

Central Coast  
Rudolf  
Steiner  
School



**Annual Educational  
and  
Financial Report  
2017**



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## 1. MESSAGE FROM KEY SCHOOL BODIES

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### REPORT FROM THE CHAIR

The 2017 school year was another successful one for the Central Coast Rudolf Steiner School.

The Board has progressed with the transition to a Company Limited by Guarantee as voted at last year's AGM. Financially the school continues to deliver strong results which the Board and management are investing into school resources and facilities.

I wish to personally recognise and thank our Business Manager, Patrick Attard, for his tireless efforts.

Our new administration extension has been completed and the results are nothing short of spectacular. We have also begun work on our new Music Room. The school has commenced our Master Planning process, with the view of building a new High School building in 2020.

Similarly, the Board is, and will remain, committed to ensuring our school continues to grow and flourish under the inspiring leadership of Rosemary Michalowski, ably supported by the Deputy Principal, Tiffany Reynolds- Flannery, Patrick Attard and our Operations Manager, Michele Simos.

When attending School events, I continue to be astounded by the incredible talents of our students and teachers. Broad community feedback confirms that our school is both remarkable and unique.

The future is bright at the Central Coast Rudolf Steiner School. I look forward to sharing the journey with you.

*Peter Lumsden*  
*Chair*  
*CCRSS Board of Directors*





## REPORT FROM THE PRINCIPAL

2017 marked another fulfilling year at Central Coast Rudolf Steiner School. Our stability and growth is a testament to the cohesion of our school community. As a College of Teachers, we strive continually to reflect on how we best offer a contemporary education based on Steiner principles. Our commitment to enriching Steiner pedagogy was evidenced in many ways in 2017. Our School contributed presentations to both the 'Governance, Leadership and Management' Conference and the National Teachers Conference, both hosted by *Steiner Education Australia*. Our teachers continued their program of study, presenting their papers at our biannual Study Nights. Two of our teachers began their post-graduate qualifications in Steiner Education at the University of the Sunshine Coast.

We continued to deepen our understanding of the best ways to assess and nurture the growth of individual students. The improvements achieved through our participation in the NSW Literacy and Numeracy Action plan are now firmly established. As part of our *Embedding Excellence* program, we focused on authentic assessment, under the guidance of Steve Stretton from the AIS. The wellbeing of our staff and students was another focus area of our *Embedding Excellence* program, leading to several new initiatives. In 2017, we welcomed Monica Miller to our Student Wellbeing team.

In 2017, our Year 9 students took part in an 'Empowering Women' workshop. The addition of Trina Woodger to our high school learning support team has enhanced our capacity to support the progress of our students. Our students distinguished themselves with their contributions at various public forums. The Year 9 team Model United Nations team represented the school in Canberra and won first prize. Student engagement, in collaboration with our local member Emma Mc Bride, gave decisive momentum to achieving our improved NBN access. Our community initiatives included a bush dance, jazz night, workshops and talks on Steiner education by Lisa Devine and Lou Harvey-Zahra.

The beautification of our school environment certainly took a great leap forward with the completion of our new administration building- a space that is now truly reflective of our identity. We have much to be thankful for.



*Rosemary Michalowski*  
Principal

## 2. CONTEXTUAL INFORMATION ABOUT THE SCHOOL

Students travel to the Central Coast Rudolf 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 16% from a Non-English-Speaking Background. Enrolments for Kindergarten to Year 10 at the end of 2017 numbered 260 in total. The student population gender was split with 157 girls and 103 boys.

In 2017, our indigenous student enrolment was 3%.

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

School ICSEA value 1074

Average ICSEA value 1000

### Distribution of students:

	Bottom quarter	Middle quarters		Top quarter
School Distribution	6%	22%	36%	36%
Australian Distribution	25%	25%	25%	25%



### 3. STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

In 2017 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.

The percentage of students that participated in testing for 2017 were as follows:

Year 3	26%	Year 7	41%
Year 5	29%	Year 9	64%

Results for **Year 3 students** are reflected in the following percentages:

Percentage in bands for all students in Year 3 in Numeracy:

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 Or more
CCRSS	-	-	-	29%	29%	29%
Statistically Similar Schools	1%	6%	16%	29%	24%	22%
Australian schools	3%	9%	20%	27%	23%	17%

Percentage in bands for all students in Year 3 in Reading:

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 Or more
CCRSS	-	-	14%	14%	29%	43%
Statistically Similar Schools	2%	4%	13%	23%	26%	31%
Australian schools	3%	7%	14%	22%	23%	28%

Percentage in bands for all students in Year 3 in Writing:

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 Or more
CCRSS	-	14%	43%	43%	-	-
Statistically Similar Schools	1%	2%	14%	23%	45%	14%
Australian schools	3%	5%	16%	30%	30%	15%

Percentage in bands for all students in Year 3 in Spelling:

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 Or more
CCRSS	-	14%	29%	14%	43%	-
Statistically Similar Schools	1%	6%	13%	24%	26%	28%
Australian schools	5%	9%	16%	23%	23%	23%

Percentage in bands for all students in Year 3 in Grammar and Punctuation:

Year 3	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 Or more
CCRSS	-	-	-	-	29%	57%
Statistically Similar Schools	3%	5%	10%	15%	29%	37%
Australian schools	4%	7%	13%	20%	22%	34%



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

Percentage in bands for all students in Year 5 in Numeracy:

Year 5	Band 4 or below	Band 5	Band 6	Band 7	Band 8
CCRSS	-	22%	44%	22%	11%
Statistically Similar Schools	9%	23%	34%	21%	13%
Australian schools	15%	26%	30%	19%	9%

Percentage in bands for all students in Year 5 in Reading:

Year 5	Band 4 Or below	Band 5	Band 6	Band 7	Band 8
CCRSS	-	-	25%	38%	25%
Statistically Similar Schools	10%	17%	30%	24%	19%
Australian schools	14%	21%	26%	21%	16%

Percentage in bands for all students in Year 5 in Writing:

Year 5	Band 4 Or below	Band 5	Band 6	Band 7	Band 8
CCRSS	25%	25%	50%	-	-
Statistically Similar Schools	10%	33%	37%	15%	5%
Australian schools	19%	31%	32%	12%	3%

Percentage in bands for all students in Year 5 in Spelling:

Year 5	Band 4 Or below	Band 5	Band 6	Band 7	Band 8
CCRSS	-	25%	63%	13%	-
Statistically Similar Schools	9%	20%	32%	22%	17%
Australian schools	14%	21%	29%	23%	12%

Percentage in bands for all students in Year 5 in Grammar and Punctuation:

Year 5	Band 3 Or below	Band 4	Band 5	Band 6	Band 7	Band 8
CCRSS	-	-	-	12%	50%	38%
Statistically Similar Schools	3%	12%	18%	29%	17%	20%
Australian schools	6%	12%	21%	25%	20%	15%



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

Percentage in bands for all students in Year 7 in Numeracy:

Year 7	Band 4 Or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	-	30%	20%	30%	10%	10%
Statistically Similar Schools	-	6%	20%	35%	22%	16%
Australian schools	3%	11%	23%	28%	20%	13%

Percentage in bands for all students in Year 7 in Reading:

Year 7	Band 4 Or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	-	-	33%	44%	11%	11%
Statistically Similar Schools	1%	7%	21%	35%	24%	12%
Australian schools	4%	12%	24%	29%	19%	10%

Percentage in bands for all students in Year 7 in Writing:

Year 7	Band 4 Or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	11%	33%	11%	33%	11%	-
Statistically Similar Schools	4%	13%	28%	29%	20%	5%
Australian schools	10%	18%	30%	24%	12%	4%

Percentage in bands for all students in Year 7 in Spelling:

Year 7	Band 4 Or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	11%	22%	-	22%	33%	11%
Statistically Similar Schools	2%	7%	17%	29%	33%	11%
Australian schools	5%	10%	21%	28%	22%	11%

Percentage in bands for all students in Year 7 in Grammar and Punctuation:

Year 7	Band 4 Or below	Band 5	Band 6	Band 7	Band 8	Band 9
CCRSS	22%	11%	11%	33%	22%	-
Statistically Similar Schools	3%	7%	19%	36%	22%	11%
Australian schools	6%	13%	24%	27%	19%	10%





Results for **Year 9 students** are reflected in the following percentages:

Percentage in bands for all students in Year 9 in Numeracy:

Year 9	Band 5 Or below	Band 6	Band 7	Band 8	Band 9	Band 10
CCRSS	-	-	33%	33%	28%	6%
Statistically Similar Schools	-	9%	28%	28%	19%	10%
Australian schools	2%	14%	29%	29%	16%	8%

Percentage in bands for all students in Year 9 in Reading:

Year 9	Band 5 Or below	Band 6	Band 7	Band 8	Band 9	Band 10
CCRSS	-	-	6%	50%	39%	6%
Statistically Similar Schools	2%	10%	23%	41%	18%	6%
Australian schools	6%	15%	26%	29%	17%	4%

Percentage in bands for all students in Year 9 in Writing:

Year 9	Band 5 Or below	Band 6	Band 7	Band 8	Band 9	Band 10
CCRSS	17%	11%	17%	39%	17%	-
Statistically Similar Schools	8%	15%	24%	31%	14%	7%
Australian schools	16%	20%	25%	21%	11%	5%

Percentage in bands for all students in Year 9 in Spelling:

Year 9	Band 5 Or below	Band 6	Band 7	Band 8	Band 9	Band 10
CCRSS	-	-	56%	22%	22%	-
Statistically Similar Schools	3%	11%	28%	26%	24%	7%
Australian schools	8%	14%	27%	28%	16%	7%

Percentage in bands for all students in Year 9 in Grammar and Punctuation:

Year 9	Band 5 Or below	Band 6	Band 7	Band 8	Band 9	Band 10
CCRSS	-	-	39%	39%	17%	6%
Statistically Similar Schools	4%	13%	26%	33%	15%	8%
Australian schools	9%	17%	27%	26%	14%	5%



#### 4. STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

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The Central Coast Rudolf Steiner School offers tuition from Early Kindergarten to Year 10, meeting the outcomes of the NSW Australian curriculum. Our educational philosophy teaches to the 'head, heart and hands' of all students, fostering the potential of the whole learner.

We favour ongoing formative assessment processes over NAPLAN testing or similar examinations. Teacher Professional Development in 2017 focused on formative assessment practices. We carefully assess and monitor the growth of our students and consultatively develop Individual Learning Plans to support student learning where required.



## 5. PROFESSIONAL LEARNING AND TEACHER STANDARDS

### PROFESSIONAL DEVELOPMENT

Our continued commitment to professional learning is reflected in the broad range of courses accessed in 2017.

#### Steiner Education Professional Learning included:

- Steiner Education Australia Delegates Conference
- Governance, Leadership and Management for Boards and Leaders of Steiner schools
- Science Conference with Craig Holdrege, Maitland
- National Steiner Teachers Conference Sydney
- Steiner Intensive Teachers Conference, Glenaeon
- Graduate Diploma in Steiner Education: University of Sunshine Coast
- Drawing workshop with Julia Byrne



#### WHS and Wellbeing Professional Learning included:

- Positive Schools Conference
- Asthma Australia training (all staff)
- Anaphylaxis Education Program (all staff)

#### Assessment and Learning Support Professional Learning included:

- Embedding Excellence: Assessment and Differentiation
- AIS 'Redesigning Assessment Practices' Conference
- NAPLAN minimum standards training
- Foundations of Structured Literacy OG MSL Course.



#### Subject Specific Professional Learning included:

- NSW K-6 Physical Activity
- English Teachers Association 'Big Day Out'
- English Teachers' Conference: 'Teaching the Holocaust'
- VADEA Visual Arts and Design Conference
- Aboriginal Education workshop
- Orff Music Training Level 2
- Creative approaches to Assessment in Languages
- *Goethe Institute* Professional Development in German for Primary teachers



### Administration Professional Learning:

- Xero
- Wordpress Blueprint Training
- Readiness for NAPLAN testing

### Leadership and Research Learning included:

- Embedding Excellence workshops - AIS
- Governance Symposium 2017
- AIS Education Research Symposium 2017
- 'Supporting School Improvement' 2017 AIS Conference



## STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2017 was 95.3%. 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 2017, we welcomed two new teachers, one teacher assistant, an administration officer and an additional counsellor to our school.

At the end of 2017, there were three teacher departures.

The retention of teaching staff from 2017 commencing at the start of the new school year for 2018 was 86.4%



## TEACHING STANDARDS

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





## 6. WORKFORCE COMPOSITION

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Principal:	1
Business Manager:	1
Operations Manager:	1
Full time teachers:	13
Part time teachers:	8
Female teachers:	17
Male teachers:	4
Full time support staff:	1
Part time support staff:	5
Administration staff:	6
Grounds/Maintenance/Bus:	5



Aboriginal and Torres Strait Islander staff: 0

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

Senior Secondary Outcomes: N/A

## 7. STUDENT ATTENDANCE AND MANAGEMENT OF NON-ATTENDANCE

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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.



89.7% of students attended school on average each school day in 2017.

Year Level and Percentage Attendance:

Kindergarten	89.5%		
Year 1	89.5%	Year 6	91.4%
Year 2	89.1%	Year 7	89.6%
Year 3	92%	Year 8	87.4%
Year 4	90.8 %	Year 9	89%
Year 5	91%	Year 10	87%



## 8. POST-SCHOOL DESTINATIONS

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In 2017, the graduating Year 10 students continued their education in the following schools:

- Newtown School of Performing Arts
- The Entrance Senior Secondary College
- Nate Butler Performing Arts School
- Schools in Switzerland and Japan
- Narara High School
- TAFE/ employment pathway



## 9. ENROLMENT POLICIES AND CHARACTERISTICS OF STUDENT BODY

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Central Coast Rudolf 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 2017, the school had 260 students enrolled in Kindergarten to Year 10. The student population gender was split with 157 girls and 103 boys.





## ENROLMENT POLICY

### INTRODUCTION

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

Central Coast Rudolf Steiner School is an inclusive, co-educational and non-denominational school. 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.

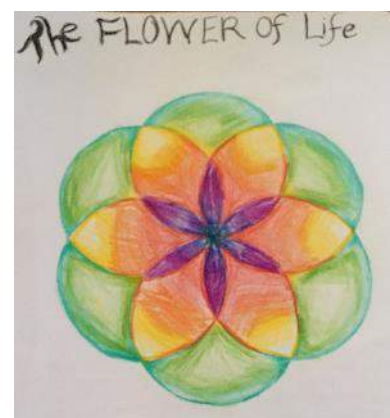


This *Student Enrolment Policy* provides a consistent approach in relation to the enrolment of all children; one that complies with the *Disability Discrimination Act* and the *Disability Standards for Education*.

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.



## 10. SCHOOL POLICIES

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

Policy	Last Review	Access to full text
Accident, Injury and First Aid Guidelines	Reviewed in 2017	School office
Child Protection Policy	Reviewed in 2017	School office
Communication Guidelines	Reviewed in 2017	School office
Complaints Handling Policy	Reviewed in 2017	School office Website
Crisis Management Plan	Reviewed in 2017	School office
Discrimination, Harassment and Bullying Guidelines	Reviewed in 2017	School office
Excursion Guidelines	Reviewed in 2017	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 2017	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 2017	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 2017	School office

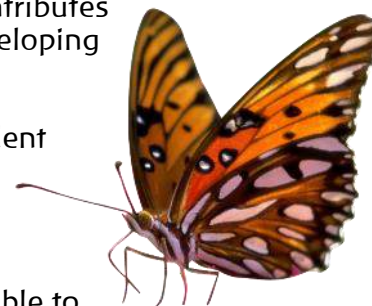




## STUDENT WELFARE

Our School provides a beautiful, calm and nurturing environment for all students. The wellbeing of our students is supported within an empowering school culture where diversity is valued. We acknowledge that student wellbeing contributes significantly to learning outcomes. A wholistic picture of the developing human being informs our educational practices.

The strength of our teacher-student relationships is crucial to student wellbeing. Respectful and cooperative school-family relationships provide a solid framework for meeting the needs of our students.



Our Wellbeing Officers, Lewis Jonker and Monica Miller are available to provide wellbeing support to our students on three days per week.

## ANTI BULLYING

All members of Central Coast Rudolf Steiner School community have the right to a learning and work environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. At our School, bullying is unacceptable and we (students, staff, parents and guardians) all share a responsibility for preventing it.



Central Coast Rudolf Steiner School rejects ideas, beliefs and behaviours which marginalise or victimise people. Bullying is viewed as a major breach of the school rules and behavioural expectations. Any actions taken to address bullying will align with our Student Discipline Policy. Any reports of bullying will be investigated and appropriate action will be taken promptly.

## STUDENT DISCIPLINE

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

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

## COMPLAINTS

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

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

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

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



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

### The School's Complaints Handling Policy will:

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

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



## 11. SCHOOL DETERMINED IMPROVEMENT TARGETS

	PRIORITY	ACHIEVEMENTS
Governance and Management	<ul style="list-style-type: none"> <li>Ongoing development of Board members in compliance and risk management</li> <li>Participation in <i>Embedding Excellence</i> program (AIS)</li> </ul>	<ul style="list-style-type: none"> <li>Board members' participation in Governance, Leadership and Management courses</li> <li><i>Complispace</i> review of all Policies and Guidelines</li> <li>Action Plan initiatives developed with Steve Stretton, embedded and reviewed</li> </ul>
Staff Development	<ul style="list-style-type: none"> <li>Teacher professional development in Steiner Education</li> <li>Teacher engagement in research and study</li> <li>Showcasing of outcomes to other parties, including other independent schools</li> </ul>	<ul style="list-style-type: none"> <li>National Steiner Teachers Conference 2017 and international Steiner Education conferences (Early Childhood), Teacher Intensive workshops at Glenaeon Rudolf Steiner School, Science Conference Maitland Craig Holdrege</li> <li>Principal attendance at Steiner Delegates conferences</li> <li>Study Night model consolidated</li> <li>Establishment of teacher professional learning communities</li> <li><i>AIS NSW Literacy and Numeracy Action Plan</i> presentation by Principal and Learning Support staff at The Mint, Presentation by Principal at Steiner Governance, Leadership and Management Conference 2017, National Teachers Conference in 2017</li> </ul>



	PRIORITY	ACHIEVEMENTS
Community/ Parent Involvement	<ul style="list-style-type: none"> <li>• School Community engagement in social justice issues</li> <li>• Provide opportunities for parents and guardians to learn about the principles of Steiner education</li> <li>• Promote the school to the broader community</li> <li>• Ongoing commitment to Reconciliation initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Mission Australia Sleep out for the Homeless – Bouddi House fundraiser and awareness event</li> <li>• Brunch and bake sale fundraisers for Youth support at Coast Shelter – Rumbalara House</li> <li>• Support for ‘Coast Shelter’ through Harvest Festival donations</li> <li>• Parent education program with Lisa Devine, Lou Harvey-Zahra</li> <li>• Parent participation in festivals and drum- making workshop</li> <li>• Beautiful and well-visited festivals and Spring Fair</li> <li>• Ongoing connection with <i>NAISDA</i></li> <li>• Aboriginal cultural workshops and dance performances</li> </ul>
Facilities, Resources, Structures, Sustainability	<ul style="list-style-type: none"> <li>• Improved facilities, upgrade of resources</li> </ul>	<ul style="list-style-type: none"> <li>• New Administration block, planned new Music facility</li> </ul>



## 12. INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

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### Initiatives in 2017 included:

- High School House Family Initiatives: Mission Australia Sleep out for the Homeless – Bouddi House fundraiser and awareness event and fundraisers for Youth support at Coast Shelter – Rumbalara House
- 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 primary classes
- ‘Empowering Women’ workshop Year 9 girls
- Model United Nations, including first prize award at national competition
- Student Representation at Joint Committee Inquiry into NBN
- 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

## 13. PARENT, STUDENT AND TEACHER SATISFACTION

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What matters at our school? Here are some words from a parent on the graduation of her daughter:

‘...It is also the little, day to day things that matter in Steiner education. The Class Teacher greeting each and every student at the door each morning, with a smile and a handshake, really checking into how each child is, right at that moment in time. Every child is seen.

Respect is a mutual thing, and there is no doubt these children respect their teachers. In turn, the love and respect *they* are shown, the ability to think outside the square, the development of the will and the deep compassion they develop through the Steiner curriculum is truly wondrous.



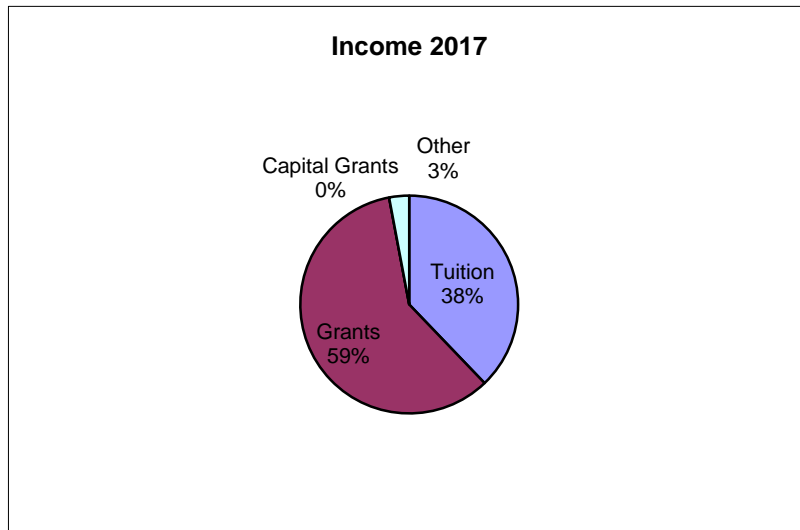
They say it takes a village to raise a child...let me paraphrase that, it takes a community to raise a child. Here at Central Coast Rudolf Steiner School we are blessed to have a wonderful community.

Thank you to each and every one of you from the bottom of our hearts.’

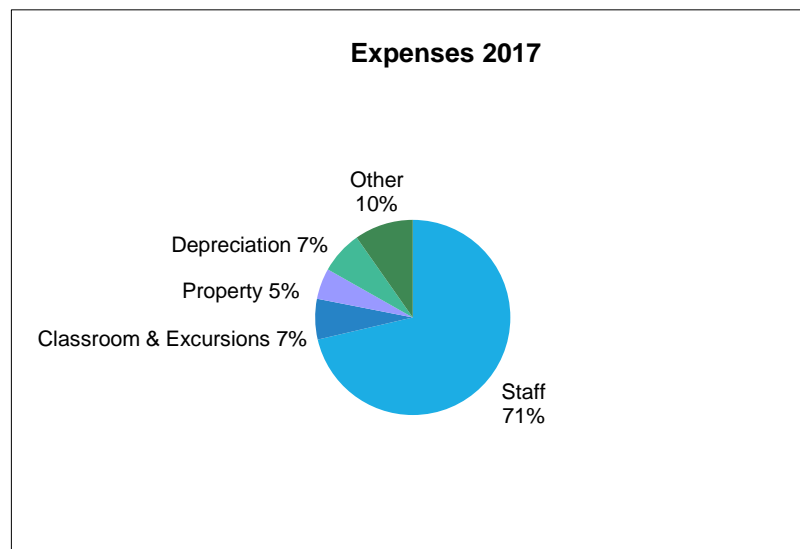
## 14. SUMMARY FINANCIAL INFORMATION

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### INCOME 2017



### EXPENSES 2017







**Where students flourish**

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Phone: 02 4362 3400**

