



2018 Annual Report

TABLE OF CONTENTS

TABLE OF CONTENTS	1
REPORT FROM THE CHAIR OF THE BOARD	2
REPORT FROM THE PRINCIPAL	3
CONTEXTUAL INFORMATION ABOUT THE SCHOOL	4
STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING	5
STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS..	6
PROFESSIONAL LEARNING AND TEACHER STANDARDS	7
STAFF ATTENDANCE AND RETENTION RATES	9
TEACHER ACCREDITATION STATUS	9
TEACHING STANDARDS.....	9
WORKFORCE COMPOSITION	10
STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE	10
POST-SCHOOL DESTINATIONS.....	11
ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY.....	11
ENROLMENT POLICY.....	12
SCHOOL POLICIES.....	15
SCHOOL DETERMINED IMPROVEMENT TARGETS	19
INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY	21
PARENT, STUDENT AND TEACHER SATISFACTION	22
SUMMARY FINANCIAL INFORMATION.....	23
INCOME 2018.....	23
EXPENSES 2018	23



REPORT FROM THE CHAIR OF THE BOARD

As I approach the end of my sixth year on the Board, I am proud of all the school has achieved over that time. We have completed our hall and kitchen, the Covered Outdoor Learning Area, new amenities for the primary school, the craft room, learning support, extension of our administration facilities and our new music room.

As we look forward to celebrating 100 years of Waldorf Education, I am excited that we are planning a new High School Facility to be constructed in 2020.

Our school continues to deliver increasing enrolments and our financial position remains strong. I wish to acknowledge the incredible contribution made by our Business Manager, Pat Attard.

As a parent of two children at the school, I am very grateful to our staff for the commitment and enthusiasm they show to our children. Your excellence in delivering an exemplary education to our students should never be taken for granted. I know both my boys love coming to school and their enthusiasm for learning comes from the commitment you all show every day.

Our school is fortunate to continue to enjoy the leadership of our Principal, Rosemary Michalowski. Rosemary's passion for our school, experience and knowledge is an incredible asset and our school continues to flourish under her leadership.

I want to thank the Board for all they have contributed over the past year. We have more to do and look forward to delivering the new High School over the next 18 months. I am proud to report that our school continues to deliver strong financial performance which allows us to continue to invest in the school and its infrastructure.

Lastly, I would like to thank our community and welcome those who are new. I am proud to be associated with you all and applaud your commitment to our school.

Peter Lumsden
Chair
CCSS Board of Directors



REPORT FROM THE PRINCIPAL

'How far that little candle throws his beams...'

(William Shakespeare, 1623)



2019 will mark the centenary celebration of Waldorf education. The first Waldorf school opened in 1919 in Stuttgart, Germany. Emil Molt, director of the Waldorf Astoria cigarette factory, invited Rudolf Steiner to become the pedagogical director of a school for the children of his factory workers. Steiner's insight and guiding impulses began what we now know as Waldorf/Steiner Education. In 1919, Steiner's pedagogy was truly revolutionary, including the mingling of children from diverse class backgrounds, teaching the same curriculum to both genders, placing the arts at the heart of education and establishing a vision of life-long learning. Today, there are more than 1,100 Waldorf/Steiner schools in over 60 countries.

In a notebook for a lecture to parents in 1919, Rudolf Steiner wrote down the following words: 'The Waldorf school has come about in accordance with the demands of present humanity.' He wrote this at a time of extreme turmoil and destruction following World War One.

100 years later, our times present us with new challenges and demands. Our attention turns again and again to the wellbeing of our students. Youth are not immune from societal and inner pressures which often impact negatively on their capacity to learn and grow. The rich Waldorf curriculum, imbued by the warmth of relationships within our school community, offers nourishing, artistic and inspiring content which, it is hoped, will provide a wellspring of buoyancy to our students in the course of their lives.

The achievements of our school this year are remarkable. All of our staff- including our operations staff, our school administration and our finance team- are motivated by a strong inner alignment with the school's values and ethos. Our steady growth continues, carried by a College of Teachers deeply committed to their students. The teachers continue to study, work and grow together and to deepen our understanding of our profound philosophy. We engage in professional development across a broad range of contemporary themes, drawing on the very best of current educational discourse. Our facilities have become more beautiful and purposeful, notably, the extended outdoor craft room/after-school space and the new music facility. We have developed a Master Plan for future growth and plan to begin building our new high school facility in 2020.

And so we maintain a proud legacy that stretches back for 100 years. Who can say what the next hundred years will bring? Whatever that may be, we strive to develop strong, articulate and empathetic individuals capable of meeting the challenges of life and changing the world for the better.

Rosemary Michalowski
Principal



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Students travel to the Central Coast Steiner School from a wide catchment including the northern suburbs of Sydney and the lower Hunter region.

Our students come from a range of backgrounds with 17% from a Non-English-Speaking Background. Enrolments for Kindergarten to Year 10 at the end of 2018 numbered 265 in total. The student population gender was split with 163 girls and 102 boys.

In 2018, our indigenous student enrolment was 3%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1068

Average ICSEA value 1000

Distribution of students:

	Bottom quarter	Middle quarters		Top quarter
School Distribution	7%	23%	39%	32%
Australian Distribution	25%	25%	25%	25%

Percentages are rounded and may not add to 100.

<https://www.myschool.edu.au/school/43772>



STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

In 2018 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.

Please access our 2018 NAPLAN data here:

<https://www.myschool.edu.au/school/43772/naplan>



STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

The Central Coast Steiner School offers tuition from Early Kindergarten to Year 10, meeting the outcomes of the NSW Australian curriculum. We carefully assess and monitor the growth of our students and consultatively develop Individual Learning Plans to support and extend student learning where required.

We value ongoing, formative assessment processes over NAPLAN testing or similar examinations.

In 2018, 17 Year 10 students were issued the formal Record of School Achievement credential by NESA. This included all mandatory Stage 5 subjects and electives.



PROFESSIONAL LEARNING AND TEACHER STANDARDS

Our continued commitment to professional learning is reflected in the broad range of courses accessed in 2018.

Steiner Education Professional Learning included:

- Steiner Education Australia Delegates Conference
- Governance, Leadership and Management for Boards and Leaders of Steiner schools
- National Steiner Teachers' Conference, Sydney
- Steiner Intensive Teachers' Conference, Glenaeon Rudolf Steiner School
- Graduate Diploma in Steiner Education: University of Sunshine Coast
- Greater Sydney Regional Seminar for Rudolf Steiner Education, Lorien Novalis
- Bothmer Gymnastics Intensive Training Course
- *Vital Years* Conference
- Felting Workshop
- Early Childhood Dollmaking Workshop



WHS and Wellbeing Professional Learning included:



- Autism Spectrum Australia
- *Accidental Counsellor* Training
- *Join the Dots* Wellbeing Conference
- *Rock and Water* Program- Supporting students connecting to their inner strength
- Applied Positive Psychology Conference
- AIS Child Protection Training

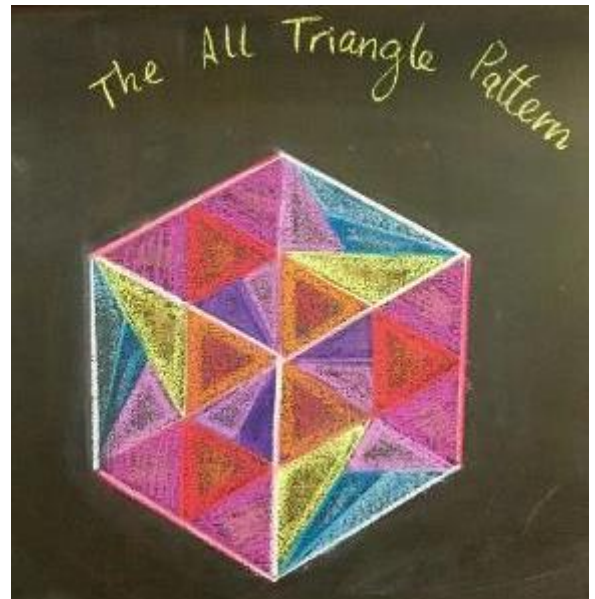
Assessment and Learning Support Professional Learning included:

- Embedding Excellence: Developing and Embedding Effective Assessment and Differentiation Strategies
- NCCD Workshop
- 7-10 PDHPE and Wellbeing Toolkit
- Engaging Learners through Authentic Assessment, AIS
- Autism Spectrum Disorder Webinars



Subject Specific Professional Learning included:

- *What Beginning Readers Need to Know*- AIS Early Literacy
- Australian Kodály Cert 1 Primary Music
- K-10 Language Syllabus, AIS
- The Literacy Block K-6, AIS
- Orff Music Training Level 2
- Multi-Sensory Maths- primary
- Maths– *The Numerate Educator*
- Meeting the K-10 Languages Syllabus- German
- Programming New K-10 PDHPE Syllabus
- AIS Primary Science and Technology Workshop



Administration Professional Learning:

- Fee Recovery Procedures
- *AccessIt* Library Software Training

Leadership and Research Learning included:

- Deep Learning and the Future of Education, AIS
- School Law, Law Sense Australia
- *Learning for Tomorrow, Educating for the Future*, AIS
- *Embedding Excellence* workshops, AIS
- Governance Symposium 2018
- AIS Education Research Symposium 2018



STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2018 was 96.1%. 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.

In 2018, we welcomed three new teachers and one teacher assistant. At the end of 2018, there were four teacher departures.

The retention of teaching staff from commencing at the start of the new school year for 2018 compared to the teaching staff commencing at the start of the new school year for 2019 was 76%.



TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	20
Provisional	2
Conditional	1

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	23
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:	1
Business Manager:	1
Operations Manager:	1
Full time teachers:	15
Part time teachers:	8
Female teachers:	18
Male teachers:	5
Full time support staff:	1
Part time support staff:	5
Administration staff:	6
Grounds/Maintenance/Bus:	4

Aboriginal and Torres Strait Islander staff: 0

<https://www.myschool.edu.au/school/43772>

Senior Secondary Outcomes: N/A



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.

86.09% of students attended school on average each school day in 2018.

Year Level and Percentage Attendance:

Kindergarten			
Year 1	84.5%	Year 6	89.9%
Year 2	89.3%	Year 7	84.8%
Year 3	85.6%	Year 8	84.6%
Year 4	87.5%	Year 9	81.7%
Year 5	91.6%	Year 10	79.1%



POST-SCHOOL DESTINATIONS

In 2018, the graduating Year 10 students continued their education in the following schools:

- Lorien Novalis Steiner School, Sydney
- Sophia Mundi Steiner School, Melbourne
- Gosford Selective High School
- Lakes Anglican Grammar School
- The Entrance Senior Secondary College
- Erina High School
- Narara High School
- Lake Munmorah High School
- Albert Park College, Melbourne
- Marryatville High School, South Australia
- Nate Butler Performing Arts School
- HSC online
- TAFE/ Apprenticeship



ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

Central Coast Steiner School is an inclusive, non-denominational, co-educational 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 December 2018, the school had 265 students enrolled in Kindergarten to Year 10. The student population gender was split with 163 girls and 102 boys.



ENROLMENT POLICY

No changes were made to the Enrolment Policy in 2018 except the removal of the word 'Rudolf' from the name of the school.

INTRODUCTION

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

Central Coast Steiner School is an inclusive, co-educational and non-denominational school. Enrolment applications are welcomed for any Parents and Guardians 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 *Student 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.



1 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.

1.1. Stages of the Application Process

- Initial inquiry – Information pack provided with overview of Enrolment Process.
- Interview with the Principal/ Deputy Principal (compulsory), which may include a School tour. This interview will serve to provide information about the School and its philosophy and to gather information about the student.
- Reports from previous schools/ pre- schools attended are required to be submitted as part of the enrolment application process.
- Lodgment of *Application for Enrolment* form, all relevant paperwork.
- Meeting with Principal/ Teacher/Year Guardian to discuss all learning, behaviour and wellbeing needs.
- If the application is successful, a fee of \$150 is payable and a formal offer of acceptance is made by the School. An *Acceptance Package* is provided by the Enrolments Officer
- Enrolment is confirmed upon payment of \$500 enrolment fee and full completion of all documentation including a passport size photo and certified copy of the birth certificate.
- A meeting with the Business Manager /Accounts Clerk may follow if required. 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 application process, and at any time during the 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; and
- fully and truthfully 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 application for enrolment 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, the Principal reserves the right to refuse, or terminate enrolment on that ground.



2 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 completed as per the current *Fee Schedule* for that 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.

3 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.

4 WITHDRAWAL OF STUDENT/S

If a child is to be withdrawn from school, either during term or between terms, prior notice is required in writing as per the current *Fee Schedule* for that year. Fees paid for that term, including excursion fees are not refundable.



SCHOOL POLICIES

The Central Coast Steiner School’s policies and guidelines provide a clear framework for our School and its community and are subject to regular review. All policies were updated to reflect the changed name of the school, i.e. ‘Rudolf’ was removed from the name.

Policy	Last Review	Access to full text
Accident, Injury and First Aid Guidelines	Reviewed in 2018	School office
Child Protection Policy	Reviewed in 2018	School office
Communication Guidelines	Reviewed in 2017	School office
Complaints Handling Policy	Reviewed in 2018	School office Website
Crisis Management Plan	Reviewed in 2018	School office
Discrimination, Harassment and Bullying Guidelines	Reviewed in 2017	School office
Excursion Guidelines	Reviewed in 2018	School office
Information Technology, Computer, Telephone and Equipment Code of Use	Reviewed in 2016	School office
Learning Support Guidelines	Reviewed in 2017	School office
Parents/Guardians and Visitors Code of Conduct	Reviewed in 2017	School office
Pastoral Care Policy	Reviewed in 2017	School office
Privacy Policy	Reviewed in 2018	School office Website
Safe and Supportive Environment Statement	Reviewed in 2017	School office
Staff Grievance Guidelines	Reviewed in 2017	School office
Student Anti-Bullying Policy	Reviewed in 2017	School office
Student Attendance Policy	Reviewed in 2018	School office
Student Behaviour Management Guidelines	Reviewed in 2017	School office
Student Code of Conduct	Reviewed in 2017	School office
Student Discipline Policy	Reviewed in 2017	School office
Student Health Care and Medical Treatment Guidelines	Reviewed in 2017	School office
Student Supervision Policy	Reviewed in 2017	School office
Student Wellbeing Guidelines	Reviewed in 2017	School office
Workplace Health and Safety Policy	Reviewed in 2018	School office



STUDENT WELFARE

*Joy and happiness in living, a love of all existence, a power and energy for work
— such are among the lifelong results of a right cultivation of the feeling for beauty and for art.*

*The relationship of man to man, how noble, how beautiful it becomes under this influence!
- Steiner: 'The Education of the Child'*

At the heart of our philosophy lies a deep concern for the wellbeing of the individual. We take the utmost care to nurture our students in a beautiful, natural environment and within a culture of kindness. We acknowledge that student wellbeing contributes significantly to learning outcomes. Our teacher-student relationships are warm and respectful and we strive to work closely with our families in supporting student welfare. In 2018, we worked with our school community to raise awareness of the importance of sleep for health and happiness. Monica Miller and Mitch Rogers have provided wellbeing support to our students this year. Their ongoing support of our school community is widely appreciated.



ANTI BULLYING

All members of Central Coast 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 Steiner School rejects ideas, beliefs and behaviour 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 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 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 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.



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 Ongoing engagement with AIS School Improvement Plan, working with Steve Stretton 	<ul style="list-style-type: none"> Board members' participation in Governance, Leadership and Management courses <i>Complispace</i> review of all Policies and Guidelines Initiatives developed with Steve Stretton, goal setting and review
Staff Development	<ul style="list-style-type: none"> Teacher professional development in Steiner Education Teacher engagement in research and study 	<ul style="list-style-type: none"> Teacher Intensive workshops at Glenaeon Rudolf Steiner School Bothmer Gymnastics training Principal attendance at Steiner Delegates conferences Study Night – ongoing study and presentation of papers at College of Teacher evenings Establishment of teacher professional learning communities



	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 • Community partnership in learning • Ongoing commitment to Reconciliation initiatives • Environmental/Sustainability initiatives 	<ul style="list-style-type: none"> • Support for 'Coast Shelter' through Harvest Festival donations • Self-initiated student involvement in fundraising activities e.g. 'World's Greatest Shave' 'Do it in a Dress' • Beautiful and well-visited festivals and Spring Fair • Parent education program with Lisa Devine and Lou Harvey-Zahra • Parent participation in events e.g. drum-making workshop • Student-led Conferencing with parents and guardians introduced in October 2018 • Ongoing connection with <i>NAISDA</i> • Aboriginal cultural workshops and dance performances • Whole primary school beach clean-up as part of Science Day activities • Bee awareness workshops, native bee hive and 'bee hotels' installed
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> • Improved facilities, upgrade of resources 	<ul style="list-style-type: none"> • New Music facility including four practice rooms • Extension of shaded outdoor area of craft room



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives in 2018 included:

- High School House Family Initiatives: –Fundraisers for Youth support at Coast Shelter – Rumbalara House, Bouddi House can drive for Coast Shelter, Girrorakool House donation collection for an animal shelter
- Year 6 fund-raising and charity donation to *Coast Shelter*
- Leadership studies – secondary students’ engagement in the ‘Learning Leadership’ program by Dr. Tim Hawkes
- School community volunteering –assisting administration, library and maintenance staff.
- Model United Nations, including second prize award at regional competition.
- Mock Parliament with local member Emma McBride- fostering responsibility and respect for the plight of others on a national and world scale
- Diligence Reward Days for high school students as recognition of exemplary behaviour
- Employment of new Wellbeing Officer and increased presence across the school
- Drum making and personal development workshops in Year 6
- Ongoing support of *Coast Shelter* through donation of Harvest Festival food and other initiatives
- Service learning for all Year 10 students in Cambodia
- Aboriginal cultural workshops and dance performances
- Bee awareness workshops, native bee hive and ‘bee hotels’ installed
- Primary school beach clean-up initiative for Science Week



PARENT, STUDENT AND TEACHER SATISFACTION

'...For such a small school, everyone works so hard to make what comes out of it so big. You have taught us to be open-minded global citizens who are interested in the world around them right here from our tiny spot on the Central Coast. It really is a small school with a big heart and I am so lucky to have been a part of it all.'

-Graduating student

'Thank you from the bottom of our hearts for welcoming our family into your beautiful school. We have been completely overwhelmed by all aspects... Thank you to all the amazing staff. All the hard work doesn't go unnoticed. Many thanks.'

-Parents

'The children are a delight. They are so bright and have so much love to give. They were an absolute pleasure to teach'

-Pre-service teacher

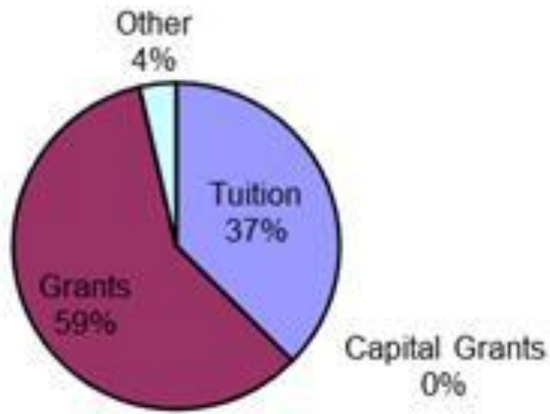
'It was such a pleasure to visit Class 7 briefly yesterday afternoon and it was also lovely to see you. I love how you are able to be everywhere in that school somehow. It's a beautiful quality for a Principal and brings a sense of care, safety and discipline to the school community.'

-Teacher



SUMMARY FINANCIAL INFORMATION

INCOME 2018



EXPENSES 2018

