



Glennaeon
Rudolf Steiner School
Meaningful Lives

ANNUAL REPORT 2024

“The smallest thing in its rightful place can lead to the highest goals.”

Dr Rudolf Steiner

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OUR MISSION

We provide a holistic and rigorous education that inspires imagination, creativity and the growth of good character within a deeply connected community.

OUR VISION

“Our highest endeavour is to develop young men and women who out of themselves are able to impart meaning and direction to their own lives.”

Dr Rudolf Steiner

Acknowledgement of Country

We acknowledge and pay respect to the traditional owners of the land, the Cammeraygal people of the Gu-Ring-Gai Nation. Our school stands on their ancestral lands. We pay respect to the wisdom and traditions of the aboriginal custodians of country whose culture and customs have nurtured this Land since The Dreaming. We honour these past practices of the Cammeraygal people and pay our respects to the elders past, present and emerging, and the ancient spirituality of their Ancestors.

WELCOME



Diana Drummond
B.Ed. (Hons), M.Ed.
(Leadership), C.O.G.E.
Head of School

“Die Kunst ist ewig, ihre Formen wandeln sich.
(The art is eternal, their shapes are changing.)”

Dr Rudolf Steiner

*Rudolf Steiner’s words are enduring
and echoed loudly throughout our
2024 school year.*

With a new **2024-2027 Strategic Plan** leading the way, this year has reaffirmed our commitment to a clear vision for Glenaeon—one that strengthens our unique identity, nurtures our dynamic culture and fosters the growth and development of both students and staff.

This Annual Report, together with the 2024 AEON Magazine, the full Financial Report, and the Glenaeon Parent Association Report, provides a comprehensive record of the School’s key events and achievements in 2024. At the heart of it all, our focus is always on nurturing and educating children and young people, equipping them with the knowledge, skills, and empathy needed to thrive as engaged, compassionate citizens in an ever-evolving world. As always, Glenaeon’s educational philosophy and approach can be encapsulated as:

- **Developmental:** we recognise the vital role a healthy childhood plays in shaping a fulfilling and successful life. We believe in the importance of child-initiated play, immersion in nature, and an unhurried childhood experience. Additionally, we honour the evolving development of human consciousness throughout history, appreciating its influence on learning and growth.
- **Holistic:** we provide a broad education that nurtures each child’s ability to think critically, feel deeply, and act with purpose. Our approach combines a rigorous academic program, a vibrant creative and performing arts experience, and hands-on training in both traditional and modern technologies, ensuring a well-rounded foundation for every student.
- **Global:** together with over 1,200 Steiner schools worldwide, we foster global awareness and embrace the diversity of cultures and individuals with understanding and respect.
- **Collaborative:** we prioritise a collaborative approach over competition, recognising it as the foundation for both individual growth and a harmonious community. Our goal is to cultivate a true learning community in every classroom.
- **Honouring:** we honour the individuality of every student, recognising that each is on a unique journey of growth, self-discovery, and personal development.
- **Connected to Nature:** inspired by Rudolf Steiner’s pioneering work in sustainable agriculture, we strive to uphold this tradition by working in harmony with nature through collaboration and ecological stewardship.
- **Enduring:** we cherish the timeless wisdom found in the great world religions and traditions that have guided humanity throughout history. Our goal is to thoughtfully integrate these insights in ways that inspire and support students, teachers, and parents, offering meaningful and contemporary expressions aligned with Rudolf Steiner’s vision.

A handwritten signature in black ink that reads "Diana Drummond".

Diana Drummond
Head of School

CHAIR'S REPORT



Peter Candotti
Chair, Glenaeon
School Board

Reflections on 2024 and looking ahead

2024 was a year marked by significant achievements, continued growth and a deep commitment to enriching the learning experience and well-being of our students – guided by our unwavering dedication to the values of Steiner education, as established by Rudolf Steiner over 100 years ago.

Our beautiful Castlecrag and Middle Cove campuses underwent thoughtful enhancements, including the start of works towards significant upgrades to our middle and high school students' libraries. These improvements not only honour the immersive and holistic nature of Steiner education but will also provide a nurturing environment where students can engage, explore, and excel in their academic and creative pursuits.

At the heart of Glenaeon is a steadfast commitment to educating the whole child, and this would not be possible without the tireless dedication of our teachers and staff. Their passion and care ensure that each student flourishes in an environment that fosters both intellectual curiosity and personal growth. I extend my deepest gratitude to them for upholding the rich traditions of our school while embracing innovation and excellence in teaching and learning.

Our students continue to experience a vibrant and enriching program, including the comprehensive outdoor education curriculum, the inspiring school music concert at Chatswood, and the cherished seasonal festivals. It has been particularly gratifying to witness the dedication and accomplishments

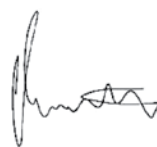
of our Year 12 students, who completed their final year with focus, resilience, and distinction. Their achievements reflect their hard work and the guidance of our outstanding educators.

I would also like to extend my sincere appreciation to the Class 4 parents and the GPA for their dedication and service, particularly in orchestrating the much-loved annual Family Fair. The success of this event is a testament to the generosity and spirit of our community, providing a day of joy, connection, and celebration for our families and the broader local community.

2024 saw the launch of Glenaeon's Strategic Plan for 2024-2027, our roadmap for growth under the four pillars of the strategic intent of '**Growing More**'. Created in close collaboration with the Board, the Executive Team, and the wider Glenaeon community, this plan will enable us to thrive in an ever-changing educational landscape with clarity and confidence. On behalf of the Board, I wish to commend our school leadership team, led by Diana Drummond, for the commitment and energy they brought to the strategic planning process. We look forward to sharing the progress against this strategy in future reports.

In closing, I wish to extend my deepest thanks to each and every member of our extraordinary community—teachers and staff, students, parents, alumni, friends, as well as my fellow Board members. Your dedication, support, and shared commitment to the values of Glenaeon are what make our school truly unique. It is a privilege to be part of such a vibrant and engaged community, and I look forward with great optimism to all that we will achieve together in the years ahead.

Yours sincerely,



Peter Candotti
Chair, Glenaeon Rudolf
Steiner School Board

HEAD OF SCHOOL'S REPORT



Diana Drummond
B.Ed. (Hons), M.Ed.
(Leadership), C.O.G.E.
Head of School

Steiner's educational philosophy continues to serve as a guiding light, reminding us to embrace each moment as an opportunity for learning.

As we reflect on the past year, we recognise the achievements of our students and the evolution of our school community. From academic excellence to artistic expression, from community engagement to personal development, our students have demonstrated their ability to grow, adapt, and excel. Their accomplishments reaffirm the power of holistic education in shaping individuals who are not only knowledgeable but also creative, compassionate, and engaged with the world.

As a school, we remain committed to continuous growth and innovation. Our **2024-2027 Strategic Plan Growing More** serves as a roadmap for expansion, improvement, and deepening our impact through four key commitments:

1. **Growing Our Students** – We continue to offer a balanced, holistic and rigorous education that nurtures intellectual, emotional, and practical skills, preparing students to meet the challenges of the modern world with confidence and creativity.

2. **Growing Our Staff** – Professional development remains a priority, ensuring that our educators and professional teams are equipped with the knowledge, vision, and expertise needed to deliver an outstanding Steiner education.

3. **Growing Sustainably** – We are dedicated to preserving the natural beauty of our campus while enhancing and modernising our facilities to support long-term sustainability, growth, and innovation in teaching and learning.

4. **Growing Beyond** – As a leader in Steiner education, we seek to expand our influence by fostering connections with new communities, exploring innovative opportunities, and sharing our educational philosophy with a broader audience.

A highlight of the year was the opportunity to strengthen our School ties with the global Waldorf education community via the 2024 Steiner Education Australia (SEA) International Study Tour. Visiting Steiner schools in Germany, Switzerland, and Thailand deepened not only my understanding of anthroposophy and Steiner educational practices but also expanded my knowledge of learning space design and teacher training within Steiner schools.

As we move forward, I do so with gratitude for those who laid the foundations of our school, guiding us with their vision and dedication. The work we are doing today ensures that our school remains a place of discovery, inspiration, and transformation, where every student is given the opportunity to grow and thrive.

I wish to extend deep appreciation to our School Executive Team for their leadership and dedication, to our School Board for their guidance and strategic oversight, and to our entire community for their unwavering commitment. Together, we continue to build a school that honours its rich heritage while embracing the future with optimism and purpose.

A handwritten signature in black ink that reads "Diana Drummond".

Diana Drummond
Head of School

GLENAEON FOUNDATION



Warwick Brown
Glenaeon Foundation
Chair

The Glenaeon Foundation has been fundraising and supporting Glenaeon students for more than a decade, contributing to the growth and vitality of the Glenaeon community.

In 2024, the Glenaeon Foundation Annual Giving Campaign concentrated its efforts on funds for the Scholarship and Bursary Fund, the Building Fund to support the new Strategic Plan, and, for the second consecutive year, the Staff Innovation Fund to nurture the growth of our dedicated staff.

The Foundation is nearing a significant milestone, having raised a total of \$800,000 for the Building Fund since its inception. One of the most rewarding efforts of the Glenaeon Foundation has been to assist over 100 families with Bursaries plus many more full or partial Scholarships, thus enabling a broader cohort of children and families to access, experience and enjoy Steiner Education.

On behalf of the Foundation, I am sincerely grateful to everyone who has contributed their time or made a donation throughout 2024. Your support is truly helping to strengthen and enrich our entire school community.

Warwick Brown
Glenaeon Foundation Chair

Acknowledgment of 2024 Donors

- Arconati
- Aung Thein
- Bennett
- Borrud
- Botha
- Bourne
- Bray
- Brown
- Brownlow-McNamara
- Bryant
- Buckley
- Burnett
- Camacho
- Campbell
- Camphausen
- Cherry
- Choo
- Condon
- Cullen
- Davidson
- Doyle
- Filipopoulos
- Frain
- Fraser
- Gilmour
- Graham
- Grier
- Hardwick
- Hartigan
- Heap
- Header
- Hill
- Horneman
- Howard
- Howe
- Howell
- Jamieson
- Kaiser
- Kissell
- Korol
- Mapp
- Mason
- McNulty
- Milikin
- Mohl-Soriot
- Motte
- Mounjed
- Mowday
- Nalewabau
- O'Carroll
- Oort
- O'Sullivan
- Pampel
- Rasmussen
- Rathova
- Rowan
- Rubinsztein
- Schmidt-Lindner
- Seymour-Smith
- Sims
- Smith
- Song
- St Clair
- Stanmore
- Sutton
- Thomas
- Vandenberg
- Van Oort
- Vidgen
- Wicker
- Williams
- Zhou
- Glenaeon Parents Association

LEARNING ENRICHMENT and STUDENT WELLBEING

The Learning Enrichment department aims to support the diverse learning needs of our students – those with specific needs for support and those that require extension throughout the school.

Learning Enrichment

The Learning Enrichment department worked closely with teaching staff to provide quality differentiated teaching program and in-class support for students in Years K-12. The team also coordinated and implemented assessment and examination provisions for students with additional needs.

Wellbeing

Wellbeing remains a key aspect of our work. Complementing the work of Class Guardians in supporting the young person in our care were School Wellbeing Coordinators.

Our students were supported individually and through various wellbeing programs introduced throughout the High School and that augmented the PDHPE curriculum. These programs ensured students were well-informed of contemporary attitudes about respectful relationships and consent; aware of the risks associated with drug and alcohol consumption and the importance of harm minimisation; educated about social-emotional regulation; and attentive to the benefits of study/rest balance and mindfulness.



Kindy children with silkworms

HIGHER SCHOOL CERTIFICATE RESULTS

2024 HSC School Rankings

Glenaeon’s 2024 candidature of 30 students achieved a top band result (Band 6 or E4) in 17 per cent of the 145 examinations sat, placing the School at 107th in the State based on The Daily Telegraph’s 2024 School Rankings of HSC top band results.

Glenaeon’s average ranking over five years (2020-2024) is 77th, with us maintaining our position well within the top 10 per cent of high schools offering the HSC in NSW.

Significant Achievements

58 per cent of examinations sat resulted in an HSC mark over 80 (40/50 in the case of an extension course)

100 per cent of students in the following subjects achieved in the top band (Band 6 or E4)

- History Extension
- Music 2
- Music Extension

100 per cent of students in the following subjects achieved in the top two bands (Bands 5/6 or E3/E4)

- Drama
- English Extension 1
- German Extension
- Mathematics Advanced
- Music 1
- Science Extension
- Visual Arts

Distinguished Achievers List (Band 6 or E4 result in a course)

16 of 30 students were noted on the distinguished achievers list and received 24 mentions between them. Of the 145 examinations sat, 17 per cent resulted in top band achievement, including a notional Band 6 awards in Mathematics Extension 2.

Particular congratulations must go to the following students who have been recognised on the Distinguished Achievers List 2024 (Band 6/E4):

- **Catina Cocca** – Mathematics Advanced
- **Michaela Cocca** – Mathematics Advanced
- **Mitchell Collins** – English Extension 2
- **Rose Gladstone** – English Advanced, Mathematics Extension 1, Mathematics Advanced (notional Band 6), Physics, Visual Arts
- **Jack Horneman** – Modern History, History Extension
- **Charlotte Keeping** – Visual Arts
- **Joseph Keys** – Mathematics Standard 2
- **Sophie Lewis** – English Extension 2, Music 2, Music Extension
- **Erin McCormack** – Visual Arts
- **Luc Monnet-Demarbre** – Mathematics Advanced
- **Muna Suraya Ottendoerfer** – German Extension
- **Liam Ryan** – Mathematics Advanced, Mathematics Extension 1
- **Sasha Seymour-Smith** – Screen and Media (studied externally)
- **Samuel Street** – Mathematics Advanced, Mathematics Extension 1
- **Reuben Westbury-Price** – Mathematics Standard 2

Students who undertake the demanding Mathematics Extension 2 course do not sit the Mathematics Advanced paper and are awarded notional Band 6. The student below did achieve a Band 6:

• Rose Gladstone

One student chose the School Based Apprenticeships and Traineeships (SBAT) option and complete the 2-unit course in Automotive:

• Roman Lee

Nominations:

Public exhibitions of a selection of exemplary HSC Major Works:

- **Smart Expressions** (selected): Rose Gladstone, Muna Suraya Ottendoerfer, Charlotte Keeping
- **ArtExpress** (nominated but not selected): Charlotte Keeping
- **OnSTAGE** (nominated but not selected): Charlotte Keeping

Australian Tertiary Admissions Rank Results 2024

HSC results are used by the University Admission Centre to calculate the Australian Tertiary Admission Rank or ATAR for students applying for a university place. These ranks are used for entry into university courses. The ATAR is a number between 0.00 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all 16- to 20-year-olds in NSW).

Congratulations to **Rose Gladstone** who was the Dux of the year, achieving top 2 band results in all of her courses and an ATAR of 98.65.

ATAR over 95

- 5 per cent of eligible students received an ATAR over 95

ATAR over 90

- 10 per cent of eligible students received an ATAR over 90

Median ATAR

- Median ATAR score was 84.05
- (84.78 was initially published as the median ATAR on 18 December, but we received one more ATAR score after the HSC flyer was released which lowered the median score to 84.05.)

HSC Results by Course 2024

Course	Number of Students	Performance Band Achievement		
		Bands 5-6 or E3-E4	Bands 3-4 or E2	Bands 1-2 or E1
Biology	6	67%	33%	0%
Business Studies	14	29%	71%	0%
Chemistry	8	13%	87%	0%
Design & Technology	5	0%	100%	0%
Drama	6	100%	0%	0%
English Standard	9	0%	89%	11%
English Advanced	16	63%	37%	0%
English Extension 1	7	100%	0%	0%
English Extension 2	6	67%	33%	0%
Legal Studies*	1	0%	100%	0%
History Extension	1	100%	0%	0%
German Continuers	3	33%	67%	0%
German Extension	2	100%	0%	0%
Mathematics Standard 2	13	46%	54%	0%
Mathematics Advanced	8	100%	0%	0%
Mathematics Extension 1	7	71%	29%	0%
Mathematics Extension 2	3	33%	67%	0%
Modern History	6	50%	50%	0%
Music 1	3	100%	0%	0%
Music 2	1	100%	0%	0%
Music Extension	1	100%	0%	0%
Physics	5	60%	40%	0%
Polish Continuers	1	100%	0%	0%
Science Extension	2	100%	0%	0%
Society & Culture	6	83%	17%	0%
Visual Arts	5	100%	0%	0%

* Denotes courses studied externally

TERTIARY DESTINATIONS

Glenaeon 2024 Graduates – Tertiary Destinations

68% of the cohort received one or more early entry offers based on their Year 11 Record of School Achievement (RoSA) grades.

Australian Film Television and Radio School

- Bachelor of Film and Television

JMC Academy

- Bachelor of Film and Television
- Bachelor of Music (Music Production)

Monash University

- Bachelor of Arts

University of New South Wales

- Bachelor of Advanced Science (Honours)
- Bachelor of Economics
- Bachelor of Engineering (Honours)
- Bachelor of Food Science

University of Sydney

- Bachelor of Advanced Studies
- Bachelor of Arts
- Bachelor of Liberal Arts and Sciences
- Bachelor of Music Performance (Violin)

University of Tasmania

- Bachelor of Maritime Engineering (Honours)

University of Technology, Sydney

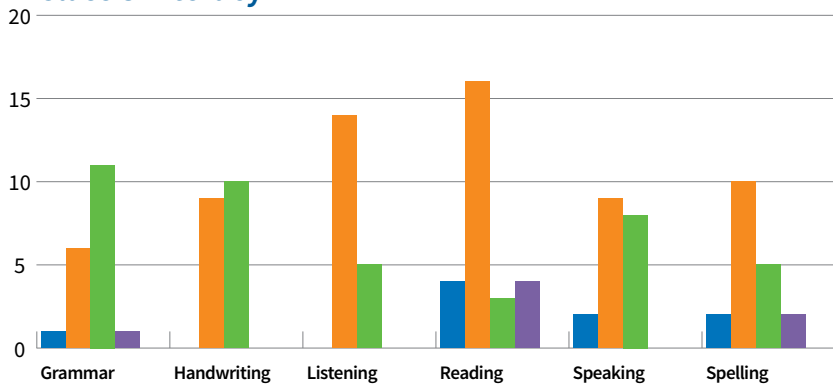
- Bachelor of Communications
- Bachelor of Creative Intelligence and Innovation
- Bachelor of Criminology
- Bachelor of Electrical Engineering (Honours)
- Bachelor of Fashion Design
- Bachelor of Forensic Science
- Bachelor of International Studies
- Bachelor of Medical Science



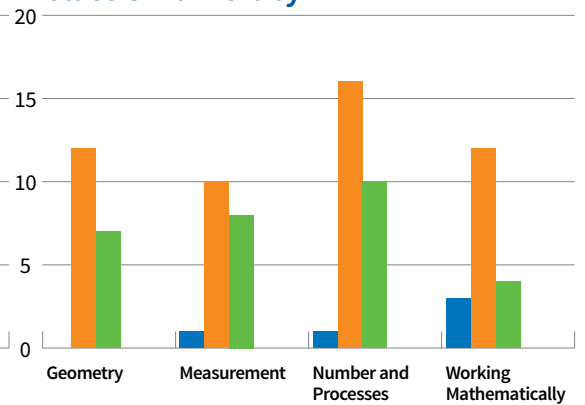
Senior Science

LITERACY AND NUMERACY

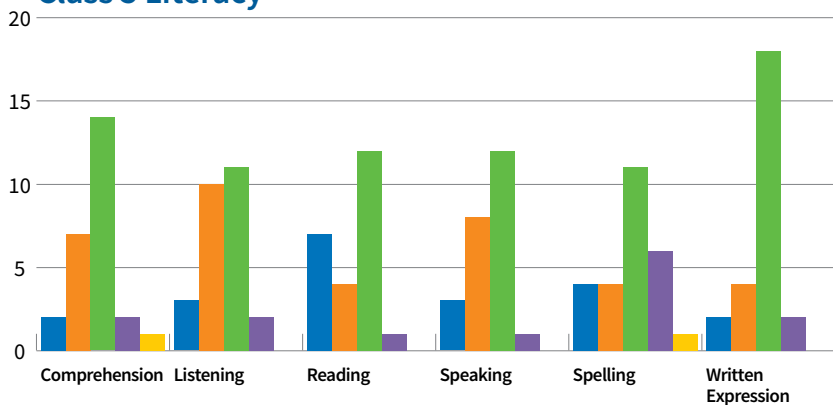
Class 3 Literacy



Class 3 Numeracy

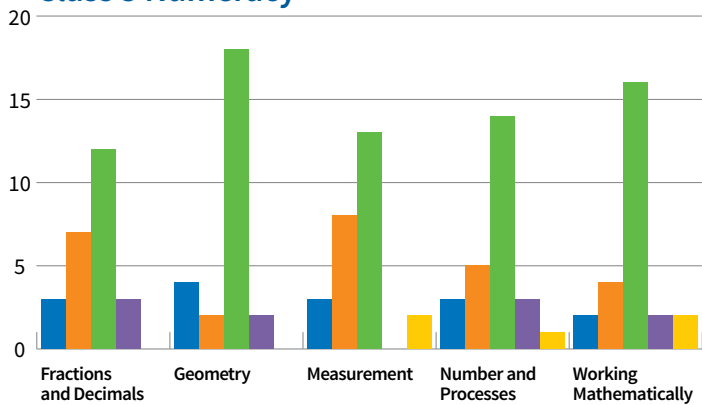


Class 5 Literacy



- Extensive
- Thorough
- Sound
- Developing
- Beginning

Class 5 Numeracy



STUDENT ATTENDANCE AND RETENTION RATES

Student Attendance

The average daily student attendance rate in 2024 was 89.93%.

Attendance	Percentage
Little Kindy	92.78%
Kindergarten	89.32%
Class 1	91.00%
Class 2	92.54%
Class 3	91.89%
Class 4	91.48%
Class 5	91.92%
Class 6	88.64%
Year 7	87.49%
Year 8	90.13%
Year 9	85.00%
Year 10	89.40%
Year 11	85.50%
Year 12	91.92%
Total Average	89.93%

The School implements policy and procedures for the management of student non-attendance.

Should a student be marked absent and the absence be unexplained, parents/carers are notified by phone call or text message. Notifications of unexplained absences stay in effect until an explanation is provided by the parents/carers for the absence.

Absences are monitored and parent and student meetings are held to resolve recurring non-attendance.

Mandatory reporting procedures apply where absences are extensive or where the student may be at risk of significant harm because of school absence.

Student Retention Rates over Ten Years

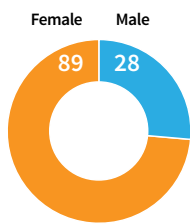
Year	Start Year	Finish Year	Out during Year	In during Year	Exit's vs Starts as %	Net change in Year %	Net change last/current Year %
2015	423	408	34	19	8.0	-3.5	-1.2
2016	423	422	27	26	6.4	-0.2	3.4
2017	455	443	35	23	7.7	-2.6	5.0
2018	442	437	21	16	4.8	-1.1	-1.4
2019	424	425	35	36	8.3	0.2	-2.8
2020	423	411	32	20	7.6	-2.8	-3.3
2021	418	409	30	21	7.2	-2.1	-0.5
2022	431	424	29	22	6.7	-1.6	3.7
2023	429	433	22	26	5.1	0.9	2.1
2024	430	430	28	28	6.5	-	-0.69

WORKFORCE COMPOSITION

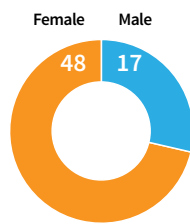
Workforce Demographic

School staff 2024	Number
Full-time staff	45
Part-time staff	72
Total workforce (excluding casual staff)*	117
Workforce – FTE (full-time equivalent)	86.75
Casual staff	39
Teachers*	64
Support and Operational staff (SAO) and Professional Support staff*	53
Indigenous/Torres Strait Islander staff	0

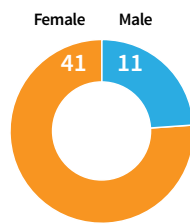
Gender mix: Total workforce*



Teachers*



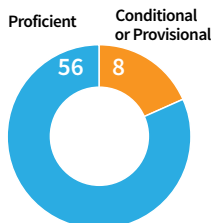
SAO and Professional Support staff*



Teacher Accreditation

Level of accreditation	Number
Conditional/Provisional	8
Proficient	56
Total number of teachers*	64

Staff Accreditation Level



2024 Arrivals

During 2024 we welcomed the following new members:

- **Lillian Dalton-Sheikh**, Science Teacher
- **George Morton-Ramwell**, Science Maths Teacher
- **Adrian Carter**, Head of PDHPE
- **Dominica Nicholls**, English Teacher
- **Meg Quinlisk**, Handwork Trainee Teacher
- **Pal Fekete**, Physics & Math Teacher (Fixed-Term)
- **Lesley Carlton**, Room Leader
- **Matteo Bekes**, Lab Technician
- **Faranaaz Parker**, Class Assistant
- **Amy Attewell**, Room Leader & Room Assistant
- **Nettle Branch**, Class Assistant and LE Assistant
- **Joshua Parker**, Japanese Teacher
- **Dave Gleeson**, Head of Drama
- **Eva Broughton**, Preschool Room Assistant
- **Michele Bosman**, Kindergarten Teacher (Fixed-Term)
- **Jess Ash**, HR Coordinator
- **Angel Neshama**, English Teacher
- **Tara Auchterlonie**, Senior Wellbeing Support Coordinator
- **Maya Ryan**, Learning Support Assistant
- **Naomi Gibbes**, Learning Support Assistant
- **Rhoda Konstantinou**, Learning Enrichment Assistant

2024 Departures

We bid farewell to a number of permanent staff during the year, and thank them for their dedicated and loyal service to Glenaeon:

- **Stuart Wright**, Accompanist
- **Andrey Tregabov**, Lab Technician
- **Monique Anderson**, Class Assistant
- **Jacqueline Rees**, Teacher
- **Tanya McCall**, Head of Drama
- **Andrew Christie**, Wellbeing Coordinator
- **Maureen Fraser**, Head of Student Support Services
- **Wilene Swart**, Learning Enrichment Teacher
- **Michelle Bosman**, Kindy Teacher (Fixed-Term)
- **Pal Fekete**, Teacher (Fixed-Term)
- **Soraya Garcia**, Assistant Director Preschool
- **Lynne Collett**, Librarian
- **Sabrina Durham**, Room Assistant
- **Ellana McAllister**, Learning Enrichment Assistant
- **Nikki Botha**, Campus Administrator
- **Jonathan Shaw**, Teacher
- **Naoko Murphy**, Playgroup Leader
- **Shancel Leacy**, Learning Enrichment Assistant
- **Deborah Lloyd**, Learning Enrichment Teacher
- **Lydia Wilson**, Teacher

STAKEHOLDER SATISFACTION

Stakeholder satisfaction cultivates a harmonious ecosystem, nourishing shared goals and sustainable growth.

Student Satisfaction

Building a Supportive and Engaged Student Community

At Glenaeon, a strong sense of belonging and connection is at the core of our school culture.

Our approach to student care ensures continuity and meaningful relationships throughout a child’s journey at Glenaeon. In the primary years, Class Teachers provide a stable and nurturing foundation, guiding the same group of students and their families for an extended period of time. As students transition to high school, this support continues through our Teacher Guardian model. Students meet daily with their Year Guardians to build community, gain academic and personal support, and develop character. Students also have direct access to the Deputy Heads of School for both primary and high school, ensuring open lines of communication for discussing both concerns and ideas.

Student Leadership and Representation

Glenaeon values student leadership as a key component of school life. In 2024, students from Years 7-12 took an active role in the **Student Representative Council (SRC)**, leading initiatives that enhance student life, promote collaboration, and raise awareness of social and community issues they felt were important. The SRC serves as a bridge between students and school leadership, ensuring student voices are heard and ideas are translated into action. Regular dialogue between the SRC, Head of School and Deputy Heads of School, fosters a culture of shared responsibility in our School continuous improvement.

Senior Leadership Opportunities

For senior students, leadership roles extend beyond the SRC, providing opportunities to contribute to the wider school community in meaningful ways. Students in Years 11 and 12 can apply for Captain roles across six portfolios that include Events, Visual Arts, Sport, Drama, Music, and Social Justice. Student leaders play a pivotal role in fostering positive school culture, representing their peers, and contributing to major events such as School Assemblies, School Tours and Open Day. Regular meetings with the Head of School further enhance their leadership development, equipping them with the confidence and skills to make a lasting impact. At Glenaeon, we believe that leadership is cultivated through experience, collaboration, and a sense of responsibility. By providing students with the tools, support, and opportunities to lead, we empower them to become confident, engaged, and thoughtful contributors to their communities—both now and in the future.



Above: Year 11 Captains 2024



Above: Student Representative Council 2024

Staff Satisfaction **4.02/5.0**

Parent Satisfaction **3.95/5.0**

Staff Satisfaction

Staff actively participate in decision-making through structured and informal processes, Faculty and Departmental Team meetings, whole-staff gatherings, and engagement with Glenaeon’s executive teams and collegiate group, ensuring a shared vision and collective growth.

Glenaeon is dedicated to the ongoing growth of its educators and professional services staff. In 2024, staff completed a total of 83 professional development courses across a diverse range of fields, including mandatory Child Safety training, student wellbeing, Steiner pedagogy and subject-specific content courses. Staff participate in professional development both in-house and externally. The total investment on professional development activities in 2024 was \$54,529 with 12 courses being free of charge.

Several Glenaeon educators led professional training, delivering sessions at the January intensive courses at Newcastle Steiner School, as well as sharing their expertise within our own school and with other organizations throughout the year.

Each year, Glenaeon conducts a Staff Satisfaction Survey to gather valuable insights into workplace experiences and identify opportunities for improvement. The 2024 survey, completed by **62% of staff**, showed an overall satisfaction score **4.02 out of 5**, matching our 2023 result. This survey highlighted the key areas identified for development and those areas which have shown improvements over the last 12 months. Insights from the survey and other key indicators continue to guide our ongoing efforts to enhance the working environment and strengthen our school community.

Key Area of Best Practice	Satisfaction Score /5	
	2024	2023
Procedures	4.25	4.21
Staff Engagement	4.21	4.23
Empowerment	4.18	4.35
Work/Life Balance	4.17	4.08
Equality	4.16	4.10
Teamwork	4.15	4.21
Team Leadership	4.12	4.12
School Leadership	4.08	4.16
Organisation	4.05	4.24
Recognition	4.03	4.02
WH&S	4.00	4.03

A score greater than **4.0** is considered an excellent outcome and falls within the category of ‘Employer of Choice’.

Key areas for further focus in 2025 include:

- Professional and Career Development
- Resources
- Communication

Parent Satisfaction

The 2024 Parent Satisfaction Survey provided the School with invaluable feedback, offering a clear picture of what our parents and carers value most and where enhancements can be made.

We received 209 responses from 696 eligible participants, a **30% response** rate. The overall satisfaction score remained steady at **3.95 out of 5**, matching our 2023 result. Six key themes emerged as strengths, consistently highlighted in both the quantitative data and narrative feedback:

Key Area of Best Practice	Satisfaction Score /5	
	2024	2023
Learning Environment	4.35	4.35
Values + Culture	4.15	4.20
Reporting	4.10	3.85
Parent Engagement	4.07	4.11
Student Engagement	4.05	4.05
Teaching Standards	4.04	4.08

The survey also provides helpful insights into areas for growth.

In 2024, three key themes emerged where the School has opportunities to enhance community experience, including:

- Student wellbeing
- Steiner values and principles
- Communication channels

SCHOOL DETERMINED IMPROVEMENT TARGETS

Growing More in 2024	WHAT WE ACHIEVED
Growing our Students	
<ul style="list-style-type: none"> Review our early childhood offering Introduce Glenaeon Values and Learner Attributes Complete Languages Review Map Wellbeing curriculum K-12 and commence adaption of Berry Street Education Model 	<ul style="list-style-type: none"> ✓ Completed ✓ Completed ✓ Completed Partially Completed
Growing our Staff	
<ul style="list-style-type: none"> Provide Professional Development in differentiation and Steiner pedagogy Introduce tailored induction program for new staff Renew role descriptions across the organisation 	<ul style="list-style-type: none"> ✓ Completed ✓ Completed ✓ Completed
Growing Sustainably	
<ul style="list-style-type: none"> Complete enrolment review Conduct campus utilisation audit to plan for future needs 	<ul style="list-style-type: none"> ✓ Completed Partially Completed
Growing Beyond	
<ul style="list-style-type: none"> Develop new marketing plan in line with new Strategy 	<ul style="list-style-type: none"> ✓ Completed

Growing More in 2025	OUR TARGETS
Growing our Students	
<ul style="list-style-type: none"> Map elements of Wellbeing curriculum K-12, in line with Wellbeing Framework Build School-wide principles of practice with regards to behaviour management Embed Glenaeon’s Values and Learner Attributes to sustain a vibrant school culture 	
Growing our Staff	
<ul style="list-style-type: none"> Provide quality professional development in Steiner pedagogy Implement Teacher Peer Observation program Introduce Professional Growth Plans for teaching and Executive staff 	
Growing Sustainably	
<ul style="list-style-type: none"> Review Master Plan in line with campus optimization and enrolment growth plans Refine practices across main channels of communication 	
Growing Beyond	
<ul style="list-style-type: none"> Strengthen partnerships with Steiner Schools overseas to create additional exchange opportunities for students Redevelop Glenaeon’s website 	

GLENAEON RUDOLF STEINER SCHOOL POLICIES

Summary of Glenaeon's policies for Student Enrolment, Student Attendance, Child Protection and Safety, Anti-Bullying and Student Discipline, Complaints and Grievance Resolution, and the Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct.

Student Enrolment Policy and Procedures

The school's full Enrolment Policy can be accessed [here](#).

Source of Obligation

The NSW Registration Manual (B7.1) requires the Head of School of the School to keep a register, in a form approved by the Minister, of the enrolments of all children at the School.

The NSW Registration Manual (B8.2) requires the School to provide a safe and supportive environment by maintaining a student enrolment register.

Student Enrolments

Glenaeon Rudolf Steiner School keeps a register of enrolments of all children at the School in electronic form on the Student Database.

Student Attendance Policy and Procedures

The school's full Attendance Policy can be accessed [here](#).

Student Attendance

Glenaeon keeps a register of the daily attendance of all students in electronic form on the Student Database.

Parents/carers are responsible for ensuring that they notify the school to explain the absence of their child on any school day. Notification is provided via Compass, via email, or by telephoning the School before the start of the school day.

Class teachers and guardians take the roll at the start of the school day and at the start of each new lesson period in High School.

The school has Unsatisfactory Attendance Intervention strategies in place for the wellbeing of all students.

Application for Leave during term time must be submitted in advance via the school Online Learning platform [GLO]. Approval of Leave is at the discretion of the Head of School.

Child Safety Policy

The school's full Child Safety Policy can be accessed [here](#).

Source of Obligation

Glenaeon Rudolf Steiner School's Child Safe Policy implements, and is to be read and understood in conjunction with:

- the NSW Child Safe Standards
- the National Principles for Child Safe Organisations.

Child Safety

Glenaeon is an independent, co-educational school catering for children from Preschool through to Year 12. For over 60 years, we've helped young people find meaning and direction in their lives. Through a complete education - academic, aesthetic, artisan, altruistic, and active wilderness - we equip students to lead a life of character and contribution.

All children and young people who come to Glenaeon have a right to feel and be safe. We are committed to providing an environment, where children and young people are safe and feel safe, and are able to actively participate in decisions that affect their lives.

We have a zero tolerance for child abuse and other harm and are committed to acting in students' best interests and keeping them safe from harm. Each member of the School community has a responsibility to understand the important and specific role they play individually, and collectively, to ensure that the wellbeing and safety of all students is at the forefront of all that they do and every decision they make.

Child Protection Risk Management

Glenaeon has developed a comprehensive Risk Management Program to assist in the identification, assessment and management of child safety risks in all School environments.

Child Protection - Privacy and Information Sharing

Glenaeon collects information about students and their families in accordance with NSW privacy laws and other relevant laws, including laws that permit the School to disclose child protection information to external people and agencies. Information about how the School collects, uses and discloses this information, is found in our [Privacy Policy](#).

Procedures for Managing Child Safety Incidents or Concerns at or Involving the School

Glenaeon's full procedures for managing a Child Safety Incident can be accessed [here](#).

Glenaeon Rudolf Steiner School Policies (continued)

Anti-Bullying: Bullying Prevention and Intervention Policy

The school's full Bullying Prevention and Intervention Policy can be accessed [here](#).

Glenaeon recognises that every individual has both rights and responsibilities.

All have the right to be treated with understanding, courtesy and kindness, to feel safe and secure at school, and to work in a positive environment that promotes learning and recognises achievement.

All also have the responsibility to treat others in a respectful and caring way, never threatening or harming a fellow student, teacher or other member of the community.

Glenaeon is committed to the safety and wellbeing of all children and young people, to acting in students' best interests and to keeping them safe from harm.

Glenaeon recognises its duty to students to provide a safe and positive learning environment where individual differences and diversity within the School are respected and accepted.

Bullying is not tolerated at Glenaeon. Any student who is a witness to, or victim of bullying must not remain silent, but must report it to a member of staff.

Related Policies

The following policies and procedures are related to the Glenaeon's Bullying Prevention and Intervention Policy, and are available on GLO:

- Cyber Safety
- Information and Communication Technology (ICT)
- Assault (Student Against Student)
- Harassment (Student Against Student)

Student Discipline Policy and Procedures

The school's full Student Discipline Policy and Procedure can be accessed [here](#).

Every student has the right to a learning environment free from bullying and intimidation and to feel safe and happy at school. Students also have the right to be treated fairly and with dignity.

Discipline is necessary to ensure the safety and welfare of all our students, teachers and staff and to provide a conducive learning environment.

The Student Discipline Policy and its Procedures are part of the framework through which school manages student discipline.

Policies for Complaints and Grievance Resolution

The school's full Complaints Handling Policy and Procedure is found [here](#).

Glenaeon welcomes feedback from all members of the school community and takes seriously all complaints or concerns raised. The School is committed to the efficient and fair resolution of grievances and complaints. The School acknowledges the right of teachers, parents and students to make complaints and to have their complaints handled by the School.

Glenaeon is committed to handling complaints effectively and efficiently. Regular analysis of complaints received and the implementation of rectification action, where deficiencies are identified, are key to Glenaeon's commitment.

Procedures for Handling Allegations of Staff Misconduct and Reportable Conduct

The school's full Procedures for Handling Allegations of Staff misconduct and Reportable Conduct can be accessed [here](#).

Source of Obligation

Glenaeon's procedures for handling allegations of Staff misconduct and reportable conduct is to be read and understood in conjunction with:

- Children's Guardian Act 2019 (NSW)
- NSW Registered and Accredited Individual Non-government Schools Manual, B8.1.

Handling of Allegations of Staff misconduct and Reportable Conduct

Glenaeon requires all staff to comply with a Code of Conduct and standards of behaviour that are intended to prevent staff misconduct and reportable conduct. Staff are encouraged to report any breaches of the Code or standards.

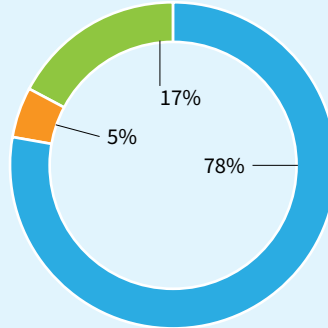
It is also critical that the broader School community reports staff misconduct and reportable conduct to ensure the safety and wellbeing of students, and that the School complies with its legislative reporting obligations.

The School has a legal obligation to investigate and report to the NSW Children's Guardian allegations of reportable conduct made against staff at the School as defined by the Children's Guardian Act 2019 (Children's Guardian Act).

Glenaeon Rudolf Steiner School
SUMMARY FINANCIAL INFORMATION

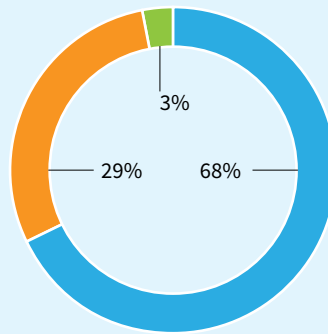
Recurrent/Capital Income

	2024	2023
■ Fees and private income	78%	73%
■ State recurrent grants	5%	6%
■ Commonwealth recurrent grants	17%	21%



Recurrent/Capital Expenditure

	2024	2023
■ Salaries, allowances and related expenses	68%	65%
■ Non salary expenses	29%	28%
■ Capital expenditure	3%	7%



This page:
The School Concert






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Glenaeon
Rudolf Steiner School

Meaningful Lives

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