



ANNUAL EDUCATIONAL and FINANCIAL REPORT



2014

TABLE OF CONTENTS

1	MESSAGE FROM KEY SCHOOL BODIES.....	2
	REPORT FROM THE CHAIR.....	2
	REPORT FROM THE PRINCIPAL	5
2	CONTEXTUAL INFORMATION ABOUT THE SCHOOL.....	7
3	STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING	8
4	THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT	9
5	PROFESSIONAL LEARNING AND TEACHER STANDARDS	10
	PROFESSIONAL DEVELOPMENT.....	10
	STAFF ATTENDANCE AND RETENTION RATES.....	12
	TEACHING STANDARDS.....	12
6	WORKFORCE COMPOSITION.....	12
7	STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE.....	13
8	POST-SCHOOL DESTINATIONS	2
9	ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY	3
10	SCHOOL POLICIES	6
11	SCHOOL DETERMINED IMPROVEMENT TARGETS	9
12	INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY.....	11
13	PARENT, STUDENT AND TEACHER SATISFACTION	12
14	SUMMARY FINANCIAL INFORMATION.....	13
	INCOME 2014	13
	EXPENSES 2014.....	13

1 MESSAGE FROM KEY SCHOOL BODIES



REPORT FROM THE CHAIR

On 3rd October 2014, BOSTES (Board of Studies Teaching and Education Services) published significant changes to the obligation of non-government schools and the responsible persons in these schools to comply with new governance standards. This included that the 'responsible persons' put in place policies and procedures that ensure proper governance of their schools, including a governance charter, statement of delegated authorities, code of conduct for responsible persons, record keeping policy, compliance program describing how the school complies with all relevant legislation, risk management program, conflicts of interest policy, related party transactions register, responsible persons professional learning policy and a responsible persons induction policy.

CCRSS was in a good place to meet the majority of these requirements when this came into place as the Board had continued to work at its governance processes through the year, which has included the creation of a Governance Manual. This manual was reviewed by the AIS (Association of Independent Schools) at the end of 2014, and was applauded by Michael Carr, Deputy Executive Director of the AIS. March 2014 required the school to review and update its Privacy Policy and data handling processes to meet the requirements of the updated Privacy Legislation. In October, the NSW Parliament passed amendments which tighten the NFP (not-for-profit) requirements under the Education Act, meaning that for a school to maintain its NFP status, it must meet certain obligations relating to payments to proprietors and/or directors, all of which CCRSS meet and can therefore continue its NFP status.

The Board continues to work on its governance requirements and seeks to put in place a manual for now and into the future that will live in the school as a source for good governance and processes that are relevant to our school.

April 2014 saw Michael Carr and Cathy Lovell from the Association of Independent Schools NSW attend the school for a governance training session for all Board members. This was a four-hour session that informed the directors of their obligations as well as providing advice for good governance practice. Director training is now a requirement of BOSTES. In May the GLaM conference (Steiner Education Australia Governance, Leadership and Management) was held in Canberra at the Orana Steiner School. Tony Hester and Kate Rayner from the Board attended with Rosemary Michalowski.

CCRSS was the recipient of six grants in 2014. The Eco Schools Grant, Implementation of Consistent Collection of Data grant, ongoing NSW Literacy and Numeracy Action Plan funding, ICT Review grant, Embedding Excellence grant and the COLA grant.

The ICT Review grant is for the evaluation and improvement of ICT services in the school and improvements to our internal communications systems. This work is ongoing into 2015.

The Embedding Excellence grant will develop further our Strategic Plan. It assists schools to achieve their identified strategic goals. So whilst much work was done on Strategic Plan in 2013, implementation of the goals has been a challenge due to limited resources. The grant provides funds to allocate resources to this important process in our school life. This grant will be implemented in 2015.



The COLA grant is for the construction of the covered outdoor learning area and associated landscaping works to the area between the hall and the library building. This will complete and beautify this area and provide for much needed social space for our community.

The school had the use of the old primary amenities blocks from the first days at North Gosford, so the completion of the primary toilets for the start of the school year was a much-welcomed addition to the school facilities. Another welcome addition through the year was the installation of the kitchen in the hall.

The funds raised from the Spring Fair have gone towards further playground improvements, which have included the new play equipment in the primary oval play area.

The Board recognises the need for improved marketing of our school to ensure that the message about our school is a positive one which informs the wider community that Steiner Education is a viable, rather than an alternative education option.

The school has been challenged with time and resources in this task. However, even with the limited marketing campaign the school has its highest student population in the school's history, with some primary classes reaching capacity.

The Board recognises that communication is an area that requires continual development and improvement. Initiatives taken during this year were the introduction of the inaugural open Board meeting, which focused on the topic of community. The Board continued to deliver its 'Board Business' through the year, keeping the community informed of events from the Board.

Improved communication with the College of Teachers came through the appointment of Tiffany Reynolds-Flannery and Georgia Kingshott as teacher representatives to the Board. This assists with the flow of information between these two bodies of the school and gives the Directors an understanding from a staff perspective.

The careful and stable leadership provided by Rosemary Michalowski, along with the sound financial management and guidance by Jasmine Gusmerini, has culminated in 2014 being a successful year in terms of student numbers, completion of construction works, employment of additional support staff for the primary school and a building on the behind the scenes processes that lead to a more efficient running of the administrative functions of the business. The school is in a sound financial position and with a few more years of similar financial management will see the school be one that is able to meet challenges that may arise in the future with potential government changes to funding models.

We thank our students, parents, carers and extended families for your support and enthusiasm through 2014. A special mention to all the families who brought our school to life for the wider community at the annual Spring Fair. Thanks also go to the members of the Parent Community Network for your efforts through the year.

We acknowledge Lisa Devine who, behind the scenes, provides support to our community. Lisa's knowledge of Steiner education principles, her experience and care contribute strongly to the school's wellbeing.

The Board extends its gratitude to the dedicated staff of teachers and administration team. The quality and passion of our staff is behind the joy, the learning outcomes and the wellbeing of our students and families.

Kate Rayner
Chair





REPORT FROM THE PRINCIPAL

2014 saw a period of invigorating development at our school. The college of teachers has worked to develop a unifying vision and sense of aspiration. Our college was enriched by the contributions of enthusiastic new teaching staff - Georgia Kingshott (English, Drama and History), Kat Evonly (PDHPE and Class Guardian) and Lisa Evans (Learning Support). Victoria Lee began her second cycle as class teacher, assisted in Class One by Angela Bingley. Long standing teachers Jane Greenslade and Anne Tucker both resigned due to relocation. As a College, we renewed our commitment to our weekly work together, which includes the study of texts, artistic activities and personal reflection. Other staffing changes included Lisa Jeffrey joining our finance team, Alison Kelly began as Assistant to the Principal and Biljana Cace joined our transport team.

The deepening of our professional practice as Steiner educators took place in collaboration with other Steiner schools. Our class teachers attended the intensive training at Glenaeon at the start of the year. Andrew Hill, Head of School at Glenaeon, visited our college to give a talk on the contemporary relevance of Steiner education. Linuwel Steiner School invited our college to a workshop with John Burnett. The high school teachers attended the mid-year Secondary teaching conference at Noosa Pengari Steiner School. Our Learning support team attended the conference at Casurina Steiner School. Leading early childhood experts Helle Heckmann and Ebba Bodame worked with our College and parents.

Staff development focused on student wellbeing. All staff took part in the *Safetalk* training offered by Lifeline. Our secondary teachers also trained in mental health, first aid and *Mind Matters*. The community continues to benefit from the supportive contributions of Lisa Devine in her weekly work at our School.

A formal teacher appraisal was introduced in 2014. This includes a self-reflection, classroom observation and one-hour discussion with the Principal and an independent colleague from the human resources department at Glenaeon Steiner School.

Our community festivals were beautiful and well attended. We came together to mark 'Sorry Day' with outstanding contributions made by our Aboriginal parents. Our primary orchestra was formed and the year ended with performances of '*A Midsummer Night's Dream*', presented by the high school students. We held a wonderful community bush dance to celebrate our hall opening.



The completion of the kitchen in 2014 was a very exciting development that had been long anticipated. Our new outdoor playground and the Kindergarten Nature Trail have enhanced the beauty of our grounds. Another new development in 2014 saw the playgroups being offered at school, run by Patricia Dodman and Louise Kuzevski.

Our students are wonderful, curious and enthusiastic young people who make teaching a pleasure. They distinguish themselves when on excursions, events or camps with their mature and friendly behaviour - we receive consistent positive feedback. The dedication shown by our 2014 Year 10 students to fundraising for the Cambodia service learning experience was outstanding. At the graduation ceremony, one Year 10 student expressed his appreciation to the school with these words: *'You have all helped me in many different ways and made me feel very well looked after. This school is a great learning place and an amazing place to grow. I will always look back to my years here with great thankfulness.'*

The growth of our school community is testimony to the dedication of our entire staff. We are thankful to all of our parents and guardians for entrusting us with the great task of nurturing their children.

*Receive the child in reverence
Educate the child with love
Let the child go forth in freedom
— Rudolf Steiner*

*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 15% with a language other than English. Enrolments for 2014 numbered 254 in Early Kindergarten to Year 10. The student population gender was split with 145 girls and 109 boys. Our indigenous student enrolment was 6%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value: 1050

Average ICSEA value: 1000

Distribution of Students	Bottom Quarter	Middle Quarters	Middle Quarters	Top Quarter
School Distribution	10%	22%	34%	33%
Australian Distribution	25%	25%	25%	25%



3 STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

In 2014 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. Nearly all of the students who participated achieved above the average benchmark in literacy and numeracy.

In Year 3, parents chose to withdraw their children from testing.

The number of students that participated in testing from Years 5 and 9 were below the threshold for reporting.



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	0%	17%	17%	17%		50%
Statistically Similar Schools	2%	9%	25%	31%	21%	12%
Australian schools	3%	13%	25%	28%	19%	10%

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%	17%	17%	33%	33%	0%
Statistically Similar Schools	1%	11%	27%	29%	19%	12%
Australian schools	3%	14%	26%	26%	17%	12%

4 THE GRANTING OF RECORDS OF SCHOOL ACHIEVEMENT

In 2014 our school offered classes from Kindergarten to Year 10. Our Year 10 students completed their Board of Studies Record of School Achievement mandatory Stage 5 subjects.



5 PROFESSIONAL LEARNING AND TEACHER STANDARDS

PROFESSIONAL DEVELOPMENT

The Central Coast Rudolf Steiner School values staff development and supports continued involvement in professional learning. Through our staff professional development program we continually enhance our practice of Steiner pedagogy. We meet the BOSTES syllabus requirements through subject specific professional development, including Aboriginal education and Learning Support PD. WHS and wellbeing have been a focus in 2014. Two of our teachers completed a Masters of Education in 2014.

Steiner pedagogy Professional Learning included:

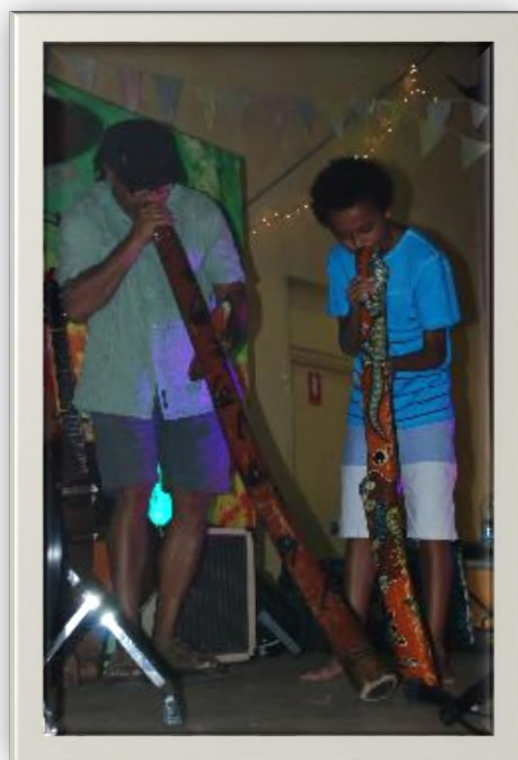
- Rudolf Steiner High School Conference Noosa
- Glenaeon Intensive Trainings for class teachers
- *Extra lesson* weekend intensive Sydney
- Speech and Movement workshop, Stuttgart, Germany
- Delegates Conferences for leaders of Steiner schools
- Governance, Leadership and Management for Boards and leaders of Steiner schools
- Storytelling with Ebba Bodame
- Steiner Education workshop John Burnett
- Early Childhood lecture by Helle Heckmann

Aboriginal perspectives Professional Learning included:

- Yulunga - Traditional Indigenous Games
- Aboriginal Education Workshop - Sydney University

WHS and Wellbeing Professional Learning included:

- Youth Mental Health First Aid - 18/6/14-19/06/14
- *Safetalk* Suicide Awareness - 03/04/14
- *Mind Matters* Getting Started - 12/08/14
- *Happiness and its Causes* - Positive Psychology
- CPR training
- WHS audit and review with AIS
- WHS Training at the AIS



Learning Support Professional Learning included:

- Autism Spectrum Disorder workshop with Sue Larkey
- National Consistent Collection of Data workshop with Leanne Woodley
- Learning Difference Convention
- *UDL – Universal Design for Learning*: Steiner Learning Support Conference – Coffs Harbour

Subject specific Professional Learning included:

- K-6 Physical Activity, Sport and Healthy Eating Conference - 05/06/14
- Rethinking How we teach Physical Education: An introduction to TGfU - 01/04/14
- Reinforcing Numeracy and Literacy with Physical Activity - 04/02/14
- Early Career Drama Teacher PD @ Sydney Theatre Co
- Differentiated Learning in Languages
- Language teaching in the Primary School
- Mini Lit Workshop (literacy)
- Numeracy Workshops with Anita Chin
- Pebble Maths with Vera Stevens
- Children's Book Council Conference in Canberra
- NSW Literacy and Numeracy Action Plan PD (Principal)



STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate was 97%. 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.

Retention of teachers 2013-2014:

The retention of teaching staff from 2013 commencing at the start of the new school year for 2014 was 100%. In 2014 there were 2 departures due to relocation.

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	19
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	
Full time teachers:	2
Part time teachers:	7
Female teachers:	6
Male teachers:	3
Part time support staff:	5
Administration staff:	6



Senior secondary Outcomes: N/A

7 STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

92% students attended school on average each school day in 2014.

The Principal holds the legal responsibility for maintaining attendance records and providing exemptions. At times medical certificates for justification of absences will be requested. The school helps to ensure the safety, welfare and wellbeing of all students through close monitoring of attendance. In 2014, Edumate proved itself to be a reliable and efficient part of our administration processes. The School helps to ensure the safety, welfare and wellbeing of all students by contacting parents/guardians for the explanation of all absences. All students arriving late to school must report to the front office.

Class Percentage Attendance

Class 1	93%
Class 2	90%
Class 3	93%
Class 4	92%
Class 5	93%
Class 6	94%
Class 7	93%
Class 8	89%
Class 9	93%
Class 10	91%



8 POST-SCHOOL DESTINATIONS

In 2014, the graduating Year 10 students continued their education in the following schools:

- Gosford High School
- Hunter School of Performing Arts
- The Entrance Senior Secondary College
- Lisarow High School
- Tocal Agricultural College
- TAFE/ employment
- Distance Education



9 ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

In December 2014, the school had 254 students enrolled in Early Kindergarten to Year 10. The student population gender was split with 145 girls and 109 boys.

ENROLMENT POLICY

ETHOS

'REVERENCE FOR THE HUMAN BEING UNDERPINS ALL THAT WE DO AT CENTRAL COAST RUDOLF 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 RUDOLF 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 RUDOLF STEINER SCHOOL ARE EXPECTED TO HAVE A COMMITMENT TO UPHOLDING OUR ETHOS AND ALL THAT A STEINER EDUCATION REPRESENTS.'

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 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.

This enrolment policy has been formulated to ensure that a consistent approach is taken in relation to enrolment of all children, one that complies with the Anti-Discrimination Policy of our school. The enrolment procedure assists the school in gathering adequate and appropriate information in order to best meet the individual needs of the student.



THE ENROLMENT PROCESS

All applications will be processed in order of receipt with due consideration given to the applicant's support for the ethos of the school, 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 (compulsory) which may include a School Tour. Reports from previous 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 Birth Certificate must be submitted with the application.
- Meeting with teacher/guardian
- A formal offer is made by the School if all paperwork is complete
- Acceptance of offer received
- Enrolment is confirmed upon payment of \$500 enrolment fee prior to commencement and fee arrangements signed.



Parents or guardians will be required to declare at the time of admission 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; and
- fully completed the application for enrolment form with all required documentation

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.

Risk Assessment

Where information obtained by the school suggests a profile of wilful 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.

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 adhere to the Codes of Conduct and School Policies.

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, which may become apparent during the duration of a student's enrolment at the school may cause the enrolment of the child to be terminated.

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 AIS.

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 leave form for approval by the Principal. The Principal's decision 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 week's prior notice in writing is required. Fees paid for that term are not refundable.

EVALUATION

This policy will be reviewed annually.



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 procedures reflect this commitment to student welfare.

In 2014, we conducted a comprehensive audit of our WHS practices in consultation with the AIS. All of our policies were reviewed and re-organised for better tracking of changes.

Policy	Last Review	Access to full text
Child Protection Policy	Reviewed in 2014	School office
Behaviour Management Policy	Reviewed in 2014	School office
Accident and Injury Policy	Reviewed in 2014	School office
Anti-Bullying Policy	Reviewed in 2014	School office
Communication Policy and Procedures	Reviewed in 2014	School office
Discrimination, Harassment and Bullying Policy	Reviewed in 2014	School office
Employee Grievance Procedures	New Guidelines implemented 2014.	School office
Attendance and Exemption Policy	Reviewed in 2014	School office
First Aid Policy	Reviewed in 2014	School office
Health Care and Medical Treatment of Students Policy	Reviewed in 2014	School office
Privacy Policy	Reviewed in 2014	School office Website
Pastoral Care Guidelines	Reviewed in 2014	School office
Student Code of Conduct	Reviewed in 2014	School office
Supervision Policy	Reviewed in 2014	School office
Safe and Supportive Environment Statement	Reviewed in 2014	School office
Duty of Care Policy	Reviewed in 2014	School office
Student Discipline Policy	Reviewed in 2014	School office
Crisis Management Plan	Reviewed in 2014	School office
Behaviour Management Policy	Reviewed in 2014	School office
Student Discipline Policy	Reviewed in 2014	School office
Anti-Bullying Policy	Reviewed in 2014	School office
Complaints Handling Policies and Procedures	Reviewed in 2014	School office Website
Workplace Health and Safety Statement	Reviewed in 2014	School office
Information Technology, Computer, Telephone and Equipment Code of Use	New Code 2014	School office
Parents/Guardians and Visitors Code of Conduct	New Code 2014	School office

STUDENT WELFARE

Student wellbeing is best achieved within a school environment that is safe, supportive, inclusive and empowering, where diversity is respected and valued, where human rights and the common good are honoured, where inter-relationships are positive, where students experience connectedness and engagement, and where those experiencing difficulty or special need receive particular care and support.

Enhanced student wellbeing contributes significantly to improved student learning outcomes. Respectful and cooperative school-family relationships provide an effective channel of pastoral care for students. Schools and families share responsibility for developing and maintaining such relationships of trust, characterised by respect for the goodwill of the other and a willingness to engage collaboratively.

ANTI BULLYING

At Central Coast Rudolf Steiner School, we believe that all members of the 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. We believe that 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 and therefore follow up action 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 AND GRIEVANCES

We acknowledge that a member of staff, a student, a parent or a member of the wider community can sometimes feel aggrieved about something that is happening at a school which appears unsatisfactory, or unreasonable. Any person may raise a concern about any policy or procedure, decision, behaviour, act or omission (whether by the Principal, members of the executive or other staff or students) that is considered to be unsatisfactory. The school will seek to ensure, so far as is reasonably practicable, that complaints are addressed in a timely and confidential manner at the lowest appropriate management level, in order to prevent minor problems or concerns from escalating. We expect that complaints will be brought forward and resolved in a respectful manner. The principles of procedural fairness will be followed in all aspects of complaint handling. Procedural fairness includes:

- giving people the opportunity to put forward their case
- offering information about the complaint handling procedures
- informing the respondent/s of the substance of the complaint and providing an opportunity to respond
- providing the respondent/s with information about the complaint investigation process
- handling the complaint process confidentially
- determining complaints as expeditiously as possible and advising the person raising the concern and the respondent of the outcome of the investigation;
- assessing the facts and circumstances of the situation objectively and determining the complaint fairly and equitably;
- communicating the determination and reasons for the decision
- informing those concerned of any avenue for review

The school's Complaint Handling Policy is available on our website.



11 SCHOOL DETERMINED IMPROVEMENT TARGETS

	PRIORITY	ACHIEVEMENTS
Governance and Management	<ul style="list-style-type: none"> • Clarification of Board roles and governance requirements • Strategic Plan consultation 	<ul style="list-style-type: none"> • Board members' participation in Governance, Leadership and Management courses • Development of Governance Manual in compliance with requirements introduced in October 2014 • Policy updates • Further development of Strategic Plan document
Staff Development	<ul style="list-style-type: none"> • Ongoing teacher professional development in Steiner Education • Improved access to Professional Learning programs with a particular focus on early literacy and numeracy • Learning Support 	<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 • Autism Spectrum Disorder, National Consistent Collection of Data training, Learning Difference, Convention, <i>Universal Design for Learning</i> conference • Instructional leadership on literacy and numeracy embedded
Teaching and Learning	<ul style="list-style-type: none"> • Formalised assessment of literacy and numeracy in primary school as per the NSW Literacy and Numeracy Action Plan • Consolidation of music program 	<ul style="list-style-type: none"> • Implementation of Literacy and Numeracy Continuum documentation Years K-5, 2014 • Development of standardised assessment schedule • Tiered interventions for literacy and numeracy • Improved consultation and documentation of student Individual Learning Plans and Health Care Plans • Volunteers trained to deliver literacy program • Primary Orchestra program in cooperation with Central Coast Conservatorium of Music

	PRIORITY	ACHIEVEMENTS
Community/Parent Involvement	<ul style="list-style-type: none"> • Active participation of parent body in learning about the principles of Steiner education • Introduction of parent participation in classroom literacy initiatives • Aboriginal community consultation and participation in Reconciliation initiatives 	<ul style="list-style-type: none"> • Parent/teacher nights held every term for all classes • Active parent participation in school festivals and Spring Fair • Parent education afternoon and weekend workshops, drum making, personal development weekends • Community consultation on implementation of school uniforms • Parent reading groups introduced, primary-secondary partnerships in reading • Sorry Day community event, ongoing partnership with community members and Aboriginal elder to enhance teaching and learning • Ongoing connection with <i>NAISDA</i>
Community/Parent Involvement	<ul style="list-style-type: none"> • Active participation of parent body in learning about the principles of Steiner education • Introduction of parent participation in classroom literacy initiatives • Aboriginal community consultation and participation in Reconciliation initiatives 	<ul style="list-style-type: none"> • Parent/teacher nights held every term for all classes • Active parent participation in school festivals and Spring Fair • Parent education afternoon and weekend workshops, drum making, personal development weekends • Community consultation on implementation of school uniforms • Parent reading groups introduced, primary-secondary partnerships in reading • Sorry Day community event, ongoing partnership with community members and Aboriginal elder to enhance teaching and learning • Ongoing connection with <i>NAISDA</i>
Marketing	<ul style="list-style-type: none"> • Ongoing promotion of the school in the Central Coast community 	<ul style="list-style-type: none"> • Broader advertising in newspapers and radio, improved promotion at community events
Facilities, Resources, Structures	<ul style="list-style-type: none"> • Improved facilities, upgrade of resources 	<ul style="list-style-type: none"> • Completion of the school kitchen • Completion of Nature playground (<i>Eco schools</i> grant), development of Kindergarten Nature Trail • Successful grant application for Covered Outdoor Learning Area, construction to begin in 2015 • Successful application for ICT Review Grant (AIS) and <i>Embedding Excellence</i> program (AIS)

The Central Coast Rudolf Steiner School acknowledges the NSW Government's provision of funding to enable the school's participation in the *NSW Literacy and Numeracy Action Plan*.

12 INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Actions guided by kindness, respect and a sense of personal responsibility are central to our pedagogy. These are especially evident in our Pastoral Care, Reconciliation and Sustainability initiatives.

Initiatives in 2014 included:

- Lifeline *Safetalk* training for staff and Year 10 students
- Aboriginal community member consultation and cooperation on Reconciliation initiatives
- Drum making and personal development workshops
- Donation of Harvest Festival food donations to organisations who care for the homeless
- *Mind Matters* training
- Senior student participation in the *Duke of Edinburgh* program
- Embedding of Aboriginal perspectives across curriculum, developing connections with NAISDA
- Service learning for all Year 10 students in Cambodia
- Regular Cyber safety training with School Police Liaison Officer
- Sustainability initiative with *Take 3*
- Community celebration bush dance



13 PARENT, STUDENT AND TEACHER SATISFACTION

A distinguishing feature of our school is the close communication and consultation with the parents and guardians of our students. 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.

Extensive surveys on satisfaction with the Principal were collected in 2014 from all stakeholders - Board, staff, students and parents. The results were very positive and a strong endorsement of the direction the school is taking.

Staff satisfaction has been expressed on the improved individual plans for students, WHS audit and procedures and consultative leadership on questions such as the proposed school uniform and class teacher period. The new teacher appraisal process has been greeted with a very positive response.

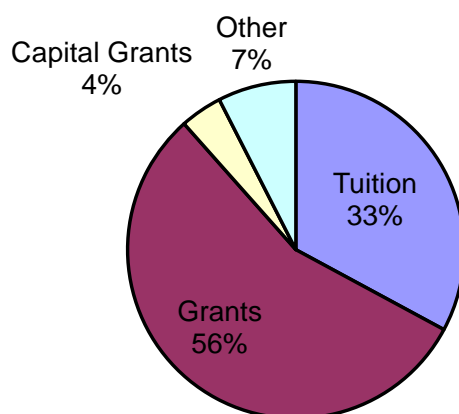
Our steady growth is testament to parent satisfaction. Our alumni students are regular visitors to the school and speak highly of their formative years at the Central Coast Rudolf Steiner School. Exit surveys and testimonials confirm that our School is broadly seen as an inclusive, nurturing environment with a vibrant community:

'WE WANT TO THANK YOU AND EVERYONE INVOLVED AT THE CENTRAL COAST RUDOLF STEINER SCHOOL FOR ALL THAT THE SCHOOL HAS DONE FOR OUR DAUGHTER. FROM DAY ONE SHE WAS MADE TO FEEL VERY WELCOME. HER NEW CLASSMATES WERE EAGER TO MEET HER AND INCLUDE HER INTO THE GROUP. THEY WERE THEN AND STILL ARE A LOVELY GROUP OF CHILDREN, WHICH IS A TESTAMENT TO THEIR TEACHERS, THE SCHOOL AND THE WHOLE STEINER SYSTEM. HER SELF-CONFIDENCE HAS GROWN SO MUCH THAT SHE IS WILLING AND CAPABLE OF PUBLIC SPEAKING AND SHOWING THE SCHOOL OFF TO PROSPECTIVE FAMILIES. HER ACADEMIC ACHIEVEMENTS HAVE COME LEAPS AND BOUNDS SINCE BEING IN THE SCHOOL AND FOR ALL THIS WE ARE EXTREMELY GRATEFUL.'

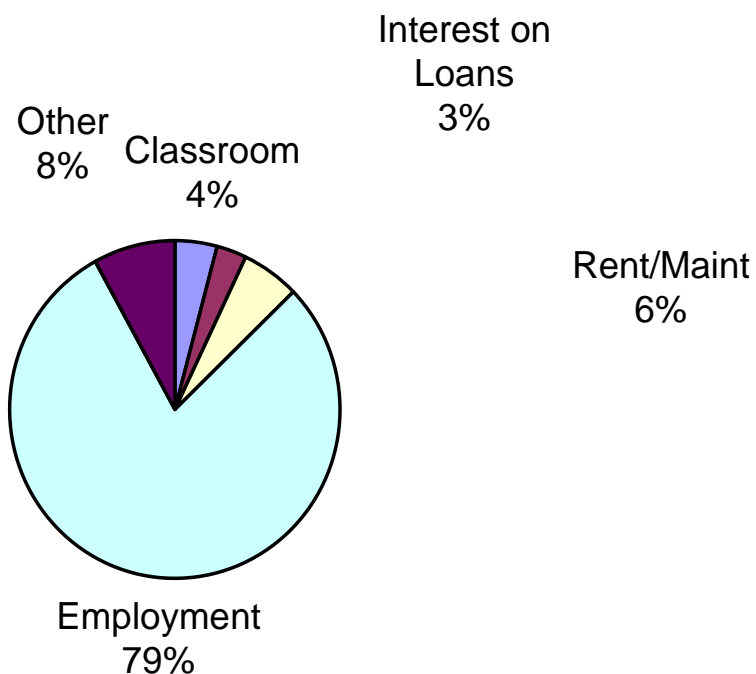


14 SUMMARY FINANCIAL INFORMATION

INCOME 2014



EXPENSES 2014





45 Catamaran Rd, FOUNTAINDALE NSW 2258
Ph: 02 4362 3400 Fax: 02 4362 3411
www.ccrss.nsw.edu.au