

Central Coast  
**Steiner School**



**2021  
Annual Educational  
Financial Report**



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## REPORT FROM THE CHAIR OF THE BOARD

2021, despite its ups and downs, was another year that highlighted the strength and stability of our school. The shifting demands of pandemic-related restrictions were very challenging within such a diverse community. From a Board perspective, our focus was on reaching out to families experiencing financial constraints, ensuring compliance with the relevant regulations, and supporting the school leadership in maintaining the steady management of the school.

The construction of our Multi-purpose Building/ Performing Arts Centre moved forward, step-by-step, although more slowly than we had hoped for. Our architectural vision is bold and includes a dramatic rammed-earth wall at the heart of this facility. We are confident that our patience will be rewarded when construction is finalised in 2022. I would like to acknowledge the invaluable advice and input provided by Tony Hester, who stepped down as Chair of the Board mid 2021. His

generosity and dedication to our school over a period of a decade have been greatly appreciated.

For our students, the school remains a happy, safe place to learn together. Looking back on 2021, we owe our thanks to the school leadership, especially our Deputy Principal, Anthony Martinson, our Business Manager, Jarrod Harridge and our Principal, Rosemary Michalowski. Not only did they hold the community together, they managed the school registration process and the complexities of the building project. They make an impressive, confident team and instill a real sense of trust in our community. Our school is in capable hands, and we look forward to our shared future.



*Peter Lumsden Chair  
CCSS Board of Directors  
2021*

## REPORT FROM THE PRINCIPAL

2021 started with some degree of normality and a return to the cherished events of our school community life. The Autumn Festival was bursting with life, colour and joy. Our community celebrated with a sense of gratitude and genuine astonishment that we could come together again. Our high school students even managed a trip to see Hamilton at the start of the year. What a gift it was to be part of vibrant cultural life again!



Mid-year in 2021, the sense of connection needed to retreat to within our homes, to online spaces, with limited school attendance throughout the Term 3 lockdown. It certainly was a significant shift that we knew too well from 2020. Fortunately, we were well-prepared to adapt to digital platforms and virtual classrooms. Once again, we witnessed the creativity that we

nurture each day come to the fore in the students' learning. Impressive projects, handcrafts, and evidence of learning in the family backyard gave a sense of the 'Waldorf' way being alive and well. Rudolf Steiner's vision was a pedagogy that provides enduring nourishment for the intellect, the soul and the spirit. In 2021, we drew on the legacy of rich storytelling, integration of the arts and practical application of learning to offer our students breadth and depth of learning experiences.

A strong area of focus in 2021 was on meeting the wellbeing needs of our students, staff and families and maintaining the vital sense of belonging. Our community bonded together to ensure that our students continued to flourish as individuals, to engage with their learning, to receive the support they needed and to stick together, despite physical isolation.

Within all of this upheaval, our school was due to update its five-year registration in 2021. This extensive administrative process was managed smoothly and professionally. All of those involved contributed to the successful renewal of our registration and some positive words of thanks were communicated by NESAs.

Once again, I am in awe of our staff. Their flexibility and sense of humour helped us navigate the daily hurdles. In particular, our teachers excelled with their deep commitment to their students and all of the facets of their wholistic development. This is a school where teachers really know their students,

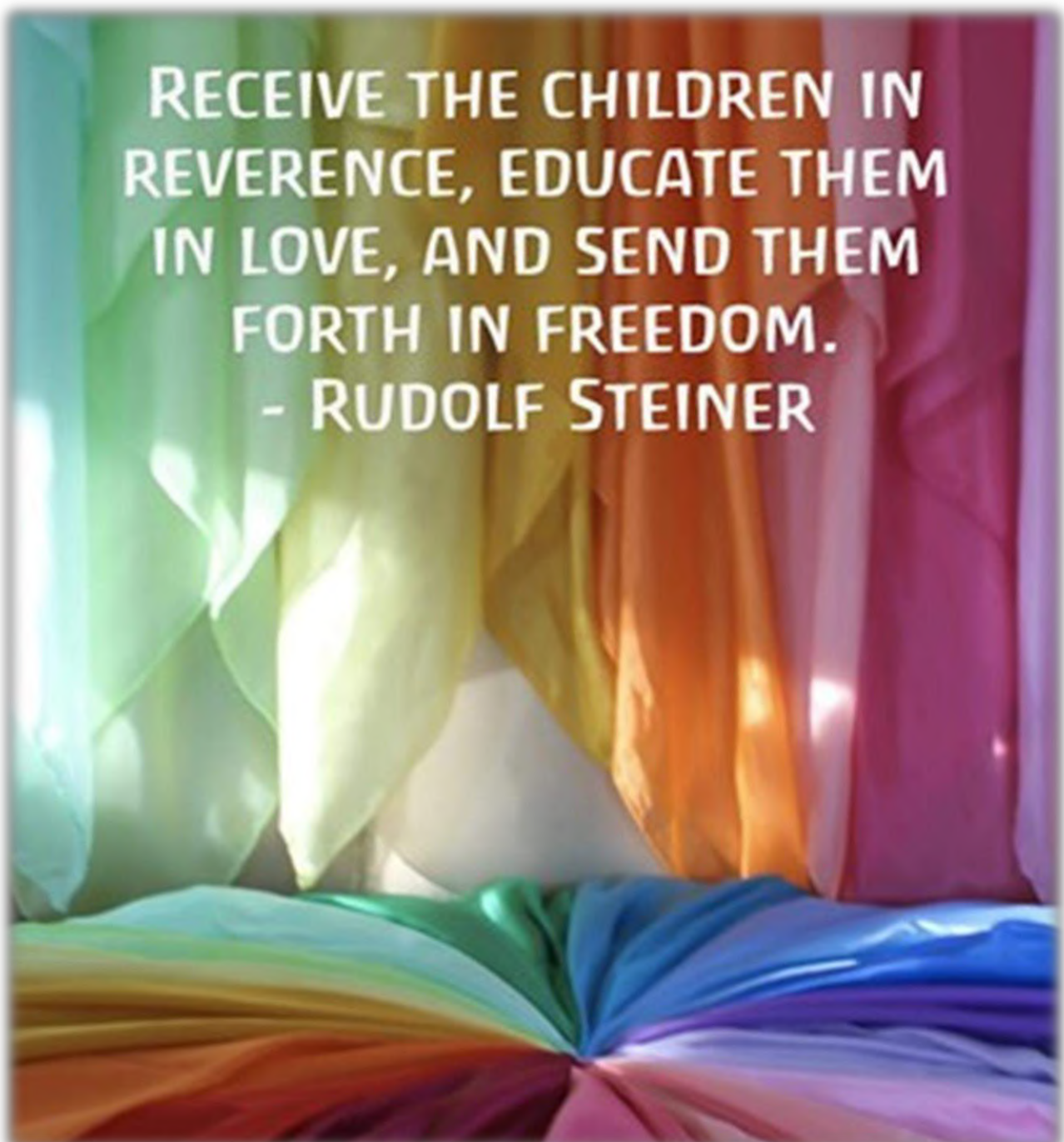




sometimes in relationships that span many years. In 2021, we witnessed the power of supportive relationships in collectively navigating ever-changing demands.

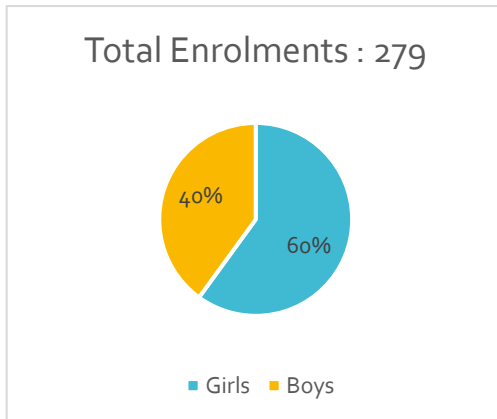
We finished the year with celebrations of milestones such as our Year 10 Formal and Graduation. With an uncertain future before us, we are affirmed in the values that we uphold and the pedagogical principles that are so dear to us. Steiner encouraged us to: ‘receive the children in reverence, educate them in love, and send them forth in freedom’. This dedication to the emerging individual guided our every day in 2021. I am grateful for all of those who were on the journey with us.

Rosemary Michalowski  
Principal



## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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



Our students come from a range of backgrounds with 15% from Non-English-Speaking backgrounds. Enrolments from Kindergarten to Year 10 at the end of 2021 numbered 279 in total.

The student population gender split was 112 boys and 167 girls.

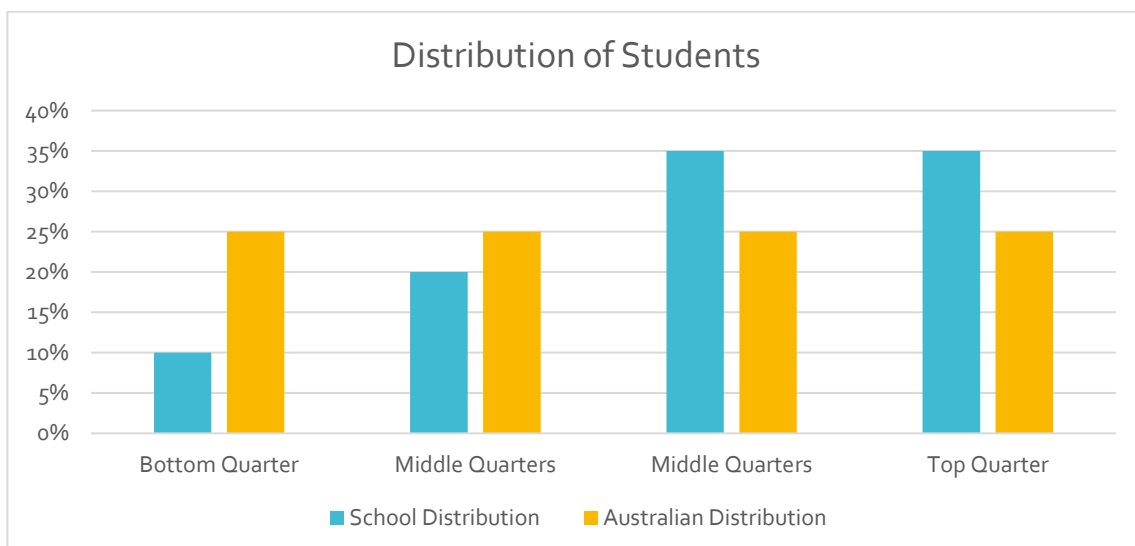
In 2021, our indigenous student enrolment was 2%.

In 2021 15% LBOTE

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

School ICSEA value	1080
Average ICSEA value	1000
School ICSEA percentile	80

### 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					422
Year 5	522	488	490	540	511
Year 7	561	543	567	561	564
Year 9	584	567	611	601	574

**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 56%*

*NAPLAN participation for all Australian students is 95%*

Please access our 2021 NAPLAN data here:

<https://www.myschool.edu.au/school/43772/naplan/results/2021#results>

### NAPLAN online School Readiness

Our school has invested in twenty new MacBooks to be used for the NAPLAN online testing. We have prepared comprehensively, with the IT requirements met and the practice tests running smoothly. Students gained understanding and confidence in preparation for the annual tests which will be held in May, 2022.





## STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

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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 2021, 16 Year 10 students were issued the formal Record of School Achievement by NESA. This included all mandatory Stage 5 subjects and electives.





## PROFESSIONAL LEARNING AND TEACHER STANDARDS

Despite the setbacks of 2021, our staff engaged in a range of professional learning opportunities.

Steiner Education Professional Learning included:	No of staff participated
Steiner Education Australia Delegates Conference	2
Steiner Education Australia Leadership Conferences	2
Steiner Intensive Teachers' Conference, Glenaeon Rudolf Steiner School	4
Storytelling, Parsifal College	1

Steiner Education Professional Learning included:	No of staff participated
Child Protection Training, Association of Independent Schools of NSW (AIS)	57
Wellbeing Conference, Association of Independent Schools of NSW	3
Work, Health and Safety, Association of Independent Schools of NSW	1
Peer on Peer Matters, Train the Trainer, Association of Independent Schools of NSW	1
Transgender and Gender Fluidity, LawSense	1
Navigating Whole School Wellbeing Webinar, Compass	27

Assessment and Learning Support Professional Learning included:	No of staff participated
SPELD Teachers' Certificate Course	1
Reading Essentials, K-12, Association of Independent Schools of NSW	1
Numeracy Essentials K-12, Association of Independent Schools of NSW	1

Subject Specific Professional Learning included:	No of staff participated
Poetry: Exploring Inner Worlds, International AAA Professional Development Conference	1
Aboriginal Education 'If Not Now Then When', Association of Independent Schools of NSW	1
Art on Trial Strategies for teaching Secondary Art, History and Art Criticism, TTA Online	1
Visual Arts Teachers Conference, Peripheral Visions	1
Indigenous Cultural Awareness Training - 7 steps to Practical Reconciliation, Evolve Communities	24

Administration Professional Learning:	No of staff participated
School Management System Training, Compass	27
Business Manager Forum, Association of Independent Schools of NSW	1
Brand your Social Media with Canva	1
Student Management System Training, Compass	27

Leadership and Research Learning included:	No of staff participated
Risk Management, Online, Association of Independent Schools of NSW	1
Governance, Leadership and Management for Boards and Leaders of Steiner Schools	2
Education Research Council Membership, AIS	1





## STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2021 was 97.42%. 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 2021, we welcomed four new teachers. At the end of 2021, there were three teacher departures.

The retention of teaching staff from the start of the new school year for 2021 compared to the teaching staff commencing at the start of the new school year for 2022 was 83.33%.

## TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	23
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	24
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	11
Part time teachers	13
Female teachers	20
Male teachers	4
Full time support staff	1
Part time support staff	8
Administration staff	8
Grounds/Maintenance/Bus	4
Aboriginal and Torres Strait Islander staff	1



<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.

Attendance data for 2021 was significantly impacted by the Covid-related measures that included school closure and partial attendance for students and staff.

84% of students attended school on average each school day in 2021.

### Year Level and Percentage Attendance:

Class	Attendance Percentage
Kindergarten	83%
One	89.5%
Two	84.5%
Three	90.5%
Four	77.5%
Five	85.5%
Six	90%
Seven	91%
Eight	85%
Nine	76.5%
Ten	62%

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



## POST-SCHOOL DESTINATIONS

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In 2021, the graduating Year 10 students continued their education in the following schools:

- Lorien Novalis Steiner School, Dural
- Barker College, Hornsby
- St Edward's Catholic College, Gosford
- St Peters Catholic College, Tuggerah
- Tuggerah Lakes Secondary College, The Entrance
- Wyong Christian Community School, Wyong
- TAFE NSW
- ET College, Gosford





## ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

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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 2021, the school had 279 students enrolled in Kindergarten to Year 10. The student population gender was split with 167 girls and 112 boys.



## ENROLMENT POLICY

No changes were made to the Enrolment Policy in 2021.

### 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 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 and 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
Discrimination, Harassment and Bullying Guidelines	Reviewed in 2020	School office
Parents/Guardians and Visitors Code of Conduct	Reviewed in 2020	School office
Pastoral Care Policy	Reviewed in 2020	School office
Privacy Policy	Reviewed in 2020	School office Website
Safe and Supportive Environment Statement	Reviewed in 2020	School office
Staff Grievance Guidelines	Reviewed in 2021	School office
Student Anti-Bullying Policy	Reviewed in 2020	School office
Student Behaviour Management Guidelines	Reviewed in 2020	School office
Student Code of Conduct	Reviewed in 2019	School office and Student Diary
Student Discipline Policy	Reviewed in 2021	School office
Student Wellbeing Guidelines	Reviewed in 2020	School office and Student Diary



## STUDENT WELFARE

The impact of the 2021 lockdown on students and families was significant. As a school that highly values community participation, it was heartbreaking to restrict access to our families. As in 2020, our staff and students adapted with a positive attitude and implemented the use of technology to maintain the consistency of student learning. However, it is not consistent with the Steiner philosophy to be working so intensively on digital platforms and it was a huge relief when students returned to the campus in Term 4. It is very clear how deeply the students experience a sense of belonging to our school and that the pedagogy has a stabilising, health-giving impact on them. The strength of the caring teacher-student relationships was evident throughout the school year. Our Wellbeing Officer, Vanessa O'Brien, also worked closely with the teachers to support students and families.

## 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"> <li>• Development of Board members in governance</li> <li>• Management continues to work with the AIS School Improvement Plan</li> <li>• Leadership training through AIS and SEA</li> </ul>	<ul style="list-style-type: none"> <li>• Board members' participation in AIS Governance training</li> <li>• Ongoing work with Steve Stretton (AIS) - initiatives developed, goal setting and review on ongoing basis</li> <li>• Principal professional development: 'The Leadership Circle' program- ongoing</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>• Teacher professional development in Steiner Education</li> <li>• Further integration of Compass Student Management System</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Intensive workshops at Glenaeon Rudolf Steiner School</li> <li>• Principal attendance at Steiner Delegates' conferences and GLaM online conferences</li> <li>• Study Night – regular study and presentation of papers at College of Teacher evenings</li> <li>• Compass usage extended to learning tasks, reporting and parent portal</li> </ul>
Community/ Parent Involvement	<ul style="list-style-type: none"> <li>• School Community engagement was unfortunately limited due to community not accessing the school site</li> <li>• Ongoing commitment to Reconciliation initiatives</li> <li>• Environmental/Sustainability initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Annual student-led conferencing with parents and guardians in limited face to face meetings as well as online</li> <li>• Year 10 Student workshops with Aboriginal elders, transitioning of Year 10 camp to within Australia, including working with Aboriginal communities</li> <li>• Whole primary school beach clean-up as part of Science Day activities</li> <li>• Successful application for solar installation grant (CORENA fund)</li> <li>• 'Planet Protector' student initiatives</li> </ul>
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> <li>• Improved and extended facilities, upgrade of resources</li> <li>• Upgrade to IT for student use</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-purpose building/ Performing Arts Centre underway</li> <li>• Investment in 20 MacBook Air laptops for use in online testing</li> </ul>



## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### Initiatives in 2021 included:

- Autumn Festival gifting of produce to 'Coast Shelter'
- Science Week- beach/waterways clean up, Bateau Bay
- Clean Up Australia Day (High School) Bush Care
- Winter Festival
- Drum making and personal development workshops in Year 6
- HS Drama Production – 'Cluedo'
- Bouddi House Christmas Appeal for Coast Shelter



## PARENT, STUDENT AND TEACHER SATISFACTION

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### From parents:

'We wanted to write to send an enormous thank you and virtual hug to all of your staff. We cannot believe their commitment to our children in such trying circumstances. Everyone has shown such care and compassion with a special shout out to Steve the bus driver, who has been so gentle and caring...



The most positive benefit we have seen from homeschooling is getting a glimpse of the extraordinary and beautiful way in which Steiner approaches learning. We have thoroughly enjoyed learning about Ancient Greece and all the while witnessing their growing independence in learning.

We have no doubt that the tone of the school and teachers comes from your wise and calm guidance. Every day we thank the universe for bringing our family to this beautiful part of the world to be part of the amazing Steiner Community. Please accept our heartfelt gratitude.'

***Parents, primary school***

'From the very bottom of our hearts, we want to thank you so very much for the extremely precious environment you create at the school. It has allowed our boys to flourish and to develop a deep love of learning and a love for their community. An added benefit is certainly their enthusiastic admiration for educational institutions as a place of safety, precious community and exploration! Thank you for your relentless commitment to our children.'

'I am so grateful for the clarity and care that the teachers have brought to the students around working online and their wellbeing, which has brought a sense of ease and relief.'

***Parent, high school***

'...I'm compelled to write to say thank you for your patience and care for those in our community who are anxious about the current situation...We value the school so much and look forward to many more years under your stewardship. Please take care.'

***Parent, high school***

'I would like to thank you so very much ...It was incredibly powerful to read your words and voicing of the current situation with heart and integrity and honesty in a sea of media that offers nothing but fear and distrust, no matter where you stand. That the school, and you, are able to lead us through this with such beautiful values of diversity and open heartedness literally brought tears to my eyes and warmth to my heart. I didn't know I could value the school community more but there you go! Wonderful. Please accept our deepest thanks, and please continue being a light during this darker period.'

***Parent, primary school***



**From staff:**

'We are so grateful for the way you have steered our beautiful ship through these stormy waters. Your strength, resolve and calmness are truly appreciated'

**Primary faculty**

'Thank you so much for being a pillar of strength this year despite it being extremely taxing for you as well. You are truly and inspirational leader'

**Teacher, high school**

'I deeply appreciate your consideration and support during times where there is a lot going on. The patience and steadiness you covney when absolute chaos surrounds you is beyond inspirational'

**Teacher, high school**

**From student:**

'I'd like to thank you for being so generous throughout my time here, and even just accepting me in the first place. It's been such an enjoyable experience for me, and I'm glad I was able to share it with all the students and teachers here.

It's all thanks to you and this school that I'll move on as a new and improved student and person overall. Seriously, thanks.'

**Angus, Year 9**

**From Alumni student:**

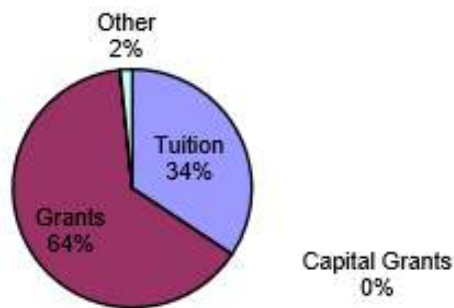
'Since graduating from Steiner at the end of year 10, I went on to get my International Baccalaureate Diploma from a Steiner school in Melbourne. I am now studying biomedicine at Notre Dame University in Fremantle... an entire community raises each child within Steiner, especially since our class was like a family by the time we graduated. I can truly say that I hold every memory from my time at Central Coast Steiner school close to my heart and I'm very grateful for all the teachers and students who made it so special.'



## SUMMARY FINANCIAL INFORMATION

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### INCOME 2021



### EXPENSES 2021

