

Central Coast  
**Steiner School**



**2024**  
**Annual Educational**  
**Financial Report**

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## Theme 1: Context

### REPORT FROM THE CHAIR OF THE BOARD

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This last year has been preparing the school for achieving a milestone that has been a dream from the inception of our school. Over this last year an incredible effort has been made by the staff to bring into being a senior secondary school opportunity for our students. The constitution outlines our purpose:

The objects for which the Company is established are for the object of operating, one or more, Rudolf Steiner Pre-Schools, Primary and Secondary Schools for children, irrespective of their social, religious or cultural background (the School), which:

- a) promote, foster and put into practice the educational principles by Rudolf Steiner;
- b) promote community awareness, knowledge and appreciation of Rudolf Steiner's educational principles;
- c) be an active member within the national and international community of Rudolf Steiner Education or Waldorf Education and to participate in their further development.

We finish this year set up to achieve a successful K-12 school based on the pedagogy of Rudolf Steiner and ready to start looking to the future long-term goals of our organisation.

#### Strategic Plan Progress

2024 has brought a renewed focus on the deliverables from the current Strategic Plan. Through close consultation between teachers and school leadership, the design, planning, and financing of major capital works for the Primary School has been significantly advanced. These upgrades will not only meet the needs of a growing student body, more importantly they reflect warmth, beauty, and developmental awareness that is at the root of a Steiner-focused learning environment.



This year has also seen considerable planning for extensions to our High School facilities, in preparation for our expansion into Years 11 and 12. These developments reflect the positive outcome that even the possibility of senior secondary schooling has had on our numbers throughout the school. The planning has made optimal use of the space within our school whilst maintaining the natural environment we sit within. The Board of Directors greatly value the beauty of the natural environment within the school and are determined to maintain this as our need for expansion grows.

## School Growth and Senior Years Expansion

The announcement of our intention to expand into Years 11 and 12, has precipitated unexpected enrolment growth throughout the whole school. The community's response has been overwhelmingly positive, a testament to both the strength of our existing program and the trust families place in our vision for the future. Our Year 7 intake has also increased notably, with particular interest from families attracted by both the Steiner curriculum and our forthcoming International Baccalaureate (IB) Diploma Programme— two programs that align well in both intellectual and ethical ideals of education. Several of the students that we were able to welcome into Class 7 have been on our waiting lists for some time, indicating both the high regard and commitment within the community to our school

## Sustainability Commitment

Our continued commitment to sustainability remains central to our purpose with a working group established to work with leadership on setting our goals for sustainability. We were proud to secure a grant for the installation of solar panels and battery storage, a significant step toward reducing our carbon footprint- one of our early priorities. This living example of sustainability within the organisation of our school adds to the culture we are working to further develop with our care of the environment and education to support it.

## Supporting Teachers and Work Environment

The Board is aware of the immense value our teachers bring to our school. We have been pleased to support them through improving their working environment and consequently their wellbeing. In a year marked by sector-wide upheaval, our school has taken measured, transparent steps to support and retain high-quality educators. The NSW Government's decision to raise state teachers' salaries by 10% was unprecedented and has led to robust internal discussions about wage parity and staff wellbeing. Our response has been guided by fairness, financial sustainability, and our deep respect for the teaching vocation. We were very relieved to be in a secure financial position such that we could provide a provisional hold-over increase until the commencement of the some-what delayed new teacher's MEA.





## Governance and Leadership

This year we welcomed new Board members who have actively participated in mandatory governance training. Their energy and diverse skills have enriched our strategic thinking and oversight. The intention for the next year is to review governance of the school from the top down as we enter into a phase of setting new long-term goals being so close to achieving those previously set.

On behalf of all Board members, I would like to express our deep gratitude to our Principal, Deputy Principal, and Business Manager, whose intense commitment, and steady stewardship continues to guide the school through both growth and change with wisdom and integrity. Change brings discomfort for many – particularly rapid-pace change. The opportunities the Board has been able to make the most of in the last few years have been enabled through leadership by years of slow building and establishing a financial strength and business stability. This gratitude extends to all the teaching and other staff members of the school who dedicate themselves to the care and education of our students.

As we look to the future, we see the fulfilment of dreams from the past and a period of consolidation as we create together dreams for the future. Thank you for being part of this journey and for allowing us our part in our wonderful School.

Corey Flynn  
Chair of Board of Directors



## REPORT FROM THE PRINCIPAL

The year 2024 began with a huge mountain to climb in the hope of achieving full approval to offer Years 11 and 12. The process of attaining authorisation for the International Baccalaureate Diploma Programme was a rigorous and demanding whole-year focus. The work undertaken helped us to genuinely align our Steiner curriculum with the external regulatory frameworks. I'm pleased to say that this was a very worthwhile process, and we achieved full approval from both NESA and the International Baccalaureate Organisation.

This achievement was only possible through the collaboration between staff, parents, and prospective students. Together, we navigated each step of the process and reached this significant milestone. I feel a deep sense of gratitude to the families who placed their trust in us and chose our school for their children's senior years. It is the beginning of us truly 'growing up' as a school and offering a complete Steiner journey.

Part of my IB preparation was a trip to Switzerland, to see 'behind the scenes' of established international and Steiner/Waldorf schools. This included the 'Ecolint' School in Geneva—the birthplace of the IB. At Ecolint, I was a guest at the school's 100-year anniversary celebrations.



Throughout my extensive school visits, I gained insights into students' experiences, and I was invited to take part in a variety of lessons. I heard about the trials and joys of implementing the IB from staff and leadership perspectives.

Another highlight was visiting the Goetheanum, world centre for the anthroposophical movement in Switzerland. There I attended the 3-day *'Teach the Teachers' Conference*. I brought the fruits of my learning back to our community and offered biography workshops to both staff and parents—an initiative grounded in the anthroposophical understanding of human development. It's a special experience to enter into reflective biographical processes with community members, to offer them a space to share stories and connect.

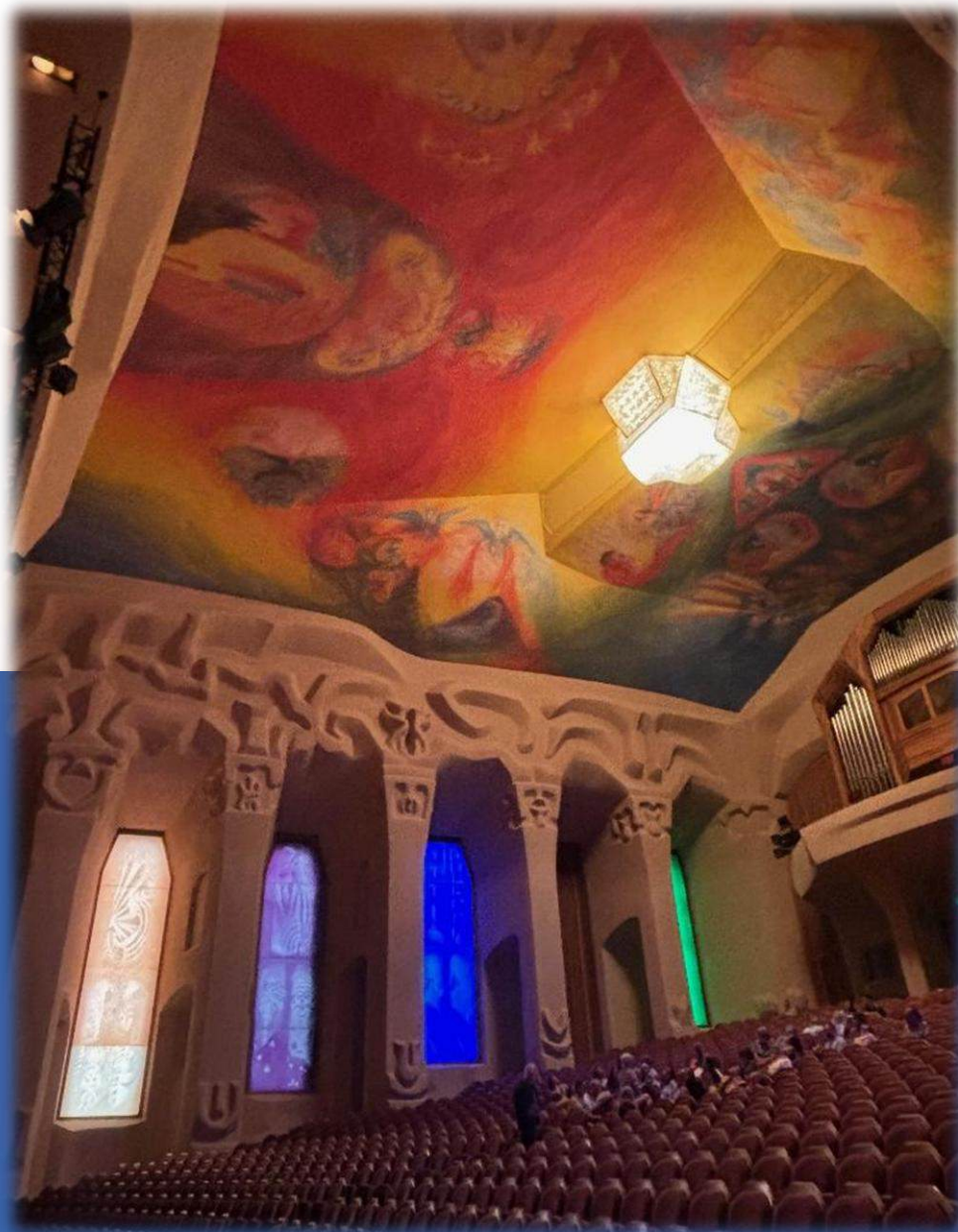
Here on the school premises, the process of upgrading and extending our primary classrooms moved towards completion throughout 2024. The new designs are a source of immense support to both teachers and students. I had also harboured a quiet hope of upgrading our primary staff toilets, which has resulted in the design of a beautiful primary staff room, with bathroom, kitchen, dining and study spaces, due for completion next year. A happy school is one where teachers feel well looked after and where the resourcing provided supports their daily work with our students. The final design for the primary staff space is beautiful and has far exceeded expectations!



As interest in Steiner education continues to grow, we remain committed to intentional and sustainable expansion. 2024 saw unprecedented interest in our high school, and a decision was made to expand our Year 7 intake. Our growth is not merely in numbers, but in the quality and depth of our relationships. Looking back on 2024, I feel a real sense of achievement and gratitude.

As we become a larger community, I sincerely hope that we retain that sense of connection and dedication to serving the Steiner philosophy here on the Central Coast.

Rosemary Michalowski  
Principal



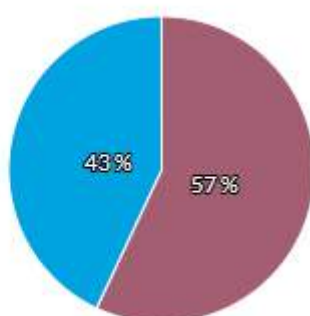
## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

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.

Total enrolments: 300

Boys 128

Girls 172



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 2024 numbered 300 in total.

The student gender split was 128 boys and 172 girls.

In 2024, our indigenous student enrolment was 2%.

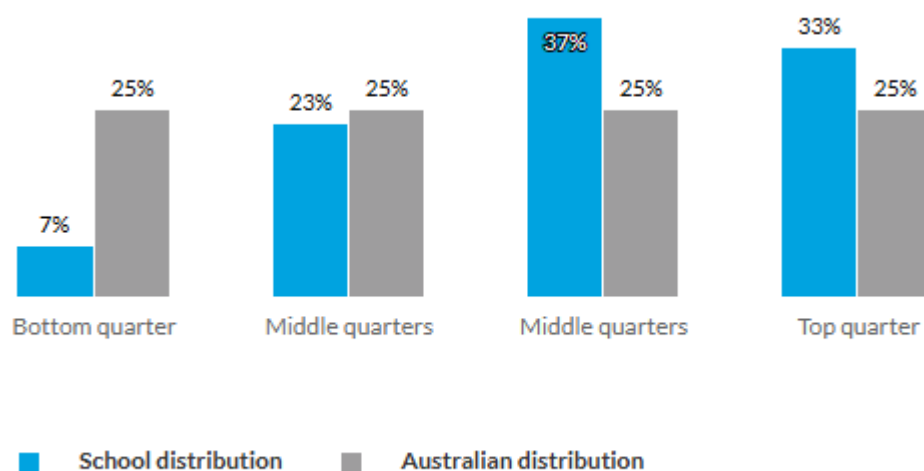
### Index of Community Socio-Educational Advantage (ICSEA) 2024:

School ICSEA value 1087

Average ICSEA value 1000

School ICSEA percentile 81

### Distribution of Socio-Educational Advantage 2024:



Percentages are rounded and may not add to 100

<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
<b>Year 3</b>					
<b>Year 5</b>	578	495	532	575	529
<b>Year 7</b>	585	574	569	582	569
<b>Year 9</b>	586	606	575	580	558

#### 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 57%.***

***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 2024 NAPLAN data here:

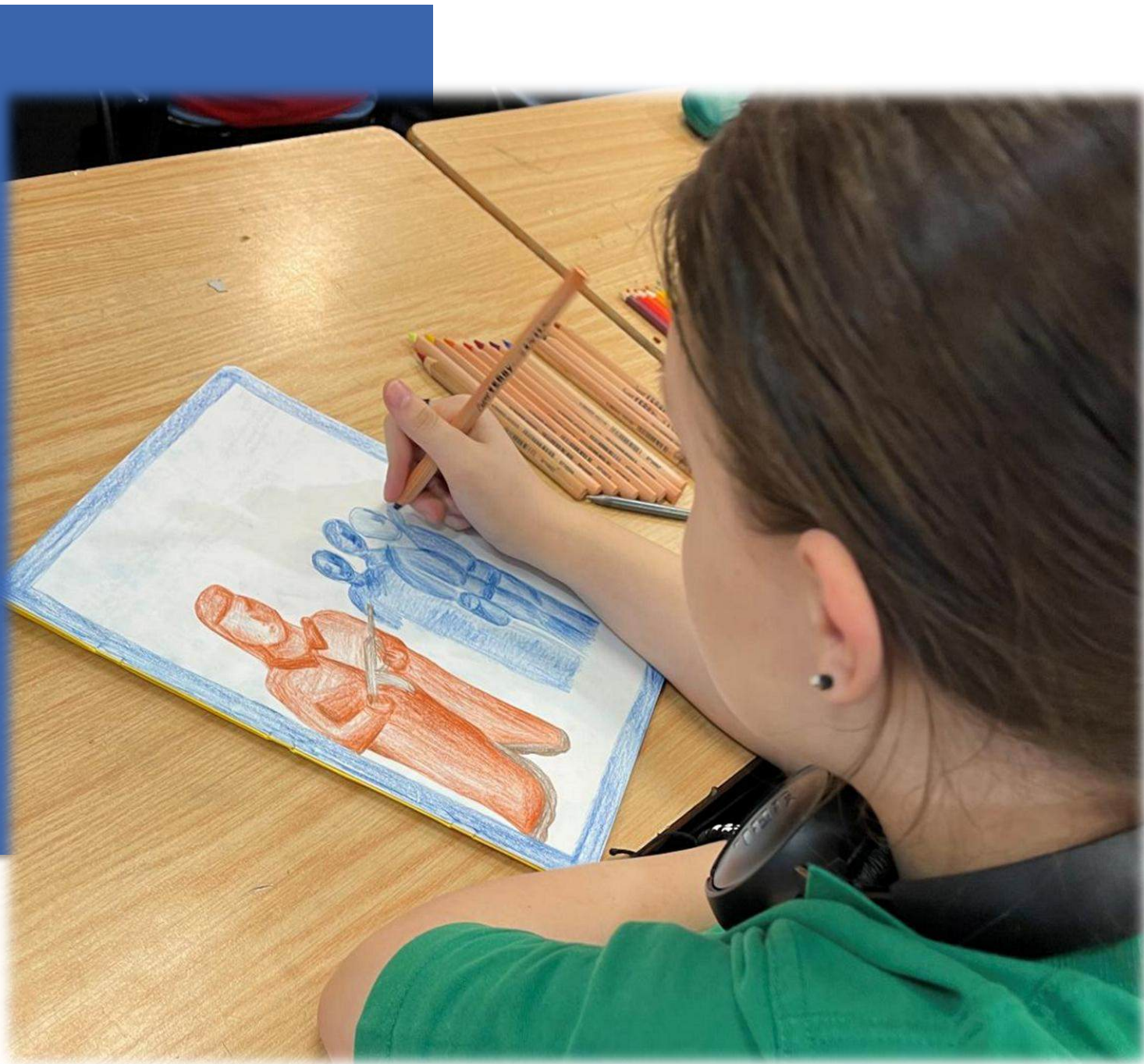
<https://www.myschool.edu.au/school/43772/naplan/results>



## STUDENT PERFORMANCE IN STATEWIDE OR EQUIVALENT TESTS AND EXAMINATIONS

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In 2024, Central Coast Steiner School offered 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 2024, nineteen 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 professional learning undertaken in 2024.

Steiner-specific PD included:	No of staff participated
Class Teacher Steiner Intensives	2
Early Childhood Regional Conference	6
<i>EduCareDo</i>	17
Steiner Education Delegates and GLAM conferences	1
Blackboard Beauties-Online Blackboard Drawing, Sydney Rudolf Steiner College	1
Glenaeon Language Teacher Visit, Glenaeon Steiner School	1
'Teach the Teachers' Conference, Goetheanum, Switzerland	1

Teaching, Learning, and Wellbeing PD included:	No of staff participated
Child Protection Training	57
The Family Emotional System, Family Systems Institute	1
Effective Classroom Management-Positive Discipline Workshop, Lou Harvey-Zahra	1
Working with Neurodivergent Children, AUTPlay	1
Youth Mental Health Course, St Edwards College	1
Supporting Students with Challenging Behaviour, AISNSW	1

Assessment and Learning Support Professional Learning Included:	No of staff participated
Seven Steps to Transforming Writing, Seven Steps	3
Assessment Matters – Classical and Modern Languages, K-6, AISNSW	1
Optimising Evidence-based Practices to Promote Positive Behaviour Years 7-12, AISNSW	1
Optimising Evidence-based Practices to Promote Positive Behaviour K-6, AISNSW	1
'Weaving Aboriginal Perspectives across the Curriculum', Wendy Gerakios, AISNSW	23

Subject Specific Professional Learning Included:	No of staff participated
Visual Arts and Design Educators Association – 2- day Teachers Conference - VADEA	1
International Baccalaureate School visits	2
Reading Essentials K-2, AISNSW	1



Subject Specific Professional Learning Included:	No of staff participated
English Language and Literature, Category 1, International Baccalaureate, Online.	1
Theory of Knowledge, Category 1, International Baccalaureate, Online.	1
IB Coordinators Conference, The Kings School	1
Weaving Knowledge of Country through the Curriculum	2
Grade Two Painting – Coming Into Form, Waldorfish	1
Teaching Maths in the Primary Classes, Sydney Rudolf Steiner College	2
English 3-6 Syllabus, AISNSW	1
Mathematics 3-6 Syllabus, AISNSW	1

Leadership and Governance Professional Learning included:	No of staff participated
Preparing Curriculum Documentation for a Short Notice Inspection, AISNSW	6
SEA Leadership Development Program – Returners Program	1
Courageously Navigating Hard Conversations, AISNSW	2
School Governance Modules 1 – 14	6
SEA Delegates and GLAM Conferences	1



## STAFF ATTENDANCE AND RETENTION RATES

The average daily staff attendance rate for 2024 was 93.79%. 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 2024, we welcomed one new teacher. At the end of 2024, there was one teacher departure.

The retention of teaching staff from the start of the new school year for 2024 compared to the teaching staff commencing at the start of the new school year for 2025 was 91.30%.

## TEACHER ACCREDITATION STATUS

Status	Number of Teachers
Proficient	23
Provisional	0
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	12
Part time teachers	11
Female teachers	20
Male teachers	3
Full time support staff	1
Part time support staff	11
Administration staff	7
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 and identify attendance issues.

90% of students attended school on average each school day in 2024.

#### Year Level and Percentage Attendance:

Class	Attendance Percentage
Kindergarten	85%
One	89%
Two	90%
Three	89%
Four	89%
Five	89%
Six	90%
Seven	86%
Eight	88%
Nine	91%
Ten	87%

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



## POST-SCHOOL DESTINATIONS

In 2024, nine of our nineteen Year 10 students chose to continue at Central Coast Steiner School to embark on the International Baccalaureate Diploma Programme. The remaining students continued their education at Glenaeon Rudolf Steiner School, Tuggerah Lakes Secondary College, TAFE NSW and ET Australia.





## 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 2024, the school had 300 students enrolled in Kindergarten to Year 10. The student population gender was split with 172 girls and 128 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/2024/06/Student-Enrolment-Policy.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 engage in healthy and uplifting practices every day. These 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 and connected 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 provides students, parents/guardians and members of the wider community a process for communicating concerns within a supportive and respectful environment. It documents 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 goodwill 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:

- endeavor 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>Implementation of International Baccalaureate Diploma Program starting 2025</li> <li>Expansion of Year 7 student intake to meet demand for enrolments</li> <li>Reconciliation Action Plan implementation</li> <li>Service initiatives</li> <li>Stage 5 Language electives</li> </ul>	<ul style="list-style-type: none"> <li>Authorisation process and NESA approval, Community engagement, promotion of IBDP, embedding of Learner Profile attributes</li> <li>Enrolments offered to expand size of future Year 7 classes</li> <li>Year 10 trip to NT, engaging with Aboriginal communities, Reconciliation Assembly, NAIDOC Day activities</li> <li>Year 6 students weekly visits to aged care facility, Year 10 trip to NT</li> <li>Ongoing student engagement through School of Languages</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 and presentation at SEA Governance Conference</li> <li>Category 1 Training completed for IBDP staff</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>Expanded services of our Wellbeing Officers</li> <li>Outdoor fitness space installed in our high school areas</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>Community engagement in IBDP implementation</li> </ul>	<ul style="list-style-type: none"> <li>Parent workshops with Lou Harvey-Zahra, Biography workshops with Principal</li> <li>Successful Spring Fair</li> <li>Whole school NAIDOC activity day including local Aboriginal/Darwinjung representatives</li> <li>Prospective parents' meetings with IBDP Australian representatives</li> <li>Promotion of IBDP and regular information events</li> </ul>

	Strategic Plan Priority	Achievements
<b>Sustainability /Facilities</b>	<ul style="list-style-type: none"> <li>• Primary classroom extensions and verandah extensions planned</li> <li>• PCN upgrade commenced</li> <li>• Ongoing review of energy consumption</li> <li>• Greening of our natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Classes 2,3,4 and 5 completed in 2024</li> <li>• Outdoor PCN area expanded and improved</li> <li>• Solar/battery installation first stages</li> <li>• Alumuna Centre surrounding landscape enhanced</li> <li>• Native planting around primary classroom extensions</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> <li>• Principal PD in leading an IBDP school</li> </ul>



## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

### Initiatives in 2024 included:

- Year 9/10 participation in 'Model United Nations' – 2<sup>nd</sup> place nationally at the final in Canberra
- Fundraising for The Indigenous Literacy Foundation
- Collections of Harvest Festival food donations for Coast Shelter
- Whole-school NAIDOC Day to celebrate reconciliation and Aboriginal culture
- Cultural immersion trip for Year 10 to the Northern Territory
- Inter-school Orchestra Camps, and hosting orchestra from Linuwel Steiner School
- Whole high school annual bonding camp for social cohesion at Kariong Scout Camp.
- Year 8 'Love Bites' program- respectful relationships
- Scuba course- giving 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 the Musical 'Puffs'
- FUTSAL competitions
- Class 1 Aboriginal Cultural Incursion
- Student-led House Family Fundraising Disco
- Whole School Reconciliation Assembly
- Year 10 Jewish Museum Visit
- Five Lands Walk
- Will Small presentation 'This is How we Survive'





## Theme 6: Stakeholder satisfaction

### PARENT, STUDENT, TEACHER AND COMMUNITY SATISFACTION

#### Parents

'I wanted to reach out and say how delighted we are with the beginning of year 7 and high school thus far. I am not aware of what previous years were like, but the obvious effort, love and care that has been taken by you, Adam and your team, to create some foundational principles and setting up the tone for the year, has been such a relief as a parent. The talks about friends, health, and wellbeing. Brilliant. Thank you. I see your efforts and I am so warmed by them'

'I also wanted to say what a wonderful job you are doing as a principal. The school is prospering, the new buildings were built, classrooms being extended, enrolments are high and much more. As a parent, I'm so happy to see all these positive changes. Thank you!'

#### Student

'I entered your school at such a time of confusion and disillusionment with the world and what learning could offer. I am extremely thankful for the kind, caring and supportive community of the Central Coast Steiner School which reignited my passion for life and for learning. Since then, I went on to perform very well in years 11 and 12 and held true to my belief in my creative strength which was fostered at your school which pushed me to attend the University of New South Wales for a Media Arts degree. From here, my love of learning grew even deeper, and I had wonderful experiences meeting other creatives and pursuing my passions.'

#### Staff Member

'Thank you so much for the encouragement. I am always in awe of how beautifully you handle tricky situations and people with such dignity, grace and professionalism. It is a joy to work with you!'



### Appreciation from Community

'...I picked up a brochure for your recent Spring Fair and came along on the day. Although I'm familiar with Rudolf Steiner's teachings, I've never been inside the grounds of a Steiner school. I was surprised by the extent of the school and all its wonderful facilities. I could see that, although Steiner has been dead for 100 years, here on the Central Coast you've really heard his teachings and are putting them into practice. I was really touched by this, how creatively alive this is in your school, and how much you are honouring the beautiful truth that he spoke. It was a pleasure to come to an oasis where unassuming naturalness and sweet intelligence prevails.'

'Thank you so much for your kind words and allowing us to spend valuable time at your school, we certainly enjoyed being in awe. The site visit brought back childhood memories of a place that is fostering spiritual values, allowing students to be young artists of building their very own character.'

While many projects and masterplans today mimic airport like, heavy process driven layouts, your school felt it was based on a journey with nooks, crevasses, soft spaces, that felt enriching and offered a very individual, situational experience. Thanks again...'

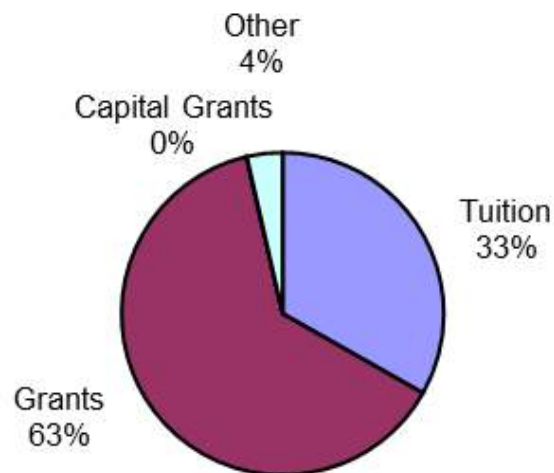


## Theme 7: Summary of Financial Information

### SUMMARY FINANCIAL INFORMATION

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#### INCOME 2024



#### EXPENSES 2024

