



2025  
Annual Educational and  
Financial Report

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### Vision

Our vision is a school that provides a contemporary education, empowering students to meet their future with clarity, courage, compassion and creativity.

### Mission

Our mission is to provide an educational pathway that inspires an intrinsic love of learning and a capacity for imagination. In protecting the beauty of childhood, we offer a healthy foundation for the unfolding of individual potential.

### Ethos

Reverence for the human being underpins all that we do at Central Coast Steiner School. We show respectful kindness to others and take pride in both the quality and purpose of our work.

## Theme 1 | Context

Who we are as a School community, including our history, environment and student population.

### Report from the Chair of the Board

***2025 marked a year of strategic growth, strong financial stewardship and a significant milestone with the launch of the International Baccalaureate Diploma Programme.***

In this last year we have continued to grow through thoughtful planning. The success through this growth indicates a significant achievement for Central Coast Steiner School and a crossing into a new organisational phase. As the Chair of the Board, I am pleased to observe the strength of our community when I visit the School and talk to parents and staff. We are making steady progress and continue work toward the School's long-term vision.



One focus of the Board throughout this year has been sound financial planning and responsible governance. The School remains in a strong financial position due to careful stewardship, strategic planning, and the dedication of our Executive staff entrusted with overseeing the School's operations. Our commitment to sustainable and appropriate growth ensures that we are well

placed to meet both current community needs and future opportunities while remaining faithful to the values and educational principles that underpin Steiner education. Growth just for the sake of growth is not our agenda, we are carefully planning the growth of the School to position us securely for the future.

The launch of the International Baccalaureate Diploma Programme (IBDP) marks a significant milestone in the history of the School. The Board acknowledges the exceptional leadership provided by our Deputy Principal, Adam Carron whose enthusiasm and commitment have been instrumental in bringing our IBDP to life, as well as the dedicated efforts of our IBDP teachers. The successful commencement of the IBDP represents a promising new chapter for our senior students. From the Board perspective, it is truly wonderful to be able to offer a full Steiner journey for our community.

We celebrated the opening of our newly completed Years 11 and 12 IBDP learning spaces. These purpose-designed environments support the needs of senior students through beautiful, creative, and functional design, including generous outdoor areas, Aboriginal artwork, collaborative learning spaces, and kitchen facilities that create a welcoming, connected atmosphere. These spaces reflect our belief that the physical environment plays a vital role in supporting engaged

learning.

This year we were able to continue to support our staff through the expansion of important capital works projects as well as completion of those previously planned across the campus. Of particular note was the completion of the new Primary Staff Room - a beautifully designed and peaceful space created to support our primary staff. This environment offers a place for staff to gather, connect, reflect, rejuvenate, and breathe out amidst the busyness of school life. In previous years, we have shown support of our staff through unscheduled pay rises, ensuring our workforce feels supported. The creation of nurturing spaces for our educators is an important reflection of our ongoing commitment to the professionalism and wellbeing of the entire School community.

The Board also remains deeply committed to ongoing governance development and best practice. During 2025, Directors continued their engagement with governance training and strategic oversight processes through the engagement of *Resolve* and other professional governance initiatives. Strong governance is essential to ensuring the School's continued integrity and accountability.



One main focus for the past few years is ensuring sustainability for our people and corporate knowledge. This has been a risk we have worked hard to alleviate through careful tracking of roles and responsibilities throughout the School. New roles have been created and pre-existing responsibilities have been realigned to create a structure that supports itself and is sustainable through personnel transitions.

On behalf of the Board, I extend sincere thanks to our outstanding teachers and staff, who enrich the days of our students with connection, creativity, and a genuine love of learning. Their dedication to

the educational and emotional growth of each child is at the heart of what makes our School such a special place.

I also wish to acknowledge our Business Manager, Jarrod Harridge, whose sound and diligent financial guidance continues to steer the School responsibly into the future. His expertise is invaluable to the ongoing strength and stability of the School.

Finally, I wish to recognise the exceptional leadership of our Principal, Rosemary Michalowski whose long-standing dedication to Central Coast Steiner School continues to inspire and nurture a healthy and thriving Steiner community. Her qualities were acknowledged at a national level, with Steiner Education Australia honouring Rosemary as a 'living legend' at the Governance, Leadership and Management conference in May 2025. Through her heartfelt commitment, Rosemary has guided the School through another year of achievement that is deeply grounded in the values that define our Steiner philosophy.



The School's 30th birthday was a reflective milestone. We celebrated our School with gratitude for all those who have contributed to its development, past and present. We have renewed our confidence in the future of this remarkable Steiner community.

*Corey Flynn*

Corey Flynn  
**Chair of Board of Directors**

#### KEY HIGHLIGHTS IN 2025

- Launch of the IBDP
- Completion of Years 11 and 12 learning spaces
- Expansion of capital works across campus
- Continued strong financial position

## Report from the Principal

*This year saw the School enter a new phase of maturity, celebrating 30 years while expanding into senior secondary through the International Baccalaureate Diploma Programme.*

In 2025, our School entered a significant new phase in its development, marked by several important milestones. Together we celebrated the School's 30th anniversary, we launched the IBDP with our pioneering Year 11 cohort, and we expanded our secondary School by introducing double-stream classes in Years 7. The expanded intake of students reflects the growing confidence that Central Coast families place in our educational pathway.



The 30th anniversary of Central Coast Steiner School was both a celebration and a reminder of the vision that gave rise to our School community. We honoured the initiative, dedication and sheer grit of our founders: Patricia Dodman, Jos Humphreys and Dianne Moore.

Our School began in 1995 as 'Lalirra Lutana'- meaning 'the sun and the moon', in a small mudbrick house in Holgate with eight Kindergarten children. Since 1995, our School has grown into a thriving, highly regarded Steiner community, nurturing and shaping young people from playgroup to senior school.

To mark the occasion, our Board of Directors approved the creation of a documentary film capturing the history and spirit of the School. Melinda Arnold and Jerry Retford, members of our parent community, produced this film with extraordinary artistry and sensitivity. Their film is a colourful tribute to the founders, staff, families, and students who have contributed to the life of the School over the past three decades. It was received with deep emotion and appreciation by all who attended our anniversary celebrations.

Throughout thirty years of development, our School has remained grounded in its core purpose: to provide an authentic Steiner education that nurtures the intellectual, emotional, physical, ethical and spiritual development of each young person. Our School offers a deeply relational pathway. We know that children and young people flourish when they feel connected to a community that values care, belonging, creativity, and meaningful human relationships.

In a world that can often feel fragmented, fast-paced, and increasingly automated, our School continues its 30-year journey, offering a human-centred and intentional learning environment. Our carefully crafted curriculum gradually supports young people to engage thoughtfully and confidently with the wider world.

I extend my sincere thanks to our students, teachers, staff, families, and the Board of Directors for their ongoing dedication and contributions to the heart and life of the School.

Together we continue to carry the impulse of Steiner pedagogy forward with care, integrity, and hope.

*Rosemary Michalowski*

Rosemary Michalowski  
**Principal**



#### **KEY HIGHLIGHTS IN 2025**

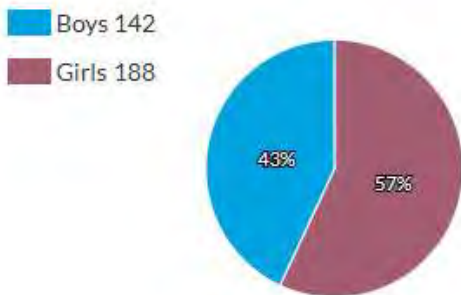
- Celebration of the School's 30th anniversary
- Launch of the IBDP
- Expansion of the secondary school with double-stream Year 7
- Continued growth in enrolments and community confidence
- Creation of a documentary capturing the School's history and spirit

## Contextual Information About the School

*A snapshot of our community profile, enrolment trends and socio-educational context.*

Students travel to the Central Coast Steiner School from a wide catchment extending beyond the Central Coast to include the Lower Hunter Region.

Total enrolments: 330



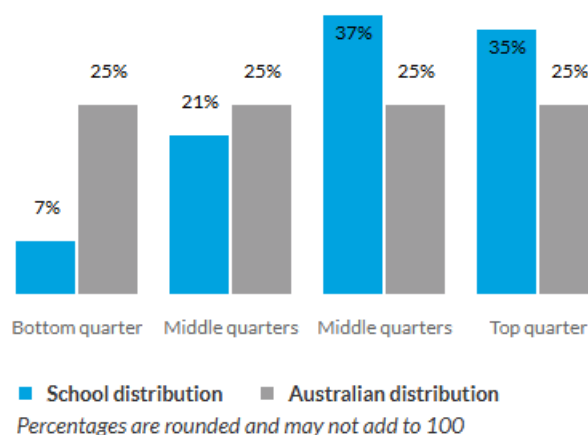
Our students come from a range of language backgrounds other than English with 12% from LBOTE. Enrolments from Kindergarten to Year 10 at the end of 2025 numbered 330 in total.

In 2025, our indigenous student enrolment was 2%.

### Index of Community Socio Educational Advantage (ICSEA) 2025

School ICSEA value	1092
Average ICSEA value	1000
School ICSEA percentile	82

### Distribution of Socio-Educational Advantage 2025:



[Australian Curriculum, Assessment and Reporting Authority – School Profile](#)

## Theme 2 | Outcomes and Results

How our students are progressing academically and the outcomes we are achieving.

### Student Achievement in Literacy and Numeracy (NAPLAN)

*These results reflect steady academic growth across year levels, with strongest performance in literacy domains.*

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	446	440	441	460	438
Year 5	534	494	513	566	506
Year 7	601	581	579	601	586
Year 9	592	571	561	569	589

#### 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 65%. 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 did not meet these thresholds.

[Australian Curriculum, Assessment and Reporting Authority – NAPLAN results](#)



## Student Performance in Statewide Assessments - RoSA and Curriculum Outcomes



In 2025, Central Coast Steiner School offered tuition from Early Kindergarten to Year 11, 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 2025, twenty-seven 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

The people who support our students, including staff composition, capability and professional learning.

### Professional Learning and Teacher Standards

*Our continued commitment to professional learning is reflected in the broad range of professional learning undertaken in 2025.*

Steiner-specific PD	Participants
Class Teacher Steiner Intensives	3
Steiner Teachers Conference	1
Steiner Education Delegates and GLAM conferences	1
EduCareDo Steiner training	15
CEO Steiner Education Australia lecture	35

Teaching, Learning, and Wellbeing PD	Participants
AISNSW Child Protection Training: NSW Reportable Conduct and Allegations Against Employees AND Identifying and Responding to Children and Young People At Risk	55
Induction for NEW Experienced Teacher Accreditation Supervisors (webinar).	1
Workshop on childhood anxiety and anger, 2 days	1
Youth Mental Health First Aid	2
AISNSW Disability Masterclass	1
AISNSW Supporting Students with Challenging Behaviour, AISNSW	1
Experienced Teacher Accreditation Cohort Meeting for Applicants	1

Assessment and Learning Support Professional Learning	Participants
Seven Steps to Transforming Writing, Seven Steps	1
Learning Support & Classroom Assistants Training	1

Subject Specific Professional Learning	Participants
AIS Music Conference: Harmonizing Futures: Crafting the Melodies of Tomorrow in Music Education	1
AISNSW Legal Symposium: Psychosocial health	1
Welcome to the Devising for Secondary Teachers Professional Learning Course.	3
CAS Coordinator Professional Development	1
IB Psychology Collaboration Day	1

Subject Specific Professional Learning	Participants
New Creative Arts Syllabus 2025 K-6: Music	1
PD Day for German Teachers	1
Planning and Implementation of the New Music 7-10	3
Planning and Programming for the New Science 7-10 Syllabus	2
Primary Curriculum Requirements for Registration	2
Visual Arts and Design Educators Association – Teachers Conference - VADEA	1
ACHPER NSW annual K-12 PDHPE Conference	1

Leadership and Governance Professional Learning	Participants
AISNSW Master Planning for Schools Workshop	2
AISNSW Education Research and Leadership Symposium	2
Financial Acumen for Principals and Board Members	2
AISNSW Legal Symposium: Psychosocial Health	1
SEA Delegates Meetings	1
AISNSW Governance Symposium	1
SEA GLAM Conference	1
AISNSW Lessons from the Outside: The Future of Governance in Independent Schools	2
SEA Leadership Development Program – Returners Program	1
AISNSW Building a safe and supportive School environment – A collective responsibility	1
AISNSW Anti-Discrimination Legislation Executive Masterclass	1
AISNSW Induction for NEW Experienced Teacher Accreditation Supervisors	1
School Governance Training with <i>Resolve</i>	7
AISNSW School Governance Course	8
Executive Personal Assistants Program 2	1



## Staff Attendance and Retention Rates

*High staff attendance reflects strong workplace engagement and organisational stability.*

The average daily staff attendance rate for 2025 was 95.96%. 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 2025, we welcomed five new teachers. At the end of 2025, there were two teacher departures.

The retention of teaching staff from the start of the new school year for 2025 compared to the teaching staff commencing at the start of the new school year for 2026 was 89.29%.

## Teacher Accreditation Status

Status	Number of Teachers
Proficient	30
Provisional	0
Conditional	0



[Australian Curriculum, Assessment and Reporting Authority – School Profile](#)

## 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	30
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

Staff Profile 2025	
Principal	1
Deputy Principal	1
Business Manager	1
Operations Co-ordinator	1
Full time teachers	11
Part time teachers	17
Female teachers	23
Male teachers	5
Full time support staff	1
Part time support staff	14
Administration staff	7
Aboriginal and Torres Strait Islander staff	4



## Theme 4 | Attendance

Student engagement through attendance and how we support consistent participation in learning.

### Student Attendance and Management of Non-Attendance

*Attendance rates remain consistent with national expectations, with strongest engagement in senior years.*

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 faculty meetings. Appropriate action is taken, in consultation with families, to remediate and identify attendance issues.

91% of students attended school on average each school day in 2025.

#### Year Level and Percentage Attendance:

Class	Attendance Percentage
Kindergarten	89%
Class 1	91%
Class 2	92%
Class 3	91%
Class 4	89%
Class 5	87%
Class 6	88%
Year 7	92%
Year 8	88%
Year 9	89%
Year 10	87%
Year 11	93%

[Australian Curriculum, Assessment and Reporting Authority – Attendance](#)

## Post-school Destinations

In 2025, sixteen of our twenty-seven Year 10 students chose to continue at Central Coast Steiner School to embark on the IBDP. The remaining students continued their education at Tuggerah Lakes Secondary College, Callaghan College, Tocal Agricultural College, and TAFE NSW.



## Enrolment Policies and Characteristics of Student Body

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

Our students come from a wide variety of religious and non-religious backgrounds. Enrolment is welcomed for all parents and guardians seeking an education based on the Steiner philosophy.

In December 2025, the School had 330 students enrolled in Kindergarten through Year 10. The student population gender was split with 188 girls and 142 boys.



## Theme 5 | School Policies

The frameworks and policies that guide how our School operates and supports its community.

### School Policies

The Central Coast Steiner School's policies and guidelines provide a clear framework for our School and its community. They are subject to regular review. The following [School policies](#) are publicly available on our website.

- [Student Enrolment Policy](#)
- [Student Discipline Policy](#)
- [Child Protection Policy](#)
- [Complaints Handling Policy](#)
- [Student Anti-Bullying Policy](#)

#### STUDENT ENROLMENT POLICY

##### PURPOSE

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 Years 11 and 12 **IBDP**, is regulated by this **Student Enrolment Policy** and the School's **Admissions Policy for the IBDP**.

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](#).



## STUDENT WELLBEING AND CARE

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 PREVENTION AND RESPONSE

At Central Coast Steiner School, all members of the community have the right to a safe and supportive school environment. A safe and supportive environment for students is one where students feel secure and cared for, and the risk of harm is minimised. See: [Student Anti-Bullying Policy](#).

Our School community strives to establish and nurture relationships grounded in kindness and fairness. Bullying constitutes a violation of each student's right to dignity and safety at school. Bullying in any form is unacceptable. Preventing bullying is the shared responsibility of students, staff and parents/guardians and our broader School community.

Bullying is viewed as a significant breach of the School's 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. We all share the responsibility to establish, nurture and restore healthy, inclusive and respectful relationships.

## STUDENT BEHAVIOUR AND DISCIPLINE FRAMEWORK

The Central Coast Steiner School provides a safe and supportive environment for students. Students, staff, community members and visitors at our School are treated with respect.

The Central Coast Steiner School strives to uphold a culture of responsible, self-regulated and kind student behaviour. We establish, document and communicate our student behaviour expectations in our **Student Codes of Conduct (Primary and High School)** and our [Student Anti-Bullying Policy](#).

This **Student Discipline Policy** is based on the principle of procedural fairness. The Central Coast Steiner School upholds the right of all students to be afforded procedural fairness in any matter involving behaviour management.

Procedural fairness refers to two core principles:

### 1. The Hearing Rule

The hearing rule defines the right of a person against whom an allegation has been made to:

- Know the allegations related to a specific matter and any other information that will be taken into account in considering the matter. This may include an outline of allegations made in witness statements, whose identity may be protected by the School
- Know the process by which the matter will be considered
- Know how to seek a review of the decision made in response to the allegations

### 2. The Right to an Unbiased Decision

This includes the right to:

- Impartiality in the investigation and decision-making process.
- An unbiased decision maker.

The Central Coast Steiner School prohibits the use, and/or the threat of using corporal punishment in disciplining students enrolled at the School. Corporal punishment is strictly prohibited in all NSW schools under the [NSW Education Act](#). Corporal punishment is any punishment in which physical force is used and intended to cause some degree of pain or discomfort.

The School does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including Parents/Guardians to enforce discipline at School.

## COMPLAINTS

The purpose of the **Complaints Handling Policy** is to establish 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 and/ or making a complaint within a supportive and respectful environment.

This **Complaints Handling Policy** provides a clear process so that matters raised are met with both confidentiality and a commitment to procedural fairness. Matters raised may be about a policy or procedure, decision, behaviour, act or omission that is considered to be unsatisfactory, unfair or

unreasonable. This 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 **Complaints Handling 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 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
- apply the principles of procedural fairness
- 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

Our [Complaints Handling Policy](#) is available on our website.



## School Determined Improvement Targets

### STRATEGIC PRIORITIES IN 2025-2027

- Student learning and IB implementation
- Staff capability and professional growth
- Wellbeing and student support
- Community engagement
- Facilities and sustainability
- Governance and leadership

	Strategic Plan Priority	Achievements
Student Learning	<ul style="list-style-type: none"> <li>• Implementation of IBDP</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 expanded</li> </ul>	<ul style="list-style-type: none"> <li>• Full Steiner pathway into senior years</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>
Staff Professional Development	<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 Trainings completed for IBDP staff</li> </ul>
Wellbeing	<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 senior studies learning space completed</li> </ul>

	Strategic Plan Priority	Achievements
Community	<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>• Community attendance at Andrew Hill’s lecture and premiere of film event</li> <li>• Whole-school NAIDOC activity day including local Aboriginal/Darokinjung representatives</li> <li>• Promotion of IBDP and regular information events</li> </ul>
Sustainability & Facilities	<ul style="list-style-type: none"> <li>• Primary classroom extensions and verandah extensions planned</li> <li>• Ongoing review of energy consumption</li> <li>• Greening of our natural environment</li> </ul>	<ul style="list-style-type: none"> <li>• Class 1 completed in 2025</li> <li>• Solar/battery installation next stages</li> <li>• Native planting around primary classroom extensions</li> </ul>
Governance and	<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 <i>Resolve</i> Governance training</li> <li>• Principal professional development: ‘SEA Leadership Circle’ program- ongoing</li> </ul>



## Initiatives Promoting Respect and Responsibility

### Initiatives in 2025

- Year 9/10 participation in 'Model United Nations Assembly'
- 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 11 IBDP bonding camp at Brewongle Environmental Education Centre
- Girrakool Talent Showcase
- 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 'Charlie and the Chocolate Factory'
- FUTSAL competitions
- Student-led House Family Fundraising Initiatives
- Whole-school Reconciliation event
- Year 10 Jewish Museum Visit
- Five Lands Walk
- R U OK Day
- World Refugee Day
- Kindness Project
- Student Representative Council
- CAS activities (IBDP)
- Year 10 Work Experience
- Afterschool Activities – Sport, Circus, Drama
- Year 8 Tobias Project- environmental focus



## Theme 6 | Stakeholder Satisfaction

Feedback and perspectives from students, staff and families about their experience of the School.

### Parent, Student, Teacher and Community Satisfaction

#### Students

“The heart and soul of the IB program are making us well-supported and well-rounded individuals. Your continued efforts are keeping us on the path to becoming future ready knowledge thirsty individuals and lifelong learners.” - **Year 11 student**



“This school provides an excellent learning environment with teachers who are passionate in their fields. I am given wonderful opportunities and provided with a community where I can express my desire to learn, embrace my creativity, and persist through engaging and challenging work.”  
- **Year 10 student**

“I can never see myself growing tired of learning. That’s part of the reason why

I enjoy being academic. New ideas, cultures, history, philosophies, physics, natural history, technology - I find at least something interesting about every facet of the human experience, and I feel the need to familiarise myself with all of it.” - **Year 10 student**

#### Staff Member

“Thank you for the opportunities that you are creating for everyone at our school – students and staff. It is a wonderful school with a beautiful community.”

## Parents

“Thank you so much for all the extensive hard work and gentle support that you give to our students. Our community is abundantly blessed to have such an awesome teaching team!”

“...We wanted to convey our sincere gratitude for the care and love that (student) has received during their time here. We have watched (student) grow into a strong, upright individual at the school and know that he has been held in a way that has allowed that growth to flourish. Our memories of the time we spent on the Central Coast will be filled with many precious ones from the school and the beautiful community that surrounds it.

We know that (student) will look back on his time at CCRSS with fondness and gratitude, carrying with him the values and experiences that have shaped him here.

We would like to add that we are very grateful to you personally for the individual care and interest you have shown in (student) since we first met you at the initial interview, and which has continued throughout our time here. While (student)

has had many positive experiences and interactions at the school, the way you have truly seen him is what gave him the confidence to grow in the way he has.”



“It's hard to put into words what Steiner has given us over the past 5 years and I'm just so grateful for (student) to have had the opportunity to attend this school and the guidance by the wonderful teachers. We have made so many amazing lifelong friends and really feel part of the school community. (Student) has grown and changed so much in such positive ways from when she started in class 5. I really do feel like she has been exactly where she needed to be for those early teenage years. She has been held and supported in such a safe space and able to develop into a confident, happy, strong and smart almost 16yr old...(Student) loves school and is so happy with life...”

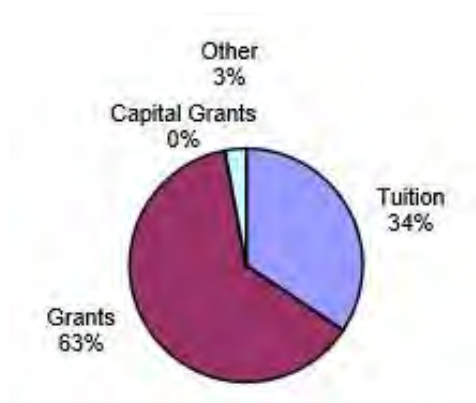
## Theme 7 | Summary of Financial Information

An overview of the School's financial position, including income, expenditure and sustainability.

### Summary Financial Information

*A high-level overview of the School's financial position, income sources and expenditure.*

#### Income 2025



#### Expenses 2025

