

Central Coast
Steiner School



2022
Annual Educational
Financial Report

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REPORT FROM THE CHAIR OF THE BOARD

In 2022, the Central Coast Steiner School continued to move forward and to grow. Our most ambitious building project ever, the auditorium and the high school classroom drew towards completion. Rosemary and Jarrod stepped into the project management role to guide this long-awaited milestone. Our high expectations for this facility have been met, and we very much look forward to opening the doors for learning and celebration. The Board is constantly planning ahead for capital investment and expansion of our facilities, and we have further smaller projects planned for 2023.



From a Board perspective, our focus in 2022 was on strategic planning. We engaged in consultation with the staff, students and broader community. The community survey provided us with valuable information which will inform the shaping of our future. After many years of consideration, we have decided to offer the International Baccalaureate Diploma program for students in Years 11 and 12 from 2025. We are confident that this expansion will set our school up for a strong and sustainable future, one that continues to align us strongly with our Steiner philosophy.

An important milestone took place in September 2022. Our principal, Rosemary Michalowski, celebrated her 10th year in service to the school as principal having joined us in September 2012. We celebrated this achievement with her at the community Bushdance which offered an opportunity to express our gratitude to Rosemary for the professional, steady and inspirational leadership that she provides to our school. Her years of experience in school leadership have stabilised and strengthened our school enormously. Her care and dedication are evident in all that she does – we are so lucky to have her! We hope to celebrate many more years into the future!

Our school continues to enjoy a healthy financial position. We are thankful to Jarrod Harridge for his outstanding contributions as Business Manager. Further, I would like to acknowledge and thank Peter Lumsden for his many years of service to the school as a Board member, and Chair of the Board for almost ten years. Peter's contributions in this time have been considerable. It is a great honour to be writing this report for our school, after succeeding Peter Lumsden in this position as from October 2022.

I look forward to a fruitful year ahead and to seeing our school continue to flourish.

Corey Flynn
Chair of Board of Directors



REPORT FROM THE PRINCIPAL

In 2022, our school enjoyed our year where we reconnected, celebrated and forged our future growth. We continued to be amazed at the joy that was experienced of simply coming together, attending events, enjoying performances and feeling each other's presence- a return to 'normal'. One of the gifts of the lockdown periods is our enhanced sense of gratitude for human connection.



Midyear brought a sad farewell to our Deputy Principal, Anthony Martinson, who relocated to South Australia after almost four years of service to our school. The warm words that accompanied Anthony's departure were testimony to his integrity, high levels of care and dedication. I am deeply grateful for his contributions. And so, our recruitment process began, leading to the appointment of Adam Carron as Deputy Principal starting in 2023.

Although at times it felt like 'the never-ending story', slowly but surely our new multi-purpose facility has approached completion, with the official opening due early 2023. It really is quite a spectacular facility, and the rewards of our patience will be bountiful! We will enjoy three large modern interconnected learning spaces for our high school and a 190-seat auditorium that will host future performances and school events. This will be a contemporary facility that truly values the central place of the arts within the Steiner philosophy.

Following our community survey, our College and Board made the decision to expand to Years 11 and 12. The process of considering our options stretches back for several years, and the International Baccalaureate Diploma Program was chosen as the Year 11 and 12 pathway that most closely aligns with our Steiner foundations. We join Sophia Mundi Steiner School and Mansfield Steiner School in having made the same choice. The International Baccalaureate Diploma offers a program that enables young people to flourish as informed, ethical and reflective learners. It is highly valued by universities and employers in Australia and across the world. Students are supported to reach their full potential as knowledgeable, compassionate, and engaged global citizens who actively strive to make the world a better place. I very much look forward to this new phase of our school's growth. It will be wonderful for students to complete their journey from Early Kindergarten through to Year 12 at our beautiful school.

As I am embark on my 11th year as principal, it is deeply fulfilling to see the goodness, beauty and warmth that is alive here at the Central Coast Steiner School, amongst students, staff and the wider community. We honour our foundations within the Steiner philosophy, and we bring it a life in a way that is truly meaningful.

Rosemary Michalowski
Principal



'Now, more than ever before, Steiner education is recognised as a highly valued approach to develop flexible and agile thinking and an ability to collaborate and thrive in a 21st Century world...

We need critical and creative thinking, social skills and problem solving – delivering a deep sense of purpose, connectivity and agency to enact change.

Steiner education is a world movement which promotes a spirit of universal endeavour and cooperation among all nations, cultures and identity groups.

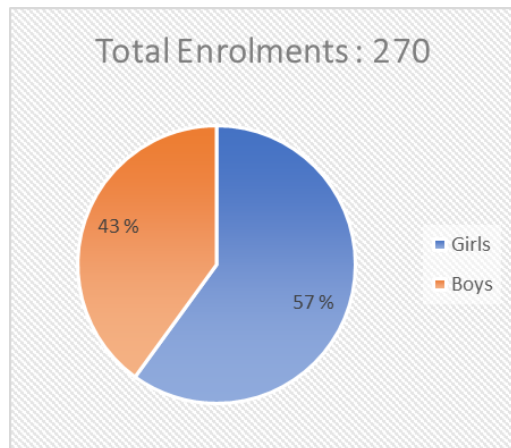
The schools strive to develop each individual's potential as a resilient, ethical human being who cares for the environment and has reverence for all life.'

Virginia Moller, CEO Steiner Education Australia



CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Students travel to the Central Coast Steiner School from a wide catchment extending beyond the Central Coast to include the Hawkesbury River Area, Sydney Northern Beaches and the Lower Hunter Region.



Our students come from a range of language backgrounds other than English with 17% from LBOTE. Enrolments from Kindergarten to Year 10 at the end of 2022 numbered 270 in total.

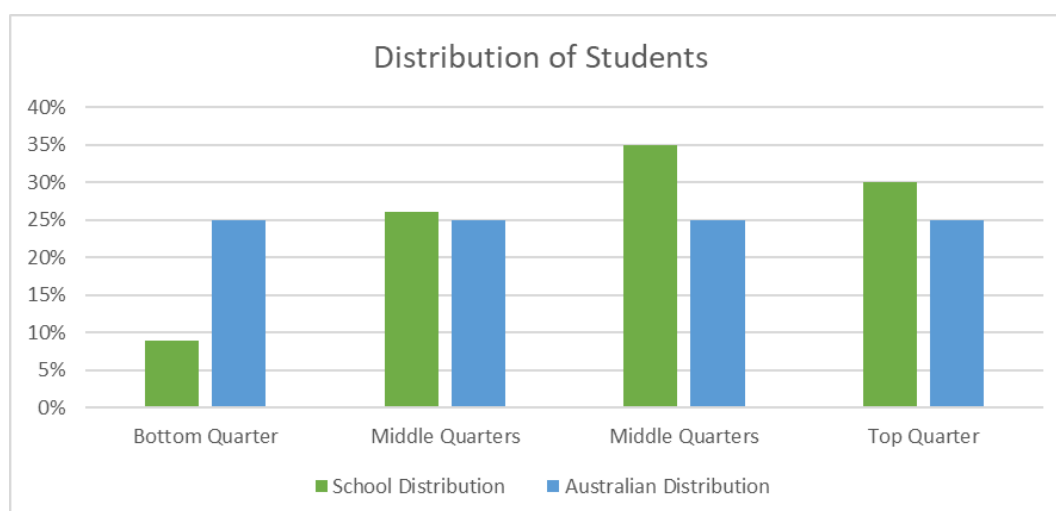
The student population gender split was 117 boys and 153 girls.

In 2022, our indigenous student enrolment was 1%.

Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value	1074
Average ICSEA value	1000
School ICSEA percentile	77

Distribution of Socio-Educational Advantage (SEA)



Percentages are rounded and may not add to 100

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

STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	549	419	458	482	447
Year 5	560	495	534	575	521
Year 7	547	537	542	523	543
Year 9	630	608	624	605	577

Interpreting the table

Selected school's average when compared to all Australian students.

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available

NAPLAN participation for this school is 68% NAPLAN participation for all Australian students is 95%

Please access our 2022 NAPLAN data here:

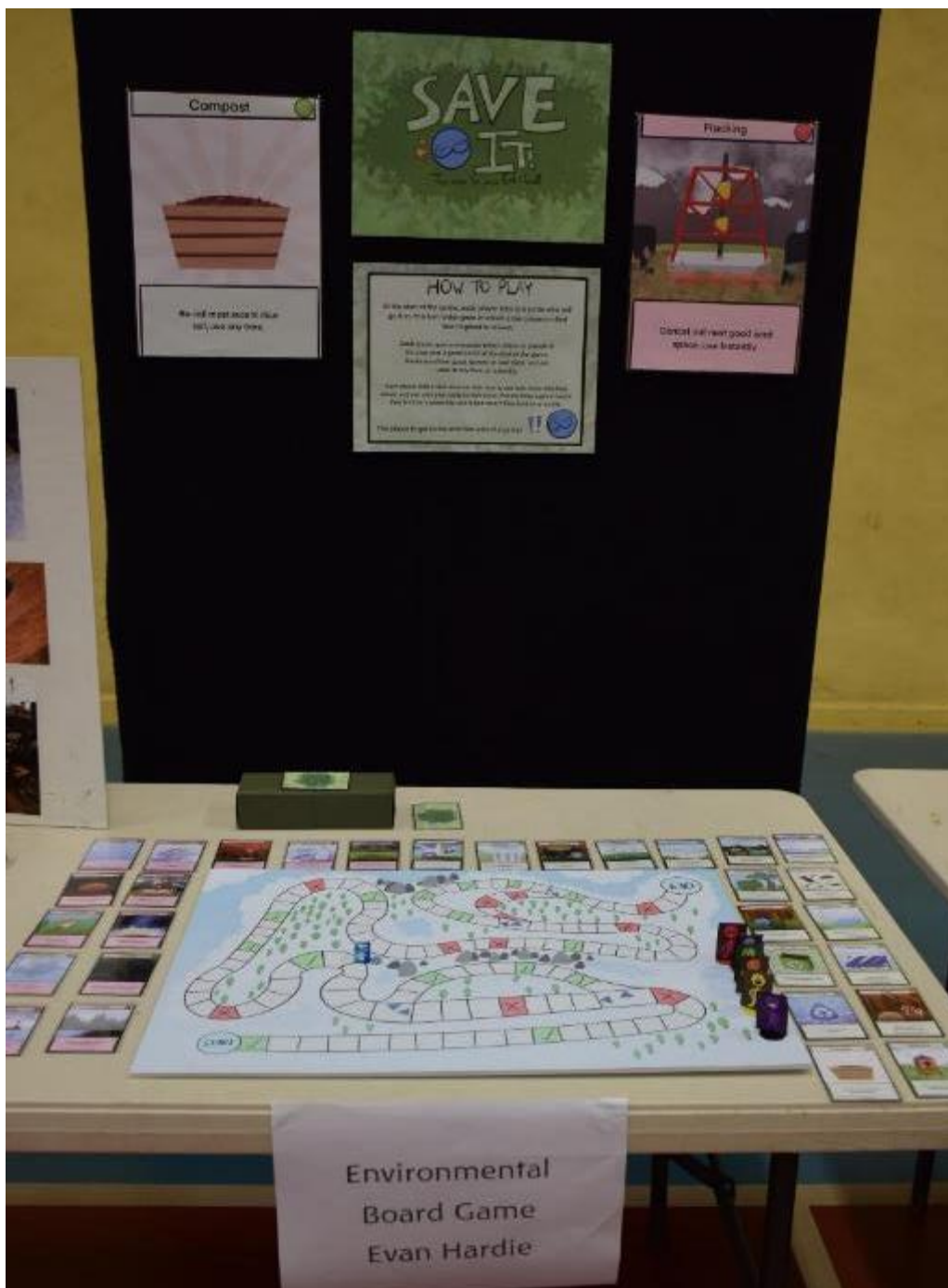
<https://www.myschool.edu.au/school/43772/naplan/results>



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.

In 2022, Twenty Year 10 students qualified for their formal Records of School Achievement (ROSA) 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 training accessed in 2022.

Steiner Education Professional Learning included:	No of staff participated
Steiner Education Australia Delegates Conference	1
Steiner Education Leadership Conferences	2
Steiner Intensive Teachers' Conference, Glenaeon Rudolf Steiner School	6
Steiner High School Intensives Teachers' Conference, Melbourne Steiner School – 'Caring for the adolescent – every day in the now'	4
Mentoring the Mentors – Steiner Education Australia	3
Nuturing Early Childhood Seasonal Workshop – Parsifal College	1
Planning for the Future, Neil Boland	25

WHS and Wellbeing Professional Learning Included:	No of staff participated
Child Protection Training	57
Work, Health and Safety in Schools. Association of Independent Schools of NSW	1
Youth Mental Health First Aid - a two-day workshop with a focus on improved mental health awareness, literacy, and early intervention	1
TBRI (Trust-Based Relational Intervention) – a course to assist students with complex learning challenges. A whole-child, attachment-based intervention proven to be successful for children who have experienced relational trauma (abuse, neglect, domestic violence or institutionalisation).	1
Postvention Planning – intervention activities, developing a plan to suicide and suicide prevention. "Be You"/Beyond BLue	2
Risk Assessment and Management in Schools – Child Protection and Mental Health. Association of Independent Schools, NSW	1
First Aid Training, Royal Life Saving	44

Assessment and Learning Support Professional Learning included:	No of staff participated
SPELD Teachers' Certificate Course	1
Learning Difficulties Coalition – Including students with complex learning profiles in mainstream classrooms	2
Purposeful Programming and Assessment for Years 7-10. Association of Independent Schools, NSW	1
Autism, Spectrum Disorder Online modules and face to face training – assisting teachers in planning for the specific needs of individual students with autism. Association of Independent Schools, NSW	33

Subject Specific Professional Learning included:	No of staff participated
VADEA - Visual Arts and Design Educators Association - 2 day Teachers Conference	1
Teaching Maths in the Primary Classes – Jamie York. A two-part online math workshop designed to inspire teachers to reimagine how we teach math, and to gain a deeper understanding of math for the Primary classes.	1
Music Conference - inspiring music educators to explore fresh approaches to enhancing music in schools.	1
Movement in the Classroom (Class 3) for ideas and practical activities for Morning Circle and Class Plays	1
K-2 Syllabus Online. Association of Independent Schools, NSW	4
Planning and Programming for the New English Syllabus. Association of Independent Schools, NSW	1
IB Professional Development	1

Administration Professional Learning:	No of staff participated
Marketing strategies, 'building engagement on Tik Tok' – Tourism Central Coast	1
NAPLAN 2022 Overview Training	4

Leadership and Research Learning included:	No of staff participated
Pathways and Partnerships Forum – the Art of the Possible. Association of Independent Schools of NSW	2
ICT – High School Leadership Team provided training on Student Portal and how to release assessments in the Compass Student Management system	2
Anti-Discrimination Legislation Executive Masterclass, Association of Independent Schools, NSW.	1
Principal's Confernce, Association of Independent Schools of NSW	1

STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2022 was 93.35%. 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 2022, we welcomed one new teacher. At the end of 2022, there was one teacher departure.

The retention of teaching staff from the start of the new school year for 2022 compared to the teaching staff commencing at the start of the new school year for 2023 was 95.65%.



TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	24
Provisional	1
Conditional	0

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	25
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
Deputy Principal	1
Business Manager	1
Operations Manager	1
Full time teachers	12
Part time teachers	13
Female teachers	20
Male teachers	5
Full time support staff	1
Part time support staff	9
Administration staff	8
Grounds/Maintenance/Bus	4
Aboriginal and Torres Strait Islander staff	2



<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. Discussion of student attendance is a standing item in the weekly teachers' meetings.

86% of students attended school on average each school day in 2022.

Year Level and Percentage Attendance:

Class	Attendance Percentage
Kindergarten	87%
One	83%
Two	86%
Three	86%
Four	89%
Five	87%
Six	87%
Seven	88%
Eight	87%
Nine	78%
Ten	83%

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



POST-SCHOOL DESTINATIONS

In 2022, the graduating Year 10 students continued their education in the following schools:

- St Peters Catholic College, Tuggerah
- Tuggerah Lakes Secondary College, The Entrance
- Wyong Christian Community School, Wyong
- TAFE NSW
- Apprenticeship / Trade School



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 2022, the school had 267 students enrolled in Kindergarten to Year 10. The student population gender was split with 149 girls and 118 boys.



ENROLMENT POLICY

No changes were made to the Enrolment Policy in 2022.

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 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 willful misconduct, illegal activities or strong anti-social behaviour 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. They are subject to regular review.

Policies and Guidelines relating to Anti-Bullying, Discipline, Complaints and Grievances	Last Review	Access to full text
Complaints Handling Policy	Reviewed in 2021	School office Website
Staff Discrimination, Harassment and Bullying Guidelines	Reviewed in 2022	School office
Parents/Guardians and Visitors Code of Conduct	Reviewed in 2022	School office
Privacy Policy	Reviewed in 2022	School office Website
Safe and Supportive Environment Statement	Reviewed in 2022	School office
Staff Grievance Guidelines	Reviewed in 2021	School office
Student Anti-Bullying Policy	Reviewed in 2022	School office
Student Behaviour Management Guidelines	Reviewed in 2021	School office
Student Code of Conduct	Reviewed in 2022	School office and Student Diary
Student Discipline Policy	Reviewed in 2021	School office
Student Inclusion Guidelines	Reviewed in 2022	School office
Student Welfare Guidelines	Reviewed in 2022	School office
Student Wellbeing Guidelines	Reviewed in 2020	School office and Student Diary



STUDENT WELFARE

Our school offers a safe and supportive environment to all of our students. Warm, caring relationships uphold our school structures. Our beautiful natural environment is a source of peace and inner nourishment, providing calm green spaces for learning and break times. Lisa Devine enhanced our Wellbeing support in 2022, by offering discussions with parents and guardians. In 2022, we recruited Clarissa Tebbatt as our new Wellbeing Officer. Clarissa is a registered psychologist and attended Kamaroi Steiner school in her primary years. We look forward to welcoming her to our school community. School staff continued to build on their well-being expertise by engaging in training such as Mental Health First Aid and other professional development provided by 'Be You'.

ANTI BULLYING

All members of the 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"> Recruitment and training of Board members in governance Leadership training through AIS and SEA 	<ul style="list-style-type: none"> New Board members added, Board members' participation in AIS Governance training Principal professional development: 'SEA Leadership Circle' program- ongoing
Staff Development	<ul style="list-style-type: none"> Teacher professional development in Steiner Education Further integration of Compass Student Management System 	<ul style="list-style-type: none"> Teacher Intensive workshops at Glenaeon Rudolf Steiner School Principal attendance at Steiner Delegates conferences Diverse teacher PD as above Compass usage extended to learning tasks, reporting and parent portal
Community/ Parent Involvement	<ul style="list-style-type: none"> Connecting with and enlivening our School Community Ongoing commitment to Reconciliation initiatives Environmental/Sustainability initiatives 	<ul style="list-style-type: none"> Community Bush Dance Successful Spring Fair Annual student-led conferencing with parents and guardians Year 10 camp in Northern Territory includes working with Aboriginal communities Whole school NAIDOC activity day Whole primary school beach clean-up as part of Science Day activities 'Planet Protector' student initiatives
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> Improved and extended facilities, upgrade of resources 	<ul style="list-style-type: none"> Large multi-purpose building/ Performing Arts Centre nearing completion



INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

Initiatives in 2022 included:

- Planet Warriors Club excursion to clean beaches and waterways
- Scuba course to give students the opportunity to achieve their Open Water Dive Certification
- Year 10 first of 3 bake sales to fundraise for The Indigenous Literacy Foundation
- Two collections of Harvest Festival food donations for Coast Shelter
- Bouddi Winter Sleepout raising funds for Coast Shelter and awareness for homelessness
- Rumbalara White Winter Ball raised over \$500 for White Ribbon to support their anti-domestic violence programme
- First full-school NAIDOC Day to celebrate reconciliation and Indigenous culture
- Cultural immersion trip for Year 10 to the Northern Territory
- Creation of 'Mulgu' the Pelican for an art installation at The Entrance celebrating and supporting the Tuggerah Lakes ecosystem
- Inter-school Orchestra Camp
- Musical 'The Wacky Wizard of Oz' and play 'Almost, Maine' by HS students



PARENT, STUDENT AND TEACHER SATISFACTION

Parents

We are so thrilled to have found this awesome little school community. We have had three children attend for seven years now, and more happy years to come!

All three children have experienced a high level of academic teaching and success, in a way that inspires and interests them. The curriculum at Central Coast Steiner School meets the compulsory NSW Department of Education standards in a way that allows for individuality and creativity, nurturing the inquisitive minds of our children. There is understanding that no two children will learn in the same way. The teachers do a wonderful job to honour the skills and different abilities of each and every child, bringing a sense of worth, purpose and belonging within the classroom. There is no hierarchy of talent - the quiet creative is just as warmly celebrated as the vivacious athlete or the dedicated academic.



The relationship between teacher and student is one of mutual respect. Hearing the way that all our children speak so genuinely fondly of their teachers, is one of our favourite things. They are given the opportunity to see their teachers as real people, and recognise the humanity within each of them. The teachers give of themselves in a way that creates such honest and respectful relationships, and the students follow suit in their own relationships with each other. The children are encouraged to appreciate and enjoy friends who may be different to them.

Our eldest completed Year 10 at CCSS, then transitioned smoothly into a selective high school and now is studying Science / IT at university. Our middle child is sad to be ending her journey at CCSS, but is excited to have been accepted into a scholarship program at a prominent Sydney private school. Our youngest is thriving socially and academically at CCSS. She loves learning and feels like her little school is a second home. She and her peers are being held firmly, with such warmth, through their preteen years in preparation for the more turbulent teens. I have the utmost faith that the foundation is being laid to help the children create healthy bonds with each other. This will allow them the best chance to sail through the high school years together, with skills to handle any teenage conflict in a healthy, respectful and compassionate way.

We know that CCSS has been the right decision for our children and we have not had need to doubt this for one moment. We feel very lucky that our children have had the opportunity to learn and grow in such a nurturing environment.

Parent

I cannot under emphasise the depth of feeling I have for the teachers at our school. I think they work incredibly hard with the children at the fore front of all they do. Both as educators and humans I have deep respect and appreciation of all the teachers. - survey

I adore the school; I appreciate the time taken with each student. I was involved with the school over ten years ago and find the current format and leadership displayed to be exceptional. Rosemary and her team leaders have been studious in establishing a secure financial program and a more concise learning environment.

Survey

The teachers are wonderful, caring and attentive. They are very responsive to parent feedback and input but also willing to work with the family on strategies to help the each child improve on many levels.

Survey



Thank you for you and our school. It is such a treasured part of our family life and a world where our daughter comes home alive with joy and vitality. We are so grateful for the love and care that you showed the children and for creating such a beautiful Steiner world.

Parent

Thank you from the bottom of my heart for your tire-less dedication to the school and all your support through the year. The school is the happy place for my children and they go joyfully every single day. Thank you for creating such a beautiful environment for them! I deeply appreciate it!

Parent

The contrast with the public and private school systems is striking. The confidence and high EQ of the students is what sets them apart which must be an outcome of the curriculum. The beauty of the Steiner reflection and honouring of the seasons is another aspect that sets it apart.

Parent Survey

Students:

Steiner is a home to many people. Not only is it a home, it is a community. My time at Steiner has been short but so incredible in so many ways I have learnt so much and found so many lifelong friends as well as shared some of the most amazing memories. One of the biggest things I have noticed about myself was that ever since I started at the school, I enjoy coming I look forward to it, it really is a second home. A big part of what makes the school such a special place are the teachers and staff that work here, so thank you for the endless support and laughs...



Year 10 Student

I want to thank my classmates, and good friends I've made over the past four years. I didn't know how I would fit in when I started here in Year 7, but you all welcomed me with open arms, and accepted me for who I am. I've made some great memories over the years with you all, and I wish you all good luck in your future, stand tall and proud, always be yourselves, because you're all amazing in your own ways. These past 4 years have been an incredible journey that I will never forget.

Year 10 Student

Staff

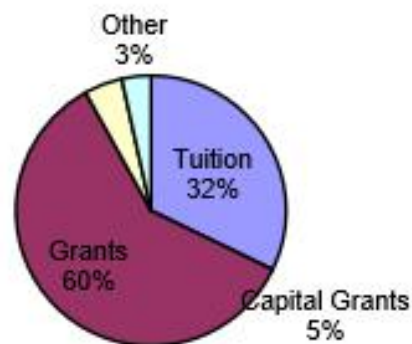
To dear Rosemary,
We congratulate you on your 10th anniversary at CCSS. We appreciate your dedication, vision, your great care and many achievements. Thank you for being you.

With love from all the staff at CCSS.



SUMMARY FINANCIAL INFORMATION

INCOME 2022



EXPENSES 2022

