



2011 Annual Educational & Financial Report

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Educational and Financial Reporting

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Reporting areas 1 & 2:

Board of Directors Annual Report 2011

We the Board, welcome you to the Central Coast Rudolf Steiner School's Annual Report for 2011. We believe these reports are a transparent reflection of our school and trust they are both useful and informative.

Moving through 2011 was a journey of discovery, challenge, change and reward from within the business realm of our school. We have undertaken and resolved major problems that were discovered from the BER construction site. A behind the scenes struggle to first find clarity and then acknowledgement of our situation has moved us through some very difficult processes. We have rallied to the point of progress and our project is in full swing and completion is on the horizon for our beautiful Library. The hall is due to start construction by Term 1 2012.

Further changes to our administration are continuing. We have a uniquely dedicated body of staff and for this we are truly grateful. Mr Stephen Bennett retired at the end of Term 1; a fitting tribute to his work for CCRSS is composed within the HOS Report and acknowledged by the Board. Our playing field has been restored from the construction debris to the delight of the children.

Our PCN has transformed with new members. The previous group of women have retired after monumental and outstanding service to our school. On behalf of the Board we congratulate Kate Rayner, Angela Roseman and April Hammer for their contributions of support, boundless energy and vision to our school. Spring Fair for 2011 was the most successful fair to date with record takings. At the time of this report Mychelle Wellsmore is still a PCN member. We welcome the new PCN members and look forward to a rewarding and cohesively working Association.

We are very pleased that student numbers have remained stable through these difficult times of economic pressure.

Mr. Rodney Evans, our Head of School, is diligently working through our proposal for a Stage 6 curriculum for Years 11 and 12 with the intention to offer a balance of subjects for students to attain an ATAR score.

The aim of our Board is to provide a uniquely balanced education to every child fostering the

development of clear thinking, rich emotions and a strong will. We support an approach that fosters collaboration over competition as the basis for both individual achievement and community harmony: we strive to make every classroom a learning community. Dr. Rudolf Steiner has said: "A healthy social life is found only, when in the mirror of each soul the whole community finds its reflection, and when in the whole community the virtue of each one is living". "Our highest endeavour must be to develop free human beings who are able of themselves to impart purpose and direction to their lives".

Lynda Fox
Chair of the Board of Directors
March 2011

From The Head Of School

Change and Consolidation stand out as themes for 2011. A major change in personnel happened right at the beginning of the year when Mr. Steve Bennett, who had carried the mantle of Educational Administration at the school for several years, become quite unwell and needed time off. Steve had been appointed to a newly created position for 2011 as the school's Operations Manager/Curriculum Coordinator. After a month's sick leave, pleasingly, Steve recovered, but during his time away Steve decided that it was time for him to move on, tendering his resignation effective at the end of term one. Steve was the driving force behind the school receiving the accreditation for Year 10 back in 2007. Steve carries a deep commitment to Anthroposophy, which is the spiritual foundation of all Rudolf Steiner schools; this commitment he carried into all of his dealings and work with teachers, parents and students alike. Steve's resignation meant that the school's administration functions needed to be restructured. The workload was reallocated between The Head Of School, Rodney Evans, the Office Manager, Debbie McPherson, and the Administration Assistant Melissa Farag, who from term two began working one extra day a week to meet the extra workload, while Debbie and Rodney absorbed the extra work into their daily routines.

The next and quite major 'change' that occurred was the removal of the then building contractor from the BER building project after it became clear that there were significant issues of incompetence. After a short time a new contractor was engaged and the project put back on track. However, issues continued to arise over the remainder of the year that were traceable back to poor decisions made by that original builder.

Associated with the building project came the need for the whole school to adjust to muddy pathways and difficulties moving from one part of the school to another. Teachers and students did well to manage these difficulties, but it was not without the odd grumble....

Despite the changes that occurred in the administration area of the school and the problems relating to the building project, everything continued on as before inside the classrooms. The teachers all went about their tasks with the same passion and level of professionalism expected of a Rudolf Steiner School teacher, and the children continued to come to school every day happy and enthusiastic to learn. Both our Early Kindergarten and the Kindergarten groups were full, and there was a positive buzz around the school.

Amongst the major successes of the year was our Board of Studies inspection. The Inspection Team praised our work and the children's learning achievements. This was a big boost right at the beginning of the year. The teachers should be thanked and congratulated for their efforts.

Within the timetable a peer-mentoring scheme was established, ensuring that all teachers have a timetabled weekly meeting where they can discuss pedagogical issues and receive support.

Jane Greenslade, our school's TAA, (Teacher Accreditation Authority) set up procedures that more adequately deal with meeting the requirements of Teacher Accreditation, including the supervision of Provisionally Accredited Teachers.

The creation of a strategic publicity and marketing plan was commissioned with Youth Connections. Sections of the plan were implemented during the course of the latter part of the year.

Towards the end of term four, our Class 10 students, all (12 of them) traveled to Cambodia to undertake their community service work section there. Once again this project was an enormous success. The group was accompanied by the Class Guardian, Laura Roberts, and the Head Of School, Rodney Evans. Both teachers spoke in glowing terms of the students' behaviour and their dedication to the tasks that they performed whilst away.

Significantly, at the end of the year two new events contributed to the health and well being of the cultural life of the school. Lisa Devine, our school counsellor and a priest of the Christian Community, held an Advent Service in the

Eurythmy Room attended by over 20 of our students. Also, a dedicated group of parents and teachers performed the Oberufer Shepherd's Play twice, firstly for the Primary School children, followed by a second evening performance for the whole school community.

Staffing

- Shane Watts-Thomas was appointed to Class 1 and enjoyed a very positive year with his class. Shane is a very able and welcome addition to our teaching body.
- Janine Cotto, who had been working previously as the Primary School Craft Teacher left the school at the end of 2010.
- Leonie Mahon took up the position of part-time Primary School Craft Teacher, whilst continuing on as the Class Seven Teacher in a part-time capacity.

Looking Forward to 2012

Some goals for 2012 are:

- The completion of the BER building projects.
- To explore the possibility of forging ahead with Stage 6 – Classes 11 & 12 and in keeping with being a Rudolf Steiner School, examine our present learning program options and work to provide a broader Steiner based curriculum.
- Develop and implement a school-wide Outdoor Education Program that will establish a tradition of what each class can expect to happen each year.
- Implement the *Restorative Justice* Program within the High School student body - facilitated by Lisa Devine.
- Improve student retention right across the school.
- Further implement the school's publicity and marketing strategies as developed by Youth Connections in consultation with the school.

Rodney A Evans
Head of School

Reporting area 3:

Student performance in statewide or equivalent tests and examination

- Higher School Certificate

The School did not have students for this exam

- School Certificate

Our third year 10 students undertook School Certificate examinations with satisfactory results. In the five subjects of English, Mathematics, Science, Australian Geography and Australian History, the twelve students who sat the examinations achieved in following:

- Eight - Band 5
- Twenty Two - Band 4
- Ten - Band 3
- Five - Band 2
- In Computing skills all Students achieved - **Competent**.

- National Assessment Program – Literacy and Numeracy (NAPLAN) in Classes 3, 5, 7 & 9

In 2011 10.1% of Year 3, 5, 7 and 9 students participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) This represents a 2% decrease on 2010 participation.

Nearly all students achieved above the benchmarks in all aspects of the test ie in reading, writing and numeracy.

In Class 3 no students participated in the tests.

In Class 5 one student participated in the tests.

In Class 7 four students participated in the tests and all students achieved above the benchmarks in reading, writing and numeracy.

In Class 9 two students participated in the tests and all students achieved above the benchmarks in reading and writing, and only one student was below the benchmark for numeracy

Reporting areas 4 & 5:

Professional Learning and Teacher standards

Professional Development

Six teachers from CCRSS attended a teacher intensive course at Gleneason Rudolf Steiner School at the beginning of the school year.

Attendance and Retention Rates

In 2011 the average daily staff attendance rate was 97.7%. The proportion of staff retained from 2010 was 100%.

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	17
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	1

Note: The teacher in the third category has been employed due to their expertise and knowledge in their content area and are currently on a pathway to achieving their recognised qualifications

Reporting areas 6 & 7:

Student Attendance and Retention Rates

Student Attendance

95.8% of primary students attended school on average each school day in 2011.

95 % of secondary students attended school on average each school day in 2011.

Student Retention and Post School Destinations

One student went into employment with the remaining eleven students going onto Stage 6 at other schools.

Reporting area 8:

Enrolment policies and profiles

Admissions Guidelines can be obtained from the school

In 2011 the school had 212 students enrolled in Early Kindergarten to Year 10. The student population gender was split with 51.4% boys and 48.6% girls.

As we are the only Rudolf Steiner school on the Central Coast the students come from all over the coast and Lower Hunter regions. From Umina in the south and Swansea in the north.

Being non-denominational means that the students also come from a wide variety of religious and non-religious backgrounds.

Reporting area 9:

School Policies

Student welfare policies available at the school

1. Child Protection Guidelines and Reporting Protocols
2. Code of Conduct for the Care & Protection of Children
3. Record Keeping & Attendance Guidelines
4. Occupational Health & Safety
5. Premises, Buildings & Facilities Maintenance Plan
6. Crisis Management Plan

Discipline policies available at the school

1. Discipline Guidelines
2. Behaviour Guidelines
3. Anti-Bullying Guidelines

Reporting complaints and resolving grievances policies available at the school

1. Guidelines for Responding to Suggestions, Complaints & Allegations: Parents
2. Guidelines for Responding to Suggestions, Complaints & Allegations: Students
3. Guidelines for Responding to Suggestions, Complaints & Allegations: Staff

Reporting area 10:

School determined improvement targets

	<u>Priority</u>	<u>Achievements</u>
Staff Development	Improved understanding of Steiner Curriculum	<ul style="list-style-type: none"> Attend courses run by the Association of Independent Schools Attendance at nationwide Rudolf Steiner Schools of Australia conferences Update first aid and child protection
Facilities & Resources	Improved new classrooms and grounds	<ul style="list-style-type: none"> To complete the building programs of the school hall and new library complex.
Parent Information	Improved documentation for school community	<ul style="list-style-type: none"> Parent/Teacher nights held every term for all classes Parent Info Evenings held once a term and to develop talks/presentations specific to particular areas of the school: kindergarten, Primary and Secondary School Parent Education day and evening courses Update High School Parent's Handbook
Marketing	Improved School's profile in the local community	<ul style="list-style-type: none"> To improve student retention, and to work on publicity and marketing strategies.
Teaching & Learning		<ul style="list-style-type: none"> To revise the School's Induction, Supervision, Mentoring and Pastoral Care Procedures and to implement them.

Reporting area 11:

Respect and Responsibility

The school wants all students to recognize that they are valued and integral parts of the school community, with parents and staff providing the care and support that engender self esteem, mutual respect and responsibility. There is much scope to develop talents and to learn through experiences.

In 2011 the school once again participated in the Greek Olympics Day interschool program where students from five Rudolf Steiner Schools in the Sydney region attended and enjoyed a day of co-operative competition. This allowed them to get to know each other as Australians from a wide variety of cultural backgrounds, beliefs and abilities. The program has greatly assisted in promoting respect for the individual and the rights of others.

Reporting area 12:

Parent, student and teacher satisfaction

The school is very proud of its 'open door policy' with parent involvement welcomed and encouraged. The Parent Community Network meets twice a month during school time and provides one of a number of avenues for parents to express their level of satisfaction. The level of parent involvement in the Parents Community Network is high and discussions throughout the year indicated that parent satisfaction is extremely positive. The fantastic parent involvement in many fund-raising events, especially our annual Spring Fair, is testament to this satisfaction.

Student satisfaction is high and there was much enthusiasm around the new facilities. Our high growth and retention of student enrolments in the high school reflects this satisfaction.

Informal feedback from teachers during 2011 indicates that staff were satisfied in all areas of our school, particularly in terms of relationships, staff morale, school operations, work roles and work value/recognition. All the staff appreciates the school's high commitment and support for Professional Development.

Reporting area 13:

Summary Financial Information



