



Annual Report 2022

This annual report contains information to comply with Commonwealth and State funding and legislative requirements

Contextual Information and Characteristics of Student Body

CSSK programs begin with Play Group and run through to Class 8. Our teaching methods and rhythms guide children through the required curriculum with their “head, heart and hands”. We begin each day with song, movement and rhythmic activities, which then leads us into our main lesson, a theoretic unit that lasts 3-4 weeks. The main lesson is driven by imagination on the wings of a story, which becomes the contextual framework for the child’s academic work. The day progresses and practicing our skills, singing, crafts and languages becomes the focus. From Class 1 to 8 the teacher ideally moves forward with the Class, developing a deep connection and knowledge of children’s strengths and challenges within the educational environment

Grade (2022)	Male	Female	Other	Total	Indigenous	
Prep	9	7		16		15
Grade 1	3	8		11	1	12
Grade 2	6	9		15		14
Grade 3	7	6		13		16
Grade 4	2	7		9		
Grade 5	5	7		12		21
Grade 6	5	6		11		10
Grade 7	9	6		15	1	15
Grade 8	7	9		16		15
Total (head count)	53	65		118		

Staff information (excluding early childhood staff)

	Male		Female	
	Count	EFT	Count	EFT
Principal (excluding 0.1FTE allocated to early childhood)			1	1
Teaching Staff (including librarians)	5	2.9	15	12
Total teaching staff	Total - 21		Total FTE – 15.9	
Administrative and Clerical (including aides & assistants)	1	1	10	7
Building operations, maintenance & other staff	3	1.8	0	0
Total non-teaching staff	Total - 11		Total FTE – 9.8	
<i>In 2022 there were no staff at the school who identify as indigenous</i>				

All teachers employed at the school have the appropriate registration required by the Victorian Institute of Teachers (VIT). Working with Children checks have been obtained for all other non-teaching staff and volunteers working at the school.

Qualifications of the College members are either three or four year tertiary education degrees, with most of the class teachers also having completed the additional specific Steiner education training course.

Rates of student's attendance 2021

Class Attendance (%)

Prep	69.75
Class 1	77.25
Class 2	83.07
Class 3	83.17
Class 4	81.22
Class 5	82.28
Class 6	84.27
Class 7	83.94
Class 8	85.50

Over the four terms of 2022 the overall student attendance was 81.16 %. Attendance percentages were down from 2021 due to a combination of Covid-19 related disruption and an increase in school attendance anxiety following return from Covid-19 lockdowns.

Attendance is measured twice every day, in the morning and the afternoon, and entered into the student database.

Where children are recorded as absent from school with no prior notice, the parents/guardians are notified of their child's non-attendance by text message. Attendance is reported to parents in each child's report (twice yearly).

NAPLAN 20232

13 students participated in NAPLAN in 2022 following significant parent withdrawal; the participating cohort was comprised of four Grade 4 students, five Grade 5 students and four Grade 7 students.

All students performed at or above the National Minimum Standard in **all** assessed areas of Reading, Writing, Spelling, Grammar & Punctuation and Numeracy, as measured using the National Assessment Program scale. Almost half of these students (41%) demonstrated reading skills in the top 20% nationally.

Parent satisfaction

The annual Parent Satisfaction Survey was undertaken in August 2022, facilitated by the Independent Schools Victoria (ISV). The objective of the survey is for the school to gain a better understanding of the views of parents on the quality of their child's educational experience.

The survey questions were grouped under ten domains of school effectiveness, including an overall parent satisfaction score. The school's results are compared against the average rating of statistically similar schools. This comparison helps to sharpen the schools focus and provide direction for areas of improvement.

Overall, Parents are satisfied (79%) with their decision to send their children to CSSK. All domains returned higher parent satisfaction results than the previous year.

Specific aspects of the school that were rated highly in choosing CSSK included the emphasis on the development of sound values, the alignment to student needs, the atmosphere of the school and the educational philosophy of the school.

The school is in a process of improvement and renewal with new school leadership and governance, a new strategic plan and increased parent and community involvement with the school as it emerges from the impact of the Covid-19 restrictions.

Domain	Rating
Academic Program	7.25
Quality of Teaching	7.41
Learning Outcomes	7.48
Pastoral Care	7.72
Discipline and Safety	7.36
Parental Involvement	7.45

Resources	7.10
Year Transition	7.53
Recommend to others	7.72
Overall Satisfaction	7.91

Staff Satisfaction

The Staff Satisfaction Survey was undertaken in August 2021 and included both teaching and general staff. The questions were grouped under 6 workplace domains and 9 school-based domains.

On average, staff expressed an overall satisfaction with working at CSSK of 87.3%. Specific aspects of the school that were rated highly included teaching practice, quality of teaching and learning, pastoral care, parent involvement, leadership and morale, peer support and goal alignment. The area with the lowest level of satisfaction is Resource Offerings and the school is currently considering how to build on the resources available at the school. Another area with lower levels of satisfaction is feedback and the school is currently implementing a new appraisal and support process for staff.

Table 1: School based domains

Domain	Teaching staff rating
Resource offerings	70.9%
Technology	76.7%
School ethos/values	78.3%
Student behaviour	77.4%
Discipline	77.2%
Learning support	76.9%
Pastoral care	80.9%
Parent involvement	80.9%
Quality of teaching and learning	80.6%
Teaching practice	85.0%

Table 2: Workplace Domains

Domain	Average rating
Feedback	62.0%

Goal alignment	84.3%
Leadership and morale	85.1%
Peer support	84.3%
Professional development	78.2%
Overall satisfaction	86.0%

Financial information

Government grants continued to be the largest source of revenue for the school in 2022, followed by school fees. In 2022 the school completed a new Science and Technology Resource Centre, 80% funded by the Commonwealth Government.

