



# Annual Educational and Financial Report 2012



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# **1: Message from Key School Bodies**

## **Board of Directors Annual Report 2012**

I welcome you to the Central Coast Rudolf Steiner School's Annual Report for 2011.

Reflection on the year of 2012 from a business perspective will show a number of changes and strategies that have created growth, opportunity and clarity towards our goal of infrastructure strengthening.

The focus on the growth of student numbers and raising community awareness of our school while maintaining the ethos of Steiner education has been and should remain the primary task for the board to govern.

2012 has seen the completion of the library and the consolidation of measures that have ensured a professionally built structure for the school to take us into the future years of growth. The Board extends its gratitude to our Librarian Judy Evans for her tireless support and care in establishing the internal layout of our beautiful Library.

The hall commencement and completion to temporary occupancy certificate was a huge challenge, given the scope of works and the pressing timeframe of the Government contract. We are proud of the straw bale construction design which is individual, unique and compliments the character of the school.

Recognition by the Board of the need for academic strengthening and provision of a stable high school brought about the necessity of change in the staffing structure within 2012. This situation was a juxtaposition of fortunate and unfortunate circumstances but in the process has opened up avenues of stronger staff positions to facilitate the required growth and stability of our school. It became clear to the Board that in order to carry the school forward, a Principal role would be the most advantageous on many levels. The position of Head of School, managed by Mr Rodney Evans, was made redundant recognising the concerns of the crossover of duties between Head of School and the Principal role. Mrs Rosemary Michalowski was employed for commencement of duties in the last term of 2012 as Principal.

Throughout the events that dictated the year of 2012, the board has been working on more up to date changes for the constitution and the quest for solidarity with the association members. Board of Director movements within 2012 are the stepping down of Director, Maggie McFie, the Director nomination and later resignation of Wilhelm Trappe and the nomination and election of Directors Tony Hester and Sharon Scriven.

The Board wishes to thank the association members, PCN and our school community for your support and faith in what proved to be a challenging year. Fortunately by the end of 2012 the Board is pleased to report stable student numbers and good growth with the most students enrolled since the formation of our school. We are pleased to embed stronger support for the teaching staff and to report a small budget surplus to finalise the year.

Lynda Fox  
Chair of the Board of Directors

## From The Principal

2012 saw a year of significant changes at Central Coast Steiner School in relation to the staffing and structure of the school. Rodney Evans finished his time as Head of School in September 2012. The new position of principal was created which I began in October 2012. Significant changes also occurred in the staffing with the departure of teaching staff Paul Chapman, Laura Roberts, Jane Wallhead, Shane Watts and Tim Nixon. All of these staff members gave of their talents and dedication to our school over a number of years and are to be thanked for their individual contributions.

The school has come through this phase of change with a renewed sense of purpose and enthusiasm. The staff members are cohesive in their unfailing dedication to excellence in Steiner education. We have been very fortunate in the appointment of several new teachers. In 2013, Peter Phillips will teach class 3, Damien Briggs has taken on the guardianship of class 8 and Michelle Aguis- Hall will teach Visual and Performing Arts. The new teaching staff will participate in the Glenaeon professional development intensives and will be mentored by fellow staff members. In addition, we are introducing open- door practices among all staff members, allowing them opportunities to watch and learn from each other's work.

Student numbers are growing steadily and are currently at a record high. Some classes are now reaching capacity, however the high school still has significant room for growth. The daily life of our school continues to be one where creativity, individuality and quality are celebrated. Feedback from parents confirms that students love to learn here. We are blessed to have the ongoing support of Lisa Devine as chaplain for our students. With her support and expertise, we will continue to foster well-being and restorative processes in our school. Our ties with the Central Coast Conservatorium of Music are strong and this is a partnership we are keen to expand and consolidate.

Our library space is vibrant and beautiful. Adjoining our generous staff facilities, it has been lovingly filled with life, a great stock of books and a research room thanks to the efforts of Judy Evans. Students and staff eagerly anticipate the final work being completed on the multi-purpose hall.

In December 2012, Year 10 students traveled to Cambodia as part of their service learning. Tiffany Reynolds- Flannery and Rodney Evans kindly accompanied these students and attested to the transformational impact of this community experience. The school can be very proud of the dedication and compassion that was shown by all who took part in this trip.

In 2013, we aim to further consolidate the high school with the implementation of the development plan outlined in 2012. We look forward to expanding secondary subject options and have already implemented improved structures for differentiation. We are strengthening our partnerships with universities and have committed to a number of student teacher placements in the course of the year. We will build on our outdoor education program and continue our commitment to the Duke of Edinburgh program. The school has undertaken to improve its marketing strategies, including the much-needed reworking of our website. We have enhanced our media presence with placements in online directories, newspaper articles and radio advertising. I look forward to a year of stability and vibrant growth.

Rosemary Michalowski  
Principal



## **2: Contextual information about the School**

Central Coast Rudolf Steiner School draws students from a wide catchment area. Our students come from all areas on the Central Coast and the lower Hunter region and a broad range of socio-economic contexts. In 2012, our Indigenous student enrolment was 4%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1075

Average ICSEA value: 1000

	Bottom Quarter	Middle Quarters	Middle Quarters	Top Quarter
School Distribution	8%	20%	46%	26%
Australian Distribution	25%	25%	25%	25%

### **3: Student Outcomes in Standardised Literacy and Numeracy Testing**

In 2012 students participated in the National Assessment program-Literacy and Numeracy (NAPLAN).

In Class 3 no students participated in the tests.

In Class 5 two students participated in the tests.

In Class 7 two students participated in the tests.

In Class 9 three students participated in the tests.

Low student numbers sitting these tests is a reflection of the decisions made by parents to withdraw their children from them. Nearly all of the students who participated achieved above the benchmarks in reading writing and numeracy.

### **4: Student Performance in Statewide or Equivalent Tests and Examinations**

All our year 10 students left school at the end of 2012 with the BOS record of achievement statement (RoSA). The Board issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

The RoSA is a cumulative credential for students who leave school before completing their HSC. It was introduced for school leavers in Year 10 in 2012.

The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded and the date of leaving school.

### **5: Professional Learning and Teacher Standards**

#### **Professional Development**

Our commitment to teacher and support staff professional development is strong. Many of our staff took part in the one-week intensive courses on Steiner education at Glenaeon Rudolf Steiner School. In addition, staff members have welcomed the broad range of excellent professional development opportunities offered by the Association of Independent Schools. Our teachers benefitted from training in diverse fields- differentiated instruction in Maths, 'Feedback for Growth', assessment of student writing and leadership. Two of our teaching staff members are currently completing their Masters in education. School expenditure on teacher professional development is based on the FTE allocation.

## Staff Attendance and Retention Rates

### Attendance of Teaching staff:

In 2012 the average daily staff attendance rate was 95.5%. 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 on excursions with students.

### Retention of teachers 2011-2012:

The proportion of staff retained from 2011 was 92%. The end of 2012 saw significant changes to staffing with the departure of six staff members at the end of the school year. This movement was due to these progressive and talented teachers successfully securing positions elsewhere.

### 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	17
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/ Head of School: 1

Full time teachers: 12 Part time Teachers: 4

Male teachers: 4 Female teachers: 13

Part time support staff: 4

Administration staff: 5

### Senior secondary Outcomes: N/A

## **7: Student Attendance and Management of Non-Attendance**

93% of primary students attended school on average each school day in 2012.

91% of secondary students attended school on average each school day in 2012.

The school helps to ensure the safety, welfare and wellbeing of all students. In 2013, the school will introduce an electronic student management system for keeping accurate records of student attendance and the reasons for absences.

## **8: Post-school Destinations**

Our thirteen year 10 students for 2012 went on to Stage 6 attending other schools.

These students are now attending the following schools, Lisarow High School, The Entrance High School, The Central Coast Adventist School, St Peters Catholic College, The Lakes Anglican Grammar School and Central Coast Grammar School. We have seen one student continue her education with the Orana Steiner School in Canberra.

## **9: Enrolment policies and Characteristics of Student Body**

Enrolment is welcomed for any parents seeking an education based on the principles indicated by Dr. Rudolf Steiner. Admissions Guidelines can be obtained from the school. We are an inclusive school and offer a non-denominational education. Our students come from a wide variety of religious and non-religious backgrounds.

In 2012, the school had 223 students enrolled in Early Kindergarten to Year 10. The student population gender was split with 55.16 % girls and 44.84 % boys.

## **10: School Policies**

### **Student welfare policies available at the school:**

1. Child Protection Guidelines and Reporting Protocols
2. Code of Conduct for the Care and Protection of Children
3. Record Keeping and Attendance Guidelines
4. Workplace Health and Safety
5. Premises, Buildings and Facilities Maintenance Plan
6. Crisis Management Plan



## Discipline policies available at the school:

1. Discipline Guidelines
2. Behaviour Guidelines
3. Anti-Bullying Guidelines

## Reporting complaints and resolving grievances policies available at the school:

1. Guidelines for Responding to Suggestions, Complaints and Allegations: Parents
2. Guidelines for Responding to Suggestions, Complaints and Allegations: Students
3. Guidelines for Responding to Suggestions, Complaints and Allegations: Staff

## 11: School determined improvement targets

	<u>Priority</u>	<u>Achievements</u>
Staff Development	<ul style="list-style-type: none"> <li>• Improved staff understanding of Steiner Curriculum</li> <li>• Improved access to PD addressing a range of educational themes</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at national and international Rudolf Steiner Education conferences</li> <li>• Attendance at courses run by the Association of Independent Schools</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Improved new learning spaces and grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Moving towards completion of the school hall and new library complex.</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li>• Parent/teacher nights held every term for all classes</li> <li>• Communication between Head of School/ PCN and Spring Fair committees</li> </ul>	<ul style="list-style-type: none"> <li>• Active participation of parent body in learning about the principles of Steiner education</li> <li>• New organisational structure implemented for Spring Fair</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• To raise the profile of the school in the Central Coast community</li> </ul>	<ul style="list-style-type: none"> <li>• New website, broader advertising in newspapers and radio</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Promotion of social justice awareness in school curriculum</li> <li>• Integration of ICT in all curriculum areas for secondary students</li> </ul>	<ul style="list-style-type: none"> <li>• Community out-reach initiatives on local and global level (Cambodia trip)</li> <li>• Improved capacity of students to use ICT across years 7-10</li> </ul>

## 12: Initiatives Promoting Respect and Responsibility

As a Steiner School, we take care to promote a deep sense of respect and purpose in all aspects of our curriculum- including social and ecological responsibility. Our pastoral care is enhanced by the long-term respectful relationships that are built between class teachers/ guardians and students.

### Initiatives in 2012 included:

- The highlighting and celebration of student achievements showing respect and responsibility at school assemblies and in the *Argo Note*
- Participation by students in inter-school activities which promote cooperation and mutual respect such as the Greek Olympic for Class 5 students and the inter-school athletics carnival for secondary students
- Off-site excursions guided by local Aboriginal elders to encourage enhanced respect for indigenous perspectives
- Stronger integration of our school counselor in aspects of our well-being curriculum to promote positive behaviour, conflict resolution skills, and self-esteem within student body.
- Donation of Harvest Festival food donations to organisations who care for the homeless
- International service learning opportunities, as evidenced by our ongoing commitment to the Class 10 trip to Cambodia



## 13: Parent, student and teacher satisfaction

The Central Coast Rudolf Steiner School is an inclusive community where parents and teachers work actively together. Our Parent Community Network meets fortnightly and supports the school through its communication networks, craft activities, parent education and fund-raising initiatives.

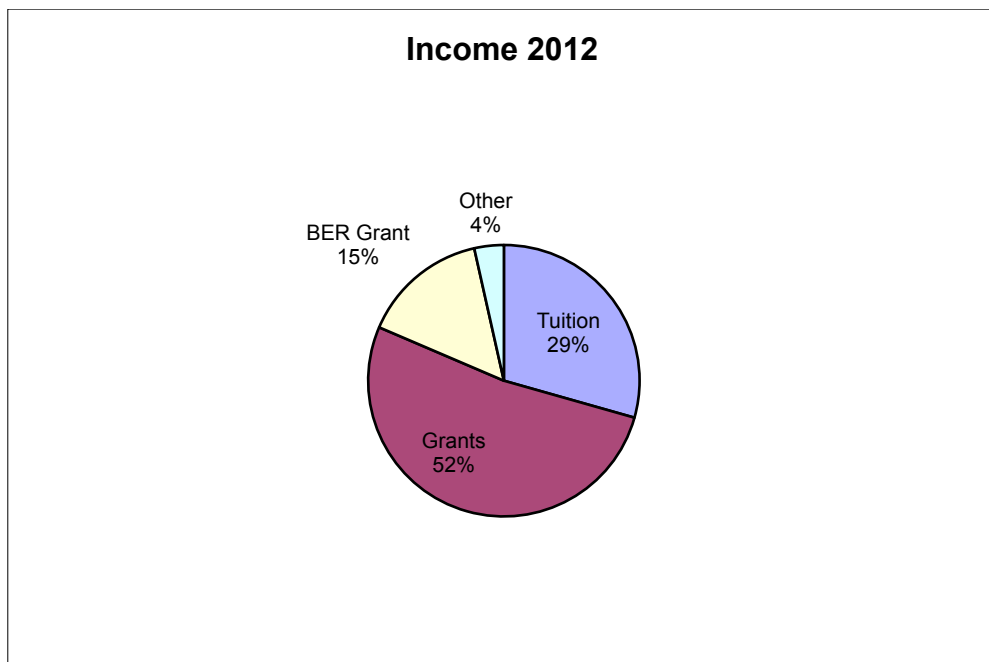
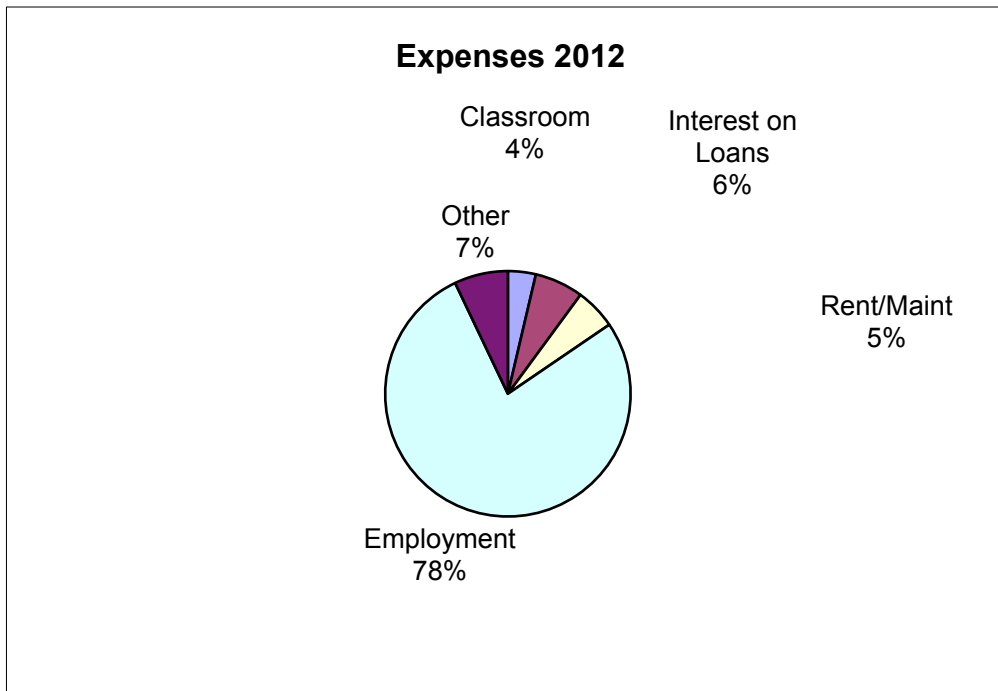
Parents at our school are highly satisfied with the dedication of the staff and they appreciate their reliable and open communication.

Students too enjoy close, respectful and long-term relationships with their teachers. Many of our alumni express the integral part that the teacher- student relationships have played in developing their personal resilience and competence as learners.

Our school has seen staff fluctuations towards the end of 2012 due to a number teaching staff taking up new initiatives in their professional lives. The teaching staff members who have stayed at the school are cohesive, highly skilled and excited about our growth in 2013.



## 14: Summary Financial Information



**Receive the children in reverence, educate them in love,  
and send them forth in freedom**

**- Rudolf Steiner**





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