

CASUARINA STEINER SCHOOL

INSPIRING THE HEAD, REACHING THE HEART

CASUARINA SCHOOL CO-OPERATIVE LTD



## Annual Report 2022





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## MESSAGE FROM KEY SCHOOL BODIES

The Annual Report summarises the school's financial position and ongoing sustainability activities from the previous year.

## REPORT FROM THE CHAIR 2022

A CONSISTENT THEME OVER THE HISTORY OF CASUARINA STEINER SCHOOL IS THE DEDICATION OF OUR TEACHERS AND STAFF, USING THE STEINER METHODOLOGY TO DEVELOP YOUNG PEOPLE THAT CAN CARRY WITH THEM THE STRENGTH AND ETHOS OF CASUARINA STEINER.

This dedication was evident during the past year as Australia navigated the ongoing challenges of Covid-19, and thrown into this journey was unprecedented weather. As 2023 is my first year as Chair of the Board, I look back at these events and marvel at how well the school came through the events of 2022. Though there is still much healing to be done, it is through the blessing of our staff, parents and students that Casaurina will continue to flourish.

As a Board, we learnt more about our role, probably through our mistakes rather than our achievements. However, as James Joyce said, 'Mistakes are the Portals to Discovery'. So we, as a Board, have committed to more communication with the school and the community and the development of a transparent Strategic Plan in 2023 that will be subject to the appropriate school and community communication.

We have always started our meetings with an acknowledgement of country and a Steiner verse. We now continue to do this, and now we also add the following.

### *Our Values*

- In our thinking, we will be . . . imaginative, receptive, empathetic, self-reflective, future-orientated, open-minded, and challenging.
- In our relationships, we will be . . . ethical, responsible, positive, respectful, honourable, inclusive, and honest.
- In our actions, we will be . . . courageous, creative, innovative, collaborative, steadfast, resilient, and focused.

### *Our Role*

We are here as trustees of our school – the organisation's mind and will. Many have acted as trustees before us, but our task is to guide the school in the present toward a healthy future.

I want to thank and acknowledge all the staff that work at the school for all they give and bring to the school. I am grateful to my fellow Board members, new and old, for all their contributions to the school as we, as a team, seek to guide the school in the present toward a healthy future.

**Lana Risi**

**Chair of the Board**





## REPORT FROM THE PRINCIPAL

CASUARINA HAS BEEN THROUGH A PERIOD OF SIGNIFICANT TRANSFORMATION AND TRANSITION, WITH 2022 SEEING THE ONGOING IMPACTS OF THE PANDEMIC AND GOVERNANCE CHANGES.

### *A Verse For Our Time*

*"We must eradicate from the soul all fear and terror of what comes towards us out of the future.  
We must acquire serenity in all feelings and sensations about the future.*

*We must look forward with absolute equanimity to everything that may come.*

*And we must think only that whatever comes is given to us by a word directive full of wisdom.*

*It is part of what we must learn in this age, namely, to live out of pure trust without any security in existence.*

*Trust in the ever-present help of the spiritual world.*

*Truly, nothing else will do if our courage is not to fail us.*

*And let us seek the awakening from within ourselves, every morning and every evening."*

*– Rudolf Steiner*

This report is being written for the Principal, Deborah Neale, who is currently on leave. After joining the school in 2023, it was evident that it was transitioning. The need for recognition of the past is the only way to move forward as Casuarina continues to grow.

2022 saw Casuarina have an interim Principal, Dr Paul Teys, who oversaw the transition from Principal Haenggi. At the end of 2022, the current Principal was appointed to commence in January 2023. We also saw a new Chair, Lana Risi, appointed in December 2022 and the resignation of Olivia Jamison. Change, particularly at the senior Governance levels, sees the school lose momentum and corporate knowledge. However, the school wants to thank the previous leadership team for their contribution to the Casuarina and acknowledge the teachers (College), Board, students and parents for their ongoing support of the school. As we move through 2023, the school is committed, under the guidance of the Board and College, to develop and grow more coherently and transparently.

Last year saw a continued review of all policies for the school. Ongoing policy development is essential to protect Casuarina teachers, students and the community by guiding all our activities. Developing these policies transforms Casuarina's legal obligations into a compliance culture that all staff will embrace. The school also redefined its commitment to appropriate financial stewardship and due diligence with the re-emergence of the Finance Committee to oversight the Financial activities of the school.

In response to our parents, new bus routes were established to cater for our students in the broader community; the school subsidises these to reduce the financial impact on our families.

Professional development is an important part of our school. In 2022 Casuarina participated in a SEA and AIS leadership program. This professional development for Board members and senior staff was geared towards creating the necessary skills for the school leadership team. In addition, professional development for our teaching staff was heightened to enhance the already excellent skills present.

I want to acknowledge the tireless work from **SEA** throughout the year to support Steiner Education across Australia, particularly Steiner Leaders. SEA provided the school with many supportive check-ins





throughout the year and extensive PD offerings across the curriculum and all management areas. SEA drew the work completed in Delegate meetings to draw Steiner Schools throughout Australia together in our work through the 7 Core Values of Steiner Education. We were excited to pursue this work within the College in 2022, knowing that it would deepen our work into the future.

I want to take this opportunity to thank our Board and the College of Teachers for their inspired commitment, leadership and incredible talent whilst always leading with hearts and minds, with their focus continually centred on the education and well-being of our many students.

As we look ahead, we are confident that across the school, we will shape an exciting future for our school and bring new initiatives and bright futures for our students following the Casuarina values.



Warm regards

**Casuarina Steiner School**

## COLLEGE REPORT

### CASUARINA STEINER SCHOOL COLLEGE ANNUAL REPORT 2022

The Casuarina Steiner School College of Teachers (The College) is the school community's spiritual, cultural and educational heart. It is firmly committed to the holistic well-being and education of all children at Casuarina Steiner School, with respect for its pedagogy and educational influences that drives the school culture and community awareness. The College of Teachers is committed to the ongoing study of Rudolf Steiner's work and the school's continuing development and growth.

It is also the responsibility of the College of Teachers to ensure that the curriculum meets the requirements of the Australian Steiner Curriculum and the New South Wales (NSW) Education Standards Authority (NESA) while maintaining the three-fold nature of Steiner Education.

The beginning of 2022 continued to provide challenges due to COVID and the implementation of Casuarina Steiner School class camps. During this period, The College worked collaboratively to solve the implications this had on our whole school camp program. The pedagogical value of the class camp program provides students and teachers with many invaluable opportunities. The students learn resilience, cooperation, reverence for nature and the world, independence and skill-building during camping opportunities.

During the year, in consultation with The College, a teaching staff member with vast experience in preparing and delivering camps drafted a Casuarina Steiner School Camp proposal that was unanimously accepted. This initiative was to strengthen and streamline the current class camps at Casuarina.



The College is a forward-thinking body and ensures that the pedagogical vision, developed through the Anthroposophical workings, is understood and delivered by all teaching staff. The College also encourages self-awareness and professional development by its teaching body, which ensures quality education delivery to its students.

The College's ongoing study of pedagogy began with the study of Albert Soeseman's Twelve Senses book. By exploring Steiner's thoughts and engaging in contemporary insights, the College worked sequentially through each child developmental stage. The College gained more profound insights and understanding of the underlying reasons regarding 'why' we do what we do, and the reasons are an essential underpinning for Casuarina Steiner School. Throughout the book study, the College were reflective practitioners of the lower, middle and higher senses in child developmental growth in each classroom.

The College was committed to participating in Child Study during the year. These were held for a three-week block twice per term. The class teacher, specialist teachers and Learning Assistants brought observations of the child. The child study assisted the teacher to gain further insights into the picture of the child and their continued class journey together.

The College's artistic activities varied in 2022. The College decided to draw upon the many talented individuals that we already have among our college members as well as outside providers. The College, led by a trained instructor, experienced the calm and mindful yoga practice. The College also enthusiastically participated in drama, movement and improvisation exercises brought to the College by a talented staff member. A trained creative arts teacher, and a staff member, engaged the College in using various art medium experiences that challenged each teacher's skill level and developed openness and growth in a shared safe space. The College's challenges reminded us of the challenges and struggles children experience in their learning journey.

Casuarina Steiner School is situated on Gumbaynggirr Country. The College, with respect, acknowledges the land's traditional owners, The Gumbaynggirr People. The College was fortunate to work closely with the Casuarina Steiner School RAP working group throughout the year. The former Principal and Business Manager established, endorsed and supported the group. The allocation of a budget of \$10,00 for the RAP working group enabled funding for many projects and training, such as; an Online Cultural Competency training with the Centre for Cultural Competence Australia. This training was completed school-wide and was also offered to board members, staff in-service, cultural and reconciliation information, a full day of Cultural Experiences provided by Bularri Muurlay Nyanggan Aboriginal Corporation (BMNAC), and NAIDOC Week celebrations with Gumbaynggirr Elders who provided Casuarina with a Welcome to Country, story sharing, leading to an afternoon of primary school Indigenous games and a school yarnning circle sharing. Casuarina staff observed National Sorry Day by planting National Sorry Day Hibiscus in the beginning of a Reconciliation Garden.

Casuarina's RAP working group have provided Casuarina staff and children with rich and diverse learning opportunities that have guided the staff's and children's understanding in respect for culture, mother earth and country.

The budget of \$16,000 for regular language and culture lessons for classes was established by the interim Principal. Unfortunately, this was not used in 2022 due to the lack of language educators. The budget will be accessed in 2023 when a language teacher becomes available.

Warm regards

**The Casuarina College of Teachers**



## REPORT FROM THE LEARNING SUPPORT COORDINATOR

In 2022 the school received the Learning Support Review report from the AIS that was conducted at the end of 2021. From the report, the school developed a working group, and together we decided to focus on the following areas within our school to improve our practice across 2022/2023/2024.

### Leadership:

- Continue ongoing support and annual learning to ensure all staff are well informed about Disability Legislation and National Consistent Collection of Disability (NCCD) requirements.
- Review the model of service delivery, aligning with multi-tiered systems of support.
- Communicate with the school community about any changes to service delivery.
- Make clear the roles and responsibilities between the College Chair, Student Welfare and Discipline Coordinator, Learning Support Coordinator and Principal.
- Planning of approaches to strengthen all educational staff to engage in NCCD.

### Multi-Tiered Systems of Support (Academic):

- Evaluate the effectiveness of current intervention programs.
- Develop robust systems to gather and monitor data.

### Multi-Tiered Systems of Support (Behaviour):

- Explore and strengthen the behaviour and discipline supports to reflect evidence-based approaches. Implement behaviour support plans which reflect functional behaviour assessments.
- Review student behaviour regularly in alignment with child developmental stages and seek consistency in approaches between educational staff.
- Consider school involvement in the Positive Behavioural Interventions and Supports Program.

### Integrated Educational Frameworks:

- Review the role and responsibilities of the Learning Support Coordinator (LSC); consideration should be given to the increasing number of students with additional needs.
- Evaluate and refine current job descriptions for Learning Assistants (LA)- clearly reflecting the role and classroom expectations. Ensure all class teachers are clear about LA roles within their classroom.
- Provide additional job-embedded professional learning opportunities, coaching or mentoring to new Staff—class teachers to undergo professional development (PD) to utilise LA time best.
- Explore processes to support class teachers and LAs to collaborate and plan together.
- LAs attend weekly Learning Support team meetings with the LSC.

### Family and Community Engagement:

- Consider including students in all aspects of their planning meetings to build student self-advocacy skills.
- Continue to develop robust processes to involve families in collaborative planning.

### Inclusive Policies and Practices:

- Review policies and guidelines to ensure they are underpinned by disability legislation. This would include strengthening our Enrolment Policy and Student and Discipline Policy.
- Review processes for programming and providing consistency in annotating adjustments.
- Continue to monitor and review data on students provided with adjustments included on the NCCD. Ensure storage procedures are in place for all NCCD data for seven years.

The Board endorsed this feedback and agreed to support the placement of one consistent Learning Assistant per class in 2023 from Peach Blossom (pre-Kindy) to class 6, with the aim for strong enrolment numbers of PB 20 children, Kindergarten 22 children, Classes One to Six- 24 children.



**NCCD 2022:**

Last year we continued to support many students with disability within our school, implementing Individual Education Plans to identify the areas of support required for each individual child and how we as a school could best implement effective support structures. Educational staff continued to work collaboratively on recommendations from external therapists such as occupational therapists, speech therapists and psychologists, working closely with our students to support everyone. We encouraged therapists to visit our school, see the children in their environment, and communicate with class teachers and learning assistants as needed.

Staff continued to undertake professional development to gain effective strategies to best support children within their care with specific needs, such as Autism and PDA, ADHD, trauma, Dyslexia, and Dysgraphia.

In 2022, our school entered 17 children in the QDTP level, 15 in the Supplementary level, 10 in the Substantial level and 2 in the Extensive level within the NCCD. This was determined by whole school moderated professional judgment from our educational staff, seeking evidence of assessed individual needs of the student, evidence that adjustments were being provided to the student to address their individual needs based on their disability, evidence that the adjustments had been monitored and reviewed and evidence of consultation and collaboration with the student and/ or parents and external therapists.

The school continued to focus our learning support on Literacy (utilising a Multi-Sensory Approach to Learning-MSL), Numeracy support, and social/ emotional support (using Zones of Regulation and Social Thinking Concepts).

Overall, 2022 continued to see our children growing and developing, building upon their learning strengths and capabilities, whilst our staff continued to develop their professional expertise in supporting the children with their classes.

**Allie Anderson, Learning Support Coordinator**







## CONTEXTUAL INFORMATION ABOUT THE SCHOOL

At Casuarina Steiner School, education is built on the premise that:

**Education is a journey, not a race.**

**An integrated curriculum based on child development provides the framework for deep learning.**

**Play-based learning meets the needs of early childhood; the best learning takes place through hands, heart, and head.**

**By protecting the right to childhood, we are creating capacities for life.**

## OUR VISION

The Vision of Casuarina Steiner School is to develop creative young people with a passion for life-long learning, an understanding of the unique contribution they can make to the world and a holistic sense of care for the environment and people.

## OUR MISSION

*Casuarina School is committed to nurturing the children in the spiritual, artistic, and intellectual environment of Steiner Education.*

*We engage children through educating the head, heart, and hands so that harmony in all three may be achieved as the foundation for balanced, responsible, and free human beings.*

*We enable children to be innovative and guide them towards self-responsibility while being mindful of the rights of others.*

Situated on the sub-tropical Mid-North Coast, on the edge of natural bushland in the beachside city of Coffs Harbour, Casuarina Steiner School offers a unique education for girls and boys from Kindergarten to year 6. Featuring architecturally designed buildings set amongst landscaped gardens, Casuarina Steiner School provides an education based on a balanced approach to learning in the spiritual, artistic, and intellectual environment of Rudolf Steiner Education.

Based on the Steiner principles, we offer a nurturing environment to address children's changing needs and capabilities at each stage of their development. Our methods of teaching ensure deep and rounded learning. Alongside a very high standard of academic education, our curriculum places great importance on educating the 'head, heart, and hands' in every child, thereby educating the whole person intellectually, artistically, socially, and morally.

Our students learn to be effective problem solvers, adventurous to thrive in a changing world, strong to face the moral and ethical challenges that lie ahead and creative to bring out the beauty in the world and themselves.

Casuarina Steiner School has developed a reputation for excellence in music. Our music and strings program is exceptional for a school our size and provides many opportunities for our students to experience and share the social aspects of playing music together. An annual music camp with students from other Steiner schools is a highlight for students and the school community.

Our active school community celebrates seasonal festivals and supports our students' learning. The annual Spring Fair is when the school showcases teaching and learning and is a seasonal celebration of our community.

Our students travel to Casuarina Steiner School from various locations in and around Coffs Harbour.

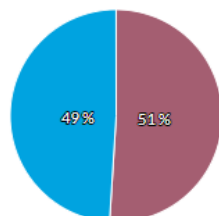
In 2022 our student population comprised 49% boys and 51% girls. 2% of our students were of Aboriginal or Torres Strait Island descent, and 20% had a language background other than English.



## Students

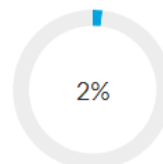
Total enrolments: 131

Boys 64  
Girls 67



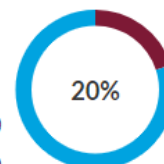
Full-time equivalent enrolments: 131.0

Indigenous students



Language background other than English

Yes (20%)  
No (80%)  
Not stated (0%)



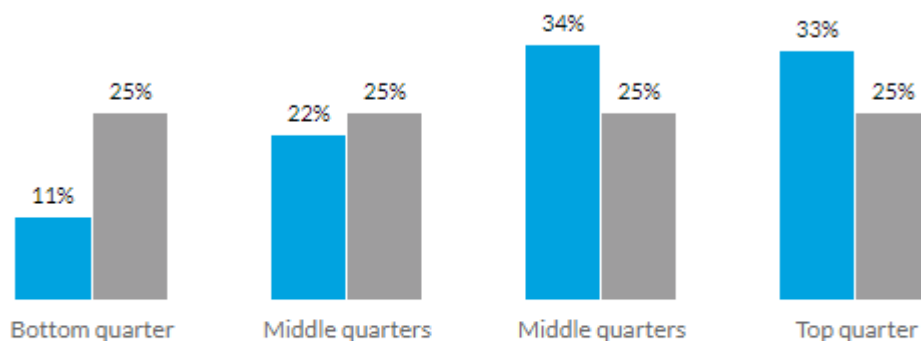
Index of Community Socio-Educational Advantage (ICSEA)

School ICSEA value 1074

Average ICSEA value 1000

	Bottom Quarter	Middle quarter		Top Quarter
<b>School Distribution</b>	11%	22%	34%	<b>33%</b>
<b>Australian Distribution</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Distribution of Socio-Educational Advantage (SEA)



■ School distribution ■ Australian distribution

Percentages are rounded and may not add to 100



#### OUR STUDENTS (CHARACTERISTICS OF OUR STUDENT BODY)

Average enrolments across 2022 were 131 students, K-6. For further student information, please see the My Schools website: <http://www.myschool.edu.au>

#### STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

Casuarina Steiner School offers an integrated education teaching to the 'head, heart and hand' fostering a balanced development of all faculties of our students. Working with the Steiner curriculum, we meet the outcomes of the NSW Australian curriculum. We don't teach to the NAPLAN; therefore, NAPLAN results reflect our integrated teaching and learning approach.

Our educational philosophy favours ongoing formative assessment over NAPLAN testing or standardised testing methods.

The most recent information and NAPLAN results are available on the My School website: <http://www.myschool.edu.au>

#### PROFESSIONAL LEARNING AND TEACHER ACCREDITATION

##### PROFESSIONAL LEARNING

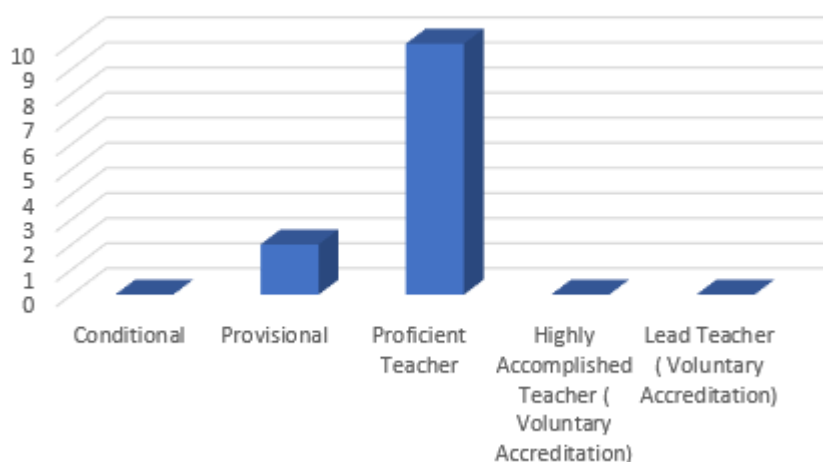
The school, as a whole, has worked on many areas of professional learning throughout the year. During each staff development day, a focus was given to first aid, child protection, work health and safety and the school reconciliation plan. Casuarina staff embraced professional learning as all staff identified their practical plans. Where possible, these professional learning outcomes were disseminated to the staff at the College as a continuation of the learning endeavours. The school also embraced the many professional learning opportunities made available by SEA (Steiner Education Australia).

##### TEACHER ACCREDITATION

Level of accreditation	Number of teachers
Conditional	0
Provisional	2
Proficient Teacher	10
Highly Accomplished Teacher ( Voluntary Accreditation)	0
Lead Teacher ( Voluntary Accreditation)	0



Number of teachers



<http://www.myschool.edu.au>

## WORKFORCE COMPOSITION

In 2022 the school was led by Dr Paul Teys (Interim Principal). Dr Teys collaborated closely with the leadership team consisting of the Business Manager, the Learning Support Coordinator, and the Chair of the College of Teachers. The teaching staff comprises class teachers and specialists support, including Learning Support, Language and Music.

The remaining workforce comprises learning assistants, librarians, maintenance, administration, and cleaners.

### Staff Comparison

This is a comparison of staff reported at this location by function and gender, compared to last year.

	2021				2022			
	Primary	Secondary	Primary & Secondary	TOTAL	Primary	Secondary	Primary & Secondary	TOTAL
Principal	1	-	-	1	1	-	-	1
Teaching Staff	12	-	-	12	11	-	-	11
Specialist Support	1	-	-	1	1	-	-	1
Building Operations	2	-	-	2	1	-	-	1
Administrative and Clerical	11	-	-	11	11	-	-	11
TOTAL	27	-	-	27	25	-	-	25

<http://www.myschool.edu.au>

## STAFF 2022

The school would like to acknowledge our staff in the Annual Report:

### ADMINISTRATION STAFF

HARTMANN, Allison	Bookkeeper & Front Office Manager
BACIGALUPO, Louise	Front Office Reception



## TEACHERS

CHAPPLE, Lynn	Peach Blossom Teacher
PARIS, Vanessa	Kindergarten Teacher
HUDSON, Emma	Class 1 Teacher
GADKE, Matt	Class 2 Teacher
SHEPPARD, Liz	Class 3 Teacher
BURKE, Linda	Class 4 Teacher
THOMAS, Julie	Class 5 Teacher Student Welfare & Discipline Coordinator
PALLOTTA, Angelo	Class 6 Teacher – College Chair
FRANK, Jessamin	Music Teacher
ANDERSON, Allison	Learning Support Coordinator
CARAPETO, Teresa	Language Teacher

## MUSIC TEACHERS

FRANK, Jessamin	Violin
MACKENZIE, Kirsten	Choir Teacher

## RELIEF TEACHERS

LEEK, Sarah
DE, IULIIS, Rebecca
HAYMAN, Kiri
TARLING, Amber
LOCKWOOD, Madi
JAUFFRET, Abby
ROUTLEDGE, Elizabeth
BARBARESCO, Pierina
FISHER, Galit
CARAPETO, Teresa
STEPHENS, Joe
AUBORT, Mark
Hockey, Josie





#### LEARNING ASSISTANTS

CURRY, Priya	Learning Assistant
DENHAM, Frances	Learning Assistant
HENDERSON, Courteney	Learning Assistant
LIBAUDE, Isabelle	Learning Assistant
POWER, Helene	Learning Assistant
COLLINS, Karen	Learning Assistant
THOMPSON, Megan	Learning Assistant
RAUSER, Dayna	Learning Assistant
GARBERS, Lee-Anne	Learning Assistant
DEIGHTON, Tia	Learning Assistant
SAVARIS, Wendy	Casual
SLOAN, Phoebe	Casual
PARSONS, Lauren	Casual
DALCESKA, Snez	Coordinator
SAVARIS, Wendy	Facilitator

#### LIBRARIAN

PLUMMER, Helen	Librarian – Monday
DENHAM, Frances	Library Assistant

#### GROUPS AND BUILDING MAINTENANCE

CHIVERS, Donald	Gardener and Maintenance
FRANKEL, Craig	Gardener and Maintenance

#### CLEANERS

KAUR, Jaswinder	Coordinator
YOUNG, Melanie	
CHEEMA, Honey	
KAUR, Sandeep	

#### BOARD MEMBERS

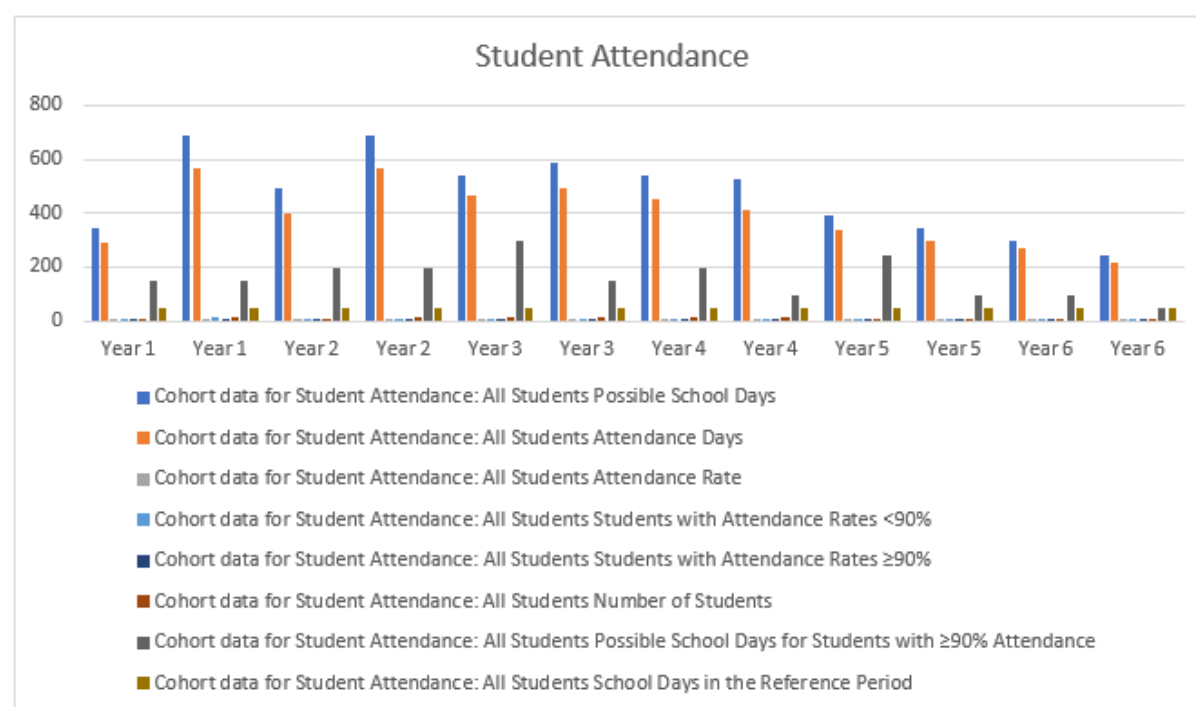
JAMISON, Olivia	Chairperson
RISI, Lana	Treasurer
LISSAMAN, John	
FOLEY, Beth	
O'CALLAHAN, Helen	
BRINER, Jessamine	
MONTGOMERY, Sophia	



## STUDENT ATTENDANCE

The overall student attendance rate for 2022 was 84.18%, which is an excellent result considering the impact of COVID-19.

Cohort data for Student Attendance: All Students									
Year Level	Gender	Possible School Days	Attendance Days	Attendance Rate	Students with Attendance Rates <90%	Students with Attendance Rates ≥90%	Number of Students	Possible School Days for Students with ≥90% Attendance	School Days in the Reference Period
Year 1	Male	343	293.00	85.42%	4	3	7	147	49
Year 1	Female	686	569.00	82.94%	11	3	14	147	49
Year 2	Male	490	401.00	81.84%	6	4	10	196	49
Year 2	Female	686	568.00	82.80%	10	4	14	196	49
Year 3	Male	539	463.00	85.90%	5	6	11	294	49
Year 3	Female	588	496.00	84.35%	9	3	12	147	49
Year 4	Male	539	452.00	83.86%	7	4	11	196	49
Year 4	Female	524	415.00	79.20%	9	2	11	98	49
Year 5	Male	392	338.00	86.22%	3	5	8	245	49
Year 5	Female	343	294.00	85.71%	5	2	7	98	49
Year 6	Male	294	267.00	90.82%	4	2	6	98	49
Year 6	Female	245	216.00	88.16%	4	1	5	49	49





## MANAGEMENT OF NON-ATTENDANCE

Rhythm and form are intrinsic to the school day, and punctuality which engenders a healthy respect for work and study – is considered very important. Students are expected to be at school with enough time to feel relaxed and ready when classes begin. The daily continuity and rhythm of lessons and week-to-week are essential and require attendance from beginning to end. If a student arrives late to class, they must wait for permission from the teacher before entering to avoid disrupting the lesson in progress.

- All students must arrive at school on time.
- It is essential to the curriculum and the class that all students experience the day's opening together.
- It is expected that students attend school except in cases of illness.
- The students are expected to complete the entire school term with their class before going on vacation.

The Class Teacher and Office Staff monitor attendance. Parents/Guardians will be contacted by the school via phone or email on the day of an absence without notice.

The Class Teachers take attendance daily at the beginning of the school day, and the school office is notified where attendance is recorded in the school's database. Reports are generated regularly and provided to the Principal and Leadership Team for review. Any students in danger of falling below the required attendance level are referred to their Class Teachers for follow-up. Where this is unsuccessful, the Principal or delegate initiates developing and implementing an Attendance Improvement Plan.

Where possible, the school requires at least two weeks' written notice for special leave to be approved. Parents are to complete the Application for Exemption from Attendance at School, available from the office and returned for authorisation by the school principal. Approval may be granted by the Class Teacher regarding absences not exceeding two days and, in other cases, by the Principal.

## INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

At Casuarina Steiner School, all students are led to recognise that they are valued and integral parts of the school community, with parents and staff providing the care and support students need. We provide and promote activities that engender self-esteem, mutual respect, and responsibility. The school fosters an atmosphere of reverence and respect through many daily, weekly, and seasonal practices.

Care for the environment is promoted through our Environmental Education Policy and initiatives such as Clean Up Australia Day, Tree planting day and being part of the Water Wise School network. The school's food guidelines promote healthy food and minimisation of packaging. Organic waste is composted at the school, and the two school gardens allow students to grow their food.

Respect for Aboriginal and Torres Strait Islander people is promoted through the curriculum, events with Aboriginal Elders, Acknowledgement of Country, songs, stories, and cultural activities.





Peer Support programs, Life Education Van, Buddy Programs, and Festival celebrations enhance and promote school values and ethos. Harmony Day celebrates cultural diversity and differences. The students create a harvest mandala each autumn for our autumn festival. The produce is then donated to a local soup kitchen. Older students are encouraged to look after their younger "buddies" in the playground and structured buddy activities. More senior classes help organise school events such as Main Lesson Sharing, festivals, and sporting activities.

Class Camps are greatly valued as an opportunity for students to live and learn together outdoors, developing strategies for cooperation, responsibility and working as a team. On camp, students must learn how to problem solve, be resilient and flexible, and always respect the needs of others. The senior classes run regular camp fundraising events that promote and encourage the community. They interact with the parent body and learn to take responsibility for planning, preparing, and holding community events.



## FINANCE REPORT

### 2022 FINANCIAL OVERVIEW

Casuarina prepared and has prepared audited financial statements on an accrual basis in accordance with Australian Accounting Standards. They comply with the Co-operative Act 2012, the Australian Education Act 2013, the Education ( Accreditation of Non-State Schools) Act 2017 and the Australia Charities and Not-For-Profits Commission (ACNC 2012). The report extracts the audited financial statements for the year ending 31<sup>st</sup> December 2022. The full accounts are published on the Australian Charities and Not-for-Profits Commission (ACNCV) website.

2022 was another excellent operational year for Casuarina, with an income of \$3,052,375, compared to \$2,876,792 in 2021. Of this, \$2,202,150 was government funding, and \$765,519 in school fees. The remainder of the revenue was from other sources associated with the management of Casuarina. Casuarina had a surplus of \$102,130 for 2022.

As always, the most significant expense was the employee-related expenses. However, in 2022 Casuarina continued to expand its maintenance activity and increased the number of learning assistants working at Casuarina.



STATEMENT OF FINANCIAL POSITION AS OF 31<sup>ST</sup> DECEMBER 2022

	Note	2022 \$	2021 \$
<b>ASSETS</b>			
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	5	1,173,824	1,221,184
Trade and other receivables	6	20,651	9,848
Inventories	7	2,404	2,485
Investments and other financial assets	8	1,238,139	1,232,379
Other current assets	9	79,633	53,056
<b>TOTAL CURRENT ASSETS</b>		<b>2,514,651</b>	<b>2,518,952</b>
<b>NON CURRENT ASSETS</b>			
Property, plant and equipment	10	2,552,789	2,612,394
Right of use assets	11	4,984	11,214
<b>TOTAL NON CURRENT ASSETS</b>		<b>2,557,773</b>	<b>2,623,608</b>
<b>TOTAL ASSETS</b>		<b>5,072,424</b>	<b>5,142,560</b>
<b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Trade and other payables	13	242,468	362,876
Lease liabilities	12	5,790	6,578
Financial liabilities	14	-	7,333
Employee benefits	15	267,627	301,449
Contract liabilities	16	27,721	35,723
<b>TOTAL CURRENT LIABILITIES</b>		<b>543,606</b>	<b>713,959</b>
<b>NON CURRENT LIABILITIES</b>			
Lease liabilities	12	-	5,792
Employee benefits	15	28,265	24,386
<b>TOTAL NON CURRENT LIABILITIES</b>		<b>28,265</b>	<b>30,178</b>
<b>TOTAL LIABILITIES</b>		<b>571,871</b>	<b>744,137</b>
<b>NET ASSETS</b>		<b>4,500,553</b>	<b>4,398,423</b>
<b>EQUITY</b>			
Retained earnings		4,500,553	4,398,423
<b>TOTAL EQUITY</b>		<b>4,500,553</b>	<b>4,398,423</b>





STATEMENT OF PROFIT OR LOSS AND OTHER COMPREHENSIVE INCOME AS OF THE  
31<sup>ST</sup> DECEMBER 2022

	Note	2022 \$	2021 \$
Revenue	2	3,052,375	2,876,792
Interest revenue calculated using the effective interest rate method	2	4,549	5,851
Other income	3	-	(3,438)
Administration expense		(285,682)	(75,073)
Bad and doubtful debts	4(a)	(15,415)	(14,769)
Depreciation	4(a)	(110,021)	(86,091)
Employee benefits expense		(2,052,091)	(1,976,363)
Finance costs	4(a)	(797)	(1,891)
Occupancy expense		(162,701)	(138,820)
Other expenses		(328,087)	(206,891)
<b>Surplus before income tax expense</b>		<b>102,130</b>	<b>379,307</b>
Income tax expense	1(a)	-	-
<b>Surplus after income tax expense</b>		<b>102,130</b>	<b>379,307</b>
Other comprehensive income for the year, net of tax		-	-
<b>Total comprehensive income for the year</b>		<b>102,130</b>	<b>379,307</b>

# CASUARINA STEINER SCHOOL

INSPIRING THE HEAD, REACHING THE HEART

CASUARINA SCHOOL CO-OPERATIVE LTD



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