

Central Coast
Rudolf
Steiner
School



Annual Educational and Financial Report 2015



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1. MESSAGE FROM KEY SCHOOL BODIES



REPORT FROM THE CHAIR

2015 has been a time of development and transition. Our school celebrated its 21st birthday with a wonderful acknowledgement of the founders of our school followed by a bush dance and fireworks in a fitting celebration of this milestone.

We are very proud of the development of our facilities. Our school has undergone significant change over the last three years- the completion of the hall, the kitchen, primary toilet blocks and the extension of the kindergarten. Most recently, the completion of the Covered Outdoor Learning Area greatly enhanced the feel of our school. The inaugural production on our COLA was 'The Little Mermaid'. The production was a beautiful way to open our COLA and showcase the incredible talent in our student body to our community.

We have had some changes to Board membership in 2015. I would like to express my appreciation to all of our Board members who have worked hard to ensure that our Board responsibilities are undertaken in a professional, responsible and highly ethical manner. I wish to acknowledge Kate Rayner's contributions in particular, with gratitude for the hard work and successes as my predecessor in the role of Chair.



The Board's compliance obligations, which are regulated by BOSTES, include sound financial management of the school and its resources, risk management and policy development. BOSTES requires that all Board members undertake a minimum of twelve hours of professional development over a three-year period. In 2015, Board members attended the AIS Governance Symposium and were privileged to hear eminent presenters such as David Gonski speak about the changing landscape within the independent school sector.



The Board acknowledges the high demands that are placed on the role of the Principal. The increasing requirements for compliance and documentation, and the management of the learning and complex wellbeing needs of a growing school community are an enormous responsibility. The Board is grateful for the strong commitment to Steiner education that Rosemary Michalowski has demonstrated over the years. In 2015, Rosemary was invited to join the Association of Independent

School's Education Research Council. This is a great honour and a validation of her unique skills and talents. Our school remains privileged to have Rosemary's steady hand guiding our school into the future. Rosemary's leadership and the sound financial management by our bursar have delivered another successful year both financially and operationally with strong student numbers and additional staff. The school remains in a healthy financial position and able to confidently meet the future.

We are grateful to our students, parents and carers and extended families for your support throughout 2015. We thank our families who showcased our school proudly at the annual Spring Fair- the proceeds going to continued beautification projects within the school. The Board also acknowledges the generous efforts of the Parent Community Network throughout the year. We thank Lisa Devine, our school counsellor, for her continued invaluable support of our community.

The Board acknowledges with gratitude our wonderful teaching and administrative staff. The continuing dedication and love is behind the growth, learning, successes and wellbeing of our students and community. I look forward to the next 12 months as our school continues to prosper and grow.

Peter Lumsden
Chair
CCRSS Board of Directors





REPORT FROM THE PRINCIPAL

2015, our 21st birthday, was in many ways an important milestone in our school. We have achieved a great deal with the development of our beautiful grounds and facilities. Our focus on the deepening of Steiner educational principles has borne fruit over the last year. We took time as a College of Teachers to explore how we want to grow as teachers and as a school into the future. We have invested considerably in the ongoing professional development of our teachers who have attended a wide variety of conferences. The 2015 National Steiner Teachers Conference in Byron Bay was a source of real inspiration. This led to a deepened commitment from the teachers to regular study and sharing of our questions and insights.

In the primary school, our improvements to literacy and numeracy development are bearing fruit. We are proudly a school that values and promotes reading. I would like to acknowledge the dedication of our librarian Judy Evans. Her loving care of our beautiful library at the heart of our school and the quality resources that she gives to the classes enrich the imagination of all at our school. In 2015, we have been lucky to have the regular assistance of Lynelle Campbell, a numeracy specialist who has worked closely with our primary class teachers. This has been one of the many benefits that the NSW Literacy and Numeracy Action Plan has brought to our school.



Our music program is growing to the point that we are literally bursting at the seams and our students feel increasingly confident performing for each other. The collaborative orchestra project with Armidale Waldorf School at the end of 2015 was a real highlight. I congratulate Felicity Lund-Conlon on her fine work in her very first year as our music teacher.

Our devotion to the child and the protection of childhood remains the most unique and vital foundation of our practices. Our playgroup, early kindergarten and kindergarten programs offer the young child a school experience imbued with goodness and beauty. I acknowledge the dedication of the teachers of our young children. Our expanding 'Nature Trail' behind the kindergarten is the fruit of the teachers' passion and tenacity! I think this is the most beautiful place in the whole school and a wonderful development.

We continue to look at how to plan best for the future and are grateful for the 'Embedding Excellence' grant and the invaluable advice from Steve Stretton to help us clarify our questions and work methodically to achieve our vision.

Our school is a place where students flourish. They are deeply nurtured as whole people. Our graduates last year were able to meet the transition from Year 10 with confidence. They returned from their trip to Cambodia with a real sense of appreciation for the privileges of their lives. Their graduation speeches brought tears to many eyes. Their love for our school and appreciation for all it has given them was tangible. It was heartening to hear their parents and guardians express how much it has meant to them to be part of the Steiner community over the years. All of our applicants for selective academic and performing arts high schools were successful in 2015.



The dedication of our staff to help grow the school from within includes a striving to create a healthy and vibrant school community. We have worked to improve our communication with parents and guardians over the last year, including using technology to assist this process. Our parents and guardians have high expectations of the teachers and we encourage active partnerships. We are each responsible for the future evolution of the school. I welcome the opportunity to imagine a beautiful, lasting flourishing of our school community on all levels.

**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 2015 numbered 262 in Early Kindergarten to Year 10. The student population gender was split with 143 girls and 119 boys. Our indigenous student enrolment was 4%.

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 | 12% | 22% | 33% | 33% |
| Australian Distribution | 25% | 25% | 25% | 25% |



3. STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING



In 2015 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.

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

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

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

Percentage in bands for all students in Year 5 Reading

| Class 5 | Band 4 or below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 |
|-------------------------------|-----------------|--------|--------|--------|--------|--------|
| CCRSS | 0% | 33% | 17% | 33% | 17% | 0% |
| Statistically Similar Schools | 13% | 22% | 26% | 21% | 15% | 0% |
| Australian schools | 13% | 22% | 24% | 19% | 15% | 0% |

Percentage in bands for all students in Year 5 Numeracy

| Class 5 | Band 4 or below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 |
|-------------------------------|-----------------|--------|--------|--------|--------|--------|
| CCRSS | 0% | 43% | 29% | 0% | 0% | 0% |
| Statistically Similar Schools | 1% | 30% | 30% | 15% | 8% | 0% |
| Australian schools | 2% | 27% | 28% | 18% | 10% | 0% |

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

Percentage in bands for all students in Year 7 Reading

| Class 7 | Band 4 or below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 |
|-------------------------------|-----------------|--------|--------|--------|--------|--------|
| CCRSS | 0% | 33% | 0% | 50% | 0% | 0% |
| Statistically Similar Schools | 1% | 9% | 27% | 30% | 28% | 10% |
| Australian schools | 3% | 12% | 26% | 28% | 18% | 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% | 0% | 50% | 33% | 17% | 0% |
| Statistically Similar Schools | 1% | 10% | 29% | 33% | 18% | 10% |
| Australian schools | 2% | 14% | 29% | 27% | 16% | 10% |

Percentage in bands for all students in Year 7 Spelling

| Class 7 | Band 4 or below | Band 5 | Band 6 | Band 7 | Band 8 | Band 9 or above |
|-------------------------------|-----------------|--------|--------|--------|--------|-----------------|
| CCRSS | 0% | 0% | 29% | 29% | 14% | 14% |
| Statistically Similar Schools | 3% | 7% | 20% | 32% | 30% | 8% |
| Australian schools | 5% | 11% | 22% | 30% | 21% | 10% |



4. STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The Central Coast Rudolf Steiner School teaches the NSW Australian curriculum and meets its outcomes. Our approach is one that fosters the potential of the whole learner. We value a broad, rich range of creative learning experiences which are not adequately measured through NAPLAN testing or similar examinations.

In 2015, our school offered tuition from Early Kindergarten to Year 10.

Our Year 10 students completed their BOSTES Record of School Achievement. This included all mandatory Stage 5 subjects and electives.



5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

PROFESSIONAL DEVELOPMENT

Our continued commitment to professional learning is reflected in the broad range of courses accessed in 2015.

Steiner Education Professional Learning included:

- Steiner Education Australia Delegates Conferences
- Early Childhood Waldorf Conference, Dornach Switzerland,
- Governance, Leadership and Management for Boards and leaders of Steiner schools
- Kolikso Conference Cambridge New Zealand
- Steiner Education Australia Conference: Creating Capacity, Coaching and Connecting
- National Steiner Teachers Conference – Byron Bay
- Steiner Secondary School Conference Noosa
- Steiner Intensive Conference Gleaneon

WHS and Wellbeing Professional Learning included:

- AIS Science Chemical Training and Handling (WHS)
- Anaphylaxis Training
- Asthma Training
- Chemical Safety in Schools
- Emergency Response Training and Fire Safety Training
- Health and Safety Law and Risk Management for Leaders
- Introduction to Return to Work Coordination AIS
- AIS Work Health and Safety Consultation
- Lifeline Suicide Intervention
- Mindfulness in Schools- Making every Moment Count
- Mental Health First Aid Course
- Positive Psychology Conference



Learning Support Professional Learning included:

- MSL Dyslexia Course – 5 days

Subject specific Professional Learning included:

- Changing Environmental and Human Geographies
- Geography Syllabus Familiarisation AIS
- Grammar Online – Levels of Delicacy – AIS
- Great Ideas for Languages – it's not all about the technology
- Project German – Deutsch zum Mitmachen
- Science and Technology Syllabus Familiarisation K-6
- Synergy PDHPE Conference

Literacy and Numeracy Action Plan Professional Learning included:

- AIS Numeracy consultancy with Lynelle Campbell
- Numeracy Workshops (primary) with Anita Chin
- AIS Literacy consultancy with Pat Hodges
- NSW Literacy and Numeracy Action Plan: Continua Workshop
- NSW Literacy and Numeracy Action Plan: K-2 Workshop
- NSW Literacy and Numeracy Action Plan: Years 2-4 Numeracy Workshop

Leadership and Research Learning included:

- Embedding Excellence - AIS
- Governance Symposium 2015
- Registration and Accreditation Briefing AIS
- AIS Teacher Accreditation Authorities Briefing
- AIS Education Research Symposium



STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate was 96.6%. 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 2014-2015:

The retention of teaching staff from 2015 commencing at the start of the new school year for 2016 was 85%. In 2015 there were 3 teacher departures.

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 | 21 |
| Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications; or | 0 |
| Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. | 0 |

6. WORKFORCE COMPOSITION

| | |
|--------------------------|----|
| Principal | 1 |
| Full time teachers: | 11 |
| Part time teachers: | 8 |
| Female teachers: | 15 |
| Male teachers: | 4 |
| Full time support staff: | 1 |
| Part time support staff: | 4 |
| Administration staff: | 6 |
| Grounds/Maintenance/Bus: | 3 |

Aboriginal and Torres Strait Islander staff: 0



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

Senior secondary Outcomes: N/A

7. STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

The Principal holds the legal responsibility for maintaining attendance records and providing exemptions. The school strives to ensure the safety, welfare and wellbeing of all students through close monitoring of attendance.

In 2015, the School transferred to using the student management database *Educonnex*.

89% students attended school on average each school day in 2015.

Class Percentage Attendance

| | | | |
|---------|-----|----------|-----|
| Class 1 | 91% | Class 6 | 87% |
| Class 2 | 89% | Class 7 | 92% |
| Class 3 | 93% | Class 8 | 86% |
| Class 4 | 90% | Class 9 | 91% |
| Class 5 | 86% | Class 10 | 83% |



8. POST-SCHOOL DESTINATIONS

In 2015, the graduating Year 10 students continued their education in the following schools:

- Gosford High School
- Barker College
- Hunter School of Performing Arts
- St Edwards College, Gosford
- Ku-ring-gai Creative Arts High School
- The Entrance Senior Secondary College
- Narara Valley High School
- Lisarow High School
- Hunter TAFE
- Employment/apprenticeship



9. ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

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 all parents and guardians seeking an education based on the Steiner philosophy.

In November 2015, the school had 262 students enrolled in Early Kindergarten to Year 10. The student population gender was split with 143 girls and 119 boys.

ENROLMENT POLICY

INTRODUCTION

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

Central Coast Rudolf Steiner School is an inclusive, co-educational and non-denominational school. Our students come from a wide variety of religious and non-religious backgrounds. Enrolment applications are welcomed for any parents seeking an education based on the principles indicated by Rudolf Steiner. We work cooperatively with parents and guardians to provide open communication about mutual expectations for the furthering of our pedagogical work.

This enrolment policy provides a consistent approach in relation to the enrolment of all children; one that complies with the Disability Discrimination Act and the Disability Standards for Education.

In the course of the enrolment procedure, the School considers information in order to best process the application. Where enrolment is sought for a student who is considered to have additional needs, these will be discussed and documented throughout the enrolment process. The nature of the additional needs or disability will be clarified by consultation with the parents/guardians and student in the interview process. Previous schools may need to be contacted for further clarification. All available reports need to be provided to clarify the student's need for adjustments to his/her learning program. If a student with a disability is seeking enrolment, any strategies or adjustments to accommodate the student's additional needs will be identified before the enrolment is confirmed. After assessing the level of adjustments necessary and how they may need to be modified over the period of the student's education, the Principal will decide whether to proceed with the enrolment.

A school does not have to make an adjustment if by doing so it would impose an unjustifiable hardship on itself. If there were a case for considering declining an enrolment on these grounds, the school would seek advice from the Association of Independent Schools.

Where information obtained by the school suggests a profile of 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.

THE ENROLMENT PROCESS

All applications will be processed in order of receipt with due consideration given to the applicant's support for the principles of Steiner education, siblings already attending the school, previous attendance at a Steiner school and other criteria determined by the school from time to time. Acceptance of an application form will not guarantee an offer of enrolment.

Stages of the Application Process

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

If there are reasons for the School to give further consideration to the enrolment application, additional documentation may be requested and/or a Risk Assessment may be developed.

Parents or guardians will be required to declare at the time during the enrolment process, and at any time during enrolment that they have:

- disclosed all special needs of the prospective student where it relates to the student's education;
- disclosed all relevant medical or psychological conditions and/or health care requirements of the prospective student;
- provided a copy of any Court Orders which apply to the prospective student and /or parent/s;
- provided all relevant visa documentation if the student is not a resident of Australia
- fully completed the application for enrolment form with all required documentation

If parents/guardians have not provided or are unwilling to provide all requested documentation, the application for enrolment may be unsuccessful. If the enrolment application is unsuccessful, the Principal will contact the parent/ guardian to discuss and advise of the outcomes in writing. If a parent or guardian withholds information relevant to the application/enrolment process then the Principal reserves the right to refuse, or terminate enrolment on that ground.

REQUIREMENTS FOR CONTINUED ENROLMENT

To maintain their enrolment students are expected to demonstrate satisfactory effort, attitude, behaviour and regular attendance.

Students are to take part in all school activities including school excursions, camps and festivals.

Students, parents and guardians are also expected to support the School's ethos and act within the Codes of Conduct and School Policies and Guidelines.

To maintain an active enrolment, payment of all tuition and other fees and charges must be satisfactorily observed as per the Schedule and Fee Policy for each year.

Parents or guardians are required to disclose at any time during enrolment any special circumstances that may need to be taken into account by the school including medical, behaviour and psychological information. Any lack of disclosure that may become apparent during the duration of a student's enrolment at the school may cause the enrolment of the child to be terminated.

LEAVE

Enrolled students may be granted leave at the discretion of the Principal during term time and this must be done by submitting a request for an 'Application for Leave' form for approval by the Principal. The Principal's decision regarding leave approval is final. Fees must still be paid for that period in order to hold the child's place at the school. A holding deposit will be required for extended holidays and will be at the discretion of the school.

WITHDRAWAL OF STUDENT/S

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

EVALUATION

This policy will be reviewed annually or as required.



10. SCHOOL POLICIES

Central Coast Rudolf Steiner School is committed to providing a safe, supportive and welcoming environment in which all students can thrive. Our policies and guidelines provide a clear framework for our School and its community. All of our Policies and Guidelines were reviewed in 2015.

| Policy | Last Review | Access to full text |
|---|------------------|--------------------------|
| Accident, Injury and First Aid Guidelines | Reviewed in 2015 | School office |
| Child Protection Policy | Reviewed in 2015 | School office |
| Communication Guidelines | Reviewed in 2015 | School office |
| Complaints Handling Policy | Reviewed in 2015 | School office Website |
| Crisis Management Plan | Reviewed in 2015 | School office |
| Discrimination, Harassment and Bullying Guidelines | Reviewed in 2015 | School office |
| Excursion Guidelines | Reviewed in 2015 | School office |
| Information Technology, Computer, Telephone and Equipment Code of Use | Reviewed in 2015 | School office |
| Learning Support Guidelines | Reviewed in 2015 | School office |
| Parents/Guardians and Visitors Code of Conduct | Reviewed in 2015 | School office |
| Pastoral Care Policy | Reviewed in 2015 | School office |
| Privacy Policy | Reviewed in 2015 | School office Website |
| Safe and Supportive Environment Statement | Reviewed in 2015 | School office |
| Staff Grievance Guidelines | Reviewed in 2015 | School office |
| Student Anti-Bullying Policy | Reviewed in 2015 | School office |
| Student Attendance Policy | Reviewed in 2015 | School office |
| Student Behaviour Management Guidelines | Reviewed in 2015 | School office |
| Student Code of Conduct | Reviewed in 2015 | School office |
| Student Discipline Policy | Reviewed in 2015 | School office |
| Student Health Care and Medical Treatment Guidelines | Reviewed in 2015 | School office |
| Student Supervision Policy | Reviewed in 2015 | School office |
| Student Wellbeing Guidelines | Reviewed in 2015 | School office |
| Workplace Health and Safety Policy | Reviewed in 2015 | School office |



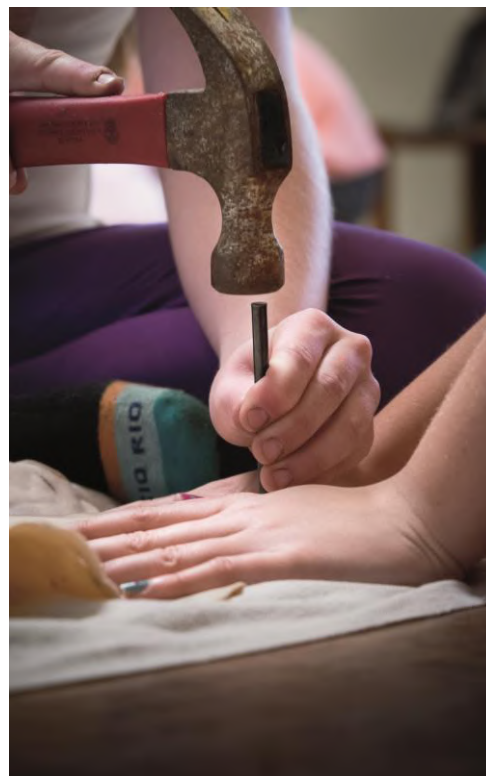
STUDENT WELFARE

Student wellbeing is best achieved within a school environment that is supportive, inclusive and empowering, where diversity is valued, inter-relationships are positive, students experience connectedness, and where those with special individual needs receive 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

All members of Central Coast Rudolf Steiner School community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. At our School, bullying is unacceptable and we (students, staff, parents and guardians) all share a responsibility for preventing it. Central Coast Rudolf Steiner School rejects ideas, beliefs and behaviours which marginalise or victimise people. Bullying is viewed as a major breach of the school rules and behavioural expectations. Any actions taken to address bullying will align with our Student Discipline Policy. Any reports of bullying will be investigated and appropriate action will be taken promptly.



STUDENT DISCIPLINE

Where a student disregards rules, disobeys instructions or otherwise engages in conduct that causes or may cause harm, inconvenience or embarrassment to the School, staff members or other students, the student may be subject to disciplinary action. The disciplinary procedures undertaken by the School vary according to the seriousness of the alleged offence. Where the allegation, if proved, may result in suspension or expulsion, the student and parents/guardians will be informed of the allegations and procedural steps to be followed in dealing with the matter. In relation to all matters to be investigated, students and parents/guardians will be informed of the nature of the allegation and given an opportunity to respond to the allegation/s. The penalties imposed vary according to the behaviour and the prior record of the student. At the lower end of the scale, an admonition or detention may be appropriate. At the upper end of the scale, the behaviour could result in suspension or expulsion.

The school prohibits the use of corporal punishment in disciplining students attending the school. The school does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/guardians, to enforce discipline at the school. In all cases involving suspension or expulsion, students and parents/guardians may appeal.

COMPLAINTS

Our **Complaints Handling Policy** provides a framework for the handling of matters of concern that relate to the Central Coast Rudolf Steiner School. It is intended to provide to students, parents/guardians and members of the wider community a process for communicating concerns within a supportive environment. It provides a clear process so that the concerns raised are met with both confidentiality and a commitment to fairness.

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

The **Complaints Handling Policy** is in place so that, so far as is reasonably practicable, complaints are addressed in a timely and confidential manner in order to prevent minor problems or concerns from escalating.

Complaints may be verbal or written. Written complaints include those sent by letter, fax or email. Anonymous complaints do not allow for this Policy to be implemented fully.

There is an underlying assumption on the part of the School that complaints are not vexatious or malicious i.e. that they are made in good faith with honest good will and an intention for resolution. The School expects that complaints will be brought forward and processed in a respectful manner recognising the dignity of each person concerned. The Central Coast Rudolf Steiner School has a firm commitment to seeking the fair resolution of complaints at all levels.

The School's Complaints Handling Policy will:

- endeavour to foster healthy relationships between the Central Coast Rudolf Steiner School, students, parents/guardians and the wider community
- recognise and protect the right to raise matters of concern or complaints
- recognise the rights of a person who is the subject of a complaint (the respondent)
- provide a fair and accessible process for prompt response
- provide for the principles of procedural fairness to apply at all times
- provide, so far as is reasonably practicable, a complaint handling process that is impartial, inclusive and confidential
- provide clear information on the complaints handling process including the right of review

The School's Complaint Handling Policy is available on our website or at the school by request.



11. SCHOOL DETERMINED IMPROVEMENT TARGETS

| | PRIORITY | ACHIEVEMENTS |
|---------------------------|---|---|
| Governance and Management | <ul style="list-style-type: none"> Ongoing development of Board members in compliance and risk management Participation in <i>Embedding Excellence</i> program (AIS) | <ul style="list-style-type: none"> Board members' participation in Governance, Leadership and Management courses Further development of Governance Manual Policy reviews Survey of student community, setting of goals |
| 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 | <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 |
| Teaching and Learning | <ul style="list-style-type: none"> Broaden elective options in secondary school program Further development of observation/assessment of literacy and numeracy primary school Expansion of music/artistic/performing arts programs Focus on improving numeracy and mathematics education Improve transition from Primary to High School Connection to other Steiner Schools | <ul style="list-style-type: none"> Introduction of Food Technology as Stage 5 elective Implementation of Literacy and Numeracy Plan Goals for 2015 Primary Orchestra program in cooperation with Central Coast Conservatorium of Music, broader options for music tuition Orchestra project on partnership with Armidale Waldorf school High school performance of 'The Little Mermaid' Workshops with Anita Chin, Consultancy with Lynelle Campbell Year 7 guardian and Head of secondary school appointed Successful High School Expo Inter-school sports carnivals with students from Glenaeon, Lorient Novalis and Linuwel high schools. |

| | PRIORITY | ACHIEVEMENTS |
|-----------------------------------|---|---|
| Community/Parent Involvement | <ul style="list-style-type: none"> School Community engagement in social justice issues Provide opportunities for parents and guardians to learn about the principles of Steiner education Promote the school to the broader community Ongoing commitment to Reconciliation initiatives | <ul style="list-style-type: none"> Guest speakers: Phil Glendenning (President of the Refugee Council of Australia and CEO of the Edmund Rice Centre), Father Rod Bower (Gosford Anglican Church) Parent education afternoon and weekend workshops offered Parent reading groups continued in 2015 Beautiful and well-visited Spring Fair 21st birthday celebrations Sorry Day community event Ongoing connection with NA/SDA |
| Marketing | <ul style="list-style-type: none"> Ongoing promotion of the school in the Central Coast community | <ul style="list-style-type: none"> Continued advertising using radio, social media and buses |
| Facilities, Resources, Structures | <ul style="list-style-type: none"> Improved facilities, upgrade of resources ICT Review and documentation of capacity building strategies | <ul style="list-style-type: none"> Completion of the Covered Outdoor Learning Area Establishment of 'Nature Trail' Upgrading of server and internet capacity |



12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives in 2015 included:

- Community celebration 21st birthday bush dance
- Strengthening of Student Representative Council
- Introduction of Diligence Reward Days
- Drum making and personal development workshops
- Donation of Harvest Festival food donations to organisations who care for the homeless
- Embedding of Aboriginal perspectives across curriculum
- Service learning for all Year 10 students in Cambodia
- Cybersafety training with School Police Liaison Officer
- Fundraising day for victims of Nepal earthquake
- Staff training in a range of wellbeing/ mental health support initiatives
- Refugee awareness initiatives and guest speakers
- Social justice initiatives and guest speakers



13. PARENT, STUDENT AND TEACHER SATISFACTION

We value strong supportive relationships and good communication. In the class teacher period, the teacher moves with the class and close bonds are formed. These are continued with the guardian program in our secondary school.

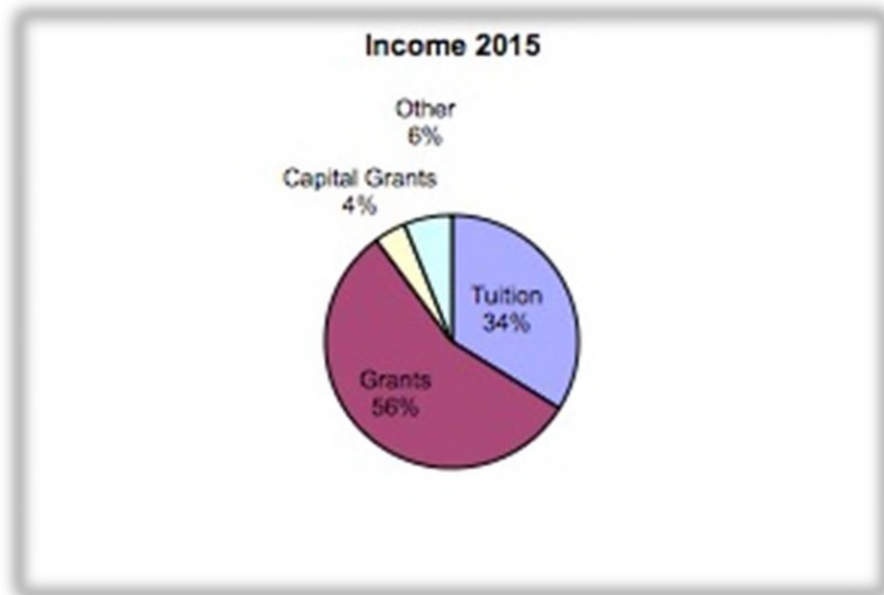
In 2015, as part of our involvement with the *Embedding Excellence* program, we surveyed all stakeholders- parents and guardians, students, teaching and non-teaching staff as well as Board members. Their responses to a broad range of questions indicated high levels of trust and satisfaction overall. The data collected has helped us develop our School development goals for 2016.

'I want to take this opportunity to sincerely thank you for making the Central Coast Rudolf Steiner School a school of such quality. Our daughter has exceeded our expectations whilst attending this school. We've seen the growth within her spiritually and academically. Her ability to think matters through on a more mature and sensible level is a credit to the high standards of teaching and guidance which is given at the Central Coast Rudolf Steiner School'

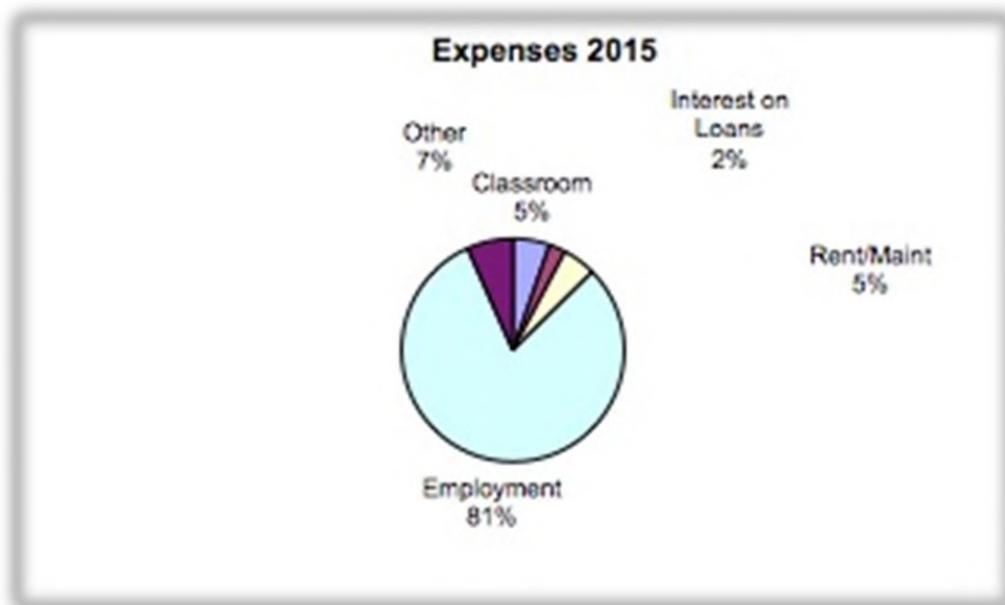


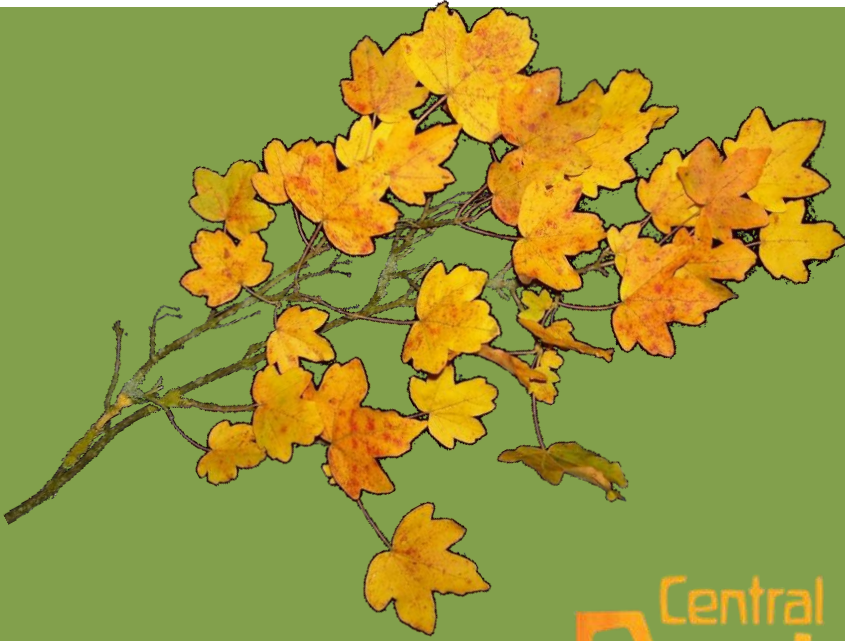
14. SUMMARY FINANCIAL INFORMATION

INCOME 2015



EXPENSES 2015





Where students flourish

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