



Annual Report 2024

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 Parent and Baby and Play Groups 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 coming together for assembly followed by maths learning and then 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 5 the teacher ideally moves forward with the Class, developing a deep connection and knowledge of children’s strengths and challenges within the educational environment. Each class from Years 6-8 has a class guardian with specialist teacher supporting the learning.

Grade (2024)	Male	Female	Other	Total	Indigenous	
Prep	9	12		21		
Grade 1	7	5		12	1	
Grade 2	7	6		13		
Grade 3	4	10		14	1	
Grade 4	9	11		20		
Grade 5	10	8	1	19		
Grade 6	9	4		13		
Grade 7	6	7	1	14		
Grade 8	9	10	1	20		
Total (head count)	70	73	3	146	2	

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)	4	2.1	11	11.5
Total teaching staff	Total - 16		Total FTE – 13.5	
Administrative and Clerical (including aides & assistants)			12	6.7
Building operations, maintenance & other staff	2	1.6		
Total non-teaching staff	Total - 14		Total FTE – 8.3	
<i>In 2023 there was one staff member at the school who identifies as</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 2024

Class Attendance (%)

Prep	66.82
Class 1	74.87
Class 2	65.83
Class 3	76.96
Class 4	82.18
Class 5	81.43
Class 6	80.27
Class 7	74.71
Class 8	70.34

Over the four terms of 2024 the overall student attendance was 76.18 %. The drop in attendance rate is due to an increase in school attendance anxiety following the Covid-19 related disruption and an increase in student illness. In 2024, a number of students who had been home schooled during the Covid 19 disruption participated in a staged return to school with graduated attendance across the year. Where these students were in a small class, this graduated return has made a significant impact on attendance figures. Student attendance has also been impacted by the enforcement of school policy to not allow unwell students to be at school.

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 2024

Thirty CSSK students participated in NAPLAN in 2024, following significant parent withdrawal. NAPLAN participation for CSSK in this year was 68% of the eligible cohort compared with NAPLAN participation for all Australian students at 94.9%. Across Reading, Grammar & Punctuation, and Numeracy, around one in three of our students are achieving within the *Strong* or *Exceeding* bands of the challenging but reasonable Australian Curriculum expectations, with some year levels showing higher achievement in Reading.

Parent satisfaction

The school undertook a comprehensive parent satisfaction survey for 2024. 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 6 domains of school effectiveness, including parent/guardian participation and involvement, teaching and learning, school communication, facilities and resources, social environment and Steiner philosophy.

Overall, Parents are satisfied with their decision to send their children to CSSK, with almost 90% of parents agreeing or strongly agreeing that they feel confident that the school provides a good standard of education for their child.

The school is in a process of improvement and renewal with strong school leadership and governance, a solid strategic plan and increased parent and community involvement with the school.

Domain	Result
Parent/Guardian Participation and Involvement	Over 80% of respondents either agreed or strongly agreed that: • The school provides opportunities for parent participation in their child's education • The school values parent/guardian contributions 28% of parents would like to see the school have a stronger relationship with its community
Teaching and Learning	Over 90% of respondents either agreed or strongly agreed that: • Teachers at the school expect students to do their best • The teachers are skilled at making learning engaging Over 80% of respondents either agreed or strongly agreed that: • Teachers are enthusiastic and positive about learning • Their child gets extra help with learning from teachers when needed • The school provides diverse programs and activities in a curriculum which meet their child's interests and abilities • The academic standards provide adequate challenge for their child • Teachers respond to the learning needs of their child

School Communication	Over 80% of respondents either agreed or strongly agreed that: • The school takes parent/guardian concerns seriously • They feel comfortable approaching the school with concerns or suggestions • There is effective two-way communication between teachers and parents/guardians at this school. • The school shares adequate information about what is being learnt in class.
Facilities and Resources	100% of respondents agreed or strongly agreed that the school has well maintained facilities and grounds Over 70% of respondents agreed or strongly agreed that the school has appropriate resources and equipment to support their child's learning.
Social Environment	Over 90% of respondents agreed or strongly agreed that: • The school treats their child with respect • Their child feels accepted by other students in the school Over 80% of respondents agreed or strongly agreed that: • Their child feels safe at school • The teachers model positive behaviour • The school communicates the importance of respecting a diverse range of cultural beliefs and practices • Their child enjoys the learning they do at school Approximately 40% of respondents are unsure if their children to feel confident about the skills and strategies they have learned to address unkind behaviours
Steiner Philosophy	Over 80% of respondents feel aligned with the philosophy underpinning the school The top three reasons parents chose the school include: for a creative education, connection with the environment and Steiner philosophy

Staff Satisfaction

Staff provided feedback in relation to their satisfaction with the school during college and staff meetings and through staff performance reviews. Staff also provided informative feedback through a staff wellbeing and workload survey

Overall staff express a high level of satisfaction with the school, with positive factors including:

- Strong collegiate atmosphere
- Alignment with Steiner philosophy and pedagogy
- Good relationship with students
- Beautiful natural working environment
- Effective wellbeing support

Factors which impact negatively on staff satisfaction include:

- Heavy workload at times – particularly in the areas of administration and parent communication

- Compliance fatigue

Financial information

Commonwealth and State Government grants continued to be the largest source of revenue for the school in 2024, followed by school fees. Expenditure in 2024 was primarily wages.

