

Central Coast  
**Steiner School**



**2023 Annual  
Educational Financial Report**

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## Theme 1: Context

### REPORT FROM THE CHAIR OF THE BOARD

The work of the Central Coast Steiner School Board in 2023 focused on the synthesis of the community input to finalise our future planning. Our Strategic Plan (2023-2028) is a testament to our collective commitment to the growth and vitality of the Central Coast Steiner School. It is a product of extensive consultation that has involved the thoughtful input of our students, parents, teachers, staff, and community. Each voice has contributed to shaping a plan that reflects the unique character of our school and sets a clear course for the years ahead.

The decision to expand into Years 11 and 12 has infused our community with a palpable energy and excitement. The Board is diligently planning with the school's leadership to ensure that the required capital works, IB authorisation process and IB teacher training are properly resourced. With our high school building complete, we offer a space that not only meets the learning needs of our secondary students but also uplifts them with its modern, flexible and beautiful design.



Our focus on Sustainability was emphasised in 2023. Through carbon footprint audits and ongoing community engagements, we explored ways to tread lightly on our planet. Our community event, featuring a screening of '2040', served as a catalyst for further involvement and feedback, demonstrating our shared

commitment to a greener future.

The work of the school Board is undertaken in close consultation with our Principal, Rosemary Michalowski, our Deputy Principal, Adam Carron and our Business Manager, Jarrod Harridge. We acknowledge the immense value of their leadership, stability and dedication to our school. The education that we offer at Central Coast Steiner School is truly nourishing for developing human beings. It is the Board's responsibility to maintain strong Governance so that our school can continue to thrive, and the unique gift of a Steiner education can be shared with families well into the future.

Corey Flynn  
Chair of Board of Directors



## REPORT FROM THE PRINCIPAL

There are moments in the life of the school, when we pause and reflect on our shared story. The opening of our Alumna in April 2023 was one such moment. As a school community, we came together in our brand-new space to celebrate. We honoured the founders of our School, Patricia Dodman, Jos Humphreys and Diane Moore. We recognised the crucial role played by so many people along the way, notably Kate Rayner and Rodney Evans. I often reflect in gratitude on the vision, tenacity and incredibly hard work of those who worked against the odds to bring our school into being.

It felt only fitting that our school orchestra graced the stage for its inaugural performance. Then Virginia Moller (CEO of Steiner Education Australia) declared our building 'officially open'. The celebration also highlighted the talent of our alumni students, who brought the gift of their music to our celebration. Following seven years' hard work, the completion of this building was a major milestone. Later in October 2023, the first musical performed on our stage, 'The Addams Family' was an enjoyable, quirky show, highlighting the humour and talent of our high school students.



Adam Carron commenced in his role as Deputy Principal in January 2023. Throughout the year, he has distinguished himself with his professionalism and dedication to the growth of our school, overseeing the implementation of our International Baccalaureate Diploma Programme, commencing in 2025. Our school was also enriched and supported by the contributions of our new Wellbeing Officers, Clarissa Tebbatt and Arthi Chicken.

2023 also saw the publication of the School's Reconciliation Action Plan, documenting how we will strengthen relationships, respect and opportunities in the classroom, around the school/service and with the community. I thank Jesse Graham for bringing our Reconciliation Action Plan to fruition. The decision to extend our offerings to Years 11 and 12 has ignited an enthusiastic response within our community. Having completed years of infrastructure improvements, we strongly sense that it is the right time to take this next step. Our vision is to provide our students with a nurturing,

challenging, and life-transforming educational pathway, from the very first beginnings - sometimes as babies- in Playgroup to the end of year 12, graduating to step into adulthood and take their place in the world.

Steiner's original intent, as conveyed to the graduates of the first Waldorf school in 1924, is echoed and upheld with integrity at the Central Coast Steiner School. Our human-centred educational philosophy is intended as an enduring source of inspiration, reflection and spiritual nourishment for the lives of students within and beyond school.

*'May those things shine again on the path through life  
That in the time of youth were planted in the heart  
as the seal of true humanity'*

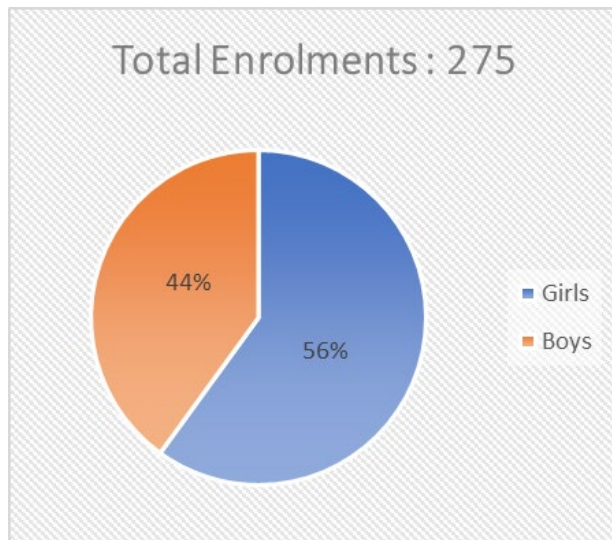
-Steiner April 1924

Rosemary Michalowski  
Principal



## 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 13% from LBOTE. Enrolments from Kindergarten to Year 10 at the end of 2023 numbered 275 in total.

The student population gender split was 121 boys and 154 girls.

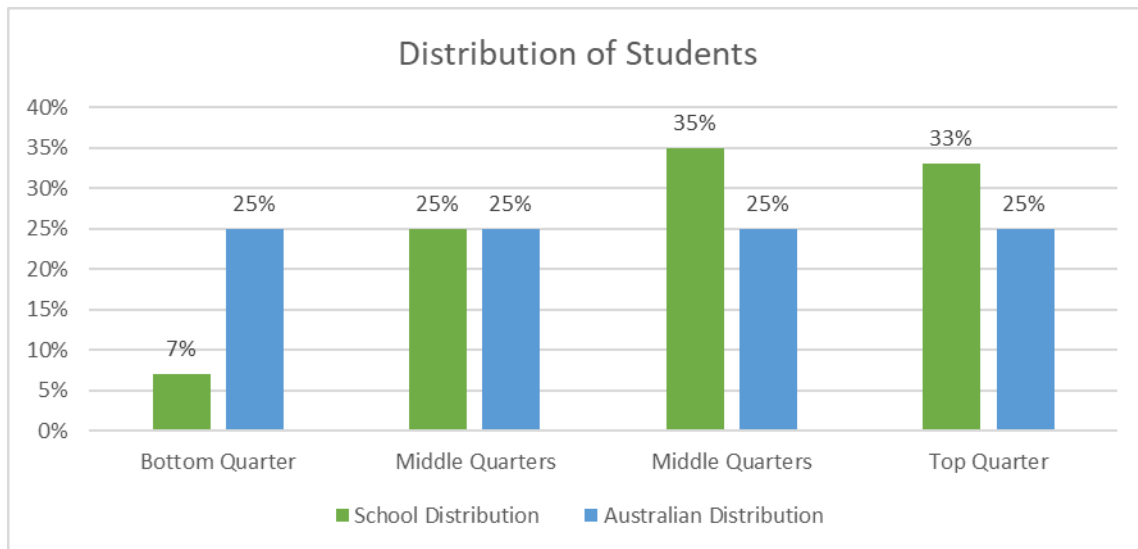
In 2023, our indigenous student enrolment was 1%.



### Index of Community Socio-Educational Advantage (ICSEA) 2023:

School ICSEA value	1086
Average ICSEA value	1000
School ICSEA percentile	81

**Distribution of Socio-Educational Advantage 2023:**



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



## Theme 2: Outcomes and results

### STUDENT OUTCOMES IN STANDARDISED LITERACY AND NUMERACY TESTING

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	412	397	372	404	417
Year 5	558	511	524	559	521
Year 7	566	500	517	571	543
Year 9	610	607	588	594	573

#### 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%**

Note: A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison to be available. Grey shading indicates participation did not meet these thresholds.

Please access our 2023 NAPLAN data here:

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





## **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 2023, four Year 10 students qualified for their formal Records of School Achievement (ROSA) credential by NESA. This included all mandatory Stage 5 subjects and electives.



## Theme 3: Staffing

### PROFESSIONAL LEARNING AND TEACHER STANDARDS

Our continued commitment to professional learning is reflected in the broad range of training accessed in 2023.

Steiner Education Professional Learning Included:	No of staff participated
Steiner Education Australia, GLaM Conference	1
Positive Discipline: Effective, Caring Classroom, Sydney Rudolf Steiner College	1
Autumn Seminar and Creative Workshop, Steiner Education Australia	2
Nurturing Early Childhood, Sydney Rudolf Steiner College	1
Information Session – Foundations in Anthroposophy	9
What Makes a Good Lesson? Andrew Hill, CEO of Steiner Education Australia	23

WHS and Wellbeing Professional Learning Included:	No of staff participated
Child Protection Training	57
Positive Schools Conference online	1
The Karma Classroom – yoga/mindfulness specific appropriate activities to use in the classroom	1
Workplace Health and Safety Mock Trial, The Safety Australia Group	2
National Student Wellbeing Program: Preventing and Responding to Cyberbullying, eSafety Education and Training	1
School Policy Writing Workshop, Law Sense	2
Liberating Kids Shining Potential, The Journey	1
Collaborative Problem Solving, Dr Ross Greene	1
Provide CPR, Royal Life Saving Society NSW	47
Bronze Medallion, 5 Star Swim School	9
Youth Mental Health First Aid - a two-day workshop with a focus on improved mental health awareness, literacy, and early intervention	3
Challenges of contemporary parenting and how schools are being impacted, Dr Judith Locke, author of 'Bonsai Child'	23
Wellbeing: Balanced, Reflective and Caring, Lisa Devine	23

Assessment and Learning Support Professional Learning Included:	No of staff participated
Inquiry Learning: What, Why and How, Dynamic Learning Group	1
Ignite the Spark Conference	3
Autism Conference: Women and Girls	1
Sounds Write	1
Managing Student Disability – Adjustments, Behaviour, Learning and Discipline	1

Subject Specific Professional Learning Included:	No of staff participated
AISNSW Music Conference 2023 – Striking the Right Chord	1
Implementing the new Mathematics 7-10 Syllabus, Central Coast Adventist School	2
VADEA - Visual Arts and Design Educators Association – 2- day Teachers Conference	1
IB Coordinators Network Meeting, The Kings School	1
Making Spelling Stick, SPELD NSW	1
Planning and Programming for Classical and Modern Languages 7-10 new Syllabus, AISNSW	1
English: Planning for the New Syllabus, AISNSW	2
Maths in the Primary Years with Jamie York, Sydney Rudolf Steiner College	1
International Baccalaureate Introduction, Rosemary	23

Administration Professional Learning Included:	No of staff participated
Supervising Teachers to Accreditation, AIS	1
Dealing with Difficult Parents, Law Sense	1
Education Research Forum Association of Independent Schools of NSW	1
School Enrolment Workshop, LawSense	1
Best Practice Note-taking, Record Keeping and Privacy in Schools, LawSense	1
Marketing tools and training for SEA Member schools., Nicki Wright, Mezzanine	3

Leadership and Research Learning Included:	No of staff participated
Reconciliation in Education	1
SEA Leadership Development Program – Returners Program	1
The role of the Chair, Association of Independent Schools of NSW	1

## STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2023 was 94.63%. 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 2023, we welcomed one new teachers. At the end of 2023, there was one teacher departure.

The retention of teaching staff from the start of the new school year for 2023 compared to the teaching staff commencing at the start of the new school year for 2024 was 95.45%.

## TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	22
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	23
Teachers who have qualifications as a graduate from a higher education institute within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications; or	0
Teachers who do not have qualifications as described in (a) and (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context.	0

## WORKFORCE COMPOSITION

Principal	1
Deputy Principal	1
Business Manager	1
Operations Manager	1
Full time teachers	11
Part time teachers	11
Female teachers	19
Male teachers	3
Full time support staff	1
Part time support staff	10
Administration staff	6
Grounds/Maintenance/Bus	4
Aboriginal and Torres Strait Islander staff	1



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

Senior Secondary Outcomes: N/A



## Theme 4: Attendance

### 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. Appropriate action is taken, in consultation with families, to remediate identifies attendance issues.

89% of students attended school on average each school day in 2023.

#### Year Level and Percentage Attendance:

Class	Attendance Percentage
Kindergarten	86%
One	88%
Two	89%
Three	89%
Four	88%
Five	92%
Six	89%
Seven	90%
Eight	89%
Nine	88%
Ten	87%

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



## POST-SCHOOL DESTINATIONS

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In 2023, the graduating Year 10 students all continued their education at Tuggerah Lakes Secondary College, The Entrance.



## **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 2023, the school had 275 students enrolled in Kindergarten to Year 10. The student population gender was split with 154 girls and 121 boys.





## Theme 5: School Policies

### SCHOOL POLICIES

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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. The following school policies are publicly available on our website: <https://ccss.nsw.edu.au/our-school/policies-and-resources/>

- Student Enrolment Policy
- Student Discipline Policy
- Child Protection Policy
- Complaints Handling Policy
- Anti-Bullying Policy

#### Student Enrolment Policy

##### Introduction

Central Coast Steiner School is an inclusive, co-educational and non-denominational school. Enrolment applications are welcomed from Parents and Guardians seeking an education based on the principles indicated by Rudolf Steiner. Reverence for the human being underpins all that we do at the Central Coast Steiner School. In enrolling a child at Central Coast Steiner School (CCSS), Parents and Guardians enter into a partnership with the school based on mutual respect and responsibility.

This *Student Enrolment Policy* applies to all school levels from Kindergarten - Year 12. Admission to our **Playgroup** and **Early Kindergarten** programs does not guarantee an offer of school enrolment in Kindergarten. Admission to the School's **International Baccalaureate Diploma Programme** (Years 11 and 12), is regulated by this *Student Enrolment Policy* and the School's *Admissions Policy for the International Baccalaureate Diploma Programme*.

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

Access the entire CCSS Student Enrolment Policy here:

<https://ccss.nsw.edu.au/wp-content/uploads/2024/04/Student-Enrolment-Policy-min.pdf>



## STUDENT WELFARE

At Central Coast Steiner School, we recognise the interconnectedness of student wellbeing, engagement, and academic achievement. Our education places the human being at the centre of all teaching and learning experiences. We embed habits of living and learning that are intended to be lifelong. Our students do many healthy and uplifting practices almost every day, and they can become enduring habits that provide a positive and grounded foundation for life. We view the creative, health-giving elements of our pedagogy, the rites of passage along the way, and the vibrancy of our community as essential components in our support of student wellbeing. Our beautiful natural environment is a source of peace and inner nourishment, providing calm green spaces for learning and break times.

Warm, caring relationships between students and teachers and among the students are at the heart of Steiner education. Our school nurtures supportive and close connections with teachers and strong bonds of friendship between students. A sense of belonging, of being seen, accepted and celebrated are central to the experience of wellbeing for our students. They are cared for within a responsive school community.



## 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 to school community members or bring the School into disrepute, 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 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

	Strategic Plan Priority	Achievements
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>• Consolidate and expand music program</li> <li>• Reconciliation Action Plan</li> <li>• Implementation of International Baccalaureate Diploma Program starting 2025</li> <li>• Stage 5 Language electives</li> <li>• Service initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• All year 3 and 4 students receive violin/cello tuition, orchestra numbers increasing</li> <li>• Consultation, development and final approval complete</li> <li>• Community engagement, promotion of IBDP, embedding of Learner Profile attributes</li> <li>• Student engagement through School of Languages</li> <li>• Year 10 trip to NT, engaging with Aboriginal communities</li> </ul>
<b>Staff Professional Development</b>	<ul style="list-style-type: none"> <li>• Teacher professional development in Steiner Education</li> <li>• Teacher training for IBDP</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Intensive workshops at Newcastle Waldorf School</li> <li>• Principal attendance at Steiner Delegates conferences</li> <li>• Category 1 Training for IBDP staff</li> <li>• Diverse teacher PD as above</li> </ul>
<b>Wellbeing</b>	<ul style="list-style-type: none"> <li>• Wellbeing support services at school</li> <li>• Improved student outdoor areas</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement of additional Wellbeing Officer</li> <li>• Improved areas for play and fitness in primary and high school</li> </ul>
<b>Community</b>	<ul style="list-style-type: none"> <li>• Connecting with and enlivening our School Community</li> <li>• Ongoing commitment to Reconciliation initiatives</li> <li>• Environmental/Sustainability initiatives</li> <li>• Community engagement on Strategic Plan development</li> <li>• Community engagement in IBDP implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Community celebration of Alumuna opening</li> <li>• Successful Spring Fair</li> <li>• Year 10 camp in Northern Territory includes working with Aboriginal communities</li> <li>• Whole school NAIDOC activity day</li> <li>• Published CCSS Strategic Plan 2023-2028</li> <li>• Promotion of IBDP and regular information events</li> </ul>
<b>Sustainability /Facilities</b>	<ul style="list-style-type: none"> <li>• Energy consumption audit</li> <li>• Community consultation on sustainability initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation on future solar/battery installation</li> <li>• Large multi-purpose building/Alumuna Centre and surrounding landscape complete</li> </ul>
<b>Governance and Leadership</b>	<ul style="list-style-type: none"> <li>• Recruitment and training of Board members in governance</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>• Principal professional development: 'SEA Leadership Circle' program- ongoing</li> </ul>

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### Initiatives in 2023 included:

- Fundraising for The Indigenous Literacy Foundation
- Collections of Harvest Festival food donations for Coast Shelter
- Bouddi Winter Sleepout raising funds for Coast Shelter and awareness for homelessness
- Full-school NAIDOC Day to celebrate reconciliation and Indigenous culture
- Cultural immersion trip for Year 10 to the Northern Territory
- Inter-school Orchestra Camps, and hosting orchestra from Little Yarra Steiner School
- Visit from participants in the 'Peace Run'
- Whole high school annual bonding camp for social cohesion at Kariong Scout Camp.
- Year 9/10 participation in 'Model United Nations',
- Year 8 'Love Bites' program- respectful relationships
- Hosting visit from Emma McBride (our local MP) visited our school June 2023
- Scuba course to give students the opportunity to achieve their Open Water Dive Certification, stewardship of local environment
- Spring Fair celebration of the strength and cohesion of our community
- Performance of Musical 'The Addams Family'
- Whole school community end of year performance of original play: 'The Mystery of the Missing Maypole'
- The community viewing of 2040 on 11/08/2023 and community consultation about sustainability initiatives.
- Visit from Daisy Turnbull on Thursday 11/05/2023, addressing our students, staff and parents about resilience and personal responsibility



## Theme 6: Stakeholder satisfaction

### PARENT, STUDENT AND TEACHER SATISFACTION

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#### Parents

‘Thank you for you and our school. It is such a treasured part of our family life, and a world where (our daughter) comes alive with joy and vitality. We are so grateful for the love and care you show the children and for creating such a beautiful Steiner world.’

**Parent**

‘I love writing letters of congratulations and support where success has been achieved – however the calibre of all Addams Family performances, the maturity the cast members showed, and their ability to adapt and support each other was astounding and exceeded all expectations! Jesse, Georgia, Felicity and Kat have done a fabulous job of not only smoothing the rough edges, but more importantly of creating shape, excitement, suspension and musical flourishes that made the shows so much fun – and the live band definitely complimented the energy! Michelle and Gareth did an excellent job of taking a blank space and combining colour and shape into functional pieces which the kids could easily manage with limited practice and integrate effectively into the performances.’

‘...I want to commend the cast. Their ability to transform from tweens/teens with limited group coordination and an obsession with independence into a singularly focused team of performers who supported and coached each other showed not only what they can achieve as a group but also what amazing potential each of them have as individuals – hopefully something they will remember and fall back onto as they continue to mature over the years...Every single person, young and not so young, deserves to be proud, relieved and exhausted from the mammoth effort they put in. Congratulations! With love and gratitude for all involved.’

**Parent**

#### Students:

‘Being with a class for many years has been like a second family, so close-knit, giving me a genuine feeling of connection and belonging.’

**Student**

‘There is a mutual level of respect. We are treated as equals, as intelligent and capable people’

**Student**

‘We understood how important it is to help others, we got to fundraise, we travelled to the Northern Territory and made a positive impact.’

**Student**

‘This school has nourished me, made me aware that I am my own person and valued for who I am, this has taught me to value myself.’

**Student**

## Staff

'It was just so wonderful to see all the improvements and new buildings that you have organised and achieved. Amazing! ... This was always not just a school for the children, it was for all of us. Each of us who was involved back then grew in countless ways and I personally will forever be grateful to my soul for pushing me forward, believing and not giving up. And so I want to thank you from the bottom of my heart, Rosemary for picking up the baton and not only running with it but taking it to possibilities never thought possible. It truly is amazing what you have done, and I have nothing but gratitude and awe for your work and perseverance. It all looks and feels so beautiful! Much love and warmth...'

**- former staff member and co-founder of our school**

## Community

I wish to congratulate you on your remarkable achievements over the past 10 years. The road to success and acceptance of the modern standpoint of education within the school, together with the fundamental principles of the Steiner education model have in the past proved challenging to say the least, but worth every step of the way. The passion and drive of the original pioneers of this beautiful school must be congratulated and respected for their achievements within the limited resources available at the time.

Eyes must be turned to your wonderful Principal, Rosemary, who has brought to the school, structure, vision and a formidable ability to create spaces within every area of the school of beauty, functionality, support and possibilities. Rosemary is to be commended for her loyalty and careful nurturing of teachers and students alike. The merging of the Steiner principles together with a supportive and academically structured teaching system certainly shows through in the presentation of the school.

The Alumna Arts Centre is beautiful. What an achievement and boon for the school. I commend the Board on securing relevant grants and a strategic business model that has allowed savings for this pivotal structure. The visual aesthetics of the building are in keeping with the school's ethos and the feeling that one perceives on entering the Arts Centre is impressive.

I personally would love to see any future grandchildren of mine to attend CCSS. To feel the love and benefit from the holistically well-rounded education on offer, that guides and nurtures the student to grow into well grounded, functional and giving achievers.

**- community member and former Chair of the Board**



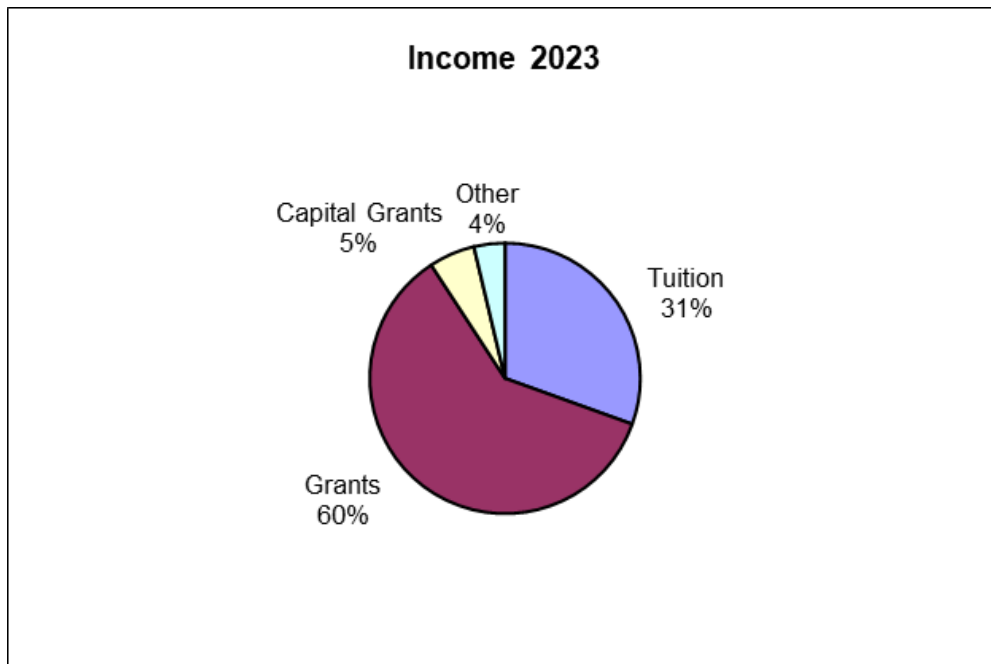


## Theme 7: Summary financial information

### SUMMARY FINANCIAL INFORMATION

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#### INCOME 2023



#### EXPENSES 2023

