

**Glensaeon**  
Rudolf Steiner School  
*Meaningful Lives*

**ANNUAL REPORT 2025**

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

Dr Rudolf Steiner

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## Acknowledgement of Country

We acknowledge our place on First Nations land. The land, creeks and rivers that surround our school have been cared for as a site of learning for generations. We acknowledge our country's complex history and ongoing efforts towards reconciliation. We pay our respects to the Traditional Owners of the land, the Cammeraygal people of the Gu-ring-gai Nation. We honour their Elders, past, present and emerging.

## 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

## WELCOME FROM THE HEAD OF SCHOOL



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

At Glenaeon, education is understood as a vibrant, living and evolving process. We value the richness of childhood, the uniqueness of every learner, and the deep sense of connection that grows when a school community works in harmony with each other and with the natural world. These ideals continue to shape both our daily practice and our long term vision for the school.

As we reflect on the year gone by, it is with gratitude and deep sense of purpose that we celebrate the successes and achievements in 2025. These moments remind us of the steady purpose that guides our work: to nurture children and young people with the knowledge, skills, and human qualities they need to meet the world with confidence, compassion, and curiosity.

At Glenaeon, we are privileged to learn and work in a setting of extraordinary natural beauty, and in recent years we have been intentional about bringing more of that beauty into our built spaces. Our classrooms and shared areas increasingly reflect the calm, warmth, and harmony of our bushland environment, helping create spaces where students feel grounded, inspired, and at home in their learning.

Our Strategic Plan continues to guide us towards deeper growth:

- Growth of each student, through enriched learning environments and programs that support the whole child.
- Growth of each staff member, through learning opportunities that strengthen our pedagogical excellence and deepen our shared understanding of Steiner education.
- Growth in sustainability, through thoughtful stewardship of our resources, our environment, and our long-term future.

- Growth beyond, affirming Glenaeon's role as a distinctive voice in education, increasing our engagement with the global Steiner community and embracing innovation that enriches the learning journey.

Together, these commitments ensure that Glenaeon remains a place where young people can flourish in mind, heart, and spirit.

These priorities were reflected in several meaningful initiatives undertaken across the school this year. One of the most significant is the planned integration of **Class 3 into the Castlecrag campus**, a step designed to support the continuity of learning into the middle primary years, allowing children to experience a gentler evolution out of the early stages of their education, surrounded by familiar landscapes and rhythms.

Our commitment to connection and holistic education extends well beyond our physical campuses. In 2025, our bi-annual **International Music Tour** brought Glenaeon's Ensemble students to the world stage. The tour deepened our students' appreciation of arts and history beyond our shores. Alongside this, 2025 was a year when we developed new relationships with Steiner schools in Germany, Japan, the USA, Spain and Argentina, opening pathways for more International Exchanges shared learning, long-term partnerships, and a richer sense of what it means to be part of an international educational community.

These initiatives, rooted in place, pedagogy, and global connection, reflect our belief that a thriving school is shaped by both its environment and its relationships. Whether through refreshed learning spaces, strengthened pathways for our younger students, or global collaborations that broaden our horizons, we remain committed to fostering a learning community where each young person can grow into their full humanity.

I wish to extend my heartfelt gratitude to the Glenaeon teaching and professional staff, to the School Board, the School Executives, our Parents Association and School community, for the rich partnering and commitment in supporting the achievements and growth of our students this year. It is a privilege to walk this path together and to continue crafting an environment where children and young people can flourish with confidence, creativity, and joy.

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

**Diana Drummond**  
Head of School

## LETTER FROM THE BOARD CHAIR



**Peter Candotti**  
Chair, Glenaeon  
School Board

At the heart of a Steiner education lies a simple yet profound truth: that every child carries within them an unfolding individuality, and that our task as educators and community members is to nurture this unfolding with reverence, intention, and joy. At Glenaeon, this ethos is not merely spoken, it is lived daily in our classrooms, in our physical environment, and our relationships. It is the guiding thread that connects our past, shapes our present, and inspires our future.

As I reflect on 2025, I am aware of how deeply this ethos has continued to flourish across our school; the result of the daily dedication of our teachers, staff, students, and parents. Together, they create an environment where young people can grow not only in knowledge, but in confidence, creativity, and character. I extend my sincere thanks to the entire community, and I acknowledge the leadership of our Head of School, Diana Drummond. Diana's thoughtful stewardship continues to guide Glenaeon with steadiness and a deep commitment to the principles of Steiner education.

2025 was a challenging year on a financial level, with Glenaeon recording a deficit for the first time in over 15 years. The deficit of \$268,162 was largely due to the implementation of Cooperative Multi-Enterprise Agreement (CMEA) and more restrictive criteria being applied to government funding for students with disabilities. Despite the deficit, operating cash flow was positive and the School remains in a strong financial position. The Treasurer's report provides further details on the financial results.

This year we welcomed the appointment of Lee Hill as Chair of the Glenaeon Foundation. A former Board Chair and long standing supporter of the School, Lee brings deep experience and a steady vision to this role. Under his guidance, we will continue to build the philanthropic foundations that support

our long term aspirations, ensuring that Glenaeon remains a place where future generations can thrive.

Our community life has also been significantly supported by our Class Parents and GPA. Their work enriches our School in countless ways, and this year's transition of office bearer roles reflects the healthy renewal that keeps our parent community vibrant. On behalf of the Board, I'd like to acknowledge the contributions made by the outgoing office bearers and warmly welcome those stepping into new roles.

As for our students, they have enjoyed a year of extraordinary opportunities and significant achievements in all areas of academic and cultural endeavours. The Music Tour was a highlight, offering students the rare opportunity to share their talents with audiences across Europe while experiencing the joy of artistic exchange. These experiences broaden horizons, deepen cultural understanding, and strengthen the sense of global citizenship that is so important in today's world.

Closer to home, the renewal of our libraries has created vibrant new spaces for curiosity, reflection, and connection. With further capital improvement work planned for this year, these modernised environments will support not only academic learning but the deeper cultivation of being and becoming – spaces where young people can think, imagine, and grow.

The arts, always central to Steiner education, shone brightly this year. We celebrated the remarkable achievement of Year 11 student Jasmine Lancaster Merton, winner of the Young Archie award for her stunning self portrait My name is Jazz. Her work, featured in this year's edition of AEON, is a testament to the depth of artistic exploration nurtured at Glenaeon. We proudly congratulate Jasmine on this significant award.

Finally, we honour our Year 12 graduates as they complete their Glenaeon journey. They leave us carrying the fruits of a Steiner education; the courage to think independently, the creativity to shape new possibilities, and the humanity to serve the world with compassion. We wish them every success as they step into the next chapter of their lives, knowing that they will walk their paths with purpose and integrity.

On behalf of the Board, I thank every member of the Glenaeon community for your continued support and look forward to continuing our shared journey together.

Yours sincerely,



**Peter Candotti**  
Chair, Glenaeon Rudolf  
Steiner School Board

## LETTER FROM STUDENT LEADERS



**Charlie Wearne**  
Year 11,  
Social Justice Captain



**Archie Carter**  
Year 11,  
Events Captain

Student leadership within Glenaeon means taking an active role in shaping school culture, serving as a bridge between the student body and staff with the intention of sharing new voices and initiatives.

**A**s a small part of the wider ecosystem of captain's roles, our responsibilities as Social Justice and Events Captains have been incredibly rewarding.

In our personal experience over the last year, captaincy not only benefits the broader school community but allows for significant personal development and learning. Whether coordinating events or raising concerns, lifelong communication and collaboration skills are honed. Similarly, the connections with peers and staff formed through shared interest and desire for positive change have strengthened our ability to connect with others, fostering a more unified and engaged community.

The positive undertakings and impact of student leaders cannot be understated, the 2025-2026 collective of captains making meaningful improvements to sports and ISD engagement, social justice-based initiatives and facilitation of conversation of inter-year group culture. The integration of charity efforts such as the Christmas 'Friends with Dignity' gift drive and contribution to the establishment of a school values system are only some examples of the positive changes that recent student leadership has assisted in developing.

It is extremely rewarding as a student and young adult to feel that you have a voice and an impact, that what you have to say is not only heard but deeply considered and valued.



Our time as captains has been incredibly enjoyable and beneficial, strengthening fundamental skills and self-confidence while simultaneously fostering a more connected and inclusive school culture built upon valuable relationships between students, staff, and the wider community.

The opportunity of student leadership available at Glenaeon is something we value and recommend immensely, reflecting the capacity for positive change that comes from sharing your voice.

**Charlie Wearne**  
Year 11, Social Justice Captain

**Archie Carter**  
Year 11, Events Captain

## EDUCATION FOR A MEANINGFUL LIFE

Glenaeon is an independent, co educational school offering education from Playgroup and Preschool through to Year 12. Grounded in a holistic and human centred approach, the School is dedicated to nurturing young people who are thoughtful, capable and purposeful in their engagement with the world.



**G**lenaeon operates across three campuses on Sydney's Lower North Shore. Our Preschool is located in a Federation style home and garden setting in **Willoughby**, providing a warm and nurturing environment for early childhood learning.

Our Kindergarten, and Classes 1, 2 and 3 are based on an expansive green space in **Castlecrag**, where thoughtfully designed playgrounds and gardens, constructed from natural materials, support imaginative play and experiential learning.



The School's main campus at **Middle Cove** extends across three hectares of beautiful bushland, reaching down to Scotts Creek and Middle Harbour, offering a rich natural setting that strengthen our educational practice.

Glenaeon is home to **approximately 420 students**, around 220 boys and 200 girls, who travel from across Sydney's North Shore, the Northern Beaches, the Inner West and the Eastern Suburbs to experience a Steiner education.

The School was founded in 1957 by Sylvia Brose OAM, emerging from an educational and artistic community inspired by Walter Burley Griffin and Marion Mahony Griffin. The vision for a school grounded in excellence, imagination and creativity, and informed by the educational philosophy of Dr Rudolf Steiner, remains fundamental to Glenaeon's identity today.

For close to 70 years, the School has supported young people in discovering meaning, direction and purpose in their lives. Glenaeon embraces Rudolf Steiner's indications and pedagogy for education, honouring its importance in a contemporary educational context.



Our educational aim is to foster each child's physical, emotional and intellectual development through an age appropriate curriculum that integrates movement, fine arts and music with the study of literature, humanities, science, mathematics, design and technology. Through this integrated and holistic approach, we cultivate curiosity, creativity, resilience and ethical awareness, equipping our students with the skills, understanding and inner resources they need to lead meaningful and engaged lives.

More information about Glenaeon is found on [www.myschool.edu.au](http://www.myschool.edu.au) and at the School's website [www.glenaeon.nsw.edu.au](http://www.glenaeon.nsw.edu.au).

## ACKNOWLEDGEMENT OF DONORS

We wish to extend our deep appreciation to the members of our school community whose 2025 contributions help uphold a meaningful legacy of learning.

The generosity of our donors directly supports: the flourishing of students through the **Scholarship and Bursary Fund**; the flourishing of Staff through the **Staff Innovation Fund**; the flourishing of our learning spaces through the **Building Fund** and the flourishing of emerging community opportunities through the **School's Discretionary Fund**. Together, these initiatives strengthen the educational foundation upon which our students continue to grow.

With much gratitude, we recognize the following donors in 2025:

- Anderson
- Arconati
- Arens
- Aung Thein
- Borrud
- Bray
- Brown
- Bryant
- Buckley
- Cherry
- Cullen
- Daly
- Davidson
- Dellow
- Doyle
- Durbin
- Elliot
- Ewins
- Fataar
- Freeman
- Gilmour
- Goldner
- Graham
- Grier
- Hartigan
- Hemmati
- Hill
- Howard
- Howe
- Hughes
- Jamieson
- Kissell
- Korol
- Mapp
- McAnulty
- Mohl-Soriot
- Murphy
- Nakazato
- Nalewabau
- Nicholls
- Powell
- Rasmussen
- Rathova
- Rowan
- Rubinsztein
- Rystrand
- Sims
- Song
- Stanmore
- Sutton
- van der Merwe
- van Oort
- Vandenberg
- Vidgen
- Vu
- Wicker
- Williams
- Zhou
- Glenaeon Parents Association
- Anonymous



Above. Middle Cove Senior Library

## HIGHER SCHOOL CERTIFICATE RESULTS

### 2025 HSC School Rankings

Glennaeon’s 2025 candidature of 40 students achieved a top band result (Band 6 or E4) in 11% of the 190 examinations sat, placing the School at 170th in the state based on The Sydney Morning Herald’s 2025 School Rankings of HSC top band results.

**G**lennaeon’s average ranking over five years (2021 – 2025) is 99th, with us maintaining our position well within the top 25% of high schools offering the HSC in NSW.

### Significant Achievements

85%

of students achieved in the top two bands (B6/B5 or E4/E3) in one or more courses.

100%

of students in the following subjects achieved in the top two bands (B6/B5 or E4/E3)

- English Extension 1
- English Extension 2
- History Extension
- Visual Arts

### Top Achievers List

(One of the highest places in an HSC course or optional exam and Band 6 or E4 result in a course)

One student, **Jessica Coren** came second in the State in Ancient History achieving 99 for her HSC mark in this course.

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

13 of 40 students were noted on the distinguished achievers list and received 20 mentions between them. Of the 189 examinations sat, 11% resulted in top band achievement, including two notional Band 6 awards for Mathematics Advanced.

Particular congratulations must go to the following students who have been recognised on the Distinguished Achievers List 2025 (Band 6/E4):

- **Sappho Appel** – Mathematics Standard 2
- **Catina Cocca** – Mathematics Extension 1
- **Michaela Cocca** – Mathematics Extension 1
- **Jessica Coren** – Ancient History, English Advanced, Physics, Visual Arts
- **Iluka Ehemann** – Visual Arts
- **Alexander Filipopoulos** – Mathematics Standard 2
- **Asami Kobayashi** – Japanese in Context
- **Charlotte Mann** – Ancient History
- **Juliette O’Sullivan** – Visual Arts
- **Simara Razzaghipour** – Biology, English Advanced, English Extension 1, Mathematics Advanced
- **Liam Ryan** – Mathematics Extension 2
- **Samuel Street** – Mathematics Extension 2
- **Beau Thompson** – Ancient History, French Continuers

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 on 2024 as accelerated students.

- **Jessica Coren**
- **Liam Ryan**
- **Samuel Street**

### Public exhibitions of a selection of exemplary HSC Major Works

- **Smart Expressions** (selected): **Cezar Bennett, Iluka Ehemann, Ella Lester, Juliette O’Sullivan**
- **Encore** (nominated but not selected): **Luka Stevanovic**
- **Shape** (nominated but not selected): **Jasmine Brien**
- **Young Writers** (nominated but not selected): **Rafaela Isaacs**

## Australian Tertiary Admissions Rank Results 2025

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 **Jessica Coren** who was the Dux of the year, achieving top 2 band results in all of her courses and an ATAR of 98.40.

### ATAR over 95

**3** students received an ATAR over 95 (10% of eligible cohort – see notes point a)

### ATAR over 90

**6** students received an ATAR over 90 (20% of eligible cohort – see notes point a)

### Median ATAR score

**80.63**

### Notes:

- a) Of 40 students sitting the HSC, 6 were accelerated and 33 were eligible for an ATAR.

## HSC Results by Course 2025

Course	Number of Students	Performance Band Achievement		
		Bands 5-6 or E3-E4	Bands 3-4 or E2	Bands 1-2 or E1
Ancient History	11	64%	36%	0%
Biology	9	78%	11%	11%
Business Studies	8	13%	87%	0%
Chemistry	5	80%	20%	0%
Construction Examination*	1	100%	0%	0%
Design and Technology	7	29%	71%	0%
Drama	10	50%	50%	0%
English Standard	5	60%	40%	0%
English Advanced	29	55%	45%	0%
English Extension 1	7	100%	0%	0%
English Extension 2	6	100%	0%	0%
German Continuers*	2	50%	50%	0%
French Continuers*	1	100%	0%	0%
History Extension	2	100%	0%	0%
Hospitality Examination*	1	0%	100%	0%
Human Services Examination*	1	0%	100%	0%
Hungarian Continuers*	1	100%	0%	0%
Japanese Continuers*	1	100%	0%	0%
Japanese in Context*	1	100%	0%	0%
Mathematics Standard 2	14	43%	57%	0%
Mathematics Advanced	8	38%	62%	0%
Mathematics Extension 1	8	88%	12%	0%
Mathematics Extension 2	6	50%	50%	0%
Modern History	10	30%	70%	0%
Modern Hebrew Continuers*	1	0%	100%	0%
Music 1	5	80%	20%	0%
Music 2	4	50%	50%	0%
Physics	8	63%	37%	0%
Society and Culture	7	86%	14%	0%
Spanish Beginners*	1	0%	100%	0%
Textiles and Design*	1	100%	0%	0%
Visual Arts	8	100%	0%	0%

\* Denotes courses studied externally

## TERTIARY DESTINATIONS

Glenaeon 2025 Graduates – **82%**  
of the cohort received one or more entry offers  
into tertiary courses.

### Australian Catholic University

- Diploma of Educational Studies (Tertiary Preparation)
- Bachelor of Human Rights & Bachelor of Law
- Bachelor of Advanced Science (Honours)

### La Trobe University

- Bachelor of Psychological Science

### Macquarie University

- Bachelor of Arts
- Bachelor of History & Bachelor of Education (Early Childhood & Primary)
- Bachelor of Business
- Bachelor of Business Analytics

### National Art School

- Bachelor of Fine Arts

### Sydney Flight Academy

- Airline Transport Pilot Licence Training Program

### University of Notre Dame

- Bachelor of Philosophy
- Bachelor of Arts in Psychology

### University of Sydney

- Bachelor of Science & Bachelor of Arts
- Bachelor of Science
- Bachelor of International Studies
- Bachelor of Science
- Bachelor of Science & Bachelor of Arts

### University of Technology Sydney

- Bachelor of Engineering (Mechanical)
- Bachelor of Production Design
- Bachelor of Creative Production in Music & Sound Design
- Bachelor of Business

### University of New South Wales

- Bachelor of Advanced Science & Bachelor of Engineering (Honours)
- Bachelor of Fine Arts
- Bachelor of Arts
- Bachelor of Advanced Mathematics & Bachelor of Computer Science (Honours)
- Bachelor of Engineering (Biomedical) (Honours)
- Bachelor of Engineering (Renewable Energy) (Honours)

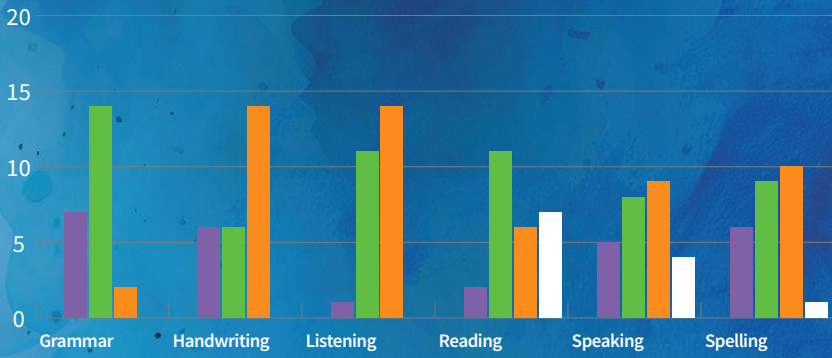
### Western Sydney University

- Bachelor of Building Design

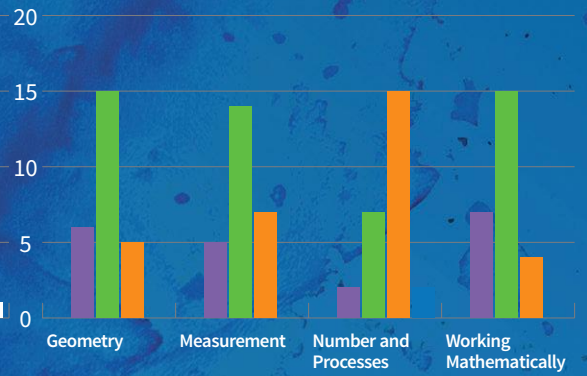


# LITERACY AND NUMERACY

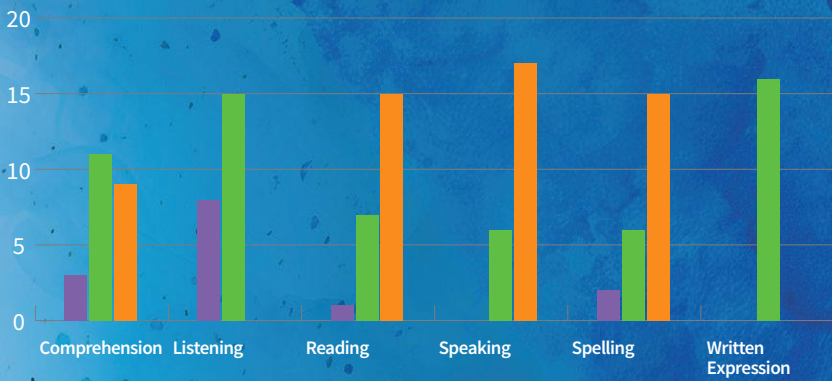
**Class 3**  
Literacy



**Class 3**  
Numeracy

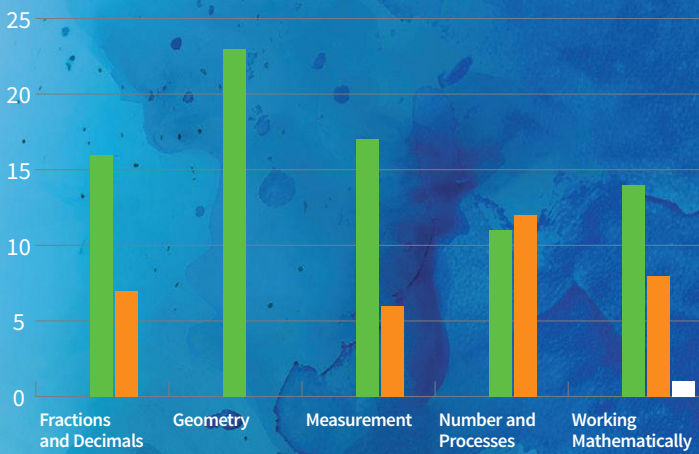


**Class 5**  
Literacy



- Beginning
- Developing
- Sound
- Thorough
- Extensive

**Class 5**  
Numeracy



## WORKFORCE COMPOSITION

### Workforce Demographic

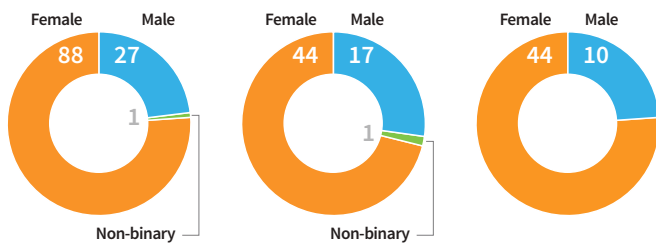
School staff 2025	Number
Full-time staff	45
Part-time staff	71
<b>Total workforce</b> (excluding casual staff)	<b>116</b>
Workforce – FTE (full-time equivalent)	84.7
Casual staff	34
Teachers	62
Professional and Operational staff	54
Indigenous/Torres Strait Islander staff	0

#### Gender mix:

Total workforce

Teachers

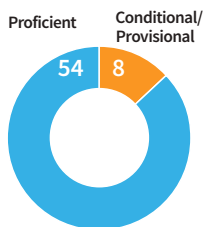
Professional and Operational staff



### Teacher Accreditation

Level of accreditation	Number
Conditional/Provisional	8
Proficient	54
<b>Total number of teachers</b>	<b>62</b>

#### Staff Accreditation Level



### 2025 Arrivals

During 2025 we welcomed the following new staff members:

- **Claire Fletcher**, English and Geography Teacher
- **Jennifer Macgonigal**, Science Teacher
- **Elizabeth Nevieve**, Eurythmy Teacher
- **Bodhi Sherrott**, Reception Administration Officer
- **Anh Ha My Vu**, Teacher
- **Anna-Christine Wetzel**, Head of Student Support Services
- **Noriko Yamanaka**, Japanese Teacher
- **Bec Burrowes**, Student Wellbeing Coordinator
- **Doris Chaves Antivilo**, Compliance Coordinator
- **Olivia Kennedy**, Outdoor Education Leader
- **Tian Mao**, Playgroup Leader
- **Delphi Read**, Class Assistant
- **Thankam Rydstrand**, Visual Arts Teacher
- **Jennifer Smith**, Preschool Compliance & Quality Coordinator
- **Ross Taylor**, English Teacher
- **Reny Chandy**, Room Assistant

### 2025 Departures

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

- **Hernan Carol Garis**, Teacher
- **Emily Collett**, Teacher
- **Sarah David**, Teacher
- **Claire Fletcher**, Teacher
- **Anette Gisi**, Executive Assistant
- **Theresa Hawes**, Teacher
- **Junko Nicholas**, Teacher
- **Joshua Parker**, Teacher
- **Faranaaz Parker**, Classroom Assistant
- **Olivia Partridge**, Teacher
- **Sarah Simmons**, Teacher
- **Zac Stanning**, DT Assistant
- **Noriko Yamanaka**, Teacher
- **Doris Chaves Antivilo**, Compliance Coordinator
- **Matteo Bekes**, Lab Technician
- **Bec Burrowes**, Student Wellbeing Coordinator
- **Olivia Kennedy**, Teacher
- **Rachael Looney**, Teacher
- **Tian Mao**, Playgroup Leader
- **Theresa Parisi**, Assistant
- **Delphi Read**, Assistant
- **Thankam Rydstrand**, Teacher
- **Jennifer Smith**, Room Assistant
- **Brigitte Tietge-Rollans**, Teacher

## STUDENT ATTENDANCE AND RETENTION RATES

### Student Attendance

The average daily student attendance rate in 2025 was 91.43%.

Attendance	Percentage
Little Kindy	98.29%
Kindergarten	92.40%
Class 1	94.82%
Class 2	94.33%
Class 3	95.04%
Class 4	92.55%
Class 5	92.92%
Class 6	90.60%
Year 7	86.25%
Year 8	87.61%
Year 9	85.17%
Year 10	92.74%
Year 11	85.29%
Year 12	92.00%
<b>Total Average</b>	<b>91.43%</b>

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 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 across Year
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
2025	427	408	40	21	9.4	-4.5	-5.4

## GLENAEON RUDOLF STEINER SCHOOL POLICIES

Summary of Glenaeon’s policies for Student Enrolment, 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](#).

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

Applications for Enrolment can be made via our school website to enrol at any year level at any time of the year.

Applications are processed in order of receipt with due consideration given to the applicant’s support for the principles of Steiner education and other criteria determined by the school.

This Enrolment Policy provides a consistent approach in relation to the enrolment of all students; one that complies with the Disability Discrimination Act and the Disability Standards for Education.

### Child Safety Policy

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

All children and young people who come to Glenaeon Rudolf Steiner School have a right to feel and be safe. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe, and can actively participate in decisions that affect their lives.

We have zero tolerance for abuse and other harm and are committed to acting in students’ best interests and keeping them safe from harm. The School regards its child safety responsibilities with the utmost importance and is committed to providing the necessary resources to maintain a child safe culture and ensure compliance with all relevant child safe and child protection laws and regulations.

#### 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

The School collects, uses and discloses information about students and their families in accordance with NSW privacy laws and other relevant laws, including laws that permit the School to disclose information about child safety to external people and agencies. For information about how the School collects, uses and discloses this information, refer to the [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](#).

### Anti-Bullying: Bullying Prevention and Intervention Policy

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

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.

The School 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.

### 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. They 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. This Student Discipline Policy and Procedures is part of the framework through which the 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.

This Complaints Handling Policy and Procedure is designed to assist with understanding how to raise a concern or make a complaint and outlines how the school receives and manages feedback, questions, compliments and complaints. This policy sets out guidelines and processes by which such matters can be addressed respectfully, sensitively, fairly and in a non-adversarial manner.

### **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](#).

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.

It is critical that the broader school community tells us about staff misconduct and reportable conduct. This enables the School to ensure the safety and wellbeing of students, and to comply 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).



## 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, belonging and connection shape our school culture. Our approach to student care provides consistency and strong relationships from primary through high school. In the primary years, Class Teachers guide the same group of students and families over time, creating a stable foundation. As students move into high school, the Teacher Guardian model continues this support through daily check-ins focused on community, wellbeing, and character. Students in both primary and secondary also have direct access to the Deputy Heads of School, ensuring open communication for any concerns or ideas.

### Student Leadership and Representation

Student leadership plays a central role in shaping our school community. Throughout 2025, students from Years 7–12 helped steer the direction of school life through their involvement in the **Student Representative Council (SRC)**. Acting as changemakers, they designed and led projects that strengthened student connections and brought attention to social issues they felt passionately about. By working closely with the Head of School and Deputy Heads, Council members help ensure that student perspectives inform ongoing improvements. This partnership fosters a culture where students are not only heard but empowered to contribute meaningfully to the future of our School.

### Senior Leadership Opportunities

At Glenaeon, students in Years 11 and 12 are invited to step into **Captain** roles across six specialised areas—Events, Visual Arts, Sport, Drama, Music, and Social Justice—allowing them lead in spaces that reflect their strengths and passions. These student leaders help shape the tone of school life. They represent their peers, contribute to key school occasions such as assemblies, tours, our Open Days, and bring energy and initiative to community events. Their leadership journey is supported through regular conversations with the Head of School, giving them space to reflect, grow, and build the confidence essential for meaningful leadership.

At Glenaeon, we view leadership as something learned through real experiences, collaboration, and a genuine commitment to others. By offering students purposeful roles, clear guidance, and room to develop, we support them in becoming capable, thoughtful, and community minded leaders—both during their senior years and far beyond.



Above: Student Representative Council 2025



Above: Year 11 Captains 2025

### Staff Satisfaction

At Glenaeon, 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 2025, staff completed a total of 80 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 2025 was \$56,461 with 16 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 organisations throughout the year.



Each year, Glenaeon conducts a Staff Satisfaction Survey to gather valuable insights into workplace experiences and identify opportunities for improvement. The 2025 survey, completed by 55.7% of staff, showed an overall satisfaction score 4.08 out of 5, maintaining our result from 2024.

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.

In 2025, seven surveyed areas were given top satisfaction rating, both from data and personal comments. These reflect what staff consistently value about working at Glenaeon:

- Constructive learning relationships with the students (91%)
- Flexible work environment (90%)
- Proud association with the School (89%)
- Fair and equitable workplace (88%)
- Quality of the Executive Leadership Team (88%)
- Accessibility of the School’s policies and procedures (87%)
- Commitment to long-term professional association (86%)

**Overall, the Glenaeon qualities most valued by Staff in 2025 were:**

- Engagement and Empowerment
- Supportive Working Environment
- Culture and Values
- Executive Leadership
- Professional Development and Training
- Our Natural Environment

Three key themes also emerged where the School has opportunities to enhance our staff experience:

- Career opportunities
- Communication across campuses and faculties
- Resources

### Parent Satisfaction

At Glenaeon, parents feedback to School is gathered through several channels, including communications to Class Teachers and year group Guardians, via our Online Learning platform (GLO) and communications to Deputies and the Executive Team. Each year, Glenaeon also runs a Parent Satisfaction Survey to measure what our parent community appreciates most and where we can continue to evolve. Community insights provided a meaningful guide for shaping the future of our community.

In the 2025 Parent Satisfaction Survey, eight clear areas of strength emerged, affirmed through both data and personal comments. These themes reflect what families consistently celebrate about our School and what they believe makes their child’s experience positive, supported, and enriching:

- Buildings and grounds are well presented (87%)
- Given suitable opportunities to be engaged with school activities (86%)
- Glenaeon has a very welcoming and supportive school culture (85%)
- Classrooms and the physical environment are conducive to learning (85%)
- My child speaks positively about the School (84%)
- Staff accessibility and responsiveness to concerns (83%)
- Child/Children feeling valued and respected (81%)
- Comfort in expressing opinions relating to progress of children (80%)

**Overall, the most valued qualities of our School by Parents in 2025 were:**

- Steiner Philosophy and Pedagogical Approach
- Quality of Teachers and Staff
- Culture and Values
- Arts, Music and Outdoor Education
- Curriculum and Learning Journey

In 2025, three key themes emerged where the School has opportunities to enhance community experience, including:

- Communication and Parent Engagement
- Upgrades to facilities
- Update of our Uniform (led by students, with a view to enhancing choice, comfort, and readiness for learning, with environmental sustainability as key.)

## SCHOOL DETERMINED IMPROVEMENT TARGETS

### Growing More in 2025

### — WHAT WE ACHIEVED

#### Growing our Students

- Map elements of wellbeing curriculum K-12, in line with Wellbeing Framework ✔ Completed
- Build School-wide principles of practice with regards to behaviour management ✔ Progressed
- Embed Glenaeon’s values and Learner Attributes to sustain a vibrant school culture ✔ Completed

#### Growing our Staff

- Provide quality professional development in Steiner pedagogy ✔ Completed
- Implement Teacher Peer Observation program ✔ Completed
- Introduce Professional Growth Plans for teaching and Executive staff ✔ Completed

#### Growing Sustainably

- Review Master Plan in line with campus optimization and enrolment growth plans ✔ Progressed
- Refine practices across main channels of communication ✔ Completed

#### Growing Beyond

- Strengthen partnerships with Steiner schools overseas to create additional exchange opportunities for students ✔ Completed
- Redevelop Glenaeon’s website ✔ Progressed

### Growing More in 2026

### — OUR TARGETS

#### Growing our Students

- Cultivate a schoolwide positive student culture through integrative support structures
- Clearly articulate our internal response to social, wellbeing, and learning concerns

#### Growing our Staff

- Expand and deepen Collegiate to support professional dialogue and pedagogical enrichment
- Improve consistency and quality in age-appropriate use of technology, including AI

#### Growing Sustainably

- Deliver sustainable cost structures aligned with changing enrolment and funding conditions
- Leverage new and emerging systems to advance efficiency and effectiveness

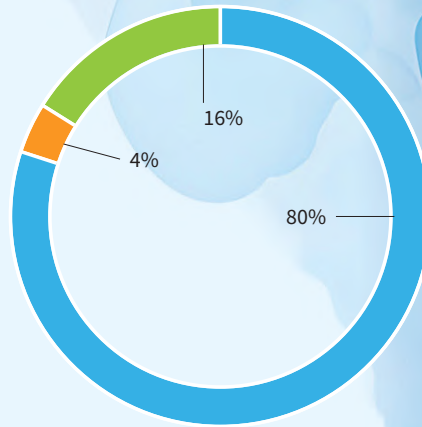
#### Growing Beyond

- Launch new website (Phase 1) and expand content and functionality (Phase 2)
- Host a Glenaeon Careers and Alumni event to strengthen graduate connections

## SUMMARY FINANCIAL INFORMATION

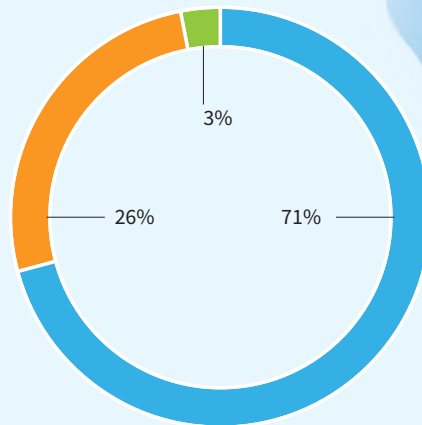
### Recurrent/Capital Income

	2025	2024
Fees and private income	80%	78%
State recurrent grants	4%	5%
Commonwealth recurrent grants	16%	17%



### Recurrent/Capital Expenditure

	2025	2024
Salaries, allowances and related expenses	71%	68%
Non salary expenses	26%	29%
Capital expenditure	3%	3%








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