heart-felt:** The curriculum balances academic achievement, artistic experience and practical skills- the head, heart and hands. A curious, inquiring, discovery-based style of learning encourages active critical thinking for life.
4. **Narrative based:** Steiner maintained that *'the soul needs nourishment as well as the body.'* The oral narrative tradition is brought to life in the use of storytelling for delivery of content - for mythologies, legends, history and biographies. The narrative practice is vital for the fostering of healthy social and emotional skills.
5. **Caring:** We promote warm, supportive relationships in our school structure. The primary class teacher period of six years means that the teachers deeply understand the individual learning needs of their students. A strong connection is fostered with parents and care-givers at secondary level through the class guardian.
6. **Inclusive:** Steiner education has always espoused the differentiated philosophy of 'multiple intelligences'. We build on the strengths of the learner as well as supporting his or her areas of challenge. In doing so, we nurture a rounded personality. Every pupil is expected to give of their best across all disciplines. Our approach to learning is one that avoids comparison and competition. Instead, we celebrate individual strengths and diversity.
7. **Ecological:** Steiner education fosters an attitude of loving care for the earth and the creatures of the earth. A sense of stewardship is borne of gratitude and joyous experience. We work with natural materials and promote sustainable practices in all that we do. Our active outdoors program connects students to the beauty and healing qualities of nature.
8. **Observant:** Our assessment practices ensure that the unique qualities of the whole child are closely observed, nurtured and described. The academic progress of every pupil is carefully monitored in accordance with NSW Australian Curriculum standards.
9. **Empathetic:** We foster a sense of justice and fairness. Rudolf Steiner placed great emphasis on the embedding of a sense of thankfulness in all that we do and teach: *'The cultivation of gratitude is of paramount importance'*. An attitude of appreciation can be found in all facets of our pedagogy. At the secondary level, we nurture gratitude through the exploration of global perspectives and service learning.
10. **Spiritual:** Within our non-denominational school context, we embrace a spiritual conception of the human being. Our educational philosophy is mindful and conducive to a sense of resilience and centeredness. Our heart-felt approach to learning cultivates an experience of connectedness to life and life's purpose.



Student Learning

Our priority is to maintain continuous development, documentation and delivery of an excellent curriculum based on Rudolf Steiner pedagogy, so that our practice is enlivened and contemporary

Description

Ensure curriculum is enriched by teacher’s professional development in Steiner education, the Australian Steiner Curriculum Framework and the broader initiatives of Steiner education in a global context

Increase curriculum options for years 7-10

Research viability of Years 11 and 12

Measures – by end 2021

- Broad teacher participation in Steiner education professional development opportunities, both nationally and internationally
- Rich creative curriculum that enlivens thinking, feeling, imagination and purposeful action
- Contemporary research and initiatives inform our practice
- Develop consistency of approach to curriculum and teaching in class teacher period

Established and ongoing

Teacher Personal Development (PD) in Steiner education is regular, committed and a condition of employment. PD includes SEA initiatives, Glenaeon Teacher intensives, University of Sunshine Coast post-graduate study, annual ‘Study Night’ participation

2016: Food Technology and Information and Software Technology have been added to HS electives.

2018: Addition of Physical and Sport Studies (PASS) to HS electives.

2019: Addition of Marine and Aquatic Technology (Stage 5), Tobias Project Year 8

- Conduct surveys, collect data and expert advice on viability of Years 11 and 12
- Working group established Term 2, 2016



Description

Measures – by end 2021

Ensure that individual learning needs of students are well-resourced

*2017:- working group established, meetings taken place and ongoing consultation. Financial viability of a year 11 and 12 program remains doubtful
2020: no further short term plans.*

- Employ qualified learning support staff
- Provide assistive technology and PD
- Identify extension/enrichment needs of students and provide resources to support these

*2017: Established and ongoing:
2 additional learning support staff have been employed for primary and high school. Additional assistants in place for years 1 and 2.
Additional learning support resources planned for 2018
School has purchased iPads and appropriate apps
Since 2015: Embedding Excellence program in place to set and monitor goals Universal Design for Learning and improved assessment processes in place, also initiatives, workshops etc. as part of 'Embedding Excellence' goals
2018 School focus: Meeting the needs of high ability learners, extension maths program*

Use assistive technology where appropriate

*2017: In place with planned purchase of additional resources in 2018
2018: purchase of student set of laptops for Stage 3
2019-2020: installation of more data projectors and screens in learning spaces*

- Establish orchestra and smaller music ensembles
- Increase performance opportunities for students

Extend existing music programs in cooperation with the Central Coast Conservatorium of Music

*Established and ongoing:
Orchestra and smaller ensembles in place
Orchestra project with Armidale (2015), orchestra trips to Armidale (2016) and Coffs Harbour (2017, 2018) Orchestra project at CCSS in 2019
Inclusion of cellos in Year 3 strings project since 2018*



Student Learning (cont.)

Our priority is to maintain continuous development, documentation and delivery of an excellent curriculum based on Steiner pedagogy, so that our practice is enlivened and contemporary

Description

Measures – by end 2021

Establish 'Garden to Kitchen' program, using organic/ biodynamic farming methods

- Offer Food technology in Stages 4 and 5
- Employ garden/kitchen teaching staff

2017: Established and ongoing:

Food technology teacher employed 2015, garden teacher employed 2018

Widen the scope of service learning/ social justice /ethical activities within the broader community

- Enhance student understanding of social justice and ethical issues through guest speakers, workshops etc
- Service learning in third world country for all Year 10 students
- Social justice/ethical learning across curriculum

2017: Establish community connections in primary school

Established and ongoing:

Cambodia Trip ongoing for all Year 10 students, HS house families engaged in community service activities. Guest speakers e.g. Tim Silverwood (Take 3), Phil Glendenning (Refugee Council, Edmund Rice Centre), Father Rod Bower. Scope for development in primary school, Mock Parliament, annual beach clean up in primary since 2018

Enrich Arts curriculum

- Guest performers e.g. NAISDA, regular performances, exhibitions and artists in residence

2017: Ongoing cooperation with NAISDA, annual student performances, guest speakers e.g. Book Week, Aboriginal Dance Project in Year 9, extension of strings



Description

Measures – by end 2021

2017: More movement in curriculum e.g. Bothmer Gym and Eurythmy, more outdoor learning

program 2018

2017: employment of a class teacher as from 2018 has taught Bothmer Gym, limited eurythmy in place 2017. Established room for movement with construction of new music room 2018. Additional outdoor learning spaces planned for 2018.

2017: Employ gardening and craft teacher
Woodwork included in curriculum

Craft and Garden teacher employed 2018

Woodwork available 2017 as part of Year 8 technology and ad hoc projects, new facility planned 2020

Broaden the range of self-initiated extension/co-curricular and leadership activities

- Provision of spaces at lunch to house activities
- Student participation in SRC, chess club, choir, orchestra, school magazine, debating team, sporting teams etc.

2017: Annual musical, Model United Nations, Orchestra, Guitar ensemble, debating, netball, futsal and table tennis activities offered

Additional leadership activities through HS house system established 2016

Engagement of local member Emma McBride to assist with NBN

2019: 'Planet Protectors' group established

Embed well-being initiatives into curriculum

- Well-being initiatives to become increasingly explicit in an age-appropriate documented program, with focus on mindfulness, resilience and self-care

2017-2019: School counsellors (male and female) available 2 days per week.

Focus on mindfulness 2017-2018 as part of Embedding Excellence Wellbeing goals, workshops for HS students e.g. Safetalk, Empowering Women etc., Drum-making/ wellbeing workshop for Year 6 students



Description

Ensure that relevant learning connections are made to the broader community

Ongoing: Engagement with other schools- events, workshops etc.

2017 and ongoing: Post Year 10 pathways: careers advice

Measures – by end 2021

- Regular rich excursions, guest speakers, participation in educational events/ workshops, work experience placements etc. especially at HS level

*2017-2019: Varied camp program in place. Guest speakers as above. Participation in co-curricular activities as above. Excursions embedded as part of curriculum e.g. Zoo Snooze Year 4, Canberra Greek Olympics Year 5.
Work placement program established and ongoing for Year 10 students.*

Established and ongoing e.g. HS Athletics carnival, swimming carnival, Greek Olympics, Orchestra. Scope for development

TAFE experience program in place, liaison with fellow schools in place



Student Learning (cont.)

Our priority is to maintain continuous development, documentation and delivery of an excellent curriculum based on Steiner pedagogy, so that our practice is enlivened and contemporary

Description

Measures – by end 2021

Ensure students are skilled, responsible users of technology

- Formalise introduction of ICT in year 6
- Offer IST as Stage 5 elective
- Improve network and internet access to enable 'Bring Your own Device' by 2016

*2017: Introduction of ICT in Year 6 needs in place, scope for development
 IST in Stage 5 since 2015, expansion to include Robotics 2016
 Network access subject to NBN issues- resolved 2017
 2019: ICT for all Stage 3 (Years 5 and 6) students*

Broaden curriculum options for years 4-6

- Provide improved specialist teacher curriculum to years 4-6, including eurythmy and food technology

*2017: Limited eurythmy only due to unavailability of qualified teacher, Bothmer Gym as from 2019
 Food technology in place, ongoing*

Improve transition for students in year 6 to high school and year 10 to post-school pathway

- Develop a continuum from Primary to the High School; develop strong connections to other Secondary schools, TAFE providers, apprenticeship providers etc.

2017 and ongoing: Deputy Principal oversees year 6-7 transition, HS Expo annually, connections to other schools, TAFE providers etc. in place.

Develop a longitudinal outdoor program series of experiences for years 5 to 10

- Embed Duke of Edinburgh and well planned outdoor education program with excellent experienced teachers

PASS elective introduced in 2018, focus at College 2019-2020



Description

Measures – by end 2021

Aboriginal and Torres Strait Islander perspectives and Reconciliation content embedded in all curriculum areas and the broader culture of the school

- Broad, cross-curricular embedding of Reconciliation initiatives

2017: Reconciliation content embedded in curriculum and broader activities e.g. NAIDA dance performances, Year 9 Aboriginal dance project.

*2017: community suggestions for more connection to Darkinjung Council and Aboriginal and Torres Strait Islander community members. Scope for development
2019 onwards: content embedded across a variety of key learning areas e.g. dance, art, geography, history, PDHPE*

Enhance multi-cultural, respectful and inclusive curriculum content

2017 and ongoing: Established and ongoing e.g. Asian exchange students, Indian feast, cultural awareness in teaching programs

Regular cybersafety and cyberbullying education

2017- 2020: Established and ongoing

Offer lunchtime activities

2017: Established within constraints of school resources. Chess Club 2018,' Planet Protectors' 2019

*“The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.”
– Rudolf Steiner*



Professional Learning

Our priority is to develop the College of Teachers as a professional and collaborative learning community

Description

Measures – by end 2021

Improve appraisal and professional mentoring cycle for all staff
Attract and retain excellent, highly motivated teaching staff

- Yearly teacher appraisal based on self- evaluation, classroom observation and independent review with reference to AITSL standards and Steiner educator standards
- Provide a mentoring program to new teachers
- Ensure a culture of support for teachers who are new to Steiner Education

*Ongoing: Annual appraisal process in place using external SEA consultant
Mentoring in place as required. Steiner internship year established 2017.*

Maintain curriculum review

- Professional development programs that continuously deepen, enliven and support teachers' understanding and delivery of curriculum in a Steiner school context

Ongoing requirement of School registration

Ensure staff are trained for informed use of technology to best support student learning

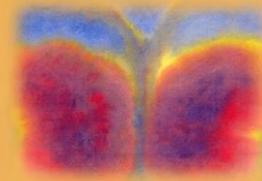
- Train teachers in ICT for learning

Ongoing: In place, as appropriate. Teachers use school server, student administration program and technology for learning as appropriate

Offer regular opportunities for teachers in training to experience placements and mentorship at our school

- Regular communication with universities and Steiner teacher training and offering of placements

In place and ongoing- regular placements since 2014.



Wellbeing

Our priority is to ensure that students, staff and parents are supported by programs and resources to meet the diverse needs of the community

Description

Measures – by end 2021

Formalise, document and improve existing well-being and resilience programs

- Well- being initiatives to become increasingly explicit in an age-appropriate documented program, with focus on mindfulness, resilience and self-care
Ongoing and included in 'Embedding Excellence' goals
2019 and ongoing: Formal 'School Improvement Plan' in collaboration with AIS

Individual needs of students well documented **and reviewed**

- Individual Learning Plans, Health Care Plans developed, documented, used and regularly updated in consultation with parents/guardians
Complete and ongoing

Ensure learning support is provided to meet student needs

- Employ learning support staff
- PD to enhance teacher understanding of adjustments in individual plans and NCCD
2017: 2 additional learning support staff have been employed for primary and high school. Additional assistants in place for years 1 and 2.
Additional learning support employed 2018 and 2020
National Consistent Collection of Data PD established and ongoing

Provide improved resources and staff training in mental health issues affecting youth, utilise effective systems of student wellbeing, positive education and counselling.

- Regular mental health training e.g. Lifeline, mental health first aid
Ongoing: Staff training in 'Safetalk', Mental Health First Aid in place, improved student access to counselling services at school, inclusion of student wellbeing concerns at weekly College meeting, scope for development with new staff
- Collaboration with mental health professionals on individual support needs
In place as required, ongoing



Wellbeing (cont.)

Our priority is to ensure that students, staff and parents are supported by programs and resources to meet the need of the community

Description

Measures – by end 2019

Ensure effective Workplace Health and Safety practices are maintained and evaluated

- Engage consultants from AIS and act on recommendations
- Regularly train staff in Child protection, First Aid, Asthma, Anaphylaxis, Fire Safety

Established and ongoing requirement of registration

Research need/viability of out of school care

- Collect data and seek expert advice

2017: Consultation complete. Planned for 2018, 'SteinerCare' established in 2018, ongoing

Research viability of canteen

- Survey parent/student interest in canteen, explore costings

2017: Canteen offered as fundraising initiative only. Kitchen use is prioritised for student learning. Lunch order option with local café available.

Ensure the school's facilities, programs and human resources meet the demands of the learning programs

- Regularly consult with teachers on their resourcing needs

2017: Ongoing component of annual budget planning

2019: Successful application for BGA grant for multi-purpose building, construction to begin in 2020, construction of several smaller projects planned for 2020



Community

Our priority is to strengthen Central Coast Steiner School's Community through clear roles and processes

Description

Measures – by end 2021

Develop organisational structure with clear roles

- Develop information and diagram of school organisation
Complete

Ongoing development of communication charter and etiquette

- Develop and publish Parent Code of Conduct
2017: Completed 2015 and included in Enrolment Acceptance pack
- Publish relevant policies on website for ease of school community access
Complete and ongoing

Ongoing understanding and compliance of privacy rules/changes to current practice and clarifying boundaries.

- Staff professional development on privacy
- Appointment of privacy officer/s
- Ensure all stakeholders are informed of privacy laws and they are part of the Codes of Conduct
Complete and ongoing part of staff induction

Foster positive, supportive relationships, respect and mutual understanding with all members of the school community

- Offer regular opportunities for discussions and consultancy
- Parent involvement in Festivals
Established and ongoing

Nurture parent participation- events, workshops etc.

Ongoing e.g. Lou Harvey-Zahra, Lisa Devine



Description

Measures – by end 2021

Promote our students and staff as our greatest resource and engage them in broader community activities

- Events that ‘showcase’ our fabulous students and staff e.g. expos, Spring Fair *Established and ongoing e.g. HS expo, Open Day, Mock parliament. MUNA etc.*

Engage parents in our pedagogy

- Options for parental participation e.g. reading groups, craft support, garden group
2017: Established 2015. 2018: Goal set for higher participation, variations dependent on parent availability

Attract excellent students to school

- Yearly scholarship program on academic, musical and artistic merit
Established and ongoing

Nurture community within year levels

Social events etc. in place, with variations

Nurture community involvement in Spring Fair

*2017: Improved communication and process planned
2017: Communication about achievements of Spring Fair
2018: Employment of Spring Fair Coordinator- ongoing*

Foster Parent Choir

2017: Inclusion in future planning within constraints of budget, dependent on parent participation

Provide opportunities for families in hardship to be able to meet the cost of the education

- Hardship process in place
Established and ongoing

*“To live in love towards our actions, and to let live in the understanding of the other person's will, is the fundamental maxim of free men.”
- Rudolf Steiner*



Description

Measures – by end 2021

Resource administration of school

- Human resources are adequate and well-organised
- Administrative systems are updated to ensure efficiencies
Established and ongoing, reviewed regularly and as required

Consolidate the place of PCN in our community

- Invite PCN to Board, College
Established on an ad hoc basis only. Scope for development

Consolidate role of Class Parent role.

- Regular communication with class parent
- Develop a statement of role of class parent in consultation with key stakeholders
Statement in place and communicated.

Consultation with Aboriginal and Torres Strait Islander families and community elders with the purpose of improving Reconciliation initiatives

- Consultation on Reconciliation Action Plan, publishing on RAP website
- Broad, cross-curricular embedding of Reconciliation initiatives
- Partnership with NAISDA
2017: Established, scope for development. RAP goal not yet achieved, ongoing goal 2020

Connect with Alumni and improve initiatives that foster this continuum

- Establish data base for alumni, invite to events, use social media
- Student exit surveys
Ongoing: Facebook Alumni page established, Alumni support of HS expo in place

Develop rich and varied parent education program

- Offer workshops with school counsellor and guest speakers on Steiner Education
Established and ongoing

“A healthy social life arises when the whole community finds its reflection in the mirror of person’s soul, and when the virtue of each person lives in the whole community.”
– Rudolf Steiner



Communication

Our priority is to provide strong, clear and effective communication with the school and broader community

Description

Measures – by end 2021

Clarification and promotion of the unique school identity

- Articulate our distinguishing features based on ten points above
 - Document our vision of achievement for our students
- 2017: Complete, scope for development on new website 2018
New website completed 2020*

Raise the profile of Steiner education

- Promote Steiner education in all possible forums- universities, AIS and community events
- Principal on AIS Education Research Council- ongoing
Positive media e.g. Waldorf 100 celebrations*

More effective presentation of the school to the wider community

- Effective marketing of school tours/open days
- Increase visitors on school tours/open days- ongoing

Improve website/advertising/marketing

- Strong marketing using a variety of mediums- radio, print, bus, social media,
 - Improve website and update regularly
- 2017: Strong Facebook following, busses branded beautifully, use of Red bus advertising and consistent radio promotion. New website completed 2020*

Effective and appropriate communication from the board

- Use of regular meetings, reports, Argo and emails for Board communication
- Established and ongoing*



Description

Measures – by end 2021

Effective communication from the PCN

- PCN to communicate effectively though Argo and internally
Established (bush dances, workshops etc.) scope for development

Open parent-teacher communication

- Parent/guardian teacher evenings and interviews, parent/guardian consultation on individual plans
2017: Established and ongoing, 'Embedding Excellence' goal to improve parent/guardian attendance 2018, Student-led conferences established 2018, ongoing

More School community events

- Events such as expos and community celebrations
*Established e.g. bush dances, fermenting workshops, jazz night, talent evenings, talks on Steiner education. Consideration of limits of school resources
Sustainability events planned for 2020*

Connection to fellow Steiner Schools

- Close contact through twice yearly principal participation at Delegates meeting, collaboration with other Principals/Heads of School, participation in regional and national teacher PD, sharing of resources, GLaM Conference, board relationships with other boards from Steiner Schools
Established and ongoing

Liaison with universities

- Communication around student teacher placements, offers of lectures on Steiner education, build partnerships
Established and ongoing

Local and state government involvement

- 2017: Established and ongoing as appropriate e.g. Emma McBride support for NBN*



Sustainability

Our priority is to demonstrate leadership in ecological, financial and staffing sustainability

Description

Measures – by end 2021

Complete construction projects using ecological practices using renewable resources where applicable

- Ensure best ecological practices in future planning, balancing with financial capacities of the business

2017: Established and ongoing

2020: Whole school focus

Upkeep and renewal of school facilities

- Planned, documented long-term maintenance program

Established and ongoing.

Enhance recycling, reduced carbon footprint and decreased energy consumption

- Establish edible garden, garden-kitchen program and embed garden-kitchen program in curriculum

2017: Gardening teacher employed 2018

Improved recycling WIP, scope for development. Research better insulation options

- Audit energy consumption and reduce where possible e.g fridges, heating

2017: Scope for development, ongoing goal

- Explore viability of more solar panels – leasing options to be explored 2020, included as part of new facilities

- Renovate high school building judiciously

2017: Partly complete, continuing in 2018, demolition 2020

- Improve PCN room

Partly achieved, continuing in 2018 and 2020

- Develop under library into learning support room and classroom

Completed 2016



Description

Measures – by end 2021

Nurturing of beauty and artistry in the natural environment

- Upgrade Administration building *Completed 2017*
- Develop beautiful areas such as Nature trail- *Established and ongoing*
- Develop a vision for the school playgrounds to enhance creative play, including placing artistic creations all around the school

2017: New playground in place 2015, further improvements planned 2018, to be included in school Master planning; Flowform to mark 100th year Waldorf anniversary 2019, new playground equipment planned 2020

Improved student retention/ classes to capacity with waiting lists

- Promote high school to primary students and parents in talks, expos etc
 - Liaise with SEA and teacher training institutions
- Established and ongoing. Regular growth since 2014. HS retention data positive.*

Sourcing teachers for the future

- Provide opportunities for student teachers to develop teachers for the future
- Established and ongoing. Steiner internship year in place 2016*

*“To truly know the world, look deeply within your own being; to truly know yourself, take real interest in the world.”
– Rudolf Steiner*



Sustainability (cont.)

Our priority is to demonstrate leadership in ecological, financial and staffing sustainability

Description

Measures – by end 2019

Financially sound and sustainable management practices

- Ensure sustainable resourcing of executive
2017: Employment of Operations Manager and Assistant to the Principal. Established Deputy Principal role. Business Manager role replaced Bursar, Business manager and Operations manager roles full time as from 2019
2020: Primary and High School Coordinator roles established

Efficient administration

- Well organised, well-resourced administration team
Increased resources in 2017, further increase 2019
- Improved use of Learning Management System
Upgrade in 2020
- Upgrade of administration building
Completed 2017
- Ensure ICT network and systems serve needs of management
NBN issues resolved 2017

Decreased energy consumption

- Research and report on savings through alternative energy usage
2017-2019: WIP in Operations Manager role, sustainable green energy as from 2020

Monitoring of costs/capital works

- Regular reports on costings
Established and ongoing. Proper project management and due diligence in all areas

Inclusive, affordable schooling whilst maintaining sufficient surpluses

- Judicious financial planning and careful monitoring of practices
2017-2019: The School is in a healthy financial position. Fee schedule review annually with a view to maintaining affordability. 2019: Edstart option introduced for parents to manage fee payment

Improved marketing

- Resource marketing staff at school
Included in the role of Assistant to the Principal, new website outsourced 2019



Description

Measures – by end 2019

Improved transport to school

- Research best strategies with surveys and consider viability of another bus run/ another Red Bus possibility

Plan to purchase 28+ seater bus

2017: Two school buses purchased since 2014, including Northern route and service to Ourimbah station, 3 bus runs covering school needs well, consideration of larger bus purchase 2021

Research and apply for grants

2017: Established and ongoing e.g. Successful applications for Eco schools grant, LNAP, Embedding Excellence, Garden grant, COLA, Chaplaincy

Successful BGA application 2019 for new high school and multi-purpose facility

Raise the levels of volunteer contribution into School

2017: Is welcomed e.g. craft, reading groups, gardening, PCN, Spring Fair, library assistance. Ongoing goal for 2018 and onwards

Plan for sustainable growth of school facilities

2017: Consultative Master planning budgeted for in 2018. Completed by Mark Baxter in 2018

Eco-friendly, sustainable gardening practices

2017-2021: Monitor and reduce use of pesticides

*“May my soul bloom in love for all existence”
- Rudolf Steiner*



academic • purposeful • artistic



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