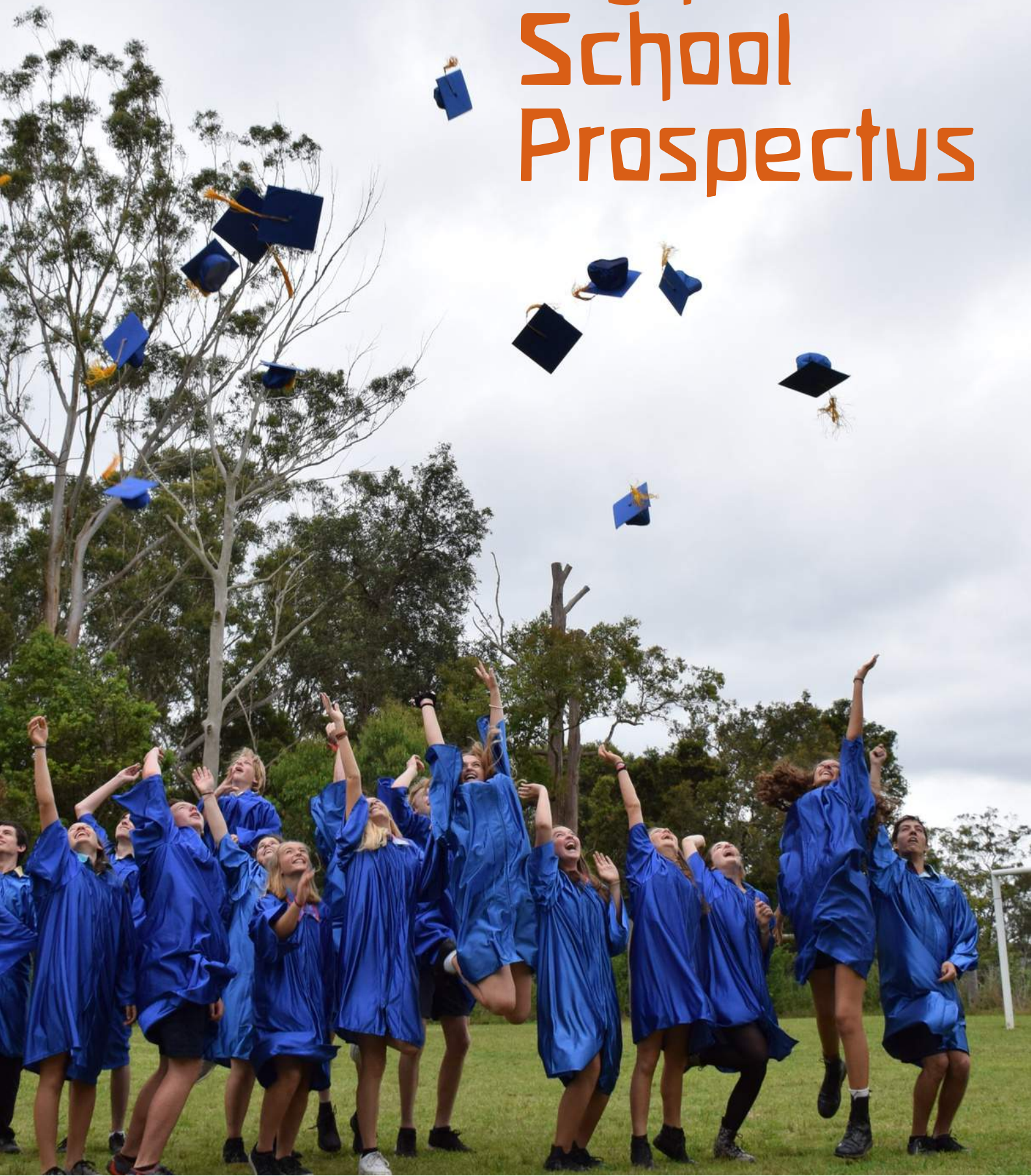


High School Prospectus





Welcome

Now, more than ever before, Steiner education is recognised as a highly valued approach to develop flexible and agile thinking and an ability to collaborate and thrive in a 21st century world... a contemporary education, emphasising critical and creative thinking, social skills and problem solving – delivering a deep sense of purpose, connectivity and agency to enact change. These are the hallmarks of a Steiner education.

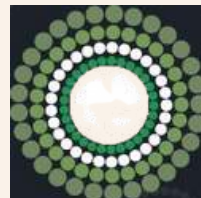
- Dr Virginia Moller
CEO Steiner Education Australia 2023

Dear students-

here is a school where you can truly be your authentic self. We will look after you, challenge you and value the unique gifts that you bring. We are an inclusive, creative and connected school community.

Dear parents-

you can be confident that your child is at a school where their individuality is appreciated. We will look after the wellbeing of your child whilst nurturing them academically, artistically and socially.



The Central Coast Steiner School acknowledges the Darkinjung people who are the traditional custodians of the land on which our School stands.
We honour and pay our respects to Elders, past, present and emerging.





The new performing arts centre includes three additional flexible learning spaces and an auditorium to seat 189 people.

*Our highest endeavour must be
to develop free human beings
who are able of themselves to
impart purpose and direction
to their lives.*

-Marie Steiner

The Central Coast Steiner School secondary program prepares students to find their connection to the world and to flourish. Within each individual, there is the capacity to create a future filled with meaning and purpose. Woven throughout our curriculum are inspiring ideals that provide our students with nourishing inner sustenance for their life's journey.

A consistent observation about our graduating students is that they are confident and creative young adults, with a genuine love for learning. Our approach to teaching and learning challenges the students to actively engage with the NSW Australian Curriculum. The lessons are shaped to incorporate key 21st century skills such as collaboration, communication, problem-solving and critical thinking. At the same time, an integrated artistic approach to study enlivens the learning content and brings a sense of human connection to all subjects. It is not unusual to find our students meticulously creating beautiful mathematical drawings to prove a law or using drama to bring their historical understandings to life. The practical application of learning is embedded across all subject areas.



Our Vision

Our vision is a school that provides a contemporary education, empowering students to meet their future with clarity, courage, compassion and creativity.

Our Mission

Our mission is to provide an educational pathway which inspires an intrinsic love of learning and a capacity for imagination. In protecting the beauty of childhood, we provide a healthy foundation for the unfolding of individual potential. We cultivate resilience, confidence, and creative thinking in our students. Our aim is to develop strong, articulate, and empathetic individuals capable of changing the world for the better.

A Love of Learning

'The **Main Lesson**' is a unique feature of Steiner education, enlivening and deepening the learning process. Key Learning Areas are taught in Main Lessons – blocks of three weeks of the same topic, usually for two hours every morning – enabling integration of content and deep focus. Steiner education works with the 'head, the heart and the hands'. The academic content (head) is enriched through the arts, stories and social learning (heart) and the relevance of the content is directly applied (hands). The Main Lesson subject areas are English, Mathematics, Science, History, Geography, German, Technology and PDHPE. Learning rich content in this way is nourishing. It brings education alive in a beautiful way, meaningfully engaging the students in their learning. Here are some examples of Main Lessons:



Year 8 Mathematics - 'Platonic Solids'

During the Main Lesson, students investigate the five Platonic Solids. They learn how to draw three dimensional representations of the Platonic Solids and construct their nets. Through these activities, the students develop their skills in accurate geometrical construction. They apply complex knowledge of perimeter and area, performing calculations with different shapes including squares, rectangles, triangles, parallelograms, kites and trapeziums. Students practise using Pi in calculating the circumference and area of circles and shapes involving parts of circles. They then learn to calculate the volume of a number of different solid shapes and create their own 3D models of platonic solids

Year 8 Science - 'Fly Like an Eagle'

The approach to Science is one of experiential learning through the study of natural phenomena, supported by real world practical connections. In the Year 8 Physics lesson, 'Fly Like an Eagle', students learn about forces. They study Newton's Laws through the lens of flight, from the earliest hot air balloons, through to the Wright brothers' first flight and on to present day modern aircraft. They explore forces related to buoyancy, the Bernoulli effect which gives aircraft lift, and learn how to conduct scientific investigations. This Main Lesson includes an excursion to 'Fighterworld' where students explore flight systems and aerodynamics in high performance aircraft. To support the development of practical skills, students are challenged with a project to create a flying machine, usually with some very interesting results!



Act II Scene I. Court of Macbeth's castle.

*He is about it. The doors are open, and
the grooms do mock their charge with
snores. I have drugg'd their possets*

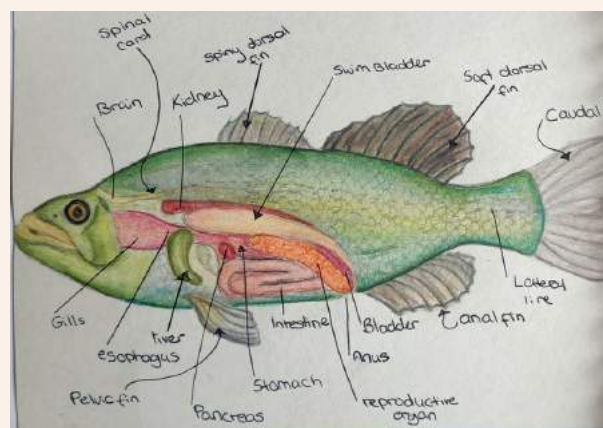
*There's one did laugh in his sleep
one cried 'Murder!' One
the other I could not say. 'Tis
Amen? I was much in need*

*Whence is that
O, will all gre
this blood clean fr*

Macbeth

Year 10 English/History - 'The Book Thief'

This unit integrates the study of History and English. Students learn about World War II and the rise of national socialism in Germany. The historical studies are complemented by a study of the novel, 'The Book Thief', by Australian author Markus Zusak, which follows a German child through this tumultuous and radical time. This novel vividly brings the experience of living through World War II alive for the students. We also take the opportunity to visit the Sydney Jewish Museum and hear stories of the lived experiences from elderly survivors of the Holocaust.



*To truly know the world,
look deeply within your own
being; to truly know
yourself, take real interest in
the world.*

-Rudolf Steiner

Learning Support

Learning support staff are allocated to each class as needed to assist students with extra learning needs. The support staff are qualified to work with students with diverse needs and can assist teachers to prepare and administer adjusted tasks and assignments. We work closely with parents and associated allied health practitioners to provide tailored support for each student on an individual basis.

YEARS 9 AND 10 ELECTIVES

Students engage in all mandatory curriculum subjects in Stage 4 (Years 7-8) to develop a broad and solid basis for their future choices. Elective subjects in Stage 5 include the artistic subjects Drama, Visual Arts and Music, and Technology-based electives including Marine and Aquaculture Technology, Photographic and Digital Media, and Food Technology. Students can study 2, 3 or 4 electives in either one-year or two-year courses.



Marine and Aquaculture Technology

Perfect for our location, this elective gets our students out in the beautiful coastal waters of the Central Coast - snorkelling, and scuba-diving. Following an introduction to Marine Science and snorkelling, our students are immersed in a variety of modules, such as Microscopic Marine and Fish Biology, Crustacean and Fish Aquaculture, Antarctica's Marine Ecology, Coastal Management, Marine Sustainability, and a Personal Interest Project. Excursions include diving at Nelson Bay, tours of Sydney Aquarium plus snorkelling and water testing at local beaches. Students who complete the course may qualify for full accreditation as an open water scuba diver through Scuba Schools International.

Food Technology

This course provides students with the opportunity to explore the richness, pleasure and variety food adds to life. Students learn to produce delicious, nourishing food and to refine their culinary skills. Students research the history of food in Australia, beginning with traditional bushfoods, and prepare dishes which reflect the eclectic nature of Australian cuisine. The students cater for many events in the school. During the 'Food Catering and Services' unit, they also complete a barista course. Students are encouraged to expand their palate by exposing themselves to a variety of different dishes. Our outstanding kitchen facilities are well loved!





Photography and Digital Media

In this elective, students enjoy making various kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas with reference to contemporary trends and explore how photographers, videographers, filmmakers, computer/digital and performance artists make photographic and digital media works. Students become skilled with the use of a modern Digital SLR camera, increasing their creative photographic capabilities. They study compositional techniques and digital editing to enhance their photographic competency.

Visual Arts

Building on the artistic skills nurtured in the primary school, our school is well known for the high standard of our Visual Arts department. In this elective, students enjoy making various kinds of artworks in 2D, 3D and/or 4D forms. They learn to visually express their ideas, drawing on historic and contemporary influences. They examine how artists, including painters, sculptors, architects, designers, photographers and ceramicists make artworks. Extension artistic opportunities are offered to students during lunchtimes.



Drama

This is a creative, expressive elective, where students learn to devise, perform, and appreciate dramatic works. Drama fosters confidence and teamwork, and develops skills in interpreting, problem-solving and decision-making. Students learn about the elements of drama, play texts, film, roles in the theatre, the visual impact of design, production elements and the art of improvisation. The Drama elective students can complete work experience in various local theatres. They produce the annual high school theatrical extravaganza, perform original compositions at school events, and take regular trips to see plays and musicals!



Music

Music plays an important role in the cultural and spiritual lives of people. At an individual level, music is a powerful medium of creative personal expression. Students engage with the three main components of Music: listening, composition and performance. We study a broad range of composers and musical genres. Students who choose Music are seeking to understand not just what the composers intend for us to hear, but how they shape and produce their music. Elective students are given performance opportunities at assemblies and festivals to showcase their developing skills as well as taking part in the High School Production.





Wellbeing

Adolescence is a challenging time, and significant emphasis is placed on nurturing student wellbeing. We encourage students to be their authentic selves and to take responsibility for their actions. In order to maintain caring relationships, there are two 'Guardians' for each high school class, who meet with the students each day and act as a point of connection for parents. Our high school follows a similar approach to our primary school, where the Guardians stay with their class over three consecutive years. Our approach to wellbeing includes:

- Taking care of the physical body- being physically fit and active, spending time outdoors in natural environments
- Taking care of our emotions and mind- allowing for times of quiet centredness and reflection, nurturing resilience, optimism and compassion, developing a positive sense of identity
- Taking care of relationships- acting with kindness, respect and understanding
- Finding meaning- connecting with a higher sense of purpose

We understand that the wellbeing of the whole person is integral to successful learning at school and work closely with families when challenging times arise. Our wellbeing officer is on site on a part-time basis and available to talk with students in a private, calm, and safe environment.

Technology

In Years 7-12, the students bring their own laptops to use at school. The teachers implement the use of technology in a judicious way that is balanced by discussion, collaboration, and practical experiences. Safe online practices are explicitly and regularly taught. Recess and lunch times are technology-free so that students can be physically active and enjoy each other's company. Mobile phones are sealed in Yondr pouches whilst students are at school. We believe that maintaining healthy boundaries around technology use contributes significantly to student wellbeing.



Each year, students have the opportunity to take part in a performance. Recent high school productions include 'Clue', 'Matilda', 'Oliver!' and 'The Little Mermaid'.

PERFORMING ARTS OPPORTUNITIES

Our productions offer extra-curricular opportunities for students to step into the spotlight and perform within a creative ensemble. Our outstanding new performance space 'Alumna' allows students to work on the production of performances through sound and lighting design, costume sourcing, and prop/set creation.



ORCHESTRA

Our orchestra is open to all students from Classes 3-12. We rehearse weekly and play a range of repertoires from classical to modern.

The orchestra has two 3-day residential camps. In these we link up with other Steiner Schools to combine our students into a larger ensemble. Over three days, we run intensive rehearsals, culminating in a concert which parents are invited to enjoy.

Our second camp involves both the orchestra and our Stage 2 Strings program, giving high school students the chance to mentor their younger string peers.



PROJECT-BASED LEARNING

Project-based learning in Year 8 is an opportunity for our students to apply their learning in areas they are passionate about to real world contexts, with the support of a personal mentor. In recognition of the physical, cognitive, and socio-emotional maturation, this project is a chance for students to engage with the world by developing a personal interest in a project that can solve a genuine need beyond themselves.

Using their skills and knowledge from their Technology Mandatory studies, students research, plan, develop and deliver their fully-formed project over the course of the year. The project requires commitment and perseverance to see it through to the end.

Examples of recent projects include:

Stargazer: Allowing children who are scared of the dark to observe the stars in comfort

Recycled Beauty: Creating wearable dresses from reusable materials

Lettuce Help You: Self-watering food growing systems

Clean Up the Oceans, Rubbish to Art: A beautiful turtle sculpture created from rubbish collected from the ocean

Sustainable Horse Blankets: Creating durable saddle blankets from reusable materials

Thermoelectric Generator: Through the temperature difference potential created by ice and fire, the device creates electricity to power a reading lamp.





Sport

Our sports program includes diverse activities ranging from rock climbing, bushwalking, beach activities, yoga, gymnastics, circus skills, dance, athletics, parkour, martial arts, AFL, volleyball and other team sports. We have implemented a strong aquatics program into our high school sports. The students complete a basic swim and survival course in Year 7. This allows them then to achieve their Bronze Star in Year 8 and their Bronze Medallion in Year 9.

Stamina, teamwork and decision-making skills are incorporated into our Sport and PDHPE curriculum to build resilience and to refine movement skills. The students are invited each year to participate in a combined Steiner Schools' Swimming Carnival at Ku-ring-gai Aquatic Centre and an Athletics Carnival at Mingara Leisure Centre.





Outdoor Education

Our outdoor education program builds resilience, strength, and skill so our students are strong in body and mind; able to thrive in the outdoors. The start of each year is celebrated with a whole high school bonding camp. We explore local environments, giving the students an appreciation of the spectacular surroundings on the NSW Central Coast.

For our longer camps, we travel further afield, engaging in activities such as caving, hiking, sailing and abseiling. The students learn to cater for themselves and carry all their equipment, becoming increasingly self-sufficient. We teach students to assess risk and make informed judgements about their abilities. Our Year 10 camp involves travel to a remote location. It is an adventure and immersion experience which tests the students' capabilities in a challenging environment. Our outdoor education program is highly valued as it fosters a deep appreciation for the natural world, inner strength, and healthy social connections.





Reconciliation

Our school stands on Darkinjung land. In all aspects of our school life, we seek to further the cause of Reconciliation with First Nations peoples. Our engagement with Aboriginal culture is consistent and whole-hearted. We spend time on country and learn from elders. We seek to learn from the past, and acknowledge key dates in First Nations' history.

First Nations' perspectives are embedded across our curriculum. In Years 7 and 8, students undertake a seasonal study of our land through the lens of the six seasons. They examine the cultural significance of water through creation stories and land/water management. In Years 9 and 10, students learn First Nations' dance; examine Australian government policies and the Stolen Generations. We welcome guest speakers and take part in workshop presentations of art and dance.

Service to the World

A key component of our students' journey at our school is our 'service learning' program. We seek opportunities where our students can contribute to others and make a positive impact. This may include environmental initiatives such as river clean-up or bush regeneration. Our Year 9 students have received grateful and encouraging feedback from their work with people with disabilities. In the past, our Year 10 program has included a trip to Cambodia. This has been a profoundly formative experience that has enhanced a sense of compassion and deep gratitude. Recent years have seen us move to experiences within Australia. Our high school offers students an optimistic worldview so that they can be active contributors to a more just, sustainable future.

I came back from Cambodia with so much more understanding. I saw that my problems did not mean so much in a world full of poverty and hard living conditions. I suddenly no longer felt like complaining about miniscule things... when I realise that I have tap water that I can drink and a toilet that I can flush every day.

It was confronting and it was hard to see, but it made me so much more thankful.

-Tallon





CO-CURRICULAR, LEADERSHIP, EXTENSION OPPORTUNITIES

Model United Nations

'Together, we see a world where people unite and take action to create lasting change across the globe, in our communities, and in ourselves'. Facilitated by Rotary International, this is an opportunity for students to engage in global issues and to advocate for change from the perspective of a chosen nation. This is a competitive system, with finalists invited to Canberra.

Duke of Edinburgh Award

Participation in this award is open to all students aged 14 years or older. The award is offered in over 130 countries at Bronze, Silver and Gold levels, each progressively longer and more challenging. To earn an award, each young person must learn a skill, improve their physical wellbeing, volunteer in their community, and experience a team adventure in a new environment. The award is a positive and rewarding challenge of self-discovery.

Student Representative Council (SRC):

Students who nominate for the SRC are selected by fellow students to represent the perspectives of the student body. Through their regular meetings, the SRC provides contributions towards important decisions within the school. Students are happier and have a stronger sense of belonging when adults listen to their ideas and value their opinions. The SRC is an important way for students to step into meaningful leadership opportunities.

Chess Club

The Chess Club challenges students to exercise logic, develop pattern recognition, and test their chess strategies. Students enjoy developing their skills from week to week with the optional invitation to compete at the biannual regional chess competitions held by NSW Junior Chess League.

Coding Club

The Coding Club allows students with an interest in Digital Technology to further develop their skills in programming, graphics, and electronic music. Students work in several programming languages and environments including Python, Scratch, Unity, and Minecraft. They apply these skills to environments such as Robotics, Artificial Intelligence, 3D graphics, animation, and game development.

Planet Protectors

This environmental action group meets weekly to discuss sustainability measures to be implemented within the school and the wider community. Fundraising initiatives, coastal clean-ups and sustainable re-craft activities are the central focus for the group. The Planet Protectors have created environmental protection and awareness projects throughout both the primary and high school whilst planning sustainable initiatives for the future.





Seasonal Festivals

Our students take part in celebrating the changes in the natural world in whole school festivals. The return of the seasonal events over the passing of the years provides a deep sense of security and appreciation for life. A deep respect for nature's cycles is fostered and our high school students take on leadership roles.

They help coordinate the gifting of produce to local community support groups at our Autumn Festival. The celebration of autumn is combined with the image of St Michael and the Dragon, encouraging us to build fortitude to master our inner struggles. The students practise inwardness and reverence for the winter solstice. They participate in a silent spiral walk before families join us onsite for an evening of stories, songs, and a lantern walk. This takes place on one of the shortest days of the year, bringing a sense of quiet contemplation. When spring arrives, the natural world is renewed. Our high school students help organise the younger children to celebrate and have fun together. The school community gathers to enjoy performances, play outdoor games, and share a festive meal.





A Student's Perspective

What do I like about Central Coast Steiner School?

- **The students** – Ever since my first day at this school I have not stopped being amazed at the remarkable level of energy and morale amongst the students. They are always such an accepting, welcoming bunch of kids, and I cherish every single moment I've shared with my peers (the good and the bad).
- **The teachers** – I honestly don't think I can remember a single conversation I have had with any member of the Steiner staff that I haven't walked away from feeling fulfilled, enlightened, and even inspired. They always encourage me to pursue my dreams, and inspire me to be a better me. Those things you just can't get in a traditional learning environment.
- **The style of teaching** – As we all know, Steiner isn't like your average private school, almost everything is different. At Central Coast Steiner School, they use their very own 'main lesson' learning system to provide the students with a unique, comprehensive approach to their learning. And I can tell you, after moving from an average private school with a simple 7 period per day learning system, it really is a nice change.
- **The physical environment** – As I'm sure you all well know, I love the natural environment here in Australia, I love all its wildlife and I especially love the diversity in the environmental world at Steiner. It is plain to see- from blue flower wasps to green tree snakes- that Steiner is an immensely diverse natural environment that I doubt I'll ever get sick of exploring. I'll miss this school terribly when I leave...

In short, those are the reasons why I love being a Steiner kid, I love the students, the teachers, the approach to teaching and the natural environment surrounding the school. This is why I love attending the school, I doubt I'll ever be able to find any of these things anywhere else. – Lachlan



YEARS 11 AND 12 INTERNATIONAL BACCALAUREATE



The Central Coast Steiner School has chosen a pathway for students in Years 11 and 12 that closely aligns with our Steiner philosophy. The International Baccalaureate Diploma (IBDP) offers our Year 11 and 12 students a program that supports them to flourish as informed, ethical and reflective learners.

The International Baccalaureate Diploma is highly valued by universities and employers in Australia and across the world. Students receive an Australian Tertiary Admission Rank (ATAR). Within the IBDP, creativity, service and critical thinking are explicitly fostered. Global perspectives are integrated across subject areas. Students are supported to reach their full potential as knowledgeable, compassionate, and engaged global citizens who actively strive to make the world a better place.





FROM PRIMARY SCHOOL TO UNIVERSITY

My name is Arabella Zocher and I attended the Central Coast Steiner school from Year 4 in 2012. This school is still so dear to my heart because of the core values instilled in me through my amazing teachers and the experience of a Steiner education.

When I graduated at the end of Year 10 in 2018, I made the decision to continue my Steiner journey in a school that offers the International Baccalaureate Diploma Program. I wanted to complete Years 11 and 12 in an environment that nurtured me as a whole person and challenged me academically, so that I would continue to develop intellectually, emotionally, creatively and ethically.

University entrance was also a big criteria for me, and the IB opened those doors wider than I could imagine. The best part of the International Baccalaureate Diploma Program was learning how to write academic assessments and gain confidence in my thought building process and writing abilities. Going into university I felt very prepared and secure when facing assignments.

I can wholeheartedly recommend students to study within the IBDP because of the wide range of topics covered and the deep focus on understanding that reflects the Steiner values.

The IBDP enriched me as a person by allowing me to form my own opinions and have them tested through our studies within Theory of Knowledge. This core component of the IB helped me establish an analytical and philosophical framework that I often find myself still using today.

Having graduated from the IBDP, I then began my studies in Biomedical Science at Notre Dame University in WA. While Perth was a big change from the eastern states, I felt ready to take on the challenge.

I will continue my studies in a Biomedical Engineering honours degree at the University of Western Australia to build a career in design and research, using my love of science and the arts.

Arabella

For such a small school, everyone here works hard to make what comes out of it so big. The teachers have taught us to be open-minded global citizens who are interested in the world around us right here from our tiny spot on the Central Coast. It really is a small school with a big heart and I'm so lucky to have been a part of it.

-Luisett

Caring Relationships

Our Teaching Staff

Central Coast Steiner School's high school teachers are committed partners in the learning paths of our students. All teachers are trained specialists in their subject areas. They balance high expectations of every emerging adult with the support and guidance needed.

The personalised structure of our high school allows teachers to really get to know the students – their strengths and challenges.

A wholistic understanding of adolescents and how best to meet their unique needs is fundamental to our approach to teaching.



The abundance of nature makes the school beautiful, and so do the supportive teachers...I am so grateful for this school -Ella

The best thing about the school is the teachers. They are so kind and understanding. This is a lovely school and I'm so grateful to have been here -Soraya

I value the connections with friends, teachers, the genuine love that everyone shares. The student-teacher relationships are unique and wonderful. I love this school so much. Thank you -Zali

I have appreciated the closeness and community created over the years, being able to share my thoughts and feelings without judgement. My time here will always be cherished. I've had an amazing 12 years at this school and wouldn't change it for anything. Thank you -Elin



Within our beautiful, natural high school grounds we have purpose-built facilities including a sports hall, science laboratory, art studio, pool, teaching kitchen, performance stage, a well-resourced library, as well as adaptive classrooms.



OUR FACILITIES



LIFE AT OUR SCHOOL

House Families

We incorporate vertical 'House Family' structures into our high school so that a wonderful sense of community and connection is nurtured. Students are grouped into one of three House Families: Bouddi (supporting homeless people), Rumbalara (for families in need) and Girrakool (caring for the environment). Students experience a sense of real belonging, taking part in sporting activities and community support initiatives.

THE CENTRAL COAST STEINER SCHOOL IS NOT JUST A SCHOOL - IT'S A FAMILY

I am a graduate of the class of 2021, and I spent a total of eleven years at the Central Coast Steiner School. I learnt a broad range of subjects... but I also learnt to love fiercely, strive passionately, and understand deeply.

At this school, I was pushed to be the best I could possibly be. From my introduction to Year One, to the moment of my graduation, I was encouraged and nurtured. What I found difficult, I was given help with, until I overcame. When I found the work easy, I was encouraged to work at a more complex level. The teachers had stories of wisdom that everyone keenly waited for. Every single teacher at this school has such a passion and expertise in their subject that shines and feeds into their students. This passion is infectious, and I graduated as an 80%+ student. This was all achievable through the dedication of my teachers. Every single time where I asked for guidance, they gave it to me with boundless commitment and belief in my capabilities.

Steiner gave me opportunities to learn from Indigenous elders, rough camp conditions, self-doubt, and academic difficulties. I was taught patience as I made my way through the most important years of life. The Central Coast Steiner School is where my foundation was built, where I came to know myself. I can say earnestly that the lessons I learnt from this school have helped me in areas I never presumed they would. Balance, connection, and passion are qualities that I learnt throughout high school which have supported me in my transition to a new environment.

I could never have asked for a better education than what I received at Central Coast Steiner School. Throughout my life I will always be endlessly thankful for the years I spent here, and the lessons I learnt. -Tara





WORKING WITH OUR FAMILIES

At Central Coast Steiner School, we highly value the partnership of parents/guardians and teachers. When we work together, the journey of our young students through high school becomes more cohesive and supported.

Our pedagogy is at its most powerful when the student's home life is aligned with the school's ethos. We encourage our parents to place firm, mindful boundaries around the use of technology in the home. When students are actively engaged in their leisure time – through hobbies, sporting communities, music tuition etc. – they grow into more rounded, connected, and healthy young adults. Scholarship opportunities are offered each year for students entering Year 7 for academic, artistic and musical excellence. Students who show the capacity to actively, creatively, and positively contribute to the culture at our school are considered for scholarships.

We endeavour to welcome parents onsite at every available opportunity to foster the experience of collaboration and community. Communication is regular and helps maintain the sense of genuine partnership. We hold Parent-Teacher Meetings as well as Student-Led Conferences, where students reflect on and actively shape their growth.

Parents' Perspectives

'It is the little, day to day things that matter in Steiner Education. The teacher greeting each and every student each morning with a smile and a handshake, really checking in to how each person is right at that moment in time.

Every individual is seen.

People outside of the Steiner community often wonder how teachers gain the respect of their students when they are called by their first names. Respect is a mutual thing, and there is no doubt that these children respect their teachers. In turn, the love and respect they are shown, the ability to think outside the square, the development of the will and the deep compassion they develop through the Steiner curriculum is truly wondrous. As parents, we have also benefited tremendously and grown as people through our association with this school. We have learnt not only to parent more consciously, but to live more consciously. Our hearts of our full of gratitude for the wonderful education that our children have experienced here at the school.'

- Kerrie

'The past 14 years of my two children attending the school from Kindergarten right through to graduation has been such a wonderful experience, not only for my children but for myself and for our family as a whole. It has left such an imprint on our psyches, our spirits, our hearts. We will always consider ourselves absolutely blessed to have been and will remain always a part of the Central Coast Steiner school community.

My children have grown into the very fine young people that I had hoped for and more. It was for this very reason that I chose to take the Steiner journey. For our family, it was a decision that I've not regretted for one moment. I can only repeat what a wonderful journey it has been. Thank you to all.'

- Julie

I simply must pass on my deepest gratitude for all of your efforts. I could not imagine a better environment nor a more capable group of educators and mentor figures...

-Patrick



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