KAMAROI RUDOLF STEINER SCHOOL

ANNUAL REPORT 2025

Kamaroi
RUDOLF STEINER SCHOOL

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THEME 1 – Context
A message from key school bodies

Message from the Board Chair

Kamaroi: a destination Steiner school of choice

At its heart, Kamaroi has always been a place where children are nurtured to grow into capable, compassionate human beings – where learning is not just about knowledge, but about cultivating wisdom, creativity and inner strength. The Foundations for Our Future Pathway Roadmap (August 2025) is about ensuring that this vision continues to flourish for generations to come.

The Roadmap represents more than strategy; it is a reset, a chance to align our education, governance and business functions so that they all serve the same purpose: the delivery of a vibrant Steiner education that inspires confidence in our families and pride in our community. It builds on the Foundations for our Future review in 2024 and the insights of expert voices – Dr Julia Wolfson (Strategic Facilitation), Dr Virginia Moller (Education), Steve Klipin (Governance) and Tim Fry (Business) – who have helped us see clearly the steps we must take to move forward with strength and integrity.

What has emerged is simple yet profound: before we invest in new buildings, we must invest in people. Capable, supported teachers and leaders are the living architecture of Kamaroi. By strengthening leadership, clarifying roles and uplifting governance, we create the conditions in which our teachers and students can truly thrive.

The challenges before us are real – from leadership succession to governance clarity and business resilience, but so too are the opportunities. With renewed cultural alignment, strengthened leadership and a commitment to shared learning, Kamaroi can step into the future not just as a school of choice, but as a beacon of what Steiner education can offer in today's world.

The Roadmap is not a list of tasks; it is an invitation to steward the new chapter of Kamaroi with courage and clarity. It asks us, as a Board and community, to hold fast to our vision, to invest in what matters most, and to walk together towards a future where Kamaroi shines as a place of educational excellence, deep humanity and enduring trust.

Danielle Manion
Board Chair

Principal Report

Celebrating 35 Years – Grounding the Future

A year of Consolidation, compliance and Cultural Continuity

I welcome readers to Kamaroi Rudolf Steiner School through its 2025 Annual Report.

Kamaroi Rudolf Steiner School is a registered not-for-profit organisation and independent school. We are members of Steiner Education Australia (SEA) and the Association of Independent Schools of New South Wales (AISNSW).

Our school provides playgroup and early education for children from Pre-Kindergarten. We are fully registered primary school with the New South Wales Education Standards Authority (NESA) for Kindergarten to Class Six. We diligently deliver a curriculum that meets all NESA requirements and outcomes in accordance with the Registered and Accredited Individual Non-government Schools (NSW) Manual.

This commitment to meeting NESA requirements is reflected in our implementation of the Australian Steiner Curriculum Framework (ASCF), which is aligned with the Australian Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) and accepted by NESA as an approved curriculum framework for Steiner schools. Our teachers' programs are designed to address the knowledge, skills and understandings required by NESA across all Key Learning Areas while maintaining integrity with the core developmental principles of Steiner education. Through this approach, we provide a high-quality education that is both academically rigorous and developmentally appropriate.

This is achieved whilst maintaining the philosophy, values and pedagogical indications of Steiner education, with a deep understanding of child development at the heart of our approach. Kamaroi Rudolf Steiner School meets all requirements for registration with the relevant state and federal authorities, ensuring a rigorous and compliant educational program. At the same time, we are committed to supporting the whole child through an education that nurtures intellectual, emotional, physical and spiritual development.

The development of an integrated and creative curriculum, a conscious and collaborative community, a deep connection with Country and the natural world, a spirit-led approach to education, and thoughtful practices around digital wellbeing are foundational to the quality and distinctiveness of the educational experience we offer.

Kamaroi fosters a conscious community and meaningful partnership with families. The active involvement and engagement of parents and carers within the life of the school reflects our shared values for education and life.

For 35 years, Kamaroi has offered a rich social and educational space where children, teachers and parents grow together, shaped by the ongoing commitment of devoted educators, dedicated Board directors, engaged families, and a vibrant extended community. 2025 was a year of rigorous preparation and thoughtful consolidation as we approached our next NESA registration cycle and continued to mature as an organisation. We find ourselves in a period of integrating our regulatory, governance, leadership and strategic responsibilities with the deeper task of becoming ever more fully the school we aspire to be.

Following a strong phase of cultural renewal, our focus has been on safeguarding what is essential while strengthening the structures, systems, and leadership capacities required to support the school's next chapter. This work has asked us to hold a careful balance: honouring the values, relationships and traditions that define Kamaroi whilst embracing the disciplines of contemporary governance, compliance, and organisational development.

At its heart, this year has been about grounding the future. Ensuring that as we grow in complexity and responsibility, we remain anchored in the educational ideals, human relationships and spirit of

community that have sustained Kamaroi across its first 35 years.

Reflections on the 2025 year.

This year focused on consolidating our foundations through strengthening organisational structures, clarifying responsibilities and building capacity, whilst carefully preserving the responsive and healthy educational culture that has enabled Kamaroi to flourish.

Following a period of sustained enrolment growth, the Board identified internal consolidation as a strategic priority. The continuation of the Foundations for our Future (FFOF) initiative provided a clear roadmap for implementation, supporting system development, teacher growth, leadership strengthening and organisational maturity.

Throughout this work, maintaining a deliberate focus on culture remained paramount. As expectations surrounding governance, compliance and operational complexity continue to evolve, considerable attention was given to ensuring that the essence of our Steiner orientation remained not only protected but deepened. Our aim has been to build the structures necessary for the future whilst remaining firmly anchored in the educational principles, human relationships and spirit of community that define Kamaroi.

Governance and Strategy.

2025 was a significant year of organisational development and strategic consolidation. A functional review, supported by three specialist reports, identified priorities in culture and capability, educational leadership, governance, business operations and strategic alignment. A key outcome was the Board's commitment to strengthening leadership and organisational capacity. This included approval of an Assistant Principal position to support educational leadership, teacher development, curriculum coherence, student wellbeing and developing Early Childhood provisions.

The school also undertook substantial business systems for renewal through a transition in Business Management and investment in financial reporting, organisational processes, ICT infrastructure, and cyber security. These improvements strengthen the school's capacity for planning, governance and future growth.

The continuation of the FFOF initiative provided a clear strategic framework and reaffirmed several core priorities: educational leadership, staff wellbeing, financial sustainability, enrolment stability, strong Early Childhood pathways and community trust.
In alignment with these priorities, the Board made a deliberate decision to focus on strengthening educational, leadership, and operational capability before pursuing significant capital expansion. As a result, building projects were consciously paused until teacher development, leadership structures and resourcing requirements were clearly defined to be sustainably supported. This positions the school to re-engage future site and infrastructure planning within the strategic horizon to 2028. Future planning will continue to explore opportunities for site development, increased access to natural learning environments, and other strategic initiatives that support the school's long-term vision.

Stable enrolments, sound financial stewardship and continued investment in leadership and systems position Kamaroi well for its next phase of development.

Student Learning and Achievement.

Throughout 2025, significant work was undertaken to strengthen curriculum planning, assessment, and documentation in preparation for the school's upcoming NESA registration review. Refinements to timetables, programming and assessment practices across all Key Learning Areas including the research and implementation planning for a new online teacher administration platform have further strengthened the school's educational foundations whilst maintaining fidelity to the developmental principles of Steiner education.

At the heart of Kamaroi remains the living, relational, developmentally aligned delivery of Steiner education by a dedicated class teacher. Throughout 2025, children experienced the depth of integrated main lesson work with seasonal and cultural festival content and supplemented with the well-resourced

extension of layered support in specialist lessons. Dedicated specialist teachers deliver regular weekly lessons and programs in music, eurythmy, handcraft, sport, library, information technology and foreign language. Opportunities for extension and support continued to be embedded across the school to meet the diverse needs of learners. The enrichment of class plays, music ensemble programs and performances, camps and excursions continued. Core events including the Harvest Festival, Winter Festival, Spring Festival, a 35th Birthday celebration and our Christmas Festival continued to provide meaningful rhythms within school life, connecting learning with community, culture and the natural world. These ancillary educational supports impart meaning and purpose for the children's learning and inspire their deep participation.

A further area of focus in 2025 was the integration of the NSW Child Safe Standards within curriculum and school practices. Whilst child wellbeing, participation and respectful relationships have long been embedded within Steiner education, evolving regulatory expectations require these practices to be increasingly visible, explicit and documented. Throughout the year, work continued to strengthen the alignment between our existing educational practices and contemporary child-safe requirements, ensuring that children are supported to participate, contribute and be heard in age-appropriate and meaningful ways.

Student Wellbeing - Embedding Social Integration.

Student wellbeing and embedding respect and responsibility remained a central focus throughout 2025, supported by close collaboration between Class Teachers, the Student Support Team, our Director of Student Wellbeing and Learning Support, school leadership and families. Consistent with Kamaroi's relational and developmentally informed approach to education, significant attention was given to strengthening social inclusion, supporting individual learning needs, and fostering healthy class communities. We continue to engage with a specialist consultant program for both staff and families to build meaningful conscious partnerships.

The Student Support Team worked closely alongside teachers to undertake twice-yearly class reviews, provide both in-class and targeted withdrawal support, and develop Student Support Plans for students with diagnosed disabilities or higher support needs. Social Circle practices continued across the school, providing children with structured opportunities to develop empathy, communication skills, conflict resolution strategies and real-time social problem-solving.

A continued focus on child safety underpinned this work. All staff-maintained compliance with Child Protection, Child Safe and Duty of Care training requirements, while policies and procedures were reviewed and strengthened in line with evolving regulatory expectations. The school further enhanced child-safe practices through staff training, clear communication pathways and accessible reporting processes for students, ensuring ongoing compliance with the NSW Child Safe Standards. The school's ongoing commitment to social integration principles continued to inform wellbeing practices across classrooms and support programs.

Together, these initiatives support Kamaroi's commitment to nurturing classrooms and communities in which children feel safe, connected, valued and able to participate meaningfully in the life of the school.

Community Engagement.

Community engagement continued to be a significant strength of the school throughout 2025. Kamaroi's vibrant community life was reflected in a full calendar of festivals, parent education opportunities, fundraising events and volunteer initiatives that brought families together in meaningful ways.

The Parents Association (PA) continued to play a vital role in fostering connection, community participation and support for the school. Highlights included the Kamaroi School Fair, with the generosity of parent volunteers and the commitment of Parent Association members, this was once again a significant success. The Christmas Market, regular Parent Association craft stalls, weekly parent craft groups and extensive classroom volunteering ensued. The generated funds were reinvested into programs, resources and opportunities for the benefit of the children and parents, including funding for parent education offerings on a broad array of topics.

Beyond individual events, the strength of community engagement at Kamaroi reflects a shared commitment to the values that underpin Steiner education. The willingness of families, staff, Board members and volunteers to contribute their time, skills and care continues to enrich the life of the school and strengthen the sense of belonging that is so central to our community.

Closing Reflections

To close, I extend my heartfelt gratitude to every member of the Kamaroi community. To our teaching and administrative staff, grounds staff, Board Directors, Parents' Association, volunteers, families and students, your commitment, generosity and depth of care continue to bring life to our school.

2025 has been a year of celebration, consolidation and deepening commitment to the integrity of Steiner education. A year of strengthening systems, clarifying leadership, refining structures and continuing to nurture the culture that sits at the heart of Kamaroi. Whilst this period has carried complexity and significant demands, it has also revealed the resilience of our staff, the strength of our community and a shared clarity of purpose in service of the children.

Like many independent schools, Kamaroi continues to navigate broader economic pressures affecting families across Sydney. We are grateful, however, to remain in a strong and stable position, supported by healthy enrolments and sustained community confidence, with applications extending well into the future.

As we look ahead, Kamaroi stands at an important threshold: grounded in its pedagogical heart, strengthened through organisational renewal and increasingly equipped to establish the coherence and care required to explore its scenarios for growth and development. Future priorities include developing leadership structures, enacting teacher development frameworks, sustainability and regenerative initiatives, expansion of gardening, outdoor education and biodynamic initiatives, long-term site planning and the continued cultivation of an educational environment that supports both children and community to flourish.

Together, these foundations position Kamaroi to shape the next phase of its development for the children and the community it serves with confidence and care. We acknowledge with deep gratitude the collective gravitas of contribution across the community, the pragmatic idealism that guides our work and the sustaining spiritual support embraced in our philosophical underpinnings that makes this endeavour possible.

Principal
B. Art. Ed., M. Art Th., M. Fine Arts
Current Doctoral Candidate, NAS

Business Manager's Report

I have recently completed my first year in the role of Business Manager and am pleased to present the Business Manager's Report for the financial year ended 31 December 2025.

I would like to acknowledge the contribution of the former Business Manager, Michael Twigg, our Finance Officer Frances Kelly, and the school's leadership team, whose diligent work has supported the strong financial position reported this year.

2025 Financial Performance

2025 was a financially sound year for the School.

Total revenue for the year was $5.14 million, reflecting stable enrolments and continued government funding support.

The School recorded a net operating surplus of $940k, representing a strong result and contributing to an increase in overall net assets.

Operating cash flow was also strong at approximately $1.06 million, supporting both day-to-day operations and future planning.

Income

The School continues to maintain a balanced income base.

Government funding remains the largest contributor to income, supported by school fees and other income streams. This diversity of revenue provides stability and resilience in the School's financial model.

As with previous years, enrolments remain a key driver of income, and careful monitoring of student numbers continues to be an important focus.

Expenditure

Total expenses for the year were approximately $4.41 million.

The majority of expenditure continues to be directed toward employee costs, reflecting the School's commitment to delivering high-quality educational outcomes.

Administrative and other operating costs remained appropriate to the scale of operations, and overall expenditure was well controlled.

Depreciation expense reflects the gradual consumption of the School's assets and the ongoing need for reinvestment in facilities and resources.

Balance Sheet and Cash Position

The School maintains a strong financial position.

At year-end:

- Cash and cash equivalents were $2.19 million
- Term deposits totaled $4.32 million
- Net assets increased to $12.12 million

The School has no external debt, and its financial position provides a solid foundation for future planning and development.

Capital Investment

Capital expenditure during the year was approximately $128k, primarily relating to property, plant and equipment.

While this reflects continued investment in the School's facilities, it represents a relatively modest level of expenditure.

Benchmarking across the independent school sector, including data from Somerset Education's Financial Survey for Schools, highlights the importance of maintaining sufficient operating surpluses to fund ongoing asset reinvestment and capital renewal.

Across the sector, capital investment forms a regular and necessary component of school expenditure, supporting facility renewal, growth and evolving curriculum needs.

The current level of capital expenditure reflects a year of relatively light investment, and ongoing consideration of long-term asset planning will remain important to ensure that the School's facilities continue to support its educational program.

Conclusion

Overall, 2025 was a positive financial year for the School.

The School delivered a strong surplus, maintained a healthy cash position and continues to operate on a sound financial footing.

The focus moving forward will remain on sustaining this position, while ensuring appropriate investment in staffing, programs and facilities to support the School's long-term strategic goals.

Michelle Hughes
Business Manager

THEME 1 – Context
Contextual information about the school & characteristics of the student body

Kamaroi is a thriving non-denominational pre-K-6 independent primary school that also offers playgroup for parents and young children interested to explore Steiner pedagogical approaches. Situated in beautiful bushland surrounds on Garigal, Gayamaygal and Durramuragal land on the pristine Northern Beaches area of Sydney. The curriculum and pedagogical approach are based on the internationally recognised educational philosophy of Dr Rudolf Steiner. Whilst Steiner Education as a whole has strongly held principles, Kamaroi also endeavours to look outwards and stay abreast of current research and inquiry relevant to our educational practices.

Kamaroi continues to nurture relationships that allow for an unhurried and deeply attuned understanding of each child, cultivating a true foundation for life. Our experiential and academically rigorous approach fosters confidence and independence of thought, equipping students to meet the complexities of a changing world. We uphold the pedagogical integrity of Steiner education alongside academic robustness, ensuring that intellectual development is held in balance with artistic, ethical and moral capacities. In doing so, we meet NSW Education Standards Authority (NESA) requirements while delivering a spirit-led education through the Australian Steiner Curriculum Framework (ASCF). An enriched balance of intellectual, practical and artistic education ignites curiosity, imagination and a love for learning.

The school's mission, 'Foundation for Life', acknowledges the first twelve years of a child's life as foundational to the development of healthy, responsible human beings who are able to impart purpose and direction in life. This has never been more important than in today's world. To assist in this process, we offer a dynamic and balanced curriculum, that places great importance on an integrated engagement with a child's intellect, feelings and will.

Furthermore, our curriculum endeavors to instill confidence in self and a sense of social and environmental responsibility. By building these supportive and positive foundations, we strive to empower young people to see a progressive future, and one to which they believe they can form meaningful lives. Importantly, our parent body is invested in a quality education which balances the fostering of individuality within each child, whilst providing experiences for learning in social and ethical spheres.

As evidence of parent, teacher and student satisfaction, survey results of the school's key strengths identified for students were aspects such as 'the love and care put into teaching and way of life', 'seasonal events', and 'valued friendships', For parents the 'nurturing environment', 'the natural world and connection to nature', and 'a safe place for children to be children' was considered to be supported by the schools 'conscious delay in technology', 'no screens' and 'being with parents and families who agree with delayed technology exposure'. A 'holistic education that integrates imagination, academic learning and the fine arts', and that 'the philosophical indications are very visible in curriculum, creativity, and materials' were consider amongst highly values attributes of Kamaroi. The 'experience orientated education and emphasis on curiosity and resilience' was highlighted. They also noted themes such as staff that 'engender a love of learning', 'respectful teachers who build a foundation of trust so children feel connected and comfortable to learn freely' and 'staff training and care, which reflects in interest in the children', 'interaction for students with teachers who use kind and positive language' and give 'insightful advice' and 'distinctive observations, addressing concerns and tailored suggestions for parents'. Parents also noted 'leadership that fully embodies the Steiner principles with a 'strong unity and spirit of mutual help'. Staff relayed appreciation for 'classroom support,' 'inclusivity and support given to staff,' 'being part of an 'incredible team of staff, supportive leadership,' and teaching in the context of 'community spirit' with 'an inspiring and integrated curriculum'.

Regarding characteristics of the student body, in 2025 Kamaroi School had 180 funded students from Kindergarten to Class 6, and 20 unfunded pre-kindergarten students. It is a co-educational, non-denominational school with students coming from a range of backgrounds, including students with a language other than English 29%, and a number of students with diverse needs.

In 2025 there were 98 boys and 82 girls from Kindergarten to Class 6. Please also refer to My School website:
https://www.myschool.edu.au/school/43815

THEME 2 – Outcomes and Results
Student Outcomes in Standardised National Literacy and Numeracy Testing

NAPLAN

The performance in the National Assessment Program in Literacy is documented on the My School website: **http://www.myschool.edu.au**

In 2025, NAPLAN was undertaken by 9 students, from Class 5. These students completed the Numeracy, Conventions of Language, Writing and Reading tests. 10 Class Five children were withdrawn. 7 Class Five children received a disability adjustment.

Whilst Kamaroi's assessment focus remains embedded in meaningful learning experiences the standardised testing of NAPLAN revealed;

- Results from Class 5 students, as slightly lower than last year but within average and above average national standards, however the class cohort representation of students is not a true reflection of the academic breadth in the class.

- A full opt-out for Class 3 of all 24 students, reflected community alignment with pedagogical values.

We acknowledge that NAPLAN tests are but one assessment tool which provides a small snapshot of a child's ability in literacy and numeracy but we utilise the NAPLAN test results thoroughly as they can provide a detailed analysis for the school's use, which can help us identify individual student's strengths and weaknesses; and that the analysis can also inform our teaching practices.

Kamaroi's total enrolment along with lower participation means that there are often relatively small student numbers sitting for the NAPLAN tests in Years 3 and 5 which can mean that making assumptions about the overarching performance trends of the school is limited. The individual performance of just one or two students can skew the statistical data which can lead to assumptions about either high or low performance that may not be a true reflection of the group. The high error margin when applying statistical analysis in NAPLAN performance must be considered.

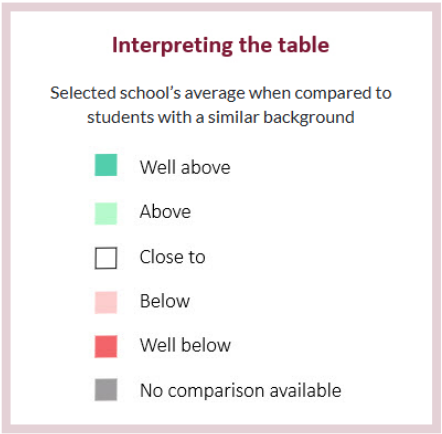
Regardless, NAPLAN testing provides important information related to literacy and numeracy that is helpful to the school and to our families and when appropriate the school uses the information to target students for additional support.

Please see the link below to Kamaroi's 2025 NAPLAN information on ***My School Website***
Results | My School

	Reading	Writing	Spelling	Grammar	Numeracy
Year 3	-	-	-	-	-
Year 5	536	497	496	538	513

NAPLAN participation for this school is 20%
NAPLAN participation for all Australian students is 95%

NB A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate for a comparison colour to be available. Grey shading indicates participation did not meet these thresholds.



Although the comparison of student results is not publicly available, Kamaroi's student's individual student reports indicated that student's performed above average or well above average, in 2025.

THEME 3 – Staffing
Teacher professional learning, accreditation and qualifications

Professional learning

As part of the school 's commitment to improving the quality of teaching and learning standards in 2025 both teaching and administration staff were expected to attend regular staff meetings, as well as curriculum and pedagogically based Professional Development sessions.

In addition to staff meetings, teachers also attended whole-school and individual Professional Development conferences with the aim of enhancing the teaching and learning outcomes and developing pedagogical practices. Staff participated in a range of Professional Development conferences held by Steiner Education Australia (**SEA**), Association of Independent Schools New South Wales (**AISNSW**) and other independent providers in an aim to target whole school initiatives, including focus on the educational needs and outcomes, child protection regulations and discipline. Considerable in-house Professional Development took place using the experience and skills of presenters from the AIS and utilizing the school's senior staff. Using the School's own staff on such occasions made Professional Development more 'real' and contextually relevant to others, knowing that their peers were applying what they had learned in our own school environment.

The following table outlines key professional learning that took place by teaching and non-teaching staff, and Board Directors, throughout the year:

Steiner-specific PD Included:	**No of staff participated**
Eurythmy for the classrooms	All Teaching Faculty, Assistants and Principal
Social Integration	All Teaching Faculty, Assistants and Principal
SEA: National Teachers Conference	Teachers / Principal
Steiner Early Childhood Association (SECA) Early Childhood Teachers Conference - Tasmania	All Early Childhood Teachers
Curative Education in Early Childhood – Australian Association for Rudolf Steiner Early Childhood Education	Early Childhood Assistant
Anthroposophical Medical Perspectives for Education	All Teaching Faculty, Assistants and Principal
Care Baskets	All Teaching Faculty, Assistants and Principal

Teaching, Learning & Wellbeing PD included:	**No of staff participated**
Child Safety Standards within the curriculum	All Teaching Faculty, Assistants and Principal
The Right Approach – Child Safe Training	All Staff
Meeting the needs of neurodiverse children in the classroom	All Early Childhood Teachers
Understanding children with additional needs	All Teaching Faculty, Assistants and Principal
Curative Education in Early Childhood	
PDA and Autism: An Introduction - Prof Tony Attwood and Dr Michelle Garner	Early Childhood Teacher
Setting PDA Friendly Boundaries – Positive pathways	Early Childhood Teacher
Autism/ADHD- PDA & School Understanding Demand Avoidance and Learning with Barb Cook – Neurodiversity Hub	Early Childhood Teacher
The Emotional Self-Regulation Care Professional Seminar – Kim John Payne	Early Childhood Teacher
Biographical Mapping for School Development	All Teaching Faculty, Assistants and Principal
Kim John Payne	All Teaching Faculty, Assistants and Principal

Learning Support Professional Learning included:	**No of staff participated**

Meeting the needs of neurodiverse children in the classroom	All Early Childhood Teachers

Curriculum Professional Learning included:	**No of staff participated**
Classroom Observations & Formal Appraisals – Individual PD Development	Whole Faculty
Refining reports, biographies, reflection and input on roles. KJP Behaviour policy review & documentation	All Teaching Faculty, Assistants and Principal
Inner Work and Pedagogy	All Teaching Faculty, Assistants and Principal

Leadership & Governance Professional Learning included:	**No of staff participated**
AISNSW Governance Workshops	Principal, Board Directors and Business Manager
AISNSW Annual Briefing	Principal
SEA Delegates Meeting	Principal
SEA Governance, Leadership & Management Conference	Principal
Mentoring the Mentors. Individual PD Development	All Mentors

Specific Professional Learning included:	**No of staff participated**
NAPLAN coordinator, test administrator & protocols training	Registrar & Compliance Officer
CPR Training	All Staff
Emergency Procedure and Evacuation Training	All Staff
Fire Extinguisher Training	All Staff
Foundations for our Future- Strategic Development	All Staff
Ideagen Complispace Online Training • Kamaroi Staff Code of Conduct • Privacy at Kamaroi • Student Duty of Care • Child Protection Policies • Staff IT Equipment Code of Use at Kamaroi • Work Health & Safety • Child Safe Program • Complaints Handling at Kamaroi	All Staff
Inspire Your School Choir	Music Teacher

*SEA: Steiner Education Australia
*AISNSW: Australian independent Schools NSW

Teacher Accreditation Status

Level of Accreditation in 2025 (all teachers)	**Number of Teachers**
Conditional	0
Provisional	5
Proficient Teacher	11
Highly Accomplished (voluntary accreditation)	3
Total Number of teachers	19

Teacher Qualifications

Category	**Number of Teachers**

Teachers having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Recognition (AEI-NOOSR) guidelines	19
Teachers having a bachelor's degree from a higher education institution within Australia or one recognised by AEI-NOOSR guidelines but lack formal teacher education qualifications	0

In 2025

- 2 teachers fulfilled their five-year maintenance period of accreditation
- 2 teachers within proficient teacher training process

THEME 3 – Staffing
Workforce Composition

Principal	1
Business Manager	1
Full Time Teachers	12
Part Time Teachers	6
Female Teachers	15
Male Teachers	3
Part Time Support Staff	10
Administration Staff	3
Grounds & Maintenance	2

THEME 4 – Attendance

Student attendance and retention rates

The school keeps a register of the daily attendance of all students at the school in electronic form. Attendance registers are in a form approved by the Minister for Education, and compliant with the **New South Wales Attendance Register Codes**.

The register of daily attendance records the following information for each student:

- daily attendance
- absences
- reasons for absences
- documentation to substantiate reasons for absences.

The attendance register also includes information about any students granted an exemption from attending school. The school has implemented the following strategies in order to improve unsatisfactory attendance and student engagement in school and learning:

- The school encourages parents/guardians to understand their obligations to ensure their child attends school, and to not condone absences for unauthorised reasons such as birthdays, shopping and other leisure activities.
- Students with persistently low attendance will be monitored and personalised strategies will be considered to increase their attendance and/or engage them in continuing education programs. For students requiring more intensive support, one-on-one meetings and alternative arrangements may be organised in consultation with parents or guardians.
- When extended absences are explained as being due to illness, the school will request medical certificates for the absences and will consult with parents/guardians regarding the health care needs of the student.

All required reports will be made to the Community Services Child Protection Helpline, and/or contact will be made with the Child Wellbeing Unit if there are safety, welfare or wellbeing concerns in relation to student attendance.

Student attendance rates in 2025

Level Description	Attendance %
Year 1	89%
Year 2	89%
Year 3	90%
Year 4	89%
Year 5	87%
Year 6	91%
Whole School	89%

The average attendance rate in 2025 was higher across every class than in 2024

THEME 5 – School Policies

In 2025, all our policies were reviewed and updated, if required. Core policies are available on our external intranet – **Ideagen Complispace**, on our website, in our Parent and Staff Handbooks, where relevant, and available in hard copy from the office, upon request.

In 2025, Kamaroi Rudolf Steiner School continued to engage with Ideagen, a company who specialises in best practice Governance, Risk, Compliance and Policy Management. Ideagen assists schools in ensuring they have the required policies, procedures and work practices in place, so they continuously meet their legal obligations for their jurisdiction.

Ideagen do this by providing a suite of customised policies and procedures that are maintained and updated in line with legal, regulatory (NESA), legislation and best practice changes. In 2025, all our policies are on **Ideagen Complispace**.

The following policies are public facing, on the school's website Kamaroi Rudolf Steiner School - Kamaroi Rudolf Steiner School and linked to this document:

Behaviour Support Policy
Bullying Prevention and Intervention Policy and Guidelines
Child Safe Policy
Child Safe Code of Conduct
Child Protection Policy
Complaint Handling and Issue Resolution Policy and Guidelines
Enrolment Policy
Privacy Policy
Student Duty of Care Policies and Procedures
Supervision Policy and Guidelines

In addition to the Policies and Procedures described above, the following are also available on the school's website:

- Chaplaincy Program Frequently Asked Questions
- Child Friendly Complaints Policy and Procedure
- Student Child Safe Code of Conduct
- Code of Conduct – Parents and Guardians
- Key Information for Staff, Volunteers & Contractors
- Medical Healthcare Plans – High Risk Students
- Mobile Phones and Electronic Devices Request Form
- Volunteer Code of Conduct

THEME 6 – Stakeholder Satisfaction

Parent, student and teacher satisfaction

A significant aim of Kamaroi is to involve families in the education of our children. To be fair and true to that aim is to have an 'open-door' approach so that parent involvement is welcomed and encouraged. We have a pleasing level of parents volunteering in various activities including: -

- ✓ Classroom Assistance
- ✓ Class Parent Representatives
- ✓ Parent Education Events
- ✓ Steiner workshops
- ✓ Festivals and Events
- ✓ Sharing drop-offs and pick-ups with others
- ✓ Excursions and Incursions
- ✓ Gardening and garden projects
- ✓ Administrative tasks
- ✓ Board membership
- ✓ Reading: including listening to students read
- ✓ Cooking or Craft workshops with children
- ✓ Classroom set up days
- ✓ Other activities

Kamaroi continues to value the importance of authentic partnership between school and home, recognising that strong relationships between parents and educators are fundamental to supporting each child's educational journey. Throughout 2025, our Class Parent Representatives played an important role in fostering connection, communication and community within each class, helping to strengthen the relational fabric of the school.

Class Meetings, Parent Education forums, festivals, and community events provided meaningful opportunities for parents to engage with the life of the school and deepen their understanding of Steiner education. Attendance at these events remained strong, reflecting the high levels of commitment and engagement within the parent body. Class Parent Representatives were allocated, keeping lines of communication and connection open. Class Meetings and Parent Education forums were held onsite and attendance was high.

Communication with families remained a priority throughout the year and was supported through regular parent-teacher interviews, newsletters, class emails, phone conversations, class meetings, and the school's longstanding open-door approach. This culture of accessibility and responsiveness contributes to the trust and collaborative spirit that characterises the Kamaroi community.

Student wellbeing and engagement continues to be closely monitored through daily teacher observations, student conversations and ongoing communication between staff and school leadership. Consistently strong attendance rates indicate that students feel connected to their learning, their teachers and the wider school community, while also reflecting the value families place on education at Kamaroi.

The 2025 Foundations for our Future community consultation highlighted overwhelmingly positive levels of parent satisfaction. Families consistently identified the school's educational approach, strong sense of community, natural bushland setting, commitment to a low-technology childhood and rich creative curriculum as among the aspects they valued most highly. These themes reflect a shared commitment to an education that nurtures the intellectual, emotional, social, and creative development of the child.

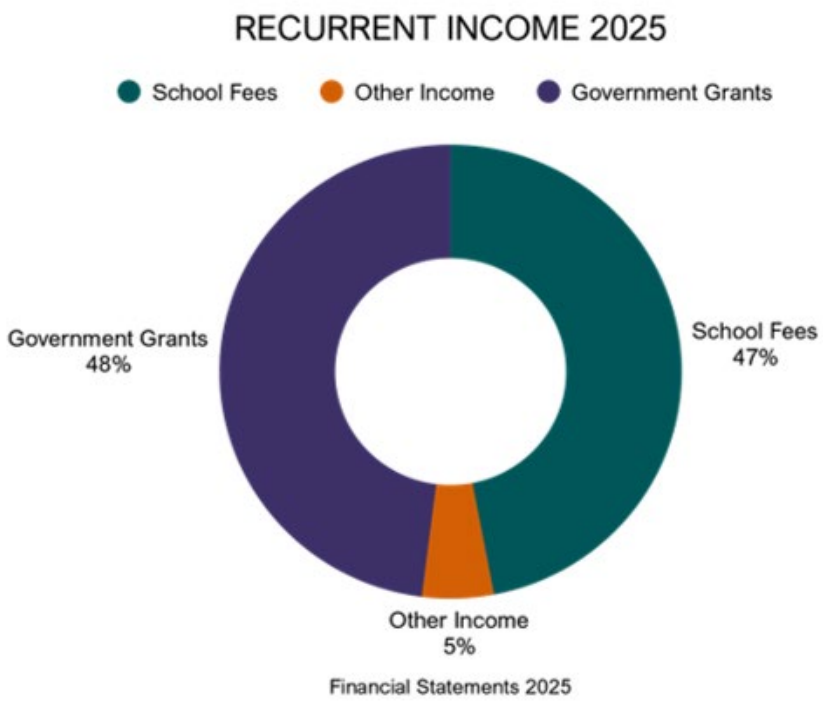
The many opportunities for parent participation, through classroom support, festivals, the annual School Fair, parent education initiatives and community celebrations continue to strengthen relationships and foster a vibrant culture of belonging. The enduring goodwill, generosity and active involvement of families remain among Kamaroi's greatest strengths and contribute significantly to the vitality and success of the school community.

Staff Satisfaction

A culture of continuous improvement remains central to Kamaroi's professional life. Staff are actively encouraged to engage in ongoing professional learning, deepen their pedagogical practice and contribute to a

culture of shared inquiry and collegial support. Professional development is viewed not only as an individual responsibility but as a collective endeavour that enriches the educational experience of the entire school community. This is emblematic in our ‘college of teachers’ weekly optional meeting open to all staff retaining high attendance in a commitment to deepening ongoing meditative inquiry and research led practices for enriching our education.

The strength of Kamaroi's staff culture continues to be characterised by mutual respect, professional trust and a deep sense of shared purpose. Across all areas of the school, staff work collaboratively in service of the children, united by a commitment to the principles of Steiner education and the pursuit of educational excellence. This collegial spirit remains one of the school's greatest assets, fostering both professional fulfilment and a vibrant learning environment for students.

The appointment of a new Business Manager midway through the year brought renewed energy, expertise and momentum to several strategic and operational initiatives, further strengthening the school's organisational capacity. Throughout 2025, Kamaroi was supported by a highly capable and collaborative administration team whose professionalism, dedication and commitment to service contributed significantly to the smooth operation of the school

THEME 7 - Summary of financial information