



Aurora

SOUTHERN HIGHLANDS
STEINER SCHOOL



Annual Report for 2025

Aurora Southern Highlands Steiner School

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Our school

Nestled in the heart of the Southern Highlands among rolling hills, with stunning natural displays of the best of each season, stands Aurora Southern Highlands Steiner School.

Our school has continued to grow in the past year with the completion of our second Year 12 cohort, along with new families, programmes and staff. Aurora continues to establish itself as a first-choice option for independent education in our region. Our aim is to provide a living, inspired learning environment, which strives to foster the qualities of goodness, beauty and truth through the research and implementation of the principles in the educational approach of Dr Rudolf Steiner.

Our learning community and its physical, soul and spiritual needs are the focus of our school. We continue to strive for a respectful, safe and loving environment for all who work and learn at the school. We continue to reach for the best in each student, and our joy is to meet the children through their burgeoning discoveries of life, earth and humanity. Our school recognises that without the respect and understanding of who we are as individuals, the needs of our planet and all life on it, new forms of culture suited to the healthy advancement of humanity will be limited. So on we walk, hand in hand, making history as we go.

Statement of purpose

We exist as a school because we believe the world needs young people who are rich in humanity, confident in themselves, clear in their thoughts, courageous in their actions, and level headed enough to be able to independently forge pathways towards a bright future.

It is our intention to instil in all who come to Aurora: a sense of connection, belonging, respect and the joy of practical work as well as a deep understanding of the earth and our service to it, and our community.

“Our guiding star is that our young people, equipped with this education, can bring forward a social renewal and be ready to meet the future needs of our society and planet.”

Our education

Rudolf Steiner once said the following regarding the need to understand the inner nature of the growing child:

“Once we can understand those we are to shape, we will be able to educate and teach, just as painters must understand the nature and quality of colours before they can paint, and sculptors must first understand their materials before they can create, and so on. If this is true of the arts that deal with physical materials, isn’t it all the more true of an art that works with the noblest of all materials, the material that only the human being can work with—human life, the human being and human development.”

Our education focuses on more than the simple application of curriculum as prescribed by methods given to us through a set of standards. We recognise that as teachers, the way in which we educate children sinks deeply into the physical, psychological and spiritual nature of the child standing before us. The ways we teach in early childhood continue their work in the child over their entire lifetime, often appearing at different stages of their life. For this to be a positive influence, it is essential that we seek to understand the subtle nuances of teaching, harboured in warmth in the growing relationship between teachers and their pupils.

Our teaching programme begins with early learning, through our playgroups, pre-kindergarten and kindergarten. In this initial phase of learning, up until around age 7, our focus is on helping the children to develop their foundation – a healthy body, a healthy will. We do this through our understanding that rhythm is the grounding force of all life. Therefore, our educational programme for this age is tailored around rhythms and repetitions in learning. Healthy physical development depends upon movement and play. These foundations are beautifully paved in our school, with our natural environment, our large grounds, and beautiful resources for open-ended creative play.

In the second phase, we recognise that children, after 7 and up until the early teenage years, develop most strongly their innate sense of ‘Being’. Children learn academically much more effectively when they are engaged in a warm relationship with their teachers, whom they look up to as a loving authority. During this middle phase, everything artistic in quality, whether it be singing, playing a musical instrument, learning to speak poetry, moving with grace or visual arts expression brings nourishment and balance to the literacy and numeracy lessons.

This year we have completed our high school programme. We recognise that from 14 years onwards, once the physical foundation has been laid in the first 7 years, and the basis for a healthy feeling in the next 7 years, the intellect is now stimulated. In this third stage, the teenager engages in the life of thought, questioning the world and developing a true basis for scientific thinking.

In this triad of the developmental stages in childhood, a harmonious chord can sound which is carried through the stages of life beyond the school years.

Below are the elements, which weave through the structure of our educational programme:

Main lesson and storytelling

Main lesson and storytelling is based upon a historical developmental perspective, which gives a sense of timeless values; that we are all a part of humanity, each having qualities to value, share and contribute meaningfully. The archetypal richness speaks to the feeling experience and awakens a sense of beauty, truth and wisdom. This feeling of engagement, providing the life force through a deepening, balanced experience of the senses is always considered in the learning process and encouraged through physical experiential expression, advancing the use of imagination and initiative.



Creative arts and crafts

Expressive movement and dramatic and poetic language, verse and song are integral to the daily rhythm of the school day. Deepening students' experience through the living arts such as dramatic playmaking, creative movement and language, and the exploration of colour, creates dynamic nurturing experiences building on the life forces. Children learn about natural resources and how these become the material for making useful utensils, containers, props and aids in their developing lives. Practical application of a variety of crafting skills develops their confidence and abilities contributing to their sense of well-being.

Caring for our environment

Outdoor classroom, nature walks, the nature table, building the garden, reaping and preparing foods for community soup and bread, engaging with 'green time not screen time': all these are activities which deepen our connection to the natural world and provide a sense of reverence for life. This in turn develops a sense of responsibility and care for the future and a feeling of empowerment to affect change.

Caring for each other

Group and self-directed activity, in particular, engages the children in social and emotional education. The children negotiate many levels of relationships such as experiencing responsible leadership/cooperation, consensual agreements, independence and self-reliance.

Guidance and modelling by the teachers through their values, including a restorative practices approach, means that their interventions and modelling are always aimed towards respect, equality, health and wellbeing. A weekly focus for discussion at staff meetings is based around aspiring values and student social/emotional welfare. A three weekly in-depth child study builds on nurturing and restorative processes.



Sharing circles with the whole class are founded on values of equality, community and an ability to negotiate and accept differences. Strengthening the sense of connection, daily circles (including group mealtimes) are a form of communication and engagement, deepening an attitude of care and respect for each other. This in turn encourages a safe and secure balance in personal relationship and group dynamics.

Teachers promote caring from older to younger children at transition times in the day, they instil procedures such as greetings and acknowledgements and bring attention to inclusive behaviours and changes that assist conscious integration and a sense of rhythm. This in turn adds to a sense of security, self-reliance and self-respect for the child.

Caring for others and visitors to our school

Seasonal festivals and community events are community building with a global and historic perspective. They celebrate multicultural presence and contributions from within our community with aspirations for social renewal. Attending special indigenous nature days encourages respect for First Nations heritage and a deeper sharing of values for our environment.

In the High School, the element of service, which has been an undercurrent in the Primary years, comes to the forefront as students embark on the next phase of their journey. programmes such as Individual Projects begin to teach students the skills of reaching outside of their immediate community, and their comfort zone, to embark on challenging and rewarding endeavours. This programme will then lead into the Bronze Duke of Edinburgh Award from Year 9.

The living organism of our school

We call our structure ‘a living organism’. Such a statement fits with our concept and practice of education. The ‘place’ of education is more than the physical structure of the classroom, the grounds and buildings for, within these grounds and walls, life happens, and it happens in a lively way because of all that holds it together.

Key bodies within the school

The Board

The Southern Highlands Company for Steiner Education (SHCSE) was developed in 2009 for the advancement of Steiner education in the Southern Highlands, and transitioned from an association to a company in 2021. SHCSE members elect a School Board made up of seven members. The vision and purpose of the School Board is to ensure that families in the region have access to Steiner education if they choose it for their children. The School Board carries and upholds the school’s vision, ensures that school’s practices are both lawful and secure, and that the whole organism of the school is overseen. The Board appoints the Principal who is responsible for overseeing all aspects of the running of the school.

Through the governance of SHCSE, the school can continue to grow into a learning environment and workplace that reflects accountability, responsibility, transparency and inclusivity. The Board’s vision continues to support the existence of the school and its place in the Highlands. The Board continues to develop strategies to lead into the future and consolidate the gifts of our pioneering years.

The Executive Team - The Education Leadership Circle

The Principal is part of the Executive team, titled the Education Leadership Circle, who are accountable for the execution of the educational direction and strategy built in collaboration with the College and the Board. The Education Leadership Circle works collaboratively with staff to facilitate success for all students based on the pillars of an Aurora education. A key aspect of our organisational structure is to free the College as far as possible from administrative duties so they can focus on student learning and the educational impulse.

The Principal is responsible for education and business management, and works with the aid of the Education Leadership Circle and the College of Teachers, as delegated by the School Board. The Education Leadership Circle in 2025 consisted of Elizabeth Nevieve as Principal, Melissa Savill as Business Manager, Stephanie Gotlieb as Early Childhood Faculty Coordinator and Nicole Hilderson as Primary Faculty Coordinator and College Co-Chair. This newly formed team worked collaboratively to progress the school with all its responsibilities.

The College

At the heart of this school lies the College which, together with the Education Leadership Circle, is responsible for the educational philosophy and direction of the school. The College meets each week and is open to all staff. This meeting is devoted entirely to educational matters. The teachers are invited to share the work of their class, the content of their lessons, and most importantly to discuss the progress of their pupils. Matters of administration and day-to-day running is dealt with separately in Faculty meetings - Early Childhood, Primary School and High School.

The College is a group of teachers and other staff in our school who undertake to develop education programmes to deepen the experience of teaching and leading, and form a vision of what next needs to be achieved on an educational level. All staff members are welcome to take part in College matters. The College undertakes studies to further their own practice, but also central to the work of the college is the development of child study, where individual children can receive a time of focus. Our teachers are constantly developing their teaching practice in accordance with the needs of students at the school.

The Families

The families warm the heart of the school with their generosity, their vitality and their creative gifts. Parents and friends contribute to the rich cultural life of the school through festivals and celebrations, concerts and plays, school projects and excursions, planning and study groups and more.

All of our work circles around the needs of our children's education, and how to best meet requirements for their strong and healthy development. The students bring, not only their bodies and minds, their joy and anticipation to learn about the world, but also they bring the seed of their destiny, which informs the future of the world. Our children also bring us the challenges which enable us to overcome our own limitations, and compel us to develop capacities we didn't have before, which in turn offers the best of human example and role modelling towards their education.

The parent body is the grounding element in our school. Our parent group is diverse and active, celebrating the fruits of what education brings to their children and, in turn, being celebrated in the school for their valuable contributions. The school recognises that parents through their payment of fees support the value of our school. The financial support goes a long way to contribute to the success of growing this school with a stable and secure foundation. Our parents offer an active voice in the wider community. Our vibrant parent group works to create our newfound presence in the Southern Highlands.

Chairperson's Report

I present the Chairman's Report on behalf of the Board of Directors for the year ended 31 December 2025, our 13th year of operation!

This was our second year with Principal Elizabeth Nevieve, who again met the challenges of the year with patience, professionalism and steady leadership. It is also no coincidence that 2025 marked the second year in which HSC students completed their studies at our School. Our students, and the teachers who supported them, rose to that challenge commendably. Their achievements are a source of great pride.

The year presented a number of challenges, and the School continued to rely heavily on the resilience, reliability and goodwill of its faculty, staff, volunteers and Board members. Their collective commitment ensured that the School continued to operate with purpose and stability.

As foreshadowed in my 2024 report, budgeting and financial management remained one of the School's principal areas of focus. This was due, in part, to the need to meet legislative changes and to increase staff salaries. These changes had a direct impact on the School's budget. However, with the strong leadership of Elizabeth and Business Manager Melissa Savill, together with the assistance of staff in carefully managing costs, the School ended the year in a stronger financial position than anticipated, as reflected in the School's audited financial statements.

It remains the case, however, that some parents are falling behind in the payment of school fees. This continues to present a challenge for the School's finances and budget forecasting. Parents experiencing financial difficulty are encouraged to speak with the School. The School has a strong commitment to supporting students and families and would prefer to work constructively with families rather than see students leave due to financial circumstances.

Rudolf Steiner observed: "A healthy social life is found only when, in the mirror of each soul, the whole community finds its reflection, and when, in the whole community, the virtue of each one is living." This statement is particularly apt when considering the work of the School. Steiner education is not directed solely to academic achievement, but to the development of capable, resilient and socially aware young people. It seeks to foster students who can meet challenges with inner strength, relate to others with empathy and confidence, and contribute meaningfully to the communities of which they form part.

These qualities — resilience, initiative and strong social understanding — are among the defining features of a Steiner education and represent an important distinction from much of the mainstream educational system. I look forward with great interest to seeing how our HSC students continue to shape their lives beyond the School.

Finally, I thank all parents and students for entrusting the School with your Steiner education. I also thank the Board, past and present, for the many hours devoted to governance and stewardship. Your commitment, dedication and contribution are sincerely acknowledged and remain essential to the School's continued success.



Jane Button

Chairperson

31 December 2025

Principal's Report

As I reflect on the 2025 school year, the strength of the Aurora community shines brightly as the leading force that brings deep nourishment to the school. A community of highly dedicated teachers, administrative staff, parents and carers, and friends has worked with energy, integrity and commitment since the school's inception, and 2025 was no different. The continued advancement of our small school was at the forefront of everyone's hearts and minds throughout the year, and growing Aurora Southern Highlands Steiner School as a place where enlivened and compassionate learning lives and flourishes underpinned all initiatives and decision-making.

Challenges were met with a sincere sense of responsibility and a pioneering spirit that illustrated our community's deep commitment to our core purpose; namely, that of working caringly together to uphold a rich Steiner educational offering in the Southern Highlands that guards childhood and inspires learning, learning that meets the developmental stage of the child as well as each student's unique unfolding. New workplace agreements and salary increases in NSW Department of Education schools had a flow-on effect across independent schooling in NSW and threatened the school's homeostasis. The changes brought about much-welcomed additional recognition for the value of teachers and professional and operational staff members as specialist employees, while also placing added fiscal demands on the school. Responsibly responding to this new environment was key, and rationalising staffing and consolidating the school's resources were strategic decisions made in 2025 that were difficult, yet supported with immense goodwill by Aurora colleagues.

Challenges offer significant opportunities, and one of the most positive developments that arose out of the new fiscal environment was a reimagining of the School's leadership structure and the role of the Education Leadership Circle (ELC). An even greater commitment

to the distributed leadership model that commenced in 2024 precipitated this change, and much of the second half of 2025 focused on planning for a fresh imagining of the ELC that would be ready to come into effect in 2026. This expanded ELC body would draw even more deeply on the expertise of highly experienced Steiner educators across Early Childhood, Primary and High School, and would additionally benefit from the unique personal strengths and invaluable attributes that each member would bring to their role. After two years as Principal, I was enthusiastic about the amalgamation of the Principal and Business Manager roles, and I stepped away from the position at the end of 2025 with full confidence in the incoming Head of School and the highly capable leadership team that was in place to take the school into the next phase of its advancement.

2025 was also a year of further growth for students and the community. Aurora's second cohort of HSC graduates completed their courses with great success, and their wonderful HSC showcase and subject results highlighted yet again the considerable talents of our students and the dedication of their teachers. Enrolment in Aurora's Year 11 and 12 programme grew, with the School developing its capacity to offer both traditional HSC and School-Based Apprenticeship and Traineeship pathways. This expansion, along with exceptionally relational teaching and a school environment firmly built on respect, care and the celebration of each student as a unique and valued individual, led to one hundred per cent of students electing to transition from Year 10 to Year 11 at Aurora and a record number of students commencing their Stage 6 compressed curriculum studies in Term 4.

In other year levels, equally positive developments unfolded. A new hard-craft programme was introduced into Years 7 and 8, and the traditional Steiner School Year 8 project was resurrected. The second year of Aurora's two-year camp programme got underway, and expeditions to the South Coast and the Northern Rivers rounded out the camp experiences that the High School students had undertaken in 2024. Primary School camps continued to revolve around the Main Lesson curriculum and richly enhanced students' understanding of their topics through practical, in-the-field learning. Across the school, wonderful plays and music evenings enriched the cultural experience for all, with our Class 5 and 6 students even performing the school's first musical!

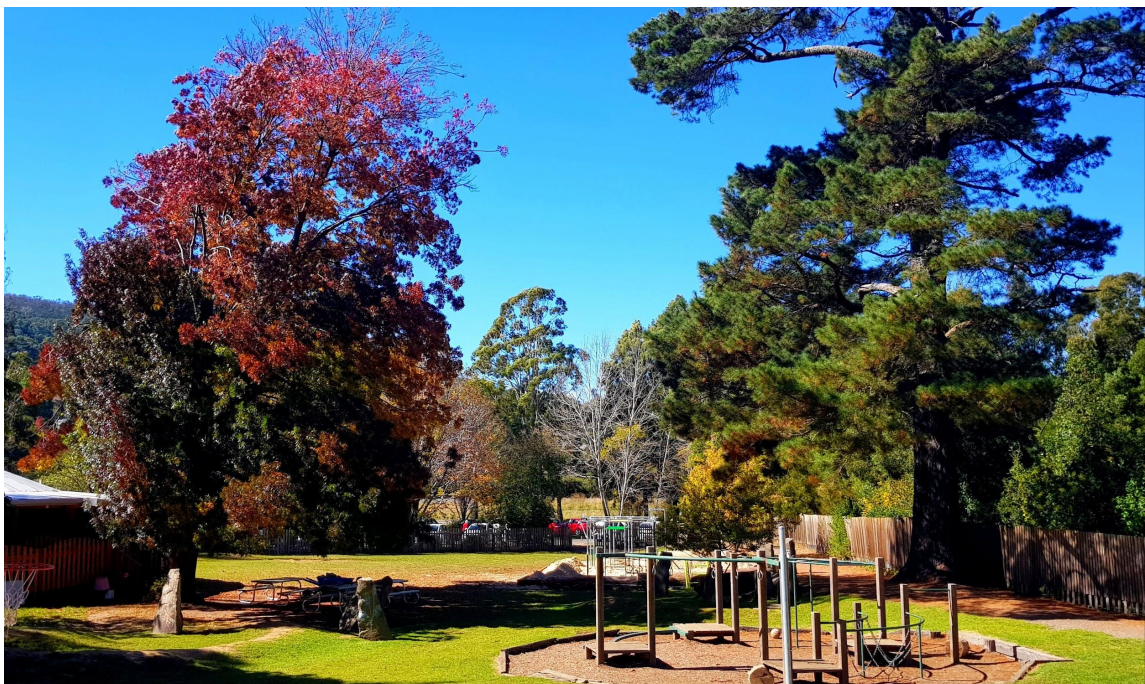
On the community front, advancements were made and initiatives laid down that expanded our sense of what is possible. Notably, Aurora recorded its most successful Spring Fair yet, and the takings flowed valuably into important school initiatives that directly supported our students. Shining in relief was what the incredibly passionate team of motivated parents achieved by inspiring an energetic, welcoming and warm community of highly active individuals, all in service of the school. Their initiative spoke to an ethos of connectedness that has been held by Aurora families since the school's founding, but it also heralded a new phase in the School's community-building journey, promising to expand into the future.

2025 marked the last year of my tenure as Principal at Aurora. I departed with a strong understanding of the school as a place where an incredibly deep and humanistic care for others abounds. When I came to Aurora, the school's approach was already articulated as offering 'a big-hearted education that nourishes the emerging individuality of each child'. I found exactly that, and I am honoured to have discovered what that truly means. These are not mere words. A big-hearted education embodies what Aurora is in every facet of its being and is exactly what this world needs.

El Nevieue

Elizabeth Nevieue

Principal



Year 12 and the Higher School Certificate

In a milestone achievement, Aurora celebrated its second Year 12 cohort completing their Higher School Certificate (HSC) journey. Five students graduated in 2025 and the whole community stood behind them in support. Among the myriad of academic programmes offered, the Philosophy course stands out as a unique hallmark of the Aurora experience. This Board Endorsed course is offered in select Steiner schools in NSW and contributes 2 units towards HSC study. It is a beacon of reflective engagement and students are encouraged to delve deeply into the realms of metaphysics, ethics, epistemology and inward reflection through modules such as The Philosophy of Time and Space and Impulses Driving Modern Science, as well as through the stories of Parsifal and Faust that meaningfully explore our human condition. The course fosters a profound understanding of the complexities of modern life through philosophical discourse.

Each of our seniors achieved results of which they and the School can be very proud. As equally important as their results were the personal journeys they took throughout the year, enabling them to unfold into the mature, caring and confident young people they have become. At Aurora, the value of the human journey in its fullness is celebrated. Right from the earliest years in Pre-Kindergarten to the pinnacle of secondary education in Year 12, harmonising the child's thinking, feeling and willing is front and centre in all that we do.

Higher School Certificate Results

Aurora's second Year 12 cohort graduated in 2025 having completed their Higher School Certificate (HSC) under the care and guidance of their dedicated teachers. These five students gained their HSC credential over two years, studying the majority of their courses through the compressed curriculum model which saw them sit three final HSC examinations in 2024 and three in 2025. Additionally, all students completed the 240 hour Philosophy course, which is a School Developed Board Endorsed course taught in most Steiner Schools in NSW.

Notable at Aurora were the very respectful connections our 2025 cohort developed with their teachers. Teachers and students alike valued working together and a rich partnership was formed that honoured each young person's strengths and individual needs. As a class, the students also supported one another and navigated the final year of their secondary education with composure and grace. They were proud to step up as seniors in the School and took on the role with humility.

These five young people were joined by six Year 11 students who completed half of their HSC studies this year. In total, 11 students sat 22 HSC examinations in 2025, achieving results that represented significant personal gains. Additionally, seven students completed the Sport, Lifestyle and Recreation Studies Content Endorsed Course, and four Year 12 students finished the Philosophy Board Endorsed Course at the HSC level.

Due to Aurora's small class sizes, a comparison between School and State averages is not a reliable way to determine the School's academic performance as the data set is too small to establish a trend.

HSC Results by Course 2025

Course	Number of Students		Performance Band Achievement			
			Bands 5-6	Bands 3-4	Bands 1-2	Non Completion
English Standard	11	Aurora State Avg	- 12.81%	82% 81.02%	18% 5.73%	- 0.41%
Textiles and Design	11	Aurora State Avg	- 48.44%	91% 45.13%	9% 6.17%	- 0.13%
Sport, Lifestyle and Recreation Studies*	7	Aurora	14%	72%	14%	-
Philosophy*	4	Aurora	50%	50%	-	-

* These courses are not assessed externally and no state average is reported

Senior Secondary Outcomes 2025

Percentage of Year 12 students gaining a Year 12 Certificate or Equivalent VET Qualification	100%
Percentage of Year 12 students undertaking Vocational or Trade Training	0%

Post School Destinations

Two of Aurora’s five graduates were very pleased to have been offered early entry placements at the University of Wollongong. They have accepted and deferred their offers and look forward to enjoying a gap year before taking up their studies in 2027. One of Aurora’s graduates is pursuing a certificate course in Graphic Design and another is establishing a traineeship in robotics. One of Aurora’s graduates has entered the workforce and is deciding on their tertiary education pathway.

University	University of Wollongong	Bachelor of Creative Writing
		Bachelor of Environmental Science
Other	Certificate Course	Graphic Design
	Traineeship	Robotics
	Workforce	

Characteristics of the student body

At the start of the 2025 academic year, Aurora had 88 students enrolled in the Primary years (PK-6). 48 of these students were male and the remaining 40 were female. 6 students identified as Indigenous. At the end of the academic year, there were 83 students in the Primary; 47 male, 36 female, and 8 of these were Indigenous.

In the Secondary School (Years 7 - 12), Aurora had 49 students enrolled. 21 of these students were male and the remaining 28 were female. 6 students identified as Indigenous. At the end of the academic year, there were 48 students in the Secondary school; 19 male, 29 female, and 5 of these were Indigenous.

In total, Aurora started 2025 with 137 students and ended the year with 131. A high turnover was experienced throughout the year as people moved in or out of the area for work or family, or encountered financial challenges with the cost of living increases.

Student outcomes in NAPLAN

During March, 2025, students in years 3, 5, 7 and 9 sat the NAPLAN tests online. At Aurora, many parents withdraw their children from these tests for philosophical reasons. This is the case in Year 3 in which only 1 student sat the tests, therefore to maintain privacy these results are not included. Year 5 had 5 students, Year 7 had 6 and Year 9 had 5 students sit the tests.

A summary of student results for the cohorts are shown below.



Workforce composition

At Aurora, we are in the privileged position of having a strong team of staff, all of whom share a passion for quality education and a commitment to professional excellence. All of our staff hold relevant professional qualifications and, in addition, many have a background of study in Steiner education.

Staffing at Aurora

School staff 2025	Number
Full-time staff	13
Part-time staff	13
Total workforce (excluding Casual staff)	
Workforce - FTE (full-time equivalent)	19.55
Casual staff	4
Teachers	17
Support and Operational staff (SAO) and Professional Support staff	9
Indigenous/Torres Strait Islander staff	1

Gender mix	Male	Female
Teachers	3	14
SAO and Professional Support staff	1	8
Total workforce	4	22

Teachers - Level of accreditation	Number
Conditional/Provisional	0
Proficient	17
Total number of teachers	17

Attendance

The average student attendance rate in 2025 was 91.11%.

FORM	OVERALL
Kindergarten	94.66%
Class 01	93.77%
Class 02	95.03%
Class 03	93.86%
Class 04	93.39%
Class 05	94.49%
Class 06	92.81%
Class 07	85.11%
Class 08	82.96%
Class 09	74.56%
Class 10	87.62%
Class 11	89.4%
Class 12	83.98%

How the school manages non-attendance

The school recognises that a child's school attendance is compulsory. Parents are provided access to the school attendance policy at orientation or soon thereafter and this is also discussed with the parents at the child's enrolment interview.

The school has in place a policy, reviewed annually, regarding non-attendance. An attendance register is maintained on a daily basis.

Parents of students are required to report their child's absence as soon as practicable after the absence is known. Where absence has become frequent, meetings are conducted with parents to ascertain whether any difficulties have arisen that the school and parents can work through together.

Respect and responsibility

Aurora Southern Highlands Steiner School wants all students to feel valued. Parents and teachers work together to provide care and support, thus engendering self-esteem, mutual respect and responsibility.

The School Board has developed policies and procedures within their 'Safe and Supportive Environment' and 'Student Welfare' goals, to ensure that respect and responsibility comes through clearly for students, teachers, parents and the community in which the school resides. These policies are publicly available to parents and are reviewed annually.

In addition to regular parent teacher meetings, the Board and College of Teachers hold regular meetings for parents to discuss the basis for these policies and the framework in which the policies have been created, so as to educate the school community in how these are to work. These policies are developed with the aim of promoting respect and responsibility among students, parents, teachers and the wider community.

Key school codes, policies and procedures

A comprehensive body of formal documents serve to guide many aspects of school life. Key policies are disclosed to parents via our website and are discussed during the Enrolment interview. Parents and staff are advised that all policies are available in hard copy in the school office and in soft copy upon request. All of our key policies are available online. The School's policies on student welfare, anti-bullying, discipline and complaints and grievances form part of this report and are freely available to the general public.

Each year, all policies are reviewed and updated to ensure that they are in true alignment with the school's values and practices. There were no significant changes to any policies during 2025.

All policies can be found on our website via the link below

<https://aurorasteiner.nsw.edu.au/home/policies-and-procedures/>

The full Enrolment Policy and current fee schedule can be found at

<https://aurorasteiner.nsw.edu.au/enrolments/>

Parent, student and staff satisfaction

Our community is strong and caring of each individual. Parents, teachers and students are involved in many aspects of school life. This involvement is welcomed and encouraged. The school regularly offers the community opportunities to provide feedback. The most formal of these opportunities is via the annual satisfaction survey. Below is a summary of the ratings received in the most recent survey.

Satisfaction ratings

- 90% of respondents rated positively regarding their overall satisfaction with school in 2025. 10% were dissatisfied.
- 85% of respondents rated positively regarding the teaching staff and the quality of teaching. 15% were dissatisfied.
- 75% of respondents rated positively regarding the management and administration of the school. 25% were dissatisfied.

Financial summary

