



# Annual Educational and Financial Report 2013





## Contents

1. Message from Key School Bodies	p. 3
2. Contextual Information about the School	p. 4
3. Student Outcomes in National and Statewide Tests	p. 7
4. Professional Learning and Teaching Standards	p. 9
5. Attendance and Retention	p. 11
6. Post-School Destinations	p. 12
7. Enrolment Policies and Characteristics of Student Body	p. 12
8. School Policies	p. 13
9. School-Determined Improvement Targets	p. 14
10. Initiatives Promoting Respect and Responsibility	p. 15
11. Parent, Student and Teacher Satisfaction	p. 16
12. Summary of Financial Information	p. 17



## 1: Message from Key School Bodies

### Board of Directors Annual Report 2013

It is with pleasure that the Central Coast Rudolf Steiner School Board of Directors present the Annual Report for 2013. The Central Coast Rudolf Steiner School 13 has enjoyed a year of stability following a year that comprised significant changes in leadership and faculty.

The stewardship of Rosemary Michalowski as Principal has led to growth and subsequent stabilisation of student numbers in both primary and high school, as well as staff retention remaining stable through 2013. The introduction of specialist subjects has led to an increase in staffing numbers, adding to a strong and vibrant teaching body.

Jasmine Gusmerini, school Bursar has worked closely with the Board of Directors as well as Rosemary Michalowski to ensure a sound financial position for the school. The school can boast of being in an enviable financial position given the current economic climate due to prudent financial practices.

2013 saw a focus on completion of ongoing building works and new building works. Works were completed on the straw-bale hall construction and its use commenced through the second half of the year. Other works included removal of the shed at high school, construction of a half-court basketball court, commencement of toilet construction and extension to the Kindergarten building. Resources have also been spent on design for the outdoor area to the hall and a learning support space/music room.

The Board has continued its work reviewing the Constitution to ensure it is up to date with the

current laws and legislation. This work will continue into 2014. The Board of Directors has acknowledged the importance of transparency and ethical governance and has administered this with the school community by way of meetings, surveys and regular reporting in the school's newsletter, the Argo note.

Several of the Board Directors attended the Shearwater School in Mullumbimby to participate in the GLaM Conference, the annual Steiner Education Australia conference on Governance, Leadership and Management. The focus of this conference was the Business of Culture, the Culture of Business. This was a worthwhile and informative experience for those that were able to attend enabling us to strengthen ties with other Steiner Schools and share experiences. Building on robust and ethical governance is a key goal for the Board. Board of Director movements within 2013 were the stepping down of Chair, Lynda Fox and Directors Andrea Cingi and Sharon Scriven along with the nomination and election of Directors Lisa Senior, Peter Lumsden and Kate Rayner.

We thank the staff for their continued passion and commitment to the delivery of our students Steiner education.

We thank the members of the School Community who have supported the Board in its work this year and participated in the future growth of our school. We look forward to your continued involvement in 2014.

**Kate Rayner**

*Chair of the Board of Directors*



## From The Principal

Central Coast Rudolf Steiner School fosters engaged learning, purposeful initiative, self-reflection, artistic expression and community wellbeing. Our work draws on the insights of Rudolf Steiner and his understanding of the evolving human being. 2013 was a year of steady, stable growth at Central Coast Rudolf Steiner School.

We welcomed the following people to our staff- Peter Phillips (class 3 teacher), Damien Briggs (Class 8 guardian, PDHPE and Mathematics teacher), Michelle Aguis-Hall (Art and Technology teacher), Mellissa Mayhew (kindergarten assistant) and Kylee Gibb (administration team).

Our student numbers have been continually growing and we finished the year with 243 students. Our lower school has very healthy class sizes.

The completion of the school hall was a real highlight in 2013. This has boosted our sports program as well as providing a much-needed performance and assembly space for the whole school community. Our high school students are enjoying more active breaks due to the construction of an outdoor half court. We purchased a new bus at the end of 2013, which has enabled us to extend and improve our bus services.

In term 3, students from classes 3-7 experienced a eurythmy course with a eurythmy teacher from Germany. Her visit culminated in a performance and renewed enthusiasm for more eurythmy at our school. Our students engaged in inter-school

swimming and sports carnivals. The class 5 students travelled to Canberra for the Greek Olympics. There were also several visits to performances in Steiner schools. We welcomed a group of Japanese students to our school in term 3, which was a wonderful experience for all involved.

In 2013 I completed my AIS *Newly Appointed Principals* course. I have also taken part in the biannual delegates meetings with fellow principals and executive leaders from Australian Steiner Schools. In July 2013, our school was chosen to take part in the *Principals as Literacy Leaders* initiative which will bring recurring grants for the period 2013-2016. This funding has enabled us to extend our Learning Support, provide additional classroom assistants and update resources.

Central Coast Rudolf Steiner School was successful in being awarded the highly competitive *Eco Schools* grant in November 2013. The funds for this will help build an adventure playground.

Overall, 2013 was a productive and positive year. Students genuinely enjoy learning in our beautiful environment. The dedication of our teachers to bringing alive the enduring ideals of Steiner education is well represented in these words from Steiner: 'May young minds and hearts here find servers of the light, endowed with strength, who will guard and cherish them'.

**Rosemary Michalowski**  
*Principal*





## 2: Contextual Information about the School



**Central Coast Rudolf Steiner School is an inclusive, non-denominational school offering a unique educational pathway from early kindergarten to year 10. Our pedagogy is:**

- **Age 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, which is endowed with beauty, truth and goodness. The introduction of technology in the upper primary years means that students have healthy, focused habits of learning and are ready to use digital technologies responsibly and productively.

- **Creative** - Our integrated curriculum enlivens content and connects meaningfully to life. At Central Coast Steiner School, learning is a joyful activity. We foster an intrinsic love of learning. The imagination of the students is fired through our artistic approach to all facets of teaching.

- **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. Key subjects are taught in 'Main lessons'- blocks of three weeks of the same topic, usually for two hours every morning, allowing for depth, integration and highly engaged learning.

- **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.

- **Caring** - We promote warm, supportive relationships in our school structure. The primary class teacher period of seven years means that the teachers deeply understand the individual learning needs of their students. A strong connection is fostered with parents and caregivers at secondary level through the class guardian.

- **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. Our pupils are expected to give of their best across all disciplines. Our approach to learning is one that avoids comparison, standardisation and competition. Instead, we celebrate individual strengths and diversity.

- **Ecological** - Central Coast Steiner School 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.

- **Observant** - Our assessment practices ensure that the unique qualities of each child are closely observed and described. The development of every pupil is carefully monitored in accordance with NSW Australian Curriculum standards. We refrain from overt ranking, comparison or encouraging competition in learning.

- **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.

- **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 centredness. Our heart-felt approach to learning cultivates an experience of connectedness to life and life’s purpose.

Students travel to the Central Coast Rudolf Steiner School from a wide catchment zone. Students come from all areas on the Central Coast and the lower Hunter region. Our students come from a range of backgrounds with 32% with a language other than English. 126 girls and 99 boys were enrolled in 2013. Our Indigenous student enrolment was 5%.

### 2013 Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1044

Average ICSEA value: 1000

Distribution of Students	Bottom Quarter	Middle Quarters	Middle Quarters	Top Quarter
<b>School Distribution</b>	<b>10%</b>	<b>29%</b>	<b>33%</b>	<b>28%</b>
Australian Distribution	25%	25%	25%	25%



### 3: Student Outcomes in National and Statewide Tests



In 2013 students participated in the National Assessment Program for 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. Nearly all of the students who participated achieved above the benchmarks in reading writing and numeracy.

In year 3 parents chose to withdraw their children from the testing.  
Student numbers sitting from year 5 and 7 were below the threshold for reporting.

NAPLAN results for year 9 students showed solid achievements as reflected when comparing to statistically similar and overall Australian school reporting:

## Literacy results

### Reading

20% of CCRSS students scored in Band 10 (top band)  
 5% of State school students scored in Band 10  
 All students at CCRSS scored in Band 7 or above

### Grammar and Punctuation

80% of CCRSS students scored in Band 8  
 The remaining 20% of students scored in Band 7

### Spelling

60% of CCRSS students scored in Band 9  
 20% of students were placed in Band 8  
 20% remaining students placed in Band 7

### Writing

20% of students scored in Band 8  
 20% students in Band 6  
 40% students in band 5

-NSW AIS and State schools combined having 13 % in Band 10

Numeracy results are not reported as student numbers were below the threshold for reporting.

### Percentage in Bands for all Students in Year 9 Reading

	Band 5	Band 6	Band 7	Band 8	Band 9	Band 10
<b>State</b>	5%	16%	29%	28%	15%	5%
<b>NSW AIS</b>	3%	14%	29%	30%	19%	4%
<b>CCRSS</b>	-	-	40%	20%	20%	20%

### Senior secondary Outcomes: N/A







## 4: Professional Learning and Teacher Standards



### Professional Development

The diversity of professional development opportunities taken up by staff is testimony to the strong commitment of the school to staff growth. The school expenditure is based on full time employment allocation and identified areas for school improvement.

All teachers have updated their Child Protection training and First Aid certificates. Early literacy and numeracy has been a key focus of the *Principals as Literacy Leaders* initiative. Teachers have participated in *Pre Lit* and *Mini Lit*, creative writing courses, teaching for comprehension and early numeracy professional development.

Preparation for the Australian Curriculum implementation has been another focus area. The *Live Life Well @ School* and *Rock and Water* workshops have enhanced our wellbeing initiatives. Two of our teaching staff members will complete their Masters degrees in 2014. Our Principal completed the Association of Independent Schools *Newly Appointed Principals Training* in 2013.

Professional development undertaken in Steiner education has been primarily through the participation in the intensive five-day annual training at Glenaeon Rudolf Steiner School. Early childhood educators have attended the 'Vital Year' conferences as well as the 'Unfolding' conference in Brussels.

## Staff Attendance and Retention Rates

### Attendance of Teaching staff:

In 2013 the average daily staff attendance rate was 94.3%. 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 2012-2013:

Staff retention from 2012-2013 was 100%.

## 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	16
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications, or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context	0

## Workforce Composition

Principal

Full time teachers: 12

Part time Teachers: 4

Male teachers: 3

Female teachers: 13

Part time support staff: 5

Administration staff: 5



## 5: Student Attendance and Management of Non-Attendance



The Principal holds the legal responsibility for maintaining attendance records and providing exemptions. At times, medical certificates will be requested for justification of student absences. The School helps to ensure the safety, welfare and wellbeing of all students by contacting parents / guardians for the explanation of all absences. In 2013, the school introduced *Edumate*- a web-based school and student management system -for keeping accurate records of student attendance and the reasons for absences. All students arriving late to school must report to the front office. In 2013, 92% of students attended school on average each day.



## 6: Post-school Destinations

In 2013, there was no graduating year 10 class. In previous years, our graduate students have enrolled in a range of schools on the Central Coast.



## 7: Enrolment Policies and Characteristics of Student Body

Enrolment is welcomed for any parents seeking an education based on the principles indicated by Rudolf Steiner. We work cooperatively with parents and guardians to ensure open communication about mutual expectations for the furthering of our pedagogical work.

We offer scholarships for high school students based on academic, musical and artistic excellence.

Admissions Guidelines can be obtained from the school.







## 8: 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 procedures reflect this commitment to student welfare.

### Student welfare policies available at the school:

- Child Protection Policy
- Behaviour Management Policy
- Anti-Bullying policy
- Discrimination, Harassment and Bullying Policy
- Attendance and exemption policy
- Health Care and Medical Treatment of Students Policy
- Pastoral care guidelines
- Student Code of Conduct
- Supervision Policy
- Safe and Supportive Environment Statement
- Duty of Care Policy
- Student Discipline Policy
- Crisis management plan

### Discipline policies available at the school:

- Behaviour Management Policy
- Student Discipline Policy
- Anti-Bullying policy

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

- Complaints Handling Policies and Procedures



## 9: School Determined Improvement Targets

Area	Priority	Achievement
Governance and Management	<ul style="list-style-type: none"> <li>• Clarification of Board roles and processes</li> <li>• Strategic Plan community consultation</li> </ul>	<ul style="list-style-type: none"> <li>• Board members' participation in Governance, Leadership and Management courses</li> <li>• Policy updates</li> <li>• Creation of draft Strategic Plan document</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Ongoing teacher professional development in Steiner Education</li> <li>• Improved access to PD with a particular focus on early literacy and numeracy</li> <li>• Teacher Professional review development</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at national and international Rudolf Steiner Education conferences</li> <li>• Attendance at a range of courses run by the Association of Independent Schools, literacy and numeracy PD focus through Principals as Literacy Leaders initiative</li> <li>• Principal attendance at Steiner Delegates conferences, Newly Appointed Principals course and Principal as Literacy Leaders conferences</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Preparation for the implementation of the Australian Curriculum</li> <li>• Promotion of sustainability awareness</li> <li>• Improved assessment of literacy and numeracy in early primary school and better use of data to measure student progress in Literacy and Numeracy</li> <li>• Consolidation of music program</li> <li>• Mentorship of new teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher PD on Australian Curriculum implementation</li> <li>• Focus in Technology 2013 on Sustainability in HS</li> <li>• Implementation of Literacy and Numeracy Continuum documentation years K-4 2013, additional assessment tools developed</li> <li>• Extended cooperation with Conservatorium of Music</li> <li>• Dedicated 1-1 mentor sessions, 'Watch Others Work' sessions</li> </ul>
Parent Involvement	<ul style="list-style-type: none"> <li>• Active participation of parent body in learning about Steiner education</li> <li>• Introduction of parent participation in classroom literacy initiatives</li> <li>• Active parent participation in school festivals and Spring Fair</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/teacher nights held every term for all classes. Parent education afternoons and weekend workshops</li> <li>• Parent induction and active participation in literacy initiatives</li> <li>• Continued strong, enthusiastic attendance at festivals and Spring Fair</li> </ul>
Marketing	<ul style="list-style-type: none"> <li>• Ongoing promotion of the school in the Central Coast community</li> </ul>	<ul style="list-style-type: none"> <li>• Updated website, broader advertising in newspapers and radio</li> </ul>
Facilities and Resources	<ul style="list-style-type: none"> <li>• Improved facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the school hall. Extension of kindergarten, construction of new toilet blocks, construction of outdoor basketball court</li> </ul>



## 10: 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. From an early age, we actively foster social and ecological responsibility and an understanding of Aboriginal perspectives. Our pastoral care is enhanced by the long-term respectful relationships that are built between class teachers/ guardians and students.

### Initiatives in 2013 included:

- The highlighting and celebration of student achievements showing respect and responsibility in the *Argo Note*
- Student led assemblies which regularly highlight student achievement
- Whole school performances showcasing student talent
- Embedding of Aboriginal perspectives across curriculum, developing partnership with NAISDA
- Off-site excursions guided by local Aboriginal elders to encourage enhanced respect for indigenous perspectives
- Participation in inter-school activities with other Steiner schools and local schools
- Student participation in active outdoor education programs which foster determination, courage and resilience
- Senior student participation in the Duke of Edinburgh program
- School counselor engagement in parent education through parent workshops and participation in parent-teacher evenings
- School counselor engagement in student well-being workshops for the promotion of positive behaviour, conflict resolution skills, and self-esteem within student body.
- ‘Rock and Water’ well being training for teachers
- Donation of Harvest Festival food donations to organisations who care for the homeless
- Ongoing fund-raising and sponsoring of child through World Vision
- Hosting of Japanese exchange students



## 11: Parent, Student and Teacher Satisfaction

Steady student growth and 100% staff retention are testimony to the high levels of student, staff and parent satisfaction. We offer a range of opportunities for close teacher-parent communication- regular parent-teacher evenings, parent participation in festivals, assemblies and excursions. In particular, parents value the strong connection with the class teachers and guardians and the role these key teachers play in the pastoral care of the students. Our alumni are a source of consistent positive feedback and it is heartening to see these students return to school events with regularity.

Festivals remain a highlight for our parents and are always well attended. The introduction of regular parent workshops, especially those relating to well being issues, has been very positively received. Our Parent Community Network meets fortnightly and supports the school through its contributions to special events and its outreach activities for families in need.

Parents have welcomed the increased focus on early literacy and numeracy and the additional classroom support that the school, has offered. Teachers too have responded positively to the extra resources available to meet the individual needs of our students.

The growth in school facilities is a source of great satisfaction for all. Our newly opened straw-bale school hall has become quite a hub of activity- housing both sport and performing arts activities. This facility and the outdoor basketball court have brought about more active and social break times for our students.

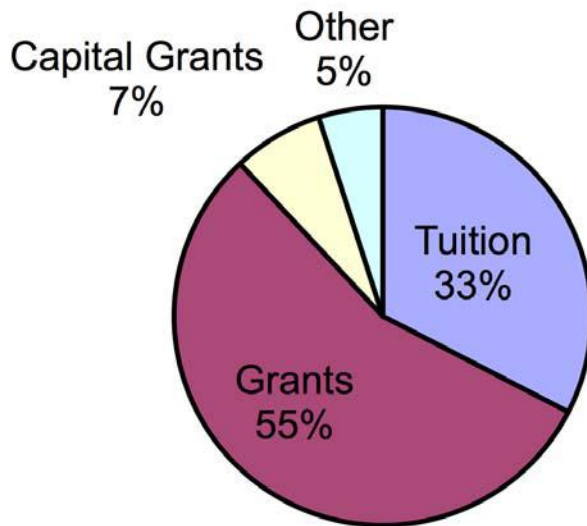




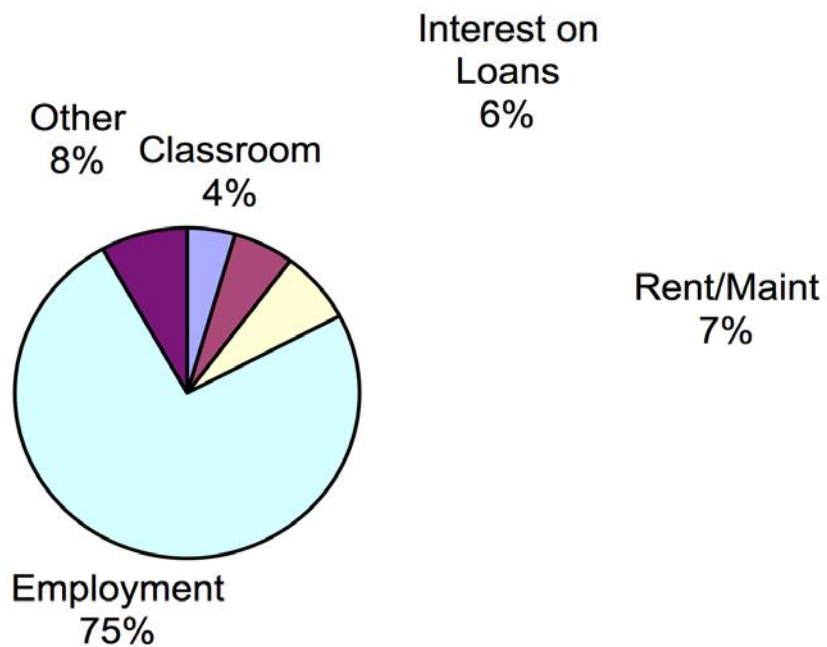


## 12: Summary Financial Information

### Income 2013



### Expenses 2013



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

**- *Rudolf Steiner***



Locked bag 905 Ourimbah NSW 2259  
45 Catamaran Rd Fountaindale NSW 2258  
Ph. 02 4362 3400 Fax 02 4362 3411